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Executive Summary

Advancement Via Individual Determination (AVID) is designed to provide the at-risk student who has the personal drive with the organizational and study skills necessary to take advanced level coursework in order to be prepared for and accepted into college. Without the AVID program, these at-risk students may not attend college.

The purpose of this work is to review the literature on AVID and design a potential evaluation plan to assess the effectiveness of AVID implementation at the elementary, middle, and high school levels. This report will provide an overview of the AVID program, describe AVID's 11 essential elements and program components, and review research on program implementation. Research will also focus on the impact of AVID on participant post-secondary entrance, retention, and completion rates.

Primary findings showed that after two to three years of AVID program implementation, schools increased their state performance standing or rank by one level. Additionally, graduation rates increased, AVID students demonstrated a higher persistence rate into the second year of college, and students cited the AVID high school experience as having a positive impact on college performance. Mixed results were found for state testing achievement levels based on certain research studies. Additional studies included in this paper compared AVID to GEAR-UP and examined the negative impact of teacher perceptions of the abilities of students of color in relationship to the implementation of AVID programs.

An evaluation plan to assess the efficacy of the AVID program in non-sponsored AVID schools is included in the report. The evaluation will follow a similar time-line to that of the evaluation process for sponsored AVID schools. The evaluation plan includes administrator, teacher, and student surveys, and teacher interviews.

Literature Review

This literature review will provide an overview of AVID and describe the 11 essentials and how they can be implemented in elementary, middle, and high schools.

Overview of AVID

The foundation for the Advancement Via Individual Determination (AVID) program was conceived in the classroom of Mary Catherine Swanson, a high school English teacher, who sought to support low-income students from diverse backgrounds at Clairemont High School in San Diego with the skills needed to be successful in college level advanced coursework. Her Master's thesis in education, written in 1977, formed the following foundational philosophy, practices, and curriculum for AVID:

1. A non-traditional classroom setting meeting the academic and emotional needs of individual students;
2. The teacher as advisor/counselor/student advocate;
3. An emphasis on objective data;
4. The student at the center of decision-making regarding educational goals;
5. A student contract outlining willingness to work and setting learning goals;
6. Student support from teachers and skilled, trained tutors;
7. A curriculum emphasizing academic reading and writing; and
8. Reliance on the Socratic process. (AVID Center, 2014)

Thirty-five years later, AVID is implemented in 4,837 K-12 schools and 41 higher education campuses in the United States and internationally. AVID's mission is to "close the achievement gap by preparing all students for college readiness and success in a global society" (AVID Center, 2014).

Teachers may not perceive AVID students, particularly students of color and low income, as having the potential to be successful in advanced courses. The way in which students are viewed in the classroom with regards to race and class in relationship to academic ability can impact efforts in school reform (Hubbard & Mehan, 1999; Oakes, Wells, Jones, & Datnow, 1997). In one California school, teachers' beliefs regarding the intellectual inferiority of Black students caused them to shield advanced classes in preference for White students and reinforce the tracking system in place (Hubbard & Mehan, 1999). Therefore, Datnow, Mehan, Hugh, and Hubbard (1998) suggested that school reform models address teachers' "social constructs of race and ability" (p. 20). Unintentional or not, biased practices upheld by the educational institution may compromise the ability of a school to fully implement AVID (Hubbard & Mehan, 1999).

AVID challenges the idea that low-income minority students cannot succeed (Peak, 2010). Students enrolled in AVID cohorts receive multiple layers of supports that allow them access to rigorous coursework, making them more likely to attempt and complete college-level courses. As part of the AVID elective, students are encouraged to develop specific organizational skills, engage in collaborative problem solving, take challenging coursework, and complete college guidance and enrollment activities with the goal of being prepared for college coursework. As a result, greater numbers of students continuously enrolled in the AVID program went on to college. Students who dropped out of AVID or those who were not part of the AVID program went to college in lower numbers (Slavin & Claderon, 2001; Watt, Powell, Mendiola, & Cossio, 2006).

AVID program models can be implemented at the elementary, middle, and high school levels. In the elementary school model, implementation is universal, and all students receive AVID focused instruction in note-taking and organizational skills (AVID Center, 2014).

Similarly, at the middle and high school levels, all students receive best teaching practices identified by AVID, however "AVID" students are also specifically selected to be part of an AVID elective cohort via an application and interview process. In these elective AVID courses, students receive intensive social and academic support.

