AVID Center Special Research Projects Office

AVID Research: 2002-2010

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Spring, 2010
Presentation Contents

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Early Studies on AVID in Texas


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
AVID and GEAR UP Studies


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


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

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.

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


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

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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