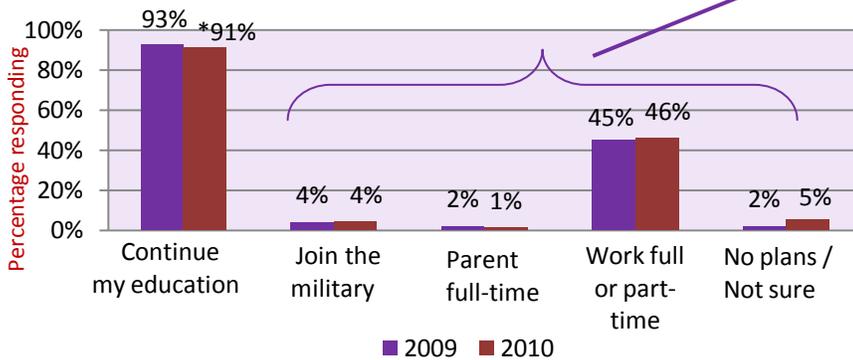


# HIGH SCHOOL EXIT SURVEY 2010: DISTRICT-LEVEL HIGHLIGHTS



**About this Report.** The seventh annual Austin Independent School District (AISD) High School Exit Survey was administered online to seniors in every AISD high school during Spring 2010, and 3,574 seniors responded. Topics covered by the survey included postsecondary intentions and family support; high school experiences, campus climate, and civic engagement; instruction and technology; and postsecondary preparation and advising. This brief covers highlights of the findings for the district. Reports by campus are also available at: <http://www.austinisd.org/inside/accountability/evaluation/surveyreports.phtml>.

**Although most seniors' plans after high school included continuing their education, the percentage was significantly lower in 2010.**

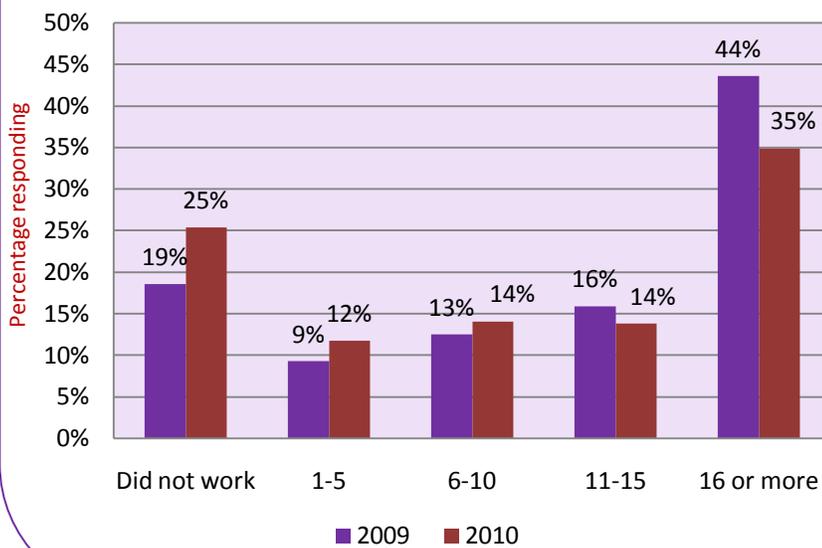


**Top 3 reasons seniors were not planning to pursue further education after high school:**

1. Cannot afford to attend school (27.2%)
2. Need income to support myself/others (25.9%)
3. Grades/test scores aren't high enough (22.6%)

\*p<.05 Note. Students were asked to select all that applied.

**A higher percentage of 2010 seniors did not work during their senior year, compared with the Class of 2009. Those who worked put in fewer hours each week, compared with seniors in 2009.**



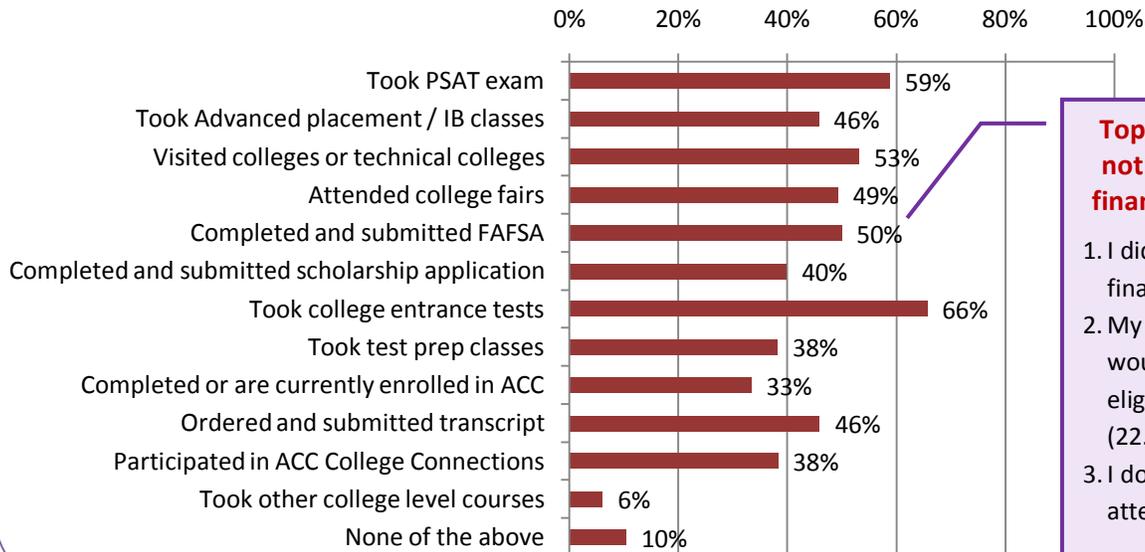
**Seniors rated the instructional quality of their English language arts and social studies courses most highly.**