Components of a Successful AVID Program

Critical aspects of program success include careful selection of a school's AVID Site Team, AVID elective teachers, and students involved in the AVID cohort. The lead coordinator in charge of recruiting college tutors, parental involvement, student selection, and professional development plays a key role in the strength of a school's AVID program (Swanson, Marcus, & Elliott, 2000). Student selection is important to the success of student cohorts in the AVID elective, which is designed for underserved students. Those students must be intrinsically motivated to take on extra homework and advanced coursework. Student profile characteristics in the selection process include considerations of grade point average, race, ethnicity and family history (Lifvendahl, 2007; Swanson et al., 2000). Other factors that contribute to the success of an AVID program include professional development, teaching strategies, and district and school-wide support (Guthrie & Guthrie, 2002; Peak, 2010).

Selection of the AVID elective teacher is a critical component of having a successful AVID program. Watt, Mills, and Huerta (2010) found that principals saw the need for careful selection of the AVID elective teacher but did not connect the importance of the AVID elective teacher as an agent for school-wide change. The same researchers later found that principals recognized that the role of the AVID elective teacher extended beyond the classroom, to tasks such as coordinating and leading field trips to universities and colleges (Mills, Huerta, Watt, & Martinez, 2014). Teachers, however, did not see their role as expanding beyond the classroom.

Teachers and administrators agreed that a teacher's personal attributes and classroom environment were important. Administrators placed a larger emphasis on teacher leadership attributes such as open communication with the principal, creative problem solving, collegiality and respect with colleagues, and organizational skills. The implications of these findings are that principals view teacher leadership attributes as important in the selection of the AVID elective teacher (Mills et al., 2014).

The AVID Site team is the final component of an AVID program. Characteristics of an effective site team are communication, planning, and problem solving. The purpose of a site team is to create a stimulating, empowering experience for teachers and students of the school. Site teams require student members to participate (Pagono, 2009).

Principal leadership is crucial: the foundation of implementing a successful AVID program. Watt, Huerta, and Cossio (2004) found that lack of support or involvement by the principal resulted in a high turnover rate for the AVID site team and a lack of AVID training for the staff. The study claims that principals who are successful at implementing AVID programs develop a plan for selection of Site Team members and AVID elective teachers who are excited about AVID and willing to take a leadership role in the process.

AVID's 11 Essential Components

Certification by the AVID Center as an AVID secondary school site is based on the school's fidelity of implementation of AVID's 11 essentials, listed in Table 1. As a requirement, AVID secondary schools must offer two or more AVID elective classes during the school day. If the school is able to build the structures necessary to support AVID students, the school is then certified as an AVID site (Watt et al., 2006). Johnston, Nickel, Popp, and Marcus (2010) recommend that schools with an existing AVID program or those in the implementation stages

consider maintaining fidelity to the eleven essentials outlined by AVID to maximize the full benefits of the program.

Table 1

AVID's 11 Essential Components

Essential	Evidence
1. Recruitment must focus on students in the academic middle	The AVID student profile describes "students in the middle" as students with academic potential, with average to high test scores, and who have the desire and determination to go to college.
2. AVID program participants, both students and staff, must choose to participate in the AVID program.	Documentation is required from teachers and students indicating that they chose voluntarily to participate in the program.
3. The school must be committed to full implementation of the AVID program, with students enrolled in the AVID year-long elective class(es) available within the regular academic school day.	Documentation is required that provides evidence that AVID classes are scheduled within the day, usually a master schedule for the school where AVID is offered.
4. AVID students must be enrolled in a rigorous course of study that will enable them to meet requirements for university enrollment.	In Texas, this usually means students are enrolled in Pre-Advanced Placement or Advanced Placement courses. Student schedules are presented as evidence to verify compliance with this essential.
5. A strong, relevant writing and reading curriculum provide a basis for instruction in the AVID classroom.	Students in the AVID elective class spend time each week receiving instruction in writing-to-learn strategies and using the AVID writing curriculum.
6. Inquiry is used as a basis for instruction in the AVID classroom to promote critical thinking.	AVID students develop and practice critical thinking skills, note taking (Cornell Notes), and questioning strategies as part of the AVID class.
7. Collaboration is used as a basis for instruction in the AVID classroom.	AVID students collaborate to solve problems each week in the AVID classroom using strategies like think-pair- share and jigsaw readings.
8. A sufficient number of tutors must be available in AVID elective classes to facilitate student access to rigorous curriculum. Tutors should be students from colleges and universities and they must be trained to implement the methodologies used in AVID.	At least twice a week students receive tutorial support from trained AVID tutors following the basics of the AVID tutorial process.

