



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

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Comprehensive Evaluation
Report
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Executive Summary

On October 21, 2014, the School Board approved the Advancement Via Individual Determination (AVID) Program Evaluation Readiness Report including the program goals and objectives, the evaluation plan, and the recommendation concerning the evaluation of the program. The recommended evaluation plan included a comprehensive evaluation of AVID during the 2014-2015 school year. This evaluation report was based on the School Board approved plan. The evaluation focused on the operational components of AVID, characteristics of students enrolled in AVID, progress made toward meeting the goals and measurable objectives of AVID, stakeholders' perceptions, and the additional cost of AVID to the school division. The evaluation was based on both quantitative and qualitative data that were collected through surveys, reviews of documents, and data from the Virginia Beach City Public Schools (VBCPS) data warehouse.

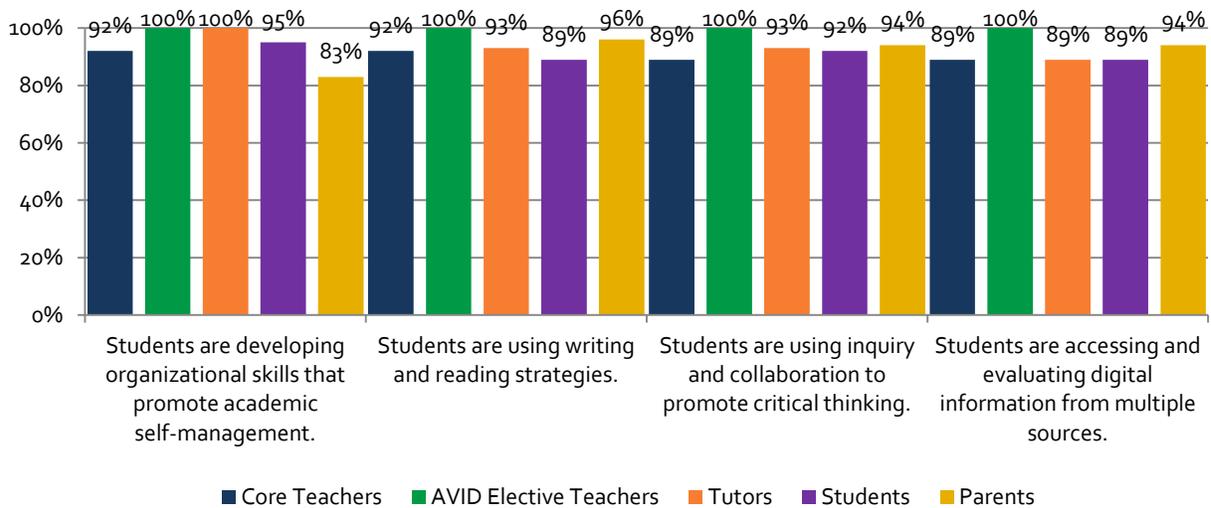
Key Evaluation Findings

Operational Components

- ❖ With a total of 1,755 students participating in AVID for at least a portion of the school year, AVID students represented approximately 9 percent of the student body in the 16 AVID schools at the secondary level.
- ❖ The AVID students generally met the criteria for students in the “academic middle” who have the desire to go to college and the willingness to work hard but who lack certain academic and life skills associated with college preparation and success.
- ❖ During the 2014-2015 school year, VBCPS had 18 AVID teachers instructing the AVID elective in grades 6 through 12 and 76 AVID tutors. Middle schools had the equivalent of 8.2 full-time equivalents (FTEs) for AVID instructors, while high schools had 7.6 FTEs for AVID instructors based on data from the Department of Human Resources.
- ❖ The AVID interdisciplinary site team at each AVID school was composed of administrators, counselors, AVID and core teachers, tutors, students, and parents. They work together as a team within their school, often taking leadership roles to promote AVID and organize AVID-related activities.
- ❖ Survey respondents agreed (83% or greater) that the site team participated in student selection and provided schoolwide professional learning.
- ❖ Site team members may attend the AVID Summer Institute as needed and as possible. Summer Institute is an annual training that offers AVID site members the opportunity to learn the latest in AVID methodologies and strategies for system implementation and refinement.
- ❖ AVID elective teachers/site coordinators complete a three-tiered training module that includes courses in implementation, tutoring, and advancing the AVID elective.
- ❖ Approximately 23 percent of the 297 respondents who completed the core teacher survey reported that they had attended an AVID Summer Institute, while 14 of the 17 AVID elective teachers (83%) attended the Summer Institute. Approximately 61 percent of the school administrators and counselors (25 of 41) attended the Summer Institute.
- ❖ Among those who attended Summer Institute, the two-day Path Trainings, or the local face-to-face and online Professional Learning Program (PLP) courses that VBCPS offers, AVID teachers and tutors, core teachers, site team members, administrators, and counselors nearly all agreed (between 89% and 100%) that the training strands were useful.

- ❖ In response to a survey statement that the course schedule in their school “maximizes the opportunity for students to enroll in the AVID elective,” 85 percent of the administrators and counselors, 78 percent of the core teachers, and 100 percent of the AVID elective teachers either agreed or strongly agreed.
- ❖ Two of the most salient instructional features of AVID are (1) the elective course and (2) the tutorials.
- ❖ The curriculum of the AVID elective draws from best practices in writing, inquiry, collaboration, organization, and reading (WICOR). These practices guide students in comprehending concepts and articulating ideas at increasingly complex levels.
- ❖ AVID tutorials, which students attend twice per week, are intended to provide academic and social support to students as they encounter challenges in their rigorous coursework. The AVID tutors serve as a resource and role model for AVID students both academically and socially. Student perceptions of the tutorial sessions were positive overall with agreement levels generally in the 84 to 91 percent range.
- ❖ Regarding the instructional elements of the AVID system, analysis of the survey results revealed a generally 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 (see below).

Percent Agreement Regarding Student Skills Development



Characteristics of AVID Students

- ❖ During 2014-2015, a total of 1,755 students participated in AVID for at least a portion of the school year. A total of 1,474 were enrolled in AVID for the entire school year (720 at middle school and 754 at high school).
- ❖ AVID students were more likely than non-AVID students in AVID schools, as well as the division’s secondary students overall, to be female, African American, economically disadvantaged, and military connected. This pattern was found at both middle and high schools.
- ❖ The AVID students (and so, too, the non-AVID comparison groups used for the outcome data analysis) reflected a demographic composition that included students from subgroups that typically are underrepresented and underserved in institutions of higher learning.

- ✦ Aside from the persistence rate of eighth graders, persistence rates ranged from 57 to 85 percent depending on grade level, with the highest rate for eleventh graders. The lower persistence for eighth graders was due mainly to their transition from an AVID middle school into a high school that did not have AVID.

AVID Persistence Rates

Grade*	13-14 to 14-15	14-15 to 15-16
	Persistence Rate	Persistence Rate
	%	%
6	75.4	80.9
7	74.3	79.1
8	37.8	50.9
9	57.3	75.3
10	70.9	69.4
11	85.0	82.6

* Does not apply to grade 12 students.

Progress Toward Meeting Goals and Objectives

This section of the report addressed the progress made in meeting AVID’s four goals and 20 objectives. Comparisons were drawn between the AVID group and a matched comparison group, all non-AVID students in AVID schools, or all middle and/or high school students divisionwide.

Goal #1: Rigorous Coursework

- ✦ During the 2014-2015 school year, 497 of the 720 AVID students (69%) took at least one rigorous course in middle school. In comparison, 429 of the 720 non-AVID students in a matched comparison group, or 60 percent, took at least one rigorous course.
- ✦ Overall, 68 percent of the AVID students during the 2014-2015 school year completed Algebra I by eighth grade compared with 63 percent of the non-AVID students. Conversely, 32 percent of the AVID students did not complete Algebra I by the end of grade 8, which is below AVID’s aspirations, locally and nationally.

Algebra I Completion Rates

Completed Algebra I by the End of Grade 8

Group	Yes		No		Total	
	N	%	N	%	N	%
AVID	635	68.4	293	31.6	928	100.0
Comparison	529	63.0	311	37.0	840	100.0

- ✦ At the high school level, 346 of the AVID students (46%) took at least one college or dual enrollment course, and some AVID students took several. Meanwhile, 205 of the 754 comparison group students (27%) took at least one such course.
- ✦ Nearly twice as many AVID students as comparison group students were enrolled in at least one Advanced Placement (AP) course – 36 percent compared with 18 percent.

Goal #2: Academic Success

- ✦ Nearly 98 percent or more of AVID middle school students and 78 to 94 percent of AVID high school students earned a “C” or higher in their core and elective courses, depending upon the subject area. A greater percentage of AVID students than non-AVID comparison group students earned grades of “C” or higher at each school level and in each subject area.

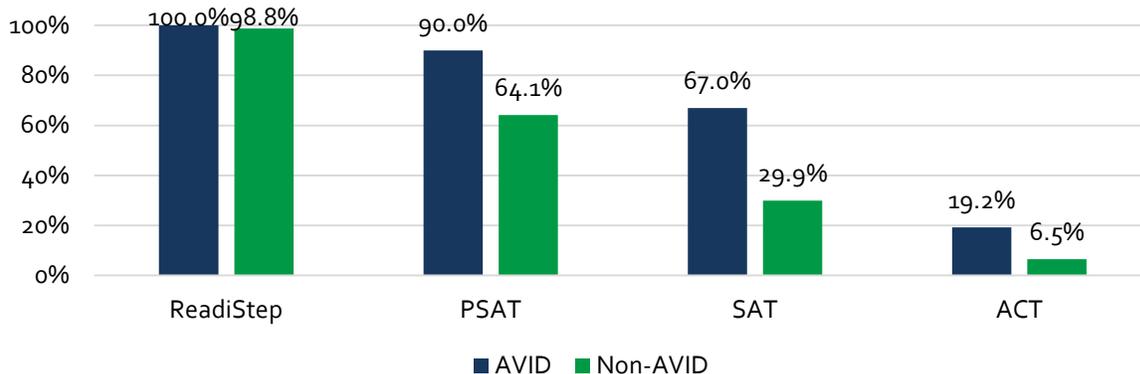
- At least 90 percent of the AVID students in middle school and high school earned a grade of “C” or higher in their rigorous courses, except in the areas of high school math and high school science. Meanwhile, at least 90 percent of the students in the comparison group also earned at a least a “C” in all areas, except for high school math and high school social studies.
- While the differences in academic performance in the rigorous courses were generally not large, there were substantially higher percentages of AVID students enrolled in those rigorous courses than non-AVID students.
- With respect to earning grades of “C” or better, the AVID middle school students outperformed the comparison group in all subject areas and the AVID high school students outperformed the comparison group in one of the four subject areas (social studies).
- On the SOL state assessments, the AVID middle school and high school students outperformed the comparison groups in all subject areas in terms of the percent of students being rated as proficient or better.
- While a greater percentage of AVID students enrolled in AP courses, the participation rate of AVID students in AP exams was lower than that of the comparison group (72% compared to 76%) and a lower percentage of AVID students scored a “3” or better on the AP exam (29% compared to 56%).

AVID Participation and Performance in AP Exams

Findings	AVID		Non-AVID Comparison	
	N	%	N	%
Enrolled in AP course(s)	273 of 754	36.2	137 of 754	18.2
Took at least one AP exam	197 of 273	72.2	104 of 137	75.9
Scored a “3” or better	58 of 197	29.4	58 of 104	55.8

- Over a three-year period from 2012-2013 to 2014-2015, the participation in AP exams among AVID students steadily increased 17 percentage points – from 55 to 72.
- A greater percentage of AVID students participated in the Readiness, PSAT, SAT, and ACT exams compared to non-AVID comparison group students.

Participation in Standardized Exams



- With respect to meeting the college-readiness benchmarks on these exams, the non-AVID students in the comparison group outperformed the AVID students on a percentage basis. However, the number of AVID students taking the exams was significantly greater than the number of non-AVID students in the comparison group.

- ❖ A greater percentage of AVID students (99%), compared with the non-AVID comparison group (93%), graduated on time in 2015.
- ❖ The effects of AVID became more evident when a distinction was made between a standard and an advanced/IB diploma.

On-Time Graduation by Diploma Type

	AVID Students	Non-AVID Comparison
Diploma Type	%	%
Standard	23.3	56.2
Advanced/IB	76.7	43.8

Goal #3: College Enrollment

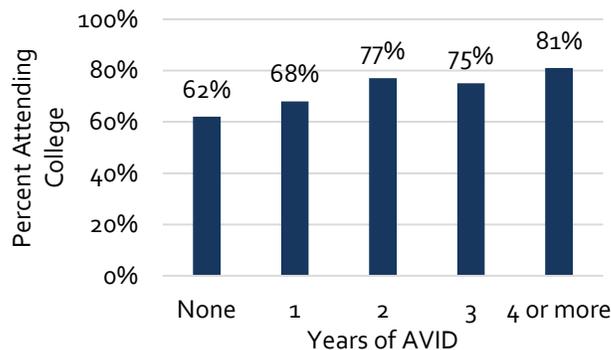
- ❖ AVID students in both 2012-2013 and 2013-2014 enrolled in college at a greater rate than that of all other non-AVID students in AVID schools. For reference, the VBCPS college enrollment rates for all VBCPS schools, not just AVID schools, were 63 percent in both 2013 and 2014.

College Enrollment Within First Year of High School Graduation

School Year	AVID		All Others in AVID Schools	
	N	%	N	%
2012-2013	265 of 337	78.6	2,685 of 4,180	64.2
2013-2014	303 of 411	73.7	2,729 of 4,303	63.4
Composite	568 of 748	75.9	5,414 of 8,483	63.8

- ❖ Of the 2014-2015 AVID students, 79 percent enrolled in college during the fall after graduation compared to 42 percent of the non-AVID students in the matched comparison group.
- ❖ Students who had participated in AVID for just one year attended college at a rate nearly 6 percent greater than all non-AVID students in AVID schools. Students with four or more years of AVID attended a two- or four-year postsecondary institution at a rate more than 18 percent greater than students with no AVID experience.

Percent of AVID and All Other Non-AVID Students From 2013 and 2014



- ✦ The second-year persistence rate of AVID students was 5 to 10 percentage points higher than that of all non-AVID students.

