
MAINE STATE GEAR UP BIENNIAL EVALUATION

Submitted by

Maine Department of Education

In collaboration with

**Maine Support Network
GEM School Software and Bill Nave, Ph.D.**

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INTRODUCTION

The Maine Department of Education and its program partners are pleased to submit this first biennial evaluation of our 2005 Maine State GEAR UP Program. The evaluation was conducted by GEM School Software in conjunction with Bill Nave, Ph.D.

The current evaluators began their assignment in early September, 2007 following a competitive bid process conducted by the Maine Support Network on behalf of the Maine Department of Education. The original evaluator was the Academy for Educational Development (AED) whose contract was terminated by the Maine Department of Education earlier in the year for a number of reasons, principally the inability to satisfactorily get the GEAR UP Online Evaluation System (GOES) up and running. Despite having only three months to build an entire information system, extract data from the GOES system, collect a backlog of data from all participating schools, and generate the information contained in this report, we are very pleased with the current evaluators' work and believe we now have a fully functioning data management system that will serve us well moving forward. The new system can be found at <https://www.gearupmedata.org/>

OVERVIEW AND EVALUATION

Architecture of the Maine GU program.

The Maine GU program has a single goal and five objectives. The 2007 APR also contained thirteen "indicators" and fifty-seven "performance indicators."

The goal of the Maine program is to "leverage Maine's advanced technological infrastructure to create a sustainable program that supports students who are economically disadvantaged in preparing for, accessing, and succeeding in postsecondary education." The five objectives are stated below with the number of performance indicators related to each in parentheses. For example, Objective 2 has (10) performance indicators that relate to it.

1. To integrate the GEAR UP program into Maine's existing education infrastructure; (10)
2. To increase the academic performance and preparation for postsecondary education of participating students; (16)
3. To increase the rate of high school graduation and participation in postsecondary education of participating students; (16)
4. To increase educational expectations for participating students, and student and family knowledge of postsecondary education options, preparation, and financing; (6)
5. To anchor the use of Maine's Learning Technology Initiative and distance learning networks into the GEAR UP program strategies and activities. (9)

A Note on Data Validity and Reliability:

The GOES database previously utilized was not designed for users with minimal database skills. The result was user frustration and the belief by users that what was entered into the database occasionally got lost, or sometimes, just randomly disappeared. This caused liaisons/advisors (GU School personnel) to keep paper copies of all their data and to reference these rather than the online system. This resulted in two data sets that had to be referenced again and again to determine which was the most accurate for the question being posed.

Likewise, the previous system did not properly index table data for students and schools. This meant having to validate by hand data that were extracted from

this system into the new system.

Finally, the GOES system was not designed to minimize data entry. This resulted in it being necessary for liaisons to hand enter many data points that might have been written automatically. For example, if the anticipated year of graduation had been included in the master table, the liaison would not have needed to enter that data rather only make a change in the anticipated year of graduation for the few students who were retained. This and numerous other data elements might have been auto-generated which would have eliminated the problem of dual data entry and chances for error.

Between October and the date the database was closed for purposes of this evaluation, Maine State GEAR UP building level liaisons/advisors, GEAR UP Regional Technical Assistance Coordinators* (Rtacs), and Maine Support Network staff spent hours validating existing data and entering missing data. Rtacs work directly with their assigned schools to support achievement of the GEAR UP objectives providing technical assistance, support, professional development and other capacity building activities.

While the data needed for evaluation of the indicators remained incomplete for a few schools at the time the database was closed to complete this evaluation GEM is confident that the data tallies used for the evaluation of the indicators are valid and reliable.

Organization of the Evaluation:

As much as possible the evaluation will follow the template provided by the GEAR UP project officer. That template requested four discrete pieces of information: the objective (Column 1); the activities conducted to meet the objective (Column 2); the results (Column 3); and, changes that will be made based on the results (Column 4).

Each of the five objectives is evaluated by a number of performance indicators. For that reason, we briefly introduce each objective, but place the emphasis on the performance indicators.

Column 1: This column contains the list of performance indicators that relate to a specific objective. The performance indicators consist of measurable outcomes that can be evaluated from data in the GEM database, e.g., 30% of GEAR UP students will pass pre-algebra by the end of the 7th grade.

Column 2: Activities - A twofold process was used to collect data to inform this part of the evaluation. First, each Rtac was sent a worksheet containing a list of five broad initiatives and a selected group of activities that related to each. Rtacs were asked to indicate - for each school and for each initiative - which activities their schools engaged in. [See endnote for a list of activities chosen by initiative.]

The evaluator believed the association of these activities to these broad initiatives was beneficial as a starting point, but felt there wasn't a close enough association between the activities chosen and their relation to the performance indicators schools were being evaluated on. In their judgment, activities needed to be more closely related to the performance objectives they were designed to impact. To make this association, Rtacs, in consultation with their school based liaisons, were asked to go through the entire list of activities, school by school, and to select those which applied to each school. Following that they were asked to categorize each activity into a narrower group of seventeen activitiesⁱⁱ that could be readily and intuitively associated with one of the five main objectives and could also comprehend a number of the performance indicators. For example, one set of performance indicators had to do with "students passing courses," like pre-algebra and algebra. So the Rtacs were asked to go through the list of activities they had selected and to check those that they believed helped students pass courses. The results of this exercise make up the substance of Column 2.

Column 3: Results - This column reports the results of each performance indicator in percentage terms. For clarity, we indicate what constitutes the numerator and the denominator in each case.

Column 4: Changes - Here we asked GEAR UP program and administrative staff and Rtacs to revisit the seventeen activities they worked on for Column 2 and to select whether they planned to add any activities to those already being conducted. For example, with regard to the activity *helping students pass courses* we asked, [Over the course of the next year do you plan to make changes in the way you "Help students pass courses"? (this relates to students passing pre-algebra, algebra, etc.)]

<p>Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.</p>	<p>Activities: List the activities that have been conducted to meet the objective</p>	<p>Results: Has the objective been met? If not, what progress have you made in reaching the objective?</p>	<p>Actions required: Are you planning to make changes to the grant in response to the results?</p>
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OBJECTIVE 1 - *Increase the academic performance and preparation for postsecondary education of participating students.*
OVERVIEW OF OBJECTIVE: There are four subparts to this objective. The first (indicators 1.1.1 thru 1.1.7) has to do with GU students taking and passing courses that will enhance their chances of going to college and heighten their preparation for college. The second and third subparts (indicators 1.2.1 thru 1.2.6 and 1.3.1 thru 1.3.4) have to do with how well GU students perform on Maine’s high stakes tests [the Maine Educational Assessment (MEA), the Scholastic Aptitude Test (SAT) and the Preliminary Scholastic Aptitude Test (PSAT)]. Subpart four (indicators 2.1.12 and 2.1.13) measures enrollment in advanced placement courses.

<p>1.1.1 30% of GEAR UP students will pass pre-algebra by the end of the 7th grade.</p>	<p>Three performance indicators (1.1.1 thru 1.1.3) center around <i>Helping students pass courses</i>. The top 10 activities Regional Technical Assistance Coordinators (Rtacs) chose as important to helping students pass courses were Tutoring (72%), Using other tests as data (68%), Using academic achievement as data (57%), Students having laptops (57%), Professional Development around using data to inform (51%), Teachers having laptops (51%), Using direct feedback from students as data (47%), Parent/Teacher conferences (47%), 8th to 9th grade transition process (43%), and Mentoring (40%).</p>	<p>Data for this indicator were available for SY 2005-06 only. There were no 7th grade students in SY 2006-07. This indicator was met for SY 2005-06.</p> <p>We evaluated this indicator two ways. First we looked at the number of students passing pre-algebra relative to the number <i>taking</i> pre-algebra. Here we found that 3 7th grade students took pre-algebra and 3 students passed it for a passing rate of 100%. We also evaluated it by looking at the number of students passing pre-algebra relative to the number of GU students who could be taking it, i.e., the number of GU 7th grade students. Here we found a potential pool of 551 7th grade students who might have taken pre-algebra.</p> <p>However, a number of districts have adopted “integrated math,” which combines a number of previously separate mathematical subjects into an integrated whole. Integrated math includes a number of pre-algebra concepts. We found 10 schools with</p>	<p>The Maine Department of Education staff and GEAR UP are currently constructing a survey that lists numerous mathematical concepts associated with pre-algebra and algebra and will widely distribute this to all Maine middle and high schools. Once districts complete this survey we will be able to determine if their integrated math qualifies as pre-algebra or algebra.</p> <p>Staff, administrators and Rtacs were asked “<i>Do you plan to make changes in the way you help students pass courses - this relates to students passing pre-algebra, algebra?</i>” <i>The following are strategies that schools and Rtacs are or will be undertaking:</i> Planning to offer Algebra I for 8th graders using distance learning. MAP tests from NWEA will be used in four schools to inform instruction and intervention strategies for all math students. Students with weak pre-algebra skills (diagnosed by NWEA and an Algebra Prognosis Test) will attend a summer camp program designed to address individual weaknesses in pre-algebra. Also, math resources will be provided to educators and students by way of online portals. Mandatory study halls with guidance for 9th graders, use of NWEA data to measure algebra</p>
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		<p>integrated math programs. Twenty-seven 7th grade students took this course in SY 2005-06 and 25 passed for a pass rate of 92.6%.</p>	<p>ability, teacher training in NWEA, maximize use of PSAT and SAT data with math teachers, training of teachers in differentiated instruction. Teachers set D.I goals, math required extra help sessions, credit recovery. Intervention Program was started and Training of peer tutors, Eliminated Tracking - all 9th and 10th will now take College Prep English and Algebra. Districts are working to address how to help students that are having difficulty learning through the work of their PLC's. One school is using targeted tutoring as a strategy for students that are failing a class.</p>
<p>1.1.2 60% of GEAR UP students will pass Algebra I by the end of the 9th grade.</p>	<p>See 1.1.1 above</p>	<p>The target for this indicator has been met for both SY 2005-06 and SY 2006-07. The numerator for this indicator was the number of students passing algebra by the end of the 9th grade and the denominator was the number of students taking algebra by the end of the 9th grade. Based on this method, data for SY 2005-2006 indicate that of the 283 9th grade students who took algebra 236 or 83.4% passed. For SY 2006-07 299 9th graders took algebra and 263 or 78.3% passed.</p>	<p>See 1.1.1 above</p>
<p>1.1.3 40% of GEAR UP students will pass pre-algebra by the end of the 8th grade.</p>	<p>See 1.1.1 above</p>	<p>The target for this indicator was met for both years. The numerator for this indicator was the number of students passing pre-algebra by the end of the 8th grade while the denominator was the number of students taking pre-algebra by the end of the 8th grade. Based on this method, data for SY 2005-2006 indicate that of the 15 8th grade students who took algebra 11 or 73.3% passed. For SY 2006-07 20 8th graders took algebra and 18 or 90% passed.</p> <p>We can add to the above figure 33 more 8th grade students who passed integrated math of the 36 who took it, yielding a passing rate of 91.7%.</p>	<p>See 1.1.1 above</p>

