Evaluation of the Illinois High School to College Success Report: Technical Report

Final Report

prepared by
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Applied Research Consultants (ARC) is an organization composed of graduate students and faculty members, housed within the Psychology Department at the Southern Illinois University Carbondale. ARC offers research and consulting services for a variety of local, regional, and national organizations.

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Research Highlights

Rationale:

The newly designed Illinois High School to College Success Report is one of the first collaborative endeavors among the Illinois Board of Higher Education, the Illinois Community College Board, and the Illinois State Board of Education to combine their fairly disparate data systems. It fulfills the requirement of Illinois Senate Joint Resolution No. 59 (October 2007) to develop a new report to further inform schools and districts about their graduates' postsecondary outcomes. As Illinois continues to develop its longitudinal data system using a federated data model, it is critical to evaluate the dissemination and usefulness of the High School to College Success Report, as well as solicit suggestions for improvement, in order to guide development of future reports.

Purpose:

The evaluation study examined the following areas: 1) perceptions of the dissemination of the report; 2) how the HS2CSR is being utilized and how useful state educators perceive the report; 3) how users are engaging in collaborative efforts utilizing the HS2CSR and in other college readiness activities; and, 4) suggestions for improving the report.

Methods:

The evaluation included a mixed-method approach with an online survey, focus groups (face-to-face, online, telephone conference call), and focused conversations at three Illinois education meetings. All data were collected in Spring 2013.

- Online survey garnered usable responses from 373 (23% response rate) from high school principals, superintendents, regional superintendents, 2-year and 4-year senior administrators, and individuals from high schools, community colleges, and 4-year institutions who participated in workshops hosted by IBHE, ICCB, and ISBE.
- Detailed, rich qualitative data were gathered from eight focus groups with a total of 20 individuals including high school principals, superintendents, regional superintendents, and 2-year administrators.
- Qualitative feedback was obtained during two Illinois education meetings with postsecondary senior administrators (e.g., 2-year and 4-year Chief Academic Officers) and a meeting with the IBHE Faculty Advisory Council.
- The survey data were analyzed with descriptive statistics and the qualitative data were analyzed for overall themes.

Findings:

Results from the survey analysis and qualitative data affirmed the usefulness of the HS2CSR to facilitate improved student achievement by fostering communication and collaboration between K-12 and postsecondary educators and policymakers. The HS2CRS was typically used to monitor student success. More collaborative activity utilizing the report occurred within the K-12 sector and occurred within institutions, rather than cross-institutions. Results also identified limited report dissemination and concerns about the comprehensiveness of the data. Suggestions from study participants to improve the report included increasing the ease of use, increasing the representativeness of the data, and providing additional data elements.

Recommendations:

- Improve dissemination by utilizing email notification, targeting specific subgroups invested in successful secondary to postsecondary transitions (e.g., regional superintendents, high school and postsecondary counselors, institutional researchers, and secondary and postsecondary faculty advisory councils) and using multiple distribution methods (e.g., IBHE memo, ISBE superintendent weekly message, Regional Offices of Education).

- Increase the use of the report by enhancing its value by improving the representativeness of the data (e.g., private institutions, out-of-state institutions), relying less on self-report data, and including additional data elements (e.g., trend data, comparison data).
- Increase ease of use of the report by providing an executive summary, adding data definitions and data sources, supporting users' data technical needs through training and data coaches, and offering an online relational database for users to access the data and create custom reports.
- Increase collaboration within and across institutions by convening workshops and webinars on interpretation and use of the report and engaging current high-end users to share their strategies for collaboration and experiences utilizing the report, particularly around alignment of the new Common Core State Standards.

Introduction

The newly designed Illinois High School to College Success Report (HS2CSR) has been in the making for the past 20 years. It was formerly known as the Illinois High School Feedback Report, produced by the community colleges and provided to their in-district high schools. The HS2CSR fulfills the requirement of IL Senate Joint Resolution No. 59 (October 2007) to develop a new report to further inform schools and districts about their graduates' postsecondary outcomes. The major purpose of the report, as described on the Illinois Board of High Education's website (http://www.ibhe.state.il.us/HSCSR) is "to facilitate improved student achievement by fostering communication and collaboration between K-12 and postsecondary educators and policymakers."

The newly designed Illinois High School to College Success Report is one of the first collaborative endeavors among three state education agencies, Illinois State Board of Education (ISBE), Illinois Community College Board (ICCB), and Illinois Board of Higher Education (IBHE), to merge their disparate data systems. The state agencies collaborated with American College Testing Services (ACT) to produce the feedback report because Illinois is a universal ACT state (i.e., all public school juniors take the ACT) and ACT had developed a report template which could be modified to meet the educational institutions' needs. As a precursor to the development of the new Illinois Longitudinal Data System, the partnership among these three state education agencies, in collaboration with ACT, produced the HS2CSR to provide Illinois public high schools with information about their graduates' postsecondary outcomes and to provide Illinois public community colleges and universities with college-readiness information about their incoming freshmen students.

According to a recent report by the Data Quality Campaign (DQC, 2013)[1], Illinois is one of 47 states that provides a high school feedback report. The DQC report summarized their analyses of which states produce a feedback report and how many meet their criteria (i.e., transparent, actionable, and timely) for an effective report. They also provide a state-by-state analysis of each of the states' high school feedback reports. The DQC analysis found that of the 47 states that produce a high school feedback report, 38 states make the reports publically available (transparent), 29 produce the report by high school (actionable), and 24 include recent data (i.e., since 2010, timely). Their analyses rated Illinois meeting the two criteria of transparent and timely; however, the Illinois HS2CSR was not deemed actionable. The DQC summary of Illinois information indicates that the HS2CSR is not available to individual high schools; however, an ICCB representative (B. Durham, personal communication, July 9, 2013) confirms that, in fact, the HS2CSR does provide individual high school reports. As can be seen in the DQC state-by-state analysis, there are many different types of high school feedback reports. According to our ACT contact (G. Schlott, personal communication, July 2, 2013), Illinois is one of five states (i.e., Illinois, Arkansas, Louisiana, West Virginia, and Wisconsin) that currently uses the ACT template to produce their "High School to College Success" report. We

Illinois is one of 47 states that provides a high school feedback report. Illinois meets DQC criteria for an effective report: transparent, actionable, timely.

[1] http://www.dataqualitycampaign.org/files/1662_HS%20Feedback%20State%20Analysis.pdf

spoke with representatives from Wisconsin, as well as Tennessee (TN previously used ACT template), to learn if they monitored use or feedback about their reports (see sidebar story). In short, Wisconsin has recently begun to monitor who views the online report; however, they do not keep records on utilization of the report. For the Tennessee report, school administrators use the report to track postsecondary outcomes for their graduates; however, the state does not conduct any formal research to track who uses the report. Neither state reported collecting feedback information about their reports, although Tennessee has convened a committee to research specific needs for their new state-produced report currently under development.

On June 24, 2011, IBHE, ICCB, and ISBE, along with ACT hosted a statewide summit in Springfield, Illinois, to announce the release of the new Illinois High School to College Success reports with over 200 people in attendance. The first annual HS2CS reports were

Conversations with Wisconsin and Tennessee

We spoke with state education representatives from Wisconsin and Tennessee in May 2012 about their High School to College Success Report to learn how their states utilize the report and if they monitor the use of the report. The Senior Institutional Planner in the Office of Policy Analysis and Research at the University of Wisconsin indicated Wisconsin has used the ACT report since the mid-1990s with a new form of the report developed every three years. Compared to Illinois, both Wisconsin and Tennessee have a wider audience for primary distribution, which also includes admission officers, institutional research directors, guidance counselors, and chief instructional officers. Starting in 2010 Wisconsin distributed the report through a secure website, which allowed for monitoring of schools that actually accessed the report. They found that in 2010 roughly one-third of the reports were viewed by the schools. Although Wisconsin has begun monitoring who views the report, they do not keep records of how the report is used. Wisconsin has also not been involved in any analysis or research of how the report is used nor do they offer any assistance to schools to help them use the report.

According to the Chief Policy Officer at the Tennessee Higher Education Commission, Tennessee has used the report for the past five years; however, they made plans to develop their own report with the creation of their new P-20 data system over the past couple of years. Tennessee distributed their report by email with a Listserv or in hard copy. Several years ago, members of their higher education department traveled with ACT to provide a training seminar on the data and potential uses of the report to over 800 state guidance counselors. The training only occurred at that time and no further training has been provided. Due to state webpage requirements, access to the report is very difficult as it is layered within several links on the higher education department's webpage, potentially resulting in less access than would be available with an easily accessible link. One positive aspect is that all of the reports, regardless of education sector, are available through this one website and are easily accessed through drop-down menus. The Chief Policy Officer believed that currently the media uses the report to make comparisons between schools. He also said high school administrators use the report to identify which universities the schools' graduates attend and to identify ways to improve the high school curriculum. He believes the report needs to be improved to examine retention over a span of four years and examine students' performance in math and English classes at the high school and postsecondary levels. Tennessee hopes to increase the usefulness and accessibility of the new report. In the future after a new report is created, Tennessee hopes to provide grant opportunities for universities and high schools to receive training on using and implementing the report's results to help improve students' transition from high school to college. Additionally, Tennessee currently does not monitor use or feedback on the report; however, it has created a committee to research the specific needs for the state in order to design the best report possible. In a follow-up phone call in July 2013, the Chief Policy Officer indicated their new high school feedback report will be rolled out in Fall 2014. With the development of their new P-20 data system, the new report will be able to include actual behavior data (e.g., course taking) rather than self-report data, as well as additional years of data beyond the first college going year. In addition, Tennessee will utilize Tableau interactive data software to increase flexibility in using the data. He believes these improvements, along with the report coming from their high profile new P-20 data system will increase the buy-in and use of their new report.

released and disseminated on the same day to public high schools, community colleges, and universities, as well as made available to the public on the agencies' websites. These reports described performance indicators for ACT-tested, first-time, full-time students of 2006-2008 who attended public postsecondary institutions in the falls of 2006-2008. A second report was released in February 2013 for ACT-tested, first-time, full-time students of 2008-2010 who attended public postsecondary institutions in the falls of 2008-2010. Information that institutions receive from the reports includes the following:

- Students' performance (GPA) at a 2- or 4-year postsecondary institution
- Students performance compared to state average
- College readiness ACT Benchmark Scores by subject area
- Aggregate data on students' performance in college, as well as high school
- Data disaggregated by school/college
- Student performance by high school course sequence patterns in math and science
- Average Fall GPAs by ACT College Readiness Standards score ranges
- Student performance in credit bearing and developmental courses
- Persistence from year one to year two of postsecondary career, as well as persistence at the same institution

The desired outcomes of these reports were:

- To facilitate collaborative discussions between secondary and postsecondary institutions using common data points
- To encourage data-driven decision making
- To support secondary and postsecondary institutions in developing an articulated and aligned curriculum
- To help in the evolution toward a robust P-20 and effective longitudinal data system.

The overall goal of the HS2CSR was to increase the usefulness of data presented in the report with the intent of transitioning to a state-developed report. As Illinois builds its longitudinal data system and the capacity to draw upon enhanced data metrics, the ultimate goal was that the state will design and produce standardized reports for secondary and postsecondary institutions, rather than depending on an external agent.

As part of the development process of the HS2CSR, state education agencies planned to conduct an evaluation of the effectiveness and use of the report, once the new report was disseminated and institutions became familiar with using the HS2CSR. This report summarizes the evaluation study and findings. The following sections describe the evaluation methodology and study results and provide recommendations for the development of future reports.

Methodology

The evaluation study sought to better understand perceptions of the delivery and dissemination of the report, how report users are engaging in collaborative efforts, and suggested data elements to add to, or remove from, the report. The study used a multi-method approach to gather feedback from a wide variety of education stakeholders: principals, superintendents, Regional Offices of Education superintendents, 2-year and 4-year senior administrators, and various individuals from the high school, community college, and 4-year institution sectors. The evaluation methods included an online survey and focus groups (face-to-face, online, telephone conference call). (See Appendix A and B for a copy of the survey and focus group protocol). In addition, feedback was obtained from individuals at three Illinois education meetings with postsecondary senior administrators and faculty.

Individuals (N=1,651) from Illinois public K-12 and postsecondary institutions were invited to participate in an online survey to provide feedback on the dissemination and usefulness of the HS2CSR. They also provided information on their collaborative activities and suggestions for improving the report. An email pre-notice was sent informing individuals about the purpose of the study and the upcoming online survey invitation. The invitation was sent one week after the distribution of the Year 2 HS2CSR in February 2013. Four email reminders were sent approximately one week apart, ending survey data collection at the end of March 2013. Notices about the survey were posted on the IBHE Friday Memo, the ISBE Superintendent's weekly message, and the Illinois Principal's Association electronic newsletter. We surveyed all K-12 high school principals (n=600) and district superintendents/regional superintendents (n=523) from Illinois public schools and senior administrators from 2-year (n=113) and 4-year (n=93) Illinois public institutions from the 2012-2013 academic year. The senior administrators included presidents/chancellors, chief academic officers/provost, and directors of enrollment. In addition, 322 participants who attended professional development workshops sponsored by IBHE, ISBE, and ICCB on the new report were surveyed. Workshop participants typically included teachers and faculty from K-12 districts and community colleges. Contact names and email addresses were obtained from publicly available websites. Contact information for workshop participants was provided by a state education agency. Some individuals forwarded the survey invitation to one of their staff to complete and return. Survey results were analyzed with descriptive statistics using frequencies and cross-tabulations.

K-12 public high school principals, district superintendents, regional superintendents, and 2-year community college administrators were given the option to provide more in-depth feedback through focus groups. An invitation to participate was emailed to those on the initial survey list. Potential participants were asked if they would be interested in participating in a focus group for the purpose of providing in-depth feedback and if so what medium would they prefer (online, telephone, or face-to-face). The individuals who indicated interest in participating in a focus group were contacted through email to set

up times for their participation. These participants self-identified, which increased the likelihood of selecting individuals with experience using the report or increased interest in using the report compared to selecting a random sample of individuals.