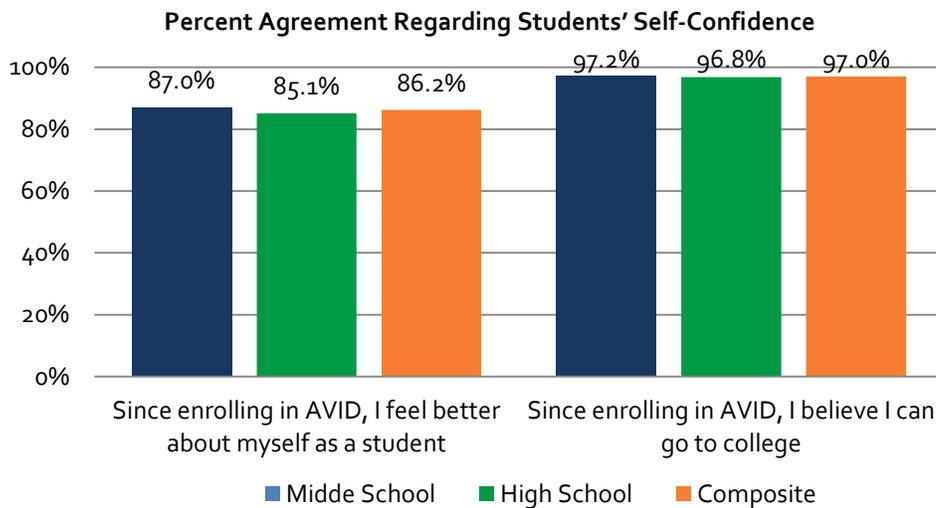
College Persistence Into Sophomore Year

School Year	AVID		All Others in AVID Schools	
	N	%	N	%
2012-2013	221 of 345	64.1	2,347 of 4,320	54.3
2013-2014	244 of 420	58.1	2,347 of 4,410	53.2
Composite	465 of 765	60.8	4,694 of 8,730	53.8

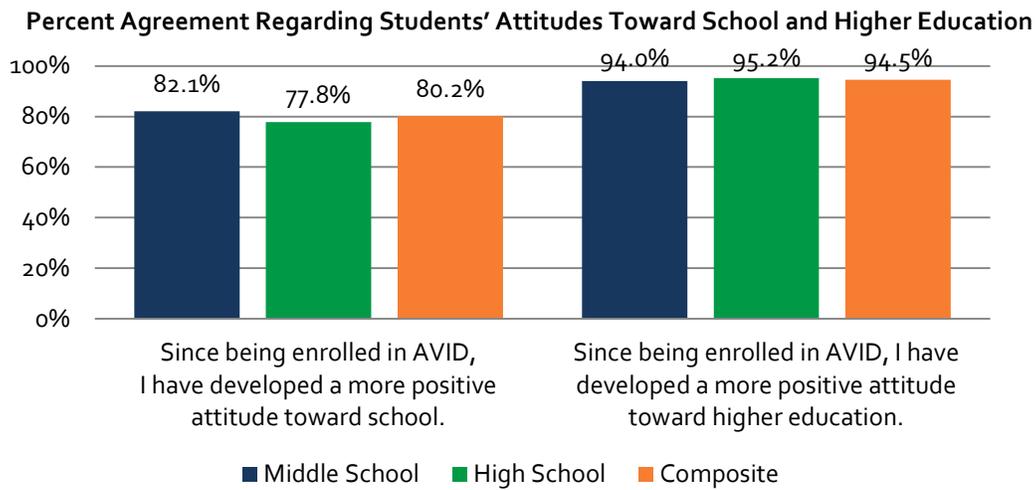
- ✦ Scholarship money was offered to 30 percent of the AVID students across 2012-2013 and 2013-2014 compared with 26 percent of all non-AVID students. The median amount offered to AVID students was \$20,000 versus \$24,000 for all non-AVID students.

Goal #4: Confidence and Positive Attitude

- ✦ The attendance rate for AVID students in 2014-2015 was 96.5 percent compared to 95.0 percent for the comparison group. The attendance rate for all other non-AVID students in AVID schools was 94.6 percent. Although these differences may appear small, they were highly significant statistically.
- ✦ On the student survey, 86 percent of the AVID students agreed that they attended school more regularly because of their participation in AVID.
- ✦ As indicated in the figure below, high percentages of AVID students agreed on the student survey that (a) they felt better about themselves as students and (b) they now believe they can go to college since being enrolled in AVID.

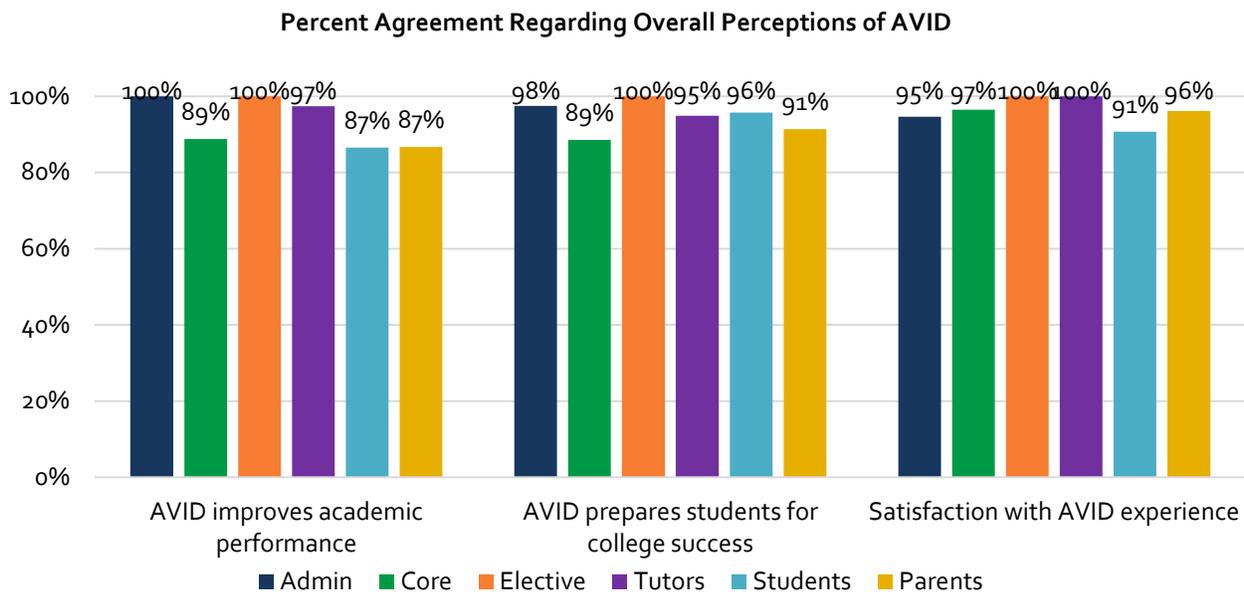


- Similarly, the AVID students reported that since being enrolled in AVID, they had developed a positive attitude toward (a) school and (b) higher education.



Stakeholder Perceptions

- Overall, strong positive results were found for all groups of respondents with agreement levels at 87 percent or higher, although there was some variation in results depending on the respondent group.



- Responses to an open-ended question on the survey regarding program strengths indicated that being enrolled in AVID contributed to students' self-confidence, motivation, focus, organization, time management, note-taking ability, study skills, and positive attitude toward school and higher education. Student respondents emphasized that their participation in AVID had given them a sense of "belonging," "friendship," and "family."
- The most common themes in responses to an open-ended question on the survey regarding program improvements included the following: principals' and assistant principals' comments focused on funding, especially related to staff development and the source of funding at the high-school level (e.g., allocations); core teachers made suggestions regarding training, but there was little consensus (i.e., more training, less

training, or better training); and students' comments involved issues related to tutorials and the strictness with which tutors checked student binders.

Additional Cost

- ✦ The largest cost for AVID during 2014-2015 was for staffing which totaled nearly 1.7 million dollars for the eight middle school and eight high school sites. The next largest expense, nearly \$97,000, was for professional development costs.
- ✦ The total cost for middle school was just over \$1 million. For high school, the total cost was \$851,355.
- ✦ Overall, the additional cost for AVID was \$1,866,197 which included costs for staffing, instructional/curriculum materials and supplies, AVID fees, and professional development.

Recommendations and Rationale

Recommendation #1: Develop a plan to expand AVID to other middle and high schools as funding permits. *(Responsible Group: Department of Teaching and Learning)*

Rationale: AVID students outperformed matched comparison group and/or other non-AVID students in general, with respect to the following:

- Student attendance
- Disciplinary referrals and suspensions
- Students' participation and performance in rigorous coursework
- Reducing achievement differences between subgroups such as economically advantaged and disadvantaged students
- Rates of on-time high school graduation
- Rates of college enrollment and persistence

Students “in the academic middle” at other schools would also benefit from AVID. Accordingly, AVID should expand to other middle and high schools as the division budget permits.

Recommendation #2: 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. *(Responsible Groups: Department of School Leadership, Department of Teaching and Learning)*

Rationale: Only 62 percent of the administrators and 23 percent of the core teachers who responded to the AVID stakeholder survey attended the AVID Summer Institute or Path Training sessions. Yet, of those who did attend, 92 percent of the administrators and 94 percent of the core teachers, as well as 100 percent of the AVID elective teachers, agreed that the Summer Institute was beneficial to understanding and implementing AVID methodologies. As one core teacher stated: “I would suggest to provide more AVID training. The Summer Institute that I attended was the most beneficial training that I have ever attended. This training allowed me to collaborate with other teachers in the program from different parts of the country, and it was strategy-based. I left with so many resources that I immediately implemented in my classroom.”

Given the widespread agreement that the AVID training is beneficial, in combination with the desirability of having AVID elective teachers coordinate and collaborate with core teachers, the division should increase the opportunity for staff to attend the Summer Institute and Path Trainings, as funding permits.

Recommendation #3: Identify and develop methods to retain students in AVID. *(Responsible Groups: Department of Teaching and Learning, AVID Schools)*

Rationale: The effects of AVID become more pronounced the longer that students are enrolled in AVID. Thus, it is important not only to introduce students to AVID as early as possible but also to retain those students in the program for as long as possible. About two of every three AVID students participate in AVID for more than one year. For a variety of reasons, one in three students discontinue their AVID involvement after one year. Therefore, it would be advisable to identify and implement specific policies and procedures to ensure that students remain in the program in order to receive as many program benefits as possible. One potential set of retention techniques might involve leveraging the sense of belonging or “family” that AVID nurtures among its participants. The cohesion experienced by AVID students can be utilized to increase the retention rate at current AVID sites. Additional leverage may come with increased parental and family involvement in AVID activities.

Recommendation #4: Identify and develop methods to increase students' successful completion of Algebra I by the end of grade 8. (Responsible Groups: Department of Teaching and Learning, AVID Schools)

Rationale: Only 68.5% of AVID students in middle school successfully completed Algebra I by the end of eighth grade, compared with 62.5% of the comparison group. Although the AVID students outperformed the comparison group, the AVID students fell short of its goal of having all AVID students in middle school successfully complete Algebra I before entering high school. Consequently, it is recommended that methods to increase Algebra I completion be identified, developed, and implemented.

Recommendation #5: Identify and develop methods to increase the percentages of students who meet the college-readiness benchmarks on standardized end-of-course (i.e., AP) and college-entry exams (i.e., PSAT, SAT, and ACT). (Responsible Groups: Department of Teaching and Learning, AVID Schools)

Rationale: The percentages of AVID students who met the college-readiness benchmarks on end-of-course and college entrance exams was low (13% to 48%), and generally were less than the non-AVID comparison group. Such benchmarks are indicators not only of college entry and persistence but also of the quality of the institutions to which students are accepted, as well as the amount of scholarship money that students are offered. It, therefore, is imperative that local AVID staff and core teachers identify, develop, and implement strategies and methods to increase student performance on these exams.

Introduction

Background

Advancement via Individual Determination (AVID) is a research-based, college-readiness system. It is designed to increase the number of students who enroll and persist in four-year colleges and universities. The mission of AVID is “to close the achievement gap by preparing all students for college readiness and success in a global society.”¹ Specifically, the system targets students in the “academic middle” who have the desire to go to college and the willingness to work hard but who may lack certain academic and life skills associated with college preparation and success. The School Board approved AVID for an evaluation readiness report on September 4, 2013. During the 2013-2014 school year, the evaluation plan was developed with the program managers, including the goals and objectives that would be assessed. The recommendation from the evaluation readiness report was that AVID undergo a comprehensive evaluation during the 2014-2015 school year, and that recommendation was approved by the School Board on October 21, 2014.

Purpose

This evaluation provides the Virginia Beach City Public Schools (VBCPS) School Board and the Superintendent with information about AVID’s operation and outcomes in middle and high schools. Because AVID operates with local resources, evaluation of the initiative is required by School Board Policy 6-26. The comprehensive evaluation is designed to (1) examine the implementation and operation of AVID and (2) determine the extent to which the program is meeting its goals and objectives. Therefore, this evaluation of AVID at the middle and high school levels focuses on the operational components, such as student selection, staffing, professional development, and instructional components; characteristics of students who enrolled in the AVID elective course; progress made toward meeting the program goals and objectives; stakeholder perceptions; and the additional cost to the division.

Program Overview

AVID is considered a college-readiness system that focuses on preparing students, especially students in the “academic middle,” for enrollment in college. When

accepted into AVID, students agree to enroll in college-preparatory courses. Students in middle school, for example, must pass Algebra I by the end of eighth grade. High school students are expected to enroll in at least one Advanced Placement (AP) or International Baccalaureate (IB) course. AVID’s philosophy is that such students will rise to the highest standards of achievement and success if the students are provided academic and social support. Accordingly, students receive assistance from teachers, tutors, and fellow students throughout their time in AVID. They develop expertise in activities such as note-taking, time management, critical thinking, and effective study skills. Further, they are provided with individualized academic counseling, including assistance with college applications and financial aid forms. In addition, guest speakers, field trips, and interaction in community and cultural activities are designed to enhance the system.

Nationally, AVID serves more than 800,000 students in 4,900 schools across 45 states and 16 other territories and countries. Enrollment in AVID is voluntary. It often includes students who will be the first generation in their families to attend college and those from groups historically underrepresented at the postsecondary level. Locally, AVID was first implemented in VBCPS in 1999. AVID served over 1,700 students at 16 locations during 2014-2015, including 8 middle schools, 7 high schools, and 1 public charter high school (see Table 1).

Table 1: AVID Middle and High Schools

Middle Schools	High Schools	Charter High School
Bayside	Bayside	Green Run
Corporate Landing*	Frank W. Cox	Collegiate
Great Neck	Green Run	
Kempsville	Kempsville	
Landstown	Landstown	
Larkspur*	Ocean Lakes*	
Plaza	Salem	
Salem		

*New site in 2014-2015

Program Goals and Objectives

As part of the evaluation readiness process for AVID, goals and objectives were outlined in collaboration with the program managers from the Office of Guidance Services. The goals and objectives were based in large part on the national AVID Secondary Essentials and Indicators (see Appendix A), along with additional measures of interest. There were four goals from the Evaluation Readiness Report: (1) students will enroll in college-preparatory

courses, (2) students will demonstrate academic success, (3) students will enroll in a college or university upon graduation, and (4) students will demonstrate confidence and a positive attitude toward school and educational attainment. There were 20 measurable objectives aligned with the four goals which will be assessed in the Evaluation Results and Discussion section of this report.

Evaluation Design and Methodology

Evaluation Design

The purpose of the evaluation was to assess the implementation as well as the student outcomes related to AVID. The evaluation utilized a mixed-methods design to collect both quantitative and qualitative information during 2014-2015. Most quantitative data were extracted from the VBCPS data warehouse, and surveys were administered to all stakeholder groups to gather qualitative perception data. Information from AVID documentation was also utilized in the evaluation. The evaluation design employed the use of matched comparison groups (AVID and non-AVID students) to examine the effectiveness of the college-readiness system. Where appropriate, comparisons were also made based on the number of years students were enrolled in AVID. Some objectives also involved historical comparisons in order to identify trends and changes over time.

