Establishing an Effective State Education Data System

Illinois State Board of Education
June 20, 2007
Introduction

- Purpose of Presentation
- Process to Date, What We’ve Heard, and What You’ll Hear Today
- The National Focus on High Quality State Education Data Systems
- Illinois Analysis in Relation to the Data Quality Campaign 10 Essential Elements
- Effective Data Use
- Recommendations for Next Steps
As discussed in the MOU, our goal in this series of presentations is to provide a preliminary review of the extent to which Illinois policies are aligned with college and work expectations, particularly with regard to standards, data systems, and interventions in underperforming schools and districts, and to provide the Board with options for discussion and action.

Sound data collection, reporting, and analysis are critical to building a state education system capable of ensuring all students graduate from high school ready for college and work.

Our goal in this presentation is to:

- Frame the discussion of the State of Illinois data efforts within the national conversation around the elements of a highly effective state education data system;
- Analyze elements that could be added to the Illinois data system to improve its effectiveness for analysis, accountability, and improvement activities; and
- Provide recommendations for enhancing data use by the State, districts, educators, and students.

This process is intended to specify some of the critical policy choices to be made, and present options that build on nationally emerging consensus areas and best practices.

Once a basic direction has been set, the process will evolve, to help all of the interested parties work together to develop a highly effective Illinois data system—in other words, to move from “what” to “how.”
Process to Date

- As part of our initial review, we have reviewed national and Illinois resources, coordinated with national experts, and collaborated with many leaders in Illinois government and advocacy, including representatives of:

  Office of Governor Rod R. Blagojevich
  Office of Senate President Emil Jones, Jr.
  Office of Senate Minority Leader Frank C. Watson
  Office of Speaker Michael J. Madigan
  Office of House Minority Leader Tom Cross
  ISBE (State Superintendent Dr. Christopher Koch, Assistant Superintendent Ginger Reynolds, General Counsel Darren Reisberg, Chief Financial Officer Linda Mitchell, Division Administrators Connie Wise and Terry Chamberlain)
  Illinois Board of Higher Education
  Illinois Community College Board
  Illinois Student Assistance Commission
  Coalition for Illinois High Schools
  Illinois Association of School Boards
  Illinois Association of School Administrators
  Illinois Education Association
  Illinois Federation of Teachers
  Ed-Red
  LEND
  Illinois Business Roundtable
  ACT
  Data Quality Campaign and Managing Partners
  Council of Chief State School Officers
What We’ve Heard

- People acknowledge the need for and value of a high quality state education data system, but have concerns about implementation of certain elements and the use of other elements.

- Concerns over adhering to privacy protection laws are serving as a major roadblock for the establishment of a state policy framework.

- People are excited about the ways in which the state has begun to unlock data for use by educators, and seek to continue this trend. Concerns exist over the time, tools, and training available to educators to enable them to effectively use data to improve instruction and increase student achievement.
National consensus has emerged around the elements of a highly effective state education system, and resources are available to states to help build such a system.

Illinois has established a foundation for an effective longitudinal data system, and has demonstrated the commitment to build upon this foundation. Through its work in recent years, Illinois is moving out of the lowest tier of states but still has room for considerable improvement.

While privacy protection must be addressed, the state can develop strategies based upon national best practices that adhere to state and federal law.

Illinois can establish a roadmap to build a world-class data system that helps the state to achieve its educational objectives. The state needs to commit to the elements it seeks to include, and then develop priorities and action steps for each of the elements.

While building a quality data system is critical, the state must also continually focus on how it can support effective data use. Illinois can enhance the effectiveness of its existing tools, and further enable “data-driven decision-making” as elements are added to the state longitudinal data system.
The National Focus on High Quality State Education Data Systems
The Importance of a High Quality State System

- More than just a one-time annual snapshot of student performance.

- Quality longitudinal state education data systems make it possible to:
  - Follow students’ academic progress as they move from grade to grade;
  - Determine the value-add and effectiveness of specific schools and programs;
  - Identify consistently higher-performing schools so that educators and the public can learn from best practices;
  - Accurately target under-performing schools and students for support and interventions;
  - Evaluate the effect of teacher preparation and training programs on student achievement;
  - Focus school systems on preparing a higher percentage of students to succeed in rigorous high school courses, college, and challenging jobs; and
  - Provide the means for quick and accurate predictive analysis and trending.

