

# McKean (Thomas) High School

## College Success Report: Class of 2014

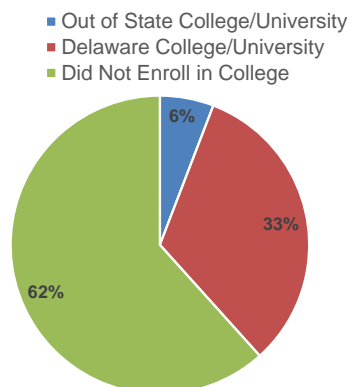


Nearly 60 percent of Delaware high school graduates enroll in college each year. Most of these students attend local public and private institutions in the State of Delaware - roughly 17 percent of Delaware graduates choose colleges out of state. However, nearly half of all Delaware students graduating high school today and enrolling in Delaware colleges are not prepared to successfully complete a college-level course. These numbers are significantly worse for students of color, students with special needs, English language learners (ELLs), and students who are from low-income families. While the state trends have shown some promise since 2014 when Delaware ran its initial remediation report on the Class of 2012, some populations of students are still significantly unprepared for college-level courses.

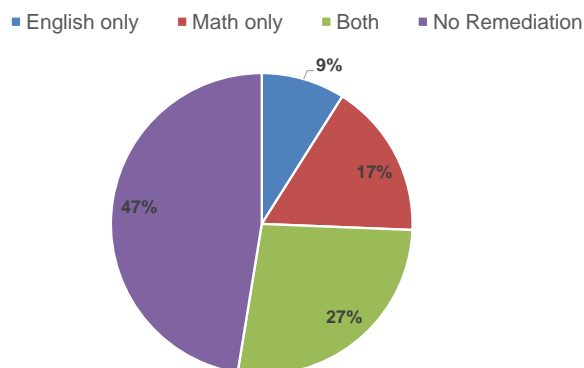
Historically, students who are not prepared for college-level courses will require at least one remedial class their first year of college. With a 50 percent remediation rate, Delaware graduates enrolled in Delaware colleges continue to face an uphill battle toward college graduation. Remediation classes yield zero credits and are often offered at a significant cost to students. Nationally, less than 50 percent of students enrolled in remedial courses actually finish them. Furthermore, 3 in every 10 students who require remediation in college never graduate with a bachelor's degree.

Delaware students must graduate with a high school diploma that equates to readiness for college success. The data contained in this report demonstrates the need for Delaware educators to resolve the significant differences that students experience in their preparedness for college-level courses, especially among students in traditionally under-represented groups. Delaware - as a state - must collectively ensure that all students have more than just access to rigorous coursework but are also receiving the supports they need to be successful in these courses. This is a game changer for students who historically have not graduated with the mastery level to be prepared for success in the college of their choice.

**College Enrollment for McKean (Thomas) High School  
Graduates: Class of 2014**



**Percent of McKean (Thomas) High School Graduates in  
Delaware Colleges Requiring Remediation: Class of 2014**



### 4 Key Recommendations to Eliminate Remediation:

Recommendation # 1: Provide targeted interventions prior to 11th grade for students not meeting college-readiness benchmarks.

Recommendation #2: Prepare students to enter the 12th grade ready to succeed in Pre-Calculus or Calculus.

Recommendation # 3: Prepare students to enter the 12th grade ready to succeed in college-level English.

Recommendation # 4: Design an accessible and equitable K-12 system that ensures all students can succeed in college-level courses by 12th grade.

**Data Source Note:** Remediation data included in the report is based on graduates from the indicated high school/district who enrolled in a Delaware college in the fall after high school graduation. All data used in the report is provided based on a data sharing agreement with Delaware public and private colleges. Colleges include: University of Delaware, Delaware State University, Delaware Technical Community College, Wilmington University, Wesley College and Goldey-Beacom College. Out-of-state college enrollment data is available through National Student Clearinghouse.

