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AVID Center Special Research Projects Office

AVID Research: 2002-2010

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AVID Special Research Projects Office



Presentation Contents

- 1) Early Research on CSR Schools
- 2) Recent AVID Research
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Early Studies on AVID in Texas

- Watt, Yanez & Cossio (2002): AVID: A Comprehensive School Reform Model for Texas. *National Forum of Educational Administration and Supervision Journal*, 19(3), 43-59.
- Watt, Powell, & Mendiola (2004). Implications of One Comprehensive School Reform Model for Secondary School Students Underrepresented in Higher Education. *Journal of Education for Students Placed at Risk*, 9 (3), 241-259.
- Watt, Powell, Mendiola & Cossio (2006). School-wide Impact and AVID: How Have Selected Texas High Schools Addressed the New Accountability Measures? *Journal of Education for Students Placed at Risk*, 11 (1), 57-74.
- Watt, Huerta & Cossio (2004). Leadership and Comprehensive School Reform: Implementation of AVID In Four South Texas Border Schools. *Catalyst for Change*, 33(2), 10-14.



Main CSR AVID Findings

- AVID students out-performed all students in AVID schools on TAAS, End-of-Course, Attendance
- The “AVID Effect” (Mehan, et al, 1996) was observed in attendance rates and advanced course-taking over a three-year period (school-wide increases in these areas)
- improved their accountability ratings
- Advanced Placement testing rates increased for AVID HS at a rate of 2X that of the non-AVID HS
- HS graduation and completion rates increased for AVID HS and their districts, while they fell at non-AVID HS and their districts
- Certification status was related to principal actions, such as attending Summer Institute and site team meetings



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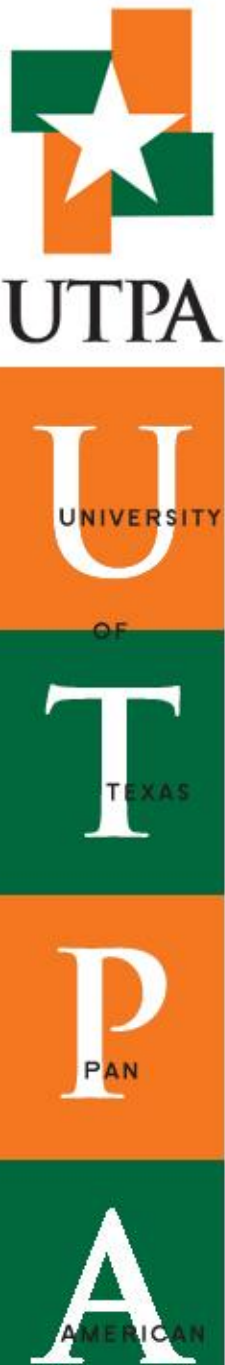
AVID and GEAR UP Studies

- Watt, K.M., Huerta, J., & Lozano, A. (2007) A comparison study of AVID and GEAR UP 10th Grade Students in Two High Schools in the Rio Grande Valley of Texas. *Journal of Education for Students Placed At Risk*, 12(22), 185-212.
- Lozano, A., Watt, K.M., & Huerta, J. (2009). A comparison study of 12th grade Hispanic students' college anticipations, aspirations, and college preparatory measures. *American Secondary Education*, 38: (1), 92-110.



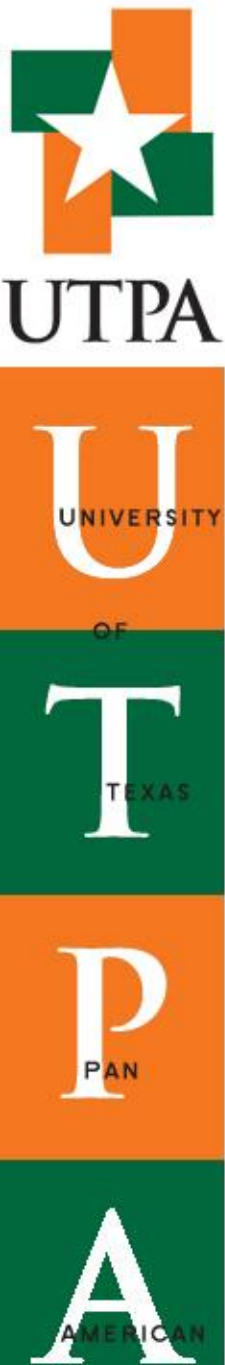
AVID/GEAR UP Findings

- AVID group had highest educational aspirations
- AVID group also had highest educational expectations/anticipations
- AVID group took more higher level math classes in HS
- GEAR UP group took the most AP classes, followed by AVID group
- No significant differences in college aspirations; but AVID/GEAR UP groups raised their educational anticipations from 10th-12th grade



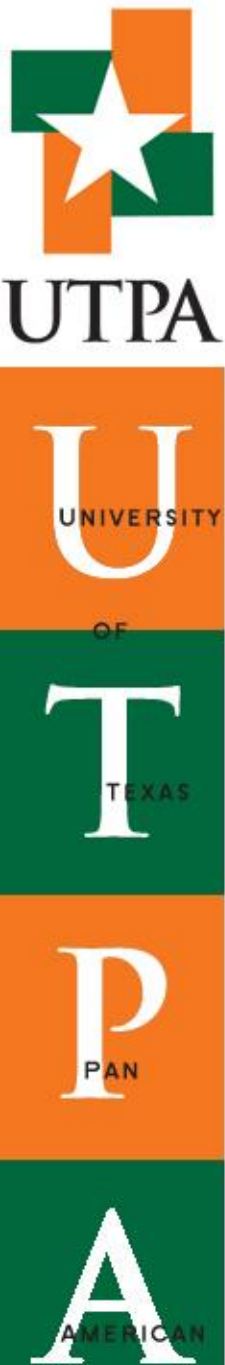
AVID Graduate Studies

- Mendiola, I.D., Watt, K.M., & Huerta, J. (2010). The Impact of Advancement Via Individual Determination (AVID) on Mexican American Students Enrolled in a Four-Year University. Unpublished dissertation.
- Watt, K.M., Huerta, J., & Alkan, E. (2010). Identifying Predictors of College Success through an Examination of AVID Graduates' College Preparatory Achievements. Unpublished paper.
- Watt, K.M., Huerta, J., & Reyes, P. (2010). An Examination of AVID Graduates' College Preparatory Achievements: Community College vs. Four-Year University Performance. Unpublished paper.



