The Effect of Interventions on the Academic Achievement of African American Male Students

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Abstract

The purpose of this study was to determine whether the Advancement Via Individual Determination African American Male Intervention Program (AVID AAMI) would increase cumulative GPA's for African American male students. The study was causal comparative in design. Students participated in the AVID AAMI Intervention during at least one class period daily throughout grades 9 – 12, a total of 4 years. Data was then gathered based on the participants cumulative GPA after the first semester of grade 12 and on students' grade 10 PSAT score. GPA and PSAT results reflected significant improvement. Therefore, the null hypothesis was rejected. Additional studies should be conducted to further analyze the long-term affect of AVID AAMI on academic achievement using measures such as university enrollment and rates for completion of higher education.

CHAPTER I

INTRODUCTION

Overview

President Bush signed the *No Child Left Behind* Act (NCLB) in January 2002, which mandated that states disaggregate and publish academic achievement data by subgroup, which included ethnicity and race. The law set the stage for the emergence of an abundance of data that revealed and detailed an academic achievement gap between African American and Caucasian students.

In 2011, the United States Department of Education allowed states the opportunity to develop a new accountability system for measuring the performance of schools. Based on this opportunity, the State of Maryland has adopted a new system called the School Progress Index (SPI). The SPI uses multiple measures to evaluate schools, including student achievement on state testing, subgroup gap reduction, and growth in the number of proficient students. Based on this new accountability system, schools have recently begun focusing in on and analyzing the performance of all underperforming subgroups.

This study was conducted at a four-year, public, comprehensive high school serving approximately 1,600 students. This school has received accreditation from the Middle States Association of Colleges and Secondary Schools and from the Maryland State Department of Education. A variety of instructional programs to meet the needs of the student population are offered including an Honors/Gifted and Talented Program, an Engineering magnet program (Project Lead the Way), Cooperative Career Development Program, Special Education, AVID, Advanced Placement, and Naval Junior R.O.T.C. The school is one of the largest high schools in the Baltimore County Public School System. In 2012, student enrollment was 88% African-

American, 5% Hispanic, 5% Asian/Pacific Islander, and 2% White. Approximately 13% of the students receive special education services, and over 42% of the students receive free or reduced lunches, one of the highest rates in the county.

Statement of Problem

The purpose of this study is to evaluate a school-based intervention that is proposed to eliminate the achievement gap among African American male students. The intervention is known as AVID AAMI. This study will analyze the affect of AVID AAMI on the academic achievement of African American male students. The study is relevant because many secondary schools in urban areas across the nation fit the profile of the high school in suburban Baltimore County where the study was conducted. New measures of school effectiveness, such as the Maryland School Progress Index, factor in the elimination of achievement gaps at the school level to determine whether schools are making adequate yearly progress (AYP).

Hypothesis

This research study investigates the following null hypothesis:

An AVID AAMI intervention will not affect the academic achievement of African American male students. More specifically, it is hypothesized that students will not demonstrate significant gains in grade point average or PSAT 10 scores after participating in the AVID AAMI intervention.

Operational Definitions

Academic Achievement is defined within this study as demonstrating a gain in grade point average and PSAT 10 score.

AVID is an acronym for Advancement Via Individual Determination, a college-readiness system designed to increase the number of students who enroll in four-year colleges in the U.S.

AAMI\ is an acronym for the African American Male Initiative, a component of AVID which specifically targets African American male high school students.

Intervention is defined within this study as a program that seeks to prevent potential hindrances to academic achievement.

GPA is an acronym for grade point average. In this study, this acronym will refer to students cumulative GPA, which reflects students grade point average from grades 9–12 combined.

PSAT is an acronym for the Preliminary Scholastic Aptitude Test. In the district, this test is administered to all grade 10 students.

CHAPTER II

REVIEW OF THE LITERATURE

Overview

The gap in the achievement of African Americans and their counterparts of other races is a prevalent issue in the United States education system. This issue is especially important because African Americans make up one of the largest minorities in the United States. African Americans have traditionally underachieved educationally, with African American males historically ranking last in many academic achievement measures. This literature review, in three sections, summarizes the desirable level of academic achievement for all students, examines why the African American male subgroup has persistently under achieved, and identifies key interventions that can be implemented to address this issue.

