MPS TEAM GEAR UP 2016 Evaluation Report

Results of the Credit Recovery Program

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Evaluation Team

University of Wisconsin, Milwaukee

Curtis Jones, Principal Investigator
Rose Hennessy, Associate Researcher
Joseph Schmidlkofer, Associate Researcher
Rachel Westrum, Project Manager

For questions about this evaluation report please contact Dr. Curtis Jones at jones554@uwm.edu.

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Terms and Definitions

Term	Definition
Cohort	Group of specific students served by GEAR UP; the classes of 2017-18
Core Classes	Group of classes in key subject areas required and essential for graduation. Subjects include English, Math, Science and Social Studies
Credit Recovery	A variety of alternative means for high school students to retake classes they have failed. In this report Credit Recovery is referred to as credits recovered in-person in the summer
GEAR UP Schools	The eight high schools served by the GEAR UP grant
Grade Promotion	Progressing to a higher grade level; in MPS a certain amount of credits need to be earned before being promoted, which varies by grade
MPS - Milwaukee Public Schools	Wisconsin's larges public school system; recipient of GEAR UP grant
Operation Graduate	A program offered by Team GEAR UP offered during regular class time to help keep students informed about graduation requirements, and to ensure they are on track for graduation
Pass Rate	The percentage of classes passed with a "D" or better in a class
Second Year Student	A student in the second year of high school; depending on standing the student may be a freshman or sophomore
SREed	Socially Responsible Evaluation in Education; the evaluation team working with GEAR UP from the University of Wisconsin - Milwaukee
Team GEAR UP	The full time staff for the GEAR UP grant; consists of a project coordinator and three GEAR UP advisers, each of whom work with specific high schools

MPS TEAM GEAR UP Credit Recovery Report

In 2011, Milwaukee Public Schools (MPS) was awarded a 7-year, $14.87 million federal GEAR UP grant to promote college awareness and readiness. The grant provides outreach to students from the high school classes of 2017 and 2018, through a variety of programming and support systems at the following eight high schools: Audubon, Bay View, Bradley Tech, Hamilton, James Madison, Milwaukee High School of the Arts, Morse-Marshall, and Vincent.

MPS Team GEAR UP consists of two primary objectives: Objective 1 seeks to increase educational expectations for participating students and family knowledge of postsecondary education, options, preparation, and financing. Objective 2 seeks to increase academic performance, high school graduation, and post-secondary readiness and enrollment. In order to achieve these objectives, six design principles were followed. These include: 1) high academic standards and rigorous course content, 2) Tutoring and targeted supports for underperforming students and those at risk of dropout, 3) supports for transitions to high school, 4) parental involvement, 5) access to post-secondary education, and 6) accountability at the student, school, and systems levels.

The Credit Recovery program designed by Team GEAR UP covers both primary objectives, and also reflects the use of design principles 2, 4, and 6. This report examines the results of Credit Recovery in both the 2013-14 and 2014-2015 school years[1], and explores how offering credit recovery has impacted both individual student and school performance.

The Use of Credit Recovery

Research has shown that early course completion and GPA are among the strongest predictors for high school completion (Allensworth and Easton).[2] Therefore, early identification of students missing credits needed for graduation is integral to keeping students in school and on-track for graduation. In fact, earning on-track promotion from 9th to 10th grade is the equivalent of being able to read by second grade, in terms of reducing the risk of dropout. It is a point when everything possible needs to be done to ensure successful promotion (Owen and Rosch 2008)[3].

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[1] Credit Recovery for the 2013-14 School Year occurred both during the school year and in the Summer of 2014. Credit Recovery for the 2014-15 School Year occurred during Summer 2015.

[2] Allensworth, E. and Easton, J. 2005. The On-Track Indicator as a Predictor of High School Graduation. Retrieved March 12, 2016, from https://consortium.uchicago.edu/sites/default/files/publications/p78.pdf

[3] Owen, J. and Rosch, J. 2008. Dropout Prevention Strategies for Improving High School Graduation Rates, a Briefing Report prepared for North Carolina Family Impact Seminar. Brief 4: State Level Dropout Prevention Programs, Strategies and Policies. Retrieved March 12, 2016 from https://archive.org/details/ERIC_ED506360

Credit Recovery is designed to help schools graduate more students by targeting those who have failed courses and fallen behind, allowing them the opportunity to recover missing credits that are required for graduation. As a whole, Credit Recovery programs developed as a result of the No Child Left Behind (NCLB) legislation, which was enacted in 2001. An important component of NCLB included judging high school progress based on graduation rates. This resulted in the development of Credit Recovery programs, which helped students recover credits in an array of structured opportunities.

The specific format of Credit Recovery programs varies by location, with classes offered online only, as a blend of online and in-class attendance, or in-person only. In addition to the method of instruction, some programs operate after school during the normal school year, while others are summer-only programs.

Since Credit Recovery is relatively new, there aren't federal or even (in some cases) state mandates as to what students must achieve to recover credits. Instead, local school districts have autonomy to decide how students pass Credit Recovery classes. Passing is determined through either seat-time, the passing of a proficiency exam, or a combination of both elements. While the total duration of class time in Credit Recovery does not always equal that of the same course offered during the school year, students do have prior exposure to the material from having taken the course previously.

The Need for Credit Recovery in MPS

MPS High Schools (not just GEAR UP schools) have a demonstrated need for Credit Recovery options for students, especially in the early grades. 9th grade and 10th grade students have lower promotion rates and class passing rates than their older peers. Students that attend one of the eight high schools where the GEAR UP program is implemented are referred to in this report as GEAR UP Students.

For 9th grade GEAR UP students following the 2013-14 school year, the promotion rate was 76%. For non-GEAR UP 9th graders, it was 84%. 10th graders in GEAR UP schools in the same timeframe had an 87% promotion rate at GEAR UP schools, and 94% at non-GEAR UP high schools. The need for Credit Recovery is noticeable not only in promotion rates, but also in class pass rates. 65% of classes taken in the 2013-14 school year were passed by GEAR UP 9th grade students, while 70% of classes were passed by non-GEAR UP 9th graders. For classes taken by 10th grade GEAR UP students the number rose to 74%, and for classes taken by non-GEAR UP 10th graders it was 79%.

The four-year MPS graduation rate for the class of 2014 was 61%, with the five-year rate at 69%, and the six-year rate at 73%. Allowing students more opportunities to recover credits could lead to a decrease in dropout rates and an increase in on-time and overall graduation rates. Providing Credit Recovery

opportunities earlier on in high school can help increase the percentage of students being promoted on-time, as students may fall further behind the longer they are in high school.

In recent years, MPS has prioritized 11th and 12th grade students for Credit Recovery enrollment. Instruction has been offered in a traditional in-person format, with classes taking place either after school or during the summer. The program has since expanded so that it is now available in an online format, and promoted for students in all grades. Students must possess an 8th grade reading level in order to participate. Credit Recovery in the summer continues to be offered as part of the district's Summer Academy catalog of programming.

2013-2014 Credit Recovery

Description of the Program

Credit recovery was only offered to students who were in the GEAR UP cohort. The only courses offered for Credit Recovery were Algebra (1st and 2nd semesters), and English 9 and 10 (1st and 2nd semester for both). The recruitment of students for Credit Recovery was done by sending standardized letters home to students that announced the opportunity, as well as a notification of school counselors to disseminate information about the option to students in the schools. Teachers for Credit Recovery came from across the district, and were recruited through traditional summer school processes, typically based on teaching seniority.

