

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

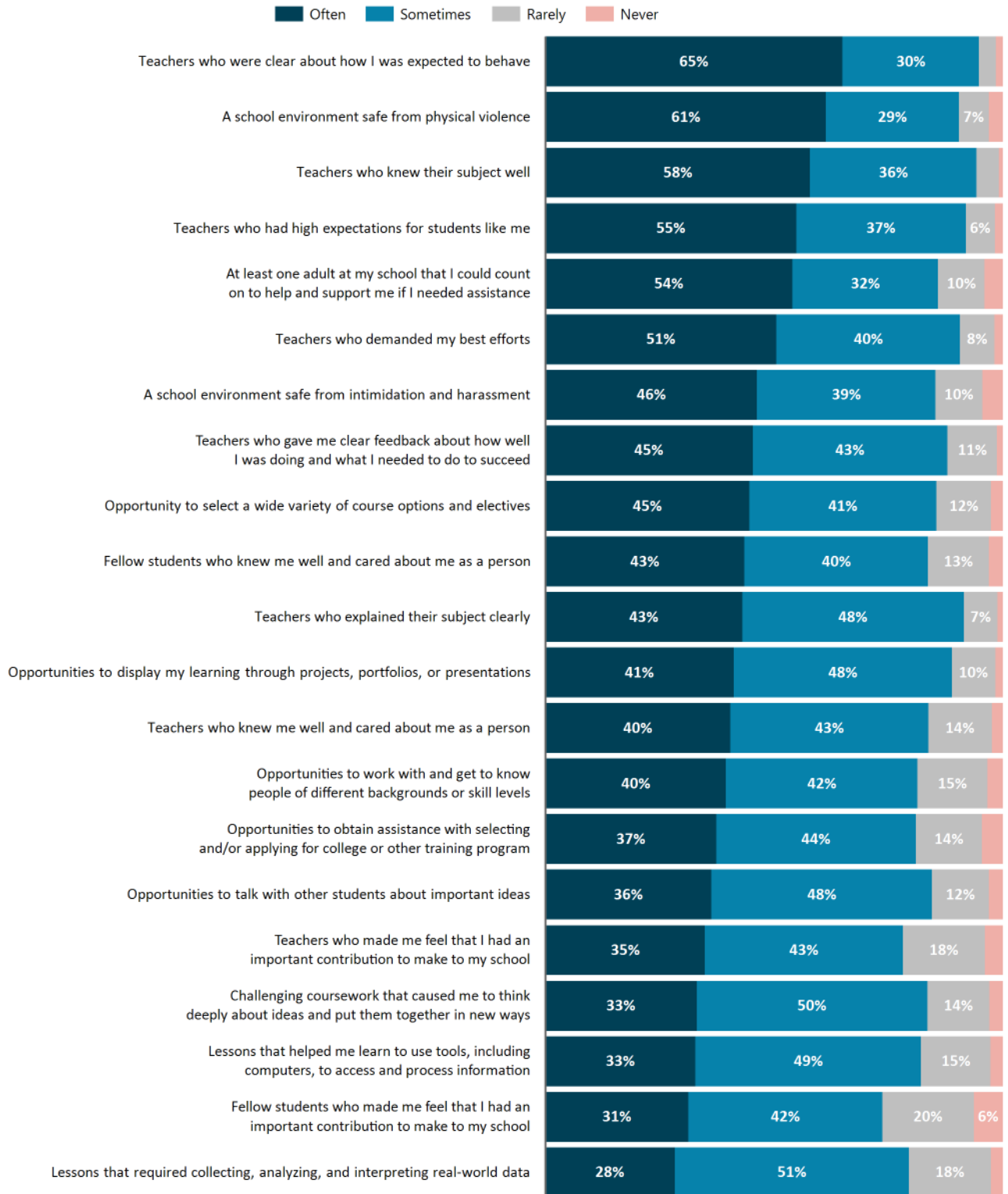
Figure A: Summary of Results

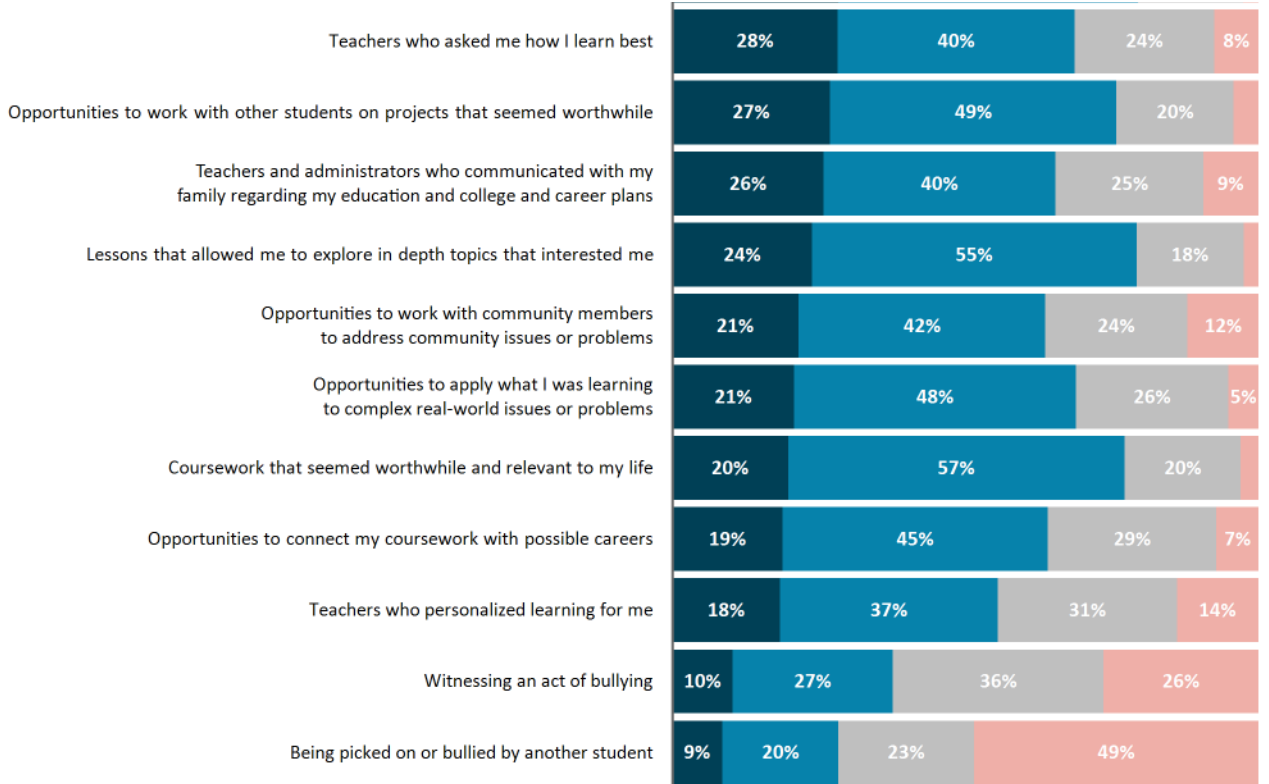
| | Overall |
|---|---------|
| High School Experiences (experienced "often") | |
| A school environment safe from physical violence | 61% |
| Coursework that seemed worthwhile and relevant to my life | 20% |
| Fellow students who knew me well and cared about me as a person | 43% |
| Opportunity to select 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 much" | |
| 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