<p>1.1.4 30% of GEAR UP students will complete one or more mathematics courses in addition to Algebra I, Algebra II, and Geometry by the time of high school graduation where offered.</p>	<p>Three performance Indicators (1.1.4 thru 1.1.7) have to do with <i>Helping students take and complete more than one course in the same area of study, e.g., math.</i> Rtacs reported the following 10 activities helped accomplish this broad objective. Tutoring (55%), Uses other tests as data (53%), 8th to 9th grade transition process (47%) Professional Development on using data (45%), Using academic achievement as data (43%), Using direct feedback from students as data (38%), Teachers have laptops (38%), Advisor/advisees program (36%), Students have laptops (36%), and Parent/Teacher conferences (34%).</p>	<p>The target for this indicator was met for both years.</p> <p>The numerator for this indicator was the number of 12th grade students completing one or more math courses in addition to Algebra I, Algebra II and Geometry. The denominator was the number of 12th grade students in schools which offered such courses. Based on this method, data for SY 2005-2006 indicate that 54.5% of eligible seniors (258 of 473) took the additional course. This percentage increased to 64.8% in SY 2006-07. Here 272 of 420 seniors took an additional course.</p>	<p>Staff, Administrators and Rtacs were asked “...do you plan to make changes in the way you help students take and complete more courses of the same general type, e.g., more math, more science, more history, more English?” <i>The following are strategies that schools and Rtacs are or will be undertaking:</i> Just continue to work with the students so that they understand what courses they need to take in order to be accepted at a college. This is ongoing work with the Liaisons and Guidance. Many different courses are being offered in area schools, and students will be encouraged to take more academic courses in the core subjects. All students and parents will be made aware of the recommended courses for college in various ways, such as brochures, parent meetings, and in small advisory/focus groups and seminar classes. Writing tutorial classes, extra reading support, use of NWEA data, differentiated instruction, credit recovery. Increase the Math requirement to 4 years. Looking at the data from students who are taking two math courses at once and trying to make a better match so students will be more successful.</p>
<p>1.1.5 70% of GEAR UP students will complete one or more science courses in addition to high school Biology and Chemistry by the time of high school graduation where offered.</p>	<p>See 1.1.4 above</p>	<p>The target for this indicator was met for both SY 2005-06 and SY 2006-07. The numerator for this indicator was the number of 12th grade students with at least one science course other than Chemistry or Biology while the denominator was the number of 12th grade students in schools which offered such courses. Based on this method, data for SY 2005-2006 indicate that 72.9% of seniors (345 of 473) took an additional course. The percentage increased to 89.8% for SY 2006-07 when 377 of 420 seniors took the additional</p>	<p>See 1.1.4 above</p>

		course.	
1.1.6 70% of GEAR UP students will complete four history courses by the time of high school graduation where offered.	See 1.1.4 above	No provisions were made to evaluate this indicator in the data base.	See 1.1.4 above We seek to eliminate this objective as students are taking a variety of advanced course and dual credit early college courses.
1.1.7 70% of GEAR UP students will complete four English courses by the time of high school graduation where offered.	See 1.1.4 above	The target for this indicator was met for both years. The numerator for this indicator was the number of 12 th grade GU students completing four English courses while the denominator was the number of 12 th grade GU students. Based on this method, data for SY 2005-2006 indicate that 473 students completed four courses of the 473 who were eligible to do so for a percentage of 100%. The percentage held for SY 2006-07 with 420 seniors taking English of the 420 seniors.	See 1.1.4 above Legislation now requires 4 years of English for graduation so we recommend changing this target to 100%.
1.2.1 The percentage of 8th grade students who perform at or above grade level on the MEA Math will increase from 14% to 18%.	Twelve performance indicators (1.2.1 thru 1.3.4 and 2.1.10 and 2.1.11) have to do with <i>Helping students perform at or above grade level on high stakes tests such as the PSAT, SAT, MEA</i> . Rtacs reported the following ten activities were most useful in helping schools accomplish this objective. Using other tests as data (64%), Tutoring (62%), Teachers having laptops (51%), Students having laptops (49%), Professional Development around using data to inform instruction (47%), Mailings to Parents (47%), Using academic achievement as data (45%), SAT prep (43%), Parent/Teacher conferences (40%) and Peer Tutors (40%).	The target for this indicator was met for both years. The numerator for this indicator was the number of 8 th grade GU students scoring a "Meets" (M) or "Exceeds" (E) on the Maine Educational Assessment (MEA) math exam, while the denominator was the number of 8 th grade GU students taking the MEA math exam. Based on this method, data for SY 2005-2006 indicate that 122 students performed at or above grade level of the 632 who took the exam for a percentage of 19.3%. For SY 2006-07 the number who performed at or above grade level was 172 of the 543 who took the test to yield a percentage of 31.7%.	Staff, Administrators and Rtacs were asked ". . . <i>do you plan to make changes in the way you help students perform at or above grade level on high stakes tests such as the PSAT, SAT, MEA?</i> " <i>The following are strategies that schools and Rtacs are or will be undertaking:</i> Increasing the Liaison's awareness that students need to be prepared to take high stakes tests. I will provide more information in ways to help kids and ways we can embed this work into the curriculum. All area schools will be using NWEA testing results to inform instruction and intervention strategies during the school day and in the after-school programs and summer schools. Test-taking strategies and skills will be taught in additional seminar classes. The GEAR UP advisor/liaison at Southern Aroostook Community School (SACS) is using the CollegeEd curriculum in her new 7th grade seminar classes for all 7th graders and has added that curriculum to her 9th grade seminar class. East Grand has started using the CollegeEd curriculum in grades 7-12. Teachers,

			<p>with guidance and support from the guidance counselor/GEAR UP liaison, will be teaching the CollegeEd Program. At Hodgdon High School (HHS), a new freshman seminar class is being taught by the English teacher with support from the GEAR UP advisor/liaison. Professional development at SAD # 70 will focus on literacy in the content areas. More attention to teaching them to take the SAT, which is very different than what the MEA asks for, PSAT and SAT prep activities, maximize use of such data with teachers. Instituted SAT Prep. I think this was instituted in the SY 06/07, PSAT Prep Course - All Sophomores, SAT Prep Course - Juniors and Seniors, Roundtable Discussion, TestGear - online test prep / Gear Up, Begin Algebra I in 8th Grade. No changes are being made in one region. One school hired someone part time 3 days a week to help students prepare. Also offer SAT prep twice a week. One school's math and English teachers are engaged in professional development targeted at this issue, student data is being utilized to improve curriculum and prep/debrief is offered to students for PSAT's and SAT's. Additionally, we expect that the new online PSAT and SAT prep courses being paid for by the Maine Department of Education and the online tutoring available through ConnectEdu will greatly address this objective.</p>
<p>1.2.2 The percentage of 8th grade students who perform at or above grade level on the MEA Reading will increase from 24% to 32%.</p>	<p>See 1.2.1 above</p>	<p>The target for this indicator was met for both years. The numerator for this indicator was the number of 8th grade GU students scoring a "Meets" (M) or "Exceeds" (E) on the MEA reading exam, while the denominator was the number of 8th grade GU students taking the MEA reading exam. Based on this method, data for SY 2005-2006 indicate that 179 students performed at or above grade level of the 632 who took the exam for a percentage of 28.3%. For SY 2006-07 the</p>	<p>See 1.2.1 above</p>

		number who performed at or above grade level was 233 of the 543 who took the test to yield a percentage of 42.9%.	
1.2.3 The percentage of 8th grade students who perform at or above grade level on the MEA Writing will increase from 34% to 45%.	See 1.2.1 above	The target for this indicator was not met. The numerator for this indicator was the number of 8 th grade GU students scoring a “Meets” (M) or “Exceeds” (E) on the MEA writing exam, while the denominator was the number of 8 th grade GU students taking the MEA writing exam. The writing test was not administered to 8 th graders in SY 2005-06. For SY 2006-07 the number who performed at or above grade level was 181 of the 543 who took the test to yield a percentage of 33.3%.	See 1.2.1 above
1.2.4 The percentage of 11th grade students who perform at or above grade level on the MEA Math will increase from 9% to 16%.	See 1.2.1 above	The target for this indicator was met for both years. The numerator for this indicator was the number of 11 th grade GU students scoring a “Meets” (M) or “Exceeds” (E) on the SAT (effective 2006 SAT became the MEA for 11 th grade) math exam, while the denominator was the number of 11 th grade GU students taking the SAT math exam. Based on this method, data for SY 2005-06 indicate that 116 students performed at or above grade level of the 450 who took the exam for a percentage of 25.8%. Although the target was met for SY 2006-07 the percentage dropped to 19% with only 80 of 421 juniors hitting the mark.	See 1.2.1 above
1.2.5 The percentage of 11th grade students who perform at or above grade level on the MEA Reading will increase from 29% to 51%.	See 1.2.1 above	The target for this indicator was not met for either baseline or improvement. The numerator for this indicator was the number of 11 th grade GU students scoring a “Meets” (M) or “Exceeds” (E) on the SAT reading exam, while the denominator was the number of 11 th grade GU students taking the SAT reading exam. Based on this method, data for SY 2005-2006 indicate that 102 students performed at or above grade	See 1.2.1 above