- Necessary to meet federal requirements, leverage federal flexibility, and position the state for national funding opportunities.
The Importance of a High Quality State System

Emergence of National Collaborative Efforts

- NCLB reporting requirements created a heightened focus on the need for national consensus around data quality, definitions, and use.

- In 2004-05, the Council of Chief State School Officers (CCSSO) formed the National Education Data Partnership to provide technical assistance to states, and launched a free, comprehensive public web site – SchoolMatters.com – that normalized state education data nationally and shed light on all 50 states’ performance.

- The Data Quality Campaign (DQC) was formed in 2005 to encourage and support state policymakers to:
  1. Improve the collection, availability, and use of high quality education data; and
  2. Implement state longitudinal data systems to improve student achievement.
The Importance of a High Quality State System

Resources for State Implementation

- CCSSO and the National Education Data Partnership:
  - CCSSO Education Information Advisory Committee (EIMAC): Where decisions about data elements and consensus are driven among state education agencies and coordinated with DQC and EdFacts.
  - DSACII (Decision Support Architecture Consortium II): Monitored by EIMAC membership, select states (with expert guidance) develop a model for enterprise architecture for use by states and districts to better coordinate their organizational structures and use of technology and data.
  - States have the opportunity to participate fully with CCSSO in shaping and “feeding data” to the State Education Data Center (SEDC). SEDC will be rebranding SchoolMatters.com as a free, navigable website presenting data at the school, district, and state levels.

- DQC resources (www.dataqualitycampaign.org): Provides issue briefs & webinars, toolkits, 10 Essential Elements survey, and state case studies.

- Coordinated Data Ask (CDA): An effort by various national organizations and the U.S. Department of Education to limit the data reporting burden on states.

- U.S. Department of Education: Through the Institute of Education Sciences (IES) grant program, has provided $50M to date for state longitudinal data system development (funding recipients include AK, AR, CA, CT, FL, KY, MD, MI, MN, OH, PA, SC, TN, and WI). Other federal funding streams may be applied toward state data investments.
The Importance of a High Quality State System

Gates Foundation 2004-2007 Data Investment Focus

- Awareness, transparency, access, and use of data transforming the conversation from compliance reporting to analysis and action guided by “undisputable,” nationally-normalized information

Data Frequency & Use By Stakeholder Group

- State Gov.
- Federal Gov.
- Policymakers
- Non-profits
- Researchers

Types of Use

- Instruction Management & Intervention, Professional Development, Parent & Student Engagement
- Bus. & Resource Mgmt., Program Analysis, District Supports, Accountability, Policymaking, Advocacy, Research, Community Engagement

Data Granularity

- Aggregated all students
- Disaggregated by subgroup
- Individual students

Frequency Of Use

- Daily/Weekly/Interim
- Annual & Longitudinal
National Benchmark – The Data Quality Campaign

10 Essential Elements

1. Unique statewide student identifier
2. Student-level enrollment, demographic, and program participation information
3. Ability to match individual students’ test records from year to year to measure growth
4. Information on untested students
5. Teacher identifier system with ability to match teachers to students
6. Student-level transcript information, including information on courses completed and grades earned
7. Student-level college readiness test scores
8. Student-level graduation and dropout data
9. Ability to match student records between the Pre-K-12 and post-secondary systems
10. State data audit system assessing data quality, validity, and reliability

Source: Data Quality Campaign/National Center for Education Accountability 2006 Survey of State P-12 Data Collection Issues.
National Benchmark – The Data Quality Campaign

Other DQC “Fundamentals”

- **Privacy protection:** Student privacy must be considered with the development of each element and the exploration of each report.

- **Data architecture:** States need to clearly define how data is coded, stored, managed, and used.

- **Data warehousing:** States need a data system that not only links student records over time and across databases but also makes it easy to query those databases and produce standard or customized reports.

- **Interoperability:** Data interoperability entails the ability of different software systems to share information without the need for customized programming or data manipulation by the end user.

