
Senior Exit Survey Report 2016

Anoka-Hennepin
School District

Prepared by the Department of
Research, Evaluation, and Testing



Table of Contents

Introduction.....	3
Key Findings.....	4
Findings.....	5
9 th Grade Responses Compared to 12 th Grade Responses	15

Introduction

This summary highlights students' responses to the Senior Exit Survey. The objective of the Senior Exit Survey is to provide an opportunity for all seniors to evaluate school programming and provide feedback on their educational experiences prior to their graduation. Students' perception of their educational experiences are useful for systems improvement and summaries are shared with the Superintendent, Associate Superintendents, Curriculum and Instruction personnel, building level administration and staff, and other district constituents.

The Senior Exit Survey was administered to all seniors in their advisory class. Teachers were instructed to administer the survey during their advisory class between March 28 and May 20, 2016. Anonymously, students generally completed the survey in 15-30 minutes. The questionnaire consisted of 21 items relating to students':

- post-secondary plans
- educational aspirations
- past involvement with college-and-career-readiness activities
- evaluation of their high school
- demographic information

Representing each high school in the district, 1,798 students completed the survey. Students were fairly evenly distributed across genders, with 51% of respondents reporting male and 47% female (2% did not respond to this item). Also, students self-reported their ethnic background as the following:

- 0.8% American Indian
- 6.8% Asian
- 2.6% Hispanic
- 8.7% Black
- 72.7% White
- 4.8% Multi-racial
- 3.6% No response

This summary aggregates student responses for a selected number of items from the survey. Some analyses are disaggregated by school for school comparison at the end of the graph section of this summary.

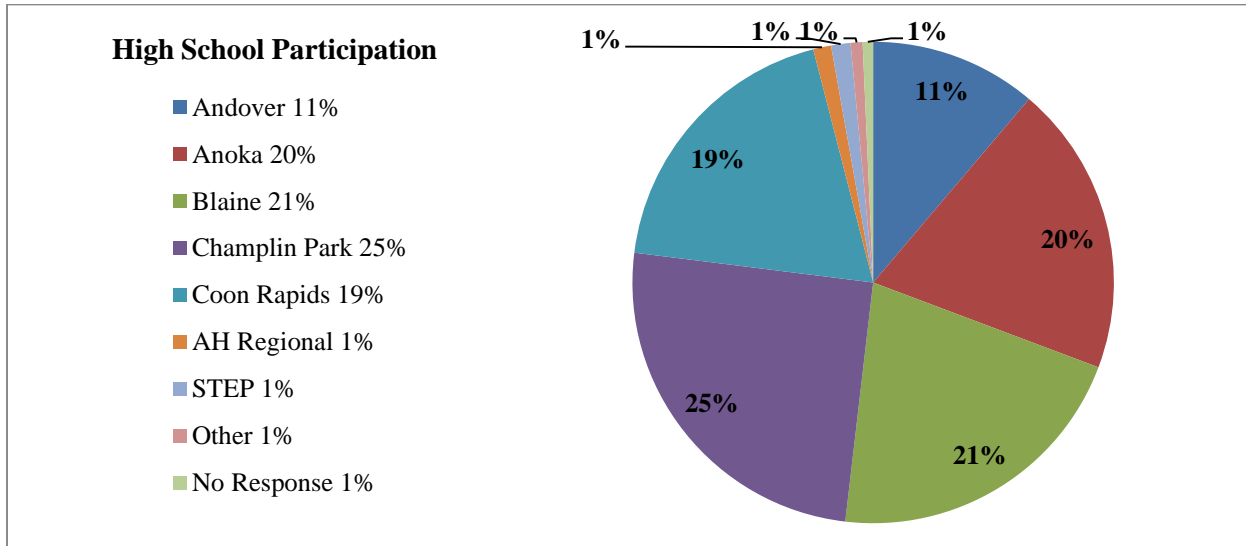
Key Findings

Illustrated in the graphs that follow.

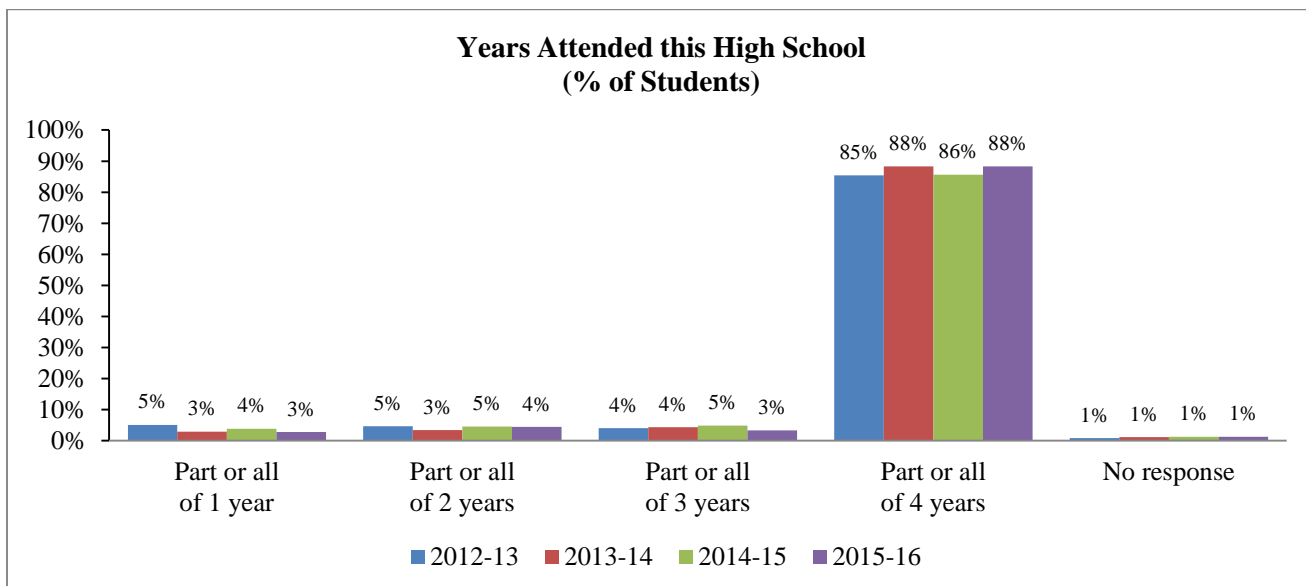
- There were 1,798 seniors who completed the Senior Exit Survey.
 - Eighty-eight percent of the seniors reported attending their high school for part or all of 4 years.
- A total of 96% of the seniors reported that they took the ACT, an increase from 77% in 2015. The ACT was mandated by the state for the graduating class of 2016.
 - Ten percent of students state they completed the SAT, up 4% from 2015.
 - Students' reports of participating in a free practice ACT/SAT test increased from 39% in 2015 to 53% in 2016.
 - Twenty-nine percent of students stated they participated in paid ACT/SAT prep courses, up 4% from 2015.
- More students plan to attend a 4-year college in the fall than in the past 4 years, an increase from 52% in 2013 to 58% in 2016.
 - Students who reported feeling connected to their high schools were more likely to state they will be attending a 4-year college in the fall.
 - Students were more likely to aspire to complete a 4-year degree as seniors than as freshman (using the 2013 9th Grade Student Survey) and were more confident that they would attain that goal. These findings are consistent with last year's results.
- Approximately 78% of the seniors reported their highest level of educational aspiration as obtaining a 4-year degree or higher compared to 76% in 2015.
- Students were most likely to perceive financial issues and difficulty of college courses as potential barriers for reaching their educational goals.
 - Asian students reported all of the 5 potential barriers being of significantly greater concern than all responding seniors as a whole. In both 2015 and 2016, 3 out of 5 potential barriers were reported as being of significantly greater concern for female students: Financial issues, difficulty of college courses, and personal/family issues.
- Students rated the overall quality of the services provided as a 2.8 (which is equivalent to a B-), a small increase from the three prior years' rating of 2.7. In general, students' ratings in almost all areas have increased slightly since 2015.
 - There were few differences in school ratings between students of different ethnicities and gender. Black students rated their schools significantly higher on 'incorporation of life skills' and 'preparation for future education,' but lower on 'exposure to technology.'
 - In general, students who self-reported having a lower GPA rated the areas lower than students with a higher GPA.
- Seniors' connectedness to their high school increased from 62% in 2015 to 66% in 2016.
 - Students who reported not feeling connected to their high school assigned a lower letter grade to their high schools on all statements than students who reported feeling connected.
- When rating their schools in various areas as both 9th grade students and 12th grade students, students rated a 'variety of learning opportunities,' 'course content I can relate to,' 'meaningful assignments and activities,' and 'incorporation of life skills' slightly lower as seniors than they did as freshmen. 'Relationships with teachers' and 'exposure to technology' was rated more highly by these students as seniors.