		<p>level of the 450 who took the exam for a percentage of 22.7%. Results for SY 2006-07 improved. Here 25.2% (106 of 421) met or exceeded the standard.</p>	
<p>1.2.6 The percentage of 11th grade students who perform at or above grade level on the MEA Writing will increase from 19% to 34%.</p>	<p>See 1.2.1 above</p>	<p>The target for this indicator could not be calculated for SY 2006-07 as the Writing test was not administered in SY 2005-06.</p> <p>The numerator for this indicator was the number of 11th grade GU students scoring a “Meets” (M) or “Exceeds” (E) on the SAT writing exam, while the denominator was the number of 11th grade GU students taking the SAT writing exam. Based on this method, data for SY 2006-07 showed that of the 404 juniors taking the test, 107 or 26.5% met or exceeded the standards. This percent provides a baseline for on-going evaluations.</p>	<p>See 1.2.1 above</p>
<p>1.3.1 In year one of the GEAR UP program, the baseline percentage of PSAT and SAT test takers in the 10th, 11th and 12th grades will be established.</p>	<p>See 1.2.1 above</p>	<p>In order to effectively evaluate this indicator the wording needs to be changed. The Maine Department of Education (MDOE) issued a requirement that all schools begin administering the PSAT to ALL 10th grade students on October 17, 2007. Results from that administration are not yet available, hence, we are unable to show baseline for PSAT takers for this evaluation. Also, since seniors take neither the SAT nor PSAT we cannot provide data for seniors either.</p> <p>We can however provide baseline data for participation of 11th grade students with regard to the SAT for both SY 2005-06 and for SY 2006-07. For SY 2005-06 the participation rate was 94.7% (426 participated out of 450 juniors). For SY 2006-07 the participation rate was 97.6% with 411 juniors participating out of 421</p>	<p>See 1.2.1 above</p> <p>We recommend dividing this indicator into two separate indicators so as to track the participation rates of PSAT takers and SAT takers separately.</p>

		possible.	
1.3.2 The percentage of GEAR UP 10th grade PSAT test takers achieving a score of 45 or higher will increase by 10%.	See 1.2.1 above	See 1.3.1 above	See 1.2.1 above
1.3.3 The percentage of GEAR UP 11th grade PSAT test takers achieving a score of 45 or higher will increase by 20%.	See 1.2.1 above	This performance indicator cannot be evaluated.	See 1.2.1 above This indicator should be changed so as to focus on 10 th grade students since they are the only ones taking the PSAT.
1.3.4 The percentage of GEAR UP 12th grade SAT test takers achieving a score of 450 or higher will increase by 20%.	See 1.2.1 above		See 1.2.1 above This indicator should be changed so as to look at scores of juniors who take the SAT. Also, the scale scores changed in 2006-07 so as to make this target invalid.
2.1.12 Percentage of 7th graders enrolled in advanced mathematics courses will increase by 5% each year.	Two performance indicators 2.1.12 thru 2.1.13 involve <i>Helping students take advanced Math, English/Language Arts</i> . Rtacs reported the following ten activities were instrumental in accomplishing this objective. Uses other tests as data (49%) Advisor/advisees program (34%), Uses PSAT scores as data (32%), Tutoring (32%), Mentoring (32%), AP courses offered (32%), Professional Development around using data to inform (30%), 8th to 9th grade transition process (30%), Parent/Teacher conferences (30%), Utilization of school alumni (30%)	The target for this indicator was not met. The numerator for this indicator is the number of 7 th grade GU students enrolled in advanced math courses, while the denominator is the number of 7 th grade GU students. Based on this method, data for SY 2005-2006 indicate that 0 students took an advanced math course out of 551 7 th grade students. Since 7 th grade students are no longer being followed SY 2006-07 data were not available.	Staff, Administrators and Rtacs were asked “. . . <i>do you plan to make changes in the way you help students take advanced Math, English/Language Arts?</i> ” <i>The following are strategies that schools and Rtacs are or will be undertaking:</i> Most of the schools have been involved in an Early College Program through another grant. We are in the process of working on how we will sustain this after the grant ends. We also are working on having courses from the Community College available in this area. We are also looking at using technology more in this area. More students will be encouraged to take advantage of advanced classes with academic supports as needed. Information on the value and accessibility of AP courses and other online courses as well as questions for evaluating AP courses will be made available to one school not presently offering AP courses. Students will also be developing more in-depth personal learning plans with academic and career goals. Research student motivations to learn, interview students, increase AP classes . Virtual High School, Pre AP Summer Classes

			This indicator should be dropped. We are no longer following 7 th grade students.
2.1.13 The number of 7th graders enrolled in advanced English/language arts will increase by 10% each year.	See 2.1.12	The target for this indicator was not met. The numerator for this indicator was the number of 7 th grade GU students enrolled in advanced English/language arts courses, while the denominator was the number of 7 th grade GU students. Based on this method, data for SY 2005-06 indicate that 0 students took an advanced English/language arts course out of 551 7 th grade students. Since 7 th grade students are no longer being followed SY 2006-07 data were not available.	See 2.1.12 This indicator can be dropped. We are no longer following 7 th grade students

OBJECTIVE 2 Increase the rate of high school graduation and participation in postsecondary education of participating students.
OVERVIEW OF OBJECTIVE: There were numerous performance indicators associated with this objective. Some aim at assuring that kids stay in school and track unexcused absences. Others look at promotion rates, while still others look at graduation rates.

2.1.1 80% of GEAR UP 7th graders will have fewer than five unexcused absences in the first two quarters of the academic year.	Performance indicators 2.1.1 thru 2.1.4 have to do with <i>Helping students increase their attendance</i> . Rtacs listed the following ten activities as most instrumental in helping increase attendance. 8th to 9th grade transition process (62%), Student co-curricular activities offered (62%), Student Leadership Opportunities (57%), Tutoring (53%), Mentoring (51%), Students having laptops (51%), Coordinating with community services (47%), Advisor/advisees program (45%), Parent/Teacher conferences (43%) and Teachers having laptops (43%).	The target for this indicator was met. However, results were for the entire year rather than the first two quarters. Of the 30 elementary and middle schools 28 answered the question as to whether they track unexcused absences. Of the 28, only 10 track unexcused absences. The numerator for this indicator was the number of 7 th grade GU students with fewer than five unexcused absences during the academic year, while the denominator was the number of 7 th grade GU students <u>in schools that track unexcused absences</u> . Based on this method, data from SY 2005-06 for the 10 schools that track unexcused absences show that 96.3% of students had fewer than 5 unexcused absences (78 or 81). Only three of the 81 students reviewed had more than 5 unexcused absences. There were no 7 th grade students in SY 2006-07 hence data	Staff, Administrators and Rtacs were asked, “. . . do you plan to make changes in the way you help students increase their attendance?” <i>The following are strategies that schools and Rtacs are or will be undertaking:</i> This is not a problem. Once in a while there will be a student who is having an attendance problem and the schools take care of it through their attendance policy. Additional seminar classes in all three area high schools will improve attendance as well as help students succeed academically. Also, the local student assistance team at HHS with input from the GEAR UP Advisor/liaison who was recently appointed to the team) will identify students who need additional supports in order to be successful in school. Improve advisories, reconvene transition team, increased connections between middle and high school, increased connections with parent. No change. Creating a plan to implement the attendance policy. Tying attendance to credit. Recommend this indicator be dropped since there are no longer any 7 th grade students in the
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		were not available.	program
2.1.2 85% of GEAR UP 8th graders will have fewer than five unexcused absences in the first two quarters of the academic year.	See 2.1.1 above	The target for this indicator was met. Here again, however, results were for the entire year rather than the first two quarters. The numerator was the number of 8 th grade GU students with fewer than five unexcused absences during the academic year, while the denominator was the number of 8 th grade GU students <u>in schools that track unexcused absences</u> . Based on this method, data for SY 2005-2006 indicate that 113 of 119 students had fewer than five unexcused absences, yielding a percentage of 95% of GU students with fewer than 5 unexcused absences. SY 2006-07 data indicate that 76 of 80 (or 95%) of 8 th grade students surveyed had fewer than 5 unexcused absences.	See 2.1.1 above
2.1.3 90% of GEAR UP 9th graders will have fewer than five unexcused absences in the first two quarters of the academic year.	See 2.1.1 above	The target for this indicator was met. Of the 19 schools with 9 th grade students, 11 track unexcused absences (again for the school year). The numerator for this indicator is the number of 9 th grade GU students with fewer than five unexcused absences during the academic year, while the denominator was the number of 9 th grade GU students <u>in schools that track unexcused absences</u> . For SY 2005-06, 94% of 9 th grade GU students (359 of 382) had fewer than five unexcused absences. SY 2006-07 data indicate there were 349 GU students with fewer than 5 unexcused absences in a sample population of 350 students yielding a percentage of 99.7%.	See 2.1.1 above
2.1.4 95% of GEAR UP 10th, 11th, and 12th graders will have fewer than five unexcused absences in the	See 2.1.1 above	The target for this indicator was met for SY 2006-07 but was not met in SY 2005-06. The numerator for this indicator was the number of 10 th , 11 th and 12 th grade	See 2.1.1 above