Academic Achievement for All Students

Academic achievement has traditionally been defined as earning a desirable grade point average (GPA). However, it is necessary to discern the implications that are created by using GPA as a measure of student academic achievement. Researchers have indicated that there is ambiguity as to the exact meaning of GPA due to a multitude of variables and factors that go into the assignment of grades. Therefore, researchers suggest that while GPA may reflect students' acquired knowledge from learning course-related material, additional factors are also commonly considered in the assignment of student grades. These factors may include, but are not limited to, teacher perception of effort, growth, ability, attitude, participation, attendance, and conduct. In a prior study, Cross & Frary (1999) found that approximately 40% of teachers reported taking conduct and attitude into consideration when assigning final grades, and 70% of students perceived that such factors were considered by teachers in assigning grades. Based on these

findings, it may be asserted that GPA represents both cognitive and non-cognitive factors impacting academic achievement (Cokley, McClain, Jones, & Johnson, 2011). In addition, the calculation of the desirable target GPA also lacks clarity. While some perceive that desirable means a GPA of 2.0 on a 4.0 scale, others believe that desirable means attaining a GPA that is aligned with college acceptance target GPA's ranging from 2.8 to 3.5. In summary, the use of grade point average as a measure of academic achievement has introduced additional factors and variables into research.

Another commonly used measure of academic achievement has been student test scores on standardized tests. The most common of these standardized assessments include the California Achievement Test (CAT), the Comprehensive Tests of Basic Skills (CTBS), the Iowa Tests of Basic Skills (ITBS), the Metropolitan Achievement Test (MAT), and the Scholastic Aptitude Test (SAT) in addition to various state assessments. Proficient scores for each assessment have often served as an indicator of academic achievement. However, the desirable level of proficiency is subjective based on the targets set within the research. The issue of the achievement gap has even emerged by way of the disparities in test scores between African Americans and their Caucasian counterparts. In addition, Buros' Mental Measurements Yearbook (2007) has reviewed each of the major assessments and positive and negative points have been made in reviews for each assessment. (Cohn, 2007)

Academic achievement among African American students has also been operationally defined as the attainment of high school graduation. There has been research regarding the exceedingly high dropout rate of students from this subgroup, as compared to their counterparts of other ethnicities. Cokley et al. (2011) points out that much attention has been given to the achievement gap in secondary education with a particular focus on retention rates among African

American students. Recent data indicates the average high school graduation rate for African American students is approximately 60% compared to 80% of their European American counterparts.

The achievement gap remains the most studied and analyzed phenomena among current educational issues. Cokley et al., (2011) points out that no other ethnic or racial group has received as much negative press about its educational struggles as African American students. The underachievement of African American adolescents remains an elusive problem for both educators and educational researchers. Despite the redefined focus on closing the gap, disparities persist among the achievement of African American males and their counterparts of other races and/or gender. Even for those students who do not go on to become high school dropouts, achievement disparities continue to exist. Reflecting on the National Assessment of Educational Progress (NAEP) data, Haycock, Jerald, & Huang (2001) noted that for those African American and Latino students who reach 12th grade, on average these 17-year-old students have the reading, mathematics, and science skills of a 13-year-old Caucasian student. Therefore, it should not be surprising that African American students do not attend college at the same rate as Caucasian students. Even though the percentage of African Americans graduating high school and attending four-year colleges has increased within the past twenty years, 2008 statistics indicate that only 32% of African American 18 to 24-year-olds were enrolled in colleges or universities compared to 44% of their Caucasian counterparts (Samel et al., 2011). Strayhorn (2010) also found that recent data from the U.S. Department of Education suggest that achievement disparities between Caucasian and African American adolescents persist despite decades of school reform efforts and federal policy mandates which focus on reducing the Black-White achievement gap. For instance, African American students, on average, achieve at about

the same level as the lowest performing Caucasian student (Chubb & Loveless, 2002). And, while 40% of Caucasian students score at or above "proficient" on the National Assessment of Educational Progress (NAEP), only 5% of African American students do so. The gap is even wider between Caucasian 10th grade high school students and their African American counterparts (Jencks & Phillips, 1998)

The Causes and Effects of the Achievement Gap

Potential causes of the underachievement of African American adolescents are numerous and wide-ranging. The proposed causes fall mainly in two categories, societal-based causes and family/cultural-based causes. Caldas, Bernier, and Marceau (2009) offer insight into a few societal-based potential causes of the black achievement gap for Montreal's school systems by pointing out that research has identified a major ongoing and complex struggle that exists especially for public school urban youth. These unique factors include widespread poverty and the implications of low socio-economic status among large percentages of parents with low levels of education. Others are related directly to school life, such as low expectations for behavior, retention rates, participation, educational expectations, and lack of student aspiration.

