

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

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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 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. Researchers found that AVID had affected the performance profile of the school by leveraging success of disaggregated subgroups of students, particularly African American and Latino students, as well as students from lower income families.

The most recent reauthorization of the federal 1965 Elementary and Secondary Education Act, the No Child Left Behind Act (NCLB) of 2001, holds states and their school districts accountable for improving educational performance for disaggregated subgroups of students (see Accountability for Schools Web site: <http://www.ed.gov/nclb/accountability/schools/edpichs.jhtml>). The NCLB Act reauthorized the Comprehensive School Reform (CSR) program under Title I funding. Several Texas districts have used federal CSR grants over the past 4 years to address equitable access to advanced high school courses and to postsecondary enrollment. In this study, a sample of CSR high schools implementing the Advancement Via Individual Determination (AVID) model has been examined over a 4-year period to determine if schoolwide or district-wide accountability measures have improved over the period of study.

Several factors combine to make an investigation of high school improvement in Texas timely. The state's history of strong performance at the elementary level in mathematics, the state's continuously evolving accountability system, similarities between the NCLB and the Texas accountability model, and the resulting pressures for other states to learn from improvement efforts in Texas provide the backdrop for this study.

Currently, in states with high-stakes testing and low high school graduation requirements, schools focus almost exclusively on the basic content knowledge needed to pass grade-level assessments and exit graduation examinations. The problem with using test results to determine how schools are judged is that this is a minimum standard. These test results "quantify school quality in a way that parents and politicians can easily understand" (Carnoy, Loeb, & Smith, 2001, p. 1).

Research by Adelman (1999), Weiss (2001), Warburton, Bugarin, and Nunez (2001), and others suggests that a more appropriate set of indicators of future academic success at the high school level would include primarily the intensity of a student's course work. This study seeks to highlight the more rigorous indicators that may reveal to what extent each CSR campus has made progress toward advanced course-taking and other advanced measures, as well as to what extent, if any, that progress has affected district-wide accountability.

The research question explored in this study was whether selected Texas high schools and their districts that implemented the AVID CSR model have shown progress toward preparing more underrepresented students for college as measured by their state accountability ratings, schoolwide graduation and completion rates, number of students graduating on advanced graduation plans, enrollment in advanced courses, and AP test taking.

PERSPECTIVES

In Texas, accountability provisions based on disaggregated student performance have been in place since 1994. The basis of the system is student performance on

standardized tests that are criterion-referenced to the state curriculum standards. In 1997, the Texas State Board of Education, under authority granted by the Texas Legislature, enacted more intensive content and performance standards, the Texas Essential Knowledge and Skills (TEKS). In 1999, the legislature mandated new statewide testing based on the TEKS that were implemented in 2003. The Texas Education Agency will revise accountability measures by 2005 to reflect the new state testing along with other changes mandated in the federal legislation.¹

The Texas accountability rating measures school success based on school dropout rates and state test scores. Schools are graded by the state with ratings of exemplary, recognized, acceptable, and low-performing based on the performance of racial, ethnic, and economically disadvantaged subgroups of students.²

Other student achievement data are also displayed on the Academic Excellence Indicator System (AEIS) but are not yet counted in the school's rating. Many of the indicators related to preparation for college are included in these reported indicators. These selected sets of data include graduation and completion rates, advanced course enrollment, and number of students graduating on advanced graduation plans. These data sets are the focus of this study. From the work of Adelman (1999) and others (National Center for Education Statistics, 1999; National Commission on the High School Senior Year, 2001), we know that the intensity of course work students take while in high school plays a dramatic role not only in their entrance into college, but even more dramatically in their eventual completion of a bachelor's degree.

Between 1996 and 2000, Texas had the second greatest gains in mathematics performance of elementary students in the nation (National Assessment of Education Progress, 1996, 2000). Along with these gains, Texas's African American, Hispanic, and economically disadvantaged children have consistently performed higher than their counterparts in most other states. In a study conducted by the Education Commission for the States, researchers attributed these gains and overall performance to the state's accountability structures. However, in a research report by the Consortium for Policy Research in Education, researchers suggested that state testing in Texas increases the probability that disadvantaged students will drop out of school (see Haney, 2000, and Shrag, 2000, as cited in Carnoy et al., 2001).

