

Senior Exit Survey 2014

Prepared for Washtenaw Intermediate School District

January 2015



In the following report, Hanover Research presents the results of a 2014 Senior Exit Survey administered to high school seniors in public school districts in Washtenaw County.

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

In this report, Hanover Research presents school-level results of a senior exit survey administered jointly by Livingston Educational Service Agency and Washtenaw Intermediate School District. The survey covered a variety of topics, including students' experiences in high school (both in and out of the classroom), preparation for the future, and postsecondary plans, among other issues.

The survey received a total of 3,255 valid responses, 2,694 of which were from Washtenaw County. Below we present the results provided by Washtenaw County seniors overall. The accompanying data supplement presents results segmented by ethnicity, socioeconomic status, special education status, and academic performance. These results are organized into six thematic sections:

- **Section I: High School Experiences** presents seniors' answers to a series of questions asking how often they had various experiences in high school, such as participating in worthwhile coursework, engaging in lessons that allowed them to collect, analyze and interpret real-world data, and learning from caring teachers.
- **Section II: Reading and Mathematics Instruction** covers questions related to seniors' experiences with reading and mathematics instruction, as well as their confidence in their reading and mathematics skills.
- **Section III: Afterschool Activities** examines seniors' participation in various extra-curricular activities, as well as the amount of time they spent outside of the classroom engaging in homework, school- and non-school sponsored activities, paid and volunteer work, and unstructured leisure/recreation, among other activities.
- **Section IV: Preparation for Future and Willingness to Recommend** examines whether seniors' would recommend their high school to other students and gauges seniors' opinions of how well high school has prepared them for employment, future education, and personal life, as well as contributed to their development in key areas such as writing, speaking, critical thinking, and treating others with respect.
- **Section V: Postsecondary Plans** presents seniors' plans for the next two years. For students indicating plans to pursue further education, the section also identifies their planned field of study.
- **Section VI: Respondent Characteristics** provides an overview of responding seniors' demographics, types of courses they took in high school, and other background information.

KEY FINDINGS

- **A majority of respondents reported that they “often” experienced teachers with clear expectations, a safe school environment, and supportive adults at school.** Responses suggest that most exiting seniors had positive high school experiences overall, but that coursework and learning opportunities could be improved. For instance, 30 percent or fewer respondents indicated that they “often” experienced challenging coursework that caused deep thinking, coursework that seemed worthwhile and relevant, and lessons that required working with real-world data.
- **Nearly 40 percent of respondents devoted one hour or less per week on assigned reading for class while in high school.** Similarly, approximately 50 percent of respondents spent one hour or less per week on personal reading. Exiting seniors nonetheless indicated that they use a variety of tools and strategies while reading. However, when reading for school, less than half of respondents reported that they find out the meaning of unfamiliar words or that they are aware of how the author organized the text.
- **Two-thirds of Washtenaw exiting seniors believe they are good at mathematics.** Additionally, 60 percent of students indicated that their teachers “frequently” believed they could be successful in mathematics, and 33 percent indicated that their teachers “sometimes” believed.
- **The most common school-sponsored extracurricular activity is athletics, which 67 percent of students participated in.** Additional common activities include musical groups (36 percent) and scholastic clubs (33 percent). Outside of school, students devote much of their time to using technology for personal interests, spending time with friends, and watching television.
- **Overall, 83 percent of Washtenaw County students would recommend their school to another student.** A majority of students awarded their school “As” and “Bs” at preparing them for further education, personal life, and employment.
- **Approximately 70 percent of exiting seniors plan to attend a four-year college and approximately 20 percent plan to attend a two-year college.** The most popular field of study is health sciences, although substantial portions of students also expressed interest in STEM, business, social sciences, and creative arts fields.

SECTION I: HIGH SCHOOL EXPERIENCES

Figure 1.1.A: High School Experiences (n=2,585-2,631)

