



Summary of a District's Evaluation of AVID

Clark County School District

Title: Advancement Via Individual Determination (AVID) 2006-2007 Evaluation Study

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Year(s) of Data Being Evaluated: 2006-2007

Purpose of the Study / Research Questions:

1. To what degree does AVID lead to increased preparation for college among students in the Clark County School District?
2. To what degree does AVID lead to increased student achievement levels / readiness among students in the Clark County School District?
3. What are parent, teacher, and student attitudes toward the AVID program and to what extent do parent attitudes influence AVID student outcomes?

Study Participants: Students (10th, 11th, 12th graders) from nine high schools that are in their third year of implementing AVID

Is there a comparison group? Yes

If yes, is it a matched comparison group? Yes. The matched comparison group includes students who may have been eligible for AVID based on their 8th grade demographics and grades (as outlined in the AVID manual), but who have never been a part of the AVID program. The samples were matched according to gender, ethnicity (i.e., White, Black, Asian, Hispanic) and cumulative GPA.

Summary of findings:

The evaluation consisted of two distinct, yet related components: an outcome evaluation and an implementation evaluation.

Findings from the outcome evaluation:

- Results from a matched sample of 474 10th, 11th, and 12th grade AVID students and 473 of their non-AVID peers indicated that AVID students outperformed their peers in grade point average and NHSPE math test scores.
- AVID students also had higher pass rates than their peers on the NHSPE reading assessment, enrolled in more Honors/AP courses, and had higher attendance rates.
- Survey results from AVID students and teachers from across the district, and parents of AVID students at the nine 3rd-year schools indicated that the majority of students, teachers, and parents felt that AVID has a positive impact on students.

Findings from the implementation evaluation:

- The implementation study utilized interviews with AVID coordinators and observations of AVID elective courses and found that each school was slightly different in the way that it "does" AVID.
- Areas of strength at most schools included the use of the core AVID strategies (WIC-R), an emphasis on a college going culture, and school-level buy-in.

Conclusions and Key Takeaways:



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Taken together, the results of the implementation and outcome evaluations indicate that although AVID is still new to CCSD and in some cases has not yet been fully integrated in some schools, initial student outcomes are promising.

Students feel good about themselves and their abilities to be successful, and they attribute at least part of these emotions to their participation in AVID. One AVID student summed it up best when asked how AVID has affected his/her life: "[AVID has] given me a voice and an opportunity to prove to myself that I can and I will make it!"