## Senior Exit Survey 2021 – Overall

Prepared for Washtenaw Intermediate School District

September 2021



In the following report, Hanover Research presents the results of a 2021 Senior Exit Survey administered to high school seniors in Washtenaw Intermediate School District overall.



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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 by Washtenaw Intermediate School District (WISD). 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. Please note that due to COVID-19 participation was limited to students taking the survey through Survey Monkey, no paper surveys were collected.

The survey received a total of 2,163 valid responses. Below we present the results provided by WISD seniors overall. The 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**

### **Figure A: Summary of Results**

	Overall
High School Experiences (experienced "often")	
A school environment safe from physical violence	61%
Coursework that seemed worthwhile and relevant to my life	20%
Fellow students who knew me well and cared about me as a person	43%
Opportunity to select a wide variety of course options and electives	45%
Teachers who demanded my best efforts	51%
Reading and Mathematics Instruction	
Use several different strategies to aid understanding when reading for school	57%
Spent 4 or more hours per week on assigned readings for class	27%
Spent 4 or more hours per week on personal reading outside of class	22%
Believe they are good at mathematics	65%
Afterschool Activities	
Athletic teams	65%
Musical groups	41%
Scholastic clubs	38%
Willingness to Recommend	
Would recommend school to other students	87%
My school contributed to my development in these areas "very mu	ch"
Developing career goals	32%
Speaking effectively	43%
Thinking critically	53%
Treating people with respect	57%
Writing effectively	52%
Postsecondary Plans	
Enroll in a four-year college	73%
Likely to pursue the following fields	
Business, economics, marketing, information technology	21%
Creative, visual, or performing arts	13%
Health sciences, health care, medicine	27%
Science, technology, engineering, mathematics	27%
Social sciences, education, psychology	18%

**Note:** Green text indicates school-level results are more than five percentage points *greater* than overall results, and red text indicates school-level results are more than five percentage points *less* than overall results.

## **SECTION I: HIGH SCHOOL EXPERIENCES**

## Figure 1.1: High School Experiences (n=2138)

Often Sometimes Ra	rely Never				
Teachers who were clear about how I was expected to behave	6	5%	30%		
A school environment safe from physical violence	61%		29%	7%	
Teachers who knew their subject well	58%		36%		
Teachers who had high expectations for students like me	55%		37%	6%	
At least one adult at my school that I could count on to help and support me if I needed assistance	54%		32%	10%	
Teachers who demanded my best efforts	51%		40%	8%	
A school environment safe from intimidation and harassment	46%		39%	10%	
Teachers who gave me clear feedback about how well I was doing and what I needed to do to succeed	45%		43%	11%	
Opportunity to select a wide variety of course options and electives	45%		41%	12%	
Fellow students who knew me well and cared about me as a person	43%		40%	13%	
Teachers who explained their subject clearly	43%		48%	7%	
Opportunities to display my learning through projects, portfolios, or presentations	41%		48%		
Teachers who knew me well and cared about me as a person	40%	40%		14%	
Opportunities to work with and get to know people of different backgrounds or skill levels	40%		42%		
Opportunities to obtain assistance with selecting and/or applying for college or other training program	37%		44%	14%	
Opportunities to talk with other students about important ideas	36%		48%	12%	
Teachers who made me feel that I had an important contribution to make to my school	35%		43%	18%	
Challenging coursework that caused me to think deeply about ideas and put them together in new ways	33%	50%		14%	
Lessons that helped me learn to use tools, including computers, to access and process information	33%		49% 1		
Fellow students who made me feel that I had an important contribution to make to my school	31%	42	%	20% 6%	
Lessons that required collecting, analyzing, and interpreting real-world data	28%	5	1%	18%	

Teachers who asked me how I learn best	28%	40%	24% 8%
Opportunities to work with other students on projects that seemed worthwhile	27%	49%	20%
Teachers and administrators who communicated with my family regarding my education and college and career plans	26%	40%	25% 9%
Lessons that allowed me to explore in depth topics that interested me	24%	55%	18%
Opportunities to work with community members to address community issues or problems	21%	42%	24% 12%
Opportunities to apply what I was learning to complex real-world issues or problems	21%	48%	26% 5%
Coursework that seemed worthwhile and relevant to my life	20%	57%	20%
Opportunities to connect my coursework with possible careers	19%	45%	29% 7%
Teachers who personalized learning for me	18%	37%	31% 14%
Witnessing an act of bullying	10%	27% 36%	26%
Being picked on or bullied by another student	9% 20%	23%	49%

