Credit Recovery: Helping MPS Students Fill-in Some of the Potholes on the Road to Graduation

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Rose Hennessy – Program Evaluator
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James Sokolowski - Team GEAR UP Project Coordinator-MPS
Marc Sanders - Division Manager, Research & Evaluation-MPS
A special thank you to all of the GEAR UP Staff who made Credit Recovery efforts so successful:

James Sokolowski-Team GEAR UP Project Coordinator
Rosy Lopez- Team GEAR UP Advisor
Steven Robertson Team GEAR UP Advisor
Gerard Toliver-Team GEAR UP Advisor
Chvala Brown-former Team GEAR UP Project Coordinator
WHAT IS GEAR UP?

GEAR UP = Gaining Early Awareness and Readiness for Undergraduate Programs

In 2011, Milwaukee Public Schools was awarded a 7-year, $14.87 million federal GEAR UP grant to promote college awareness and readiness, as well as increase high school graduation rates at selected schools in the district.

The grant provides outreach to students from the high school classes of 2017 and 2018, through a variety of programming and support systems.

TEAM GEAR UP (TGU) Staff work full time with eight different high schools throughout the district.
MPS GEAR UP HIGH SCHOOLS

• Audubon
• Bay View
• Bradley Tech
• Hamilton
• James Madison
• Milwaukee HS of the Arts
• Morse-Marshall
• Vincent
THE THEORY BEHIND CREDIT RECOVERY

Early course failures and GPA are among the strongest predictors of high school completion.

Identification of students missing credits needed for graduation early on is important in keeping students in school and on-track for graduation.

Credit Recovery is designed to help schools graduate more students by recruiting those who have failed courses and fallen behind, allowing them the opportunity to recover missing credits that are required for graduation.
Credit Recovery classes were offered extensively in summer 2015

TEAM GEAR UP specifically focused on all members of their 9th and 10th grade cohorts in a large-scale recruitment and enrollment effort

Students attended classes at either the Audubon or Morse-Marshall sites

Credits were earned through a combination of seat time and the passing of a proficiency exam
**Credit Recovery Logic Model**

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

**Activities**

**Outputs**

<table>
<thead>
<tr>
<th>Participation (Number of):</th>
</tr>
</thead>
<tbody>
<tr>
<td>-transcripts reviewed</td>
</tr>
<tr>
<td>-classroom presentations</td>
</tr>
<tr>
<td>-flyers &amp; transcripts sent home</td>
</tr>
<tr>
<td>-initial / follow-up phone calls home</td>
</tr>
<tr>
<td>-courses to offer in summer</td>
</tr>
<tr>
<td>-students enrolled</td>
</tr>
<tr>
<td>-students who took a class</td>
</tr>
<tr>
<td>-classes taken</td>
</tr>
</tbody>
</table>

**Identify and recruit students who failed courses**

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

**Hire and prepare staff**

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

**Support summer school administration**

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

**Student & family engagement**

**Short Outcomes**

- students recover credits
- students pass classes

**Medium Outcomes**

- increased overall student proficiency (post-secondary track)
- more engaged summer school environment

**Long Outcomes**

- students pass future classes
- students stay on post-secondary course track
- parent MPI graduates
- increase parent awareness of:
  - HS graduation & college entrance requirements
  - post-secondary options
  - financial aid process

**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.

**Outcomes**

<table>
<thead>
<tr>
<th>Short</th>
<th>Medium</th>
<th>Long</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-grade promotion</td>
<td>-students recover credits</td>
<td>-students pass future classes</td>
</tr>
<tr>
<td></td>
<td>-stay with GEAR UP cohort</td>
<td>-students pass first classes</td>
</tr>
</tbody>
</table>

