**Summary of Survey Findings on Additional Support Needed Before Graduation**

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Version: V1

Date: 06/18/2025

This document presents a summary of categorized open-ended survey responses collected from 213 high school seniors in response to the prompt:

**"What additional support do you need before you graduate?"**

Each response was coded into a top-level category and sub-category. Below is an overview of key findings and insights for each sub-category.

**1. No Support Needed (152 responses)**

**Sub-category:** N/A

* The majority of students indicated that they do not require additional support.
* Common keywords: "None", "N/A", "I'm good", "Nope"

**Counselor Insight:** This shows a general sense of readiness among students, but it is important to note that some students may underreport needs due to confidence or disengagement. Continued proactive check-ins are recommended.

**2. Transcript / Records (13 responses)**

* **Final-transcript request (4):** Students requested help with requesting/sending final transcripts.
* **Official / early send (3):** Specific dates like June 15th were mentioned for transcript delivery.
* **End-of-year submission (1):** Timing and process clarity needed.
* **College-credit transfer (2):** Running Start or college transfer credit help needed.
* **Transcript status confirmation (2):** Students asked for confirmation that their transcript had been sent.
* **Transcript request assistance (1):** Help using Xello for transcript submissions.

**Counselor Insight:**

While most seniors understand that transcripts are required for college, many still feel uncertain about *how* and *when* to request them, especially when systems like **Xello** are involved. A few express confusions about whether their transcript has been **successfully submitted**, while others worry about **specific deadlines** (e.g., "by June 15th") and the logistics of transferring **Running Start college credits** to universities like UW or WSU.

This indicates a need for:

* **Step-by-step walkthroughs** of how to request transcripts (e.g., through Xello), ideally with screenshots or in-person sessions.
* A **centralized calendar** of transcript deadlines by college.
* A **"Transcript Sent?" confirmation system**, even if it is just through counselor check-ins or email follow-ups.
* Dedicated guidance for **Running Start students**, as transcript procedures and transfer policies differ between high school and college systems.

In short, counselors should treat transcript help not as a one-time reminder, but as a **timeline-based process** with multiple touchpoints—especially for students with dual-enrollment histories.

**3. Graduation Checklist & Requirements (15 responses)**

* **Checklist request (4):** Students want a clear list of everything to finish.
* **Requirements confirmation (6):** Requests to confirm PE waivers, credits, or "everything I need to do."
* **HSBP / Xello (3):** Xello-related items including HSBP completion.
* **Senior resume / checklist (1):** Concerns around completing senior resume.
* **General grad questions (1):** Students have general graduation requirement confusion.

**Counselor Insight:**

Many seniors are grappling with uncertainty about whether they’ve truly completed **everything required** to graduate. From **PE credit waivers** to **Xello/HSBP tasks**, students repeatedly expressed the need for **clear, confirmable checklists** and **individualized assurance** that they’re on track. Some phrased this as a desire for a “final check,” while others admitted they were “intimidated” or simply unsure (“Am I done?”).

This shows a layered need:

* **More than just a checklist**—students want *confirmation*.
* **PE waivers and HSBP/Xello** are common points of confusion, suggesting a need for walkthroughs or office hours targeting these specific tasks.
* Several students asked in vague or uncertain language, indicating that even when information is available, it may not feel *accessible* or *actionable*.

Counselors should:

* Provide an **interactive graduation dashboard** (e.g., traffic light indicators: red = incomplete, green = done).
* Schedule **one-on-one or small group “Grad Check” sessions** in the final months.
* Integrate Xello progress checks into advisory/homeroom periods so students don't feel isolated in navigating these platforms.

The core takeaway: Students don’t just need tools—they need **validation** and **visibility** into their graduation status to reduce last-minute stress and uncertainty.

**4. Scholarship / Financial Aid Help (11 responses)**

* **Find / apply for scholarships (7):** Students want help finding or applying for scholarships.
* **General funding need (3):** Some responses simply said "money" or "financial support."
* **Financial-literacy question (1):** One student asked how money works (bills, taxes).

**Counselor Insight:**

Student responses revealed **three distinct but overlapping needs** in the realm of scholarships and financial aid:

1. **General Financial Stress**  
   Responses like “money” and “financial support” reflect broad concern and, in some cases, quiet desperation. These students may not be asking about a specific process—they're signaling need. This suggests a **deeper equity issue** that goes beyond form-filling.
2. **Scholarship Application Support**  
   Several students want help **finding and applying** for scholarships that match their criteria—especially after being unsuccessful with past attempts. They’re not starting from scratch; they’re stuck in the middle. This is a prime moment for **targeted re-engagement** through follow-up sessions or curated scholarship lists.
3. **Financial Literacy Gaps**  
   At least one student asked, “How does money work like paying taxes and bills?”—a reminder that financial aid support shouldn't stop at FAFSA. There's strong potential here for **life-skills workshops** on budgeting, student loans, taxes, and cost-of-living planning.

**Counselor Recommendations:**

* Host a **“Last Chance Scholarships” mini-fair or newsletter**, highlighting still-open scholarships and under-applied opportunities.
* Implement **drop-in scholarship check-ins** for students who already applied but want guidance on next steps.
* Offer or promote **financial literacy sessions**—especially near graduation—covering topics like personal finance, how aid disburses, budgeting in college, and taxes.
* Maintain a **living list** of external scholarships (updated regularly), possibly posted in senior Google Classrooms or emailed monthly.

