

Advancement via Individual Determination (AVID): A Look at GPA, Attendance and Motivation as Outcomes in a Program Evaluation

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With President Johnson's "War on Poverty," the federal government attempted to address inequities in education among America's ethnic minorities and socio-economically disadvantaged students. The Elementary and Secondary Education Act (ESEA) of 1965, a key legislative effort in this war, was passed to improve the access and quality of education for historically disadvantaged people. Despite decades of legislation it was not until the passage of the Bush Administration's updated version of the ESEA, the No Child Left Behind Act of 2001, that the federal government held states accountable for the educational improvement and reduction of the academic achievement gaps for this segment of the population. States were now required to show improvement of all subgroups of the population by disaggregating student performance data by ethnicity, socio-economic status and other characteristics to highlight the achievement of all students. This focus continued with the Obama Administration's 2009 Race to the Top (RTTT) competitive grant initiative which provided incentives to states implementing strategies which reform education and improve student achievement. Like No Child Left Behind, RTTT's purpose was to increase student achievement, decrease the achievement gaps across student subgroups, and increase the readiness of high school graduates for college and careers (U.S. Department of Education, 2009).

Some of the most significant gaps in student achievement across the country are between White students and their African American and Hispanic counterparts, precipitating school districts to develop strategies to target the improvement of these students. Based on the National Assessment of Educational Progress national assessments of mathematics and reading, the achievement gaps have narrowed significantly, but still exist. Based on test score averages, the gap between grade 8 African American and White students in mathematics and reading is 29 and 24 points

respectively. Among White and Hispanic students, the gap in reading and mathematics by grade 8 is 24 and 26 points (National Center of Education Statistics, 2012).

One of the states receiving RTTT funds was Florida who gave a portion of these funds to one of its largest, underperforming school districts. This district of over 40,000 students has significant gaps in achievement among its African American and Hispanic students. The school district chose the Advancement via Individual Determination (AVID) program as a key strategy to reduce the achievement gap. According to the district, AVID would allow them to "increase the performance levels of underperforming subgroups, thus closing the gaps for both Hispanics and African-American subgroups, as compared to the White population by 2015" (School District, 2010, p. 19). The district which also has a budget shortfall is evaluating the worth of various programs and their impact on student achievement. The AVID program is one of the many programs subject to evaluation.

This article addresses the rationale for selecting AVID as an intervention to improve the achievement gap in this Florida school district. The review encompasses literature which informs the program evaluation's purpose and design and provides further insight into the AVID philosophy and approach to improving student achievement. Additionally the paper provides a review of literature concerning program evaluation with the purpose of illuminating the rationale for selecting this formal methodology as the means to determine AVID's effectiveness within the district. As the establishment of outcomes to be measured is one of the most critical components of any program evaluation, an examination of the literature on the selected short term outcomes of GPA, attendance, and motivation will provide information pertaining to their relevance and selection. The article will

also examine extant literature regarding AVID's impact on these selected measures.

This review of literature begins with an overview of AVID and its conceptual framework, followed by a discussion of program evaluation theory, the selected short term outcomes of GPA, attendance, and motivation, and AVID's impact on these measures.

AVID

The purpose of the AVID program is "to increase college participation among African American, Alaskan/Native American, Latino, and low-income students who are most underrepresented in postsecondary education and restructure secondary school teaching methodologies to allow college preparatory curricula to be accessible to all students" (Swanson, 1993, p. 2). Although the purpose of AVID has not changed, it is used by many states and districts as means to reduce the achievement gap. Educators are seeking ways to address the academic needs of a growing population of underachieving and lower socioeconomic students, many of whom are Hispanic (Watt, Powell, Mendiola & Cossio, 2006). This section focuses on the history, program design and conceptual framework of the AVID program in an effort to illuminate the rationale for its selection as an intervention to reduce the achievement gap.

History

The word AVID is derived from the Greek term, *avidus*, "eager for knowledge" (Swanson, 1993). The AVID program began as a result of a 1980 desegregation court order in the San Diego, California Unified School District. As part of this order, approximately 500 African American and Hispanic students were bussed to the predominately white, middle class school of Clairemont High. Most of the bussed students did not have the prerequisites to take a college preparatory curriculum. Under the leadership of Catherine Swanson, chair of the English Department at Clairemont, the school developed an elective to enable the bussed students to take a rigorous college preparatory curriculum. Of the 500 transferred students, 30 students with GPAs ranging from 1.5 to 2.5 were enrolled in this elective class. The elective

class focused on providing support on reading, writing, note taking, and organization. Additionally tutors were provided from colleges to assist students in content areas of weakness.