Cokley et al. (2011) cite additional reasons to explain African American adolescent academic underachievement including psychological factors and processes such as differences in motivation and achievement values and academic dis-identification. Cokley further states dissonance between home and school (Tyler, Brown-Wright, Stevens-Watkinds, Stevens, Roan-Belle, & Smith, , 2010), poverty and substandard schools in low income areas (Kozol, 1991; McLaren, 2007; McLoyd, Aikens, & Burton, 2006; Spring, 2008), and cultural factors (e.g., oppositional identity) related to race and identity (Fordham & Ogbu, 1986; Fordham, 1988). The latter reason has especially generated controversy around the question of whether there is

something about racial identity that deters ethnic minority adolescents from high achievement. In addition, a recent report by the Council of the Great City Schools, an advocacy group for urban public schools, characterized Black male achievement in particular as a "National Catastrophe" (Lewis, Simon, Uzzell, Horwitz, & Casserly, 2004). It was also pointed out that early studies reported lower correlations of academic achievement and self-esteem among African American students (Demo & Parker, 1987;). Although conventional wisdom suggests a relationship between academic performance and self-esteem should exist (Cokley, 2002), such early studies demonstrated that African American students maintained levels of self-esteem equivalent to their European American counterparts despite suffering from lower academic achievement. The literature has shown similar findings in research of potential causes from more recent years.

Bower & Griffin (2011) also noted the issue of high-poverty, high-minority schools but then go on to emphasize a relationship between the gap and a lack of parental involvement with regard to alignment with school. Similarly, Caldas et al., (2009), referred to earlier research which calls to attention the fact that while we know a good deal about the size and persistence of the achievement gap over time, we know considerably less about factors that influence the magnitude and direction of achievement disparities within racial/ethnic groups. For instance, some research accentuates the historical- sociopolitical context in which significant educational disparities emerged within recent U.S. History, i.e. pre-Brown vs. Board of Education segregation.

Gregory & Thompson, (2010) conducted a study that followed 35 African American students, who had a history of low achievement, across multiple classrooms in their school day and showed that there was a correlation between the students achievement levels and teacher-

perceived defiance, cooperation, and office referrals. Similarly, Skiba, Horner, Chung, Rausch, May & Tobin (2011) found that African American and Latino students are more likely than their White peers to receive expulsion or out of school suspension as consequences for the same or similar problem behavior. These results extend and are consistent with a long history of similar findings, and argue for direct efforts in policy, practice, and research to address pervasive racial and ethnic disparities in school discipline.

The academic underachievement of African Americans has societal impacts that extend far beyond the classroom and the school. While the most clear and immediate implications of academic underachievement are behavior, attendance, and dropout rates among students, these issues flow superfluously from the classroom to the community. Jozefowics-Simbeni (2008) noted that African Americans have exceedingly high drop out rates in high-poverty communities. In addition, U.S. Census data (2010) indicates that the unemployment rate for African Americans is at 13.4% that is notably higher than and nearly double the 7.5% indicated for Caucasians. In addition, crime and prison statistics from the census show that the total number of inmates per 100, 000 for African Americans as compared to Caucasians is alarmingly similar, when African Americans make up only 13.1% of the total U.S. population and Caucasians make up 78.1%.

Key Interventions to Address the Achievement Gap by Category

Key interventions to address the underachievement of African American students can be classified into several categories. These categories include mentoring programs, culturally based teaching, in-school remediation, career-based studies, and family-based interventions. While there has been much scrutiny and speculation on which type of intervention has proven to be most effective, research has yet to prescribe a formula for rectifying this achievement gap. In this section, existing key interventions will be explored.

Mentoring programs such as AVID (Advancement Via Individual Determination), serve as a college readiness system for k-12 students that is designed to increase academic achievement and college readiness. The AVID website highlights the programs slogan "decades of college dreams," which sums up its overall goal. The program was developed to help under-achieving students to survive academically with the philosophy, "Hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge. "AVID was founded with 32 students at one high school and has grown to reach more than 700,000 students in more than 4,900 schools and 28 postsecondary institutions in 46 states and 16 countries. (Advancement Via Individual Determination, 2013).