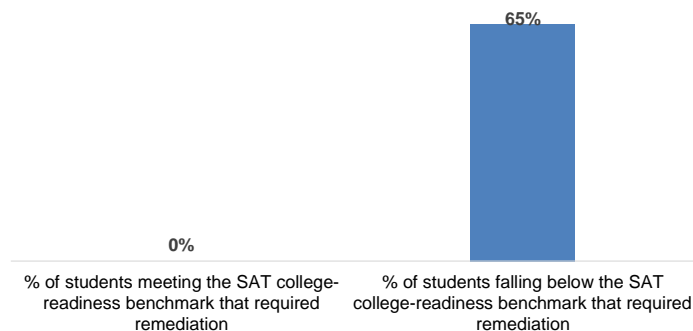
## Recommendation # 1: Provide targeted interventions prior to 11th grade for students not meeting college-ready benchmarks

Only 41 percent of the Delaware students who entered in-state colleges in 2014 placed into college-level courses for math and/or English. College acceptance does not necessarily mean a student meets all the criteria to successfully complete college. Districts must take steps to address learning needs to eliminate unnecessary hurdles for students so that they have a better chance at college graduation.

Using data from the 10th grade PSAT and the 11th grade SAT will enable schools to provide targeted interventions to students identified as not yet meeting the college-readiness benchmark. By providing targeted supports and structures such as those listed below, schools can maintain a laser-like focus on ensuring students enter 12th grade ready to master college-level content. For students, this path eases the transition to college and ensures successful completion of a college diploma.

*Most students falling below the SAT college-readiness benchmark in 11th grade require remediation.*

### McKean (Thomas) High School Remediation Rates by SAT College Readiness Benchmark: Class of 2014



### District/School Actions:

- Utilize benchmark data provided through college-readiness assessments (PSAT, SAT) to identify when students need targeted interventions.
- Integrate systemic interventions, such as summer academies and after school programs for students to continuously improve and meet the college-readiness benchmark.
- Utilize free SAT prep and resources available through Khan Academy at <http://satpractice.org>.
- Embed transitional courses for students not achieving benchmarks by the 11th grade to ensure all students graduate ready to enter college-level courses.

## Recommendation #2: Prepare students to enter the 12th grade ready to succeed in Pre-Calculus or Calculus.

All Delaware students are required to take a fourth year math course to ensure they graduate high school with a mastery of rigorous math content knowledge. However, students taking statistics or Algebra 2 as their 12th grade math course face much higher remediation rates compared to their peers enrolled in precalculus or calculus.

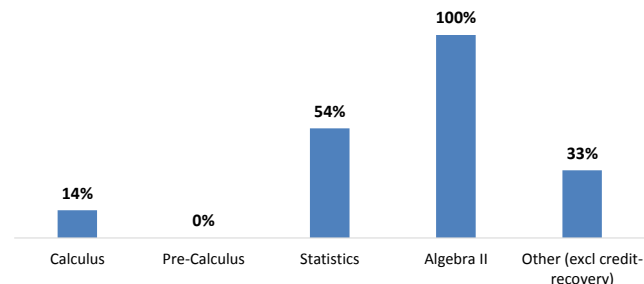
The data show that to eliminate college remediation for math, students must engage in a course path that ensures they enter 12th grade with the foundational skills necessary to be successful in college-level courses such as 12th grade pre-calculus or calculus. This means that students develop math skills that not only include procedural fluency and conceptual understanding but also how to apply math to real-world situations.

### District/School Actions:

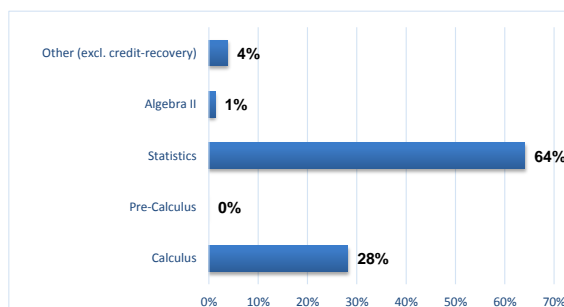
- Evaluate content and rigor of math courses K-12 to ensure students are focusing on development of mathematical knowledge and skills of algebra, trigonometry, geometry and calculus.
- Identify electives and lower level math courses that can be eliminated to build in additional supports for students taking higher level courses.
- Develop a strong integration of grade-level appropriate mathematical content within science courses to develop students' applied mathematical skills.
- Identify partners to provide deep professional learning for STEM teachers to both strengthen their mathematical content knowledge and skills and to increase rigorous learning in the classrooms.