9. AVID program implementation and student progress must be monitored through the AVID Center Data System, and results must be analyzed to ensure success.	Data are collected twice a year on AVID students, and a separate data collection is required of AVID senior students.
10. The school or district has identified resources for program costs, has agreed to implement all AVID implementation essentials and to participate in AVID certification. It has committed to ongoing participation in AVID staff development.	Funding for AVID is defined in school and campus budgets. AVID should also be included in the campus and district improvement plans. Teachers and administrators from each campus are expected to attend AVID's summer professional development.
11. An active interdisciplinary AVID site team collaborates on issues of student access to and success in rigorous college preparatory courses.	An AVID site team includes interdisciplinary teachers and a site administrator, counselor, and AVID elective teacher. The team writes and implements a site plan. The team also meets frequently to collaborate on planning and logistical issues as well as data analysis on AVID student success in the rigorous curriculum of advanced courses.

Note: Advancement Via Individual Determination (AVID), 2010 as cited in Becker, 2012

Impact of AVID in Elementary School

It is rare for AVID to be implemented at the elementary level, but one district in Florida that already had AVID at its middle and high school levels recently added AVID to an elementary school (Valero, 2015). After seeing success in academic achievement and college attendance by AVID high school and middle school students over the past seven years, the district decided to expand AVID to the elementary level. Avon Elementary will have all its fifth grade students in the program, which will focus strongly on college and career options. The following year, fourth grade will have AVID, and the year after, third grade will be included. The principal of Avon said, "We are excited about getting that college mind-set in place for our students early on." According to the Program Director in this district, the difference of AVID implementation at the elementary level is that it targets grade levels or an entire school, rather

than elective classes as seen in the higher levels. The four fifth grade teachers received a three-day AVID training, and parents received an overview at the beginning of the year

Impact of AVID in Middle School

Implementing AVID at the middle school level brings many challenges, especially in regards to a rigorous curriculum. Huerta et al. (2013) found that implementation of the AVID program impacted school courses and curriculum. Using survey methodology, they discovered an association between the implementation of AVID and expanded rigorous course offerings. AVID high school students must take advanced coursework to be better prepared for college; yet, at the middle school level, advanced coursework is not frequently offered or able to be offered. Without a rigorous curriculum that includes advanced courses, AVID is not used to its fullest potential. Therefore, middle schools have the additional challenge of finding ways to provide rigor for AVID students within the existing school curriculum (Lifvendahl, 2007). Where schools were not able to expand their course offerings and add advanced classes, school staff indicated that course content was altered to improve the rigor in existing courses (Huerta et al., 2013).

AVID may also have the potential to impact student self-efficacy, which is being able to see difficult tasks as a challenge and failure as an opportunity to learn. While student self-efficacy is a critical outcome for AVID students, it can be difficult to measure directly. Therefore, related distinctive skills are studied as a way to measure self-efficacy. Statistically significant correlations between purpose, active engagement, and self-worth were found in one AVID study as indicators of self-efficacy (Monachino, 2010). Results indicated that there were differences in the amount of self-efficacy a student had based on the length of time they were enrolled in the program.

An additional study by Peak (2010) analyzed the impact of AVID on middle school math scores on the Colorado state test. This comparative study of middle school students aimed to investigate whether or not there was a significant difference between the achievement of AVID and non-AVID students' mathematics test scores. AVID elective students were also compared to students not in the AVID elective but who were enrolled in the same courses taught by AVID-trained teachers. AVID students showed statistically significant improvement in state math test scores as compared to students not enrolled in the AVID elective course. When AVID students enrolled in the AVID elective course were compared to non-AVID students taking courses from an AVID team teacher, however, there were no significant differences. Students in courses taught by AVID team teachers made significant gains on their test scores.

Results from this study indicate that students who are not in the AVID elective but are taught by AVID-trained teachers experience some of the same positive impacts as AVID elective students. The primary limitation of this study was that it could not be assumed that AVID-trained teachers actually used AVID teaching strategies during instruction. Additionally, research did not investigate the degree to which students in the non-AVID control group may have been instructed in other courses by teachers who used AVID strategies or been influenced by peers who used AVID strategies. Further, this was not an experimental study, and given the requirements to become an AVID student, AVID students are likely inherently different than non-AVID students to begin with.

