Why Do We Conduct Research on AVID?

- To inform the work of AVID Center staff in curriculum, professional development, and support structures.

- To assist our clients to faithfully implement, refine, and expand AVID’s system.

- To retain the focus on AVID’s mission—connected to college readiness, equity, and rigorous opportunities for all students.
What Have We Learned From the Research?
For Students…

- Time in the AVID elective class makes a difference. (1, 2, 3, 4, 5)
- Socioeconomic status doesn’t matter if students remain in AVID. (1, 2, 3, 6, 7)

For Students…

- AVID students outperform peers on:
  - State-mandated exams
  - Grade point averages
  - Various standardized tests (2, 8)

- AVID middle school students improve:
  - English and Language arts
  - Writing (4)


For Students…

- AVID students’ attendance rates improve and surpass the general population. (2, 4, 8)
- AVID students change their postsecondary aspirations from 2-year to 4-year colleges. (9)


For Students…

- AVID elective teachers make a key difference for AVID students as mediators and academic trainers. (1, 3)
- Students need different kinds of support and scaffolding. (1)


For Students…

- Design of the AVID class plays a critical role in student success. (1, 3)
- Trained college tutors provide key academic and personal support. (1)

For Students…

- The AVID recruitment process should be followed explicitly. (1, 3)

- AVID seniors are retained in the program if they have a strong personal bond with their AVID teacher and are in a program with a “family-like” atmosphere. (13, 14)


For Students…

Once in college…

- More AVID graduates are on-track to graduate. (6, 8)
- AVID graduates are more well-prepared than peers. (7, 10, 13)
- AVID graduates have higher retention rates. (6)


For Teachers…

- AVID’s professional development makes a key difference for AVID elective teachers. (1, 2, 3, 11, 12)
- Ongoing professional development is critical to AVID’s school-wide success. (1, 3)
- Teachers need at least two additional trainings led by district AVID director. (12)


For Teachers…

- The AVID coordinator should be a veteran with appropriate knowledge and skills. (1, 2, 3)

- Principals play a key role in successful AVID implementation and should view AVID elective teachers as leaders. (1)


For AVID Sites…

- Schools implementing AVID at the highest levels of fidelity evidenced significantly higher student achievement across all academic and course enrollment outcomes. (13)
- If AVID is implemented properly, AVID strategies spread quickly across campuses. (1, 2, 3)
- AVID site teams use data to inform instruction. (3)
- Commitment vs. compliance, as well as stated equity goals connected to AVID, increase the likelihood of schoolwide success. (1)
- AVID sites have improved culture and climate. (11)

For AVID Sites…

- The success of AVID students increases opportunities for all students. (1, 3)
- Schools with AVID expand their offerings of rigorous courses and improve course content, critical thinking techniques, and rigor in existing courses. (5)
- All the AVID Essentials are critical to implementation, refinement, and expansion. (3)


For AVID Sites…

- AVID schools increase enrollment in Advanced Placement and other high rigor courses. (8, 16)

- AVID schools prepare more underrepresented students college and enroll more into classes of high rigor. (2, 8, 10)

- AVID schools and districts increase graduation and completion rates compared to Non-AVID schools and districts. (16)

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References


