
Senior Exit Survey Report 2020

Anoka-Hennepin
School District

Prepared by the Department of
Research, Evaluation and Testing



ANOKA-HENNEPIN
SCHOOLS
A future without limit

Table of Contents

Introduction.....	3
Key Findings.....	4
Demographics	6
Future Plans and Goals	9
Perceptions of the High School Experience.....	13
Ninth Grade Responses Compared to 12 th Grade Responses	16

Introduction

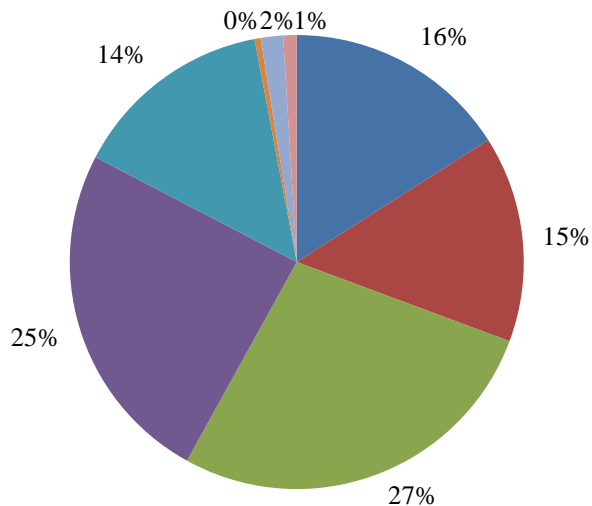
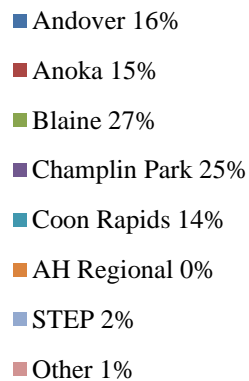
This summary highlights student responses to the Senior Exit Survey. The objective of the Senior Exit Survey is to provide an opportunity for all seniors to evaluate school programming and provide feedback on their educational experiences prior to their graduation. Students' perception of their educational experiences are useful for systems improvement. 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 has been administered annually to seniors since its inception in 2011. For the first time, this year the survey was administered online for seniors to complete during distance learning between May 27 and June 3, 2020. Students generally completed the anonymous survey in 15-30 minutes. The questionnaire consisted of 21 items relating to students':

- post-secondary plans
- educational aspirations
- participation in college-and-career-readiness activities
- evaluation of their high school
- demographic information

There were 951 seniors who completed the survey. This is down almost one thousand students from the prior year. These students represented each high school as well as the district's alternate programs.

High School Participation



This summary aggregates student responses from the survey. Some item responses are disaggregated by school for comparison.

Key Findings

- Typically, teachers administered the survey during their advisory class, although this year students were sent a link and asked to take the survey on their own time in an unstructured setting. Changes in results may be impacted by the COVID-19 pandemic.
- Eighty-seven percent of students reported having attended their current high school, for part or all of four years. In 2020, 61% of students reported participating in advanced courses, an increase of 5% since 2017.
- A total of 94% of seniors reported that they took the ACT, relatively the same as 2019.
 - Nine percent of students reported completing the SAT, a decrease of 2% from 2019.
- The percentage of students or parents who participated in FAFSA/financial aid presentations and ACT/SAT prep courses continues to decline over time.
 - The percentage of students or parents participating in FAFSA/financial aid presentations has declined 8% since 2017, however, the percentage of students reporting completing the FAFSA has increased 3% since that time.
 - The percentage of those who participated in paid ACT/SAT prep courses also declined by 5% over time since 2017, however, 94% of students report participating in the ACT.
- The percentage of seniors who planned to attend a 4-year college in the fall increased 7% since last year and is currently at 58%, the same rate as reported in 2016 when it was at its highest level. Percentages of students reporting other post-secondary plans for the upcoming fall remain relatively the same.
- The percentage of students reporting aspirations for some level of post-secondary education (85%) are similar to percentages reported by students in 2019. There has been a 4% increase in percentages of students indicating that their highest level of educational aspiration included obtaining a 4-year degree or higher, since 2019.
- This 2020 cohort of 12th grade students who were 9th graders in 2017 were more likely to aspire to complete a 4-year degree as seniors (38%) than as freshmen (34%). Thirty-eight percent of seniors reported being extremely confident that they could attain their educational goals, an increase of 17% as compared to their freshmen year.
- Students continue to report, as in previous years, that financial issues and difficulty of college courses were the greatest potential barriers for reaching their educational goals.
 - Female students reported greater concerns than students overall about *financial issues* as being a potential barrier in achieving their college/career goal.
 - Similar to 2019, Asian students in general, reported being significantly more concerned about all five potential barriers in achieving their college/career goal. In comparison to students overall, Asian students reported greater concerns about *financial issues, transportation, difficulty of college courses, personal/family issues, and choosing a career path.*
- Students' overall average rating of services provided by their high school is 2.8 (equivalent to B-). All items in 2020 were rated higher than they were in 2019.
 - *Relationship with teachers* increased the greatest since last year and is now the second rated item behind *exposure to technology* and in front of *variety of learning opportunities.*
 - Male students rated *meaningful assignment/activities* significantly lower than students overall.
 - Black students rated their schools significantly lower as compared to students overall, in the area of *preparation for further education.*

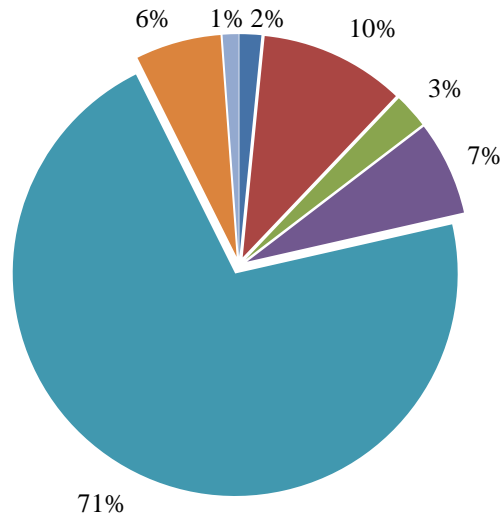
- Asian students rated their schools significantly higher as compared to students overall, in the following areas: *personally relevant course content, meaningful assignments/activities, helpful feedback, incorporation of life skills* and *preparation for further education*.
- In general, students who self-reported having a lower GPA rated the services provided by their schools lower than students with a higher GPA.
- The percentage of students who reported feeling connected to their high school increased slightly from 63% to 65% in 2020.
 - Students who reported not feeling connected to their high school assigned a significantly lower letter grade to their high schools in all areas related to services provided, as compared to students overall.
- When rating their schools in various areas, seniors assigned a higher letter grade to their high schools than they had as freshmen in the area of *relationships with teachers, exposure to technology, and helpful feedback*. The shift in ratings of relationships with teachers was the most drastic from freshman to senior years, moving from 22% of 9th graders to 49% of seniors rating this category as an “A”. The same cohort assigned relatively the same letter grade to their schools in the areas of *variety of learning opportunities, personally relevant course content, meaningful assignments and activities, and incorporation of skills I will need in life*.

