



Evaluation of the Illinois High School to College Success Report

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Background

- Newly designed IL High School to College Success (HS2CS) Report replaced previous IL High School Feedback Report
- Partnership of the three IL state education agencies (Board of Higher Education, Community College Board, State Board of Education) and ACT, Inc.
- Released in July 2011 and February 2013
- ACT, Inc. sent reports by mail on CD to institutions
- Available online at the three IL state education agencies and Illinois Interactive Report Card websites

Background

- **Distribution**
 - High school reports
 - Community college reports
 - Public university reports
 - State aggregate reports for all 3 sectors
- **Data in the Report**
 - High School Preparation and Success
 - College Readiness and Success
 - College Success and Persistence
 - Detailed Summary Information by Campus
 - Illinois Addendum

Snapshot of the data

- 1st time, Full time, Degree seeking cohort in IL public institutions – recent HS graduates
- The percentage of high school graduates who completed college-preparatory (core) coursework and the relationship to their first-year experience in college
- The relationship between rigorous mathematics and science preparation in high school and student success during the first year of college
- A statewide comparison of college grade point averages (GPAs) for the fall 2008-2010 semesters
- The alignment of freshman student performance to the ACT College Readiness Benchmark Scores
- ACT composite scores and statewide enrollment by college
- The relationship between ACT scores, participation in developmental coursework, and college GPAs for fall 2006-2008
- College persistence and retention rates

Purpose of the HS2CS Report

- Promote collaborative discussions and decisions
- Inform data-driven decision making
- Inform schools and districts about their graduates' postsecondary outcomes
- Support secondary and postsecondary institutions strengthening an articulated and aligned curriculum
- Initial report from the new Illinois Longitudinal Data System (P-20 data system)