The focus groups were conducted from May to June 2013 and through three different mediums: online focus groups through Go-to-Meeting (an online meeting software), face-to-face focus groups, and telephone conference calls (with 2-4 participants). It is important to note that in order to better accommodate the participants, locations for face-to-face focus groups were chosen based on the locations of the participants. A few central locations were chosen with the aim at preventing participant travel from exceeding 60 miles one way. We attempted to provide as many opportunities to participate as possible. There were a total of 8 focus groups conducted, 3 face-to-face, 4 telephone, and 1 online, in which a total of 20 individuals participated. All focus groups were audio recorded. In addition to the focus groups, researchers attended three separate meetings with postsecondary senior administrators and faculty to request feedback on the focus group questions. The meetings were held in March and May 2013 and included: 1) Chief Academic Officers (CAOs) of Illinois community colleges held at Richland Community College, 2) CAOs of 4-year and community colleges held at IBHE, and 3) IBHE Faculty Advisory Council (FAC) which includes faculty from both 2-year and 4-year institutions held at Monmouth College. The meetings with the CAOs were audio recorded and notes were collected at the IBHE FAC meetings. Thus, the qualitative data analysis included a total of 10 recordings plus notes taken at the IBHE FAC meeting. The recordings were transcribed and reviewed independently to develop a coding scheme that served as a conceptual framework by which to organize the data. All of the transcripts were coded by one research team and reviewed for inconsistencies by another research team, with oversight from a senior researcher. Consensus was reached among all of the researchers for the coded transcriptions. Data saturation was achieved in that all of the qualitative responses could be categorized since all themes/codes from new data were already represented and that all of the categories were representative of the experiences of all the participants. Overarching themes from the codes were developed and similarities and differences in responses by respondents' education sector (i.e., high school, 2-year, 4-year) were noted. Notes from the IBHE FAC meeting were incorporated into the qualitative results. While results from the focus groups and meetings cannot be generalized to all, they provide more in-depth information that is useful to inform the survey results. See Appendix C for a full description of the qualitative analyses procedures.

Results

Demographics

We surveyed 1,651 individuals and received usable responses from 373 state educators, resulting in a 23% response rate. The number of respondents for each question varied due to skipping patterns and missing data in the questions (see Table 1).

Table 1:
Number of Respondents Answering Survey Questions

Number Surveyed	1,651
Usable Responses	373
Which Report Received	373
Received Both (123)	
Yr 1 only (47)	
Yr 2 only (42)	
Did not receive either report (161)	
Aware of report (160)	
Answered questions about Yr1 report	158-160
Answered questions about Yr2 report	148-150
Have You Utilized the HS2CSR	196
Yes (125)	
Answered questions about utilization (121-124)	
No (71)	
Why not utilize (71)	
Utilized Report by Each Section	112-116
Which Sections are Most Useful (Ranking)	106
Extent Collaborated Using Report	111
Collaborating Inside/Outside Institution	102
Need for Executive Summary	99
Report Adds to Collaborations	111
Provided Example of Collaboration	
1st collaboration example (47)	
2nd collaboration example (33)	
3rd collaboration example (< 5)	
4th collaboration example (<5)	
Suggestions for Others to Receive	25
Any Additional Comments	19

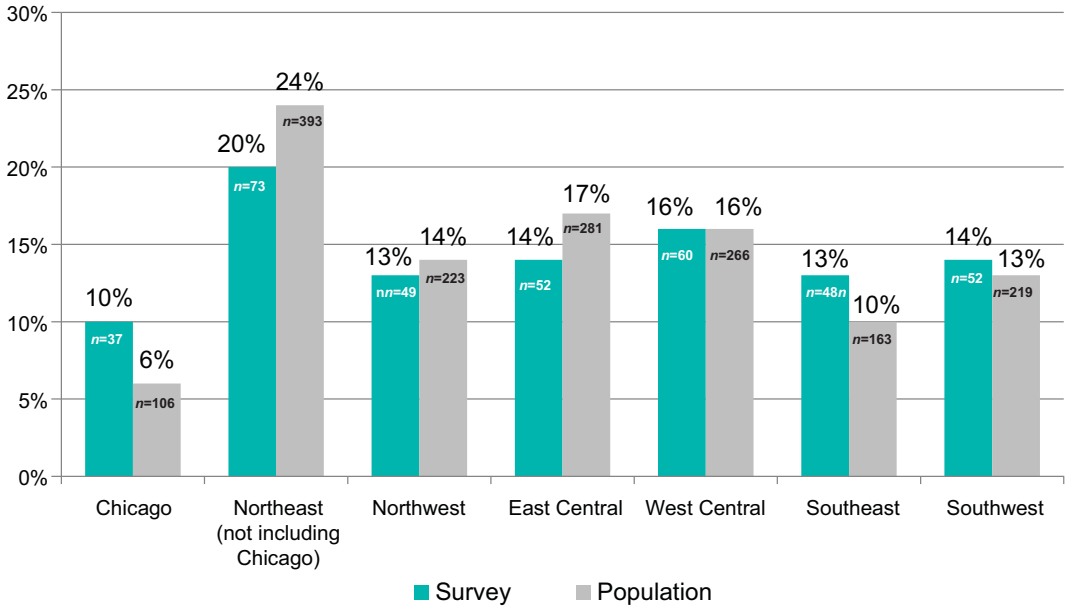
Table 2:
Demographics of Survey Respondents

	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 Administrators/ Faculty	113	74	66%	6.4	23.0
4-yr Administrators/ Faculty	93	23	25%	7.1	27.2
Workshop Participants*	322	24	-	-	-

* Note: Workshop participants were recoded based on their response to "What is your title/role?"

The majority of respondents were from the high school sector; however, there were fairly even proportions responding by each sector with the exception of a much higher response from 2-year senior administrators (66%) (see Table 2). This is likely due to the workshops being held on community college campuses and a high attendance rate of individuals from community colleges. The average number of years in the current position was 5.6 and the average number of years employed in education was 23.6. There was roughly even representation of survey respondents from across the state, with a slightly higher response from individuals in the Northeast region (not including Chicago), and slightly lower response from the Chicago region (see Figure 1). The distribution of survey respondents closely mirrored that of the survey population, with a slightly higher survey response proportionally from the Southeast and Chicago regions (see Figure 1).

Figure 1:
Survey Respondents and Survey Population by Region



For the focus groups, 20 participants attended the eight focus groups, with 12 individuals from K-12 districts and eight from community colleges. Participants were located throughout the state (although mostly in the northeast region) and included principals, superintendents, workshop participants, and administrators from community colleges. The three face-to-face focus groups were held in the northeast, northwest, and east central regions of the state. The education meetings with the Chief Academic Officers included senior administrators from both the 2-year and 4-year public institutions. Individuals attending the IBHE FAC meeting included faculty from 2-year and 4-year institutions, representing both public and private institutions.

Dissemination

ACT disseminated the report with a cover letter from ISBE, IBHE, and ICCB through the US Postal Service to public secondary and postsecondary institutions. The reports were provided in a pdf format on a CD. High school reports were addressed to the principal(s) and superintendent of the K-12 district. Presidents/Chancellors of the community colleges and 4-year universities received their respective reports. ACT also sent the individual reports and an aggregate report to the three state education agencies, ISBE, ICCB, and IBHE, for posting on their agencies' website. The high school reports were incorporated with the individual school's report card information on the Interactive Illinois Report Card website (http://iirc.niu.edu). The first report (hereafter referred to as Year 1 report) was mailed in June 2011. The second report (i.e., Year 2 report) was mailed in February 2013. The reports were then made available to the public via the websites approximately one week after the ACT mailing.

Survey respondents were asked to provide information about receipt of both Year 1 and Year 2 reports, preference for receiving the report, and the effectiveness of the dissemination process. Respondents who indicated that they had not received nor read the reports were guided to an exit question which sought to gather information about other resources used. Those indicating having received or read the report were allowed to progress to the main section of the survey.

Widespread dissemination of the HS2CSR was limited. While 33% received both reports, 43% of survey respondents reported not receiving either report.

As seen in Table 3, many of the respondents (43%) reported not receiving either report, suggesting a problem with distribution. One-third (33%) of the respondents indicated they received both reports; however, 13% received only Year 1 report and 11% received only Year 2 report. It should be noted that the Year 2 report was disseminated just one week prior to the online survey launch and that survey data collection ended one month later. Given that our survey invitations were sent to a wide array of individuals, some of whom were on the ACT mailing distribution list and others were not but were potential users of the report[2], we examined if there were differences in dissemination between those on the ACT mailing distribution list and those not. As seen in Table 3, more individuals on the mailing list reported received both reports compared to those not on the list

[2] Those on the ACT mailing list included principals, superintendents, 2-year and 4-year presidents. Those not on the ACT mailing list but included in our survey included: regional superintendents, chief academic officers, enrollment directors, admissions directors, institutional researchers, and workshop participants.

Table 3:
Receipt of Report: Overall, by ACT Distribution List and by Sector

	Which report(s) did you receive?				
	I received both reports	I only received the Year 1 report	I only received the Year 2 report	I did not receive either report	Total
Total	123	47	42	161	373
	33%	13%	11%	43%	100%
On ACT Distribution List					
Yes	94	18	28	102	243
	39%	7%	12%	42%	100%
No	28	29	14	59	130
	22%	22%	11%	45%	100%
Sector					
K-12 Sector	90	18	31	113	252
	36%	7%	12%	45%	100%
Postsecondary Sector	28	26	11	32	97
	29%	27%	11%	33%	100%

(39% versus 22%); however, a roughly equal percentage reported not receiving either report (42% versus 45%). The higher proportion of those not on the ACT mailing list and receiving Year 1 report only (22%) is due to the number of workshop participants, typically high school and community college faculty, who received the report at the workshops which were only offered after the Year 1 report release. We also see in Table 3 that more K-12 sector individuals did not receive either report compared to those in the postsecondary sector (45% versus 33%).

Nearly two-thirds (61%) of those not receiving either report were aware of the report.

"I'm pretty new to the report...I actually had not heard of the report." (community college participant)

Respondents who did not receive either report (n=161) were asked if they were aware of the HS2CSR before receiving the online survey. Overall, 61% of these indicated they were not aware of the report prior to receiving the invitation to the online survey which included background information about the report, as well as links to the online reports. There were no differences in lack of awareness among the types of respondents: principals/assistant principals (61%), superintendents/regional superintendents (63%), 2-year college administrators (54%), and 4-year college administrators (60%). Feedback from the focus groups indicated familiarity with the report was limited for many of the participants. One participant commented,

> "I'm pretty new to the report…I actually had not heard of the report before…I [saw] an e-mail from IBHE saying there is an ACT High School to College Success Report. So then I happened to look at it and saw what information is provided in it." (*community college participant*)

In addition, most of those attending the meetings with the Chief Academic Officers and the IBHE FAC had not seen the report prior to the meetings.

These results suggest a problem with the distribution strategy in that just over 40% of users, whether direct users or potential users, reported not receiving either report. And of these, 61% were not aware of the report. While we cannot say for certain whether the report reached its intended location, it appears audiences may not be aware of the

report or may not be aware that the report was received in their office. Lastly, it is likely that the Year 1 report reached a slightly wider audience due to a longer time since its release date, attention garnered from the summit announcing the Year 1 report release, and training seminars held soon after the Year 1 report release.

The HS2CSR was received from a variety of sources. Most respondents received the report in a timely manner and read it to some extent. The vast majority prefer email notification regarding the report availability.

Next we examine differences in distribution between the Year 1 and Year 2 reports. As seen in Table 4, survey respondents received the report most often from one of three sources: state agency website, supervisor/administrator, and the ACT mailing. Slight differences were found with more respondents receiving the Year 2 report from the ACT mailing compared to the Year 1 report (38% versus 27%, respectively). Approximately seven out of ten respondents reported they received the reports in a timely manner (for both Year 1 and Year 2 reports). Despite the delay in disseminating the Year 2 report, only 8% indicated they received the report too late to use it. The vast majority (95%) of respondents preferred to be notified about the availability of the report by email, compared to weekly email newsletters by state education agencies, school newsletter, or by their professional organization. When we looked at notification preferences by education sector, we found that those in the K-12 sector also have a preference for the Superintendent's online weekly messages (19%) and through their regional office of education (15%).

Table 4:
Dissemination of Year 1 and Year 2 Reports

	Year 1 Report	Year 2 Report
Received from *(check all that apply)*	(n=160)	(n=150)
Agency Website	42%	37%
Supervisor/Administrator	28%	29%
ACT mailing	27%	38%
Colleague	11%	7%
Received in Timely Manner	(n=158)	(n=150)
Yes	68%	72%
Late, but still able to use	21%	20%
Too late to use	11%	8%
Extent Read Report	(n=160)	(n=148)
Read full report	18%	15%
To a great extent	29%	20%
To some extent	49%	61%
Not at all	3%	5%
Notification Preference *(check all that apply)*	(n=160)	(n=150)
Email notification	95%	95%
ISBE Superintendent Weekly message	14%	17%
ROE notification	9%	12%
Professional Organization	5%	8%
IBHE Friday Memo	*	*
School newsletter	*	*

Note: * indicates fewer than 5 respondents
Percentages may not total 100 due to rounding.

Focus group participants reported receiving the report most often through email and on a state agency website, but also as a follow-up from participating in a regional workshop. When asked if they disseminated the report beyond themselves, many had not yet distributed the report but they had plans to do so. Some individuals planned to disseminate the results to their boards of education while a few others emailed notes about the availability and location of the reports to colleagues. A district superintendent described his/her dissemination strategy this way:

> "I usually share this with our principals, who disseminate this to our counseling ranks and through our department chairs to make sure that the College of Education's features are embedded into our curriculum."

Respondents were asked to describe the extent to which they read each report. Nearly all of the respondents read the Year 1 or Year 2 reports to some degree (see Table 4). The Year 1 report was read to a slightly greater extent than the Year 2 report (47% versus 35%), with 18% indicating "read full report" and 29% indicating "to a great extent" compared to 15% and 20% for the same categories for the Year 2 report. This may be due increased publicity of the release of the Year 1 report, as well as the timing of the Year 2 report release and survey data collection.

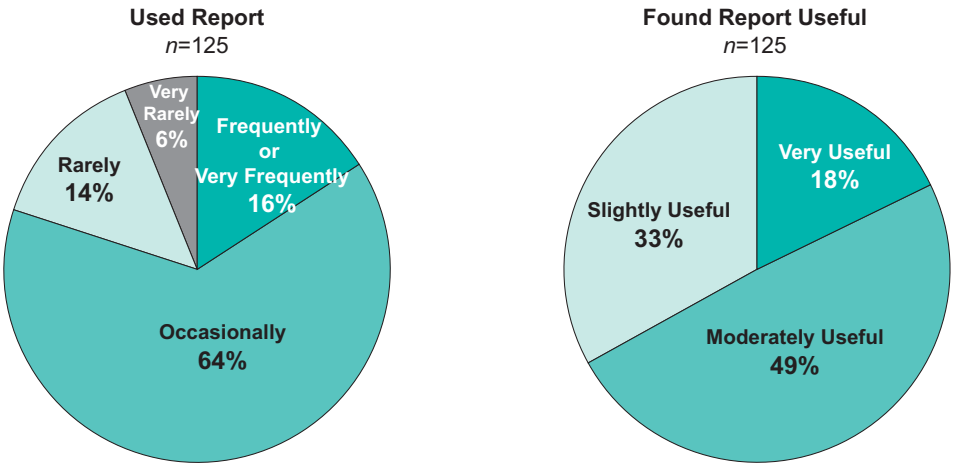
Utilization and Usefulness: Overall

Respondents provided information about their utilization of the HS2CSR. These questions sought to discover if individuals who received the report also utilized the report in their educational endeavors. Respondents were asked specifically whether they utilized the report, how they utilized the report, and which sections of the report they utilized. Additionally, respondents were asked to rate the report's overall usefulness, as well as the usefulness of the sections they used. Respondents who indicated not utilizing the report were asked to provide reasons for not using the report. We first provide the results for overall utilization and usefulness and then take a closer look at the different sections of the report.

