

Strategic Plan Information and Advocacy Report



TO: Board of Education
 FROM: Sarah Straka, Director of Instruction
 DATE: September 19, 2022
 RE: Information and Advocacy Report - Learning and Growth

OVERVIEW

Board Goal I: Learning and Growth - We will graduate lifelong learners.

Objective B: Increase access and performance in college preparatory work.

- Indicator 1: Percent of students taking at least one AP course in their high school career
- Indicator 2: Percent of students taking an AP test during their high school career
- Indicator 3: Percent of students scoring a “3 or better” on AP tests
- Indicator 5: Percent of students receiving dual credit

Indicator 1: Percent of Students Taking at Least One AP Course in Their High School Career

The College Board’s Advanced Placement (AP) classes aim to prepare high school students for the rigors and expectations of college-level academics through even more challenging courses. Students have the opportunity to earn college credit, advanced placement or both - while still in high school.

The number of unduplicated Mount Horeb High School students taking AP courses and the total number of students enrolled in AP courses has remained relatively stable over the past five academic years (Table 1). When the 20/21 school year began, there was a wonder as to whether students would shy away from AP courses. The contrary occurred. The percentage of students taking an AP course increased from the 19/20 school year. This past school year, the interest level in AP courses dipped significantly; however, current 22/23 AP class enrollment back to prepandemic levels.

Table 1: AP Course Enrollment by Academic Year

*unduplicated	15-16	16-17	17-18	18-19	19-20	20-21	21-22
Total # of Students Taking AP Course(s)*	212	265	286	248	229	268	196
Total # of Enrollments in AP Course(s)	342	436	436	415	365	428	293
Total HS Enrollment	728	751	775	774	789	787	770
Total % of Students Taking AP Course(s)	29.1%	35.2%	36.9%	32.1%	29%	34.1%	25.4%

*unduplicated

Indicator 2: Percent of Students Taking an AP Test During Their High School Career

The above information in Indicator 1 focused solely on the number of Mount Horeb High School students enrolled in AP courses. Indicator 2 focuses on the number and percentage of students who participate in AP exams. This data can be found below in Table 2. Students who take an AP course are not required to take the AP test. Historically, the majority of students who take AP courses take an exam. For example, in the 19/20 school year, approximately 90% of students who enrolled in an AP course also took the corresponding AP exam.¹ Even with the mandatory school closure in March 2020 and having to switch to an online test environment, Mount Horeb High School students followed through in taking their AP tests. However, in the 20/21 school year, this was not the case and the percentage reduced to 69% but rebounded in 21/22 with 89% of students who enrolled in an AP course taking the corresponding exam.²

Table 2: AP Exam Participation

	16-17	17-18	18-19	19-20	20-21	21-22
Total # of AP Exam Students	205	256	202	205	184	174
Total # of Exams	333	362	299	300	277	243
Total HS Enrollment	751	775	774	789	787	770
Total % of AP Exam Students	27.2%	33.0%	26.1%	25.9%	23.3%	22.6%

Table 3: AP Exam Participation Summary by Demographics

	16-17	17-18	18-19	19-20	20-21	21-22	Total Enroll %s
Total # of AP Students	205	256	202	205	184	174	770
Gender							
Male	95	111	87	100	84	74	387
Female	110	145	114	103	98	96	383
Another	0	0	1	2	2	4	--
Race*							
American Indian	0	0	0	0	1	2 / 1.1%	1 / 0.1%
Asian	2	1	2	1	1	3 / 1.7%	12 / 1.5%
Black	1	1	3	0	0	0 / 0%	11 / 1.5%
Hispanic	6	6	5	8	6	4 / 2.3%	35 / 4.5%
Pacific Islander	0	0	0	0	0	0 / 0%	0 / 0%
White	189	244	189	190	170	146 / 84%	688 / 89%
Two or More	2	3	2	4	3	10 / 5.6%	23 / 3%

¹ This percentage was calculated by dividing the “Total # of AP Students” by the “Total Number of Students Taking AP Courses”. In 2021-2022 there were 205 total tested AP students/229 students taking AP courses.

² In 2021-2022 there were 174 total tested AP students/196 students taking AP courses.

Principal Cody Lundquist offered some thoughts, “While we are seeing a steady decrease in the number of students taking the AP exam, we have an increase in the number of students that are taking dual credit, SCN, and ECCP. There is a recognition that there are other ways to get college credit and be engaged in college-level courses beyond AP courses. Those who are taking the tests are doing very well. This past year, a very COVID-impacted class, had some of the highest scores we have seen in years.”

Indicator 3: Percent of Students Scoring a “3 or better” on AP Tests

Past communication from the College Board stated that a score of 3 or higher represents the score that research finds predictive of college success and college graduation. As shown below in Figure 1, over the last five years, the percentage of students earning a score of 3 or better has fluctuated. Larger fluctuation has been evident over the past three testing seasons due to the pandemic. In the 2019/20 testing season occurred during the mandatory school closure, and the loss of instructional minutes in 20/21 impacted students’ performance on these exams. However, the percentage of students scoring a 3 or better in 2021/22 returned to a more typical level at 81% of students.