- **Portability:** Data portability is the ability to exchange student transcript information electronically across districts and between P-12 and postsecondary institutions within a state and across states.

- **Professional development around data processes and use:** Building a longitudinal data system requires ongoing professional development of the people charged with collecting, storing, analyzing, and using the data produced through the data system.

- **Researcher access:** States should develop ways to make student-level data available to researchers while protecting the privacy of student records.
The DQC 10 Essential Elements:
Illinois Analysis
General Status of the Illinois Data System

- Illinois has established a foundation for an effective state longitudinal data system:
  - Statewide implementation of the unique student identifier; and
  - Leadership commitment to the importance of a high quality data system.

- Illinois is actively seeking to improve upon its current system:
  - Feasibility study for data warehouse;
  - Conversations around P-12 and higher education linkages; and
  - Concerted efforts to obtain state and federal funding.

- As Illinois contemplates significant improvements to its system, it has a window of opportunity to also analyze how its overall data objectives build off of the national knowledge base and best practice approaches from other states.
The DQC 10 Essential Elements: Illinois Analysis

Overview

➢ In place
  ✓ Unique student identifier
  ✓ Student-level enrollment, demographic, and program participation data
  ✓ Ability to match students’ test records from year to year
  ✓ Information on untested students
  ✓ * Student-level behavioral data

➢ In place, with caution
  ➢ Student-level graduation and dropout data
  ➢ State data audit system assessing data quality, validity, and reliability

➢ Not in place
  X Student-level transcript information
  X Student-level college readiness test scores
  X The ability to match teachers to students
  X The ability to match student records between P-12 and higher education
The DQC 10 Essential Elements: Illinois Analysis

In Place, With Caution

- **Student-level graduation and dropout data**
  - NGA Longitudinal Graduation Rate = 
    
    \[ \frac{\text{students graduating within four years with a regular or advanced diploma}}{\text{(first time entering ninth graders four years earlier) + (transfers in) - (transfers out)}} \]
  - Every state has signed the NGA Graduation Rate compact, but many states (including IL) are struggling with its implementation.

- **State data audit system assessing data quality, validity, and reliability**
  - Ensuring data quality, validity, and reliability is a continuous process, relating to every element.
  - Data collection and use is a professional expertise, requiring staffing capacity and sufficient resources at the state and local levels.
The DQC 10 Essential Elements: Illinois Analysis

Missing: Student-level Transcript Information

Why is this element important?

- Grades can be a better indicator for dropping out than state assessment data (the “off-track” indicator).

- Transcript information from middle and high school students is needed to determine: (a) how students’ success in college relates to their high school courses, test scores, and grades; and (b) whether districts are offering students a college- and work-ready curriculum.

- Timely access to transcript information is critical for an increasingly mobile student population.
The DQC 10 Essential Elements: Illinois Analysis

Missing: Student-level Transcript Information (cont’d)

- Implementation issues:
  - ACT currently collects self-reported transcript information from students, which can be a starting point.
  - To put in place a more comprehensive transcript collection process, the state will need to define state data codes to ensure consistent reporting school districts. In doing this, the state could use the School Codes for Exchange of Data (SCED) course classification system developed by the National Center for Education Statistics (NCES).
    - The SCED coding structure has five basic elements: (1) schooling level; (2) course description; (3) course level; (4) available credit; and (5) sequence.
    - The intent of the SCED course description system is to generally describe, not dictate, the information covered by a particular course.
    - The state can map a district’s transcript information to the SCED – it does not require districts to redefine their course descriptions.
  - The state will need to work closely with districts to ensure seamless integration with existing district data systems to avoid double entry.
  - Adding transcript information to the state data system can be coupled with an effort to facilitate the submission of electronic transcripts by students.
The DQC 10 Essential Elements: Illinois Analysis

Missing: Student-level Transcript Information (cont’d)