# SECTION II: READING AND MATHEMATICS INSTRUCTION

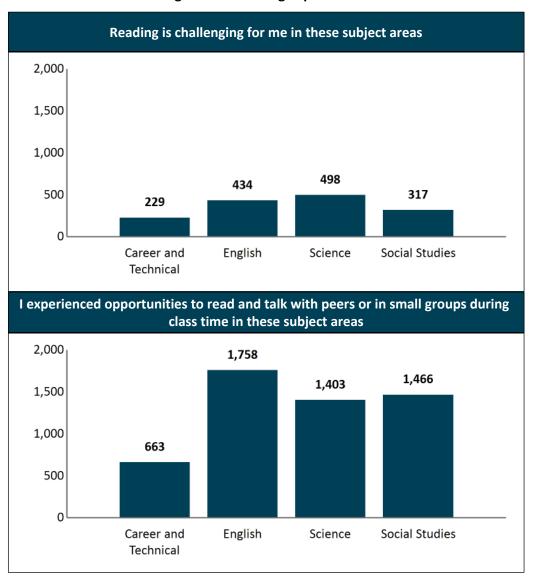
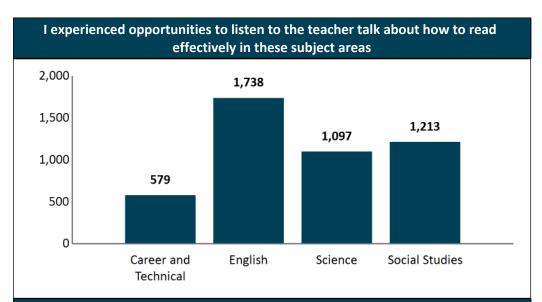
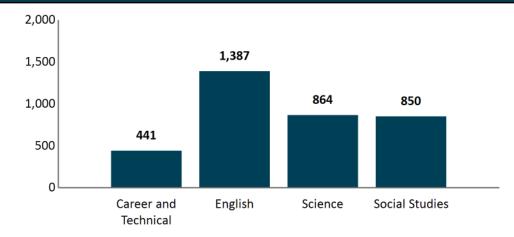


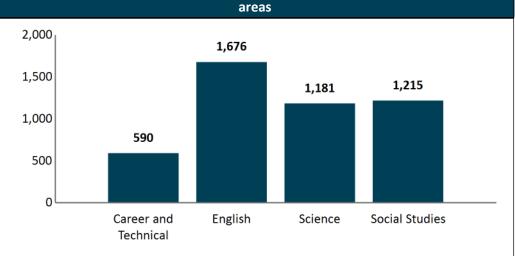
Figure 2.1: Reading Experiences

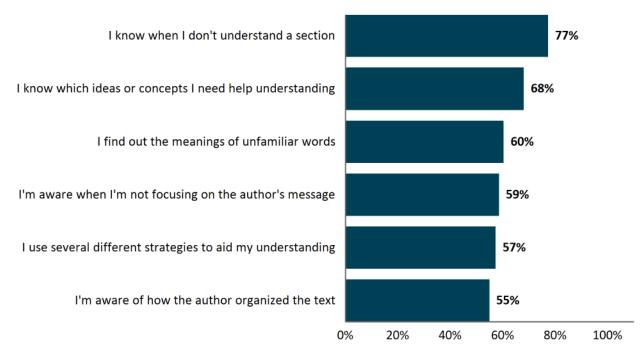






The teacher shared strategies to help understand required readings in these subject





