Providing High School Feedback

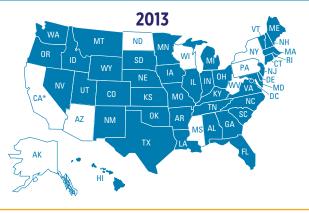
Using Data to Improve Students' College and Career Readiness

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.

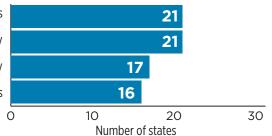
ACTION

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



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.

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



* 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.

	al y Enrolline	ant - metudes	all students with	o graduated from a	Colorado pub	die mgn send	01.		
HS Grad Y	ear <u>% To</u>	al Enrollment	% In-State	% Out-of-State	HS Grad Y	ear <u>% To</u> t	al Enrollment	% In-State	% Out-of-State
2011		69.0%	47.7%	21.3%	2011		57.4%	45.2%	12.2%
<u>HS Grad</u> <u>Year</u>	2 Year In- State	4 Year In- State	2 Year Out-of- State	4 Year Out-of- State	HS Grad Year	2 Year In- State	4 Year In- State	2 Year Out-of- State	<u>4 Year Out-of-</u> <u>State</u>
2011	10.1%	37.5%	0.2%	21.1%	2011	14.9%	30.2%	1.5%	10.7%
Concurrent	Enrollment	- Includes all	students who g	raduated from a Co	lorado public	high school.			
HS Grad Ye	ar <u>% Stude</u>	nts Attemptin	g Courses Ave	. Hrs Attempted	HS Grad Ye	ar <u>% Stude</u>	nts Attemptin	g Courses Ave	g. Hrs Attempted
2011		7.7%		4.7	2011		18.2%		12.4
Remedial E	ducation - Li	mited to stud	ents who 1) gra	duated from a Colo	orado public hi	igh school, 2) enrolled in a	a Colorado publi	ic institution of
igher educ	ation, and 3) were either	assessed as nee	ding remediation o	or enrolled in a	a remedial co	ourse in at lea	ist one academi	ic subject.
HS	Grad Year		% Remedia	l Rate	HS	Grad Year		% Remedia	l Rate
	2011		36%			2011		39%	

- 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.

Which states are leading the way?

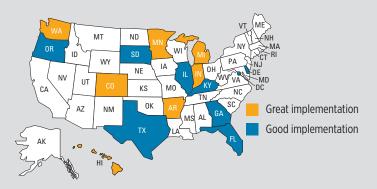
Great implementation states: States that are *leading* in this area generally have produced for each high school up-to-date, user-friendly reports with key indicators of postsecondary readiness and performance. The data are clearly explained, and supporting resources, such as downloadable data files 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

 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.

Year 2012 High Schr	ool We	st Seattle High S	chool			0	/iew Report
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EDUCATION RESEARCH DATA CENTER				P-20 Fee	dback Rep	orts for Hi	gh Schools
For 2012 graduates, what is their high	h schoo	l academic p	erformanc	e by postseco	ndary enrol	lment?	
					Statewide		
		West 5	ieattle High	School		Statewide	
Table 3. Pre-graduation indicators by		West 3	ieattle High	School		Statewide	
Table 3. Pre-graduation indicators by postsecondary status Indicators		West S 2-year enrolled	ieattle High 4-year enrolled	School Not enrolled	2-year enrolled	Statewide 4-year enrolled	Not enroli
postsecondary status	N grads	2-year	4-year			4-year	Not enroli 57%
postsecondary status Indicators		2-year enrolled	4-year enrolled	Not enrolled	enrolled	4-year enrolled	
postsecondary status Indicators High School GPA less than 3.0	grods %	2-year enrolled 45-49%	4-year enrolled 5-9%	Not enrolled 45-49%	enrolled 33%	4-year enrolled 10%	57%

- 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.



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.



The Data Quality Campaign's *Data for Action* is a series of analyses that highlight state progress and key priorities to promote the effective use of data to improve student achievement. For more information, and to view *Data for Action 2013,* please visit www.DataQualityCampaign.org.