**Big picture:** Students aren’t just looking for money—they’re asking for direction, confidence, and real-world preparation.

**5. Academic Support (6 responses)**

* **Pass / improve classes (3):** Students want help passing or improving grades.
* **Grade replacement (1):** Clarification needed on AP grade replacement.
* **Teacher grading concern (1):** Frustration over subjective grading practices.
* **Subject-specific help (1):** Mentioned English and Marine Bio.

**Counselor Insight:**

Some seniors are feeling overwhelmed, with concerns about passing classes, grade replacement, and fairness in grading. A few also mentioned subject-specific struggles like English and Marine Bio.

**Actionable steps:**

* Identify at-risk students and offer check-ins or academic support.
* Clarify AP grade replacement policies and grading expectations.
* Share tutoring options and encourage students to reach out early.

Even a brief check-in can make students feel supported during a high-stress final stretch.

**6. Counselor / Advising (5 responses)**

* **Meeting with counselor (3):** General requests for check-ins.
* **Counselor confirmation (1):** Request to confirm all requirements were met.
* **Counselor follow-up (credits) (1):** Follow-up needed on a credit-related email.

**Counselor Insight:**

A few students still seek counselor meetings—either for general reassurance or specific follow-ups (like credit confirmation). These aren’t major issues, but they matter to them.

**Actionable steps:**

* Offer quick final check-in slots for seniors.
* Prioritize email follow-ups for lingering credit concerns.
* Reassure students that counselors are available through the finish line.

Even short replies or confirmations can go a long way in reducing senior anxiety.

**7. Running Start Program (3 responses)**

* **Credit issue / planning (1)**
* **Diploma status (1)**
* **General support (1)**

**Counselor Insight:**   
Running Start students shared confusion around credits, diploma eligibility, and general support—especially related to summer quarter timing.

**Actionable steps:**

* Provide clear, early guidance on diploma eligibility for dual-enrolled students.
* Clarify how summer credits impact graduation.
* Consider a Running Start–specific FAQ or support session before deadlines.

Dual-enrolled students often fall through the cracks—targeted communication can prevent last-minute surprises.

**8. Special Accommodations (2 responses)**

* **IEP accommodations (1)**
* **Medical-leave grade adjustment (1)**

**Counselor Insight:**

A few students raised concerns about how their IEPs or medical leaves affect graduation or grades.

**Actionable steps:**

* Ensure students with IEPs understand college transition planning (e.g., 504 vs. IEP).
* Coordinate with case managers to review grade adjustment plans for medical leave cases.

Don’t assume silence means understanding—follow-up ensures equity.

**9. Emotional / Motivational Support (3 responses)**

* **Positivity (2)**
* **Teacher leniency (1)**

**Counselor Insight:**   
These students aren’t asking for help with tasks—they’re asking for **grace** and **emotional support** as they finish high school.

**Actionable steps:**

* Encourage staff to show compassion and flexibility during finals season.
* Share messages of encouragement schoolwide or in classrooms.

A little empathy goes a long way in helping seniors feel seen and supported.

**10. Ceremony Logistics (1 response)**

* **Walking the stage (1)**

**11. Post-graduation Preparation (1 response)**

* **Life-skills readiness (1)**

**Counselor Insight:** Some students are thinking about life after high school. Consider optional workshops or links on taxes, budgeting, or time management.

**12. Miscellaneous / Other (1 response)**

* **Library item return (1)**

**Overall Recommendations for Counselors:**

* Maintain a master checklist of graduation tasks.
* Schedule quick counselor check-ins with all seniors.
* Offer transcript and scholarship submission workshops.
* Watch for students who indicate confusion passively (“I think I’m good?”).
* Continue mental health messaging and support for burnout or senioritis.

These insights can help senior-year support be more targeted, equitable, and proactive.

[**Student Echo**](https://www.student-echo.org/) **Introduction**

Student Echo is a non-profit organization that offers a fresh approach to gathering and understanding student feedback, delivering four key advantages that set it apart from traditional survey methods.

First, instead of relying on limited multiple-choice questions, Student Echo processes **text-based** **survey responses**. This approach allows students to express themselves freely and in their own words, capturing the full spectrum of their feelings, thoughts, and experiences. By analyzing these open-ended responses, school leaders can uncover insights that might otherwise be missed, providing a richer picture of student sentiment.

Second, Student Echo is designed to handle a **large volume of data quickly**. Whether a school or an entire district is collecting feedback, the platform can process thousands of responses in a timely manner. This efficiency means that administrators receive up-to-date insights that reflect current student opinions and trends, enabling them to respond promptly to emerging issues.

Third, the system features a built-in, **automatic process** that streamlines every step of the feedback cycle. From the moment students submit their responses via online surveys, the data is automatically collected, securely stored, and then analyzed using advanced language processing. Finally, the results are organized and shared in a clear, actionable format. This seamless flow not only reduces the workload on school staff but also ensures that no valuable feedback is lost or overlooked.

Finally, Student Echo offers the ability to conduct **deep-dive research on request**. For example, if a school district wants to measure and track student mental health risks, the platform can provide detailed, targeted analysis on that specific area. This capability allows educators and administrators to focus on critical issues, tailor interventions, and monitor progress over time—ultimately creating a more supportive learning environment.

In summary, Student Echo revolutionizes student feedback by enabling text-based responses, processing large datasets efficiently, streamlining the entire feedback process, and offering specialized deep-dive research services. These advantages empower school districts to make more informed, timely decisions that enhance student well-being and academic success.