

**SAN FRANCISCO UNIFIED
SCHOOL DISTRICT**

Program Evaluation &
Research Unit

Evaluation
Report

**Advancement
Via
Individual
Determination**

2009-2010

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EXECUTIVE SUMMARY

In this *Advancement Via Individual Determination, AVID*, evaluation report, there are three guiding questions: 1) Based on on-track graduation indicators, are AVID students on track for graduation? 2) Do AVID students show increased enrollment in Honors and AP courses? 3) What are the needs and best practices of AVID coordinators and schools, should the district like to add more AVID schools? These guiding questions were used to frame the evaluation design and make sense of the evaluation findings.

SUMMARY OF FINDINGS

- Quantitative analysis of student data revealed that AVID enrollment for 2009-10 did not match district plans. AVID students are about 40% Chinese, 25% Latino and 13% African American.
- AVID students in high school outperform their district peers in the same grade on average four tenths of a grade point. These students are near the 3.0 benchmark set by the district.
- Based on quantitative analysis of GPA, AVID is having a greater impact at the high school level than at the middle school level. AVID students in middle school, on average, underperform their grade level peers by 2 tenths of a grade point.
- Targeted student populations who participate in AVID outperform their district high school peers of the same ethnicity. African Americans outperform their district peer by six tenths of a grade point and Latinos by half a grade point.
- AVID students are on track for graduation with 170 credits or more by the end of their Junior Year in high school.
- Latino and African American AVID students enroll in honors and AP courses more than do their district peers.
- AVID Teams have been an integral part of the success of the AVID program. They provide multiple levels of support for AVID students by opening up communication between teachers and the AVID Team
- Professional Development has had and will continue to have a great impact on the growth of AVID in schools and the district.
- AVID students develop a family-like network with the AVID staff and their peers at school. Coordinators report that AVID students are more engaged in school and are helping to shape the academic culture of their school.

Key Recommendations

- Recruitment of AVID students is a challenge for AVID coordinators because of the multiple demands on their time.
- AVID coordinators need help and support from school administrators and the district to further implement the AVID program. Walk-throughs, help recruiting students, getting budget information, and tutor recruitment would make coordinators lives easier.
- It is difficult for AVID coordinators to recruit tutors in the 1 to 7 ratio needed for certification. Recruitment should be coordinated centrally

PROGRAM DESIGN

PROGRAM DESCRIPTION

In the San Francisco Unified School District Strategic Plan, the school district has placed an emphasis on every student graduating ready and fully prepared for college and career. For accountability, college ready has been defined as having taken all of the A to G courses necessary for entry at a 4 year college or university in the State of California. Historically, because of the achievement gap in the school district, not all students have graduated college ready at the same rates. Typically African Americans, Latinos, Samoans, English Language Learners and students receiving special education services have not graduated college ready at the same rates as their peers. AVID is one program being employed by the district to address this issue.

AVID is a college-readiness program designed to increase the number of students who enroll in four-year colleges. AVID primarily focuses on underserved students or students who are academically in the middle. These students are typically the first in their immediate family to attend college and fall into underrepresented groups on postsecondary campuses. The goal of the AVID program is to provide these students with the supports and extra push needed to be eligible for a four-year college or university. The mission of the AVID is to close the achievement gap by preparing all students for college readiness and success in a global society.

PROGRAM OBJECTIVES

AVID was brought into the San Francisco Unified School District:

1. To increase the number of students who are college ready by the time of their graduation.
2. To increase the number of students eligible to take and enrolled in Honors and AP Courses
3. To provide support services and systems to increase student aspirations, social capital, and academic engagement.

PROGRAM STRATEGIES, RESOURCES AND ACTIVITIES

According to Allensworth and Easton (2005), students are on-track for high school graduation if they earn at least five full-year course credits and no more than one semester F in a core course in their first year of high school. On-track students are more than three and one-half times more likely to graduate from high school in four years than off-track students. The authors believe that schools and teachers should carefully monitor students' grades, especially in the first semester of freshman year, when there are still many opportunities to improve grades. Helping students make a successful transition to high school during the first semester could make students more likely to graduate. Studies on college preparatory programs confirm this idea. Two recent studies looked at a wide variety of intervention

programs and found that, students involved in, quality, college preparatory programs had higher educational aspirations, increased engagement in school activities, higher enrollment in Honors and Advance Placement Courses, higher scores on state assessment, and increased levels of college preparedness at the time of graduation. In particular, studies found that AVID students showed raised aspirations by 2 years, had increased access to social capital, had higher test scores, and were more likely to be on track for graduation (Lozano Et. al., 2009; Hooker & Brand, 2009; and Watt Et. al., 2008).