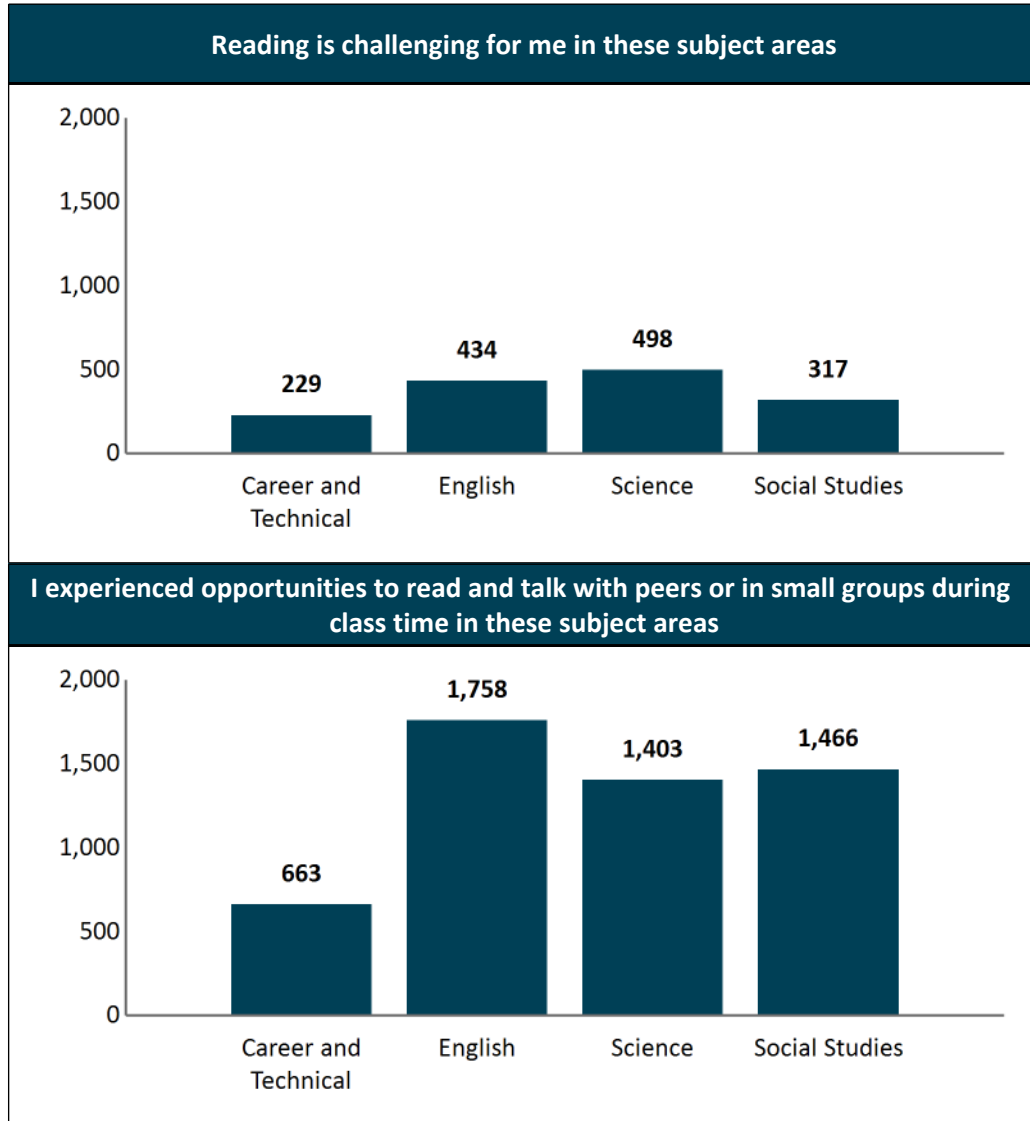
Figure 1.1: High School Experiences (n=2138)



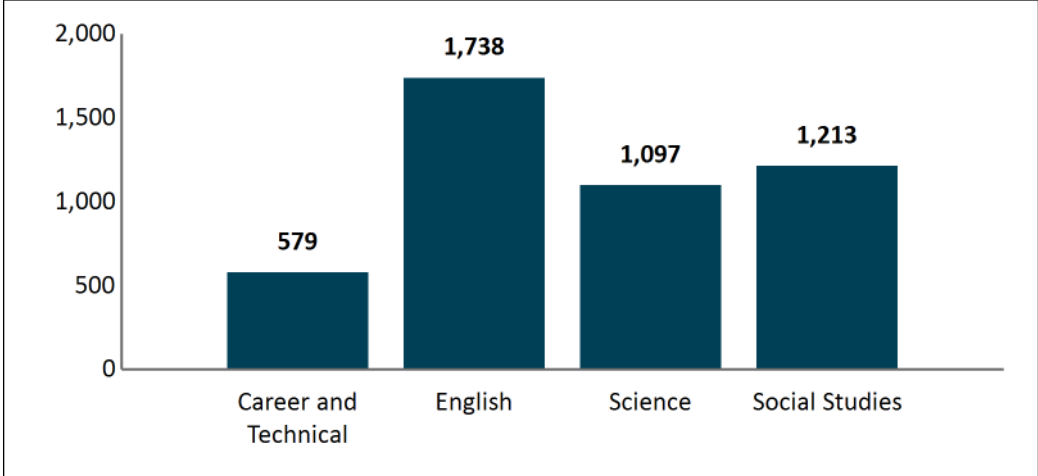


SECTION II: READING AND MATHEMATICS INSTRUCTION

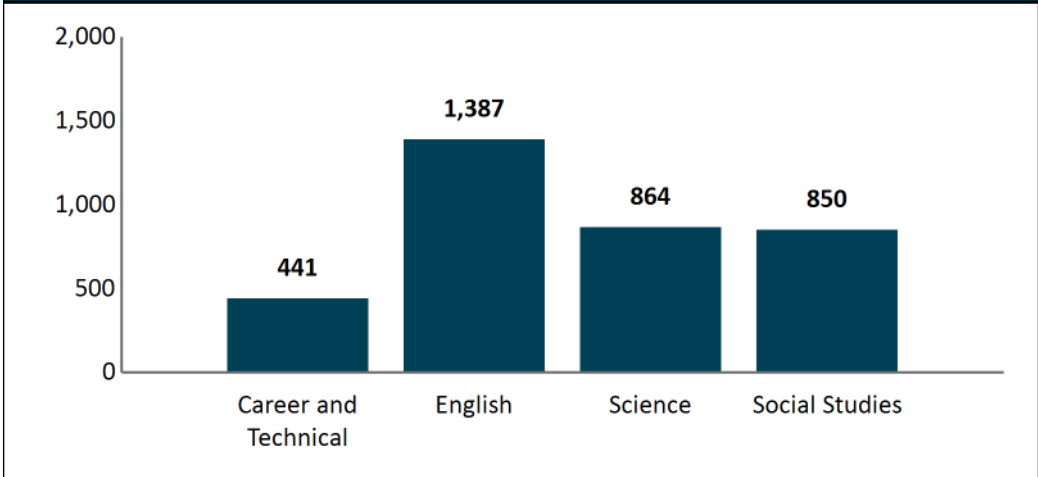
Figure 2.1: Reading Experiences



I experienced opportunities to listen to the teacher talk about how to read effectively in these subject areas



Books at different levels of reading difficulty were available to help me understand course concepts in these subject areas



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

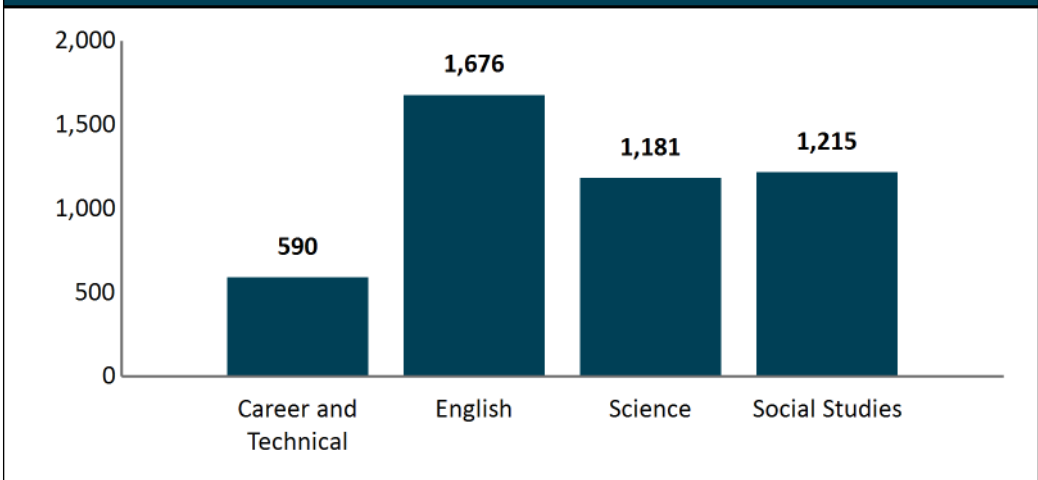


Figure 2.2: When I'm Reading for School (n=2119)