African American, Latino, and Native American students continue to lag behind their White and Asian classmates in many academic areas. Standards-based reform is not the only answer to this discrepancy, but fundamental changes in curriculum and instruction, teacher professional development, school organization, and home-school relations must also take place (The College Board, 1999). CSR models often strive to make these fundamental changes in schools, as is the case with the Texas high schools that are the focus of this study.

¹For more information, see <http://www.tea.state.tx.us>.

²For more information, see <http://www.tea.state.tx.us/perfreport/aeis/2002/glossary.pdf>.

THE AVID PROGRAM

As stated earlier, several high schools in Texas adopted AVID as a school reform model in 1999. The program itself was established in 1980 in one English teacher's classroom as a means to serve students who were recently bused to the newly desegregated suburban high school. Mary Catherine Swanson began a social and academic support elective class called AVID to assist this group of students in the rigorous courses in which they were recently enrolled. Swanson believed her students could succeed in the most rigorous curriculum, such as AP classes, if only they could receive extra support provided by the AVID elective. Of the 30 students who began AVID in 1980, 28 went on to college (Mehan, Villanueva, Hubbard, & Lintz, 1996).

AVID has established indicators by which to measure the success of the program. Schools that adopt AVID must successfully implement 11 essentials to be a certified AVID site. These essentials include the use of selection criteria for students, enrollment of students in rigorous curriculum, a strong emphasis on writing and reading that integrates critical thinking and collaboration, tutoring with trained college tutors, and implementation of the program by an interdisciplinary site team (Swanson, 2000).

The crucial aspect of the AVID program is the strength of the AVID site team and specifically the lead teacher or coordinator who is in charge of coordinating student selection, college preparation curriculum, tutoring, professional development, fundraising, and parental components. Selected students are exposed to college-level classes and are academically supported with an AVID curriculum and academic assistance provided by the AVID elective class. Other AVID activities are developed to increase student and parent involvement in the college preparation process. Students who are selected for AVID meet nationally defined criteria, including requirements that they are underachieving, are enrolled in regular, noncollege preparatory course work, and have college potential (Swanson, 2000).

The significance of AVID in schools has been documented in studies conducted within the California school system. Students enrolled in AVID on a continuous basis demonstrated a greater propensity toward attempting and completing college-level courses. Hence, larger numbers of AVID students enrolled in colleges or universities than did AVID student dropouts or students with no AVID background (Slavin & Calderón, 2001). AVID has built a reputation for improving college rates and academic success in underserved minorities (Slavin & Calderón, 2001).

AVID's approach to college preparation involves placing students in an advanced curriculum to ensure that students graduate with the requirements for entrance into 4-year colleges. AVID also provides students with exposure to an academic environment similar to that found in college classrooms. College entry skills and academic survival skills, including study, organization, management, and critical reading skills, along with standardized college entrance exam preparation, are targeted by the AVID teacher and tutors in the AVID elective class.

Cited as one of the key ingredients to AVID's success, its intensive, sustained professional development begins with AVID Summer Institutes held throughout the country. A team of eight teachers, administrators, and counselors from each AVID school attends the institute to learn how to use AVID techniques, strategies, and curriculum, as well as how to disseminate AVID philosophy and teachings to a schoolwide audience. Regional or district AVID directors then hold monthly workshops, meetings, and visitations to extend the knowledge base concerning AVID's curriculum to others who did not attend the Summer Institute, thus ensuring the integrity of AVID principles and safeguarding its effective school-wide implementation (Datnow, Hubbard, & Mehan, 2002). Implementation of the AVID essentials ensures a school environment conducive to empowering students to become more responsible for their learning, and thus increases their college preparation and educational expectations to pursue a college education. Schools implementing AVID over as many as 10 years still adhere to these de facto shared standards (Guthrie & Guthrie, 2002).

