

2011 AVID National Conference



College and Career Ready Students A Pledge to the Future

A Pledge to the Future



Relationships Matter

- **Positive teacher-student relationships are associated with:**
 - Increasing student's feeling of **safety** at school ([Austin et al](#); [Basch](#); [Steinberg et al](#))
 - Increasing academic **test scores** ([Basch](#); [CDC](#); [Comer](#))
 - Increasing student **understanding and meaningfulness** of what is being taught ([Benard](#))
 - Reducing **absenteeism** ([Basch](#); [CDC](#))
 - Decreasing **student dropout** ([Benard](#))
 - Decreasing **student-student conflict** ([Griggs et al](#))
 - Improving school **climate** ([Cohen et al](#); [McClure et al](#))
 - Improving **transition** to school ([Pianta et al](#))
 - Decreasing **risk-taking** behavior ([Basch](#) ; [CDC](#); [Rudaskill et al](#))
 - Developing **language skills** ([O'Connor et al](#))
 - Improving **self-esteem** ([DeWit et al](#))
 - Decreasing incidences of **depression**([DeWit et al](#))
 - And has been highlighted as beneficial to learning by the major US educational associations, including the [Council of Chief State School Officers](#), [National School Boards Association](#), [American Association of School Administrators](#), [ASCD](#).

Relational Capacity

- What can I do with or say to you solely based on our relationship?
- What can I get you to do or what can you get me to do simply based on our relationship?
- Another person cannot “fix” a child when the problem is the relationship between another adult and the child!

What is College Readiness?

- Teaching strategies and methodologies to:
 - Raise the Rigor of **ALL** classes for **ALL** students
 - Engage **ALL** students to take ownership of their own learning
 - AVID defines rigor as “using inquiry-based, collaborative strategies with increasingly complex content.”

Does ALL Mean ALL?



What Does “College Ready” Mean?

- “College readiness can be defined operationally as the level of preparation a student needs in order to enroll and succeed – without remediation – in a credit-bearing general education course at a post-secondary institution that offers a baccalaureate degree or transfer to a baccalaureate program.”

– David Conley, “Redefining College Readiness”

For Every 100 9th Grade Students:

- 70 will graduate high school
- 44 will enter college
- 30 will return to college for their sophomore year
- 21 will earn a bachelor's in 6 years (47% of those that entered college)
- We send many students to college but very few are READY!

Why Does College Readiness Matter?

- “We are experiencing our biggest post-secondary education boom in our history”
- “Out of 100 college freshmen enrolling in the state of Texas, 56 will graduate with a degree within six years”
 - Raymund Paredes, TX Commissioner of Higher Ed.

Our Mission

- AVID's mission is to close the achievement gap by preparing **ALL** students for college readiness and success in a global society.
- Think about your district's mission
 - What is your role in achieving your mission?

Does ALL Mean ALL?



Equity is....

- Raising the achievement of **ALL students**
- **Narrowing the gaps** between the highest and lowest performing students
- **Eliminating the predictability** and disproportionality of which student groups occupy the highest and lowest achievement categories