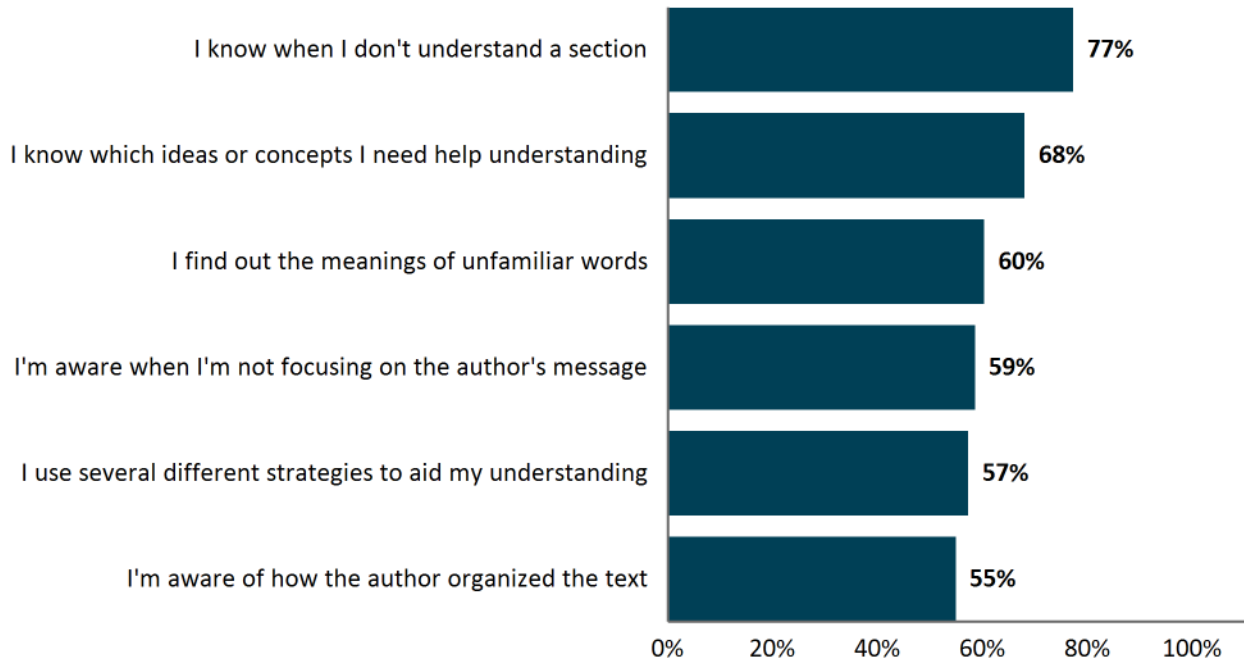


Figure 2.3: Use of Tools to Help Understand Readings (n=2105)

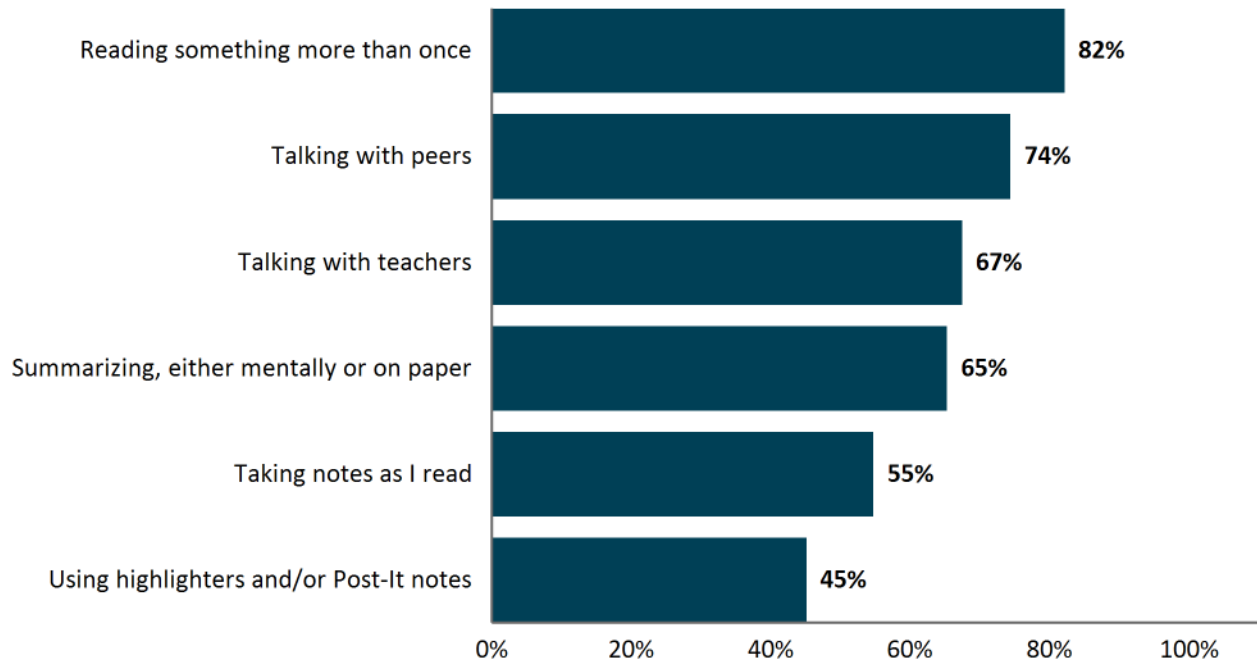


Figure 2.4: Weekly Hours Spent Reading (n=2132)

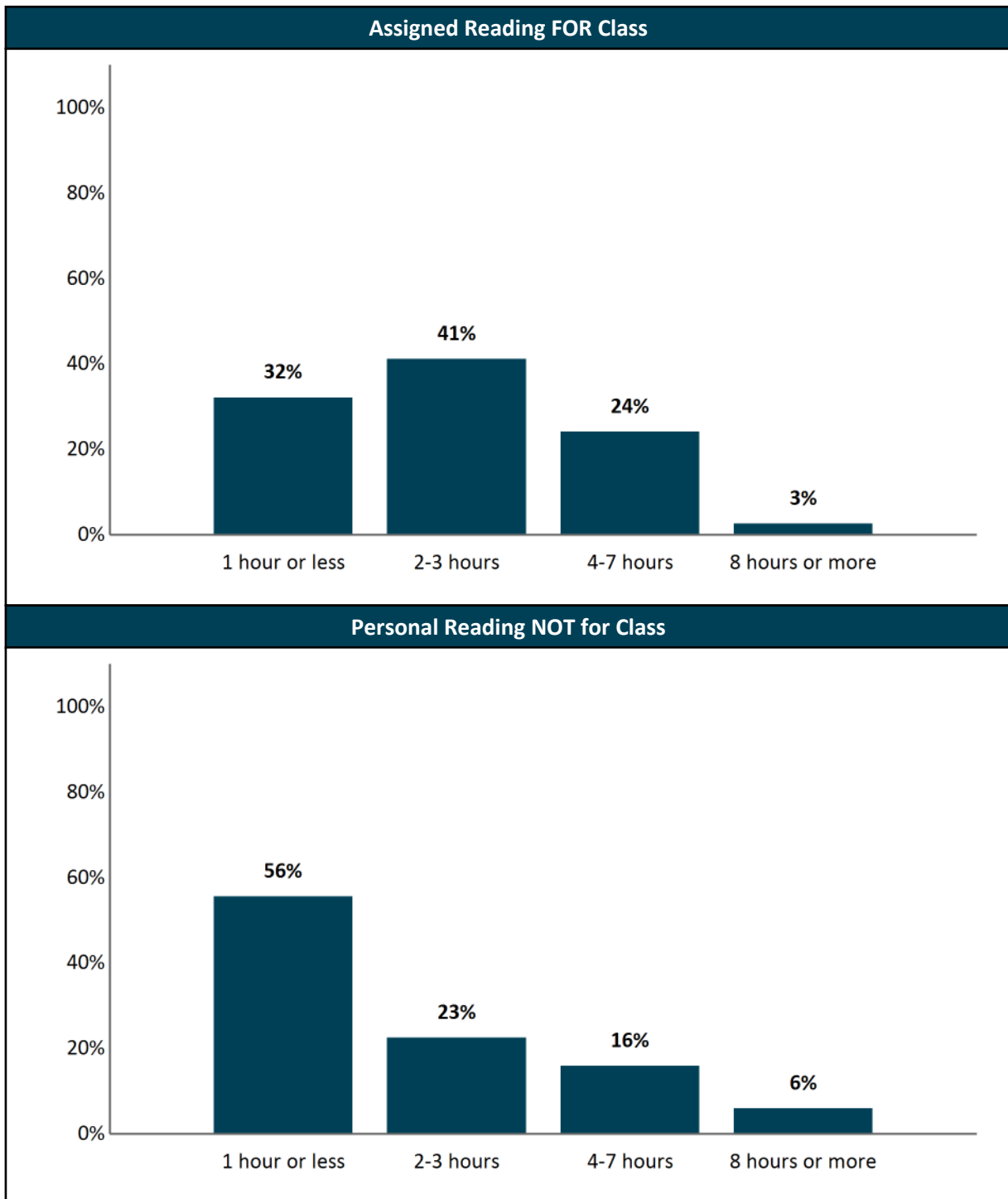


Figure 2.5: Teachers Believed That I Could Be Successful in Learning Mathematics (n=2142)