AVID AND REFORM

Although in its inception AVID was not meant to serve as a schoolwide reform model, it has evolved from one classroom serving a small group of students to a school-wide program designed to change teaching and learning on a campus. Considering the rapidly changing demographics of students in the nation, and in Texas in particular, educators are seeking ways to address the academic needs of a growing population of underachieving and lower socioeconomic students, many of whom are Hispanic. Many states have implemented AVID to provide support for this growing student population, and in some cases, such as in Texas, it has been used as a school reform model (Watt, Yanez, & Cossio, 2002).

Several Texas school districts that began AVID in a small number of schools in 1999 have since spread the implementation of AVID to other campuses (Alkan, 2003). Recent work by Datnow et al. (2002) referred to the "scaling up" phenomenon of reform models, which involves "the deliberate expansion of an externally developed reform model" (p. 2). This phenomenon implies that often a school reform effort begins small in one campus and, once successful, expands to more of the campus and then to other schools in the district. Recent research in experienced AVID sites in California indicates that schools continue to implement the core elements of the AVID program even in maturity (Guthrie & Guthrie, 2002).

Many schools and districts adopting CSR models attempt to improve their accountability profiles by focusing on strategies, programs, and initiatives that directly impact every student. In the schools of study, schools focused on cohorts of AVID students and their achievement, with the anticipation that schoolwide change would eventually take place. Mehan et al. (1996) called this the AVID ef-

fect. This effect takes a markedly different direction from what researchers have identified in elementary school reform efforts (Slavin, 2001, 2002). By operating at the secondary school level, AVID directly impacts the performance of a cohort of students who represent the school's broader demographics. The AVID effect has been noted previously in Texas AVID schools in the improvement of attendance and state-mandated test scores (Watt et al., 2002).

METHODS AND PROCEDURES

High schools selected for this study began implementation of the AVID program in 1999 with the intention to prepare more underrepresented students for college, thereby addressing accountability standards such as graduation rates, students graduating on advanced graduation plans, advanced course enrollment, and AP results. AVID schools prepare cohorts of students for college by providing them with access to advanced course work and providing a support elective class. The researchers examined the Texas state data collection reports—AEIS reports—for CSR schools and districts that began AVID in 1999 and are still implementing the program to gain access to each school's accountability data.

In the fall of 1999, 12 Texas high schools in seven school districts began AVID with the assistance of a CSR grant from the federal government. After 3 years, 10 of those schools were still implementing the AVID program in five different school districts. Two high schools in two other districts had dropped the program for financial reasons; therefore, a purposeful sampling technique was used to select school sites (Creswell, 2003). All 10 CSR high schools that were still implementing AVID in 2002 were participants in this study.

For identification purposes, an AVID high school is a high school that has implemented AVID according to the 11 essentials. An AVID high school has at least two AVID elective classes scheduled into the academic day and has been certified by AVID Center as an AVID site. AVID high schools in the study began with at least 2 sections of AVID in the first year and expanded to anywhere from 5 to 11 sections in their fourth year. An AVID district is a school district in which at least one high school has implemented AVID.

Comparison high schools and districts were selected based on similar student enrollment patterns, student demographic information such as ethnic distribution and socioeconomic status, and accountability ratings. First, researchers identified a pool of high schools that were in the same geographic region of the state as each of the 10 CSR schools. Second, school size was considered for narrowing the pool of comparison schools. Third, ethnic distribution of student populations and the percentage of economically disadvantaged students were examined. Finally, accountability ratings were compared. Table 1 illustrates the comparison between

AVID high schools and their non-AVID counterparts. Because researchers initially used high schools instead of districts as their units of analysis, the districts that housed the high schools became the secondary units of analysis by default. Table 2 illustrates the comparison between AVID districts and non-AVID districts.

Baseline data were collected in 1998 in the four accountability areas mentioned earlier, and data in the same four areas were subsequently collected 4 years later in 2002. Document review methods were used to analyze the AEIS data, and simple descriptive statistics were used to display the data.

DATA SOURCES OR EVIDENCE

Instruments used in this study included primarily campus and district AEIS reports accessed from the Texas Education Agency Web site.³ The AEIS report provided researchers with information on campus and district graduation rates, students graduating on advanced graduation plans, and advanced course enrollment. AEIS reports were examined in 1998 (prior to CSR implementation) and then again in 2002.