Of the 30 students in her program, 28 of them went on to four- year universities and two went on to community colleges. The average college GPA of these students by the end of their freshman year was 2.46. In four years, Clairemont's standardized test scores had improved 46.6% and 35% higher than their school district's increase in language and math respectively (Swanson, 1993). As a result of their reported success, this elective, later named AVID, expanded to 4,900 schools and 28 postsecondary institutions in 46 states, the District of Columbia and across 16 other countries/territories (AVID, 2013).

Current Program Design

The AVID program has 11 essential guidelines to ensure school districts have the requisite capacity, financial resources and commitment to its academic and social support strategies.

Student Selection. The first guideline pertains to the selection of students. AVID programs must focus on selecting students "in the middle." According to Swanson (2005), these students are

The silent majority-the kids who come to school regularly, sit in the back of the class, rarely say anything, don't cause trouble, and get by with C's. They are not failing, nor are they the math whiz or star pupil. They are nearly invisible (p.31).

More specifically, AVID defines these students as those having GPA's between 2.0 and 3.5 and a desire and determination to go college. These students should be the first in the family to attend college, qualify for free or reduced lunch and be a member of the population historically underserved at four-year colleges (AVID, 2013).

Commitment and Capacity. To ensure participants are committed to the demands of the program, both students and teachers must volunteer to participate in the AVID elective. This essential

guideline ensures that students are willing to meet the demands of a rigorous college preparatory curriculum and teachers are willing to serve as student advocates across campus. Schools implementing this program must establish AVID as a course elective, strive for AVID certification, provide for an adequate number of tutors and ensure the funds are available to pay for these tutors.

Curriculum, Tutoring and Motivational Activities. The next three essential guidelines focus on the implementation of the AVID academic and support processes with fidelity. The curriculum, tutoring, and motivational activities form the foundation of the AVID program. The curriculum focuses on writing, collaboration, organization, and reading to strengthen academic skills (Guthrie & Guthrie, 2013).

Reading and writing is emphasized on an on-going basis in AVID classes, as there should be weekly writing assignments, an essay contest, letter writing, and reports (AVID, 2013). Students learn to effectively use Cornell Notes and ask questions at various cognitive levels. Collaboration is also critical as students work together in groups on presentations, research papers, service learning projects, and fundraising activities.

The tutoring program is designed to assist students in their rigorous coursework and occurs during class. The tutors meet with students twice a week and should be college and university students trained in AVID methodologies. They use the inquiry method to help students clarify thought based on their questions. Students ask tutors questions based on concerns and needs in their respective classes; the tutor in turn identifies students with similar concerns and teaches these students as a group.

The AVID program also involves providing activities to motivate students to endure a rigorous advanced placement course load, enroll and ultimately finish college. These motivational activities include college field trips, conferences, and guest speakers. The college students who serve as tutors are meant to motivate students as well by serving as role models.

Accountability. Lastly to ensure accountability to stakeholders, schools are required to use an AVID data system to track student success in the program and train other teachers within the schools in the AVID processes. AVID teachers and coordinators must not only report data on the progress of the program to administrators, but must teach students how to read transcripts, understand GPAs and standardized test scores, and figure class rankings.

The district believes that with the implementation of the above guidelines, students in the middle should receive the appropriate academic and social support to successfully complete college preparatory courses and become motivated to pursue a four-year a college or university degree.

Theoretical Approach

Of the above guidelines, those focusing on academic and social support provided to AVID students are the most critical. An English teacher, Swanson intuitively focused on writing and reading as a means to help prepare those students for a college preparatory curriculum. Although the AVID approach was developed intuitively, Swanson (1993) argued that the methodologies are grounded in research.

Swanson (1993) examined the impact of this approach on 253 students who participated in AVID for three years in the San Diego School District (SDSC). Of the students in the graduating classes of 1990, 1991, and 1992, 54% and 58% of the African American AVID students enrolled in four year colleges from 1990-1991 and 1992 respectively, exceeding the SDSC and national averages of 38% and 35%. The Latino student performance was favorable when compared to the SDSC and national averages. In the same timeframe as above, 43% of Latino students of participated in AVID enrolled in four year colleges; the SDSC and national averages were 25% and 29% respectively. According to Swanson (1993), interviews with a 150 AVID students from five high schools in SDSC and from a 144 graduates, revealed the practices which form the basis of the AVID success as discussed below.