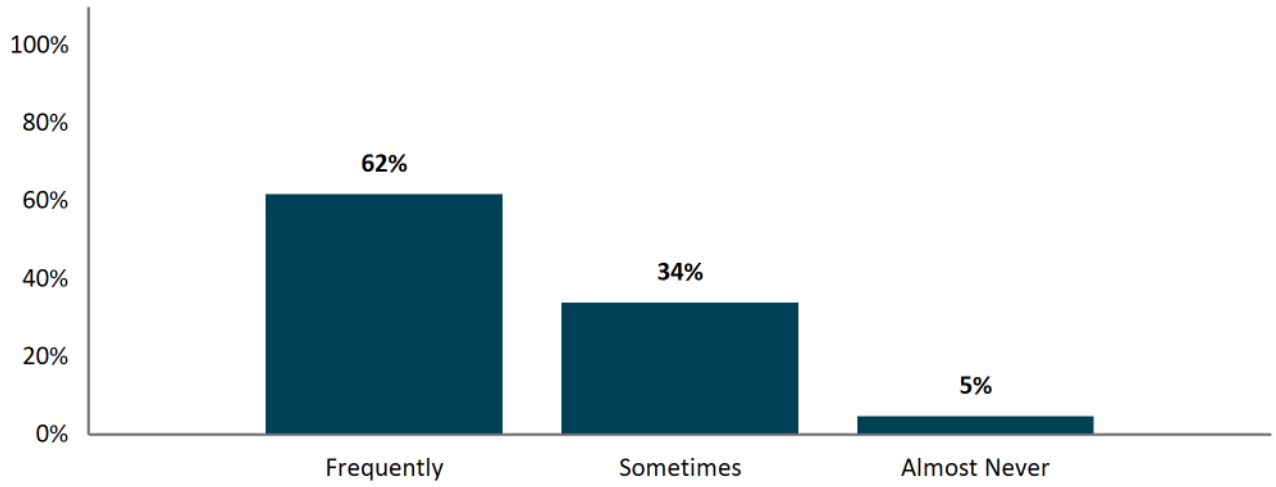
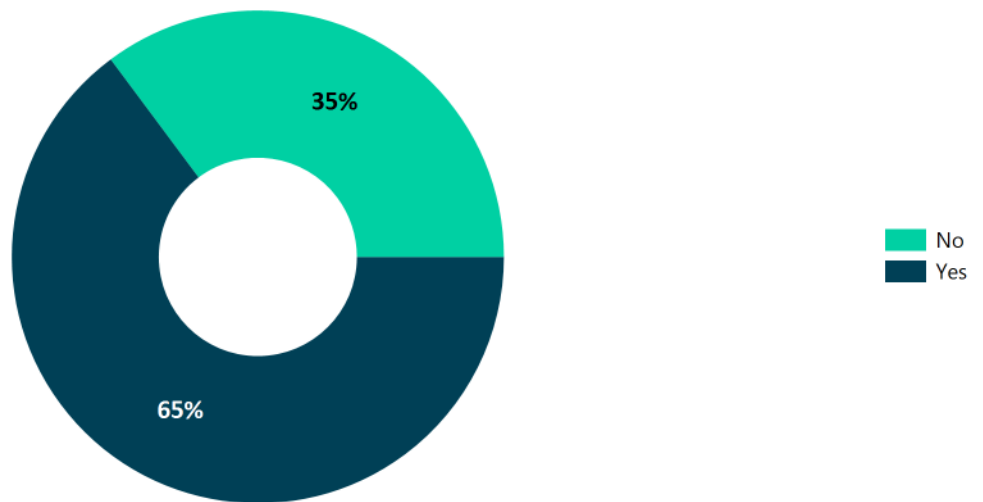


Figure 2.6: I Am Good at Mathematics (n=2142)



SECTION III: AFTER SCHOOL ACTIVITIES

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

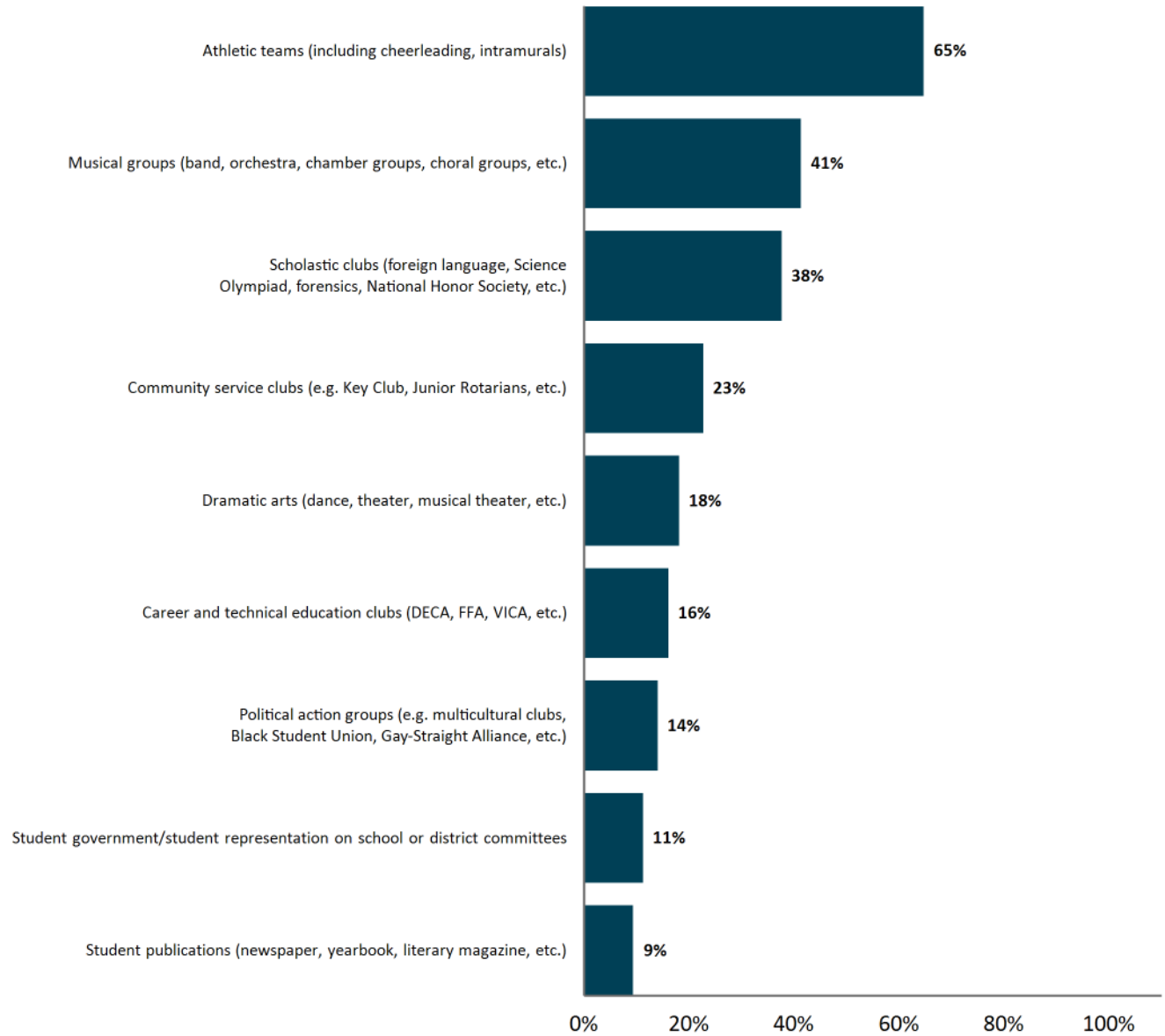
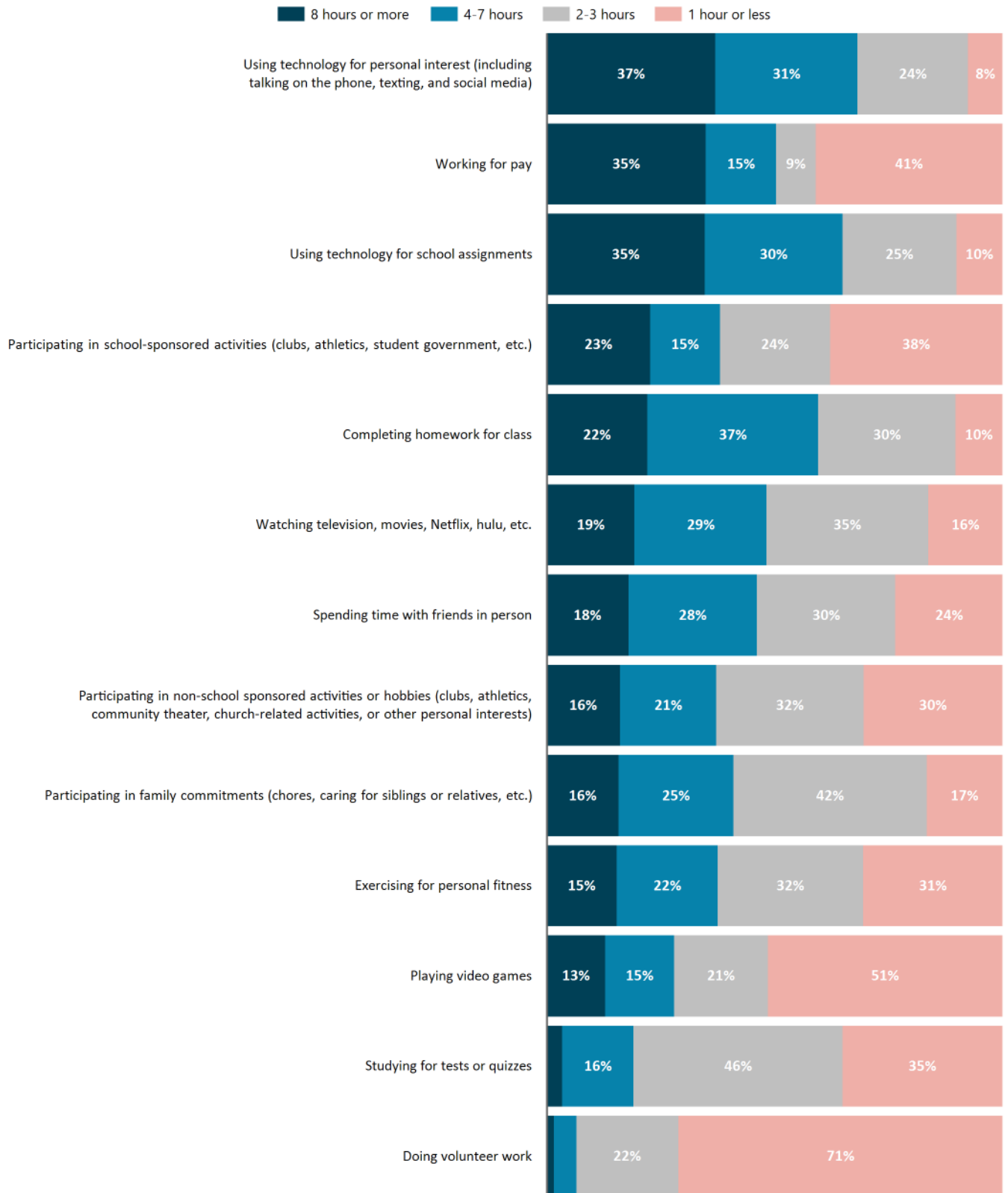