**Increase HS graduation rate**

**Increase post-secondary readiness & enrollment**

**Handouts**

Smiley face emoji
CREDIT RECOVERY ACTIVITIES

THE IMPLEMENTATION OF CREDIT RECOVERY ACTIVITIES IN 2015 WAS DONE WITH INTENTIONALITY
IDENTIFICATION AND RECRUITMENT OF STUDENTS WHO FAILED COURSES

transcripts reviewed for all 9\textsuperscript{th} & 10\textsuperscript{th} graders at GEAR UP schools

classroom presentations given as part of Operation Graduate

flyers & transcripts sent home, with missed credits listed

initial / follow-up phone calls made home

examined transcripts to identify courses to offer in summer

phone calls made home to students who didn’t show up the first week
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
HIRING AND PREPARING STAFF

emailed listserv to notify staff of summer school teaching opportunities

conducted informal observation of teachers to identify those who have particularly strong student relationships

school counselors consulted for input as to which teachers work well with GEAR UP students

held two mandatory staff orientations (one specific to GEAR UP, one general summer school orientation)
SUPPORTING SUMMER SCHOOL ADMINISTRATION

students registered on site with assistance from counselors
reviewed and distributed summer school schedules
assisted students in locating classes
reviewed transportation eligibility -two mile radius
bus tickets distributed (to/from)
supplies provided
meals provided
STUDENT & FAMILY ENGAGEMENT

GEAR UP staff present, interacting with students, providing encouragement

individual and overall class attendance were very strong:
reflection of staffing and support systems

daily student attendance incentives given to encourage attendance:
Summerfest & Brewers tickets

parent institute meetings held in AM and PM for four weeks during summer
  • focused on advocacy, course selection, college readiness
WHAT DO YOU THINK SO FAR?

What questions do you have about GEAR UP?

What are your thoughts on how Credit Recovery was implemented in this context?
DEFINING SUCCESS

What would be some signs of success?
What comes to mind when you’re thinking about the outcomes?
What would you want to know?
OUTCOMES
Individual Class Pass Rate in 9th grade by GEAR UP & Year

% of classes passed

<table>
<thead>
<tr>
<th>Year</th>
<th>GEARUP</th>
<th>NonGEARUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>68</td>
<td>62</td>
</tr>
<tr>
<td>2011-2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>70</td>
<td>65</td>
</tr>
</tbody>
</table>
Individual Class Pass Rate in 10th grade by GEAR UP & Year

<table>
<thead>
<tr>
<th>Year</th>
<th>GEARUP</th>
<th>NonGEARUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>72</td>
<td>75</td>
</tr>
<tr>
<td>2011-2012</td>
<td>75</td>
<td>79</td>
</tr>
<tr>
<td>2012-2013</td>
<td>74</td>
<td>74</td>
</tr>
<tr>
<td>2013-2014</td>
<td>75</td>
<td>79</td>
</tr>
</tbody>
</table>

% of classes passed
WHAT HAPPENED IN CREDIT RECOVERY?

METHODS

Interviews

Identified students from 8 GEAR UP schools and demographics

Tracked their summer and fall outcomes with transcript files

Obtained grade level from September to September using 3rd Friday files

Used MPS exit files to exclude students who transferred out of MPS or died

DATA

Interview transcripts & notes

Demographic files

Course transcript files (summer & fall)

3rd Friday file

MPS exit codes
Credit Recovery Logic Model

**Inputs**
- Data
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- Money
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- Philosophy of Commitment to Moving Forward

**Activities**
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- more engaged summer school environment
- parent MPI graduates
- increase parent awareness of:
  - HS graduation
  & college entrance requirements
  - post-secondary options
  - financial aid process

**Outcomes**

**Short**
- increased overall student proficiency
- students pass future classes
- students stay on secondary track
- more engaged summer school environment
- parent MPI graduates
- increase parent awareness:
  - HS graduation
  & college entrance requirements
  - post-secondary options
  - financial aid process

**Medium**
- students pass future classes
- students stay on secondary track
- increase parent awareness:
  - attendance
  - motivation
  - self-efficacy

**Long**
- students pass future classes
- students stay on post-secondary track
- increase parent awareness:
  - attendance
  - motivation
  - self-efficacy