Demographics

Respondents reported being 39% male and 59% female (1.4% did not respond to this item). Students who completed the survey were fairly evenly distributed across genders in previous years. Students self-reported their ethnic background as the following:

Ethnicity

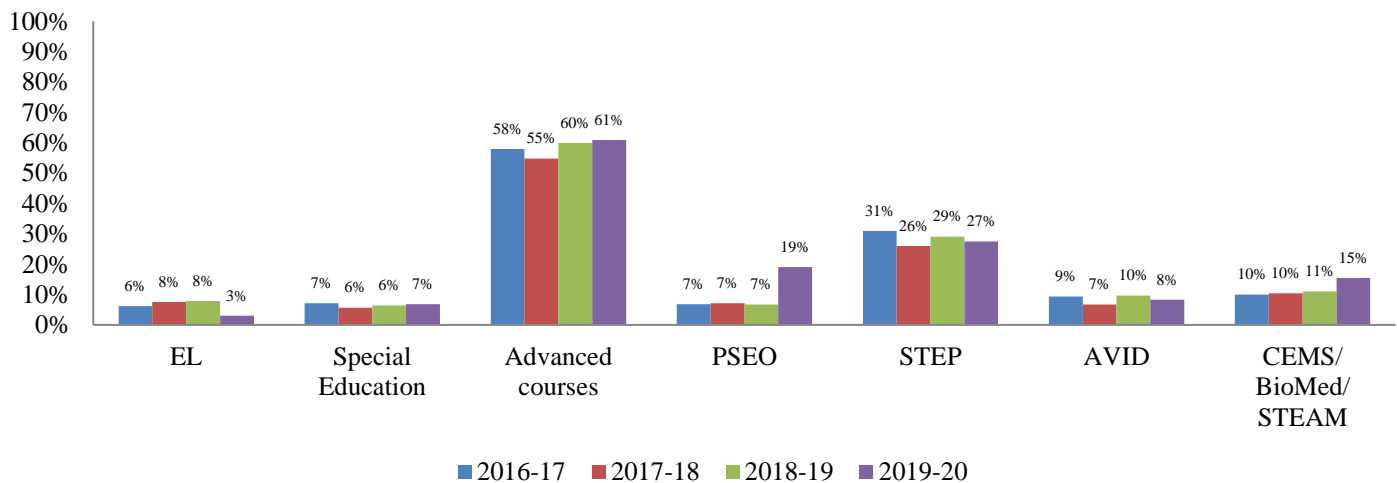
- American Indian/Native Alaskan 2%
- Asian/Native Hawaiian/Pacific Islander 10%
- Hispanic 3%
- Black 7%
- White 71%
- Multi-racial 6%
- No response 1%



Eighty-seven percent of responding seniors attended their high school part or all of four years in 2020. This is consistent with reports from 2019.

Participation in special programming. Sixty-one percent of students reported participating in *advanced courses*, a slight increase of 1% since 2019. The percentage of students who reported participating in *PSEO* increased 12% from 7% in 2019 to 19% in 2020. The percentage of students who reported participating in *CEMS/BioMed/STEAM* increased 4% from 11% in 2019 to 15% in 2020. The percentages of students who reported participating in *Special Education*, also increased slightly by 1% since 2019. All other special programming decreased from the previous year.

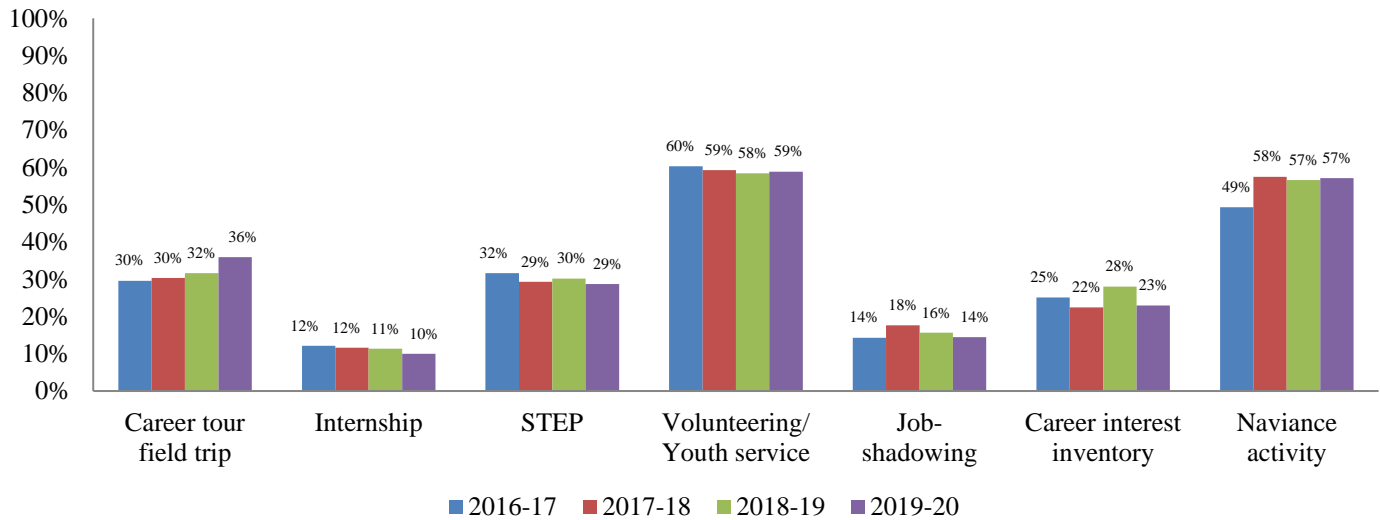
Participation in special programming



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

Participation in career activities. In 2020, a higher percentage of students reported having participated in *volunteering/youth service* (59%), *Naviance activity* (57%), and/or *career tour field trip* (36%) than other activities. Student participation in *career tour field trip* increased 4% from the previous year. Student participation in the *career interest inventory* decreased 5% from the previous year. The percentage of students who reported participating in *Naviance activity* remains relatively consistent with the previous two years.

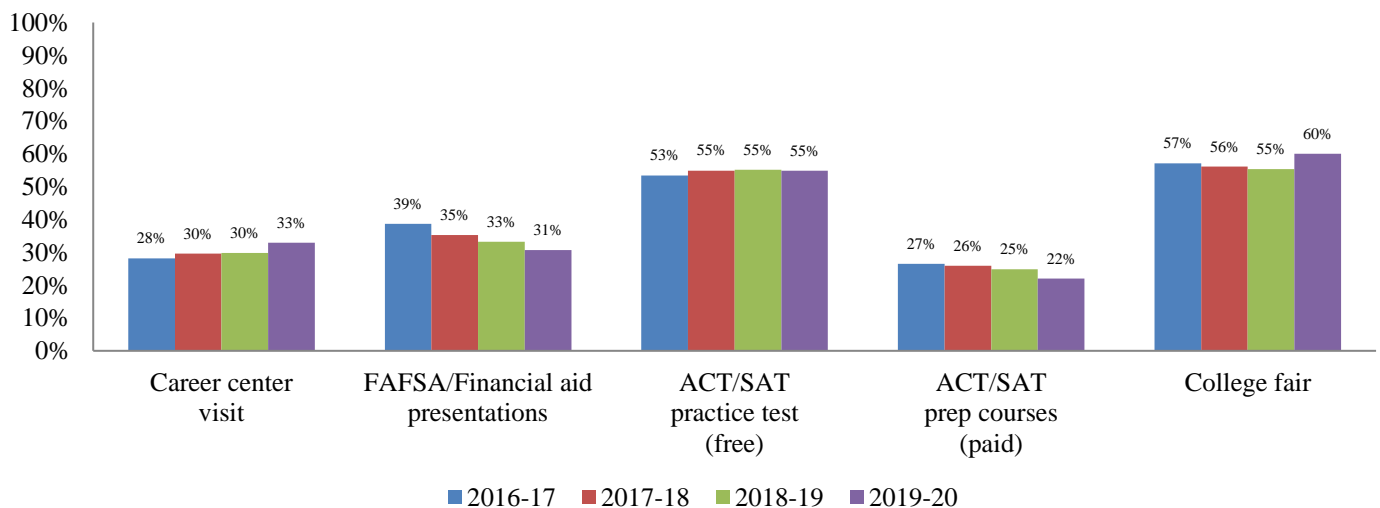
Participation in various activities



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

Student or parent participation in college and career activities. The percentage of students or parents participating in *college fairs* (60%) increased 5% since 2019. The percentage of students or parents taking part in *career center visits* (33%) increased 3% since last year. The percentage of those who participated in *ACT/SAT prep or practice test* (55%) has remained relatively the same since 2017. However, the percentage of students or parents who participated in *FAFSA/Financial aid presentations* has steadily declined from 39% to 31% (an 8% decline) since 2017. The percentage of those who participated in *ACT/SAT prep courses* has also declined by 5% over time since 2017.

