Providing High School Feedback

## Using Data to Improve Students' College and Career Readiness

What Are High School Feedback Reports?

Educators, administrators, and policymakers are all working to ensure that students graduate high school ready for success in college and the workforce. High school feedback reports, reports that provide information on how a class of high school graduates fares in postsecondary, let school and district leaders know where their students go after graduation and how well they are prepared for college and beyond. These reports help state leaders make programming and funding decisions. They also help students and their families understand how well different schools perform and which schools best prepare students for success after high school.

States are uniquely positioned to produce these reports as they can analyze data from both K–12 and postsecondary and have the resources to produce reports for schools and districts with varying capacities. High school feedback reports are most useful when timely data, such as the number of high school graduates that enrolled in higher education and the number that needed remediation in English or mathematics, are provided for individual high schools and put into context with additional information, like state averages. High school feedback reports do not include data about individual students and can be made available to the public.

Most states produce high school feedback reports that are available to the public, such as on a state website.*

2013
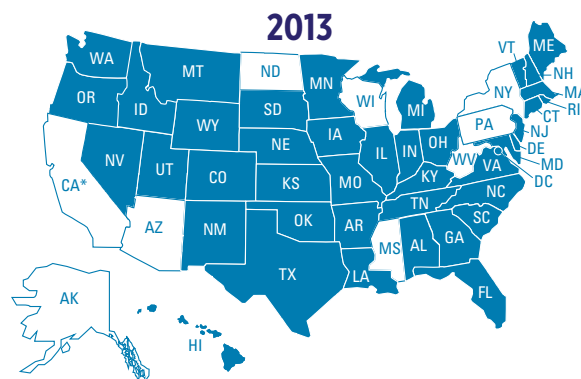
In addition to making high school feedback reports publicly available, many states take other steps to raise awareness and promote the use of high school feedback reports.

	Number of states
Directly disseminate the reports to local stakeholders	21
Provide supporting information like a user guide or glossary	21
Announce the availabilty of the reports publicly	17
Provide training or assistance on accessing or using the reports	16

* Some states produce high school feedback reports that are not publicly available. For example, Pennsylvania produces reports that are available only to local education agencies. Alaska, Arizona, and New York did not report producing high school feedback reports. California did not participate in the *Data for Action 2013* survey.

Moving from Good to Great

States can meet the needs of educators, administrators, policymakers, families, and the public by implementing this work with quality. By focusing on the areas below, states can move their work from good to great.

- Provide a feedback report for **each high school** that includes information for different groups of students (e.g., demographic groups and diploma types), as well as comparisons with districtwide or statewide data.

- Provide **timely and updated data,** such as postsecondary enrollment within 16 months of high school graduation. Update reports with a new cohort of students each year, but also update information for previous graduating classes to show how they are progressing in college.

- Ensure that the reports are **comprehensive** by including data on all public and public charter schools and all public and private in-state postsecondary institutions. Include some out-of-state postsecondary institutions.

- Include **measures of postsecondary readiness,** such as the percentage of students completing the SAT or ACT or the percentage of students enrolling in Advanced Placement or International Baccalaureate courses.


- Include **measures of postsecondary performance,** such as enrollment rates, credit accumulation, and enrollment in developmental or remediation courses. Include a list of the most frequently attended postsecondary institutions.

- Ensure **transparency** by indicating all sources of data, publicly announcing the availability of the reports, and providing training or assistance on accessing and using the reports.

- **Engage local users** in the development, use, and dissemination of high school feedback reports so the reports can be designed to meet their needs.

Which states are leading the way?

Great implementation states: States that are *leading* in this area generally have produced for each high school up-to-date, user-friendly reports with key indicators of postsecondary readiness and performance. The data are clearly explained, and supporting resources, such as downloadable data files or methodology reports, are available. These states work to raise awareness of the reports by publicly announcing their availability or directly disseminating them to local stakeholders like principals or superintendents.

Good implementation states: States that are *growing* in this area generally are providing educators, administrators, policymakers, families, and the public
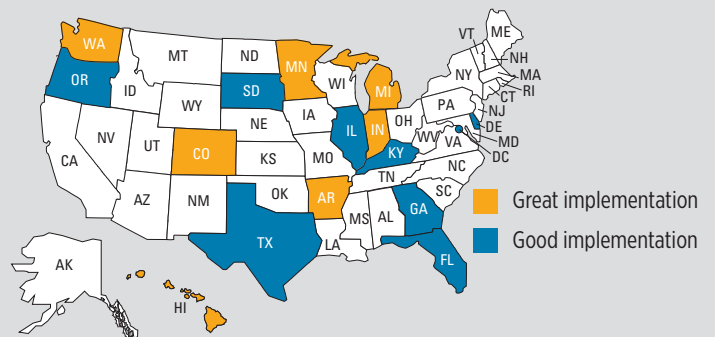
critical information, such as college-going rates, that shows how high school students are being prepared for and performing in postsecondary. To help users understand the data, contextual information such as comparisons to statewide or districtwide data is available.

Interested in doing this work better in your state? Check out the *Roadmap for High School Feedback Reports.*