

## **LIFETRACK REPORT: District data from Senior Exit Survey for the DISD Class of 2007 compared with the district data from Senior Exit Survey for the DISD Class of 2008**

Our first Exit Survey results (Class of 2007) were presented to the members of the Board of Trustees at their retreat in October of 2007. It was hoped that the 18 month follow up survey data for that class would be currently available, but because of production schedules at LifeTrack, that report is not available until the late summer or early fall of 2009. After receiving the LifeTrack Exit Survey for the Class of 2008 during Dr. Braswell's evaluation process, Board Members requested that exit survey data be further disaggregated to show responses to questions by ethnic groups included in the survey. Because of the volume of data generated by the inclusion of the ethnic group reports and the expense of printing, the decision was made to provide the Board Members with paper copies of the ethnic responses for the class of 2008 and the data for the Class of 2007 on disk. Disaggregated reports have only been received this month, so this report will focus on the district data for two years.

When you look at the comparison data for the district in this report, you will notice that the self-reported data in the first four questions varies very little from the class of 2007 to the class of 2008. Numbers of students participating in the survey rose from 777 to 983 reflecting increasing enrollment as well as the inclusion in 2008 of seniors at Fred Moore High School. Numbers answering each question are reported in percentages for ease of comparison. Those questions and variances are:

- 1) Areas to pursue immediately after high school: the largest differences were in the number of students reporting plans to work part-time—dropped by 2.1% from 2007 to 2008; and in the number of students planning to attend college at either a 4 year or 2 year institution (total number of college-bound students for the Class of 2008 is 87.8% which is 2.7% higher than the Class of 2007 total of 85.1%. While we are pleased to see increasing numbers of students interested in college, but we hope to see that number increase by a larger margin.
- 2) Ethnic Background: the composition of the district's high school senior class is very close for the two years. The Class of 2008 self reported data shows an increase of 3.7% Caucasian students and a decrease of 1.3% in the number of Hispanic students.
- 3) Gender: These numbers are also very similar for both classes with the Class of 2007 containing 3.8% more boys than girls, and the Class of 2008 containing more girls by 2.7%.
- 4) Preparation for college or workplace: Both classes are extremely optimistic in their assessment of their readiness to transition from high school to college or workplace. The increase in this area from 2007 to 2008 is 1.7% points—from 94.2% increasing to 95.9%.

Questions 5 through 9 begin to reveal the progress that has been made in one short year due to goal setting on the campuses in each of these areas.

5) Students experiencing significant harassment: Number answering “Yes” dropped by 2.4% and the number answering “No” increased by 3%. With increased attention to harassment and dating violence prevention, we expect continued decreases in the number of students reporting significant harassment.

6) Students reporting parent access and use of Parent Connection/Grade Speed improved 3.3%.

7) Only 44.1 % of the students in the Class of 2007 reported using the campus or district website for college information, but that number increased to 55% in the Class of 2008 as each counseling team including the district office has worked to improve their site.

8) Students reporting that they felt comfortable talking with an adult on campus increased by 2.5% to 90.4% of the Senior Class of 2008.

9) Satisfaction with technology preparation improved by 8.2% to 91.2% of the Class of 2008 and interest in technology continues to be a priority district-wide.

10) Satisfaction with Counselors increased dramatically from 41.2% rating them as Excellent by the Class of 2007 to 63.1% of the Class of 2008. Combining the Excellent and Good categories gives counselors an overall increase in student satisfaction from 67.8% to 84.8% in 2008. Accountability projects for counselors included increased time for counselors with individuals and groups, and we hope for that number to continue to increase.

11) Students replying in the Excellent and Good categories to the question about learning “how to learn” increased from 83.5% total of the two categories in 2007 to 88.9% in 2008.

12) Students reporting frequent feedback from teachers rose in the excellent and good categories totaled from 76.5% for the Class of 2007 to 82.9% for the Class of 2008.

13) Impressive gains were also made in the area of students reporting a safe and drug free environment at the high schools. The Class of 2007 reported a total of 74.2% in the excellent and good categories increasing to 80.2% for the Class of 2008.

14) Students reporting that their high school courses were generally either “excellent” or “good” when rating “challenging subject matter” rose from a total of 76.9% in 2007 to 83.1% in 2008.

15) Students show high satisfaction in the “excellent” and “good” ranges for extra-curricular and club opportunities, increasing from a total of 81.1% in 2007 to 85.1% in 2008.

16) High School administrators and office staff also turned in impressive gains in student ratings for helpfulness. The total combined “excellent” and “good” status of 71.6% in 2007 increased 9.5 points to 81.1 % in 2008.

17) There was also a large increase in the question reporting “fairness” in enforcing rules. “Excellent” and “good” totals from 2007 were 58.6% in 2007 increasing to 70.2% in 2008. This is an important step in improving school climate.

18) The final question records student perceptions about how well they were prepared in creative thinking and problem solving skills. Combining the totals in the “excellent” and “good” categories, the Class of 2007 was 78.7% and the Class of 2008 was 86.1%.

#### Conclusions:

The LifeTrack data is providing a way for campus and district leaders to evaluate the impact of high school on graduating seniors. The data has already proved valuable as student input for administrators, office staff, teachers, counselors, and district departments to consider in goal setting for program improvement. With only two years of data available currently, the long range benefit is difficult to predict, but we feel strongly that continuing with the process will assist us and benefit students who are not yet in high school. Analyzed in conjunction with data that is just becoming available from the Higher Education Coordinating Board about our students who are actually enrolling in colleges and universities, we will be in a better position to assist current students with future planning. We look forward to receiving the 18 month survey for each LifeTrack class along with the 5 year followup surveys.

Respectfully submitted,



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