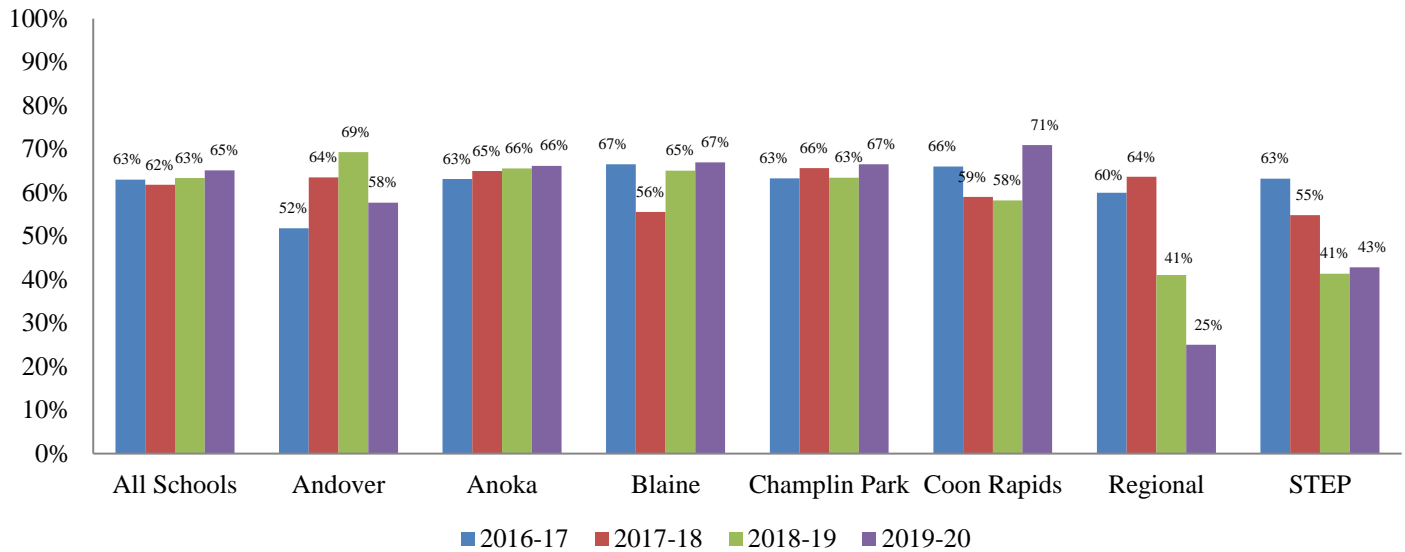
Student or parent participation in various activities



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

Connection to high school. Overall, 65% of seniors reported that they felt connected to their high school, a slight increase of 2% since last year. The percentage of students who reported feeling connected at Coon Rapids High School increased by 13% since 2019. The percentage of students who reported feeling connected at Andover High School has decreased by 11% since 2019 and is approaching the same level as 2017 when connectedness was at an all-time low. The percentage of students reporting feeling connected at Regional High School also declined significantly by 16% since last year.

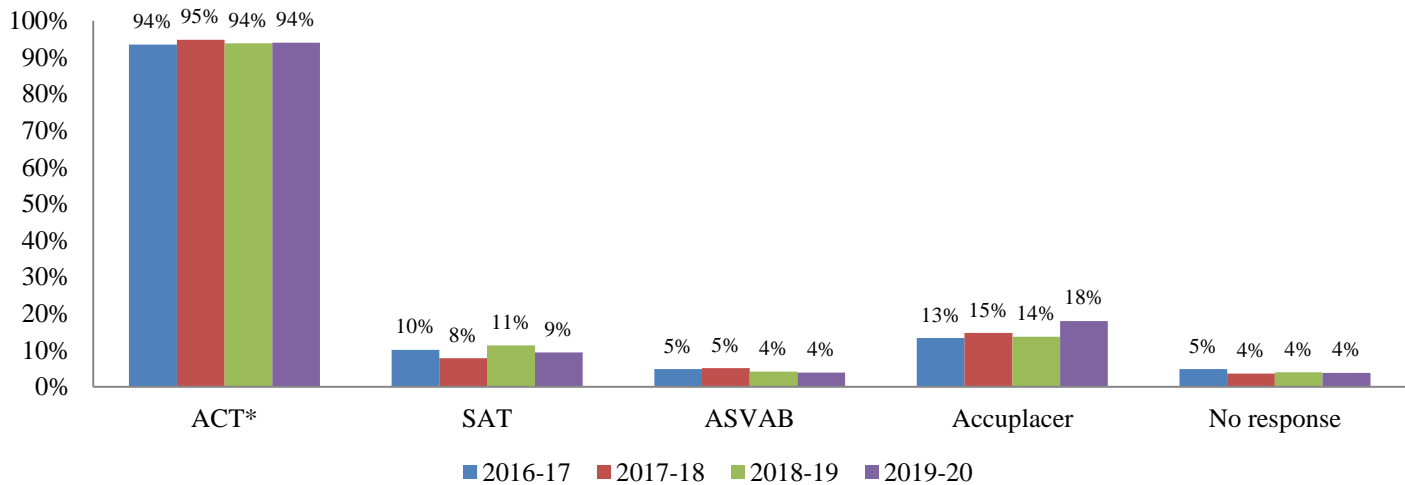
Percentage reporting feeling connected to their high school



Note: Respondent counts for STEP and Regional are considerably lower than the traditional high schools.

College entrance exams. The percentage of students reporting taking the ACT (94%) remains consistent with the previous years. The percentage of students taking the SAT decreased 2% since 2019. Four percent of students provided no response to this item.

College entrance exams taken



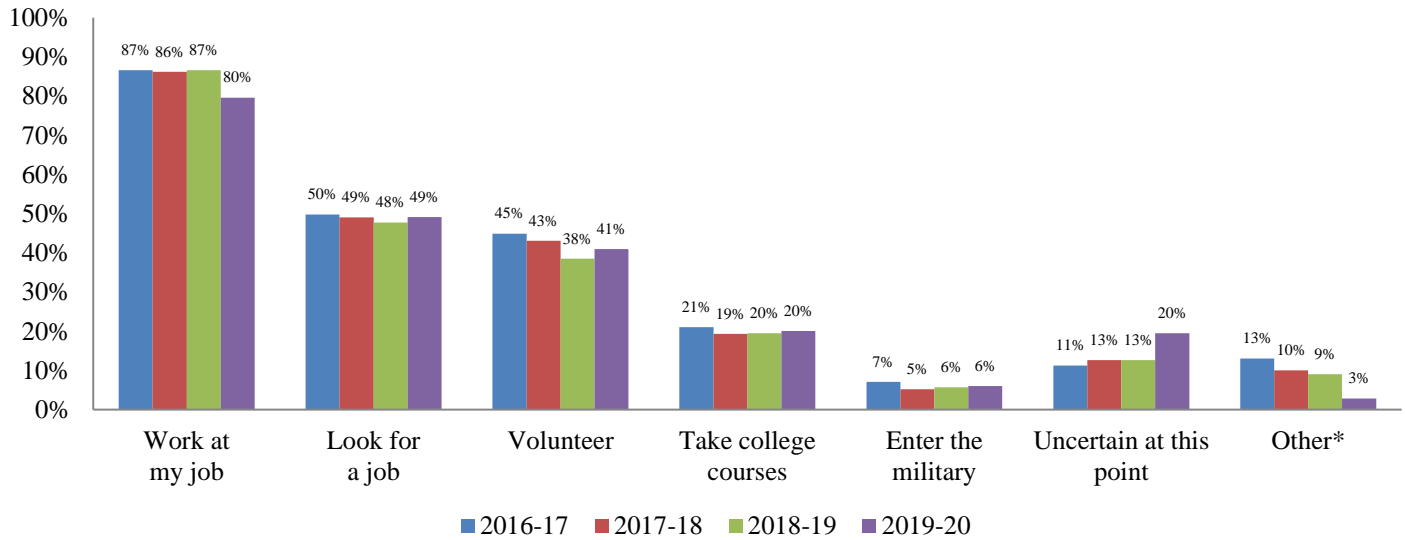
Note: Students were able to choose more than one response for this item.

*Beginning with the 2016 senior class, the ACT was offered free of charge during the school day.

Future Plans and Goals

Summer plans. The percentage of students who plan to work at their jobs over the summer has decreased by 7% since last year, but remains the highest reported activity. The percentage of students who plan to volunteer over the summer increased slightly from last year by 3%. The percentage of those who are uncertain at this point in time about participation in the following activities over the summer increased by 7%.

