

GPA Effects (2014-2017)

Our estimates indicate that the AVID program has had **positive annual effects on cumulative and core GPA in the ninth grade for all years but 2017 (Figures 35 & 36)**. In 2014 and 2015, the effects were relatively small and did not reach statistical significance. In 2016, however, the effects on both cumulative and core GPA were larger, and were both significant. In 2017, the effects on both cumulative and core GPA were slightly negative but

not statistically significant. When we compared effect across years we found a significant difference between 2017 and prior years that suggests that actual program effects were indeed different in the most recent year.

Key Finding:
The AVID program has had positive annual effects on ninth-grade cumulative and core GPA with the exception of 2017.

FIGURE 35: EFFECTS ON CUMULATIVE GPA (2014-2017)

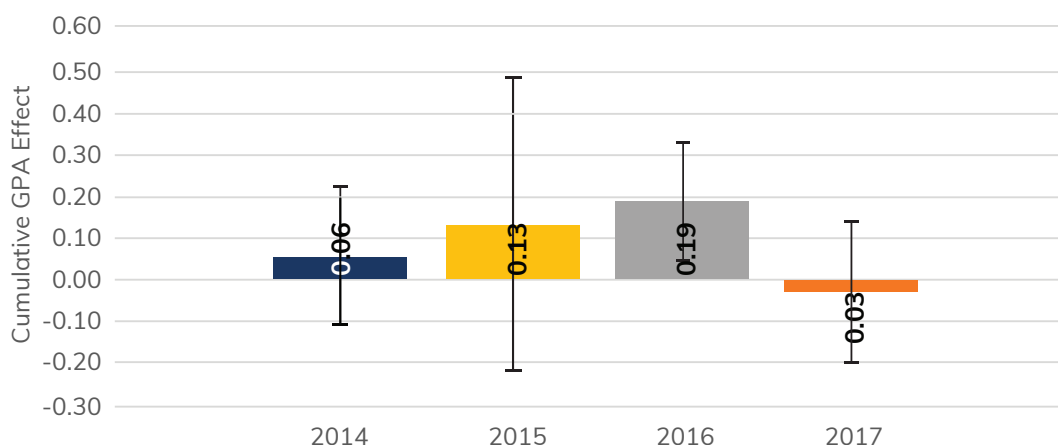
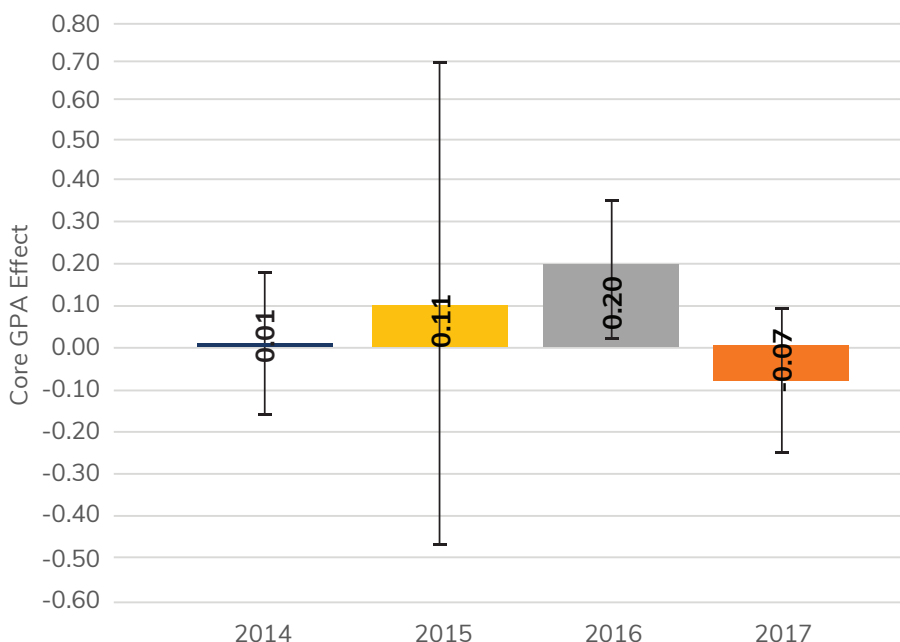


