



Summary of a District's Evaluation of AVID

School District of Osceola County, Florida

Title: An Evaluation of Effects of the Advancement Via Individual Determination (AVID) Program in Osceola County, Florida

Authors: David R. Maddock and Leah C. Torres, published in the *International Journal of Educational Reform*, 30(4), 324–343

Date of Publication: 2021

Year(s) of Data Being Evaluated: 2018–2019

Purpose of the Study / Research Questions:

1. *What relationship, if any, exists between the AVID elective and measures of student achievement, including GPA, standardized test scores, and participation in accelerated coursework?*
2. *What relationship, if any, exists between the implementation of schoolwide AVID measures and school grades?*
3. *To what extent does the implementation of AVID strategies impact school grades?*
4. *What relationship, if any, exists between participation in the AVID elective and positive college outcomes, such as application to college and scholarships received?*

Study Participants: Data for the analysis of AVID electives was pulled from a sample of 12,325 students from 10 middle schools and 18,886 students from 7 high schools.

Is there a comparison group? Yes.

If yes, is it a matched comparison group? Yes. This evaluation utilized propensity score matching methodologies to (a) have a more statistically accurate sample and (b) compare students in the AVID treatment group to students who met the same profile as AVID students but were not enrolled in AVID.

Summary of Findings:

- **AVID and school grades components.** There is a significant correlation between the number of students enrolled in AVID and Math learning gains, particularly for students in the lowest 25% in Mathematics. There is also a significant correlation between the quality of AVID (via a school's certification status) and overall ELA achievement and overall Science achievement.
- **AVID and GPA.** In high schools, students in AVID had a higher average GPA (3.07) than students not in AVID (2.78). A similar outcome occurred in middle schools, where students in AVID had a higher average GPA (3.00) than students not in AVID (2.81).
- **AVID and FSA scores and learning gains.** In middle school, students in AVID significantly outperformed the propensity-matched non-AVID students in ELA, Math, and Civics. Middle



Summary of a District's Evaluation of AVID

School District of Osceola County, Florida

school AVID students also outperformed in Biology, though the difference was not statistically significant. In high school, students in AVID performed lower than the propensity-matched non-AVID students. With regard to learning gains from the prior year, both middle school and high school AVID students were more likely to obtain learning gain points in both ELA and Math.

- **AVID and accelerated courses.** AVID students were more likely to complete specific coursework:
 - o 49% of AVID students completed an AP course; 19% of non-AVID students did so.
 - o 40% of AVID students completed a CTE course; 30% of non-AVID students did so.
 - o 9% of AVID students participated in dual enrollment; 8% of non-AVID students did so.
 - o It should be noted that these outcomes depict a single year of data for students enrolled in the 10th, 11th, or 12th grade, which may minimize the cumulative benefits of AVID enrollment for multiple years.
- **AVID and college-planning outcomes.** Those who participate in the AVID elective are more likely to participate in accelerated coursework and more likely to earn scholarships when compared to their non-AVID peers.

Conclusions:

The authors provide the following conclusions:

- *Participation in the AVID elective was beneficial to students who participated in the program, and the effective utilization of schoolwide AVID strategies was associated with better outcomes for all students in the school. On various independent measures, the AVID program was correlated with better student outcomes, and students who participated were often measurably more successful than students who did not (p. 15).*
- *Given the effectiveness of a district-wide implementation on student outcomes, students throughout the state of Florida and beyond could benefit from the implementation of an AVID program as an educational reform. Specifically, educational leaders should seek to implement schoolwide AVID practices in the areas of ELA, Math, and Science in addition to offering a specific AVID elective to see the greatest benefit for their students. With the effects on learning gains that are experienced by students in the program, AVID is likely to be successful as both a reactive and a proactive intervention for students in need and should be considered as a fundamental part of the pedagogical framework of a 21st Century school (p. 17).*