Evaluation Questions

Evaluation questions for this report were developed by evaluators in consultation with the AVID program managers during the evaluation readiness process. The evaluation questions for the comprehensive evaluation were as follows:

- (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 school year?**
 - 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?**

Instruments and Data Sources

Multiple instruments and data sources were used to gather data for the comprehensive evaluation. The data were mostly from the 2014-2015 school year, with data from prior years collected as needed for comparison purposes or to identify matched comparison groups for the data analysis. The Department of Planning, Innovation, and Accountability evaluators employed the following data collection methods:

- ✦ Conducted meetings with the director of Guidance Services and Student Records and the AVID instructional specialist to gather implementation-related information.
- ✦ Collected data from the VBCPS data warehouse related to student enrollment and demographic characteristics, as well as students' course enrollment and academic performance.
- ✦ Collected National Student Clearinghouse data to examine enrollment and persistence in college.
- ✦ Administered surveys to AVID stakeholder groups (i.e., school administrators, school counselors, core teachers, AVID teachers, AVID tutors, students, and parents) to gather perception data.
- ✦ Reviewed and collected information from AVID documentation, mandated report data, and the AVID Certification Report and Self-Study.

- ❖ Collected cost information from the Department of Teaching and Learning's Office of Guidance Services and Student Records and from the Department of Budget and Finance, including Business Services (payroll). The Department of School Leadership was also consulted regarding costs for AVID.

In addition, evaluations of AVID implementation in other school districts, as well as other scholarly literature regarding AVID, were reviewed to prepare for this evaluation.

Surveys

The Department of Planning, Innovation, and Accountability invited building administrators, school counselors, core and AVID elective teachers, AVID tutors, students, and parents at AVID sites to complete a survey regarding their perceptions. The surveys of all school-based stakeholders were conducted online, while the parent survey was mailed to parents/guardians of AVID students. Surveys were conducted from late March through mid-April of 2015. Table 2 provides the response rates for each survey.

Table 2: Survey Response Rates

Stakeholder Group	Surveys Sent	Surveys Returned	Response Rate (%)	Number of Survey Questions
Building Administrators/ Counselors	82	41	50.0	16
Core Teachers	811	320	39.5	20
AVID Elective Teachers	18	17	94.4	31
AVID Tutors	69	39	56.5	25
Students	1,474	1,387	94.1	36
Parents	1,613	472	29.3	27

Note: The number of questions on each survey counts a multipart question as just one question.

The surveys consisted mainly of Likert-type items focused on instructional practices, staff development, and overall effectiveness of AVID. The response options were generally on a four-point scale: (1) Strongly Disagree, (2) Disagree, (3) Agree, (4) Strongly Agree. Where possible, comparable versions of survey items were included on all or nearly all survey versions. All surveys also included the same two open-ended questions regarding AVID strengths and possible improvements. In addition, several other comparable questions were included on some but not all versions of the survey depending on the items' appropriateness for the survey respondent group.

Data Analysis

The varied nature of the data and the evaluation questions led to the use of several analytic procedures and techniques. While some computations and analyses were performed in Microsoft Excel, many others were conducted with SPSS-23.

Whenever possible, comparisons were drawn to investigate the consistency or differences between and among groups. For example, including the same questions on different surveys enabled the evaluators to compare the rates of agreement among various AVID stakeholder groups. Consistently strong agreement or consistently strong disagreement led to one type of conclusion, whereas significantly large differences in the strength of agreement or disagreement among stakeholder groups led to a different type of conclusion. Survey agreement percentages were based on those who answered the survey item.

Further, especially for the third evaluation question which focused on AVID goals and objectives, it is highly desirable in an evaluation such as this not only to describe the academic behaviors and outcomes of AVID students but also to compare the behaviors and outcomes of AVID students with similar students who did not participate in AVID. As a consequence, differences in outcomes between the AVID and non-AVID groups can be more directly attributed to the effects of AVID with less confounding from extraneous factors. When comparisons between AVID students and the matched comparison group were not possible, data from all non-AVID students in AVID schools or data from all middle and/or high school students divisionwide were used.

Matched Groups

To compare the outcomes of AVID students with non-AVID students, 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. The propensity score represents the probability, given a set of common predictors, that the student was actually an AVID participant. The predictors involved 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). The students were then sorted in order of their propensity score, which is a probability value ranging from 0.0 to 1.0. Each AVID student was matched with the non-AVID student whose propensity score was most similar. The matches were constrained to occur within the same grade level within the same school. The matching process was successful with nearly 76 percent of the students matched perfectly while another 23 percent of the AVID students were matched with non-AVID students whose propensity scores were within 0.01 point of their own.

It is important to note that the combination of demographic and prior achievement factors identified two groups of students who were virtually identical as to the probability that they actually participated in AVID. Each AVID student was matched with a non-AVID student from the same grade level within the same school. However, this does not necessarily mean that each male student in AVID was matched with a male non-AVID student or that each AVID student of a particular race was matched with a non-AVID student of the same race. Rather, what matters is the combination of demographic and 2013-2014 SOL reading, writing, and math scores of each individual student that yielded their propensity score.

Further, the matching does not mean that the number of AVID students in a particular analysis will correspond exactly with the number of non-AVID students in the analysis. For various reasons, some students may be missing the particular data used in the analysis – for example, a 2014-2015 test score – and consequently are excluded from the analysis.

Nonetheless, a series of statistical tests confirmed that no significant differences existed between the two groups with respect to any of the demographic or academic characteristics. For example, the difference in the number of Special Education students – 40 in the AVID group but only 36 in the non-AVID group – is not large enough to be statistically significant. The comparisons between the AVID and non-AVID groups to be presented in this evaluation are sufficiently valid and reliable to support the inferences and conclusions to be drawn regarding the effects of AVID.

Evaluation Results and Discussion

The comprehensive evaluation of AVID in VBCPS focused on five sets of evaluation questions regarding

the AVID college-readiness system: (1) its implementation and operation, (2) the characteristics of the AVID students and their matched non-AVID counterparts, (3) the progress made toward meeting the goals and objectives of AVID, (4) the perceptions of the AVID stakeholders, and (5) the additional cost of AVID to the school division during the 2014-2015 school year. The following sections of this report provide the results associated with each set of evaluation questions. Each section includes a discussion of the results.

Operational Components

The first evaluation question focused on the operational components of AVID implementation with a series of subquestions that address (a) the criteria for student selection into AVID, (b) the staff selection processes and staff responsibilities for AVID, (c) the role of the interdisciplinary site team, (d) the staff development that was offered for AVID, (e) whether the elective course schedule provides the opportunity for students to enroll in AVID and whether enrollment was at capacity, and (f) what occurs instructionally in AVID.

Criteria for Student Selection

AVID targets students in the “academic middle” who have the desire to go to college and the willingness to work hard but who lack certain academic and life skills associated with college preparation and success. The first steps in the student selection process include marketing AVID to students and the student application process.

Marketing. Marketing activities used to promote enrollment in the AVID system in VBCPS include advertisements on the participating AVID schools’ websites, flyers, newsletters, and “AVID Nights.” The schools’ websites contain a link from the main page to a dedicated AVID page that includes a description, point of contact within the school, college and financial aid information, and additional links to related resources. Some schools also offer periodic newsletters that focus on college-preparatory activities such as (AP) and SAT testing, the college application and admissions process, and choosing a college major. Most AVID sites conduct “AVID Nights” at least once a semester where parents, students, and community members are invited to participate in open houses, learning events, college sports outings, dinners, end-of-the-year celebrations, and Friday classroom speakers.

Student Application Process. AVID is a voluntary college-readiness system. Students can be identified for recruitment based on teacher or school counselor referrals, student self-referral, or a review of students' cumulative records. Students who are interested in AVID are encouraged to contact the site coordinator, school counselor, or the AVID instructional specialist in the Office of Guidance Services and Student Records for additional information and an application.

The application requires students to provide demographic data, indicate whether they would be the first in their family to attend college, and complete a series of open-ended questions. Open-ended questions ask students to describe themselves, share future plans, and discuss how they would benefit from participating in AVID. As part of the application process, students review expectations and sign an agreement which outlines their responsibilities and a commitment to AVID for at least one year. Parents and AVID personnel are also required to sign an agreement to support the student. While both middle and high schools include teacher recommendations as part of the application process, the middle school application also consists of a parental recommendation form.

After applications have been received and reviewed, selected students are interviewed by a team of AVID personnel who ask standardized interview questions. As part of the process, AVID teachers and school counselors use a scoring rubric to rate students on the following selection criteria: (1) at least average grades (2.0-3.5 grade-point average), (2) average to above average test scores, (3) good citizenship record, (4) good attendance record, (5) positive teacher recommendation, (6) complete application, and (7) appropriate responses during the interview. Other factors include minority and low socioeconomic status, first-generation college student, and any special circumstances that may be obstacles to academic achievement (e.g., single-parent home, military deployment of parent, student or family illness, death or incarceration of a parent). A list of accepted students is submitted to the building administrators and AVID division personnel. Once final decisions have been made, letters of intent are distributed to students. A contract clearly delineating the responsibilities of each party must then be signed by students, parents, and the AVID teacher.

Family involvement was an important part of the AVID contract. Based on the survey results, 87 percent of parents, 87 percent of AVID tutors, and 82 percent of AVID elective teachers agreed that parents/families were involved with AVID activities, which is consistent

with the contract. Lower percentages of administrators (76%) and students (60%) agreed. The rate of agreement among students was significantly lower than among the other groups. Such a result is not surprising given the age-range of the students who responded to the survey.

AVID Student Selection Criteria. During 2014-2015, a total of 1,755 students participated in AVID for at least a portion of the school year, representing approximately 9 percent of the student body in AVID schools. Operationally, the AVID selection criteria called for AVID students to have at least average to above-average grades, defined as a grade-point average between 2.0 and 3.5. When asked in survey questions if AVID students met the criteria of “students in the middle,” 97 percent of the principals, assistant principals, and school counselors in AVID schools agreed that they did. Meanwhile, 100 percent of the AVID elective teachers held such a view.

Table 3 presents the actual distributions of grade averages for both the AVID students and the similar non-AVID student comparison group in 2014-2015. For this analysis, AVID students were enrolled for the entire school year.

Table 3: Grade Average Distributions

Grade Average	AVID Students (N = 1,474)		Non-AVID Comparison (N = 1,403)	
	N	%	N	%
Less than 2.0	65	4.4	190	13.5
Between 2.0 and 3.5	999	67.8	779	55.5
Above 3.5	410	27.8	434	30.9

According to Table 3, 28 percent of the AVID students had grade averages above the 3.5 maximum specified in the AVID selection criteria. At 9 of the 16 AVID schools, more than 25 percent of the students had grade averages above 3.5. At four schools, more than 40 percent of the AVID students had grade averages above 3.5. Note that the process of identifying students for the comparison group took this into account. That is, a comparable number of non-AVID students also had grade averages above 3.5, which ensures the validity of the inferences drawn from the comparisons when outcomes are discussed later in this report.

In addition, one of the AVID selection criteria utilized in Virginia Beach is that a prospective AVID student “might be a first-generation college attendee from his/her family.” As it turns out, less than 13 percent of AVID students agreed that this was the case in their response to a question on the student survey.

Regarding other selection criteria, data analysis revealed that the AVID selection criteria were met with respect to both attendance and good citizenship, as indicated by discipline referrals and suspensions. The attendance rate of 97 percent for AVID students was above the overall average attendance rate of 96 percent. Conversely, the AVID group had a lower referral rate of 22 percent as compared with the divisionwide average of 29 percent, as well as a lower-than-average suspension rate of 9 percent as compared with 16 percent. In addition, statistical analysis revealed no significant variation among AVID schools with respect to the attendance, referral, or suspension rates of AVID students.

Staff Selection and Responsibilities

According to the Office of Guidance Services and Student Records, the selection process for AVID elective teachers is consistent across the school division and based on factors such as certifications/endorsements, work experience, willingness to volunteer, and recommendations. Building principals are encouraged to select teachers who believe AVID students are capable of success and are genuinely interested in implementing AVID with the highest degree of fidelity. During the 2014-2015 school year, VBCPS had 18 AVID teachers in grades 6-12. Fourteen schools had one AVID teacher, while two schools had two AVID teachers. Middle schools had the equivalent of 8.2 AVID full-time equivalents (FTEs), while high schools had 7.6 FTEs based on data from the Department of Human Resources.

Positions for AVID tutors are advertised on the VBCPS website. Tutors are required to complete an application from the Office of Human Resources and are interviewed and selected by AVID personnel. Tutors consist predominately of local college students who are pursuing degrees in education; science, technology, engineering, and mathematics (STEM); and other fields. They are mostly either recent college graduates or current college or graduate students. Tutors facilitate the group inquiry tutorial process twice per week and check student binders every Friday. There were 76 tutors during the 2014-2015 school year based on data from the Department of Human Resources in spring 2015.

AVID Interdisciplinary Site Team

The site team at each AVID school may be composed of administrators, counselors, teachers, tutors, parents, and students. They work together as a team within their school to promote AVID and advocate for the program, to promote the use of AVID's instructional strategies, to

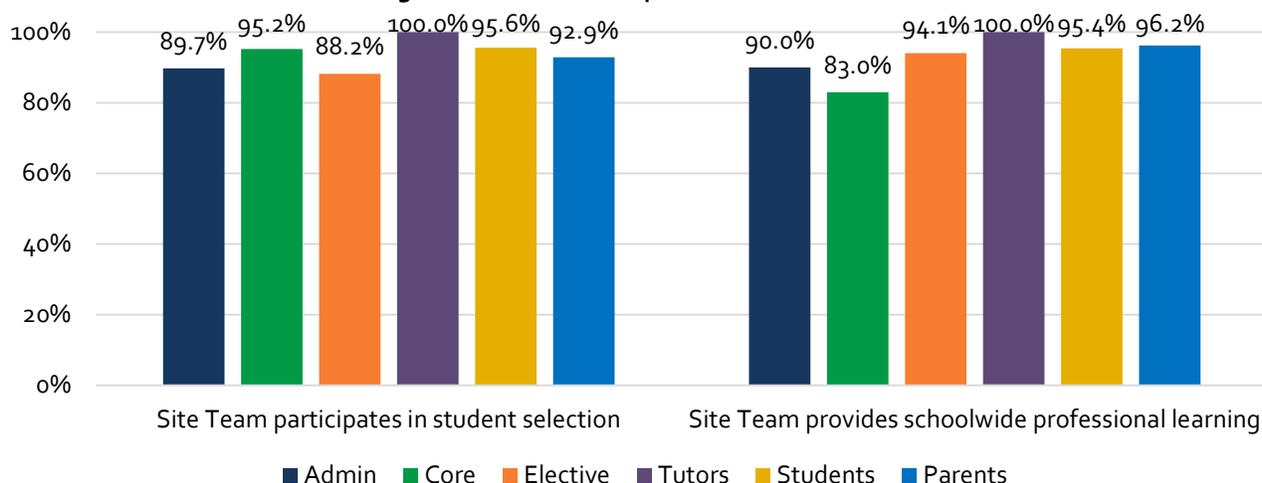
recruit and interview new AVID students and site team members, and to assist with certification and data collection activities. Site team members may take a leadership role in various AVID-related activities such as planning family nights, organizing field trips, and scheduling motivational speakers. AVID site teams meet on a monthly basis. Members may attend the AVID Summer Institute as needed and as possible. As shown in Table 4, analysis of the stakeholder surveys revealed the percentages of respondents who indicated that they were a site team member.