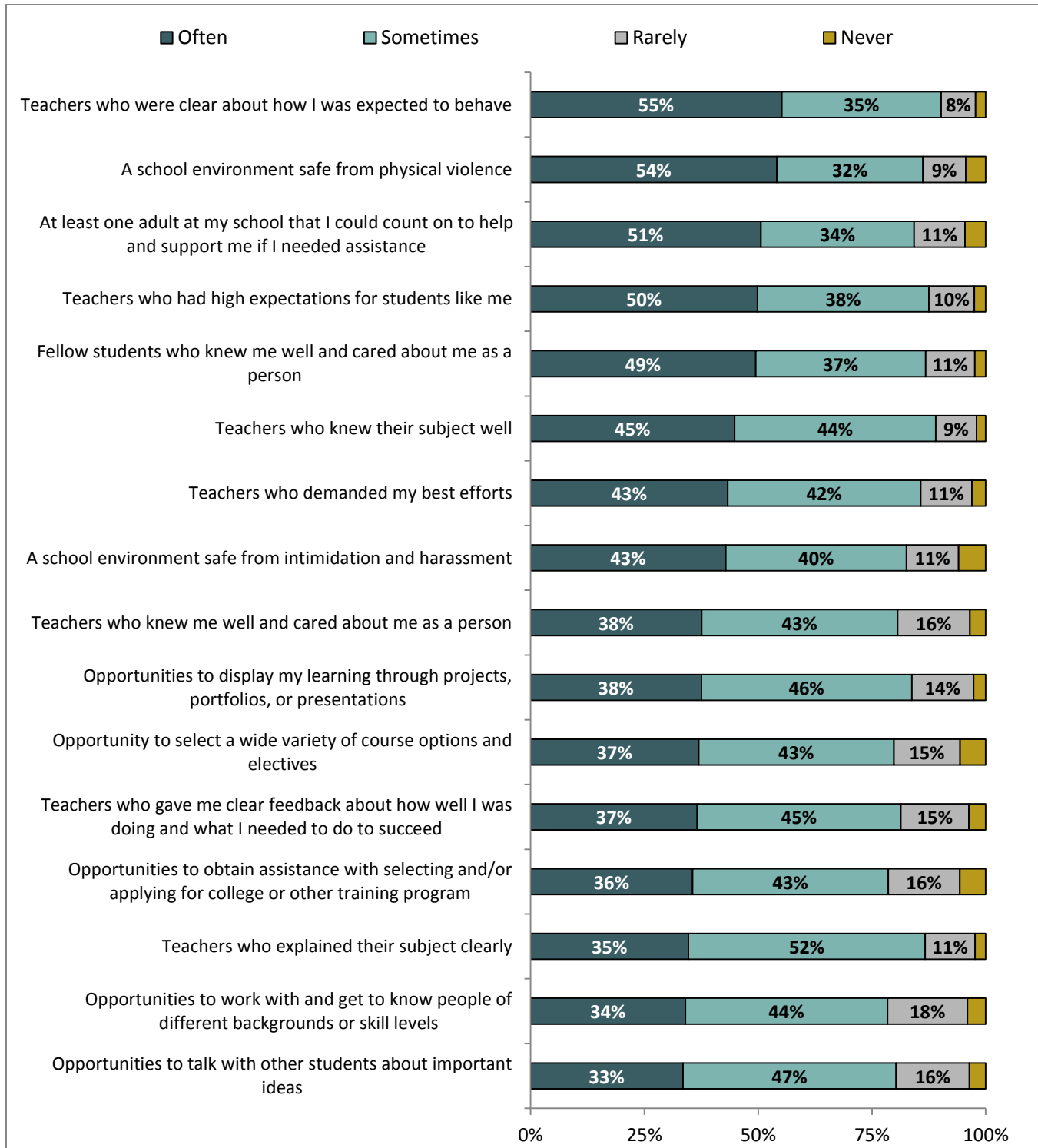
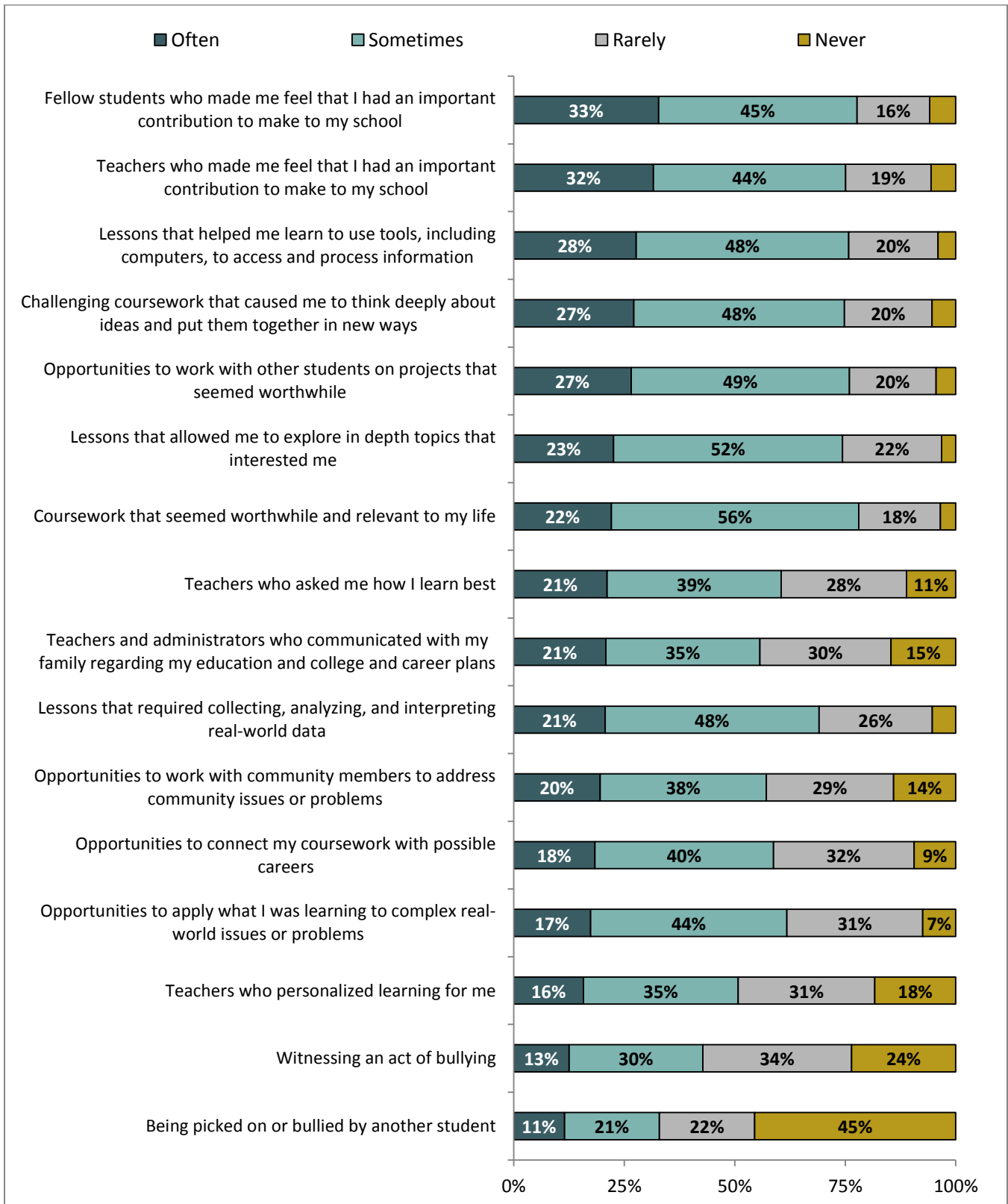
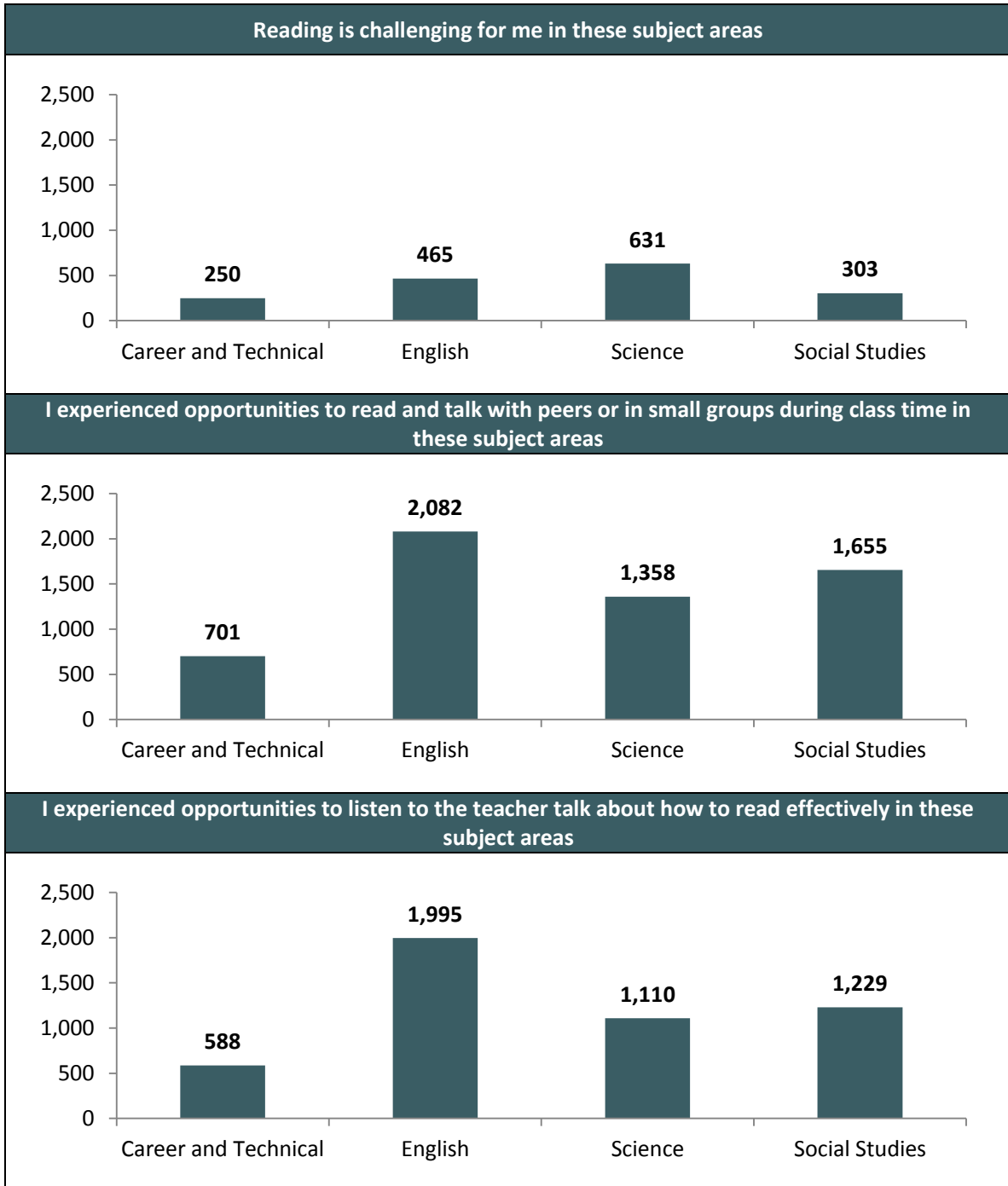


Figure 1.1.B: High School Experiences (n=2,585-2,631)