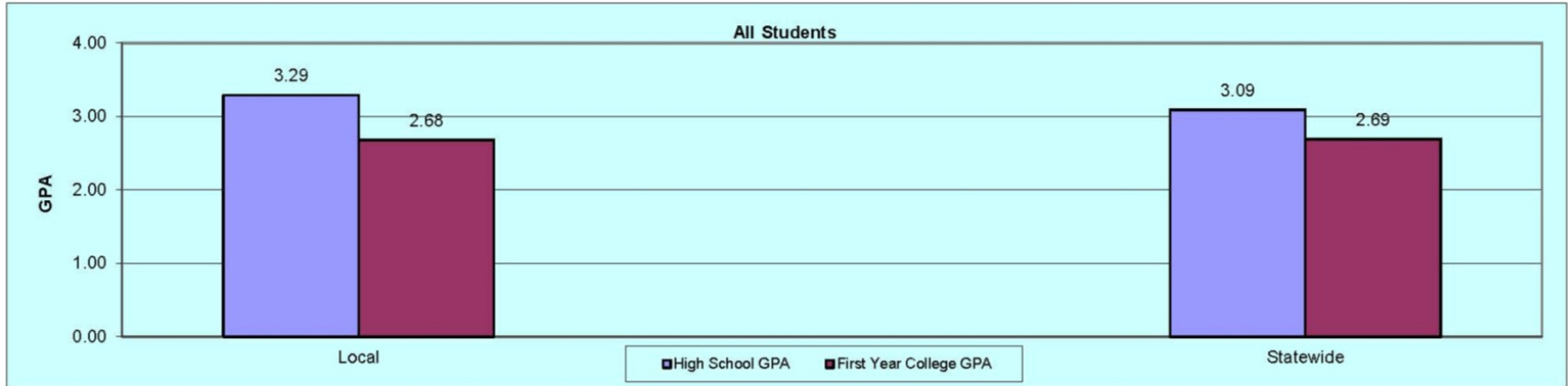
High School-to-College
Success Report

Illinois

2008-2010 Freshmen



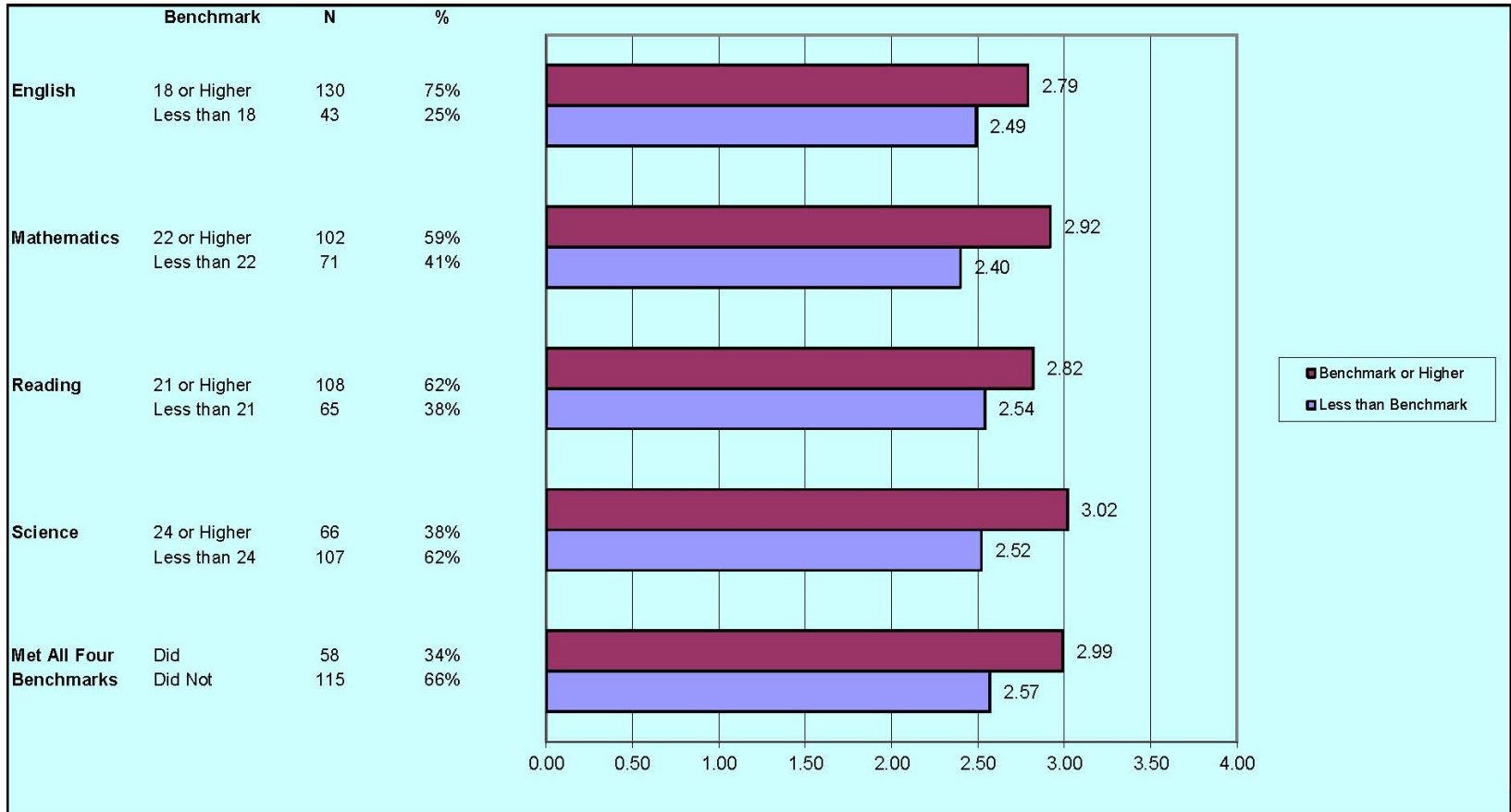
Chart 1: High School and First Year College GPA for Local and Statewide Students - All Students and Those Assigned to Developmental Courses



What This Chart Tells You:

Students who were assigned to developmental coursework generally earn lower grades in both high school and college. The need for developmental courses should be less if students take the recommended college preparatory courses: 4 or more years of English, 3 or more years of mathematics beyond pre-algebra, 3 or more years of science and social studies. Comparisons by high school are shown in Tables 2 and 7 (Appendix).

Chart 2: Average First Year College GPA for Students Who Did/Did Not Earn ACT College Readiness Benchmark Scores Across Test Subjects



What This Chart Tells You:

Students who earned the ACT College Readiness Benchmark Scores in high school earned higher freshmen grades than those who fell short of the benchmark scores. Comparisons by institution are shown in Table 3 (Appendix). The benchmark scores are associated with a 50% or more chance of earning a B or better in selected courses (see Appendix pg. 21).