Plans over summer

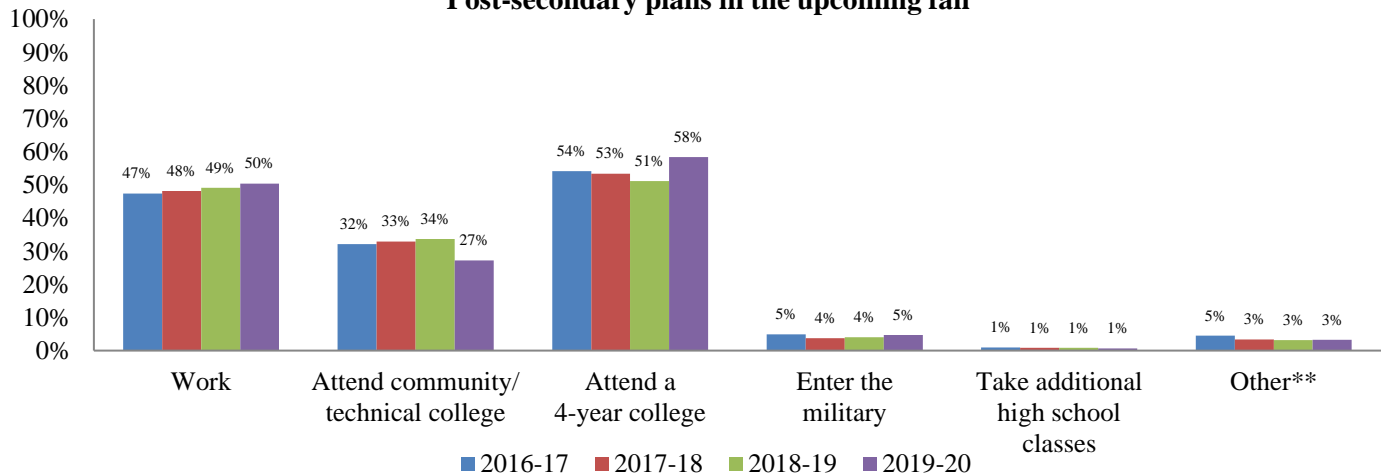


Note: Students were able to choose more than one response for this item.

**The 'Other' responses included vacation/travel, military training, participate in sports, and relax/hang out/have fun.*

Post-secondary plans. The percentage of students reporting plans to attend a 4-year college in the fall increased by 7% since 2019. The percentages of students reporting plans to attend a community/technical college decreased by 7% since last year. The percentages of students reporting about all other post-secondary plans for the upcoming fall have remained relatively steady over time.

Post-secondary plans in the upcoming fall

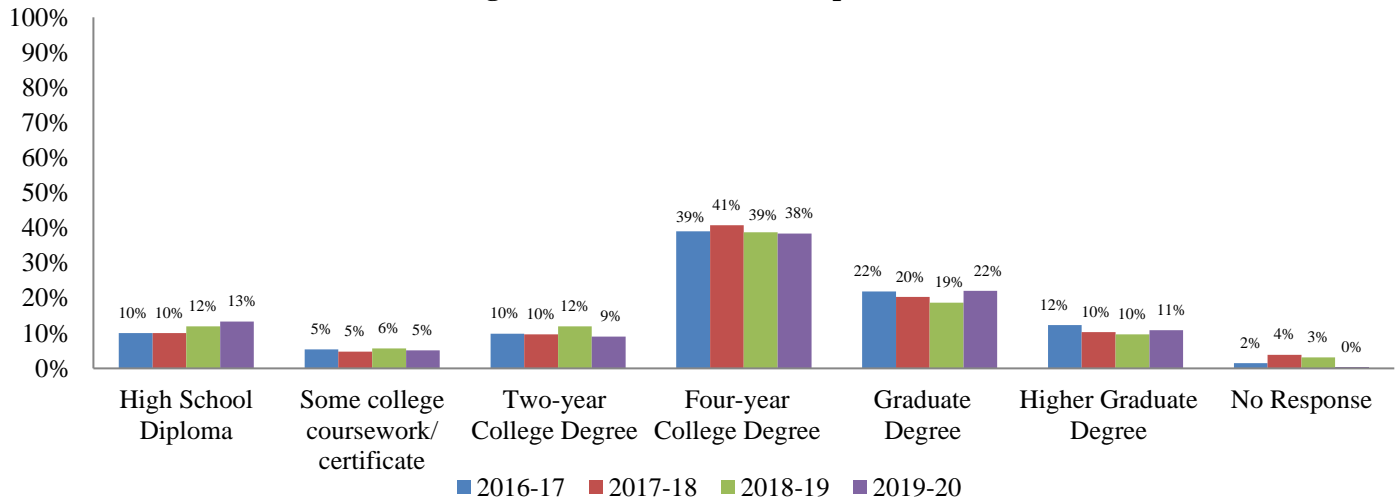


Note: Students were able to choose more than one response for this item.

**In 2020, the response options related to attending a community college and/or a technical college were combined into one. As a result, the percentages from the previous years were summed together. **The 'Other' responses included going to college, joining the military, going to trade school, and attending pathways.*

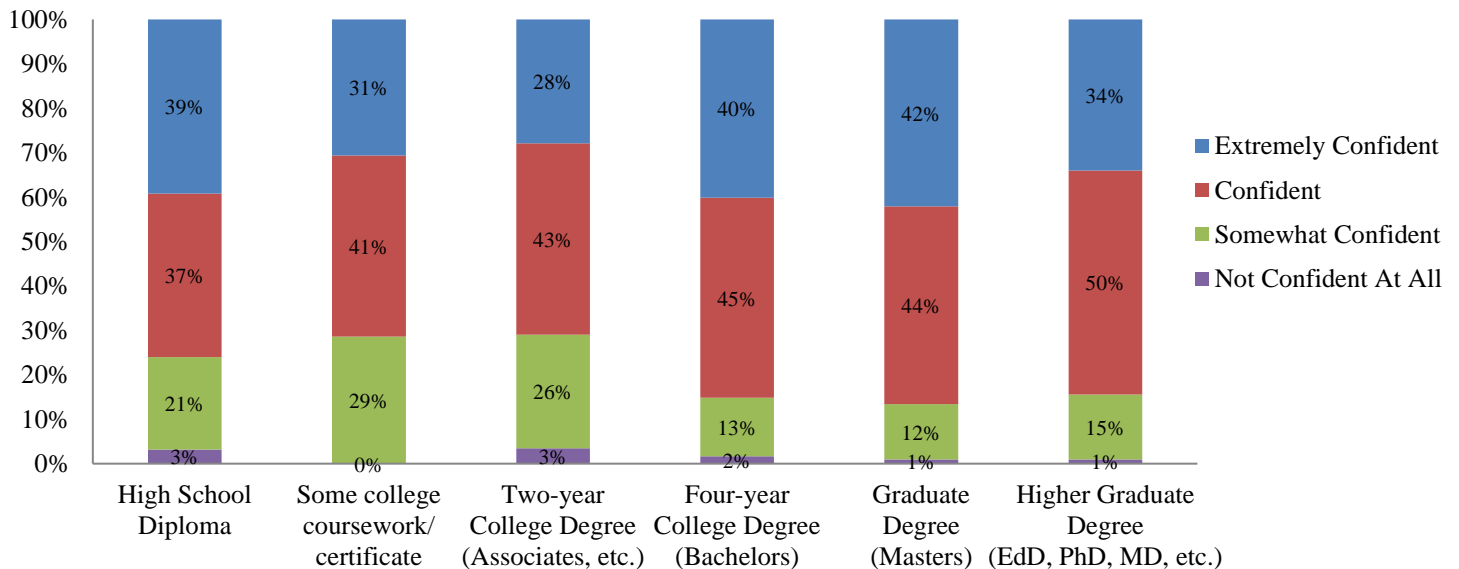
Educational aspirations. Eighty-five percent of students reported aspirations for some level of post-secondary education, similar to percentages reported by students in 2019. Seventy-one percent of seniors reported that their highest level of educational aspiration included obtaining a 4-year degree or higher, an increase of 3% since 2019.