*Statewide, students taking Alg 2 and Statistics are more likely to require remediation in college*

**McKean (Thomas) High School Remediation Rates by 12th Grade Math Course: Class of 2014**



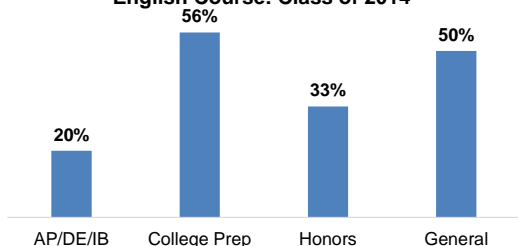
**Percent of McKean (Thomas) High School Delaware College Enrollees by 12th grade math course: Class of 2014**



## Recommendation # 3: Prepare students to enter the 12th grade ready to succeed in college-level English.

*Statewide, high school seniors in College Prep English are more likely to place into remedial English courses*

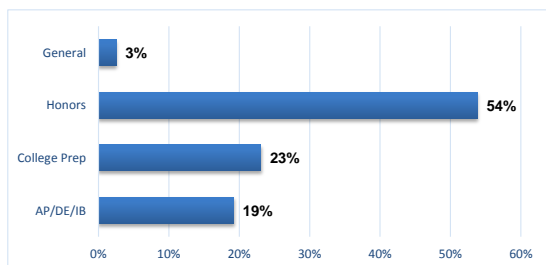
**McKean (Thomas) High School Remediation Rates by 12th Grade English Course: Class of 2014**



Students taking college-level courses including Advanced Placement or Dual Enrollment have a nearly non-existent remediation rate for English in their first year in college. Alternatively, the data show that students who take a college prep or general-level English course in 12th grade face much higher English remediation rates.

To eliminate college remediation for English, students must engage in a course path that ensures they enter 12th grade with the literacy and writing skills necessary to interpret and analyze complex text. This means that schools should eliminate the differences between classes, such as general, college prep, and advanced, so that all students can develop and evolve their literacy and writing skills in an equitable manner.

**Percent of McKean (Thomas) High School Delaware College Enrollees by 12th grade English Course: Class of 2014**



### District/School Actions:

- Evaluate K-12 curriculum to strengthen integration of literacy and writing skills across all content areas.
- Streamline electives and lower level English courses at the secondary level to enable students to focus on development of literacy, text complexity, writing and analytical skills.
- Identify partners to provide deep professional learning for English teachers to both strengthen their content knowledge and increase rigorous learning in the classrooms.

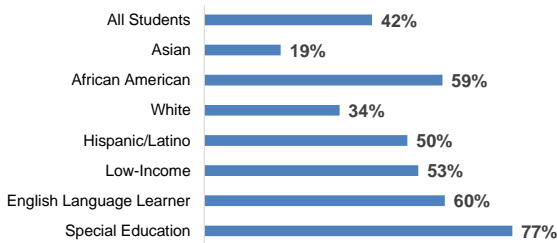
## Recommendation # 4: Design an accessible and equitable K-12 system that ensures all students can succeed in college-level courses by 12th grade.

Students who experience college remediation are not only hindered by the high cost, time, and frustration of remediation but are also entering college well behind the academic starting line of their peers. High schools strive to provide every student access to courses that prepare them for college-level success; however, access is only the first step. Schools must also design a system that provides the effective supports and structures to enable all students to stay on track to enter and succeed in these recommended 12th grade courses.

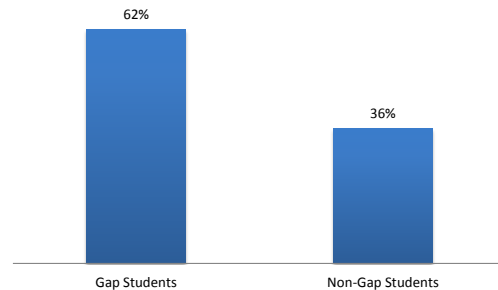
In Delaware, the data show that students of color, those from low-income backgrounds as well students with special needs and English language learners have significantly higher remediation rates than their peers. They also experience significantly lower enrollment in the 12th grade English and math courses that this report recommends. This is an issue of equity and it must be addressed in Delaware schools well before students enter the 12th grade. The mandate to Delaware schools is to define a path for all students that isn't based on who they are or where they live. The systems that we create must stop limiting Delaware students by determining what they'll allow students to learn and instead provide all students the same access to opportunities so that all students can achieve their dreams.