Your Next Steps:

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, review the skills needed to move your students to a higher score range.
3. Provide students with help both inside and outside the classroom (when needed) with tutors, teachers, and/or other helpers.

Purpose of the Evaluation

Formative evaluation to guide the development of future reports.

- Determine the quality of the dissemination processes
- Determine the use and effectiveness of the data metrics
- Examine the impact on secondary/postsecondary collaboration activities
- Solicit suggestions for improving report

Theoretical Framework

- Teacher access to data systems have increased, but actual use to inform classroom instruction is not occurring. Increased use of locally generated data; however, not occurring with state assessment data. (Means, Padilla, DeBarger, & Bakia, 2009)
- K-12 school leaders influence to support ongoing use of collaborative data. (Cosner, 2012)
- Multi-layer collaborations (e.g., multi-grade and multi-content) create “complexities” that made collaborative data practices particularly challenging. (Nelson, 2008)

Methods and Analysis

- Mixed-methods approach with online survey, focus groups (face-to-face and online), and telephone interviews
 - Online Survey: K-12 principals and superintendents, ROE superintendents, 2-yr and 4-yr senior administrators, workshop participants
 - Focus Groups (8 meetings/20 participants): K-12 principals & superintendents, 2-yr administrators
 - Attended Meetings with 2-yr and 4-yr Chief Academic Officers and IBHE Faculty Advisory Committee
- Descriptive analysis of survey data
- Qualitative analysis identifying overall themes

Survey Participants

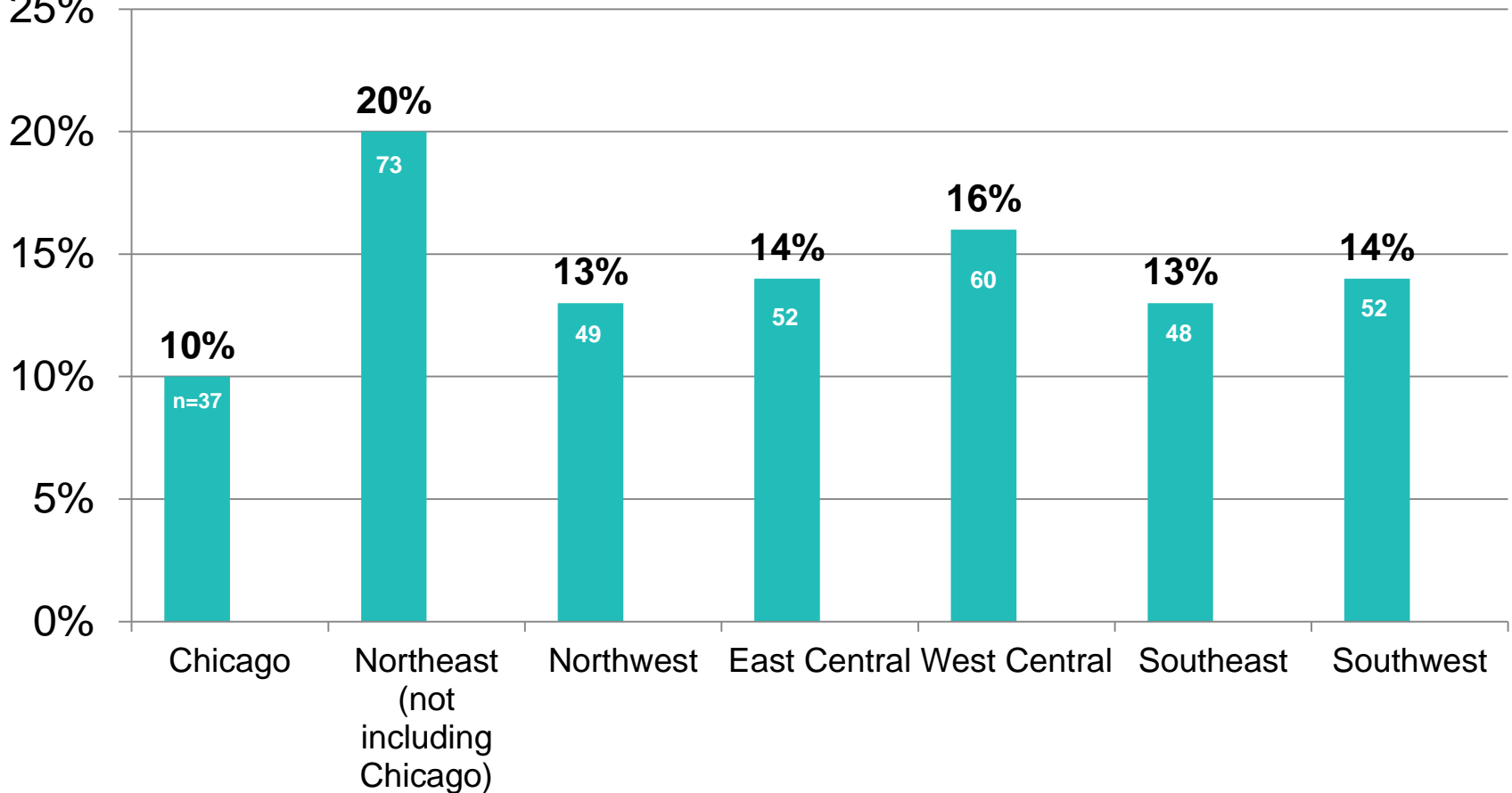
	Surveyed	Responded	%	Average Years in Position	Average Years in Education
Total	1,651	373	23%	5.6	23.6
Principals/ Asst Principals	600	133	22%	6.2	20.7
Superintendents/ Asst Superint/ROEs	523	119	23%	4.8	27.2
2-yr senior administrators	113	74	66%	6.4	23.0
4-yr senior administrators	93	23	25%	7.1	27.2
Workshop Participants*	322	24	—	—	—

