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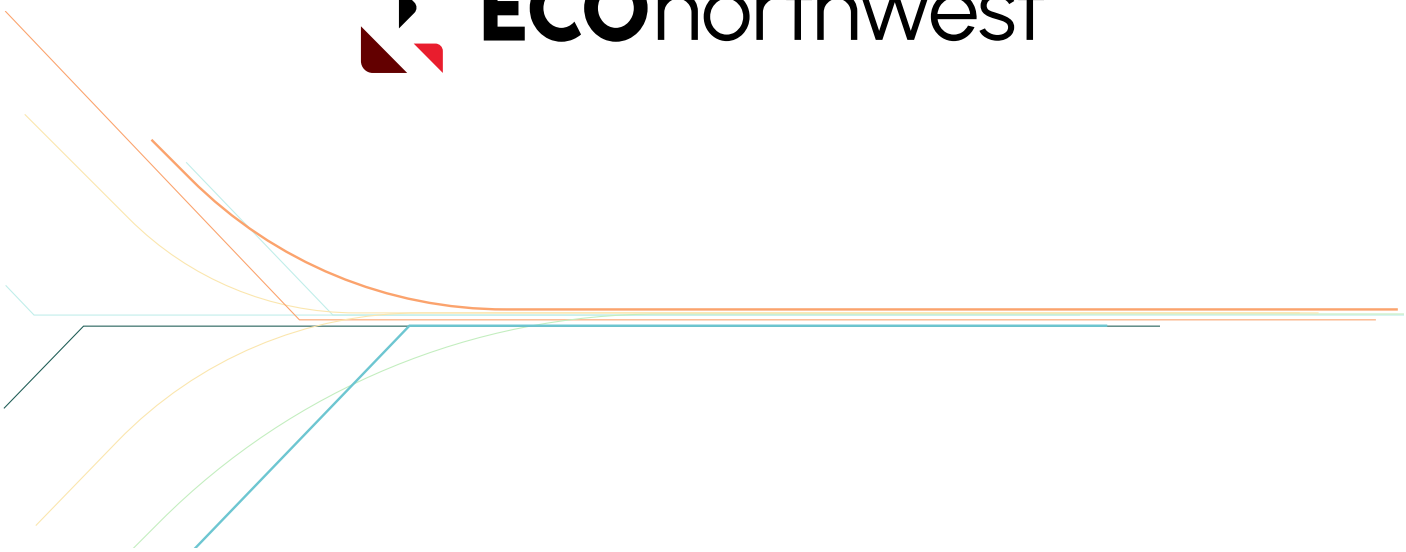

January 2026

AVID Elementary Research Study

Prepared for: AVID Center

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Acknowledgments

ECOnorthwest and Calypso Strategy and Research prepared this report with support and guidance from staff and leadership of AVID Center. Partnering school districts provided the student and educator-level data and administered the survey and interviews for the study. We are grateful to the AVID Center Research and Data team, the participating school districts, particularly their data and research teams, and each educator who completed the survey or participated in an interview. This study would not have been possible without their collaboration and partnership.

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Executive Summary

Purpose of the Study

AVID's mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society. As AVID programs have expanded beyond the original AVID Elective, AVID Center has committed to grounding program growth and refinement in rigorous evidence. This study is a large-scale, independent evaluation of AVID Elementary (AE)—a foundational program designed to instill academic and organizational skills in young students, fostering a pathway to college and career readiness.

The study's findings provide an empirical foundation for understanding what AVID Elementary is doing well, where impacts are emerging, and where further refinement may be needed to maximize student success.

What Is AVID Elementary?

AVID Elementary is a curriculum-agnostic, whole-school framework that equips educators to embed AVID's WICOR strategies—Writing, Inquiry, Collaboration, Organization, and Reading—into daily instruction using existing district curricula. Rather than adding content or coursework, the program focuses on how students learn by developing the academic behaviors and habits associated with long-term success. AVID Elementary supports student success through the following:

- Enhancing instructional consistency
- Fostering a college and career readiness mindset
- Increasing student engagement and agency
- Building organizational and study skills
- Promoting family and community engagement

AVID Center expects the program's strongest early impacts to appear in behavioral and dispositional outcomes—such as engagement, organization, and readiness to learn—with academic impacts emerging more gradually. This study tests that theory using longitudinal, multi-district data.

Research Questions and Retrospective Design

The study addresses three overarching questions central to AVID Center's strategy:

- **Student Impact**: To what extent does having an AE experience affect student outcomes during elementary school and into middle school?

- **Educator Practice**: To what extent does AVID Elementary affect teacher behaviors?
- **Implementation and Fidelity**: Are AE impacts different depending on how AVID Elementary is implemented?

Student-Level Analysis

The core analysis draws on student-level administrative data from eight school districts in three states, spanning school years 2011–12 through 2024–25. The dataset includes more than 1.3 million student-year records, representing approximately 360,000 unique students in kindergarten through 8th grade. After restricting the sample to 2nd through 8th grade and removing students whose outcomes could not directly inform the student-level analysis (e.g., students with no elementary school enrollment in the dataset), about 935,000 student-year records (230,000 unique students) in 2nd through 8th grade remain for the analysis.

The student-level analysis focused on identifying the effect of an AE experience, defined as two or more years in a certified AE school in grade 3 through exit in 5th or 6th grade (enrollment in an AE-certified school in 2nd or earlier grades was not considered part of an AE experience for the purposes of this study). Because students who participate in AVID Elementary differ from their peers prior to program exposure, the evaluation uses rigorous quasi-experimental methods rather than simple comparisons. Specifically, the study included the following:

- Regression analysis with controls for pre-AE differences in attendance, test scores, and demographics, and school, grade, and year fixed effects
- Inverse Probability of Treatment Weighting (IPTW) to balance treatment and comparison group characteristics

This approach strengthens confidence that observed differences are associated with AE participation rather than pre-existing student characteristics. IPTW, in particular, provides a powerful tool to improve estimates of treatment effects, such as the effects of AVID Elementary on student outcomes, in observational studies such as this study that lack a random assignment mechanism to ensure baseline equivalency of treatment and control groups.

School-Level Implementation Analysis

An analysis of school-level outcomes, AVID certification data, specifically, school-level Certification Self Study (CSS) and Coaching and Certification Instrument (CCI) reports. and implementation information gleaned from survey responses provides insight into the relationships among AE implementation information and student outcomes in elementary school.

Educator Survey and Interviews

To complement the student and school-level analyses, the study includes:

- An educator survey with more than 1,700 respondents across participating schools
- Interviews with long-tenured educators and school leaders

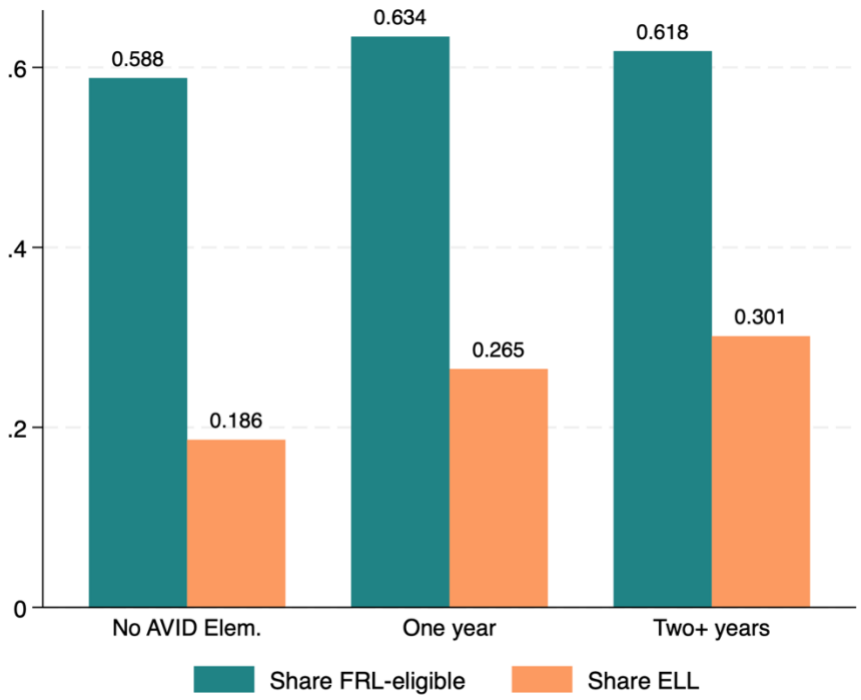
Together, these data provide insight into implementation fidelity, educator practice, and perceived and actual impacts on students.

Student-Level Findings

Student Characteristics

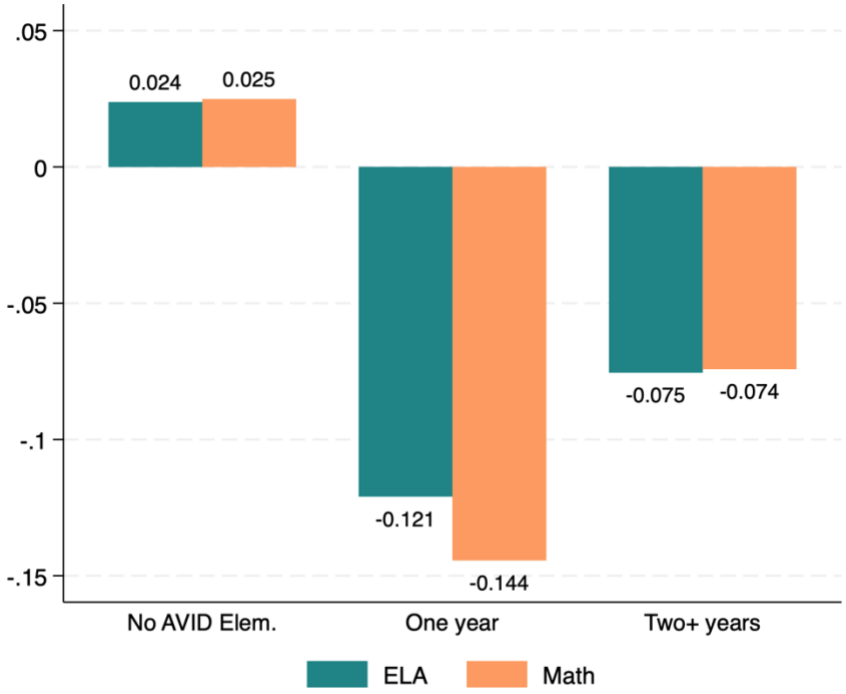
Within the participating school districts, students who experience AVID Elementary are more likely to be eligible for free or reduced-price lunch, more likely to be English Language Learners, and demonstrate worse baseline, or pre-AE exposure, outcomes than other students, as illustrated in Exhibit ES-1 and Exhibit ES-2 (all differences are statistically significant with $p<0.01$). These differences indicate that, on average, AE students face greater barriers to academic success than other students.

Exhibit ES-1: Baseline (pre-AE Exposure) Characteristics of Students, by AE Exposure



Notes: Exhibit includes students for whom baseline (pre-AE exposure) outcomes and subsequent elementary school outcomes are available.

Exhibit ES-2: Baseline (pre-AE Exposure) Standardized Test Scores of Students, by AE Exposure



Notes: Exhibit includes students for whom baseline (pre-AE exposure) outcomes and subsequent elementary school outcomes are available.

Elementary School Outcomes

For students previously exposed to AVID Elementary, the analysis showed the following effects on elementary school outcomes:

- **Attendance**: Differences in average daily attendance and chronic absenteeism were not statistically significant at conventional levels.
- **English Language Arts (ELA)**: Statistically significant positive effects. Students with two or more years of AVID Elementary score, on average, 0.08 standard deviations higher in ELA ($p<0.001$)—equivalent to moving an average (50^{th} percentile) student to the 53^{rd} percentile—and are 5 percentage points more likely to meet grade-level proficiency ($p<0.001$).
- **Mathematics**: Statistically significant, negative effects. Students with two or more years of AE exposure score, on average, 0.11 standard deviations lower in math ($p<0.001$)—equivalent to moving an average student from the 50^{th} to the 46^{th} percentile—and are 9 percentage points less likely to meet math proficiency benchmarks ($p<0.001$).

These patterns are consistent with AVID Elementary's emphasis on literacy-related skills such as writing, reading, and inquiry and raise potential questions about instructional balance and math integration.

Middle School Outcomes

For students previously exposed to AVID Elementary, the analysis showed the following effects on middle school outcomes:

- **Attendance, discipline, and enrollment in courses of rigor**: Differences were not statistically significant at conventional levels.
- **ELA and math test scores**: Small, mixed effects—while findings here did not reach conventional levels of statistical significance, some estimated effects were marginally statistically significant, suggesting small positive effects.
- **Grade point average (GPA) in core subjects**: A notable finding with statistically significant positive effects. AE-exposed students earn GPAs approximately 0.15 standard deviations higher, equivalent to a roughly 0.15 increase on a four-point scale ($p<0.001$).

Overall, the GPA results suggest that AVID Elementary may support stronger academic performance in middle school even while test score effects were not found.

Educator Practice and School Culture

The study's survey and interview findings reinforce AVID Elementary's intended theory of action:

- **Most impactful WICOR elements**: Educators consistently identify Organization and Collaboration as the most transformative element, followed by Inquiry, Writing, and Reading.
- **Frequency of use**: Organization and Collaboration strategies are used daily or near daily by most educators; Inquiry strategies are used less consistently and may require deeper training.
- **Importance of professional learning**: Educators with multiple or recent AVID trainings report higher confidence, more frequent WICOR use, and greater perceived student gains.
- **Student behaviors**: Educators report substantial improvements in student organization, engagement, collaboration, and readiness to learn, along with modest reductions in transition time between lessons.

These findings indicate that AVID Elementary is meaningfully shaping classroom practice and school culture.

Implementation Quality Matters

School-level analyses suggest that implementation fidelity is associated with stronger outcomes:

- Higher CSS ratings—particularly in Instruction—are associated with higher student test scores.
- Associations with the newer CCI ratings are weaker, possibly reflecting its more recent adoption and limited within-school variation in ratings to date.
- Survey-based measures of educator confidence and perceived student change are positively correlated with student outcomes in recent years.

The study also identifies a subset of AE schools with consistently strong outcomes, including schools serving high-poverty populations.

What This Means for AVID Center

Taken together, the study findings indicate that:

- AVID Elementary serves students who, on average, face greater barriers to academic success than other students.
- After adjusting for pre-existing demographic and academic differences, AE students generally perform as well as comparable peers on several outcomes, and better in some outcomes, particularly in ELA and middle school GPA in core subjects.
- AVID Elementary is positively shaping instructional practices, school culture, and student academic behaviors.
- Sustained professional learning and strong implementation fidelity are critical levers for maximizing impact.

For AVID Center, this study provides evidence that AVID Elementary is advancing its intended goals while also highlighting strategic opportunities to strengthen outcomes further. The evaluation establishes a foundation for future research, targeted program refinement, and continued alignment between AVID Elementary and AVID Center's long-term vision.

1. Introduction

AVID Center's programs stem from a research- and data-driven approach – analyzing what worked to help college students successfully progress through their educational journey, building a comprehensive secondary program around those strategies, and then studying and validating its effectiveness. As AVID Center's current programs have expanded far beyond the foundational AVID Elective, AVID Center recognized a need for better data and research regarding the effectiveness of existing programs and, as a result, embarked on a rigorous evaluation of current program offerings, beginning with a study of AVID Elementary (AE), the subject of the research described in this report.

The research agenda was designed to serve multiple purposes. Findings can be used to communicate externally about the value provided by AVID Center programs to students and staff. Findings will also support program improvement by helping AVID distinguish among program components that work well from those that seem to provide limited or no benefit. To that end, the study of AVID Elementary described in this report provides AVID Center with a foundation for and input to subsequent studies focused on identified strengths and weaknesses, helping improve program offerings and maximize impact going forward.

This section describes AVID Elementary, identifies the research questions guiding the research, and summarizes the research design. Subsequent sections provide a brief review of research regarding AVID and related programs, describe data collection methods, present evaluation findings, and describe conclusions drawn from the evaluation of AVID Elementary.

AVID Elementary

AVID Elementary is designed to exercise students' metacognitive skills such as organization, time management, note-taking, and collaboration while at the same time strengthening executive function abilities such as ability to focus and stay on task, impulse control, and self-management. It is designed to develop a strong foundation of positive goal setting, college awareness, and the skills necessary to be a successful student.

AVID Elementary is skills-based and as such is not content dependent nor tied to any specific content curriculum. AE implementation is designed to minimize the burden on teachers, so that implementation doesn't require them to do more than what they're currently doing. Rather, teachers are trained to use AVID's WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies to deliver their instruction differently. These strategies are designed to increase student engagement by promoting active participation in the learning experience through collaborative activities, study buddies, and self-reflective writing assignments.

AVID Center provides in-person and live-facilitated virtual professional learning (PL) to all educators choosing to implement AVID. AVID draws on working practitioners, including both AVID principals and AVID teachers, to facilitate AVID Communities of Practice (CoP), Site

Coordinators, District Directors, and administrators. AVID's PL supports educators with strategies that build relational capacity and agency in students and support practical classroom activities and research-based instructional practices that teachers can immediately incorporate into their classrooms.

Elementary schools typically implement AVID Elementary across multiple grade levels; AVID Center recommends schools start with the exit grade and then implement in lower grades in reverse order. AVID Elementary is most common in grades three through five. The summer prior to implementing, an elementary school sends a team of at least four educators, including the principal or assistant principal, to an AVID Summer Institute. The school designates an AVID Site Coordinator and forms a site team to plan, collaborate, and oversee AE implementation. AVID provides follow-up PL modules, instructional videos, and workshops to reinforce and spread AE strategies.

Section 2 provides additional background and context about AVID Elementary.

AVID Dosage and Impact

AVID Elementary equips teachers with classroom activities and instructional practices shown to develop the skills and behaviors commonly found among successful students. These skills and behaviors enable elementary school students to transition to middle school prepared for a full array of rigorous courses and on track in all subjects. AVID Elementary is designed to provide students with college awareness and high expectations for their future.

AVID Center indicates that it takes between two and three years of AE exposure for impacts to take hold. Teachers must first become adept at AVID instructional practices and equipping students with academic and executive-function skills. Students must use and hone their notetaking, organization, and collaboration skills over time to become sufficiently proficient in these skills to support future success.

AVID Center has found that, because AVID Elementary is skills-based, initial effects on students tend to be more behavioral in nature rather than manifesting as increased academic achievement. Behavioral changes might include increased attendance and student engagement, decreased transition time from one content area to the next and fewer discipline problems and other classroom disruptions. Because AVID Elementary is designed to strengthen the academic disposition in students, AVID Center expects that over a longer period of time, students exposed to the program will be more likely to enroll in rigorous middle school courses and aspire to attend college.

AVID Center also identifies several potential positive effects on teachers and administrators. These include improved teacher attendance and retention, WICOR strategy use, and classroom configuration; and increased instructional rigor, teacher engagement, and collaboration with colleagues.

By design, AVID Elementary does not seek to directly affect performance on standardized achievement tests, in large part because an explicit focus on proficiency would also require

curriculum alignment across grades, schools, and state standards, all of which is beyond AVID's purview. This evaluation does, however, examine test performance as a potential leading indicator of successful middle school outcomes.

In practice, schools have implemented AVID Elementary in a variety of ways. For example, some schools implement grade-level wide whereas others implement in partial grade levels. Some schools implement first with the exit grade and move downward; others start with 3rd grade and move upward. As a result, students experience a variety of AE implementations.

Research Questions

Broadly, this AVID Elementary evaluation is designed to provide AVID Center with an understanding of AE effectiveness in improving student outcomes and with current information about fidelity of implementation in the field. The evaluation examined several student-level elementary school and middle school outcomes, including attendance, disciplinary actions, academic performance, and middle school course enrollment. The study also sought to explore, through district-provided data, changes in teacher behaviors associated with AE implementation and professional learning, although the available data was ultimately not sufficient to pursue all of the related sub-questions. Finally, the evaluation examined differences in student outcomes associated with differences in implementation fidelity as measured by the Certification Self Study (CSS), Coaching and Certification Instrument (CCI), and teacher survey data.

We summarize the initially anticipated analyses into three high-level research questions:

1. To what extent does having an AE experience affect student outcomes?
2. To what extent does AE affect teacher behaviors?
3. Are AE impacts different depending on how AVID Elementary is implemented?

Each question encompasses multiple sub-questions. Taken together, the sub-questions cover a broad range of outcomes that AVID Elementary plausibly influences, although as described above, AVID Center expects the temporal pattern of AE impacts to vary depending on the outcome, and not all outcomes are considered equally important to the purpose and intent of AVID Elementary.

The list of questions and sub-questions below describes outcomes of interest identified as the study was conceived. For a variety of reasons, but due primarily to limits to the data districts could reasonably provide, not every question could be addressed. This report does not describe findings for sub-questions with a "*", as the available data did not support reasonably rigorous analysis.

Question 1: To what extent does having an AVID Elementary experience affect student outcomes?

Sub-questions for Question 1 include both elementary school and middle school outcomes. These questions were addressed using primarily student-level data provided by participating districts.

Elementary school outcomes:

a. Are AE students more likely to meet or exceed grade level in math when exiting elementary school?
b. Are AE students more likely to be at grade level in ELA when exiting elementary school?
c. Do AE students demonstrate more growth in math, relative to 3rd grade performance?
d. Do AE students demonstrate more growth in ELA, relative to 3rd grade performance?
e. Do AE students attend school at higher rates?
f. Do AE students have fewer reported discipline incidents?*

Middle school outcomes:

a. Do AE students demonstrate more growth in math, relative to elementary school exit grade performance?
b. Do AE students demonstrate more growth in ELA, relative to elementary school exit grade performance?
c. Do AE students attend school at higher rates?
d. Do AE students have fewer reported discipline incidents?
e. Do AE students enroll in courses of rigor in middle school at higher rates?
f. Do AE students have higher grades in middle school core courses?
g. Do AE students who enroll in the AVID Elective in middle school and/or high school have different outcomes than AE students not enrolling in the AVID Elective?

Question 2: To what extent does AVID Elementary affect teacher behaviors?

Sub-questions for Question 2 relate to teacher perceptions and behavior change. A teacher survey and interviews comprise the primary data sources for addressing sub-questions (a),

(b), and (c). Analysis for sub-questions (d) and (e) would have relied on administrative data provided by participating districts.

a. Which aspects of WICOR are perceived by AE-trained educators to be most effective?
b. How often is each WICOR strategy used and how does usage vary across AE-trained educators?
c. Do AE-trained educators report lower transition times from one content area to the next?
d. Are AE-trained educators more likely to be retained at their school?*
e. Do AE-trained educators attend school at higher rates?*

Question 3: Are AVID Elementary impacts different depending on how AVID Elementary is implemented?

Question 3 addresses the relationships among AE implementation and student outcomes.

a. Does dosage or years in AE have an effect on student outcomes in elementary and middle school?
b. Do students at AE schools starting exit-grade wide have better student outcomes than those not starting with the exit grade?*
c. Are higher ratings on indicators in the Instruction Domain correlated with better student outcomes?
d. Which, if any, other attributes of the AE model (i.e., trained principal, grade level implementation, etc.) are correlated with higher levels of student success?

Evaluation Design

The evaluation included three major components described in this section: analysis of student-level data provided by partnering districts, an educator survey, and educator interviews. The student-level data analysis, designed to identify the effect of AE experience on subsequent outcomes, comprises the core of the evaluation. The educator survey and educator interviews were designed to supplement the student-level analysis by providing information regarding implementation fidelity as well as additional data of value to AVID Center, such as how often educators report using specific WICOR strategies, and educator perceptions regarding the relative importance of specific strategies.