FIGURE 36: EFFECTS ON CORE GPA (2014-2017)



Attendance Effects (2014-2017)

We also find evidence that the AVID program has had positive effects on school attendance each year, though with some variation. Positive impacts on attendance were relatively small and non-significant in 2014 and 2015 (Figures 37 & 38). In 2016 and 2017, the program effect appeared to increase, with AVID students logging approximately two fewer unexcused days absent than their peers, though these results were also not statistically significant. In 2016 and 2017, AVID

participants also had an overall attendance rate more than a percentage point higher than similar non-AVID students. When we statistically compared 2017 estimates to those of prior years, we found no significant differences.

Key Finding:
The AVID program has had positive annual effects on school attendance.

FIGURE 37: EFFECTS ON UNEXCUSED DAYS ABSENT (2014-2017)

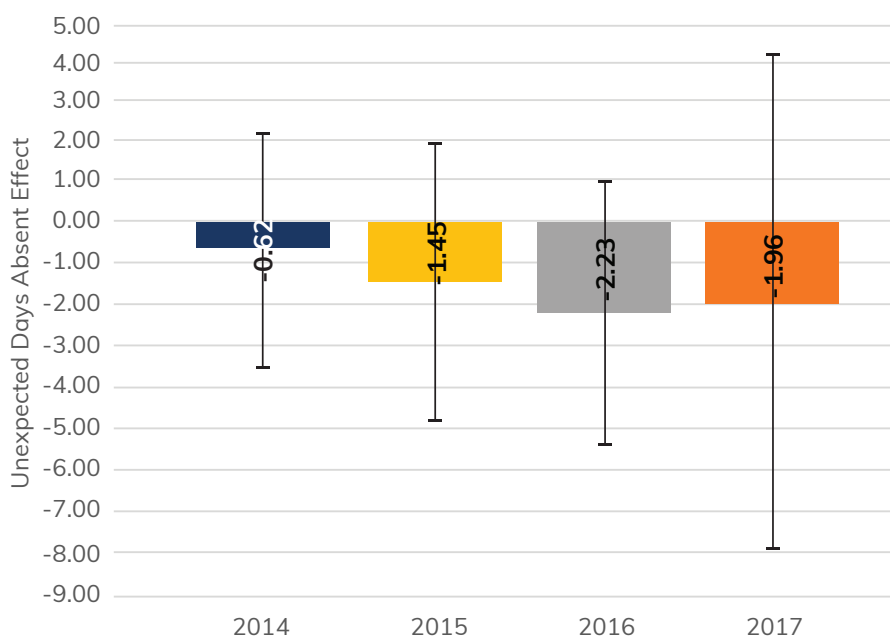
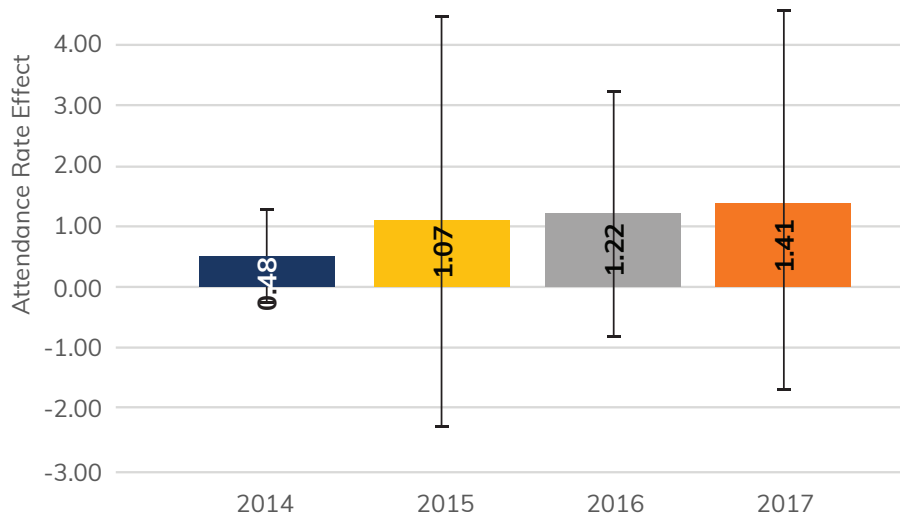