Of those who received the HS2CSR, many have used it and have found it useful.

Out of the 373 survey respondents, over half (57%) reported receiving either both reports or Year 1 only or Year 2 only (see Table 3). Of those who received the report, nearly two-thirds (64%; *n*=125[3]) utilized the HS2CSR. Figure 2 shows how often respondents used the report and to what extent they found it helpful. Of those who received the report, over half (64%) reported using the HS2CSR "occasionally;" although, only 16% of these individuals used the report "frequently" or "very frequently." Of those who used the report, 18% indicated the report overall was "very useful" and another 49% indicated "moderately useful."

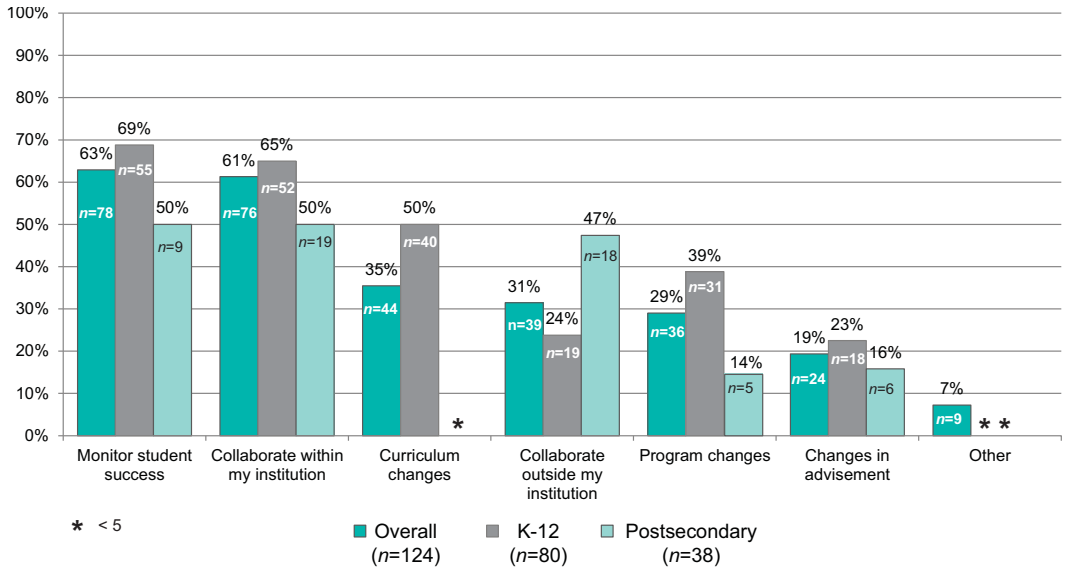
Figure 2:
Of Those Who Received HS2CSR (n=125)



[3] N=196, since 17 respondents skipped "Have you utilized report?" question.

When asking about potential uses of the report, we provided a number of options of which the respondents could select all that applied to them (see Figure 3). Respondents indicated they primarily used the report for monitoring student success (63%) or collaborating within their institution (61%). Other reasons for using the report included: making curriculum/course changes (35%), collaborating outside their institution (31%), making program changes (29%), and making changes in advisement (19%) (see Figure 3). When we compared uses of the report by education sector, we found that individuals in the K-12 sector used the report more often for internal purposes (e.g., monitor students [69%], curriculum changes [50%], program changes [39%]) while the postsecondary sector was more likely to use the report when collaborating outside their institution (47%) (see Figure 3).

Figure 3:
Utilization of High School to College Success Report



Many of the focus group participants echoed the survey responses. Using the report to track student growth, to make changes and develop interventions, and to share the information was mentioned most often. Participants also indicated data on course taking patterns, GPA comparisons, and where students attend postsecondary institutions were most helpful. These comments are representative of their remarks:

The HS2CSR is primarily used to monitor student success and to collaborate within institutions.

> "It will help to use the changes in curriculum to see how our students are performing." (*high school participant)*

> "The one piece that was very helpful to us was the part where it identified the actual courses, especially for math when we were trying to speak to our students [and] the parents about college readiness." (*community college participant*)

Members of the IBHE FAC also mentioned curriculum alignment and developing interventions (e.g., workshops for students in developmental education, offer ACT as early indicator for college readiness) as potential uses of the HS2CSR. In addition, individuals suggested using the report to facilitate dialog between sectors, to address advising issues, and to assess high school interventions. A couple of specific research-

oriented suggestions were provided: 1) investigate reasons related to students taking more math in high school (e.g., family income, family support); and 2) examine why high school students are not completing courses identified as needed to succeed in postsecondary education. Attendees at the CAO meetings also agreed the report facilitates conversations between secondary and postsecondary about various topics such as curriculum alignment or remediation, "[The report] is a starting point. People could take a look at it and see if the students have met the standards or not."

Reasons for not using. Respondents who do not utilize the report (36%; n=71)[4] were asked to provide insight into why they are not using the HS2CSR (see Figure 4). The most frequent (49%) response included not having enough time to review the report but intended to do so in the future. Additional reasons for not using the report involved issues with the data and readability of the report, namely: report is confusing (21%), data not reliable (17%), better resources exist (15%), data is not relevant to work (14%), too much information (13%), and data is outdated data (10%). There were too few responses to make comparisons by sector.

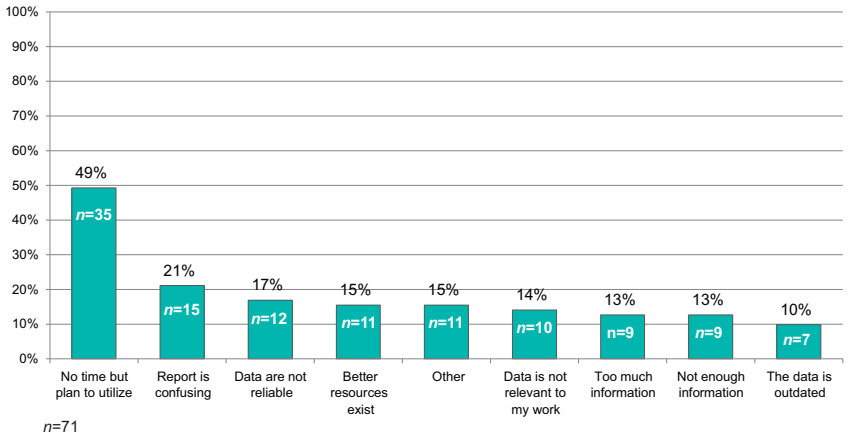
Lack of time is the primary reason for not using the HS2CSR.

Similar to the survey respondents, several focus group participants expressed concern about the data such as comprehensiveness of the data, reliance on self-report data, and using ACT instead of GPA as a predictor of college success. Others were interested in gaining a better understanding of the data before utilizing the report. Here are several comments that represent the concerns:

> "It would be much more helpful if it also included some private schools and if it was a little more comprehensive." (*high school participant*)

> "I realized the report was not something we could use because it's such a small sub-segment of our students." (*community college participant*)

Figure 4:
Reasons for not using the High School to College Success Report



[4] N=196, since 17 respondents skipped "Have you utilized report?" question.

"The report now, as it stands, tells me first-time, full-time only, and, so it does not give a complete picture of all. It certainly doesn't even touch the adult students, but even traditional students who might be coming in part-time or for summer, or swirling students." (*attendee at CAO meeting*)

"I think first, what would be helpful is more understanding of how to use the report...I think for me to be able to use it, I really need to know what I can use it for and that is not really clear for me right now." (*community college participant*)

Utilization and Usefulness: By Report Section

To drill down into more specific feedback about the report, we asked respondents to indicate their utilization and perceived usefulness of the different sections of the report. Respondents also ranked the sections of the report in terms of usefulness to prioritize their preferences. Summaries of respondents' suggestions to improve specific report sections are included later in this report.

As seen in Table 5, the College Readiness and Success section was used by the most respondents (90%), followed closely by the High School Preparation and Success section (88%). The Illinois Custom Addendum was used by the fewest respondents (65%). We asked respondents to indicate to what extent on a 5-point Likert scale (strongly disagree to strongly agree) they agree that the specific section was useful. As seen in Table 5, the percentages ranged from 75% to 82% of respondents indicating they "agree" or "strongly agree" that the specific section was useful; thus, all of the sections were viewed as nearly equally useful by the respondents. We then asked the respondents to rank order the sections to help prioritize the value they placed on the data. In terms of ranking the sections by usefulness, the High School Preparation and Success section was ranked the highest, followed in order by College Readiness and Success, College Success and Persistence, Detailed Summary Information by Campus, and lastly Illinois Custom Addendum. These rankings closely align with the respondents' reported use of the section as well as their opinion about usefulness.

The High School Preparation and Success section was ranked the highest for usefulness.

Table 5:
Utilization and Useful of Report Sections: All Respondents

	Overall			
Report Section	Yes, Used this section (n)	"Agree" is useful	"Strongly Agree" is useful	Rank
High School Preparation and Success	88% (*n*=102)	76%	5%	1
College Readiness and Success	90% (*n*=103)	67%	13%	2
College Success and Persistence	82% (*n*=93)	69%	9%	3
Detailed Summary by Campus	77% (*n*=87)	74%	8%	4
Illinois Custom Addendum: Charts	65% (*n*=73)	64%	11%	5
Illinois Custom Addendum: Tables	65% (*n*=73)	67%	8%	5

Table 6:
Utilization and Useful of Report Sections: By Sector

	By Sector					
	Yes, Used this section		"Agree" or "Strongly Agree" is useful		Rank	
Report Section	K-12	Postsec	K-12	Postsec	K-12 *(n=71)*	Postsec *(n=34)*
High School Preparation and Success	90% (*n*=70)	84% (*n*=31)	81% (*n*=56)	80% (*n*=24)	1	3
College Readiness and Success	91% (*n*=70)	89% (*n*=32)	80% (*n*=56)	78% (*n*=24)	2	1
College Success and Persistence	81% (*n*=62)	83% (*n*=30)	76% (*n*=47)	80% (*n*=24)	3	2
Detailed Summary by Campus	74% (*n*=56)	83% (*n*=30)	80% (*n*=44)	87% (*n*=26)	4	4
Illinois Custom Addendum: Charts	61% (*n*=46)	74% (*n*=26)	74% (*n*=34)	77% (*n*=20)	5	5
Illinois Custom Addendum: Tables	61% (*n*=46)	74% (*n*=26)	74% (*n*=34)	77% (*n*=20)	5	5

Postsecondary respondents rank the College Readiness and Success section the highest for usefulness.

Table 6 breaks down the utilization and useful results by K-12 and postsecondary sectors. When comparing use by sector, we see fairly even distribution for most of the sections, with the exception of more postsecondary respondents using the Illinois Custom Addendum Charts and Tables (74% versus 61% for K-12 respondents). We see only small variations in the percentage of K-12 respondents compared to postsecondary respondents who "agree" and "strongly agree" that the report sections are useful. As might be expected, we see slight differences in the rankings when broken down by sector. The postsecondary sector ranked the sections pertaining to College Readiness and Success and College Success and Persistence higher than the High School Preparation and Success sections.

Collaboration

Understanding how educators are using the HS2CSR in collaborations with others was one of the primary focal points of the evaluation. The survey sought to gather information on not only the extent of collaborations using the HS2CSR but also whether participants are collaborating inside and outside of their institutions and how useful the HS2CSR has been in contributing to the collaborations. The survey also explored possible barriers, as well as aspects enhancing collaborative efforts. Survey respondents also provided information on how the HS2CSR has changed or, in the future, might change collaborative activities to improve student success. Furthermore, information was collected on other data/information educators are using in their collaborative efforts. Finally, details about specific examples of collaborative relationships were requested. Survey respondents who reported not collaborating through use of the HS2CSR were invited to provide reasons. Respondents' recommendations for others who would benefit from receiving the reports are included later in this report on suggestions for improving the HS2CSR.

Collaboration among participants. Survey respondents were asked to indicate the extent of collaborative efforts using the HS2CSR on a 4-point Likert-type scale ranging from "never" to "often."Overall, we found survey respondents are using the HS2CSR in their collaborative activities, they find it helpful, and they feel that the report adds to their collaboration discussions (see Table 7). The majority of respondents indicated they "sometimes" (58%) collaborate using the HS2CSR. On the other hand, others reported they "seldom" (32%) or "never" (8%) use the HS2CSR in their collaborative activities (*n*=111). Collaborations using the HS2CSR to improve student success occurred more often with individuals within their institutions (51% "sometimes" and 41% "often"), compared to those outside their institutions (38% "sometimes" and 12% "often"). Nearly two-thirds (62%) of survey respondents agreed that the HS2CSR has been helpful with inside collaborations, compared to 40% agreeing the report was helpful for outside collaborations. Anticipating that other reports and data are used by educators, we asked to what extent the HS2CSR adds to their current collaborative efforts to improve student success. We found that the HS2CSR helps "some" (74%) and "quite a bit" (15%) (*n*= 111) above and beyond other reports and data used by the survey respondents.

Survey respondents are using the HS2CSR in their collaborations, more often within their institutions.

Table 7:
Collaboration Activities using High School to College Success Report

Collaborate Using HS2CSR	(*n*=111)	Extent HS2CSR adds to collaborations	(*n*=111)
Never	8%	None	9%
Seldom	32%	Some	74%
Sometimes	58%	Quite a bit	15%
Often	*	An extreme amount	*
Collaborated within your Institution	**(*n*=102)**	**Collaborated outside your Institution**	**(*n*=102)**
Never	0%	Never	13%
Rarely	8%	Rarely	37%
Sometimes	51%	Sometimes	38%
Often	41%	Often	12%
HS2CSR helpful for internal collaborations	**(*n*=102)**	**HS2CSR helpful for external collaborations**	**(*n*=102)**
Strongly Disagree	*	Strongly Disagree	*
Disagree	*	Disagree	10%
Neither Agree nor Disagree	25%	Neither Agree nor Disagree	46%
Agree	62%	Agree	40%
Strongly Agree	9%	Strongly Agree	*

* Fewer than 5 respondents

When examining collaboration by sector, we collapsed response categories into "never/ rarely" and "sometimes/often" due to small cell counts. As seen in Table 8 (*next page*), we find that the K-12 sector is collaborating using the HS2CSR more often than the postsecondary sector (67% versus 49% for "sometimes/often"). This may likely be due to the postsecondary institutions' access to data or the K-12 sector's recent focus on implementing the Common Core State Standards. No differences were seen between sectors for collaborating inside their respective institutions (over 90% for each sector for "sometimes/often"). Similar to the results discussed above regarding uses of the HS2CSR, we find that more individuals in the postsecondary sector are collaborating outside their institution compared to the K-12 sector (70% versus 42%).