### Figure 2.2: When I'm Reading for School (n=2119)

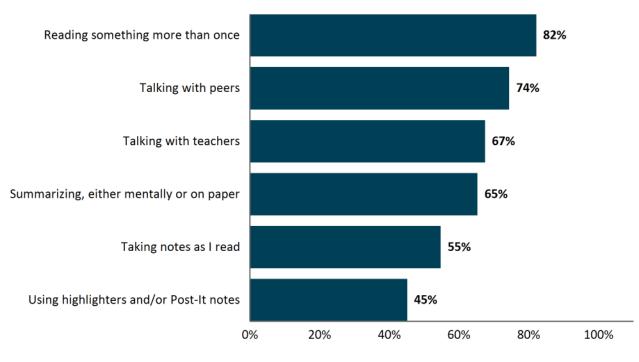
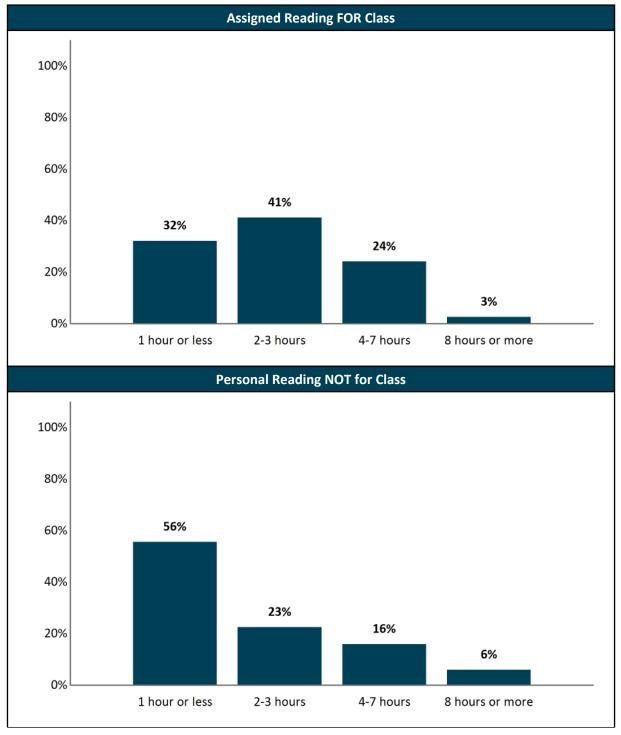


Figure 2.3: Use of Tools to Help Understand Readings (n=2105)





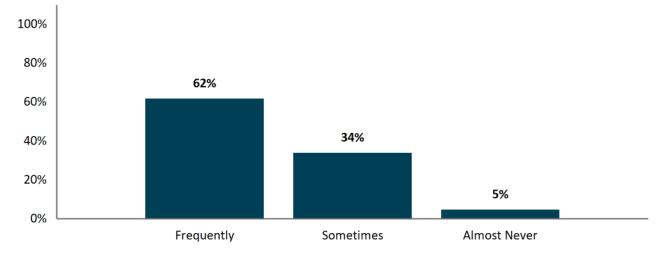
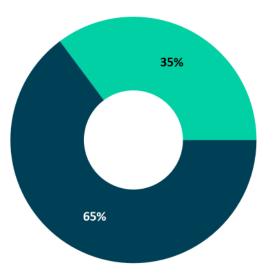


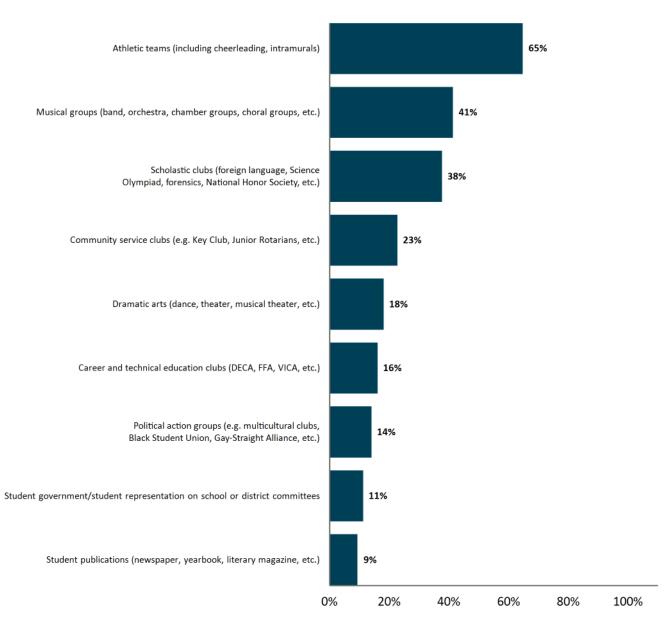


Figure 2.6: I Am Good at Mathematics (n=2142)