Main Findings from AVID Grads Studies

- AVID is an effective support system for students “in the middle” with regards to entering college and persisting towards a college degree.
- 79% of students in Mendiola’s study were on track to graduate in six years or less.
- Meeting the HERC and earning college credit while in high school were the strongest predictors of “college success” in the 2007 study.
- Despite having taken remedial courses, a large percentage of 2007 AVID grads were still on track to graduate in 6 years or less.



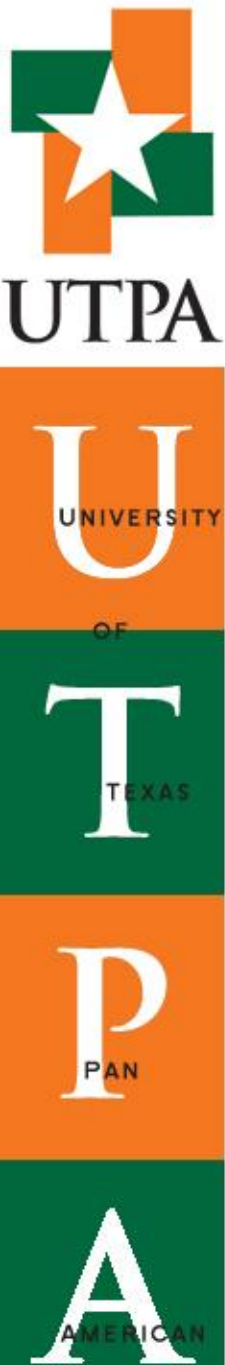
More Findings: 2008 AVID Grads

- Students who took a course for college credit while in high school are...
 - More likely to not need remediation in college ($p < .05$)
 - More likely to be on track to graduate from college in 6 years or less ($p < .001$)
- Predictors of AVID students' success in college:
 - HERC mastery on the TAKS (a state-mandated exit-level exam)
 - Earning college credit in high school
 - Completing 4 years of math in high school



Teacher Leadership & Professional Development

- Huerta, J., Watt, K.M., & Alkan, E. (2008). Exploring the relationship between AVID professional development and teacher leadership. *Academic Leadership, 6: 1*.
- Watt, K.M., Mills, S.J, & Huerta, J.. (2010). Identifying attributes of teacher leaders within the AVID program: A survey of school principals. Accepted for publication in *Journal of School Leadership*.
- Watt, K.M., Huerta, J., & Mills, S.J. (2010). Advancement Via Individual Determination (AVID) professional development as a predictor of teacher leadership in the United States. *Professional Development in Education, 36: (1), 1-16*.
- Watt, K.M., Huerta, J., & Mills, S.J. (2010). The Impact of AVID Professional Development on Teacher Perceptions of School Culture and Climate. Unpublished paper.



Main Teacher Leadership Findings

- AVID professional development significantly predicts changes in teacher leadership.
- Proper program implementation is associated with more favorable culture/climate.
- Teachers who had not attended an AVID SI rated AVID's impact as being significantly higher than those who had already attended a previous SI.
- Teachers exhibit significant gains in teacher leadership once they have attended their first SI, but something of a plateau in teacher leadership gains occurs after the second SI.
- Teacher leadership increases as teachers attend more trainings and activities.
- Females exhibited significantly greater levels of teacher leadership than did males.



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Other Recent Publications

Watt, K.M., Johnston, D., Mendiola, I.D., Huerta, J., & Alkan, E. (2008). Retention of first-generation college-going seniors in the college preparatory program AVID. *American Secondary Education*, 36: (4), 17-40.

This is a study of the retention behaviors of AVID high school seniors. The design involves a multiple case study of eight high schools chosen from California and Texas.

Key Findings

- Students who felt nurtured stayed in AVID; personal bonds with the AVID teachers were key to continuing in the program for four years
- School structural issues, such as scheduling, challenged some students yet they navigated their way around these barriers
- Administrators explained that strong middle school/high school articulation instilled in students the need for rigor and preparation for college



Other Projects: submissions

Watt, K.M., Huerta, J., & Alkan, E. (2009). The implementation of Advancement Via Individual Determination (AVID) in a community college setting: A case study. Submitted to *Community College Journal of Research and Practice*.

This study examines the initial implementation process of Advancement Via Individual Determination (AVID) in a northern California community college.

Key Findings

- one semester of AVID implementation at the community college level cannot necessarily prepare students for transfer to a four-year institution
- students reported that the support they received through the AVID class helped them focus, become more organized, and become more motivated to continue their studies
- several AVID essentials were in place, such as the use of WICR strategies, allocating appropriate resources, and the interdisciplinary site team
- getting buy-in from other faculty members, reexamining the goals of the community college, and trying to change the culture of the community college were stated as challenges



Upcoming Projects

- 2009 Study of AVID Graduates
- Continued Leadership Studies (SI Survey – Principal and Teacher Survey Aligned)
- Schoolwide and Districtwide AVID Studies (A Study of Demo Sites)
- AAMI Initiative
- Middle School AVID Study



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Research publications may be accessed at <http://avid.panam.edu>