Figure 3.2: Weekly Hours Outside of School Spent on Activities (n=2142)



SECTION IV: PREPARATION FOR FUTURE AND WILLINGNESS TO RECOMMEND

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

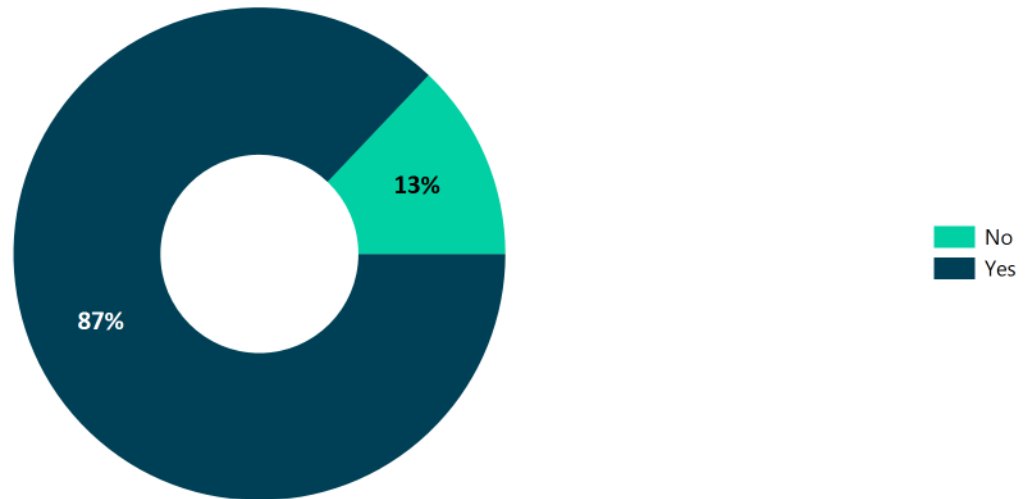


Figure 4.2: Grades of High School Preparation (n=2122)

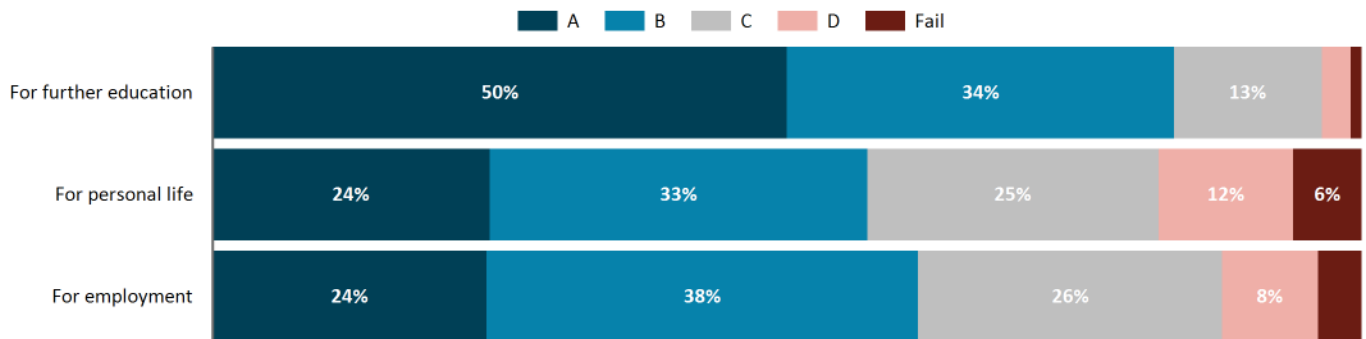
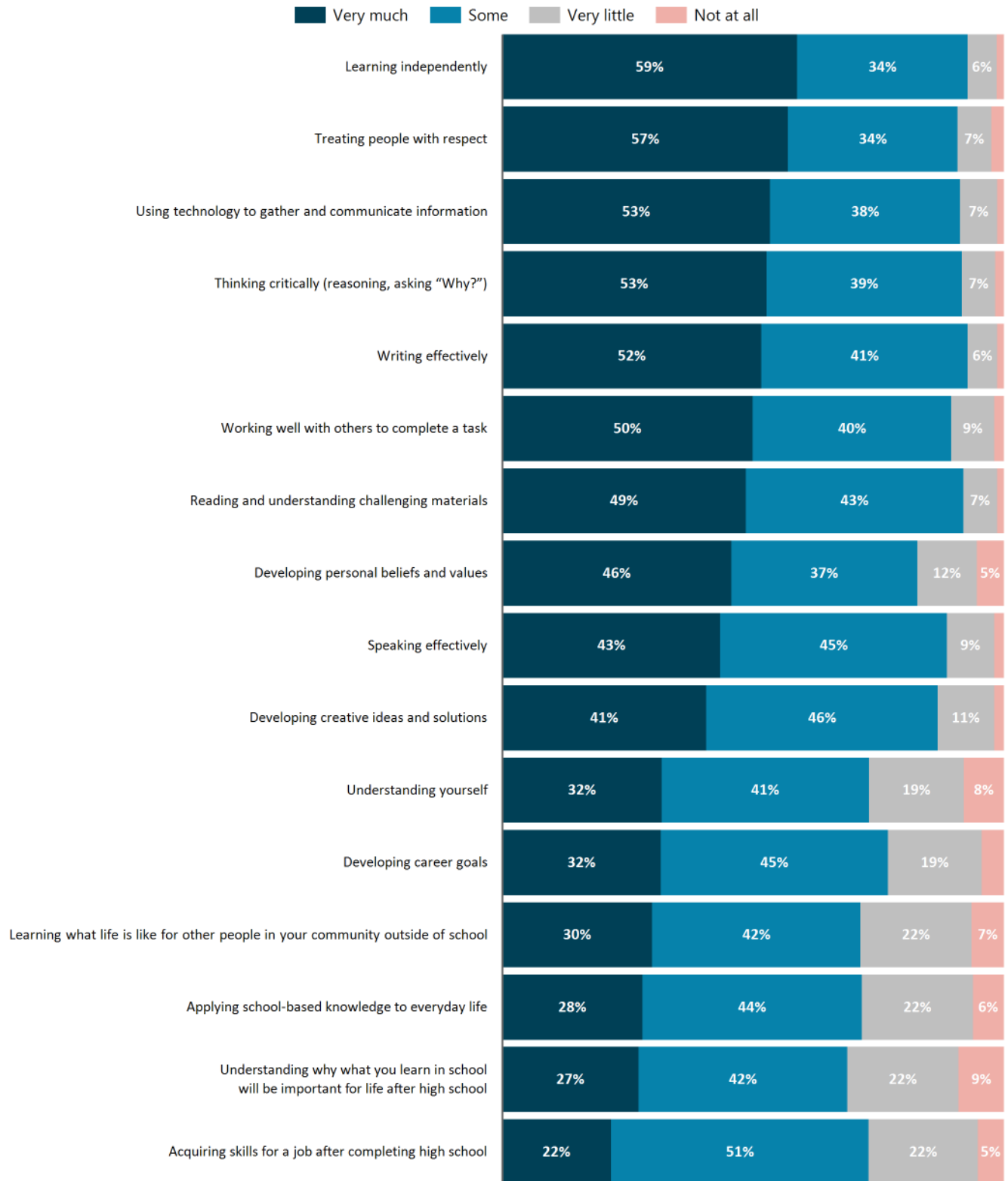