Highest level of educational aspirations



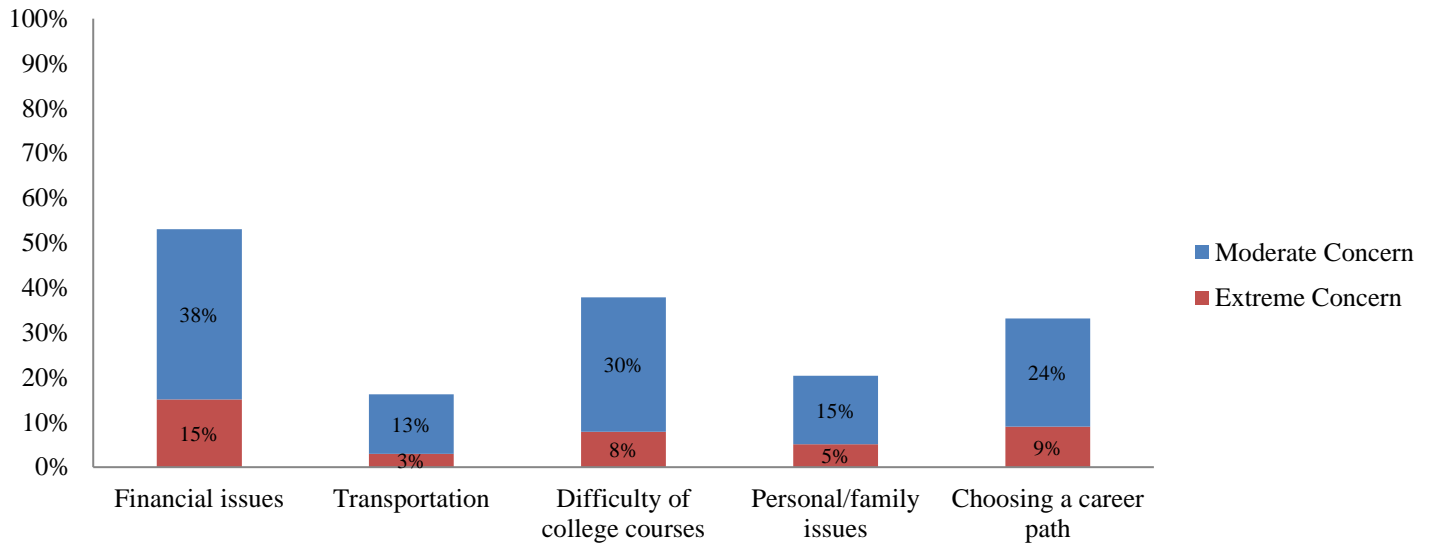
Confidence in reaching educational goals. The percentage of students reporting being very confident or extremely confident that they will achieve a two-year college degree increased 12% since 2019. The percentage of students pursuing a four-year college degree or higher reported being either extremely 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 (Masters) were the most confident (86%) in achieving their goals.

**Relationship between two questions:
'At this point in your life, what is the highest level of education you plan to achieve?' and
'How confident do you feel that you will achieve your ultimate educational goal?'**



Barriers to reaching goals. Students were most concerned (including both moderate and extreme concern) about *financial issues* (53%) as a potential barrier for reaching their educational goals, followed by *difficulty of college courses* (38%), and *choosing a career path* (33%).

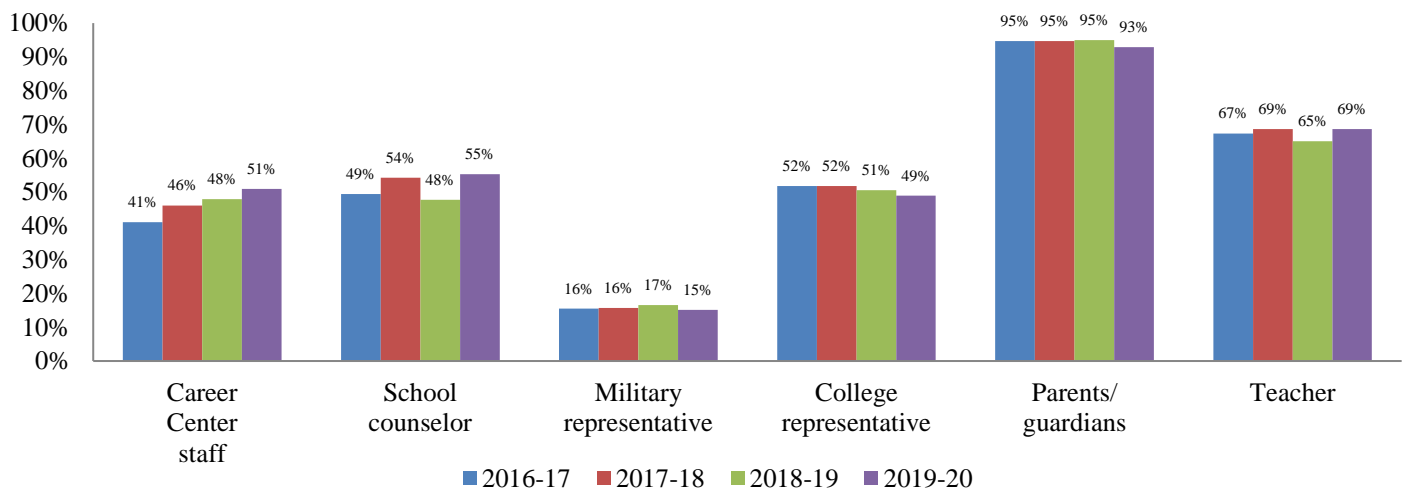
Potential barriers for reaching educational goals



Note: Each item was rated separately.

Career and college support. The vast majority of seniors (93%) reported talking to their *parents/guardians* about career and/or college planning, down slightly from 95% in 2019. Sixty-nine percent of seniors reported finding support from their *teachers*, a 4% increase over 2019. There was a 7% increase in the percentage of students reporting consulting with school counselors to 55%. Since 2017, the percentage of students reporting having talked to Career Center staff has steadily increased from 41% to 51%, a 10% increase over that time.

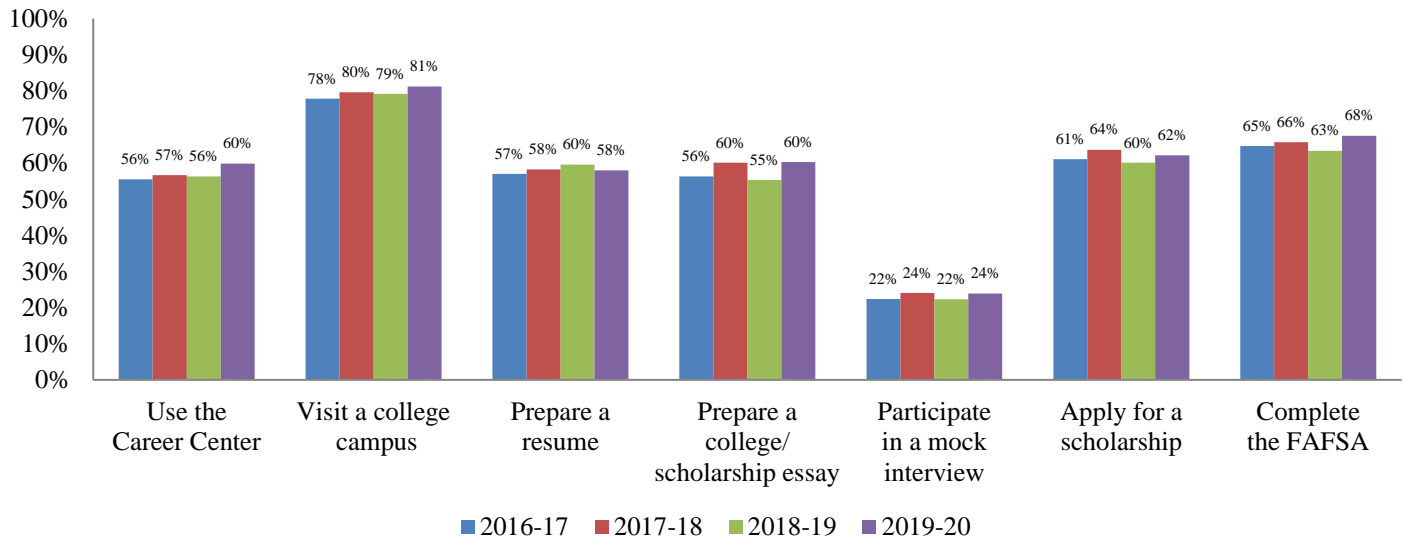
Talked about career and/or college planning with others



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

Career and college planning. The percentage of students who reported having *prepared a resume* while in high school decreased 2% since 2019, whereas, the percentage of students reporting participation in all other career and/or college planning opportunities increased since last year. The percentage of students who completed the FAFSA and those students who prepared a college/scholarship essay, both increased 5%. The percentage of students who reported using the career center increased 4%. *Visiting a college campus* remains the activity with the highest percentage (81%) of student participation and continues to increase over time.