The program strategies of AVID serve to address and support:

Increased Student Engagement. The first focus is to provide the extra push and tools to address the needs of students in the middle, in order to increase their academic engagement and eligibility for college.

Increased Enrollment in Advanced Placement & Honors Courses. To provide high quality tutoring, mentoring, research-based strategies and tools, and coaching for students in order to support their enrollment in more academically challenging coursework such as honors and AP courses.

Increased College Eligibility. Over the course of four or more years of AVID, the goal is to raise student expectations, engagement and eligibility through GPA and test scores.

AVID is a fourth through twelfth grade system to prepare students in the academic middle, B, C, and even D students, who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. In San Francisco Unified School District, these students tend to be the first in their families to attend college, ethnic minorities, or from low-income families. Each AVID site has an AVID coordinator who plans activities, recruits and enrolls students, coordinates with AVID teachers and other staff, and serves as the main liaison to the district and regional AVID directors.

AVID students participate in an elective course that gives them access to tutoring, leadership opportunities, mentoring and the option to be a mentor, and access to information about college options as well as visits to local colleges. AVID schools have used the elective class to focus on study skills, A to G requirements, college eligibility and financing, budgeting etc. Elective classes use a curriculum driven by writing, inquiry, collaboration, and reading. The AVID elective is taught by a teacher who has been through specialized training in the AVID methodology. They teach students organizational and study skills such as Cornell Notes, work on critical thinking and asking probing questions, and provide enrichment and motivational activities that make college seem attainable.

An essential part of the AVID program is the tutoring. Tutors help students with a variety of subject areas where they are experiencing trouble, especially as they enroll in more challenging coursework. Tutors are usually students from colleges and universities, but they can also be parents and other school or community volunteers. In San Francisco Unified School District, AVID is in the following schools: A.P. Giannini M.S., Horace Mann M.S., Dr. Martin Luther King Jr. M.S., Balboa H.S., Thurgood Marshall H.S., Abraham Lincoln H.S., and John O'Connell School of Technology.

EVALUATION DESIGN

EVALUATION METHODOLOGY

At SFUSD, the Program Evaluation and Research Office employs an approach to evaluation that is participatory (Cousins & Earl, 1992), utilization-focused (Patton, 1986, 1994), and integrated with processes of continuous improvement and program planning (Fetterman, Kaftarian & Wandersman, 1996). Our approach is based on the idea that participation of program directors and coordinators in the evaluation process is key to insuring that program planners and managers use evaluation data to support decision-making. The involvement of program directors and coordinators has the potential to encourage program staff to think more systematically about the relationship between program activities and objectives. Such systematic reflection would be aimed at building a “culture of learning” (Patton, 1997, p. 147) to lead to continuous program improvement.

Evaluations are designed to address both program implementation (formative evaluation) and outcomes (summative evaluation) and are question-driven. Evaluators and program staff collaborate to develop evaluation questions that are linked to the program objectives and activities, and to the interests of all program stakeholders. In addition, research on the best practices in the project’s domain of activity informs the evaluation framework. The evaluation design involves a mix of qualitative and quantitative data collection and analysis methods, such as surveys, open-ended response questions and one-on-one interviews. Each evaluation design involves the triangulation of multiple sources of data brought to bear on crucial evaluation questions.

EVALUATION OBJECTIVES

The design of this evaluation examines the program objectives, which are: to increase the number of students who are college ready by the time of their graduation, to increase the number of students eligible to take and enrolled in Honors and AP Courses, and to provide support services and systems to increase student aspirations, social capital, and academic engagement.

Using these objectives as the guide, the evaluation is designed to address the following questions:

1. Based on on-track graduation indicators, are AVID students on track for graduation in their freshman and sophomore years of high school?
2. Based on two years of AVID implementation, do AVID students show increased enrollment in Honors and AP courses?
3. What are the needs and best practices of AVID coordinators and schools, should the district like to add more AVID schools?

DATA COLLECTION METHODS

To assess the success of the implementation and impact of the *AVID*, the following data collection methods were used: (1) Interviews (2) document review (3) Quantitative Student Data.