Table 4: Summary of AVID Site Teams by Stakeholder Group

Group	Site Team Membership	
	N	% of Group
Administrators/Counselors	32	78%
Core Teachers	89	30%
AVID Elective Teachers	17	100%
Parents	6	1%
Students	22	11%
Tutors	2	5%

Survey respondents were asked several questions regarding the site team's activities. Figure 1 shows that relatively high percentages of respondents agreed that the site team was involved with student selection and professional learning at the sites.

Figure 1: Site Team Responsibilities at Schools



Staff Development

There are both national and local professional development opportunities related to AVID. AVID certification standards are based on professional learning provided nationally by AVID and include AVID’s Summer Institute and Path Training. Summer Institute is an annual training that offers AVID site members the opportunity to learn the latest in AVID methodologies and strategies for system implementation and refinement. AVID elective teachers/site coordinators complete a three-tiered training module that includes courses in implementation, tutorology, and advancing the AVID elective. Implementation is geared toward first-year AVID elective teachers and coordinators and focuses on the academic and organizational skills needed to 1) advocate for AVID students and 2) implement the 11 Secondary Essentials and Indicators. In the tutorology tier, experienced AVID teachers and coordinators are instructed on how to train, monitor, and coach tutors in implementing the rigorous tutorials that promote student achievement in academic courses. In advancing the AVID elective, experienced AVID teachers and coordinators focus on continuous improvement through advanced implementation of AVID methodologies. Further, teachers clarify their role as site leaders and build system strength and effectiveness both within the AVID elective and schoolwide. Teachers who complete all three courses become AVID-certified teachers.

Approximately 23 percent of the 297 respondents who completed the core teacher survey reported that they had attended an AVID Summer Institute, while 14 of the 17 AVID elective teachers (83%) attended the Summer Institute. Approximately 61 percent of the school administrators and counselors (25 of 41)

attended the Summer Institute. Among those VBCPS employees who did attend, nearly all agreed that the Summer Institute training strands were useful.

Path Trainings are two-day trainings geared toward new AVID elective teachers and content teachers and focus on implementing AVID methodologies, in particular WICOR strategies, in order to improve the performance of all students. The WICOR strategies provide a learning model that teachers can use to guide students to comprehend materials, concepts, and articulate ideas, and incorporates teaching/learning methodologies in writing, inquiry, collaboration, organization, and reading.

Based on the survey, 31 of 41 school administrators and counselors (76%), 13 of 17 AVID elective teachers (76%), and 98 of 297 core teachers (33%) participated in Path Training. Of those that participated, 100 percent of the administrators and counselors, 100 percent of the AVID elective teachers, and 88 percent of the core teachers agreed that the training was beneficial.

Locally, VBCPS offers Professional Learning Program (PLP) courses related to AVID and training for tutors. Throughout the school year, various PLP courses are offered to AVID elective teachers, site coordinators, school counselors, core teachers, and site and division administrators serving on AVID site teams. Topics covered during these sessions include introductions to and how to support the AVID system, leadership training, alignment of learning plans and assessment, preparing for the AVID certification self-study, and AVID data review and site team planning. These courses are taught by the AVID instructional specialist in the Office of Guidance Services and Student Records. Additional courses related to WICOR are also offered

and taught by AVID elective teachers with support from the instructional specialist.

Of the survey respondents who received the local training, 31 of 31 administrators and counselors (100%), 137 of 153 core teachers (90%), and 16 of 17 AVID elective teachers (94%) either strongly agreed or agreed that the professional development was beneficial.

In addition to the national and local professional development opportunities, which are intended for AVID elective teachers, site coordinators, site team members, school counselors, and administrators at AVID schools, there is training for tutors. Tutors are required to complete 16 hours of face-to-face and online training. With assistance from teachers who recently attended the Summer Institute tutorology course, the AVID instructional specialist conducts four in-person training sessions for AVID tutors throughout the school year.

Among the 38 tutors who responded to the survey, 97 percent agreed that the face-to-face training was beneficial and 90 percent agreed that the online training was beneficial.

Opportunity to Enroll in AVID Elective Course and Capacity

The AVID elective is a year-long, daily course taught during the school day in Virginia Beach by fully certified classroom teachers. They teach multiple preparations, since the curriculum of the AVID elective varies from grade to grade. They also may teach other core or non-AVID elective courses.

The potential exists for scheduling conflicts between the AVID elective and other course options, such as foreign language, band, orchestra, PE, etc. However, no one in any of the stakeholder groups indicated a serious problem or dissatisfaction in this regard. In fact, the issue of scheduling the AVID elective was raised by only 1 of the 2,074 survey respondents. Rather, in response to a survey statement that the course schedule in their school “maximizes the opportunity for students to enroll in the AVID elective,” 85 percent of the administrators and counselors, 78 percent of the core teachers, and 100 percent of the AVID elective teachers either agreed or strongly agreed.

In addition to perception data, course enrollment data were analyzed to determine the extent to which the AVID elective courses were filled to capacity. The

capacity of the AVID elective course at middle and high schools was determined to be 28 per section.² As mentioned previously, AVID involved 77 sections of the elective course at 16 sites that served a total of 1,755 during the 2014-2015 school year.

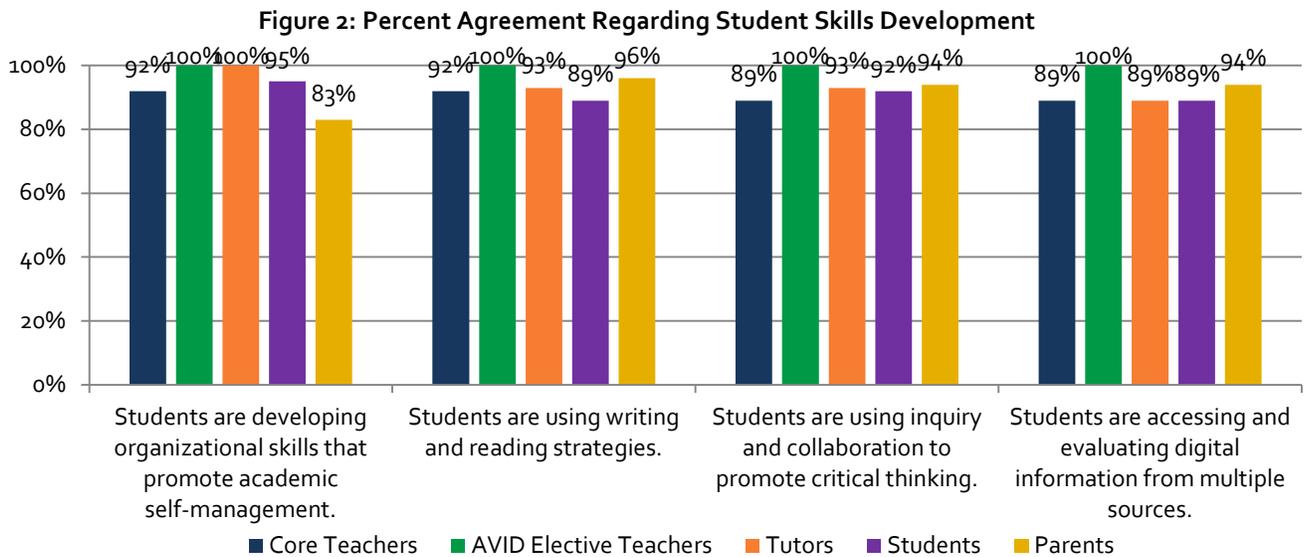
Overall, each section of the AVID elective enrolled an average of 21.7 students. The smallest average section within a particular school consisted of 15.4 students. About 69 percent of the sections within each school served 20 students or more, on average. About 37 percent of the sections within a particular school served 24 students or more, on average. The largest average section within a particular school was 28.4 students. It was the one and only section with an average AVID elective enrollment that exceeded 28 students.

AVID Instructional Components

The AVID system for secondary schools is based on 11 Essentials and Indicators (see Appendix A). While all 11 are critical to maximizing student success, two of the most salient instructional features are (1) the elective course and (2) the tutorials.

AVID Elective Course. The curriculum of the AVID elective draws from best practices in writing, inquiry, collaboration, organization, and reading (WICOR). These practices guide students in comprehending concepts and articulating ideas at increasingly complex levels. The elective also helps students to develop and refine test-taking strategies with particular emphasis on the PSAT, SAT, and ACT college-entrance exams. Although the elective is a graded course, student achievement, and thus AVID effectiveness, is ultimately indicated by students’ success in high school and college academics. When survey respondents were asked about whether the AVID curriculum and strategies were used throughout their school, 81 percent of administrators, 72 percent of core teachers, and 77 percent of AVID elective teachers agreed that they were. Higher percentages of tutors (90%) and students (89%) agreed that AVID curriculum and strategies were used throughout their school.

Analysis of the survey results revealed a generally strong consensus among the AVID elective teachers, the core teachers, parents, tutors, and the student respondents regarding more specific instructional elements of the AVID system (see Figure 2). Large majorities of each group agreed that the AVID students are 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.



High levels of consensus and consistency were found among the core teacher, AVID elective teacher, and student groups when the four skill development areas were broken down further into sets of more specific subskills and strategies. The percent agreement rates among all three groups were above 90 percent with respect to the following:

1. Developing Organizational Skills That Promote Academic Self-Management

- ✓ A. Developing organizational skills to manage responsibilities in core classes.
- ✓ B. Using the AVID binder as a resource and study tool.
- ✓ C. Using time management strategies (agendas, calendars, planners, task lists).
- ✓ D. Using resources (notes, binders) to seek clarity and take responsibility for their learning.
- ✓ E. Setting goals and monitoring their performance in school.

2. Strong, Relevant Writing and Reading Skills

- ✓ A. Using writing-to-learn strategies.
- ✓ B. Using print and electronic sources and writing for review, study, analysis, synthesis, and evaluation.
- ✓ C. Taking and using Cornell Notes to understand rigorous content.
- ✓ D. Completing written reflections and learning logs.
- ✓ E. Recruiting support in the use of critical thinking processes.

3. Using Inquiry and Collaboration to Promote Critical Thinking

- ✓ A. Using higher-level questions in notes and discussions to demonstrate critical thinking.
- ✓ B. Asking higher-level questions during tutorials and class discussions.
- ✓ C. Participating in philosophical chairs and Socratic seminars.
- ✓ D. Using structures for collaboration on projects.
- ✓ E. Leading collaborative study groups.
- ✓ F. Modeling leadership skills while collaborating.
- ✓ G. Using technology as a tool for collaboration.

The one exception involved 1C., the development of time management strategies, where the percent agreement within the student group dipped to 86 percent.

AVID Tutorials. AVID tutorials, which students attend twice per week, are intended to provide academic and social support to students as they encounter challenges in their rigorous coursework. AVID tutors typically are college students, often AVID alumni, who receive training in creating an environment in which students feel comfortable asking the questions that they might be reluctant or embarrassed to raise in their content-area classrooms.

In no more than a 1:7 tutor-to-student ratio setting, tutors respond to student questions by guiding students toward solving the problem themselves. As college students or college graduates, they serve as a resource and role model for AVID students both academically and socially. AVID students take the elective and participate in the tutorials each year that they are a part of AVID.

Several four-point Likert-type questions about the tutorials were included on the surveys completed by the AVID elective teachers, the tutors, and the students. As shown in Table 5, perceptions of the tutorials were very positive with agreement levels generally at 84 percent or higher. One exception was that 78 percent of AVID students agreed that the tutors talked with students about preparing for college.

Table 5: Perceptions Regarding the AVID Tutorials

Survey Item	AVID Elective Teachers (n=17)	AVID Tutors (n=38)	AVID Students (n=1,325)
	%	%	%
Tutorial sessions help students achieve higher levels of thinking.	100.0	94.7	84.4
Tutorial sessions help students understand the major ideas of courses.	100.0	94.6	86.9
Tutorial sessions help students figure out the answers to their homework, classwork, and tests.	100.0	100.	91.4
AVID tutors support student-centered discussions.	100.0	97.4	89.3
AVID tutors help students think by asking questions.	100.0	100.0	89.4
AVID tutors engage students in conversations about preparing for college.	100.0	94.6	77.7
Students are prepared for tutorials.	100.0	91.9	n/a
The student-to-tutor ratio is no higher than 7:1.	94.1	94.7	n/a
Tutors receive appropriate training and coaching to be effective AVID tutors.	100.0	n/a	n/a

While student agreement levels to survey items about the tutorials was positive, open-ended responses on the survey from some students noted dissatisfaction. Of all the topics addressed by respondents to the open-ended survey question regarding suggested improvements to the program, the tutoring component was one of the most harshly criticized – mostly by students, although a few parents echoed the dissatisfaction. Most of the suggestions recommended (a) better training so that the tutors are more consistent, caring, and supportive; (b) less frequent binder checks and less emphasis on grading class notes and the “tidiness” of the binders; and (c) organizing the tutorials by subject area so that the tutor for the math tutorials knows math while the history tutor is “expert” in history. Although such suggestions composed a small portion of the overall number of suggestions and comments, the criticism was sufficiently frequent to warrant mention in this report.

Characteristics of AVID Students

Student Demographic Characteristics

During 2014-2015, a total of 1,755 students participated in AVID for at least a portion of the school year. Because students who enrolled in AVID for a portion of the school year (i.e., at least one day, but less than the full year) differed from the students who enrolled in AVID for the entire school year, demographics for these two AVID groups were reported separately along with the demographic characteristics of students who did not participate in AVID at any time during 2014-2015 (see Table 6).

Table 6: Demographic Characteristics of Full AVID, Partial AVID, and Non-AVID Students (2014-2015)

Characteristic	Full AVID (N=1,474)		Partial AVID (N=281)		Non-AVID in AVID Schools (N=21,772)		VBCPS Secondary Schools (Total N Gr 6-12 = 38,911)
	N	%	N	%	N	%	%
Gender							
Female	907	61.5	132	47.0	10,485	48.2	51.0
Male	567	38.5	149	53.0	11,287	51.8	49.0
Ethnicity							
African American	550	37.3	139	49.5	5,970	27.4	25.2
American Indian	1	0.1	3	1.1	78	0.4	0.3
Asian/Native Hawaiian/Pacific Islander	80	5.4	10	3.6	1,461	6.7	6.4
Caucasian	556	37.7	79	28.1	10,180	46.8	50.7
Hispanic	143	9.7	33	11.7	2,230	10.2	9.8
Multiracial	11	0.7	2	0.7	102	0.5	7.7
Economically Disadvantaged							
Yes (Free/Reduced Lunch)	605	41.0	115	40.9	8,095	37.2	32.7
Identified Special Education							
Yes	40	2.7	5	1.8	2,604	12.0	10.6
Identified Limited English Proficiency							
Yes	12	0.8	2	0.7	242	1.1	1.0
Identified Gifted*							
Yes	120	8.1	22	7.8	3,114	14.3	15.9
Military Connected							
Yes	406	27.5	58	20.6	5,745	26.4	17.7

Note. Percentages may not add up to 100 percent due to rounding.

