

SOUTH DAKOTA BOARD OF REGENTS

Full Board

AGENDA ITEM: 14

DATE: October 8-9, 2014

SUBJECT: 2013 High School Transition Report

Since 1995, SDBOR has provided data to in-state school districts on the first-year performance of the most recent cohort of high school graduates entering the Regental system. Individualized (district-level) reports – depicting Regental enrollments, remedial placement, first-year academic performance, and course taking patterns – are made available to the state’s school districts on an annual basis. The 2013 High School Transition Report (Attachment I) summarizes these indicators for the statewide cohort of 2013 high school graduates.

RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR

Information only.



*** Special Data Analysis ***

2013 High School Transition Report

Each year, SDBOR conducts an analysis of the first-year performance of Regental students matriculating from each of the state's school districts. Individualized district-level reports are made available to each school district to help ensure that future high school graduates are adequately prepared for postsecondary success. These district reports cover a wide swath of first-year student outcomes, including but not limited to: institutions enrolled, academic performance, and retention outcomes. The South Dakota High School Transition Report is an annual publication that caps the above reporting effort by summarizing statewide data for all first-year Regental students transitioning from an in-state high school.

Dataset and Delimitations

The *High School Transition Report (HSTR)* summarizes data from the cohort of high school graduates who entered a Regental university in Fall 2013. Specifically, the dataset used in this report includes each student who:

- 1) graduated from a South Dakota high school as a member of the class of 2013 (*or*) was a South Dakota resident completing a home school program in 2013; (*and*)
- 2) was admitted to a Regental baccalaureate or associate's degree program; (*and*)
- 3) was a first-time college student in Fall 2013.

It is important to understand that this report is only one source of information that high schools may use to assess the preparation of their students for postsecondary education. This document does not report on districts' entire populations of graduates, does not analyze high schools' course offerings, and does not compare the overall quality of high schools.

Analysis Group: 2013 High School Graduating Class

A total of 2,950 students from South Dakota's high school graduating class of 2013 enrolled at a Regental institution in Fall 2013, 2,763 of whom entered as part of a full-time federal reporting cohort.¹ These 2,763 full-time students serve as the main analysis group of this report. Table 1 offers a quantitative portrait of these 2,763 students, and also provides comparable data for past cohorts. Discussion of these measures continues below the table.

¹ In IPEDS reporting, "federal cohorts" include all first-time, full-time, degree-seeking students.

Table 1
SD High School Graduates Entering Regental Institutions on a Full-Time Basis

Entering Cohort	2009	2010	2011	2012	2013
<i>n</i> Entering Cohort	2,736	2,940	2,834	2,708	2,763
% of SD HS Graduates Entering SDBOR System	31.5%	32.9%	31.7%	30.2%	31.1%
% of Cohort Awarded SDOS	32.5%	31.9%	33.6%	33.1%	32.5%
ACT Scores	2009	2010	2011	2012	2013
Mean ACT Composite Score	23.0	22.9	23.0	23.0	23.0
% Meeting English Benchmark	81.0%	84.2%	82.9%	84.0%	83.3%
% Meeting Reading Benchmark	68.9%	68.3%	67.8%	69.3%	70.0%
% Meeting Math Benchmark	56.9%	58.9%	60.7%	64.2%	63.8%
% Meeting Science Benchmark	41.9%	42.8%	44.3%	46.0%	47.6%
% Meeting No ACT Readiness Benchmarks	11.4%	10.9%	10.7%	9.8%	9.4%
% Meeting 1-3 ACT Readiness Benchmarks	56.4%	54.4%	53.8%	52.3%	52.3%
% Meeting All Four ACT Readiness Benchmarks	32.1%	34.8%	35.5%	37.9%	38.3%
Remedial Placement	2009	2010	2011	2012	2013
% with English Remedial Placement	13.6%	13.2%	13.7%	12.4%	13.8%
% with Math Remedial Placement	24.2%	25.0%	23.1%	21.7%	21.9%
% with English (or) Math Remedial Placement	29.1%	29.6%	28.4%	26.6%	26.4%
Avg. Cumu. GPA – Those w/ Remedial Placement	2.33	2.30	2.36	2.37	2.37
Avg. Cumu. GPA – Those w/o Remedial Placement	2.99	2.96	3.00	3.05	3.06
Avg. Cumu. GPA of All (FT) Students	2.84	2.77	2.83	2.88	2.89
Credit Hours	2009	2010	2011	2012	2013
Mean First-Year Credit Hours Attempted	25.7	25.5	25.7	26.0	25.8
Mean First-Year Credit Hours Completed	24.0	23.8	24.1	24.5	24.3
Second Semester Retention	2009	2010	2011	2012	2013
2 nd Semester Retention: Same Institution	91.0%	88.1%	87.7%	90.6%	88.3%
2 nd Semester Retention: Any SDBOR Institution	91.3%	89.9%	89.7%	92.0%	90.5%

Discussion of 2013 HSTR Cohort

Entering Cohort

The 2,763 students entering the Regental system on a full-time basis in Fall 2013 represented 31.1% of all graduates of the state's high schools; this proportion is up slightly from the analogous figure of 30.2% reported the previous fall. Given that approximately 71.8% of the state's high school graduates go on to some form of postsecondary education, the above data suggest that the Regental system attracted approximately 43.3% of all 2013 graduates who continued their educational endeavors beyond high school (NCHEMS, 2010).