<p>first two quarters of the academic year.</p>		<p>GU students with fewer than five unexcused absences during the <u>academic year</u>, while the denominator was the number of 10th, 11th and 12th grade GU students <u>in schools that track unexcused absences</u>. SY 2005-2006 data indicate that 986 students had fewer than five unexcused absences of the 1087 10th, 11th and 12th grade GU students in schools that tracked these numbers. This yields a percentage of 90.7% of GU students with fewer than 5 unexcused absences. SY 2006-07 data indicate there were 948 GU students with fewer than 5 unexcused absences in a sample population of 964 students yielding a percentage of 98.3%.</p>	
<p>2.1.5 85% of GEAR UP 7th graders will be promoted to the 8th grade</p>	<p>Five performance indicators (2.1.5 thru 2.1.9) focus on <i>Helping students get promoted from one grade to the next</i>. Rtacs reported the following 10 activities contributed the most toward accomplishing this aim. Using other tests as data (79%), Tutoring (70%), Using academic achievement as data (66%), 8th to 9th grade transition process (60%), Using direct feedback from students as data (55%), Parent/Teacher conferences (55%), Student co-curricular activities offered (53%), Summer school (49%), Students having laptops (49%) Advisor/advisees program (43).</p>	<p>The target for this indicator was met. The numerator was the number of 7th grade GU students who were promoted to 8th grade, while the denominator was the number of 7th grade GU students. Based on this method, data for SY 2005-2006 indicate that of 540 7th grade GU students, 551 or 98% were promoted to 8th grade. Data for SY 2006-07 were not available since there were no 7th grade students during that year.</p>	<p>Staff, Administrators and Rtacs were asked “. . . <i>do you plan to make changes in the way you help students get promoted from one grade to the next?</i>” <i>The following are strategies that schools and Rtacs are or will be undertaking:</i> Schools have math labs or literacy labs to help students. Also teachers are available to give help. One school has an after school program where students can receive help with their schoolwork. I plan to coordinate with the GEAR UP Advisor/liaison who is on the Drop-out Prevention committee and explore an alternative education program for HHS. The other two area high schools have alternative education programs. Mandatory study halls for students that fail any subjects. Possible intervention and required supports for struggling readers. Intervention Program was started and Training of peer tutors. Old Town is targeting failing students for tutoring. Sumner's PLC is addressing this issue. Additionally, we will focus on discussions with school administrators related to professional development on how to engage students in their learning process, differentiating instruction and supporting the school in the change process to a college going culture for all.</p>

<p>2.1.6 90% of GEAR UP 8th graders will be promoted to the 9th grade</p>	<p>See 2.1.5 above</p>	<p>The target for this indicator was met. The numerator for this indicator was the number of 8th grade GU students who were promoted to 9th grade, while the denominator was the number of 8th grade GU students. Based on this method data for SY 2005-2006 indicate that of 632 8th grade GU students, 574 or 90.8% were promoted to 9th grade. Data for SY 2006-2007 indicate that of 543 8th grade GU students, 501 or 92.3% were promoted to 9th grade.</p>	<p>See 2.1.5 above</p>
<p>2.1.7 95% of GEAR UP 9th graders will be promoted to the 10th grade.</p>	<p>See 2.1.5 above</p>	<p>The target for this indicator was not met. The numerator for this indicator was the number of 9th grade GU students who were promoted to 10th grade, while the denominator was the number of 9th grade GU students. Based on this method, data for SY 2005-2006 indicate that of 562 9th grade GU students, 498 or 88.6% were promoted to 10th grade. Data for SY 2006-2007 indicate that of 553 9th grade GU students, 460 or 83.2% were promoted to 10th grade.</p>	<p>See 2.1.5 above</p>
<p>2.1.8 95% of GEAR UP 10th graders will be promoted to the 11th grade.</p>	<p>See 2.1.5 above</p>	<p>The target for this indicator was not met. The numerator for this indicator was the number of 10th grade GU students who were promoted to 11th grade, while the denominator was the number of 10th grade GU students. Based on this method, data for SY 2005-2006 indicate that of 635 10th grade GU students, 547 or 86.1% were promoted to 11th grade. Data for SY 2006-2007 indicate that of 499 10th grade GU students, 431 or 86.4% were promoted to 11th grade.</p>	<p>See 2.1.5 above</p>
<p>2.1.9 100% of GEAR UP 11th graders will be promoted to the 12th grade.</p>	<p>See 2.1.5 above</p>	<p>The target for this indicator was not met. The numerator for this indicator was the number of 11th grade GU students who were promoted to 12th grade, while the</p>	<p>See 2.1.5 above</p>

		denominator was the number of 11 th grade GU students. Based on this method, data for SY 2005-2006 indicate that 404 of 520 or 77.7% were promoted to 12 th grade. For SY 2006-2007, data indicate that 464 of 544 (85.3%) were promoted to 12 th grade.	
2.1.10 The percentage of students taking the PSAT exam by 11th grade will be maintained at 95%.	See 1.2.1 above	This performance indicator cannot be evaluated at this time. Data from the October 2007 test are not yet available.	See 1.2.1 above
2.1.11 The percentage of students taking the SAT exam by 12th grade will increase from 75% to 90%.	See 1.2.1 above	Target for this indicator was met for SY 2005-06 the participation rate was 94.7% (426 participated out of 450 juniors). For SY 2006-07 the participation rate was 97.6% with 411 juniors participating out of 421 possible.	See 1.2.1 above Recommend rewriting this target so as to maintain a high participation rate. Also, this indicator is a duplicate of 1.3.1
2.1.14 The percentage of 12th grade students who graduate at the end of the academic year will increase from 88% to 95%.	This performance indicator involved <i>Helping seniors graduate</i> . Rtacs reported the following 10 activities help achieve this objective. Tutoring (55%), Professional Development on using data to inform (49%), Using other tests as data (47%), Using academic achievement as data (47%), Summer school (47%), Advisor/advisee program (47%), Student co-curricular activities offered (47%), 8th to 9th grade transition process (45%), Mailings to Parents (45%), and Parent/Teacher conferences (40%)	The target for this indicator was not met with the data provided. It was met when modifications to the data are made (See rationale below). The numerator for this indicator was the number of 12 th grade GU students who graduated at the end of the academic year, while the denominator was the number of 12 th grade GU students. Based on this method and the information provided, data for SY 2005-2006 indicate that of 473 12 th grade GU students, 419 or 88.6% graduated. Data SY 2006-2007 indicate that of 420 seniors, 335 or 79.8% graduated. However, it is clear from the data that two of the largest districts did not complete data entry for this indicator due to the short turnaround time. When these two schools are eliminated from the calculation the graduation rate changes to 94% for SY 2005-06 (345 of 366) and to 90% for SY 2006-07 (324 of 359).	Staff, Administrators and Rtacs were asked “. . . do you plan to make changes in the way you help students graduate?” <i>The following are strategies that schools and Rtacs are or will be undertaking:</i> Leverage MELMAC resources at SACS. Mandatory study halls for students that fail any subjects. Possible intervention and required supports for struggling readers. Intervention Program was started and Training of peer tutors, Formation of Alternative / Adult Ed. Sumner is working with students who need an alternate schedule to help them graduate.

<p>2.1.15 90% of 12th grade students will graduate within four years of entering grade nine.</p>	<p>This performance indicator aimed at getting students to graduate within a four year time period. Rtacs employed the following in helping accomplish this aim. Tutoring (45%), Using other tests as data (40%), Advisor/advisees program (36%), Summer school (34%), Using academic achievement as data (32%), Parent/Teacher conferences (32%), 8th to 9th grade transition process (30%), TRIO: Talent Search, Upward Bound, METS (28%), Alternative education programs (28%) and Student Leadership Opportunities (28%).</p>	<p>The target for this indicator was not met for either SY 2005-06 or SY 2006-07. The numerator was the number of GU students who graduated within 4 years of entering grade 9, the denominator the number of 12th grade GU students. Based on this method, data for SY 2005-2006 indicate that of 473 12th grade GU students, 418 or 88.4% graduated. Data for SY 2006-2007 indicate that of 420 seniors, 334 or 79.5% graduated</p>	<p>Staff, Administrators and Rtacs were asked “. . . do you plan to make changes in the way you help students graduate <u>within four years?</u>” <i>The following are strategies that schools and Rtacs are or will be undertaking:</i> Students courses and progress will be tracked through the ConnectEdu online system in at least two schools. Students at risk of course failure will be advised online. Mandatory study halls for students that fail any subjects. Possible intervention and required supports for struggling readers. Old Town guidance is going to be meeting with all students to help them decide on their course of study/plan.</p>
<p>2.1.16 The percentage of students submitting postsecondary applications will increase by 5% each year.</p>	<p>This performance indicator is aimed at getting students to <i>submit postsecondary applications</i>. Rtacs reported the following activities were instrumental in accomplishing this aim: Inviting college personnel to school (43%), Assisting with Financial Aid forms and college applications (40%), Campus visits (38%), Students attend college fairs (36%), Using participation in events related to college readiness as data (32%), using ConnectEdu (32%), Financial Aid sessions held (FAME, FAFSA, etc) (32%), Utilization of school alumni (30%), Advisor/advisees program (30%), and Mailings to Parents (28%).</p>	<p>The target for this indicator was not met. The numerator is the number of GU students who submit a post-secondary application and the denominator is the number of 12th grade GU students. Based on this method, a baseline was established in SY 2005-2006 indicating a 29.6% submission rate (140 out of 473). Data for SY 2006-07 show improvement (136 submitting applications out of 420 for a 32.4% rate) but not enough to meet the target of 5% improvement.</p> <p>However, it is clear from the data that the at least six of the schools (Portland, Madison, Shead, Piscataquis, Lawrence and Narraguagus) did not complete this section of the evaluation. When they are eliminated from the calculation the rate for SY 2005-06 increases to 66.6% (140 of 210) and for SY 2006-07 increases to 65.7% (136 of 207).</p>	<p>Staff, Administrators and Rtacs were asked “. . . do you plan to make changes in the way you help students submit postsecondary applications?” <i>The following are strategies that schools and Rtacs are or will be undertaking:</i> ConnectEdu.com should help students submit postsecondary applications. Students will start using ConnectEdu for career and college planning in at least two of the three area high schools. All students will have an in-depth personal learning plan with academic and personal goals. Personal learning plans will be developed in small advisory/focus groups and seminar classes. All students are required to get a FAFSA pin number in school. We plan to use Connect EDU more efficiently. Old Town is requiring that an application/essay be filled out in senior English classes.</p>

