

Schoolwide Research on AVID (from the AVID Archives)

Third Year Evaluation College Admissions Test Preparation Programs, California Department of Education, 1990

A third and final year evaluation (1986-1989) of the Tanner Projects funded by the State of California entitled "Third Year Evaluation College Admissions Test Preparation Programs, California Department of Education, 1990" compares AVID with the eight other projects funded. "As has been noted, SAT scores and grade point averages were reportedly higher for San Diego students than for students in the other eight projects, while fewer San Diego students may have been on track to complete UC subject requirements prior to the project. . . San Diego students were more likely to have participated in GATE and in additional compensatory programs than students in the other eight projects. Selection criteria for San Diego participants may have been more stringent, or program managers more assertive in obtaining additional resources for participants. It is clear, however, that in available outcome measures, San Diego students report higher average grades and test scores than were reported for students in the other eight projects." Other data show that on **schoolwide** measures, AVID schools increased university course taking from a low of 15 percent to a high of 128 percent; completion of the entire sequence of university entry course taking increased among AVID sites from a low of -8.7 percent to a high of 235.9 percent.

Final Report on the Effectiveness of Intersegmental Student Preparation Programs, California Postsecondary Education Commission

In 1991 CPEC produced its final report on nine programs that had been funded in the California budget act 1988-89. Most of the report is descriptive of the various programs; however, regarding AVID the following is noted:

- 1) The three-year dropout rate in AVID schools decreased by 37% compared to the state rate at 14%.
- 2) The percent of students enrolled in college preparatory "A-G" courses in AVID schools increased by 74% compared to the state increase of 6%.
- 3) Seniors completing the "A-F" course sequence in AVID schools increased by 95% compared to the state increase of 13%.
- 4) The percent scoring at least 450 on the verbal section of the SAT in AVID schools increased by 11% compared to a statewide increase of 3%.
- 5) The percent scoring at least 500 on the mathematics section of the SAT increased by 8% in AVID schools compared to the statewide increase of 5%.
- 6) The percent of graduates enrolling at California public universities in AVID schools increased by 35% compared to a statewide decrease of 1%.

Additionally the report states, "The California Department of Education and the California Academic Partnership Program assess the efficacy of student-centered programs in terms of their capacity not only to affect participating students directly but also serve as a change agent for the entire school. This logic suggests a strategy that calls for the institutionalization of effective student-centered models on a **schoolwide** basis." This report contains 10 references.

Schoolwide Change in College Preparation, Research, Evaluation, and Technology Division of the California Department of Education (1993)

The Research, Evaluation, and Technology Division of the California Department of Education produced a report entitled "**Schoolwide** Change in College Preparation." Some of the conclusions are: 1) AVID contributed strongly to the increased college orientation of the school. 2) Schools adjusted to changing demographics by reducing tracking and increasing access to high-level courses. And 3) The changes in school culture can be traced to changes in attitudes of staff members, most notably teachers and counselors. This report contains 7 references.

Schoolwide Change in College Preparation, California Department of Education Research, Evaluation, and Technology Division Special Studies and Evaluation Reports (1994)

In January of 1994 Emmett and George, researchers in the California Department of Education Research, Evaluation, and Technology Division Special Studies and Evaluation Reports, prepared an AVID study entitled "**Schoolwide** Change in College Preparation." The study showed that all graduating seniors at AVID high schools nearly doubled their completion of UC core requirements (a-f completions). During the same period, the increase statewide in California was 13 percent.

AVID Center Site Coordinator/Principal Questionnaire (1995)

Also in 1995, the AVID Center conducted a worldwide site coordinator/principal questionnaire to ascertain the quality of the programs and the services provided by the Center. The greatest challenge to implementation was training of staff; concerns about the ability to continue the program; they valued the **schoolwide** impact and the increasing numbers of students enrolled in rigorous curriculum. The complete report is in the Library.

Successful Texas Schoolwide Programs: Research Study Results" Charles A. Dana Center at the University of Texas, Austin, researchers Treisman, Lein, Johnson, Asera, and Ragland (1997)

Archive records also contain "Successful Texas **Schoolwide** Programs: Research Study Results" by the Charles A. Dana Center at the University of Texas, Austin, researchers Treisman, Lein, Johnson, Asera, and Ragland. Twenty-six Texas schools were studied and broad conclusions regarding efficacious **schoolwide** practices are outlined. Although no specific programs are cited, AVID was present in many of the schools studied. This report contains 4 references.

Longitudinal Study of Middle Level AVID, Year One, CREATE (1997)

The Center for Research, Evaluation and Training in Education submitted its draft first year report on longitudinal middle level AVID research to the California State Department of Education. Issues studied were 1) student selection, 2) implementation of the middle-level curriculum, 3) role of tutors, 4) middle-level AVID and exploratory electives, and 5) **schoolwide** impact of middle-level AVID.