**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.
Outcomes

Short

- grade promotion
- stay with GEAR UP cohort

Medium

- students recover credits
- students pass classes

- increased overall student proficiency (post-secondary track)

- students pass future classes
- students stay on secondary track
## 13-14 ALL COURSE RESULTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Failed</th>
<th>Passed</th>
<th>Total</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALGEBRA (SEM 1)</td>
<td>46</td>
<td>83</td>
<td>129</td>
<td>64%</td>
</tr>
<tr>
<td>ALGEBRA (SEM 2)</td>
<td>52</td>
<td>69</td>
<td>121</td>
<td>57%</td>
</tr>
<tr>
<td>ENGLISH 9 (SEM 1)</td>
<td>25</td>
<td>56</td>
<td>81</td>
<td>69%</td>
</tr>
<tr>
<td>ENGLISH 9 (SEM 2)</td>
<td>24</td>
<td>24</td>
<td>48</td>
<td>50%</td>
</tr>
<tr>
<td>ENGLISH 10 (SEM 1)</td>
<td>23</td>
<td>17</td>
<td>40</td>
<td>43%</td>
</tr>
<tr>
<td>ENGLISH 10 (SEM 2)</td>
<td>28</td>
<td>7</td>
<td>35</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>198</td>
<td>256</td>
<td>454</td>
<td><strong>56%</strong></td>
</tr>
</tbody>
</table>
### 14-15 Some Course Results

<table>
<thead>
<tr>
<th>Course</th>
<th>Failed</th>
<th>Passed</th>
<th>Total</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALGEBRA (SEM 1)</td>
<td>28</td>
<td>146</td>
<td>174</td>
<td>84%</td>
</tr>
<tr>
<td>ALGEBRA (SEM 2)</td>
<td>30</td>
<td>148</td>
<td>178</td>
<td>83%</td>
</tr>
<tr>
<td>ENGLISH 9 (SEM 1)</td>
<td>22</td>
<td>92</td>
<td>114</td>
<td>81%</td>
</tr>
<tr>
<td>ENGLISH 9 (SEM 2)</td>
<td>33</td>
<td>81</td>
<td>114</td>
<td>71%</td>
</tr>
<tr>
<td>ENGLISH 10 (SEM 1)</td>
<td>15</td>
<td>50</td>
<td>65</td>
<td>77%</td>
</tr>
<tr>
<td>ENGLISH 10 (SEM 2)</td>
<td>5</td>
<td>41</td>
<td>46</td>
<td>89%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>133</strong></td>
<td><strong>558</strong></td>
<td><strong>691</strong></td>
<td><strong>81%</strong></td>
</tr>
</tbody>
</table>

The highest pass rate for the previous summer was 69% for English 9 (sem1).
# 28 Summer 14-15 Classes

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra (Sem 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra (Sem 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 2 and Trigonometry (Sem 1)</td>
<td></td>
<td>ESL Aural Lingual Beginner 2</td>
</tr>
<tr>
<td>Algebra 2 and Trigonometry (Sem 2)</td>
<td></td>
<td>Fit for Life</td>
</tr>
<tr>
<td>Biology 1 (Sem 1)</td>
<td></td>
<td>FND of United States History</td>
</tr>
<tr>
<td>Biology 1 (Sem 2)</td>
<td></td>
<td>Geometry (Sem 1)</td>
</tr>
<tr>
<td>Citizenship (Sem 1)</td>
<td></td>
<td>Geometry (Sem 2)</td>
</tr>
<tr>
<td>Citizenship (Sem 2)</td>
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<td>Lifetime Sports 1</td>
</tr>
<tr>
<td>Comprehensive Physical Education</td>
<td></td>
<td>Physical Science (Sem 1)</td>
</tr>
<tr>
<td>English 10 (Sem 1)</td>
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<td>Physical Science (Sem 2)</td>
</tr>
<tr>
<td>English 10 (Sem 2)</td>
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<td>Senior Health</td>
</tr>
<tr>
<td>English 11 (Sem 1)</td>
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<td>World Studies (Sem 1)</td>
</tr>
<tr>
<td>English 11 (Sem 2)</td>
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<td>World Studies (Sem 2)</td>
</tr>
</tbody>
</table>
MORE STUDENTS RECEIVED CREDIT IN 14-15