Figure 1: Percentage of Total Mount Horeb AP Students with Scores 3 or Above

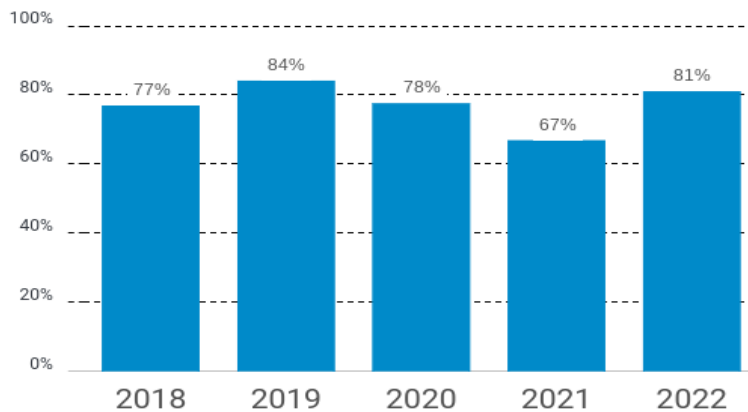


Table 4 provides more specific information regarding student performance on the most recent series of 2021-2022 AP testing. The table lists the total numbers of each score (1 to 5) for each AP subject and the total number of unique students for each AP score.

Table 4: AP 2021-2022 Score Summary of the 243 Exams Taken

	1	2	3	4	5	Total Exams
Biology		1	8	8	5	22
Calculus AB	1	18	14	8	12	53
Chemistry	1	4	3	2		10
English Lit and Comp			2	6	2	10
Environmental Science		3	4	11	4	22
Human Geography				1	1	2
Physics 1	3	4	3	4		14
Psychology	4	6	11	12	24	57

Statistics		1	7	6	1	15
United States History			1	1	6	8
World History: Modern	3	5	11	6	5	30

Indicator 5: Percent of Students Receiving Dual Credit

Dual enrollment credit allows a student to receive technical college credit upon successful completion of a college-level course taken in high school. The dual credit course has the same competencies, assignments, grading policies, textbooks, and software as the college-level version of the course.

Mount Horeb High School offers seven dual credit programs from Madison College (MC) or Blackhawk Technical (BHT) College in Janesville. These courses are listed below in Table 5. Even during the pandemic, student enrollment in dual credit coursework continues to increase. This increase is a success story for our District and our high school students as we are working intentionally to increase these course offerings.

Table 5: Dual Enrollment Course Information

			Number of Student Participants					
WTCS Course	MHHS Course	WTC	16-17	17-18	18-19	19-20	20-21	21-22
Accounting Principles	Accounting II	MC	19	17	22	30	18	22
Animal Science & Livestock Manag.	Animal Science	BHT		20	7	17	16	10
Math Reasoning	Math Reasoning	MC	17	20	12	24	12	11
College Reading Strategies AND Intro to College Writing	Intro to College Read. & Writing	MC	3	10	15	21	28	44
Plant Science and Crop Science	Plant Science	BHT		15		3	19	9
Marketing Principles	Marketing / Sports & Enter. Marketing	MC	19	13	13	15*	14	21
Biotech Applications and Career Seminar. in Biotech	Biotechnology	MC					46	47
Total # of Students			65	98	72	110	153	164
Total HS Enrollment			751	775	771	788	787	770
Total % of Students Receiving Dual Credit			8.7%	12.6%	9.3%	14.0%	20%	21%

*Advanced standing rather than dual credit due to change in course instructor.

Mount Horeb High School staff are looking for additional dual credit opportunities. Career and Technical Education CAST Leader Bart Leibfried recently invited Schauna Rasmussen, Dean of Workforce and Economic Development at Madison College, and Audra Cooke, Early College Now

Advisor, to meet with individual CTE departments (Family & Consumer Science, Business Education, Agriculture, and Technology & Engineering) to compare current MHHS courses with Madison College's courses, dual credit and Start College Now programs within the academic and career pathways. From this meeting, several additional dual credit courses were identified as potential offerings in future school years.

Final Thoughts

The end of the 2019-2020 school year and the 2020-2021 school year were challenging at the instructional level for high school students and staff. Teachers worked to find ways for students to be successful even with varying adverse factors. We were concerned about the educational effects of the pandemic related to our high school students.

The 2021-2022 data within this report indicates that there has been some return to typical participation and "normalcy" within the worlds of AP and dual credit. We have even seen a continued focus by our staff to improve upon programming and increase post-secondary opportunities for our high school students. These efforts will be reported upon during the school year through additional reports, Education Committee work, and Board of Education meeting reports.