Untracking and Isolation of Group Members. Swanson (1993) argued for “untracking” a select number of the bussed students by placing them in a rigorous college preparatory curriculum and providing them the requisite academic and social support for success. When Clairemont High developed the first AVID elective in the 1980s, students were typically placed on a vocational or college track based on prior achievement. “Tracking is the practice of dividing students into separate classes for high-, average-, and low-achievers; it lays out different curriculum paths for students headed for college and for those who are bound directly for the workplace (Oakes, 1986, p. 13). Unlike tracking, AVID is considered an untracking program where lower achieving students are placed in a mainstream, college track curriculum and provided academic and social support to succeed.

Swanson (1993) contended that the AVID program creates a social support structure for these untracked students akin to the military’s process of converting civilians into fighting men by isolating “them from other, potentially conflicting social forces” (p. 13). This means of socialization where groups are isolated from conflicting social forces is rooted in studies pertaining to the socialization of patients in mental institutions and gangs (Goffman, 1964; Jankowski, 1992). AVID’s socialization process is captured in the Swanson (1993) excerpt below.

AVID selects promising students and isolates them in special classes which meet once a day, every day of the school year. Instead of going to shop or drivers' Ed for their elective class period, they go to the AVID room, a classroom identified by signs and banners. Students often return to the AVID room at lunch time or after school to do homework or socialize actions which further mark their distinctive group membership (p.13).

AVID students are segregated from other conflicting forces or groups and taught strategies and behaviors which would enable them to succeed in a rigorous curriculum and learn the intricacies of the college admissions process. AVID students are

explicitly being taught the hidden curriculum of how to get to college. Students are exposed to SAT preparation, test taking strategies, study skills, and note taking; they visit colleges and learn the scholarship application process. All of these activities are considered explicit instruction in the hidden curriculum (Swanson, 1993). These explicit actions provide those disadvantaged African American and Latino and other lower economically disadvantaged students access to cultural capital that the more economically advantaged students are provided (Bourdieu, 1986).

Advocacy. As many teachers did not believe that the intervention would succeed, Swanson (1993) served as an advocate for AVID students across the campus. She believed that most of the teachers felt that the bussed students did not have the requisite emotional and academic preparation and should be placed in remedial classes. Thus she had to interact with AVID students on a personal level to understand their challenges inside and outside of school. Unlike other teachers, the AVID program requires that the teacher provide social and emotional support in addition to academic. According to Lareau (2003), children of upper-middle class parents were taught by their parents to demand more academic and social support of administrators and teachers than children of lower socioeconomic parents. Poorer parents tended to trust that administrators and teachers would do what was best for their child. The AVID teacher is expected to play the role of the upper middle class parent. For example, at Clairemont, “when several students complained to the AVID teacher about their failing math grades and blamed the teacher for their plight, she [the AVID coordinator] spoke with the principal and the teacher on the students behalf’s and arranged extra tutoring” (p. 16).

This approach to improving student achievement is consistent with “resilience” research which involves investigating what environments are conducive to academic achievement among minority families and other economically disadvantaged students. Borman’s (2004) resilience research indicated that supportive relationships with teachers were important to their academic achievement, especially given the lack of a family

structure in the homes of many lower economically disadvantaged students. According to Kraft, Srogi, Husman, Semken and Fuhrman (2011), a focus on affective domain components such as emotions, motivation, and attitudes is essential to student achievement. Thus AVID's focus on social and academic support should lead improved student GPA, attendance, and motivation (AVID, 2013).

Program Evaluation

In this study, I chose program evaluation as the method to determine the effectiveness of the AVID program. According to the Organization for Economic Co-operation and Development (2012), America ranks seventeenth in reading and thirty-first in math among the world's leading industrialized nations. The perceived decline of America's edge in education, coupled with global competition, is forcing the public to demand strict accountability. The pressure on educational leaders is exacerbated as they are now accountable for academic improvement of students in an era of shrinking budgets at the local, state and federal levels. Accountability demands that decision-making be based on empirical evidence. Program evaluation serves as a critical tool for educational decision makers providing them useful alternatives by determining a program's worth. Proponents of this pragmatic approach believe that evaluations should provide options for decision maker (Stufflebeam, 1971; Weiss, 1972). This "pragmatic" view is evident in Stufflebeam's (1971) definition of evaluation as "the process of delineating, obtaining, and providing useful information for judging decision alternatives" (p. 9). Carol Weiss (1972) emphasized that "the purpose of evaluation research is to measure the effects of a program against the goals it set out to accomplish as a means of contributing to subsequent decision-making about the program and improving future programming" (p.4). As the AVID program is still in its infancy in this district, the short term indicators of progress in goal attainment such as GPA, attendance, and student motivation will provide decision makers useful information upon which to make decisions.