Table 8:
Collaborations by Sector

Collaborating Using HS2CSR	"Somtimes/Often"
K-12	67% (*n*=50)
Postsecondary	49% (*n*=17)
Collaborating Inside Institution	**"Somtimes/Often"**
K-12	90% (*n*=64)
Postsecondary	over 90% (small cell count)
Collaborating Outside Institution	**"Somtimes/Often"**
K-12	42% (*n*=30)
Postsecondary	70% (*n*=21)

The postsecondary sector collaborates more often outside their institution.

Barriers to Collaboration. We asked survey respondents broad open-ended questions (i.e., not focusing specifically on the HS2CSR) to tell us about barriers they have experienced in collaborating with others to improve student success. We also asked what facilitated their collaborations. These questions were also addressed in the focus groups. Regarding barriers to collaborations, several themes emerged, namely: 1) constraints of time and resources, 2) differences in institutions' mission, 3) concerns with the report, and, 4) fear of offending someone. Lack of time and resources was cited most often by survey respondents,

> "I'm going to be honest with you; most principals if they are like me don't have a lot of time." (*high school participant*)

Related to time is the challenge of finding a time that fits the institutions' differing schedules,

> "...we run on different schedules. Especially when you're trying to do this data sharing and helping on a faculty-to-faculty level collaboration, it can be hard to find times that the community college faculty can be away that will align with the best times for the high school faculty or middle school faculty to be able to be away." (*community college participant*)

Many respondents indicated different missions and priorities can create tension between collaborators:

> "Different cultures make direct sharing of concepts and ideas difficult." (*high school respondent*)

Several individuals remarked being concerned about using the HS2CSR in collaborating when they felt the data were not representative of their schools' student population or that the data were self-reported. One comment from the focus groups reflected this concern:

> "The thing is if I sent 40 kids off to college, I'm only getting data back on 8 of them. I don't consider it very complete data and I don't know if…I want to make a decision based on [that data]." (*high school participant)*

Barriers to Collaboration

- *Time constraints*
- *Differences in mission*
- *Concerns about report data*
- *Fear of offending someone*

Several focus group participants also indicated it was hard to compare GPA across different institutions:

> "Different schools for different reasons do different things and it's hard then to get a good normed comparison group going with neighboring districts or even within schools in the same district." (*high school participant*)

Lastly, several survey respondents indicated concerns about offending someone when discussing the data:

> "It is easy to become defensive for some individuals/universities when they see this data." (*high school respondent*)

> "There is sensitivity to discussing these results with individual school districts for fear of seeming accusatory." (*community college respondent*)

Facilitators to Collaboration. Regarding what facilitated collaborations, survey respondents' feedback centered around three themes which were evenly represented: availability of data, existing relationships, and a willingness to work together. Many respondents indicated having data available (particularly in an electronic format) about their students is needed and adds to their collaborative discussions: "A variety of data resources and this report is just one of many" and "The recent Common Core Standards mapping has increased the collaboration between the community college and high schools. The conversations about Programs of Study have also allowed more candid conversations about student preparation and success to take place." Many of the survey respondents indicated having existing relationships within and outside their institutions to address college readiness, as well as for other initiatives (e.g., Perkins Program). Much of the focus has been on curriculum alignment among faculty in the high schools and community colleges. One survey respondent remarked, "Collaboration with others will help students be more prepared academically, financially, and socially." A willingness to work in partnerships was also a sentiment expressed by many survey respondents: "A commitment towards providing students with quality post-high school opportunities and preparing them for future aspirations," "A common interest in improvement," and, "A willingness to work together to improve student success." Lastly, one survey respondent commented on the benefit of outside groups facilitating collaborations: "The assistance of ISBE, ICCB, IBHE, and the ROE's (Regional Office of Education) assistance and collaboration has been helpful."Members of the IBHE Faculty Advisory Council also indicated sharing information and having discussions between K-12 and postsecondary would facilitate collaborations, particularly around curriculum, assessment, and grading alignment. The discussions should include high school and college-level counselors, faculty in 1st Year Experience committees, and faculty from secondary and postsecondary institutions. Lastly, it was suggested to re-energize the Alliance for College Readiness models statewide.

Facilitates Collaboration

- *Availability of data*
- *Existing relationships*
- *Willingness to work together*

"A willingness to work together to improve student success." (high school respondent)

How HS2CSR changed collaboration activities. Many respondents noted that the HS2CSR has changed efforts to improve student success, while a few respondents mentioned they had no changes planned or that the data would be ignored. Among these efforts were changes in curriculum (alignment, creating a core, etc.) and pedagogy, student programming, setting smarter goals, increasing recruitment and retention efforts, closing the achievement gap, and using the report as an additional data tool. Comments included,

> "It has modified the way that we instruct, recruit and align curriculum. We are currently working on a First Year Experience class to address some of the district's student issues. Retention and completion is our ultimate goal." (*community college respondent*)

> "It is an additional data point referenced to change instruction to include more rigor and engagement." (*high school respondent*)

A few respondents stated that the HS2CSR itself will change their collaboration activities because they already utilize similar data:

> "We are already incorporating these data in our curriculum alignment, Common Core State Standards, and student success discussions with all of the high schools in our district." (*high school participant*)

Several respondents commented on the report's potential:

> "This will not only be helpful with Common Core State Standards implementation, but also as we prepare for a new evaluation system for teachers and administrators." (*high school participant*)

> "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—the report will be very important to us." (*high school participant*)

Other data/information resources used in collaborations. With the increased focus on data-informed decision making, we asked respondents to tell us about other data and information resources used in their collaborative efforts to improve student success. As seen in Table 9, educators are utilizing many different types of data from many different data sources. Far and above all other items, utilizing the Common Core State Standards to align curriculum was cited most often by survey respondents. Some of the other frequently mentioned data or data sources included: locally developed assessments, NWEA MAP, ACT EPAS, ACT, and the Interactive Illinois Report Card. Focus group participants reiterated many of these items, particularly ISAT, PSAE, ACT, and ACT COMPASS. Several focus group individuals from both high schools and community colleges also mentioned using internally generated data. A K-12 survey respondent stated that a new resource within the district was a newly created position that focuses on student retention and success. As noted above in respondents' comments, the HS2CSR is one more data tool of a long list of data resources to inform discussions about improving student success.

HS2CSR is viewed as one more data tool in a long list of available resources.

Examples of Collaborative Activities

In order to further examine the collaborative efforts using the HS2CSR, we asked survey respondents to describe detailed examples of their collaborative activities and to identify their collaborator(s) in terms of their education sector (i.e., high school or district, Regional Office of Education, community college, and 4-year universities). Respondents could select "all that apply" when identifying their collaborators for a specific example. Many individuals provided rich examples of their collaborations: 47 survey respondents described one collaborative example, 33 described two examples, 2 described three examples, and lastly, 2 described four examples (which was the highest number described). We identified and summarized themes from their descriptions below. See Appendix D for verbatim responses.

Table 9:

Resources Used in Collaboration

Local Data Sources

Advanced Placement (AP) participation/performance records,
Annual databook for college administrators
Attendance
Community college reports similar to the HS2CSR
Community college admissions testing
Curriculum maps (locally developed)
Discipline behavioral data
Failure rates
Feedback reports to high school counselors
GPA
Grades
Honors courses taken
Incoming student demographics
Individual student tracking goals
Interim formative assessment scores
Internal feedback report for high schools
Interviews with graduates after their first semester of college
Locally written assessments
Parental involvement information
Persistence and completion records
Placement tests
Programs/services offerings on campus surveys
School report card database
Student placement
Student work analysis
Trend data and comparisons with similar schools
Yearly growth data for students

Standardized Assessments

ACT
ACT COMPASS
ACT Educational Planning and Assessment System (EPAS)
ACT EXPLORE
ACT PLAN
ACT WorkKeys
Achieve 3000 Lexile Scores
Achieving the Dream
Aimsweb data
Community College Survey of Student Engagement
Charlotte Danielson framework
College Student Inventory (CSI)
Common Summative Assessments
Common Formative Assessments
Discovery Education Assessment
Developmental Reading Assessment (DRA)
Illinois Standard Achievement Test (ISAT)
KeyTrain
National Student Clearinghouse
Northwest Evaluation Association - Measurement of Academic Progress (NWEA MAP)
Positive Behavior Interventions and Supports(PBiS)
Prairie State Achievement Examination (PSAE)
Read 180
STAR Math/Reading Testing Program (Renaissance Learning)
Study Island
School Wide Information System (SWIS)
ThinkLink
Voyager resources

Additional Resources for collaborating

Alignment with Common Core State Standards
Benchmark testing
Dual credit collaboration
Early Child performance data
Chooseyourfuture.org
College Greenlight website
Complete College America meetings
Docufide by Parchment
Great River Economic Development Group
Illinois Articulation Initiative – General Education Course Curriculum (IAI GECC)
Illinois Association for College Admissions Counseling (IACAC)
Illinois College Access Network
Illinois Community College Board data
Illinois Student Assistance Commission
Interactive Illinois Report Card (IIRC)
Integrated Postsecondary Education Data System (IPEDS)
i-Transfer.org
Kaplan materials
Ladder Up Organization
National Center for Education Statistics (NCES)
National Community College Benchmark Project
New Teacher Evaluation Tool
Professional development through local districts, Regional Office of Education, and ISBE
Regional Offices of Education materials
Research data from education research field
Retention committee at postsecondary level
Rising Star School Improvement Plan
School improvement plan
Statewide System of Support (SSOS) coach and resources
State and federal initiatives and directives
Voluntary Framework for Accountability
What's Next Illinois website

Considering the education sectors of all the collaborators identified (*n*=208), we found that the majority of collaborators (56%) were from the high school or district level. Twenty-eight percent (28%) of the collaborators were from community colleges. Fewer collaborators were at the ROE level (9%) and 4-year university level (7%). These results could be due to the fact that our survey respondents were overwhelming from the K-12 sector. In addition, the K-12 sector has been impacted more from the recent state initiative of implementing the Common Core State Standards.

Several themes emerged from the survey respondents' detailed descriptions of the collaborative activities, namely sharing data with others, internal collaborative activities, and external collaborative activities.

Sharing the connection between ACT performance and college performance with their students was "powerful." (high school respondent)

Sharing Data. First, several respondents described disseminating the HS2CSR data to other interested groups, such as school boards, counselors, high school teachers, parents, and students. One respondent remarked that sharing the connection between ACT performance and college performance with their students was "powerful." Another reported sharing the data with high school departments "so that they could see linkages between their instruction, ACT scores, and college success rates."

Internal Collaborations. Several of the examples described collaborations within the school/college to address specific issues such a college persistence or college readiness, or to utilize the information for the school's improvement plan. One illustrative example included: "The district and high school administrative teams began to collaborate. The Superintendent led pipeline discussions with the entire K-12 administrative team to build the pathway for accelerated progress and increasing expectations from K-12. Out of these discussions came staffing changes, co-curricular programs after school and in the summer that went beyond at-risk student populations, and increased AP training, course offerings, and enrollments."

External Collaborations. The last theme centered on collaborations across institutions. These collaborations dealt with topics such as increasing communication, increasing postsecondary placement scores, dual credit, and curriculum alignment (e.g., math, English, computer science and engineering). Examples of the cross-institution collaboration included: "An Associate Dean of mathematics and several math faculty members have been working with high school faculty members to align the curriculum. Their goal is to close the expectation gap between high school math and the college placement exam," and "Community college and high school counselors' meetings to discuss curriculum, gaps and misunderstandings." Lastly, one respondent reported a negative experience with collaborating with a college that had not been successful due to unions and administrative turnover.

Feedback from the focus groups was very similar in terms of the types of collaborative activities. Several mentioned using the report for curriculum decisions and conversations about college readiness. Utilizing the HS2CSR in collaborations across education sectors among principals, superintendents, and faculty at both the secondary and postsecondary

levels were also described. We asked a follow-up question whether the collaborations had been occurring prior to receiving the report. Of the respondents that were asked this question, nearly all reported collaboration relationships were present prior to the report. Below are examples of collaborative activities obtained from the focus groups:

> "I think the whole college readiness, the Common Core Standards, was another good content that helped us provide an event and a connection to an invitation again to get together." (*community college participant*)

> "We have been reaching out to our high schools. In fact, members of our English department are currently adopting a local high school, so that we can work with them. What we are doing is looking at college writing samples that are adequate to place into college-level English. We are very pleased with the way this is going and with the spirit of collaboration that's emerged." (*community college participant*)

> "We had a relationship with our community college prior to me ever seeing this report but we've always used data collected by them and data collected by us. And then we have always had questions about whose data was actually correct. So, I actually like this report because we can both look at the same thing and also be able to draw conclusions to how to help our students work better." (*high school participant*)

"I actually like this report because we can both look at the same thing and also be able to draw conclusions to how to help our students work better." (high school participant)

Respondents' Suggestions for Improving HS2CSR

Throughout the survey we asked respondents to provide feedback to improve the HS2CSR. We asked for suggestions for additional data elements to include and specific data elements to eliminate that will increase the usefulness of the report. We asked for suggestions for the individual sections of the report. We also asked for suggestions to improve the dissemination of the report and if a summarizing brief of the report would be helpful. The sections below provide a summary of the responses. Appendix E provides the verbatim responses for each of the sections separately. We also asked focus group participants for suggestions. Their comments are incorporated below.

Overall. Several individuals provided global positive feedback about the usefulness of the report: "I feel the report is all very useful" and 'The report is very comprehensive." A few commented that the report, although helpful, revalidates what educators "have known for years" that students taking advanced classes score higher on ACT and are more prepared for college. Another commented, "The report helps affirm pre-existing notions and ideas and helps verify what is already known." Lastly, a couple of survey respondents remarked that they have not used the HS2CSR "as fully as I should."

Increase accuracy. Although many respondents provided positive feedback about the HS2CSR, many have significant concerns about the comprehensiveness of the data that inhibited their use of the report. Others had concerns about the data; however, they still found the report useful as long as they kept the limitations in mind. Respondents indicated the lack of data from private institutions and out-of-state institutions reduced the usefulness of the report because the data were not an accurate representation of the students in their schools, especially when their high-performing students typically attended out-of-state institutions. This comment is representative of many respondents'

"The report only contains information on students that attend Illinois public institutions. Inclusion of all postsecondary schools would be a more complete picture." (high school respondent)

opinion: "The report only contains information on students that attend Illinois public institutions. Inclusion of all postsecondary schools would be a more complete picture." Several respondents expressed concern about using self-reported data and questioned the accuracy of these data. Another concern was the use of GPA rather than grades (i.e., A, B, C, etc. were used in the former High School Feedback report). While GPA allows for numerical comparisons (e.g., 2.9 vs 2.7), grades provide a range for measurement; and in doing so, "we have gained simplicity but not sure we gained meaning." Lastly, a couple of respondents had strong negative opinions about the accuracy of the ACT benchmarks.