Statewide AVID Expansion, Final Report, CREATE (1998)

CREATE produced its final report on Statewide AVID Expansion. It concluded that AVID expansion was vigorous in most California regions, that the more tutoring available the better the results, that 94 percent of students were on track for college eligibility, that more AVID students needed to be enrolled in AP courses, that more than half of AVID 8th grade students were enrolled in algebra, that teachers clearly understood the elective program but **schoolwide** change less, that demonstration schools were a success, Regional Directors praised the AVID Center support, and AVID college students reported receiving "B" grades and praised their AVID preparation. Recommendations were to strengthen articulation between middle and high schools, to emphasize site visits to successful schools, to emphasize regional and local expansion, to continue to focus on quality at sites, to increase the amount of tutoring, to focus on helping schools make **schoolwide** change, and to help teachers collect and utilize student performance indicators. The full report is in the AVID Archive Library. The report contains 2 references.

Evaluation of Statewide AVID Expansion, A Final Report, CREATE (1999)

CREATE produced its final report on the Evaluation of Statewide AVID Expansion. Its conclusions are: 1) The expansion effort focused on the quality of programs and the support for them to be successful. 2) An impressive AVID leadership focused on demonstration schools, collection of school and site numbers, monitoring of Regional Centers, taking a regional focus, and concentrating on quality over quantity. 3) Emphasis on data collection and accountability distinguish it from other school-based programs. 4) AVID should strengthen articulation between middle and high school. 5) Emphasize visits to successful AVID schools, 6) Emphasize a regional and local focus in expansion. 7) Increase quality and amount of tutoring. 8) Focus on helping schools make AVID a **schoolwide** presence. And 9) Help AVID teachers collect and utilize student performance indicators. A series of overhead slides based on this research comparing the AVID data with national data is in the Archive Library. Highlights are that AVID seniors complete four-year college entry requirements at an 84 percent rate with the national average 34.8 percent, that 70 percent of AVID students enroll in four-year colleges with 24.6 percent enrolling nationwide, that 48 percent of middle level students are enrolled in algebra while 24 percent are enrolled nationwide. 80 percent of AVID students had been enrolled in college continuously since leaving high school. 85 percent expected to graduate from college in 4-5 years. Their mean college grade point average was 2.94.

Final AVID Report to the Dana Foundation, Mehan and Hubbard, University of California (1999)

Mehan and Hubbard, University of California principal investigators, prepared their final AVID Report to the Dana Foundation. The AVID Center took issue with many factual discrepancies and the methods used for the research. The Archive Library contains the report and AVID's response to it. The conclusions are that 1) Educational reforms are shaped in local context. 2) Local adaptations can enhance or threaten educational reform. 3) Design teams change in response to local demands. 4) The push of central control inevitably collides with the pull of local autonomy. 5) Small scale "pocket programs" have difficulty creating **schoolwide** change. 6) State funding dictates the sustainability of educational reform. 7) Local implementation needs a constant source of funding. 8) State reform initiatives can empower intervention programs. 8) Educational reform needs a solid evidence base. And 9) The researcher influences the outcomes of educational reform. A chapter is devoted to "Researcher as Collaborator," a new approach to answer some of the research methodology used.

Carnegie Foundation for the Advancement of Teaching, A Report, Thomas Hatch (2000)

Thomas Hatch, Carnegie Foundation for the Advancement of Teaching, studied a California Bay Area school system that had adopted numerous school reform models. Among those was AVID. After interviews and the analyses of the more than forty models used, he focused on the challenges that make it difficult to coordinate the implementation of the programs with one another. Some schools had adopted numerous **schoolwide** programs. He points out that implementation is difficult because many schools lack the capacity to change – “It takes capacity to build capacity at the school level.” Although AVID provided some of the resources and expertise needed to become effective, schools with multiple adoptions did not clearly understand how the initiatives fit together. He contends that key questions are: 1) Is there sufficient capacity to absorb and carry out the new initiative? 2) Does the initiative extend and deepen efforts already at work? 3) Are there high demands and hidden costs that can contribute to harmful – not just beneficial—effects? The full report is in the Archive Library.

Best Practices Study, CREATE (2000)

The AVID Center contracted with CREATE for a best practices study in eight AVID schools in California. Within the study they were to 1) assess the relative efficacy of the 11 AVID Program Essentials and explore whether other program features were also critical to program goals, 2) examine **schoolwide** effects of AVID, and 3) identify and recommend changes in AVID program Essentials or staff development that the AVID Center might make based on research findings.

AVID: A Comprehensive School Reform Model for Texas, Watt, Yanez, and Cossio, the University of Texas Pan American (2001)

Findings regarding 26 campuses studied include the following: AVID can be a catalyst for **schoolwide** reform; AVID addresses school policies that can be barriers for students to access a rigorous curriculum; AVID can open access to Advanced Placement; and AVID can be adapted to meet the needs of individual campuses to implement comprehensive school reform. Researchers noted that one of the most remarkable performance data were the attendance rates of AVID students versus the rest of the school population. They conclude that “The results of this preliminary study of AVID implementation revealed that through proper implementation of this program, underachieving, economically disadvantaged, ethnic minority students are succeeding in a rigorous curriculum. Although the implementation of AVID varied among the 26 campuses studied, the vision of AVID remained constant. After 1.5 years since AVID was first adopted, all 26 AVID campuses have, to some extent, implemented AVID strategies **schoolwide**. The AVID Site Teams have influenced the work of the campuses’ vertical teams and the members of the Site Team have emerged as leaders in the reform efforts of the campuses.” The report contains 21 references.