GPA, Attendance, and Motivation

The following section provides the rationale for selecting GPA, attendance and motivation as short term outcome measures for a program evaluation of AVID within the Florida school district of concern. The effectiveness in accomplishing the stated goal of the AVID program to increase college enrollment and completion among historically underrepresented minorities and the Florida school district's goal to reduce the achievement gap is difficult to determine when a program is in its second year of implementation. The literature that follows indicates that GPA, attendance and motivation are appropriate short-term measures of program effectiveness.

GPA

The primary measure of student achievement in this study is the student's GPA, as this outcome is linked to college enrollment and performance. In this era of accountability districts across the country are using interventions such as AVID to reduce achievement gaps. AVID (2013) reflects this change as its mission is "to reduce the achievement gap by preparing all students for college readiness and success in a global society" (p.1). College readiness is in large part determined by high school GPA and is considered along with standardized tests (SAT and ACT) as significant predictors of college performance. Most of the studies reviewed pertaining to the correlation of high school GPA and college performance focused on the freshman year of college. These studies indicated that a significant portion of the variance associated with academic success during the freshman year of college is the GPA (Daughtery & Lane, 1999; Wolfe & Johnson, 1995). Wolfe and Johnson (1995) indicated that 19% of the variance associated with freshman college student performance was due to GPA. In a more recent study, DeBerard, Spielmans, and Julka (2012) examined 10 potential predictors of college freshman performance ranging from GPA to drinking and smoking. Their results were aligned with the previous studies which suggested a strong correlation between high school GPA and college academic performance.

In addition to using high school GPA's to predict college performance, there also studies such as Allensworth and Easton's (2007) examination of Chicago Public Schools, which found that high school freshman GPAs could predict high school graduates and non-graduates 80% of the time. In these studies unweighted GPA's were used as all students do not have access to honors, advanced placement and international baccalaureate courses which are typically more heavily weighted.

Attendance

Extant research suggests that attendance has a significantly positive impact on student achievement and behaviors associated with high school success (Caldas, 1993; Roby, 2003; Lamdin, 1996). Of the myriad variables associated with student achievement, the literature on the impact of attendance on student achievement appears thin. One speculative explanation could be the intuitive presumption that a student who misses more school performs worse than one with better attendance. There are studies in elementary and middle schools which support the position that lower attendance rates negatively affects student performance (Finn, 1993; Nichols, 2003). One study of high school freshmen attendance in Chicago Public Schools indicated that high school course absences were a strong predictor of course failures and graduation. In this study, only 63% of freshman students missing more than a week of school graduated in four years as scheduled. Of the students who missed less than a week, 78% graduated as planned (Allensworth & Easton, 2007).

Despite the lack of research on attendance and its effect on student achievement relative to other variables, extant studies available indicate a positive relationship, especially at the ninth grade level. However most of these studies (Allensworth & Easton, 2007; Caldras, 1993) used aggregate data which examined the average rate of attendance and school performance. For example, Roby (2003) investigated the relationship between school-wide attendance rates and student achievement at grades 4, 6, 9 and 12. He found that there was a significant association, especially at the ninth grade level where the coefficient of correlation was extremely significant at .78. At grades 2, 6, and 12, the

correlation was .57, .54, and .29 indicating that there was a statistically significant relationship between attendance and student achievement. Likewise, Caldas (1993) using aggregate school-wide data found similar results in Louisiana elementary and secondary schools.

Unlike the other studies, Gottfried (2010) investigated the effect of individual students' attendance on academic achievement. He studied 86,000 urban elementary and middle school students in Philadelphia from school years 1994-1995 through 2000-2001. Using three different methodologies including value-added models to account for the inference of other variables (such as student characteristics, school, and grades) there was a significant positive relationship between attendance and student achievement.