AE implementation fidelity was ultimately assessed using three data sources. The educator survey and interviews provide information about current implementation in AE schools and qualitative retrospective data regarding the evolution of study schools' implementation over time. For the analysis of student outcomes, we supplemented these data with (1) CSS site ratings and (2) CCI site ratings (the CCI replaced the CSS starting in the 2018-19 academic year).

Student-Level Data Analysis

Fundamentally, the primary goal (RQ 1) of this study is to determine if students who had an AE experience have different outcomes than students who did not have an AE experience. As described below, students who experience AVID Elementary differ systematically from other students in the same districts in their observed characteristics (e.g., demographics, pre-AE performance on standardized tests) related to outcomes (e.g., attendance, performance on standardized tests). In addition, AE students might differ from other students in unobserved, within the available data, ways (e.g., access to high-quality pre-kindergarten), creating potential for misleading, or biased, results from simple comparisons of outcomes for students who experience AVID Elementary to those for students who do not.

The "gold standard" randomized experimental design, or randomized controlled trial (RCT) directly addresses these potential issues. An RCT of AVID Elementary would randomly assign students, by classroom or school, to either a treatment group that experiences the program, or to a control group that does not. This design seeks to ensure that, on average, treated and not-treated students closely resemble each other except for their exposure to the treatment and can provide the strongest evidence about program impact—comparing outcomes between treatment and control groups can provide strong, causal evidence of AVID Elementary's effects on student outcomes.

However, an RCT to test program effects on 8th grade outcomes would require data from at least six academic years to follow students who experienced the program in 3rd grade through 8th grade, and both the desire and ability of AVID Center and partner districts to provide AVID Elementary to a randomly selected treatment group and to withhold potentially valuable experiences from the selected control group. AVID Center's need for near-term

results to inform program improvement efforts without meaningfully disrupting AE implementation made an RCT infeasible.

The retrospective quasi-experimental design (QED) implemented by this study, described in more detail below, allows for results on a much quicker timeline than could an RCT, as well as robust causal inference regarding AE impacts on student outcomes. A main appeal of this design is that participating districts would have already collected almost all the data needed for the study at the time of recruitment into the study. An important limitation, however, is limited ability to independently assess the fidelity of schools' AE implementation for school years up to a decade in the past—study findings are of limited use without an understanding of how past implementation differed across schools or how past implementation relates to current practices. To address this limitation, this study explores the relationship between implementation fidelity and outcomes using school-reported implementation information and responses to educator survey and interviews.

Student-level data were provided by eight partnering school districts, including information about students who experienced AVID Elementary as early as 2013-14. The districts were recruited, during 2024 and 2025, from a pool of districts identified by AVID Center as having implemented AVID Elementary with adequate fidelity to the program model and for long enough to observe middle school outcomes for one or more cohorts of students who experienced the program.

Retrospective Interviews and Educator Survey

The interview protocol and educator survey used in this study were developed with significant input from AVID Center research staff and project stakeholders. This collaborative process involved several iterations of editing and refinement to ensure items would answer the research questions and provide actionable information for AVID Center. This section describes the instruments and methods used, while Section 6 reports the findings specific to the first three sub-questions under Research Question 2 above (To what extent does AVID Elementary affect teacher behaviors?).[1]

Instruments

The final interview protocols and survey are described below; full instruments are provided in Appendix A.

STAFF INTERVIEW PROTOCOLS

The staff interview protocols included a version for schools at which at least one interviewee had been at the school since AE implementation began, and a version for schools without interviewed staff who had knowledge about the beginnings of AE implementation. The protocols queried interviewees about (a) the history of AE implementation, including why it

[1] Full findings from both the interviews and survey can be found in Chadwick, K. (2025). *AVID Elementary Research Study Interview and Survey Report* [Unpublished document]. Calypso Strategy and Research, LLC.

was adopted, how it was rolled out to teachers/grades, challenges encountered, solutions adopted, and evolution over time; (b) decision-making structures and processes around professional development; (c) measures to assess AE implementation and outcomes; (d) relative value of AE components in helping students succeed; and (e) whether/how the site team engaged in horizontal and vertical alignment. Staff who had been at their school since the decision was made to bring AVID Elementary onto the campus were asked 9 main questions, many with follow-up questions, for a total of 20 questions.

Staff who had not been at their school since the beginning of AE implementation were not asked about the decision to adopt AVID Elementary, rather, they were asked about current focal areas among the WICOR strategies. This protocol had 8 main questions with 6 embedded follow-up questions for a total of 14 questions, 10 of which were identical across the two versions of the protocol.

EDUCATOR SURVEY

The survey was crafted with substantial input from AVID Center research staff, who provided several of the scales, including AVID Cultural Elements, Collective Educator Agency, Changes in Students, and Educator Confidence. The survey for educators consisted of 69 questions about the following subjects:

- **Demographics:** Respondents selected their school from a dropdown list, indicated their role (e.g., Grade 1 Teacher, Administrator), and provided their tenure at the school in one of eight year groupings, from 0–2 years to 31 or more years.
- **AVID Training:** The survey asked about the year in which respondents received their first AE training. Options ranged from 2007 to 2025 and included an "I have not been trained yet" response choice. Those with training were asked for the following:
    - Year of their most recent training
    - Open-ended description of what they are doing differently that they perceive as having a positive effect on teaching and learning in their classroom
    - **Changes in Students:** AVID-trained educators were asked to indicate the degree of change they had witnessed in their students since the educator was trained. Seven items were rated from (1) *No change* to (5) *Completely changed*. The content of the items related to transitions between lessons, organization, engagement, communication, collaboration, writing, reading, and ownership of learning.
- **Educator Confidence:** All respondents were asked how confident they were to perform five competences integral to AVID Elementary. These included (1) creating supportive learning environments, (2) designing learning to promote agency, (3) modeling/blending WICOR with digital strategies, (4) building an inclusive culture to support academic and social risk taking, and (5) creating experiences to increase opportunity knowledge. Confidence was measured on a 5-point scale from *Not at all confident* to *Extremely confident*. There also was a "Don't Know/Understand" option.

- **Collective Educator Agency:** Twenty items on the survey queried educators about their level of agreement with statements regarding how widespread among the staff were the beliefs and actions described in the items. Response options ranged from (1) *Strongly disagree (0–14% of educators who exhibit the belief/action)* to (7) *Strongly agree (85–100% of staff).* Five items each comprised the four subscales of the CEA: Insist on rigor, break down barriers, align the work, and advocate for students.
- **WICOR Use:** Educators were asked several questions about writing, inquiry, collaboration, organization, and reading strategies. For each category (i.e., W, I, C, O, and R), they were asked how frequently they use those strategies with their students. Examples of AVID-taught strategies were included. Response options for frequency ranged from (1) *Less than once a month* to (7) *More than once per day.* They also could mark *N/A (Not a classroom teacher)*. They also were asked to write in their two most frequently used strategies under each category and why they use those.
- **AVID Cultural Elements:** Respondents were asked the extent to which nine elements of AVID Elementary are present throughout their school building. Response options included *Not present in building*, *Light, scattered presence in building*, *Moderate presence throughout building*, *Widespread presence throughout building*, or *Don't know/understand*. Items included the following:

    1. Anchor charts or visual tools for remembering important information
    2. Academic posters or positive messaging
    3. Symbolic reinforcements of a college-readiness environment
    4. Student work is displayed
    5. Student collaboration is encouraged in classrooms
    6. Student seating is arranged for collaboration
    7. Students use a system or tools to organize their work
    8. Common language and understanding of WICOR best practices/strategies
    9. Students are held to high expectations

- **AVID Elementary Implementation:** The final section of the survey queried respondents about their perceptions of the implementation of AVID Elementary at their school. An open-ended item asked them to describe the impacts AVID Elementary has had at their school. After, on a 4-point scale from (1) *Very poorly* to (4) *Very well*, they were asked how well AVID Elementary has been implemented (respondents could mark *I haven't worked here long enough to answer the question*). They could explain their rating in an open-ended follow-up question. Two items asked about any negative changes they have witnessed in their school that they attribute to the implementation of AVID Elementary. First, they answered yes, no, or they haven't worked there long enough. Then, they were asked to describe the changes if they had witnessed any.
- **Comments:** A final open-ended item allowed them to share anything else about AVID Elementary at their school.

2. Review of Relevant Research

The following review of research and evaluations of programs similar to AVID Elementary helps situate this study and the program within the set of programs in the U.S. working to improve educational outcomes for students through a whole-school approach.

AVID Elementary's Theory of Action

Advancement Via Individual Determination (AVID) was founded in San Diego in 1980 and spread widely as a secondary school reform that sought to expand access to rigorous coursework for students historically underrepresented in higher education. Foundational AVID components at the secondary level include elective courses, tutorial supports, and teacher professional development designed to prepare students for college readiness and success. In 2007, AVID introduced AVID Elementary as a whole-school model for grades PreK–6. AVID Elementary represents an attempt to shift the developmental timeline of AVID's college readiness strategies downward, embedding its routines and culture earlier in the educational trajectory.

Unlike many school reform models, AVID Elementary does not provide a curriculum. Instead, it functions as a curriculum-agnostic professional development platform. The program equips teachers with strategies and a common instructional language, organized around the WICOR framework—Writing, Inquiry, Collaboration, Organization, and Reading (AVID, 2020, 2024, 2025). Educators are expected to embed these strategies into their existing district curricula in mathematics, literacy, science, and social studies. By doing so, AVID Elementary aims to shift how instruction is delivered without requiring teachers to replace the "what" of content.

AVID Elementary's theory of action appears to be grounded in three key ideas. First, achievement depends not only on mastery of content but also on what DiPerna and Elliott (1999) termed academic enablers: organization, study skills, self-regulation, collaboration, and persistence. These skills have been shown to predict performance beyond cognitive ability and are especially important for students navigating challenging academic transitions (Farrington et al., 2012). AVID Elementary explicitly emphasizes habits such as maintaining organized binders, taking structured notes, collaborating in inquiry-based discussions, and setting goals. Second, AVID Elementary relies on schoolwide coherence. Its designers argue that when educators share a common instructional language and routines, students encounter consistent expectations across classrooms, which builds predictability, strengthens engagement, and supports higher levels of rigor (AVID, 2021). Third, AVID Elementary aspires to affect the long-term trajectory of course taking and attainment. By instilling organizational skills, collaborative learning practices, and a college-going mindset in elementary school, the program aims to increase readiness for advanced coursework in middle school and, ultimately, for postsecondary success (Conley, 2007).

The program acknowledges that short-run impacts are most likely to appear in behavioral and dispositional domains. Internal AE reports describe improvements in student organization, reductions in disciplinary incidents, and higher rates of student engagement (AVID, 2020, 2025). Because AVID Elementary does not provide curriculum and is not tied to state standards alignment, immediate gains in standardized achievement are not anticipated. Instead, the expectation is that behavioral improvements accumulate over time and yield downstream effects on academic performance, aspirations, and attainment.

Curriculum-Agnostic, Whole-School Frameworks

The most appropriate comparators for AVID Elementary are interventions that, like it, are schoolwide, professional development–driven, and curriculum-agnostic. These models are not designed to supply scripted lessons or textbooks but to provide teachers with routines, expectations, and strategies that shape the behavioral and cultural conditions for learning.

Responsive Classroom (RC) is among the best studied. RC trains teachers to integrate social-emotional learning and community-building practices into daily instruction through methods such as Morning Meetings, interactive modeling, and collaborative rule setting. A longitudinal randomized controlled trial across 24 elementary schools found that RC improved math and reading achievement when implemented with fidelity and also enhanced teacher–student interactions (Rimm-Kaufman et al., 2014). Importantly, implementation fidelity moderated outcomes: schools that embraced RC broadly and coherently saw stronger effects, while partial adoption diluted impacts. This pattern provides an example of professional development models succeeding when they are embraced as whole-school frameworks rather than piecemeal strategies.

Schoolwide Positive Behavioral Interventions and Supports (PBIS) offers another point of comparison. PBIS trains educators to define, teach, and reinforce behavioral expectations consistently across classrooms, supported by data teams and ongoing coaching. In a cluster-randomized trial of 37 elementary schools, Bradshaw and colleagues (2010) reported that PBIS reduced office discipline referrals and improved teacher ratings of student concentration and social competence. Although effects on standardized achievement were less consistent, some evidence suggested small positive gains through improved instructional time. Research syntheses conclude that PBIS consistently reduces discipline referrals and other externalizing behaviors, while evidence for impacts on academic achievement is more mixed (Center on PBIS, 2023). PBIS demonstrates how systematic professional development and coherent routines can improve the conditions of learning even when academic content is unchanged.

The Caring School Community (CSC) program, formerly the Child Development Project, similarly emphasizes building relational trust and schoolwide culture. Teachers are trained to hold class meetings, foster cross-age peer support, and strengthen family involvement. Research has shown that CSC results in significant reductions in students' use of drugs and involvement in other problem behaviors (Battistich et al., 2000). The WWC intervention

report rated CSC as having potentially positive effects on student behavior (USEd, 2007). CSC shares with AVID Elementary the theory that relational capacity among staff, when combined with consistent routines, creates conditions in which students develop agency and responsibility (AVID, 2025).

Leader in Me (LiM) represents a more recent whole-school framework. Grounded in Covey's *7 Habits of Highly Effective People*, LiM provides sustained professional development to teachers while cultivating students' leadership, organization, and goal-setting capacities. A recent meta-analysis found that LiM implementation improved overall school climate and student behavior, with the strongest gains observed in elementary schools where the model was implemented consistently (Villares, Miller, & Chevalier, 2023). LiM and AVID Elementary share an emphasis on student ownership of learning, goal setting, and leadership development, though AVID's WICOR framework is more directly tied to academic skills such as note-taking, inquiry, and organization.

Other curriculum-agnostic, professional development–based frameworks illustrate related mechanisms. Conscious Discipline trains teachers in trauma-informed, brain-based classroom management strategies. A recent longitudinal study of 873 preschool children in 146 classrooms found that higher fidelity to Conscious Discipline was significantly associated with gains in children's executive-function skills, which in turn predicted higher kindergarten readiness scores across language, literacy, math, and social foundations (Anderson et al., 2023). Although direct associations between implementation fidelity and achievement outcomes were modest, the study identified executive function as a key mediating mechanism, pointing to the potential of professional development to shape both teacher practice and student skills.

Playworks, which places trained full-time coaches in low-income schools to organize recess and model inclusive games, has been evaluated in a randomized controlled trial of 25 urban elementary schools across five U.S. cities. The study found that teachers in Playworks schools reported less bullying and exclusionary behavior, greater perceptions of student safety and inclusion, and smoother transitions from recess to classroom learning, with students returning to class more attentive and ready to learn. Teachers also reported better overall student behavior and greater enjoyment of adult-facilitated recess activities compared to control schools. Although the program's strongest effects were observed in school climate and behavioral domains rather than direct academic measures, these findings suggest that structured play, consistent routines, and adult facilitation can improve collaboration and engagement, creating conditions supportive of academic learning (James-Burdumy et al., 2013).

Taken together, these curriculum-agnostic frameworks demonstrate that professional development can shift student behaviors, school climate, and, in some cases, academic performance. They also underscore the importance of coherence: effects are strongest when interventions are implemented consistently and embraced schoolwide.

Curriculum-Anchored Models and SEL Programs

Although curriculum-anchored interventions are not direct analogues to AVID Elementary, their evidence base illuminates the potential of early interventions in behaviors and dispositions. EL Education (Expeditionary Learning) combines an inquiry-driven, project-based model with a literacy curriculum and intensive professional development. A large-scale quasi-experimental evaluation found statistically significant gains in reading achievement, with smaller and less consistent math effects (Mathematica Policy Research, 2013).

Positive Action is another instructive example. As a scripted SEL curriculum, it provides daily lessons on character development, self-management, and positive behavior, supplemented by schoolwide activities. Multiple randomized controlled trials in Hawaii and Chicago reported improvements in student behavior, greater engagement, and modest but statistically significant gains in standardized achievement (Flay & Allred, 2001). Although Positive Action differs from AVID Elementary in supplying content, its results reinforce the principle that systematically teaching self-regulation and goal setting can enhance both climate and academic outcomes.

Success for All (SFA) is a well-studied, whole-school approach designed to help high-poverty elementary schools increase the reading success of their students. A three-year randomized controlled trial funded by the U.S. Department of Education from 2002 to 2006 found that students in SFA schools made significantly greater gains in reading than comparable peers in control schools (Borman et al., 2007). A quantitative synthesis of rigorous evaluations showed that SFA produces positive effects on reading outcomes for disadvantaged students, with larger effects for the lowest achievers (Cheung et al., 2021)

Broader meta-analyses also reinforce the point. Durlak and colleagues (2011), in a review of 213 school-based social-emotional learning (SEL) programs, found that students participating in SEL interventions showed significant improvements in social-emotional skills, attitudes, behavior, and academic performance, with average achievement gains equivalent to an 11-percentile-point improvement. These results confirm that noncognitive skills and behaviors are malleable and influential in shaping academic outcomes.

Targeted Academic Behaviors and Engagement

A final set of studies focuses narrowly on academic behaviors. Student Success Skills (SSS), which teaches study skills, goal setting, and cooperative strategies through classroom lessons, has been evaluated in randomized trials showing gains in reading and math performance (Webb & Brigman, 2007). Check & Connect, a mentoring model originally designed to prevent dropout among students with disabilities, has demonstrated positive impacts on attendance, persistence, and school engagement (USEd, 2015). Although more

frequently implemented at the secondary level, its focus on monitoring and adult support resonates with AVID Elementary's emphasis on sustained engagement. Philosophy for Children (P4C), which trains teachers to facilitate inquiry-based discussions of philosophical and moral questions, has been associated with gains in reasoning, communication, and, in some cases, reading and math performance (Gorard et al., 2015). These programs, while narrower in scope, validate the idea that attention to organization, persistence, and inquiry can yield academic benefits.

Fade-Out of Intervention Effects

The AVID Elementary Study assesses AVID Elementary's effects on both short-term outcomes (e.g., attendance while enrolled at a certified AVID Elementary school) and longer-term outcomes (e.g., 8th grade math test scores several years after exiting elementary school). Researchers have long recognized that many, if not most, educational interventions demonstrate a degree of effect "fade-out" where measured program impacts tend to decline with the time since an intervention was received (e.g., see Watts et al. [2025], Bailey et al. [2020], and Cascio and Staiger [2012]). For some interventions, effects in the same domains initially studied or in other domains may reemerge later in life (e.g., Chetty et al., 2014).

Research continues into the causes and implications of these effects, but the evidence suggests that they are common phenomena observed across experimental, quasi-experimental, and longitudinal designs, and should be considered when assessing the potential implications of observed short and long-term program effects.

Implications for Evaluating AVID Elementary

The literature across these domains points to three consistent lessons. First, behavioral and dispositional outcomes appear earliest and most consistently. Programs like PBIS, CSC, and Responsive Classroom show clear effects on student behavior, engagement, and collaboration, while achievement effects emerge more slowly and unevenly. AVID Center's expectation that impacts will manifest first in organization, engagement, and discipline, and later in test scores, is well grounded.

Second, fidelity and coherence of implementation are key. RC and EL Education show that partial adoption produces weak or inconsistent effects, while whole-school commitment to routines and professional learning produces stronger outcomes (Rimm-Kaufman et al., 2014; Mathematica, 2013). AVID Elementary's design—requiring teams of educators to attend summer institutes, designating site teams, and providing ongoing coaching—aligns with this evidence on implementation.

Third, spillovers into achievement are possible but contingent. Positive Action, EL Education, and some SEL programs show that sustained behavioral improvements can translate into academic gains. Yet achievement impacts are modest and require multi-year exposure. For AVID Elementary, this underscores the importance of designing evaluations

that capture both short-term behavioral outcomes and long-term trajectories in course-taking and attainment.

In sum, AVID Elementary is positioned within a family of curriculum-agnostic, professional development-driven frameworks that aim to shift school culture and student behaviors foundational to academic success. Its uniqueness lies in combining WICOR-based instructional routines with an explicit college-going identity and alignment to secondary pathways. The comparative evidence suggests AVID Elementary is most likely to produce early impacts on organization, collaboration, and engagement, with potential but uncertain long-term effects on achievement and attainment. Rigorous quasi-experimental evaluation is thus warranted to test whether AVID Elementary's theory of action is realized in practice.

3. Data Collection and Description

Although AVID Elementary is essentially a school-level intervention, study recruitment focused on districts, rather than schools. Districts typically hold the student-level data necessary for the planned analysis and, because district data collection, storage, and sharing procedures vary considerably across districts, the goal was to recruit a modest number of districts, ideally spanning the range of district sizes, geography, and student characteristics present across districts currently implementing AVID Elementary, each with many potential study schools to minimize the resources needed to establish data sharing agreements and standardize shared data across sites.

School District Recruitment

AVID Center initially identified at least one currently or formerly certified AE school in 47 states, although many school districts were not suitable for the study because their AE schools had not implemented AE early enough to allow AE students to reach 8th grade during the analysis period, had not implemented AE with sufficient fidelity across multiple years, or had few or no non-AE schools from which to draw a comparison group for enough years.

District recruitment commenced during the summer of 2024 and continued into the summer of 2025. In collaboration with AVID Center staff, we first identified a pool of candidate districts based on analysis of CSS, CCI, Site and PL data that suggested that each district's data, if provided, would include one or more cohorts of students that had had an AE experience consistent with the program model and who would have been enrolled long enough during the analysis period to allow analysis of the main student outcomes of interest (Appendix A provides additional details regarding this initial list and subsequent prioritization).

The initial list was prioritized based on the number of suitable AE schools in the district, presence of AVID Excel and AVID Secondary Schoolwide programs that AVID Center could incorporate into subsequent studies, availability of a reasonable number of non-AE students, and diversity of district attributes (e.g., size, geography). AVID Center staff reviewed the initial prioritized list of districts, providing input on the suitability of individual districts (e.g., two high-priority districts had recently discontinued or planned to discontinue AVID and were deemed unsuitable for the study). Staff also developed communication materials for candidate districts regarding the study.

By the end of the recruitment period, eight school districts in three states had agreed to participate and provided most or all of the data requested for the analysis. One district agreed to participate but was unable to provide sufficient data in time to inform the

analysis. The following section describes, at a high level, the data available for the study from the eight districts.

Recruitment and Data Collection Outcomes

Of the eight participating school districts, one district is in the Pacific Northwest, one is on the East Coast, and the remainder are in California. At present, total district enrollment ranges from about 16,000 to 32,000 for these districts. Together, the districts had a total of 34 AE study schools, defined as elementary schools that were AVID certified for at least three years prior to the 2019-20 school year. An additional 14 elementary schools were AE-certified for two years prior to 2019-20, and 39 more elementary schools were AVID certified for one year during the analysis period, for a total of 87 AVID elementary schools. An additional elementary school was AVID certified for two years, but only for second grade, which was not considered a "treatment" grade for this study.

In this report we focus on data elements that were available from most or all districts and therefore suitable for the analysis. Districts provided data for numerous student characteristics and outcomes, although the specific data elements available from each district varied considerably, as did the time period spanned by the data provided. Six of the eight districts provided data for students in kindergarten through 8th grade. The remaining two districts provided data for 3rd through 8th grade. The compiled data span the 2011-12 through 2024-25 school years. Data were available from all districts for 2016-17 through 2023-24 and for seven of the eight for 2014-15 through 2023-24. Some districts provided similar data for students in the same set of grades (e.g., kindergarten through 8th) in each year, others provided data for selected grades in each year (e.g., by providing 8th grade information only in later years, to provide information specific to elementary students who could have experienced AVID Elementary in earlier years).