SECTION II: READING AND MATHEMATICS INSTRUCTION

Figure 2.1: Reading Experiences



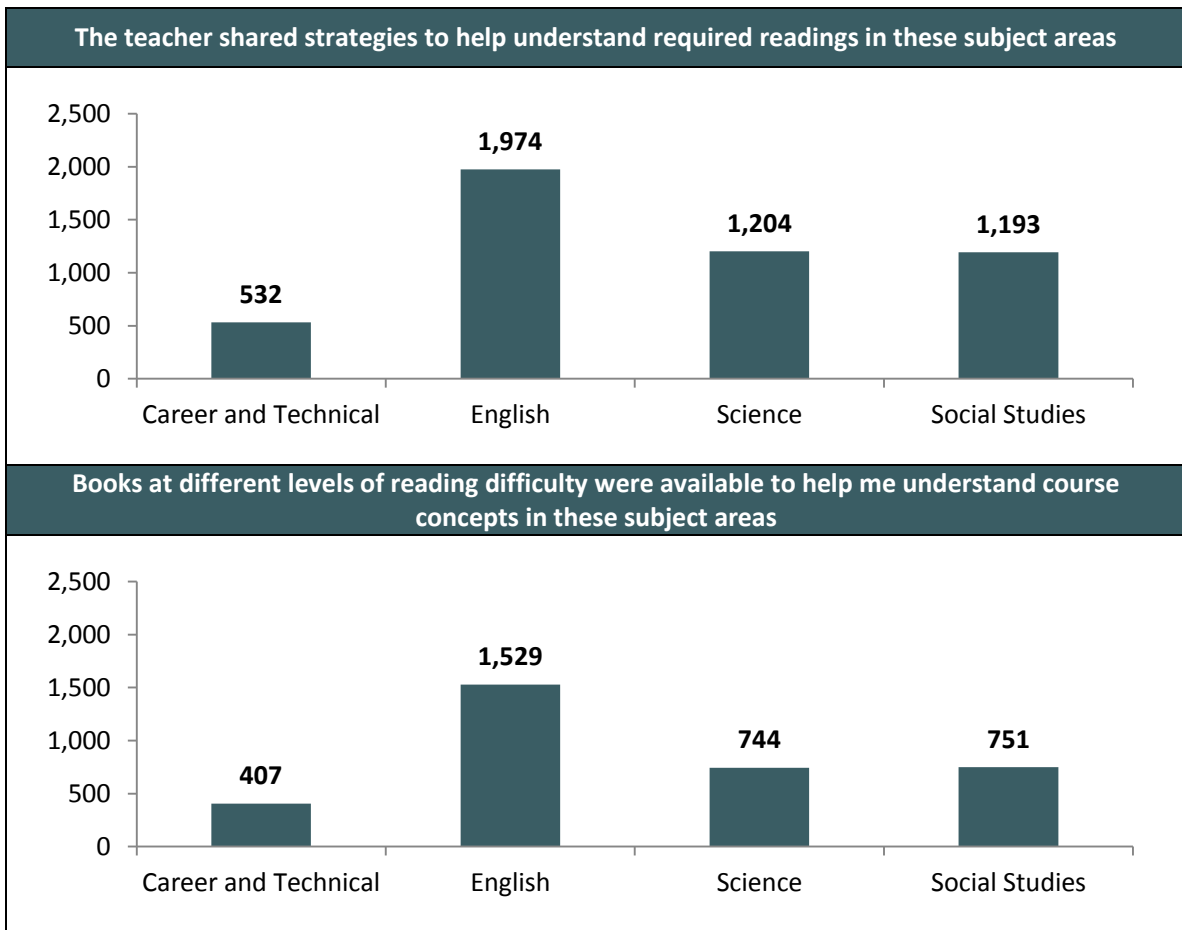


Figure 2.2: When I'm Reading for School (n=2,618)

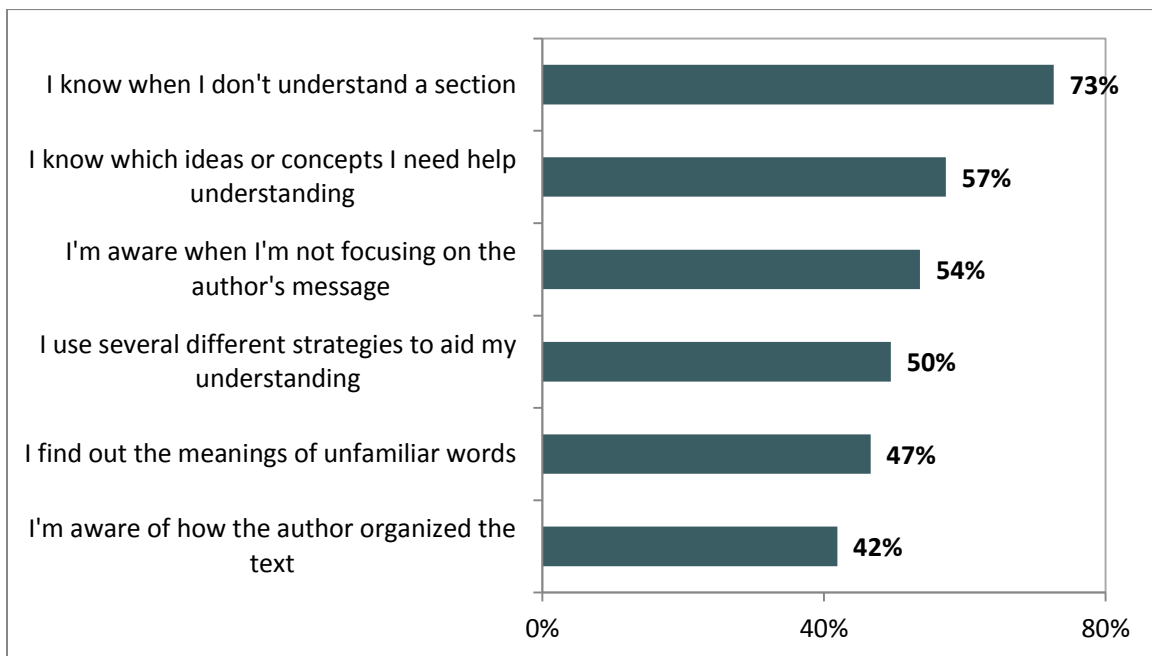


Figure 2.3: Use of Tools to Help Understand Readings (n=2,606)

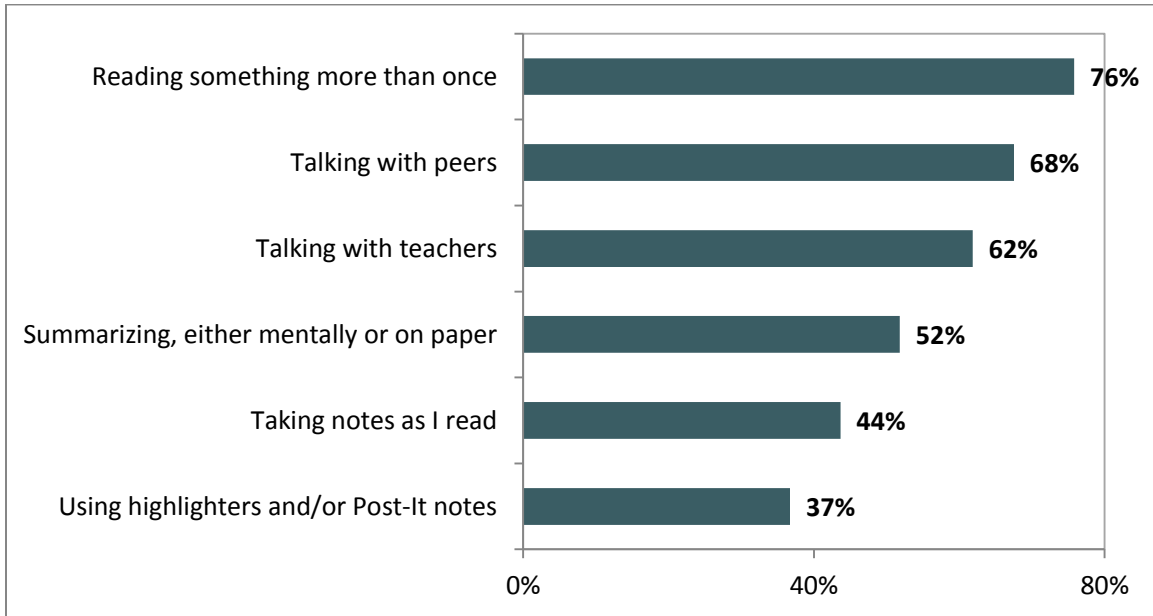


Figure 2.4: Weekly Hours Spent Reading (n=2,575-2,643)