Figure 4.3: School’s Contribution to Development Areas (n=2130)



SECTION V: POST-SECONDARY PLANS

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

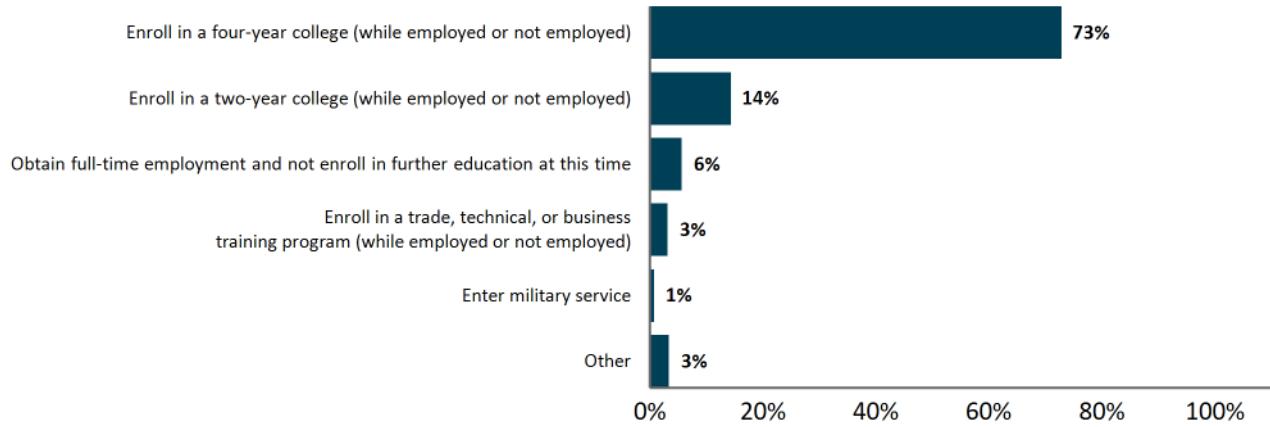
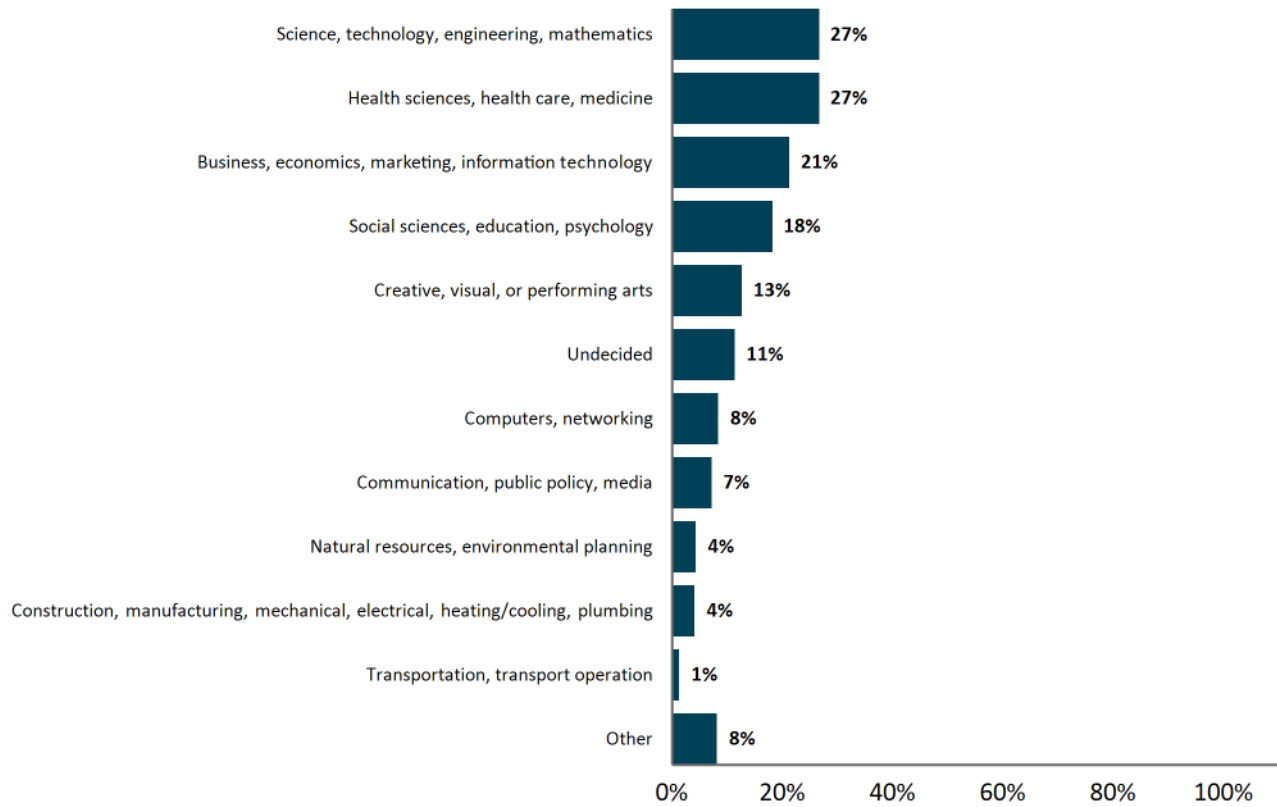


Figure 5.2: Likely Field of Study in College or Trade School (n=2130)



SECTION VI: RESPONDENT CHARACTERISTICS

Figure 6.1: Gender (n=2158)

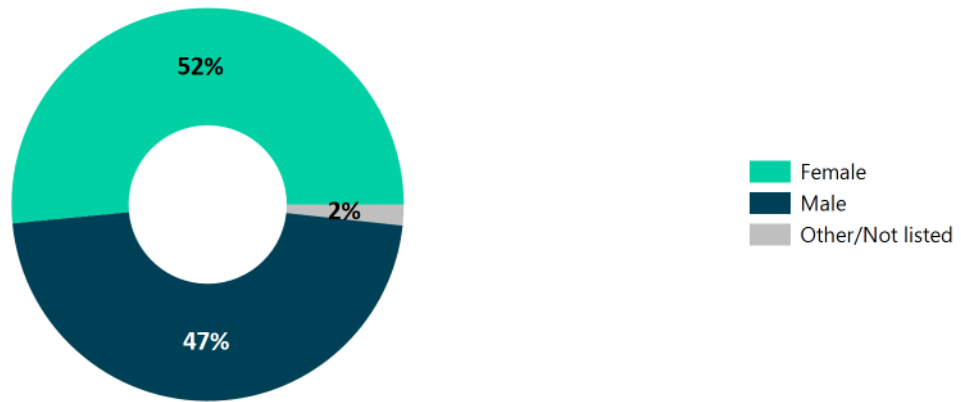


Figure 6.2: Race/Ethnicity (n=2154)

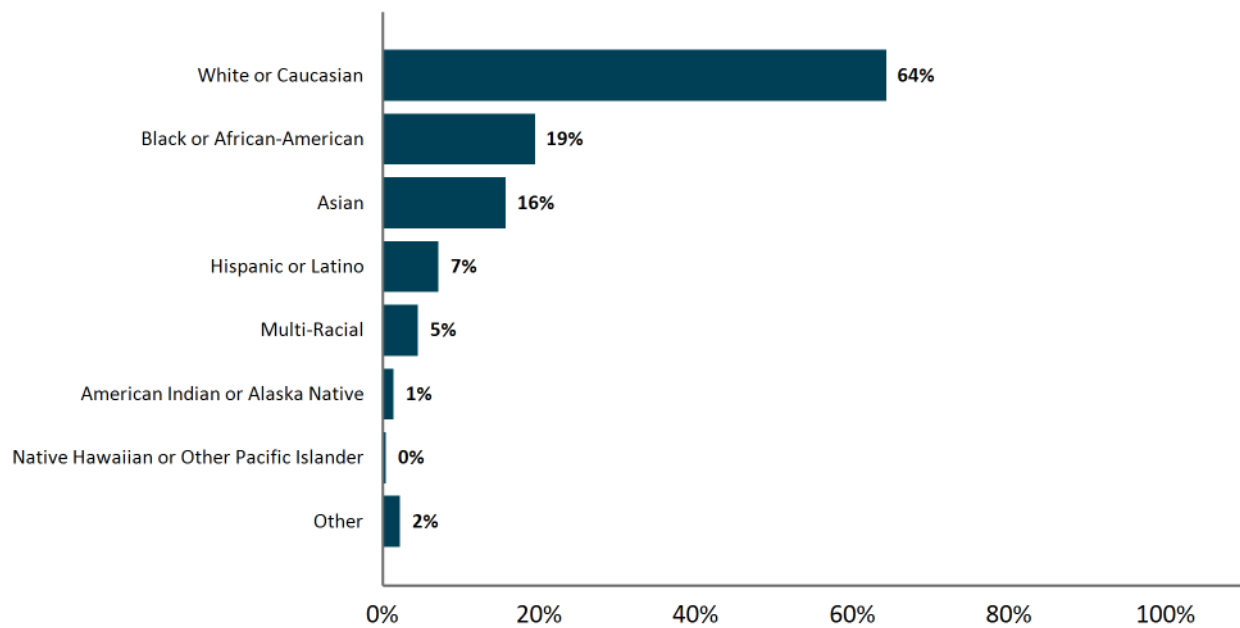


Figure 6.3: Family Income (n=1761)