FIGURE 38: EFFECTS ON ATTENDANCE RATE (2014-2017)



Credit Accumulation Effects (2014-2017)

We find strong evidence that the AVID program has had consistent positive effects on ninth grade credit accumulation over the past four years (Figures 39 & 40), especially in 2014 through 2016. In the first three of these years, students who participated in middle school AVID earned a third of a credit more on average in the ninth grade than their matched non-program counterparts. In 2017, while AVID participants continued to have more credits earned than their matched peers, the difference was

not statistically significant. In 2014 through 2017, AVID students failed fewer courses on average as ninth graders with varying levels of statistical significance. In the case of both earned credits and failed courses, AVID impacts were not significantly different between 2014 and 2017.

Key Finding:
The AVID program has had consistent positive annual effects on credit accumulation.

FIGURE 39: EFFECTS ON CREDITS EARNED (2014-2017)

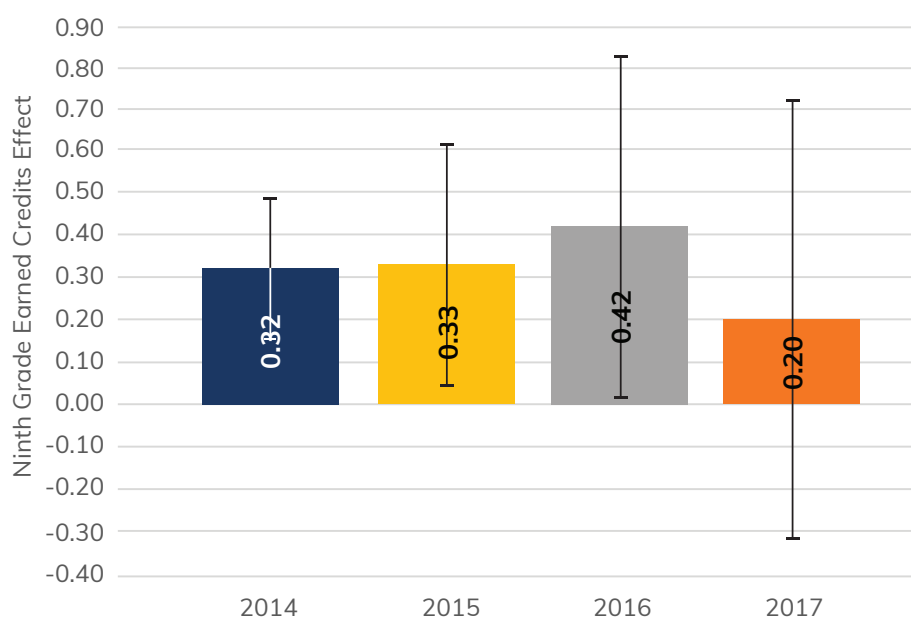
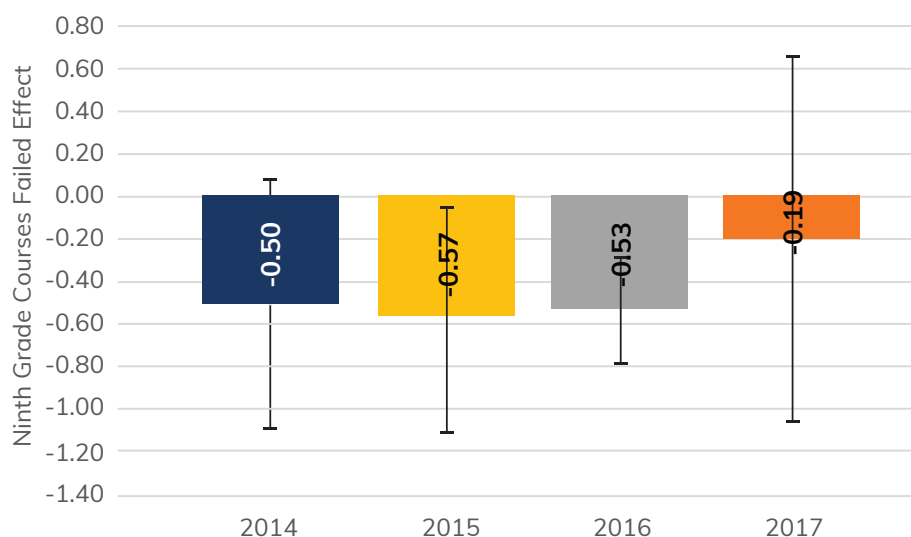