Students Success in Summer Credit Recovery by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Passed</th>
<th>Failed</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 14-15</td>
<td>1460</td>
<td>287</td>
<td>84%</td>
</tr>
<tr>
<td>Summer 13-14</td>
<td>256</td>
<td>198</td>
<td>56%</td>
</tr>
</tbody>
</table>

JS
9th & 10th Grade Students

<table>
<thead>
<tr>
<th>Total</th>
<th>Enrolled</th>
<th>Attended</th>
<th>Earned Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>4562</td>
<td>1091</td>
<td>712</td>
<td>664</td>
</tr>
<tr>
<td>24%</td>
<td>65%</td>
<td>93%</td>
<td></td>
</tr>
</tbody>
</table>

8 GEAR UP Schools

<table>
<thead>
<tr>
<th>Total</th>
<th>Enrolled</th>
<th>Attended</th>
<th>Earned Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>6333</td>
<td>131</td>
<td>87</td>
<td>76</td>
</tr>
<tr>
<td>2%</td>
<td>66%</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Enrolled</td>
<td>Attended</td>
<td>Earned Credit</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>----------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1091</td>
<td></td>
</tr>
<tr>
<td>24%</td>
<td>131</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 GEAR UP Schools</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Schools with Summer School Enrollment</td>
<td></td>
<td>4562</td>
<td>131</td>
</tr>
<tr>
<td>65%</td>
<td>66%</td>
<td>93%</td>
<td>2%</td>
</tr>
<tr>
<td>9th &amp; 10th Grade Students</td>
<td>Total</td>
<td>Enrolled</td>
<td>Attended</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>8 GEAR UP Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Schools with Summer School Enrollment</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8 GEAR UP Schools</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Classes Attempted</strong></td>
<td><strong>Total Classes Passed</strong></td>
<td><strong>Percentage Earned</strong></td>
<td></td>
</tr>
<tr>
<td>1747</td>
<td>1460</td>
<td>83.6%</td>
<td></td>
</tr>
<tr>
<td>163</td>
<td>135</td>
<td>82.8%</td>
<td></td>
</tr>
</tbody>
</table>

Other Schools with Summer School Enrollment
WHO PARTICIPATED IN CREDIT RECOVERY?
DEMOGRAPHIC COMPARISONS

Gender
Race / Ethnicity
Free & Reduced Lunch
Special Education (IEP)
English Language Learners
Race / Ethnicity of Students Who Took a Class for Credit Recovery in 2014-2015

- Black / African American: 540
- Hispanic: 112
- White: 39
- Asian: 10
- American Indian: 6
- Multiracial or Unknown: 5
### Students Who Took a Class for Credit Recovery in 2014-15

<table>
<thead>
<tr>
<th>Category</th>
<th>Eligible</th>
<th>Enrollment (23%-25%)</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learners</td>
<td>41 ELL</td>
<td>671 Non-ELL</td>
<td>379</td>
<td>333</td>
</tr>
<tr>
<td>Special Education (IEP)</td>
<td>190 IEP</td>
<td>522 No IEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free &amp; Reduced Lunch</td>
<td>59 Not Eligible</td>
<td>653 Eligible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>379 Male</td>
<td>333 Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Gender</td>
<td>Free/ Red. Lunch</td>
<td>Special Ed</td>
<td>ELL</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>-----------------</td>
<td>------------</td>
<td>-----</td>
</tr>
<tr>
<td>9th</td>
<td>Male</td>
<td>Eligible</td>
<td>No IEP</td>
<td>Not ELL</td>
</tr>
<tr>
<td>10th</td>
<td>Female</td>
<td>Not Eligible</td>
<td>IEP</td>
<td>ELL</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>ELL</td>
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**Outputs**
- Participation (Number of):
  - students who recovered credits
  - students who passed classes
  - students re-attended classes
  - more engaged summer school environment
  - parent MPI graduates
  - increase parent awareness of:
    - HS graduation & college entrance requirements
    - post-secondary options
    - financial aid process

