

Impact at the Postsecondary Level

An Examination of AVID Graduates' College Preparatory Postsecondary Progress: Community College Versus 4-year University Students.

Huerta, J., Watt, K.M., & Reyes, P. *Journal of Hispanic Higher Education*, 2013.

Study Description

The purpose of the study was to more closely examine whether college preparatory achievements have an impact on students' college success and on the accumulation of college credits to graduate in a timely manner. Secondarily, students were surveyed to understand their perceptions of AVID components and whether the students felt their AVID preparation was beneficial.

Eighty-five Hispanic graduates who had been in AVID programs in high school were assessed—50 who entered a four-year university and 35 who started at a community college. All but five continued in the spring of their freshman year. Two-thirds had a GPA of 2.0 or higher and 40% did not enroll in any remedial classes. Students who had been in AVID longer were found to have taken more rigorous classes in high school, such as more AP courses. The greater rigor received by those in AVID longer made them more prepared to succeed in college. Most study participants indicated that they still used AVID strategies such as Cornell notes, calendars, and binders.

Key Findings

- Despite being from groups that are underrepresented at the college level, this group of AVID graduates is making achievements in college, partly due to their achievements in high school.
- HERC mastery on the TAKS (a state-mandated, high school exit-exam), earning college credit while still in high school, and completing four years of math were each found to be predictive of college success (as defined by Pearson Educational Measurement [2006] and Conley [2007]).
- Survey data indicate that AVID provides students with skills and resources that not only prepares them for college but also continues once in college.

Implications: Hispanic AVID graduates are more likely to stay in college than typical students that the same institutions. This is probably due to the preparations they received in high school related to participation in AVID.

The Impact of Advancement Via Individual Determination (AVID) on Mexican American Students Enrolled in a Four-year University.

Mendiola, I.D., Watt, K.M., & Huerta, J. *Journal of Hispanics in Higher Education*, 2010.

Study Description

The purpose of this study was to investigate the postsecondary educational progress of Mexican American students who participated in AVID. Three high schools and one university in south

Texas (STBU) were selected to participate in this study. The researchers sought to explain how specific components of the AVID program identified by AVID graduates enrolled in college have influenced their college experiences. The researchers also explored whether measures can be identified that indicate that Hispanic AVID high school graduates are on track for college graduation.

Key Findings

- Students were better prepared for college due to participation in AVID and being exposed to rigorous curriculum.
- Students formed relationships and bonds with others which positively influenced their educational experiences in high school and in college.
- Seventy-nine percent of the AVID students in the sample were on track to graduate from college in six years, compared to 54% nationally and only 28% at STBU.
- Strategies/components of the AVID program that influenced AVID high school graduates' college experiences include rigorous curriculum, Cornell notes, time management, binder organization, tutoring and small group collaboration, oral presentation skills, individual determination, and positive classroom environment.

Implications: AVID graduates are persisting through college, using AVID strategies learned in high school, and keep in close contact with their AVID teacher. AVID teachers should strengthen their rapport with students as they transition into and enter college.

Identifying Predictors of College Success Through an Examination of AVID Graduates' College Preparatory Achievements.

Watt, K.M., Huerta, J., & Alkan, E. (2011). *Journal of Hispanics in Higher Education*.

Study Description

This study sought to investigate how AVID and other high school college preparatory achievements contribute to the college success of students underrepresented in higher education. Fifty AVID graduates at a four-year HSI university participated in this mixed methods research and exhibited greater retention rates and potential graduation rates than local, state, and national populations. Certain college preparatory achievements were found to be significant predictors of students' college success.

Key Findings

- Meeting the Higher Education Readiness Component (HERC) in high school ($p=.011$) and taking college credit in high school ($p=.040$) were found to be significant predictors of college success.
- The AVID variable was almost significant ($p=.085$) in predicting college success.
- Despite being from groups that are underrepresented at the college level, AVID graduates even showed greater retention rates and potential graduation rates than some state and national populations.
- More students who were on track to graduate from college accumulated more college preparation achievements than did students who were not on track to graduate.