Impact of AVID in High School

Attempts have been made to quantify achievement differences in AVID elective students compared to non-AVID students in high school. Data analysis has been based on academic achievement scores and has provided mixed results, partially due to limited sample size (Hodges,

2013; Huerta, Watt, & Butcher, 2013; Monachino, 2012; Peak, 2010). One study found that AVID schools experienced an increase on multiple school-wide indicators of success due to the increase of mid-level student academic performance (Watt et al., 2006). In a four-year study conducted of 12 Texas high schools in 7 different districts with AVID programs (Watt et al., 2006), multiple schools showed gains in attendance, grade point average, and advanced course enrollment. While two study schools dropped their AVID programs due to financial reasons, eight of the remaining ten AVID high schools improved their state accountability ratings, some schools moved from being rated as low performing to acceptable, and other schools moved from acceptable to exemplary. High school graduation rates increased at AVID schools and 93% of graduating seniors earned advanced graduation honors.

Multiple research studies describe an "AVID effect" (Mehan, Villanueva, Hubbard, & Lintz, 1996; Peak, 2010), in which schools which implement AVID elective cohorts see school-wide changes as a direct result of changing the academic performance of traditionally disadvantaged students and students of color enrolled in AVID. Students who are enrolled in AVID take advanced coursework as a required part of the program, and that increases the total number of students taking advanced coursework in an AVID school. Students not enrolled in the AVID elective still benefit from instruction by AVID trained teachers. Further, Hodges (2013) found statistically significant differences between the performance levels of AVID and non-AVID students. Focused particularly on a statewide Algebra 1 exam, the study found that AVID methodologies and instructional strategies effectively increased the mean scores of AVID students.

AVID and GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) are two programs which share the same goal of increasing student preparedness for

and enrollment in college. AVID's focus is instructional, whereas GEAR-UP is more socio-cultural in context. Watt, Huerta, and Lozano (2007) compared the effectiveness of each program in a high school that offered both programs. Specific areas of inquiry included educational aspirations, educational expectations and anticipations, knowledge of college entrance requirements, knowledge of financial aid information, and academic achievement. Research participants were divided into three groups: students who participated in AVID elective classes, students who participated in the school's GEAR-UP program, and students who did not participate in either the AVID or GEAR-UP program at their school. The group of participants who were not engaged in services of either program served as the control group. Control group participants reported lower aspirations for attending 4-year colleges than AVID and GEAR-UP students. Compared to the control group, both AVID and GEAR-UP participants had higher aspirations and college knowledge, which may be linked to participation in college-related activities. AVID students had significantly higher academic preparation, through enrollment in advanced coursework, than GEAR-UP students. Finally, AVID students discussed the benefits of strategies such as Cornell Notes and tutoring sessions, and the students in the non-AVID focus group did not discuss college preparatory strategies (Watt et al., 2007).

Becker (2012) measured growth mindset specifically in high school students who met the criteria of being in AVID for two or more consecutive years. Students in the study were asked to answer three survey questions to determine growth mindset. A focus group was then conducted with AVID students who showed a growth mindset as determined by the survey. AVID students did show a greater tendency toward a growth mindset than non-AVID students, but the differences were not statistically significant. Focus groups revealed three patterns that were important to the students: organization, effort, and attitude. Students commented that being

organized is a path to academic achievement. For the themes of effort and attitude, students mentioned their willingness to take more rigorous classes so that they would be better prepared for success in college. Additionally, Becker (2012) found increased growth mindset, particularly between the sophomore and junior year of high school. The implications of this study suggest the importance of documenting students' mindsets and consider focused training to increase growth mindset as an intervention.

Impact of AVID on College Readiness

There is some disagreement among researchers about what constitutes college readiness. Adelman (1999) argues that the intensity and quality of the secondary school curriculum was the highest predictor of student success in college. Additionally, Adelman found that students who take math beyond Algebra 2 while in high school were twice as likely to complete a bachelor's degree (Adelman 1999, 2006). The National Commission on the High School Senior Year agreed that rigorous coursework in high school is important to completion of a bachelor's degree (Basinger, 2001; Watt et al., 2006). Conley (2005) agreed that these factors are important in a student's preparedness for college; however, he believed the key indicator of college readiness is a student that is academically prepared to take coursework at the college level without the need for remediation. Student preparedness for college without the need for remediation is one of the aims of the AVID program (AVID Center, 2014).