In addition to the AEIS reports, researchers used secondary sources of data to triangulate their findings and to allow for the development of implications for further research. Two other data sources that were used were the Texas AVID Data Collection forms, Parts I and II. Part I solicited information about numbers and types of students enrolled in AVID, advanced course enrollment, and sequence of college preparatory class. Part II assisted researchers in gathering data on AP course enrollment and test taking and graduation plans.

FINDINGS

The student populations from the 10 schools and five districts of study were examined in comparison to their non-AVID counterparts. Demographic information related to ethnicity and low-income status for AVID and non-AVID groups is displayed in Figure 1. Despite attempting to select ethnically identical schools for comparison, the non-AVID schools and districts reported slightly higher percentages of White students and slightly lower percentages of economically disadvantaged students than did the AVID schools and districts. These differences were more pronounced in the district comparisons than in the school comparisons (see Figure 1).

³For more information, see <http://www.tea.state.tx.us/perfreport/aeis>.

TABLE 1
1998 AVID High Schools and Their Non-AVID Counterparts

<i>School</i>	<i>School Group</i>	<i>Type of School</i>	<i>School Size</i>	<i>1998 Accountability</i>	<i>African American (%)</i>	<i>Hispanic (%)</i>	<i>White (%)</i>	<i>Economically Disadvantaged (%)</i>
BHS	AVID	Urban	2,431	Acceptable	4.1	20.1	71.8	4.3
CPHS	Non-AVID	Urban	2,065	Acceptable	3.7	11.1	80.9	7.1
LHS	AVID	Urban	1,772	Low-performing	21.3	58.3	15.3	56.5
WHS	Non-AVID	Urban	1,740	Acceptable	19.7	56.5	22.5	57.4
McHS	AVID	Urban	1,669	Low-performing	16.4	24.2	58.2	20.1
AHHS	Non-AVID	Urban	1,708	Acceptable	16.4	28.9	53.5	20.5
RHS	AVID	Urban	1,327	Low-performing	43.0	52.9	3.5	60.0
WbHS	Non-AVID	Urban	1,779	Acceptable	49.7	35.0	10.1	55.0
CRHS	AVID	Urban	894	Acceptable	9.5	65.5	18.9	59.5
WWHS	Non-AVID	Urban	1,391	Acceptable	10.9	66.9	20.4	50.3
PHS	AVID	Urban	1,059	Acceptable	49.6	46.1	2.3	48.7
TTHS	Non-AVID	Urban	1,581	Acceptable	34.9	59.3	5.4	43.7
EsHS	AVID	Urban	936	Acceptable	53.3	41.0	5.7	73.8
LGPHS	Non-AVID	Urban	764	Acceptable	49.1	49.0	1.3	66.0
EHS	AVID	Rural	1,832	Acceptable	0.2	93.4	5.8	72.5
NRHS	Non-AVID	Rural	1,991	Acceptable	0.4	91.8	6.3	62.3
ENHS	AVID	Rural	1,881	Acceptable	0.2	95.1	4.6	81.8
MHS	Non-AVID	Rural	2,158	Acceptable	0.1	95.8	4.0	76.7
RkHS	AVID	Rural	529	Acceptable	18.0	7.6	73.7	37.1
MeHS	Non-AVID	Rural	400	Acceptable	12.8	11.5	74.3	32.5

Note. AVID = Advancement Via Individual Determination. School names have been left as abbreviated for confidentiality reasons.