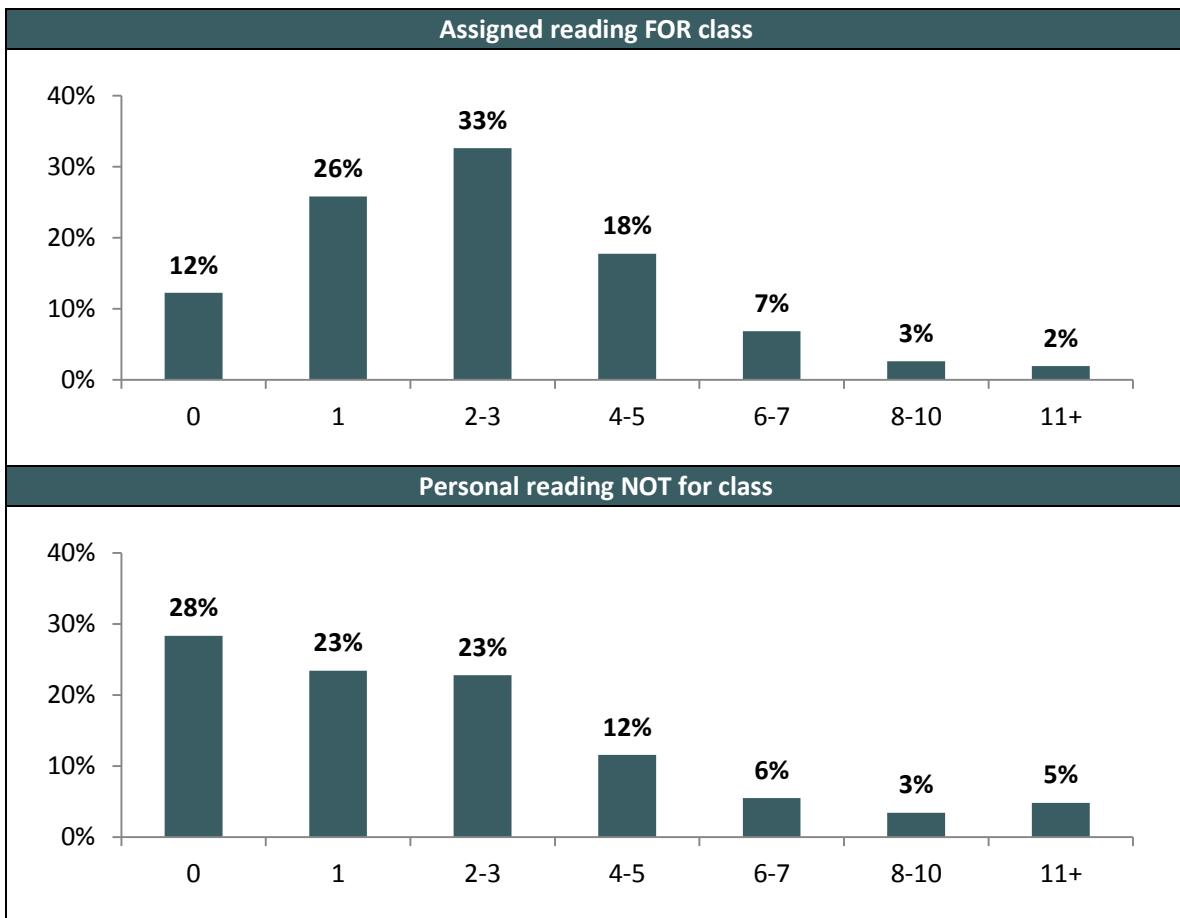


Figure 2.5: Teachers Believed that I could be Successful in Learning Mathematics (n=2,663)

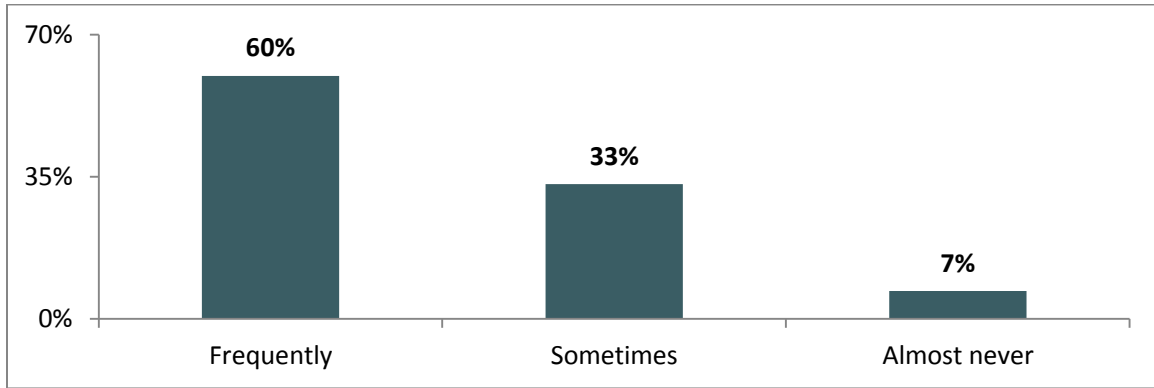
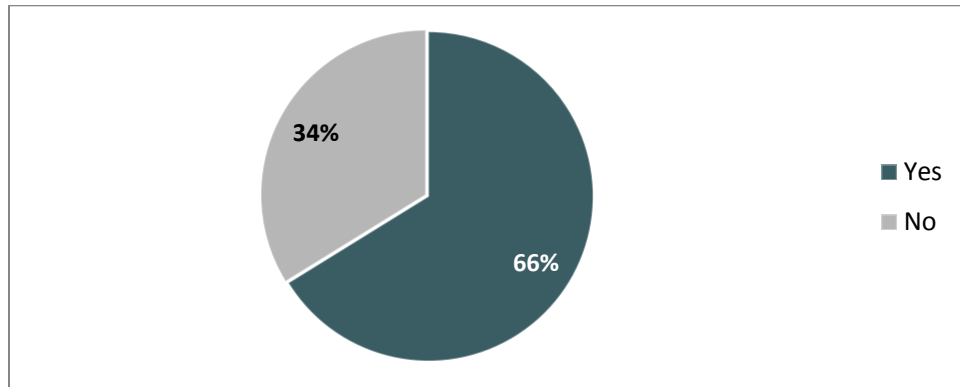


Figure 2.6: I am Good at Mathematics (n=2,653)



SECTION III: AFTERSCHOOL ACTIVITIES

Figure 3.1: Extra-curricular Activities (n=2,445)

