



Introduction to Results for the Class of 2013

The purpose of this survey is to monitor high school student perceptions of their high school experience. Results are used to improve the campus environment and program supports for students. Survey results also are used in the monitoring of the districts' strategic plan Goal 3, which includes the measures of student self-confidence and attitudes toward school, work, and success. Seniors' responses to the multiple choice questions are organized into the following categories: postsecondary intentions and family support, high school experiences and campus climate, instruction and technology postsecondary preparation and advising, and additional results.

Postsecondary Intentions and Family Support

Table 1. Within a year after graduating from high school, what do you plan to do? (Select all that apply.)

Postsecondary Plans	Campus 2012	Campus 2013	District 2013
Continue my education			95.0%
Attend a 4-year college or university	39.0%	42.8%	51.7%
			2.6%
			2.6%

Note. Missing values (.) indicate items were not included in respective year's survey.

Compared to their 2012 counterparts, a higher percentage of Akins High School's Class of 2013 seniors reported that they planned to continue their education.

About this survey.

The 1st annual Austin Independent School District (AISD) High School Exit Survey was administered online to seniors in every AISD high school during Spring 2013. On each campus, Project ADVANCE facilitators primarily were responsible for ensuring all seniors were given the opportunity to complete the survey. Special education chairs at each campus were tasked with providing eligible special education students with guidance and assistance in completing the survey.

This report contains the results for the AISD Class of 2013 at this campus. Where available, data are presented from previous senior classes and the district level to compare with 2013 responses. At this school, 430 Akins students in the Class of 2013 completed the survey, for an overall response rate of 82.4%.

At the district level, 372 students in the Class of 2013 completed the survey, for an overall response rate of 87.9%. District-level survey results are provided in a separate report and are available online.

High School Experiences and Campus Climate

Table 5. Please indicate the number of years of high school in which you participated in each of these extracurricular activities. Indicate the average number of hours per week you participated in these activities.

In school	Did not participate	1 year	2 years	3 years	4 years	Avg. # of years
Music	71.1%	11.0%	4.1%	2.4%	11.5%	0.72
Theater	74.0%	16.2%	4.4%	2.2%	3.2%	0.44
Dance	83.1%	8.3%	4.4%	0.7%	3.4%	0.33
Sports	49.3%	16.6%	11.2%	6.8%	16.1%	1.24
Academic clubs or UIL academic competitions ¹	67.2%	10.8%	7.1%	5.1%	9.8%	0.79
Speech/debate	73.3%	23.5%	2.9%	0.0%	0.2%	0.30
Student government	80.0%	17.5%	1.0%	0.2%	1.2%	0.25
Career and technical organizations	76.7%	9.1%	5.1%	4.4%	4.7%	0.51

¹Note: An acronym key is available at the end of this report.

Akins High School senior's comment: Being a member of high school band is without a doubt the most life-changing experience I've ever had... It changed my perception of the world. I was taught the more you get, the more you are given and the more you are given, the more you must give back, in a never-ending cycle.

Akins High School senior's comment: I think that my [best] experience for my high school years would be...my time in theater tech. I got to learn a lot about theater and how to work in groups.

Table 5b. Please indicate the number of years of high school in which you participated in each of these activities outside of school

Outsideschool	Did not participate	1 year	2 years	3 years	4 years	Avg. # of years
Music	87.3%	7.1%	2.4%	1.5%	1.7%	0.23
Theater	86.1%	6.8%	3.7%	0.5%	2.9%	0.27
Dance	55.3%	11.6%	8.7%	5.8%	18.6%	1.21
Sports	76.3%	7.5%	3.6%	2.2%	10.4%	0.63
Care for family members	94.2%	2.4%	1.0%	1.0%	1.5%	0.13
Community service	44.3%	16.4%	10.4%	3.6%	25.3%	1.49
Environmental projects	74.9%	11.1%	4.8%	2.4%	6.8%	0.55
Boy Scouts or Girls Scouts	75.3%	7.2%	3.8%	1.7%	12.0%	0.68

Extracurricular activities provide intellectual and social development opportunities for students. Schools that provided more extracurricular activities and had more student participants had better academic outcomes in terms of students performing at grade level and staying in school than did schools that provided fewer such activities (Stearns & Glennie, 2009).

Note. Response options were Never, Not a lot,

Table 13. How frequently do you use a computer or other Internet-capable devices (e.g., cell phone, iTouch, iPad)?

Use	Never	Less than once a week	Once or twice a week	Every day or almost every day
To present material in class, for example, using PowerPoint?	18.0%	50.6%	19.4%	

Table 17. Overall, how well prepared or informed...

Percentage who responded	or	Campus 2012	Campus 2013	District 2013
Were you to plan your high school course selections		84.5%	87.7%	89.5%
Were you to meet your college and career goals?		76.1%	85.0%	87.9%
Have you been for the college or trade / technical school application process?		70.7%	81.2%	83.5%
Have you been about obtaining financial aid for education after high school?		79.8%	85.7%	85.4%

Note. Response options were Not well, Somewhat well, and very well.