TABLE 2
1998 AVID Districts and Their Non-AVID Counterparts

<i>District</i>	<i>District Group</i>	<i>Type of District</i>	<i>District Size</i>	<i>1998 Accountability</i>	<i>African American (%)</i>	<i>Hispanic (%)</i>	<i>White (%)</i>	<i>Economically Disadvantaged (%)</i>
AISD	AVID	Urban	76,606	Acceptable	17.8	42.9	36.7	50.2
NISD	Non-Avid	Urban	60,083	Acceptable	6.8	50.8	40.0	41.3
FISD	AVID	Urban	76,901	Acceptable	32.9	39.5	25.1	57.6
AAISD	Non-Avid	Urban	54,591	Acceptable	18.2	18.2	56.4	32
LISD	AVID	Urban	30,111	Acceptable	14.3	40.8	43.5	54.4
AMISD	Non-Avid	Urban	29,286	Acceptable	10.0	29.7	57.2	46.9
EISD	AVID	Rural	19,563	Acceptable	0.2	95.7	3.8	84.3
PISD	Non-Avid	Rural	20,636	Acceptable	0.1	98.1	1.7	87.4
RISD	AVID	Rural	1,947	Acceptable	17.5	6.5	75.1	47.9
WISD	Non-Avid	Rural	1,800	Acceptable	16.1	7.5	75.7	33.5

Note. AVID = Advancement Via Individual Determination. District names have been abbreviated for confidentiality reasons.

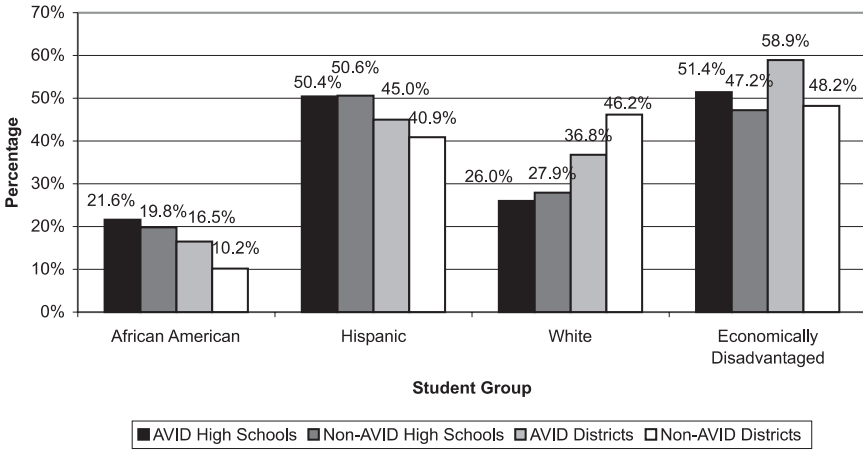


FIGURE 1 1998 student demographic comparisons. *Note.* AVID = Advancement Via Individual Determination.

School Accountability Ratings

The state of Texas rates schools and school districts based on how they perform on specific student-performance measures. A core set of measures determines the school’s accountability rating from among low-performing, acceptable, recognized, and exemplary. For high schools, these core measures includes student performance on the state standardized assessments (Texas Assessment of Academic Skills) and event dropout rates. The most important aspect of the Texas accountability system is its reliance on disaggregated data (by ethnicity and low socioeconomic status through 2003 and by English proficiency and disability status as required by NCLB beginning in 2005). Now that this reliance on disaggregated data is part of federal law as a result of NCLB, the opportunity to impact an entire school’s profile by improving the performance of a subgroup of students emerges.

At the high school level, AVID does not directly focus on dropout prevention or on performance on a test of content that is remedial in nature. AVID’s intention is to transform a school’s academic performance by focusing on improving the academic performance of a select group of students by placing them in advanced classes and giving them support to do well. Raising the academic performance of these middle-performing students can raise school-wide academic indicators.⁴

AVID high schools in the study improved their accountability ratings over the 4-year period. Three of the 10 schools moved from being low-performing schools in 1999 to acceptable in 2002. Two schools moved from acceptable to exemplary,

⁴Students placed in AVID are previously underachieving in regular nonchallenging classes, do not have academic support outside of school, and are most often first in their families to graduate from college.

