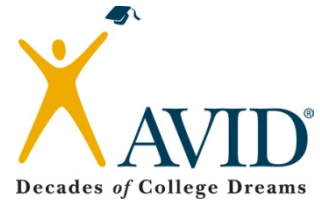


# Research Summary

June 2013

# Why Do We Conduct Research on AVID?

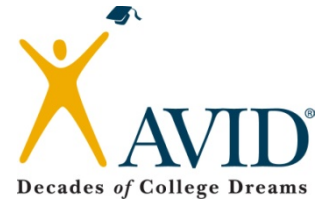


- To inform the work of AVID Center staff in curriculum, professional development, and support structures
- To assist our clients to faithfully implement, refine, and expand AVID's system
- To retain the focus on AVID's mission—connected to college readiness, equity, and rigorous opportunities for all students

# What Have We Learned From the Research?



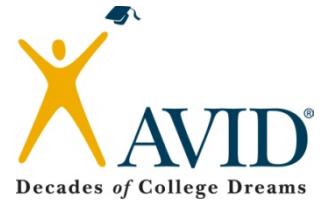
# For Students...



- 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)

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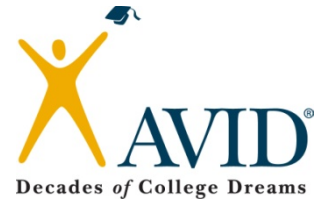
# For Students...



- 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)

2. Watt, K., Yanez, D., & Cossio, G. (2002). AVID: A comprehensive school reform model for Texas. *National Forum of Educational Administration and Supervision Journal*, 19 (3), 43-59.
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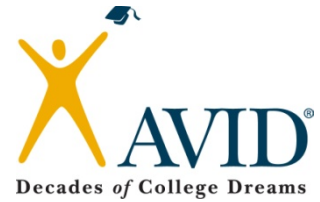
# For Students...



- 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)

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# For Students...

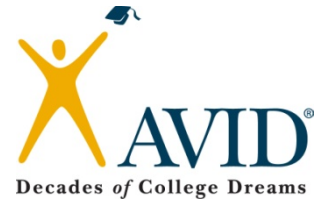


- AVID elective teachers make a key difference for AVID students as mediators and academic trainers. (1, 3)
- Students need different kinds of support and scaffolding. (1)

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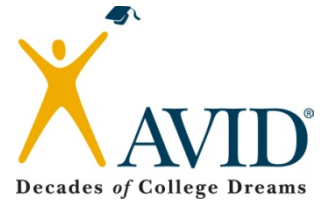


- Design of the AVID class plays a critical role in student success. (1, 3)
- Trained college tutors provide key academic and personal support. (1)

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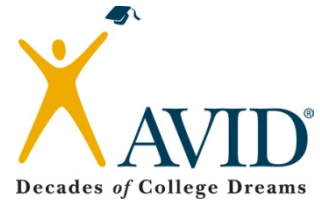
# For Students...



- 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)

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# For Students...

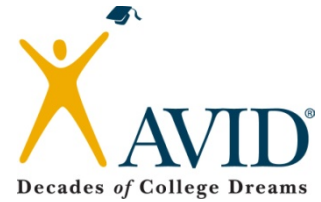


## Once in college...

- 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)

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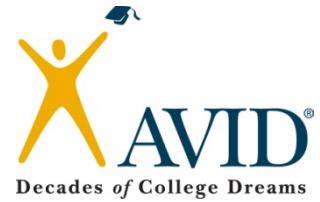
# For Teachers...



- 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)

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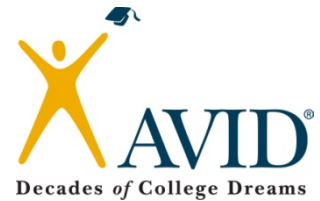
# For Teachers...



- 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)

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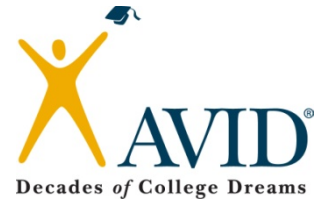
# For AVID Sites...



- ❑ 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)

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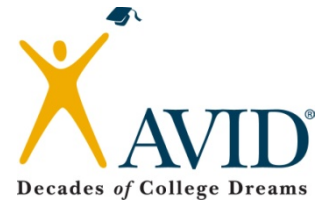
# For AVID Sites...



- 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)

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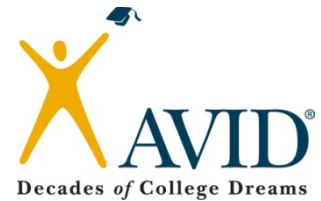
# For AVID Sites...



- 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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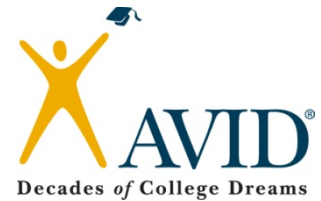
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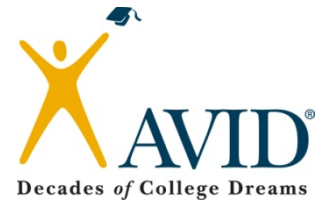


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