Students in the GEAR UP Credit Recovery model were able to recover credit based on a combination of in-class time and the passing of a proficiency exam. The 2013-14 summer Credit Recovery Program resembled a traditional summer school for MPS High School students. The summer program was offered at four GEAR UP sites, and students were able to recover a maximum of 1.0 credit, and attended classes for a maximum of a half day. Qualitative methods were used to describe the program and Credit Recovery process.[4]

Participation

In the summer of 2014, there were 289 students that took Credit Recovery from the GEAR UP cohort. These students came from a combination of the GEAR UP schools.

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[4] Details can be found in Appendix C.

A total of six courses were offered for Credit Recovery in the summer of 2014. Classes consisted of first and second semesters in Algebra, English 9, and English 10. Students were enrolled in a total of 454 courses, with some students enrolling in more than one course.

13-14 Credit Recovery Results

Of the 289 students that took Credit Recovery, 65% earned any credit. Among these 188 students earning credit, 120 recovered one class and 68 recovered two classes. Of the 454 classes attempted, students passed 256 courses and had an overall pass rate of 56% for classes attempted. The lowest pass rate occurred in the second semester of English 10 (20%) and the highest pass rate occurred in the first semester of English 9 (69%). The six courses and their pass rates are documented in Table 1.[5]

Table 1. Classes Taken and Passed by GEAR UP Students in 2013-2014 Credit Recovery

	Classes Failed	Classes Passed	Total Classes	Pass Rate
Algebra (Semester 1)	46	83	129	64%
Algebra (Semester 2)	52	69	121	57%
English 9 (Semester 1)	25	56	81	69%
English 9 (Semester 2)	24	24	48	50%
English 10 (Semester 1)	23	17	40	43%
English 10 (Semester 2)	28	7	35	20%
Total	198	256	454	56%

2014-2015 Credit Recovery

The Credit Recovery Logic Model that was developed with TEAM GEAR UP Staff describes basic program information, philosophy, activities, desired outcomes, and goals.[6] Many changes were made to the implementation of Credit Recovery programming for the 2014-2015 school year. Firstly, Credit Recovery was not offered during the school year to GEAR UP students, and instead became a summer-only program. Team GEAR UP maintained a presence at the two locations where GEAR UP Credit Recovery was offered: Morse Marshall and Audubon High Schools.[7]

Courses offered were not restricted to core requirements, though these were the most commonly taken classes. Classes were offered for two hours at a time, in five week sessions, with students attending class

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[5] See Appendix C for more information on data files and methods used to calculate pass rates.
[6] See Appendix A for Credit Recovery logic model.
[7] A small number of students from GEAR UP schools attended summer classes at South Division High School. South Division was not a GEAR UP school, but it offered Credit Recovery to 11th and 12th grade MPS students. The program accepted GEAR UP students, since the GEAR UP summer school sites did not offer support to English language learners (ELL).

Monday through Thursday. In the GEAR UP model, students were able to recover credit based on a combination of passing a proficiency exam as well as fulfilling seat time requirements.

Team GEAR UP staff members spearheaded comprehensive Credit Recovery efforts for all cohort members, working closely in concert with school staff from the initial recruitment stages through the end of summer operations.

In the short term, TEAM GEAR UP staff wanted the Credit Recovery Program to allow for participating students to pass classes and recover credits, which could potentially allow them to stay with their cohort. Ultimately, this would allow for not only an increase in the high school graduation rate, but also an increase in the number of cohort students who are prepared to enter and succeed in post-secondary education.

Credit Recovery Activities

As displayed in the logic model, the activities involved in initiating and executing Credit Recovery fell into four primary categories: 1. identification and recruitment of students who failed courses, 2. hiring and preparing of staff, 3. supporting school (Credit Recovery) administration, and 4. student and family engagement.[8]

Identification and recruitment of students who failed courses

At the beginning of the process, GEAR UP staff reviewed transcripts for all members of the cohort at their respective schools (all 9th and 10th graders) to identify any courses that students failed. All students received a personalized flyer and transcript home in the mail with a list of failed classes that were highlighted.[9] The transcript review allowed GEAR UP to identify which classes to offer in the summer, as well as how many sections to offer for each class.

Printed transcripts were handed directly to students in their classrooms as part of an Operation Graduate session provided by GEAR UP. Family outreach during the recruitment phase was bolstered by phone calls home; an initial phone call home was made immediately after spring classes, while a follow-up phone call was made during the first week of summer classes as a reminder for students who had previously enrolled.

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[8] See Appendix A for logic model.
[9] See Appendix B for a sample letter sent home informing students and families of credit recovery.

Hiring and preparing staff

The hiring and preparing of GEAR UP Credit Recovery Staff was done with strong intentionality. List-serve emails were sent to all staff at GEAR UP schools to gauge interest in teaching Credit Recovery courses over the summer. After the initial announcements however, GEAR UP advisors brought their observations of teachers into the discussion, based on their level of engagement and positive relationships with students. School Counselors were also consulted to provide their input as to which teachers would be a good fit with Credit Recovery students.

Staff that were selected to teach for the GEAR UP program were required to attend two orientations: a general school orientation for that site (done by the principal), as well as a GEAR UP-specific orientation. In the second orientation GEAR UP staff emphasized a friendly and flexible student engagement mindset for the teachers and the importance of a commitment to moving forward for the students attending Credit Recovery classes. Part of the reason for the intentional recruitment of teachers was a realization from the previous summer that GEAR UP students might be better served working with teachers who are familiar with them, and have experience working with similar populations.

Supporting school implementation

Beginning on the first day of summer classes, GEAR UP staff was consistently present and helped to support implementation efforts in a variety of ways. GEAR UP team members used funds so that secretaries were able to help in on-site student registration, due to a very high turnout. Credit Recovery class schedules were distributed to students, and GEAR UP staff assisted students in reviewing their schedules and locating their classes.

Transportation was another key area in which the GEAR UP team made it easier for students to participate in Credit Recovery, as staff distributed bus tickets to students to get them to and from school each day. Students would need to interact with GEAR UP staff to get these tickets, which was another way to impart the presence of familiar faces to the students. Prior even to bus ticket distribution, Team GEAR UP identified transportation eligibility through a review of student addresses to determine who lived outside a two mile radius (a district rule).

Finally, GEAR UP assisted in providing school supplies as well as meals, including breakfast and lunch. Dinner was also served at the Audubon location. Students were thus provided with transportation, meals, and supplies for attending Credit Recovery classes. This comprehensive support system took away many obstacles to consistent student attendance.

Student & family support

Outside of material resources, GEAR UP staff also reported engaging directly with students to provide encouragement, motivation, and positive reinforcement. This support was an important element of the Credit Recovery programming, as it involved not only students attending classes, but the parents of some of these students as well. GEAR UP staff closely monitored student individual class attendance, as well as daily overall attendance. Incentives were given to students for having perfect attendance or for classroom performance, and included purchased Summerfest tickets and donated Milwaukee Brewers baseball tickets.

Family members of Credit Recovery participants were also offered classes on graduation requirements, course selection, and the importance of college readiness.