		<p>So while the percentage of students submitting applications increases when the schools with incomplete data are omitted, the target of a 5% increase in the number submitting applications remains unmet.</p>	
<p>2.1.17 The percentage of students accepted into postsecondary institutions will increase by 5% each year.</p>	<p>Two performance indicators (2.1.17 and 2.1.18) focused on <i>Helping students get enrolled in college</i>. Rtacs reported the following ten activities were most instrumental in helping accomplish this aim. Campus visits (47%), Mailings to Parents (45%), Inviting college personnel to school (43%), Assist with Financial Aid forms and college applications (43%), Students attending college fairs (40%), Advisor/advisees program (40%), Using participation in events related to college readiness as data (38%), holding Financial Aid sessions (FAME, FAFSA, etc.) 38%, Coordinating with community services (36%), and Tutoring 34%.</p>	<p>There are two ways to evaluate this indicator. The first is to look at the percentage of GU students accepted into a post-secondary institution based on the number of 12th grade GU students. The other is to look at the acceptance rate of those who applied. The second method is used here.</p> <p>In SY 2005-06 140 students applied for entry and 135 were accepted for an acceptance rate of 96.4%. For SY 2006-07 the acceptance rate increased to 98.5% with 134 of the 136 applicants being accepted.</p>	<p>Staff, Administrators and Rtacs were asked “. . . <i>do you plan to make changes in the way you help get students enrolled in college?</i>” <i>The following are strategies that schools and Rtacs are or will be undertaking:</i></p> <p>We believe that ConnectEdu.com will be a great help with the whole college process. Schools have said yes to ConnectEdu, but none are using it. We plan to have the liaisons work with ConnectEdu in our monthly GEAR-UP meetings. The liaisons will become familiar with it and feel comfortable using it with students. Then we will invite the guidance person to a GEAR-UP meeting to work with ConnectEdu. Students in at least two area high schools will start using ConnectEdu for college planning and enrollment. Students can be tracked easily and provided with prompt online assistance. MPF will also provide parent workshops on college planning. Earlier college awareness- 6th grade college tours, career/college exploration in middle and lower grades, increase MPF workshops for parents and students, meeting with all seniors in fall re. applications and financial aid, contact college bound students in summer, nextgen sessions with parents. Applied for MELMAC Planning Grant to provide funds for college activities, Junior College Visit, English Teachers Require College Application for all seniors, College Visit Field Trips, College App. Completion Requirement, Individual College Planning Meetings / Advisory, College Advising for Adult / Alternative Ed , KVCC - Field Trips, Junior Survey - college plans, Advisors trained for College Advising, College Awareness Day, 7-12 planning. We plan to use ConnectEdu more efficiently. UMPI comes to Sumner to do the early admission</p>

<p>2.1.18 The percentage of former GEAR UP students enrolling in college will increase by 5% each year.</p>	<p>See 2.1.17 above</p>	<p>The numerator for this indicator is the number of former GEAR UP students enrolling in college (students who are marked as having graduated). The denominator is the number of former GEAR UP students who submitted applications. Based on this logic, 132 out of 140 (94.3%) enrolled in SY 2005-06 whereas 125 of 136 (91.9%) were enrolled in SY 2006-07.</p>	<p>program. See 2.1.17 above</p>
<p>2.1.19 The percentage of students who qualify for scholarships will increase by 5% each year.</p>	<p>This performance indicator is aimed at <i>Helping students get scholarships</i>. Rtacs reported using the following activities to accomplish this aim. Assisting with Financial Aid forms and college applications (43%), Financial Aid sessions held (FAME, FAFSA, etc) (43%), Students attend college fairs (30%), Inviting college personnel to school (30%), AP courses in high school (30%), Using SAT scores as data (28%), Campus visits (28%), Using school alumni (28%), ConnectEdu (28%), and Advisor/advisees program (23%)</p>	<p>The target for this indicator was met. The numerator was the number of students who qualified for scholarships, while the denominator is the number of students applying for scholarships. Data for SY 2005-06 show a qualification rate of 25.2% (119 received a scholarship of the 473 who qualified) whereas data for SY 2006-07 show a qualification rate of 48.6% (204 of 420) - a 23.4% increase.</p> <p>One explanation for the large increase is the loosening of eligibility requirements between SY 2005-06 and 2006-07. The first year eligibility was based on an Expected Family Contribution of \$4,000. This was raised to \$7,000 for SY 2006-07</p>	<p>Staff, Administrators and Rtacs were asked “. . . <i>do you plan to make changes in the way you help students get scholarships?</i>” <i>The following are strategies that schools and Rtacs are or will be undertaking:</i> We are in the process of Senior Verification of Data so that names and social security numbers match and the same information should be entered on the upcoming FASA application. We are working with the Maine Parent Federation to get scholarship information out to parents as well. All seniors will be closely tracked through ConnectEdu in at least two area high schools. Students not filing the FAFSA early will be easily identified and given assistance in filing so they will be more likely to receive institutional aid. Provide scholarships for Peer Tutoring, JMG joins MELMAC in scholarship search, Web Based Scholarship Search.</p>

OBJECTIVE 3 *Increase educational expectations for participating students, and student and family knowledge of postsecondary education options, preparation, and financing.*

OBJECTIVE OVERVIEW: The central focus of this objective is to increase the awareness of both students and parents regarding the GU program and of the possibilities available to those who wish to attend college. Maine Parent Federation (MPF) conducted the survey. Parental contacts came from a list extracted from the GOES database. The charge to MPF was to survey at least 50% of parents. Some contact information had to be supplied directly by the schools, and in the case of Portland contact information for ALL students was received. MPF also had a list of GU students by school.

According to MPF the parent contact information was incomplete. Hence, in order to attain the required return rate callers looked up many parents names in the phone book, contacting every person with the same last name until someone identified themselves as a parent or guardian of that GU student. What evaluators received were summary results by school. Other than the name of the school there was nothing that allowed evaluators to disaggregate the results by grade level. Consequently, the results shown apply to all parents surveyed.

With respect to addressing the targets of the indicators, there were problems that need to be resolved. First, the indicator stresses the results as of the end of 11th grade, which means that data need to be able to be disaggregated by student's grade. However, contact information was not related to a specific student - consequently there is no way to segregate the results of the parents of seniors from the rest. Second, it is unclear if parents other than those of GU students were surveyed.

3.1.1 75% of parents will self report they have spoken with someone about college entrance requirements or financial assistance by the end of 11th grade.

Three performance indicators (3.1.1, 3.1.2, 3.1.3, and 3.2.1) were focused on parent involvement, specifically on *Helping to increase parent knowledge and belief in child's ability and potential for college*. Rtacs reported that their schools most frequently used the following 10 activities to accomplish these aims. Parent/Teacher conferences (74%), Sharing information at school & community events (74%), Parent/Family Info Sessions (72%), Mailings to Parents (68%), 8th to 9th grade transition process (66%), Variety of parent outreach activities (62%), Using other tests as data (NWEA, MEA, STAR etc.) (55%), Using participation in events related to college readiness as data (51%), Teachers having laptops (51%), and Using academic achievement as data (49%)

The target for this indicator was not met. Two questions on the parent survey addressed this indicator. 1. Has anyone from your child's school or GEAR UP ever spoken with you about college entrance requirements? In response to this question, of 1045 parents surveyed, 471 or 45% indicated that someone from their child's school had spoken with them about college entry requirements. When looked at by school, none of the schools met the target. The highest was 74%. The second question asked "has anyone from your child's school or GEAR UP ever spoken with you about the availability of financial aid to help you pay for college?" Regarding this question, 1045 parents were surveyed and 445 or 43% indicated that someone from their child's school had spoken with them regarding financial aid. When looked at by school, none of the schools met the target.