English Language Arts	84.5%
Social Studies	79.7%
Performing/Fine Arts	71.8%
Mathematics	70.3%
Computer/Technology	68.7%
Science	67.1%
Foreign Language	62.0%
Career and Technical	58.9%

Note. Percentage who responded quality was good or excellent.

## 2010 High School Exit Survey

### Seniors took the following steps to prepare for continuing their education after high school:\*



#### Top 3 reasons seniors did not complete the federal financial aid form (FAFSA):

1. I did not know about the financial aid process (39.2%)
2. My family did not think we would qualify for or were eligible for financial aid (22.1%)
3. I do not need financial aid to attend college (20.9%)

\*Seniors were asked to select all that applied.

#### Seniors highly rated their preparation for college and careers.

How well prepared were you to:

plan your high school course selections?	92.1%
meet your college and career goals?	86.0%
complete the college/technical/vocational school application process?	82.3%
obtain financial aid for education after high school (whether or not you applied)?	81.8%

Note. Percentage includes students who indicated they were somewhat well or very well prepared.

#### Seniors' college and career goals were the most common motivating factor keeping them in school through graduation.

Future college/career goals	38.7%
Parents' expectations	23.2%
Sports/athletics	8.8%
Enjoyment of learning/classes that were fun	6.8%
Other	6.8%
Connections with my classmates	6.5%
Club/extracurricular activities	5.2%
Supportive school staff	2.7%
School was a safe place	1.3%

#### Different campus staff played a part in guiding seniors in their postsecondary plans.

Helped you select courses needed for work or admission to college	School Counselor (50%)
Encouraged you to continue your education after high school	Teacher (59%)
Discussed career information	Teacher (37%)
Encouraged you to apply to multiple schools	Teacher (39%)
Helped you fill out applications for postsecondary schools	College & Career Advisor (29%)
Helped you plan how to pay for college expenses	College & Career Advisor (26%)

Note. Campus staff listed had the highest percentage of responses per item.

## 2010 High School Exit Survey

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**Funding Sources.** Funding for the survey administration, analysis, and reporting was provided by district local funds.

**Uses of Survey Results.** District and campus staff use findings from the High School Exit Survey to improve educational services and instruction. Although survey questions support all goals in the district's [Strategic Plan](#), the survey specifically monitors outcomes related to **Goal 3**: All students will graduate college and career ready.

**Available Reports.** The comprehensive High School Exit Survey reports for the district and campus levels are available at [www.austinisd.org/inside/accountability/evaluation/survey\\_reports.phtml](http://www.austinisd.org/inside/accountability/evaluation/survey_reports.phtml).

**About the Department of Program Evaluation.** The Department of Program Evaluation (DPE) was established in 1972 to support program decision making and strategic planning in the Austin Independent School District (AISD). The department is housed in the Office of Accountability and is charged with evaluating federal, state, and locally funded programs in AISD. DPE staff pride themselves on integrating best and innovative evaluation practices with educational and institutional knowledge. DPE works with program staff throughout the district to design and conduct formative and summative program evaluations. DPE's methods for evaluating programs vary depending on the research question, program design, and reporting requirements. The evaluations report objectively about program implementation and outcomes, and serve to inform program staff, decision makers, and planners in the district. DPE also responds to information needs at all levels. DPE reports may be accessed online at <http://www.austinisd.org/inside/accountability/evaluation/reports.phtml>.

**About the Author.** Carol Pazera joined the Program Evaluation team in spring 2009 and focuses on programs implemented for students at the middle and high school levels. Carol has specialized in program evaluation for over a decade. Throughout her career, she has assisted numerous nonprofit organizations in the development of evaluation processes and instruments. She also co-founded and led an agency that served high school students in Austin who were at risk of dropping out of school. Carol earned a B.A. in secondary education from the University of Illinois at Champaign-Urbana, an M.A. in Latin American Studies and an M.S. in Community and Regional Planning from the University of Texas at Austin. She has been a member of the American Evaluation Association since 2005.

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