- Caution is advised when interpreting the results of the regression model with regards to AP course completion and completing four years of mathematics in high school, both not found to be significant in this study.

Implications: AVID teachers should encourage students to take college credit-bearing courses in high school, as well as continue in AVID for four years.

The Implementation of Advancement Via Individual Determination (AVID) in a Community College Setting: A Case Study.

Watt, K.M., Hueta, J., & Alkan, E. (2012). *Community College Journal of Research and Practice*, 36 (10), 752-760.

Study Description

This study examines the initial implementation process of Advancement Via Individual Determination (AVID) in a northern California community college. Focus groups of students, faculty and administrators were conducted in the spring of 2008, as well as observations of several planning meetings in the spring and summer of 2008. In this initial implementation, faculty and administration sought to change the culture of the college, as to better serve the underrepresented students in their quest to transfer to four-year institutions. This study provides a framework for other community colleges and higher education institutions to leverage the academic potential of underprepared and historically underrepresented students.

Key Findings

- One semester of AVID implementation at the community college level cannot necessarily prepare students for transfer to a four-year institution.
- Students reported that the support they received through the AVID class helped them focus, become more organized, and become more motivated to continue their studies, in part due to the close interaction between them and the AVID faculty.
- Several AVID essentials were in place, such as the use of WICR strategies, allocating appropriate resources, and the interdisciplinary site team.
- Getting buy-in from other faculty members, reexamining the goals of the community college, and trying to change the culture of the community college were the biggest challenges mentioned by the faculty focus group participants.

Implications: Postsecondary AVID may be more of a challenge and may pose greater implementation problems than secondary AVID.

Impact at the High School Level

A Comparison Study of 12th Grade Hispanic Students' College Anticipations, Aspirations, and College Preparatory Measures.

Lozano, A., Watt, K.M., & Huerta, J. *American Secondary Education*, 2009.

Study Description

The purpose of this study was to assess the differences in educational aspirations and educational anticipations between four groups of high school seniors and to identify college preparatory measures achieved by the four groups. This study also served as a follow-up study of AVID and GEAR UP 10th graders, which allowed researchers to measure whether any changes in aspirations and anticipations within the four groups occurred between the 10th and 12th grade.

Key Findings

- Significant differences in educational anticipations were found among the four groups of high school seniors, and a change in students' anticipations occurred between the 10th and 12th grade.
- The AVID, AVID/GEAR UP, and GEAR UP groups raised their anticipations level by increasing their level of satisfaction from Associate's to Bachelor's over the 2-year period.
- There were no differences in educational aspirations among the four groups.
- The intervention programs, GEAR UP and AVID, provided students with access to benefits of social and cultural capital that may have otherwise not been available to them.

Implications: AVID students, though typically first-generation college goers, have high aspirations, anticipations and preparation for college. Contrary to previous research, this study showed that Hispanic student aspirations for college do not lower over time, but rather, they are consistent or raised. This can be attributed to the support provided by AVID and GEAR UP.

Retention of First-Generation College-Going Seniors in the College Preparatory Program AVID.

Watt, K.M., Johnston, D., Huerta, J., Mendiola, I.D., & Alkan, E. *American Secondary Education*, 2008.

Study Description

This is a study of the retention behaviors of high school seniors in the Advancement Via Individual Determination (AVID) elective class. The design involves a multiple case study of eight high schools chosen from California and Texas. Focus groups of high school seniors were conducted in four Texas schools and in four California schools. This mostly qualitative study included student focus groups, teacher and administrator interviews, and surveys of teachers, students, parents, and administrators.

Key Findings

- Students who felt nurtured stayed in AVID; personal bonds with the AVID teachers were key to continuing in the program for four years.