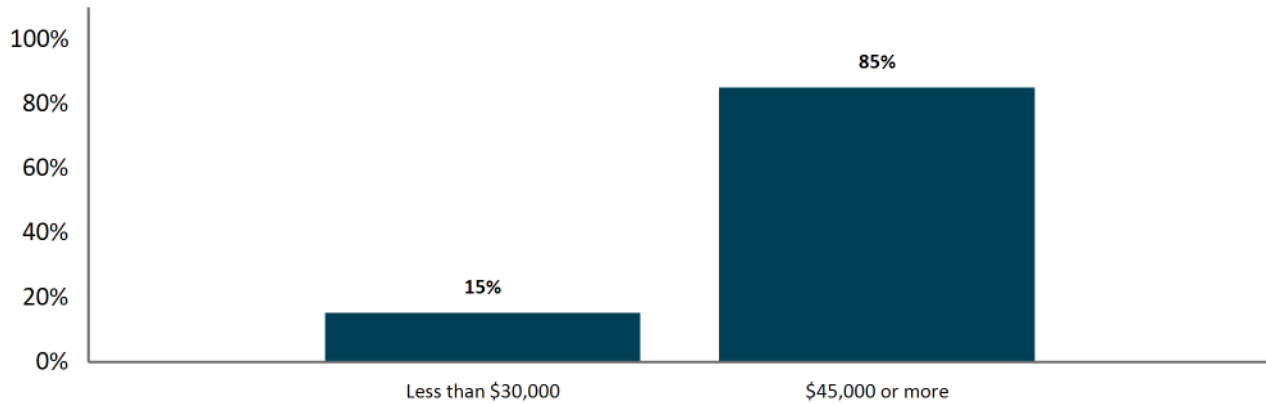


Figure 6.4: Parent/Guardian One Education (n=2139)

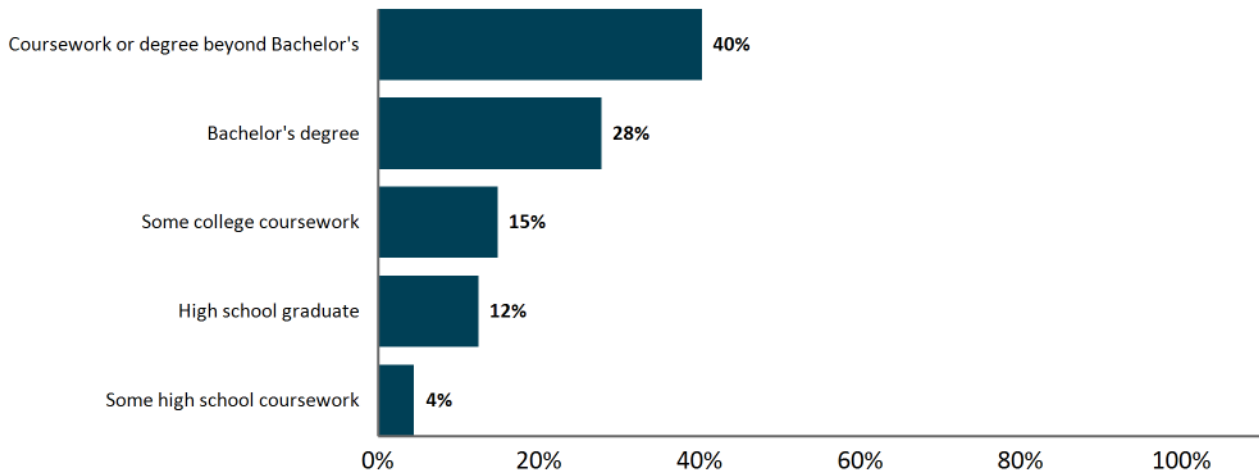


Figure 6.5: Parent/Guardian Two Education (n=2054)

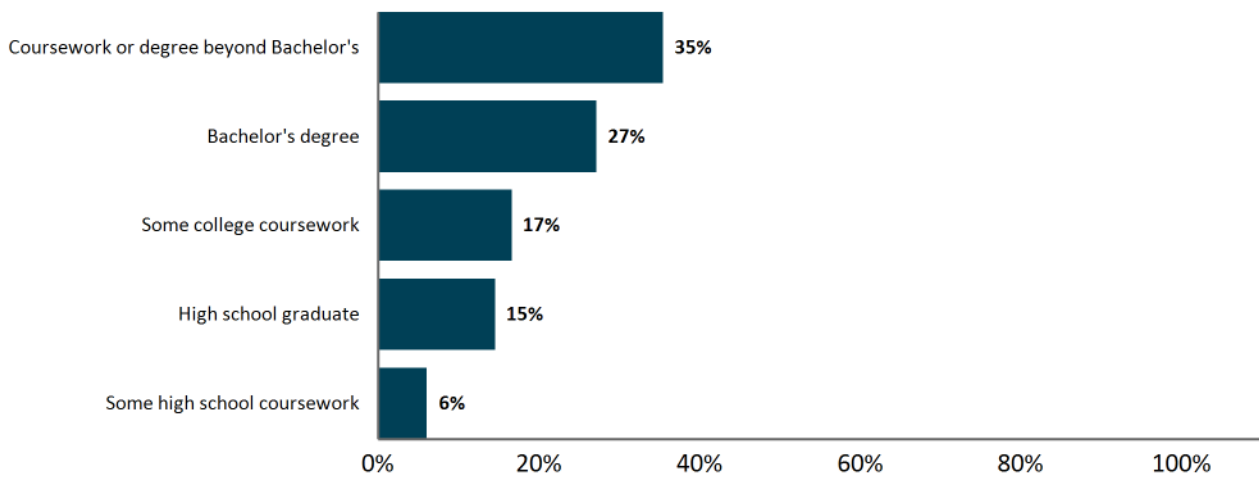


Figure 6.6: Grades in High School (n=2151)

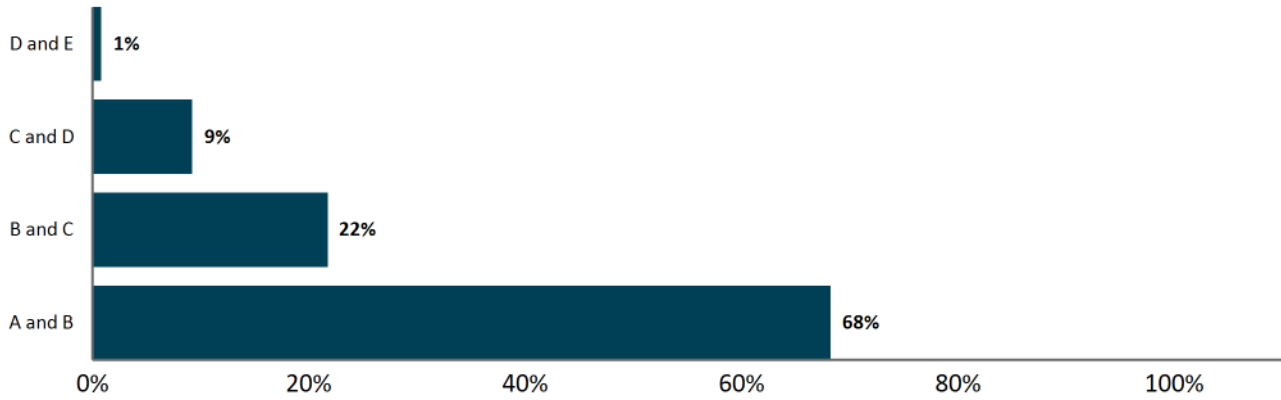


Figure 6.7: Category of Complete Courses (n=2149)