Table 18. How did you prepare for your education after high school? (Select all that apply)

Type of Preparation	Campus 2012	Campus 2013	District 2013
Took college entrance tests (SAT, ACT, THEA, Compass, Asset)	65.0%	63.7%	65.9%
Completed and submitted the FAFSA	50.0%	72.8%	64.0%
Visited one or more colleges or technical schools	47.0%	40.7%	55.7%
Ordered and submitted a transcript to a college or trade/ technical school.	47.0%	47.0%	54.8%
Took one or more Advanced Placement or International Baccalaureate classes	43.0%	42.1%	50.0%
Met with a college recruiter at my high school	43.0%	40.2%	41.3%
Took test prep class for the PSAT, SAT, ACT, etc.	39.0%	29.5%	38.6%
Completed and submitted a scholarship application	36.0%	38.6%	45.0%
Met with the school counselor/ADVANCE staff to discuss college plans/processes	45.0%	60.9%	56.2%

Attended one or more... /T.f*/P <</MCID 62 >>BDC 388408.7kc 127.4

Table 21. Which of the following did a family member help you with to prepare for life after high school? (Select all that apply.)

Form of help	Campus 2012	Campus 2013	District 2013
Talked to you about career and/or college options	76.4%	75.1%	80.1%
Talked to you about finances	65.6%	62.3%	67.0%
Talked to you about your responsibilities as an adult	77.8%	71.4%	74.2%
Talked to you about what a career and/or college would be like	67.0%	58.8%	66.2%
Helped you with financial aid (FAFSA and/or scholarships)			

Table 25. Indicate whether the following people helped you with or encouraged you in any of the following activities (select all that apply).

Activity	School counselor	Advisory teacher	Teacher	Project ADVANCE staff	ACC staff	None of these
Select courses needed for work or admission to college	39.8%	9.5%	18.4%	37.2%	11.4%	21.6%
Push your academic abilities further (e.g., challenging courses, science fair or summer learning, extracredit work)	29.5%	10.9%	45.6%	19.3%	2.3%	25.8%
Take AP / honors courses	31.9%	5.6%	34.2%	9.3%	0.9%	38.6%
Take dual credit or articulated credit courses	34.4%	5.6%	19.1%	17.0%	8.6%	38.4%
Discussed career information and/or occupations you might want to pursue	27.0%	10.9%	31.4%	38.4%	5.1%	22.8%
Continue your education after high school	34.9%	13.5%	40.0%	43.7%	7.2%	21.4%
Talked to you about colleges suited to your interests and abilities	29.1%	9.8%	28.6%	45.8%	6.3%	18.6%
Encouraged you to apply to multiple schools	20.7%	9.5%	20.0%	43.0%	3.0%	27.9%
Helped you decide what school to attend	17.4%	6.7%	17.2%	36.0%	2.1%	37.2%
Helped you fill out applications for postsecondary	20.2%	6.7%	16.0%	45.3%	3.3%	26.0%
Helped you with your college application essays or personal statements	16.7%	6.5%	33.7%	34.7%	1.9%	29.3%

Table 26. How do you plan to pay for your education after high school? (select all that apply.)

Source

Table 28. If you did not submit a financial aid application, why not?

Reason	Campus 2012	Campus 2013	District 2013
I do not need financial aid to attend college	4.3%	7.9%	22.7%
My parents were not willing to submit private financial information	5.4%	18.4%	7.2%
My family did not think we would qualify or be eligible for financial aid	18.5%	21.1%	16.6%
I do not plan to go to college	23.9%	13.2%	13.7%
I did not know about the financial aid process	47.8%	39.5%	39.9%

Table

Table 30. Where did you learn about options for paying for your education after high school? (Select all that apply.)

Source of information	Campus 2012	Campus 2013	District 2013
Senior economics class	.	23.5%	19.1%
Financial Aid Saturday events	.	25.3%	19.1%
Talked to school counselor/college and career advisor/Project ADVANCE staff	.		
Information from a college or university (e.g., website, brochures)	.	31.6%	35.7%
College recruiter	.	17.4%	18.6%
U.S. Department of Education or FAFSA websites	.	23.0%	24.6%
Parents or other adults	.		
None of these	.	5.8%	7.6%

Note. This question was changed in 2013, which precluded comparison with prior years' results.

At the district level, seniors most frequently reported their parents or other adults as sources of information regarding postsecondary financial support, while Akins High seniors most frequently indicated that their information came from school counselors, advisors, and/or Project ADVANCE staff.

Acronym Key

The following table contains a list of acronyms being used in the High School Exit Survey summary reports. Where relevant, each acronym has a link to an external URL.

Acronym	Definition
ACC	Austin Community College
AP	Advanced Placement
FAFSA	Free Application for Federal Student Aid
GPA	grade point average
TAKS	Texas Assessment of Knowledge and Skills
THEA	Texas Higher Education Assessment
TSTC	Texas State Technical College
UIL	University Interscholastic League

References

- Choy, S. (2001). Students whose parents did not go to college: Postsecondary success, persistence, and attainment (NCES 2001-26). Washington, DC. Retrieved from the U.S. Department of Education, National Center for Education Statistics website: <http://nces.ed.gov/pubs2001/2001126.pdf>
- Cooper, M. (2009). Dreams deferred? The relationship between early and later postsecondary educational aspirations among racial/ethnic groups. *Educational Policy*, 23(4), 615-650. Retrieved from <http://drum.lib.umd.edu/bitstream/1903/3503/1/umind-3333.pdf>
- Dubow, E., Boxer, P., & Huesmann, L.R. (2009). Long-term effects of parents' education on children's educational and occupational success: Mediation by family interactions, child aggression, and teenage aspirations. *Merill-Palmer Quarterly*, 55(3) 224-249. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2853053/>
- Ferguson, R. (2010). Student perceptions of teaching effectiveness: A discussion brief