NORTH THURSTON PUBLIC SCHOOLS

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Monitoring Report

Report Date: February 4, 2025

Policy Type: Ends

Strategic Plan Goal 5: Preparation for Post-Secondary Success: Every student will successfully navigate the critical transitions in their personalized learning trajectory and will graduate from high school prepared for success in college, career, and post- secondary experiences.

Outcome e: Decreased percentage of NTPS graduates required to take remedial classes in college.

Interpretation:

Remedial classes in college are also referred to in the research literature as "pre-college" or high school level courses. We have access to robust data on the percentage of NTPS graduates who are required to take pre-college courses prior to being permitted to take college level courses. One restriction of this data is that it's only updated once per year and is several years old by the time it's reported. This goal was last reported in 2021 at which time we had 2018 data.

The established SMART goal was to reduce the percentage of students who need pre-college coursework in English or math by 10% within three years, or by 2021.

Rationale:

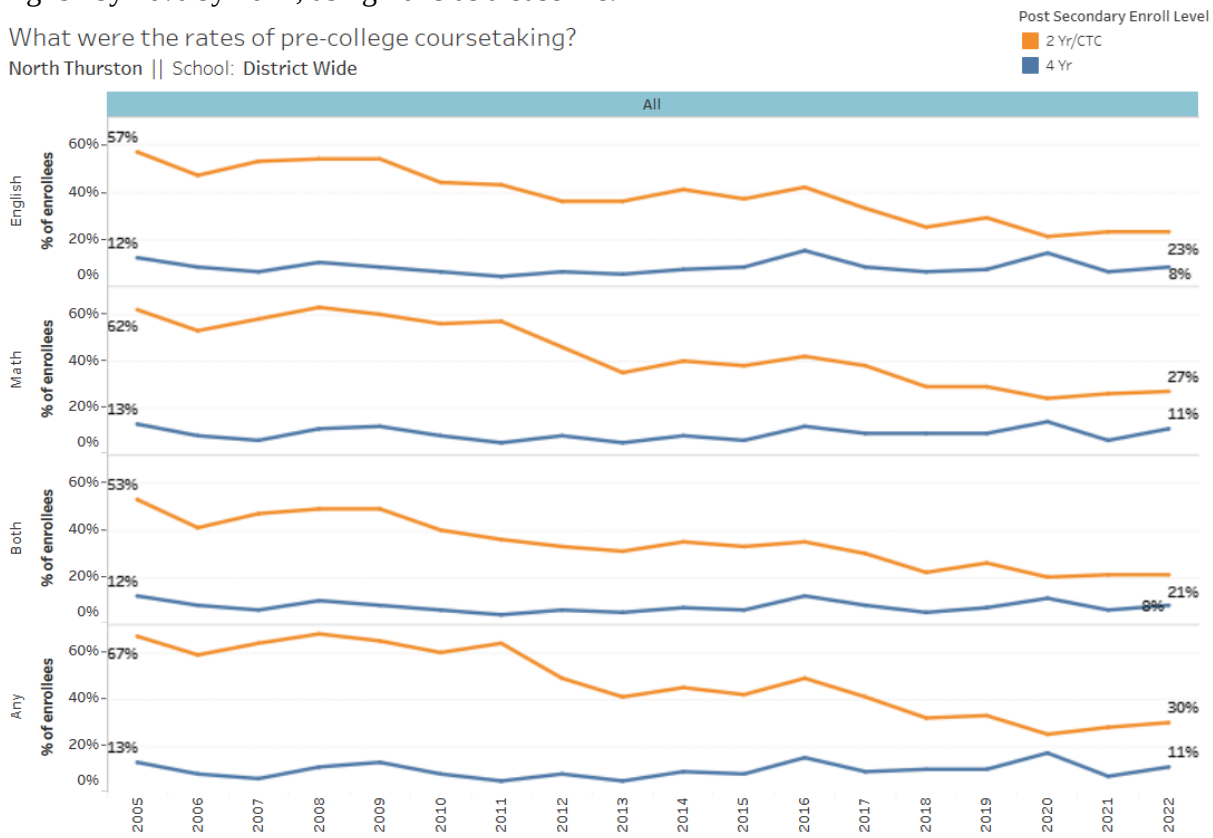
Taking pre-college courses in college is an important indicator that students are at risk of not graduating. "Compared to peers who are not in need of remediation, students who must take remedial courses are about half as likely to graduate…The more remedial courses students have to take, the less likely they are to graduate," (Saving Now and Saving Later: How High School Reform Can Reduce the Nation's Wasted Remediation Dollars, Alliance for Excellent Education, May 2011).

Data:

The Washington State Education Research and Data Center (ERDC) was created by the Washington State Legislature in 2007. They house the P-20 warehouse, which is a statewide longitudinal data system. One of their dashboards provides the rates of pre-college course taking for high school graduates. These reports are available at the state, district, and school level.

These reports, as shown in the table below, provide information on the percent of students who enrolled in pre-college coursework in English (row 1), Math (row 2), both English and math (row 3), and either English or math (row 4). You can see that there has been significant improvement over time. The most current data indicates that for NTPS graduates in 2022 who enroll in a 2-year college program, 30% needed pre-college courses in either math or English. This is a significant improvement over 2016, which was 49%. For NTPS graduates enrolling in a 4-year college, 11% needed pre-college courses, an improvement from 2016 at 15%.

Our goal was to reduce the percent of our graduates who require pre-college coursework in either math or English by 10% by 2021, using 2018 as a baseline.



Analysis and Conclusions:

Our goal was reducing the percentage of students required to take remedial courses by 10% within 3 years (2021). This would be a reduction to 29% for 2-year colleges and 9% for 4-year colleges, shown in grey in the table below. We exceeded that goal for 2021, but in 2022 did not maintain that progress because rates have climbed slightly in 2022. Looking at long term trends, and taking COVID into consideration, we believe we are in partial compliance.

	2016	2017	2018	2019	2020	2021	Goal	2022
2-Year	49%	41%	32%	33%	25%	28%	29%	30%
4-Year	15%	9%	10%	10%	17%	7%	9%	11%

Our proposed new SMART goal is to reduce the gap among racial groups in remedial course taking at 2-year institutions.