Credit Recovery Participation

There were 4,556 9th and 10th grade students that had course transcripts during the 2014-2015 school year at the eight GEAR UP schools. Among these students 73.2% failed at least one course (n = 3337). A total of 1,091 students enrolled to take Credit Recovery, representing 23.9% of the GEAR UP cohort. Among enrolled students, 65.3% attended Credit Recovery classes (n = 712).

When looking at participation by grade, there were more 9th grade students than 10th grade students at GEAR UP schools and a higher percentage of 9th graders were enrolled in Credit Recovery (26.0% and 20.8% recruited respectively). As a result, Credit Recovery attendance consisted of 465 9th grade students and 247 10th grade students (Table 2).

Table 2. Participation in 2014-2015 Credit Recovery

		Total Students	Enrolled	Percent Enrolled	Attended	Percent Attended
Grades	9	2728	710	26.0%	465	65.5%
	10	1828	381	20.8%	247	64.8%
	All Students	4556	1091	23.9%	712	65.3%

Students were enrolled at different rates based on their GEAR UP school, with the lowest percentage of students recruited from Milwaukee High School of the Arts (12.3% of students enrolled) and the highest percentage of students recruited from Bay View High School (32.2%). However, the need for Credit Recovery may have varied by school and could explain some differences in enrollment between schools. Of students enrolled in Credit Recovery, attendance varied by school with as few as 52.5% of enrolled

students from Madison Academic High School attending classes, and as many as 79.3% of enrolled students attending from Morse Marshall High School.[10]

Classes taken

A total of 26 classes were taken for Credit Recovery by 9th and 10th grade students from the eight GEAR UP schools. Of these classes, 19 were offered at one of the two summer school GEAR UP sites. The remaining classes were taken by the twelve students that were enrolled at South Division. Courses at GEAR UP sites were offered in English Language Arts (ELA), Math, Science, Social Studies, Health and Physical Education. Algebra courses had the most participants. Students were enrolled in a total of 1747 classes, with 81% of students enrolling in more than one class. For a full list of classes offered at GEAR UP summer sites following the 2014-2015 school year please see Table 3.

14-15 Credit Recovery Results

Of the 712 students that attended Credit Recovery, 664 students recovered any credits, representing 93% of those that attended. Regardless of demographic background, students recovered credits at similar rates.[11] Additionally, the more classes a student took the increased chance they had of earning any credits.[12]

Of the 1747 classes attempted, students passed 1460 courses and had an overall passing rate of 84% for all classes attempted.[13] At GEAR UP sites, the lowest pass rate occurred in the second semester of World Studies (55%) and the highest passing rate occurred in the first semester of Biology 1 (95%). Table 3 shows each course taken at one of the two GEAR UP sites as well as the pass rate for each course.

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[10] Further participation by gender, race/ethnicity, free and reduced lunch, Special Education, English language learners, and GEAR UP school can be found in Appendix D Table 7.
[11] See Appendix D Table 8 for credits recovered by demographic background.
[12] See Appendix D Table 9 for credits earned by course taken.
[13] Appendix D Table 7 shares passing rates by demographic background.

Table 3. 2014-2015 Credit Recovery Classes and Pass Rates

	Classes Failed	Classes Passed	Total Classes	Rate Passed
Biology 1 (Semester 2)	3	61	64	95%
Physical Science (Semester 2)	8	109	117	93%
Physical Science (Semester 1)	8	88	96	92%
Citizenship (Semester 2)	5	55	60	92%
Senior Health	7	68	75	91%
Geometry (Semester 2)	8	74	82	90%
Biology 1 (Semester 1)	11	101	112	90%
English 10 (Semester 2)	5	41	46	89%
Comprehensive Physical Education	7	54	61	89%
World Studies (Semester 1)	10	76	86	88%
Geometry (Semester 1)	13	85	98	87%
Algebra (Semester 1)	28	146	174	84%
Algebra (Semester 2)	30	148	178	83%
English 9 (Semester 1)	22	92	114	81%
English 10 (Semester 1)	15	50	65	77%
English 9 (Semester 2)	33	81	114	71%
Fit for Life	8	19	27	70%
Citizenship (Semester 1)	42	72	114	63%
World Studies (Semester 2)	23	28	51	55%
Other*	1	12	13	92%
Total	287	1460	1747	84%

*Of the 9th and 10th grade students from GEAR UP schools there were 12 that did not take courses at GEAR UP summer school sites of Audubon and Morse Marshall High Schools, but instead took 13 different classes at a different summer school site (South Division High School).

Differences between 13-14 and 14-15 Credit Recovery Implementation

Between 2013-2014 and 2014-2015 the activities of Credit Recovery were expanded. In 2013-2014, an informal and unsystematic outreach was performed to inform students and staff about Credit Recovery options. In year two, a systematic effort led to every student transcript being reviewed and mailed home with an individualized letter, classroom presentations to students reaching the majority of 9th and 10th tenth grade students, automated phone calls home, and counselor engagement and inclusion.

In addition to the expansion of Credit Recovery activities, the course offerings changed between the two years. In 2013-2014 only six courses were offered in English and Algebra, while 2014-2015 Credit Recovery offered nineteen courses in multiple subjects. This allowed students the opportunity to recover credits in additional classes. The expansion of classes was not only due to increased enrollment, but may

have also occurred because Credit Recovery was not offered to GEAR UP students during the 2014-2015 regular school year, as it had been the previously: In the second semester of the 2013-14 school year, GEAR UP offered Credit Recovery to 9th grade students after school. There were no opportunities for either 9th or 10th grade GEAR UP students to recover credit during the 2014-2015 school year.

When comparing the same six courses that were offered in both years, a consistent trend exists of more students attending and a higher percentage of those who attended earning credits. With 256 classes passed in 2013-2014 and 558 classes passed in 2014-2015, over double the amount of credits were recovered for the same classes. A comparison of courses offered in both years is provided in Table 4.

Table 4. Classes offered in 2013-2014 and 2014-2015 Credit Recovery

	2013-2014				2014-2015			
	Classes Failed	Classes Passed	Total Classes	Rate Passed	Classes Failed	Classes Passed	Total Classes	Rate Passed
Algebra (Semester 1)	46	83	129	64%	28	146	174	84%
Algebra (Semester 2)	52	69	121	57%	30	148	178	83%
English 9 (Semester 1)	25	56	81	69%	22	92	114	71%
English 9 (Semester 2)	24	24	48	50%	33	81	114	71%
English 10 (Semester 1)	23	17	40	43%	15	50	65	77%
English 10 (Semester 2)	28	7	35	20%	5	41	46	89%
Total	198	256	454	56%	133	558	691	81%

When comparing years beyond individual courses, in 2013-2014 289 students attended and 65% recovered credit. Six different courses were offered, 256 classes were passed, and the average pass rate of classes was 56%. In 2014-2015, 712 students attended and 93% recovered credit. Nineteen classes were offered, 1460 classes were passed, and the average pass rate for classes was 84%. These results are summarized in Table 5.