Combining data across districts yielded 1.3 million student-year observations, reflecting information for about 360,000 unique students in kindergarten through 8th grade. Restricting the sample to 2nd through 8th grade and removing observations for students whose outcome data could not directly inform the student-level analysis (e.g., students with no elementary school enrollments in the data) yielded a sample of 935,076 student-year observations of 230,049 unique students. The exhibits below summarize these data, which informed the analysis described in subsequent sections. Exhibit 1 provides student counts by year and grade.[2,3] Large changes in student counts from year to year within and across grades reflect the differences in data provided by individual districts.

Student age, gender, and race/ethnicity were available for nearly all of the enrollments described in Exhibit 1. Data were less complete for other covariates and outcome variables used in the analysis. Exhibit 2 illustrates the availability of selected types of data. For a

[2] Exhibits throughout this report identify school years using the second calendar year spanned by the school year (e.g., 2012 refers to the 2011-12 school year).
[3] Kindergarten and 1st grade omitted. These early grades were not central to the analysis, although the associated student data informed the analysis to some extent.

variety of reasons, multiple districts were unable to provide one or more years of data for important outcome variables, such as attendance and test scores, leading to the relatively low data completeness measures in the exhibit.

Exhibit 1: Student Counts by Year and Grade

	Grade							
	2	3	4	5	6	7	8	Total
Year								
2012	1,265	1,306	1,272	1,251	1,310	1,323	1,398	9,125
2013	1,316	1,264	1,341	1,299	1,313	1,334	1,310	9,177
2014	1,384	4,899	4,867	2,939	1,332	1,349	1,248	18,018
2015	12,512	15,291	14,859	11,085	5,224	3,711	3,701	66,383
2016	13,019	14,176	15,319	14,317	10,495	5,079	3,668	76,073
2017	12,391	16,319	15,892	16,334	13,396	9,963	5,028	89,323
2018	12,470	15,509	16,235	15,385	15,161	12,673	9,656	97,089
2019	12,244	15,651	15,694	15,783	14,419	14,369	12,246	100,406
2020	12,017	15,118	15,463	15,083	14,863	13,620	13,744	99,908
2021	10,979	14,403	14,511	14,435	14,064	14,061	13,038	95,491
2022	11,107	13,916	14,569	13,865	13,691	12,907	13,461	93,516
2023	3,845	14,257	14,326	14,428	13,316	13,113	12,724	86,009
2024	3,223	3,854	12,948	12,548	13,650	12,704	12,661	71,588
2025	3,053	3,264	3,239	3,406	3,224	3,414	3,370	22,970
Total	110,825	149,227	160,535	152,158	135,458	119,620	107,253	935,076

Exhibit 2: Share of Enrollments Associated with Specified Characteristics and Outcomes, 2014-2024 (by Grade Level)

	Grade Level	
	Elementary School	Middle School
FRL	0.942	0.914
ELL	0.981	1.000
Attendance	0.933	0.961
Discipline	0.705	0.883
ELA and Math Scores	0.655	0.640
ELA Test Score	0.688	0.672
Math Test Score	0.670	0.657
Core GPA	.	0.723
Course Enrollment	.	0.680

Notes: "Elementary School" includes 3rd grade through an elementary school's exit grade; "Middle School" includes 6th grade enrollments that are not in an elementary school or K-8 school and all 7th and 8th grade enrollments. No districts provided test score data for school years prior to 2014 or for 2020. Student enrollments for those years are therefore excluded from ELA and math test score rows in the table. One district did not provide any discipline data.

The largest gaps in the data resulted from the following:

- No test score data from one district prior to 2021
- No test score data during the pandemic year of 2020
- No test score data during the post-pandemic year of 2021 from five districts
- No attendance data from one district prior to 2019
- No discipline data from one district
- Several other smaller gaps also remained

The next section describes how the study defines students' AE experiences, defines the outcome measures and covariates used in the analysis, provides summary statistics for each of these, and describes the methods used to impute missing data in the final analysis.

4. Definitions, Descriptive Statistics, and Data Imputation

Below, we define how AE experiences are quantified, and describe how student characteristics and outcomes are measured, for this study. This section describes characteristics of, and outcomes for, students by the extent of their AE experience. As illustrated in Section 3, the compiled data were missing important characteristics and outcomes for a non-trivial share of the sample. For example, as shown in Exhibit 2, about one third of enrollments in 3rd through 8th grade were missing ELA and math test scores, and more than one quarter of middle school enrollments lacked associated course and grade information necessary to calculate core GPA. Some of the missing data were associated with the pandemic (no districts reported test scores for 2019-20); other gaps were idiosyncratic to individual districts, grades, or students. To increase sample size and reduce potential bias in regression-based parameter estimates we impute missing data. This section concludes with a description of the imputation procedures used to create the final analysis datasets.

AVID Elementary Experience

We classify students according to the number of years during which they experienced AVID Elementary: zero, one, or two or more. For the purposes of this study, we define the "AVID treatment" as enrollment at an AE-certified elementary school for two or more years in 3rd grade through the school's exit grade (5th grade for K-5 schools, 6th grade for K-6 schools, and 5th grade for K-8 schools). Students who only had one such year of enrollment are still included in the analysis, however. Enrollment in an AE-certified school in 2nd or earlier grades was not considered part of an AE experience for the purposes of this study.

Most, but not all, certified AE schools had AVID-trained educators in grades 3 through the school's exit grade in the years they were certified (92 percent of the relevant school-year-grade combinations had at least one AVID-trained educator). Thus, we relied on school site certification data provided by AVID Center to determine whether a student's enrolled grade at a certified school had at least one AVID-trained educator. If yes, the student's enrollment was counted as an AE experience. If not, the enrollment was not counted as an AE experience.

Baseline Characteristics and Covariates

Attendance, test scores, gender, and other student outcomes and characteristics can influence subsequent student outcomes and can therefore serve as covariates to help isolate AE treatment effects. However, including outcomes potentially affected by AVID can lead to biased treatment effect estimates. Thus, only outcomes measured prior to a student's AE experience are suitable as covariates for the analysis.

For this study, these baseline covariates come from the year prior to each student's AE experience. Specifically, students are assigned a baseline (pre-treatment) year of the year before their first AE exposure or, if a student never experiences AVID Elementary, the first observed enrollment in 2nd through the grade prior to a school's exit year (i.e., 5th grade for K-6 schools, 4th grade for K-5 schools).

The available data lack baseline characteristics and covariates for a variety of reasons. The compiled data associated with the 230,049 unique students included in Exhibit 1 lack a baseline enrollment for 20 percent, including 27 percent of students identified as having two or more years of AVID Elementary, 26 percent of students with one year, and 17 percent of non-AE students. These missing enrollments occur because students were not enrolled in the participating district in the relevant year, because the district did not provide data for the relevant year, or because the district did not provide enrollment information for the relevant grade (two districts did not provide enrollments earlier than 3rd grade).

Among 80 percent of students for whom we have baseline enrollment data many are lacking baseline attendance and/or academic achievement data. Less than two percent are missing baseline attendance data, but nearly one third (32 percent) lack either an ELA or math baseline score, including 53 percent of students with two or more years of AVID Elementary, 34 percent of students with one year, and 28 percent of non-AE students. Students lack baseline test scores because a district did not provide test data for certain years (see Section 1) or for certain grades (only one district provided usable 2nd grade scores), or the student did not have a test record in the relevant year.

An appendix table, described below, provides sample sizes, with and without imputed data and by intensity of AE exposure, that have all baseline covariates as well as post-baseline outcomes.

Student Characteristics Used as Covariates in the Main Analysis

After identifying student characteristics plausibly associated with student outcomes and assessing data availability across districts, we included the following characteristics in the analysis described in Section 5:

- **Age.** Calculated as of October 1st of the associated school year.
- **Gender.** Students are identified as female (48.1 percent of the analysis sample), male (51.8 percent), or other gender (0.1 percent).
- **Race and ethnicity.** In the regression results, race/ethnicity is coded as follows (some districts provided additional detail regarding students' race and ethnicity):
    - 1 = Non-Hispanic American Indian / Alaska Native
    - 2 = Non-Hispanic Asian / Pacific Islander
    - 3 = Non-Hispanic Black / African American

- 4 = Hispanic
- 5 = Non-Hispanic White (omitted from regressions as base category)
- 6 = Non-Hispanic Two or more races
- 7 = Unknown (explicitly coded by one district)

- **Free or reduced-price lunch eligibility (or equivalent measure).** In the regression analysis this characteristic was measured as of a student's baseline grade.
- **English language learner (or equivalent measure).** In the regression analysis this characteristic was measured as of a student's baseline grade.

Student Outcomes

Consistent with the research questions described in Section 1, the analysis focuses on the following student outcomes:

- **Attendance.** Attendance is measured as either average daily attendance (ADA) or chronic absenteeism (attending for less than 90 percent of enrolled days). In the regression analysis, baseline attendance is transformed using a Box-Cox transformation to reduce skewness in the baseline attendance measure.
- **State achievement test scores.** Test score outcomes (ELA and math) are transformed to mean-zero, standard-deviation-equals-one standardized variables by subject, grade, year, and district. The transformed outcomes are relative measures that indicate how far above or below average (for a given grade, year, and district) a student's score is, in units comparable across grades, years, and districts. These measures allow comparison of relative student performance across different types of tests (e.g., Smarter Balanced and the California Assessment of Student Performance).
- **Grade-level proficiency.** Grade-level proficiency in ELA and math is measured as a binary indicator that equals one if a student met or exceeded the grade-level benchmark and equals zero otherwise.
- **Discipline.** Suspensions are tabulated and modeled as binary indicators that identify whether or not a student had any suspension in a given year.
- **Core Grade Point Average (GPA). Core** GPAs are calculated separately for each year and standardized within grade, year, and district as for test scores. Core GPA calculations include core courses only (ELA, math, science, and social sciences).
- **Enrollment in courses of rigor.** Courses of rigor were identified in the available course enrollment data based on course titles. Courses of rigor included courses designed for a higher grade level than a student's enrolled grade and courses otherwise identified as advanced (e.g., 8th grade algebra). Appendix A provides additional detail about how we defined courses of rigor.

Data Imputation and Baseline Characteristics

As described in Section 3, the student-level data provided for the study were missing a significant amount of data regarding student characteristics and outcomes. Simply ignoring these missing data and relying on students with complete data for the analysis (complete case analysis) would result in the loss of many observations and a corresponding reduction in the ability to identify meaningful AE effects, as well as providing potentially biased effect estimates. We therefore imputed missing covariates and outcomes using the following three-step procedure (specifics vary by district according to data availability):

1. **Demographics imputation.** This step involved filling in missing data for time-invariant characteristics (date of birth, race, gender) using earlier or later observations of valid data for students with missing characteristics in a given school year. Remaining missing values were imputed using school-by-grade or school-level averages based either on available student-level data or public school-level reports (race/ethnicity for one district and FRL status for two districts). After this step, more than 99.9 percent of student-year observations had an assigned age, race/ethnicity, and gender.
2. **Pre-treatment covariate imputation.** This step involved regression-based imputation of missing pre-treatment covariates to be included in the final analysis, including attendance, standardized math and ELA test scores, and the time-varying program status indicator for ELL. The pre-treatment period for students who enrolled in an AVID-certified elementary school consists of enrollments prior to their first enrollment at an AVID-certified school with AE-trained teachers in the student's grade. The imputation process included, and imputed, data for students in elementary grades up to the grade prior to an elementary school's exit grade. Regressions included school-level fixed effects.
3. **Outcome imputation.** Regression-based imputation of outcome variables included first predicting outcomes of students for whom we have enrollment information (e.g., school, grade) and included school-level fixed effects. Next, we imputed outcomes for students with missing enrollment information using baseline covariates and fixed effects for the student's school of enrollment in the baseline year (the year prior to the first AE experience). For students who never experienced AVID Elementary we assigned 3rd grade as the baseline grade, if available for the student, and another grade if not (4th, 2nd, 5th, depending on availability). Each student then appears at most once in each regression.

Data were imputed separately for AE students and students who never experienced AVID Elementary.

Due to limited data availability, baseline test scores were not available for many students even after imputation. The primary reasons include no enrollment record for the baseline

year and no academic measures in the relevant grade for any student in the student's district (only two districts provided any academic measures for 2nd grade).

Tables in Appendix B provide selected baseline (pre-AVID Elementary) characteristics and sample sizes with and without the imputed data (information about the samples of students for whom elementary and middle school outcomes are available). Standard t-tests indicate that differences in these characteristics between students with two or more years of AVID Elementary and those with no AE experience are all statistically significant ($p<0.01$) except for FRL status in middle school ($p=0.139$ with and without imputed data). In addition to including these covariates in the regression analysis, we implement inverse probability of treatment weighting (IPTW), which we describe in more detail in Section 5.

Descriptive Statistics

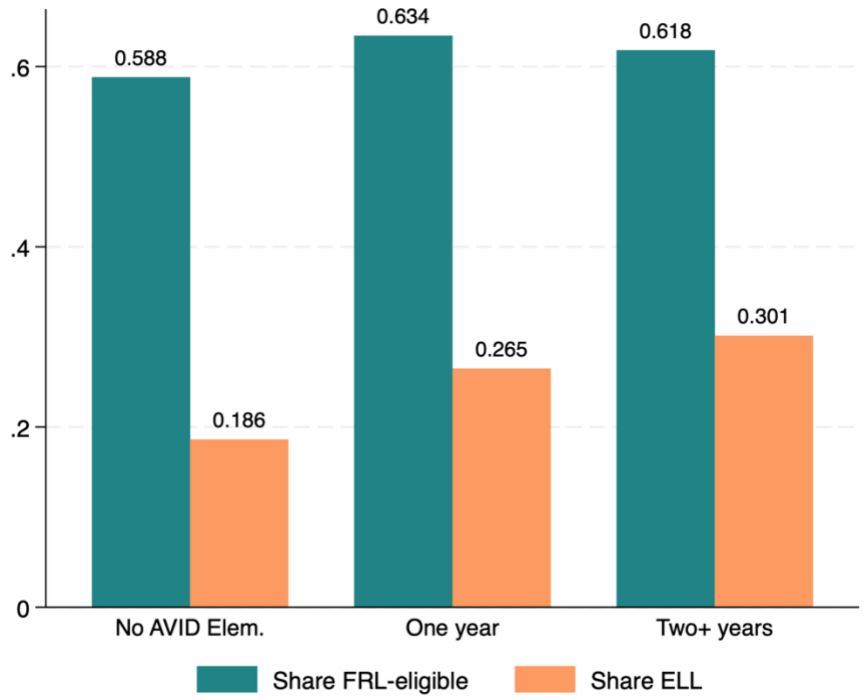
Below we describe selected descriptive statistics for the analysis sample. Appendix B provides additional detail.

As illustrated in Exhibit 3 and Appendix B, AE students were more likely to come from historically underserved groups. For example, the share of AE students eligible for free or reduced-price lunch is five or more percentage points higher than that of students with no AE experience, depending on grade level and years of AE experience. AE students were also more likely to be Black (17 percent) or Hispanic (57 percent) than their non-AE peers (11 percent Black and 52 percent Hispanic), as detailed in Appendix B.

As described in Exhibit 4, baseline (pre-AVID Elementary) student outcomes for AE students are also worse than those of their non-AE peers. These differences likely arise at least in part because of the non-academic factors described in Exhibit 3.

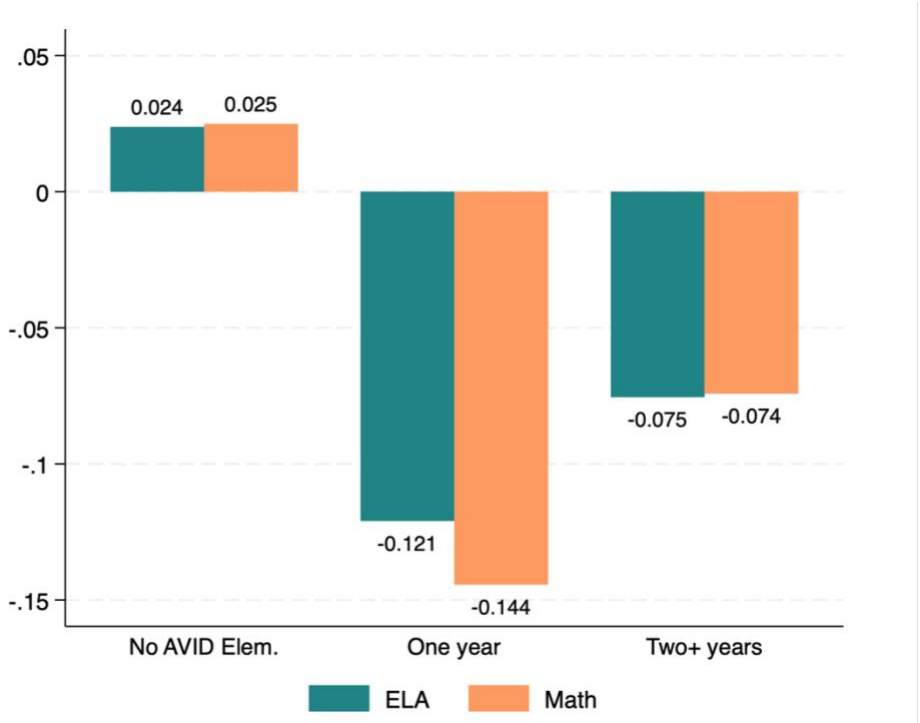
Across many outcomes, AE students tend to have outcomes worse than students who never experience AVID Elementary (as defined in this study), as shown in Exhibit 5. The exhibit shows averages across 3rd through 8th grade of standardized test scores and chronic absenteeism rates by intensity of AE exposure. Outcomes are better for students with two or more years of AVID Elementary compared to those with one year (all differences are statistically significant with $p<0.01$ after accounting for clustering by student), but average student outcomes for AE students are worse than for their non-AE peers, again likely due at least in part to the differences in baseline characteristics and outcomes described in Exhibit 3 and Exhibit 4. We find similar patterns for the other outcomes considered in this analysis (see Appendix B). The Section 5 analysis seeks to identify the causal effect of AVID Elementary on these and other outcomes, accounting for differences in baseline characteristics and covariates.

Exhibit 3: Baseline (pre-AE Exposure) Characteristics of Students, by AE Exposure



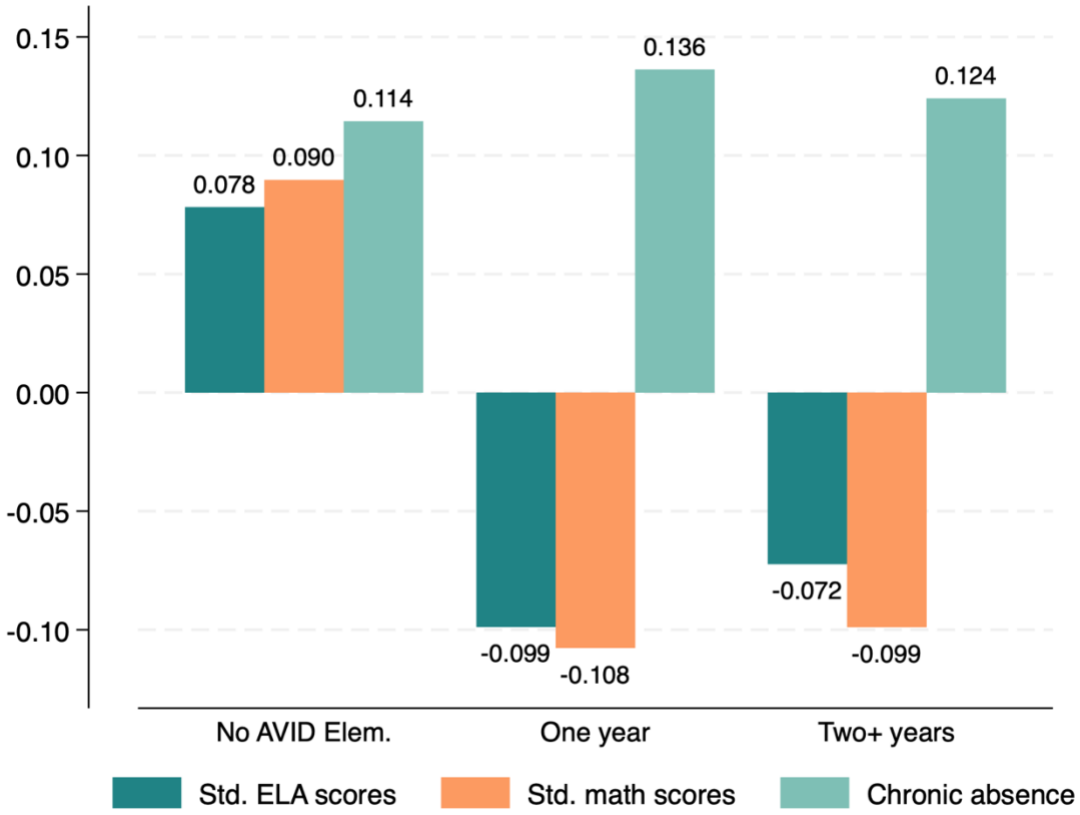
Notes: Exhibit includes students for whom baseline (pre-AE exposure) outcomes and subsequent elementary school outcomes are available.

Exhibit 4: Baseline (pre-AE Exposure) Standardized Test Scores of Students, by AE Exposure



Notes: Exhibit includes students for whom baseline (pre-AE exposure) outcomes and subsequent elementary school outcomes are available.

Exhibit 5: Selected Student Outcomes, by AE Exposure (3rd through 8th Grade Combined)



Notes: Average standardized ELA and math scores measured in standard deviation units. Chronic absenteeism measured as the share of students missing at least 10 percent of school days. Exhibit includes students for whom baseline (pre-AE exposure) outcomes and subsequent elementary school outcomes are available. Exhibit reflects multiple observations of the same outcome for many students.

All study school districts also had middle schools that provide the middle school AVID elective course. While the middle school elective was not a focus of this study, we examined the relationship between AVID elective enrollment and middle school outcomes to determine whether the presence of the elective might influence our analysis of AVID Elementary. Across outcomes, for both students who experienced AVID Elementary and those who did not, middle school outcomes were generally better among students who took the AVID elective, although the analysis does not determine whether the elective is causally related to student outcomes. Appendix B provides additional detail.

The differences in student background characteristics presented in Exhibit 3 underscore the fact that the simple comparisons suggested by Exhibit 4 are insufficient for determining the effect of AVID Elementary on student outcomes. The regression analysis presented in Section 5 provides a more robust method of identifying the effects of AVID Elementary on outcomes observed during and after students experience AVID Elementary.

5. Analysis

This section contains two components. First, we describe the student-level regression analysis methods and findings. The second component describes our school-level analysis of implementation fidelity. The latter uses AVID Center site data as well as metrics derived from the staff surveys and interviews.

Student-Level Analysis

The study research questions describe several different student outcomes, all ultimately modeled similarly. The prior section suggests that AVID Elementary students differ in important ways from other students even before they experience AVID Elementary. These differences, if not addressed, create potential confounding of estimated treatment effects. To minimize the risk of confounding, we implemented inverse probability of treatment weighting (IPTW). IPTW improves on standard, unweighted regression models in this regard by providing a set of weights that balance the observable characteristics of the treatment (students who experienced AVID Elementary) and control (those who did not) groups during estimation.

Inverse Probability of Treatment Weighting (IPTW)

The regression analysis implemented IPTW weights to provide a more rigorous estimate of AE treatment effects than provided by simple, unweighted regressions. The weights were derived from a propensity score model that estimates the probability a student received at least two years of AVID Elementary, based on imputed baseline covariates. The model was developed using an algorithm described by Imbens and Rubin (Imbens, Guido W. and Donald B. Rubin. 2015. *Causal Inference in Statistics, Social, and Biomedical Sciences.* New York: Cambridge University Press) as implemented in Stata. The algorithm iteratively tests models of increasing complexity, starting with linear terms, testing and adding interactions and quadratic terms as long as model improvements are achieved, as measured by a likelihood-ratio test.