*Includes artistically and intellectually gifted students.

As shown in Table 6, full-year AVID students were more likely than non-AVID students and the division's secondary students to be female, African American, economically disadvantaged, and military connected. AVID students were less likely to be receiving special education or gifted services. This pattern was found at both middle and high schools. The AVID students (and so, too, the non-AVID comparison groups used for the outcome data analysis) reflected a demographic composition that included students from subgroups that typically are underrepresented and underserved in institutions of higher learning.

Because the students who had been exposed to AVID for only part of the school year differed from the full-AVID students, they were excluded from further analysis of outcome data. This enabled the evaluation to focus on the

students who were most likely to have been impacted by AVID in contrast to the matched group of non-AVID students (see Appendix B for specific characteristics of the matched groups used for outcome data analysis). Table 7 provides information about the grade levels in which AVID students were enrolled. Enrollment in AVID was almost evenly distributed between the middle school level and the high school level. The majority of AVID students who were only enrolled part of the school year were middle school students. Appendix C provides AVID enrollments by school for 2014-2015.

Table 7: Grade Level of Full AVID, Partial AVID, and Non-AVID Students (2014-2015)

Grade	Full AVID		Partial AVID		Non-AVID	
	N	%	N	%	N	%
6	201	13.6	61	21.7	3,052	14.0
7	266	18.0	63	22.4	2,950	13.6
8	253	17.2	55	19.6	3,006	13.8
Middle School Total	720	48.8	179	63.7	9,008	41.4
9	253	17.2	42	14.9	3,505	16.1
10	210	14.2	25	8.9	3,236	14.9
11	168	11.4	26	9.3	3,061	14.1
12	123	8.3	9	3.2	2,950	13.6
High School Total	754	51.2	102	36.3	12,752	58.6
Overall Total	1,474	100	281	100.0	21,760	100.0

Note. Percentages may not add up to 100 percent due to rounding.

AVID Persistence Rates

The second part of the evaluation question, which focused on students enrolled in AVID, asked about the year-to-year persistence rates of AVID students in the AVID system. The percentages of AVID students enrolled in VBCPS at the end of the year who reenrolled in AVID the next school year are shown in Table 8. Aside from the persistence rate of eighth graders, rates ranged from 57 to 85 percent depending on the grade level, with the highest persistence rate for eleventh graders. The lower persistence for eighth graders was due mainly to their transition from an AVID middle school into a high school that may not have AVID. Evaluations in other states (e.g., Wake County, NC) have found that the lack of persistence in the other grades is typically attributable to a combination of factors, such as a mismatch between a student and the program, not meeting grade or behavior requirements, interest in taking a different elective, a change in the AVID teacher, or mobility to a non-AVID school.

Table 8: AVID Persistence Rates*

Grade	13-14 to 14-15	14-15 to 15-16
	Persistence Rate	Persistence Rate
	%	%
6	75.4	80.9
7	74.3	79.1
8	37.8	50.9
9	57.3	75.3
10	70.9	69.4
11	85.0	82.6

* Does not apply to grade 12 students.

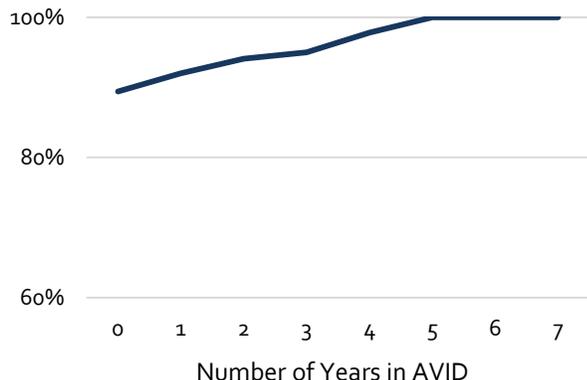
Table 9 provides the numbers and percentages of 2014-2015 high school seniors with the total number of years that they had spent in AVID. As Table 9 indicates, two-thirds of the AVID students who graduated in 2015 had two or more years in AVID.

**Table 9: Graduating Class of 2015
Years Enrolled in AVID**

Years Enrolled in AVID	N	%	AVID Students Only %
0	4,873	92.1	n/a
1	138	2.6	33.0
2	101	1.9	24.2
3	80	1.5	19.1
4	46	.9	11.0
5	15	.3	3.6
6	21	.4	5.0
7	17	.3	4.1

Figure 3 shows the relationship between persistence in AVID and their high school graduation status. As can be seen, longer enrollment in AVID is associated with higher rates of graduation. The maximum benefits appear to occur with five or more years of AVID participation.

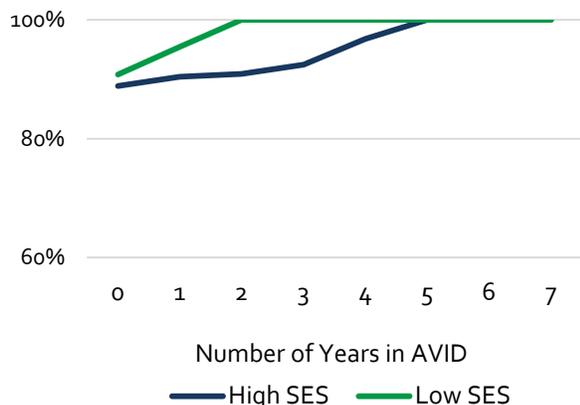
Figure 3: Percent Graduated by Number of Years in AVID



Note: Vertical scale truncated to emphasize outcomes.

Figure 4 shows the differential effects of AVID on economically disadvantaged students. The effects of AVID on the graduation rate of disadvantaged students maximizes after just one year. In contrast, although there is a noticeable effect on non-disadvantaged students after just one year, their graduation rate does not maximize until the fifth year of AVID participation.

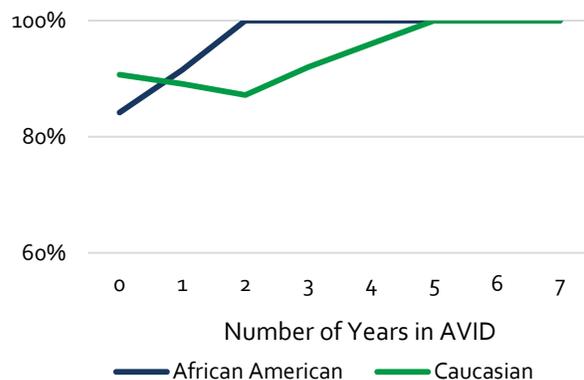
Figure 4: Percent Graduated by Number of Years in AVID by SES



Note: Vertical scale truncated to emphasize outcomes.

As shown in Figure 5, a similar pattern was observed with respect to African American and Caucasian students. With just one year in AVID, the graduation rate of African American students in AVID grew nearly ten points, surpassing the graduation rate of Caucasian students in AVID by more than 3.5 points. With two or more years in AVID, the graduation rate for AVID African Americans reached and remained at 100 percent.

Figure 5: Percent Graduated by Number of Years in AVID by Race



Note: Vertical scale truncated to emphasize outcomes.

Progress Toward Meeting Goals and Objectives

The third evaluation question addressed the progress made in meeting AVID’s goals and objectives. Four goals and 20 objectives were developed as part of the evaluation readiness process. The goals focused on enrollment in college-preparatory courses, academic performance, college enrollment, and attitudes toward education. The comparisons between the AVID participants and their non-AVID matches are most salient here. Further, whenever the goals and objectives differ between middle school and high school, they will be addressed separately.

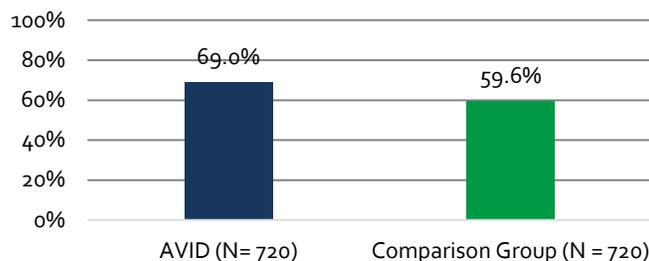
Goal #1: Rigorous Coursework

The first goal stated that “AVID students will enroll in college-preparatory courses throughout middle and high school.” Four objectives focused on middle school students’ enrollment in rigorous courses, completion of Algebra I by eighth grade, high school students’ enrollment in rigorous courses, and enrollment in college credit courses.

Objective 1: Middle school AVID students will enroll in at least one rigorous course as indicated by the percentage of students enrolling in one or more honors or high school credit courses.

Results showed that during the 2014-2015 school year, 497 of the 720 AVID students (69%) in middle school took at least one rigorous course (see Figure 6). In comparison, 429 of the 720 non-AVID students in the matched group, or 60 percent, took at least one rigorous course. That is 68 students fewer, or about 9 percent of the group. In this case, the magnitude of the difference is both statistically and practically meaningful.

Figure 6: Percent of Students Taking At Least One Rigorous Course Middle School (2014-2015)



Objective 2: AVID students will complete Algebra I in middle school as indicated by the percentage of students who pass Algebra I by eighth grade.

Table 10 displays the comparative results for AVID and non-AVID comparison group students who completed Algebra I by eighth grade, and Figure 7 shows the grade level at which Algebra I was completed. Overall, 68 percent of the AVID students completed Algebra I by eighth grade compared with 63 percent of the non-AVID students. Overall, the AVID rate of algebra completion was 5 percent greater than that of the comparison group. At grade 8 alone, where the gap in Figure 7 is widest, the difference was nearly 11 percent.

Table 10: Algebra I Completion Rates Completed Algebra I by the End of Grade 8

Group	Yes		No		Total	
	N	%	N	%	N	%
AVID	635	68.4	293	31.6	928	100.0
Comparison	529	63.0	311	37.0	840	100.0

Figure 7: Percent of Students Completing Algebra I by the End of Grade 8



Objective 3: High school AVID students will enroll in at least one rigorous course as indicated by the percentage of students enrolling in one or more AP or IB courses.

Analyses for Objective 3 revealed that of the 754 high school students enrolled in AVID during the 2014-2015 school year, 317 (42%) had enrolled in at least one rigorous course. This number was significantly higher than the 137 comparison group students (18%) who took one or more AP/IB courses.

Objective 4: High school AVID students will enroll in courses for college credit as indicated by the percentage of students enrolling in one or more college or dual-enrollment courses.

Overall for Objective 4, 346 of the AVID high school students (46%) took at least one college or dual enrollment course, and some AVID students took several. Meanwhile, 205 of the 754 comparison group students (27%) took at least one such course. In addition, a review of the available data for 2014-2015 revealed that 929 of the 6,372 courses (15%) taken by the 754 AVID students in high school were college-credit or dual-enrollment courses. By comparison, 689 of the 5,504 courses (13%) taken by the 754 non-AVID students in the comparison group were college-credit or dual-enrollment courses.



Goal #2: Academic Success

AVID students are expected not only to enroll in rigorous courses but also to demonstrate academic success. The second goal stated that “AVID students will demonstrate academic success.” Seven objectives focused on academic success in core and AVID courses, in college-preparatory courses, on state SOL assessments, on AP exams, and on standardized exams such as Readiness, PSAT, SAT, and ACT. In addition, participation in AP exams and on-time graduation rates were addressed.

Objective 1: AVID students will demonstrate academic success in core and AVID courses as indicated by the percentage of students who earn a grade of “C” or better in core and AVID courses.

As shown in Table 11, nearly 98 percent or more of AVID middle school students and 78 to 94 percent of AVID high school students earned a “C” or higher in each core subject area. A greater percentage of AVID students than non-AVID students earned grades of “C” or higher at each school level and in each subject area.

Table 11: Comparison of AVID and Matched Students Who Earned a “C” or Better in All Core Courses and the AVID Elective

Subject Area	Middle School		High School		Total	
	AVID	Non-AVID Comparison	AVID	Non-AVID Comparison	AVID	Non-AVID Comparison
	%	%	%	%	%	%
Language Arts	98.9	95.2	90.4	84.7	94.7	90.0
Math	97.5	93.9	78.4	69.7	88.9	82.9
Science	99.2	95.9	88.7	80.7	94.6	89.4
Social Studies	99.0	95.8	93.5	81.6	96.7	89.9
Average	98.6	95.0	88.1	78.6	93.3	86.8
AVID Elective	99.3	n/a	97.4	n/a	98.0	n/a

Objective 2: AVID students will demonstrate academic success in college-preparatory courses as indicated by the percentage of students who earn a grade of “C” or better in academically rigorous courses (i.e., honors or high school credit for middle school and AP/IB for high school).

To meet the second objective, AVID students needed to earn a “C” or better in their academically rigorous courses. As displayed in Table 12, at least 90 percent of the AVID students in middle school and high school earned a grade of “C” or higher, except in the areas of high school math and high school science. Meanwhile, at least 90 percent of the students in the comparison group also earned at a least a “C” in all areas, except for high school math and high school social studies. In middle school, greater percentages of AVID students earned at least a “C” in all subject areas. In high school, the AVID students outperformed the comparison group in social studies only. Overall, when middle school and high school are considered together, the AVID students outperformed the comparison group in two of the four subject areas – specifically, science and social studies.

Table 12: Comparison of AVID and Matched Students Who Earned a “C” or Better in Academically Rigorous Courses

School Level	Subject Area	AVID		Comparison	
		N	%	N	%
Middle	Language Arts	497	99.6	428	98.4
	Math	490	100.0	424	97.6
	Science	496	100.0	428	98.6
	Social Studies	497	99.6	428	98.8
High	Language Arts	314	90.1	195	91.8
	Math	221	79.2	141	81.6
	Science	207	88.4	154	90.3
	Social Studies	119	92.4	59	84.8

**Table 12: Comparison of AVID and Matched Students
Who Earned a "C" or Better in Academically Rigorous Courses (continued)**

School Level	Subject Area	AVID		Comparison	
		N	%	N	%
Overall	Language Arts	811	95.9	623	96.3
	Math	711	93.5	565	93.6
	Science	703	96.6	582	96.4
	Social Studies	616	98.2	487	97.1

Table 13 is derived from Table 12. It shows the difference between the AVID and comparison group percentages, and it focuses attention on the differences between the two groups in the number and percent of students who were enrolled in rigorous courses. Negative values indicate subject areas where AVID lagged behind the comparison group. Further, Table 13 shows the enrollment differences between the numbers of AVID and non-AVID students taking rigorous courses in each subject area at each school level. Notably greater numbers of AVID students were enrolled. In several cases, the numbers and percentages signify differences that are substantial. In summary, although differences in academic performance in the rigorous courses were generally not large, there were substantially higher percentages of AVID students enrolled in those rigorous courses than non-AVID students.

