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## Research Brief

### AVID

**Question:** What research is there on the AVID program?

#### Summary of Findings:

AVID (Advancement Via Individual Determination) is a fifth- through twelfth-grade program to prepare students in the academic middle for four-year college eligibility, founded by Mary Catherine in California in the 1980's. It is a well-researched, successful program. Most of the information below comes from their web site (<http://www.avidonline.org>).

AVID's target population are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families. Most AVID students are underrepresented minorities -- Latinos and African-Americans -- who may lack a college-going tradition in their family and whose success is critical to closing the achievement gap.

AVID pulls these students out of their unchallenging courses and puts them on the college track: acceleration instead of remediation. AVID has a proven track record in bringing out the best in students, and in closing the achievement gap.

Not only are students enrolled in their school's toughest classes, such as honors and Advanced Placement, but also in the AVID elective. For one period a day, they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. Their self-images improve, and they become academically successful leaders and role models for other students.

AVID is at work in nearly 2,300 middle and high schools in 36 states and 15 countries. A well-developed AVID program improves school-wide standardized test scores, advanced rigorous course enrollments, and the number of students attending college. Since 1990, nearly 40,000 AVID students have graduated from high school and gone on to college. 94.3% of AVID students report enrolling in college, 77.1% in four-year institutions and 17.2% in community colleges. The national average for four-year college enrollment is 35 percent.

Joshua Aronson, Associate Professor, Department of Applied Psychology, New York University, says, "[AVID] works because it understands that students need both high expectations and challenging work, but that they also need the support of caring relationships with teachers and peers to live up to those expectations. Learning is a highly social activity, and what Mary Catherine wisely recognized was that you cannot make great strides in learning unless you attend not only to rigorous skill development but also to the social needs that students bring with them to school—the need to belong, the need for trusting social relationships, and the need for meaningful intellectual challenge."

#### Online Resources:

(Note: ERIC documents can be found by going to <http://www.eric.ed.gov/> and entering the ERIC ID#)

##### **AVID (Advancement Via Individual Determination) Online**

<http://www.avidonline.org>

##### **AVID Research - Main Page**

What separates AVID from the rest of the education reform pack? Proof. In addition to our own data collection (see Number Crunching), AVID's success has been demonstrated by numerous third-party studies. In fact, the quality of our proof is so high, that AVID was one of eleven organizations to receive the highest praise for outstanding rigorous research by Building Engineering and Science Talent in an April 2004 report to Congress.

<http://www.avidonline.org/info/?ID=149&tabID=1>



## Research Brief

### **Review of AVID Research**

Current summary and key findings of representative research articles on AVID.

<http://www.avidonline.org/info/download.asp?ID=2057&tabID=1>

### **Advancement Via Individual Determination (AVID)**

A great introductory article providing an overview of the program, it's successes and why it works.

<http://www.ed.gov/pubs/ToolsforSchools/avid.html>

### **Raising Expectations - Helping Underachievers Get To College**

Advancement Via Individual Determination (AVID)

San Diego County, California

Raising the Educational Achievement of Secondary School Students - Volume 2 Profiles of Promising Practices - 1995

<http://www.ed.gov/pubs/Raising/vol2/prof12.html>

### **AVID: Advancement Via Individual Determination**

A Forum — December 9, 2005

Robert Gira, Vice President for National Programs at the AVID Center, said that San Diego teacher Mary Catherine Swanson started Advancement Via Individual Determination (AVID) in one high school classroom in 1980 as a way to help students who were struggling academically and came from disadvantaged backgrounds. Through coaching, mentoring, and tutoring, AVID taught the skills and study habits needed for college. Twenty-five years later, AVID serves as a data-driven, in-school support system for 115,000 students in over 2,200 middle and high schools in 36 states, Canada and Department of Defense schools in 16 countries.