- The family-like atmosphere of AVID was important to students' morale, self-esteem and determination.
- School structural issues, such as scheduling, challenged some students yet they navigated their way around these barriers
- Tutoring during the school day was cited by students as an advantage to staying in the AVID program
- Administrators explained that strong middle school/high school articulation instilled in students the need for rigor and preparation for college
- Students who dropped AVID exhibited a lack of individual determination

Implications: The AVID teacher makes a difference; students who have the same teacher for four years are likely to remain in AVID. Male students who have a male teacher are likely to remain in AVID. Seniors understand the importance of accessing college application/enrollment information from the AVID teacher.

A Comparison Study of AVID and GEAR UP 10th-Grade Students in Two High Schools in the Rio Grande Valley of Texas.

Watt, K.M., Huerta, J., & Lozano, A. *Journal of Education for Students Placed at Risk*, 2007.

Study Description

This is a study of four groups of high school students: 3 groups enrolled in two college preparatory programs, AVID and GEAR UP, and a control group not enrolled in a college preparatory program. Differences in student educational aspirations, expectations and anticipations, knowledge of college entrance requirements, knowledge of financial aid, and academic achievement in mathematics were examined. Researchers used various methods of statistical analyses as well as focus groups to gather their data. This study examined 10th graders and is the first part of a 2-year study of AVID and GEAR UP students.

Key Findings

- No significant differences in educational expectations/anticipations were found among the four groups – almost all of the students expected to get a college education.
- While not statistically significant, higher aspirations and college knowledge were found among AVID and GEAR UP students.
- Significantly higher academic preparation was found for AVID students, in the form of Advanced Placement course-taking, higher level mathematics classes taken in high school, and course-taking for college credit.

Implications: AVID students, though typically first-generation college goers, have high aspirations, anticipations and preparation for college. AVID provided students with the higher academic preparation than the GEAR UP and control groups.

Schoolwide Impact and AVID: How Have Selected Texas High Schools Addressed the New Accountability Measures?

Watt, K.M., Powell, C.A., Mendiola, I.D., & Cossio G. *Journal of Education for Students Placed At Risk*, 2006.

Study Description

This is a study of high schools and their districts receiving Comprehensive School Reform (CSR) grants to support implementation of the Advancement Via Individual Determination (AVID) model. Over a 4-year period 10 such high schools in 5 districts have been examined to determine if schoolwide or district-wide accountability measures have improved over the period of study, compared to non-AVID high schools and districts. Selected sets of data are presented as the focus of this study, and include graduation or completion rates, advanced course enrollment, Advanced Placement (AP) results, and number of students graduating on advanced graduation plans.

Key Findings

Each of the 10 schools and 5 districts were matched on demographic variables including ethnicity and low-income status to establish non-AVID comparison groups.

School Accountability Ratings

- AVID high schools improved their accountability ratings as measured by the Texas Assessment of Academic Skills and dropout rates, over the 4-year study period.
- Non-AVID school accountability ratings also increased, however, only slightly.

Advanced Course Enrollment

- AVID schools showed increases in enrollment in courses of high rigor where the Non-AVID schools actually showed decreases in enrollment.

Graduates on Recommended or Distinguished Graduation Plans

- Both AVID and Non-AVID schools demonstrated increases in the number of graduates on recommended or distinguished graduation plans.

High School Graduation or Completion Rates

- AVID schools and districts showed increases in graduation or completion rates while Non-AVID schools and districts evidenced declines.

Implications: Schools wanting a reform model to follow can use the data found in this article. It is important for sites to collect their own data to use as a guide

The Link Between High School Reform and College Access and Success for Low-Income and Minority Youth.

Martinez M., Klopott S. American Youth Policy Forum, 2005.

Study Description

The authors provide a review of reform models that were pre-packaged, that is, to restructuring plans based on a vision of how schools should be, including: America's Choice, Advancement via Individual Determination (AVID), Coalition of Essential Schools, First things First, High

Schools that work, Talent Development High Schools, GE Foundation College Bound, and small learning environments. Several other curriculum alignment programs were also reviewed including: EQUITY 2000, Urban Systemic Initiative, Advanced Placement, and International Baccalaureate, and programs that align secondary and postsecondary systems, such as dual enrollment, Middle College and Early College High Schools, Tech Prep, Project GRAD, and GEAR UP. The goal was to identify practices and predictors of academic and postsecondary success among low income and minority high school students.