Findings

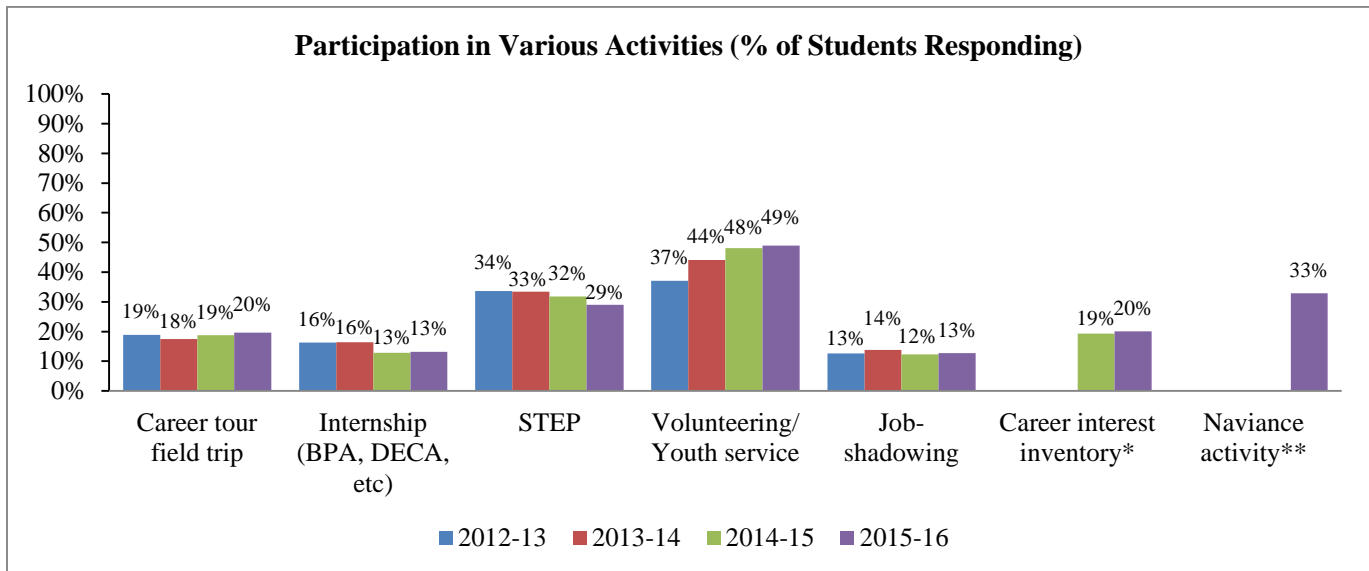
There were 1,798 seniors who completed the survey. These students represented each high school and other programs. Of the seniors who responded, 6.8 percent reported being in the ESL program and 6.7 percent reported being in the special education program.



Eighty-eight percent of responding seniors attended their high school for part or all of 4 years in 2016. This is up from 86% in 2015, but equal to that of 2014.



The percent of students participating in an internship and the STEP program have declined over the past four years, from 34 percent in 2013 to 29 percent in 2016. Volunteering/youth service continues to rise, with an increase of 12 percent since 2013.

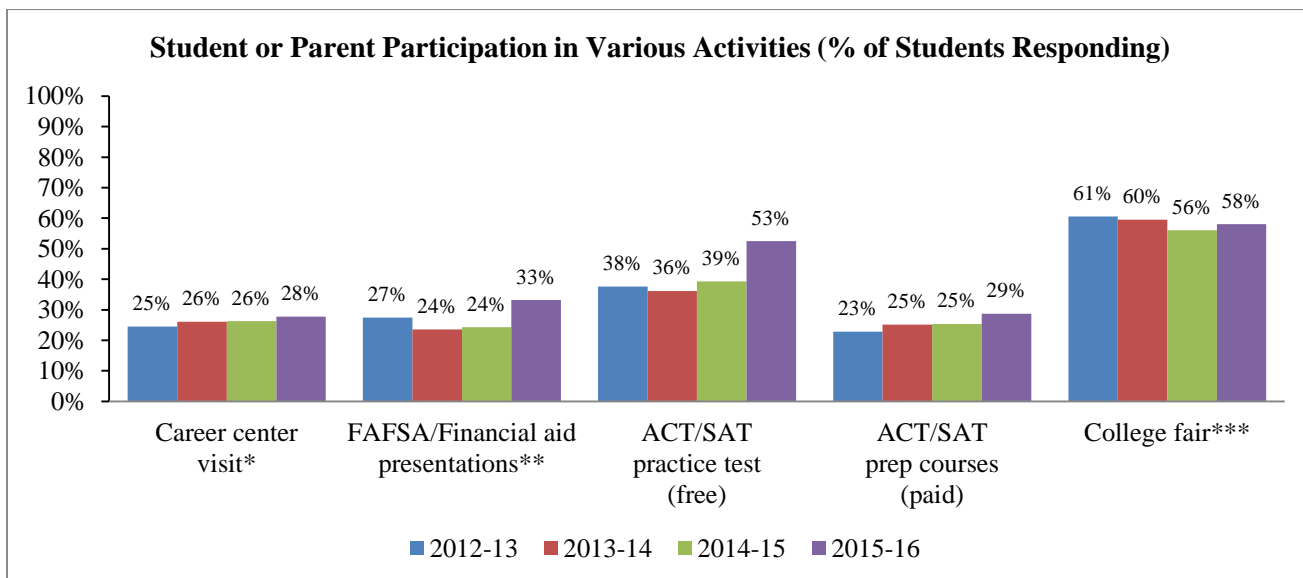


Note: Students were able to choose more than one response for this item.

*Career interest inventory was a new response choice in 2014-15. **Naviance activity was a new response choice in 2015-16.

Students and their parents participated in college fairs more than in any other type of career- or college-related activity for the past four years as reported by the students.

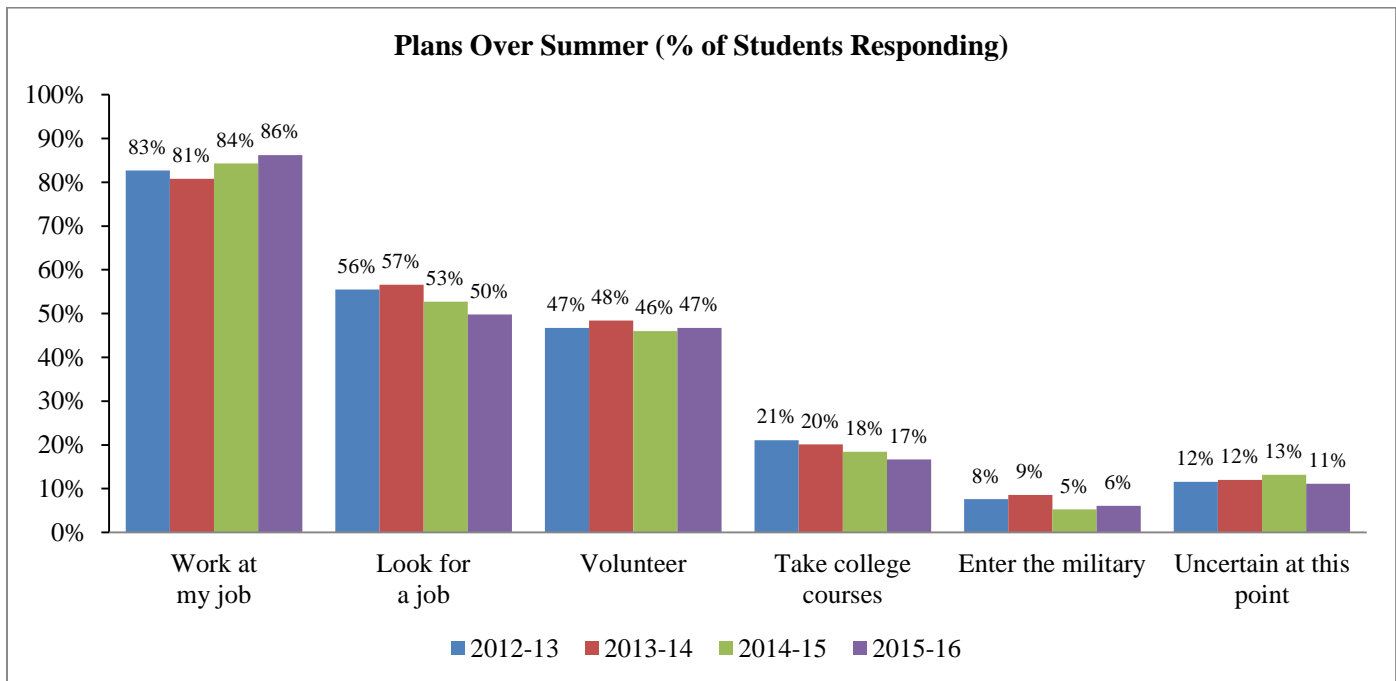
The percent of students who reported participating in a practice ACT/SAT test increased 4% from 2015. Additionally, the percentage of students who reported participating in FAFSA/financial aid presentations increased nine percent from 2015.