**Table 13: Differences From Table 12 Between AVID and Matched Students
Who Earned a "C" or Better in Academically Rigorous Courses**

School Level	Subject Area	Difference Between AVID and Comparison in Percent of Students Earning a "C" or Better	Difference Between AVID and Comparison in Enrollment in Rigorous Courses	
		%	N	%
Middle	Language Arts	1.2	69	7.5
	Math	2.4	66	7.2
	Science	1.4	68	7.4
	Social Studies	0.8	69	7.5
High	Language Arts	-1.7	119	23.4
	Math	-2.4	80	22.1
	Science	-1.9	53	14.7
	Social Studies	7.6	60	33.7
Overall	Language Arts	-0.4	188	13.1
	Math	-0.1	146	11.4
	Science	0.2	121	9.4
	Social Studies	1.1	129	11.7

Objective 3: AVID students will demonstrate proficiency on state-mandated Standards of Learning (SOL) exams as indicated by the percentage of students who score proficient or above.

Data related to Objective 3 focused on SOL results are shown in Table 14. As shown, the AVID middle school and high school students outperformed the comparison groups in all subject areas in terms of the percent of students passing the SOL exams.

**Table 14: Comparison of AVID and Matched Students
Who Scored Proficient or Better on SOL Exams**

School Level	Subject Area	AVID		Non-AVID Comparison	
		N Tested	%	N Tested	%
Middle	Reading	717	90.9	688	86.6
	Writing	250	85.2	243	75.3
	Math	711	93.1	677	89.4
	Science	388	94.8	348	88.5
	Social Studies	252	97.2	242	93.4
High	Reading	174	90.8	140	85.0
	Writing	169	91.1	137	75.9
	Math	461	85.0	408	82.1
	Science	525	86.1	485	82.1
	Social Studies	584	89.6	496	82.7
Overall	Reading	891	90.9	828	86.4
	Writing	419	87.6	380	75.5
	Math	1,172	89.9	1,085	86.6
	Science	913	89.8	833	84.8
	Social Studies	836	91.9	738	86.2

Objective 4: AVID students enrolled in AP courses will participate in and display proficiency on AP exams as indicated by the percentage of AP students who take the exam and the percentage who score a 3 or higher.

Objective 4 focuses on participation in and performance on AP exams. The findings from analyses of the available AP-related data are presented in Table 15. Nearly twice as many AVID students as comparison group students were enrolled in at least one AP course – 36 percent compared to 18 percent. Both groups had much lower rates of AP enrollment than did all other non-AVID students in AVID schools. While a greater percentage of AVID students enrolled in AP courses, the participation rate of AVID students in AP exams was lower than that of the comparison group and the other non-AVID students in AVID schools – 72 percent compared to 76 percent and 82 percent, respectively.

As indicated by the percentage earning an exam score of “3” or better, the successful performance of AVID students was lower than that of the comparison group (29% compared to 56%), while 68 percent of the remaining non-AVID students in AVID schools scored “3” or better.

Table 15: AVID Participation in AP Exams

Objectives	AVID		Non-AVID Comparison		All Other Non-AVID in AVID Schools	
	N	%	N	%	N	%
Enrolled in AP course(s)	273 of 754	36.2	137 of 754	18.2	3,420 of 6,441	53.1
Took at least one AP exam	197 of 273	72.2	104 of 137	75.9	2,813 of 3,420	82.2
Scored a “3” or better	58 of 197	29.4	58 of 104	55.8	1,900 of 2,813	67.5

Objective 5: Participation in AP exams by AVID students enrolled in AP courses will increase as indicated by increases in the percentages of students taking examinations from 2012-2013 to 2014-2015.

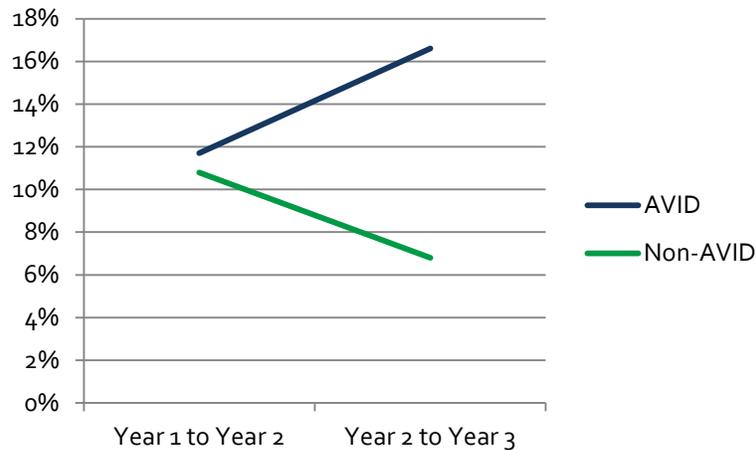
The fifth objective called for participation in AP exams to increase from 2012-2013 to 2014-2015. Given that some students take more than one AP exam in a single school year, Table 16 shows the AP participation in terms of the number of exams administered rather than the number of students participating with respect to the AVID students and all other non-AVID students in AVID schools who took at least one AP exam.

Table 16: Participation in AP Exams

School Year	AVID		All Other Non-AVID in AVID Schools	
	N	%	N	%
2012-2013	67 of 121	55.4	1,838 of 2,643	69.5
2013-2014	91 of 147	61.9	2,123 of 2,755	77.0
2014-2015	197 of 273	72.2	2,813 of 3,420	82.2

As Table 16 indicates, participation in AP exams among AVID students steadily increased 17 percentage points over the three-year period – from 55 to 72 percent. For the sake of providing interpretive context, the participation in AP exams among all other non-AVID students in AVID schools increased by over 12 percentage points – from 70 to 82 percent. Figure 8 shows that the AVID rate of increase was appreciably faster than that of the non-AVID students – a relative increase of 30 percent for the AVID students compared to 18 percent for the other students.

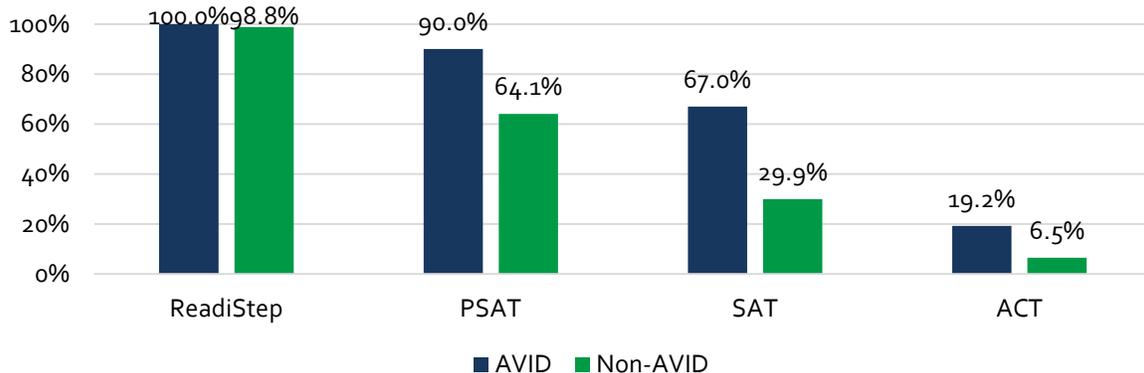
Figure 8: Rate of Increase in AP Exam Participation Rates



Objective 6: AVID students will participate in and display proficiency on standardized exams (i.e., RediStep, PSAT, SAT, ACT) as indicated by the percentages of students who take the exam and the percentages who meet or exceed the appropriate college-readiness benchmarks.

Objective 6 focused on participation in standardized exams as well as the percentages who met the college-readiness benchmarks for the exams. Figure 9 displays the participation rates for AVID and non-AVID students for each exam.³ A greater percentage of AVID students participated in each of the exams compared with non-AVID students.

Figure 9: Participation in Standardized Exams



The following tables display the percentages of students meeting the college-readiness benchmarks for each exam. When interpreting them, it is important to keep two considerations in mind. First, the smaller the overall number of students taking the exam, the fewer the number of students needed to create a large difference in percentages. Second, the ReadStep, PSAT, SAT, and ACT exams do not measure the same specific content in the same way, nor are the four exams the same with respect to difficulty. Therefore, it is not possible to draw valid inferences by comparing the outcomes of one exam with another.

Data shown in Tables 17 to 20 demonstrate an overall pattern of results showing that higher percentages of the non-AVID students in the comparison group met the college-readiness benchmarks on each exam than the AVID students. There was one exception on the math portion of the ACT. This pattern of results which favored non-AVID comparison group students was likely attributable to the smaller numbers of those students (and thus, the restricted score range) taking the exams.

Table 17: ReadStep - Students Meeting Benchmark

Test	AVID Students		Non-AVID Comparison	
	N	%	N	%
Reading	114	45.1	117	46.8
Math	118	46.8	133	53.6
Writing	78	30.8	101	40.4
Composite	58	23.0	90	36.4

Note: Eighth graders took the ReadStep exam (252 to 253 of the 253 AVID students and 247 to 250 of the 253 non-AVID students, depending on subtest).

Table 18: PSAT - Students Meeting Benchmark

Test	AVID Students		Non-AVID Comparison	
	N	%	N	%
Critical Reading	78	18.7	75	25.3
Math	80	19.2	68	22.9
Writing	55	13.2	54	18.2

Note: The PSAT was taken mainly by sophomores and juniors in 2014-2015 (417 of the 463 AVID students and 297 of the 463 non-AVID students).

Table 19: SAT - Students Meeting Benchmark

Test	AVID Students		Non-AVID Comparison	
	N	%	N	%
Critical Reading	51	26.2	37	42.5
Math	54	27.7	36	41.4
Writing	28	14.4	39	44.8

Note: The SAT test takers were juniors and seniors (195 of the 291 AVID students and 87 of the 291 non-AVID students).

Table 20: ACT - Students Meeting Benchmark

Test	AVID Students		Non-AVID Comparison	
	N	%	N	%
Reading	27	48.2	11	57.9
Math	18	32.1	4	21.1
Writing	14	25.0	7	36.8
Science	9	16.1	5	26.3

Note: The ACT test takers were juniors and seniors (56 of the 291 AVID students and 19 of the 291 non-AVID students).

Objective 7: AVID students will graduate from high school as indicated by their on-time graduation rates.

The final objective of Goal 2 involved the on-time high school graduation rates. For the graduating class of 2015, all but one of the 121 AVID students (99%) graduated on time as compared with the 107 of the 115 students (in the matched non-AVID group (93%). However, as Table 21 shows, the effects of AVID became more evident when a distinction was made between a standard and an advanced/IB diploma. The 33 percent difference between the AVID and comparison students with respect to advanced/IB diplomas would be considered noteworthy in any context.

Table 21: On-Time Graduation by Diploma Type

Diploma Type	AVID Students	Non-AVID Comparison
	%	%
Standard	23.3	56.2
Advanced/IB	76.7	43.8

Goal #3: College Enrollment

The third goal stated that “AVID students will enroll in a college or university upon graduation.” Four objectives focused on students applying for, being accepted in, and enrolling in college, as well as persisting in college for a second year and earning scholarship money.

Objective 1: AVID students will apply, be accepted, and plan to attend a college or university as indicated by the percentages of students who are reported in these categories on the AVID Data Collection Form.

Data to assess the first objective were based on the available data compiled from the AVID Data Collection Form completed by each AVID school. Six AVID sites had seniors and were included in the data. The results reflect four-year institutions only due to data availability. The overall rate of acceptances to applications – 122 acceptances from 133 applications – was 92 percent for the 2014-2015 school year. Of the 132 AVID students, 98 (74%) planned to attend a four-year college or university.

Table 22: College Admission Information for AVID Students in 2014-2015

High Schools	Applications	Acceptances	Plan to Attend	Total Students
Bayside	21	21	16	28
Frank W. Cox	17	14	12	25
Green Run	34	28	23	24
Kempsville	17	16	10	9
Landstown	27	26	23	30
Salem	17	17	14	16
Total	133	122	98	132

Note: Neither Green Run Collegiate nor Ocean Lakes HS had 12th grade students.

Objective 2: AVID students will enroll at a college or university as indicated by the percentages of students who enroll at two- or four-year postsecondary institutions within the first year following their high school graduation.

AVID students are expected to enroll in a college or university upon graduation. College enrollment data during the first year after graduation for 2015 graduates were not available at the time of this report. Therefore, information for students who graduated in 2013 or 2014 was used instead. Because of this, comparisons between the AVID and the matched non-AVID students was not possible.

The percentages of AVID students who enrolled in two- or four-year postsecondary institutions within the first year of their high school graduation are shown in Table 23 for the 2013 and 2014 graduating classes. AVID students in both years enrolled in college at a greater rate than that of non-AVID students in AVID schools. For reference, the

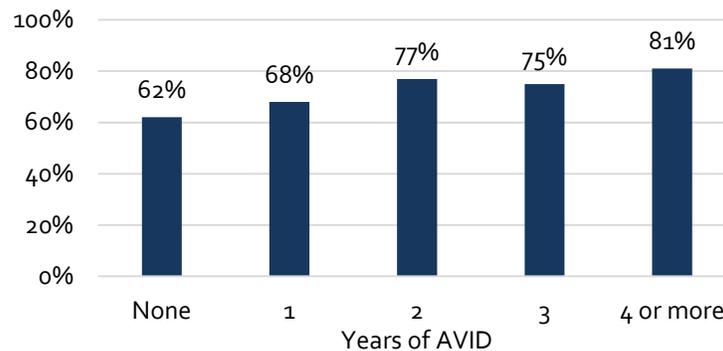
VBCPS rate for the entire 2013 and 2014 graduating classes was 63 percent. Of the 2014-2015 AVID students, 79 percent enrolled in college during the first semester (i.e., fall) after graduation compared to 42 percent of the non-AVID students in the matched comparison group.

Table 23: College Enrollment Within First Year of High School Graduation

School Year	AVID		All Others	
	N	%	N	%
2012-2013	265 of 337	78.6	2,685 of 4,180	64.2
2013-2014	303 of 411	73.7	2,729 of 4,303	63.4
Composite	568 of 748	75.9	5,414 of 8,483	63.8

Of particular interest in evaluating the effects of AVID is a breakdown of these figures by years enrolled in AVID. This is shown in Figure 10. Students who participated in AVID for just one year attended college at a rate nearly 6 percent greater than their non-AVID counterparts. Students with four or more years of AVID attended a two- or four-year postsecondary institution at a rate more than 18 percent greater than students with no AVID experience.

Figure 10: Percent of AVID and All Other Non-AVID Students in AVID Schools Attending College – 2013 and 2014 Graduating Classes Combined



Objective 3: AVID students will persist in their enrollment at a college or university as indicated by the percentage of students who return for their sophomore year.

