

Evaluation Results

- *Student Attendance:*

- According to the OLS regression, on average, a student who met at least 80 percent on the relationship checklist would have **12 percent higher attendance record** than a student who met less than 80 percent on the relationship checklist.

- *Grades:*

- According to the OLS regression, on average, a student who met at least 80 percent on the relationship checklist would have a mean improvement in average **math GPA of 6.4 points** higher than a student who met less than 80 percent on the relationship checklist.
- According to the OLS regression, on average, a student who met at least 80 percent on the relationship checklist would have a mean improvement in average **ELA GPA of 8.0 points higher** than a student who met less than 80 percent on the relationship checklist.

- *Credit Accrual:*

- According to the OLS regression, on average, a student who met at least 80 percent on the relationship checklist would have a mean of **5.7 more credits earned** than a student who met less than 80 percent on the relationship checklist. *So, on average, students who are active and successful participants in RISE are also gaining more credits, nearly 6, by the time they complete the program.*



Regression Analysis

- *To better understand the relationship between success at program activities and academic performance*
- Conducted an **ordinary-least-squares (OLS) regression analysis**.
 - Advanced analytical technique that allows us to understand whether performance on program indicators (relationship checklist, goal attainment, and positive feedback) *predicts* academic achievement during RISE.
 - Conducted *a series of parallel analyses* investigating the relation separately for school attendance, ELA grades, math grades, and credit accrual.
- After controlling for attendance the prior marking period, **success on program indicators was a significant predictor of student attendance**, $F(1, 232) = 22.7, p < .001$.
 - Taken together, student performance on program indicators accounted for approximately 56% of the variation in student attendance, $R^2 = .56, p < .001$.
- After controlling for credit accrual the prior marking period, **success on program indicators was a significant predictor of credit accrual during RISE**, $F(1, 237) = 57.3, p < .001$.
 - Similarly to attendance, student performance on program indicators accounted for approximately 25% of the variation in credit accrual, $R^2 = .25, p < .001$, during RISE.