Propensity scores were trimmed to exclude observations with propensity scores below 0.01 or above 0.99; the model was re-estimated using the remaining sample and the resulting propensity scores were used to calculate IPTW weights to estimate the average treatment effect (ATE), which identifies the average effect of AVID Elementary across the full sample of treatment and control group students if all had experienced two years of AVID Elementary, relative to no AVID Elementary experience for any student. Because the model relied in part on baseline scores, students with no imputed baseline scores do not have an IPTW weight.

Regression Models

The basic regression model for all outcomes is below, followed by a more detailed description of each model.

$$Y_{ijt} = \alpha + \boldsymbol{AE_{it}\delta} + \boldsymbol{X_{it}\beta} + \boldsymbol{Grade} + \boldsymbol{Year} + \eta_j + \varepsilon_{it}$$

- Y_{ijt} is the outcome of interest for student i in school j in year t
- $\boldsymbol{AE_{it}}$ is a vector of indicators that characterize student i's AVID Elementary experience through year t
- $\boldsymbol{X_{it}}$ is a vector of student and school-level variables including student-level demographic variables (age, gender, race/ethnicity, FRL status, and ELL status) and pre-treatment baseline covariates
- ***Grade*** and ***Year*** are sets of indicator variables that control for fixed grade and year effects, respectively. Grade fixed effects include both a student's baseline grade and the student's grade in year t.
- η_j is the school-level fixed effect of school j
- ε_{it} is an idiosyncratic random error term

All models calculate robust standard errors adjusted for clustering at the student level.

Elementary School Outcomes

For elementary school outcomes, $\boldsymbol{AE_{it}}$ consists of an indicator (avid_treat 1) that equals one if a student's enrollment in year $\boldsymbol{t}$ meets the AE exposure criteria and is the student's first such enrollment, and zero otherwise; and an indicator (avid_treat 2) that equals one if a student's enrollment in year $\boldsymbol{t}$ is the student's second, third, or fourth such enrollment, and zero otherwise. Outcomes are included for all observations after a student's baseline year through the elementary school's exit grade.

ATTENDANCE

Attendance is modeled using a tobit specification with the transformed attendance variable. The model includes grade, year, and school-level fixed effects, as well as the following baseline covariates: transformed attendance, age, and indicators for gender, race/ethnicity, free or reduced-price lunch eligibility (or equivalent), and English language learner (ELL) status.

CHRONIC ABSENTEEISM

Chronic absenteeism is modeled using a linear probability model and the same covariates as for attendance.

TEST SCORES

Standardized test scores are modeled separately by subject, using OLS, and including the covariates identified for attendance plus the student's baseline standardized scores in math and ELA.

PROFICIENCY

Proficiency is modeled separately for ELA and math using a linear probability model and the same covariates used for test scores.

Middle School Outcomes

For middle school outcomes, AE_{it} consists of an indicator that equals one if a student had exactly one year of AVID Elementary and zero otherwise, enrollment in year t meets the AE exposure criteria and is the student's first such enrollment, and zero otherwise; and an indicator that equals one if a student's enrollment in year t is the student's second, third, or fourth such enrollment, and zero otherwise. Outcomes are included for all observations in 6^{th}, 7^{th}, or 8^{th} grade after a student exits elementary school.

ATTENDANCE

Modeled as for elementary school attendance.

CHRONIC ABSENTEEISM

Modeled as for elementary school chronic absenteeism.

TEST SCORES

Modeled as for elementary school test scores.

GROWTH

Test score growth is measured as the change in standardized scores between a student's last elementary school enrollment and an enrollment in 6^{th}, 7^{th}, or 8^{th} grade. Growth is modeled separately by subject using OLS, and including the covariates identified for standardized test scores.

PROFICIENCY

Modeled as for elementary school proficiency.

SUSPENSION

Suspensions are modeled using a linear probability model using the same covariates as for test proficiency.

CORE GRADE POINT AVERAGE

Core GPA is modeled using OLS on the standardized GPA measure, including the covariates identified for the test score model.

COURSES OF RIGOR

Enrollment in courses of rigor is modeled using a linear probability model and the covariates identified for the test score model. One model includes 7th and 8th grade outcomes (enrollment in a course of rigor in that grade). A second model uses only 8th grade outcomes (enrollment in a course of rigor in 7th or 8th grade). Results from this model should be interpreted cautiously because many schools had no or all students apparently enrolled in a course of rigor and the estimated intra-class correlation coefficient (ICC) for this variable is quite high (0.75 for the imputed data sample). Together, these characteristics of the data indicate that school-level characteristics, such as very low or very high access to courses of rigor, play a large role relative to student characteristics in determining who takes a course of rigor.

Regression Results

In the discussion, we focus on IPTW-based results, as IPTW methods address the challenges created by the observed baseline differences between AE students and non-AE students, thereby providing more rigorous estimates of AVID Elementary's effects than unweighted models. For comparison, Appendix C provides detailed regression output based on each of the non-imputed data, non-imputed plus imputed data, and non-imputed data plus imputed data using IPTW.

For many models, the preferred specification suggests no significant effect of AVID Elementary exposure on the modeled outcomes, with several notable exceptions identified below. We describe results that compare students with two or more years of AE experience to students with no AE experience. Estimates for students with a single year of AVID Elementary sometimes differ meaningfully from those for students with two or more years. Appendix C provides the relevant coefficient estimates (note that observation counts in the regression results are student-year observations, rather than unique students).

Elementary School Outcomes

- **Average daily attendance (ADA) and chronic absenteeism.** The IPTW model indicates no significant effects of AVID Elementary on attendance. Estimates suggest two or more years of AVID Elementary might reduce chronic absenteeism by about 1 percentage point on average, but this difference was not statistically significant at conventional levels (p=0.109). In contrast, the results also suggest a small but statistically significant improvement in ADA (+0.09 percentage points, p=0.040) and in chronic absenteeism (-1.8 percentage points, p=0.001) associated with one year of AVID Elementary.

- **Performance on ELA standardized achievement tests.** The IPTW model indicates a statistically significant positive AE effect on standardized test scores (+0.08 standard deviations, p<0.001). This difference is equivalent to moving an average (50th percentile) student to the 53rd percentile. Results also identify an AE effect on grade-level proficiency (+4.7 percentage points, p<0.001).
- **Performance on math standardized achievement tests.** IPTW model results suggest an opposite, statistically significant and negative effect on math performance. Coefficients indicate a reduction in standardized scores (-0.11 SD, p<0.001) and reduction in proficiency (-9.0 percentage points, p<0.001). The effect on scores is equivalent to moving an average (50th percentile) student to the 46th percentile.

Middle School Outcomes

- **Average daily attendance (ADA) and chronic absenteeism.** We find no statistically significant effect of experiencing two or more years of AVID Elementary on the attendance measures. However, similar to the elementary school attendance results, IPTW results indicate a small but statistically significant improvement in ADA (+0.15 percentage points, p<0.001) and in chronic absenteeism (-2.8 percentage points, p=0.002) associated with exposure to one year of AVID Elementary. AE effects could vary by grade level as well as or instead of by intensity. These findings do not distinguish among these or other potential explanations.
- **Performance on ELA standardized achievement tests.** IPTW model results indicate a small, positive effect of prior AE exposure on middle school test scores, although significance is marginal (+0.03 SD, p=0.056). The estimated effect is equivalent to about a one percentile increase for the average student.[4] Results suggest no effect on ELA proficiency. Consistent with the findings for elementary and middle school standardized scores (positive effect for the former, a smaller, marginally significant, effect for the latter), we find a small, negative effect of AVID Elementary on ELA growth from elementary school exit to 7th and 8th grade (-0.04 SD, p=0.045). This effect loses statistical significance if the model is restricted to 8th grade outcomes (-0.02 SD, p=0.484).
- **Performance on math standardized achievement tests.** IPTW model results suggest a small but only marginally statistically significant effect of AVID Elementary on math scores (+0.03 SD, p=0.065) and no effect on proficiency. We find no statistically significant effect of AVID Elementary on growth in math scores from elementary school exit.
- **Grade point average (GPA) in core subjects.** The IPTW model indicates a positive and statistically significant effect of AVID Elementary on standardized middle school GPA in core subjects (+0.15 SD, p<0.001), corresponding to an increase of

[4] Although seemingly small, the one-percentile change is potentially academically meaningful. A one standard deviation change in achievement is commonly assumed to correspond to three to four years of learning. Using the same approximation, a 0.03 SD effect is equivalent to three to four weeks of school. In practice, achievement growth in standard deviation units varies by grade and subject.

approximately 0.15 grade points on a standard four-point scale, equivalent to receiving an A instead of a B in one class out of a six-class schedule.

- **Discipline and enrollment in courses of rigor.** We find no statistically significant effects of AVID Elementary on whether or not a student is suspended in middle school, or on whether or not a student enrolls in a course of rigor in middle school.

School-Level Analysis

While the student-level analysis was the primary focus of this study, AVID Center also expressed interest in understanding the relationship between fidelity of AE implementation and student outcomes. This understanding provides context for the student-level findings and makes them more actionable. To help develop this understanding we analyzed school-level AE site data and school-level metrics derived from staff surveys and interviews. After restricting the student-level data to students who experienced AVID Elementary at some point during the analysis period, we aggregated student outcomes to the school-level. Elementary school outcomes were included for enrollments that met the criteria for an AE experience in the student's grade and then aggregated by school. Other enrollments were excluded.

Middle school outcomes were included for students who had experienced AVID Elementary during at least two years. Results are similar when the analysis includes students that had experienced only one year of AVID Elementary.

AVID Site Data

AVID site data include CSS data for 2013 to 2018 (2018 was the last year the CSS was used for AE schools) and CCI data for 2021 to 2024 (due to the pandemic, 2021 was the first year for which CCI data were available for these schools). We explored correlations between student outcomes and schools' scores on the four Essentials (CSS) or four Domains (CCI), depending on year.

Staff Survey Metrics

The staff surveys provide a description for each participating school collected at a single point in time, although protocols were designed to provide some information about how AVID implementation had evolved over time. For our analysis we examine the relationships between student outcomes and three metrics derived from these data:

- A confidence score that provides school-level averages of respondents' self-reported confidence with five core AVID competencies, each rated by respondents from 1 (not at all confident) to 5 (extremely confident).
- An implementation score that provides school-level averages of respondents' ratings of AVID implementation. Ratings range from 1 (very poorly) to 4 (very well).

- A student change score based on respondents' reporting of the extent to which students had changed since the respondent's AVID training. Responses were averaged across eight dimensions. Each dimension was rated from 1 (no change) to 5 (complete change).

Across these metrics, responses were filtered to staff who had been at their school for more than five years.

Correlations Among AVID Site Data and Survey Metrics

Not surprisingly, the components of each type of measure (CSS Essentials ratings, CCI Domain ratings, survey metrics) are highly correlated within type (e.g., CSS Essentials ratings are generally highly correlated with each other) and, to a lesser extent, ratings are correlated across types, as shown in Exhibit 6. The exhibit shows the correlations between and among each of the three survey-based metrics, schools' average CSS score during 2013-2018, and schools' average CCI score during 2021-2024.[5] The number of respondents informing each school's survey metrics ranges from one to 25, with a median of 10. Because metrics based on a small number of responses may be less indicative of school conditions, the results in Exhibit 6 are weighted by the number of respondents. Unweighted correlations are similar.

The survey-based metrics are each positively correlated with schools' average CSS and CCI scores, although the correlations are stronger and only statistically significant for CCI scores. This is not surprising as the survey metrics were collected closer in time to the CCI data, although we cannot determine the extent to which the lower correlation with CSS scores results from change within schools over time or differences in what CSS and CCI scores measure.

We find stronger and more statistically significant relationships between the survey metrics and CCI scores for 2024 (see Appendix B), suggesting that all three survey metrics serve better as measures of contemporaneous characteristics of school implementation somewhat aligned with those of the CCI, rather than time-invariant characteristics as reflected by multi-year average CSS and CCI ratings. As depicted in Appendix B, the CCI Instruction and Systems domains have generally stronger correlations with the survey metrics than do the Leadership and Culture domains.

[5] Average CSS scores are calculated as the average rating across the four essentials for each school in each year, averaged for each school across the years for which a school has a rating. Average CCI scores are calculated similarly, using an average of schools scores in each domain, which are in turn calculated as the average rating across items within each domain.

Exhibit 6: Correlations Among Implementation Fidelity Measures

	Confidence Score	Student Change Score	Implementation Score	Ave. CSS score	Ave. CCI score
Confidence Score					
Correlation	1.0000				
p	.				
Obs	66				
Student Change Score					
Correlation	0.2967	1.0000			
p	0.0156	.			
Obs	66	66			
Implementation Score					
Correlation	0.4791	0.3291	1.0000		
p	0.0001	0.0074	.		
Obs	65	65	65		
Ave. CSS score					
Correlation	0.1748	0.1782	0.2593	1.0000	
p	0.2682	0.2588	0.1016	.	
Obs	42	42	41	42	
Ave. CCI score					
Correlation	0.2914	0.3421	0.2681	0.5018	1.0000
p	0.0293	0.0099	0.0458	0.0029	.
Obs	56	56	56	33	56

Note: Results weighted by the number of survey responses incorporated into each school's survey metrics.

CSS Essentials and Student Outcomes

AVID Center expressed interest specifically in how CSS Essential 1 (Instruction) relates to student outcomes, although we also examine the other Essentials and schools' average rating across the Essentials. The effects listed below in standard deviation units (SD) indicate differences in a school's students' average standardized scores associated with a one-unit increase in the relevant fidelity metric.

Individual Essentials

Simple correlations indicate that each Essential is related to standardized test score performance. Correlations between Essential 1 (Instruction), Essential 3 (Leadership), and Essential 4 (Systems) and test scores appear stronger than those between Essential 2 (Culture) and test scores (see Exhibit 7).

Correlation between the CSS Essential 1 (Instruction) rating and standardized scores are 0.41 for ELA (p=0.003) and 0.33 for math (p=0.023) for elementary school grades while a student experiences AVID Elementary and 0.18 for ELA (p=0.018) and 0.17 for math (p=0.038) for middle school, using the CSS rating of the school of the student's first AE experience.

Exhibit 7: Correlations between CSS Essential Scores and School Average Standardized Scores, 2013-2018

Elementary School Scores

	(mean) Ave E1-E4	(mean) Essential_1	(mean) Essential_2	(mean) Essential_3	(mean) Essential_4
Std. ELA scores					
Corr	0.5363	0.4088	0.3214	0.5571	0.5552
Sig	0.000	0.003	0.023	0.000	0.000
Std. Math scores					
Corr	0.3964	0.3255	0.2158	0.4569	0.3768
Sig	0.004	0.023	0.188	0.000	0.019

Middle School Scores

	(mean) Ave E1-E4	(mean) Essential_1	(mean) Essential_2	(mean) Essential_3	(mean) Essential_4
Std. ELA scores					
Corr	0.1534	0.1807	0.0832	0.1049	0.1705
Sig	0.066	0.018	0.245	0.256	0.049
Std. Math scores					
Corr	0.1310	0.1673	0.0435	0.0966	0.1567
Sig	0.115	0.038	0.528	0.296	0.060

Notes: p-values account for clustering at the school level. CSS Essentials: 1=Instruction, 2=Culture, 3=Leadership, 4=Systems. Middle school scores are for students attending an AVID Elementary school during 2013-2018; some scores are from later years.

Simple regressions of school-level average elementary school math and ELA scores on certified schools' CSS Essential 1 (Instruction) rating indicate that each point on the 0-3 scale is associated with average standardized scores 0.22 SD higher for ELA (p=0.003) and 0.19 SD higher for math (p=0.024) using robust standard errors adjusted for clustering at the school level. Similar analysis of other essentials yields

- Essential 2 (Culture): 0.17 SD (p=0.022) for ELA and 0.12 SD (p=0.169) for math
- Essential 3 (Leadership): 0.28 SD (p<0.001) for ELA and 0.25 SD (p<0.001) for math
- Essential 4 (Systems): 0.25 SD (p<0.001) for ELA and 0.18 SD (p=0.005) for math

Multiple regression of school-level average scores on schools' ratings for all four Essentials yields only one coefficient with p<0.05, and two of marginal significance:

- Essential 1 (Instruction): 0.26 SD (p=0.075) for ELA and 0.28 SD (p=0.082) for math
- Essential 2 (Culture): -0.27 SD (p=0.048)

Simple regressions of school-level average middle school math and ELA scores on certified schools' CSS Essential 1 (Instruction) rating indicate that each point on the 0-3 scale is associated with average standardized scores for ELA 0.22 SD (p=0.018) and math 0.21 SD (p=0.038) higher, using robust standard errors adjusted for clustering at the school level. Associations between the Essential 2 (Culture) and 3 (Leadership) and test scores were not statistically significant at conventional levels. Correlations with Essential 4 (Systems) were of mixed significance, implying for a one-point increase in score an increase in ELA scores of 0.16 SD (p=0.049) and math scores of 0.15 (p=0.060).

Average of the Four Essentials

- We also examined the relationship between student outcomes and the average of a school's scores across the four essentials and outcomes. Qualitatively, the relationships are similar to those for Essential 1 (Instruction) but stronger with respect to test scores. For elementary school scores, the correlations are 0.54 for ELA (p<0.001) and 0.40 for math (p=0.003). For middle school, correlations are not statistically significant: 0.15 for ELA (p=0.066) and 0.13 for math (p=0.115).
- Similarly, using the simple regression model described above, we find that an increase in average score of one point is associated with an increase of 0.3 SD (p<0.001) in an elementary school's average ELA scores and 0.25 SD (p=0.003) in math. As above, the within-school correlations were also similarly small and/or not statistically significant, with the same limitation due to lack of variation in schools' scores over time.

Further exploring these relationships and fostering greater fidelity could improve the effect of AVID on student outcomes.

CCI Domains and Student Outcomes

Because AVID Center implemented the elementary school CCI relatively recently, the available data do not provide enough middle school outcome data for students who attended a CCI-rated school to draw conclusions regarding associations between the CCI and middle school outcomes. In addition, a simple correlational analysis suggests little to no relationship between student outcomes and a school's average CCI score or average scores for any of the four domains. All pairwise correlations are less than 0.1 and none are statistically significant. We note, however, that these data have a greater share of relatively recently certified schools whose AE implementation may require time to mature.

Survey Metrics and Student Outcomes

Across the full sample, correlations between the survey metrics and average student outcomes are generally small and not statistically significant. However, in contrast to CCI scores, when restricted to school-year observations from 2021 to 2024, we find positive associations between schools' Confidence scores and elementary schools' average test

scores in ELA (0.42 SD; p=0.014) and in math (0.40 SD; p=0.012), as well as attendance (2.2 pct. points; p=0.033). The Implementation score demonstrates associations with these student outcomes of similar magnitude as the Confidence scale, but they are not statistically significant (p>0.1). These results account for clustering at the school level and are weighted by respondent counts.

To the extent AVID Center expects the CCI to align with the student outcomes analyzed, this analysis suggests efforts to incorporate measurements similar to the survey-based confidence scale could improve alignment.

6. Interview and Survey Findings

The retrospective interviews and educator survey administered as part of this study were key to addressing the research questions and providing data regarding AE implementation fidelity. This section discusses the procedures, response rates, and findings from the interviews and survey.

Procedures

For both the survey and interview, communications about the data collection occurred between the AVID District Directors (DDs) (or their designee) and Calypso researchers. Calypso researchers began communications with most DDs through an invitation to an orientation video call. During the orientation call, researchers described the purpose and procedures associated with the two components of the school-level data collection. Researchers provided a short FAQ of common questions and answers regarding the interviews and surveys, along with template scripts for DDs to share with the principals of the invited schools.

Schools with long-standing implementation of AVID Elementary were invited to participate in a 30-minute interview with a Calypso researcher. Principals were requested to participate and could have 1–3 long-tenured faculty members participate with them in the interview, as they would best be able to speak to the historical school context of AE implementation. Principals were provided with a link to a scheduling application and could add the emails of colleagues they wanted to include in the interview. Interviews with staff began in March 2025 and concluded in September 2025. For two schools, the long-tenured staff were not available at the same time and so two separate interviews were conducted for that school. All others consisted of a single interview held via Zoom with one researcher and up to four long-tenured staff members. Interviews were digitally recorded with participants' consent and lasted between 15 and 45 minutes, with most interviews lasting approximately 30 minutes.

Principals were also asked to share a district-specific survey link with their staff. They were encouraged to administer the survey during a staff meeting, and survey completion dates suggest most did. Five districts completed survey administration between March and June 2025; three districts either started (District B), continued (District C), or retook[6] (District G) the survey administration in August and September 2025.

[6] Due to researcher error, the data from four District G schools were lost. The school principals were asked if they would be willing to have their staff retake the survey at the start of the 2025–26 school year. Two declined, and two indicated they would retake it. One of those schools did retake the survey in the fall. All four schools were compensated with AVID Store gift cards in gratitude for their time and regret for the lost data.

Response Rates

This section provides the number and percentage of schools that participated in the interview component of the study, and the survey response frequencies and response rates from schools in the study, along with why and how many responses were excluded from the analytic file.

Survey Response Rates

A total of 1,872 educators started the survey out of a total staff of 2,714 across 74 schools in eight districts. Survey responses were not included in the analytic files if they only provided school name, role, years at school, and year of initial AVID training (i.e., respondent only completed page 1 of the survey). The numbers of excluded respondents by district can be viewed in Exhibit 8. One respondent was excluded due to lack of affiliation with any school. School staffing counts were provided by the AVID District Directors. Exhibit 8 displays the number of responses and response rates by district for both the raw files and the analytic files without the responses that lacked sufficient data to include.

Exhibit 8. AVID Elementary Study Survey Response Rates

		Raw File		Insufficient Data		Analytic Files	
District Name	Staff N	N	Response Rate %	N	% of Raw File	N	Response Rate %
District A	311	287	92.3	18	6.3	269	86.5
District B	1,106	1,017	92.0	39	3.8	976	88.2
District C	563	141	25.0	16	11.3	125	22.2
District D	107	96	89.7	0	0.0	96	89.7
District E	120	116	96.7	3	2.6	113	94.2
District F	56	46	82.1	4	8.7	42	75.0
District G	159	33	20.8	1	3.0	32	20.1
District H	292	138	47.3	21	15.2	117	40.1
Study Totals	***2,714***	***1,872***	***69.0***	***102***	***5.4***	***1,770***	***65.2***

Interview Response Rate

Interviews were conducted with all invited schools in seven of the eight districts. In total, 31 of 40 invited schools completed the interview.

Analyses

Interview data were thematically coded. Most themes were associated with particular questions on the interview protocol. However, codes were attached to passages regardless of where they appeared in the transcript. For this report, reported interview findings include those related to effective aspects of WICOR, frequency of WICOR strategy use, and perceived changes in student transition time.

Descriptive statistics (e.g., frequencies, percentages) were calculated for all closed-ended variables and reported at the individual-, school-, and/or district levels, as appropriate. Several variables were constructed, including the averages of the AVID Cultural Elements items, the Educator Confidence items, Collective Educator Agency, and Changes in Students. T-tests and analyses of variance were conducted to compare subgroups. Open-ended items were either content coded and tabulated (e.g., most frequently used WICOR strategies) or thematically coded (e.g., impact of AVID Elementary on respondent's school). Resulting themes are presented from most to least commonly reported for each of the open-ended survey items.