Increase ease of use. Respondents from focus groups and meetings suggested that more clarity within the report would improve its usefulness, such as providing definitions and calculations for data measures and identifying data sources. Comments such as "What is general science?" and "How is development education defined?" indicate more detailed descriptions are needed. Providing training and examples of how other schools utilize the data would also increase understanding and the likelihood of utilizing the report. Local regional offices of education could be utilized to provide the training since they already have established relationships with the local school districts. Both survey respondents and focus group participants expressed interest in face-to-face training or webinars. Many preferred face-to-face training, "Well personally, I need to sit down…being able to hear what other people are doing, see what other people are doing is most beneficial" (*high school participant*); however, others commented that webinars are more cost efficient and flexible, "It doesn't matter to me if it's face-to-face or webinar as long as there are multiple opportunities…It's hard to find funding to transport people" (*community college participant*). Several respondents from the survey, focus groups, and meetings, suggested providing the data in an interactive, electronic system so that stakeholders would have more flexibility in using data and incorporating it with their local data systems. A number of focus group participants remarked, "The ability to manipulate the data electronically, so that it's more meaningful to us, would be very helpful" (*community college participant*) and "If there was some kind of electronic way to look at the data that would be more helpful than waiting for the report. I think it would be probably used more widely" (*community college participant*). A high school participant also commented about the usefulness of an interactive report, "I don't want data for data's sake but if I can utilize it and manipulate it and draw some questions out from our own organization's perspective, it's a good thing." Another suggestion from the CAO meetings was to provide in the "digital format of the report the ability that the table of contents link to the respective areas of the report to reduce time spent searching for information."

Increase Ease of Use

- *Provide definitions and data sources*
- *Provide training*
- *Provide data in an interactive, electronic system*

"The ability to manipulate the data electronically, so that it's more meaningful to us, would be very helpful." (community college participant)

Provide additional data elements. Numerous and varied suggestions pertaining to additional data were provided. Several respondents indicated all data records should be reported "regardless of a small count." It was remarked that excluding this information "…limits the use of information for small high schools." One suggested compromise of lowering the limit to five (rather than 10) was offered. Several respondents suggested that the report should include more comparative data. For instance, some respondents felt that comparing similar schools (e.g., geographical locations, region, funding levels, specific institutions) would strengthen the overall report. A few survey respondents requested

that individual students' names be included in order for them to match with their local data for further investigation; although, feedback from the IBHE FAC members discussed balancing the need for confidentiality with the need for comprehensive data. Several respondents suggested the data be disaggregated further by geography, minority or underrepresented populations, separate graduation years, demographic variables, and different GPA and ACT categories. Other specific suggestions included:

HS2CSR should include all data records "regardless of a small count." Otherwise it "limits the use for small high schools." (high school respondent)

- more recent data
- track data over time
- keep archived reports online
- college course enrollment
- track students from community college to university level
- more information on developmental math
- other variables that impact student success (e.g., financial information)
- more information about postsecondary schools where students attend (e.g., entrance exams).

Focus group participants and meeting attendees repeated several suggestions for additional data, namely, trend data, comparisons with other groups or schools/institutions, demographic breakdowns, and data for all of their students (e.g., part-time, adult students, delayed-starters). For example, the IBHE FAC members felt that better comparison groups (other than just the entire state) would be helpful and suggested using national data for comparison. Additional data elements to consider included: dual-credit enrollment, major, high school rank, socio-economic status, time of registration for college, breakout data for students with documented disabilities, intentions for postsecondary enrollment, and data for where non-persisters go after they drop out (e.g., out-of-state, 2-year, 4-year, employment). Several individuals expressed interest in tracking students from the community colleges to the 4-year institutions. Other subgroups to consider included veterans and later-adult re-entry cohorts. An IBHE FAC member suggested examining the impact of science course taking patterns on GPA in different postsecondary majors, programs, or institutions. One focus group attendee commented,

> "I think it would be also nice to have some types of trends over the years that are put on each one so that I don't have to say well how does this compare to last year and develop my entire own data warehouse spreadsheet of it so I compare 2011 to 2012 to 2013." (*high school participant*)

An attendee at a CAO meeting commented,

> "There was also indication that a more longitudinal analysis would be more helpful because some of the data is very limited in the amount of students included. The HS2CSR does not help with examining existing programs within the universities but it was the hope that the longitudinal data system might help link data to specific programs and not just to high schools."

Executive Summary. In terms of improvements, many suggested providing an executive summary to help understand and disseminate the information to other stakeholders who are less familiar with the report (e.g., school boards, parents, faculty). Responses to our survey question about a summarizing brief corroborated this suggestion. Three-fourths of the respondents "agreed" (59%) and "strongly agreed" (17%) that a summarizing brief (2-3 pages) would aid in understanding and using the report data, as well as facilitate collaborative endeavors. Nearly all of the focus group participants (both high school and community college) indicated an executive summary would be helpful, particularly when sharing with school boards of education and others who may not be as familiar with the data. One participant felt it would be helpful given the large volume of information in the report, "It gets around some of the problems that I find with just the length of the report. It needs something like that badly" (*community college participant*). A comment received from the IBHE FAC concurred, "An executive summary with just two or three key data charts would be useful as an orienting piece so readers don't have to dig through pages and pages of charts."

An executive summary would be helpful in disseminating the report and in understanding the data.

Dissemination Suggestions. When asked who else might benefit from receiving the report, several survey respondents provided suggestions: middle school administrators and faculty, high school guidance counselors, high school curriculum directors, Education for Employment (EFE) Directors, directors for student services/guidance, high school test coordinators/data analysts, deans/directors in the community college, and vice-president/chancellors at 4-year institutions. Focus group participants also suggested school board members, parent and community groups, school improvement teams, guidance counselors, curriculum coordinators, and the Chicago Area Directors of Curriculum (CADCI). Suggestions from the CAO meetings included sending to enrollment and institutional research offices and distributing through the CAO's listserv. Interestingly, participants from both the survey and focus groups suggested individuals who are currently on the distribution list. Providing a list of those on the distribution list (e.g., high school principals and superintendents, 2-year and 4-year presidents) along with the report, as well as specifically stating the report should be disseminated to others in their institutions would help inform every one of the dissemination strategy, and possibly encourage collaboration. A couple of suggestions from the open-ended survey questions included utilizing the ICCB to disseminate the report to community colleges and posting the current report on the agency websites as soon as they are available.

A high school participant commented on the potential of the HS2CSR: "Once courses are aligned to the core competencies this data will be more valuable. At present it is difficult to understand at school level because the courses they take have differences (i.e., English 1A, 1B, and 1C)."

High School Preparation and Success section. Several of the responses were similar to those stated above, such as provide definitions, put online in a relational database, track data trends, and provide more comprehensive data from private and out-of-state institutions. A couple of respondents remarked the data were "extremely useful" and indicated the report was good "as is." Some specific suggestions included: 1) providing more detailed information (break out each chart by high school for the college report, separate graduation years); 2) comparing high schools with similar demographics; and, 3) comparing developmental versus non-developmental students. Lastly, one respondent commented on the potential value of the HS2CSR, "Once courses are aligned to the core competencies this data will be more valuable. At present it is difficult to understand at school level because the courses they take have differences (i.e., English 1A, 1B, and 1C)."

College Readiness and Success section. Feedback for this section was somewhat limited. The need for trend data was reiterated. Some expressed concerns about using GPA data and self-report data, as well as the emphasis placed on standardized tests. A couple of respondents indicated they were using the data to reconsider their use of placement into developmental and college level courses and to inform their Enrollment Management Plan. Lastly, one respondent expressed interest in more nuanced information, "What types of developmental coursework is needed by students specifically? Are there certain skills that are lacking?"

College Success and Persistence section. Similar themes regarding data were echoed for this section, namely: providing definitions (persister vs non-persister), providing more comprehensive data with out-of-state and non-public schools, providing trend data, and providing comparison data with similar schools. Several respondents suggested additional breakdowns of the data: non-persisters by GPA ranges, persistence rates by different ACT ranges, rates of non-persisters by school, persistence rates by community colleges versus 4-year institutions, and unique student IDs to conduct follow-up. The new Illinois Longitudinal Data System will provide information for one respondent's request regarding non-persisters and their subsequent enrollment patterns. Lastly, several respondents provided suggestions that would require additional data or a research study, for example, "Determine the cause for the students not remaining in college after the 1st year. For example, cost of the school, lack of academic progress, social issues with the school, etc." Members from the IBHE FAC posed the following question, "Why do students leave the institution?" that goes beyond the currently available data in the HS2CSR.

Appendix: Detailed Summary Information by Campus section. Several of the respondents repeated the need to include all students' data rather than limiting when the count is less than 10 in order for the data to be meaningful and helpful. Specific requests for additional comparisons with similar schools, with 2-year versus 4-year schools, and with enrolled students at the "home" institution versus other institutions were included. On the other hand, concern about school-to-school comparisons was expressed by one respondent: "To compare students in my district who are receiving below the state average in per pupil funding to students in districts where the per-pupil funding is 2 or 3 times the state average is not comparing apples to apples."

Illinois Custom Addendum Charts and Tables. Only a few respondents provided feedback for this section. Some found the data helpful and would like additional comparison data. Others found the data uninformative and indicated that they have access to other sources (e.g., teachers) for similar information. A couple of specific suggestions included providing disaggregated data to identify specific areas of deficiency, adding cumulative percentages of the totals, and identifying when data are statistically significantly different.

Conclusions and Recommendations

Results from the survey and qualitative data affirmed the usefulness of the HS2CSR to facilitate improved student achievement by fostering communication and collaboration between secondary and postsecondary educators and policymakers. Respondents indicated they typically use the HS2CSR to monitor student success. More collaborative activity utilizing the report occurred within the K-12 sector and occurred within institutions, rather than cross-institutions. Results also identified limitations with the dissemination strategy and concerns about the comprehensiveness of the data. Respondents' suggestions to improve the report include increasing the ease of use, increasing the representativeness of the data, and providing additional data elements. Recommendations based on the results and respondents' suggestions are provided below.

Improve dissemination. Survey results indicated that the primary dissemination of the HS2CSR to K-12 principals and superintendents, as well as to community college and university presidents, was limited, as well as the secondary dissemination to those beyond this initial group. Lack of awareness of the report may have contributed to the distribution efforts. Without an effective distribution of the report, use of the data and collaborations will be limited. Given the typical protocols within education institutions, it will be necessary to continue to first communicate and distribute the report to the senior level administrators in school districts, community colleges, and universities, as was done with the Year 1 and Year 2 reports. In order to reach educators beyond the initial distribution list, the IBHE, ICCB, and ISBE should continue to encourage senior administrators to distribute the report widely. Additionally, these state agencies could target specific subgroups that are likely to be involved in school improvement planning, curriculum alignment with the Common Core State Standards, and cross-institution collaborations, as well as other activities focusing on improving student achievement. Examples of these groups include regional superintendents, National Board Certified Teachers, high school and postsecondary counselors, transfer coordinators, institutional researchers, and secondary and postsecondary faculty advisory councils. Many of these groups have state-level professional organizations that can facilitate announcing the availability of and access to the report. Results from our survey indicate direct email to all stakeholders would be the most effective strategy. Additional avenues could include notifications on the IBHE Friday Memo, the ISBE superintendent weekly message, and professional organizations' newsletters.

Increase the use of the report. The majority of those who did receive the HS2CSR are using it and finding it useful. They see the report as another data tool and are using it in their collaboration activities. Results from the evaluation, however, indicated some respondents' concerns about the representativeness of the data inhibit their use of the report and collaborative activities. Respondents provided several suggestions to reduce their concerns: 1) improve the comprehensiveness of the report by including data from out-of-state and private institutions; 2) include all data even if the count is less than 10 so as to not limit the small high schools' use of the report; and, 3) rely less on self-report data. Some of these concerns will be addressed when the new Illinois Longitudinal Data

System comes online. Until then, it will be helpful to acknowledge these limitations in the report materials. Furthermore, the HS2CSR competes with many other data reports for educators' time and attention. Enhancing the value of the report by providing additional data (e.g., track data over time, include comparison data) will likely increase utilization of the report.

Increase ease of use. Results from the evaluation also indicated respondents' lack of time and resources reduce use of the HS2CSR and collaborative activities. Improving the ease in which to use the data will facilitate more productive and efficient use of time, thus, increasing educators' likelihood of using the report. Several avenues might be pursued to make the data more accessible. First, providing a brief executive summary (2-3 pages) will expedite interpreting the data and disseminating the results to a wider audience (e.g., school boards, faculty, parents). Second, providing the data in an online relational database will allow users to drill down to more detailed data and to create custom reports for their specific questions. It will also allow them to more easily incorporate the HS2CSR data with their local data systems. Providing the data online in an interactive report to view results easily will facilitate use of the HS2CSR. Illinois' recently implemented 5Essentials Survey (http://uchicagoimpact.org/5essentials)[5] to measure school climate and inform school improvement activities, provides an excellent example of an online, interactive data resource that allows stakeholders to view high level information and detailed data results to inform their decisions. Proving descriptions of the data sources and definitions will improve clarity and allow users to focus on working with the data rather than expending time answering questions about meaning and sources of data elements. Regarding time constraints specifically at the high school level, setting aside time for analyzing and interpreting data is a prerequisite for data-informed decisions (Means, Padilla, Gallaher, 2010; Cosner, 2012). Cosner's (2012) research on instructional reforms also emphasizes the importance of school leadership to set aside time for collaborative activities, as well as monitor and make necessary adjustments so that the collaborative activities continue to be productive. Another avenue suggested by research involves providing technical support for data interpretation through the use of data coaches, although Means, et al. (2010) found that this is the least common support provided. For long-term impact, policies directed toward pre-service teacher education programs to improve instruction on data use for soon-to-be teachers should be considered (Means, Padilla, DeBarger & Bakia, 2009).

Increase collaboration. Encouraging collaborations between secondary and postsecondary institutions is one of the primary goals of the HS2CSR. Many respondents reported being engaged in collaboration activities, typically within their institutions. And while some individuals reported the HS2CSR inhibited collaboration due to data issues, many indicated the HS2CSR facilitated their collaborative activities. When cross-institution collaborations do occur, they usually are carried out between the K-12 and community colleges, most likely due to the higher rate of developmental education at the community college level, rather than at the 4-year institutions.

[5] The 5Essentials was developed by the University of Chicago Consortium on School Research at the University of Chicago Urban Education Institute, in partnership with Chicago Public Schools.