- *Interviews with Administrators & Teachers*

An interview was conducted with the program director at the beginning of the year to get an understanding of his goals for the year and how to proceed with the evaluation. Additional interviews were conducted with AVID coordinators at sites to see how well the year was going based on program goals. The questions focused on the current status of the program, supports needed for further implementation, and suggestions for best practices and changes.

- *Review of Program Documents*

Program documents were reviewed to gain a more detailed understanding of the preparation and continued professional development of teachers. Documents included agendas, articles, teaching strategies, rubrics, charts, hand-outs and sign-in sheets.

- *Student Qualitative Data*

Students who were rostered to AVID Teachers were identified by student ID/HO Number. Based on these numbers, the program evaluator can link to district databases to review student GPA, credit completion, attendance, and suspension.

DATA ANALYSIS

Each aspect of the evaluation design provides information for triangulation. Interviews allow the program evaluator to understand how coordinators and schools were using the AVID program, student and teacher involvement in the program, and the alignment of the plan for services to the delivery of services at school sites. Qualitative data such as GPA and credits are used to gather an end-of-year view of student performance after the AVID intervention. All quantitative analyses were performed on Microsoft Access 2007 and SPSS 18.0.

EVALUATION FINDINGS

This section of the report is organized around the findings of the *AVID* evaluation. Guided by the following questions: 1) Based on on-track graduation indicators, are AVID students on track for graduation in their freshman and sophomore years of high school? 2) Based on two years of AVID implementation, do AVID students show increased enrollment in Honors and AP courses? 3) What are the needs and best practices of AVID coordinators and schools, should the district like to add more AVID schools?

QUANTITATIVE FINDINGS

Population

AVID primarily focuses on underserved students or students who are academically in the middle. The goal of the AVID program is to provide these students with the supports and extra push needed to be eligible for a four-year college or university. To close the achievement gap, AVID requires several criteria for student selection: GPA between 2.0-3.5, basic to advanced proficiency in ELA & Math on the California Standards Test, use of interviews for selection, desire to attend college, good attendance record, few disciplinary referrals, and membership in an SFUSD targeted population. Approximately 886 students were served by the AVID Program in the 2009-10 school year. They were from the following schools: A.P. Giannini M.S., Horace Mann M.S., Dr. Martin Luther King Jr. M.S., Galileo H.S., Thurgood Marshall H.S., Abraham Lincoln H.S., and John O'Connell School of Technology.

POPULATION BY GRADE 2009-10

Grade	Count	Percent
7	60	6.8%
8	101	11.4%
9	288	32.5%
10	257	29.0%
11	98	11.1%
12	82	9.3%
Total	886	100.0%

POPULATION BY NEED 2009-10

Grade	Count	Percent
N	128	14.4%
Y	758	85.6%
Total	886	100.0%

POPULATION BY ETHNICITY 2009-10

Ethnicity	Count	Percent
American Indian	4	.5%
Arabic	6	.7%
African American	119	13.4%
Chinese	347	39.2%
Decline to State	25	2.8%
Filipino	46	5.2%
Japanese	2	.2%
Korean	3	.3%
Other Non-White	53	6.0%
Other White	14	1.6%
Samoan	13	1.5%
Southeast Asian	28	3.2%
Spanish Surname	226	25.5%
Total	886	100.0%

COLLEGE READINESS

Grade point Average

The AVID program goal is to increase college readiness. Several on-track indicators will be used to determine the college readiness of AVID students including: GPA and credit completion toward graduation. Entrance into a CSU or UC requires a minimum GPA of 3.0. Although AVID aims to get students into college not just UC or CSU, the district has made UC/CSU its goal; thus the 3.0 GPA will be used as the goal in this instance. The following tables examine the mean GPA for AVID students and non-AVID students.

DISTRICT MEAN GPA FALL 2009			
Grade	Mean	N	Std. Deviation
7	3.0152	3572	.86790
8	3.0349	3686	.91777
9	2.5209	4533	1.19521
10	2.5594	4594	1.11471
11	2.7177	4065	.98969
12	2.9144	4415	.90886

AVID STUDENT MEAN GPA FALL 2009			
Grade	Mean	N	Std. Deviation
7	2.8918	55	.81360
8	2.8797	94	.86572
9	2.9371	261	.82834
10	2.9173	241	.87396
11	2.8112	96	.64111
12	2.9499	82	.86671

Based on the quantitative analysis, AVID is having a greater impact at the high school level than at the middle school level. Consistently, AVID students in high school outperform their district peers in the same grade, on average, about 0.3588 grade points. This is not true of AVID students in middle school. On average, they underperform their grade level peers by 0.2 grade points.