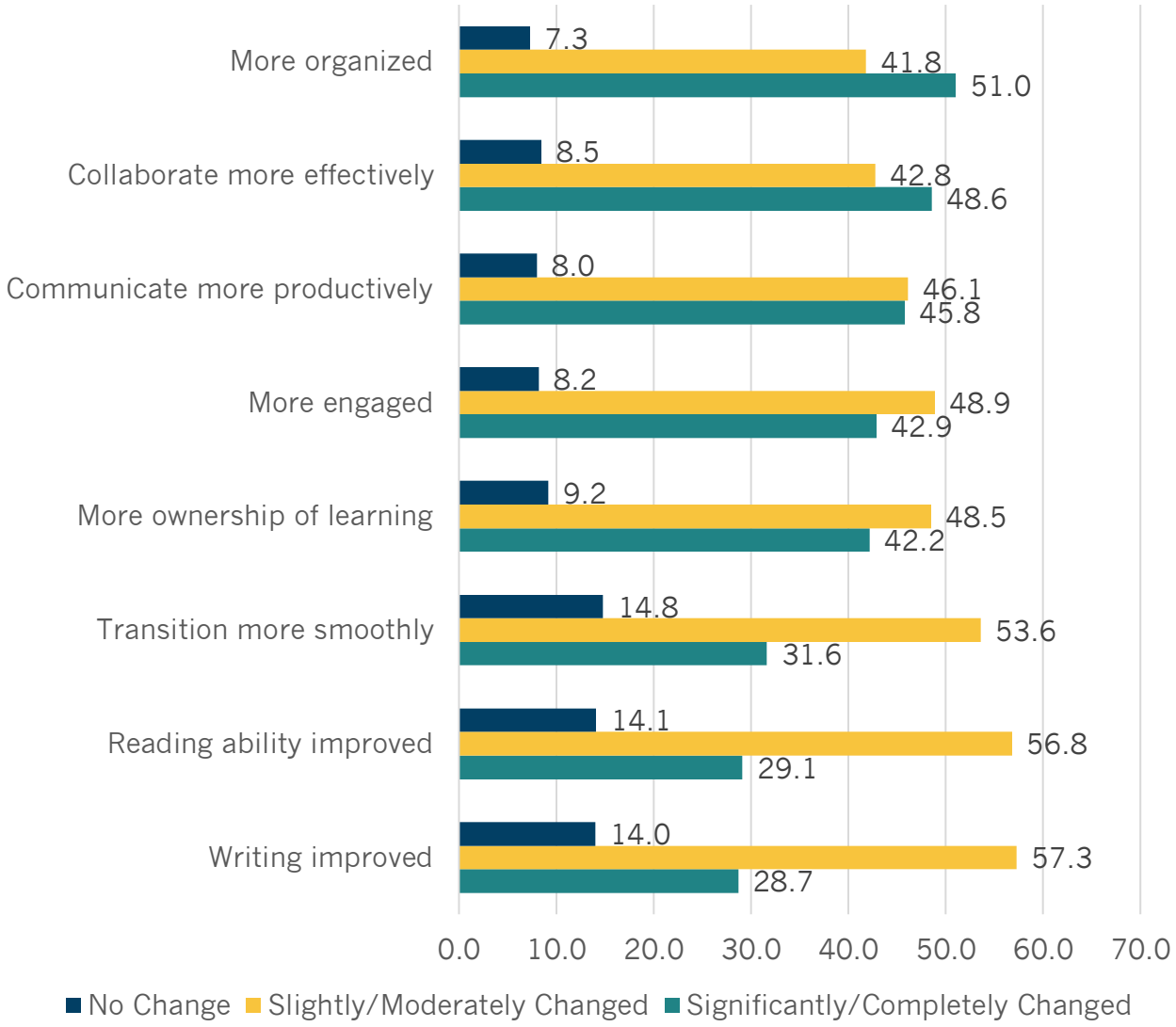
Survey and Interview Findings

The survey and interview findings related to the three sub-questions under Research Question 2 are presented below.

Which aspects of WICOR are perceived by AE-trained educators to be most effective?

Across interview and survey respondents, Organization and Collaboration are perceived as the most transformative aspects of WICOR, followed by Inquiry, Writing, and Reading. Overall, respondents noted some post-AVID training improvements in students' reading and writing, and even greater changes in student organization and collaboration skills. Exhibit 9 displays the percentages of educators responding regarding the extent of change they had seen in students' academic behaviors.

Exhibit 9. Percentages of Survey Respondents Reporting Each Extent of Changes Witnessed in Students after Educator Received AVID Training



ORGANIZATION

This was the single most dominant theme across interviews and survey responses. Educators consistently reported that organizational tools—binders, planners, color-coded folders, structured notebooks, and routines—had the largest positive impact on their students and was also the most common system they had implemented since being trained in AVID Elementary. Teachers emphasized that improved organization directly supported student independence, readiness to learn, reduced lost materials, and smoother transitions. In terms of changes teachers had witnessed in the classroom since their AE training, survey respondents indicated they had witnessed the most change in students being more organized. AVID Site Coordinators and administrators consistently identified organization as the category of strategies their school teams would say is most effective with students.

COLLABORATION

Strategies such as Think-Pair-Share, Socratic Seminars, collaborative study groups, and Philosophical Chairs were widely cited as effective. Teachers described increases in student engagement, peer support, verbal reasoning, and academic discourse. Collaboration was the second most cited category of strategies that interviewed school staff stated had the most impact on their students. Students collaborating more effectively since their teachers were trained in AVID was the second strongest change teachers had witnessed (48% indicating students significantly or completely changed).

INQUIRY

Inquiry strategies, especially leveled questioning, Socratic discussions, essential questions, and student-generated questions, were praised for deepening understanding and building critical thinking. Leveled questioning was very commonly cited as a frequently used inquiry strategy and was referred to with several terms.[7] Respondents mentioned the strategies helped students understand the "why" behind the lessons. However, the use of Inquiry strategies, in general, was less frequent and many interviewed school staff noted Inquiry as more challenging to implement. Several of the schools that indicated Inquiry was challenging to implement—all of which had been implementing AVID Elementary for more than six years—were currently starting to put an emphasis on integrating more inquiry practices. Inquiry strategies were not a focus in early years of implementation among many of the schools included in the interviews.

WRITING

Writing-to-learn tools—quick writes, journaling, one-pagers, sentence frames, graphic organizers, and structured note-taking—were seen as highly effective for reinforcing content. After implementing organization systems, educators described note-taking as the second-most common instructional strategy they had implemented since being trained. A small number of interviewees mentioned writing strategies as those that have been most successful with their students.

READING

Reading strategies such as annotating (e.g., marking the text, writing in the margins), text-dependent questioning, close reading routines, and vocabulary tools were acknowledged as frequently used and beneficial, though mentioned less frequently than strategies within Organization, Collaboration, and Inquiry. Roughly 3 in 10 trained educators reported their students had significantly or completely improved their reading abilities since the educator was trained in AVID. The Reading category of strategies was not selected by any interviewees as the one element of WICOR that has the most impact on students.

[7] Leveled questioning included responses such as Costa's Levels of Thinking and Questioning, Thinking and Questioning feedback, moving between levels of Thinking and Questioning, Bloom's, and Depth of Knowledge questioning.

How often are WICOR strategies used, and how does usage vary across AE-trained educators?

Most educators use multiple WICOR strategies daily, but the depth and breadth of implementation vary by grade level, experience, and training access. Exhibit 10 displays the percentage of respondents using each category of strategies at each frequency level. Collaboration and Organization were the categories of strategies that were reported to be used most frequently, with most respondents indicating using these strategies more than once weekly.

Exhibit 10. Valid Percentages of Respondents Indicating Each Frequency Level of WICOR Use

Category	Valid N	Less Than Once Monthly	Once Monthly	Several Times Monthly	Once Weekly	More Than 1x Weekly	Once Daily	More Than 1x Daily
Writing	1434	4.5	2.2	11.9	9.4	28.5	16.5	26.9
Inquiry	1433	10.5	8.9	14.9	11.8	20.8	12.8	20.4
Collaboration	1407	3.7	1.5	9.3	5.8	17.7	15.2	46.8
Organization	1385	3.8	1.9	4.3	4.5	10.8	17.0	57.6
Reading	1403	6.0	2.8	7.4	8.3	21.7	19.2	34.6

When educators listed their two most frequently used strategies, the following were reported as the four most common in each category, with the *number* of respondents citing the strategy in parenthesis:

- **Writing:** Graphic organizers (*337*), sentence frames (*327*), 2- or 3-column notes (*255*), and quick writes/draws (*212*)
- **Inquiry:** Essential questions (*420*), Costa's levels of thinking and questioning (*223*), Socratic seminars/discussions (*219*), and small-group discussions (*211*)
- **Collaboration:** Think-Pair-Share (*665*); other dyads (A/B partners or elbow partners, study buddies) (*375*); Call-and-Response (*187*); and AVID claps, cheers, and celebrations (*149*)
- **Organization:** Student materials management (e.g., pencil pouches, supply bins) (*436*); binders (*331*); agendas (*304*); and planners (*215*)
- **Reading:** Marking the text (*370*), text-dependent questioning (*237*), word/vocabulary/letter/sound walls (*198*), and building vocabulary using the Frayer Model (*179*)

Notably, Think-Pair-Share (37.6%), essential questions (23.7%), and marking the text (20.9%) were strategies cited as most frequently used by the largest percentages of respondents.

Across responses, most educators reported daily or near-daily use of at least one WICOR component. Patterns include the following:

- **High-frequency, daily use:** Organization tools (binders, planners, folders, desk/cubby systems); collaboration structures (partner talk, group work); and note-taking (2- or 3-column notes, focused notes, graphic organizers)
- **Moderate-frequency use:** Writing-to-learn activities (e.g., quick writes, summaries, exit tickets); and reading strategies (e.g., annotating, marking the text)
- **Lower but still meaningful use (regularly, but not daily; often once per unit or weekly):** Socratic Seminars, Philosophical Chairs, and other higher-structure routines

Although equal intervals of time were not used as response options for the frequency of use scale, subgroup analyses were performed to gain a sense of where there may be meaningful differences in strategy use. Analyses of subgroups did demonstrate some variation. Group comparisons, along with open-ended data that relate to the subgroup differences are noted below.

- Variation existed across educators based on grade level taught (e.g., primary grade teachers often reported using simplified or developmentally appropriate versions). Intermediate (i.e., Grades 3–6) teachers reported significantly more frequent use of Writing and Organization strategies than did primary teachers (i.e., Grades Pre-/TK through 2).[8]
- The frequency of Writing, Collaboration, Organization, and Reading strategy use differed significantly among the four groups of respondents based on their level of AVID training (*not AVID trained*, *trained once before 2019*, *trained once recently* [since 2019], and *trained more than once including recently*).[9] On average, regardless of training experience, educators reported using Inquiry strategies between once a week

[8] **Writing**: Primary ($N = 584$, $M = 5.08$, $SD = 1.58$) and Intermediate ($N = 566$, $M = 5.49$, $SD = 1.50$) on 7-point frequency scale, $t(1148) = 4.58$, $p < 0.001$, $d = 0.27$. **Organization**: Primary ($N = 565$, $M = 6.05$, $SD = 1.51$) and Intermediate ($N = 552$, $M = 6.40$, $SD = 1.08$), $t(1116) = 4.41$, $p < 0.001$, $d = 0.26$.

[9] **Writing**: Not AVID Trained ($N = 287$, $M = 4.95$, $SD = 1.70$), Trained Once Before 2019 ($N = 42$, $M = 6.10$, $SD = 1.25$), Trained Once Recently ($N = 346$, $M = 5.96$, $SD = 1.37$), and Trained More Than Once Inc. Recently ($N = 452$, $M = 6.02$, $SD = 1.28$) on the 7-point scale, $F(3, 1113) = 6.41$, $p < 0.001$, $\text{eta}^2 = 0.018$. **Collaboration**: Not AVID Trained ($N = 277$, $M = 5.57$, $SD = 1.71$), Trained Once Before 2019 ($N = 44$, $M = 5.16$, $SD = 1.26$), Trained Once Recently ($N = 354$, $M = 5.31$, $SD = 1.50$), and Trained More Than Once Inc. Recently ($N = 465$, $M = 5.47$, $SD = 1.41$) on 7-point frequency scale, $F(3, 1146) = 6.83$, $p < 0.001$, $\text{eta}^2 = 0.017$. **Organization**: Not AVID Trained ($N = 277$, $M = 5.94$, $SD = 1.66$), Trained Once Before 2019 ($N = 42$, $M = 6.48$, $SD = 0.92$), Trained Once Recently ($N = 347$, $M = 6.29$, $SD = 1.27$), and Trained More Than Once Inc. Recently ($N = 452$, $M = 6.33$, $SD = 1.15$) on the 7-point scale, $F(3, 1114) = 6.03$, $p < 0.001$, $\text{eta}^2 = 0.016$. **Reading**: Not AVID Trained ($N = 275$, $M = 5.35$, $SD = 1.73$), Trained Once Before 2019 ($N = 42$, $M = 5.55$, $SD = 1.52$), Trained Once Recently ($N = 345$, $M = 5.49$, $SD = 1.58$), and Trained More Than Once Inc. Recently ($N = 451$, $M = 5.69$, $SD = 1.45$) on the 7-point scale, $F(3, 1109) = 2.84$, $p < 0.05$, $\text{eta}^2 = 0.008$.

and more than once a week (but less than daily). Among the other categories, the following significant differences were found:

- Those *not AVID trained* reported using Writing, Collaboration, and Organization strategies significantly less often than did the *trained once recently* and *trained more than once including recently* groups.
- Those *not AVID trained* reported using Reading strategies significantly less frequently than the group of respondents who were *trained more than once including recently.*

Teachers who have received multiple or recent AVID trainings report significantly stronger implementation of WICOR strategies, and, in their open-ended comments, report comprehensive changes in their teaching practices.

Do AE-trained educators report lower transition times from one content area to the next?

AE-trained educators consistently reported a small to moderate reduction in transition times (M = 2.84 on the 5-point change scale), with organization cited as the primary driver. Examples include students knowing where materials belong, faster set-up and clean-up due to structure and routines, and reduced confusion because organizational expectations are consistent. Referring again to Exhibit 9, however, 14.8% of respondents who were classroom educators noted no change in student transition times after the educator had been trained in AVID.

In open-ended items, educators frequently credited binders, planners/agendas, color-coded folders, and interactive notebooks as practices that help students "be ready to learn" more quickly and reduce time lost between subjects.

Other analyses related to Research Question 2: Training dosage

Educators who had received more than one AVID training differed in notable ways from educators who had not received AVID training or had participated in only one AVID training. Educators with multiple trainings had significantly higher levels of confidence implementing elements of AVID (e.g., building an inclusive culture),[10] perceived more widespread presence

[10] Educator confidence was significantly higher among respondents who had participated in more than one AVID training, including at least one since 2019 (N = 668, M = 3.76, SD = 0.89), than among the other groups, $F(3,1727) = 10.19$, $p < .001$, eta^2=0.017. The groups that had never been trained (N = 511, M = 3.51, SD = 0.87), had been trained but not recently (N = 67, M = 3.48, SD = 0.92), and had been trained only once but recently (N = 485, M = 3.55, SD = 0.86) did not differ from each other in levels of confidence.

of college-readiness environments[11] and student use of organization tools,[12] and witnessed higher levels of change in their students' behavior and performance.[13]

Conclusions from Surveys and Interviews

Findings from educator surveys and long-tenured staff interviews suggest AVID Elementary has been implemented with generally high fidelity across participating schools and districts, with particularly strong impacts on student organization, collaboration, and readiness to learn. Across both data sources, Organization and Collaboration emerged as the most consistently valued and transformative components of WICOR, followed by Inquiry, Writing, and Reading.

Educators overwhelmingly reported that organizational structures—such as binders, planners, color-coded folders, notebooks, and routines—have led to greater student independence, somewhat smoother transitions between lessons, and reduced time lost to materials management. These improvements were reflected both in high reported frequencies of daily organizational strategy use and in the high numbers of educators reporting student materials, such as supply bins and pencil boxes/pouches to be one of their most frequently used organization strategies. Collaboration strategies were also cited as central to improved student engagement, academic discourse, and peer-to-peer learning, reinforcing AVID Elementary's emphasis on social learning and collective responsibility.

While Inquiry, Writing, and Reading strategies were viewed as effective, they were reported as less consistently implemented and less frequently used, particularly Inquiry. Interview data suggest that Inquiry strategies were not emphasized in early years of AVID Elementary implementation and are only more recently becoming a focus in schools with longer-standing AVID adoption. This suggests that implementation depth varies across WICOR components, with some elements requiring additional time, scaffolding, and professional learning to become embedded in daily practice.

Survey findings further demonstrate that training dosage and recency are strongly associated with implementation quality and perceived student impact. Educators who reported multiple AVID trainings, particularly those trained since 2019, consistently indicated higher confidence, more frequent WICOR use, stronger perceptions of AVID

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[11] Educators trained more than once in AVID (N = 628, M = 3.67, SD = 0.56) perceived more widespread presence of a college-readiness environment at their school than did educators who were not AVID trained (N = 457, M = 3.24, SD = 0.89), were trained once but not recently (N = 61, M = 3.16, SD = 0.89), or were trained once recently (N = 459, M = 3.37, SD = 0.76), $F(3,1606) = 9.34$, $p < .001$, $\text{eta}^2 = 0.02$.

[12] Those not trained in AVID (N = 450, M = 3.49, SD = 0.75) perceived *less* widespread presence of student systematic use of organization tools than did educators trained once recently (N = 456, M = 3.67, SD = 0.61) or trained more than once, including recently (N = 628, M = 3.67, SD = 0.56), $F(3,1590) = 7.75$, $p < .001$, $\text{eta}^2 = 0.01$.

[13] Educators trained more than once, including recently (N = 680, M = 3.18, SD = 0.95) reported witnessing higher levels of changes of changes in student behaviors since the educator was trained, as compared to educators who had only been trained once, either recently (N = 497, M = 2.92, SD = 0.89) or not since before 2019 (N = 71, M = 2.86, SD = 1.06), $F(2,1245) = 12.67$, $p < .001$, $\text{eta}^2 = 0.02$.

cultural elements, and greater changes in student behaviors. This pattern underscores the importance of sustained and ongoing professional learning rather than one-time training.

Finally, the combination of strong response rates in most districts and consistency across quantitative and qualitative data sources lends confidence to the conclusion that AVID Elementary is positively shaping instructional practices, school culture, and student academic behaviors, while also highlighting clear opportunities for continued growth and refinement.

7. Conclusions

In recent years, AVID Center recognized a need for better data and research regarding the effectiveness of existing programs and, as a result, embarked on a rigorous evaluation of current program offerings, beginning with research on AVID Elementary (AE), the subject of the research described in this report. The two major components of this study are analysis of student-level data and qualitative data collection through an educator survey and interviews with AE school staff.

After a lengthy district recruitment phase, the research team ultimately assembled student-level data from eight participating school districts that, in all, covered 34 "study schools" that had been certified early enough to allow the research team to assess AE impacts on students' middle school outcomes, several dozen other AVID elementary and middle schools, and over 100 non-AVID schools, whose students' data contributed to the study.

As demonstrated in this report, students at AE schools are, on average, more likely to come from historically underserved backgrounds and, relative to other students, also exhibit relatively low performance (standardized test scores, attendance) prior to experiencing AVID Elementary. Although such differences persist during and beyond the AE experience, findings from the regression analysis generally suggest that AE students perform about as well as or better than non-AE students across a range of outcomes.

After controlling for student characteristics and prior academic achievement, we find that students with at least two years of AVID Elementary have better elementary school ELA outcomes, worse math outcomes, and better middle school GPA in core subjects than their non-AE peers. Although investigated, we found no large differences in attendance or discipline associated with AE exposure. Although not a focus of this study, the student-level data also provide suggestive evidence that enrollment in the middle school AVID elective also supports better middle school outcomes.

Analysis of school-level outcomes across certified AE sites suggests that elements of, and averages across, school ratings on AVID Center's CSS are associated with better student outcomes, specifically, ELA and math scores. We find less evidence of such associations between CCI ratings and student outcomes, but metrics derived from this study's educator survey that are correlated with both CSS and CCI data are also correlated with student test scores. In other words, implementation matters, and maximizing the benefits of AVID Elementary requires implementation with fidelity, with a particular focus in the instructional domain.

Educators reported improvements in their schools' cultural elements associated with AVID Elementary, including collaboration, organization, and readiness to learn. Survey findings further demonstrate that training dosage and recency are strongly associated with implementation quality and perceived impact on students. Educators who reported multiple AVID trainings, particularly those trained since 2019, consistently indicated higher

confidence, more frequent WICOR use, stronger perceptions of AVID cultural elements, and greater changes in student behaviors. This pattern underscores the importance of sustained and ongoing professional learning rather than one-time training.

Finally, we identify a set of AE schools with consistently high student test scores and attendance as another point of departure for determining how to foster better AE implementation. Together, study findings suggest possibilities for future efforts to improve site data collection.

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9. Appendix A

District Selection Criteria

To identify the pool of candidate districts for the AVID Elementary (AE) study, we examined enrollment and AVID certification data for more than 5,000 schools in nearly 1,000 school districts that had implemented AVID Elementary at some point since the 2012-13 school year. Candidate districts needed to have schools that implemented AE early enough that at least some students would have experienced three years of AE and reached 8th grade in time for their middle school outcomes to inform this study.

A further consideration was the timing of school closures and suspension of standardized achievement test in response to the COVID-19 pandemic. Although pandemic responses varied considerably across districts and states, outcomes measured during 2020-21, and to a lesser extent later years, will likely vary idiosyncratically due to variation across districts in delivery of instruction (virtual in some cases) and other impacts of the pandemic on students. In addition, many districts did not administer standardized tests during one or more pandemic years. Comprehensive data regarding pandemic-era closures, test administration data, and virtual schooling was not available during the recruitment period.

Our first step was to classify schools based on the length of their experience with AVID. Each AE school was assigned to one of four tiers, defined below:

- **Tier 1 schools.** These schools were CCI-certified in 2022-23 and had implemented AVID in 3rd, 4th, and 5th grades in each of academic years 2014-15, 2015-16, and 2016-17. Students who reached 5th grade in 2016-17 would typically reach 8th grade in 2019-20.
- **Tier 2 schools.** These schools were CCI-certified in 2022-23 and had implemented AVID in 3rd, 4th, and 5th grades in each of academic years 2015-16, 2016-17, and 2017-18. Students who reached 5th grade in 2016-17 would typically reach 8th grade in 2020-21.
- **Tier 3 schools.** These schools were CCI-certified in 2022-23 and had implemented AVID in 3rd, 4th, and 5th grades in each of academic years 2016-17, 2017-18, and 2018-19. Students who reached 5th grade in 2016-17 would typically reach 8th grade in 2021-22.
- **Tier 4 schools.** All other schools that had implemented AVID in at least one year since 2014-15.

We focused on schools in the first three tiers to develop the initial pool of candidate districts. These schools have all had multiple cohorts of students experience three years of AE and reach 8th grade by 2021-22. We prioritized districts with Tier 1 schools, as 8th grade outcomes for Tier 1 schools would be the least affected by the pandemic and would also

have had the most cohorts of students able to reach 8th grade in time to be included in the study.

Based on these criteria, we identified 223 schools spread across 84 districts in 20 states that could have provided at least one cohort of students with three years of AE experience and that would have reached 8th grade by the 2021-22 school year or earlier. Students at the subset of these schools in participating districts will comprise the focus of the study.