The findings from the analysis of college persistence data for the 2012-2013 and 2013-2014 graduating classes are presented in Table 24. The second-year persistence rate of AVID students is 5 to 10 percentage points higher than that of all non-AVID students.

Table 24: College Persistence Into Sophomore Year

School Year	AVID		All Others	
	N	%	N	%
2012-2013	221 of 345	64.1	2,347 of 4,320	54.3
2013-2014	244 of 420	58.1	2,347 of 4,410	53.2
Composite	465 of 765	60.8	4,694 of 8,730	53.8

For comparative context, ACT reports a national first-to-second year college persistence rate of nearly 66 percent for 2013 and 68 percent for 2014, which is similar to the 2014 national rate of nearly 70 percent reported by the National Student Clearinghouse. For reference, the VBCPS persistence rate for the class of 2013 was 85 percent according to National Student Clearinghouse data.

Objective 4: AVID students will earn scholarship money for higher education as indicated by the average amount of and the total percentage of students who receive monetary assistance from a scholarship.

The fourth and final objective for Goal 3 involves the average amount and the total percentage of AVID students who earned monetary assistance from a scholarship. As indicated in Table 25, both the median⁴ amount and the total amount of scholarship money offered to and accepted by AVID students increased significantly from the 2012-2013 school year to the 2013-2014 school year.

Table 25: Median Scholarship Amounts

School Year	Offered		Accepted	
	AVID	Non-AVID	AVID	Non-AVID
2012-2013	\$20,000	\$20,000	\$4,125	\$12,000
2013-2014	\$20,000	\$26,125	\$8,527	\$12,000
Composite	\$20,000	\$24,000	\$6,000	\$12,000

Further analysis also revealed that scholarship money was offered to 30 percent of the AVID students across the two years. Scholarship money was offered to 26 percent of the non-AVID college attendees. Of those students to whom scholarship money was offered, 89 percent of the AVID students and 92 percent of the non-AVID students accepted the funding.

Goal #4: Confidence and Positive Attitude

The fourth and final goal stated that “AVID students will demonstrate confidence and a positive attitude toward school and educational attainment.” Five objectives focused on attendance, discipline, and perceptions of confidence and positive attitudes toward school and higher education.

Objective 1: AVID students will maintain satisfactory attendance rates as indicated by rates equal to or above those of the general student population and by the percentage of students who agree they attend school more regularly based on a student survey.

The first part of the objective states that AVID students will maintain satisfactory attendance rates equal to or above those of the general student population, especially the matched non-AVID comparison group. The attendance rate for AVID students in 2014-2015 was 96.5 percent compared to 95.0 percent for the comparison group. The attendance rate for all other non-AVID students in AVID schools was 94.6 percent. Although these differences may appear small, they were statistically significant.⁵ It should be noted that similar differences were observed when middle school and high school were analyzed separately. In addition, on the student survey, 86 percent of the AVID students agreed that they attended school more regularly because of their participation in AVID.

Objective 2: AVID students will maintain satisfactory citizenship as indicated by discipline referrals at rates equal to or lower than the general student population.

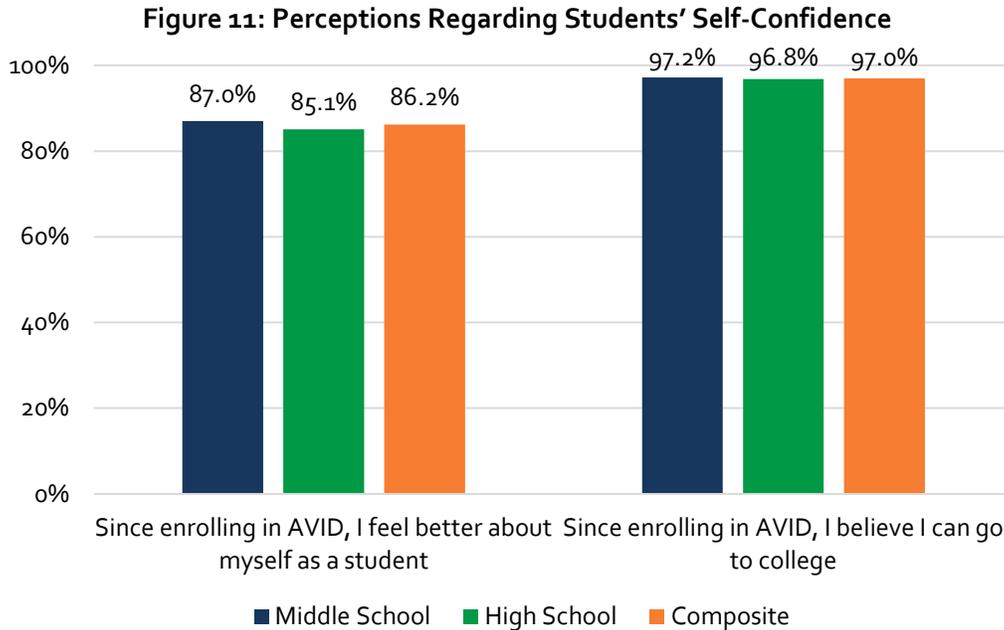
The second objective focused on discipline referrals. Table 26 presents an analysis of the discipline referrals of each group during the 2014-2015 school year. AVID students were referred for discipline less frequently than the students in the comparison group and the non-AVID students in general. This was the case at both middle schools and high schools. Similar patterns between AVID and matched non-AVID students emerged when the rates of student discipline referrals and suspensions were disaggregated by demographic characteristics, such as socioeconomic status.

Table 26: Summary of Discipline Referrals

School Level	AVID		Comparison		All Others	
	N	%	N	%	N	%
Middle	115 of 720	16.0	151 of 720	21.0	2,202 of 8,467	26.0
High	175 of 754	23.2	233 of 754	30.9	3,297 of 12,100	27.2
Overall	290 of 1,474	19.7	384 of 1,474	26.1	5,499 of 20,567	26.7

Objective 3: AVID students will exhibit confidence as indicated by the percentages of students who (1) feel better about themselves as students and (2) believe they can go to college based on a student survey.

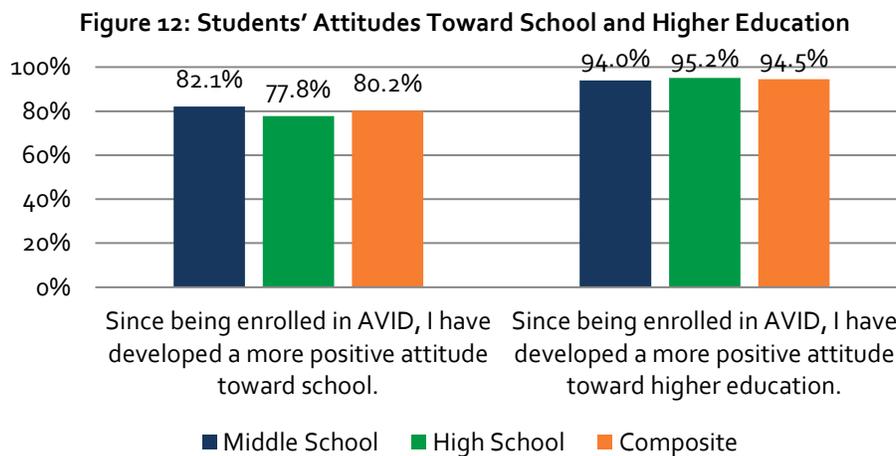
Data from the student survey were analyzed to address Objective 3. As shown in Figure 11, 86 percent of the AVID students agreed that they felt better about themselves as students since enrolling in AVID. Even more positively, 97 percent of the same students agreed that since enrolling in AVID, they believed they could attend college.



Objective 4: AVID students will report the system helped them develop a positive attitude toward school as indicated by the agreement percentage on a student survey.

Objective 5: AVID students will report the system helped them develop a positive attitude toward higher education as indicated by the agreement percentage on a student survey.

Results for both objectives 4 and 5 were also based on the student survey. As shown in Figure 12, 80 percent of the students agreed that they had developed a positive attitude toward school since enrolling in AVID, and nearly 95 percent of the AVID students reported they had developed a positive attitude toward higher education.

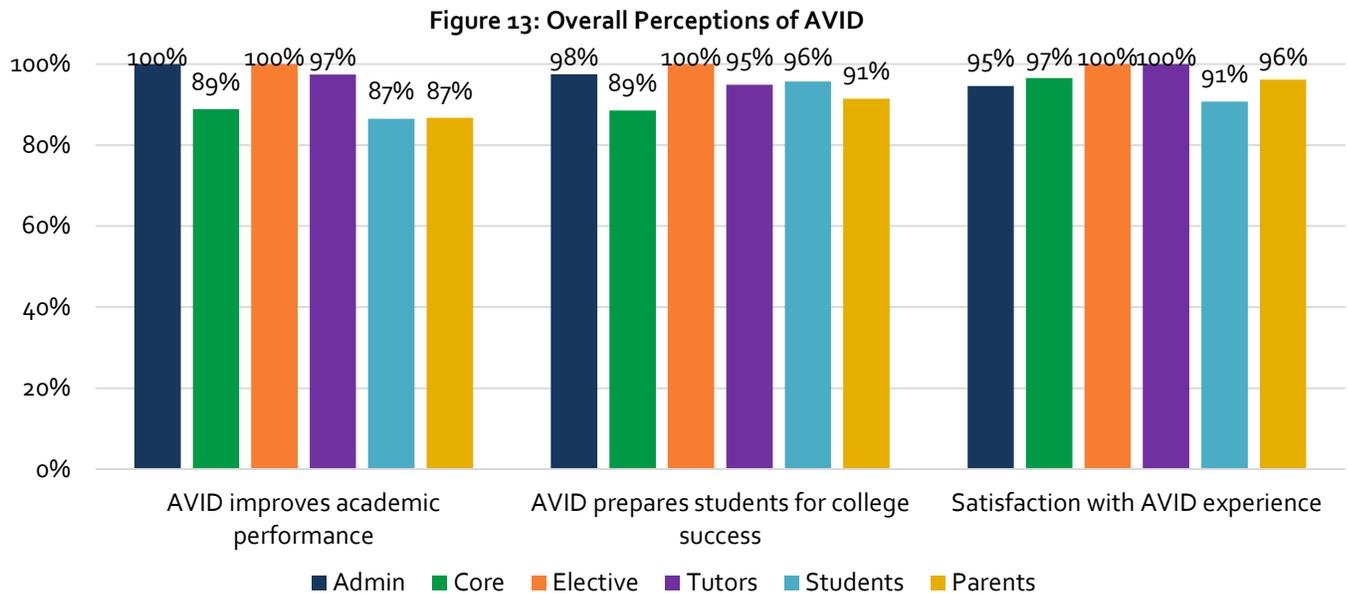


Stakeholder Perceptions

This section of the report provides a summary of the general survey items that were asked of multiple stakeholder groups and the most common themes from the two open-ended survey items. Other survey results regarding the operational components of AVID were presented previously in the applicable sections of the report.

Overall Perceptions

Figure 13 displays the results for survey items assessing overall perceptions. Strong positive results were found for all groups of respondents with agreement levels at 87 percent or higher; although, there was some variation in results depending on the respondent group.



Open-Ended Survey Responses

Each group was presented with comparable versions of two open-ended survey questions, one related to program strengths and the other to program improvements.

Program Strengths. The first open-ended question asked, “What did you (students) gain from being enrolled in AVID?” There was general agreement among all the groups that being enrolled in AVID contributed to students’ self-confidence, motivation, focus, organization, time management, note-taking ability, study skills, and positive attitude toward school and higher education. Of interest is that many student respondents emphasized that their participation in AVID had given them a sense of “belonging,” “friendship,” and “family.” As one student wrote, “It is like my second family that helps through the rough times not just in school, but in life in general.” This was a recurrent theme with many students, one that might help to explain the higher attendance rates and lower referral and suspension rates among AVID participants as compared with those of the non-AVID comparison group.

Program Improvements. The second open-ended question provided the survey respondents from all the groups an opportunity to suggest how AVID might be improved. Not surprisingly, the different groups displayed less general consensus, tending instead to respond to the question from their own perspective and purview. For example, the most common theme among principals and assistant principals involved funding, especially related to staff development and the source of funding at the high school level (e.g., allocations). Core teachers, however, frequently made suggestions regarding training; although, there was little consensus (i.e., more training, less training, or better training). In contrast, a common theme among the students involved issues related to tutorials and the strictness with which tutors checked student binders.

Additional Cost

The final evaluation question addressed the additional cost of AVID to the school division during 2014-2015 for all AVID sites including Green Run Collegiate. Cost information from 2014-2015 was provided by the Department of Teaching and Learning's Office of Guidance Services and Student Records. The Office of Business Services (payroll) was consulted about staffing costs and provided expenses. The Office of Budget Development provided information about benefit costs. The Department of School Leadership and the Department of Teaching and Learning's Office of Secondary Teaching and Learning were also consulted to ensure that all expenses were included.

Table 27 displays the cost categories for AVID at middle and high schools during the 2014-2015 school year. The largest cost was for staffing which totaled nearly 1.7 million dollars. The staffing costs included wages for AVID personnel and FICA at 7.65 percent of wages. In addition, Virginia Retirement System and life insurance benefits at 18.67 percent and health insurance costs of \$6,980 per person were included for the AVID instructional specialist and AVID instructors.⁶ Based on data from the Department of Human Resources as of spring 2015, AVID instructors at middle schools accounted for 8.2 FTEs, while at high schools, AVID instructors accounted for 7.6 FTEs. A total of 76 AVID tutors were employed during 2014-2015 based on spring data.

In addition to staffing, professional development costs were the next largest expense at nearly \$97,000. The costs were for the Summer Institute. Costs for instructional materials and supplies such as consumable binders and organizational supplies totaled nearly \$31,000. AVID membership fees were \$69,425 in 2014-2015. Three new sites were added in 2014-2015 which impacted the costs. The total additional cost for AVID at the secondary level was nearly \$1.9 million dollars for the 16 sites.

Table 27: Additional AVID Costs for 2014-2015

Cost Category	Middle Schools (8 Sites)	High Schools (8 Sites)	Total for Secondary AVID
Staffing Total*	\$900,769	\$768,579	\$1,669,348
AVID Instructional Specialist** and AVID Instructors	\$707,381	\$616,735	\$1,324,116
AVID Tutors	\$184,706	\$143,456	\$328,162
AVID Substitutes	\$8,682	\$8,388	\$17,070
Instructional/Curriculum Materials and Supplies	\$15,977	\$14,917	\$30,894
AVID Fees	\$38,400	\$31,025	\$69,425
Professional Development and Local Travel**	\$59,696	\$36,834	\$96,530
Total	\$1,014,842	\$851,355	\$1,866,197

* Includes FICA for all staff and benefits for the AVID instructional specialist and AVID instructors.

**The expenses related to the instructional specialist were divided equally between middle and high schools for the purposes of this table.