A desire for more conversations across the education sectors was expressed by many survey respondents and focus group participants. In addition to the willingness to work together, other conditions are also in place to facilitate collaborations, namely, existing relationships among individuals/institutions and the availability of the data provided in the HS2CSR (as well as other sources) to inform discussions. IBHE, ICCB, and ISBE should build on these current collaborative relationships and encourage new collaborations, particularly cross-institution collaborations.

Several past and current state initiatives (e.g., College and Career Readiness Grants, Alliance for College Readiness, Pathways to Results) have had success with developing collaborations across education sectors. In general, these initiatives provided funding, training, and support to selected community colleges and their partnering high schools to target college readiness through various activities, including discussions on curriculum alignment and creating interventions to reduce the number of students needing developmental education. The HS2CSR was utilized in some of these collaborations primarily as a "conversation starter" to help identify potential areas for improvement and as an additional data resource that provided a higher level of information that facilitated initial conversations between the sectors. For these and future initiatives, IBHE, ICCB, and ISBE could position the HS2CSR as a valuable data resource to inform the collaborative activities. Identifying data needs for these types of collaborations could also inform development and modifications of future reports.

IBHE, ICCB, and ISBE might consider hosting regional workshops similar to those held in Fall 2011 after the release of the Year 1 report to offer training with data interpretation and utilization in order to enhance awareness of the report and to facilitate use of the HS2CSR and cross-institution collaborations. Online webinars could also be developed to provide "virtual data coaches" to support interpretation and use of the data. These webinars would also allow flexibility to be accessed at the time and location convenient to the participants. The workshops and webinars could engage current high-end users to share their strategies and experiences in collaborating and utilizing the HS2CSR, particularly around alignment of the Common Core State Standards. These would meet the requests of many respondents who expressed interest in learning how other schools are utilizing the HS2CSR.

Multi-layer collaborations, such as the cross-institution collaboration discussed here, may have additional "complexities" that make collaborative data practices particularly challenging (Nelson, 2008, p. 577). The historical "finger pointing" among education sectors may create barriers to achieving successful collaborations. However, the increased focus on many statewide education reform initiatives (e.g., Common Core State Standards and Illinois P-20 Council goal of 60% with a degree or credential by 2025) provides a platform to engage in collaborations. Existing and new cross-institutional collaborations developed through collegial trust (Cosner, 2009), plus the use of the HS2CSR, as well as many other tools, will support efforts to improve student achievement in Illinois.

To conclude, experiences with the first two HS2CSR releases provided opportunities to learn what went well and where improvements can be implemented. Results from this evaluation show that although the report is not as widely disseminated as hoped, many who have received it are using it and finding it helpful in their collaborations within their institution and some are utilizing it across institutions. Development of future reports should focus on improving the representativeness of the data and increasing ease of use. These enhancements, along with improving report dissemination and providing training to more fully utilize the report would likely result in expanded use to foster communication and collaboration among secondary and postsecondary educators to improve student achievement.

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Appendix A

High School to College Success Report Online Survey

Welcome! Thank you for your efforts in helping us to understand how you use the Illinois High School to College Success Report (HS2CS). Our organizations, the Illinois Education Research Council (IERC) and the Applied Research Consultants (ARC), have been asked to evaluate the dissemination and usefulness of the HS2CS reports as well as your collaborative efforts within and across institutions. Beginning in July 2011, IBHE, ICCB, and ISBE, in conjunction with ACT, released a new format of the report containing data on scores and grades for three consecutive school years. The goal of the report is to encourage data-driven decision making and collaboration between secondary and post-secondary stakeholders through the use of college retention rates, college grade point averages, and high school preparation for college statistics. Your feedback is crucial to examining the usefulness of the report! With this in mind we would greatly appreciate your help and we ask that you complete the following questionnaire about your experiences with the report. In the survey we ask everyone to complete questions pertaining to: your overall opinion of each section of the report, the dissemination of the report, usage and usefulness of the report, suggested data elements to add or delete, your collaborative activities involving the report. We estimate the time to complete the survey to be 10-20 minutes, depending on your responses. Thank you in advance for your assistance. It is greatly appreciated. The deadline to complete the survey is: Friday, March 29, 2013

Informed Consent This Informed Consent needs to be read and electronically signed by you if you wish to participate in this research study. This online survey was designed to gather information regarding your knowledge and opinion regarding the High School to College Success report for the state of Illinois. Additionally, this online survey will seek information regarding potential changes to the report and your collaborative efforts in using the report. You represent a sample of the population being researched as you are the main audience for the report. Participation is voluntary. You may choose not to participate in this online survey. When participating in this online survey, your responses will be confidential. We will maintain your contact information only for reminder purposes or if we have questions regarding your responses. No names or identification numbers will be connected to the analyses or reports. Data will be reported in aggregate form. Completion and return of this survey indicate voluntary consent to participate in this study. If you have any questions about this study, contact: Brenda K. Klostermann, PhD Associate Director, Illinois Education Research Council (IERC) Southern Illinois University Edwardsville Email : breklos@siue.edu Phone : (618) 650-2840 Applied Research Consultants (ARC) Department of Psychology Southern Illinois University Carbondale Email : arcmail@siu.edu Phone : (618) 453-3536

Instructions: Please click the “I Consent “ button below to continue with the survey. If you do not wish to participate please exit the browser.

This study has been reviewed and approved by the SIUC Human Subjects Committee and the SIUE Institutional Review Board. Questions concerning your rights as a participant in this research may be addressed to the

Committee Chairperson, Office of Sponsored Projects Administration, Southern Illinois University, Carbondale, IL 62901- 4709. Phone: (618) 453-4533. E-mail siuhsc@siu.edu

Instructions: We are interested in your experiences with the Illinois High School to College Success Report. Please answer the following questions as accurately as possible. This is not a test and therefore there are no "correct " answers. Your responses are simply an opportunity for us to gain more insight on how you use this report in your education planning or evaluation practices; what problems or opportunities you have experienced with this report. For your convenience we have provided the link to State Reports. Please feel free to cross-reference your report while completing this questionnaire. (Click on your category of institution.) Four-year public institutions Community Colleges High Schools - Each school's report is posted on the profile page of the high school on the Illinois Interactive Report Card. Select a high school of your choice to use as an example. Important: If you need to go back to a previous page you must use the back button provided within the survey. Do not use your internet browser back button. You may exit the survey and return at a later time. Before you exit, complete the question(s) on the current screen. All responses will be lost on the incompleted screen. To return, use the survey link provided in the email we sent you.

Q1 In which region of the state do you work?

- ❍ Chicago
- ❍ Northeast (not including Chicago)
- ❍ Northwest
- ❍ East Central
- ❍ West Central
- ❍ Southeast
- ❍ Southwest

Q2 What is your title/role at your institution?

- ❍ Principal
- ❍ Superintendent (district or ROE)
- ❍ 2-year college Administrator
- ❍ 4-year college Administrator
- ❍ Not Listed. (please provide) _____

Q3 Please indicate the number of years of experience in your current position.

Q4 Indicate the number of years employed in education.

Instructions: The High School to College Success reports are sent to public education institutions through U.S. mail and are posted on IBHE, ICCB, ISBE, and Illinois Interactive Report Card (IIRC) websites. The reports may have been circulated within institutions. The first report was delivered in Summer 2011 and the second report in Winter 2013. Please answer the following questions in regards to your experience with the report(s). The 2006-2008 Freshmen Report - Delivered in Summer 2011 - Referred to as the Year 1 report. The 2007-2009 Freshmen Report - Delivered in Winter 2013 - Referred to as the Year 2 report.

Q5 Which report(s) did you receive?

- ❍ I received both reports.
- ❍ I only received the Year 1 report.
- ❍ I only received the Year 2 report.
- ❍ I did not receive either report.

Q6 From whom did you receive the Year 1 report or how did you access the Year 1 report? (check all that apply)

- ❑ Supervisor/administrator
- ❑ Colleague
- ❑ Direct mailing of institutional CD
- ❑ IBHE website
- ❑ ISBE website
- ❑ ICCB website
- ❑ Illinois Interactive Report Card (IIRC)
- ❑ Other _____

Q7 How would you prefer to be notified when the Illinois High School to College Success Report is available? (check all that apply)

- ❑ Email notification
- ❑ Your professional organization
- ❑ IBHE Friday Memo
- ❑ ISBE Superintendent's weekly message
- ❑ School newsletter
- ❑ ROE notification
- ❑ Other (Please list): _____

Q8 How would you rate the effectiveness of the Year 1 report's dissemination?

- ❍ I received the report in a timely manner
- ❍ I received the report late, but was still able to utilize it
- ❍ I received the report too late to use it in my education practice

Q9 To what extent did you read the Year 1 report?

- ❍ Not at all
- ❍ To some extent
- ❍ To a great extent
- ❍ I have read the full report

Q10 From whom did you receive the Year 2 report or how did you access the Year 2 report? (check all that apply)

- ❑ Supervisor/administrator
- ❑ Colleague
- ❑ Direct mailing of institutional CD
- ❑ IBHE website
- ❑ ISBE website
- ❑ ICCB website
- ❑ Illinois Interactive Report Card (IIRC)
- ❑ Other _____

Q11 How would you prefer to be notified when the Illinois High School to College Success Report is available? (check all that apply)

- ❑ Email notification
- ❑ Your professional organization
- ❑ IBHE Friday Memo
- ❑ ISBE Superintendent's weekly message
- ❑ School newsletter
- ❑ ROE notification
- ❑ Other (Please list): _____

Q12 How would you rate the effectiveness of the Year 2 report's dissemination?

- ❍ I received the report in a timely manner
- ❍ I received the report late, but was still able to utilize it
- ❍ I received the report too late to use it in my education practice

Q13 To what extent did you read the Year 2 report?

- ❍ Not at all
- ❍ To some extent
- ❍ To a great extent
- ❍ I have read the full report

FOR THOSE WHO DID NOT RECEIVE REPORTS

Q14 Were you aware of the Illinois High School to College Success Report before receiving this survey?

- ❍ Yes
- ❍ No

Q15 Before you leave, we are interested in other resources you may be using to collaborate with those within or outside your institution. Therefore, what other data/informational resources are you using in your collaboration efforts to improve student success (e.g., curriculum alignment, recruitment, access, retention, funding, implementation of the Common Core State Standards)?

Thank you for completing this survey! The information you provided will help achieve a greater understanding about the Illinois High School to College Success Report. Your feedback will also help us to better understand how you are using the report. Again, thank you for your feedback! Please be sure to click the submit button below to save your answers.

FOR THOSE WHO RECEIVED REPORTS

Instructions: You have indicated that you have received and/or read the report. In the following questions you will be asked about your use of the report(s). We are interested in whether you have used the report(s) and specifically which sections of the report you have used.

Q16 Have you utilized the High School to College Success Report(s)?

- ❍ Yes
- ❍ No

Q17 Please indicate why you do not utilize the report(s). (Check all that apply)

- ❑ Too much information
- ❑ Data are not reliable
- ❑ Not enough information
- ❑ Better resources, with similar information, exist
- ❑ The report is confusing
- ❑ The data is outdated
- ❑ The data is not relevant to my work
- ❑ I have not had time to review, but plan to utilize, the report
- ❑ Other _____

Q18 How are you using the report(s)? (check all that apply)

- ❑ Making program changes
- ❑ Collaborating within my institution
- ❑ Collaborating outside my institution
- ❑ Making curriculum/course changes
- ❑ Monitoring student success
- ❑ Making changes in advisement
- ❑ Other _____

Q19 To what extent do you utilize the High School to College Success Report?

- ❍ Very Rarely
- ❍ Rarely
- ❍ Occasionally
- ❍ Frequently
- ❍ Very frequently

Q20 I consider the High School to College Success Report to be

- ❍ Not at all useful
- ❍ Slightly useful
- ❍ Moderately useful
- ❍ Very useful

Q21 What data elements could be included to make the report more useful?

Q22 Which data elements are not useful and could be removed to make the report more concise?

Instructions: The next several questions will ask you about your use of each section of the report. Please indicate which section(s) of the report you utilize. Page numbers of each section have been provided for ease-of-reference. For your convenience we have provided the link to State Reports. Please feel free to cross-reference your report while completing this questionnaire. (Click on your category of institution.) Four-year public institutions Community Colleges High Schools - Each school's report is posted on the profile page of the high school on the Illinois Interactive Report Card. Select a high school of your choice to use as an example.

Instructions: Please indicate whether you use the following section of the report. Charts included in the High School Preparation and Success section:

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

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

Chart 3: Percent 'Below' and 'At or Above' a First Year College GPA of 2.50 by Mathematics Course Sequence Patterns Studied in High School

Chart 4: Percent 'Below' and 'At or Above' a First Year College GPA of 2.50 by Science Course Sequence Patterns Studied in High School

Chart 5: Local and Statewide First Year College GPAs by ACT College Readiness Standards Score Ranges

Q23 Have you used the High School Preparation and Success (p. 1) section?

- ❍ Yes
- ❍ No

Q24 Overall the High School Preparation and Success section (containing charts 1-5) is useful.

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Q25 Please share some examples on how to make the High School Preparation and Success Section more useful.

Instructions: Please indicate whether you use the following section of the report. Charts included in the College Readiness and Success section:

Chart 6: First Year College GPA by ACT College Readiness Standards Score Ranges and Test Subjects

Chart 7a: Local and Statewide ACT Composite Test Scores for All Students and for Students Taking Developmental Courses by Core Course-Taking

Chart 7b: Local and Statewide First Year College GPA for All Students and for Students Taking Developmental Courses by Core Course-Taking

Chart 8: Local and Statewide Average ACT Scores for Students Assigned to Developmental Coursework in College Across Test Subjects

Q26 Have you used the College Readiness and Success (p. 6) section?

- ❍ Yes
- ❍ No

Q27 Overall the College Readiness and Success section (containing charts 6-8) is useful.

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Q28 Please share some examples on how to make the College Readiness and Success Section (containing charts 6-8) more useful.

Instructions: Please indicate whether you use the following section of the report. Charts included in the College Success and Persistence section:

Chart 9: Local and Statewide Students Enrolled in Public Postsecondary Institutions who Did/Did Not Return to Same Campus in Year 2 -First Year College GPA

Chart 10: Local and Statewide Students Enrolled In Public Postsecondary Institutions Who Did/Did Not Return To Same Campus In Year 2 - ACT Composite Score And High School GPA

Q29 Have you used the College Success and Persistence (Charts 9 and 10; p. 10) section?

- ❍ Yes
- ❍ No

Q30 Overall the College Success and Persistence section (containing charts 9 and 10) is useful.

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Q31 Please share some examples on how to make the College Success and Persistence Section (containing charts 9 and 10) more useful.