Several themes emerged regarding the AVID experience in high school that increased college readiness: 1) the AVID elective provided a supportive, family-like environment, 2) students strove to do better academically, 3) the AVID organizational tools and study skills increased academic achievement, and 4) student attitudes toward college increased (Parker, Eliot, & Tart, 2013; Watt, Huerta, & Alkan, 2011). In addition to academic preparation, schools must

support students' college aspirations by providing students with information on the steps needed to apply for college and financial aid. Students in the AVID elective receive support in the college enrollment and financial aid process (Watt et al., 2011). It appears that the longer a student was engaged in AVID, the more prepared they were for college (Huerta et al., 2013).

Impact of AVID on College Success

Once in college, AVID students may fare better than their non-AVID peers. It appears that AVID students persist into their second year of college at similar rates to those of their peers (Watt et al., 2011). This finding is significant, as AVID students are primarily underrepresented students of color and low socio-economic status, thus indicating that AVID is achieving its aim to close achievement gaps (AVID Secondary Students' College Enrollment and Persistence). In a study of 36 AVID students attending college (Watt et al., 2011), 92% of the students (or 33 students) returned for a second year of college. Of those 33 students, 80% (or 26 students) had a grade point average of 2.0 or higher and 28% did not enroll in remedial classes. Overall, 22%, or 8 students, met all three criteria for college success set forth by Conley (2005). Notably, 35 of the 36 students only needed remediation in the area of math with 18 of the 36 needing a single remedial math course. Findings from Watt et al. (2011) indicate that the significant predictors of college success were meeting the state assessment and earning college credit while in high school. It should be noted that this is a very small sample size, so caution should be taken in generalization of the findings.

It also appears that AVID graduates continued to utilize the skills they learned while in high school during college (Mendiola, Watt, & Huerta, 2010; Watt et al., 2011). In two different studies, students mentioned Cornell Notes as study strategies used once they enrolled in college (Mendiola et al., 2010; Watt et al., 2011). Specifically, Mendiola et al. (2010) found that 54% of

students studied reported using Cornell Notes, 69% attended tutoring sessions regularly, 58% used collaborative group work in their studies, 69% used time management strategies learned, and 85% used components of an AVID binder to keep organized.

Summary

Although it is clear that much research supports the use of AVID, most of the research has been non-experimental in nature, did not utilize comparison groups, and had small sample sizes. It is strongly recommended that a program evaluation plan be in place for measuring the local impacts of AVID.

Program Evaluation Plan

There are a few options for AVID program evaluation in PPS schools, particularly with schools that are not considered AVID-sponsored schools and are not participating in the larger evaluation. The plan and timeline for non-sponsored schools can follow closely to that of the official AVID evaluation plan. Options for an evaluation plan can vary depending on budget, time, and other constraints.

Teacher, Student, and Administrator Surveys

One low budget option would be to implement a series of surveys that would be completed by teachers, students, and administrators. The surveys would closely mirror those developed by the outside evaluators. Data would be collected immediately, or at baseline (i.e., prior to implementation of AVID), and then annually in the following spring . Sample questions for each group are as follows, all potentially using a five to seven point scale (i.e., strongly disagree to strongly agree).

Potential survey items for teachers.

1. This school has clearly defined specific standards for what constitutes college and career readiness for students.
2. There is a cultural belief among teachers and staff that the role of school is to prepare students for life beyond high school.
3. Part of my job is to teach the skills necessary to be successful at college and careers.

Potential survey items for students. Students can be asked questions from a variety of topics. For example, open-ended questions may focus on specific AVID strategies they may use in the classroom, attitudes about higher education, self-efficacy or growth mindset, and attitudes about school in general. Additional "agree / disagree" questions might include:

1. I use a three-ring binder for my class work.
2. I keep my three-ring binder for my class work orderly.
3. I use and/or take notes chunked into three categories/columns of questions, facts, and steps.
4. How important to your future is getting an education beyond high school?
5. If I try hard, I believe I can do my schoolwork well.
6. Learning at school is important.

Potential survey items for administrators.

1. My students are taking an active responsibility for their own learning. Responsibility may be expressed by a willingness to advocate for their academic needs, taking rigorous/advanced classes, and/or aspiring for a higher degree.
2. I talk with students about college.