Staff, Administrators and Rtacs were asked ". . . do you plan to make changes in the way you help get parents involved to increase parent knowledge and belief in child's ability and potential for college?" The following are strategies that schools and Rtacs are or will be undertaking: We are working with the liaisons and the Maine Parent Federation on this. The Maine Parent Federation has changed their Regional Coordinator this year so things are just getting going, but is a resource we want to tap. I will provide more college-going resources, such as college planning guides, to parents and students as well as additional links to websites for college/career planning and parent resources. Parents will be involved in the development of personal learning plans and student-led conferences (added grade 10 students at HHS). The CollegeEd curriculum being used in two area high schools also has a parent component. More parent workshops will also be offered by coordinating with MPF. Plans for career fairs for parents of young and adolescent children, also college tours for parents of young children, quarterly MPF workshops, meetings with parents, multiple communication avenues for parents, parent nights on ConnectEdu. We have made initial connections with MPF which has provided materials in our schools at events, Planning, 8TH Grade Parent Meeting, 8th Grade Parent Newsletter, Junior Parent Letter - Results of junior survey, Complete Your FAFSA Workshop, Sophomore Newsletter - College Planning with the PSAT, After-school learning center letters, Complete Your FAFSA Workshop. All of the schools are in the process of working on this

			issue and are trying different strategies. Lee Academy spent a Saturday at WAL-MART to try to get parents to sign up for their PIN for the FAFSA. Old Town is offering Tuesday nights in January for parents to come in to complete their FAFSA as well as an early college night and a night for parents at the elementary school. Sumner is doing a survey, and setting up a room for parents at the high school and is working with MPF for ideas and materials.
3.1.2 75% of parents will self report they expect their child to attain a 2 or 4 year degree by the end of 11th grade.	See 3.1.1 above	The target for this indicator was not met. Of 1045 parents surveyed, 126 or 12% believed their child would complete high school or less, 370 or 35% believed their child would complete some college but less than a 4 year degree. 549 or 53% believed their child would attain a baccalaureate degree or higher.	See 3.1.1 above
3.1.3 75% of parents will self report they could definitely afford or probably afford to send their child to a 2 or 4 year public institution using financial aid by the end of 11th grade.	See 3.1.1 above	The target for this indicator was not met. The numerator for this indicator was the number of parents who indicated they could definitely afford or probably afford to send their child to a 2 or 4 year public institution using financial aid by the end of 11th grade. The denominator was the number of parents surveyed. Of the 1045 parents surveyed, 299 or 29% indicated they could <u>definitely</u> afford to send their child to a public institution using financial aid. Another 395 or 38% indicated they could <u>probably</u> afford to send their child to using financial aid. Combined 694 or 66.4% said they could afford to send their child to college.	See 3.1.1 above
3.2.1 20% of parents will engage in at least one GEAR UP activity by the end of year one, 30% by the end of year two, 40% by the end of year three, 65% by the end of year four, 85% by the end of year five, and 95% by the end of	See 3.1.1 above	We are not able to evaluate this indicator. This question was not included in the parent survey.	See 3.1.1 above

year six.

Student Survey: There were 2111 student responses to the survey monkey survey. Of those, 22 were not counted because they did not indicate what grade they were in. By grade, there were 10 7th, 483 8th, 410 9th, 426 10th, 377 11th and 382 seniors who completed the survey.

<p>3.1.4 95% of students will self report they expect to attain a 2 or 4 year college degree by the end of 11th grade.</p>	<p>Two performance indicators (3.1.4 - 3.1.5) were focused around measuring how well schools <i>Help students increase their knowledge and belief in ability and potential for college</i>. Rtacs reported the following 10 activities were most often used to accomplish these aims. Using other tests as data (NWEA, MEA, STAR etc.) (64%), 8th to 9th grade transition process (64%), Tutoring (60%), Students have laptops (57%), Sharing information at school & community events (57%), Campus visits (55%), Using direct feedback from students as data (53%), Using academic achievement as data (53%), Parent/Family Info Sessions (53%) and Using participation in events related to college readiness as data (51%)</p>	<p>The choices offered for this question were problematic in terms of answering the specific indicator. Respondents were given three choices to the question, <i>What is the highest level of education that you expect to obtain?</i> The choices were a. High school or less, b. Some college but less than a 4-year college degree, and c. 4-year college degree or higher. In that the indicator asks for the percentage who expect to obtain either a 2 or 4 year we can only answer with any degree of accuracy the percentage expecting to obtain a 4 year degree.</p> <p>Focusing on all students who were not seniors, the data show that of the 1706 non-seniors, slightly more than one-quarter (28.5%) expect to complete 4 years or more of college. If we include non-seniors who expect to obtain some college <i>but less than a 4 year degree</i> the percentage jumps to 89.5%. In either case the target was not met. The results are slightly higher if we count the expectations of seniors. In this case, 92% expect to obtain some level of college, 33% expect to get a baccalaureate degree. With juniors the numbers are 87.5% and 59.4% respectively.</p>	<p>Staff, Administrators and Rtacs were asked “. . . <i>do you plan to make changes in the way you help students increase their knowledge and belief in ability and potential for college?</i>” The following are strategies that schools and Rtacs are or will be undertaking: I believe that by using ConnectEdu.com more students will realize that some type of college is possible for them. Also, by continuing working with the 7 and 8 graders and into high school students will see that college is for them. All grade 9 students in three area high schools will take Freshman Seminar class with the CollegeEd curriculum from Collegeboard being used in two schools (East Grand And SACS). East Grand will also use the CollegeEd program in grades 7-12.. Middle school students at Mill Pond School (formerly SAD # 70 Elementary School) will also have all middle school students have a career portfolio with a personal learning plan that includes academic goals. See all of above, college of the week with shirts, career of the week, early college visits, improved advisories and personal learning plans. Applied for MELMAC Planning Grant to provide funds for college activities, Partnership with 8th Grade, JMG Students join in Local Business Quest , Dream Catchers” for 8th Grade, Madison Paper Co. Junior / Senior Interviews, Madison Paper Co. Junior Job Shadows, 8TH Grade Field trip to Madison Paper Co, Career Research Alternative Ed / PLATO Computer Program, English Teachers Require College Application for all seniors, College Visit Field Trips, College App. Completion Requirement, student portfolios, alumni visits to talk to students, Career Prep Advisor Time. We plan to use</p>
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			<p>Connect EDU more efficiently. Sumner and Old Town have MELMAC planning grants and will be taking students on college visits. Old Town will have an early college night and will be talking to all students about college plans.</p> <p>We recommend rewording this question on the student survey so that one choice is a 2 year degree. Alternatively, the indicator could be reworded so as to measure those who expect to attain some level of college education. We also recommend incorporating this survey into the GEM software so as to be able to track the demographics of those who took the survey and those who didn't.</p>
3.1.5 85% of students will self report they could definitely or probably afford to attend a 2 or 4 year public institution using financial aid by the end of the 11th grade.	See 3.1.4 above	The target for this indicator was not met. Of the 1706 non-seniors, 898 or 52.6% reported they could definitely or probably afford to attend a 2 or 4 year public institution using financial aid. 35% were unsure, and 12% indicated they could probably not or definitely not afford to attend.	See 3.1.4 above
3.1.5 85% of students will self report they could definitely or probably afford to attend a 2 or 4 year public institution using financial aid by the end of the 11th grade.	See 3.1.4 above	The target for this indicator was not met. Of the 1706 non-seniors, 898 or 52.6% reported they could definitely or probably afford to attend a 2 or 4 year public institution using financial aid. 35% were unsure, and 12% indicated they could probably not or definitely not afford to attend.	See 3.1.4 above

Objective 4: *Integrate the GEAR UP program into Maine's existing education infrastructure.*

OVERVIEW OF OBJECTIVE: The essence of this objective is to get participating schools to add elements of the GU structure to the substance of the school. This includes adding advanced courses, assimilating advisors into the local budgets, etc., Information for Column 2 and Column 4 for this objective are taken from Column 2 and Column 4 of the 4/15/2007 GEAR UP APR. Data for Column 3 are from the school surveys.

4.1.1. 10% of GEAR UP advisors will assimilate into local district budgets by end of year two, 15% of GEAR UP by end of year three, 35% by end of year four, 45% by end of year five, and 50% by end	All superintendents have participated in at least two meetings each with members of the GEAR UP Administrative Team during this project period. All have committed to the program	This indicator has been met for SY 2005-06 and SY 2006-07. Four of the 45 schools evaluated did not provide information on this indicator. Of the remaining 40, fifteen (37.5%) indicated they had assimilated advisors into the local budget for SY 2005-06 and sixteen	No changes necessary
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of year six.	elements.	(40%) had assimilated advisors in SY 2006-07.	
4.2.1 The percentage of high schools offering PSAT, SAT, or ACT prep courses will increase each year by 10%.	All 10 th and 11 th graders were provided with access to the PSAT and SAT online prep at no cost as a component of the Maine SAT Initiative.	Of the 19 high schools 18 responded to this indicator. Of the 18 in SY 2005-06 12 (66.6%) were offering the prep courses. That percentage increased in SY 2006-07 to 94% (17 of 18 schools)	Objective met.
4.2.2 The percentage of middle schools offering Pre-Algebra to all 7th graders or 8th graders will increase by 20%.	In our work with the district and building level administrative teams relative to implementation of the program elements we are encouraging those schools who currently do not offer these courses at the middle level to begin. However, many of our schools offer an integrated math program that is equivalent and consistent with the changes in the Maine Learning Results.	Data for this indicator indicate that 13 of 27 schools [four schools did not answer this question] (48%) offer pre-algebra to all 7 th grade students, 21 of 27 (78%) offer pre-algebra to all 8 th graders. An equivalent Integrated math was offered to 7 th grader students in 37% of the schools (10 of 27) and to 8 th grade students in 22% (6 of 27) of the schools There was no change in the data from SY 2005-06 to SY 2006-07.	No changes necessary.
4.2.3 The percentage of middle schools offering Algebra to all 8th graders will increase by 20%.	See 4.2.2	The target for this indicator was not met Data for this indicator indicate that 14 of 27 schools [four schools did not answer this question] (52%) offered Algebra to all 8 th grade students in SY 2005-06. That number increased to 15 or 56% in SY 2006-07.	No changes necessary.
4.2.4 The percentage of high schools offering geometry to all students will increase from 30 to 40%.	This is addressed in our work with the district and building level administrative teams relative to implementation of the program elements.	Data for this indicator was met for both years. Data for this indicator show for both SY 2005-06 and 2006-07 that 95% of the high schools offer geometry to all students (18 of 19 schools).	Target met.
4.2.5 The percentage of high schools offering advanced mathematics to all students will increase by 20%.	See 4.2.4	The target for this indicator was not met. Data for this indicator show that 15 of 19 schools (78.9%) offered advanced mathematics courses in SY 2005-06. In SY 2006-07 that number increased by 1, raising the percentage to 84.2%	Recommend changing this target to look at growth from year to year rather than a fixed percentage increase.
4.2.6 The percentage of high schools offering Algebra II to	See 4.2.4	The target for this indicator was met. Data show that 16 of 19 schools (84.2%)	Target met

all students will increase from 30 to 40%.		offered advanced Algebra II courses in SY 2005-06. In SY 2006-07 that number increased by 1, raising the percentage to 89.5%	
4.2.7 The percentage of high schools offering AP Math to all students will increase from 30 to 40%.	See 4.2.4	The target for this indicator was met. Data show that 11 of 19 schools (57.9%) offered AP Math in SY 2005-06. In SY 2006-07 that number increased by 1, raising the percentage to 63.2%	Target met. No changes necessary.
4.3.1 15% of teachers and advisors will complete a course/workshop on Universal Design by the end of year one, 30% by the end of year two, 45% by the end of year three, 65% by the end of year four, 85% by the end of year five, and 95% by the end of year six.	A number of professional development topics are provided in our schools, including differentiating instruction and universal design.	This indicator was inadvertently overlooked. Data for evaluation purposes are not available.	Add to next evaluation. Additionally, we have begun to provide professional development in all our schools and this topic is included in the menu of offerings.
4.4.1 15% of Mitchell Scholars will be working with GEAR UP students in academic areas by the end of year one, 30% by the end of year two, 45% by the end of year three, 65% by the end of year four, 85% by the end of year five, and 95% by the end of year six.	Mitchell Scholars have not been engaged as mentors.	This indicator was inadvertently overlooked. Data for evaluation purposes are not available.	Add to next evaluation.