Region

Sample = 373
Population = 1,651
25%

■ Survey

23% response rate

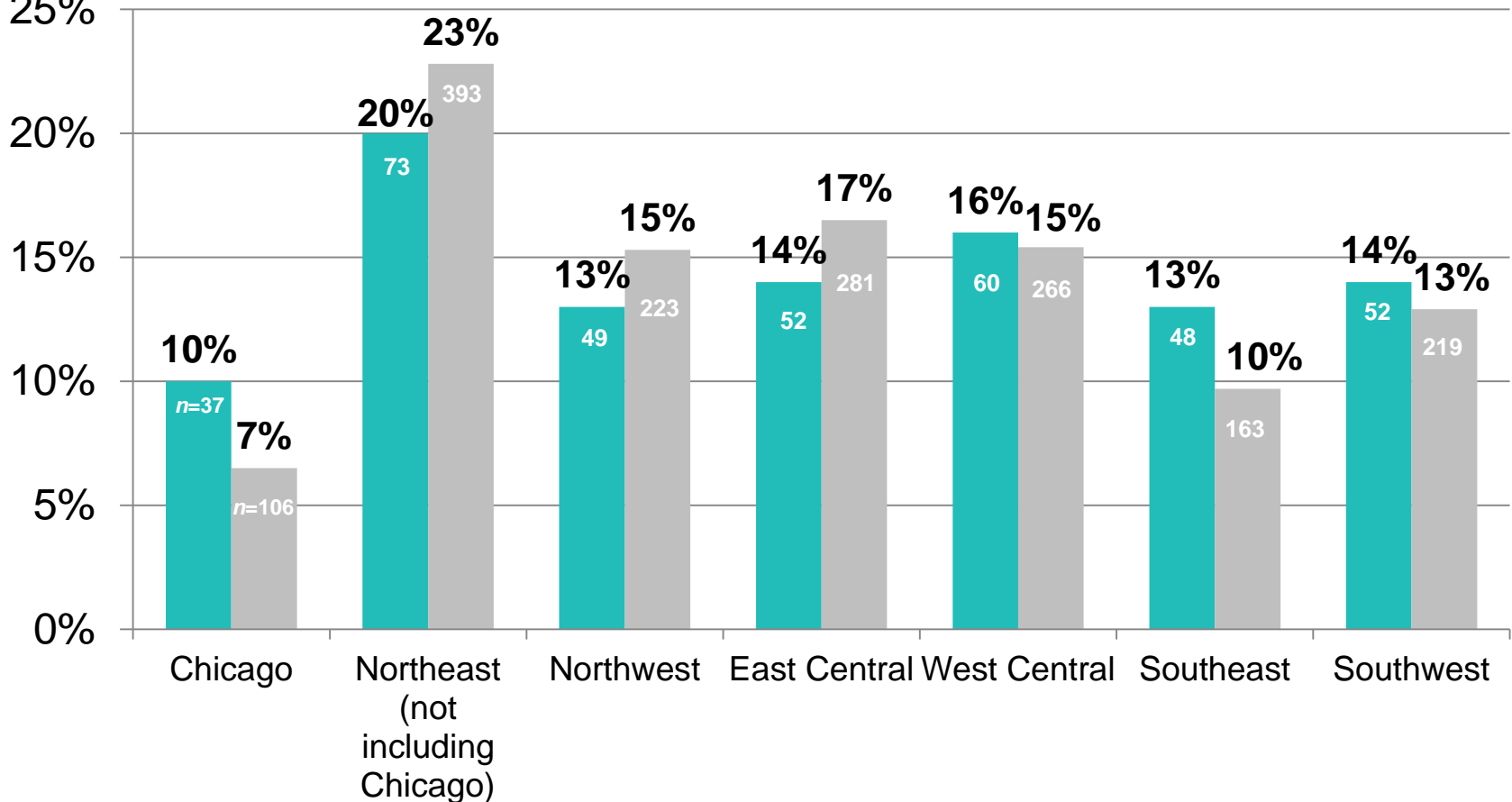


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■ Survey ■ Population

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Results

- Dissemination
- Utilization
- Collaborative activities
- Suggestions for Improvement