## **SECTION III: AFTER SCHOOL ACTIVITIES**



#### Figure 3.1: Extra-Curricular Activities (n=1858)

8 hours or more 4-7 hours	2-3 hou	ırs 🗾 1 ho	our or less					
Using technology for personal interest (including talking on the phone, texting, and social media)	37%		31%		24%	8%		
Working for pay	35%		% 15% 9%		41%			
Using technology for school assignments	35%		35% 30%		25%	10%		
Participating in school-sponsored activities (clubs, athletics, student government, etc.)	23% 15%		6 24%		24%		4% 38%	
Completing homework for class	22%		37%		37%		30%	10%
Watching television, movies, Netflix, hulu, etc.	19%	29%	% 35		9%		%	16%
Spending time with friends in person	18%	28%		30% 2		24%		
Participating in non-school sponsored activities or hobbies (clubs, athletics, community theater, church-related activities, or other personal interests)	16%	21%	32%		32%		32% 30%	
Participating in family commitments (chores, caring for siblings or relatives, etc.)	16%	25%	42%		42%		17%	
Exercising for personal fitness	15%	22%		32% 31'		31%		
Playing video games	13%	15% 21%		1% 51%		21% 51%		
Studying for tests or quizzes	16%	46% 35		35%	35%			
Doing volunteer work	2.	2%		71%				

## Figure 3.2: Weekly Hours Outside of School Spent on Activities (n=2142)

# SECTION IV: PREPARATION FOR FUTURE AND WILLINGNESS TO RECOMMEND

Figure 4.1: Would Recommend to Other Students (n=2130)

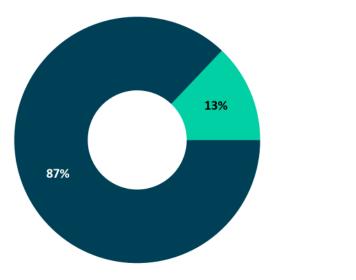
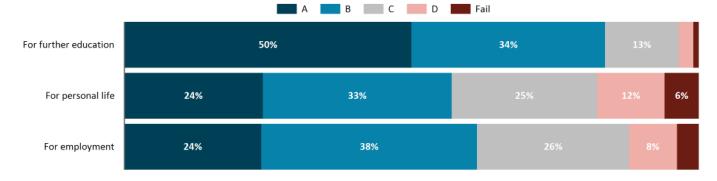




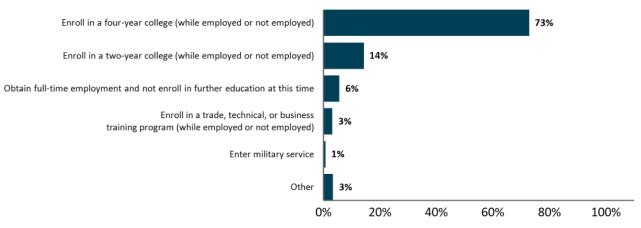
Figure 4.2: Grades of High School Preparation (n=2122)



Very much Som	e Very little	Not a	t all						
Learning independently	59%		34%		6%				
Treating people with respect	57%		% 34%		7%				
Using technology to gather and communicate information	53%		38		38%		7%		
Thinking critically (reasoning, asking "Why?")	53%		39%		53% 39%		7%		
Writing effectively	52%		41%		6%				
Working well with others to complete a task	50%	50%		409		9% 40%			9%
Reading and understanding challenging materials	49%	% 43		6	7%				
Developing personal beliefs and values	46%		37%		37%		12% 5%		
Speaking effectively	43%	45%			9%				
Developing creative ideas and solutions	41%	46%		41%			11%		
Understanding yourself	32%	41%		19%	8%				
Developing career goals	32%	45%		45%		1	9%		
Learning what life is like for other people in your community outside of school	30%	42%		22%	5 7%				
Applying school-based knowledge to everyday life	28%	44%		22%	6%				
Understanding why what you learn in school will be important for life after high school	27%	42%		22%	9%				
Acquiring skills for a job after completing high school	22%	51%		22	% 5%				