OBJECTIVE 5: *Anchor the use of Maine's Learning Technology Initiative and distance learning networks into the GEAR UP program strategies and activities.*

OVERVIEW OF OBJECTIVE: The essence of this objective is to make use of the extensive array of technology available to Maine's schools. The performance indicators that address how this objective is being met are listed below. Specifically 8 performance indicators address this objective. It is important to note that while a few inroads were made at accomplishing this objective there is a lack of overall progress at this point.

5.1.1 15% of GEAR UP programs will be videotaped and stored on a video server	This performance indicator aimed at being able to <i>archive GU activities for future use.</i>	For this performance indicator, liaisons were asked to indicate whether provisions are made for "recording GU	Staff, Administrators and Rtacs were asked ". .do you plan to make changes in the way you archive GEAR UP programs for On-Demand
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<p>for on demand access by students, parents, and teachers by the end of year one, 35% by the end of year two, 40% by the end of year three, 50% by the end of year four, 65% by the end of year five, and 75% by the end of year six.</p>	<p>There were not many activities associated with this performance indicator. Rtacs reported the following 10 activities were instrumental in accomplishing this objective. PowerSchool (6%), ConnectEdu (6%), Professional Development (4%) Using data to inform (4%), Teachers have laptops (4%) Comprehensive School Reform Grant (2%), Uses SAT scores as data (2%), Uses PSAT scores as data (2%), Uses other tests as data (NWEA, MEA, STAR etc.) (2%), Using academic achievement as data (2%), Campus visits (2%)</p>	<p><i>activities for students, parents, and/or teachers who wish to review them at a later time?"</i> We also asked whether they made provisions for distance learning and if so, what technology they used.</p> <p>Regarding the recording of GU activities, 66.7% (30 of the 45 schools surveyed) indicated that they made provisions for archiving GU activities.</p> <p>Regarding the technology for distance learning 44.4% (20 of 45 schools surveyed) used one form of technology or another. ATM was the most frequently used with 12 of the 20 schools using it. Others sited computer labs, online coursework, laptops, VHS, the UNET system and Apex Online</p>	<p><i>Access?"</i> The following are strategies that schools and Rtacs are or will be undertaking: This year we had one school set up a Moodle GEAR-UP site to help GEAR-UP kids through the college process. The school liked it so much that they are using it for all kids. This Moodle site was presented at a monthly GEAR-UP Meeting. We want to do more with this for other schools. I do not know what this means. We plan to use Connect EDU more efficiently.</p>
<p>5.2.1 10% of the Real Choices, Career Futures, and Choices software will assimilate into the day school schedule by the end of year one, 25% by the end of year two, 30% by the end of year three, 40% by the end of year four, 45% by end of year five, and 50% by end of year six.</p>	<p>This performance indicator aimed at getting schools to assimilate software into the daily schedule as a means of helping students get a better sense of what kind of occupations or professions they might want to pursue. Rtacs associated the following 10 activities with this aim. Choices in use (15%), Students have laptops (11%), Teachers have laptops (9%), MELMAC 2007 applicant (6%), ConnectEdu (6%), TRIO: Talent Search, Upward Bound, METS (4%), 8th grade initiatives (4%), 8th to 9th grade transition process (4%), Freshman Seminar (4%), and Sophomore Seminar (4%)</p>	<p>To evaluate this performance indicator liaisons were asked to indicate whether Real Choices, Career Futures or Choices were made available to GU staff. Of the 45 schools surveyed, 15 (33.3%) selected none of the choices, 3 (6.7%) make Real Choices available, 6 (13.3%) make Career Futures available, and Choices was made available in 27 (60%) of the 45 schools surveyed.</p>	<p>Staff, Administrators and Rtacs were asked “. . . do you plan to make changes in the way you get Real Choices, Career Futures and Choices software into the day school schedule?" The following are strategies that schools and Rtacs are or will be undertaking: We believe that connectEDU.com will be better than Choices, because it includes everything in the whole process of applying to college. Dream Catchers” for 8th Grade, Career Research Alternative Ed / PLATO Computer Program, CHOICES Software. Sumner is looking at more ways to use Choices connected to the content across the 4 years. Old Town is looking at ConnectEdu to use with their students.</p> <p>We recommend this indicator be reworded. As currently worded it is difficult to operationalize.</p>

E-mentoring: E-mentoring was an initiative undertaken by the Maine Parent Federation (MPF) (one of the GU partners) the aim being to use technology to link students with employers. The idea was to allow the student to familiarize his/herself with the pragmatics of the occupation by being introduced electronically with someone in that occupation who would serving as the mentor. The project got off to a lively start with 30 prospective mentors responding. Schools were not as responsive, however, and resisted the initiative for two main reasons. First they believed that linking student with a mentor might result in inappropriate contact, and second, many schools do not allow students to access any kind of email exchange.

This resistance led MPF to propose a different approach. Here the student would review a list of jobs and indicate which ones they wanted to learn more about. The student would notify MPF of their interest and MPF would make contact with prospective mentors. Liaisons from each school were given a password that would allow the mentoring to take place. MPF contended that liaisons did not distribute the passwords.

<p>5.3.1 In year one of the GEAR UP program, the baseline percentage e-mentoring will be established</p>	<p>Three performance indicators 5.3.1 thru 5.3.3 focus on E-mentoring. There were few responses from Rtacs related to E mentoring and the responses can be summarized by the following eight activities. Mailings to Parents (6%), Students have laptops (6%), Professional Development: Using data to inform (4%), MPF created parent seminars utilized (4%), Using academic achievement as data (2%), Summer school available (2%), Teachers have laptops (2%), Use of assistive technology (2%)</p>	<p>This indicator was not evaluated. Liaisons were asked, however, a. whether they were familiar with the term e-mentoring, b. whether GU staff use e-mentoring as part of the GU program, c. how many e-mentors there were in the SY 2005-06 and d. how many e-mentors there were in the SY 2006-07. Twenty-nine or 64.4% were familiar with the term, and liaisons indicated they used e-mentoring in four schools. One said they had 2 e-mentors in SY 2005-06 and SY 2006-07 while a second said they had 1 e-mentor in SY 2005-06 and SY 2006-07. A third indicated 0 e-mentors in 05-06 but 2 in 06-07. The fourth had 0 e-mentors in 05-06 and in 06-07 even though they indicated they were using them.</p>	<p>Staff, Administrators and Rtacs were asked “. . . <i>do you plan to make changes in the way you establish e-mentoring, increase the number of e-mentors and the number of students participating in e-mentoring?</i>” <i>The following are strategies that schools and Rtacs are or will be undertaking:</i> We are very interested in e-mentoring and would like to have our students participate. However, we have not heard anything about e-mentoring through the Maine Parent Federation. Explore possibilities of tutoring and training of tutors regionally- might lead to e-mentoring.</p>
<p>5.3.2 The percentage of e-mentors participating in the GEAR UP schools will increase by 20% each year.</p>	<p>See 5.3.1 above</p>	<p>See 5.3.1 above</p>	<p>See 5.3.1 above</p>
<p>5.3.3 The percentage of college students participating in e-mentoring in the GEAR UP schools will increase by 10% each year.</p>	<p>See 5.3.1 above</p>	<p>Only one liaison reported having students participation in the e-mentoring program and indicated that 24 students participated in both SY 2005-06 and SY 2006-07.</p>	<p>See 5.3.1 above</p>
<p>5.4.1 20% of GEAR UP students will engage in at least one e-mentoring activity by the end of year one, 30% by the end of year two, 40%</p>	<p>See 5.3.1 above</p>	<p>See 5.3.1 above</p>	<p>See 5.3.1 above We recommend adding a question to the student survey to assess this indicator.</p>