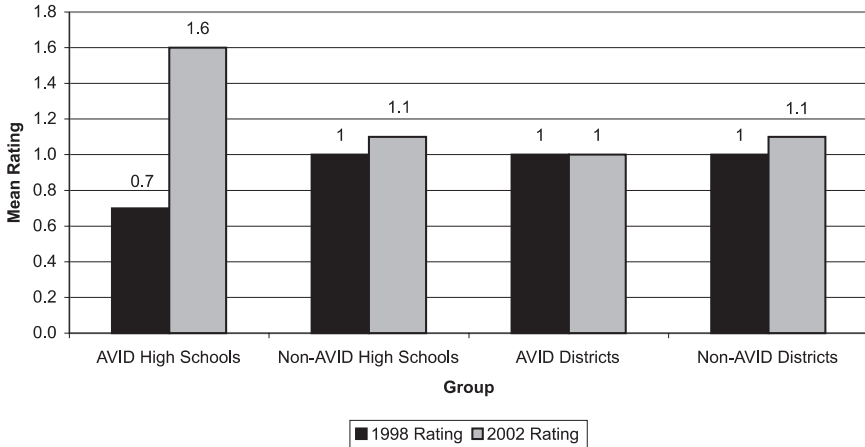


FIGURE 2 Accountability ratings. *Note.* AVID = Advancement Via Individual Determination. Each accountability rating was given a value to graph the aggregate ratings. A value of 0 was given to low-performing; an acceptable rating was given a 1; a recognized rating was given a 2; and, the highest rating, exemplary, was given a 3.

two schools moved from acceptable to recognized, and three schools remained acceptable from 1999 to 2002. None of the AVID high schools' accountability ratings were lowered over the 4-year period, and none are now low-performing. These changes did not occur in the first year of AVID implementation; most occurred after 2 or even 3 years (see Figure 2). Previous research indicates that school-wide change does not occur immediately, but usually takes 3 to 5 years (see Fullan, 2001; Rosenblum, cited in Schwartzbeck, 2002).

Non-AVID high school accountability ratings increased; however, the increase was very slight. Only two of the schools moved from acceptable to recognized, and one dropped from acceptable to low-performing.

All of the AVID districts remained acceptable after 4 years and one non-AVID district improved to recognized. This recognized district had the comparison high school that moved from acceptable to recognized.

Advanced Course Enrollment

Figure 3 illustrates enrollment in advanced course work for the AVID and non-AVID schools, as well as for the AVID and non-AVID districts. Data revealed that AVID high schools and their districts showed gains in advanced course enrollment, whereas non-AVID high schools and their districts actually showed decreases in percentages of students enrolled in advanced course work. The increases may be reflective of increased participation of AVID students in advanced courses,

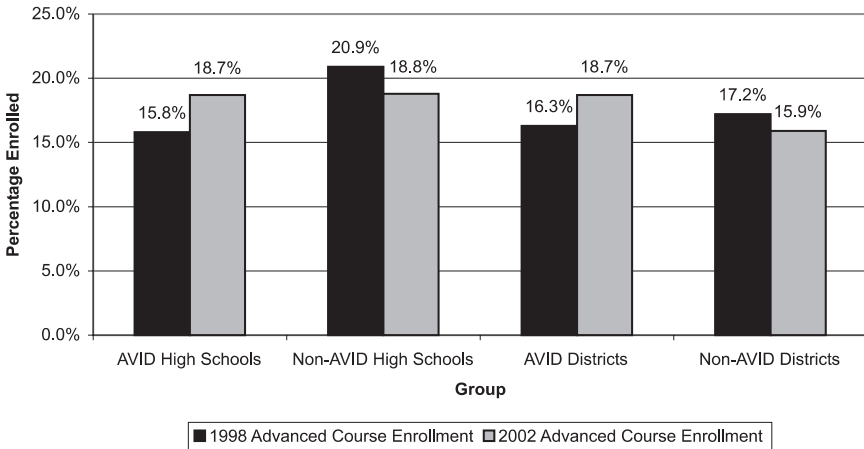


FIGURE 3 Advanced course enrollment. *Note.* AVID = Advancement Via Individual Determination.

the increased availability of advanced courses on AVID campuses, or both. On examination of the Texas AVID Data Collection forms in 2002, more than 61% of the Texas AVID juniors and seniors in the schools of study participated in AP language arts and social studies, and a smaller percentage participated in AP mathematics (18.2%) and AP science (2.3%).