Instructions: Please indicate whether you use the following section of the report. Tables included in the Appendix: Detailed Summary Information by Campus section of the report:

Table 1: Summary Statistics for Your ACT-tested Students Compared to All Enrolled ACT-tested Students Statewide

Table 2: Summary Statistics for Your ACT-tested Students Who Did/Did Not Take Core Coursework

Table 3: Average First Year GPA and Hours Completed for ACT-tested Students by College Readiness Benchmark Scores

Table 4: First Year College GPA by Mathematics Course Patterns Taken by Your ACT-tested Students

Table 5: Average First Year College GPA by Science Course Patterns Taken by Your ACT-tested Students

Table 6: Average First Year GPA for Your ACT-tested Students by ACT College Readiness Score Ranges

Table 7: Summary Statistics for Your ACT-tested Students Who Were Identified as Needing Developmental Coursework

Table 8: Summary Statistics for Your ACT-tested Students Enrolled in Public Postsecondary Institutions Who Die/Did Not Return to the Same Campus in Year 2

Q32 Have you used the Appendix: Detailed Summary Information by Campus (Appendix Tables 1-8; p. 13) section?

- ❍ Yes
- ❍ No

Q33 Overall the Appendix: Detailed Summary Information by Campus section (containing tables 1 - 8) is useful.

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Q34 Please share some examples on how to make the Appendix: Detailed Summary Information by Campus section (containing tables 1 - 8) more useful.

Instructions: Please indicate whether you use the following section of the report. Charts included in the Illinois Custom Addendum section of the report:

Addendum Chart 1:	Local and Statewide Average ACT Scores for Students Assigned to Developmental Coursework in Language Arts Across Test Subjects
Addendum Table 1:	Average ACT Scores for Your Students Who Were Assigned to Developmental Coursework in Language Arts
Addendum Chart 2:	Local and Statewide Average ACT Scores for Students Assigned to Developmental Coursework in Mathematics Across Test Subjects Addendum Table 2: Average ACT Scores for Your Students Who Were Assigned to Developmental Coursework in Mathematics
Addendum Chart 3a:	Local and Statewide Students Enrolled in Public Postsecondary Institutions Who Did/ Did Not Return to Any Public Institution for Year 2 - First Year College GPA
Addendum Chart 3b:	Local and Statewide Students Enrolled in Public Postsecondary Institutions Who Did/ Did Not Return to Any Public Institution for Year 2 - ACT Composite Scores and High School GPA
Addendum Table 3:	Summary Statistics for Your ACT-tested Students Who Did/Did Not Return to Any Public Institution for Year 2

Q35 Have you used the Illinois Custom Addendum (p. A1) section?

- ❍ Yes
- ❍ No

Q36 Please indicate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Overall the Illinois Custom Addendum Charts are useful.					
Overall the Illinois Custom Addendum Tables are useful.					

Q37 Please share some examples on how to make the Illinois Custom Addendum Charts more useful.

Q38 Please share some examples on how to make the Illinois Custom Addendum Tables more useful.

Instructions: Rank-order the sections of the report in terms of their usefulness. Assign each section a number (1-5) that represents how you rank each on usefulness, with 1 being the most useful and 5 being the least useful.

Q39 Which sections are the most useful?

- ❑ High School Preparation and Success (p. 1)
- ❑ College Readiness and Success (p. 6)
- ❑ College Success and Persistence (Charts 9 and 10) (p. 10)
- ❑ Detailed Summary Information by Campus (Appendix: Tables 1 - 8; p. 13)
- ❑ Illinois Custom Addendum (p. A1)

Instructions: Some institutions use the data in the High School to College Success reports to collaborate among staff and faculty within their own institutions and with other institutions on ways to improve student success throughout the pipeline of high school to college graduation. In this section we're interested in your experiences with collaboration and how this report has been used in (or could be improved for use in) these collaborations. Collaboration efforts could involve improving curriculum alignment, recruitment, access, retention, funding, implementation of the Common Core State Standards, among other things.

Q40 To what extent have you collaborated using the Illinois High School to College Success Report?

- ❍ Never
- ❍ Seldom
- ❍ Sometimes
- ❍ Often

Q41 You have indicated that you are not collaborating with other institutions using the Illinois High School to College Success Report. Please indicate below any possible reasons as to why you are not collaborating. (check all that apply)

- ❑ The report does not contain the information I need to enhance my collaborations.
- ❑ The report is too difficult to understand.
- ❑ The data in this report are not relevant to the type of collaborations we do with other institutions.
- ❑ A lack of time prevents me from reading this report in preparation for my meetings with other institutions.
- ❑ Other institutions, in which I could collaborate, are not using the report.
- ❑ Other Reason _____

Q42 To what extent have you collaborated with individuals inside your institution to improve student success?

- ❍ Never
- ❍ Rarely
- ❍ Sometimes
- ❍ Often

Q43 The Illinois High School to College Success Report has been helpful in collaboration among the staff inside my institution.

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Q44 To what extent have you collaborated with individuals outside your institution to improve student success?

- ❍ Never
- ❍ Rarely
- ❍ Sometimes
- ❍ Often

Q45 The Illinois High School to College Success Report has been helpful in collaboration with individuals outside my institution.

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Q46 What barriers have you experienced in your attempts to collaborate with others to improve student success?

Q47 What has facilitated collaboration with others to improve student success?

Q48 To what extent do you agree that a summarizing brief (e.g. 2-3 pages) of the High School to College Success Report for each institution would be useful for collaboration purposes?

- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Q49 How has the HS2CSR changed (or how do you anticipate the HS2CSR will change) your collaboration activities to improve student success (e.g., curriculum alignment, recruitment, access, retention, funding, implementation of the Common Core State Standards)?

Q50 What other data/informational resources are you using in your collaboration efforts to improve student success?

Q51 To what extent does the HS2CSR add to your current collaboration activities to improve student success?

- ❍ None
- ❍ Some
- ❍ Quite a Bit
- ❍ An Extreme Amount

Instructions: We are interested in learning more about your collaborations. Below we have provided space for you to describe examples of two of your collaborative efforts in which you utilized the High School to College Success Report. More space is provided if you would like to include additional information. Please include the position title of the individual with whom you collaborated and the goal of the collaboration. For example, a high school English teacher meeting with a community college English 101 instructor to discuss curriculum alignment.

Q52 Please describe your first example of collaborating with others utilizing the High School to College Success Report.

Q53 What sector(s) is your first collaborator in? (check all that apply)

- ❑ High School or District
- ❑ ROE
- ❑ Community College
- ❑ 4-year university

Q54 Please describe your second example of collaborating with others utilizing the High School to College Success Report.

Q55 What sector(s) is your second collaborator in? (check all that apply)

- ❑ High School or District
- ❑ ROE
- ❑ Community College
- ❑ 4-year university

Q56 Would you like to provide us with more collaboration examples?

- ❍ Yes, I have more collaboration examples to provide.
- ❍ No, I do not have more examples.

Instructions: You have indicated that you would like to provide more collaboration examples. Below is space to provide up to four more examples.

Q57 Please describe your third example of collaborating with others utilizing the High School to College Success Report.

Q58 What sector(s) is your third collaborator in? (check all that apply)

- ❑ High School or District
- ❑ ROE
- ❑ Community College
- ❑ 4-year university

Q59 Please describe your fourth example of collaborating with others utilizing the High School to College Success Report.

Q60 What sector(s) is your fourth collaborator in? (check all that apply)

- ❑ High School or District
- ❑ ROE
- ❑ Community College
- ❑ 4-year university

Q61 Please describe your fifth example of collaborating with others utilizing the High School to College Success Report.

Q62 What sector(s) is your fifth collaborator in? (check all that apply)

- ❑ High School or District
- ❑ ROE
- ❑ Community College
- ❑ 4-year university

Q63 Do you have any suggestions for who else should receive the report?

Q64 Is there anything else you would like to add to improve the dissemination or usefulness of the Illinois High School to College Success Report?

Appendix B

High School to College Success Report Evaluation Focus Group Questioning Route

Introduction:

- Please let us begin with a brief introduction, including your name, institution, and how you received the report.

For our first question:

- Please describe how you (or your staff) have utilized the report.
  - Probe: Can you describe one or two examples of your experiences with the report in relation to improving student success, achievement, retention, etc.?
  - Probe: In what way does the report change your institution's practices?

Key Questions (Collaboration):

- Can you describe some of the collaborations you or your staff have had using the Illinois High School to College Success Report? *(If they have not collaborated, ask how they could envision using the report in collaboration activities.)*
  - Probe: Just to clarify was that an internal collaboration?
  - Probe: Just to clarify was that an external collaboration?
  - Probe: What was the purpose of the collaboration?
  - Probe: Who were your collaboration partners?
  - Probe: How often do you meet to collaborate? Is this ongoing, one-time?
    - If you only met one time, would it have been beneficial to meet more; or do you feel you accomplished your goals?
- How have your collaboration activities changed since the introduction of the High School to College Success Report? Specifically, compare your collaboration efforts prior to your use of this report.
- What features of the report have been beneficial in facilitating collaboration with others to improve student success?
- What barriers have you experienced in your attempts to collaborate with others to improve student success while using this report (HS2CSR)?

Key Questions (Suggestions to Improve Report):

- What data in the current report are most helpful to you, either within your institution or in your collaborations with other institutions?
  - Probe: Are there specific charts or tables you find most helpful?
  - Probe: Can you tell us why they are helpful?
- What suggestions do you have to improve the report?
  - Probe: Specific data elements
  - Probe: Formatting
  - Probe: Dissemination

- What features that are not currently in the report would help you foster greater collaboration?
  - Probe: Across institutions?
  - Probe: Within institution?
- How useful would an executive summary of the report be to help interpret the data or to help with collaborations?
- Aside from the HS2CSR, what other informational resources are you using to improve student success?
  - Probe: Other sources of data
  - Probe: Other sources to help with collaboration
- How do these additional resources improve the quality of your collaboration in ways that the HS2CSR does not?

Conclusion:

- Overall, how effective do you feel the report is in helping you improve student success?
- Finally, we would like to go around the room and have everyone indicate the most important point that you would like the agencies to hear about your experiences with the report.

Optional Question Bank *(depending on the type of meeting)*

1. If you have colleagues who do not use the report, what barriers do you think prevent them from making use of it?
2. If training in the use of the report were available, would you attend (either online or in-person) and what topics of training would you find most helpful?
   - Probe: If yes, what would be your preferred option in which to receive training? (face-to-face, webinar, handouts, presentations at professional association meetings, district meetings, regional meetings, or other)

Appendix C

Methodology for the Focus Groups and Qualitative Analysis

After conducting the survey portion of the project, a researcher from the Illinois Education Research Council and researchers from Applied Research Consultants of Southern Illinois University, worked together to develop questions based on survey items that required more in-depth feedback, as well as follow-up questions. A preliminary focus group based survey was sent through email to those that were on the email list for the initial survey. This survey asked whether or not the individual would be interested in participating in a focus group for the purpose of providing in-depth feedback and if so what medium would they prefer (online, telephone, or face-to-face). Once the responses to the focus group survey were received, the individuals who indicated interest in participating in a focus group, were contacted through email to set up times for their participation.

The focus groups were conducted from May to May 2013 and through three different mediums; online through Go-to-Meeting (an online meeting software) conference calls, and face-to-face. In addition, researchers attended three separate meetings in March and May 2013 with postsecondary senior administers and faculty to request feedback on the focus group questions. The meetings included: 1) Chief Academic Officers (CAOs) of Illinois community colleges held at Richland Community College, 2) CAOs of 4-year and community colleges held at IBHE, and 3) IBHE Faculty Advisory Council (FAC) which includes faculty from both 2-year and 4-year institutions held at Monmouth College. It is important to note that in order to better accommodate the participants, locations for face-to-face focus groups were chosen based on the locations of the participants. A few central locations were chosen with the aim at preventing participant travel from exceeding 60 miles one-way. Focus groups were conducted by a researcher from the Illinois Education Research Council and a researcher from Applied Research Consultants of Southern Illinois University. There were a total of 8 focus groups conducted, 3 face-to-face, 4 telephone, and 1 online, in which a total of 20 individuals participated. All of the focus groups were audio recorded, as well as the meetings with the 2-year and 4-year of CAOs and the IBHE FAC. Thus, the qualitative analysis included the 10 recordings plus researcher's notes taken at the IBHE FAC meeting.

The first step of the qualitative analysis was to transcribe the recordings from each focus group. Researchers from Applied Research Consultants of Southern Illinois University did the transcriptions. The second step required three separate judges to develop categories that emerged from participant responses. The third step involved an analysis of the frequency of responses across those categories across each question. The development team consisted of three judges, two auditors, and a research consultant. All three judges were advanced graduate psychology students; they were all females. The auditors were Ph.D. level psychologists, who were both females. The research consultant was a female Ph.D. level Industrial and Organizational Psychologist.

There were cases where individual responses were commonly assigned to multiple codes as some responses contained multiple concepts. Then, the judges met with the research consultant to generate an initial coding system which consisted of a list of all codes that emerged from the responses. The judges discussed the codes and arrived at consensual agreement about the most appropriate codes that captured the essences of the data. The coding scheme served as a conceptual framework by which to organize the data.

After the coding scheme was developed, analysis of all of the data was initiated. Each judge was given all of the responses to each of the questions. Each judge coded each response assigning codes to individual responses. The judges collapsed, revised, or discarded their codes into overarching categories. The categories represented superordinate themes that cut across the codes developed. These findings were then presented to the auditors. The auditors noted inconsistencies (e.g., same response being assigned different codes) and aspects of the coding system that lacked clarity (e.g., meaning of a particular code).

The judges then began refining the categories again, making consensual decisions in response to the auditor's feedback, and making revisions to the codes assigned and coding scheme. The auditors assisted in reaching consensus with the judges that data saturation had been achieved after all the responses were analyzed. Through the process of developing the categories, the development team was able to ensure that no new themes emerged from the data and that the categories were representative of the experiences of all the participants in the study.

