

Strategic Plan Information and Advocacy Report



TO: Board of Education
 FROM: Brian Johnson, Director of Student Services
 Sarah Straka, Director of Instruction
 DATE: August 18, 2022
 RE: Information and Advocacy Report - Learning and Growth

OVERVIEW

Board Goal II: Well-Being - We will provide support systems for our students and staff.

Objective D: Make connections in support of the whole child.

- Indicator 2: Life ready indicators.

Indicator 2: Life Ready Indicators

Percent of Students Receiving Silver Cord

Seniors who have completed 140 hours of volunteer service during their high school career are awarded the honor of wearing a silver cord at the graduation ceremony. More information on the requirements and logistics of the program can be found at the Mount Horeb High School [Silver Cord Service Program](#) webpage.

Table 1 provides the total number and percentage of seniors who receive a silver cord upon graduation. As shown below, the percentage of students completing Silver Cord Hours has decreased over time, especially after the initial onset of the pandemic.

Table 1: Students Earning Silver Cord Status

	16-17	17-18	18-19	19-20	20-21	21-22
Total # of Seniors Receiving Silver Cord	29	67	46	43	35	24
Percent of Seniors Receiving Silver Cord	18%	31%	25%	23%	18%	13%

Table 2 provides a breakdown of those 24 students who did receive silver cord hours.

Table 2: Students Earning Silver Cord Status - Disaggregated

Class of 2022 - 190 Students	Total # of Students	Total % of Students	# Students Who Met Silver Cord Hours	% Students Who Met Silver Cord Hours
Male	109	55%	11	10%
Female	89	45%	13	15%
American Indian	*	*	*	*
Asian	*	*	*	*
Black	*	*	*	*
Hispanic	5	*	*	*
Pacific Islander	0	0	0	0
White	186	94%	22	12%
Two or More	*	*	*	*
Students Labeled w/ a Disability	20	10%	3	15%

*Cell size too small to report (5 or less)

Academic and Career Planning Goal Setting Conferences

Every student will be supported by at least one or more trained adults to complete and review his/her Academic and Career Plan throughout grades 6 thru 12. At times, students will be supported with adult facilitation; at other times, students will work individually within the XELLO platform to complete various components (e.g. associated tasks at each grade level, interest inventories, career assessments). By the time students graduate, they should be nearing the end of their high school personalized pathway and have a more complete picture of post-secondary options.

During the middle school years, families and students have a couple of touchpoints with our school counselor when looking ahead to high school course planning and post-secondary career planning. The bulk of this communication comes during eighth grade. Families receive a letter introducing the upcoming small group planning session that students attend to map out their high school academic career and expose them to co-curricular options. These objectives are reinforced by previous work done in Xello, an internet-based career exploration and planning tool used by students to explore individualized career and college options. After these planning sessions, families receive their student’s four-year high school plan to review and approve.

During the high school years, as part of the freshman year experience, the Student Services Department schedules individual freshmen meetings to connect with students and discuss educational goals. Then about halfway through students’ high school career, the Student Services Department schedules Junior ACP Seminars during Student to Teacher Assistance Time (STAT). The goal of these seminars is to help

guide students to achieve their maximum success in high school and beyond. Parents/guardians are provided with the resources they need to help their child in their high school and postsecondary planning. Finally, as a part of the senior year experience, the Student Services department schedules Senior Information sessions, during STAT, to provide direction to students as they complete high school and finalize post-secondary plans.

Graduation Rates

As Table 3 denotes, the graduation rate of Mount Horeb High School seniors is consistently above the state average. During the 2021-2022 school year, there were six students that did not complete their graduation requirements: one of the students is considered a drop-out, one student unenrolled in March and did not register with next school district, and four students with an Individual Education Plan (IEP) will transition into the District’s 18-21 Year Old Program.

Table 3: Mount Horeb High School’s Graduation Rate

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Total # of MHHS Seniors	163	218	181	196	201	188
% of MHHS Graduate Seniors	95%	95%	97%	96%	97%	97%
% of Graduate Seniors in WI	88.6%	89.6%	90.0%	90.4%	89.5%	TBD

Attendance Rates

Students’ regular attendance is an important factor in their school success. The activities and learning that occur during a class period are not easily made up since the experiences cannot be duplicated. Therefore, it is important that absences be kept to a minimum. State Law requires that a student must attend school until the end of the semester in which s/he reaches the age of 18. In a typical school year, student attendance rates for all grade levels remain consistently at 94-95%, with a slight decline during senior year. This is above the Wisconsin State average--93.9 in 2018-19, 94.1% in 2019-2020, and 93% 2020-21.

In 2020-2021, attendance rates increased due to the increased flexibility allowed to students and families during virtual learning and Wednesday teacher to student contact time. Students and families were able to better schedule appointments and other needs during non-instructional time. In looking at the 2021-2022, percentages are lower than prior to the pandemic. This may be due largely in part to the quarantining protocols established to deter the spread of Covid among students. Students were required to quarantine upon being identified as a close contact or isolate if contracting Covid-19.

Table 4: School Attendance Rates

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Grade K	95.6%	94.7%	95%	93.8%	96.9%	92.1%
Grade 1	95.3%	94.9%	95.5%	93.7%	96.2%	91.9%
Grade 2	95.6%	95.6%	95.3%	94.4%	96.8%	91.9%
Grade 3	95.8%	95.8%	95.8%	94.7%	97.9%	93%
Grade 4	95.4%	95.3%	95.6%	94.9%	97.2%	93.1%
Grade 5	95.4%	95.3%	95.1%	94.6%	97.8%	92.3%
Grade 6	95.6%	96%	96%	95.8%	96.5%	93.4%
Grade 7	94.3%	96%	95.9%	95.3%	96.8%	93.2%
Grade 8	94.5%	94.9%	95.8%	95.1%	96.4%	92.6%
Grade 9	94.6%	95.5%	94.7%	95.9%	96.9%	93.6%
Grade 10	96%	94%	93.6%	94.8%	96.6%	92.9%
Grade 11	95.1%	93.2%	93%	93.7%	96.5%	92.6%
Grade 12	92.2%	90.7%	91.1%	92.1%	97%	90.1%

In closing, our [Administrative Strategic Plan](#) calls for us to apply an equity lens to all of our decisions, including the process of data review. As a school community, we have a ways to go in this effort; however, with the help of our internal leadership and outside expertise consultants such as CESA 2 and the RTI Center, we are collectively on a journey to improve. We have a duty to analyze and remove the systems we have in place that may prohibit student success, engagement, and participation. The data included herein serves as one barometer of our outcomes.