Key Findings

- This study intentionally limited its investigation to reform programs that address academic and social support structures at the high school level.
- Through the review, four practices were identified for promoting success of low income and minority high school students in terms of student achievement and increased enrollment in postsecondary education: 1) access to rigorous academic core curriculum for all kids; 2) prevalence, in structure and climate, of personalized learning environments; 3) balance of academic and social support for student development of social networks and relationships; and 4) alignment of curriculum between various levels of education such as high school and postsecondary.
- Of all the programs that were reviewed, the authors state that, “Because AVID proactively seeks to raise achievement and increase college preparedness for students at risk, it deliberately addresses the predictors of college-going behavior and uses college entrance and completion as measures of its success, making it unique among the reform models examined in this study” (p. 18). A variety of studies documenting specific academic and postsecondary outcomes realized by AVID students is provided.

Implications: Among school reform models that address college access for at-risk youth, AVID stands out as uniquely structured and effective.

Implications of One Comprehensive School Reform Model for Secondary School Students Underrepresented in Higher Education.

Watt, K.M., Powell, C.A., & Mendiola, I.D. *Journal of Education for Students Placed At Risk*, 2004.

Study Description

This is a study of 10 high schools that implemented AVID during the 1999-2000 academic year as a Comprehensive School Reform model. Student performance data were collected on 1,291 AVID students in these Texas schools. Researchers examined test scores, attendance rates, advanced course enrollment patterns, graduation plans and school accountability ratings over 3-year period.

Key Findings

- All of the 10 AVID schools improved their accountability rating during the first 4 years of AVID implementation.
- AVID students outperformed their classmates on various standardized tests and attended school more often than their classmates.

- Advanced Placement course enrollment in each of the AVID schools is increasing, and more underrepresented students are being prepared for college.

Implications: Schools wanting a reform model to follow can use the data found in this article. It is important for sites to collect their own data to use as a guide.

The Magnificent Eight: AVID Best Practices Study.

Guthrie L. & Guthrie G., 2002.

Study Description and Research Questions

The purposes of the study were two-fold; 1) to assess the relative efficacy of the 11 AVID Program Essentials and explore whether other program features are also critical to program goals; and 2) examine schoolwide effects of AVID; and identify and recommend changes in AVID program essentials or staff development that AVID Center might make based on research findings. The findings are broken down into two sections; 1) A description of the eight programs in terms of their implementation of and fidelity to the existing 11 AVID program essentials, and 2) the schoolwide impact of AVID.

Key Findings

- All eight sites reported each of the eleven essentials as necessary, critical, or important components to the success of their programs.
- The use of data goes beyond the typical accountability function in that it is used for program planning, documenting program success, and program publicity.
- Administrative support is critical to the growth and effectiveness of the AVID program.
- Evidence was found of the effects of AVID at several levels within the school. These included the adoption of AVID methodologies, such as student binders, Cornell Notes, and AVID-like tutoring; raised expectations and improved outcomes for students schoolwide; schoolwide reform and use of data; involvement in school-level decision-making; and a positive influence on the school and student culture for learning and college-going.

Implications: This early study of AVID shows the importance of a school adopting the AVID model as designed and key role of school and district administrators in supporting the implementation of AVID.

AVID: A Comprehensive School Reform Model for Texas.

Watt, K., Yanez, D., & Cossio, G. National Forum of Educational Administration and Supervision Journal, 2002.

