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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. If you know of a research article in the print media or on the web that you would like to share, please [contact us](#).

["Implications of One Comprehensive School Reform Model for Secondary School Students Underrepresented in Higher Education."](#) Karen M. Watt, Charles A. Powell, Irma Doris Mendiola. *Journal of Education for Students Placed at Risk* 9.3, 2004.

["Investing Early: Intervention Programs in Selected U.S. States."](#) Elisa Cunningham, Christina Redmond, and Jamie Merisotis. Institute for Higher Education Policy. February 2003. This report features AVID as an effective college preparatory intervention program, noting AVID's proven results, and "extensive, long-term services" to students.

["AVID: A Comprehensive School Reform Model for Texas."](#) Karen M. Watt, Darlene Yanez, Griselda Cossio. *National Forum of Educational Administration and Supervision Journal* 19.3 (2002-2003). This study investigates the two-year implementation of AVID in 26 Texas secondary schools, and calls AVID "a catalyst for school-wide reform." The report demonstrates the importance of proper implementation of AVID.

["The Magnificent Eight: AVID Best Practices Study."](#) Larry F. Guthrie, Grace Pung Guthrie. Center for Research, Evaluation and Training in Education. February 2002. This study investigates how closely eight California AVID Demonstration schools, generally considered to be representative of mature AVID programs, follow the AVID implementation model. The researchers also discuss whether or not all of the eleven AVID essentials are requisite, and propose several additional essentials.

["Longitudinal Research on AVID, 1999-2000."](#) Larry F. Guthrie, Grace Pung Guthrie. Center for Research, Evaluation and Training in Education. June 2000. This study asks two questions: What was the impact of middle-grades AVID on high school students, and what was the impact of AVID on high school graduates? "Enrollment in two years of middle school AVID provides students with the necessary early preparation to place them on track for gaining admission to four-year colleges and universities," Guthrie writes. The study also found that 95 percent of AVID grads enrolled in college, and about half of them reported a "B" average or better.

["Constructing School Success: The Consequences of Untracking Low-Achieving Students."](#) Hugh Mehan, I. Villanueva, L. Hubbard, A. Lintz. Cambridge: Cambridge University Press, 1996. This book presents an in-depth picture of AVID within the context of tracking and "untracking" students based on perceived academic ability. It shows that AVID succeeds in placing previously low-track students on the college track. Mehan, et al., also published a follow-up piece on AVID, in 1998: "Scaling up an Untracking Program: A Co-Constructed Process." L. Hubbard and H. Mehan. *JESPAR* 4(1), 83-100.

["Higher Education Outreach Programs: A Synthesis of Evaluations."](#) G.C. Hayward, B.G. Brandes, M.W. Kirst, C. Mazzeo. A Policy Analysis for California Education Report, for the University of California Board of Regents. January 1997. This research review notes that "evaluations of AVID have been quite extensive." It also praises AVID's commitment to consistent replication and dissemination. It concludes that AVID's combination of student-centered and school-centered reform "can help point the way toward expanded efforts to assist low-performing schools."

["Tools for Schools: School Reform Models Supported by the National Institute on the Education of At-Risk Students."](#) U.S. Department of Education, Office of Educational Research and Improvement. Washington, DC: 1998. This report reviews a variety of research findings on AVID, such as the excellent college-enrollment rates for Latino, African-American, and low-income students. It notes that AVID is itself based upon a strong research background.

["Capturing Latino Students in the Academic Pipeline."](#) Patricia Gandara, Katherine Larson, Russell Rumberger, Hugh Mehan. University of California Latina/Latino Policy Research Program. May 1998. This brief makes the case for a focus on Latino education in California. It highlights AVID's successes with this demographic and with other historically underrepresented groups, and stresses the importance of "tremendous energy and commitment on the part of teachers, coordinators, tutors, and students."

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