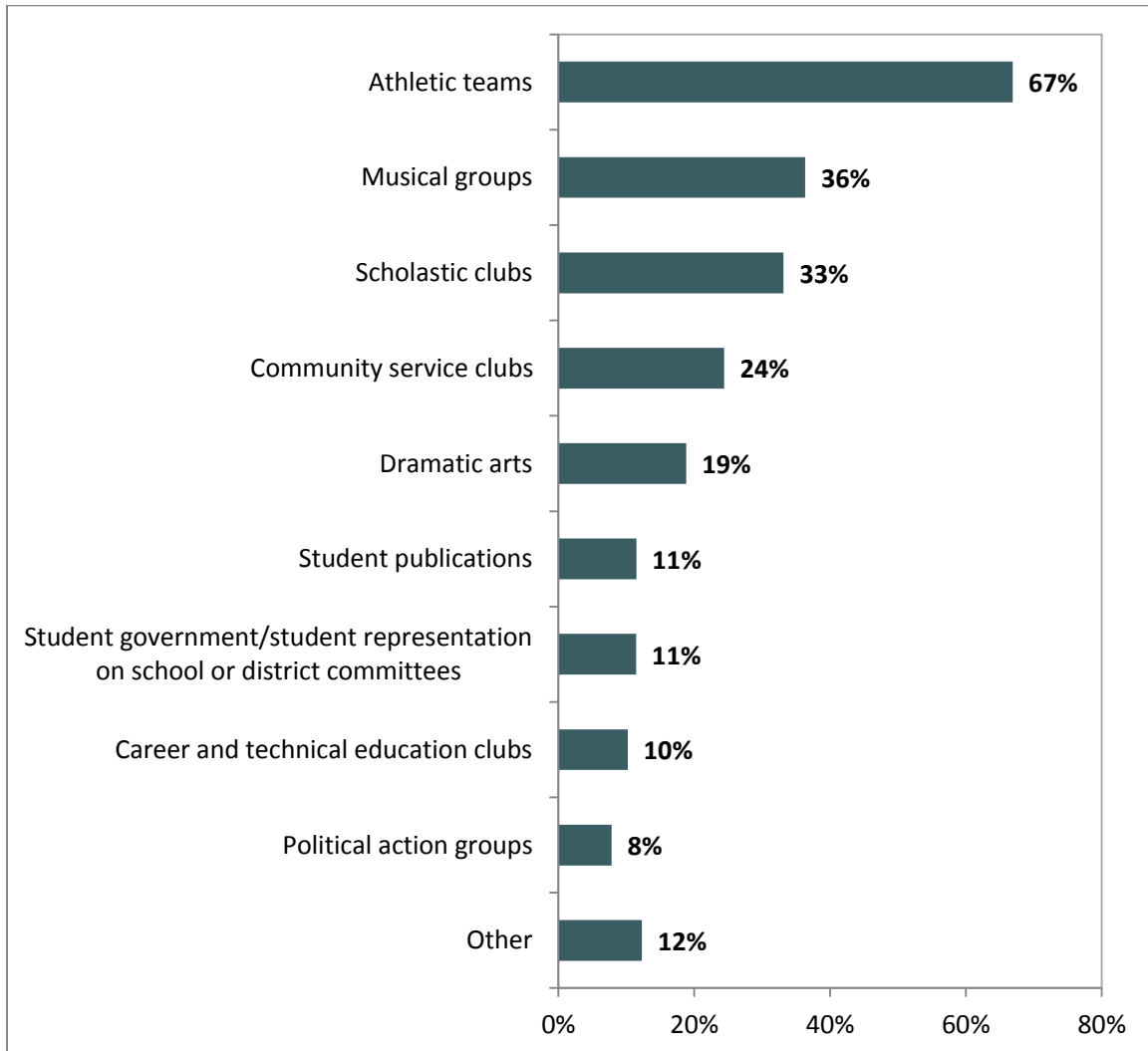
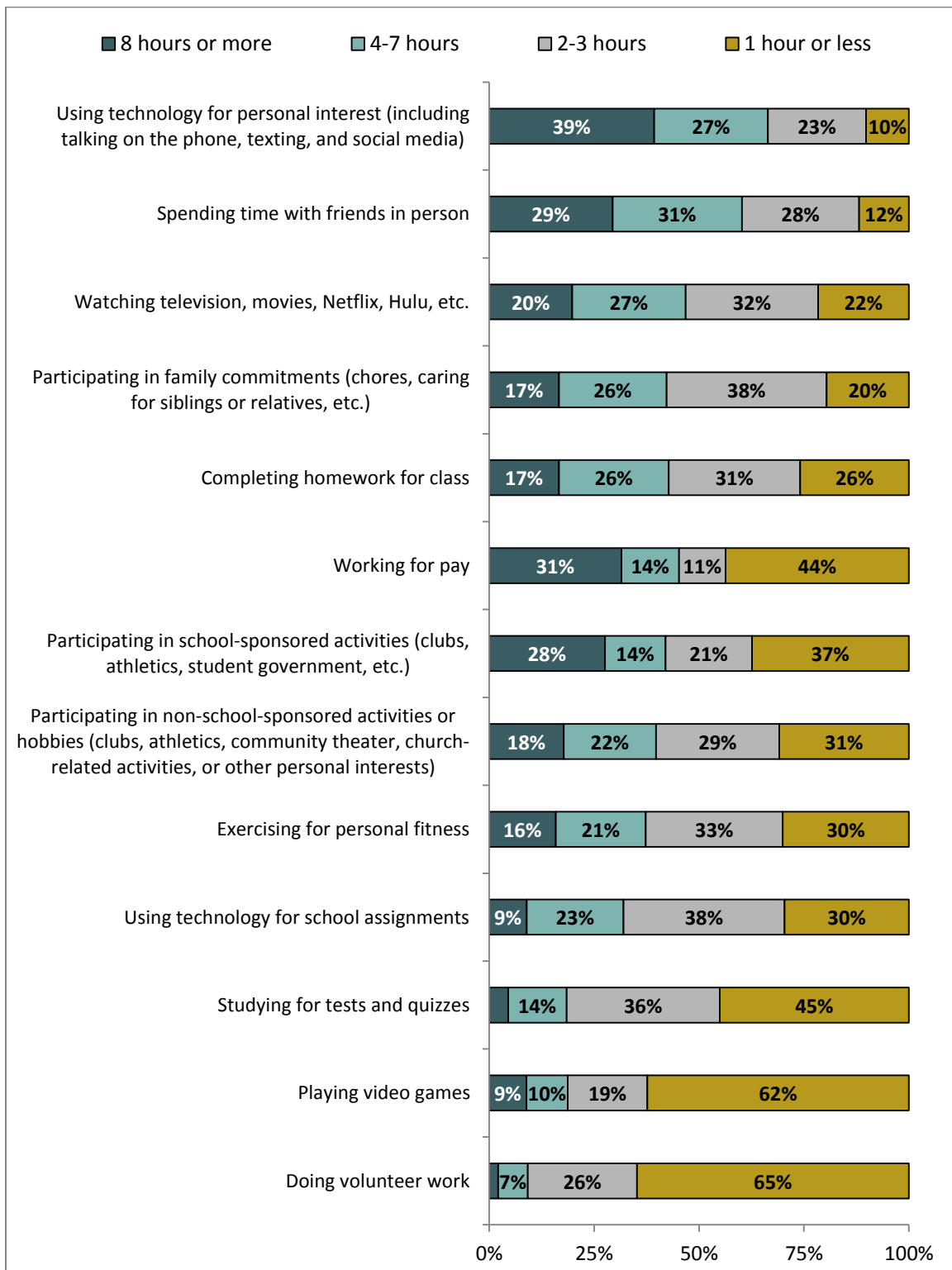


Figure 3.2: Weekly Hours Outside of School Spent on Activities (n=2,440-2,614)



SECTION IV: PREPARATION FOR FUTURE AND WILLINGNESS TO RECOMMEND

Figure 4.1: Would Recommend School to Other Students (n=2,614)

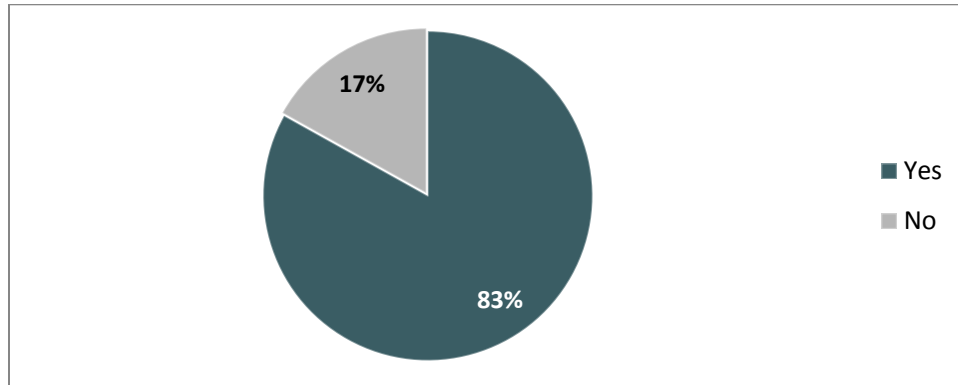


Figure 4.2: Grades of High School Preparation (n=2,599-2,607)

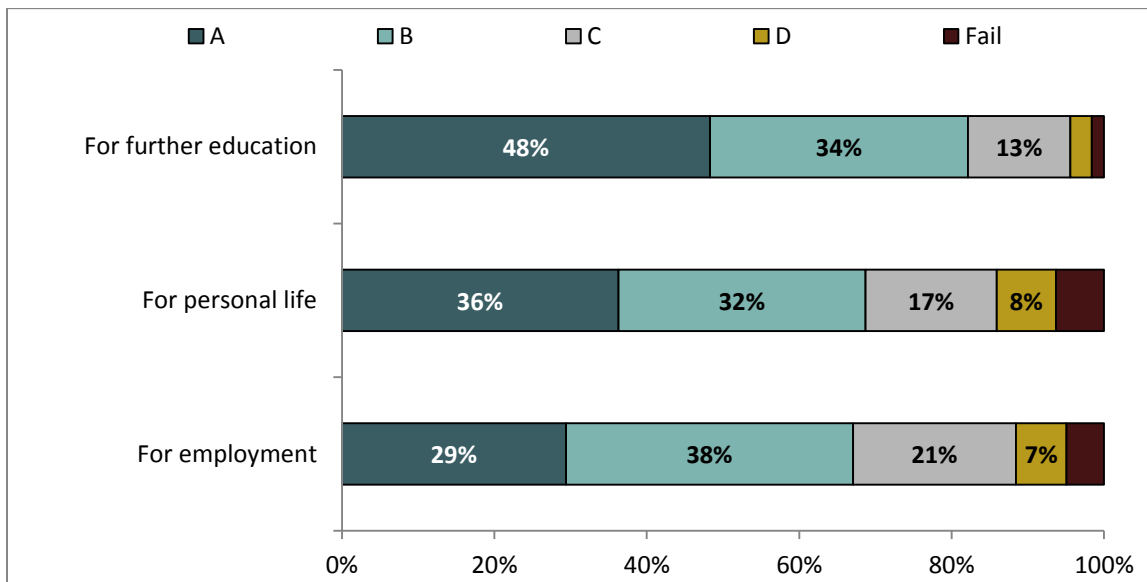
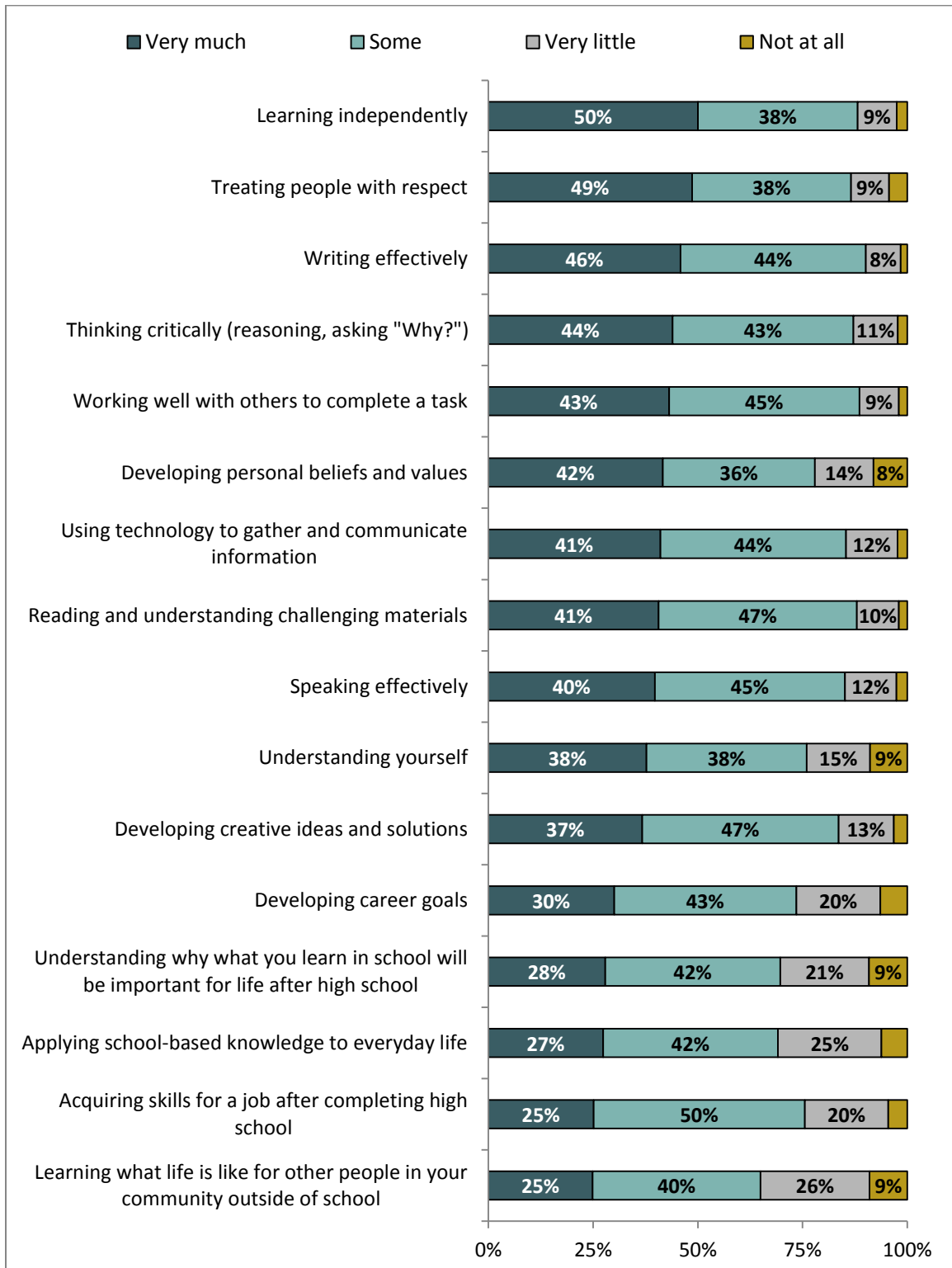