ACT Scores

Mean ACT Composite Scores

According to the 2013 ACT South Dakota Profile Report, the average composite ACT score for all in-state test takers in 2013 was \bar{x} =21.9, slightly higher than the national average of \bar{x} =20.9. The average composite score of those entering the Regental system on a full-time basis was \bar{x} =23.0, which was unchanged from 2012.

ACT Readiness Benchmarks

ACT Inc.'s "College Readiness Benchmarks" are score thresholds that map ACT subtest scores to future performance in entry-level college courses. These benchmarks indicate the minimum ACT scores a student should obtain to ensure at least a 50.0% chance of scoring a B or higher and a 75.0% chance of scoring a C or higher in related collegiate coursework (ACT, 2010; Allen & Scoring, 2005a). Among members of the 2013 analysis group, n =1,055 (38.3%) met all four ACT benchmarks, with the majority (n =1,442; 52.3%) meeting one to three, followed by those meeting none (n =259; 9.4%). Table 2 suggests a strong positive relationship between benchmark success and subsequent academic performance. Students meeting all four ACT benchmarks obtained a vastly higher cumulative GPA, and also attempted and completed considerably more credit hours.

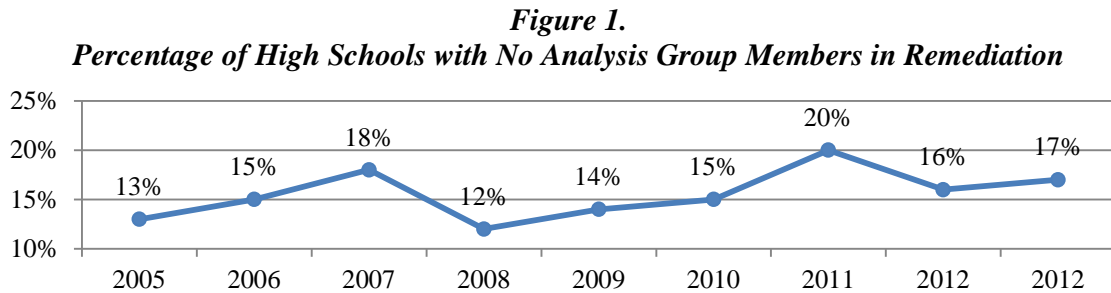
Table 2
First-Year Academic Performance by ACT Benchmark Group

<i>ACT Benchmarks Met</i>	<i>Count</i>	<i>Cumulative GPA</i>	<i>Credits Attempted</i>	<i>Credits Completed</i>
<i>None</i>	259	2.29	17.8	15.6
<i>1 to 3</i>	1,442	2.74	25.0	23.3
<i>All Four</i>	1,055	3.20	28.8	27.8

Remedial Placement

About thirty percent (act. 26.4%) of the state's 2013 high school graduates entering the Regental system on a full-time basis were designated for remedial education in 2013. This figure represents a slight reduction from the figure of 26.6% recorded last year. The number of students requiring remedial English (n =380 or 13.8%) ticked up slightly from 2012. Those requiring some form of math remediation (n =605 or 21.9%) also increased slightly from 2012. Overall, remediation rates have remained relatively flat in recent years.

Of the 177 high schools in South Dakota who sent at least one full-time student to the Regental system in Fall 2013, 16.9% ($n=30$) generated a remedial placement rate of zero percent. Figure 1 shows this proportion with relation to past years.²



As seen in Table 3 (below), cumulative GPA (i.e., fall plus spring terms) was lowest among students requiring remediation in both mathematics and English ($\bar{x}=2.22$), followed by English-only ($\bar{x}=2.40$) and mathematics-only ($\bar{x}=2.46$). Similar findings emerged when examining credit hours attempted and credit hours completed.

Table 3
First-Year Academic Performance by Remedial Placement Group

Remedial Group	Count	Cumulative GPA	Credits Attempted	Credits Completed
<i>Math and English</i>	255	2.22	17.7	15.3
<i>Math only</i>	350	2.46	21.9	19.5
<i>English only</i>	125	2.40	23.1	20.4
<i>No Remediation</i>	1,989	3.06	28.2	27.1

Credit Hours

Students in the HSTR analysis group attempted an average of 25.8 credit hours in Fall 2013 and Spring 2014 (combined), completing an average of 24.3 credit hours. These figures have shown little change in recent years.

Second Semester Retention

Because district-level reports include only single-year observations, this summary report focuses on the percentage of students who were retained into their second *term*. Of the 2,763 South Dakota high school graduates that entered the system on a full-time basis in Fall 2013, 2,439 (88.3%) were still enrolled in Spring 2013 at the *same* institution. Unmatched data indicate that 2,501 (90.5%) students were retained into the second semester at *any* Regental institution. Both measures suggest little change from the previous year.

² Data depicted in Figure 1 reflect all schools, regardless of n-value. This approach – while providing more complete data – has the effect of producing relatively large year-to-year fluctuations in aggregate remedial placement figures.