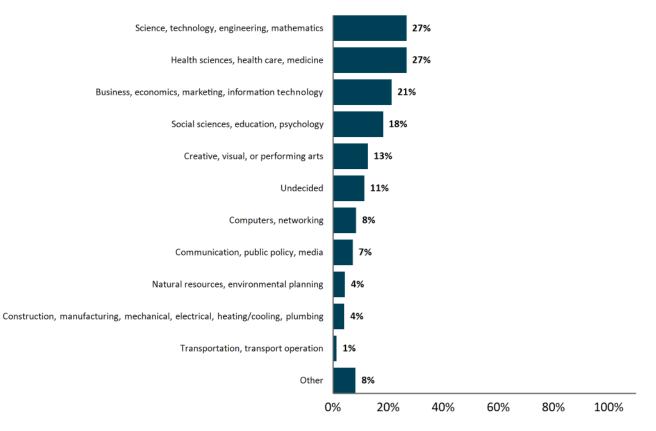
### Figure 4.3: School's Contribution to Development Areas (n=2130)

## **SECTION V: POST-SECONDARY PLANS**



### Figure 5.1: Plans for the Next Two Years (n=2152)





## **SECTION VI: RESPONDENT CHARACTERISTICS**

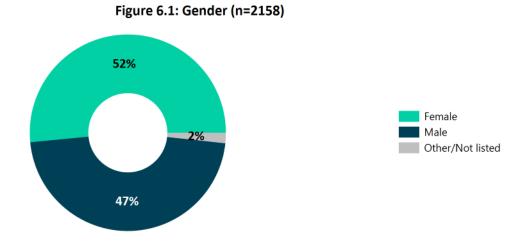
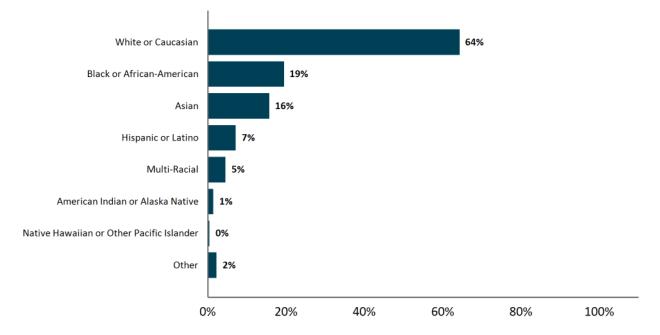
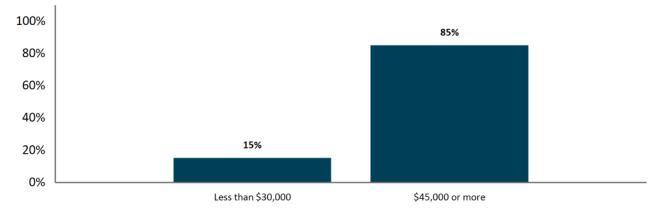
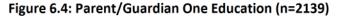


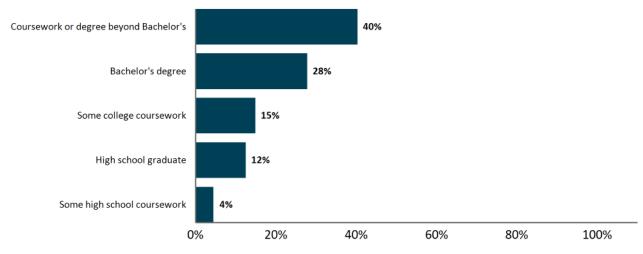
Figure 6.2: Race/Ethnicity (n=2154)