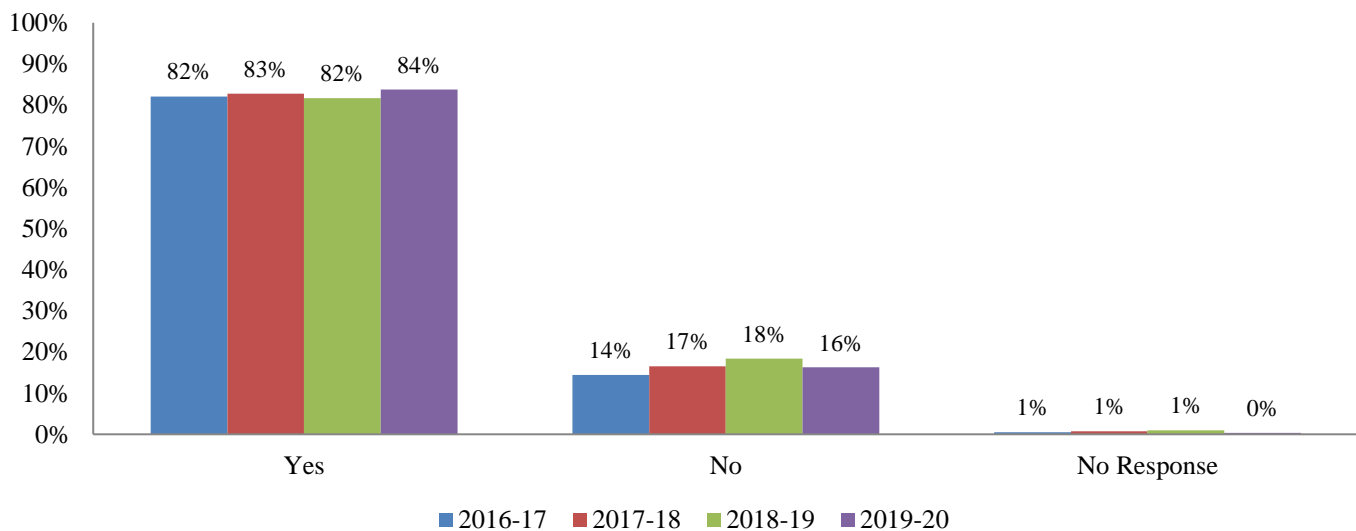
Participation in career and/or college planning opportunities



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

College application. Eighty-four percent of seniors reported submitting at least one college application in 2020. This percentage has remained fairly consistent since 2017.

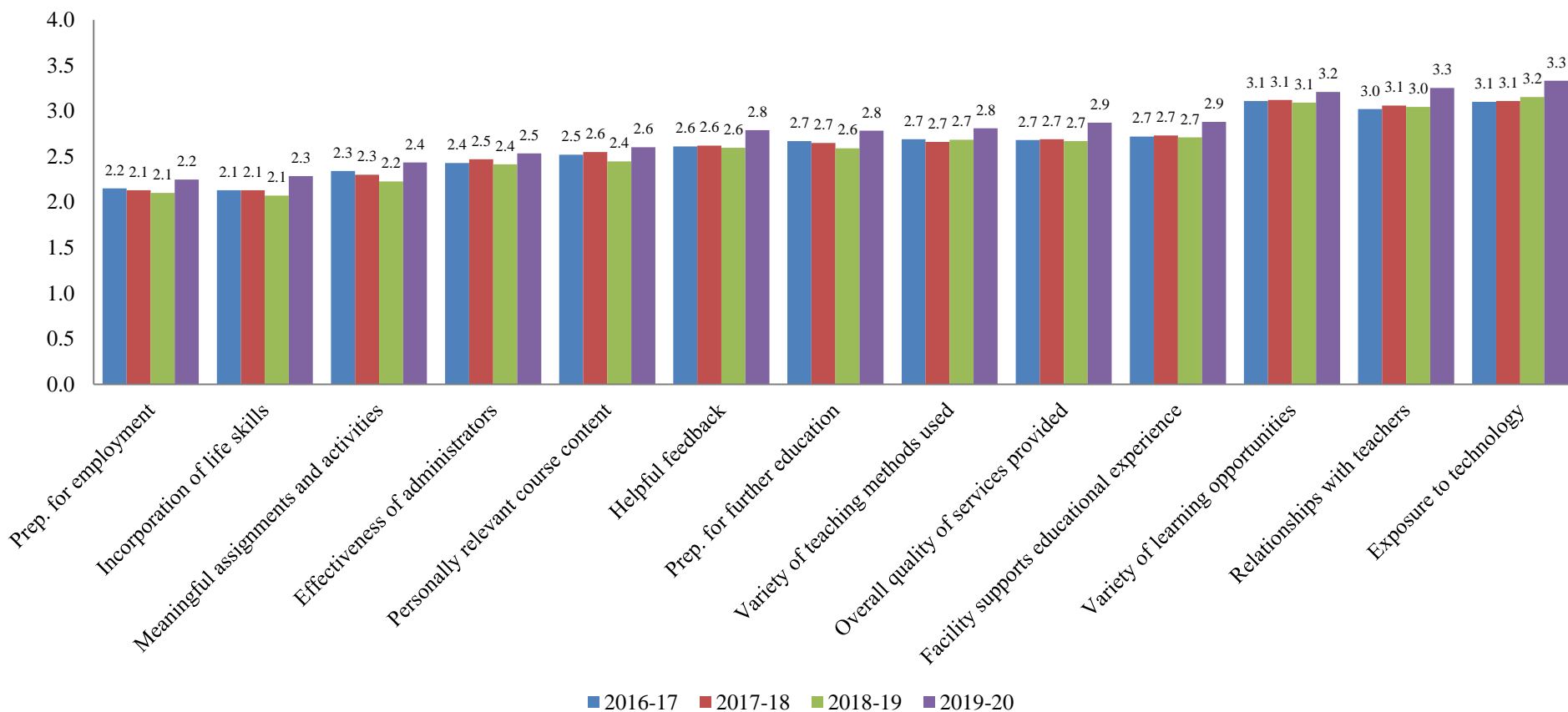
Submission of college application



Perceptions of the High School Experience

The average across all areas as rated by students is 2.8 (equivalent to a B-). Students rated all areas higher than in 2019. *Exposure to technology* (3.3) continues to be the highest rated item. *Relationships with teachers* (3.3) is now the second highest rated item, experiencing the greatest increase since 2019, moving up one position in front of *variety of learning opportunities*. The lowest rated areas were *preparation for employment* (2.2) and *incorporation of life skills* (2.3), which have both consistently been rated lowest across time.

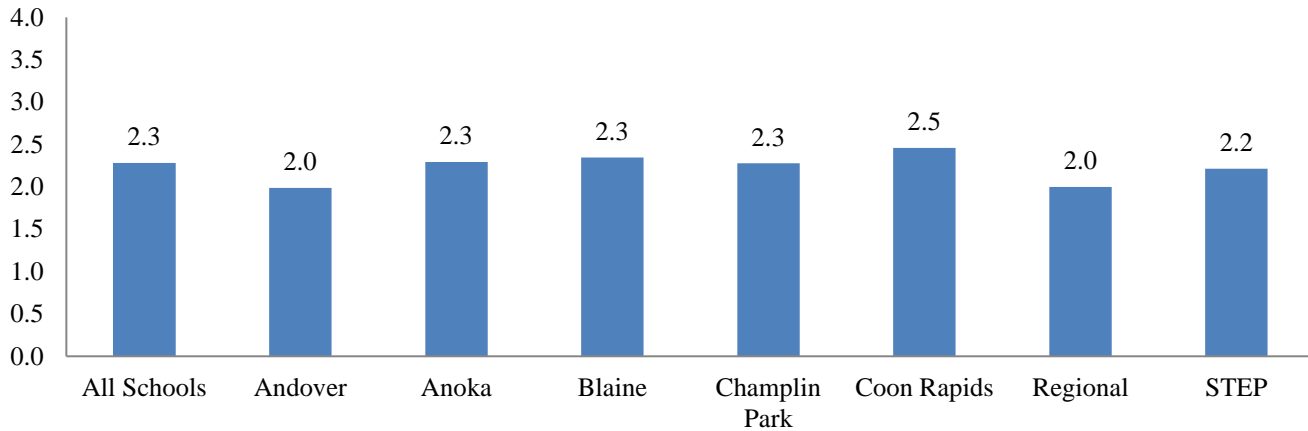
Average letter grade assigned to high school
(A=4, B=3, C=2, D=1, and F=0)



In this section, four items from the statements on the previous page have been disaggregated by building for reasons indicated below.