Almost half (40 percent) of the 84 districts have only a single school meeting the selection criteria, another quarter have two, and the other 35 percent have between 3 and 11 such schools. Seven in ten of these districts were in California (49 percent), Texas (15 percent), or Florida (6 percent), with the rest scattered across 17 other states.

We further limited the pool to include only districts with at least 3 elementary schools that had not implemented AVID since at least 2014-15. This restriction serves to ensure a viable set of students in each participating district who did not experience AVID. This restriction left a total of 164 Tier 1-Tier 3 schools in 58 districts. We next assigned these 58 districts a recruitment priority from 1 to 5 based on the number of schools in each of Tier 1 through Tier 3 to inform recruitment efforts (Priority 1 districts should be emphasized over Priority 2 through Priority 5, etc.). Priority level was assigned as follows:

- **Priority 1 Districts.** Districts with at least 5 schools across Tier 1-Tier 3 AND at least 1 Tier 1 school
- **Priority 2 Districts.** Districts with at least 3 schools across Tier 1-Tier 3 AND 1 or 2 Tier 1 schools
- **Priority 3 Districts.** Districts with at least 2 Tier 1-Tier 3 schools with EITHER 1 or 2 Tier 1 OR at least 3 Tier 2-Tier 3 schools
- **Priority 4 Districts.** Districts with 1 Tier 1 OR 2 Tier 2-Tier 3 schools
- **Priority 5 Districts.** 1 Tier 2-Tier 3 schools

Exhibit A-1: Number of districts and schools by district priority group and school tier

Priority level	Number of districts	Number of Tier 1 schools	Number of Tier 2 schools	Number of Tier 3 schools	Number of Tier 1-Tier 3 schools
1	8	19	21	19	59
2	8	5	8	24	37
3	8	4	3	15	22
4	18	6	2	22	30
5	16	0	7	9	16
Total	**58**	**34**	**41**	**89**	**164**

The initial goal was to recruit 15 to 17 districts drawn from the 58 districts included in Exhibit A-1.

District Recruitment Protocol

ECOnorthwest and AVID Center collaboratively developed the recruitment protocol described below.

1. Send list of districts identified for study recruitment with Implementation Strategist (IS) names to Senior Region Vice Presidents (SRVPs) for review.
2. After SRVP review, Core Team members (CTM) will call the IS directly supporting each district. CTM will provide a synopsis of the AE Effectiveness Study including its purpose, intent, why certain district(s) were identified, what will be required if they choose to participate, and what they'll receive for their participation. CTM will ask IS to verify the status of their AE implementing schools and inform them we will be getting back in touch if we plan to invite the district to participate.
3. After all ISs have been consulted the potential list of districts to recruit will be updated per IS input.
4. PMs supporting districts on the revised list will be contacted and informed that a letter from the Chief Executive Office of AVID Center to the Superintendent explaining the study and request to participate is forthcoming.
5. Prior to further requests from the research team, districts choosing to participate will be invited to an orientation meeting with staff from ECOnorthwest and AVID Center, and other relevant parties. Ideally, attendees will include district staff knowledgeable about district data availability and their district's data-sharing processes.

Courses of Rigor

AVID Center defines courses of rigor for middle and junior high school students as enrollment in higher-level classes, such as advanced, honors, Pre-AP, or Project Lead the Way courses; higher-level math courses such as Algebra, and Geometry; or moving from an English learner or special education designated class to a course that keeps them on track to complete 4-year college entrance requirements.

For this study we focused on students taking courses considered advanced for their grade and did not attempt to determine whether course-taking of English language learners or special education students would otherwise meet AVID Center's definition. Doing so would have greatly increased the complexity of data preparation given the limited insight into the progression of middle school ELL and special education students towards college entrance requirements available from the collected data.

Due to the variability in district course naming conventions, identifying courses of rigor required a variety of approaches with different details for each district, but each required three basic steps:

1. Identify course subject or otherwise determine whether a course was in a core subject. Some districts provided a separate subject field, although subject names varied (e.g., "math" vs. "mathematics". Core subjects included ELA, math, science, history, and geography. Other districts did not provide a separate subject field and we relied on course names.
2. Identify advanced courses using two criteria: (1) A course is an advanced or honors course, identified by course name (e.g., name included "honors", "acc", or "AP", etc.; or (2) A student enrolled in course for which usual enrollment consisted primarily of students in a higher grade (e.g., a 7^{th} grade student taking 8^{th} grade science).
3. Review course classification and adjust definitions as necessary to account for district-specific course naming idiosyncrasies.

Interview Protocols

AVID Elementary Effectiveness Interview Questions

Purpose for Interview:

- To provide context to better understand what has occurred with a school's (district's) AVID Elementary (AE) implementation, how it started, and how it's going.

Who should be considered for interviews:

- Site Coordinator/Principal
- Teacher leaders that could inform historical context of AE implementation

Introduction

Thank you for your willingness to participate in this interview and to share your insights about AVID Elementary implementation at this school. As you may know, I am from Calypso Strategy and Research. Calypso is partnering with a ECOnorthwest to learn about AVID elementary implementation in several districts across the country. I would like to ask you a series of questions to help our research team better understand AVID Elementary here.

There are no right or wrong answers to these questions. Please share your honest point of view. Keep in mind that we are interested in constructive comments, whether positive or critical in nature. Calypso will combine information from this interview with those conducted at other AVID Elementary schools in this district and others without identifying you by name. Ultimately, we will share a summary of the results from the entire study with the AVID Center and the results will be used to inform further development of AVID Elementary and the supports provided by the AVID Center.

I would like to audio record this discussion to ensure I accurately capture the information you share with me today. Once started, I will ask you to state your name and that you consent to be audio recorded. Do you have any questions before we begin? [*Answer respondent's questions.*]

Begin recording:

Would you please state your name and if you agree to be recorded?

Question Set A: Interviewee There Before/Close to Initial AVID Elem Impl.

These are questions for interviewees who know the most history of the AVID Elementary implementation.

1. Let's start by talking about why this school decided to bring AVID onto the campus.
    a. Were there specific struggles or challenges you were trying to address, and/or successes you were trying to support?
2. What was your process for deciding where to start with implementation and which staff members to engage?
    a. Which grade levels did you start with and why?
    b. Did you introduce certain WICOR strategies before others? (e.g., was a specific letter/category chosen first, such as Collaboration? Were there specific strategies that were started first?)
    c. How were the WICOR strategies implemented? (e.g., by certain grade levels first; by trained educators only; all educators in a grade, etc.)
3. How has implementation evolved over time?
    a. How does the school determine who participates in professional learning opportunities, such as the AVID Summer Institute?
    b. During the past 4 years, what professional learning, other than AVID, have teachers received related to WICOR strategies, learning environments or classroom culture, or student agency? *[Prompt for who received]*
    c. To what extent, and if so, how did the pandemic impact your ability to implement AVID Elementary?
4. What were some challenges you experienced when you first implemented AVID Elementary?
    a. How did you overcome those challenges?
5. What are some of the challenges associated with maintaining an effective implementation of AVID Elementary? *[Prompt for staffing/PL priorities, monitoring for WICOR use, system alignment, resource allocation]*
    a. *How did you overcome those challenges?*
6. How have you used your AVID site team to support horizontal and vertical instructional practices?
7. Have staff identified which strategies (i.e., writing, collaboration, student empowerment) are perceived to be most effective with your student population?
    a. If so, which strategies do staff here believe make the most difference in student success?
    b. Have these identified strategies been shared (e.g., discussed, modeled) in PLCs or other contexts for horizontal/vertical alignment?
8. How have you measured the impact AE is having on your campus? What measures, metrics, or data have you used to demonstrate AE's effectiveness?
9. Is there anything additional you want to share regarding your AVID implementation experience?

Thank you very much for your time!

Question Set B: Interviewee Not There Before AVID Elem

These questions are for interviewees who only have a few years of experience with AVID Elementary at the school.

1. How many years have you been involved in the implementation of AVID at this school?
2. How has implementation evolved over time?
    a. How does the school determine who participates in professional learning opportunities, such as the AVID Summer Institute?
    b. During the past 4 years, what professional learning, other than AVID, have teachers received related to WICOR strategies, learning environments or classroom culture, or student agency? [Prompt for who received]
    c. To what extent, and if so, how did the pandemic impact your ability to implement AVID Elementary?
3. This year, what are some of the challenges you've had with maintaining an effective implementation of AVID Elementary? *[Prompt for staffing/PL priorities, monitoring for WICOR use, system alignment, resource allocation]*
4. How have you used your AVID site team to support horizontal and vertical instructional practices on the campus?
5. Does your school have focal strategies that are emphasized in a given year? If so, what strategies have been highlighted the most during the past 3–5 years? *[Prompt for WICOR letter(s) emphasized, order of focal selections]*
6. Have staff identified which strategies (i.e., writing, collaboration, student empowerment) are perceived to be most effective with your student population?
    a. If so, which strategies do staff here believe make the most difference in student success?
    b. Have these identified strategies been shared (e.g., discussed, modeled) in PLCs or other contexts for horizontal/vertical alignment?
7. How have you measured the impact AE is having on your campus? What measures, metrics, or data have you used to demonstrate AE's effectiveness?
    a. Do students with prior year AVID experience look/behave differently from those without it? Do those students perform better on any specific measures?
8. Is there anything additional you want to share regarding your AVID implementation experience?

Thank you very much for your time!

Survey Instrument

Copy of AVID Elementary Instructional Practices Survey

1.

This survey is <u>not</u> optimized for smartphones. Completing it on a smartphone may result in errors and/or incomplete submissions. This survey should be completed and submitted using a desktop or laptop computer.

ECOnorthwest and its partner, Calypso Strategy and Research, are conducting a study of the implementation of the AVID Elementary model in districts across the nation.

Responses to this survey are confidential. Only aggregated summary data will be shared and could help your district and the AVID Center better serve elementary schools in the future. The survey should take 15-20 minutes to complete.

If you have any questions about this survey, please contact Dr. Kristine Chadwick at kristine@calypsosr.com. If you have questions about the study itself, please contact the principal investigator, Dr. Andrew Dyke, at avidsurvey@econw.com.

If you consent to participate in this survey, please click the Next button. Thank you for your time.

Copy of AVID Elementary Instructional Practices Survey

2.

* 1. Please select the school where you currently work.

- ◯ School Name A
- ◯ School Name B
- ◯ School Name C
- ◯ Other (please specify)

* 2. Please select your primary role.

- ◯ Pre-K Teacher
- ◯ Kindergarten Teacher
- ◯ First Grade Teacher
- ◯ Second Grade Teacher
- ◯ Third Grade Teacher
- ◯ Fourth Grade Teacher
- ◯ Fifth Grade Teacher
- ◯ Sixth Grade Teacher
- ◯ Seventh or Eighth Grade Teacher
- ◯ Counselor
- ◯ Administrator (Principal or Vice/Assistant Principal)
- ◯ Other (Such as Instructional Coach, or, if you teach a combination of grades, please specify which):

* 3. Including this school year, how many years have you been working at this school?

- ◯ 0–2 years
- ◯ 3–5 years
- ◯ 6–10 years
- ◯ 11–15 years
- ◯ 16–20 years
- ◯ 21–25 years
- ◯ 26–30 years
- ◯ 31 or more years

* 4. When did you receive your first AVID Elementary training? *(Note: Please select the approximate year when you first attended an AVID Summer Institute, Ignite, Elevate, Path, or Digital XP training, or when you completed 12 hours of regional or district training provided by an AVID-trained facilitator.)*

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3.

* 5. When did you receive your most recent AVID Elementary training?

* 6. Since your AVID training, what are you doing differently that you perceive as having a positive effect on teaching and learning in your classroom?

* 7. Since your AVID training, how much change in the following behaviors have you seen in your students?

	No change	Slightly changed	Moderately changed	Significantly changed	Completely changed
Students transition more smoothly and quickly from one lesson to the next.	○	○	○	○	○
Students are more organized with their materials and supplies.	○	○	○	○	○
Students are more engaged.	○	○	○	○	○
Students communicate more productively in classroom lessons and activities.	○	○	○	○	○
Students collaborate more effectively in group activities.	○	○	○	○	○
Students' writing has improved.	○	○	○	○	○
Students' reading ability has improved.	○	○	○	○	○
Students take more ownership of their learning.	○	○	○	○	○

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4.

* 8. Please rate your level of confidence with the following:

	Don't Know / Understand	Not at all confident	Slightly confident	Somewhat confident	Moderately confident	Extremely confident
a. Creating supportive learning environments using student engagement and relational capacity strategies.	◯	◯	◯	◯	◯	◯
b. Designing learning opportunities that promote student agency.	◯	◯	◯	◯	◯	◯
c. Modeling / blending WICOR content with digital strategies.	◯	◯	◯	◯	◯	◯
d. Building an inclusive culture to encourage and support academic and social risk-taking.	◯	◯	◯	◯	◯	◯
e. Creating experiences to increase students' opportunity knowledge (e.g., guest speakers, awareness of future goals, career or college options).	◯	◯	◯	◯	◯	◯

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5.

* 9. How frequently do you use writing strategies with your students? *Examples include annotation, interactive notebooks, learning logs, questioning, quickwrites/quick draws, DLIQ, KWLA, journals, one-pagers, sentence frames, academic language scripts, word banks, 2- or 3-column notes, and graphic organizers.*

- ◯ Less than once per month
- ◯ Once per month
- ◯ Several times per month
- ◯ Once per week
- ◯ More than once per week
- ◯ Once per day
- ◯ More than once per day

* 10. Please list the two writing strategies you use most frequently:

Frequently Used Writing Strategy #1:

Frequently Used Writing Strategy #2:

11. Please explain why you use these two writing strategies most frequently:

* 12. How frequently do you use inquiry strategies with your students? *Examples include Levels of Thinking & Questioning feedback, moving between Levels of Thinking & Questioning, MeTACOG log, essential questions, Socratic discussions (whole class, small group, four corners), collaborative study groups, philosophical chairs (Would you rather?, red light/green light/classic style), and Socratic seminars (teacher-led, cats & fish, inner/outer circle, co-pilot, simultaneous).*

- ◯ Less than once per month
- ◯ Once per month
- ◯ Several times per month
- ◯ Once per week
- ◯ More than once per week
- ◯ Once per day
- ◯ More than once per day

* 13. Please list the two inquiry strategies you use most frequently:

Frequently Used Inquiry Strategy #1: _____

Frequently Used Inquiry Strategy #2: _____

14. Please explain why you use these two inquiry strategies most frequently:

_____

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6.

* 15. How frequently do you use collaboration strategies with your students? *Examples include call-and-response, AVID claps and celebrations, group norms/social contract, GROW mindset for learning, elbow partners/dyads, Think-Pair-Share, Bend the Line, inner/outer circle, study buddy, standing meetings, Stand-Share-Sit, team huddles, helping trios, numbered heads together, four corners, Jigsaw, World Café, carousel brainstorm, gallery tour, scholarly speaking, give one get one, and snowball fight.*

- ◯ Less than once per month
- ◯ Once per month
- ◯ Several times per month
- ◯ Once per week
- ◯ More than once per week
- ◯ Once per day
- ◯ More than once per day

* 16. Please list the two collaboration strategies you use most frequently:

Frequently Used Collaboration Strategy #1:

Frequently Used Collaboration Strategy #2:

17. Please explain why you use these two collaboration strategies most frequently:

* 18. How frequently do you use organization strategies with your students? *Examples include agendas/planners, calendaring, backwards mapping, spiral notebooks, interactive notebooks (as an organizational tool), digital organization, binders/eBinders, color-coded folders, student materials (e.g., pencil pouches/box), supply bins, 2- or 3-column notes, and graphic organizers.*

- ◯ Less than once per month
- ◯ Once per month
- ◯ Several times per month
- ◯ Once per week
- ◯ More than once per week
- ◯ Once per day
- ◯ More than once per day

* 19. Please list the two organization strategies you use most frequently:

Frequently Used Organization Strategy #1:

Frequently Used Organization Strategy #2:

20. Please explain why you use these two organization strategies most frequently:

* 21. How frequently do you use reading strategies with your students? *Examples include AVID Elementary Weekly curriculum resources, reading purpose, building vocabulary through learning/word walls, building vocabulary through the Frayer Model, building vocabulary through List-Group-Label, planning for reading, selecting a text, pre-reading with anticipation guides, pre-reading with text structure analysis, marking the text, writing in the margins, text-dependent questioning, and extending beyond the text.*

- ◯ Less than once per month
- ◯ Once per month
- ◯ Several times per month
- ◯ Once per week
- ◯ More than once per week
- ◯ Once per day
- ◯ More than once per day

* 22. Please list the two reading strategies you use most frequently:

Frequently Used
Reading Strategy #1:

Frequently Used
Reading Strategy #2:

23. Please explain why you use these two reading strategies most frequently:

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7.

* 24. Please indicate how widespread each of the following is at your school:

	Don't know / understand	Not present in the building	Light, scattered presence in building	Moderate presence throughout building	Widespread presence throughout building
Anchor charts or visual tools for remembering important information	○	○	○	○	○
Academic posters or positive messaging	○	○	○	○	○
Symbolic reinforcements of a college-readiness environment (e.g. college pennants, posters, mascots, etc.)	○	○	○	○	○
Student work is displayed	○	○	○	○	○
Student collaboration is encouraged in classrooms	○	○	○	○	○
Student seating is arranged for collaboration (e.g., dyads, triads, quads, etc.)	○	○	○	○	○
Students use a system or tools to organize their work (e.g., binders, calendars, planners, or agendas)	○	○	○	○	○
Common language and understanding of WICOR best practices/strategies	○	○	○	○	○
Students are held to high expectations	○	○	○	○	○

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8.

25. Please select how much you disagree or agree with each of these statements. Use the percentages provided as the percent of educators at your school who exhibit the belief or action described in each statement. "***Educators at my school...***"

	Strongly disagree (0–14%)	Disagree (15–29%)	Slightly disagree (30–44%)	Neither agree nor disagree (45–54%)	Slightly agree (55–69%)	Agree (70–84%)	Strongly agree (85–100%)
a. share the belief that all students should be taught at grade level or higher.	◯	◯	◯	◯	◯	◯	◯
b. have the skills to produce meaningful student learning.	◯	◯	◯	◯	◯	◯	◯
c. provide rigorous learning experiences for students.	◯	◯	◯	◯	◯	◯	◯
d. differentiate their instruction to meet the needs of their students.	◯	◯	◯	◯	◯	◯	◯
e. ensure that all students are challenged.	◯	◯	◯	◯	◯	◯	◯

26. Please select how much you disagree or agree with each of these statements. Use the percentages provided as the percent of educators at your school who exhibit the belief or action described in each statement. **"*Educators at my school...*"**

	Strongly disagree (0–14%)	Disagree (15–29%)	Slightly disagree (30–44%)	Neither agree nor disagree (45–54%)	Slightly agree (55–69%)	Agree (70–84%)	Strongly agree (85–100%)
f. use inquiry-based teaching strategies in their classroom.	○	○	○	○	○	○	○
g. work together to provide scaffolded academic supports throughout the day.	○	○	○	○	○	○	○
h. share the belief that every student needs access to rigorous and relevant academic experiences.	○	○	○	○	○	○	○
i. use instructional strategies that promote equitable learning opportunities such as collaboration, self-reflection, and other inquiry-based techniques.	○	○	○	○	○	○	○
j. reach out to students' parents/guardians and the community to build relationships that support student success.	○	○	○	○	○	○	○

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9.

27. Please select how much you disagree or agree with each of these statements. Use the percentages provided as the percent of educators at your school who exhibit the belief or action described in each statement. "***Educators at my school...***"

	Strongly disagree (0–14%)	Disagree (15–29%)	Slightly disagree (30–44%)	Neither agree nor disagree (45–54%)	Slightly agree (55–69%)	Agree (70–84%)	Strongly agree (85–100%)
k. share a vision that all students should be prepared to succeed in college, career, and life.	○	○	○	○	○	○	○
l. collaborate when preparing lessons to further align the learning experiences of students.	○	○	○	○	○	○	○
m. work together to establish common expectations of student performance.	○	○	○	○	○	○	○
n. use instructional strategies that are common across the campus and familiar to students.	○	○	○	○	○	○	○
o. model effective instructional strategies for others to use in their classrooms.	○	○	○	○	○	○	○

28. Please select how much you disagree or agree with each of these statements. Use the percentages provided as the percent of educators at your school who exhibit the belief or action described in each statement. **"*Educators at my school…*"**

	Strongly disagree (0–14%)	Disagree (15–29%)	Slightly disagree (30–44%)	Neither agree nor disagree (45–54%)	Slightly agree (55–69%)	Agree (70–84%)	Strongly agree (85–100%)
p. share a belief that each student voice is as important as any other.	○	○	○	○	○	○	○
q. build relationships with students to better understand their challenges and meet their needs.	○	○	○	○	○	○	○
r. greet students with positive comments as they enter their classrooms.	○	○	○	○	○	○	○
s. take time to learn about their students' background and interests.	○	○	○	○	○	○	○
t. advocate for students as they develop the ability to advocate for themselves.	○	○	○	○	○	○	○

Copy of AVID Elementary Instructional Practices Survey

10.

29. What <u>impact</u> has AVID Elementary had at your school?

* 30. In your opinion, how well has AVID Elementary been implemented at your school?

- ◯ Very poorly
- ◯ Somewhat poorly
- ◯ Somewhat well
- ◯ Very well
- ◯ I haven't worked here long enough to answer this question.

31. Please explain your rating on the prior question:

* 32. Have you witnessed any negative changes in your school that you attribute to the implementation of AVID Elementary?

- ◯ No
- ◯ Yes
- ◯ I haven't worked here long enough to answer this question.

33. If you answered yes above, please describe these changes:

34. Is there anything else you would like to share about AVID Elementary at your school?

Thank you so much for your time!

10. Appendix B: Tables

STUDENT CHARACTERISTICS BY YEARS OF AVID ELEMENTARY EXPERIENCE AND GRADE LEVEL (SHARE WITH CHARACTERISTIC)

	Grade Level					
	Elementary School Years of AVID Experience			Middle School Years of AVID Experience		
	No AVID Elem.	One year	Two+ years	No AVID Elem.	One year	Two+ years
FRL	0.619	0.692	0.717	0.589	0.730	0.771
ELL	0.181	0.225	0.202	0.126	0.166	0.147
Female	0.484	0.485	0.490	0.487	0.487	0.492
Asian or Pac. Islander	0.151	0.094	0.088	0.140	0.092	0.081
Black	0.109	0.171	0.171	0.122	0.172	0.169
Hispanic	0.519	0.565	0.574	0.510	0.565	0.590
White	0.188	0.136	0.136	0.200	0.138	0.134
All other	0.034	0.034	0.031	0.027	0.033	0.027

Notes: Asian, Black, and White include non-Hispanic students of the relevant race. All other includes students identified as non-Hispanic American Indian/Alaska Native, multi-racial, other, or unknown. Years of AVID experience are counted as of the school year of enrollment (i.e., data for a student in their first year of AVID Elementary are incorporated under the "One year" column even if the student also experiences AVID Elementary in a later year. Table reflects multiple observations of the same outcome for many students.