- **Other state approaches:**
  - **Florida:** The Florida Academic Counseling and Tracking for Students (FACTS) system uses transcript information provided by schools for comprehensive college/career planning and scholarship information.
  - **Texas:** Texas is launching its Records Exchange System this fall. The system will fully automate and exchange transcript records across the Texas education system, saving $7.71 for each paper transcript and enabling students and schools to quickly receive, review, and utilize the information.
  - **Midwest Higher Education Compact (MHEC):** MHEC allows 10 midwestern states (including Illinois) to facilitate the transfer of student information among the Midwest’s public and private high schools and colleges and universities in a consistent format. Indiana has utilized MHEC to create a comprehensive e-Transcript Initiative.
  - **Chicago:** Chicago uses transcript information and other data elements to monitor high school student progress and signal when students may be at risk for dropping out and need intensive “catch-up” support.
The DQC 10 Essential Elements: Illinois Analysis

Missing: Student-level College Readiness Test Scores

- **Why is this element important?**
  - Inclusion of EXPLORE, PLAN, and ACT scores can allow the state to calculate student growth and perform analyses in relation to ACT’s national college-readiness benchmarks.
  - The state can use AP/IB scores to analyze impact of state policies and funding, and determine how participation rates in AP and IB exams change over time, particularly for low-income and minority students.

- **Implementation issues:**
  - ACT (including EXPLORE, PLAN, and WorkKeys) and AP/IB scores can be added to SIS, provided ISBE obtains the scores in a useful file from ACT and the College Board.
  - ACT currently provides ISBE with a data file that contains most of the information collected through the ACT registration form.

- **Other state approaches:**
  - ACT is actively collaborating with a number of other states to share data and perform analyses that support state policy-making.
Why is this element important?

- Data collection and subsequent analyses can be used in formative ways to recognize high quality instruction and to focus on improving student achievement.

- Data can be used as a tool for teacher preparation programs and state policymakers to better understand the link between teacher training and qualifications and student academic growth.

Implementation issues:

- Addressing fears relating to data use. Policymakers need to acknowledge that student assessment scores are only one piece of the puzzle. Many states have directly addressed concerns over data use prior to implementation of a teacher/student match.

- Matching students to the teachers that taught them.

- More complicated linkage at the middle/high school level.
Other state approaches:

- **Delaware:** Limits use for school improvement and federal reporting.
- **Ohio:** Value-added analysis that measures impacts of schools’ and teachers’ impact on student growth. In Ohio, the teacher unions have supported efforts to study the use of value-added data to ascertain its validity, effectiveness, and limitations as a diagnostic tool for school improvement.
- **Virginia:** System created in partnership with teacher preparation programs to focus on program improvement. Links student and teacher databases (including quality teacher survey data) to help programs determine how their graduates fare and improve educator preparation and support.
- **Louisiana:** Uses a value-added approach as one of four “levels of effectiveness” to demonstrate the quality of all public and private teacher preparation programs in the state. Louisiana’s approach is focused on creating highly effective teacher preparation programs, and does not identify individual teachers.
The DQC 10 Essential Elements: Illinois Analysis

Missing: P-12 and Higher Education Linkage

- **Why is this element important?**
  - The state can provide postsecondary feedback reports to high schools on the success of their graduates in college.
  - College-readiness indicators, such as remediation or persistence rates, can be used for public reporting and/or state accountability purposes.
  - A common data set can facilitate college placement and scholarship decisions.
  - Colleges can know incoming students’ remediation needs prior to their arrival on campus.
  - The state can undertake analysis and public reporting on the percentage of a district’s or high school’s graduates who enroll in college after graduation, and how students’ success relates to their high school courses, test scores, and grades.

- **Implementation issues:**
  - Institutional participation and coordination.
  - The Family Educational Rights and Privacy Act (FERPA).
The DQC 10 Essential Elements: Illinois Analysis

Missing: P-12 and Higher Education Linkage (cont’d)

- **PreK System (under development)**
- **ISBE Systems**
  - SIS, ECS, others
- **Shared Enrollment File**
  - 48 Public Community Colleges
  - 12 Public Universities
  - DePaul and Bradley
- **Illinois Student Assistance Commission**
- **Other Private Higher Ed Institutions**

- **Institutional Participation and Coordination**
  - Establishing administrative/governance systems for data system linkages, coordination, analysis, and reporting.
  - Establishing common data definitions and student identification numbers.
  - Creating the technical data bridges.
The DQC 10 Essential Elements: Illinois Analysis

