

Strategic Plan Information and Advocacy Report



TO: Board of Education
FROM: Mrs. Sarah Straka, Director of Instruction
DATE: April 17, 2023
RE: Information and Advocacy Report - Learning and Growth

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

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

- Indicator 4: Percent of seniors meeting College Board recommendations for a course of study
- Indicator 6: Percent of students who persist beyond the first year and graduate college within six years

Overview

This report pulls together information from three sources: the UW Report on Remediation Education, Post-Secondary Preparedness from Madison College, and Student Tracker Postsecondary Information from the National Clearinghouse.

Indicator 4: Percent of Seniors Meeting College Board Recommendations for Course of Study

Each year the University of Wisconsin System releases a Report on Remediation Education for math and reading. In reviewing the most recent report, [Fall 2021](#), more college freshmen in general throughout the UW System are in need of math remediation than English remediation. This is the same for Mount Horeb High School students in the UW System. This data set (as with every yearly report), Mount Horeb High School has six or less students in need of an English remediation course. However, over the past six years, between 15-20% of graduates who ever attended a UW System school had to enroll in a math remediation course (see Table 1).

Tables 1: Percent of Immediate New Freshmen from MHASD Requiring Math Remediation

Report Year	Number of Students	Percentage of Students
Fall 2021	11/57	19.3%
Fall 2020	*/39	0-15%
Fall 2019	10/60	16.7%
Fall 2018	14/71	19.7%
Fall 2017	12/58	20.7%
Fall 2016	11/61	18%

A next step is to identify those students and review ACT math data, high school course sequencing, and high school semester grades to determine any themes. The high school math department will be approached with this inquiry work and will be offered summer curriculum hours.

The above UW Systems report focuses on those students attending a four-year UW institution. The District also receives postsecondary preparedness data from Madison College (see tables 2-5 below).

Tables 2-5: Postsecondary Preparedness for MHASD High School Students Compared to All Students Enrolled to Madison College for Academic Years Between 2018-2022

Math Preparedness	2018		2019		2020		2021		2022	
	Student Count	% Prepared	Student Count	% Prepared	Student Count	% Prepared	Student Count	% Prepared	Student Count	% Prepared
Prepared - All	964	65%	874	61%	801	56%	635	55%	543	56%
Prepared - MH	52	83%	47	73%	37	69%	32	67%	40	70%
Not Prepared - All	511	35%	562	39%	632	44%	510	45%	421	44%
Not Prepared - MH	11	17%	17	27%	17	31%	16	33%	17	30%

English Preparedness	2018		2019		2020		2021		2022	
	Student Count	% Prepared	Student Count	% Prepared	Student Count	% Prepared	Student Count	% Prepared	Student Count	% Prepared
Prepared - All	754	56%	699	52%	655	48%	616	59%	507	57%
Prepared - MH	43	72%	39	74%	26	59%	31	78%	37	76%
Not Prepared - All	581	44%	656	48%	702	52%	435	41%	379	43%
Not Prepared - MH	17	28%	14	26%	18	41%	9	22%	12	24%

Reading Preparedness	2018		2019		2020		2021		2022	
	Student Count	% Prepared	Student Count	% Prepared	Student Count	% Prepared	Student Count	% Prepared	Student Count	% Prepared
Prepared - All	821	60%	762	56%	724	54%	696	65%	558	64%
Prepared - MH	45	74%	42	79%	28	61%	32	80%	38	75%
Not Prepared - All	550	40%	590	44%	623	46%	369	35%	319	36%
Not Prepared - MH	16	26%	11	21%	18	39%	8	20%	13	25%

Writing Preparedness	2018		2019		2020		2021		2022	
	Student Count	% Prepared	Student Count	% Prepared	Student Count	% Prepared	Student Count	% Prepared	Student Count	% Prepared
Prepared - All	985	70%	920	67%	898	65%	754	70%	609	68%
Prepared - MH	53	87%	45	80%	33	73%	35	83%	42	82%
Not Prepared - All	428	30%	455	33%	474	35%	321	30%	286	32%
Not Prepared - MH	8	13%	11	20%	12	27%	7	17%	9	18%

From 2018-2022 years, the percentage of Mount Horeb students considered prepared in math, English, reading, and writing were higher than the general population of students entering Madison College. While the preparedness of Madison College’s entry population steadily declines, the preparedness of Mount Horeb students is, generally, maintained at a higher level.