*Significant gaps exist in remediation requirements between student populations*

**State of Delaware College Remediation Rates  
by Subgroup: Class of 2014**



**McKean (Thomas) High School Percent of Students Requiring  
Remediation Gap Group vs Non-Gap Group: Class of 2014**



**Data Definition:** Student groups combined into the Student Gap Group are as follows: African American, Hispanic, Native American), Students with Disabilities, Economically Disadvantaged (Direct Certification) and English Language Learners.

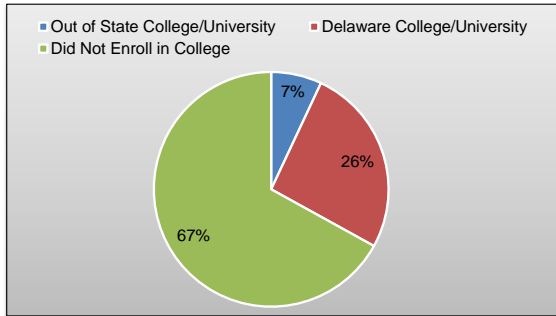
### District/School Actions:

- Eliminate course paths that enable students to enroll in courses other than the recommended 12th grade courses.
- Identify scheduling options to provide additional supports for students to access the content while enrolled in the higher level courses.
- Identify at what grade level students are more likely to fall off track and provide targeted supports to that age group to keep students on track for the recommended courses.
- Design a system to eliminate practices or policies that hinder or prevent students from reaching readiness for college level courses by 12th grade

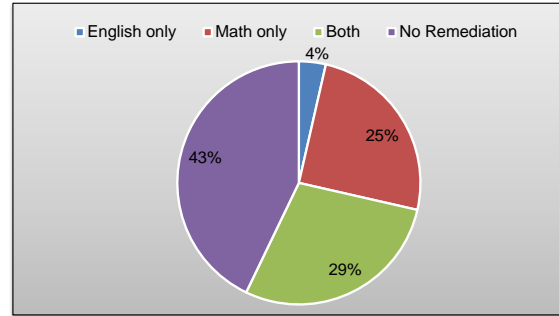
## Appendix A: Class of 2012

The following charts contain data for the Class of 2012. A previous version of the College Success Report (released in September 2014), reported a lower state-wide college enrollment rate. The rate utilized in this report has been updated to reflect the correct college enrollment rate, which is approximately 300 additional students.

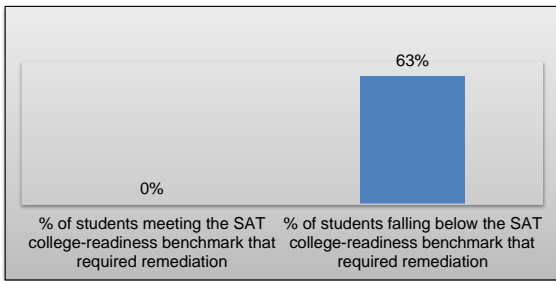
**College Enrollment for McKean (Thomas) High School Graduates: Class of 2012**



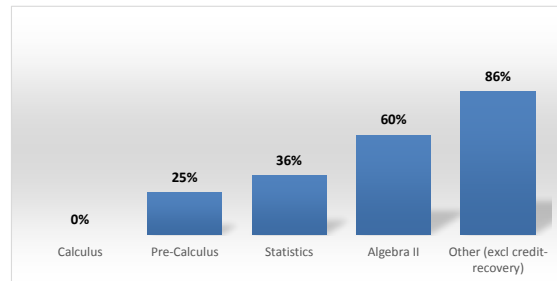
**Percent of McKean (Thomas) High School Graduates in Delaware Colleges Requiring Remediation: Class of 2012**



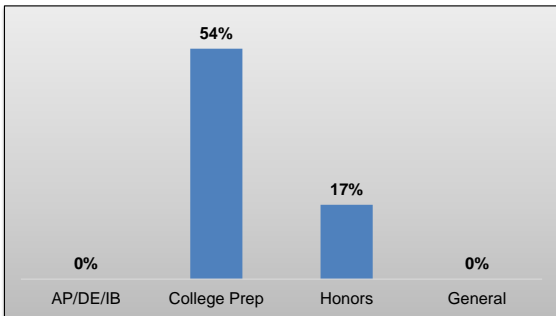
**McKean (Thomas) High School Remediation Rates by SAT College Readiness Benchmark: Class of 2012**