Table 5. Comparison of Key Outcomes for Credit Recovery by Year

		2013-2014	2014-2015
Student Outcomes	Students attending	289	712
	Students recovering credit	188	664
	Rate of credits passed by student	65%	93%
Class Outcomes	Classes offered	6	19
	Total classes attempted	454	1747
	Total classes passed	256	1460
	Rate of credits recovered by class	56%	84%

Impact of 2014-2015 Credit Recovery

Impact on Grade Promotion

Three promotion options existed for Credit Recovery students (Figure 1). Students taking Credit Recovery could have previously gained enough credits and already been promoted from one grade to the next but failed key graduation requirements. These students were already promoted before taking summer Credit Recovery. Some students were too far behind in credits to be promoted regardless of how many credits they recovered over the summer. The last group of students included those who could make up enough credits over the summer to be promoted to the next grade and stay with their cohort. Among 9th grade students in Credit Recovery, 88 were promoted to 10th grade as a result of Credit Recovery. Among 10th grade students, 88 were promoted to the 11th grade as a result of Credit Recovery.[14]

Figure 1. Options for Promotion

To determine if the number of students promoted had an impact on overall annual school promotion rates, a time series analysis was conducted from 2010 to 2015.[15]

Historically, GEAR UP schools have had lower promotion rates from both 9th and 10th grades than Non-GEAR UP schools in the MPS district. A summary of the impact of Credit Recovery on promotion rates by grade level is included below:

Ninth grade promotion

In 2010-2011, a 10.2% gap existed between students promoted from 9th to 10th grade among GEAR UP and Non-GEAR UP schools (promotion rates were 77.0% and 87.2% respectively). As seen in Figure 2,

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[14] See Appendix C for more details on how promotion rates were calculated.
[15] See Appendix C for Promotion Methods

between 2010 and 2014, the rates of GEAR UP schools mirror the rates of Non-GEAR UP schools until the 2014-2015 school year. While Non-GEAR UP schools show a slight decrease from 2013-2014 to 2014-2015, GEAR UP schools experienced an increase in promotion rates during the 2014-2015 year when taking into account the summer Credit Recovery. In 2014-2015, Non-GEAR UP schools had a higher promotion rate than GEAR UP schools but with a much smaller gap; a difference of 2.3% existed between the promotion rates of GEAR UP and Non-GEAR UP schools. (80.1% and 82.4% respectively). This analysis provides evidence to suggest that the 88 students promoted to 10th grade as a result of Credit Recovery had an impact on overall school promotion rates at GEAR UP schools.

Tenth grade promotion

In 2010-2011, a 5.5% gap existed between students promoted from 10th to 11th grade among GEAR UP and Non-GEAR UP schools (promotion rates were 90.1% and 95.6% respectively). As seen in Figure 2, between 2010 and 2014, the rates of Non-GEAR UP schools vary and the rates of GEAR UP schools show a small but consistent decrease until the 2014-2015 school year. While Non-GEAR UP schools show a slight decrease from 2013-2014 to 2014-2015, GEAR UP schools experience an increase in promotion rates (when taking into account the summer Credit Recovery efforts). The result of GEAR UP schools increasing their promotion rates while Non-GEAR UP schools decreased their rates is that GEAR UP schools ended up with a higher promotion rate by 0.2% compared to Non-GEAR UP schools. GEAR UP schools' promotion rate after Credit Recovery was 89.9% while Non-GEAR UP schools' promotion rate was 89.7%. This analysis provides evidence to suggest that the 88 students promoted to 11th grade as a result of Credit Recovery had an impact on overall school promotion rates at GEAR UP schools.

Promotion Rates of GEAR UP and Non-GEAR UP Schools
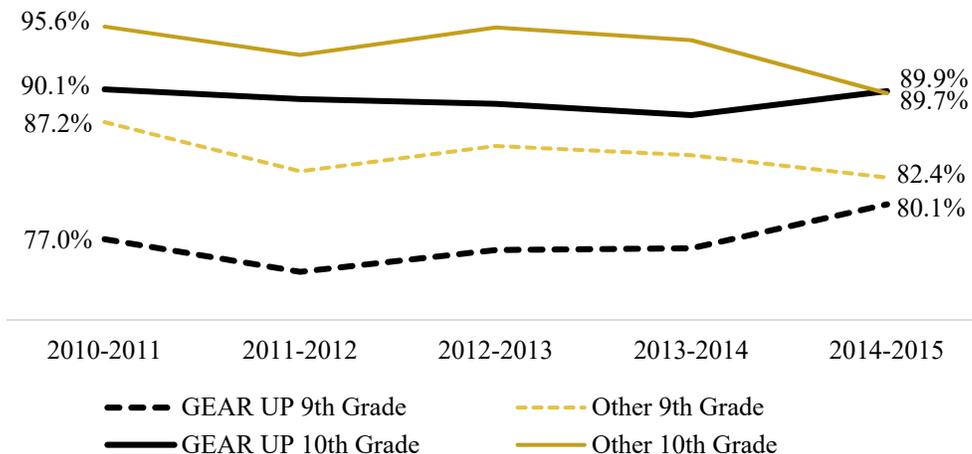
Figure 2. Promotion Rates of GEAR UP and Non-GEAR UP Schools

2014-15 Credit Recovery Students – Fall 2015 Course Results

Students who attended Credit Recovery were followed to assess their performance in fall classes. For comparison purposes, ninth and tenth graders in the 2014-2015 school year were separated into three groups for each grade. By grade level, the groups consisted of students that attended Credit Recovery in the summer, students at GEAR UP schools that did not take Credit Recovery, and students at non GEAR UP schools in MPS. These three groups were followed into the fall of 2015.

Of the students that remained in the MPS district, ninth grade students in 2014-2015 who took Credit Recovery passed 59.9% of all classes attempted in the fall of 2015, 9th grade students at GEAR UP schools in 2014-2015 passed 69.1% of classes in the fall of 2015, and 9th graders at Non-GEAR UP schools in MPS in 2014-2015 passed 73.9% of classes in the fall of 2015. Tenth grade students in 2014-2015 who took Credit Recovery passed 67.8% of all classes attempted in the fall of 2015, 10th grade students from GEAR UP Schools passed 77.5% of classes in the fall of 2015, and 10th grade students from Non-GEAR UP schools in 2014-2015 in MPS passed 81.8% of classes in the fall of 2015 (Figure 3).[16]

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[16] See Appendix C for more information on data files and methods used to calculate pass rates.

Overall Pass Rates in Fall 2015
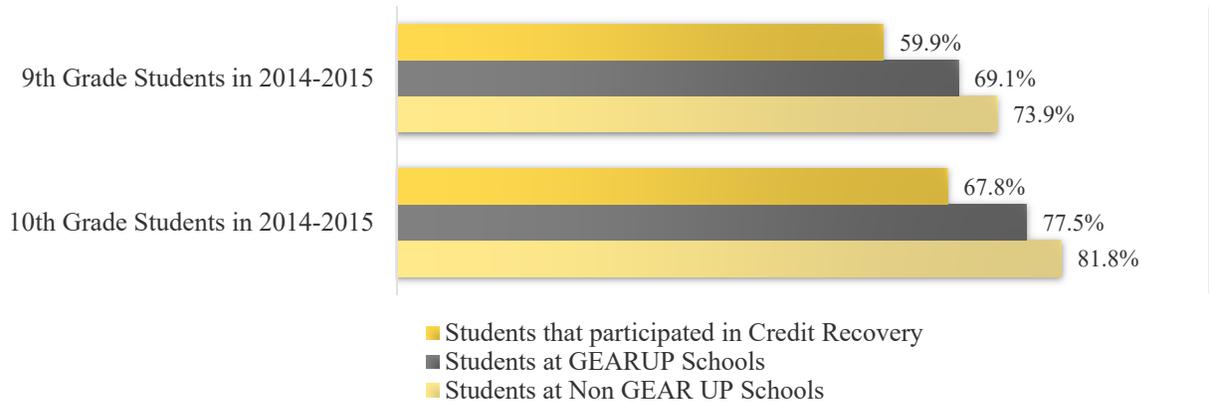
Figure 3. Overall pass rates in fall 2015 for students from the 2014-2015 school year based on participation in Credit Recovery or location at a GEAR UP or Non GEAR UP school.