Figure 4.3: School's Contribution to Development Areas (n=2,591-2,607)



SECTION V: POSTSECONDARY PLANS

Figure 5.1: Plans for the Next Two Years (n=2,672)

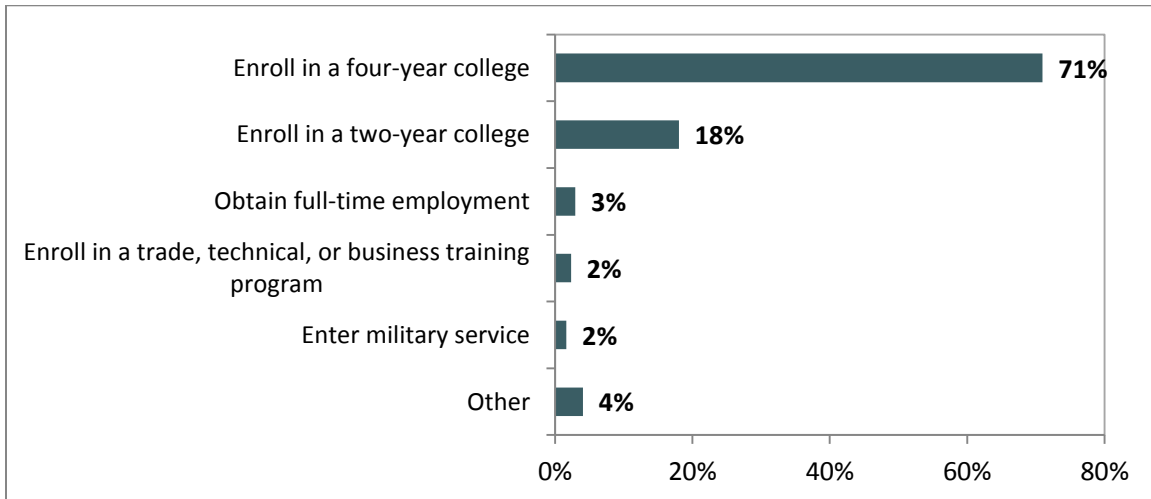
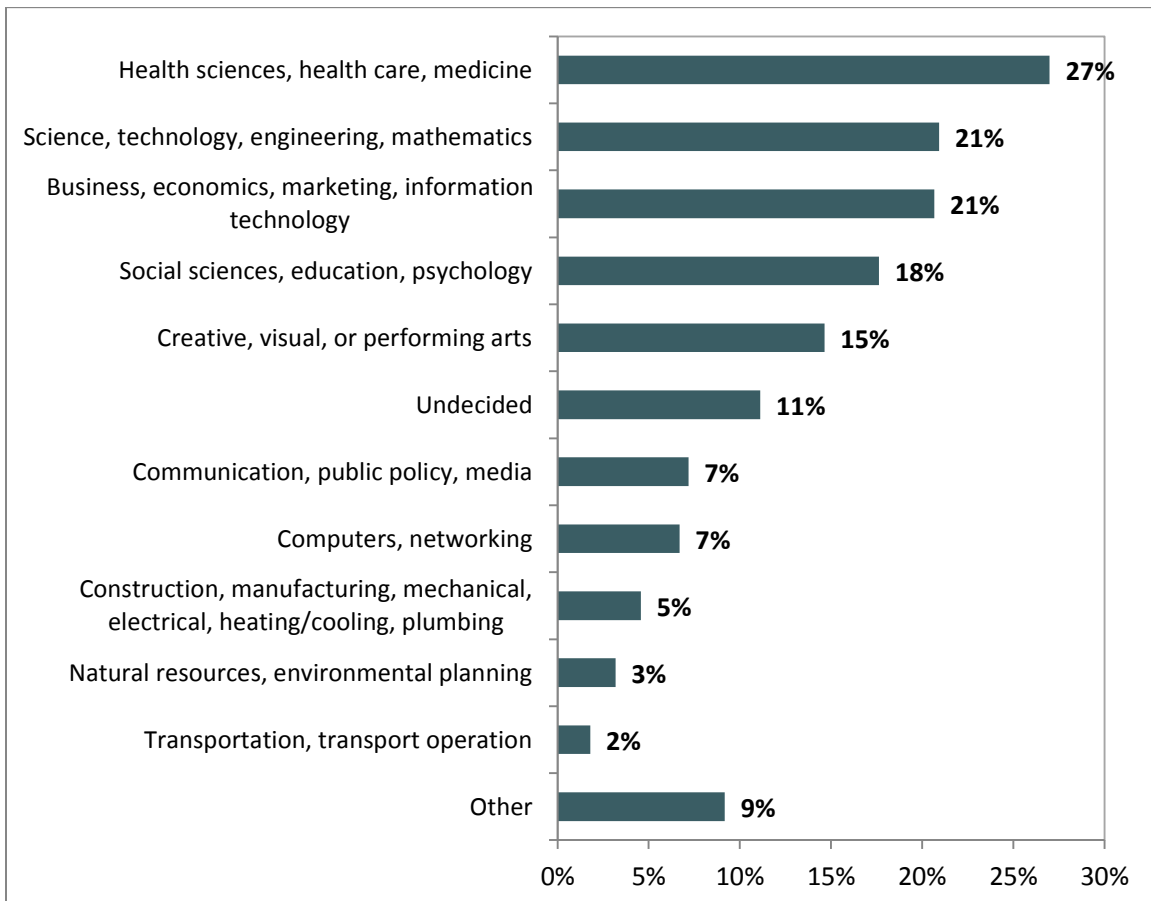


Figure 5.2: Likely Field of Study in College or Trade School (n=2,671)



SECTION VI: RESPONDENT CHARACTERISTICS

Figure 6.1: Gender (n=2,678)