**Outcomes**
- Short
  - increased overall student proficiency (post-secondary track)
- Medium
  - more engaged summer school environment
  - parent MPI graduates
  - increase parent awareness of:
    - HS graduation & college entrance requirements
    - post-secondary options
    - financial aid process
- Long
  - student pass future classes
  - students stay on post-secondary course track
  - improve student outcomes:
    - attendance
    - motivation
    - self-efficacy
  - increase student 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.
Short

- grade promotion
- stay with GEAR UP cohort

Medium

- students recover credits
- students pass classes

- increased overall student proficiency (post-secondary track)

Future

- students pass future classes
- students stay on post-secondary course track
CREDIT RECOVERY PROMOTION

- **Already promoted but failed graduation requirements**
- **Can be promoted** Can earn the missing credits in summer
- **Cannot be promoted** Would need more credits than summer offers

Students Promoted Through Credit Recovery

- 9th Grade: 88
- 10th Grade: 88
Longitudinal Promotion Rates of **9th Grade** GEAR UP and Non-GEAR UP Schools

- **GEAR UP 9th Grade**
- **Other 9th Grade**
Longitudinal Promotion Rates of **10th Grade**
GEAR UP and Non-GEAR UP Schools

Year | GEAR UP 10th Grade | Other 10th Grade
-----|-------------------|-----------------|
2010-2011 | 95.6% | 90.1%
2011-2012 | | 
2012-2013 | | 
2013-2014 | | 
2015-2016 | | 

80.0% 100.0%
Longitudinal Promotion Rates of GEAR UP and Non-GEAR UP Schools

- **GEAR UP 9th Grade**
  - 2010-2011: 77.0%
  - 2011-2012: 80.1%
  - 2012-2013: 80.1%
  - 2013-2014: 82.4%
  - 2014-2015: 80.1%

- **Other 9th Grade**
  - 2010-2011: 87.2%
  - 2011-2012: 89.7%
  - 2012-2013: 89.7%
  - 2013-2014: 89.9%
  - 2014-2015: 82.4%

- **GEAR UP 10th Grade**
  - 2010-2011: 90.1%
  - 2011-2012: 90.1%
  - 2012-2013: 90.1%
  - 2013-2014: 89.9%
  - 2014-2015: 89.7%

- **Other 10th Grade**
  - 2010-2011: 95.6%
  - 2011-2012: 90.1%
  - 2012-2013: 87.2%
  - 2013-2014: 84.9%
  - 2014-2015: 82.4%
HOW DO YOU THINK STUDENTS WHO RECOVERED CREDITS DID IN THEIR FALL COURSES?
Credit Recovery Logic Model

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

**Activities**
- Identify and recruit students who failed courses
- Hire and prepare staff
- Support summer school administration
- Student & family engagement

**Outputs**
- Participation (Number of):
  - transcripts reviewed
  - classroom presentations
  - flyvers & transcripts sent home
  - initial / follow-up phone calls home
  - courses to offer in summer
  - students enrolled
  - students who took a class
  - classes taken

**Outputs**
- Participation (Number of):
  - 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

**Outputs**
- Participation (Number of):
  - students recover credits
  - students pass classes

**Outcomes**
- Short
  - increased overall student proficiency (post-secondary track)
  - more engaged summer school environment

**Outcomes**
- Medium
  - students pass future courses
  - students stay on post-secondary course track

**Outcomes**
- Long
  - students graduate
  - increase parent awareness:
    - HS graduation & college entrance requirements
    - post-secondary options
    - financial aid process