Graduates on Recommended or Distinguished Graduation Plans

In Texas, students graduate from high school on one of three graduation plans. The minimum graduation plan requires 22 credits and in the past has been used as a safety net for non-college-bound students and special needs students. The recommended graduation program requires 24 credits and provides students with the curriculum required by colleges and universities. The distinguished achievement plan also requires 24 credits and an additional four advanced measures, which could include a dual-credit class, a score of 3 or higher on an AP exam, or other rigorous measures. In addition, students are required to take a third year of foreign language.⁵

Gains from 1998 to 2002 in the area of graduation plans were evident at the state level, with a 30 percentage-point increase. Figure 4 illustrates that gains were made for each of the four groups of study, most likely due to the changes in gradua-

⁵See <http://www.tea.state.tx.us/perfreport/aeis/2002/glossary.pdf>.

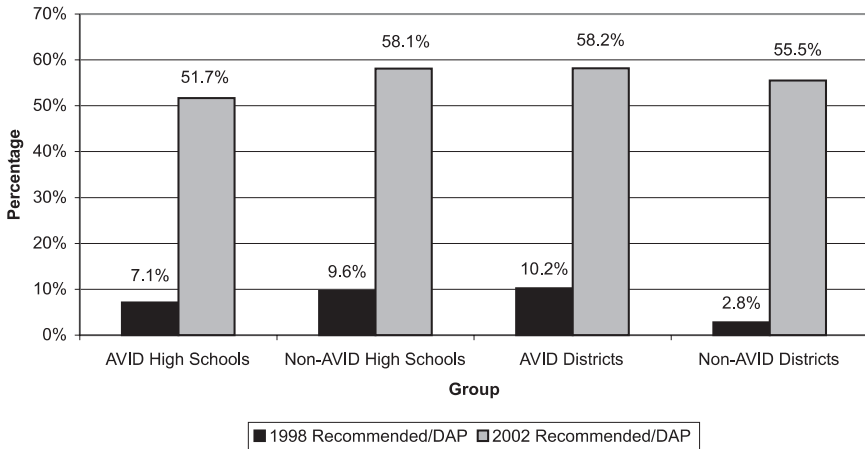


FIGURE 4 Advanced graduation plans. *Note.* AVID = Advancement Via Individual Determination.

tion plans and curriculum requirements for all high school students in the state. Part II of the AVID data collection form indicated that 93% of graduating AVID students graduated on the advanced graduation plans.

AP Testing Results

AP/IB testing results refer to the results of the College Board AP examinations and the International Baccalaureate (IB) examinations taken by Texas public school students. Colleges usually award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations.⁶ Figure 5 illustrates the increases in AP/IB test taking for the four groups of study. Increases in test takers were most pronounced for the AVID high schools, with an 8.6% increase.

It is important to note that there were increases in advanced course taking in AVID schools, but decreases in non-AVID schools. In addition, AVID and non-AVID schools showed increases in AP testing. Because AP and IB tests are usually taken by juniors and seniors, the researchers anticipated that there would be very little difference in AVID and non-AVID schools with regard to test taking. A possible explanation for this is that AVID schools may have focused more attention on the test-taking component of AP participation, whereas the non-AVID schools continued to test select students in the AP courses.

⁶See <http://www.tea.state.tx.us/perfreport/aeis/2003/glossary.html>.

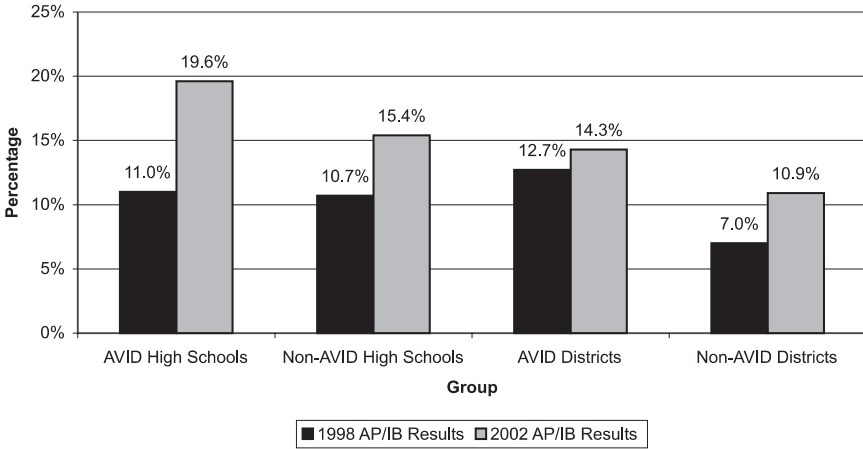


FIGURE 5 Advanced placement testing rates. *Note.* AVID = Advancement Via Individual Determination; AP = Advanced Placement; IB = International Baccalaureate.