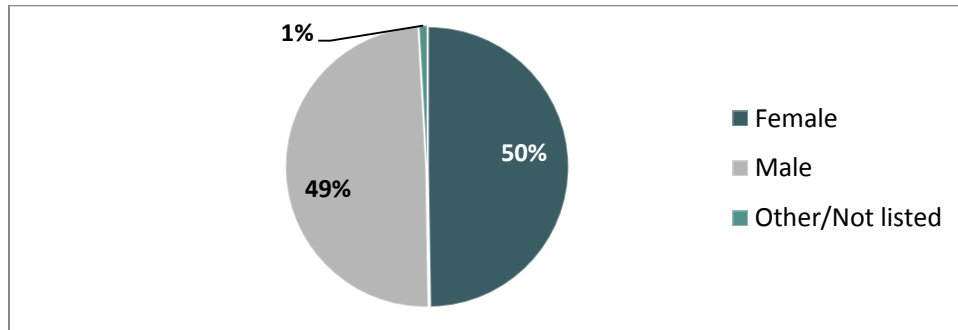


Figure 6.2: Race/Ethnicity (n=2,667)

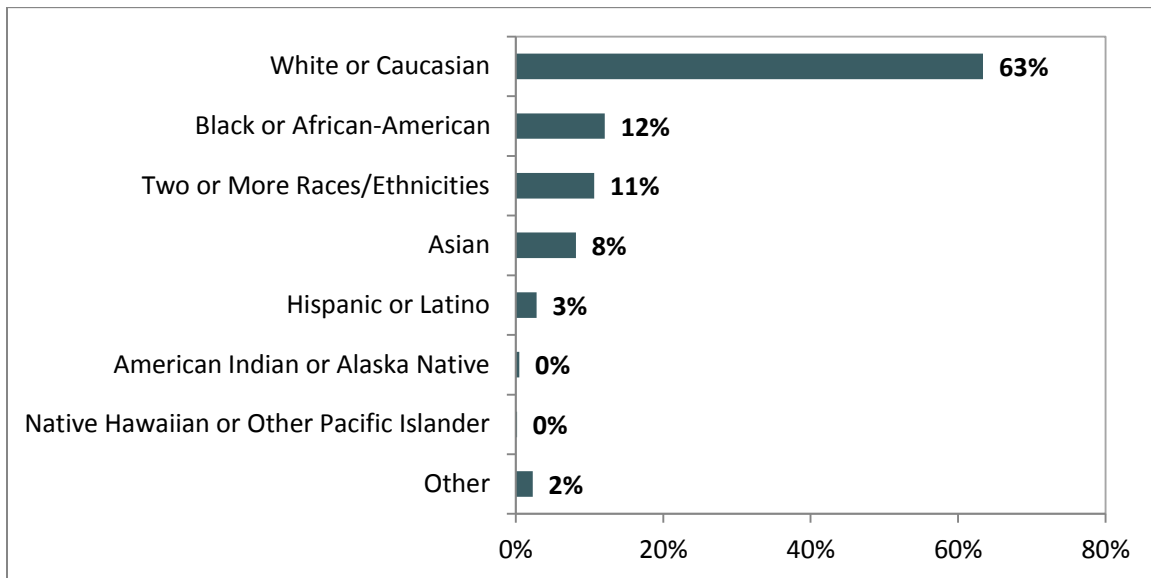


Figure 6.3: Family Income (n=2,613)

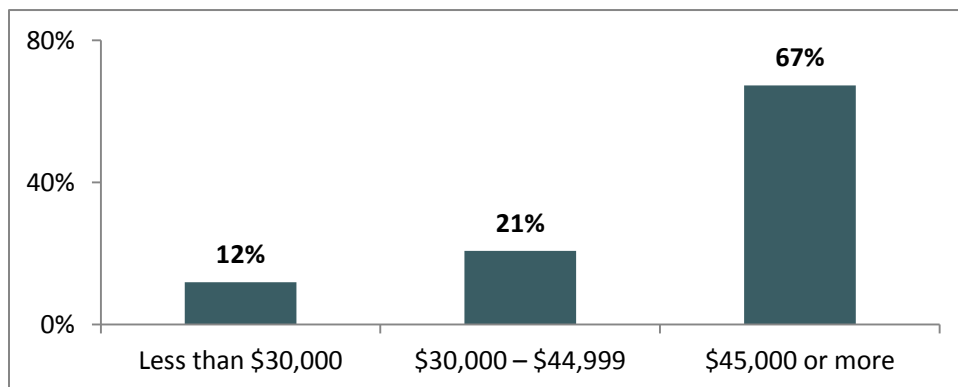


Figure 6.4: Parent/Guardian One Education (n=2,654)

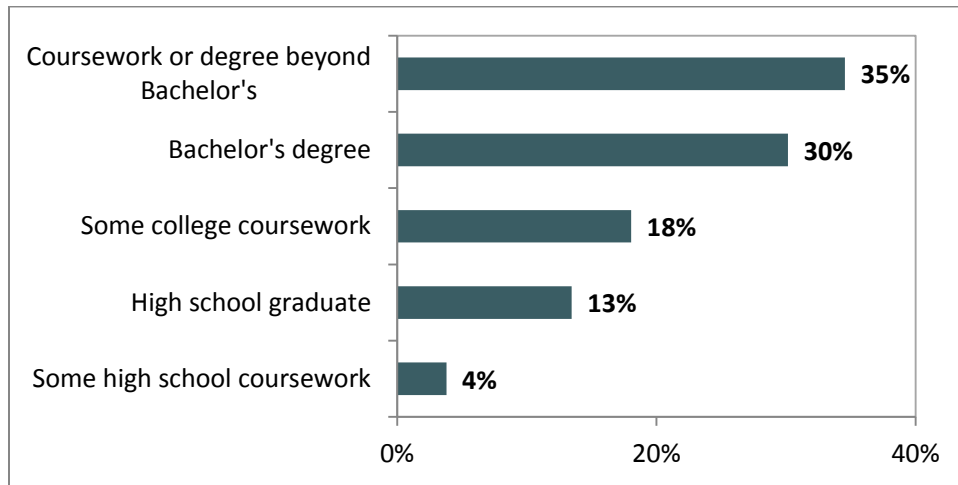


Figure 6.5: Parent/Guardian Two Education (n=2,487)

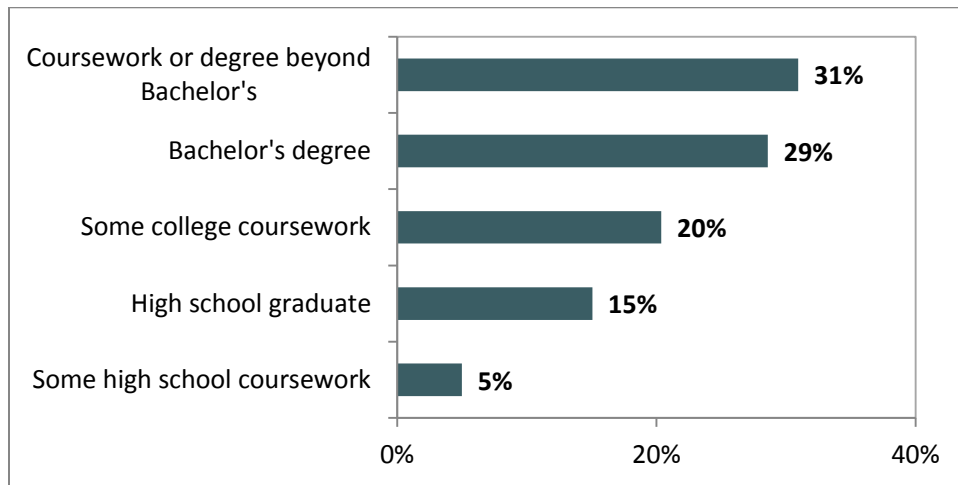


Figure 6.6: Grades in High School (n=2,671)