FIGURE 40: EFFECTS ON FAILED COURSES (2014-2017)



Suspension Effects (2014-2017)

We find limited and varying evidence that the AVID program has had positive effects on ninth grade suspensions over the past four years (Figures 41 through 43). Middle school AVID participants had either close to zero differences or small decreases in both the number of suspensions and the number of suspension

days as compared to their peers. When we compared effect across years we found no significant difference between 2017 and prior years.

Key Finding:
The AVID program has a small and varying effect on ninth grade suspensions.

FIGURE 41: EFFECTS ON IN-SCHOOL SUSPENSIONS (2014-2017)

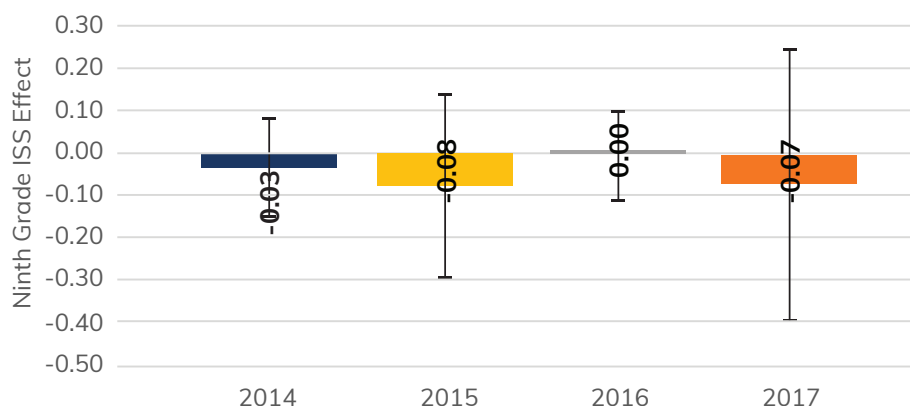


FIGURE 42: EFFECTS ON OUT-OF-SCHOOL SUSPENSIONS (2014-2017)