STUDENT OUTCOMES BY YEARS OF AVID ELEMENTARY EXPERIENCE AND GRADE LEVEL

	Grade Level					
	Elementary School			Middle School		
	Years of AVID Experience			Years of AVID Experience		
	No AVID Elem.	One year	Two+ years	No AVID Elem.	One year	Two+ years
Attendance (percent of days attended)	0.954	0.947	0.952	0.946	0.934	0.941
Chronic absenteeism (share chron. abs.)	0.107	0.134	0.111	0.134	0.178	0.149
Suspension (share with any suspension)	0.018	0.025	0.030	0.064	0.082	0.073
ELA score (std)	0.050	-0.155	-0.105	0.055	-0.093	-0.073
ELA proficiency (share proficient)	0.477	0.403	0.445	0.475	0.394	0.424
Math score (std)	0.057	-0.173	-0.130	0.064	-0.089	-0.103
Math proficiency (share proficient)	0.421	0.356	0.349	0.347	0.263	0.274
Core GPA (std)	.	.	.	0.068	-0.112	-0.096
Course of rigor enrollment (share with any)	.	.	.	0.330	0.270	0.308

Notes: Outcomes labeled with "std" are standardized. Years of AVID experience are counted as of the school year of enrollment (i.e., data for a student in their first year of AVID Elementary are incorporated under the "One year" column even if the student also experiences AVID Elementary in a later year. Table reflects multiple observations of the same outcome for many students.

OUTCOME TABLES (ICC AND AVERAGES)

Attendance			Individual						School-level average					
	ICC	ICC se	Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile	Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 3	0.096	0.015	0.952	0.893	0.939	0.967	0.989	1.000	0.940	0.919	0.939	0.952	0.962	0.968
Grade 4	0.095	0.017	0.952	0.894	0.939	0.969	0.989	1.000	0.941	0.918	0.939	0.955	0.961	0.968
Grade 5	0.097	0.019	0.952	0.894	0.939	0.971	0.989	1.000	0.937	0.919	0.939	0.954	0.961	0.967
Grade 6	0.119	0.027	0.951	0.889	0.939	0.972	0.989	1.000	0.934	0.917	0.935	0.950	0.961	0.968
Grade 7	0.266	0.055	0.947	0.878	0.933	0.971	0.989	1.000	0.904	0.739	0.917	0.948	0.961	0.972
Grade 8	0.253	0.050	0.943	0.872	0.933	0.967	0.989	1.000	0.908	0.804	0.909	0.941	0.959	0.974
Overall			0.950	0.889	0.938	0.969	0.989	1.000	0.932	0.913	0.935	0.952	0.961	0.968

Chronic absenteeism	ICC	ICC se	Individual Mean	School-level average Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 3	0.136	0.014	0.114	0.137	0.041	0.071	0.111	0.168	0.252
Grade 4	0.142	0.021	0.111	0.136	0.042	0.070	0.105	0.158	0.244
Grade 5	0.143	0.021	0.111	0.144	0.038	0.069	0.108	0.164	0.246
Grade 6	0.141	0.026	0.115	0.164	0.048	0.077	0.123	0.182	0.273
Grade 7	0.303	0.068	0.133	0.216	0.033	0.077	0.138	0.251	0.540
Grade 8	0.298	0.057	0.144	0.231	0.000	0.085	0.153	0.271	0.619
Overall			0.121	0.159	0.042	0.074	0.113	0.181	0.271

Suspension (Y/N)	ICC	ICC se	Individual Mean	School-level average Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 3	0.024	0.033	0.004	0.009	0.000	0.000	0.003	0.006	0.010
Grade 4	0.024	0.020	0.007	0.017	0.000	0.001	0.005	0.009	0.015
Grade 5	0.024	0.012	0.009	0.011	0.000	0.003	0.007	0.012	0.020
Grade 6	0.109	0.115	0.011	0.011	0.000	0.000	0.007	0.013	0.024
Grade 7	0.190	0.117	0.016	0.016	0.000	0.000	0.009	0.021	0.033
Grade 8	0.151	0.085	0.023	0.021	0.000	0.000	0.013	0.027	0.046
Overall			0.034	0.030	0.000	0.001	0.008	0.025	0.069

GPA (standardized)			Individual						School-level average					
overall	ICC	ICC se	Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile	Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 6	0.097	0.027	0.000	-1.436	-0.681	0.151	0.830	1.193	-0.214	-1.028	-0.383	-0.080	0.100	0.313
Grade 7	0.093	0.019	0.000	-1.445	-0.718	0.157	0.832	1.158	-0.097	-0.568	-0.267	-0.052	0.138	0.469
Grade 8	0.103	0.023	0.000	-1.442	-0.724	0.156	0.834	1.161	-0.098	-0.560	-0.283	-0.058	0.099	0.445
Overall			0.000	-1.442	-0.713	0.156	0.832	1.167	-0.124	-0.588	-0.294	-0.065	0.111	0.403

Courses of rigor	ICC	ICC se	Individual Mean	School-level average Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 7	0.906	0.055	0.305	0.282	0.000	0.033	0.205	0.409	0.703
Grade 8	0.742	0.056	0.313	0.264	0.000	0.000	0.162	0.405	0.775
Grade 7 or 8	0.810	0.062	0.364	0.348	0.000	0.105	0.274	0.524	0.823
			0.000	0.000	0.000	0.000	0.000	0.000	0.000

			Individual						School-level average					
ELA (standardized levels)	ICC	ICC se	Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile	Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 3	0.116	0.010	0.000	-1.324	-0.729	0.019	0.738	1.281	-0.028	-0.485	-0.247	-0.024	0.209	0.433
Grade 4	0.131	0.014	0.000	-1.327	-0.716	0.032	0.741	1.276	-0.042	-0.511	-0.273	-0.035	0.197	0.499
Grade 5	0.124	0.014	0.000	-1.335	-0.710	0.036	0.733	1.284	-0.040	-0.510	-0.231	-0.046	0.218	0.398
Grade 6	0.132	0.021	0.000	-1.326	-0.708	0.034	0.738	1.256	-0.073	-0.536	-0.251	-0.007	0.214	0.378
Grade 7	0.175	0.037	0.000	-1.338	-0.711	0.042	0.743	1.258	-0.105	-0.901	-0.319	-0.023	0.174	0.380
Grade 8	0.177	0.044	0.000	-1.347	-0.710	0.042	0.739	1.259	-0.050	-0.697	-0.214	-0.010	0.147	0.413
Overall			0.000	-1.331	-0.714	0.033	0.738	1.270	-0.051	-0.542	-0.252	-0.031	0.205	0.413

			Individual	School-level average					
ELA (meet/exceed)	ICC	ICC se	Mean	Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 3	0.173	0.016	0.446	0.409	0.196	0.278	0.375	0.533	0.700
Grade 4	0.169	0.015	0.452	0.418	0.198	0.275	0.396	0.541	0.711
Grade 5	0.171	0.018	0.472	0.440	0.246	0.299	0.407	0.575	0.725
Grade 6	0.184	0.024	0.461	0.433	0.199	0.312	0.423	0.552	0.691
Grade 7	0.246	0.058	0.463	0.459	0.178	0.354	0.438	0.607	0.738
Grade 8	0.249	0.069	0.460	0.418	0.021	0.313	0.402	0.558	0.700
Overall			0.459	0.428	0.198	0.297	0.407	0.553	0.703

			Individual						School-level average					
ELA (growth relative to 3rd grade)	ICC	ICC se	Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile	Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 4	0.023	0.002	0.009	-0.764	-0.398	0.000	0.411	0.800	0.009	-0.128	-0.072	0.009	0.082	0.161
Grade 5	0.030	0.004	0.017	-0.794	-0.409	0.010	0.437	0.837	-0.003	-0.178	-0.089	0.012	0.095	0.181
Grade 6	0.053	0.008	0.042	-0.812	-0.406	0.046	0.483	0.897	0.051	-0.196	-0.078	0.042	0.169	0.300
Overall			0.016	-0.781	-0.403	0.009	0.429	0.826	0.013	-0.163	-0.078	0.019	0.108	0.209

			Individual						School-level average					
ELA (growth relative to ES exit)	ICC	ICC se	Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile	Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 7	0.015	0.003	0.008	-0.825	-0.402	0.020	0.436	0.825	0.006	-0.219	-0.083	-0.004	0.120	0.303
Grade 8	0.016	0.004	0.010	-0.843	-0.419	0.020	0.444	0.854	-0.043	-0.344	-0.134	-0.016	0.077	0.172
Overall			0.009	-0.832	-0.409	0.020	0.440	0.839	-0.015	-0.243	-0.106	-0.014	0.102	0.180

			Individual						School-level average					
Math (standardized levels)	ICC	ICC se	Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile	Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 3	0.125	0.012	0.000	-1.319	-0.674	0.035	0.698	1.300	-0.042	-0.511	-0.251	-0.019	0.220	0.448
Grade 4	0.151	0.016	0.000	-1.277	-0.699	-0.004	0.698	1.319	-0.062	-0.546	-0.311	-0.030	0.194	0.483
Grade 5	0.143	0.015	0.000	-1.286	-0.708	-0.010	0.724	1.323	-0.056	-0.539	-0.277	-0.071	0.240	0.457
Grade 6	0.160	0.024	0.000	-1.287	-0.690	0.019	0.702	1.306	-0.094	-0.602	-0.264	-0.026	0.202	0.425
Grade 7	0.190	0.039	0.000	-1.274	-0.712	-0.012	0.700	1.320	-0.127	-0.746	-0.324	-0.037	0.162	0.408
Grade 8	0.178	0.047	0.000	-1.253	-0.716	-0.043	0.681	1.359	-0.112	-0.939	-0.290	-0.034	0.127	0.287
Overall			0.000	-1.283	-0.702	-0.002	0.701	1.319	-0.073	-0.577	-0.280	-0.038	0.196	0.436

			Individual	School-level average					
Math (meet/exceed)	ICC	ICC se	Mean	Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 3	0.184	0.016	0.462	0.432	0.190	0.288	0.400	0.565	0.732
Grade 4	0.200	0.016	0.407	0.375	0.147	0.228	0.339	0.516	0.687
Grade 5	0.218	0.018	0.362	0.326	0.112	0.165	0.290	0.447	0.619
Grade 6	0.218	0.024	0.351	0.317	0.085	0.176	0.286	0.427	0.614
Grade 7	0.253	0.049	0.335	0.335	0.029	0.200	0.286	0.462	0.625
Grade 8	0.273	0.065	0.321	0.276	0.000	0.148	0.260	0.350	0.581
Overall			0.372	0.354	0.112	0.204	0.322	0.485	0.662

			Individual						School-level average					
Math (growth relative to 3rd grade)	ICC	ICC se	Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile	Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 4	0.042	0.005	0.011	-0.675	-0.346	0.008	0.362	0.701	0.009	-0.162	-0.080	0.015	0.086	0.146
Grade 5	0.047	0.006	0.017	-0.749	-0.379	0.010	0.412	0.788	0.009	-0.191	-0.099	0.010	0.109	0.233
Grade 6	0.089	0.014	0.032	-0.736	-0.369	0.030	0.433	0.806	0.049	-0.214	-0.073	0.062	0.179	0.269
Overall			0.016	-0.708	-0.359	0.012	0.389	0.744	0.017	-0.186	-0.084	0.017	0.109	0.225

			Individual						School-level average					
Math (growth relative to ES exit)	ICC	ICC se	Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile	Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 7	0.033	0.012	-0.003	-0.772	-0.396	-0.002	0.402	0.759	-0.021	-0.276	-0.132	-0.026	0.085	0.374
Grade 8	0.034	0.013	0.003	-0.833	-0.433	0.004	0.440	0.838	-0.038	-0.416	-0.223	-0.040	0.117	0.187
Overall			-0.001	-0.798	-0.412	0.002	0.418	0.790	-0.029	-0.336	-0.151	-0.031	0.097	0.374

COVARIATE TABLES (ICC AND AVERAGES)

			Individual	School-level average					
Female	ICC	ICC se	Mean	Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 3	0.002	0.000	0.480	0.473	0.433	0.460	0.481	0.500	0.519
Grade 4	0.001	0.000	0.488	0.467	0.435	0.469	0.485	0.503	0.515
Grade 5	0.001	0.000	0.487	0.468	0.424	0.467	0.486	0.501	0.518
Grade 6	0.001	0.000	0.487	0.457	0.379	0.458	0.482	0.506	0.523
Grade 7	0.003	0.005	0.488	0.446	0.220	0.462	0.489	0.503	0.548
Grade 8	0.008	0.012	0.488	0.459	0.190	0.467	0.488	0.511	0.602
Overall			0.486	0.464	0.404	0.463	0.484	0.503	0.521

			Individual	School-level average					
FRL	ICC	ICC se	Mean	Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 3	0.300	0.019	0.662	0.624	0.261	0.424	0.696	0.826	0.887
Grade 4	0.304	0.020	0.660	0.627	0.231	0.426	0.694	0.832	0.891
Grade 5	0.307	0.019	0.659	0.627	0.233	0.431	0.701	0.835	0.891
Grade 6	0.281	0.020	0.659	0.645	0.320	0.464	0.701	0.841	0.904
Grade 7	0.296	0.035	0.648	0.597	0.246	0.444	0.657	0.826	0.888
Grade 8	0.280	0.036	0.640	0.580	0.209	0.430	0.625	0.807	0.877
Overall			0.655	0.622	0.250	0.435	0.680	0.831	0.891

			Individual	School-level average					
ELL	ICC	ICC se	Mean	Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 3	0.413	0.026	0.218	0.210	0.011	0.066	0.181	0.302	0.476
Grade 4	0.322	0.020	0.197	0.194	0.019	0.058	0.165	0.276	0.419
Grade 5	0.295	0.019	0.178	0.185	0.020	0.055	0.156	0.254	0.378
Grade 6	0.250	0.020	0.152	0.169	0.025	0.063	0.143	0.236	0.340
Grade 7	0.305	0.053	0.137	0.149	0.001	0.046	0.139	0.202	0.282
Grade 8	0.300	0.061	0.126	0.152	0.003	0.052	0.129	0.196	0.273
Overall			0.168	0.183	0.017	0.057	0.152	0.258	0.400

English is primary language	ICC	ICC se	Individual Mean	School-level average Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 3	0.252	0.031	0.334	0.326	0.111	0.178	0.268	0.465	0.617
Grade 4	0.287	0.040	0.344	0.333	0.115	0.178	0.273	0.483	0.638
Grade 5	0.292	0.035	0.352	0.348	0.119	0.174	0.284	0.499	0.670
Grade 6	0.235	0.019	0.359	0.370	0.135	0.186	0.343	0.535	0.663
Grade 7	0.189	0.025	0.369	0.378	0.154	0.194	0.333	0.539	0.666
Grade 8	0.194	0.024	0.379	0.392	0.149	0.196	0.361	0.575	0.677
Overall			0.356	0.351	0.123	0.182	0.308	0.497	0.663

SPED	ICC	ICC se	Individual Mean	School-level average Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 3	0.097	0.044	0.145	0.177	0.095	0.113	0.143	0.185	0.220
Grade 4	0.104	0.045	0.143	0.187	0.093	0.114	0.143	0.182	0.234
Grade 5	0.116	0.048	0.138	0.188	0.085	0.113	0.137	0.176	0.233
Grade 6	0.257	0.075	0.133	0.210	0.078	0.109	0.133	0.186	0.268
Grade 7	0.513	0.095	0.125	0.282	0.042	0.091	0.135	0.175	1.000
Grade 8	0.441	0.094	0.123	0.251	0.022	0.086	0.130	0.169	1.000
Overall			0.134	0.204	0.083	0.109	0.138	0.181	0.253

Homeless	ICC	ICC se	Individual Mean	School-level average Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 3	0.576	0.035	0.059	0.051	0.000	0.001	0.014	0.045	0.160
Grade 4	0.500	0.029	0.059	0.053	0.000	0.003	0.016	0.059	0.161
Grade 5	0.526	0.031	0.060	0.051	0.000	0.002	0.014	0.049	0.159
Grade 6	0.449	0.034	0.061	0.047	0.000	0.003	0.013	0.050	0.156
Grade 7	0.519	0.040	0.061	0.052	0.000	0.000	0.010	0.060	0.156
Grade 8	0.537	0.043	0.061	0.047	0.000	0.000	0.009	0.054	0.170
Overall			0.060	0.051	0.000	0.002	0.013	0.050	0.160

Migrant	ICC	ICC se	Individual Mean	School-level average Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 3	0.604	0.034	0.050	0.048	0.000	0.000	0.012	0.084	0.133
Grade 4	0.627	0.034	0.050	0.047	0.000	0.000	0.012	0.079	0.127
Grade 5	0.616	0.033	0.050	0.047	0.000	0.000	0.008	0.085	0.124
Grade 6	0.603	0.037	0.048	0.037	0.000	0.000	0.007	0.047	0.118
Grade 7	0.610	0.062	0.050	0.037	0.000	0.000	0.003	0.046	0.122
Grade 8	0.633	0.069	0.049	0.038	0.000	0.000	0.006	0.045	0.116
Overall			0.050	0.044	0.000	0.000	0.009	0.069	0.127

TAG	ICC	ICC se	Individual Mean	School-level average Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 3	0.542	0.042	0.058	0.068	0.000	0.007	0.043	0.107	0.178
Grade 4	0.314	0.056	0.106	0.107	0.013	0.030	0.080	0.151	0.223
Grade 5	0.263	0.053	0.129	0.127	0.021	0.051	0.102	0.164	0.254
Grade 6	0.239	0.059	0.141	0.137	0.021	0.067	0.117	0.182	0.265
Grade 7	0.412	0.112	0.143	0.124	0.000	0.010	0.088	0.144	0.220
Grade 8	0.396	0.114	0.147	0.134	0.000	0.039	0.100	0.148	0.242
Overall			0.121	0.112	0.000	0.030	0.087	0.152	0.231

Share Asian	ICC	ICC se	Individual Mean	School-level average Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 3	0.368	0.021	0.125	0.117	0.012	0.022	0.049	0.164	0.330
Grade 4	0.373	0.022	0.126	0.119	0.012	0.023	0.049	0.170	0.349
Grade 5	0.370	0.022	0.126	0.124	0.011	0.024	0.048	0.167	0.364
Grade 6	0.373	0.024	0.126	0.124	0.006	0.022	0.059	0.174	0.356
Grade 7	0.385	0.037	0.128	0.117	0.000	0.015	0.046	0.165	0.376
Grade 8	0.354	0.037	0.129	0.116	0.000	0.017	0.045	0.158	0.317
Overall			0.127	0.120	0.008	0.022	0.049	0.167	0.350

Share Black	ICC	ICC se	Individual Mean	School-level average Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 3	0.453	0.023	0.127	0.107	0.005	0.012	0.037	0.124	0.343
Grade 4	0.439	0.023	0.128	0.107	0.007	0.014	0.036	0.124	0.348
Grade 5	0.446	0.023	0.129	0.105	0.005	0.011	0.035	0.120	0.319
Grade 6	0.365	0.027	0.132	0.073	0.003	0.011	0.029	0.089	0.179
Grade 7	0.424	0.038	0.136	0.105	0.000	0.010	0.034	0.126	0.308
Grade 8	0.397	0.034	0.135	0.102	0.000	0.010	0.029	0.126	0.270
Overall			0.131	0.100	0.004	0.012	0.034	0.117	0.299

Share Hispanic	ICC	ICC se	Individual Mean	School-level average Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 3	0.418	0.022	0.523	0.506	0.128	0.262	0.503	0.777	0.885
Grade 4	0.419	0.022	0.522	0.506	0.137	0.262	0.488	0.779	0.886
Grade 5	0.424	0.022	0.521	0.504	0.118	0.263	0.468	0.791	0.893
Grade 6	0.375	0.020	0.517	0.552	0.184	0.325	0.568	0.814	0.916
Grade 7	0.376	0.032	0.517	0.503	0.119	0.259	0.456	0.733	0.913
Grade 8	0.382	0.035	0.516	0.514	0.066	0.265	0.500	0.753	0.925
Overall			0.519	0.514	0.142	0.270	0.493	0.784	0.905

Share White	ICC	ICC se	Individual Mean	School-level average Mean	10th pctile	25th pctile	50th pctile	75th pctile	90th pctile
Grade 3	0.367	0.019	0.165	0.204	0.026	0.048	0.133	0.336	0.490
Grade 4	0.373	0.019	0.166	0.204	0.024	0.046	0.132	0.349	0.486
Grade 5	0.372	0.018	0.168	0.206	0.022	0.044	0.133	0.361	0.501
Grade 6	0.360	0.020	0.169	0.206	0.026	0.052	0.132	0.333	0.506
Grade 7	0.318	0.026	0.165	0.212	0.014	0.044	0.137	0.356	0.484
Grade 8	0.308	0.025	0.167	0.192	0.000	0.038	0.130	0.333	0.460
Overall			0.167	0.204	0.023	0.045	0.132	0.350	0.495

OUTCOME TABLES BY AE INTENSITY

ADA attendance

	No AVID Elementary			One year			Two or more years		
	Count	Mean	SD	Count	Mean	SD	Count	Mean	SD
Grade 3	117,228	0.953	0.063	28,240	0.947	0.061	63	0.915	0.105
Grade 4	112,537	0.954	0.064	19,501	0.947	0.069	15,709	0.951	0.055
Grade 5	110,019	0.954	0.064	19,682	0.946	0.073	19,952	0.952	0.056
Grade 6	116,774	0.953	0.066	17,985	0.942	0.078	18,732	0.953	0.064
Grade 7	122,004	0.948	0.077	14,398	0.934	0.097	15,009	0.943	0.089
Grade 8	127,402	0.945	0.084	12,126	0.929	0.104	13,132	0.936	0.095

Chronic absenteeism

	No AVID Elementary			One year			Two or more years		
	Count	Mean	SD	Count	Mean	SD	Count	Mean	SD
Grade 3	117,228	0.109	0.312	28,240	0.133	0.340	63	0.286	0.455
Grade 4	112,537	0.107	0.309	19,501	0.132	0.338	15,709	0.111	0.314
Grade 5	110,019	0.106	0.308	19,682	0.141	0.348	19,952	0.107	0.310
Grade 6	116,774	0.111	0.314	17,985	0.150	0.357	18,732	0.110	0.313
Grade 7	122,004	0.126	0.332	14,398	0.183	0.387	15,009	0.140	0.347
Grade 8	127,402	0.136	0.343	12,126	0.194	0.396	13,132	0.171	0.377

Suspension

	No AVID Elementary			One year			Two or more years		
	Count	Mean	SD	Count	Mean	SD	Count	Mean	SD
Grade 3	91,841	0.011	0.104	17,958	0.014	0.119	41	0.024	0.156
Grade 4	89,747	0.015	0.123	13,612	0.024	0.152	10,078	0.021	0.143
Grade 5	89,185	0.023	0.148	14,283	0.028	0.164	13,343	0.032	0.176
Grade 6	96,220	0.057	0.232	13,526	0.062	0.241	13,792	0.055	0.228
Grade 7	115,725	0.067	0.251	12,322	0.081	0.273	12,527	0.069	0.254
Grade 8	117,456	0.070	0.255	10,749	0.085	0.278	11,056	0.078	0.269

ELA standardized scores

	No AVID Elementary			One year			Two or more years		
	Count	Mean	SD	Count	Mean	SD	Count	Mean	SD
Grade 3	76,426	0.043	0.996	21,062	-0.147	0.999	65	-0.765	0.830
Grade 4	75,154	0.045	0.992	10,631	-0.170	1.011	12,666	-0.107	0.992
Grade 5	74,878	0.045	0.996	10,942	-0.154	1.002	14,089	-0.103	0.993
Grade 6	80,734	0.034	0.997	11,376	-0.127	1.002	11,260	-0.101	0.991
Grade 7	81,430	0.024	0.998	9,079	-0.122	1.004	8,334	-0.063	1.002
Grade 8	78,322	0.015	1.000	8,076	-0.085	1.005	7,790	-0.040	0.987