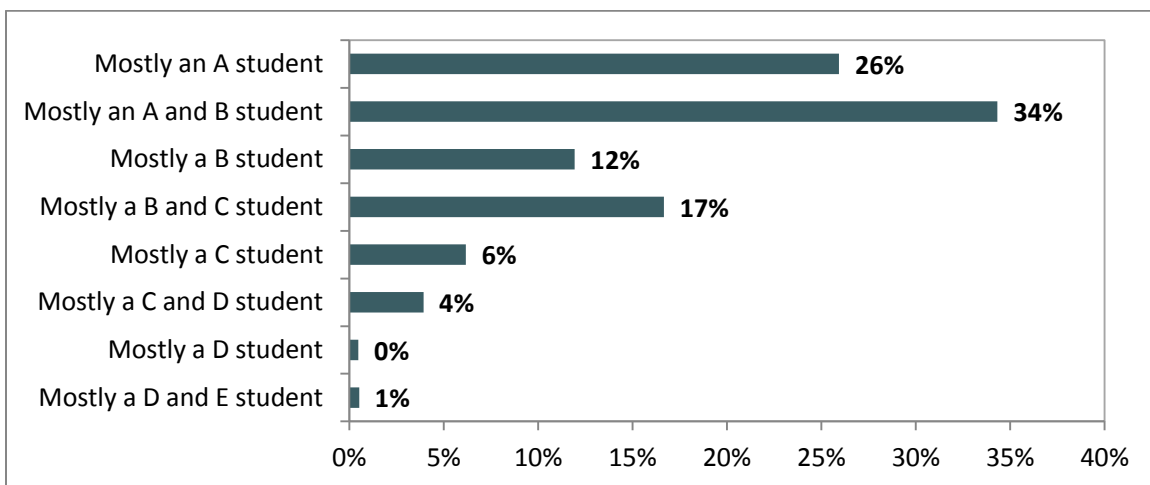


Figure 6.7: Category of Completed Courses (n=2,645)

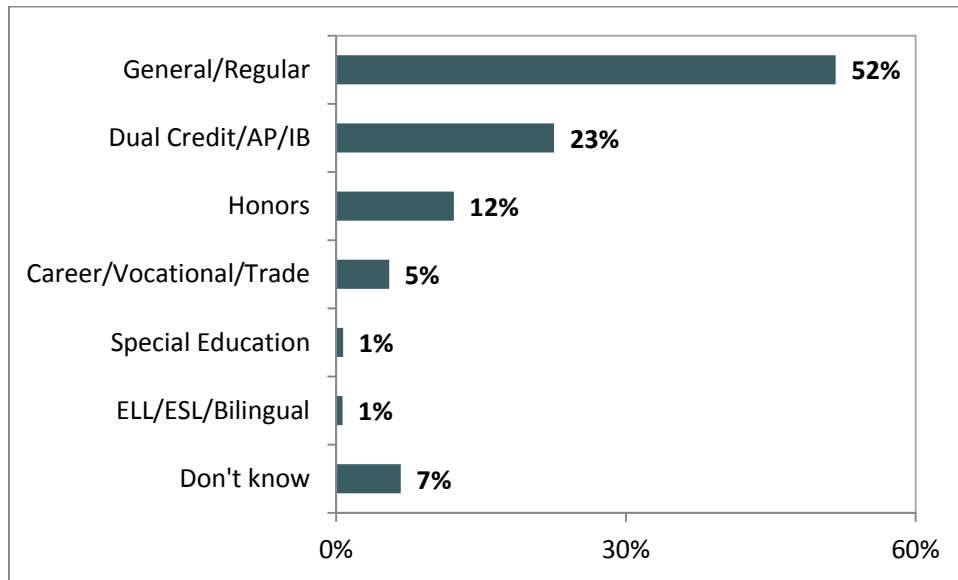


Figure 6.8: Course Selection (n=2,586-2,523)

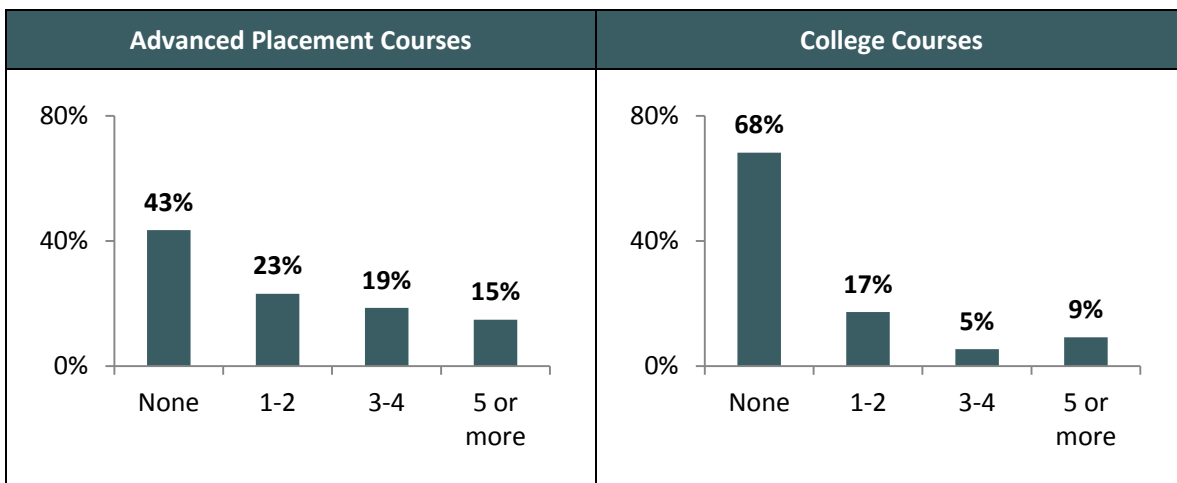


Figure 6.9: Recipient of Special Education Services (n=2,642)

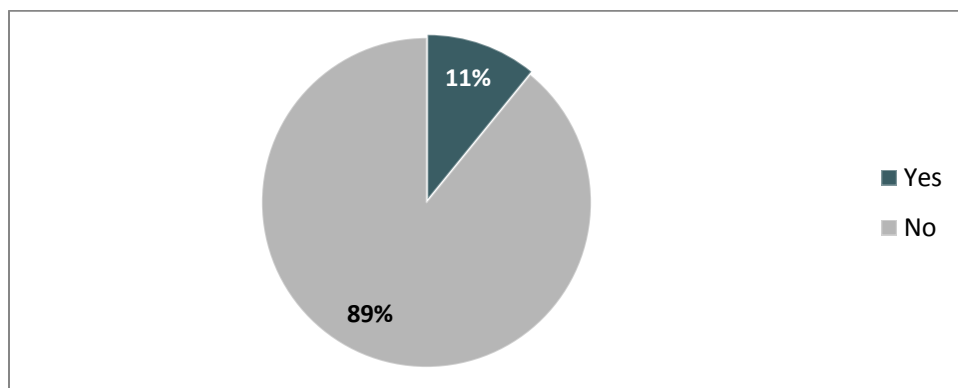
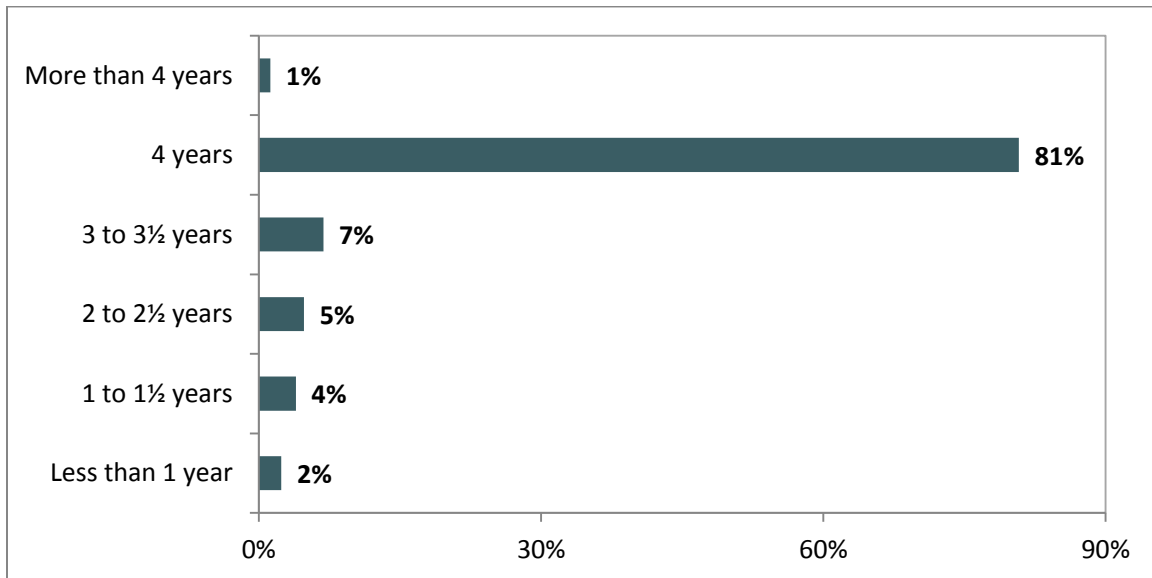


Figure 6.10: Years Attending this High School (n=2,669)



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