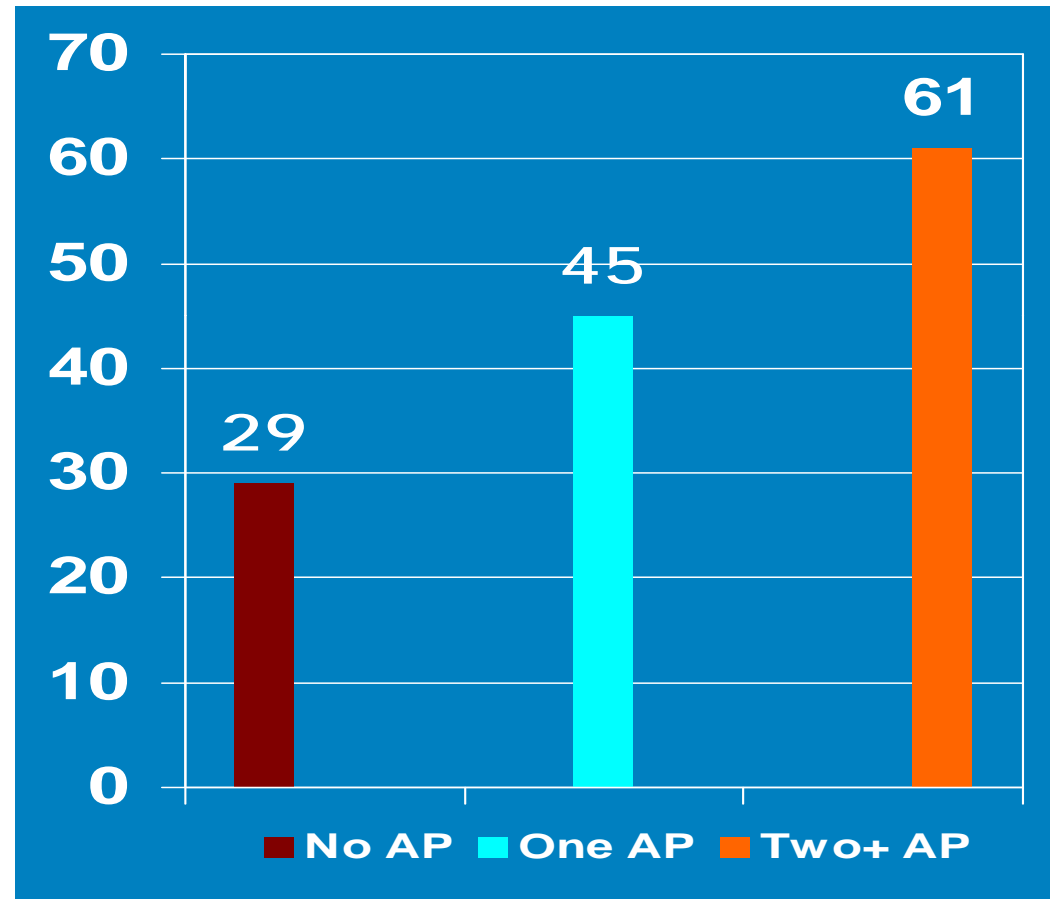
Pacific Educational Group January 2006

- Equity is defined in terms of outcome. No two students come to us at the same place. Our job is to ensure that ALL students leave us at a level of competence that gives them **a high predictability of success** in their next phase of life.

- Mike Neece - AVID Director of Systemic Initiatives

AP and College Success

Students who take AP courses and exams are much more likely than their peers to complete a bachelor's degree in four years or less.



Source: Camara, Wayne. College Persistence, Graduation, and Remediation. *College Board Research Notes (RN-19)*. New York, NY: College Board.

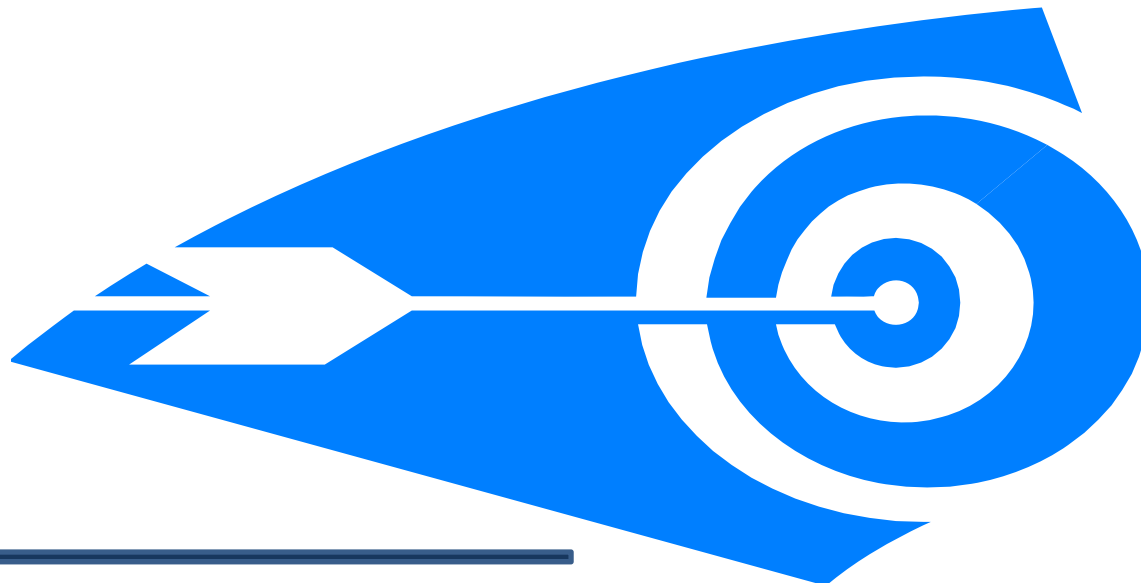
Impact of AP on 5-Year College Graduation Rates