Indicator 6: Percent of Students Who Persist Beyond First Year and Graduate College within Six Years

The District subscribes to Student Tracker through the National Student Clearinghouse. With Student Tracker, we can access nationwide postsecondary information for our graduates such as enrollment and graduation data for all types of postsecondary institutions. Figure 1, below, provides the percentage of high school students who enrolled in a two- or four-year postsecondary institution in the fall semester immediately following graduation. The fall semester immediately following graduation is defined as any college enrollment between August 15 and October 31. The student must have an active enrollment between these dates and are shown only for classes that have completed a fall semester.

On average, from the class of 2015 to the class of 2019, close to 79% of Mount Horeb High School students enrolled in college immediately after high school. However, there has been a decline over the past three years.

There is no doubt that 2020 and 2021 high school graduates across the country had to make tough decisions: enter college, take a year off from post-secondary schooling, look for employment, etc. The Class of 2020 felt the effects of the pandemic the most. There was a slight rebound of graduates turning to post-secondary education immediately after graduation for the Class of 2021 but then a drop again for the Class of 2022. Figures 1-3 aggregates this data by Institution Type (Figure 1), Institution Level (Figure 2), and Institution Location (Figure 3). Student enrollment at private institutions has remained relatively stable over the past eight years (Figure 1); however, their enrollment in out-of-state institutions has seen a steady decline the past two years (Figure 3) and a more noticeable decline the past year in two-year institution enrollment (Figure 2).

Figure 1: Percent of Mount Horeb Students Enrolled in College Any Time During the First Year After High School by Institution Type

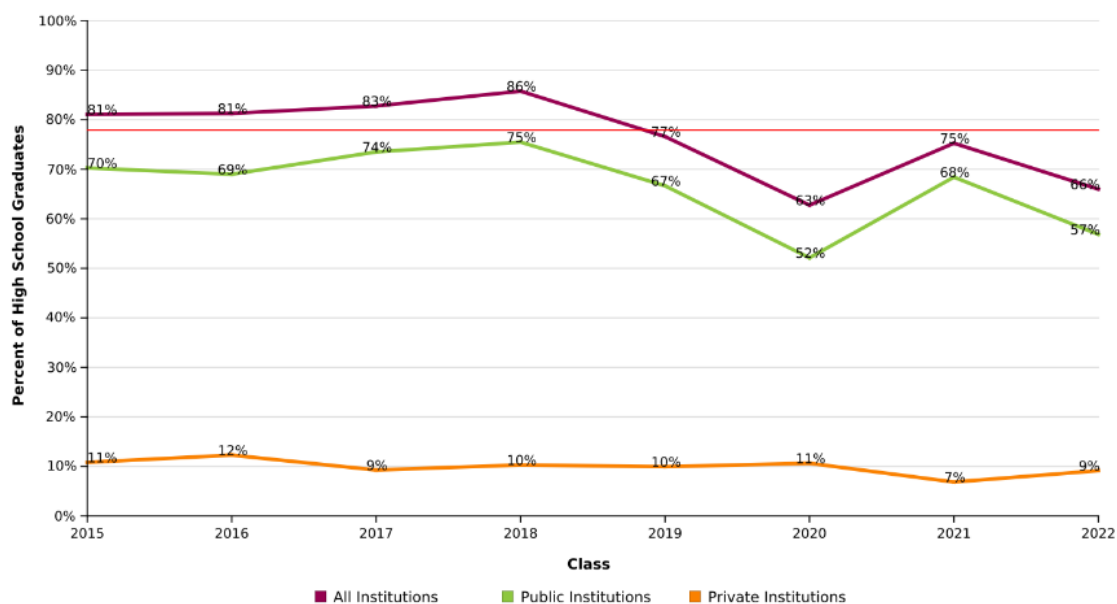


Figure 2: Percent of Mount Horeb Students Enrolled in College Any Time During the First Year After High School by Institution Level