<p>by the end of year three, 65% by the end of year four, 85% by the end of year five, and 95% by the end of year six.</p>			
<p>5.5.1 In year one of the GEAR UP program, the % of advisors using computers for teaching and learning will be established.</p>	<p>These last two performance indicators focused on getting teachers and advisors to use computers for teaching and learning. Rtacs reported the following ten activities were instrumental in accomplishing that aim. Teachers having laptops (47%), Students having laptops (38%), Virtual college visits (21%), Use of assistive technology (21%), ConnectEdu (13%), SAT prep (11%), Choices in use (11%), Professional Development: Using data to inform (9%), PowerSchool (9%), Use of My Road (9%)</p>	<p>Forty five schools were surveyed regarding this indicator and forty replied. Data from the forty indicate that 87.8% (36 of 41) were using computers for teaching and learning.</p>	<p>Staff, Administrators and Rtacs were asked “. . . do you plan to make changes in the way you increase the number of advisors using computers for teaching and learning?” The following are strategies that schools and Rtacs are or will be undertaking: All teachers grades 7-12 have laptops as of September 2007. During the course of 2007-2008 schools are using their professional develop days helping teachers use laptops in their rooms as tools for teaching and learning for all students. All liaisons have laptops and will have ConnectEdu training. Advisors/liaisons in at least two area high schools (East Grand and HHS) will use ConnectEdu to help students in career and college planning. Focus group leaders and GEAR UP Advisor/liaison at Mill Pond School will use computers to explore careers and colleges while developing a personal learning plan. The GEAR UP Advisor at SACS will use computers in seminar classes. Teachers at schools now have laptops.</p>
<p>5.5.2 In year two of the GEAR UP program, the number of advisors using computers for teaching and learning will increase by 10%, in year three by 15%, in year four by 35%, in year five by 45%, and in year six by 55%.</p>	<p>See 5.5.1 above</p>	<p>While the 10% growth target for this indicator was not met, we believe the objective was met. Forty five schools were surveyed regarding this indicator and forty replied. Data from the forty indicate that 95.1% (39 of 41) were using computers for teaching and learning in SY 2006-07.</p>	<p>See 5.5.1 above</p>

RECOMMENDATIONS

Based upon our findings, the evaluators make the following recommendations:

1. **Streamline the quantitative data collection process** The GEAR UP leadership team should work closely with the evaluation team to continue to develop a process that simplifies and streamlines the process of collecting the required GEAR UP data. As this process evolves, keep the school-based participants informed of the progress so they can maintain their optimism that the process will be less onerous in the future.
2. **Eliminate numerical targets** We recommend that each performance indicator be re-written and that a growth target be substituted for the numerical target. Each of the indicators is currently worded so as to set a numerical benchmark for improvement. We caution against this practice, as do most

quality improvement experts. As W. Edwards Deming (1986)¹ contended, a numerical goal “is incompatible with never-ending improvement.” Moreover the targets are arbitrary and not based on historical data of sufficient quantity to allow a predictable range. As to the arbitrary nature, indicator 1.1.1 says that “30% of GU students will pass pre-algebra by the end of 7th grade.” Why 30%? Why not 29% or 35%? If pre-algebra is considered important why isn’t the expectation that ALL GU students pass it by the end of 7th grade. Third, a numerical goal can negate considerable improvement. For example, Indicator 5.5.2 stated that *In year two of the GEAR UP program, the number of advisors using computers for teaching and learning will increase by 10%, in year three by 15%, in year four by 35%, in year five by 45%, and in year six by 55%.* Results showed that for SY 2005-06 95.1% of advisors were using computers for teaching and learning yet this target was not met because the growth from year 1 to year 2 was only 7.3% (95.1% - 87.8%). It may turn out that strategies to improve the use of computers are discarded because the target was not met. However, 7.3% growth may be statistically significant meaning that the strategies were, in fact, working quite well. Our recommendation is that the indicators be re-worded so as to show improvement. For example, indicator 1.3.2 currently says, “The percentage of GEAR UP 10th grade PSAT test takers achieving a score of 45 or higher will increase by 10%.” We recommend it be written to say, The percentage of GEAR UP 10th grade PSAT test takers achieving a score of 45 or higher will increase.”

3. **Rewrite the annual plan template** We recommend offering two choices as a course of action. The first is to rework the annual school/district plan template to ensure consistency with what is currently being measured. This recommendation is based on the observation that what is expected of districts in their annual plan is insufficiently focused on the key elements being measured in the evaluation. This was noted by liaisons and Rtacs when we were going over results with them. The annual plan template has been carefully constructed and asks for a considerable amount of information related to how the district plans to run its GU program. The one area that is directly connected to what is being evaluated asks only that districts check a box to indicate that key objectives are being worked on. From our perspective, if this choice is selected, this section of the plan should be expanded to focus specifically on these key elements and the strategies districts believe will help them help students accomplish the seventeen activities that can be readily and intuitively associated with one of the five main objectives (see footnote ii below). The second option is to refine the objectives to mirror more closely the seven listed on the Maine GU bookmark designed to reflect and support the project’s goal and 5 main objectives, viz., 1. All students take college courses, 2. All students have individual learning plans, 3. All seniors complete their FAFSA before March 1, 4. All parents are actively involved in their child’s education, 5. All seniors complete at least one application to attend a post secondary school, 6. All schools increase the number of rigorous courses including AP and college courses, and 7. All schools promote high aspirations for all students by facilitating student engagement in a supportive learning environment. In any event, the annual plan template should be rewritten to more closely parallel the requirements of the grant.
4. **Renumber and reorganize objectives and indicators** This is a trivial recommendation but one that will aid future dialogue. For this evaluation we used the numbering system. This resulted in indicators related to certain topics being scattered throughout the evaluation. Indicators related to the PSAT for example, were included under Objective 1 and Objective 3. A re-organization would group similar topics together and provide a more robust and succinct view of the grant requirements. It would also eliminate indicators that are redundant (PSAT participation) or not useful (4 years of English is a requirement for graduation). The other important part of this work has to do with writing the indicators in such a way that quantitative data can be collected.
5. **Audit Student Identifiers** We recommend an audit of the MEDMS IDs since a number of these had to be entered by hand. Data showing performance and participation in high stakes tests rely on accurate identifiers. The schools would request the audit, MDOE would provide the list, and GEM could cross reference the data with the audited identifiers.
6. **Add the student and parent surveys to the GEM database.** We recommend that the student and parent surveys be incorporated into the software developed by GEM for this evaluation. MPF could still administer the surveys but GEM would be the repository for the data. This would eliminate the need for MPF to do double data entry and provide summary forms for the evaluators. Along these same lines, additional questions can be added that will allow indicators to be evaluated that could not be evaluated this go around.
7. **Add parent contact information** Along these lines we also recommend parent contact information be kept as part of the student’s record.
8. **Provide comparative information to districts.** The data collected for this evaluation was collected at the school level. Provisions should be made to statistically analyze the results of the various indicators and determine if any districts stand out either negatively or positively. Strengths can be shared

¹ W. Edwards Deming Out of the Crisis. Boston: MIT Press (1986)

across districts and opportunities for improvement could result in specific improvement strategies.

9. **Rework the new MIS system.** The GEM system that was used to replace the GOES system was designed to mirror in many ways the previous system. This was done so as to retain as much of the visual presentation as possible. However, numerous flaws in the design of the system have become apparent e.g., having to go to two different pages to provide student status, and these flaws should be eliminated.

ⁱ The five broad initiatives were: 1. Grants, 2. Data use, 3. In school, 4. Parents, 5. Technology, and 6. Student Led/Driven. Activities related to **Grants** were: TRiO/METS/Talent Search, MELMAC 2007 applicant, MELMAC previous grantee, District Will To Pickup, AYP, Great Maine Schools, Early College Program, Early College for ME, Access College Early, Community Partnership / Campaign Readiness, Comprehensive School Reform Grant, Bill Gates Foundation grant, Great Maine Schools, JMG. Activities related to **Data use** were: Looks at SAT scores, Looks at PSAT scores, Uses other tests (NWEA, MEA, STAR, AP, Accuplacer) to inform practice, School staff learning about how to use data, Academic achievement, Participation in events related to college readiness, MELMAC gathering instruments, Direct feedback from students, Direct feedback from parents, Power School, GOES data system. Activities related to **In School** were 8th grade initiatives, Freshman Seminar, Sophomore Seminar, Junior Seminar offered, Senior Seminar offered, FR/9th grade transition events, SAT prep, Parent/family nights, Students attend college fairs, Campus visits, Invited college personnel to school, Virtual college visits, Early college courses, Mailings to Parents, Parent/Teacher conferences, Coordinate with other GEAR UP schools/liasons, Tutoring, Mentoring, Assistance with Financial Aid Forms & College Applications, Coordination with community services, Implementing information at school & community events, Student Assemblies specific to readiness, Alternative Education Programs, AP courses offered, IEPs implemented in 06-07 (or before), Student led conferences, Summer school available, Utilizing alumni of H.S. Advisor/Advisee program. Activities related to **Parents** were: MPF attended Parent Nights, Variety of parent outreach utilized, Promotion to families of other low income programs, MPF Parent seminar, Seminar on virtual college tours, FAFSA, etc. Activities associated with **Technology** were: Signed on ConnectEdu, Distance courses, Virtual high school, Use of PowerSchool, Power Grade for parent & student access to info, Moodle, MyRoad, Prep ME, Plato, Teachers have laptops, Students have laptops, Choices. Finally, activities related to **Student Led** were Student Council, Peer Helpers.

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1. Help students pass courses - this relates to students passing pre-algebra, algebra
 2. Help student take/complete 1+ courses of same type, e.g., math
 3. Help students perform at or above grade level on high stakes tests such as the PSAT, SAT, MEA
 4. Help students take advanced Math, English/Language Arts
 5. Help students increase their attendance
 6. Help students get promoted from one grade to the next
 7. Help students graduate
 8. Help students graduate within 4 years
 9. Help students submit postsecondary applications
 10. Help get students enrolled in college
 11. Help students get scholarships
 12. Help increase parent knowledge and belief in child's ability and potential for college
 13. Help students increase their knowledge and belief in ability and potential for college.
 14. Archive GEAR UP programs for On-Demand Access
 15. Get Real Choices, Career Futures and Choices software into the day school schedule

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16. Establish e-mentoring, increase the number of e-mentors and the number of students participating in e-mentoring
 17. Increase the number of advisors using computers for teaching and learning