#### Figure 6.3: Family Income (n=1761)





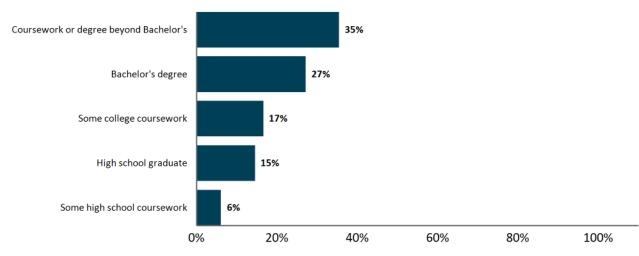
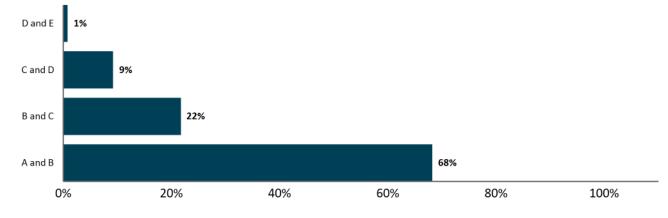


Figure 6.5: Parent/Guardian Two Education (n=2054)



### Figure 6.6: Grades in High School (n=2151)

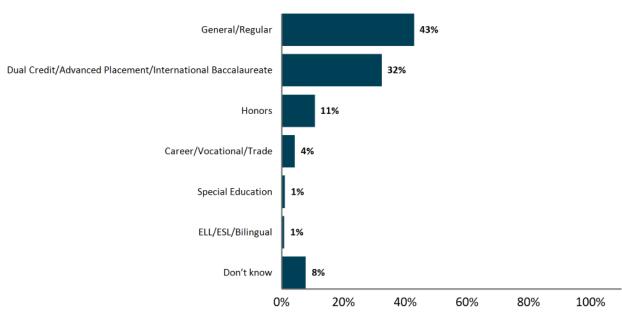
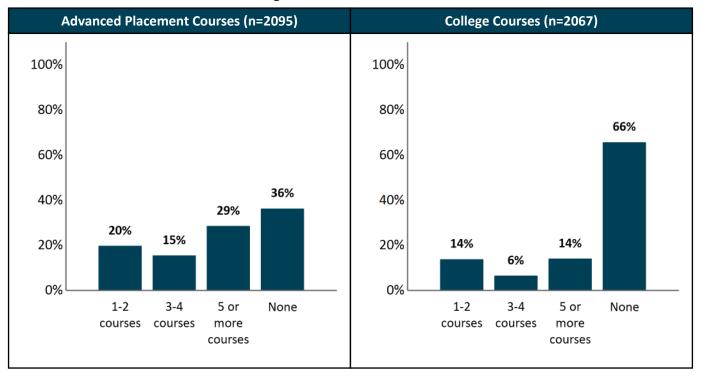
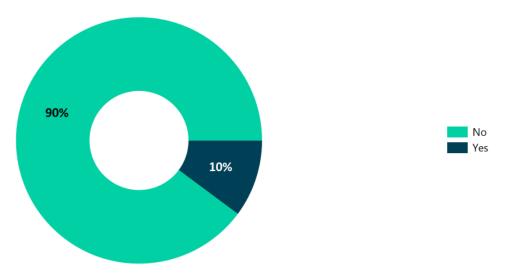


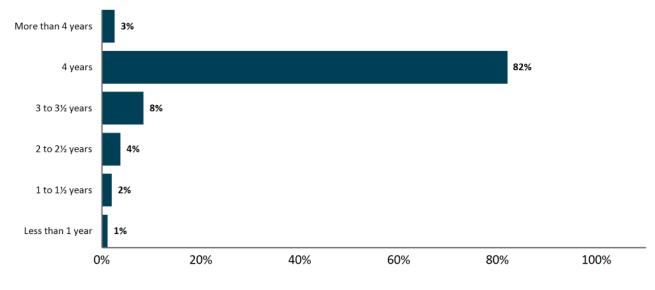
Figure 6.7: Category of Complete Courses (n=2149)



### Figure 6.8: Course Selection

## Figure 6.9: Recipient of Special Education Services (n=2145)





## Figure 6.10: Years Attending this High School (n=2155)

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