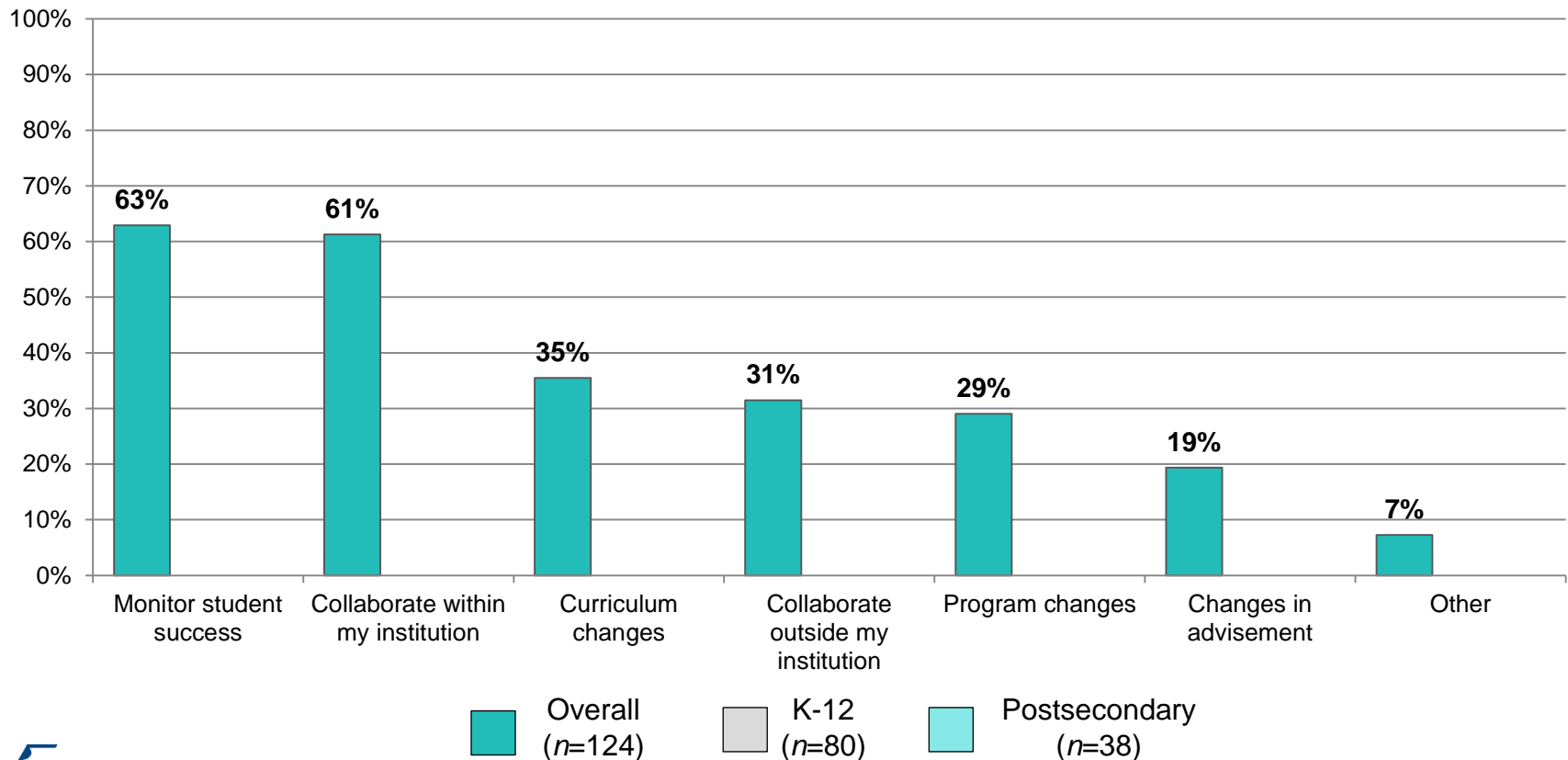
Dissemination

- 43% of respondents reported not receiving either report
 - 33% received both reports
 - 13% received only Year 1 report
 - 11% received only Year 2 report (had shorter timeframe)
- Year 1 report was received most often from state agencies' websites. Year 2 report was received most often from state agencies' websites and from ACT, Inc. mailing.
- ~70% indicated receiving report in timely manner
 - Even with dissemination delay for Year 2 report, only 8% received it too late to use
- 95% preferred email notification

Utilization

- Of those who received the HS2CS report, nearly two-thirds (64%) utilized the data.