Incorporation of life skills. Student ratings of the *incorporation of life skills* ranged from 2.0 to 2.5 at the traditional high schools. This item showed the greatest range in responses between traditional buildings.

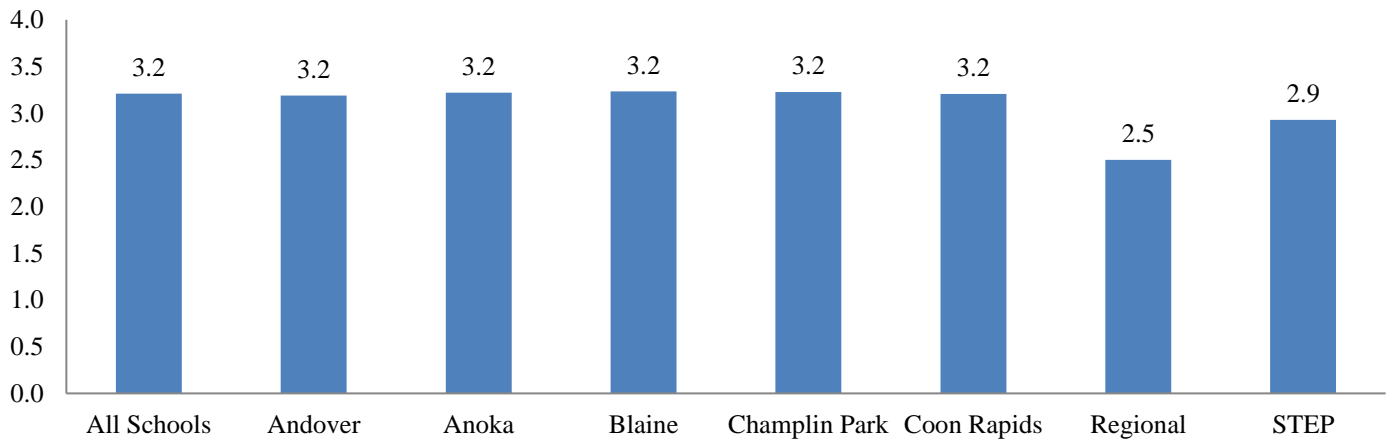
Incorporation of life skills
(A=4, B=3, C=2, D=1, and F=0)



Note: Respondent counts for STEP and Regional are considerably lower than the traditional high schools.

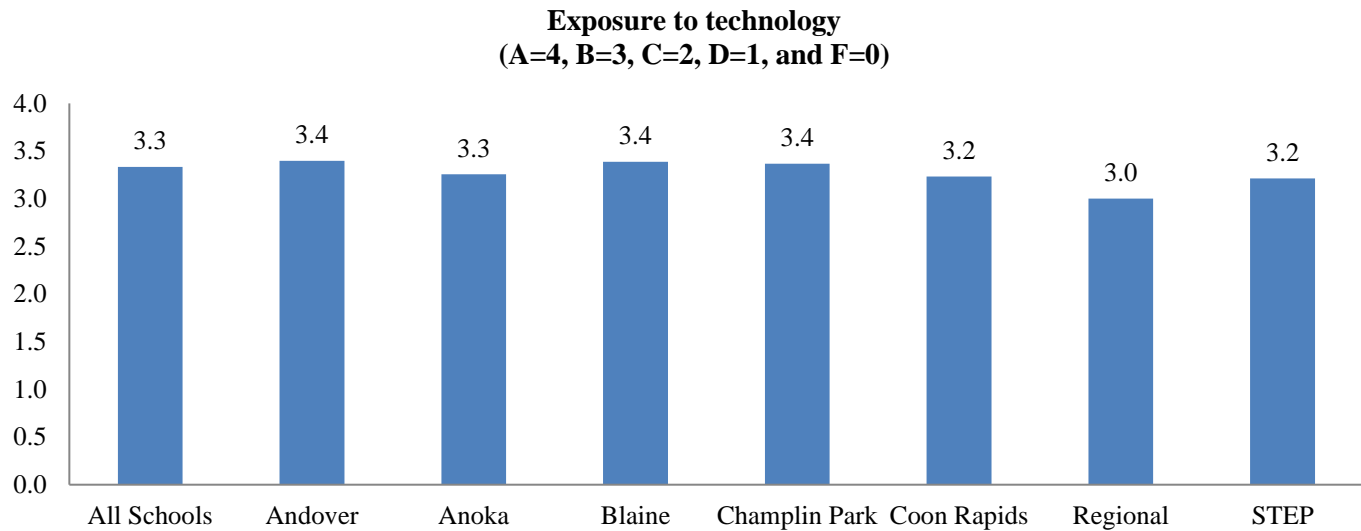
Variety of learning opportunities. Student ratings of *variety of learning opportunities* was the same across the traditional high schools. This item showed the least variation in responses between traditional buildings.

Variety of learning opportunities
(A=4, B=3, C=2, D=1, and F=0)



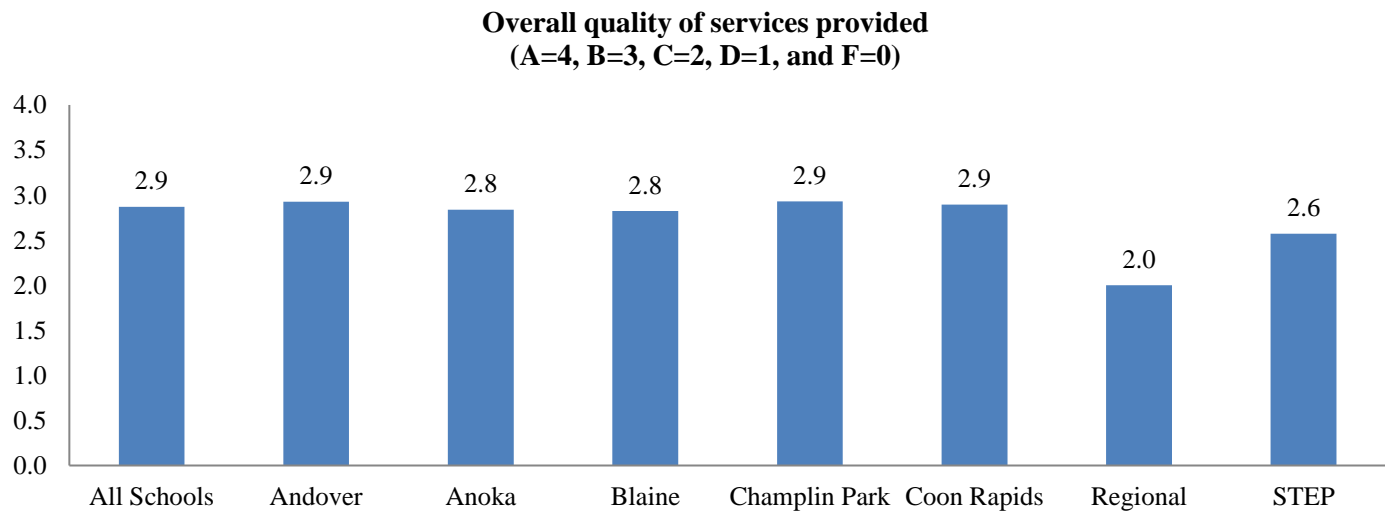
Note: Respondent counts for STEP and Regional are considerably lower than the traditional high schools.

Exposure to technology. At the traditional high schools, student ratings of *exposure to technology* ranged from 3.2 to 3.4 (in the B range). This item has steadily increased in the district over time, from 2.8 in 2012 to 3.3 in 2020, making it the highest rated item in 2020. This item is highly rated at Regional and STEP as well.



Note: Respondent counts for STEP and Regional are considerably lower than the traditional high schools.

Overall quality of services. The final graph in this section shows how students rated the overall quality of the services provided. Student ratings of *overall quality of services provided* ranged from 2.8 to 2.9 at the five traditional high schools, all within the low ‘B’ grade range.