Missing: P-12 and Higher Education Linkage (cont’d)

- The Family Educational Rights and Privacy Act (FERPA)
  - FERPA prohibits USED-funded educational agencies from disclosing students’ education records or personally identifiable information without parental consent.
  - FERPA does not apply to information that is not personally identifiable.
  - Statutory exceptions:
    - Evaluation/audit of state and local programs; school & district accountability;
    - Assessment, enrollment, and graduation data authorized by NCLB to be linked in a state longitudinal data system;
    - Organizations performing studies to improve instruction; and
    - Sharing student records with a school in which the student newly enrolls or intends to enroll (subject to notice to parents and right to contest the contents).
  - Prohibits re-disclosures of information – unresolved as to whether the re-disclosure prohibition applies if an exception applies.
  - No private right of action. USED must first seek voluntary compliance.

- FERPA concerns are legitimate and must be addressed, as they have been in other states that have established a P-12 and higher education data link.
Other State Approaches

- **Texas:**
  - Reports college-readiness indicators, including remediation rates, on high school report cards.

- **Florida:**
  - Common course numbers across high school and postsecondary.
  - Common data warehouse produces high school and community college feedback reports.

- **Louisiana:**
  - The K-12 system collects all student transcript information for the state’s Board of Regents. The system calculates a core GPA based on a core set of courses for scholarship and admissions requirements, and determines remediation needs.
  - The state produces a first-time freshman report that contains detailed findings pertaining to high school graduates who were enrolled full-time in one of 30 Louisiana higher education institutions in the Fall semester.
Effective Data Use
Effective Data Use

State-level Policy-making

- The state needs to develop, through leadership at the highest levels, a culture of using objective data for policy-making.
  - Adhere to ISBE’s Strategic Plan Goal of “Expanding Data-Informed School Management and Support Practices.”
  - Ensure a system for objective, timely, robust analysis associated with state-funded programs.

- A “Scientific Survey” for education?
  - Data use and analysis should support state policy-making in a fluid manner, with close ties between the research and analysis, policy-making, and implementation functions.
Effective Data Use

Instructional Improvement

- The state system must be built to serve as the primary data analysis system for some districts, and a strong foundation for others using their own data analysis systems. A state system generally will not allow a user to perform in-year, formative analysis.

- Three methods by which the state can improve local data use:
  - Build statewide platforms/systems directly accessible to local educators and students;
  - Grants/technical assistance to improve district capacity to perform in-year, formative analysis in an integrated manner with the statewide system; and
  - Use of the state’s corrective authority to focus underperforming schools and districts on improved data analysis and use directed towards improving teaching and learning for all students.
### Effective Data Use

#### Instructional Improvement – Specific Recommendations

- **Build off of an existing strong foundation (IIRC, e-Plans, assessment frameworks, etc.):**
  
  - Ensure a basic level of familiarity with existing state resources. Expand through innovative technical assistance methods (e.g., web-based tutorials).
  
  - Continue to improve upon IIRC/e-Plans:
    - Link assessment frameworks to IIRC/e-Plans analysis.
    - Build into IIRC/e-Plans 9th and 10th grade assessment information.
    - Ensure ACT resources/analysis tools are seamlessly linked to IIRC/e-Plans/other state resources.

- Facilitate “data co-ops” for multiple districts to enable and drive data-driven decision-making.

- Ensure/promote the availability of time during the school day/year for training and extracting analysis from data.

- Link the state data system to career-planning resources and college enrollment.
Recommendations for Next Steps
Elements of the State Data System

The Central Questions

- Illinois has made a commitment and is taking active steps to build a strong longitudinal state education data system. What priority areas does the state need to identify from here, and what is the process? How can Illinois build a system that makes it a national leader and allows the state to achieve the full extent of its educational goals?
Elements of the State Data System

The DQC 10 Essential Elements - Specific Recommendations

- **Student-level transcript information:**
  - Analyze the process and cost for establishing a common course classification/transcript entry system for middle and high schools that meets districts “where they are.”
  - Review benefits of adding transcript information for district paperwork reduction, student planning/college enrollment, and obtaining FERPA authorizations for P-12 and higher education linkages.
  - Consider how transcript information can help the state build an early warning system for dropout prevention.