Note: Students were able to choose more than one response for this item.

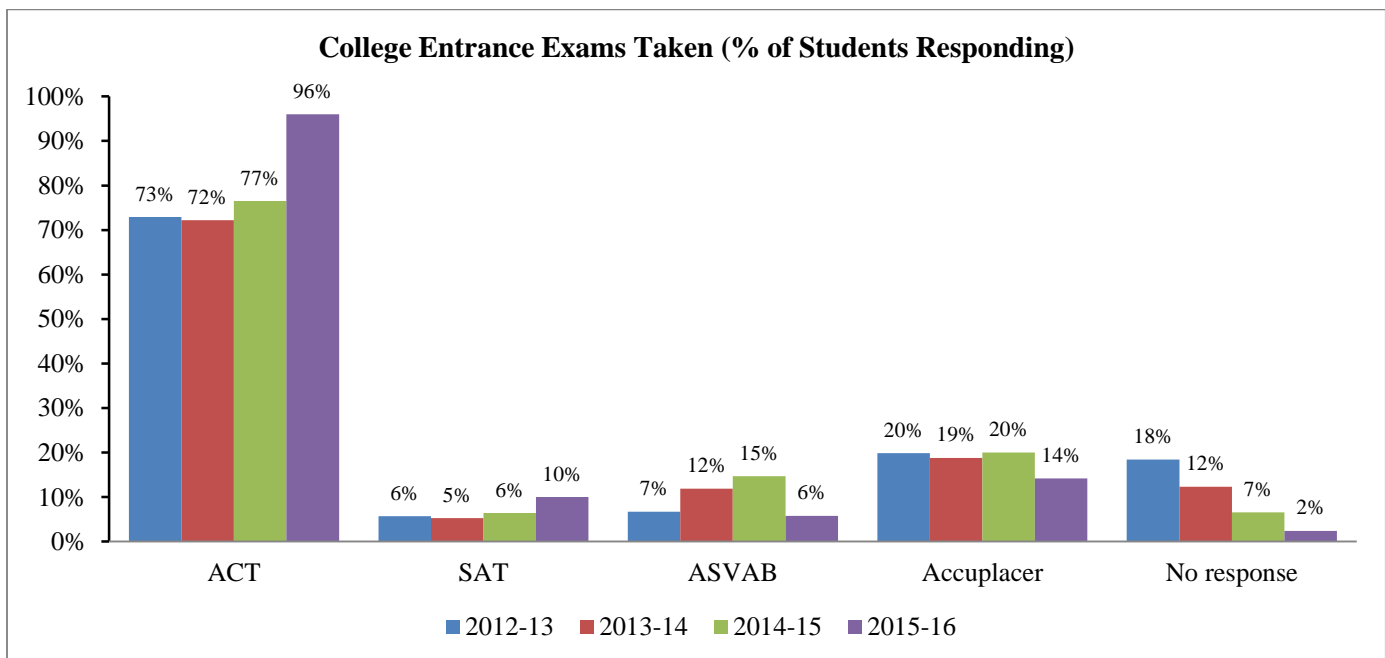
*This item was previously two items, distinguishing day and night visits. **The 2015-16 version now specifies FAFSA. ***Prior to 2015-16, this item specified that the fair was in high school.

The percent of students who plan to work at a job over the summer has increased over the past few years. The percent of students who plan to take college courses during the summer months following graduations has gradually decreased over the past four years.



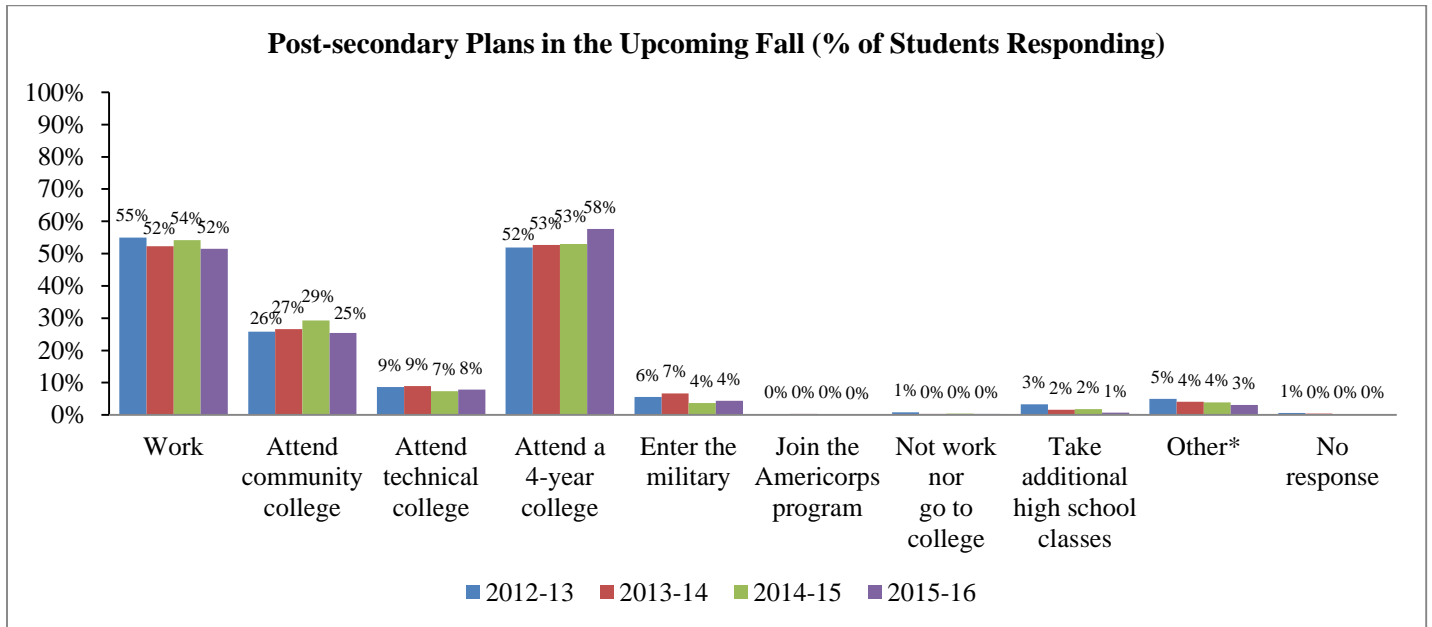
Note: Students were able to choose more than one response for this item.

Approximately 96% of the seniors reported that they took the ACT in or before 2016, the first year the test was legislatively offered to all students free of charge. The percent of students who took the SAT has increased four percent since 2015.