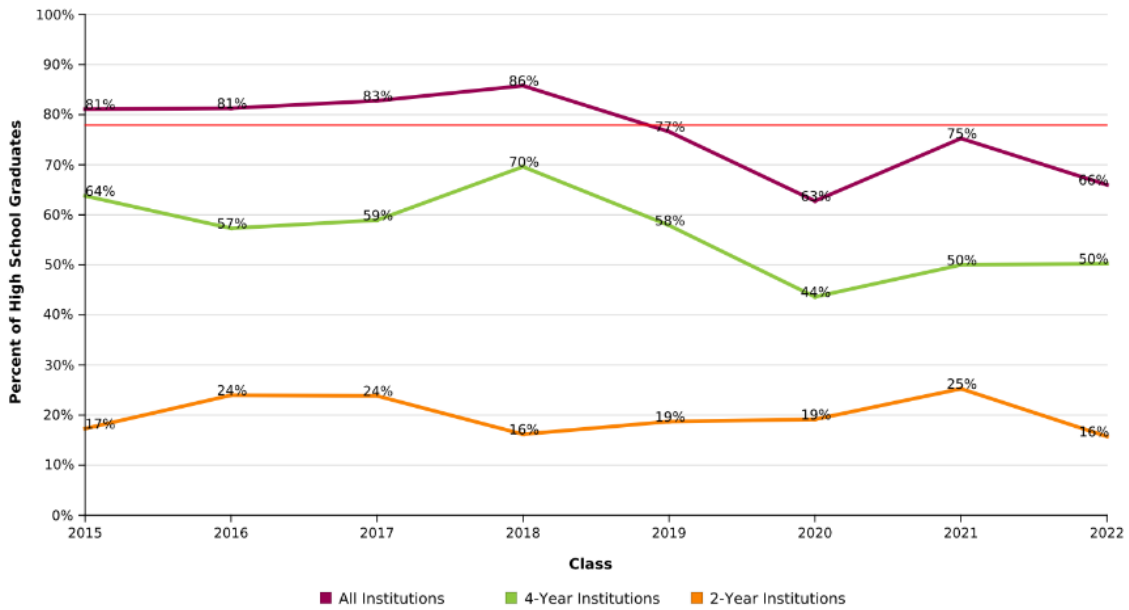
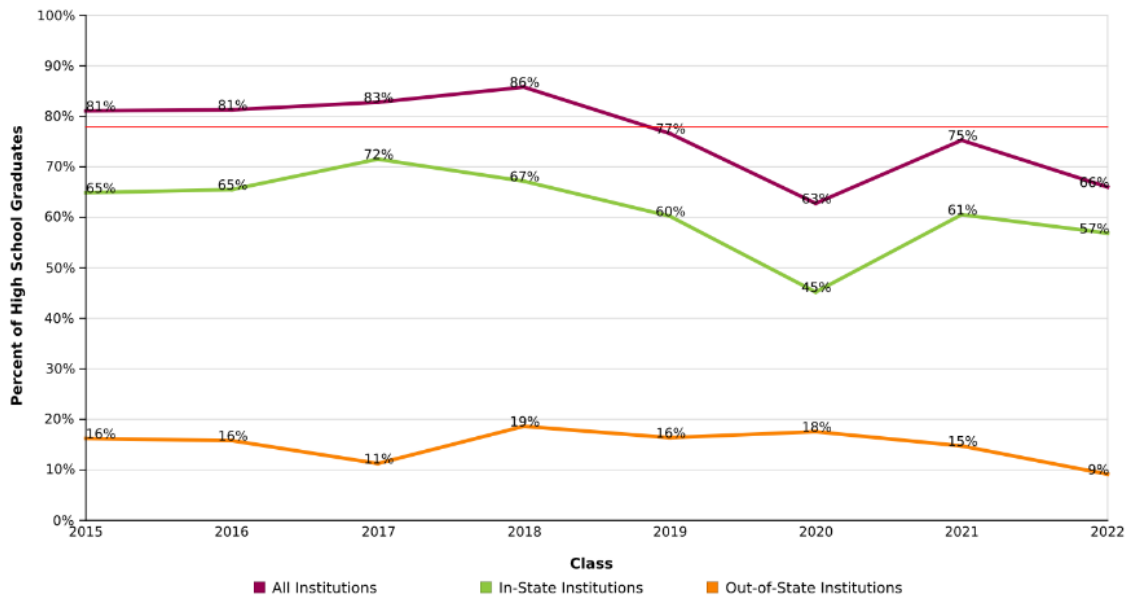