Study Description and Research Questions

This study combined both qualitative and quantitative methods of data collection and analysis. Baseline data (1998-99), including grade point averages, attendance, course enrollment, and various test scores were collected on approximately 1,000 students in 26 secondary schools in Texas. Similar data were collected in fall of 1999, spring 2000, and summer 2001. In addition, tape recorded, structured interviews were conducted with teachers, counselors, and administrators from 1999-2000. The research questions were as follows: (1) has AVID been a

vehicle through which each district of study has expanded access to rigorous coursework; (2) has there been school-wide impact as evidenced by changes in school culture and school policy; (3) has the implementation of AVID made a difference in the achievement levels of the AVID students of study; and (4) are the AVID students of study “on track” for college preparation and enrollment?

Key Findings

- Data suggest that AVID schools are making efforts toward expanding access to courses of high rigor by enrolling underrepresented students.
- AVID students demonstrated success in rigorous courses putting to rest the myth that underrepresented students are incapable of performing in these types of environments.
- AP teachers not part of the AVID site team that had AVID students in their classes had positive comments about AVID students and expressed interest in learning about AVID.
- Non-AVID teachers adopted many of the AVID strategies including Cornell Notes, Socratic Seminars, and collaboration for use in their own classes.
- AVID thrived where there was clear administrative support and a strong instructional leader who took ownership of the program.
- AVID students of study have outperformed their peers on state mandated exams, grade point averages, and most notably, AVID student attendance rates improved and surpassed the general population.

Implications: Schools wanting a reform model to follow can use the data found in this article. It is important for sites to collect their own data to use as a guide.

Impact at the Middle School Level

Examining Advancement Via Individual Determination (AVID) and its Impact on Middle School Rigor and Student Preparedness.

Huerta, J.J., Watt, K.M., & Butcher, J.T. *American Secondary Education*, 2013.

Study Description

The authors compared students who took AVID in middle school and high school with those who took AVID only in high school. They then examined differences in participation in courses of rigor and school performance. Data were collected from all AVID seniors who completed the Senior Data Collection Form (22,880), supplemented with a questionnaire of 1,192 students. This study does not include students who participated in AVID in middle or high school, but were not in AVID as seniors.

Key Findings

- The longer a student is engaged in AVID, the more prepared that student is for high school rigor and college.

- Seniors who participated in AVID in both middle school and high school exhibited greater academic performance; were more likely to take rigorous courses; and took, on average, more AP courses and AP exams than students who participated in AVID only in high school.
- Schools that implement AVID tend to expand their offerings of rigorous courses and to improve the course content, critical thinking techniques, and rigor in their schools' existing courses.

Implications: The longer a student is engaged in AVID, the more prepared that student is for high school rigor and college.

Advancement Via Individual Determination: Method Selection in Conclusions About Program Effectiveness.

Black, A.C., Little, C.A., McCoach, D.B., Purcell, J.H., & Siegle, D., *Journal of Educational Research*, 2008.

Study Description

Three middle schools from an urban school district in the northeastern United States participated in this 2004-2006 evaluation study of the AVID program. Researchers used a quasi-experimental design to evaluate the effect of the AVID program on a number of criterion variables using both qualitative and quantitative data collection methods. Two schools were randomly assigned to the treatment condition, and the third was designated as the comparison school. Personnel from all three schools were trained in the AVID program through attendance at the AVID Summer Institute, although only the treatment schools implemented the program.

Key Findings

- Teachers found that AVID prepares students for advanced coursework and parents experienced an increase in their students' investment in education.
- Students improved in their own behavior as well as their expectations for other students in their cluster.
- Between the two groups there was almost a difference of 1 standard deviation in language arts grades.
- This data provides evidence that there were a large proportion of AVID students who were scoring higher in language arts than students in the comparison group.
- AVID does have the ability to affect students' achievement in language arts and writing as well as students' self-efficacy in English and language arts, but during 1st-year implementation, positive program effects may be less evident.
- Results for students who started AVID in the second year of the school's implementation were better than students starting AVID in the first year. This implies that implementation fidelity is key to successful program outcomes.