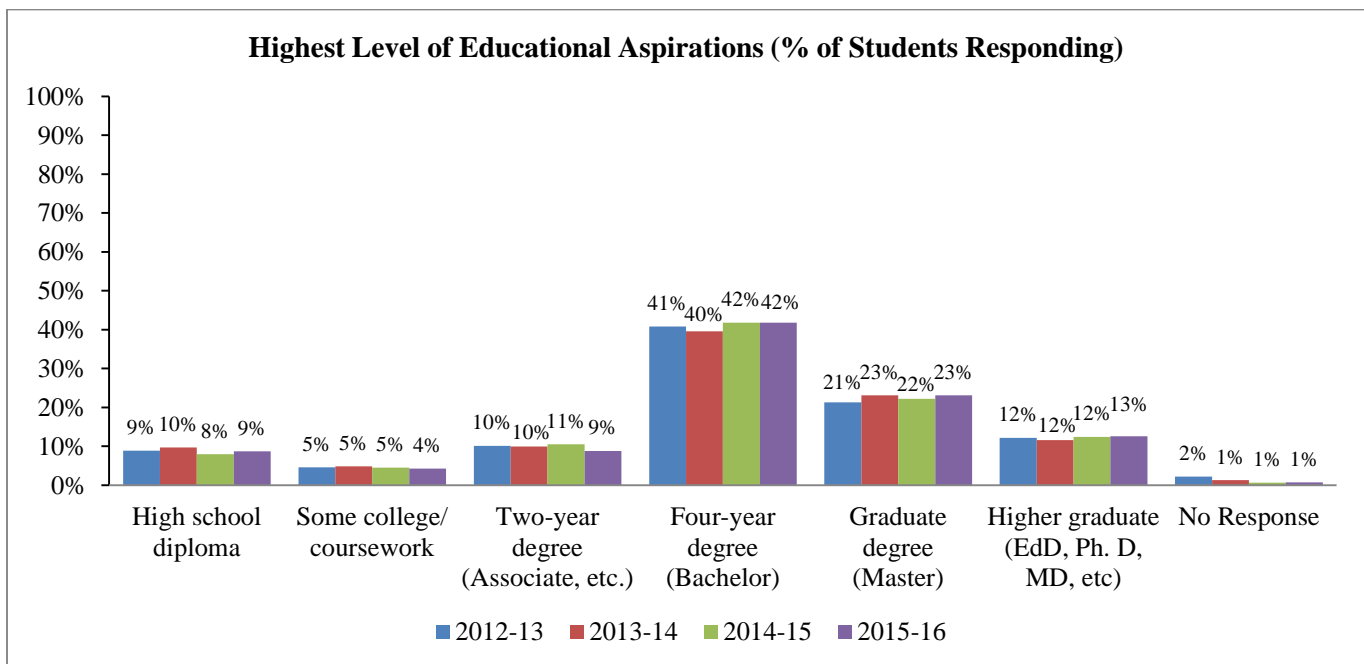
Note: Students were able to choose more than one response for this item.

The percent of seniors who reported they plan to work or attend a community college in the fall following graduation decreased from last year, whereas the percent of seniors who reported they plan to attend a 4-year college has increased five percent from last year. Many seniors (62%) report taking courses to prepare them for college (Honors, AP, CIS, and IB courses), and 7.5% report taking PSEO courses.

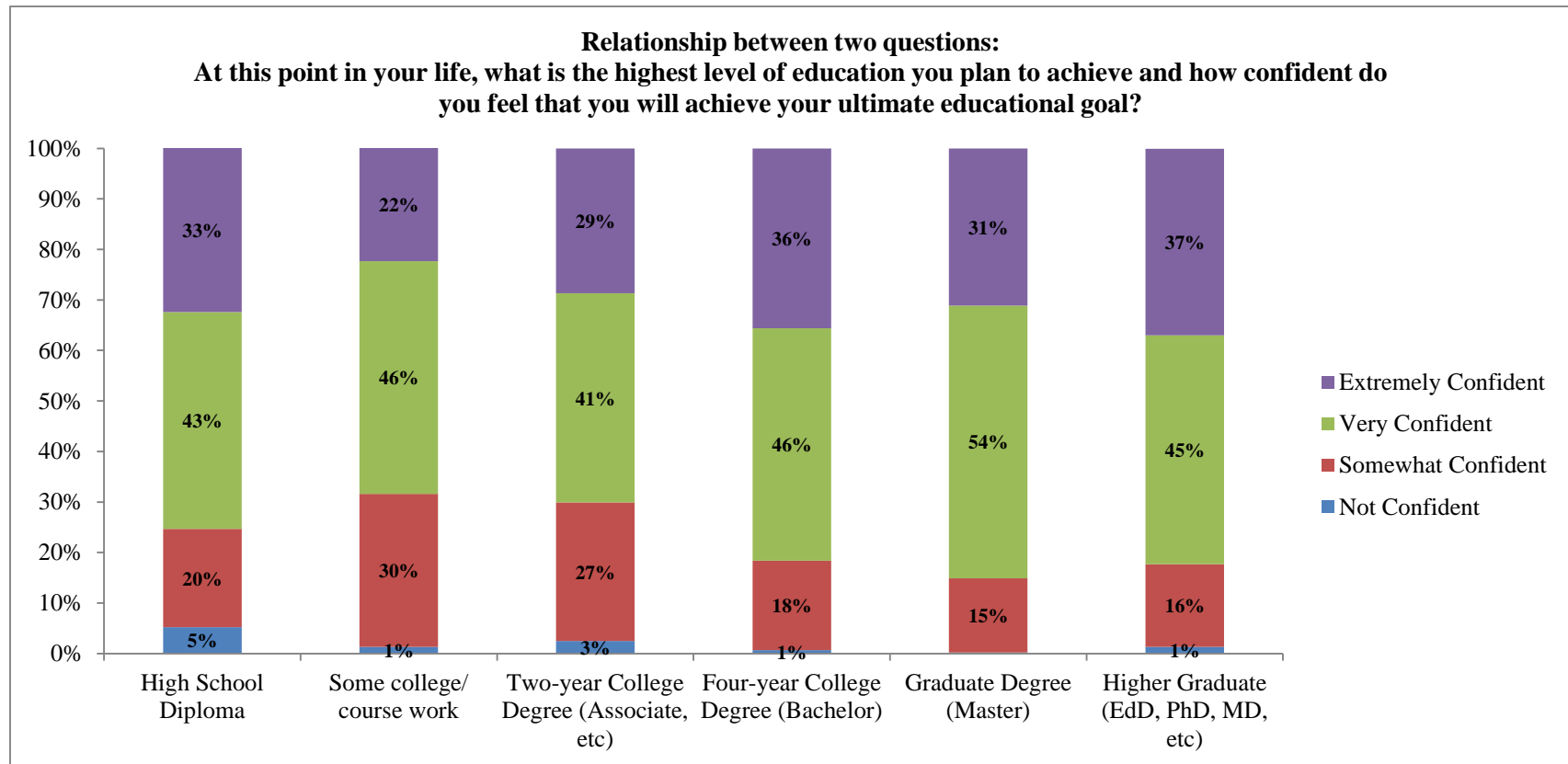


Note: Students were able to choose more than one response for this item. *Other items included travel, volunteering and playing sports.

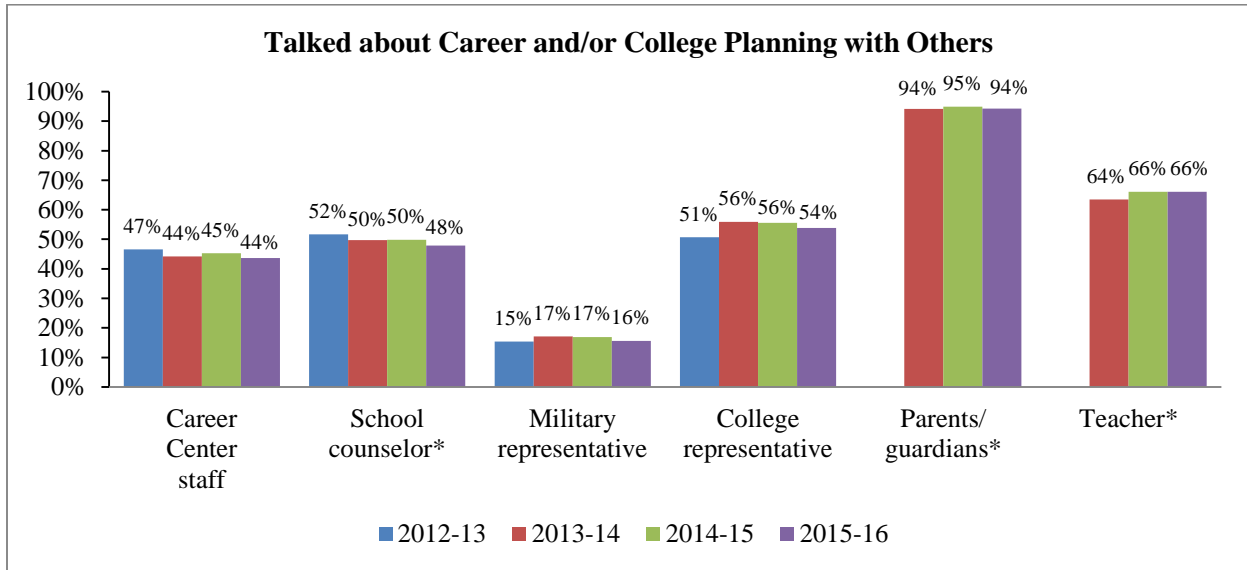
Seventy-eight percent of the seniors reported that their highest level of educational aspiration includes obtaining a 4-year degree or higher. The number of students indicating a two-year degree as their highest educational aspiration dropped two percent since 2015, however, the percent of students indicating a graduate degree as their aspiration increased two percent over the last year.