Figure 3: Percent of Mount Horeb Students Enrolled in College Any Time During the First Year After High School by Institution Location



The next area of focus is on freshmen year to sophomore year persistence data. The Class of 2019 did see a small decline in persistence from their freshman year to sophomore (Figure 2). Overall, over the past two years, it looks like persistence is highest among students who attend 4-year institutions (Figure 5) that are public institutions (Figure 4) that are out-of-state.

Figure 4: Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence) by Institution Type

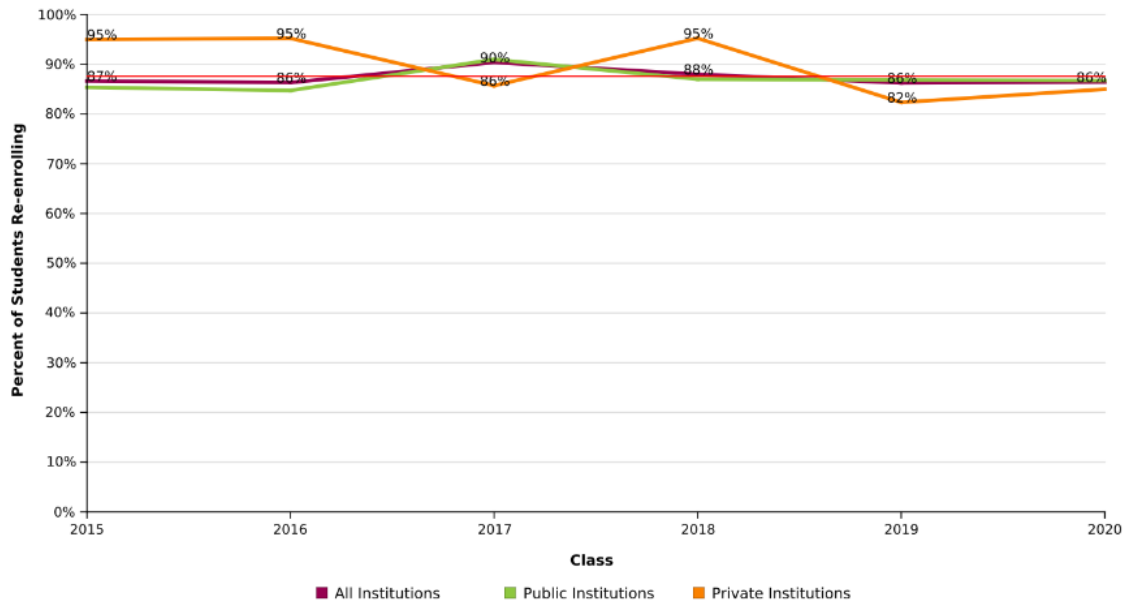


Figure 5: Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence) by Institution Level