ELA Meet/Exceed

	No AVID Elementary			One year			Two or more years		
	Count	Mean	SD	Count	Mean	SD	Count	Mean	SD
Grade 3	77,976	0.446	0.497	21,631	0.397	0.489	65	0.123	0.331
Grade 4	76,609	0.457	0.498	10,954	0.391	0.488	13,057	0.436	0.496
Grade 5	76,292	0.484	0.500	11,181	0.407	0.491	14,571	0.448	0.497
Grade 6	82,374	0.474	0.499	11,571	0.406	0.491	11,602	0.432	0.495
Grade 7	83,207	0.472	0.499	9,430	0.406	0.491	8,317	0.437	0.496
Grade 8	80,366	0.472	0.499	8,079	0.392	0.488	7,777	0.425	0.494

Elementary school ELA score growth

	No AVID Elementary			One year			Two or more years		
	Count	Mean	SD	Count	Mean	SD	Count	Mean	SD
Grade 4	28,711	0.010	0.618	4,312	0.001	0.625	5,666	0.000	0.619
Grade 5	22,407	0.030	0.644	3,293	-0.006	0.666	7,351	0.029	0.661
Grade 6	10,015	0.020	0.689	1,244	0.154	0.715	1,835	0.118	0.673

Middle school ELA score growth

	No AVID Elementary			One year			Two or more years		
	Count	Mean	SD	Count	Mean	SD	Count	Mean	SD
Grade 7	15,138	0.007	0.660	2,185	0.021	0.664	1,938	0.010	0.677
Grade 8	10,368	0.002	0.679	1,293	0.067	0.693	2,009	0.013	0.689

Math standardized scores

	No AVID Elementary			One year			Two or more years		
	Count	Mean	SD	Count	Mean	SD	Count	Mean	SD
Grade 3	73,761	0.046	0.994	20,413	-0.154	1.002	60	-0.486	0.912
Grade 4	74,519	0.051	0.993	10,636	-0.196	1.006	12,290	-0.119	0.983
Grade 5	72,970	0.053	0.996	10,969	-0.174	0.999	13,549	-0.128	0.989
Grade 6	78,406	0.042	0.996	11,212	-0.141	1.003	10,696	-0.136	0.991
Grade 7	79,805	0.029	1.002	9,116	-0.121	0.980	7,777	-0.103	1.002
Grade 8	76,920	0.021	1.000	7,460	-0.120	0.989	7,845	-0.064	1.003

Math Meet/Exceed

	No AVID Elementary			One year			Two or more years		
	Count	Mean	SD	Count	Mean	SD	Count	Mean	SD
Grade 3	77,183	0.470	0.499	21,331	0.421	0.494	65	0.215	0.414
Grade 4	77,568	0.412	0.492	10,408	0.332	0.471	12,966	0.388	0.487
Grade 5	76,376	0.368	0.482	10,110	0.290	0.454	7,857	0.331	0.471
Grade 6	81,832	0.369	0.482	10,373	0.276	0.447	6,061	0.305	0.460
Grade 7	83,456	0.345	0.475	8,582	0.263	0.440	4,737	0.282	0.450
Grade 8	80,758	0.338	0.473	6,518	0.236	0.425	4,323	0.257	0.437

Elementary school Math score growth

	No AVID Elementary			One year			Two or more years		
	Count	Mean	SD	Count	Mean	SD	Count	Mean	SD
Grade 4	25,543	0.014	0.545	4,055	-0.011	0.560	5,091	0.011	0.562
Grade 5	19,187	0.040	0.616	2,962	-0.001	0.632	6,508	0.006	0.628
Grade 6	8,862	0.028	0.638	1,227	0.063	0.646	1,650	0.054	0.592

Middle school Math score growth

	No AVID Elementary			One year			Two or more years		
MS growth	Count	Mean	SD	Count	Mean	SD	Count	Mean	SD
Grade 7	14,584	-0.002	0.614	2,097	-0.026	0.630	1,885	0.004	0.614
Grade 8	11,034	-0.001	0.661	1,217	0.032	0.690	1,729	0.001	0.678

Standardized GPA

	No AVID Elementary			One year			Two or more years		
GPA	Count	Mean	SD	Count	Mean	SD	Count	Mean	SD
Grade 6	31,049	0.066	0.970	3,837	-0.118	1.016	4,912	-0.085	1.024
Grade 7	71,529	0.071	0.973	10,735	-0.129	1.036	13,820	-0.104	1.025
Grade 8	61,632	0.070	0.974	9,754	-0.096	1.032	12,198	-0.097	1.021

Courses of rigor

	No AVID Elementary			One year			Two or more years		
Rigor	Count	Mean	SD	Count	Mean	SD	Count	Mean	SD
Grade 7	109,857	0.310	0.463	12,440	0.258	0.438	13,926	0.306	0.461
Grade 8	115,519	0.316	0.465	11,297	0.271	0.444	12,293	0.322	0.467
Grade 7 or	133,942	0.352	0.478	13,082	0.320	0.466	14,389	0.369	0.482

DEMOGRAPHIC TABLES BY AE STATUS

The tables below provide demographic (e.g., gender) and programmatic (e.g., special education) characteristics of students by grade and AVID exposure. “AVID” students are elementary-grade students enrolled in an AE-certified school in the specified grade (3rd through a school’s exit grade) and middle-school-grade students who had experienced at least one year of AVID Elementary.

Female

	AVID			No AVID		
	Count	Mean	SD	Count	Mean	SD
Grade 3	29,412	.489	.500	124,394	.485	0.500
Grade 4	30,415	.491	.500	125,911	.486	0.500
Grade 5	30,486	.492	.500	127,999	.487	0.500
Grade 6	31,376	.491	.500	130,268	.486	0.500
Grade 7	30,160	.488	.500	129,741	.488	0.500
Grade 8	25,642	.490	.500	135,388	.487	0.500
Overall	177,491	.490	.500	773,701	.486	0.500

FRL

	AVID			No AVID		
	Count	Mean	SD	Count	Mean	SD
Grade 3	21,801	.732	.443	111,003	.650	0.477
Grade 4	22,881	.730	.444	112,265	.651	0.477
Grade 5	22,758	.724	.447	114,206	.651	0.477
Grade 6	24,569	.745	.436	115,165	.644	0.479
Grade 7	25,492	.750	.433	111,859	.628	0.483
Grade 8	22,092	.748	.434	116,198	.624	0.485
Overall	139,593	.739	.439	680,696	.641	0.480

English as primary language

	AVID			No AVID		
	Count	Mean	SD	Count	Mean	SD
Grade 3	19,293	.293	.455	77,933	.309	0.462
Grade 4	20,087	.303	.459	78,946	.320	0.466
Grade 5	20,215	.309	.462	80,371	.331	0.470
Grade 6	20,040	.342	.474	83,055	.331	0.470
Grade 7	20,274	.395	.489	80,356	.330	0.470
Grade 8	17,763	.412	.492	83,425	.340	0.474
Overall	117,672	.341	.474	484,086	.327	0.469

SPED

	AVID			No AVID		
	Count	Mean	SD	Count	Mean	SD
Grade 3	27,780	.142	.349	115,032	.137	0.344
Grade 4	28,609	.139	.346	116,835	.135	0.342
Grade 5	28,658	.132	.339	118,614	.130	0.337
Grade 6	29,402	.130	.337	120,718	.125	0.331
Grade 7	28,712	.130	.336	119,105	.114	0.318
Grade 8	24,419	.130	.336	124,412	.113	0.317
Overall	167,580	.134	.341	714,716	.126	0.331

Homeless

	AVID			No AVID		
	Count	Mean	SD	Count	Mean	SD
Grade 3	16,210	.114	.317	73,984	.057	0.232
Grade 4	16,905	.113	.317	75,048	.058	0.234
Grade 5	16,895	.115	.319	76,496	.059	0.235
Grade 6	18,091	.112	.315	76,088	.060	0.237
Grade 7	19,145	.092	.289	76,216	.064	0.244
Grade 8	16,767	.081	.274	79,444	.067	0.250
Overall	104,013	.104	.306	457,276	.061	0.239

Migrant

	AVID			No AVID		
	Count	Mean	SD	Count	Mean	SD
Grade 3	9,766	.049	.215	54,840	.027	0.161
Grade 4	10,161	.048	.213	55,639	.029	0.167
Grade 5	9,919	.048	.214	56,736	.029	0.167
Grade 6	11,119	.049	.216	57,346	.027	0.162
Grade 7	13,556	.048	.213	52,230	.025	0.156
Grade 8	11,552	.042	.202	54,592	.027	0.161
Overall	66,073	.047	.212	331,383	.027	0.163

TAG

	AVID			No AVID		
	Count	Mean	SD	Count	Mean	SD
Grade 3	21,080	.056	.231	78,849	.060	0.237
Grade 4	21,745	.084	.277	80,031	.112	0.316
Grade 5	21,842	.103	.303	81,227	.137	0.344
Grade 6	21,055	.120	.325	84,196	.147	0.354
Grade 7	20,971	.134	.340	82,100	.145	0.353
Grade 8	18,045	.145	.352	85,937	.148	0.355
Overall	124,738	.106	.308	492,340	.126	0.331

Asian

	AVID			No AVID		
	Count	Mean	SD	Count	Mean	SD
Grade 3	29,828	.078	.268	128,186	.137	0.344
Grade 4	30,902	.079	.269	129,633	.138	0.345
Grade 5	30,960	.078	.269	131,655	.138	0.345
Grade 6	31,395	.082	.274	134,556	.138	0.345
Grade 7	30,165	.094	.292	134,036	.137	0.344
Grade 8	25,648	.096	.294	139,725	.137	0.343
Overall	178,898	.084	.277	797,791	.137	0.344

Black

	AVID			No AVID		
	Count	Mean	SD	Count	Mean	SD
Grade 3	29,828	.206	.405	128,186	.105	0.306
Grade 4	30,902	.207	.405	129,633	.105	0.306
Grade 5	30,960	.213	.410	131,655	.105	0.307
Grade 6	31,395	.189	.391	134,556	.114	0.318
Grade 7	30,165	.145	.352	134,036	.130	0.336
Grade 8	25,648	.127	.333	139,725	.133	0.340
Overall	178,898	.183	.386	797,791	.116	0.320

Hispanic

	AVID			No AVID		
	Count	Mean	SD	Count	Mean	SD
Grade 3	29,828	.540	.498	128,186	.519	0.500
Grade 4	30,902	.537	.499	129,633	.519	0.500
Grade 5	30,960	.534	.499	131,655	.519	0.500
Grade 6	31,395	.570	.495	134,556	.506	0.500
Grade 7	30,165	.598	.490	134,036	.500	0.500
Grade 8	25,648	.613	.487	139,725	.499	0.500
Overall	178,898	.564	.496	797,791	.510	0.500

White

	AVID			No AVID		
	Count	Mean	SD	Count	Mean	SD
Grade 3	29,828	.127	.334	128,186	.177	0.382
Grade 4	30,902	.129	.336	129,633	.178	0.383
Grade 5	30,960	.127	.333	131,655	.180	0.385
Grade 6	31,395	.130	.336	134,556	.181	0.385
Grade 7	30,165	.134	.340	134,036	.176	0.380
Grade 8	25,648	.136	.342	139,725	.175	0.380
Overall	178,898	.130	.337	797,791	.178	0.382

DATA AVAILABILITY SUMMARY WITH AND WITHOUT IMPUTED DATA

Reach at least ES exit grade during analysis period

	Years of AVID (3rd-exit grade)			
	0	1	2+	Total
Students with baseline (pre-treatment) enrollment	119,520	15,352	22,635	157,507
Share with all baseline covariates	44%	40.87%	33%	42%
Share with all baseline covariates after imputation	70%	64%	45%	65%
Share with all baseline covariates except test scores after imputation	91%	98%	96%	93%
Has elementary school attendance and baseline covariates after imputation	77%	98%	96%	82%
Has elementary school scores and baseline covariates after imputation	69%	64%	45%	65%
Has middle school attendance and baseline covariates after imputation	54%	62%	53%	55%
Has middle school scores and baseline covariates after imputation	45%	43%	23%	42%

Reach at least 7th grade during analysis period

	Years of AVID (3rd-exit grade)			
	0	1	2+	Total
Students with baseline (pre-treatment) enrollment	70,110	9,692	12,434	92,236
Share with all baseline covariates	49%	39%	25%	27%
Share with all baseline covariates after imputation	69%	63%	38%	64%
Share with all baseline covariates except test scores after imputation	93%	99%	96%	51%
Has middle school attendance and baseline covariates after imputation	93%	99%	96%	51%
Has middle school scores and baseline covariates after imputation	69%	63%	38%	64%
Has middle school GPA and baseline covariates after imputation	75%	60%	37%	49%
Has course of rigor in 7th or 8th grade and baseline covariates after imputation	69%	63%	38%	64%
Has middle school suspension data and baseline covariates after imputation	88%	88%	77%	91%

BASELINE CHARACTERISTICS, ELEMENTARY SCHOOL OUTCOMES AVAILABLE

	Years of AVID Experience		
	No AVID Elem.	One year	Two+ years
Mean			
FRL (without imp.)	0.588	0.634	0.618
FRL (with imp.)	0.588	0.634	0.618
ELL (without imp.)	0.186	0.265	0.301
ELL (with imp.)	0.186	0.265	0.301
Attendance (without imp.)	0.951	0.949	0.957
Attendance (with imp.)	0.951	0.944	0.956
Std. ELA score (without imp.)	0.024	-0.121	-0.075
Std. ELA score (with imp.)	0.027	-0.062	-0.079
Std. Math score (without imp.)	0.025	-0.144	-0.074
Std. Math score (with imp.)	0.030	-0.155	-0.068
Sample size			
Has all baseline char. and cov. (without imp.)	62,217	7,688	7,464
Has all baseline char. and cov. (with imp.)	85,321	10,608	9,530

Notes: Std. indicates variable is standardized. Years of AVID Experience is based on a student's total AE experience within the available data.

BASELINE CHARACTERISTICS, MIDDLE SCHOOL OUTCOMES AVAILABLE

	Years of AVID Experience		
	No AVID Elem.	One year	Two+ years
Mean			
FRL (without imp.)	0.572	0.625	0.565
FRL (with imp.)	0.572	0.625	0.565
ELL (without imp.)	0.179	0.300	0.371
ELL (with imp.)	0.179	0.300	0.371
Attendance (without imp.)	0.965	0.961	0.967
Attendance (with imp.)	0.965	0.953	0.966
Std. ELA score (without imp.)	0.047	-0.216	-0.085
Std. ELA score (with imp.)	0.052	-0.095	-0.080
Std. Math score (without imp.)	0.053	-0.242	-0.072
Std. Math score (with imp.)	0.061	-0.236	-0.054
Sample size			
Has all baseline char. and cov. (without imp.)	34,374	3,730	3,072
Has all baseline char. and cov. (with imp.)	48,609	6,098	4,665

Notes: Std. indicates variable is standardized. Years of AVID Experience is based on a student's total AVID Elementary experience within the available data.

OUTCOME TABLES BY AE EXPERIENCE AND AVID ELECTIVE

Note: Tables exclude one district that did not report an AVID elective course.

Attendance		No AVID Elementary		One year		Two or more years	
		Count	Mean	Count	Mean	Count	Mean
Grade 7	No AVID Elective	70,064	0.946	8,390	0.931	11,758	0.938
	AVID Elective in 7th grade	8,957	0.958	1,194	0.948	2,326	0.960
Grade 8	No AVID Elective	63,386	0.942	7,014	0.926	9,866	0.932
	AVID Elective in 8th grade only	5,900	0.948	720	0.928	1,238	0.947
	AVID Elective in 7th and 8th grade	4,936	0.957	686	0.944	1,317	0.953

Chronic absenteeism		No AVID Elementary		One year		Two or more years	
		Count	Mean	Count	Mean	Count	Mean
Grade 7	No AVID Elective	70,064	0.138	8,390	0.194	11,758	0.165
	AVID Elective in 7th grade	8,957	0.094	1,194	0.146	2,326	0.093
Grade 8	No AVID Elective	63,386	0.151	7,014	0.207	9,866	0.192
	AVID Elective in 8th grade only	5,900	0.128	720	0.213	1,238	0.132
	AVID Elective in 7th and 8th grade	4,936	0.103	686	0.162	1,317	0.120

Standardized GPA in enrolled grade		No AVID Elementary		One year		Two or more years	
		Count	Mean	Count	Mean	Count	Mean
Grade 7	No AVID Elective	57,833	0.052	7,454	-0.148	11,523	-0.154
	AVID Elective in 7th grade	8,955	0.196	1,164	0.045	2,354	0.082
Grade 8	No AVID Elective	47,068	0.057	6,414	-0.114	9,687	-0.156
	AVID Elective in 8th grade only	5,313	0.044	702	-0.039	1,249	0.017
	AVID Elective in 7th and 8th grade	4,778	0.263	660	0.081	1,292	0.101

Had a suspension in enrolled grade		No AVID Elementary		One year		Two or more years	
		Count	Mean	Count	Mean	Count	Mean
Grade 7	No AVID Elective	65,747	0.063	7,538	0.079	9,775	0.067
	AVID Elective in 7th grade	8,623	0.050	1,012	0.060	1,665	0.048
Grade 8	No AVID Elective	58,409	0.064	6,287	0.089	8,290	0.080
	AVID Elective in 8th grade only	5,553	0.070	624	0.071	948	0.066
	AVID Elective in 7th and 8th grade	4,599	0.040	554	0.063	935	0.050

Standardized ELA scores		No AVID Elementary		One year		Two or more years	
		Count	Mean	Count	Mean	Count	Mean
Grade 7	No AVID Elective	41,093	0.044	4,287	-0.118	6,444	-0.148
	AVID Elective in 7th grade	6,427	0.133	799	-0.071	1,471	0.084
Grade 8	No AVID Elective	30,167	0.056	3,835	-0.074	5,971	-0.114
	AVID Elective in 8th grade only	3,476	0.019	476	0.005	792	-0.013
	AVID Elective in 7th and 8th grade	3,080	0.168	424	0.008	828	0.058

ELA Meet/Exceed		No AVID Elementary		One year		Two or more years	
		Count	Mean	Count	Mean	Count	Mean
Grade 7	No AVID Elective	38,428	0.507	3,658	0.410	5,171	0.416
	AVID Elective in 7th grade	6,156	0.512	687	0.393	1,356	0.524
Grade 8	No AVID Elective	27,863	0.513	2,652	0.359	4,698	0.410
	AVID Elective in 8th grade only	3,267	0.438	370	0.386	671	0.469
	AVID Elective in 7th and 8th grade	2,969	0.531	355	0.439	752	0.495

Standardized Math scores		No AVID Elementary		One year		Two or more years	
		Count	Mean	Count	Mean	Count	Mean
Grade 7	No AVID Elective	41,093	0.044	4,287	-0.118	6,444	-0.148
	AVID Elective in 7th grade	6,427	0.133	799	-0.071	1,471	0.084
Grade 8	No AVID Elective	30,167	0.056	3,835	-0.074	5,971	-0.114
	AVID Elective in 8th grade only	3,476	0.019	476	0.005	792	-0.013
	AVID Elective in 7th and 8th grade	3,080	0.168	424	0.008	828	0.058

Math Meet/Exceed		No AVID Elementary		One year		Two or more years	
		Count	Mean	Count	Mean	Count	Mean
Grade 7	No AVID Elective	38,428	0.507	3,658	0.410	5,171	0.416
	AVID Elective in 7th grade	6,156	0.512	687	0.393	1,356	0.524
Grade 8	No AVID Elective	27,863	0.513	2,652	0.359	4,698	0.410
	AVID Elective in 8th grade only	3,267	0.438	370	0.386	671	0.469
	AVID Elective in 7th and 8th grade	2,969	0.531	355	0.439	752	0.495

At least one course of rigor in enrolled grade		No AVID Elementary		One year		Two or more years	
		Count	Mean	Count	Mean	Count	Mean
Grade 7	No AVID Elective	65,331	0.314	7,790	0.241	11,628	0.250
	AVID Elective in 7th grade	9,357	0.286	1,194	0.229	2,358	0.313
Grade 8	No AVID Elective	56,631	0.301	6,697	0.238	9,773	0.233
	AVID Elective in 8th grade only	6,011	0.259	721	0.302	1,250	0.328
	AVID Elective in 7th and 8th grade	4,956	0.312	672	0.286	1,300	0.342

At least one course of rigor in 7th and 8th grade		No AVID Elementary		One year		Two or more years	
		Count	Mean	Count	Mean	Count	Mean
Grade 8	No AVID Elective	59,484	0.213	6,697	0.159	9,772	0.166
	AVID Elective in 8th grade only	6,013	0.174	721	0.201	1,250	0.197
	AVID Elective in 7th and 8th grade	4,956	0.226	672	0.185	1,300	0.253

Growth in standardized ELA scores (ES exit to enrolled grade)		No AVID Elementary		One year		Two or more years	
		Count	Mean	Count	Mean	Count	Mean
Grade 7	No AVID Elective	7,395	-0.004	707	0.026	846	-0.003
	AVID Elective in 7th grade	1,197	0.058	95	-0.032	171	-0.099
Grade 8	No AVID Elective	4,375	-0.012	523	0.094	737	-0.014
	AVID Elective in 8th grade only	627	0.001	55	-0.131	94	0.027
	AVID Elective in 7th and 8th grade	449	0.122	19	0.273	86	-0.138

Growth in standardized Math scores (ES exit to enrolled grade)		No AVID Elementary		One year		Two or more years	
		Count	Mean	Count	Mean	Count	Mean
Grade 7	No AVID Elective	7,188	-0.007	689	-0.071	720	-0.006
	AVID Elective in 7th grade	1,172	-0.004	94	0.053	158	-0.027
Grade 8	No AVID Elective	4,362	-0.017	516	0.072	735	-0.035
	AVID Elective in 8th grade only	626	-0.060	54	-0.037	94	-0.040
	AVID Elective in 7th and 8th grade	446	0.023	19	0.031	85	-0.112

CORRELATIONS AMONG SURVEY METRICS AND CCI DOMAIN SCORE

	Confidence Score	Student Change Score	Implementation Score	Ave. CCI score	Ave. CCI D1 score: Instruction	Ave. CCI D2 score: Systems	Ave. CCI D3 score: Leadership	Ave. CCI D4 score: Culture
Confidence Score								
Correlation	1.0000							
p	.							
Obs	59							
Student Change Score								
Correlation	0.2554	1.0000						
p	0.0509	.						
Obs	59	59						
Implementation Score								
Correlation	0.4333	0.3265	1.0000					
p	0.0006	0.0116	.					
Obs	59	59	59					
Ave. CCI score								
Correlation	0.3679	0.3243	0.3839	1.0000				
p	0.0057	0.0157	0.0038	.				
Obs	55	55	55	55				
Ave. CCI D1 score: Instruction								
Correlation	0.3593	0.3360	0.3726	0.8617	1.0000			
p	0.0071	0.0121	0.0051	0.0000	.			
Obs	55	55	55	55	55			
Ave. CCI D2 score: Systems								
Correlation	0.3508	0.2953	0.4110	0.9626	0.7493	1.0000		
p	0.0086	0.0286	0.0018	0.0000	0.0000	.		
Obs	55	55	55	55	55	55		
Ave. CCI D3 score: Leadership								
Correlation	0.3465	0.1711	0.2726	0.8973	0.6697	0.8747	1.0000	
p	0.0096	0.2117	0.0441	0.0000	0.0000	0.0000	.	
Obs	55	55	55	55	55	55	55	
Ave. CCI D4 score: Culture								
Correlation	0.2489	0.3677	0.2743	0.8498	0.6774	0.7667	0.6582	1.0000
p	0.0669	0.0057	0.0427	0.0000	0.0000	0.0000	0.0000	.
Obs	55	55	55	55	55	55	55	55

Note: Results weighted by the number of survey responses incorporated into each school's survey metrics.