<http://www.aypf.org/forumbriefs/2005/fb120905.htm>

### **The Magnificent Eight: AVID Best Practices Study. Final Report.**

Guthrie, Larry F.; Guthrie, Grace Pung;

The AVID Best Practices Study assessed the relative efficacy of 11 AVID program essentials; examined schoolwide effects of AVID; and identified necessary research-based changes in AVID program essentials or staff development. AVID is an elective program for students that provides rigorous academic focus and addresses essential aspects in college preparation. Eight California high school AVID programs were selected based on consistent high performance by AVID students and recommendations of AVID regional directors. During two rounds of site visits, researchers interviewed key program staff, school staff, tutors, and students; observed AVID and academic classes; and examined program and student documents. Data were collected on adherence to the program design. Overall, each of the eight programs followed the AVID design very exactly. The report proposes that the current 11 essentials be maintained and three new essentials be added: AVID provides support for students to succeed in higher level mathematics; AVID teachers participate in ongoing, high quality staff development through regional coordinator workshops and the AVID Summer Institute; and the AVID site coordinator must be a seasoned, highly respected, and dedicated senior teacher with specific knowledge and skills. The paper describes the eight schools, focusing on how they incorporate AVID essentials.

ERIC #: ED474012

<http://www.avidonline.org/content/pdf/310.pdf>

### **The Forgotten Majority.**

Bushweller, Kevin;

American School Board Journal; v185 n3 p16-21 Mar 1998

A program dubbed AVID (Advancement Via Individual Determination) has spread to nearly 600 schools across the country. Its primary mission is to help average achievers do well enough in high school to be accepted into college. A 1994 study found that 94 percent of AVID graduates enrolled in 2-year or 4-year colleges. Sidebars recount the experiences of three successful AVID graduates.

ERIC #: EJ562487



## Research Brief

### **Implications of One Comprehensive School Reform Model for Secondary School Students Underrepresented in Higher Education**

Watt, Karen M.; Powell, Charles A.; Mendiola, Irma Doris;

Journal of Education for Students Placed at Risk; v9 n3 p241-259 Jul 2004

This is a study of 10 high schools that implemented Advancement via Individual Determination (AVID) during the 1999-2000 academic year as a Comprehensive School Reform model. Student performance data were collected on 1,291 AVID students in these Texas schools. Researchers examined test scores, attendance rates, advanced course enrollment patterns, graduation plans, and school accountability ratings over a 3-year period. Findings indicate that all of the 10 AVID schools improved their accountability rating during the first 3 years of AVID implementation. In addition, AVID students outperformed their classmates on various standardized tests and attended school more often than their classmates. This study's findings also imply that Advanced Placement course enrollment in each of the AVID schools is increasing, and more underrepresented students are being prepared for college.

ERIC #: EJ682939

### **Rigor with Support: Lessons from AVID.**

Swanson, Mary Catherine; Marcus, Michele; Elliott, Julie;

Leadership; v30 n2 p26-27,37-38 Nov-Dec 2000

AVID--Advancement Via Individual Determination--is a California program that empowers students to take responsibility for their own learning and develop the academic and interpersonal skills allowing them to take rigorous college-prep courses. AVID's pedagogy is based on intensive writing, inquiry, and collaboration.

ERIC #: EJ617873

### **When a Bottom-Up Innovation Meets Itself as a Top-Down Policy: The AVID Untracking Program.**

Hubbard, Lea A.; Ottoson, Judith M.;

Science Communication; v19 n1 p41-55 Sep 1997

Findings indicate that bottom-up (practice-based) educational innovations face the same kind of implementation challenges as top-down (theory-based) innovations. This article examines an educational innovation from its practice-based creation to its mandated implementation as public policy, presenting a case study of Advancement Via Individual Determination (AVID) aimed at helping low-achieving, ethnic and low-income students enter college.

ERIC #: EJ550768

### **Advancement via Individual Determination: Project AVID.**

Swanson, Mary Catherine;

Educational Leadership; v46 n5 p63-64 Feb 1989

Project AVID (Advancement Via Individual Determination) is a four-year elective high school program that prepares underachieving, disadvantaged students to attend college. The program is now implemented in 58 secondary schools in San Diego County, California.

ERIC #: EJ383936

Submitted Date: 8/5/2006 By: Mike Muir, Maine Center for Meaningful Engaged Learning

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