To assess the impact of Credit Recovery on specific courses, students who participated in Credit Recovery in English Language Arts (ELA), Math, Science, and Social Studies were followed to see how they performed in fall 2015 classes of corresponding subjects. Regardless of subject area, the lowest pass rates were found among 9th graders who were not promoted to 10th grade. Tenth grade students were much more likely to pass classes and 11th grade students had the highest pass rates. Credit Recovery participants demonstrated the most success in ELA courses, with 9th grade students passing 63% of classes, 10th grader students passing 75% of classes, and 11th grade students passing 76% of classes. The lowest rates were found in Math and Social Studies. Specific pass rates can be found in Figure 4.

Fall Course Pass Rates by Subject and Grade for Credit Recovery Participants

	9th	10th	11th
Math	36%	43%	60%
Social Studies	33%	63%	72%
Science	53%	59%	76%
English	63%	75%	76%
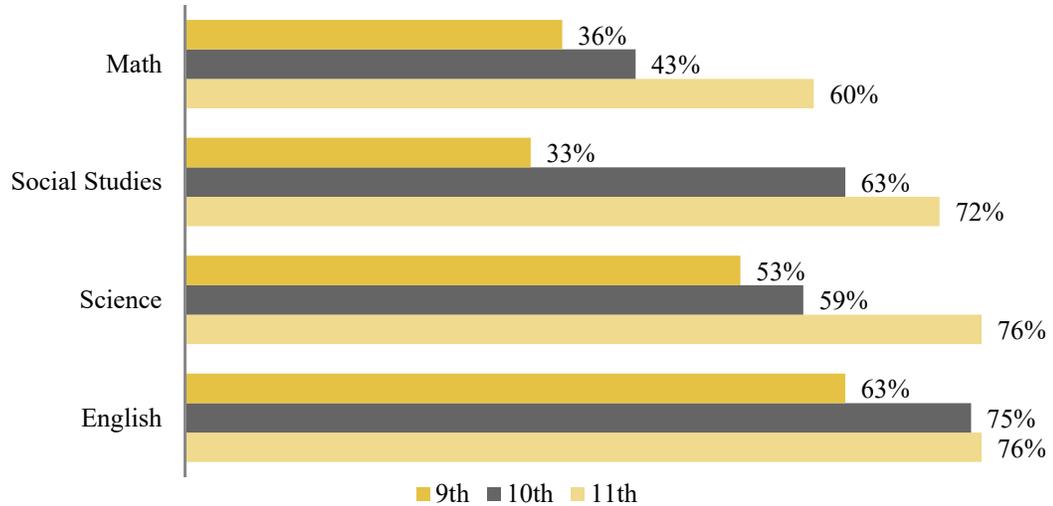
Figure 4. Fall 2015 pass rates by subject and grade for students who participated in Credit Recovery

To further interpret fall credits earned, the percentage of classes passed in the fall was compared between students who took Credit Recovery and students who failed courses but did not participate. The analysis was completed by subject, using English, Math, Social Studies, and Science.

With unadjusted data, 60% of ELA classes were passed by students who completed Credit Recovery compared to 39% of classes passed by students that failed English courses during the regular school year but did not take Credit Recovery. For the remaining subjects, the two groups passed roughly the same rate of classes (Figure 5).[17]

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[17] See Appendix D Table 7 for further analysis of fall 2015 pass rates these results.

Fall 2015 Pass Rate Among Students Who Failed Subjects in the
2014-2015 School Year

■ Did Not Participate in Credit Recovery   ■ Participated in Credit Recovery

Subject	Did Not Participate	Participated
English	39%	60%
Social Studies	48%	46%
Science	46%	41%
Math	41%	36%
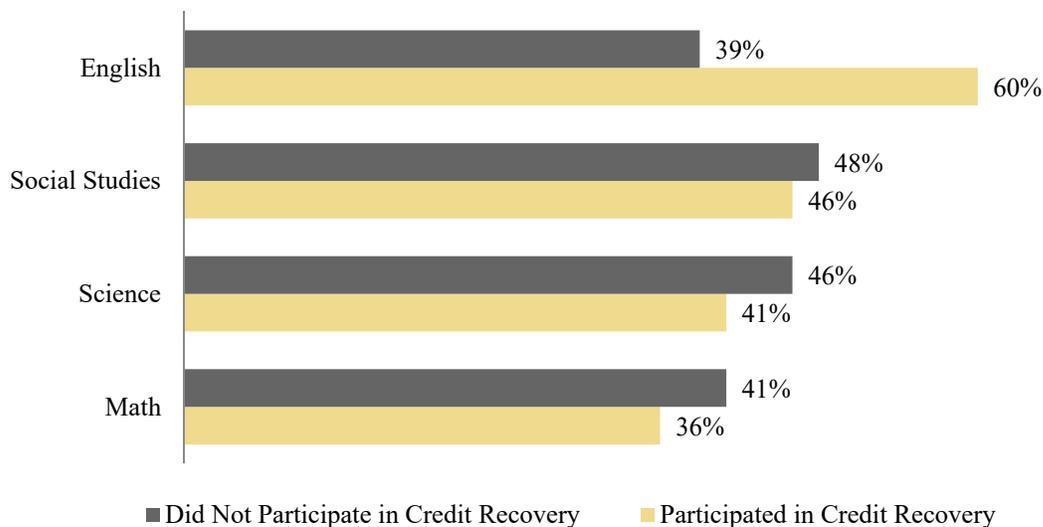
Figure 5. Fall 2015 pass rates among students who failed classes in specific subjects in the 2014-2015 school year by participation in Credit Recovery

The unadjusted analysis does not take into account that students that take Credit Recovery may vary from students that do not take Credit Recovery in ways that could also help explain their performance in fall 2015 courses. To control for these potential factors, different variables were examined to determine what factors predicted participation in Credit Recovery by course subject that might also explain their performance in fall 2015 classes. Looking only at students who had failed a course in a specific content areas, statistically significant predictors of students taking summer Credit Recovery in that content area included the total number of classes failed, previous course attendance, and grade level.[18]

When fall course performance was adjusted by these factors, the participation in summer Credit Recovery was found to be a statistically significant positive predictor of ELA class performance but not for Math, Science and Social Studies (Table 6). After adjusting for attendance, the number of failed classes, and student grade level, there was a **16 percentage point greater rate of ELA classes passed in the fall by students who participated in ELA credit recovery** compared to students that failed ELA classes in the previous year but did not recover credits. After adjusting for attendance, the number of failed classes, and student grade level, **there was no significant difference in the percentage of Math classes passed** between students who recovered Math credits compared to students that failed Math classes in the

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[18] See Appendix C for more information on the predictive model.

previous year but did not recover credits. After adjusting for attendance, the number of failed classes, and student grade code, there was **no significant difference in the percentage of Science classes passed** between students who recovered Science credits compared to students that failed Science classes in the previous year but did not recover credits. After adjusting for attendance, the number of failed classes, and annual grade code, there was **no significant difference in the percentage of Social Studies classes passed** between students who recovered Social Studies credits compared to students that failed Social Studies classes in the previous year but did not recover credits (Table 6).[19]

Table 6. Adjusted percentage point difference in pass rates between GEAR UP Credit Recovery Participants and Students in GEAR UP Schools who Failed Classes but did not participate.