Motivation

Motivation is a cornerstone of the AVID program. To succeed in a rigorous advanced placement curriculum, students must have persistence, drive and determination. According to AVID (2013), their instructors are expected to inspire and motivate students. The program is also structured so that students participate in weekly activities designed to motivate and provide them the self-confidence needed to enroll and complete college.

The motivation AVID strives to build is based on intrinsic, unobservable characteristics such as drive and determination and is grounded in social cognitive theory. Psychologists contend that motivation is a function of how hard one is willing to work (intensity), how long one is willing to work (persistence), how long it takes one to begin (latency) and how one feels about the behavior (emotions). These components are the foundation of the concept of motivation, especially in the context of academic achievement (Graham & Weiner, 1990).

One of major concept of motivation that is grounded in social cognitive theory is the concept of self-efficacy. Bandura (1997) defined self-efficacy as "beliefs in one's own capabilities to organize and execute courses of action required to produce given attainments" (p. 3). The relevance of the influence

of one's belief in his abilities to perform a particular task of behavior has been investigated intensively by psychological scholars and educational researchers alike. The AVID program, with an ultimate goal of preparing students for college, highlights a need for students to possess the skills, tools, and knowledge to be successful in content areas as well as the culture of college. The program's structure and philosophy reflects the influence of Bandura. According to Bandura (1977) a student's source of self-efficacy comes from mastery experiences, social modeling, social persuasion, and psychological responses. Mastery experiences are obtained when one experiences success in performing a particular task. Observing people similar to ourselves experiencing success is the essence of social modeling; persuasive modeling entails obtaining confidence in one's abilities through another's verbal encouragement. The last source of self-efficacy is determined by the manner in which we perceive our emotions or stress in a given situation. Bandura's model is reflected in the AVID program's desire for student self-efficacy as seen in the following excerpts from a presentation at an AVID National Conference.

Activities which increase the opportunities for success will increase a student's history with success, leading to increased motivation, whereas a history of failure will decrease motivation and cause a student to quit trying to master a task. Observing success by others like themselves will also create a surge in confidence level, indicating the need for educators to include academically successful peers with all students. A third factor influencing a student's desire to attempt a task is other's perception of their abilities. Teachers can respond with strategies that promote the positive identity of all students' cultures. Finally, having a history of success also promotes resiliency in students, which positively impacts self-efficacy. As educators prepare their lesson plans, it behooves them to consider the self-efficacy theory to increase and maintain a high level of motivation (Roberts, 2009, p.17).

Impact of AVID on Selected Outcome Measures

According to the conceptual framework of AVID (Swanson, 1993), isolating students and

providing them explicit instruction in the hidden curriculum, academic support, and a teacher advocate, the program should improve achievement and prepare students for college enrollment. The literature presented in the above sections suggests that that GPAs, attendance and motivation are indicators of academic achievement and success in college. The studies below provide insight into whether AVID's approach to improve academic achievement among African American, Hispanic and other historically disadvantaged students has been effective. Many of the studies on the effects of AVID have been conducted in Texas and California, where most of the AVID students are African American or from Hispanic descent.

GPA

Proponents of AVID contend that the academic and social support the program provides improves student GPAs (AVID, 2013; Swanson, 1993). However, the few studies pertaining to AVID and student achievement as measured by GPA are mixed. Black, Little, McCoach, Purcell, and Siegle (2008) investigated the impact of AVID on middle school GPA's in language arts and English in an urban school district in the northeastern United States. They examined three middle schools, two of which introduced AVID to cohorts over the course of two years. Students in the third, non-AVID school served as the comparison group. Both cohorts of AVID students experienced an increase in GPAs over the sixth grade year while the comparison group period's GPAs decreased over the same time period.

However a study by Guthrie and Guthrie (2000) of the impact of the AVID program on GPA produced different results. They examined the effect of AVID at the middle school level on high school performance as measured by GPA. Over 1100 hundred California students consisting of two cohorts of middle school students were included in the study sample; these students were tracked until they reached tenth and eleventh grade. The AVID tenth and eleventh grade students had a mean GPA of 2.67. Cohort 1 and Cohort 2 of the non-AVID students had GPAs of 2.76 and 2.65. These results were mixed and statistically insignificant.