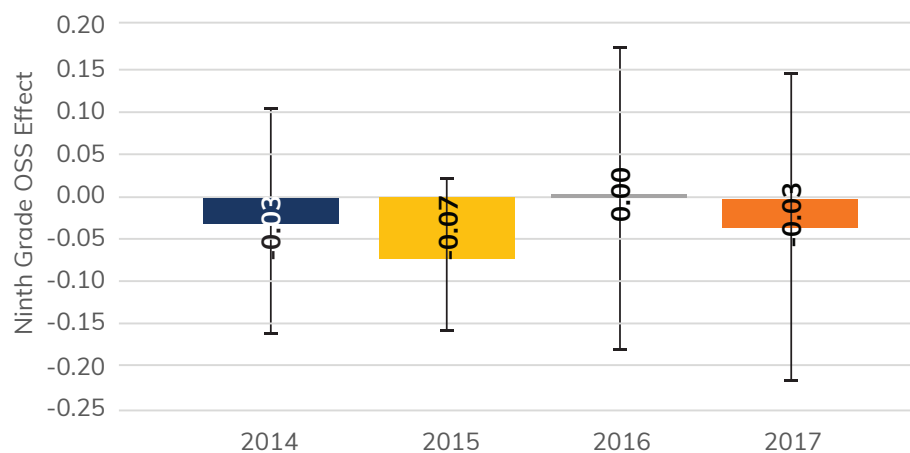
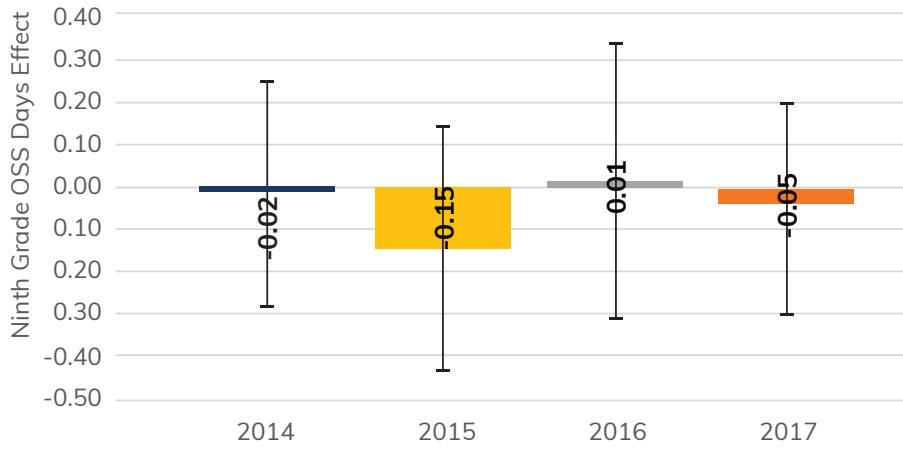


FIGURE 43: EFFECTS ON OUT-OF-SCHOOL SUSPENSION DAYS (2014-2017)



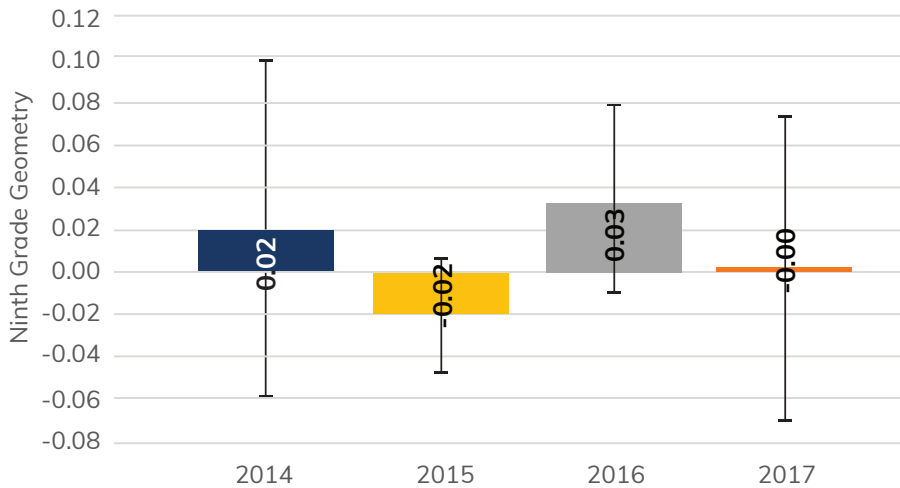
Geometry Enrollment Effects (2014-2017)

Finally, we find no evidence that the AVID program has had positive effects on ninth geometry enrollment over the past four years (Figure 44). Students who participated in middle school AVID enrolled in geometry

at similar rates to their matched peers in all years. Tests of differences across years revealed no significant changes from 2014 to 2017.

Key Finding:
AVID program participants have had consistently similar rates of geometry enrollment in ninth grade compared to their peers.

FIGURE 44: EFFECTS ON GEOMETRY ENROLLMENT (2014-2017)



Ninth-Grade Impacts: 2017 Cohort

As with the eighth grade impacts, below we break out 2017 ninth grade impacts by demographic subgroup and high school feeder pattern. **Our evaluation of the 2017 middle school AVID program indicates that it has had**

positive but non-significant average effects on ninth grade attendance, credit accumulation, suspensions, ASPIRE math scores, and ASPIRE reading scores. We detail each of these findings below.