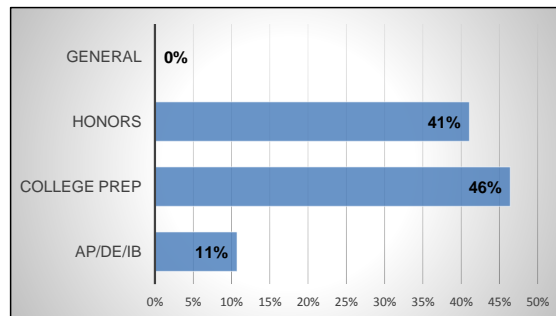
**McKean (Thomas) High School Remediation Rates by 12th Grade Math Course: Class of 2012**



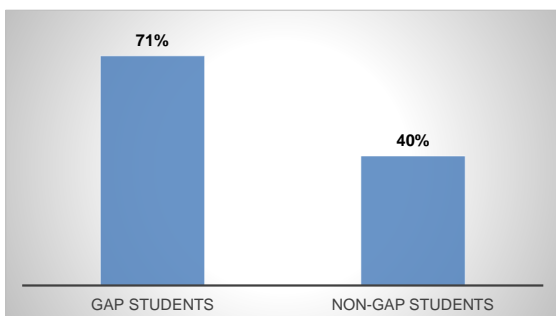
**McKean (Thomas) High School Remediation Rates by 12th Grade English Course: Class of 2012**



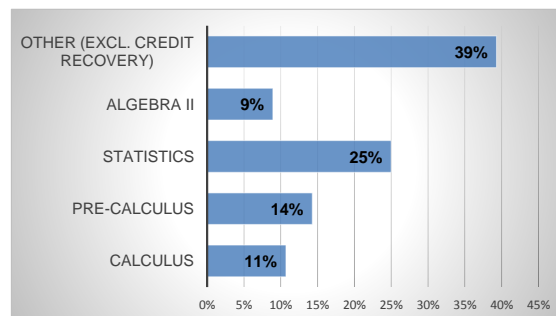
**Percent of McKean (Thomas) High School Delaware Colleges Enrollees by 12th grade English Course: Class of 2012**



**McKean (Thomas) High School College Remediation Rates by Gap vs Non Gap Group Students: Class of 2012**



**Percent of McKean (Thomas) High School College Enrollees in Delaware College by 12th grade math course: Class of 2012**



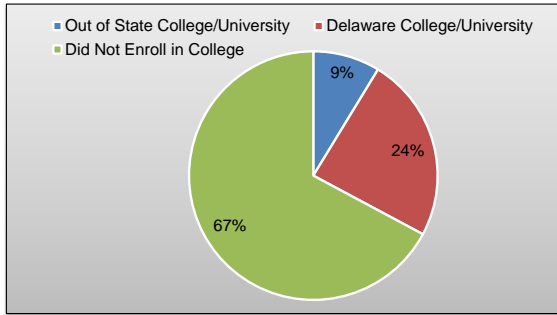
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Data Definition: Student groups combined into the Gap student group are as follows: African-American, Hispanic, Native American, students with disabilities, economically disadvantaged(Direct Certification), and English language learners.

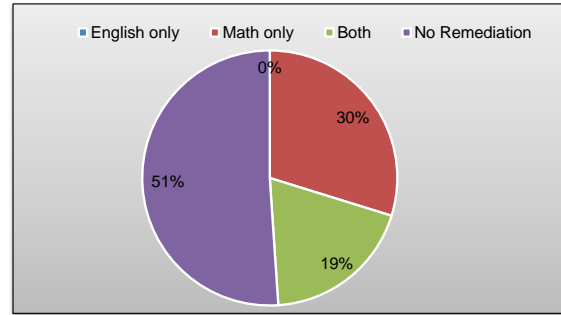
## Appendix B: Class of 2013

The following charts contain college enrollment and remediation data for Class of 2013.