The percent of students who are very confident or extremely confident that they will achieve a high school diploma or some college/course work has increased since last year. Students pursuing a four-year college degree or higher reported being either extremely confident or very confident about reaching their goals at a greater rate than those students not pursuing a four-year college degree or higher. Students who planned to earn a graduate degree were the most confident in achieving their goals.

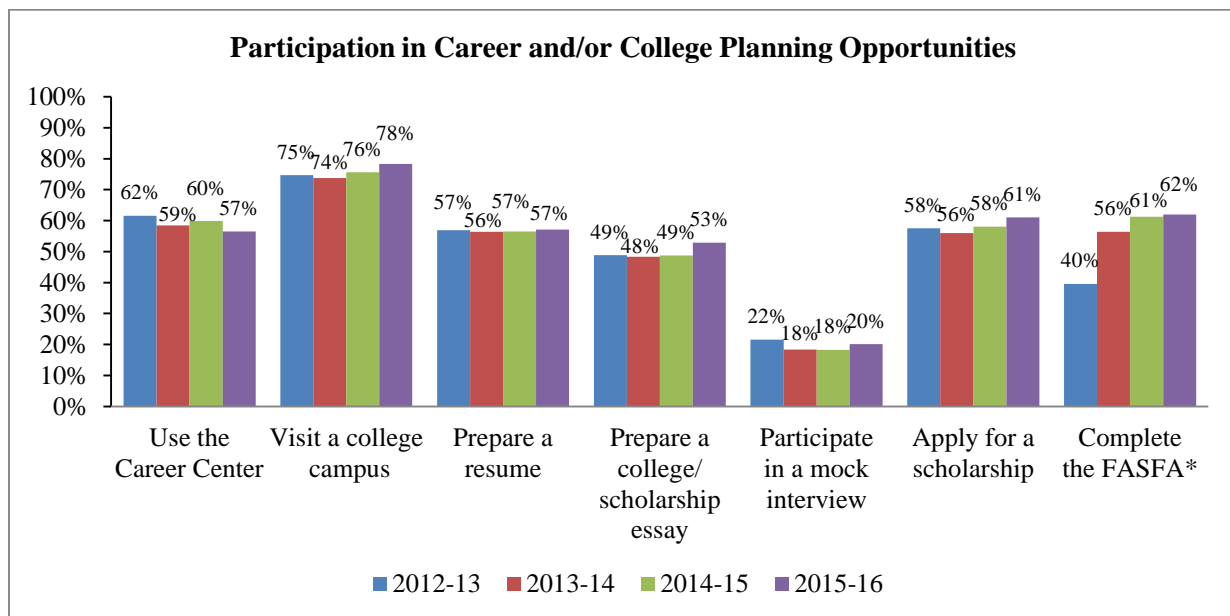


Seniors report talking to their parents/guardians, teacher, or college representative more frequently than their school counselor, career center staff, or military representative about career and/or college planning.



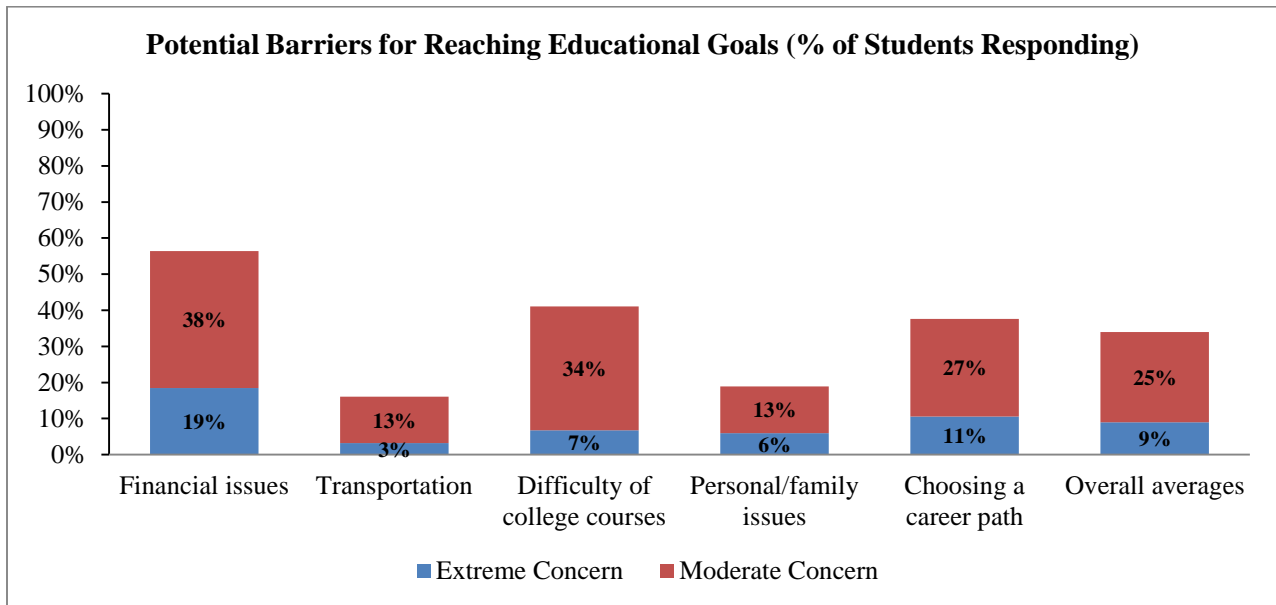
*Note. Students were able to choose more than one response for this item.
*This item formerly said guidance counselor. **This was a new response option in 2014.*

Approximately 78% of seniors report that they have participated in a college campus visit and the percent of students who report that they prepared a college/scholarship essay increased four percent from last year. In addition, 84.3% of students reported that they have filled out at least one college application, up from 81.9% in 2015.



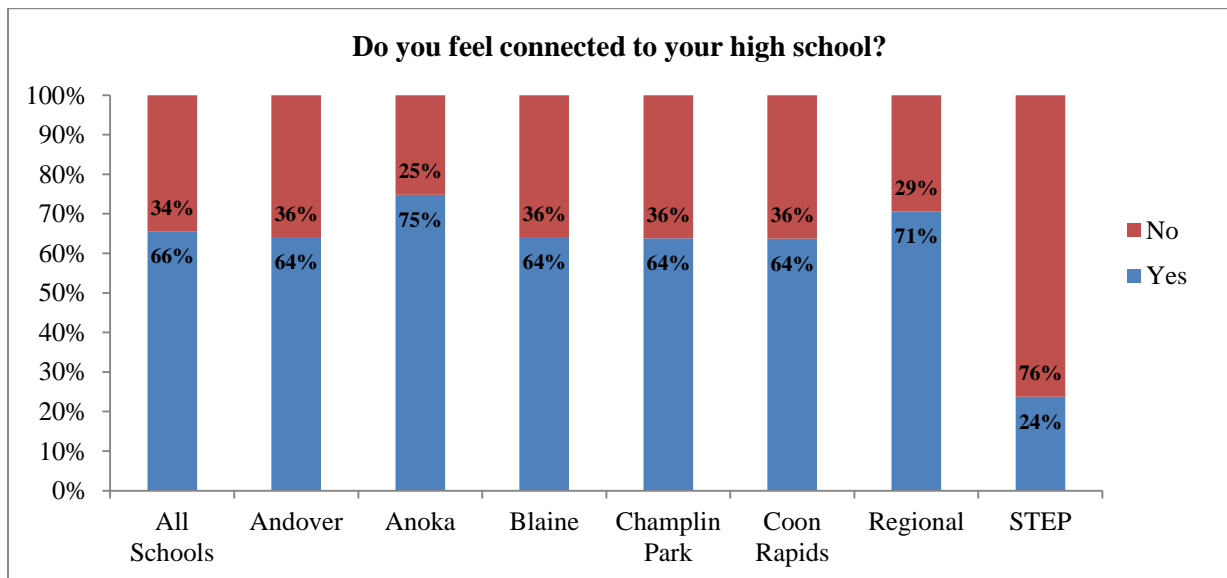
*Note. Students were able to choose more than one response for this item.
* The wording of the response option changed in 2014. The option read "Get help with the FASFA" in previous*

Students were most likely to perceive financial issues as a potential barrier for reaching their educational goals. The percent of students who reported difficulty of college courses and choosing a career path increased from 2015.

