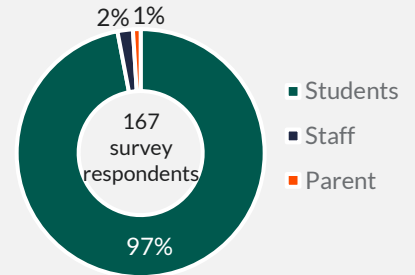


AVID PROGRAM EVALUATION CAPSTONE

Prepared for Northwest Independent School District

To support Northwest Independent School District (NISD) in evaluating the Advancement via Individual Determination (AVID) program, Hanover Research (Hanover) conducted a data analysis of AVID participant outcomes from 2016-2020 and a 2020-2021 AVID stakeholder survey administered to students, parents, and staff. As 97 percent of survey respondents were students, survey findings largely reflect student perceptions (and mostly those of high school students). In this capstone report, Hanover presents summary findings from the survey and data analysis for the purpose of communicating stakeholder perceptions and return on investment to district leaders.

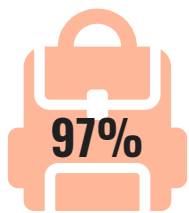


ACADEMIC OUTCOMES

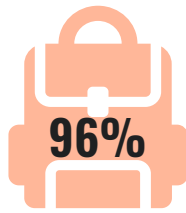
AVID students have higher attendance rates and earned a higher percentage of credits than non-AVID students, though there is not consistent evidence that AVID participants had higher GPAs than non-participants.

School Attendance

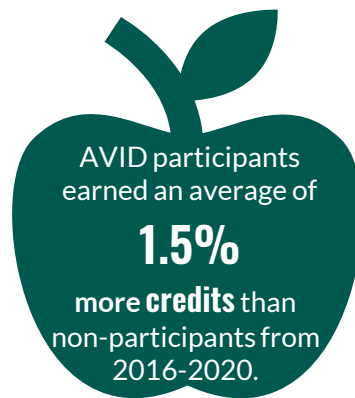
(Average attendance rate, 2016-2020)



AVID participants

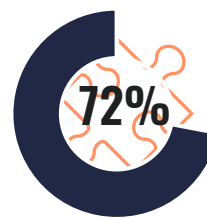


Non-participants

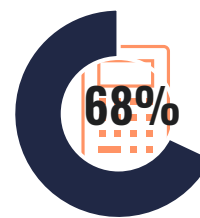


There are not consistent findings on the impact of AVID on **GPA**. AVID participants had higher GPAs than non-participants for some grades (e.g., Grade 8) but lower GPAs than non-participants in other grades (e.g., Grades 7 and 9), also depending on the year data was collected.

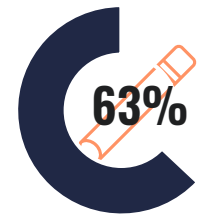
The majority of students and other stakeholders believe AVID participation positively impacts behavior and core subject skills, though less so than general academic skills.



Behavior



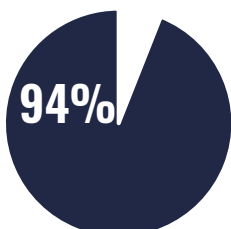
Math proficiency



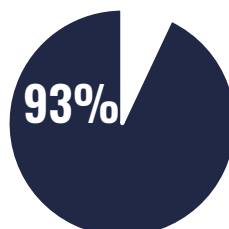
Writing proficiency

THE STUDENT EXPERIENCE

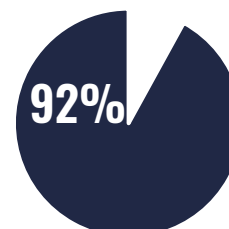
Students report an overwhelmingly positive experience from participating in the AVID program and agree that the program uses effective communication to support student outcomes.



of respondents agree the program encourages student questions and participation.



of respondents agree the program presents content in an organized manner.



of respondents agree the program:

- Clearly communicates expectations.
- Provides guidance for assignments.

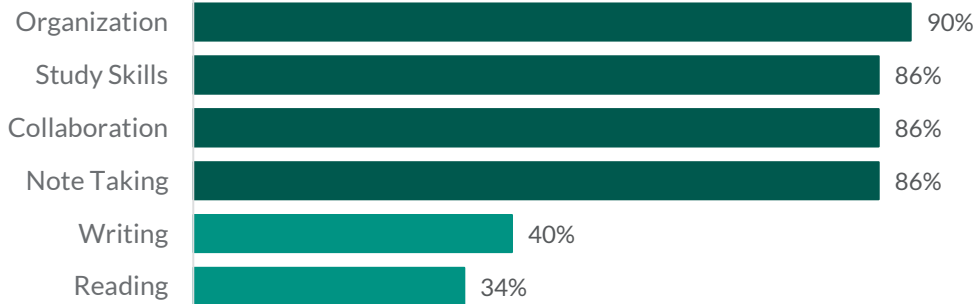
AVID PROGRAM EVALUATION CAPSTONE

Prepared for Northwest Independent School District



ACADEMIC AND STUDY SKILL DEVELOPMENT

Respondents feel AVID helps students in:
(% "Agree" + "Strongly Agree")



Respondents believe AVID primarily helps students develop the skills to be a better student by improving organization, study skills, collaboration, and note-taking.

COLLEGE AND CAREER READINESS

By the end of Grade 12, AVID participants were more likely to participate in an Honors course, but less likely to take an AP course than the non-AVID participants. AVID participants are less likely to have completed a CTE course compared to non-participants by the end of Grade 11, but more likely by the end of Grade 12.

AVID participants and other stakeholders firmly believe that AVID effectively prepares students for post-graduation success, despite mixed outcomes on student GPA and advanced coursework.



More AVID students completed an **Honors** class compared to non-AVID participants by Grade 12.

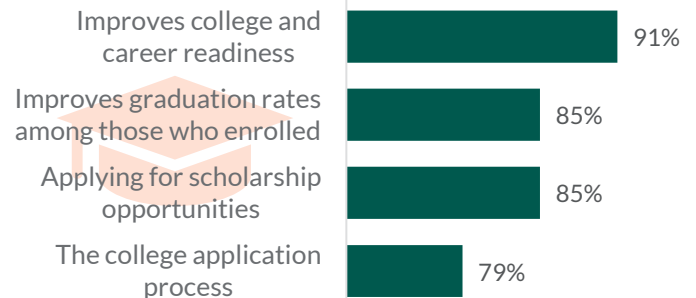


Fewer AVID students completed an **AP** class compared to non-AVID participants by Grade 12.



More AVID students completed a **CTE** course compared to non-AVID participants by Grade 12.

(% "Agree" + "Strongly Agree" or "Helpful" + "Very Helpful")



College readiness perceptions are even higher for students in Grades 11 and 12.

PROGRAM IMPLEMENTATION

Survey respondents believe that NISD implements the AVID program successfully and effectively allocates AVID resources to support teachers and improve students' academic outcomes.

AVID resources support student's academic success, prepare students for college, and are used to improve student learning.

Independent learning, technology, and classroom resources offer the greatest value to respondents. However, respondents rate interactive media lowest for usefulness, demonstrating the most room for improvement.

Teachers have the materials and technology to effectively implement AVID and have received adequate support to integrate AVID resources into classroom instruction.