- **Student-level college readiness test scores:**
  - Work with ACT and the College Board to determine process for inclusion in the state system.
  - Develop partnerships and strategies for use of college readiness test scores in state and local data analysis.

- **The ability to match teachers to students:**
  - Establish a broad-based working group to develop recommendations for a state approach to linking teacher and student information, focusing specifically on district/school and teacher preparation program improvement strategies.

- **The ability to match student records between P-12 and higher education:**
  - Develop specific strategies for addressing FERPA.
  - Use the Shared Enrollment and Graduate File Work Group to define objectives for the use of linked P-12 and higher education data system (e.g., enrollment/scholarships, advance warning of remediation needs, school improvement, public reporting, accountability, etc.).
Effective Data Use

Specific Recommendations

- Establish a process at the state leadership level to consider how data can be used more effectively to drive state policy. Explore partnerships with higher education, ACT, and others to build state capacity for data analysis.

- Establish systems and innovative training techniques to ensure a basic level of familiarity in all districts with existing data analysis resources.

- Seek to enhance existing state data analysis resources in a manner that (i) connects with other available data analysis/curricular resources, and (ii) makes use of existing and new elements included within the state longitudinal data system.

- Throughout the process, learn from and engage districts with highly effective data systems and data analysis capabilities.
Presentation on Establishing an Effective State Education Data System

Supplementary Materials

1. Pages 2 and 3 from the ACT 2006-07 National Registration Folder

2. Screen shots from the Florida Academic Counseling and Tracking for Students system

3. Sample First Time Freshman Report from the Louisiana Department of Education
### HIGH SCHOOL COURSE/ GRADE INFORMATION

This section lists 30 high school courses. Indicate whether or not you have taken or plan to take each course. If you have taken it, mark the last grade you earned from your previous grade report or current transcript. This information will be sent to the college(s) you chose on page 1. ACT will also calculate a GPA based on your grade responses. If you have registered before, UPDATE your grades and courses so your score reports will be accurate. Refer to instructions.

| COURSES TAKEN OR PLANNED: Indicate whether or not you have taken each of the high school courses listed below and, if not, whether you plan to take the courses before you finish high school. Be sure to fill in one oval for EACH subject, even those you have not taken. |
|---|---|---|---|---|---|---|
| HAVE TAKEN OR AM TAKING: (I have completed or am now enrolled in this subject.) | HAVE NOT TAKEN BUT WILL: (I have not taken this subject, but plan to take it prior to graduation.) | HAVE NOT TAKEN AND WILL NOT: (I have not taken and do not plan to take this subject.) |
| **ENGLISH** | **MATH** | **ARTS, MUSIC, DANCE, DRAMA/THTR** |
| English for 9th grade credit | Algebra 1 (not Pre-Algebra)—include even if taken before grade 9 | Art (painting, etc.) |
| English for 10th grade credit | Algebra 2 | Music (vocal or instrumental) |
| English for 11th grade credit | Geometry (Plane or Coordinate)—even if taken before grade 9 | Drama/Theater (if taken as a course) |
| English for 12th grade credit | Trigonometry | **SOC. STUDIES** |
| Other English course not reported above | Calculus (not Pre-Calculus) | **LANG.** |
| **SCI.** | Other Math beyond Algebra 2 | Spanish |
| Physical Science, Earth Science, General Science | Computer Math/Computer Science | French |
| Biology | **ENGLISH** | German |
| Chemistry | **MATH** | Other Language |
| Physics | **ARTS, MUSIC, DANCE, DRAMA/THTR** | **INTEREST INVENTORY** |
| U.S. History, American History | **SOC. STUDIES** | Mark one response for each item. Refer to the instruction booklet for more information. |
| World History, World Civilization | **LANG.** | **ENGLISH** |
| Other History (European, State, etc.) | **MATH** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Government, Civics, Citizenship | **ARTS, MUSIC, DANCE, DRAMA/THTR** | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Economics, Consumer Economics | **INTEREST INVENTORY** | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| Geography | **SOC. STUDIES** | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| Psychology | **LANG.** | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| Spanish | **MATH** | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| French | **ARTS, MUSIC, DANCE, DRAMA/THTR** | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| German | **INTEREST INVENTORY** | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| Other Language | **SOC. STUDIES** | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |

### GRADE EARNED: For each course you have completed or have taken for a full term (semester, quarter, etc.) indicate the final grade (last grade) you received. If you took the course for more than one term, report only the LAST term grade you received. Convert numeric grades to the corresponding letter grades. Round to the closest letter grade if necessary. Leave blank if you have not yet completed a full term of the subject or if a grade was not awarded for the course.

STOP! Read this before you complete the next sections.

If you are registering for the FIRST time, please complete the Interest Inventory and Student Profile Section (SPS). The Interest Inventory will help you think about educational programs and occupations. The Student Profile Section is designed to help you think about your future education and to help colleges in their planning.

If you have PREVIOUSLY registered, you may skip these sections, and ACT will use your previous responses to report your information to the college(s) you selected. You are encouraged to review the Student Profile Section (especially SPS Item 3) and provide updated information so that your reports will be complete and accurate.

### INTEREST INVENTORY
# Student Information

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<thead>
<tr>
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<th>SAMPLE</th>
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<tr>
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<tr>
<td>Graduation</td>
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<td>District/County:</td>
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<td>School:</td>
<td>0011 BRIGHT FUTURES TEST HIGH SCHOOL</td>
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Evaluations based on transcript received from District/County on: 04/12/2007

# Bright Futures Scholarship Eligibility

Students must submit a complete Florida Financial Aid Application (FFAA) during the last year in high school (after December 1 and prior to graduation). For help reviewing the high school academic evaluation, you may call Bright Futures toll free at 1-888-827-2004.
Award Information and How to Qualify

To identify courses that meet program requirements, see the Comprehensive Course Table or click on the specific subject area below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Required Credit Hours</th>
<th>Credit Missing Hours</th>
<th>Credit Missing Credits</th>
<th>Missing Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.00 (3 with substantial writing)</td>
<td>.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.00 (Algebra I and above)</td>
<td>.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>3.00 (2 with substantial lab)</td>
<td>.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>3.00</td>
<td>.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2.00 (in the same language)</td>
<td>.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra 3</td>
<td>@</td>
<td>.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 additional credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses may be used to raise the GPA (beginning 2003-2004 academic year).

Excludes Pass/Fail, Waiver, Proficiency, and Course In Progress courses.
To qualify for this scholarship, you must meet at least one of the Required Test Scores specified below:

<table>
<thead>
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<th>Required Test Scores:</th>
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Your Highest Test Scores:
**REPORT NUMBER:** PT60581  
**RUN DATE:** 06/25/02  
**LEA:** 001 Acadia Parish

**FIRST TIME FRESHMEN SYSTEM**  
**SCHOOL DISTRICT DETAIL REPORT**  
**SCHOOL SESSION 2001-2002**  
**PAGE:** 1  
**RUN TIME:** 14:42:39

### SCHOOL CODE AND NAME

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<th>ENGL</th>
<th>READ</th>
<th>OTHER</th>
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<th>NOT GOOD</th>
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<td><strong>47 26.9%</strong></td>
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<td><strong>5 2.9%</strong></td>
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<td><strong>86.9%</strong></td>
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**YOUR GRADUATES BECAME FTF AT THESE COLLEGES/UNIVERSITIES**

**PUBLIC**

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<tr>
<th>CODE</th>
<th>School Name</th>
<th>TOTAL</th>
<th>DEVELOP</th>
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<th>ENGL</th>
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*Louisiana Department of EDUCATION*
REPORT NUMBER: FTP606R1
RUN DATE: 06/25/02
LEA: 001 Acadia Parish
SCHOOL: 001005 Church Point High School
PARISH: 01 ACADIA

--- NUMBER / PERCENT OF FIRST-TIME FRESHMEN TAKING: ---

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Louisiana Department of EDUCATION

Reaching for Results