Recommendations and Rationale

Recommendation #1: Develop a plan to expand AVID to other middle and high schools as funding permits. (Responsible Group: Department of Teaching and Learning)

Rationale: AVID students outperformed matched comparison group and/or other non-AVID students in general, with respect to the following:

- Student attendance
- Disciplinary referrals and suspensions
- Students' participation and performance in rigorous coursework

- Reducing achievement differences between subgroups such as economically advantaged and disadvantaged students
- Rates of on-time high school graduation
- Rates of college enrollment and persistence

Students “in the academic middle” at other schools would also benefit from AVID. Accordingly, AVID should expand to other middle and high schools as the division budget permits.

Recommendation #2: 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. *(Responsible Groups: Department of School Leadership, Department of Teaching and Learning)*

Rationale: Only 62 percent of the administrators and 23 percent of the core teachers who responded to the AVID stakeholder survey attended the AVID Summer Institute or Path Training sessions. Yet, of those who did attend, 92 percent of the administrators and 94 percent of the core teachers, as well as 100 percent of the AVID elective teachers, agreed that the Summer Institute was beneficial to understanding and implementing AVID methodologies. As one core teacher stated: “I would suggest to provide more AVID training. The Summer Institute that I attended was the most beneficial training that I have ever attended. This training allowed me to collaborate with other teachers in the program from different parts of the country, and it was strategy-based. I left with so many resources that I immediately implemented in my classroom.”

Given the widespread agreement that the AVID training is beneficial, in combination with the desirability of having AVID elective teachers coordinate and collaborate with core teachers, the division should increase the opportunity for staff to attend the Summer Institute and Path Trainings, as funding permits.

Recommendation #3: Identify and develop methods to retain students in AVID. *(Responsible Groups: Department of Teaching and Learning, AVID Schools)*

Rationale: The effects of AVID become more pronounced the longer that students are enrolled in AVID. Thus, it is important not only to introduce students to AVID as early as possible but also to retain those students in the program for as long as possible. About two of every three AVID students participate in AVID for more than one year. For a variety of reasons, one in three students discontinue their AVID involvement after one year. Therefore, it would be advisable to identify and implement specific policies and procedures to ensure that students remain in the program in order to receive as many program benefits as possible. One potential set of retention techniques might involve leveraging the sense of belonging or “family” that AVID nurtures among its participants. The cohesion experienced by AVID students can be utilized to increase the retention rate at current AVID sites. Additional leverage may come with increased parental and family involvement in AVID activities.

Recommendation #4: Identify and develop methods to increase students’ successful completion of Algebra I by the end of grade 8. *(Responsible Groups: Department of Teaching and Learning, AVID Schools)*

Rationale: Only 68.5% of AVID students in middle school successfully completed Algebra I by the end of eighth grade, compared with 62.5% of the comparison group. Although the AVID students outperformed the comparison group, the AVID students fell short of its goal of having all AVID students in middle school successfully complete Algebra I before entering high school. Consequently, it is recommended that methods to increase Algebra I completion be identified, developed, and implemented.

Recommendation #5: Identify and develop methods to increase the percentages of students who meet the college-readiness benchmarks on standardized end-of-course (i.e., AP) and college-entry exams (i.e., PSAT, SAT, and ACT). (Responsible Groups: Department of Teaching and Learning, AVID Schools)

Rationale: The percentages of AVID students who met the college-readiness benchmarks on end-of-course and college entrance exams was low (13% to 48%), and generally were less than the non-AVID comparison group. Such benchmarks are indicators not only of college entry and persistence but also of the quality of the institutions to which students are accepted, as well as the amount of scholarship money that students are offered. It, therefore, is imperative that local AVID staff and core teachers identify, develop, and implement strategies and methods to increase student performance on these exams.

Appendix A : 2014-2015 AVID Secondary Essentials and Indicators



VIRGINIA BEACH CITY PUBLIC SCHOOLS
AHEAD OF THE CURVE

Department of Teaching and Learning
Office of Guidance Services and Student Records



2014-2015 AVID Secondary Essentials and Indicators

(Revised July 17, 2014)

1. **Student Selection**
 - 1.1 Students meeting selection criteria for “students in the middle”
 - 1.2 Student recruitment process and plan
 - 1.3 Site team members participating in student selection
2. **Voluntary participation of students and staff**
 - 2.1 Student contracts and parent involvement
 - 2.2 Voluntary participation of AVID elective teacher
 - 2.3 Voluntary participation of site team members
 - 2.4 Long-term process for identifying and selecting AVID elective teacher
 - 2.5 Long-term process for identifying and selecting AVID site team members
 - 2.6 Student access to rigorous courses
3. **AVID elective course**
 - 3.1 AVID elective courses scheduled during school day
 - 3.2 AVID elective courses scheduled for all grade levels
 - 3.3 College and community partnerships
 - 3.4 AVID students accessing and evaluating digital information from multiple sources
4. **Rigorous, college-prep coursework**
 - 4.1 Students earning a “C” or better in core courses
 - 4.2 Students enrolling in the most rigorous courses for their grade level
 - 4.3 (HS) AVID juniors and seniors completing one or more AP, IB, or dual credit college courses; increase in number of AVID students taking AP/IB exams
 - 4.4 (HS) AVID students taking the SAT/ACT exams
 - 4.5 (MS) AVID 8 students registered in at least one rigorous course for their grade level
 - 4.6 (MS) AVID 8 students enrolled in higher-level mathematics
 - 4.7 (MS) AVID 8 students selecting college-prep courses for grade 9
 - 4.8 (MS) AVID 8 students taking the PSAT, PLAN, ReadStep, and/or Aspire tests
5. **Developing students’ organizational skills that promote academic self-management**
 - 5.1 Students developing organizational skills to manage responsibilities in core classes
 - 5.2 Using the AVID binder as a resource and study tool
 - 5.3 Time management strategies (agendas, calendars, planners, task lists)
 - 5.4 Using resources (notes, binder) to seek clarity and take responsibility for their learning
 - 5.5 Students setting goals and monitoring school performance
6. **Strong, relevant writing and reading curriculum**
 - 6.1 Writing-to-learn strategies utilized throughout the school year in AVID core and AVID elective courses
 - 6.2 Students using print and electronic sources and writing for review, study, analysis, synthesis, and evaluation

Appendix A: AVID 2014-2015 Secondary Essentials and Indicators (continued)

- 6.3 Students taking and using Cornell Notes to understand rigorous content
- 6.4 Written reflections and learning logs in the AVID core and AVID elective courses
- 6.5 Students receiving support in the use of critical reading process
- 7. **Using inquiry and collaboration to promote critical thinking**
 - 7.1 Students using higher-level questions in notes and discussions to demonstrate critical thinking
 - 7.2 Students asking higher-level questions during tutorials and class discussions
 - 7.3 Students participating in philosophical chairs and Socratic seminars
 - 7.4 Students using structures for collaboration on projects
 - 7.5 Students leading collaborative study groups
 - 7.6 Students modeling leadership skills while collaborating
 - 7.7 Students using technology as a tool for collaboration
- 8. **Trained tutors from colleges and universities in AVID elective classes**
 - 8.1 Tutors supporting student-centered discussions and challenging students to higher levels of thinking
 - 8.2 Tutor training and coaching
 - 8.3 Having a student/tutor ratio no higher than 7:1
 - 8.4 Utilizing resources in the AVID Tutorial Guide (Tutorial Request Form, Tutorial Analysis Grade Activity, tutorial observation forms)
 - 8.5 Tutor recruitment and retention
 - 8.6 Training AVID elective teachers in using current AVID tutorial guides
- 9. **Monitoring AVID implementation and student progress through the AVID Center Data System**
 - 9.1 Submitting AVID data collection forms to the AVID Center on time
 - 9.2 AVID site team utilizing test data to improve the AVID system school-wide
 - 9.3 AVID site team analyzing data to revise school improvement plan to ensure that students succeed in rigorous, advanced courses
 - 9.4 AVID site team using standardized test data to inform instruction and increase access to rigorous courses for all AVID students
 - 9.5 (HS) Students scoring proficient or above on state-mandated end-of-course exams
 - 9.6 (HS) AVID seniors applying and being accepted to one or more 4-year colleges and/or universities; senior portfolio for college acceptance
- 10. **School/district resources and AVID professional learning**
 - 10.1 Site involvement in AVID budget development process
 - 10.2 AVID site plan interrelated with school and district improvement plans
 - 10.3 AVID elective teacher participating in Summer Institute
 - 10.4 Site teachers, counselors, and administrators participating in Summer Institute and/or Path Training
 - 10.5 Principal, site administrators, and district administrators applying AVID professional learning from AVID Summer Institute and other AVID leadership training
- 11. **Interdisciplinary AVID site team collaboration**
 - 11.1 Principal, parents, students, and tutors represented on AVID site team
 - 11.2 Site team using the site plan as a “living document”
 - 11.3 Site team meeting at least monthly to plan and discuss access issues and student success in rigorous courses
 - 11.4 Site team supporting the AVID site coordinator/elective teacher to implement AVID
 - 11.5 Site team leadership to support AVID articulation between grade levels at school and feeder schools
 - 11.6 Parental/family involvement in AVID
 - 11.7 Site team providing professional learning school-wide on AVID strategies and methodologies

Appendix B: Characteristics of AVID and Non-AVID Students in the Matched Groups

Note: The one-to-one correspondence on a particular demographic or prior achievement characteristic may be less than perfect. However, the combination is what matters. Of the nearly 1,500 individual student matches, nearly 76 percent are perfect, and the others are virtually identical.

Grade Level Characteristics of AVID and Non-AVID Students in the Matched Groups

Grade	AVID Students		Non-AVID Comparison	
	N	%	N	%
6	201	13.6	201	13.6
7	266	18.0	266	18.0
8	253	17.2	253	17.2
9	253	17.2	253	17.2
10	210	14.2	210	14.2
11	168	11.4	168	11.4
12	123	8.3	123	8.3
Total	1,474	100	1,474	100

Note. Percentages may not add up to 100 percent due to rounding.

Demographic Characteristics of AVID and Non-AVID Students in the Matched Groups

Characteristic	AVID Students		Non-AVID Comparison		VB Secondary Schools (Total N Gr 6-12 = 38,911)
	N = 1,474	%	N = 1,474	%	%
Gender					
Female	907	61.5	896	60.8	51.0
Male	567	38.5	578	39.2	49.0
Ethnicity					
African American	550	37.3	527	35.8	25.2
American Indian	1	0.1	1	0.1	0.3
Asian/Native Hawaiian/Pacific Islander	91	6.1	90	6.1	6.4
Caucasian	556	37.7	577	39.1	50.7
Hispanic	143	9.7	148	10.0	9.8
Multiracial	133	9.0	131	8.9	7.7
Economically Disadvantaged					
Yes (Free/Reduced Lunch)	605	41.0	580	39.3	32.7
Identified Special Education					
Yes	40	2.7	36	2.4	10.6
Identified Limited English Proficiency					
Yes	12	0.8	12	0.8	1.0
Identified Gifted*					
Yes	120	8.1	197	13.4	15.9
Military Connected					
Yes	406	27.5	376	25.5	17.7

Note. Percentages may not add up to 100 percent due to rounding.

*Includes artistically and intellectually gifted students.

Characteristics of AVID and Non-AVID Students in the Matched Groups

Standards of Learning (SOL) Scale Scores	AVID Students	Non-AVID Comparison
Reading	440	442
Writing	442	446
Mathematics	441	444
Science	431	441
History	458	462

Middle School Enrollment of AVID and Non-AVID Students in the Matched Groups

Middle Schools	AVID Students		Non-AVID Comparison	
	N	%	N	%
Bayside	65	9.1	65	9.1
Corporate Landing	88	12.2	88	12.2
Great Neck	109	15.1	109	15.1
Kempsville	100	13.9	100	13.9
Landstown	80	11.1	80	11.1
Larkspur	86	11.9	86	11.9
Plaza	77	10.7	77	10.7
Salem	115	16.0	115	16.0
Total	720	100	720	100

High School Enrollment of AVID and Non-AVID Students in the Matched Groups

High Schools	AVID Students		Non-AVID Comparison	
	N	%	N	%
Bayside	114	15.1	114	15.1
Frank W. Cox	109	14.5	109	14.5
Green Run Collegiate	77	10.2	77	10.2
Green Run	157	20.8	157	20.8
Kempsville	72	9.5	72	9.5
Landstown	121	16.0	121	16.0
Ocean Lakes	26	3.4	26	3.4
Salem	78	10.3	78	10.3
Total	754	100	754	100

Note. Percentages may not add up to 100 percent due to rounding.

Appendix C: AVID Enrollment by School

Middle School Enrollment of Full AVID, Partial AVID, and Non-AVID Students (2014-2015)

Schools	Full AVID		Partial AVID		All Other Non-AVID in AVID Schools	
	N	%	N	%	N	%
Bayside	65	9.0	37	22.0	943	10.7
Corporate Landing	88	12.2	8	4.8	1236	14.0
Great Neck	109	15.1	35	20.8	1048	11.9
Kempsville	100	13.9	11	6.5	704	8.0
Landstown	80	11.1	24	14.3	1407	15.9
Larkspur	86	11.9	20	11.9	1570	17.8
Plaza	77	10.7	13	7.7	1006	11.4
Salem	115	16.0	20	11.9	927	10.5
Total	720	100.0	168	100.0	8841	100.0

Note: 11 students with AVID records in the "Partial AVID" group had enrollment records at non-AVID schools, along with 167 students in the "Non-AVID" group.

High School Enrollment of Full AVID, Partial AVID, and Non-AVID Students (2014-2015)

Schools	Full AVID		Partial AVID		All Other Non-AVID in AVID Schools	
	N	%	N	%	N	%
Bayside	114	15.1	20	22.0	1725	13.9
Frank W. Cox	109	14.5	11	12.1	1776	14.3
Green Run Collegiate	77	10.2	3	3.3	118	0.9
Green Run	157	20.8	21	23.1	1382	11.1
Kempsville	72	9.5	6	6.6	1483	11.9
Landstown	121	16.0	27	29.7	2078	16.7
Ocean Lakes	26	3.4	2	2.2	2185	17.6
Salem	78	10.3	1	1.1	1683	13.5
Total	754	100.0	91	100.0	12430	100.0

Note: 11 students with AVID records in the "Partial AVID" group had enrollment records at non-AVID schools, along with 322 students in the "Non-AVID" group.

Endnotes

¹ Advancement Via Individual Determination. (2014). Retrieved July 27, 2014 from <http://www.avid.org>.

² Based on the 2014-2015 Operating Budget, the elective course capacity was 28.

³ For exams with multiple subtests, the highest participation rate on any subtest is displayed because the students took at least one of the subtests.

⁴ To avoid having one or two anomalously large scholarship awards exert undue influence on the average, the median rather than the mean scholarship amounts offered and accepted are used here.

⁵ In practical terms, the difference between the AVID and the comparison group yielded an effect size of .21, which is roughly equivalent to the AVID students spending six days more in school per year than the members of the comparison group.

⁶ Wages were provided by the payroll office and the costs for benefits were calculated based on information provided by the budget development office. Health insurance benefits were included for 1.0 FTE AVID instructors only.



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