Implications: It takes two or three years of running AVID before the school does AVID well enough to have a major impact on students, indicating that newly implementing schools need to remain with AVID for at least three years before expecting large improvements in student outcomes. Still, within their first year of participation and the school's first year of

implementation students showed gains in language arts skills and parents identified improvements in students' academic habits and attitudes toward school.

Longitudinal Research of AVID 1999-2000: Final Report.

L Guthrie L., Guthrie G., 2002.

Study Description and Research Questions

This 4-year longitudinal study was designed to evaluate the impact of middle level AVID and follow-forward two cohorts of students as they transition from middle school into the high school grades. In years 1 and 2 of the study baseline data were captured and an initial cohort of 435 was established for tracking transition patterns to high school and post-secondary institutions. In year three, a new cohort of 9th graders was added in order to expand the sample size and regional representation. Year four focused on analyzing the course-taking patterns and academic performance of AVID students in comparison to students not enrolled in AVID.

Key Findings

- Students with two years of middle school AVID had significantly higher GPAs than those with only one year of AVID or no AVID experience in middle school.
- AVID students' accumulation of A-F credits was well within the range to place them on track for University of California (UC) and California State University (CSU) acceptance.
- Male students with two years of middle school AVID had more A-F credits accumulated by the 11th grade than students with no AVID experience in middle school.
- More than twice the percentage of students with two years of middle school AVID took three or more AP classes than those with only one year or no AVID experience in middle school.

Key Findings of the 1998-99 Follow Forward Study of 100 AVID Graduates

- AVID graduates complete the sequence of courses necessary for four-year college acceptance at an 84% rate; the California state average is 34%.
- Of the 100 AVID graduates that were surveyed, 95% were enrolled in a college or university.
- Nearly 75% reported attending 4-year colleges – a rate almost three times that of the state average.
- Of the seventy 1997-98 AVID graduates, more than 80% had been enrolled continuously in college since leaving high school.
- Eighty-five % of the AVID students expect to graduate from college in four to five years.
- Their mean college grade point average is 2.94.

Implications: When schools operate AVID in a way closely aligned with the program design, students who take AVID in middle school are better prepared for rigorous high school classes and better prepared to enter and succeed in college.

Professional Development and Leadership

The Impact of AVID Professional Development on Teacher Perceptions of School Culture and Climate in the United States.

Watt, K.M., Huerta, J.J., & Mills, S.J. *International Journal of Educational Reform*, 2010.

Study Description

This study examines relationships between Advancement Via Individual Determination (AVID) implementation and school culture and climate, as well as relationships between AVID professional development and teachers' perceptions of whether AVID has had an impact on their school's culture and climate. Over 3,100 teachers attending professional development workshops (AVID Summer Institutes) were surveyed regarding their perceptions of the impact AVID has on their school's culture and climate.

Key Findings

- Teachers from mature AVID schools reported higher levels of school culture and climate.
- AVID coordinators had significantly higher perceptions of AVID's impact on school culture and climate than AVID teachers who were not coordinators.
- Group openness, a culture subscale, received the highest responses from teachers indicating that AVID provides a venue for sharing ideas, values and beliefs among stakeholders (Fullan, 2004; Rooney, 2005).

Implications: Proper program implementation is associated with more favorable culture/climate.

Identifying Attributes of Teacher Leaders Within the AVID Program: A Survey of School Principals.

Watt, K.M., Mills, S.J., & Huerta, J. *Journal of School Leadership* (2010)

Study Description

This study has identified attributes of teachers that principals believe best exemplify a teacher leader, and attributes that are taken into consideration when selecting an AVID elective teacher. The implications of this principal survey study are important not only for those involved with AVID, but for all levels of school leaders interested in school reform.

Key Findings

- Secondary school principals and vice-principals agree on attributes that are necessary in teacher leaders
- Respondents did not consider all teacher leader attributes when selecting their AVID elective teacher
- Administrators agreed that mentoring other teachers and conducting professional development were attributes descriptive of a teacher leader, yet many did not use these criteria when selecting their AVID teacher

- Conclusion: principals may see the immediate need for a high quality teacher to teach the AVID elective class, yet initially underestimate the importance of the AVID teacher in using AVID as a catalyst for school-wide reform.