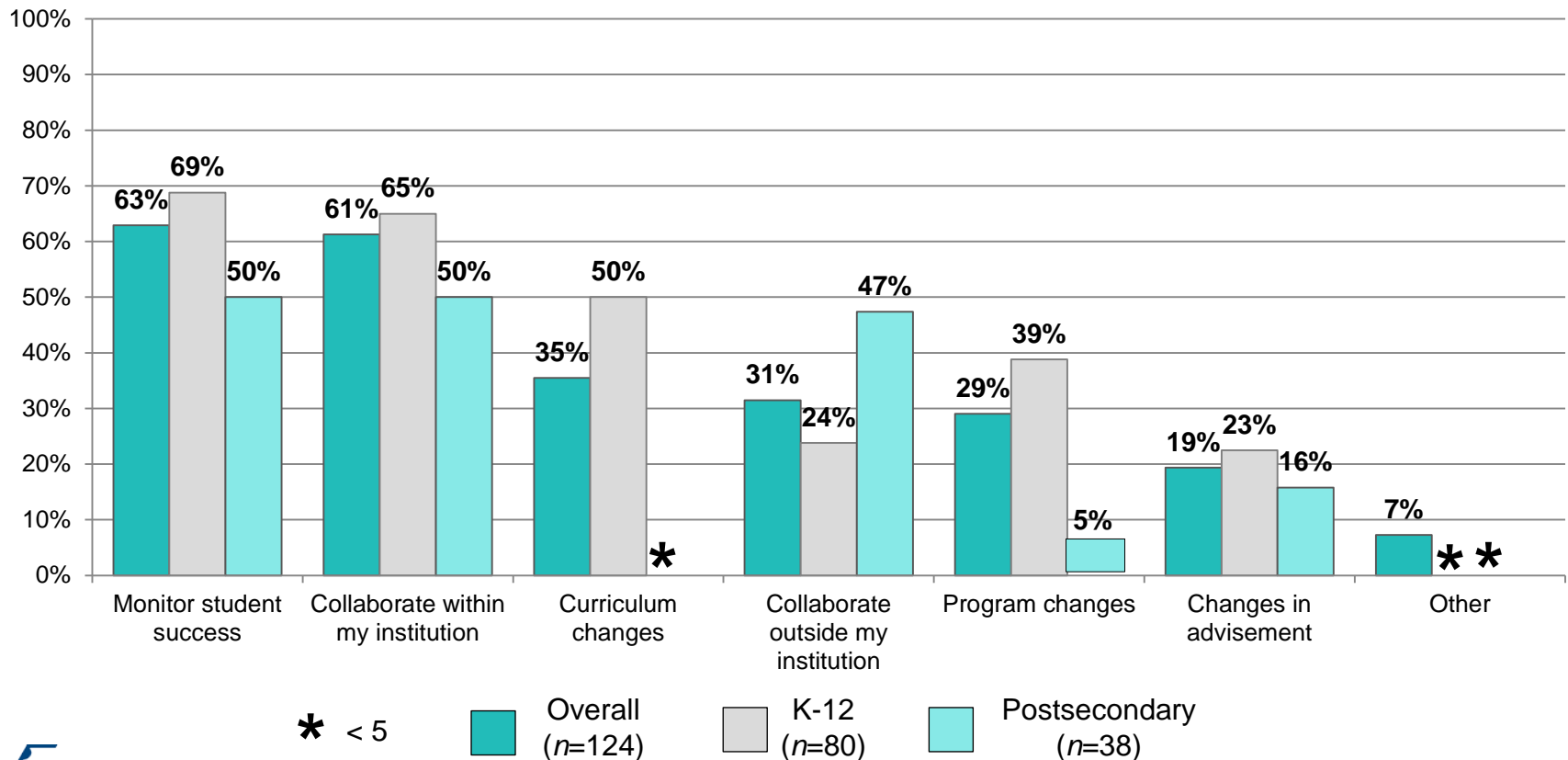
Uses of HS2CS Report



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