DISTRICT STUDENT MEAN GPA BY ETHNICITY FALL 2009			
Ethnicity	Mean	N	Std. Deviation
American Indian	2.0274	78	1.14969
African American	1.8679	1910	1.08925
Chinese	3.1270	6819	.79637
Decline to State	2.9062	411	.98702
Filipino	2.5894	1142	.98594
Japanese	3.1067	171	.71503
Korean	3.0448	145	.81345
Other Non-White	2.8075	1174	.97699
White	2.9417	1356	.98453
Samoan	1.9210	221	1.10729
Southeast Asian	3.0230	471	.86020
Spanish Surname	2.1012	3709	1.10563

AVID STUDENT MEAN GPA BY ETHNICITY FALL 2009			
Ethnicity	Mean	N	Std. Deviation
American Indian	1.5225	4	.96621
African American	2.4909	109	.86407
Chinese	3.2287	330	.64939
Decline to State	3.1567	24	.66416
Filipino	2.7217	41	.88078
Japanese	3.4400	2	.38184
Korean	2.9433	3	.50954
Other Non-White	2.9327	51	.73044
White	3.0655	11	.46817
Samoan	2.0300	10	.80362
Southeast Asian	3.0507	28	.80763
Spanish Surname	2.6571	210	.88721

Targeted student populations who participate in AVID outperform their district high school peers of the same ethnicity. African Americans outperform their district peer by six tenths of a grade point and Latinos by half a grade point. This is most important when it applies to students impacted by the achievement gap in the district.

DISTRICT MEAN GPA SPRING 2010			
Grade	Mean	N	Std. Deviation
7	2.9629	3588	.90410
8	2.9621	3715	.95055
9	2.5169	4407	1.22893
10	2.5954	4533	1.13866
11	2.7089	4065	1.03761
12	2.8492	4517	.90572

AVID STUDENT MEAN GPA SPRING 2010			
Grade	Mean	N	Std. Deviation
7	2.7814	57	.81116
8	2.9084	97	.85967
9	2.4896	284	1.15040
10	2.7318	255	.94766
11	2.6988	98	.83636
12	3.1094	82	.62426

The tables above show mixed results for AVID students in the spring. Tenth and 12th graders are outperforming their district peers while 9th and 11th graders have slipped. AVID middle schools students are still underperforming their grade level peers. This data follows the known pattern decrease in grades from the fall semester to the spring semester. AVID senior GPAs however, still showed an increase in the Spring semester of 2010.

DISTRICT STUDENT MEAN GPA BY ETHNICITY SPRING 2010			
Ethnicity	Mean	N	Std. Deviation
American Indian	2.0324	79	1.12002
African American	1.8770	1843	1.12475
Chinese	3.1238	6877	.81471
Decline to State	2.8940	389	1.00763
Filipino	2.5566	1148	1.00010
Japanese	3.0924	164	.73272
Korean	2.9160	148	.96065
Other Non-White	2.7977	1170	.96883
White	2.9145	1321	1.00225
Samoan	1.9158	225	1.13232
Southeast Asian	3.0082	477	.89620
Spanish Surname	2.0775	3681	1.14065

AVID STUDENT MEAN GPA BY ETHNICITY SPRING 2010			
Ethnicity	Mean	N	Std. Deviation
American Indian	1.2675	4	.39025
African American	2.1631	116	.98886
Chinese	3.1533	346	.71672
Decline to State	2.7468	25	.93730
Filipino	2.4937	46	1.03330
Japanese	2.8950	2	.55861
Korean	2.5000	3	.72381
Other Non-White	2.7994	52	.68252
White	3.0300	13	.55818
Samoan	1.5946	13	1.06509
Southeast Asian	2.8086	28	.87169
Spanish Surname	2.3582	219	1.08687

In Spring 2010, African American AVID students outperformed their district peers by 0.2861 and Latino AVID students outperformed their district peers by .2807. Similar to grade level, we observe the overall drop in student scores from fall to spring. However, even with the drop in GPA, AVID high school students GPAs are still higher than their district peers of the same ethnicity.