The AVID formula is to raise expectations of students and, with the AVID support system available, they will rise to the challenge. What makes AVID a noteworthy intervention is its continuous success rate. Of the 33,204 AVID seniors in 2012 who reported their demographics, academic achievement data and future plans, just over 98 percent indicated they would be graduating from high school, with 90 percent planning to attend a postsecondary institution, 58 percent to a four-year college, and 32 percent to a two-year institution. Seventy-three percent reported taking at least one rigorous course, such as AP®, IB® or Cambridge®, with 61 percent taking the corresponding exam. Additionally, Hispanic/Latino and African American/Black AVID students take AP tests at rates that exceed their peers (AVID Hispanic/Latino - 57 percent, U.S. overall Hispanic/Latino - 14 percent; AVID African American/Black -14 percent, U.S. overall African American/Black - 8 percent) (Advancement Via Individual Determination, 2013).

In recent years, AVID has gained traction in its role as a potential essential strategy for closing the achievement gap and making the college dream accessible to all students. The program has even implemented an African American Male initiative that seeks to specifically address the needs of African American Males students separately through the use of gender-based grouping in addition to mentoring.

Another trending intervention to address the under-achievement of minority students is the implementation of culturally relevant teaching that was developed as an option to traditional curricular and instructional methods that have often proved ineffective for students of color, immigrant children, and students from lower socioeconomic families. Sampson & Garrison-Wade (2011) explore the preferences of African American children to discover a preference toward culturally relevant lessons. The idea calls attention to educational norms where Caucasian middle-class values and expectations are privileged while other cultural, racial, and economic histories and community backgrounds are frequently disregarded. In contrast to traditional teaching, culturally relevant teaching values and incorporates students' culture into instruction. Sealey-Ruiz & Greene (2011) summarize the strategies use with African American and other minority students as embracing urban culture in the context of education.

Additional interventions for addressing the underachievement of African Americans include a diverse assortment of programs for in-school remediation of deficit objectives and skills. Many of these programs include the use of technology to engage the learner and allow for differentiation for the needs of each student. Samel et al. (2011) delve further into these types of interventions, which they claim to be a pipeline of resilience and resistance in urban schools under reform.

Much research points to socioeconomic status and cultural norms as potentials causes for the academic achievement gap. However, few researchers have tackled the issue of how to address this problem to bridge the gap for students in poverty. Bower et al., (2011) boldly assert that parental involvement can increase academic achievement in a high-poverty school setting pointing out that parental involvement is an effective strategy to increase student achievement. However, they also note that schools continue to struggle with how to effectively involve parents of color and low-income families.

Summary

In conclusion, three significant concepts regarding the academic achievement of African American males have been identified in this literature review. First, the most commonly used measures of academic achievement have been summarized. Second, the desirable level of academic achievement for all students has been explored and detailed. Third, several potential causes of the underachievement of African American males have been identified. Finally, key interventions that have the potential to positively impact the achievement of African American males have been suggested. While much literature has been reviewed, studies have yet to be extensively conducted which explore how school, culture, family, socioeconomic and psychological variables, which research has shown to be critically important to educational success in isolation, converge to be addressed and begin to close the academic achievement gap.

CHAPTER III

METHODS

This study was conducted to determine the effect of the AVID AAMI intervention on the academic achievement of 12th grade African American male students.

Design

The study used a causal comparative design in which there were two groups—a treatment group and a control group—to examine PSAT scores and GPA's (Grade Point Average) of students both within AVID AAMI intervention and students with no intervention. The independent variable for this study was the AVID AAMI intervention, and the dependent variable was academic achievement. The study took place over a one month time period, during which time data was gathered on participants who had recently completed the first semester of grade 12.

Participants

The study took place at a four-year, public, comprehensive high school serving approximately 1,600 students in grades nine through twelve. A variety of instructional programs to meet the needs of the student population are offered including an Honors/Gifted and Talented Program, an Engineering magnet program (Project Lead the Way), Cooperative Career Development Program, Special Education, AVID, Advanced Placement, and Naval Junior R.O.T.C. The school is one of the largest high schools in the Baltimore County Public School system. In 2012, student enrollment was 88% African-American, 5% Hispanic, 5% Asian/Pacific Islander, and 2% White. Approximately 13% of the students receive special education services, and over 42% of the students receive free or reduced lunches, one of the highest rates in the county.

The population studied in the statistical analysis of this study consisted of 50 African American male high school students from this high school. Twenty-five of the students have participated in the AVID AAMI intervention program for grades nine through twelve. Twenty-five of the students have not participated in any AVID intervention. Two students from each group, AVID and non-AVID, have an Individual Education Program.