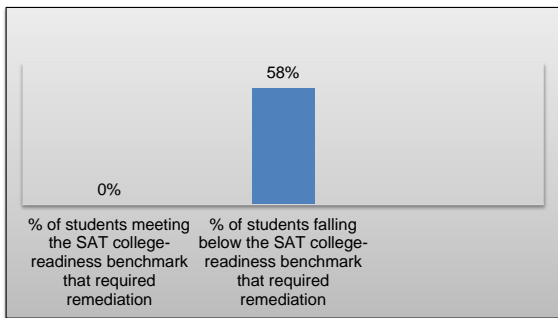
**College Enrollment for McKean (Thomas) High School Graduates: Class of 2013**



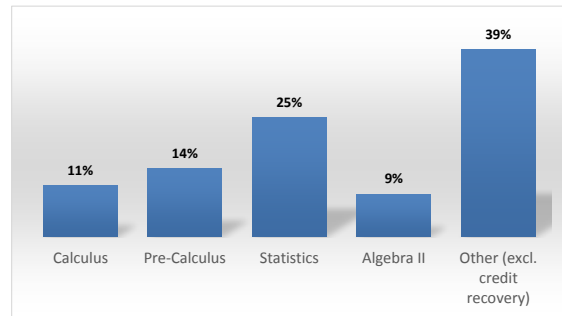
**Percent of McKean (Thomas) High School Graduates in Delaware Colleges Requiring Remediation: Class of 2013**



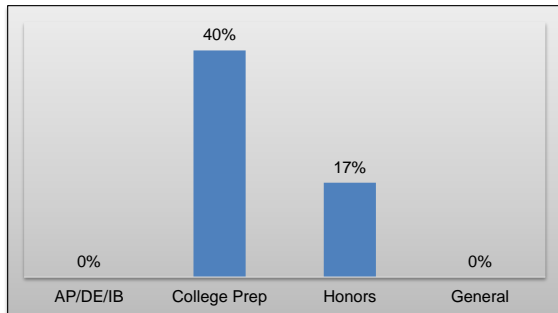
**McKean (Thomas) High School Remediation Rates by SAT College Readiness Benchmark: Class of 2013**



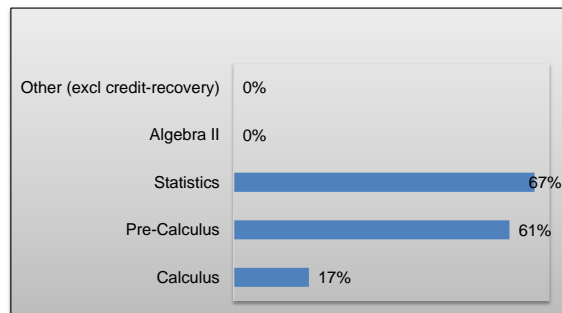
**McKean (Thomas) High School Remediation Rates by 12th Grade Math Course: Class of 2013**



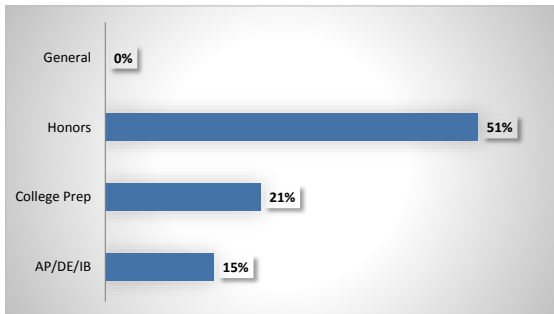
**McKean (Thomas) High School Remediation Rates by 12th Grade English Course: Class of 2013**



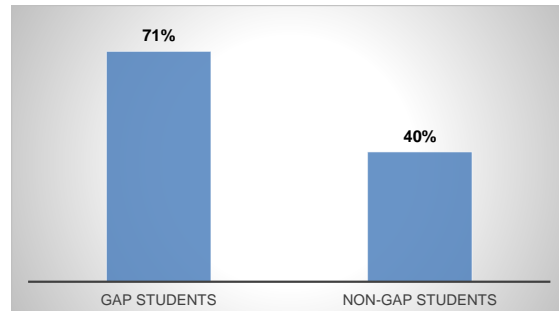
**Percent of McKean (Thomas) High School Delaware College Enrollees by 12th grade math course: Class of 2013**



**Percent of McKean (Thomas) High School Delaware College Enrollees by 12th grade English course: Class of 2013**



**McKean (Thomas) High School Delaware College Remediation Rates by Gap vs Non-Gap Students: Class of 2013**



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