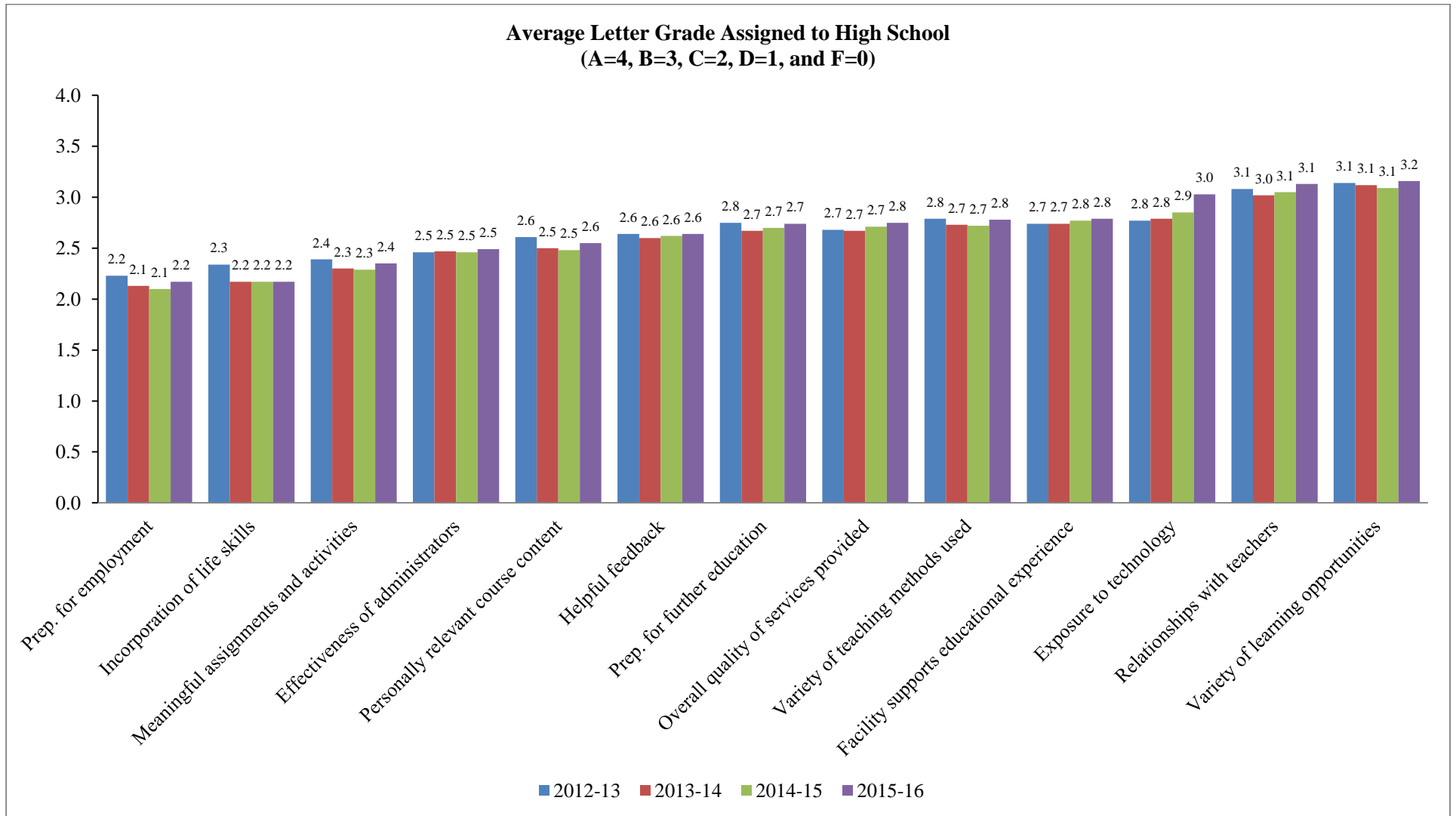


Note. Each item was rated separately.

Overall, 66 percent of seniors reported that they felt connected to their high school, up from 62 percent last year.

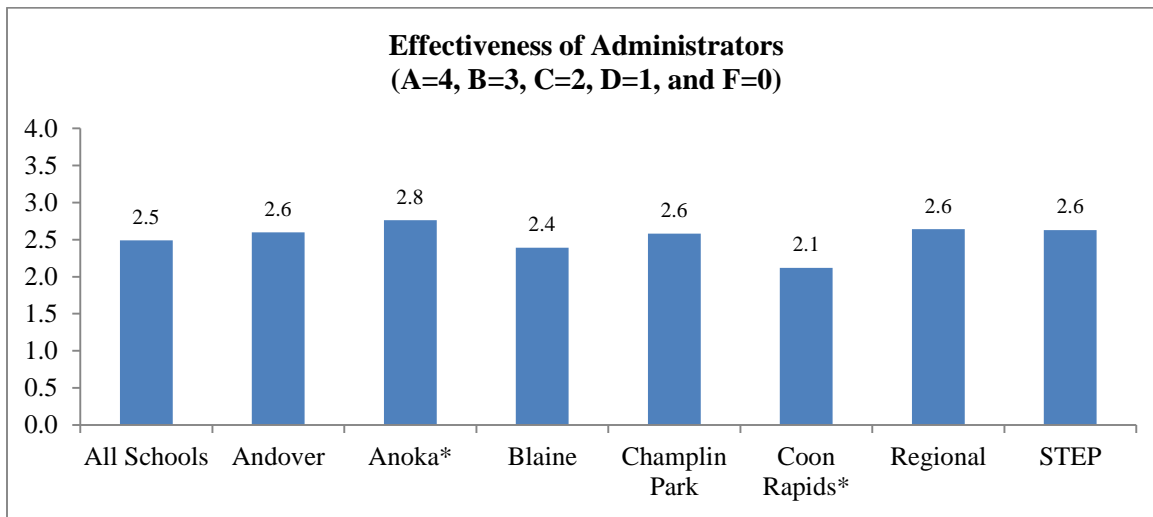


Students rated the overall quality of the services provided as 2.8 (which is equivalent to a C+). In general, students' ratings in almost all domains have increased slightly from last year, with the exception of incorporation of life skills, which remains steady. Exposure to technology had the biggest increase from 2.85 in 2015 to 3.03 in 2016.



Of the 13 statements from the previous page, highlighted below are four items disaggregated by building. They were selected for various reasons described below.