Instrument

The instruments used for this causal-comparative study were the PSAT (Preliminary Scholastic Aptitude Test) and cumulative GPA's. The PSAT measures critical reading skills, math problem solving and writing skills and consists of five sections, two 25-minute critical reading sections, two 25-minute math sections, and one 30-minute writing skills section. The PSAT requires two hours and 10 minutes to administer and it is often used as a tool to gain feedback on students' strengths and weaknesses on skills necessary for college study. Students can then focus preparation on those areas that could most benefit them from additional study or practice. PSAT/NMSQT scores are reported on a scale of 20 to 80. In 2012, the average score for eleventh graders was about 48 in Critical Reading, 48 in Mathematics, and 46 in Writing Skills. The average score for tenth graders was about 43 in Critical Reading, 43 in Mathematics, and 41 in Writing Skills. In this school district, this test is administered to all grade 10 students. The PSAT is used within this study as a means of gathering information on students' progress within the study during grade 10.

Cumulative GPA is also is used as an instrument within this study. The GPA is used as a means of providing a snapshot of a students' academic performance throughout high school. Cumulative Grade Point Average is a students' overall grade point average that is calculated by

dividing the number of quality points earned in all attempted courses by the total credit hours in all courses attempted in which a letter grade has been received. The high school in this study uses the 4.0 scale, which is commonly used in most high schools in the United States. In this study we will refer to students cumulative GPA, which reflects students grade point average from grades 9 – 12 combined, in order to measure students' level of academic achievement.

Procedure

This study was conducted at a school that has one section of 25 African American male students who have participated in the AVID AAMI intervention in grades 9 through 12. These students have recently completed the first semester of their senior year and were labeled as the treatment group. Twenty-five additional grade 12 African American male students were selected to form a control group. The control group students were selected based on the criteria that they must be African American male grade 12 students who had not participated in AVID. Once both groups had been established, information was gathered regarding each students Grade 10 PSAT score and cumulative GPA at the conclusion of the first semester of grade 12.

CHAPTER IV

RESULTS

The purpose of this study was to evaluate the effect of AVID AAMI, a school-based intervention that is proposed to eliminate the achievement gap among African American male students. Students were selected to form two groups – a treatment and a control group. Both groups took the PSAT in grade 10. The treatment group participated in the AVID AAMI intervention throughout grades 9-12. At the conclusion of semester I of grade 12, cumulative GPA data was gathered for both groups. Independent t-tests were run to see if there was a difference in performance between AVID and non-AVID students on Grade 10 PSAT score and GPA. Results showed that there was a significant difference on Grade 10 PSAT, $t(48) = .183$, $p < .01$. Results also showed that there was a significant difference on GPA, $t(48) = 1.10$, $p < .01$. The AVID students scored higher on the grade 10 PSAT and had a higher GPA as compared to the non-AVID students. Since the null hypothesis stated that the AVID AAMI intervention would have no significant impact on the academic achievement of students, the null hypothesis was rejected. Table 1 demonstrates the results. These results and their implications will be discussed in the next chapter.

Table 1.
Means and Standard Deviations of Grade 10 PSAT Scores and GPA by Group.

Group	GPA	Grade 10 PSAT Score
AVID	2.27 (0.533)	104.1 (17.1)
Non-AVID	1.58 (0.504)	89.7 (16.5)

CHAPTER V

DISCUSSION

The null hypothesis that an AVID AAMI intervention would not affect the academic achievement of African American male students was rejected in this study. More specifically, students who participated in AVID AAMI demonstrated significant gains in PSAT score and grade point average after participating in the AVID AAMI intervention. Table 1 of Chapter IV indicates that students who participated in the AVID AAMI intervention scored significantly higher on both PSAT and Cumulative GPA as compared to students in the control group. As a result, the null hypothesis was rejected.

Table 1 displays a summary of findings which demonstrates significant gains for each measure of academic achievement, PSAT and cumulative GPA. By grade 10, AVID students scored on average 14.4 points higher than their non-AVID counterparts. During semester 1 of grade 12, the gap continues to occur with AVID students earning cumulative GPA's on average 0.69 points higher than their non-AVID counterparts.