Credit Completion

High school students in the district need 230 credits to graduate. According to the Chicago study, a student is on-track if they have passed and earned credit for all of the core courses in the freshman and sophomore years. The following table addresses credit completion of AVID students.

AVID STUDENT CREDIT COMPLETION 2009-10 SCHOOL YEAR				
Grade	Mean Credits	On-Track Credits	N	Std. Deviation
9	62.4601	55	288	16.76205
10	126.1751	115	257	21.58433
11	197.2347	170	98	17.79772
12	264.6585	230	82	21.27159

The table reflects that most AVID students are on track for graduation. However, at the end of 9th and 10th grades there are a few students who have not earned the required credits for promotion. The standard deviation on the mean suggests that there are 9th graders with only 46 credits and 10th graders with 105. There is also good news that by the time AVID students reach their junior year, all have made up their credit lag.

CAHSEE

An additional area to consider for on-track status graduation is the CAHSEE. Research has suggested that students who do not pass the CAHSEE on the first attempt are at risk for not passing the CAHSEE at all and have increased failure to complete graduation requirements. In the 2009-10 school year, 4944 students took the CAHSEE exam. Of those who took the exam, 86.4% passed the English Language Arts portion, 87.4% have passed the Mathematics portion, and 84.6% have passed both sections. In 2009-10, 253 AVID 10th, 11th and 12th graders attempted the CAHSEE, 87.5% have passed the English Language Arts portion of the exam, 88.6% have passed the Mathematics portion of the exam, and 81.0% have passed both portions of the exam. Although passage rates for both tests are lower than the district average by 3.6%, single section pass rates are higher than district averages.

Honors Courses & Advance Placement

The second goal of AVID is to increase student enrollment in Honors and AP courses. Based on quantitative analysis of Honors course enrollment, targeted student populations who participated in AVID enrolled in honors courses at higher rates than their district peers. African American AVID student enrollment was 14.3% in comparison with 4.3% for their district peers in Fall 2009 and 15.9% in comparison to 4.1% for their district peers in the Spring. Latino AVID student enrollment was 25.7% in comparison to 10.4% for their district peers in Fall 2009 and 26.5% in comparison to 10.3% for their district peers in Spring 2010.

FALL 2009 HONORS ENROLLMENT

Ethnicity	AVID Honors Enrollment	AVID Total Enrollment	% of AVID Students in Honors	District Honors Enrollment	% of District Students in Honors
American Indian	1	4	25.0%	30	0.4%
African American	17	119	14.3%	361	4.3%
Chinese	198	347	57.1%	4394	52.6%
Samoan	0	13	0.0%	47	0.6%
Spanish Surname	58	226	25.7%	828	10.4%

SPRING 2010 AVID HONORS ENROLLMENT

Ethnicity	AVID Honors Enrollment	AVID Total Enrollment	% of AVID Students in Honors	District Honors Enrollment	% of District Students in Honors
American Indian	3	4	75.0%	30	0.4%
African American	19	119	15.9%	347	4.1%
Chinese	181	347	52.2%	4347	52.0%
Samoan	0	13	0.0%	43	0.5%
Spanish Surname	60	226	26.5%	819	10.3%

Based on quantitative analysis of AP course enrollment, targeted student populations who participated in AVID enrolled in AP courses at higher rates than their district peers. African American AVID student enrollment was 6.7% in comparison with 3.3% for their district peers in Fall 2009 and 5.9% in comparison to 2.7% for their district peers in the Spring. Latino AVID student enrollment was 19.5% in comparison to 13.0% for their district peers in Fall 2009 and 16.8% in comparison to 11.4% for their district peers in Spring 2010.

FALL 2009 AP ENROLLMENT

Ethnicity	AVID AP Enrollment	AVID Total Enrollment	% of AVID Students in AP	District AP Enrollment	% of District Students in AP
American Indian	0	4	0%	9	0.2%
African American	8	119	6.7%	130	3.3%
Chinese	101	347	29.1%	2147	53.8%
Samoan	0	13	0.0%	13	0.3%
Spanish Surname	44	226	19.5%	520	13.0%

SPRING 2010 AP ENROLLMENT

Ethnicity	AVID AP Enrollment	AVID Total Enrollment	% of AVID Students in AP	District AP Enrollment	% of District Students in AP
American Indian	0	4	0%	10	0.2%
African American	7	119	5.9%	106	2.7%
Chinese	104	347	29.9%	2058	51.6%
Samoan	0	13	0.0%	11	.2%
Spanish Surname	38	226	16.8%	454	11.4%

Analysis

AVID students are 40% Chinese, 25% Latino and 13% African American. In the 2009-10 school year, the program did not fully serve the population determined by the district to be of the highest need. AVID is designed for students in the middle who need an extra push: typically first generation college students, ethnic minorities who are underrepresented on college campuses, and students with below average GPAs.