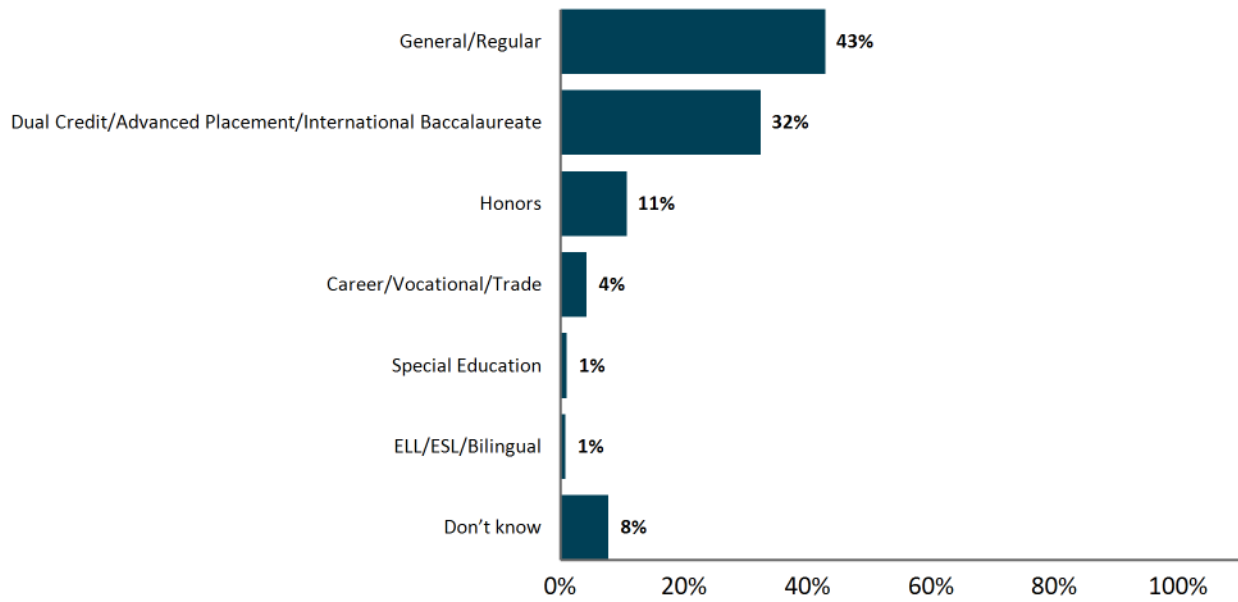


Figure 6.8: Course Selection

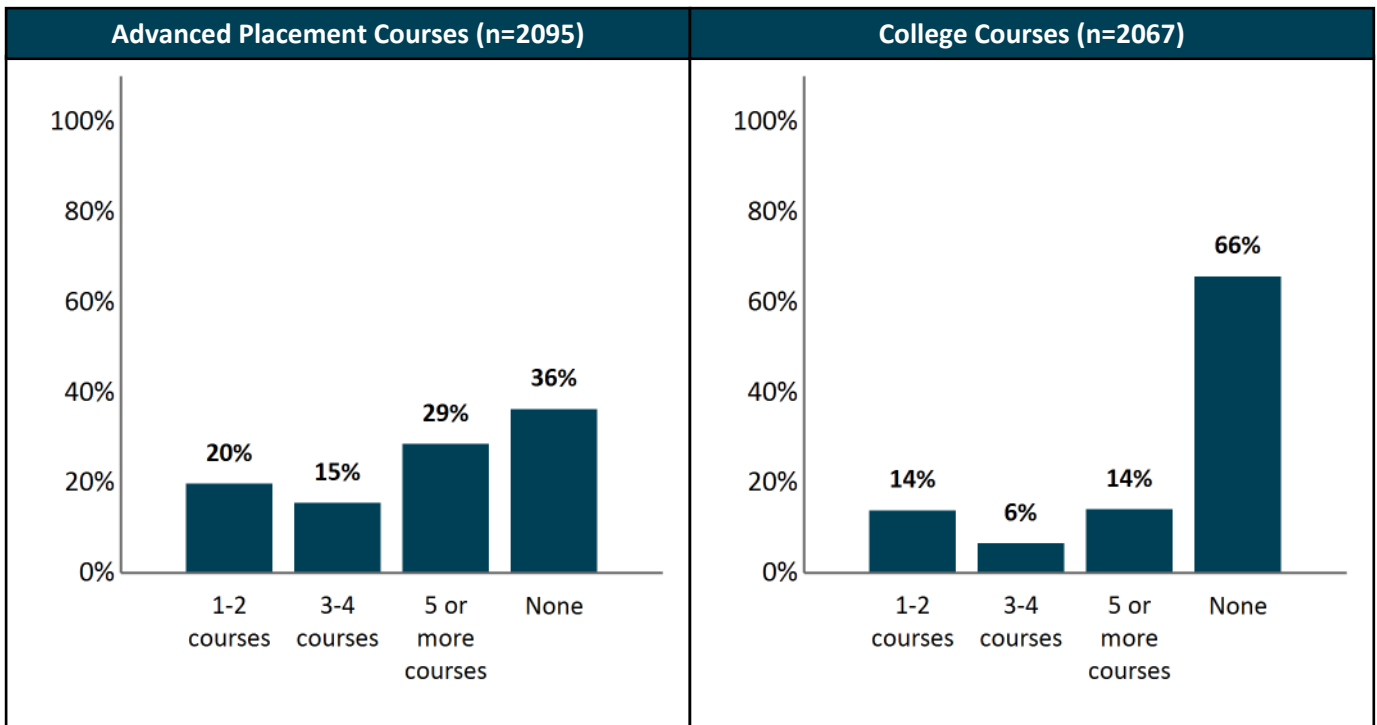


Figure 6.9: Recipient of Special Education Services (n=2145)

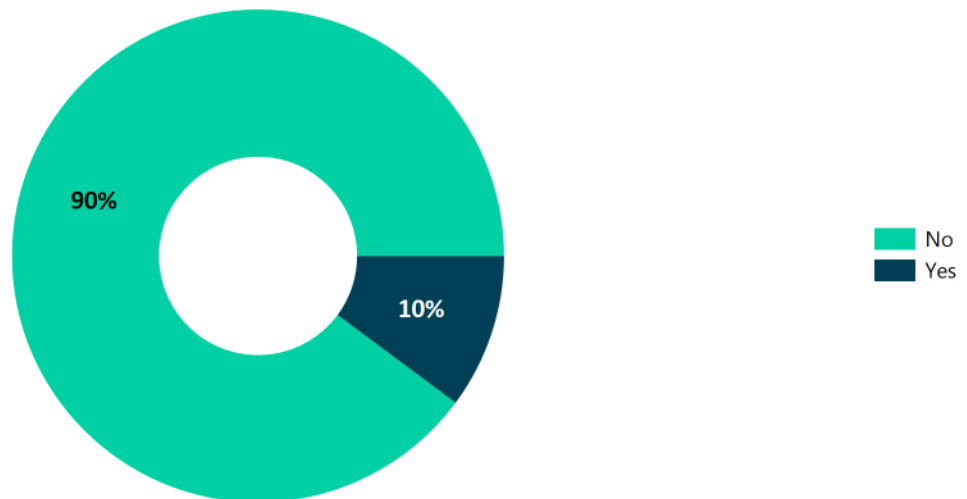
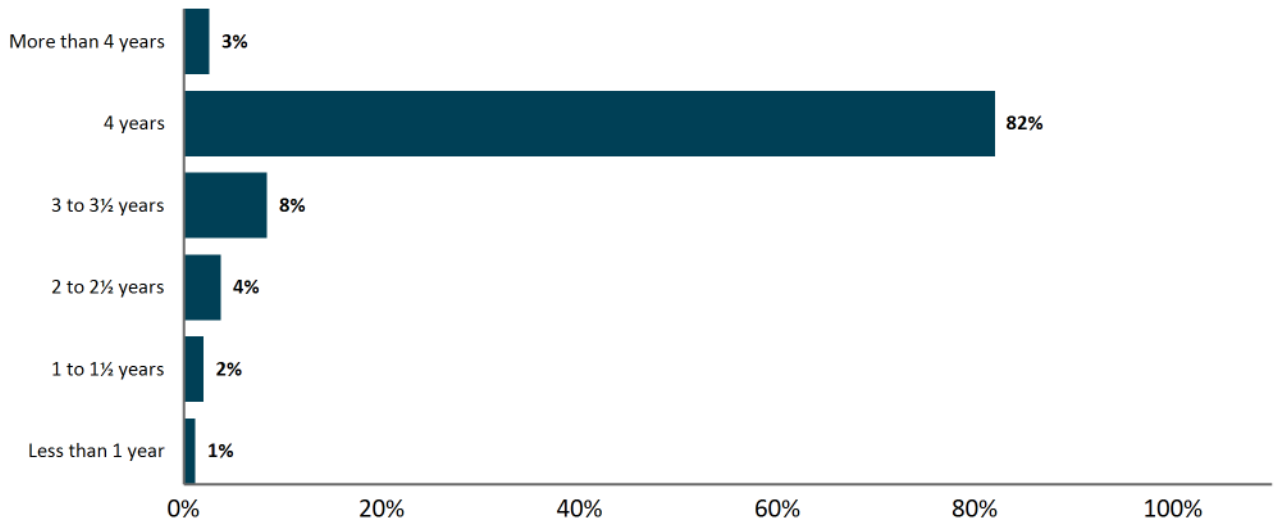


Figure 6.10: Years Attending this High School (n=2155)



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