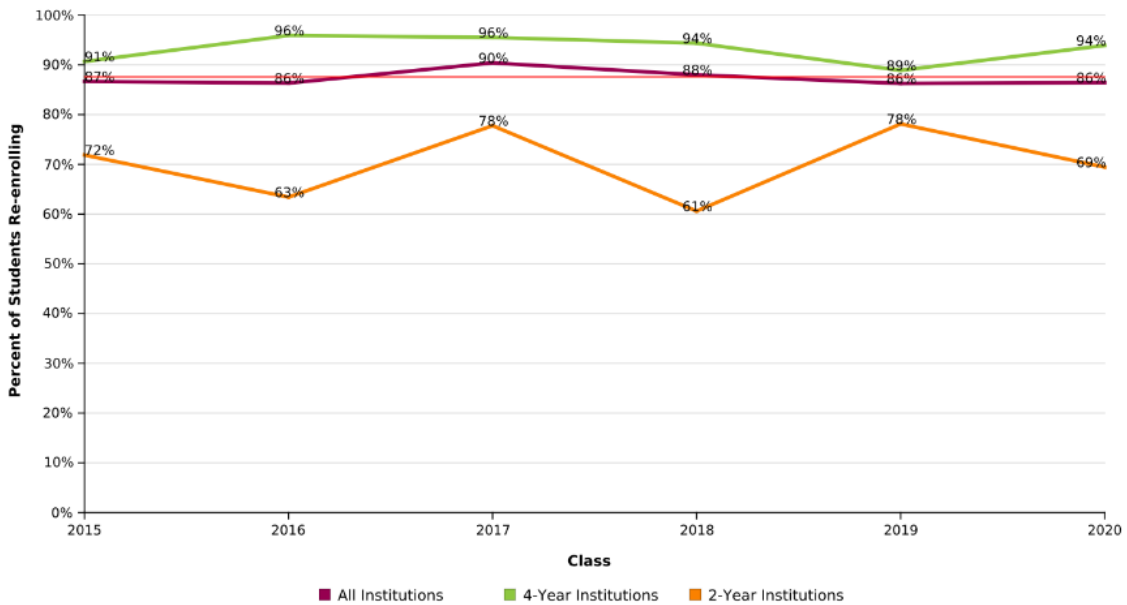


Figure 6: Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence) by Institution Location