AVID is having greatest impact at the high school level. High school AVID students have higher GPAs than district peers. Latino and African American AVID students impacted by the achievement gap demonstrated higher GPAs consistently through high school. Although GPA has not yet reached full UC/CSU eligibility for all students, the effort seems to show more results as students move through the program. Student progress is can even be seen after only one full academic year in the program.

Based on analysis of credit completion and CAHSEE pass results, AVID students are on track for graduation based on these indicators. By the end of their junior year, AVID students have completed a mean of 197 credits, more than the 170 credits needed as a junior. CAHSEE pass rates for single subject are higher than district single pass rates but slightly lower for both subjects. Based on analysis of honors and AP course enrollment, targeted population students who participate in AVID enroll at higher rates than their district peers.

The quantitative analysis would suggest that AVID is doing what the district intended by raising the outcomes of targeted student populations, especially the longer they stay in the program. In 2010-11, AVID will graduate its first cohort which will allow for further analysis of year to year impact, graduation rates, and college admissions rates.

QUALITATIVE FINDINGS

Over the course of the 2009-10 school year, 6 interviews were conducted with school site AVID coordinators. The goal of interviews was to determine what was working well for schools and what needed improvement. Many areas were mentioned but the following will be addressed for this report: AVID Team, Professional Development, Student Culture, Recruitment, Integration Support and Tutors.

AVID Team

AVID counselors mentioned that the AVID Team was one of the most valuable aspects that had developed at their school site. The AVID Team varied in composition at each school but usually included the AVID coordinator, AVID teachers, and additional support staff. The teams met several times a year to discuss strategies, go over student grades and behavior, share information and to support one another and their students. All sites had a story of how the AVID Team was able to catch students falling through the cracks or follow up with students based on information shared at these meetings. Sometimes plans, interventions or webs of support would form around students who otherwise would have gone unnoticed. Several coordinators noticed that non-AVID teachers would approach them and give them information about how well a student was doing in relation to help the student was receiving in AVID.

Professional Development

AVID counselors mentioned that the professional development that schools had received over the previous summer was very helpful to them. In several schools, Cornell Notes are only used by the AVID teachers. Many other teachers do not recognize or do not use the technique. Professional development for all teachers, AVID or not, has allowed more teachers to become familiar with the technique. As AVID moves school wide or district wide, professional development will be important for all teachers so that students do not bear the burden of inconsistent messaging.

Student Culture

Another powerful phenomena explained by the AVID Coordinators was the shift in student behavior and the culture among AVID students. Coordinators said that AVID students acted and behaved like a family or club within the school. They were a source of support for each other in classes and outside. At one school, being part of AVID added an additional link to the parents and families of students. Several times a year families were invited to hear their students speak or present on what they had learned. Counselors reported that as AVID students matured, they became more serious about being a part of AVID and more serious about their school work. In one school, AVID students had begun to push teachers to raise their expectations by being more demanding in classes.

Recruitment

All counselors at the high school level felt frustrated by the recruitment process. Although most wanted to be reaching out and finding more AVID eligible students, most just did not have time. All AVID counselors and teachers have other duties within the school. Some teach regular courses, plan and run all AVID activities, serve as counselors for additional student loads, and so on. Because of their schedules and duties, it is very difficult for them to leave during the school day to recruit at the middle school level. Most high schools advertise during the first few weeks of the school year, they try to reach out students and parents early at information nights for parents and new enrollees but most also say they know they miss students. Counselors would like a more streamlined way to get AVID students at the beginning of the year or earlier if possible. Coordinators mentioned having a list of AVID middle school students who would be enrolling at their school ahead of time. Another counselor mentioned having a district generated list of AVID eligible students for them when the school year starts. Currently, most AVID recruitment is done by word of mouth and relationships.