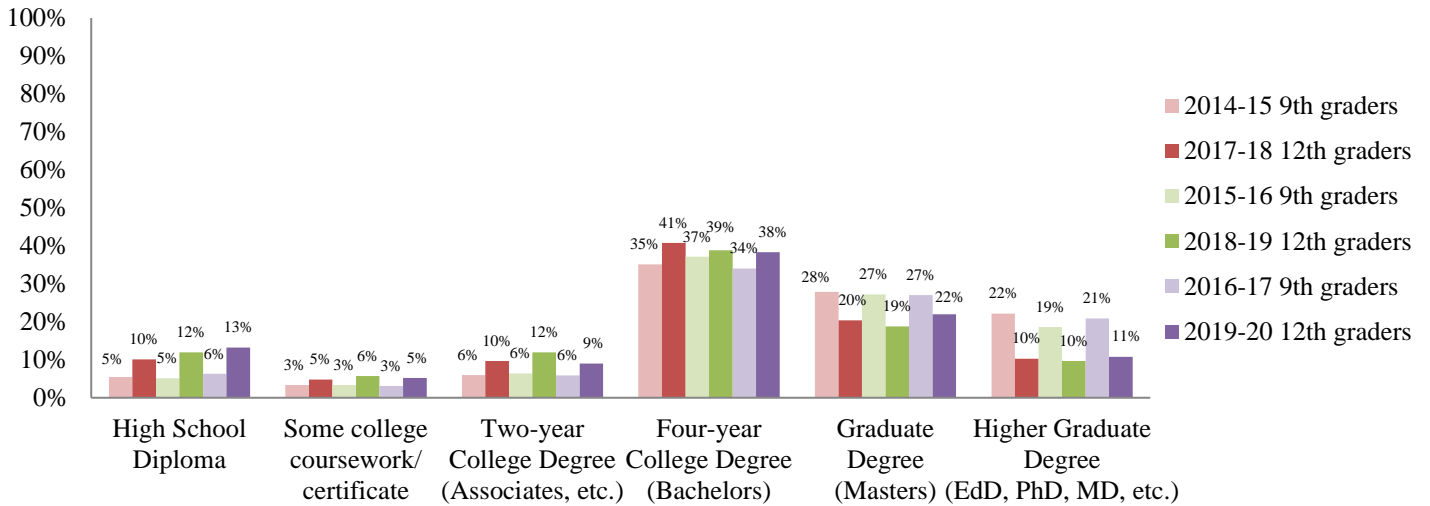
Note: Respondent counts for STEP and Regional are considerably lower than the traditional high schools.

Ninth Grade Responses Compared to 12th Grade Responses

The following graphs compare responses to like items between the Ninth Grade Transition Survey and the Senior Exit Survey administered to the same cohort in 2017 as ninth graders and 2020 as 12th graders.

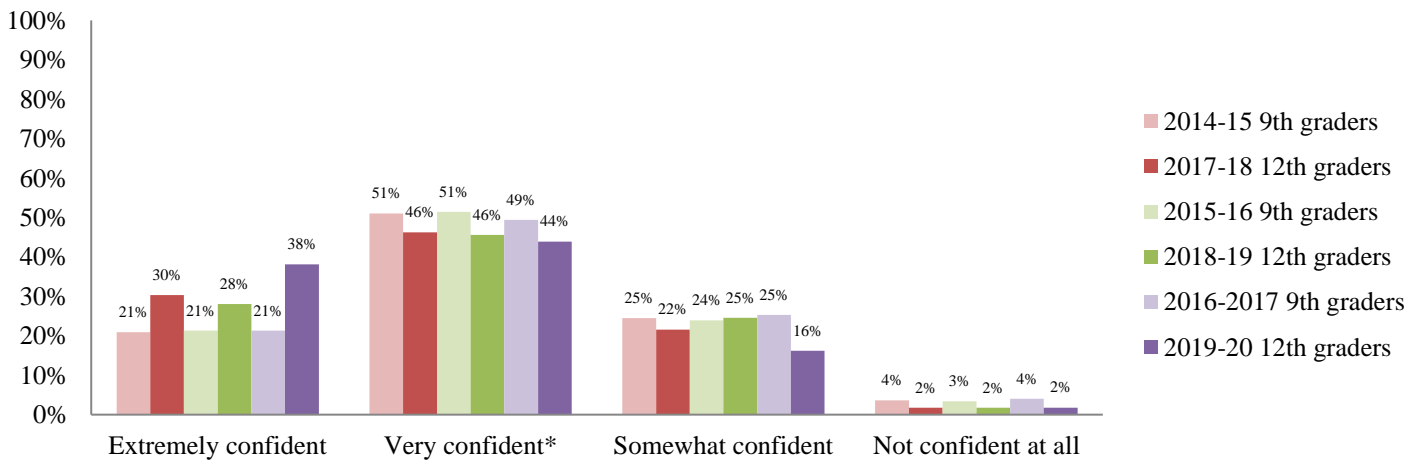
Changes in educational aspirations. The percentage of students in all cohorts reported higher educational aspirations towards a high school diploma, some college/coursework, a two-year degree, or a four-year degree as seniors than as freshmen. The percentage of students who reported that their highest level of educational aspiration was a graduate degree or higher decreased from reports as freshmen compared to reports as seniors.

Highest level of educational aspirations



Changes in confidence in reaching educational goals. A greater percentage of students reported being extremely confident in attaining their educational goal as seniors than as freshmen, an increase of 17% from freshman year to senior year for the latest cohort of students. The percentage of students who reported being not confident at all decreased 2% from their freshmen to senior year in 2020.

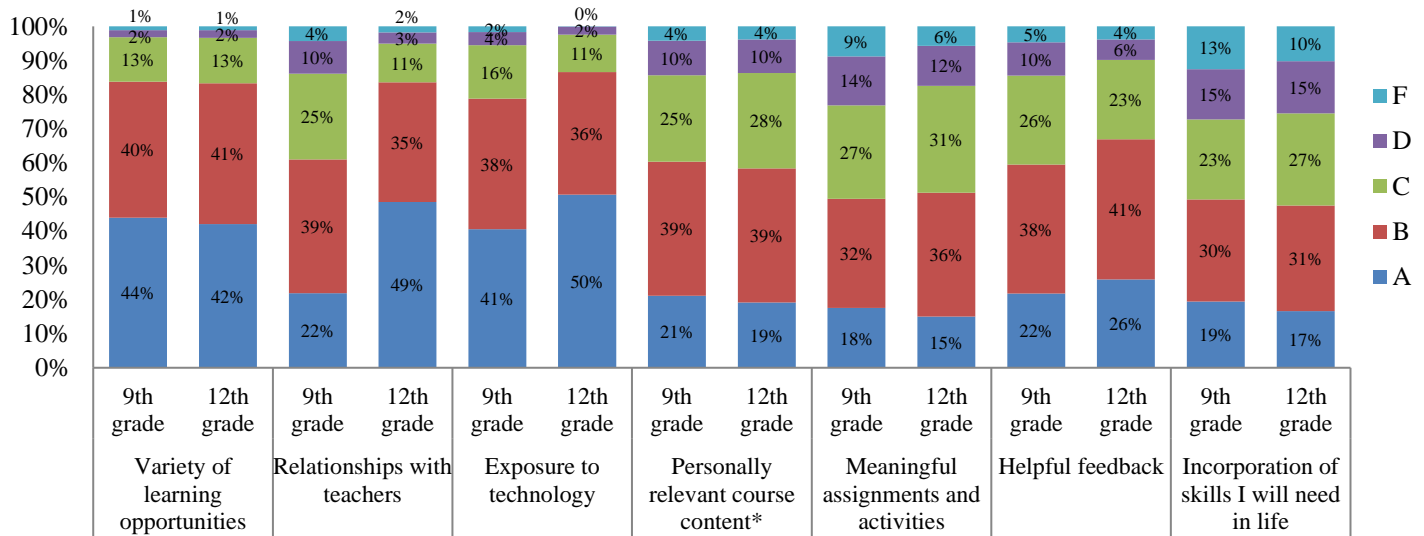
Confidence in attainment of educational goal



* Prior to 2020, 'Very confident' was the response option for students as 12th graders. 'Confident' was the response option for these same students as 9th graders. Beginning in 2020, these scales were aligned.

Changes in evaluations of high school. The class of 2020 assigned a higher average letter grade to their high school as seniors than they did as freshmen in the areas of *relationships with teachers, exposure to technology, and helpful feedback*. The same cohort assigned relatively the same letter grade to their high school in the areas of *variety of learning opportunities, personally relevant course content, meaningful assignments and activities and incorporation of skills*.

Comparison of 9th and 12th grade responses to overlapping survey items



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

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.ahschools.us/ret, or call (763) 506-1000 and request the RET department.