High School Graduation or Completion Rates

These longitudinal rates show the status of the students who were expected to graduate in 2002 who first attended ninth grade in the 1998–1999 school year. In Figure 6, increases in graduation or completion rates in AVID schools and AVID districts are shown; however, graduation or completion rates in non-AVID schools and districts decreased.

CONCLUSIONS AND IMPLICATIONS

By asking the original research question posed in this study of whether selected Texas high schools and their districts that implemented the AVID CSR model have shown progress toward preparing more underrepresented students for college as measured by their state accountability ratings, schoolwide graduation or completion rates, number of students graduating on advanced graduation plans, enrollment in advanced courses, and AP test taking, researchers were able to develop some preliminary conclusions.

First, AVID schools in this study saw an improvement in the areas of advanced course enrollment, students graduating on advanced graduation plans, AP/IB testing, and high school graduation or completion rates over the 4-year period. Their districts also experienced gains in all four areas. Non-AVID schools experienced gains in students graduating on advanced graduation plans and AP/IB testing, and their districts followed the same pattern.

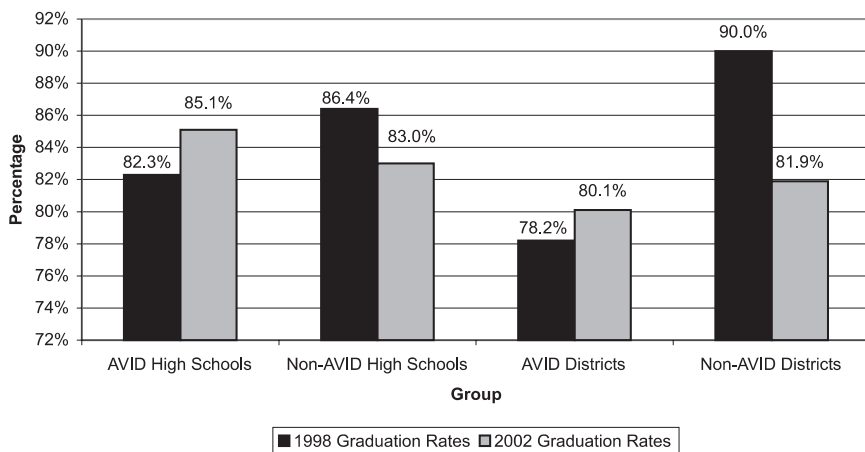


FIGURE 6 High school graduation or completion rates. *Note.* AVID = Advancement Via Individual Determination.

Second, seven of the AVID schools and two of the non-AVID schools improved their accountability ratings between 1998 (before AVID was implemented) and 2002. District accountability ratings were not changed, with the exception of one non-AVID district that improved.

Finally, the results show that performance profiles of AVID schools and their districts have improved over 4 years of AVID implementation. Their non-AVID comparison schools and districts did not show similar improvements even though their student demographics were very similar. AVID's potential impact on a school's performance profile thus aligns well with the high-stakes nature of Texas's accountability provisions. With the format of data collection for this report, it is premature to investigate a causal relation between AVID implementation and the campus and district accountability levels.

The existence of the pattern of improvement in accountability aligned with the achievement of AVID implementation begs additional study. AVID provides a structure and mechanism to focus attention of the school on enrollment of students in advanced course work leading to college matriculation. By impacting the performance of a cohort of predominantly non-White and low-income students, AVID can leverage the profile of the entire school even prior to or without direct impact on other students.

Further research will better determine the mechanism by which changes in accountability measures, particularly those advanced measures that are not part of the determination of campus ratings, occurred in participating schools. A determination of the extent to which the improvement in school accountability ratings re-

sulted from improved instructional capacity as a result of AVID may require an examination of individual student profiles.

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