



Summary of a District's Evaluation of AVID

Virginia Beach City Public Schools

Title: Advancement Via Individual Determination (AVID): Comprehensive Evaluation Report

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Date of Publication: 2016

Year(s) of Data Being Evaluated: 2012-2015

Purpose of the Study / Research Questions:

1. What were the operational components of AVID implementation?
 - a. What were the criteria for student selection for AVID?
 - b. What were the staff selection processes and staff responsibilities for AVID?
 - c. What was the role of the interdisciplinary AVID site team?
 - d. What staff development was offered regarding AVID?
 - e. Did the AVID elective course schedule provide the opportunity for students to enroll in AVID and was enrollment at capacity?
 - f. What occurred instructionally in AVID?
2. What were the characteristics of the students enrolled in AVID during the 2014-2015 schoolyear?
 - a. What were the demographic characteristics (e.g., grade, gender, ethnicity, socioeconomic status, military connected, special education, and gifted) of students enrolled in AVID?
 - b. What were the demographic characteristics of AVID students and non-AVID students in the matched comparison groups used for data analysis?
 - c. What were the year-to-year persistence rates of students enrolled in AVID?
3. What progress is being made toward meeting the goals and objectives of AVID?
4. What were stakeholders' perceptions of AVID (i.e., building administrators, school counselors, teachers, tutors, students, and parents)?
5. What was the additional cost of AVID to the school division during 2014-2015?

Study Participants: AVID students

Is there a comparison group? Yes

If yes, is it a matched comparison group? Yes. Each AVID student who participated in AVID for the entire 2014-2015 school year was matched with a non-AVID student from the same school and grade level. The matching was accomplished with the logistic regression procedure in SPSS, which assigned a propensity score to every student enrolled in an AVID school. Students' demographic characteristics (e.g., gender, race, socioeconomic status, special education status, gifted status, limited English Proficiency status, and military connected status), as well as prior academic performance (i.e., 2013-2014 SOL scale scores in reading, writing, and math if available) were taken into consideration. The matches were constrained to occur within the same grade level within the same school.



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Summary of findings:

Comparisons in the evaluation were drawn between the AVID group and either the matched comparison group, all non-AVID students in AVID schools, or all middle and/or high school students division-wide. Here are some of the findings:

- During the 2014-2015 school year, 497 of the 720 AVID students (69%) took at least one rigorous course in middle school compared to 60% of non-AVID students in the matched comparison group.
- Overall, 68% of the AVID students during the 2014-2015 school year completed Algebra I by eighth grade compared to 63% of the matched non-AVID students.
- In high school, twice as many AVID students than comparison group students were enrolled in at least one Advanced Placement (AP) course – 36% compared to 18%.
- In high school, 46% of AVID students took at least one college or dual enrollment course compared to 27% of the matched comparison group students.
- The attendance rate for AVID students in 2014-2015 was 96.5% compared to 95.0% for the comparison group. The rate for all other non-AVID students in AVID schools was 94.6%.
- AVID students in both 2012-2013 and 2013-2014 enrolled in college at rates that were 10 percentage points higher than that of all other non-AVID students in AVID schools. Most recently, seniors from the class of 2015 enrolled in college at a rate of 79% compared to 42% of the matched comparison group students.
- The second-year persistence rate of AVID students was 5 to 10 percentage points higher than that of all non-AVID students.

Survey findings indicated the following:

- There was a strong consensus among the respondent groups that the AVID students were acquiring, refining, and using the academic and life skills that AVID promotes – skills intended to enable the students to succeed in high school, higher education, and beyond.
- Student respondents emphasized that their participation in AVID had given them a sense of “belonging,” “friendship,” and “family.”
- AVID students (86%) agreed that they attended school more regularly because of their participation in AVID.
- High percentages of AVID students agreed that (a) they felt better about themselves as students and (b) they now believe they can go to college since being enrolled in AVID.

Conclusions and Key Takeaways:

The evaluation concludes with the following five recommendations:

- Develop a plan to expand AVID to other middle and high schools as funding permits.
- Provide sufficient allocations of funding and time to enable a greater number of staff at current AVID sites to attend the AVID Summer Institute and Path Training.
- Identify and develop methods to retain students in AVID.
- Identify and develop methods to increase students' successful completion of Algebra I by the end of grade 8.



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- Identify and develop methods to increase the percentages of students who meet the college-readiness benchmarks on standardized end-of-course and college-entry exams.