Subject	Percentage point difference (β)	Standard Error	Wald Chi-Square	Significance
English	16.0%*	0.0408	15.359	0.000
Math	-6.0%	0.0327	3.342	0.068
Science	1.8%	0.0391	0.214	0.644
Social Studies	3.0%	0.0376	0.654	0.419

*Significant at p<0.05

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[19] See Appendix D Table 7 for the full Table of Model Effects.

Summary & Conclusions

Credit Recovery was a targeted outreach and student support effort by Team GEAR UP to assist 9th and 10th grade students to recover failed credits necessary for promotion or graduation requirements. Credit Recovery was conducted in 2013-2014 and expanded in 2014-2015 at eight MPS high schools. Key findings are summarized below.

Summer Credit Recovery Results between 2013-2014 and 2014-2015

Compared to 2013-2014, in 2014-2015 Team GEAR UP increased their recruitment and summer engagement strategies and were more systematic in their outreach efforts. Between the two years of Credit Recovery, a difference was found in the number of courses offered, students who attended, credits recovered, and courses passed in 2014-2015.

In 2013-2014, Team GEAR UP recruited students through a generic letter sent home and informal discussions with students, teachers, and counselors. They offered six courses in Algebra and English. In this year, **289 students attended Credit Recovery** and **188 recovered any credits**, indicating that 65% of students who attended recovered any credits. Students **attempted 454 classes, and passed 256 classes** with a 56% pass rate for all classes attempted.

In 2014-2015, Team GEAR UP reviewed all student transcripts to indicate failed courses, mailed individualized transcripts home, reviewed course needs in presentations to students, placed automated phone calls home, and informed counselors of the opportunity for Credit Recovery. At GEAR UP sites they offered nineteen courses in Math, English, Science, Social Studies, Health, and Physical Education. Team GEAR UP provided incentives and assisted students and school administration for the duration of the summer. In this year, **712 students attended Credit Recovery** and **664 recovered any credits**, indicating that 93% of students who attended recovered any credits. Students **attempted 1747 classes, and passed 1460 classes** with an 84% pass rate for all classes attempted.

Impact of Credit Recovery on Grade Promotion and Future Course Outcomes

As a result of Credit Recovery efforts in 2014-2015, **88 students were promoted from 9th to 10th grade and 88 students were promoted from 10th to 11th grade**. When reviewing promotion rates over time to assess the potential impact of Credit Recovery on grade promotion, trends indicate that Credit Recovery was successful in increasing promotion rates in both grades. Annually between 2010 and 2014, a gap of 9%-10% was found each year between 9th graders promoted to 10th grade in GEAR UP schools versus non-GEAR UP schools. In 2014-2015 the gap in 9th grade promotion rates between GEAR UP and Non GEAR UP schools shrank to only 2.3% and the10th grade promotion to 11th grade gap was completely

gone, with GEAR UP schools demonstrating a slightly higher promotion rate than non-GEAR UP schools (89.9% and 89.7% respectively).

Fall course performance was reviewed to assess the impact of Credit Recovery on future course performance. Ninth grade students in 2014-2015 who attended Credit Recovery passed 57% of all courses attempted in the fall of 2015. Tenth grade students in 2014-2015 who took Credit Recovery passed 66% of all courses attempted in the fall of 2015. Students that recovered English, Math, Science, and Social Studies courses were followed to review their performance in future classes of the same subject. When looking at fall data the summer after Credit Recovery in an adjusted model, compared to students that failed courses in the same subject during the previous school year but did not recover credits, **students that recovered English Language Arts (ELA) credits had a 16 percentage point greater rate of ELA classes passed, and there were no significant differences in classes passed in Math, Science, or Social Studies**.

Discussion & Recommendations

Credit Recovery met the goals of having students pass courses and earn credits. The Credit Recovery program in 2015 met its goals of having students pass courses and recover credits. MPS is a school district in which a high percentage of high school students fail classes. While this trend continues, we recommend Credit Recovery as an effective offering by MPS to help high school students recover credits and avoid falling further behind students in their cohort.

Intentionality and systematic design are important. The implementation of Credit Recovery in 2014-2015 was done with attention to how students and teachers were recruited, which classes were offered, how students and school administration were supported, and with thought on how to engage parents. Planning for 2014-2015 Credit Recovery began well in advance, with a thorough review of thousands of students transcripts. Students were made aware of their standing and which courses they had failed through mailings and in-class presentations. The teachers brought in for Credit Recovery received two orientations, one by the school principal, and one by GEAR UP staff. These planned supports continued to summer school operations, where students were provided with assistance in reviewing schedules and locating classes. Eventually, those who met certain attendance and performance benchmarks were rewarded with incentives. These comprehensive measures paid dividends: there were not only increases in the amount of students taking classes and recovering credits, but also a significant rise in the percentage of classes in 2014-2015 Credit Recovery as compared to the previous summer. It is recommended that future summer programming initiatives model this theme of intentionality in their design and execution.

Do students who pass Credit Recovery classes demonstrate recovery of content? The pass rate for Credit Recovery classes taken in summer 2015 was 81%, an important immediate outcome that was an increase over the previous year. However, an examination of student course performance the following fall suggests mixed results. The pass rates in the fall of 2015 of 10th and 11th grade students who participated in Credit Recovery was lower than the averages for all 10th and 11th grade students at GEAR UP schools. When looking at the population of students who failed ELA classes during the 2014-15 school year, Credit Recovery participants were significantly more likely to pass ELA classes in fall of 2015 than were non-participants. Fall course performance in Science, Math, and Social Studies was roughly the same for both of these comparison groups. More research will need to be done to determine if the differences in ELA results continue beyond the fall of 2015.

It is important to note that students who recovered credits are beginning the following school year with more credits towards graduation than if they hadn't had the opportunity. Still, considering that many credit recovery participants continue to fail courses, additional classroom supports and opportunities to participate in credit recovery are likely going to be necessary to ensure that these students continue to make progress toward graduation. This might help consolidate the successes demonstrated in the 2014-15 Credit Recovery program.

MPS should consider expansion of GEAR UP Credit Recovery model to more schools. The GEAR UP model for Credit Recovery was successful in two important areas: recruitment and enrollment of students and staff, and students passing classes and recovering credits. Results showed students taking and passing more classes at a much greater rate during the summer session in 2015 than compared to Credit Recovery in summer 2014. MPS may benefit from replicating these efforts across the district, especially with a focus on course offerings to 9th and 10th grade students, since the more opportunities that students have to recover credits earlier on in their high school education, the greater their chance to stay with their cohort, and graduate on-time with their peers.