Appendix D

Examples of Collaborations

Collaboration #1

- We exchanged data with a community college. We have tried to have more collaboration, but they are not very easy to work with. Their unions make it difficult and the turnover in their administration has not helped.
- High school faculty -- the focus from their perspective became the differences in our local grades and grades students receive in post-secondary work.
- Attended a regional meeting on the topic
- I did not personally take part; however, the Associate Dean of Mathematics and several math faculty have been meeting with the faculty from several district high schools to better align the curriculum. Their goal is to close the expectation gap between high school math and the college placement exam.
- Joint in-services every fall of HS and CC faculty
- I have worked with our high school departments to try and prepare our students for success after high school. We have encouraged as many students as possible to take a 4th year of mathematics. Those who do are very likely to test high enough on the asset test to allow them to take college level math classes. Those students who choose not to take a 4th year of high school math often are placed in college remedial math. Some of these students were decent math students their first three years of high school, but the year away from math caused them to slip significantly. If you don't practice math regularly, you are likely to forget it.
- Meetings with High School English and Math instructors - curriculum alignment and Dual Credit Quality Act and IAI requirements.
- I attended a workshop 2 years ago when this report was introduced. There were people from HS and Higher Ed at the meeting and we talked together about the information.
- Preventing colleagues from thinking that it is representative of their school. It is useful at the individual institution level, but even then, serious caveats apply (e.g., too many unaccountably missing students).
- We shared the data with our high school departments, so that they could see linkages between their instruction, ACT scores, and college success rates.
- HS faculty underwent a "jigsaw" activity of section 1 at an hour early dismissal in-service.
- Discussing the results to understand what they actually mean.
- Teacher meetings and workshops.
- Please fix the science benchmark. It will help us utilize the power of this report.
- Our collaboration has been mainly administratively and with our part-time curriculum person. Very little at this point with department leaders. We plan to use it with our Rising Star school improvement team also.
- During administrators meeting with building administrators who then took it to data team meetings to look for areas of improvement.
- The district and high school administrative teams began to collaborate; the Superintendent led pipeline discussion with the entire K-12 admin team to build the pathway for accelerated progress and increasing expectation from K-12. Out of these discussions came staffing changes; co-curricular programs after school and in the summer that went beyond at-risk student populations; increased AP training, course offerings, and enrollments.
- I used the high school to college success report in a presentation to local high schools about College Readiness.
- We had a meeting with our high school partners to discuss the report.

- Internal collaboration within the college
- Discussion among principals of EPAs progression and how to use the data
- Using the data in conjunction with our EPAS testing has allowed us to be on the same page with our feeder schools, and created more need for ongoing articulation discussions.
- Board report
- Our counselors use the information on college persistence to better understand which schools may be right for our students.
- Teachers internally within departments regarding AP and dual credit course offerings.
- Analysis of data with school staff
- Please keep in mind that transparent conversations about student preparation and success as relatively new, but are now ongoing with all district high schools. During our most recent discussions with district superintendents and with high school principals, we have referred to these data as we share our work in improving student learning success.
- Director of Student Success and Accountability met with the Assistant Superintendent and Superintendent to debrief them on the contents of the report. It was concluded that our students' grades were not being inflated. Our students have similar college GPAs to their high school GPAs; the same cannot be said of the state.
- SIP Team, Common Core Team
- I worked with our Curriculum Director and Guidance Counselor to evaluate the success of our students after high school.
- We have been working with two local high schools in attempt to increase their ACT Compass scores. Teams from each school have looked at transition data for a few years. This report is one more resource that can help advise the teams about where to focus their efforts.
- Public High School Superintendents at a partnership meeting
- High school English, Math, Science, History, World Language, and Special education teachers meeting together to analyze data and design, develop, and implement programs to ensure student success
- Keven Hansen SWIC discussing math readiness
- Our dual credit programs appear to be coming to an end or to be substantially weakened. The HSCSR will facilitate more dialog between college and high school instructors.
- Meeting with high school counselors on a regular basis.
- With the H.S. Principal- explaining the impact of raising rigor level on student achievement in enrichment level classes
- Meetings where scores are reported, shared and discussed
- In Waukegan, we have joint college and career readiness meetings monthly to increase awareness of 21st Century Learning skills and to match students with mentors. Reaching out to students to raise their awareness about college and career strategies and or requirements offers our students a win- win opportunity.
- Guidance counselor
- Creating a moral imperative in terms of how well we are preparing our students. This is used in combination with a great deal of other data points.
- Useful in Curriculum development committee planning.
- School Improvement team meetings
- Talked to local community college.
- Met with other local curriculum specialists and the local community college to discuss potential gaps in student attainment. Looked for root cause.

- Tony Capalbo, Director of Partnership for College and Career Success program at McHenry County College and I have collaborated to adjust the ACT math score used to identify students for the remedial math program at the college.
- We utilized this information to plan course work through Wabash Valley College for students who plan transfer degrees to 4 year universities.

Collaboration #2

- High school faculty -- connecting the benchmarks with our EPAS growth analysis.
- Attended a regional meeting on the topic
- Data sharing of HS students first semesters college performance
- We have worked with our local junior college to help students be more successful once they leave high school. We know the key is prior preparation. We strongly encourage our students to take challenging math, English and science courses all four years of high school but too often that is not the case for our struggling students who continue to struggle once they are in college.
- Community College and High School counselors' meetings to discuss curriculum, gaps and misunderstandings.
- Student Services personnel analyzed the data on persistence rates to try to target students at risk of starting college but not finishing.
- HS administration shared results with parents at a HS to College forum
- Discussion of why our students don't perform well at the community college level compared with other students.
- School Board Reports and parent/teacher conferences.
- Sharing the connection between ACT performance and college performance with our own kids. Powerful.
- The other high school in our district.
- Sharing with BOE.
- The high school to college success report was useful for framing discussions between high school and college faculty.
- Discussion of post-secondary success and how to measure and track student successes
- The four year university information allows our guidance counselors a dual structure of working with departments and teachers as well as with parents and students on four year planning
- Dissemination and discussion with counselors
- We review the results with our community college.
- Dialogue with area community college regarding dual credit success rate.
- With students and families to encourage enrollment in additional or more rigorous courses, which is an indicator of increased college success.
- During our monthly Student Success Team meetings as we pursue our pilot projects in student placement, course learning outcomes, retention, and success.
- Outside presenters through the ROE
- We worked with our School Improvement team to discuss the success of our students after high school.
- We have had a few meetings concerning the common core competencies and efforts to align all of our high schools curricula. This report assists us in understanding some of the challenges many schools in our district face.
- High school computer science and engineering teachers collaborating with local university computer science and engineering professors to improve computer science and engineering courses

- Paul Stevenson of Downers Grove South HS
- Working with other community colleges on best practices.
- Serving on the Steering Committee of our local community college.
- Department chairmen
- This has helped us expand our Dual Credit program.
- Strategic Planning Team
- Talked to my high school faculty.
- Met with local curriculum specialists to discuss their successes and opportunities.
- McHenry County College hosted workshops related to ELA/Math and the Common Core State Standards in which various high school teachers and administrators from the county attended.

Collaboration #3

- Community college and high school administrators to discuss misalignment, consolidation of services, etc.
- School Board members

Collaboration #4

- Training opportunities for high school and community college educators to improve skills and ultimately address the community college district's areas of concern.
- Admission counselors at CC

Appendix E

Survey Respondents' Suggested Improvements for Report Sections

High School Preparation and Success Section

- Again, put this online in a relational database where custom reports can be generated.
- For the less than three years of math and science, what are the content areas? What is general science? Rarely do high schools run such a vague course, rather, they run biology, chemistry, etc.
- I am not surprised that students' college GPA's drop, but this will be valuable to track over time. It is not too valuable to me as a stand-alone piece of data. Again, what classes and majors does this represent?
- I liked the comparison of our students with an ACT score earned 'x' college GPA much more than a correlation or comparison between high school GPA and college GPA. If ACT is an aptitude test, then we should be measuring our 24s against state 24s to see if our 24s were more prepared. I found that to be a fascinating section —again— graduate years must be broken out to maximize impact of the report.
- Ideally, the charts should compare high schools with similar demographics.
- Indicate how the data is obtained. (from the high school, self-reported by students, etc)
- It is a good report as is.
- It strengthens the community college argument for a mandatory senior math course in high school.
- Looking at the GPA gap from HS to college started some district discussions
- More current information. Break each chart out by HS in the college report.
- More data from all schools (public, private, out of state)
- Not sure
- Once courses are aligned to the core competencies this data will be more valuable. At present it is difficult to understand at school level because they courses they take have differences (i.e. English 1A, 1B, and 1C).
- Pages 1 and 5 are marginally interesting, the rest can be eliminated. The benchmarks are too inaccurate and invalid to be useful, core course info is trivial and too likely to be inaccurate (self-reported), Incidentally, there was a page numbering problem on our 2006-2006 report. Since I can't go back to the earlier part of the survey, I wanted to correct what I wrote; it was pages 13, 14 and (to a lesser degree, and ignoring the benchmark info) 20 on the 2008-2010 report that were useful
- Put the state average on Chart 2, 3, and 4.
- Rather than comparing all vs developmental, consider developmental vs non-developmental
- The ACT/EPAS College Readiness Benchmarks that are cited in the report are considered by many professionals as flawed; particularly in the areas of Science and English.
- The comparison of college GPAs is extremely useful.
- Use in designing remedial or developmental programs and targeting such programs.
- Very little information listed
- We need more data to compare multiple years to establish trends and better identify needs.

College Readiness and Success Section

- Again, the trend data will be helpful. We are consistently working on raising our rigor for our lower levels. This reinforces the need to do so.
- Considered our current use of placement into developmental and college level courses
- GPA is a tricky measure. Students with high scores on math and science take more demanding classes so they may have lower GPAs.
- I used this charts 6-8 mostly as a research model while writing amended Enrollment Management Plan
- I would be interested in examples of how schools are using the various sections of the report.
- Include Ncount in chart 6.
- Increasing mandatory coursework in the 4 core areas that prepare students for college/career. This might mean ensuring there are rigorous courses in each core area beginning freshmen year that all students take and/or reducing the electives that can replace a core subject area. As many students as possible for example must be scheduled into Bio/Chem/Physics in grades 9-10 with increasing numbers of students being moved into that pathway each year is one example. The high school Math pathway includes identifying and moving prerequisite courses for high school into the middle school (such as Algebra I per CCSS alignment).
- It is obvious that the students that are 'college ready' are going to have success at the next level.
- More years of data are needed to establish trends that indicate necessary changes.
- Most specifically with helping students plan their four-year high school curriculum choices.
- N/A
- Not sure
- The core vs non-core information is not entirely accurate since it is self reported by students. Knowing that a student with a lower ACT score required remediation is not very helpful since many of the development programs are tied to ACT; the findings are not revealing.
- Too much emphasis is given to the role of standardized tests.
- Use in developing remedial and developmental programs.
- What types of developmental coursework is needed by students specifically? Are there certain skills that are lacking?

College Success and Persistence Section

- Board level reporting of successes and challenges
- Determine the cause for the students not remaining in college after the 1st year. For example cost of the school, lack of academic progress, social issues with the school, etc.
- Good as is.
- GPA is not the only factor How do you show others?
- I am not sure how much persistence is correlated with HS GPA or ACT. There are other variables that are more important. ($, attitudes, etc.)
- I don't know what a persister and non-persister is. There is no definition on the page
- If we could drill in by unique ID to access the individual names of students we could follow up with some focused conversations.
- Including persistence rates by ACT score band would be a useful addition to this section.
- It is difficult to analyze persistence based on academic indicators only.
- It is pretty obvious that in general, students with lower GPA's do not persist at the same rate as students with higher GPAs - it might be more interesting to see the non-persisters broken out by various GPA ranges... are we losing high performing students? However, that is only helpful if we can also know whether the student dropped out or transferred to a university.
- It is very useful as-is. The rate of college persistence is a huge concern for us, and we continue to try to increase it.
- It would be nice to know that if they did not persist, if they were enrolled in another institution.
- No suggestions.
- Not sure
- The implication of these charts is that students did not remain at the school for a negative reason. This may not be the case. For instance, they may have left a community college to attend a four-year institution. This section needs to contain more specifics and details (perhaps surveying students upon exiting from a college). Otherwise, I would recommend excluding this section.
- The trend data will be most helpful...perhaps comparing us to "similar" schools across the state would also be helpful. We really have very little baseline to interpret if these values are "good" or "bad." It is valuable.
- This data in a vacuum with such a small sample size for districts our size is not the easiest to make any decisions from . . .
- We are trying to track students who are identified as non-completers.
- Which schools have higher averages of non-persisters? Are our students remaining in 4-year universities at greater rates than community colleges, etc.?
- Why are students not persisting in the college/university that they initially enrolled? Need to include data from out of state as well as non-public universities otherwise the data we receive is VERY MEANINGLESS.

Appendix: Detailed Summary Information by Campus

- "Agree", taking into consideration the factors and suggestions provided earlier in this survey.
- Comparing data between students enrolling in four-year versus two-year institutions, including core course enrollment, ACT scores, college GPA's, etc.
- Continue providing this information as it's very helpful in making projections and predictions about future students with similar data scores. This helps us determine different ways to boost the scores of students who are at risk.
- Department level discussions
- Frequently paired with campus data for decision making.
- Include a section of columns for Illinois enrolled students not enrolled at my institution. This would allow for an easy comparison between Illinois enrolled students at my institution and at the competitor institutions
- Include information regardless of N size.
- It does not do a good job of telling us which schools do a better job preparing students because top schools do not send large numbers of students to us.
- It should be useful, but it tells schools little that they already did not know or infer
- It would be helpful to have it labeled private and public schools, and 2- versus 4-year institutions.
- Limited data available on our report
- No suggestions.
- Same as before. Patterns will be valuable. I would also love to compare to similar schools.
- Table 1 (page 13) is useful, Table 2 (page 14) is useful only because it adds the developmental column (the rest is not needed), Tables 3-5 can be omitted, Table 6 is trivial (yes, student performance at a school increases with ACT score, but this provides little additional usable information), small n's render table 7 largely useless, 20 is useful only because it provides persister data.
- The current funding situation of the State makes this data MEANINGLESS. To compare students in my district who are receiving below the State average in per pupil funding to students in districts where the per pupil funding is 2 or 3 times the State average is not comparing apples to apples.
- The exclusion of data for HS which sent us less than 10 students does not compute. I don't believe it guarantees privacy while it does preclude faster schools which have small populations, i.e., George Washington HS 140842. The data, at the individual level is available anyway through other means.
- Too many of my schools had insufficient enrollments for this section to be too useful. Once HS courses are aligned to the core competencies, it will be more useful.
- Too much information for high school use
- We use these appendices in conversations with our individual high schools.

Illinois Custom Addendum Charts and Tables

- Add a cumulative % of total as N decreases so that we can quickly see where the 80% has been reached.
- Any comparison to similar schools would be interesting.
- Both formats are good ways to view the data in different ways. It is helpful to have both formats.
- Disaggregated data would make the data more useful. While our students tend to do slightly better on the ACT than their peers also requiring developmental coursework, we really do not know the specific areas of deficiency.
- Frequently paired with campus data for decision making.
- Happy with them as they are.
- I don't need ACT data to tell me students need remediation work. I rely on the expertise of the classroom teachers that see the students everyday to tell me this information. Weighing a hog everyday is not going to make the hog grow as the old saying goes.
- I'm confident in utilizing the charts as presented.
- N/A
- N/A
- N/A
- No suggestions
- Not really sure what the addendum charts with student ACT scores having to take remedial courses is supposed to tell me -- I find myself generally proficient in understanding data - but this gives me no information.
- Since the figures are so close to the statewide averages, identify those that are statistically significant.
- The charts I have do not have much data included. If they were more populated with data, they would be more useful.
- There are too many schools listed. Focus on the 20 largest schools in each category.

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