Student Group	AP Exam Grade of 3, 4, 5	AP Exam Grade of 1, 2	Took AP course, but not exam
African-American	28% higher	22% higher	16% higher
Hispanic	28% higher	12% higher	10% higher
White	33% higher	22% higher	20% higher
Low-Income	26% higher	17% higher	12% higher
Not Low-Income	34% higher	23% higher	19% higher


Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (National Center for Educational Accountability)

Equity IS NOT Equal

**Equity is moving students from a
different place
to a common place**



Does ALL Mean ALL?



What is an acceptable level of casualties?

Think About It

- Who or What encouraged you to go to college?
- How would your life be different had you not obtained your Bachelor's Degree?
- What do our students not know about college that you could tell them?
- What is a skill I needed in college that I did not get from middle or high school?

Culturally Relevant Teaching

- Learning environments that are authentic, culturally responsive and that build upon the language, experiences, learning styles, and strengths of the students.



Dr. Linda Darling-Hammond

“(Some) children come to school everyday and have their culture validated and (other) children have theirs invalidated, even berated, daily.”

Achievement Gap?



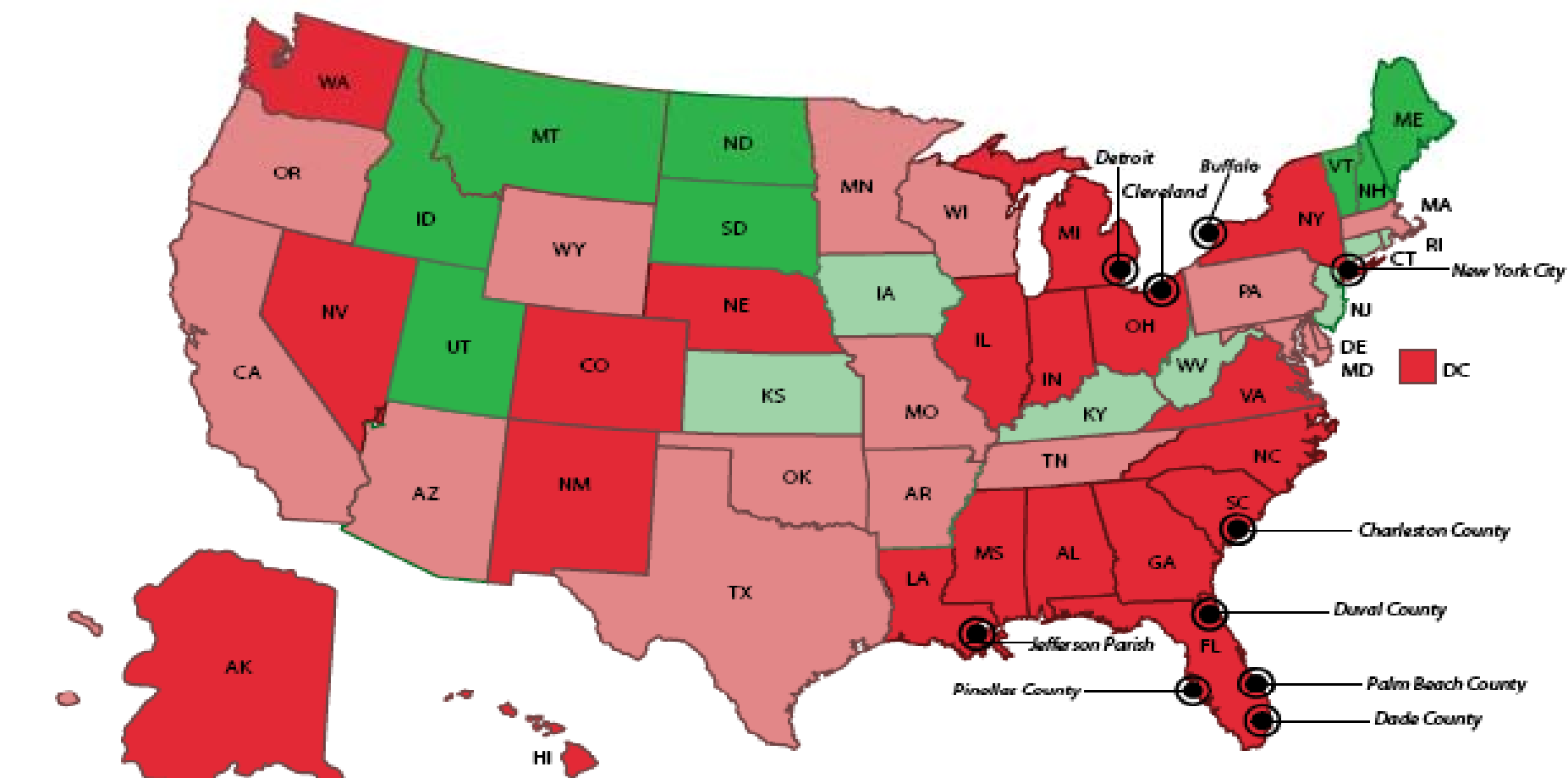
Achievement Gap – Achievement Gap

- ALL 9 went on to attend college and most have Master's Degrees
- ALL of the boys have either a Master's Degree or a Master's AND a Doctorate

Possible SAT Score - 2400

- **1707 Students who had taken relevant AP or honors courses**
 - 1702 Students reporting family incomes of more than \$200,000 a year
 - 1623 Asians**
 - 1581 Whites**
 - 1551 Students who took core curriculum
 - 1523 Boys
 - 1509 National Average**