Implications: Principals new to AVID tend to emphasize the importance of a strong teacher leader in the AVID class, but not necessarily in the school in general. Principals should recognize the value of having a teacher leader in AVID, particularly if the AVID teacher is an AVID coordinator.

Advancement Via Individual Determination (AVID) Professional Development as a Predictor of Teacher Leadership in the United States.

Watt, K.M., Huerta, J., & Mills, S.J. *Professional Development in Education*, 2010.

Study Description

The purpose of this study was to examine the relationship between AVID professional development and teacher leadership using comprehensive measures of each. Additionally, the study examined the role of the AVID site coordinator, a leadership role that elective teachers often assume, and examined whether AVID professional development impacts inexperienced teachers differently than experienced teachers.

Key Findings

- Teacher leadership increases with each Summer Institute (SI) that a teacher attends.
- Teachers exhibit significant gains in teacher leadership once they have attended their first SI, but something of a plateau in teacher leadership gains occurs after the second SI.
- Teacher leadership increases as teachers attend more trainings and activities.
- Teacher leadership does not increase significantly unless a teacher has attended at least two of the additional activities led by their district or regional director (RD/DD).
- Females exhibited significantly greater levels of teacher leadership than did males.

Implications: AVID Summer Institute is important, but additional activities (Path and DD/RD-led meetings) increase the likelihood of teacher leadership. The more AVID professional development activities a teacher participates in, the greater level of teacher leadership he/she exhibits.

Exploring the Relationship Between AVID Professional Development and Teacher Leadership.

Huerta, J., Watt, K.M., & Alkan, E. *Academic Leadership*, 2008.

Study Description

The purpose of this study was to assess whether the professional development received while attending AVID Summer Institutes has an effect on AVID elective teachers' level of teacher leadership within their schools. Teachers from middle schools and high schools implementing, or planning to implement, the college preparatory program Advancement Via Individual Determination (AVID) were examined.

Key Findings

- Gender, level of education, teaching experience, and AVID professional development, when defined as the number of AVID Summer Institutes attended, are all significant predictors of teacher leadership.
- AVID professional development, even after any overlapping effects from a teacher's gender, level of education, and teaching experience have been accounted for, still significantly predicts changes in teacher leadership.
- 88% of the teachers in this study stated that they at least occasionally considered themselves to be a teacher leader at their school.

Implications: Teachers exhibit significant gains in teacher leadership once they have attended their first SI, but something of a plateau in teacher leadership gains occurs after the second SI.

Leadership and AVID Implementation levels in Four South Texas Border Schools.

Watt, K.M., Huerta, J., & Cossio, G. *Catalyst for Change*, 2004.

Study Description

Four Texas secondary school campuses that implemented AVID as a Comprehensive School Reform model in 1999-2000 were examined in depth for the purpose of this study. The primary data collection instruments used in this study were the Texas AVID Student Data Collection Form and the Texas AVID Certification Form. The latter instrument allowed schools to identify their strengths and weakness and to determine whether or not they were meeting the goals of the program.

Key Findings

- Supportive and involved principals led to successful AVID CSR implementation efforts in the district of study, as reflected by their levels of certification.
- Leadership actions that have an impact on effective CSR implementation involve more than just adopting the CSR model for their campuses.
- Shared responsibility and full participation, appropriate staff development, low teacher turnover and appropriate resource allocation have been shown in this study to be key in successfully implementing AVID reform efforts.
- Administrative support in areas that do not involve financial resources, such as providing common planning periods for Site Team members to share AVID strategies with other faculty members, were found to facilitate AVID implementation.

Implications: Certification status was related to principal actions, such as attending Summer Institute and site team meetings. This study emphasizes the importance of the leader's role in implementation of a reform model.