Appendix A: Logic Model

Credit Recovery Logic Model

Inputs	Outputs		Outcomes		
	Activities	Participation (**Number of**):	Short	Medium	Long

Inputs
- Data
- Students
- Building/ Space
- Staff
- Money
- Donors
- Transportation
- Materials & Supplies
- Food
- Parents
- Philosophy of Commitment to Moving Forward

Outputs – Activities

Identify and recruit students who failed courses
- transcripts reviewed
- classroom presentations
- flyers & transcripts sent home
- initial / follow-up phone calls home
- courses to offer in summer
- students enrolled
- students who took a class
- classes taken

Hire and prepare staff
- listserv emails
- observation of teachers
- school counselor consultation
- mandatory staff orientations

Support summer school administration
- students registered on site
- summer school schedule review & distribution
- assisting students in locating classes
- transportation eligibility review
- bus ticket distribution
- supplies provided
- meals provided

Student & family engagement
- individual class attendance
- daily student attendance
- incentives given
- family members at parent meetings
- number of parent meetings
- total hours of parent meetings attended

Outcomes

Short:
-grade promotion
-stay with GEAR UP cohort

- students **recover credits**
- students **pass classes**

- increased overall **student proficiency** (post-secondary track)

- more engaged **summer school environment**

- parent MPI graduates
- **increase parent awareness** of:
  o HS graduation &college entrance requirements
  o post-secondary options
  o financial aid process

Medium:
- students **pass future classes**
- students stay on **post-secondary course track**

- **improve student outcomes:**
  o attendance
  o motivation
  o self-efficacy

Long:
Increase HS graduation rate

Increase post-secondary readiness & enrollment

Assumptions
- Summer school teachers are committed to the GEAR UP mission.
- Students who recover credit will be successful in future coursework.

External Factors
- There is capacity to take as many students that enroll in classes.
- MCTS bus strike occurred during summer program.
- Regular school climate impacts student desire to attend in summer.
- Scholarship money is available for students in cohort, but GEAR UP staff does not decide who receives it.

Appendix B: Letter Home

MPS Credit Recovery Program

February 10, 2015,

To the Parents/Guardians of _____:

TEAM GEAR UP would like to congratulate your child for completing his/her first semester of high school! **During the first semester of high school, your child had an opportunity to acquire 4 of the 5 credits needed to attain sophomore status by the end of this school year. Your child successfully completed _____ credits during the previous semester.** For your child to continue on the path to college readiness, he/she must make adequate progress towards satisfying the college readiness requirements. The most important requirement is graduating from high school on time. Beginning the second year of high school on track for on time graduation is an expectation we have for all TEAM GEAR UP students.

If your child did not complete at least 4 credits last semester, help is available. MPS TEAM GEAR UP has initiated a credit recovery program at your child's school to ensure a successful transition to sophomore status. Contact your child's guidance counselor for more details.

Thank you in advance for following up to ensure your child satisfies the college readiness requirement of on time graduating. **Students who are not able to reach sophomore status at the end of their freshman year of high school are less likely to graduate from high school.** Please do not let your child be part of this statistic. Please call your child's TGU advisor, if you have difficulty reaching your child's guidance counselor.

Parents, it is possible for your child to earn sophomore status without satisfying core course requirements in **English, mathematics, science and social sciences.** Please schedule a meeting with your child's guidance counselor to ensure your child is on track for on time graduation.

Respectfully,

_____

Chvala Brown
TEAM GEAR UP Coordinator, College and Career Readiness
Milwaukee Public Schools, Room 272
5225 W. Vliet St.
Milwaukee, WI 53208
Telephone: (414) 475-8331

MPS TEAM GEAR UP 2016 Evaluation Report | Credit Recovery

Appendix C: Methods

Qualitative Analysis

An in-person interview was conducted with James Sokolowski, project coordinator for GEAR UP, during which information was gathered about the implementation of Credit Recovery. The content of the interview spanned the entirety of Credit Recovery from initial planning to recruitment of students to implementation over the summer.

In addition, SREed members worked with Team GEAR UP during one of their staff meetings to develop a logic model for 2014-2015 Credit Recovery (included, Appendix A). This allowed for all GEAR UP staff (project coordinator and advisers) to collectively identify a comprehensive and organized graphic representation of what was required to operate Credit Recovery, including inputs, activities, and outcomes.

MPS data and passing rates

Data Files: Data files were obtained from the Division of Research and Evaluation at Milwaukee Public Schools. Data were obtained in Demographic files, Course Transcript Files from summer school classes and school-year classes, Third Friday Files that document annual grade codes, MPS Exit Codes, and Attendance Files. Files were merged using the MPS designated Student ID number. Summer courses that did not include a summer school designation title and were worth more or less than 0.5 credits were excluded from analysis.

Pass Rates: Demographic files and transcript files were used to determine pass rates, defined as the percentage of credits passed over the total amount of credits attempted. For summer and fall course performance, pass rates were calculated by determining the credits earned among the credits attempted. Results were stratified by demographic categories of gender, race/ethnicity, free and reduced lunch, English language learners, and special education.

Pass Rates by Subject: Course pass rates were further determined by subject for English, Math, Science, and Social Studies. This was accomplished by obtaining all course codes that began with the two letter designation for each subject and calculating pass rates among these courses.

Promotion rates

Third Friday Files and MPS exit codes were used to determine annual promotion rates. Annual promotion rates were calculated from 2010-2011 to 2015-2016. Third Friday Files were used to determine grade code by student by school by year. MPS exit codes were used to systematically exclude students who left the MPS system or died over the course of a year. Promotion totals and rates were calculated by determining the students who increased their grade code from September to September of the following year. Promotion rates were stratified by GEAR UP school status. The eight GEAR UP schools made up the GEAR UP school designation and all remaining MPS high schools compiled the Non-GEAR UP school group.

Fall course outcomes

Fall course outcomes, after credit recovery participation, were used as a measure of the effectiveness of Credit Recovery. This was done separately within subject areas. Using the two letter course code designating English, Math, Science, and Social Studies, data of students that recovered credits in each subject area were merged with data listing their fall 2015 performance in the same subjects. Fall 2015 data were provided in the form of passing or failing credits. Pass rates were calculated for students in the subject areas they recovered credits.

To determine a comparison group, transcript files of students that failed classes in each of the four subject areas during the 2014-2015 school year but did not recover credits were merged with transcript files for their fall 2015 pass/fail data. Pass rates were calculated for these comparison students in the subjects for which they had failed classes in the previous year.

It is possible that there are factors that both predict participation in Credit Recovery and fall 2015 course performance and therefore confound any comparison of the outcomes of Credit Recovery. A variety of variables were explored as possible confounds, including 2014-15 attendance rates, number of courses failed in 2014-15, and demographic variables. When reviewing each course subject individually, it was determined that attendance, number of failed courses, and grade level were all significant predictors. These were then all included as covariates in our statistical comparison of Credit Recovery and non-participant fall course outcomes. Generalized linear models were used to accomplish this and allowed us to isolate the impact of Credit Recovery on fall pass rates. This was conducted using SPSS Version 22 and the output from the models can be found in Appendix D Table 12.