3. Based on your observations and opinion, about what percentage of the students in your school do you think will attend college?

Teacher, Student, and Administrator Interviews

For schools with more time and larger budgets, an evaluation plan could include teacher, student and administrator surveys as well as focus group or individual interviews. The benefits of conducting interviews in addition to surveys would be a more in-depth, accurate picture of the impact of AVID. Some sample interview questions for administrators and teachers are listed below.

1. What are some particular strengths reflected in your evidence of any of the 11 AVID Essentials at your school?
2. What aspects of the 11 AVID Essentials have room for growth? How might you address these in your site plan?
3. What evidence demonstrates that the school is committed to full implementation of AVID?
4. Is there evidence that the use of AVID is promoting student higher-level inquiry? Why or Why not?
5. Is there evidence that the use of AVID is promoting student collaboration? Why or Why not?
6. Is there evidence that the use of AVID is promoting student critical thinking? Why or Why not?
7. Are there a sufficient number of tutors available during the AVID elective class to effectively facilitate student access to rigorous curriculum?

Fidelity of Implementation of AVID

It is imperative that the degree of the fidelity of implementation of AVID be measured as part of any evaluation plan. One potential method of measurement is the Certification Self-Study (CSS), which are data already collected by certified AVID sites.

In a wide-scale study to determine the level of reliability and validity of the Certification Self Study (CSS), researchers found the tool to be a good measure of fidelity of implementation. The exception to this is in AVID Essential 4, academic rigor, in which juniors and seniors may have already completed at least one AP, IB, or dual credit college course. Also, 100% of students may already be involved in rigorous courses (AVID Center, 2014) at the time of application to the middle school level (Johnston et al., 2010). Both of these items had low-level correlations and did not meet criteria for internal consistency. The primary reason for this is that both indicators could measure student outcomes as a result of AVID implementation as opposed to assessing fidelity of implementation. At the high school level, barriers to students taking college entrance exams, such as fees, could affect an accurate measure of the academic rigor essential (Johnston et al., 2010).

Because the CSS is completed as part of the AVID certification process, there is some concern that completely accurate fidelity of implementation data cannot be collected from this tool alone. Although some researchers have discovered that, through proper implementation of AVID, students who are underachieving, economically disadvantaged, and/or ethnic minority can succeed in a rigorous curriculum; they have also discovered that the implementation of AVID varies substantially among the programs, despite demographic commonalities and a consistent vision (Watt et al., 2002). Some researchers (e.g., Guthrie & Guthrie, 2002b; Watt, Huerta, & Alkan, 2012; Watt, et al., 2003) have investigated fidelity of implementation using

focus group interviews, structured one-on-one interviews, and observations. Varying components of implementation appear to include enrollment and rigor of coursework, student schedules, principal involvement, non-AVID teacher involvement, student enrollment, professional development, course labels, and school-wide policy among others. It is therefore recommended that, in addition to investigating the CSS results, interviews be conducted with administrators in teachers to better understand the fidelity of implementation of AVID at each school site.

Data Analysis: Achievement

To investigate how the implementation of AVID impacts student achievement, several data analyses can be conducted. First, achievement change over time should be examined, using baseline (i.e., before implementation of AVID) and following both individual student scores and school scores as a whole over time. OAKS scores could be used for schools that have been using AVID since prior to the 2014-15 school year. Smarter Balanced scores can be used moving forward. These scores must be used cautiously, however, as it is expected that a sharp increase in Smarter Balanced scores will occur for all students as teachers, schools, and students gain familiarity with it. DIBELS scores can also be used, especially for investigating the effects of AVID for elementary schools. Further, GPA, attendance, graduation rates, and rigorous course enrollment can also be examined. Comparison schools will be chosen carefully to mirror the demographics of the AVID schools when possible, and schools will also be compared to themselves before implementation. Data should be disaggregated by SES, gender, and ethnicity. A demographic analysis at middle and high schools can also investigate who is participating in AVID and how these individuals meet or do not meet AVID's requirements.

Conclusion

Overall, research supports the benefits of implementing an AVID program with fidelity, especially in regards to improved student achievement and college readiness. It is important, however, that any new implementation measure the local impacts of that new program. It appears that this is already occurring in many of the sponsored schools; the key is now paralleling that work in the non-sponsored schools to provide a larger picture of the impact of AVID in PPS.

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