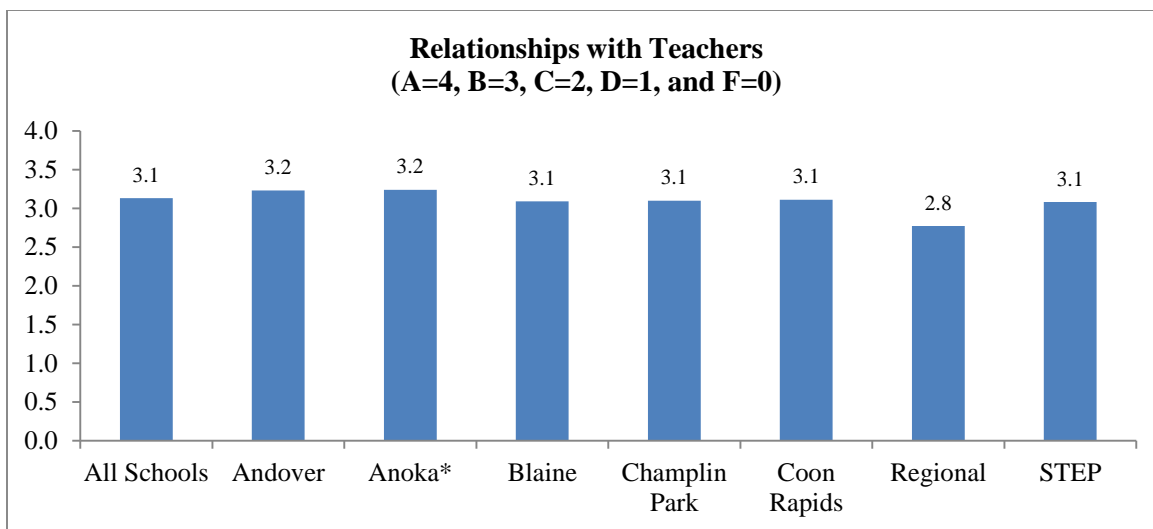
Students' rating of the effectiveness of administrators ranged from 2.1 to 2.8. This item had the largest range in responses between buildings.



*The difference between the school mean and the "All Schools" mean was statistically significant.

Note. Regional had 22 respondents and STEP had 24 respondents.

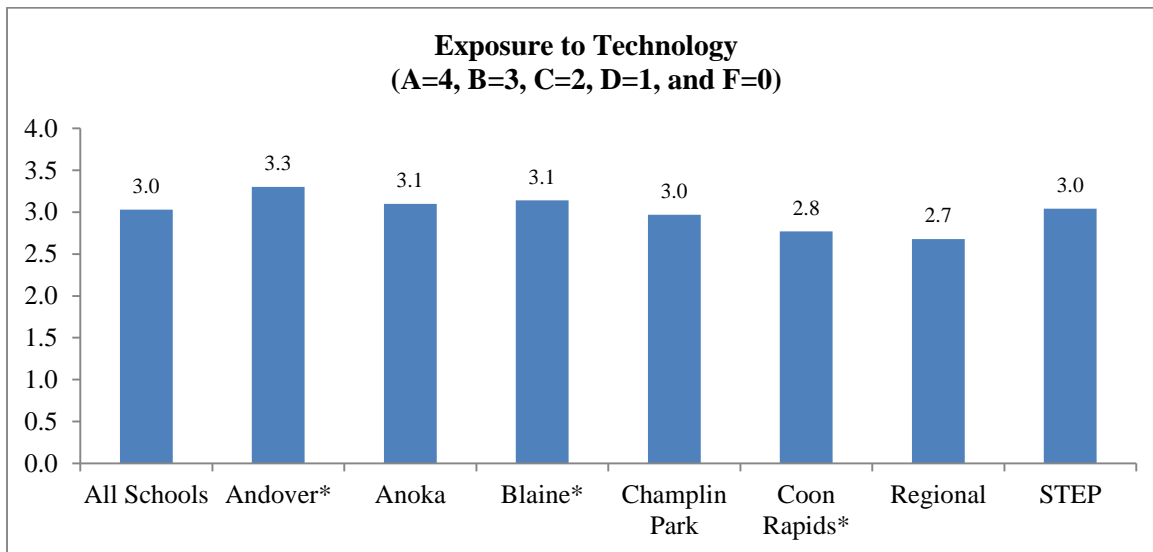
Students ratings of their relationships with teachers ranged from 3.1 to 3.2, about a grade of 'B'. This item showed the least variation between the five main high schools.



*The difference between the school mean and the "All Schools" mean was statistically significant.

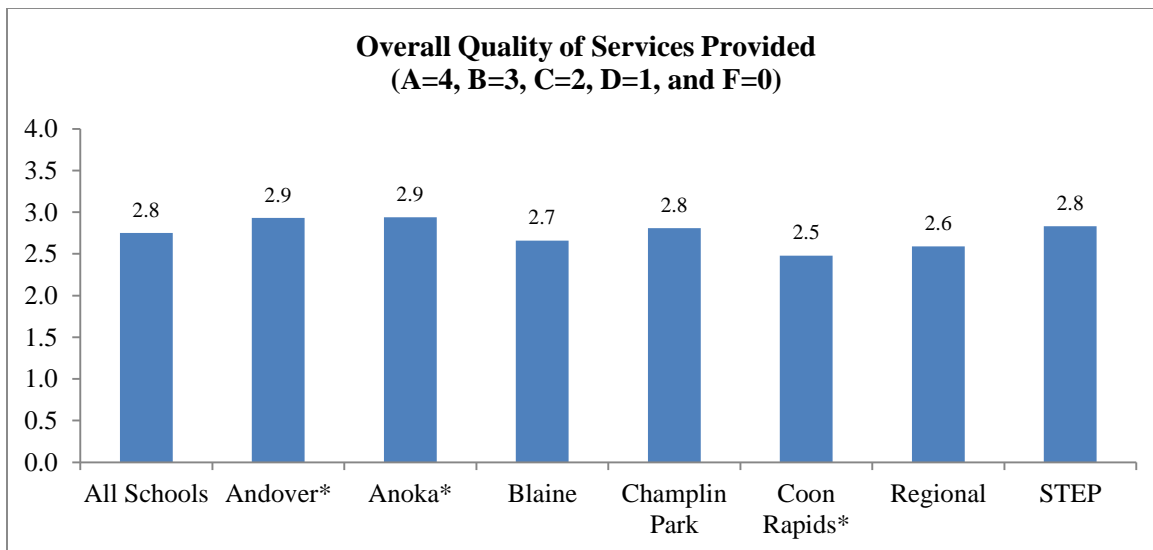
Note. Regional had 22 respondents and STEP had 24 respondents.

At the five traditional high schools, students' rating of exposure to technology ranged from 2.8 to 3.3, in the 'C+' to 'B' range. This item has steadily increased in the score for "all schools" since 2013, going from 2.0 in 2013 to 3.0 in 2016.



*The difference between the school mean and the "All Schools" mean was statistically significant.
 Note. Regional had 22 respondents and STEP had 24 respondents.

Students' rating of overall quality of services provided ranged from 2.5 to 2.9, all in the mid to high 'C' to low 'B' grade area.

