



Class of 2014 High School Exit Survey
Richards High School, Austin Independent School District

| Richards 2014 | District 2014 |
|------------------|------------------|
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| Richards 2014 | District 2014 |
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| | Richards 2014 | District 2014 |
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Note

| Reason | Richards 2014 | District 2014 |
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| Percentage who responded either <i>sometimes</i> or <i>often</i> | Richards 2014 | District 2014 |
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Persistence & Motivation

Percentage who responded either *sometimes* or a

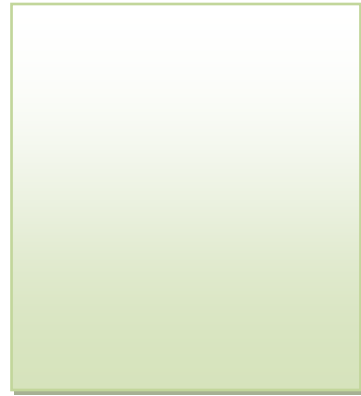
school-affiliated extracurricular activities

| In school | Did not participate | 1-2 years | 3-4 years |
|-----------|---------------------|-----------|-----------|
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| | | | |

Note

extracurricular activities outside of school

| Outside of school | Did not participate | 1-2 years | 3-4 years |
|-------------------|---------------------|-----------|-----------|
|-------------------|---------------------|-----------|-----------|



Poor *fair*

| CTE Course | Richards 2014 | District 2014 |
|------------|------------------|------------------|
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| | | |

Note.

| | <i>fair</i> | <i>poor</i> |
|--|------------------|------------------|
| | Richards 2014 | District 2014 |
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Technology Access and Use

| Access | Richards 2014 | District 2014 |
|--------|------------------|------------------|
| | | |
| | | |

| Grade | Richards 2014 | District 2014 |
|-------|------------------|------------------|
|-------|------------------|------------------|



| Activity | Teacher | School Counselor | College & Career Advisor | None of These |
|----------|---------|---------------------|--------------------------------|------------------|
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| Availability | School Counselor | College & Career Advisor |
|--------------|---------------------|-----------------------------|
| | | |

Acronym Key

[ACC](#)

[ACT](#)

[AP](#)

[ASSET](#)

[COMPASS](#)

[EOC](#)

[FAFSA](#)

[GPA](#)

[MSA](#)

[PSAT](#)

[SAT](#)

[STAAR](#)

[TAKS](#)

[THEA](#)

[ISTC](#)

Merill-Palmer Quarterly, 55

Student perceptions of teaching effectiveness: A discussion brief

Mother's education and children's outcomes: How dual-generation programs offer increased opportunities for America's families.

The determinants of postsecondary enrollment: Evidence from the AISD Class of 2007

Education and Careers 83

2013 senior FAFSA submission summary.

Techniques: Connecting

American Educational Research Journal, 42

of Higher Education, 84

The Journal

Framework for 21st century learning

Showing them the money: The role of institutional financial aid policies and communication strategies in attracting low-income students

The relationship between parental involvement as social capital and college enrollment: An examination of racial/ethnic group differences

Social Science Research, 39

Journal of Education for Students Placed at Risk (JESPAR),

12