**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.
- students **pass classes**

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

- more engaged **summer school environment**

- **parents** MPI graduates

- increase parent awareness of:
  - HS graduation
  - college entrance

- students **pass future classes**

- students stay on post-secondary course track

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

- **increase HS graduation rate**

- **increase post-secondary readiness & enrollment**
Students Pass Rates in Fall 14-15

10th Grade*
- Credit Recovery: 57%
- District: 77%

11th Grade*
- Credit Recovery: 66%
- District: 80%

*Credit Recovery Students may be a grade lower if they did not get promoted.
# MATH:
## FALL PERFORMANCE BY STUDENTS EARNING SUMMER CREDIT

<table>
<thead>
<tr>
<th>Grade</th>
<th>Passed all</th>
<th>Partial pass</th>
<th>Failed</th>
<th>Total</th>
<th>(Any) Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>16</td>
<td>1</td>
<td>30</td>
<td>47</td>
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</tr>
<tr>
<td>10</td>
<td>60</td>
<td>8</td>
<td>92</td>
<td>160</td>
<td>43%</td>
</tr>
<tr>
<td>11</td>
<td>73</td>
<td>8</td>
<td>54</td>
<td>135</td>
<td>60%</td>
</tr>
</tbody>
</table>
## English:
FALL PERFORMANCE BY STUDENTS EARNING SUMMER CREDIT

<table>
<thead>
<tr>
<th>Grade</th>
<th>Passed all</th>
<th>Partial pass</th>
<th>Failed</th>
<th>Total</th>
<th>(Any)</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
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<td>18</td>
<td>1</td>
<td>11</td>
<td>30</td>
<td></td>
<td>63%</td>
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<tr>
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<td>30</td>
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<td>11</td>
<td>60</td>
<td>4</td>
<td>20</td>
<td>84</td>
<td></td>
<td>76%</td>
</tr>
</tbody>
</table>
### SOCIAL STUDIES:
**FALL PERFORMANCE BY STUDENTS EARNING SUMMER CREDIT**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Passed all</th>
<th>Partial pass</th>
<th>Failed</th>
<th>Total</th>
<th>(Any) Pass Rate</th>
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</thead>
<tbody>
<tr>
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<td>14</td>
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</tr>
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<td>10</td>
<td>50</td>
<td>2</td>
<td>30</td>
<td>82</td>
<td>63%</td>
</tr>
<tr>
<td>11</td>
<td>51</td>
<td>5</td>
<td>22</td>
<td>78</td>
<td>72%</td>
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# SCIENCE:
## FALL PERFORMANCE BY STUDENTS EARNING SUMMER CREDIT

<table>
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<th>Grade</th>
<th>Passed all</th>
<th>Partial pass</th>
<th>Failed</th>
<th>Total</th>
<th>(Any)</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
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<td>2</td>
<td>18</td>
<td>38</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>81</td>
<td>3</td>
<td>58</td>
<td>142</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>58</td>
<td>4</td>
<td>20</td>
<td>82</td>
<td>76%</td>
<td></td>
</tr>
</tbody>
</table>
Future Evaluation Needs

Year 2

Summer 2016 Student Survey

Other TBD

Outcomes

<table>
<thead>
<tr>
<th>Short</th>
<th>Medium</th>
<th>Long</th>
</tr>
</thead>
</table>
| - grade promotion<br>- stay with GEAR UP cohort | - students recover credits<br>- students pass classes | - students pass future classes<br>- students stay on post-secondary course track
| increased overall student proficiency (post-secondary track)<br>- more engaged summer school environment | - improve student outcomes:<br>  o attendance<br>  o motivation<br>  o self-efficacy | Increase HS graduation rate<br> Increase post-secondary readiness & enrollment

Evaluated for GEAR UP
DISCUSSION

1) Is the GEAR UP Credit Recovery Model worth replicating?

2) What are factors that should be considered if Credit Recovery is implemented districtwide?

3) What do you think could be done to improve the model?
SUMMARY

Intentionality and systematic design

Met goals of students passing courses and earning credits

Passing future classes? Additional supports needed

MPS should consider replication of GEAR UP model