Threats to Validity

This research had several threats to validity which potentially affected the results. The first threat is that the AVID AAMI intervention took place during a one credit course taken each school year by AVID participants. Students are assigned a final grade for this elective course, which is included in the calculation of the cumulative GPA. It is possible that the inclusion of the 4 credits for AVID courses were impacting cumulative GPA in such a way that could account for the gain. The second threat to validity is that there is only one AVID AAMI instructor. There is no way for this experiment to distinguish the result of this study between an evaluation of the intervention vs. an evaluation of the instructor. It is possible that the instructor's teaching style,

grading style, personality, and rapport with students could have impacted the results of the experiment. A third threat to validity is the convenience sample that was used for this study. The study used a sample of African American male grade 12 students, and compared a group of 25 AVID AAMI students to 25 non-AVID students. This was a threat to validity because there were only 25 AVID AAMI students total within the school. The final threat was that students must qualify to participate in the AVID intervention. Based on this threat, it is possible that external factors which may have caused the non-AVID students to be ineligible for AVID were also responsible for the distinct differences in academic achievement including attendance, intrinsic motivation and parental support.

Limitations of this study include the sample size and demographics. Since the study was conducted within only one school, the results can only be applied to this school. In addition, the students from the sample were all seniors, which means that the results can only be applied to senior students. An additional limitation is that there were no standardized assessments that were administered prior to students beginning AVID or at the conclusion of each grade level or even this study. The measures of academic achievement that were used were selected because they provided the only means of gathering data that would be available for each student. Therefore, these measures do not give a full picture of students' academic achievement and the correlation to AVID because there was no baseline, intermediate, or final assessment tool that was designed specifically to evaluate the intervention.

Connections to the Literature

Devising strategies for closing the achievement gap between African-Americans and Caucasions has been a problem that has plagued educators for decades. Therefore, a number or programs, interventions, and strategies have been advertised to boost the academic achievement. Cokley (2011) discussed reasons to explain African American adolescent academic underachievement including differences in motivation and achievement values, academic dis-identification and poverty. Bower et al., (2011) emphasized a relationship between the achievement gap and a lack of parental involvement. AVID AAMI addresses all these potential causes of underachievement by assigning students to a school mentor for several years, who fosters a relationship with students and serves as a supplemental of parental figure through motivating students and instilling achievement values.

Gregory et al., (2010) conducted a study which followed 35 African American students, who had a history of low achievement, across multiple classrooms in their school day and showed that there was a correlation between the students achievement levels and teacher-perceived defiance, cooperation, and office referrals. Similarly, Skiba et al., (2011) found that African American and Latino students are more likely than their White peers to receive expulsion or out of school suspension as consequences for the same or similar problem behaviors. These results extend and are consistent with a long history of similar findings, and argue for direct efforts in policy, practice, and research to address pervasive racial and ethnic disparities in school discipline. AVID AAMI addresses this potential cause of underachievement by providing in-school support through the AVID mentor/teacher who may be able to prevent behavior issues from escalating to the point of expulsion or suspension.

There are numerous programs and interventions aimed at closing the achievement gap, many of which fall into the following categories: mentoring programs, culturally-based teaching, in-school remediation, career-based studies, and family-based interventions. AVID AAMI incorporates strategies to address each category. The AVID teacher mentors students, provides a family-like support system, and uses culturally relevant teaching, goal setting, in school remediation and college and career based studies to assist students. The AVID AAMI approach includes several best known practices for addressing the achievement gap and rolls them into a total package which students participate in daily.

Implications for Future Research

In this study, the null hypothesis was not supported and there were significant statistical results indicating that AVID AAMI has a positive effect on the academic achievement of African American male students. Both GPA and PSAT scores reflect gains among AVID AAMI students, as compared to their non-AVID counterparts. This gain could be partially attributed to the academic support component of AVID, which provides students opportunities to participate in tutoring, for each subject area. A future study on AVID might further investigate the extent of the effects of the AVID tutoring component and academic achievement. Also, the AVID AAMI students in this study had an African-American male AVID teacher who mentored them for all four years they were in high school. Another future study might further investigate the effect of the mentoring component and the relationship between the AVID teacher on academic achievement. Since AVID non-AAMI students do not have the same AVID teacher each year, a study might also be conducted to compared the academic achievement of AVID AAMI vs. standard AVID students.

Conclusion

This study was an attempt to evaluate the effectiveness of the AVID AAMI intervention on the academic achievement of African American male students. The results of this study supports the work of Cokley et al., (2011), Chubb et al., (2002), and Samel et al., (2011). However, there were considerable differences in the subjects, methods, interventions and measures used. Based on the results of this study, further research should be conducted investigating the effects of the academic support, and mentoring components of AVID, as well as comparing the AVID AAMI intervention to the standard AVID intervention model.

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