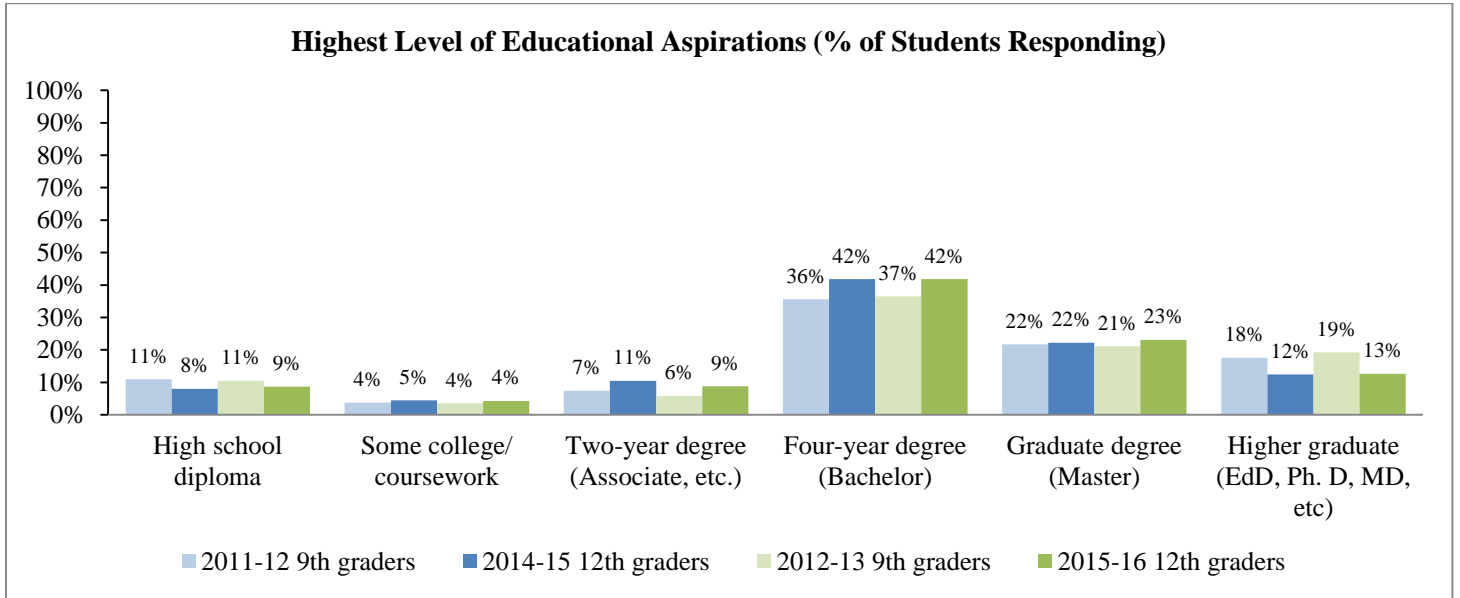


*The difference between the school mean and the "All Schools" mean was statistically significant.
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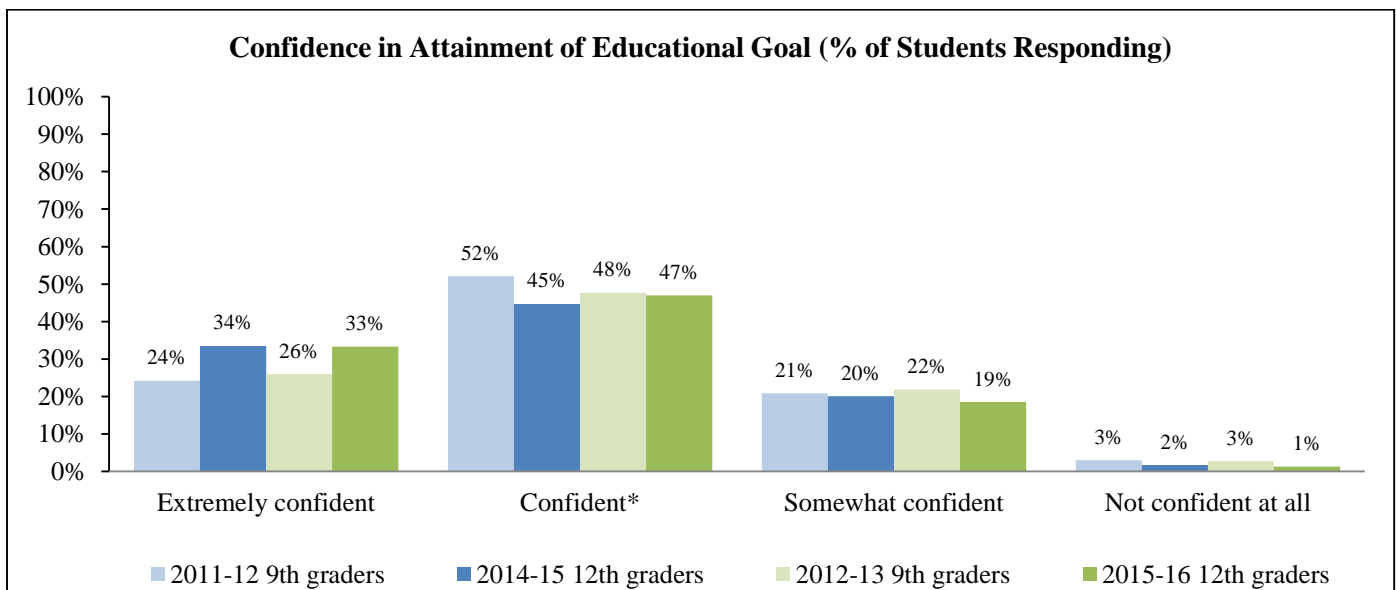
9th Grade Responses Compared to 12th Grade Responses

Students who were seniors in 2016 took a 9th grade transition survey as 9th graders in 2013. The following graphs compare responses to like items between the surveys of these students as 9th graders and as 12th graders.

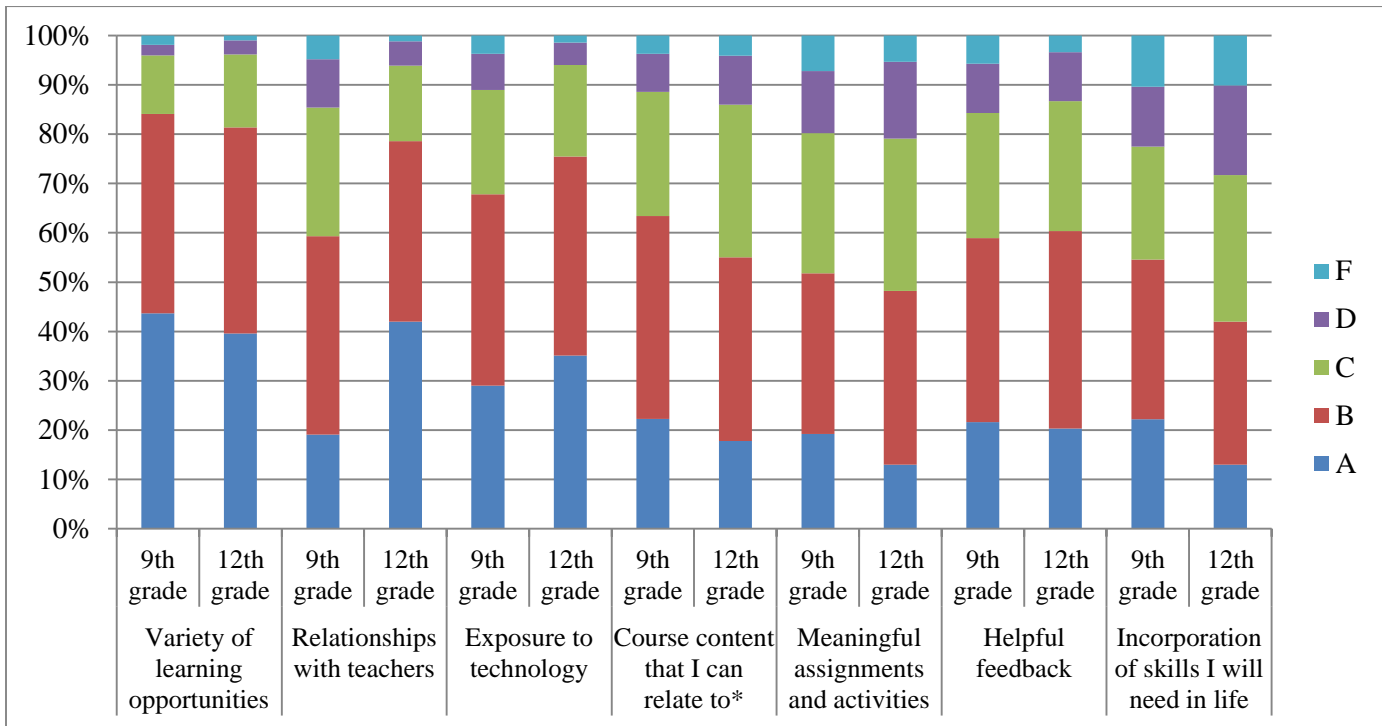
More students reported a high school diploma as their highest educational goal as 9th graders than as seniors. As seniors, five percent more students reported a four-year degree as their highest goal.



A greater percent of this cohort is extremely confident in reaching their educational goal as seniors than the percent who were extremely confident as freshmen, although the difference is smaller than it was for last year's seniors. The margins of difference in the decrease of those not confident at all is larger between this year's cohort than last year's cohort, however, when considering those who are extremely confident and confident, the margin of difference is also larger for this year's cohort.



* 'Confident' was the response option for these students as 9th graders. 'Very confident' was the response option for these same students as 12th graders.



* 'Course content that I can relate to' was the item for these students as 9th graders. 'Personally relevant course content' was the item for these same students as 12th graders.

The class of 2016 assigned a much higher letter grade to their high school as seniors than they did as freshmen in the area of relationships with teachers and exposure to technology. A lower letter grade was assigned by this cohort as seniors than was assigned as freshmen in the areas of a 'variety of learning opportunities,' 'course content that I can relate to,' 'meaningful assignments and activities,' and 'incorporation of life skills I will need in life.' Ratings stayed fairly consistent from these students' freshmen to senior years for the item 'helpful feedback.'

This report was generated by the Research, Evaluation, and Testing department of the Anoka-Hennepin School District. For further information, please visit the RET website, www.anoka.k12.mn.us/ret, or call (763) 506-1000 and request the RET department.