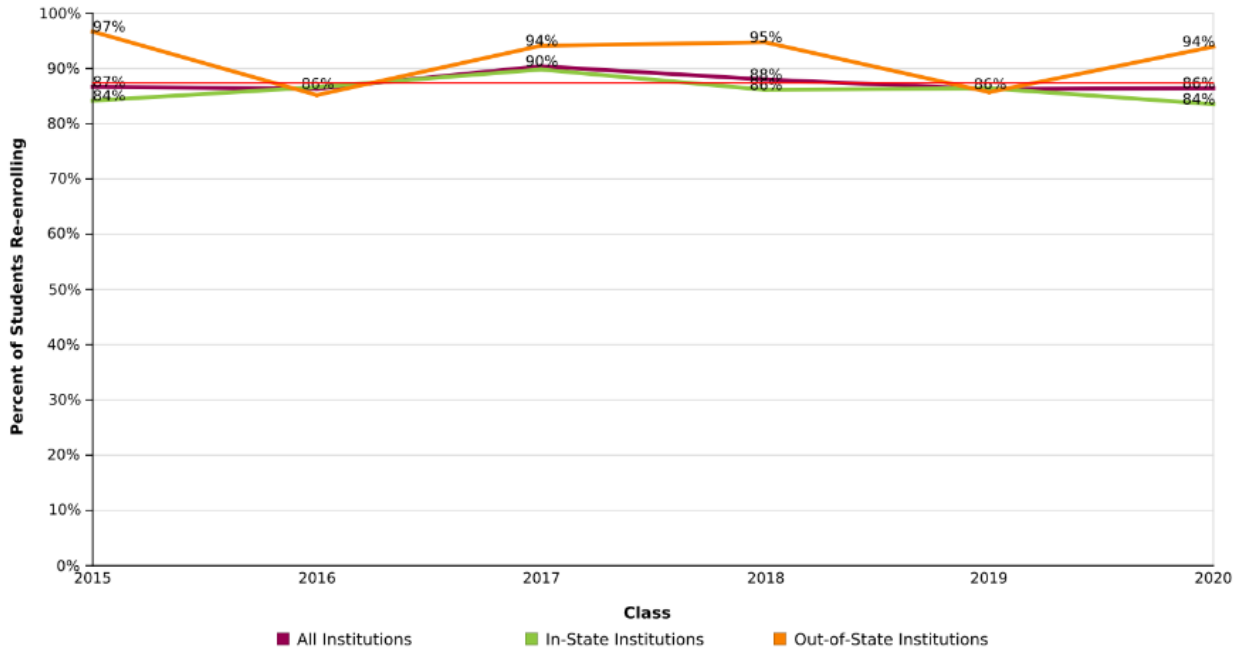
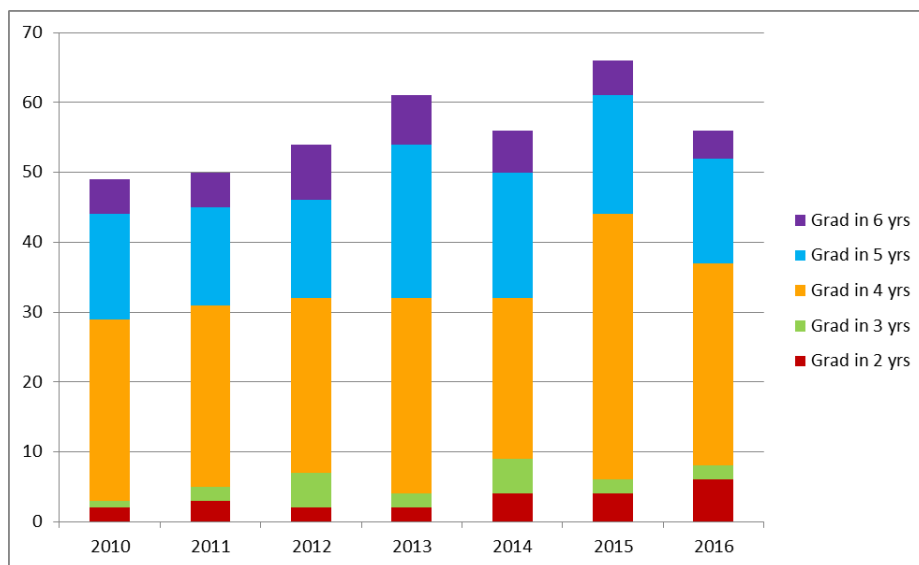


Figure 7: Time to College Graduation within Six Years (Associate's, Bachelor's, and Higher)



According to the National Center for Education Statistics (NCES), in 2020, the overall six-year graduation rate for the Class of 2014 was 64 percent¹. This is the most recent national statistic provided by the NCES. As you can see in Figure 7, Mount Horeb High School graduating cohorts have historically been below this national rate but there has been a continual (but staggered) increase since 2010.

In Closing

Our staff will continue to review our math data to determine how to decrease the number of students needing college math remediation courses. Additionally, the school counseling team will be consulted to better understand what options students are choosing (e.g. apprenticeship, employment, military) rather than the traditional two or four-year pathways.

¹ [National Center for Education Statistics.](https://nces.ed.gov/ipeds/data/graduation-rates/)