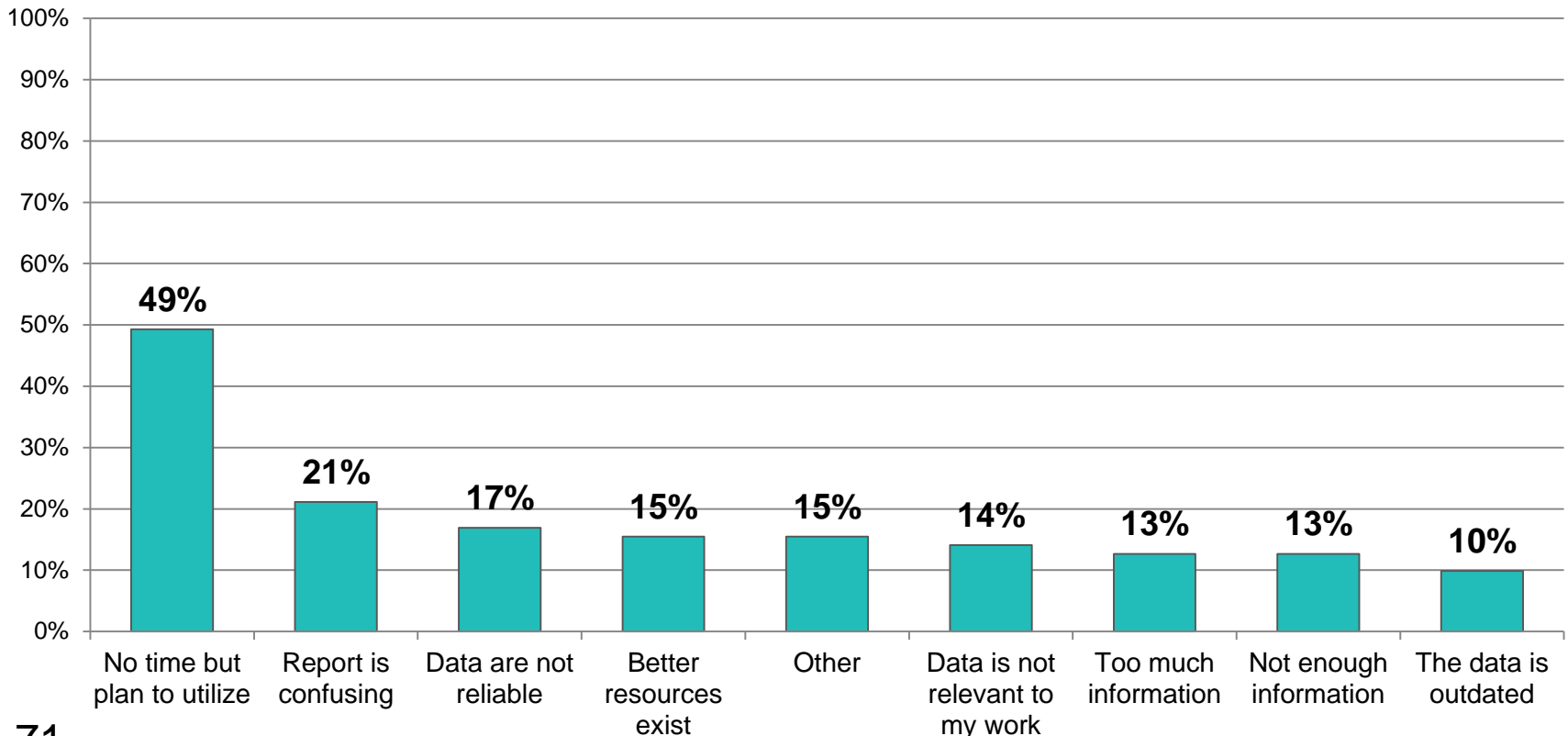
Uses of HS2CS Report