Like the Guthrie and Guthrie study, the Watt, Huerta, and Lozano (2007) found similar results. These researchers investigated the impact of AVID and GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs), a college preparatory intervention comparable to AVID, on a Hispanic student academic achievement in the Rio Grande Valley of Texas. They examined academic achievement in mathematics among AVID and GEAR UP students when compared to those not participating in these programs. The results of the study suggest that these programs have a statistically insignificant impact on GPA. The mean GPAs of AVID and GEAR UP students were 80 and 80.7 respectively as compared to 81.50 GPA of the non-AVID and GEAR UP students.

The one study discussed above which indicated a positive relationship between AVID and GPA entailed a study of only three middle schools and small sample size. A disaggregation of race was not provided as well. Thus the impact of AVID on GPA remains unclear.

Attendance

The limited research pertaining to the effect of AVID on attendance suggests that there is a positive association between AVID and attendance rates. Watt, Yanez and Cossio (2003) examined over a 1000s students, primarily African American and Hispanic, in 26 middle and high schools across the state of Texas and found that AVID student attendance rates were significantly higher when compared to the rates of students in general population at the same schools. From the fall of 1999 to the spring of 2001, attendance rates among AVID students increased from 95.1% to 97.8% while student attendance rates among the general student population remained relatively the same, from 94.3% to 94.6%. In a subsequent study in 1999, Watt, Powell, & Mediola (2004) examined 10 Texas high schools and found that AVID students attended school at a rate 3 to 3.5 points higher than other high school students in Texas. In both of the above studies, the majority of the students were African American and Hispanic.

The only study with contradictory results was the previously discussed Black et al. investigation of the effect of AVID on middle

school student achievement variables. In their study they found an increase in absences among AVID students from sixth grade to seventh grade and decrease among non-AVID students over the same time period. However, this study was limited as it consists of only three middle schools, one of which served as the comparison group. There were two cohorts of 51 students taking AVID and 22 students in the comparison groups.

Motivation

The literature available on the effect of AVID on self-efficacy is scant. However, there was one study (Black et al., 2008) which indicated that the program has a positive impact on student self-efficacy in language arts among middle school students. In this study, discussed in the previous section, both cohorts of AVID middle school students saw an increase in their self-efficacy in English over their sixth grade year as compared to the comparison group whose self-efficacy decreased over the course of the year.

Conclusion

The NCLB Act of 2001 and the Obama Administration's RTTT initiative have focused the attention of school districts across the nation on the academic achievement of historically disadvantaged ethnic minorities. To receive federal funding, states and districts must demonstrate reform and innovative efforts to reduce the achievement gap of these ethnic minority groups. Originally developed to prepare historically disadvantaged students for college readiness, districts have recently used AVID as a tool to close the achievement gap.

The AVID program's approach to improving student achievement is based on improving academic and social support to African American and Hispanic and other socioeconomically disadvantaged students. By isolating AVID students and providing them explicit instruction in the hidden curriculum of students on a college track as well as academic support, African American and Hispanic students will gain the cultural capital and motivation required to successfully enroll and complete college. A major aspect of the successful implementation of this approach is having AVID

coordinators and teachers that serve as effective advocates for their students.

In their application for RTTT funds, the school district in this study selected AVID as an intervention. As AVID is only in its second year, I chose program evaluation as the means to determine its worth, as the district must improve in an era of constrained budgets. In keeping with a pragmatic philosophy of utility, district leaders can use the information to determine whether to modify, continue or discontinue the AVID program.

To determine whether a program is effective when conducting a program evaluation, it is important that the most appropriate short term outcomes or indicators are selected to judge success. The outcomes selected address both the cognitive and affective domains, and are grounded in theory and research. By looking at AVID participants' GPA, attendance, and motivation (in terms of a student's perception of their self-efficacy), I have the appropriate outcomes to adequately judge progress in reducing the achievement gap and preparing African American and Hispanic students for enrollment and successful completion of college. Lastly, scant research on AVID and student achievement does provide insight into its impact on GPA, attendance, and motivation. The literature pertaining to the impact of AVID on GPA suggests an unclear relationship, as most findings were statistically insignificant (Guthrie and Guthrie, 2000; Watt, Huerta & Lozano, 2007). However, the preponderance of findings based primarily on studies performed in Texas schools with large indicates that the AVID program has a positive impact on attendance. Although studies on the impact of AVID and similar programs on motivation are scant, the AVID program emphasizes the importance of motivation, as measured by one's self-efficacy, on student achievement. It provides academic and social support which importance on mastery experiences, social modeling and social persuasion.

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