Appendix D: Data Tables

Table 7. Participation in 2014-2015 Credit Recovery among students from GEAR UP schools

		Total Students	Enrolled	% Enrolled	Attended	% Attended
Grade	9th	2728	710	26.0%	465	65.5%
	10th	1828	381	20.8%	247	64.8%
Gender	Female	2067	508	24.6%	333	65.6%
	Male	2489	583	23.4%	379	65.0%
Race / Ethnicity	American Indian or Alaska Native	39	9	23.1%	6	66.7%
	Asian	156	15	9.6%	10	66.7%
	Black or African American	3065	828	27.0%	540	65.2%
	Hispanic	828	163	19.7%	112	68.7%
	Multi	-	-	-	-	-
	Unknown	-	-	-	-	-
	White	455	66	14.5%	39	59.1%
Free / Reduced Lunch Status	Eligible	4054	1003	24.7%	653	65.1%
	Not eligible	502	88	17.5%	59	67.0%
Special Education	IEP	1232	307	24.9%	190	61.9%
	No IEP	3324	784	23.6%	522	66.6%
English Language Learners	ELL student	283	67	23.7%	41	61.2%
	Non-ELL student	4154	1024	24.7%	671	65.5%
	Missing	119	-	-	-	-
Originating School	Audubon HS	182	52	28.6%	41	78.8%
	Bay View MS & HS	509	164	32.2%	117	71.3%
	Bradley Technology and Trade	518	148	28.6%	81	54.7%
	Hamilton HS	996	177	17.8%	103	58.2%
	Madison Academic HS	549	122	22.2%	64	52.5%
	Milw HS - Art	471	58	12.3%	43	74.1%
	Morse Marshall MS & HS	458	135	29.5%	107	79.3%
	Vincent HS	873	235	26.9%	156	66.4%
Summer School Site**	Audubon HS	-	318	-	209	65.7%
	Morse Marshall	-	755	-	491	65.0%
	South Division	-	18	-	12	66.7%
	All students	4556	1091	23.9%	712	65.3%

* Sample sizes lower than 5 are not reported to protect confidentiality.
**GEAR UP summer activities were held at Audubon and Morse Marshall High Schools. Twelve students from GEAR UP schools attended summer school at another site and are included in the analysis.

Table 8. Demographic breakdown of GEAR UP student 2014-15 Credit Recovery results

		Students that Recovered Credit	Students that Did Not Recover Credit
Grade	9	433	32
	10	231	16
Gender	Female	308	25
	Male	356	23
Race / Ethnicity	American Indian or Alaska Native	6	0
	Asian	10	0
	Black/African American	504	36
	Hispanic	103	9
	Multi*	-	-
	Unknown*	-	-
	White	37	-
Free/Reduced Lunch Status	Eligible	607	46
	Not eligible	57	-
Special Education	IEP	174	16
	No IEP	490	32
English Language Learners	ELL student	40	-
	Non-ELL student	624	47
Originating School	Audubon HS	40	-
	Bay View MS & HS	108	9
	Bradley Technology & Trade	77	4
	Hamilton HS	98	5
	Madison Academic HS	55	9
	Milw HS - Art	38	5
	Morse Marshall MS & HS	103	-
	Vincent HS	145	11
Summer School Site**	Audubon HS	193	16
	Morse Marshall	459	32
	South Division	12	0
	All Students	664	48

* Sample sizes lower than 5 are not reported to protect confidentiality.
**GEAR UP summer activities were held at Audubon and Morse Marshall High Schools. Twelve students from GEAR UP schools attended summer school at another site and are included in the analysis.

Table 9. Number of credit recovery classes per students in 2014-15 Credit Recovery and results

		Attended	Earned Credit	Did Not Earn Credit	Percentage Recovered Credit
Courses Taken	1	133	118	15	88.7%
	2	292	270	22	92.5%
	3	118	113	5	95.8%
	4	169	163	6	96.4%
	Total Students	712	664	48	93.3%

Table 10. 2014-15 Credit Recovery class participation by demographic characteristics of GEAR UP participants

		Total Classes Attempted	Total Classes Passed	Percentage of Classes Passed
Grade	9th	1140	929	81.5%
	10th	607	531	87.5%
Gender	Female	805	673	83.6%
	Male	942	787	83.5%
Race / Ethnicity	American Indian or Alaska Native	18	14	77.8%
	Asian	19	18	94.7%
	Black or African American	1317	1093	83.0%
	Hispanic	293	247	84.3%
	Multi	10	7	70.0%
	Unknown	-	-	-
	White	88	80	90.9%
Free / Reduced Lunch Status	Eligible	1610	1346	83.6%
	Not eligible	137	114	83.2%
Special Education	IEP	483	388	80.3%
	No IEP	1264	1072	84.8%
English Language Learners	ELL student	95	85	89.5%
	Non-ELL student	1652	1375	83.2%
Originating School	Audubon HS	87	83	95.4%
	Bay View MS & HS	289	239	82.7%
	Bradley Technology and Trade	219	181	82.6%
	Hamilton HS	268	230	85.8%
	Madison Academic HS	140	100	71.4%
	Milw HS - Art	89	75	84.3%
	Morse Marshall MS & HS	255	219	85.9%
	Vincent HS	400	333	83.3%
Summer School Site**	Audubon HS	532	446	83.8%
	Morse Marshall	1192	992	83.2%
	South Division	23	22	95.7%
	All classes	1747	1460	83.6%

* Sample sizes lower than 5 are not reported to protect confidentiality.
**GEAR UP summer activities were held at Audubon and Morse Marshall High Schools. Twelve students from GEAR UP schools attended summer school at another site and are included in the analysis.

SRE ED.
Socially Responsible Evaluation in Education

Table 11. Pass rates in fall 2015 among students that failed courses in the regular 2014-2015 school year by subject

		Pass Rate	Students
English	Did not participate in Credit Recovery	39.3%	736
	Participated in Credit Recovery	60.4%	158
	All students	43.1%	894
Math	Did not participate in Credit Recovery	41.0%	1116
	Participated in Credit Recovery	35.7%	133
	All students	40.5%	1249
Social Studies	Did not participate in Credit Recovery	45.7%	970
	Participated in Credit Recovery	40.7%	107
	All students	45.2%	1077
Science	Did not participate in Credit Recovery	48.2%	939
	Participated in Credit Recovery	45.5%	110
	All students	47.9%	1049

SRE ED.
Socially Responsible Evaluation in Education

Table 12. Test of model effects table by subject (for students who participated in credit recovery and students that failed the same subjects but did not participate in credit recovery)

	Wald Chi-Square	Degrees of Freedom	Significance
Science Credit Recovery	**0.214**	**1**	**0.644**
(Intercept)	3.801	1	0.051
Attendance (by percentage)	18.922	1	0
Number of classes failed in the regular school year	708.409	13	0
Grade level	12.081	1	0.001
Social Studies Credit Recovery	**0.654**	**1**	**0.419**
(Intercept)	8.763	1	0.003
Attendance (by percentage)	11.598	1	0.001
Number of classes failed in the regular school year	887.246	13	0
Grade level	11.497	1	0.001
English Credit Recovery	**15.359**	**1**	**0**
(Intercept)	16.756	1	0
Attendance (by percentage)	9.956	1	0.002
Number of classes failed in the regular school year	477.455	13	0
Grade level	5.299	1	0.021
Math Credit Recovery	**3.342**	**1**	**0.068**
(Intercept)	4.117	1	0.042
Attendance (by percentage)	24.726	1	0
Number of classes failed in the regular school year	130.434	12	0
Grade level	10.047	1	0.002