

Attachment 2: Report with Possible Action on Credit Recovery and Acceleration Online Course Development

Administrative Recommendations

Based on the limited number of applicants, the high and disproportionate failure rates in first-time face to face classes and the significant task of creating an asynchronous system for credit recovery and credit acceleration that replicates the effectiveness of Edgenuity we are recommending the following:

- 1) Develop systems within high schools to identify and support students who are failing classes prior to the end of the semester to help the student be successful
 - a) Utilize the research and work of the Network for College Success
 - b) Examine data deeper and address disproportionate grading outcomes/failure rates
 - i) Data review and reflection by school and teacher
 - (1) Include student voice in the review and reflection
 - c) Recommended intentional coaching based on data review and reflection to allow teacher to examine and change practices that may promote inequitable outcomes.
- 2) Continue to support successful high school completion for students who have received a D or U in their high school courses or who have been unable to take a course needed for graduation with the current options available
 - a) Summer school
 - b) Edgenuity
 - c) Alternative programs
- 3) Continue to collaborate with Edgenuity on the evaluation and development of items for each course
 - a) Edgenuity recognizes that there needs to be a higher level of cultural and linguistically responsiveness to their tool and is willing to include MPS teachers and administrators in the redesign of the product to help meet the specific needs of MPS students
 - i) Edgenuity has identified a diverse group of experts to lead this work
 - ii) Edgenuity is currently working on social studies and will be moving to English next
 - iii) Edgenuity is willing to have MPS as part of both the development and evaluation of courses
 - b) Milwaukee Public Schools will be intentional in identifying teachers and administrators that both reflect the racial and ethnic diversity of the district but also have diversity amongst themselves based on years of experience, variety of schools, lived experiences, and success with diverse student learners.