Overall AVID Research

Success at Every Step: How 23 Programs Support Youth on the Path to College and Beyond.

Hooker, S. & Brand, B. American Youth Policy Forum, 2009.

Compendium Description

The programs in Success at Every Step represent a wide range of interventions, including schoolwide reform initiatives, community-based afterschool services, work-based learning opportunities, and college access programs. From an analysis of the included programs, the report identifies common programmatic and structural elements that may contribute to their effectiveness and summarizes key outcomes. The initiatives profiled in this compendium increase the number of young people who graduate from high school prepared to make informed decisions about education and who experience success in college and employment.

Key Findings

- Overall, AVID participants had higher scores on end-of-course exams and state assessment tests, and were more likely to be on-track to complete a college-preparatory curriculum than nonparticipants at the same schools.
- AVID was associated with higher rates of enrollment in advanced courses, as well as higher levels of college knowledge.
- AVID schools improved their performance ratings at a greater rate than non-AVID schools, and more students in AVID schools took AP or IB exams than students in the comparison schools.

Implications: AVID students are better prepared for the rigors of college. Schools with AVID have students who are better prepared for college than schools without AVID.

Constructing School Success: The consequences of untracking low-achieving students.

Cambridge University Press. Mehan H., Villanueva I., Hubbard L., & Lintz A., 1996.

Study Description and Research Questions

This effort was designed to address two research questions: 1) Does untracking work? and 2) How does untracking work? The research was conducted consistent with the methodological principles of triangulation, namely, the use of data and materials from various sources. Data were obtained from official school records, surveys of students, teachers, parents and school officials, and lastly, classroom observations. To address the first research question 1,053 student records of AVID students graduating from the San Diego Unified School District in the 1990, 1991, and 1992 classes were used. These data provided information on AVID classes taken, test scores, college prep classes taken and completed and other academic experiences. To address the second research question, case studies of 8 of the 17 high schools participating in the untracking experiment in the San Diego Unified School District were conducted.

Key Findings

- Students from underrepresented ethnic and linguistic backgrounds who participated in AVID enrolled in college in numbers exceeding the local and national averages.
- Latino AVID graduates are going on to four-colleges at two times the national average.
- African American graduates are going on at 1.5 times the national average.
- AVID students are staying in college once enrolling; 89% are enrolled after 2 years.
- Among the most visible social supports in AVID classrooms is the teaching of test-taking strategies, note-taking, and studying strategies.

Implications: When at-risk students are given the opportunity to succeed and the support provided by AVID, they are much more likely to enroll in college.

What it Takes: Pre-K-12 Design Principles to Broaden Participation in Science, Technology, Engineering and Mathematics

BEST: Building Engineering & Science Talent, April 2004.

Study Description

The BEST organization set out to review programs that are designed to impact various underrepresented groups in the math and science arena. An initial search through a variety of research databases (i.e., ERIC, Educational Abstracts, Social SciSearch, PsychLit, and others) identified thirty-four programs representing a variety of educational interventions spanning the spectrum from pre-kindergarten to 12th grade. Of the thirty-four, seven were rated notable because the available research on them includes at least one study of sufficient scientific rigor with substantially positive findings regarding the effectiveness of the program. Among the seven notable programs, AVID was the only one to have been widely disseminated.

Key Findings

- A review of several studies on AVID supported the notion that the majority of AVID students come from underrepresented populations.
- One cited study provides evidence that among AVID graduates, particularly Hispanic and African American students, higher proportions matriculate to college than those who start in AVID but for a variety of reasons do not remain in the program throughout high school.
- AVID students have also been shown to take more college preparatory courses (including algebra in middle school) including Advanced Placement and International Baccalaureate offerings.
- While these findings have been replicated over the course of AVIDs 25 year history, the authors note the importance of using a true randomized design to more clearly establish the effects of the AVID experience.

Implications: The AVID program successfully recruits students from populations underrepresented in higher education and those students enroll in college at rates higher than their non-AVID peers.