Utilization

- One-third (36%) have not utilized the report.

Reasons Not Using HS2CS Report



n = 71

Usefulness

- Overall, two-thirds consider report to be “moderately” (49%) or “very” (18%) useful.

Report Section	Agree/Strongly Agree	
	K-12	Postsec
High School Preparation and Success	81%	80%
College Readiness and Success	80%	78%
College Success and Persistence	76%	80%
Detailed Summary by Campus	80%	87%
Illinois Custom Addendum	74%	77%

Usefulness

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Report Section	Agree/Strongly Agree		Rank	
	K-12	Postsec	K-12	Postsec
High School Preparation and Success	81%	80%	1	3
College Readiness and Success	80%	78%	2	1
College Success and Persistence	76%	80%	3	2
Detailed Summary by Campus	80%	87%	4	4
Illinois Custom Addendum	74%	77%	5	5

Collaborative Activities

- Many have used the HS2CS report for collaborations.
 - 60% “sometimes” or “often” collaborated
- Collaborations are occurring more often *within* institutions, compared to *outside* with other institutions.

Within Institutions	Outside Institution
➤ 51% “sometimes”	➤ 38% “sometimes”
➤ 41% “often”	➤ 12% “often”

- HS2CS report adds “some” (74%) and “quite a bit” (15%) to collaboration activities.

N = 111

Examples of Collaborations Using the HS2CS Report

- Curriculum alignment and pedagogy
- Student programming
- Implementation of Teacher/Administrator evaluation systems
- Increasing recruitment and retention efforts
- Using report as additional data tool

“This report has the potential to be an important component of our improvement efforts as we shift to Common Core Standards and embrace the college/career readiness benchmarks.”

Barriers to Collaboration

- Constraints of time and resources
- Differences in institutions' missions
 - “Different cultures make direct sharing of concepts and ideas difficult.”*
- Concerns about the report data
 - “I don't consider it very complete data and I don't know if I want to make a decision based on that data.”*
- Fear of offending someone
 - “easy to become defensive”*
 - “sensitivity to discussing for fear of seeming accusatory”*

Facilitating Collaboration

- Availability of data to share among institutions
- Existing relationships among institutions
- Willingness to work together to improve student success
 - “a common interest in improvement”*
- Assistance of the three IL state education agencies and the Regional Offices of Education to develop collaborations

Recommendations

- Improve dissemination
 - Utilize email notification
 - Use multiple distribution methods
 - Improve awareness of report

- Increase use of report
 - Improve comprehensiveness of the data
 - Rely less on self-report data
 - Include additional data elements

Recommendations

- Increase ease of use
 - Executive summary
 - Data definitions and sources
 - Training and data coaches
 - Online relational database
- Increase collaborations
 - Offer workshops and webinars on interpretation and use of report
 - Engage high-end users to share strategies for collaboration and experiences using report



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