The Magnificent Eight: AVID Best Practices, Final Report, CREATE (2002)

The purposes of this study were threefold: 1) to assess the relative efficacy of the 11 AVID Program Essentials and explore whether other program features are also critical to program goals, 2) to examine the **schoolwide** effects of AVID, and 3) to identify and recommend changes in AVID program essentials or staff development that the AVID Center might make based on research findings. The findings are broken down into two sections: 1) a description of the eight site programs in terms of their implementation of and fidelity to the existing 11 Essentials, and 2) the **schoolwide** impact of AVID. Although the study found that there was not a hierarchy of Essentials (all were important and interrelated), three additional Essentials were proposed: 1) AVID provides support for students to succeed in higher level mathematics. 2) AVID teachers participate in on-going, high quality staff development through local workshops and AVID Summer Institutes. 3) The AVID site coordinator must be a seasoned, highly-respected, and dedicated senior teacher with specific knowledge and skills. The AVID coordinator must be an expert in college admissions, public relations, and other special areas. **Schoolwide** effects were found on several levels within the schools: the adoption of AVID teaching methodology, student binders, Cornell Notes, and AVID 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 students culture for learning and college-going.

AVID: A Comprehensive School Reform Model for Texas, Watt, Yanez, and Cossio, University of Texas Pan American, National Forum of Educational Administration and Supervision Journal(2002)

This juried 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 the 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 **schoolwide** 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 AVID students of study; and 4) Are the AVID students of study "on track" for college preparation and enrollment. Findings were: 1) AVID schools are making efforts toward expanding access to courses of high rigor by enrolling underrepresented students; 2) AVID students demonstrated success in rigorous courses putting to rest the myth that underrepresented students are incapable of performing in these types of environments; 3) AVID students were easily identifiable by their eagerness to ask questions, their consistent use of tutors, and their use of AVID strategies; 4) AP teachers not well-acquainted with AVID still had positive comments about AVID students and expressed interest in learning about AVID; 5) Non AVID teachers adopted many of the AVID strategies including Cornell Notes, Socratic Seminars, and collaboration for use in their own classes; 6) AVID thrived where there was clear administrative support and a strong instructional leader who took ownership of the program; 7) AVID students outperformed their peers on state mandated exams, grade point averages, and attendance rates improved and surpassed the general population; and 8) 92% were at least on the Recommended Graduation Plan, and 91% were on the Distinguished Plan. This study contains 21 references.

Schoolwide Impact and AVID; How Have Selected Texas High Schools Addressed the New Accountability Measures, Watt and Mendiola, University of Texas Pan American and Powell, University of Texas at Austin (2003)

Schools selected for the study began AVID implementation in 1999. Researchers examined state data collection reports. A purposeful sampling technique was used to select school sites for the study. Instruments used were primary campus and district Academic Excellence Indicator System reports as well as secondary sources of data to triangulate the findings. Also used were Texas AVID Data Collection Forms. Findings were: 1) Three of ten schools moved from low-performing to acceptable; two moved from acceptable to exemplary; two moved from acceptable to recognized; and three remained acceptable. None of the ratings lowered over the four-year period; 2) Four of the ten schools made gains in advanced course enrollment; 3) All ten schools made gains from .3% to 60.4% on graduation plans with 93% of AVID students graduating on the advanced plans; 4) All ten schools received AVID certification; 5) AVID students made dramatic improvements in areas of academic achievement, particularly in the areas of advanced course enrollment, graduating on advanced graduation plans, and college test-taking. The study includes 13 references.

The Link Between High School Reform and College Access and Success for Low-Income and Minority Youth, Martinez and Klopott (2005)

This study reviews 15 reform models, including AVID, that are based on a vision of how schools should be. The goal was to identify practices and predictors of academic and postsecondary success among low income and minority high school students. The study limited itself to reform programs that address academic and social support structures at the high school level. Four practices were identified for promoting student success in terms of student achievement and increased enrollment in postsecondary education: 1) access to rigorous academic core curriculum for all students; 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 schools and postsecondary institutions. 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 the study." A variety of studies documenting specific academic and postsecondary outcomes realized by AVID students and students **schoolwide** is provided. This study includes 202 references.

Schoolwide Impact and AVID: How Have Selected Texas High Schools Addressed the New Accountability Measures, Watt, Powell, Mendiola, Cossio(2006)

This is a study of high schools and their districts receiving Comprehensive School Reform (CSR) grants that have used those grants to support implementation of the AVID model. Over a four year period ten high schools in five districts were examined to determine if **schoolwide** or districtwide accountability measures improved, compared to non-AVID high schools and districts. Selected sets of data are presented as the focus of the study and include graduation and completion rates, advanced course enrollment, Advanced Placement results, and the number of students graduating on advanced graduation plans.