 - 1506 Students reporting family incomes of \$60,000 to \$80,000 a year
 - 1496 Girls
 - 1448 American Indian or Alaskan natives
 - 1416 Students who did not take core curriculum
 - 1414 Students who did not take relevant AP or honors courses
 - 1364 Latinos (excluding Mexicans and Puerto Ricans)**
 - 1362 Mexican and Mexican Americans**
 - 1345 Puerto Ricans**
 - 1321 Students reporting family incomes of less than \$20,000 a year
 - 1276 Blacks**

STATE BY STATE GRADUATION RATES FOR BLACK, NON-HISPANIC MALE STUDENTS



Black, Non-Hispanic Male Students

- Red States = Graduation rates below 50%
- Light Red States = Graduation rates between 50% and 59%
- Light Green States = Graduation rates between 60% and 69%
- Green States = Graduation rates over 70%

= Ten Lowest Performing Large Districts for Black Males

WHO'S BEHIND BARS

A sampling of incarceration rates by various demographics.

According to data analyzed for this report, as of Jan. 1, 2008 more than **1 in every 100 adults is behind bars.**



For the most part, though, incarceration is heavily concentrated among men, racial and ethnic minorities, and 20- and 30-year olds. Among men the highest rate is with black males aged 20-34. Among women it's with black females aged 35-39.

MEN

White men ages 18 or older 1 in 106



All men ages 18 or older 1 in 54



Hispanic men ages 18 or older 1 in 36



Black men ages 18 or older 1 in 15



Black men ages 20-34 1 in 9



WOMEN

White women ages 35-39 1 in 355



Hispanic women ages 35-39 1 in 297



All women ages 35-39 1 in 265



Black women ages 35-39 1 in 100



Does ALL Mean ALL?



What is an acceptable level of casualties?

Meeting the Challenge

RIGOR+
support
EQUALS
ACADEMIC!
Success!

Contact Information

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