Legend



AVID



COMPARISON GROUP



DIFFERENCE IS
STATISTICALLY
SIGNIFICANT
AT THE 90%
LEVEL



DIFFERENCE IS
STATISTICALLY
SIGNIFICANT
AT THE 95%
LEVEL

Impact: Ninth-Grade Grade Point Average (2017)

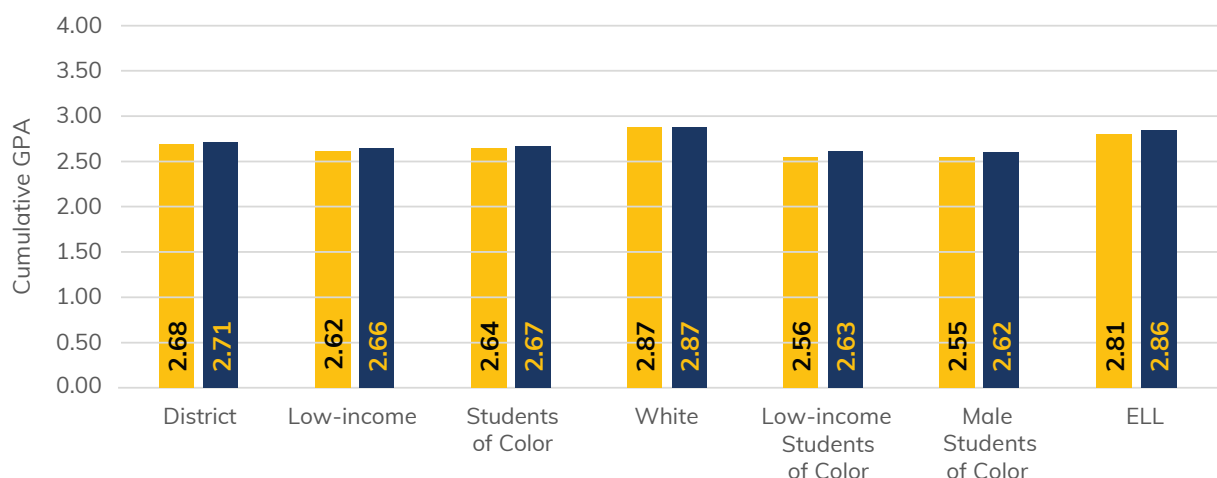
Among ninth graders in 2017, students who had participated in the AVID middle school program earned similar cumulative and core GPAs as compared to their matched peers

(Figures 45 & 46).

This was true at the district level and across all focal subgroups.

2017 Cohort Key Finding: Students who were in middle school AVID had similar achievement in the ninth grade as compared to peers.

FIGURE 45: 2017 NINTH GRADE CUMULATIVE GPA BY AVID PARTICIPATION



Summary

The results presented in this evaluation indicate that AVID participation leads to small positive gains in eighth grade academic performance and a small reduction in eighth grade out-of-school suspensions. Over the course of the past five years of program implementation, AVID eighth graders have earned significantly higher average GPAs than comparable non-participants—a difference of 0.04 grade points. They have also been less likely to receive out-of-school suspensions. These findings persist across subgroups of interest and are somewhat stronger for low-income students and students of color.

The results also indicate that participation in AVID during the eighth grade helps students get on track

academically for ninth grade. Across the past four years, students who participated in AVID earned higher ninth grade GPAs than similar peers by approximately 0.08 grade points. They were also more likely to earn more credits and fail fewer courses on average than similar peers who did not participate in the middle school AVID program. Limiting analyses to the 2017 sample, these impacts were not always large enough to reach statistical significance. However, when we estimated aggregate program impacts over the past four years, we found them to be highly significant, suggesting that the middle school AVID program has had a net positive effect on the ninth grade academic success of participants during its' existence.

The Wisconsin HOPE Lab Mission

The Wisconsin HOPE Lab was established in 2013 by Dr. Sara Goldrick-Rab on the University of Wisconsin–Madison campus to engage in translational research aimed at improving equitable

outcomes in postsecondary education. The Lab is housed in the School of Education and is led by Acting Director Dr. Jed Richardson. For more information, see www.wihopelab.com.



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