Integration Support

With the exception of Galileo, most of the AVID schools were going into their second year in 2009-10. Although things were running more smoothly for most of them, several had concerns about how the integration of AVID was going for their school. Coordinators mentioned that initially there were difficulties recruiting AVID teachers because departments did not want to lose the potential sections a teacher would be teaching during the school year. A few departments were hostile toward AVID when it began but these feelings had mostly subsided by the 2009-10 school year. For another school, students experienced a difficult time with AVID's use of Cornell Notes. Many teachers did not use or recognize them and so they made students write notes in another way. This meant AVID students had to rewrite their notes from other classes to turn in for review in their AVID class. Many were overwhelmed by the amount of extra written work that they had to complete each

week. Coordinators felt they needed help or additional strategies to help their school understand what AVID was about and how to teachers could help AVID students in their classes. Finally, many coordinators were concerned about certification. Many wanted a pre-certification walk-through or someone to help them make sure they were on-track for certification.

Tutors

All schools felt they needed help with the recruitment of tutors. AVID certification requires a ratio of 7-1students-tutor. For schools with a larger AVID population the recruitment of a sufficient number of tutors has been extremely difficult. As one coordinator mentioned, it is hard to be a tutor in the district. “The pay is crap because of the whole k-resolution process people do not get paid on time so who would want to work for us.” Many schools have gotten around the tutor issue by using volunteers and parents but the issue of having time to locate these resources and recruit is difficult. Coordinators asked that tutors be recruited and coordinated from the district level not the school site.

LIMITATIONS OF THE DATA

AP and honors classes are not equitably spread through high schools in the district. AVID students at some schools will have more options to take AP and honors classes. The difference in course offerings is reflected in the AP and honors enrollment data for AVID students.

The data findings presented in this report have certain limitations. AVID differs considerably at each school site. Middle schools have quite different challenges with AVID than high schools. Although I have tried to represent all of their needs, many of the issues here impact AVID at the high school level more than at the middle school level.

Although the presented data was collected with the goal of being representative, missing data is another additional concern that may limit the validity and reliability of the data presented in this report.

ISSUES TO CONSIDER FOR CONTINUAL IMPROVEMENT

Implementation Recommendations

- At this time the district does not have a plan for AVID growth. New schools are being added but there is no plan for what AVID should look like in the district.
 - There is no tracking mechanism for AVID students. At this time there is no list of AVID students; there is no way to track if they have graduated and gone to college. 7 years of AVID data from Galileo is held only by AVID.
 - There is no mechanism to track AVID middle school students into AVID high schools or for AVID high schools to know if a student was in AVID in middle school. A continuity plan needs to be developed.
 - Although AVID recruitment is a school responsibility, AVID GPA and target student requirements can be determined once a student is rostered to a school. These students' names could be sent to schools well in advance of their recruitment at the beginning of the school-year.
 - If AVID is a district priority, information and support must be given AVID schools about implementation and integration. Not all faculty support AVID in their school. Up to now, AVID coordinators and students have been responsible for developing the relationships to grow the program.

Evaluation Recommendations

- AVID high schools use the course numbers 9806-9806 for AVID students but AVID middle schools use multiple course numbers. A set of course numbers should be developed for middle schools to make data easier to gather and to aid the district in planning to scale up the AVID program.

Process Recommendations

- Recruitment of AVID students is a challenge for AVID coordinators because of the multiple demands on their time. Schools are doing the best they can with resources available but additional resources are needed to make sure students who could be saved do not slip through the cracks.
- It is difficult for AVID coordinators to recruit tutors in the 1 to 7 ratio needed for certification. Tutor hiring should be coordinated centrally. Some schools used volunteers so they did not have to be bothered with tracking students and payment information. Even with volunteers, AVID at Galileo would require 35 tutors to meet certification. As the program scales up, a solution needs to be found centrally for the organization of tutors.

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APPENDIX

AVID SCHOOL MATRIX 2010-11

SCHOOL NAME	# OF YEARS IN AVID	AVID CERTIFIED	GRADE LEVELS SERVED	Course #	Course Title
A.P. Giannini	3	No	7-8	9925-9926	Academic Exploration 1 & 2
Horace Mann	3	No	6-8	1431,1441,1451	AVID 1
Everett	1	No		9917	
James Lick	1	No		6952-6953	
Dr. Martin Luther King Jr.	2	No		1463	
Francisco	1	No		9806	AVID 1
James Denman	1	No		1409	
Galileo	8	No	9-12	9806-9809	AVID 1-3; Senior Seminar
Thurgood Marshall	3	No	9-12	9806-9809	AVID 1-3; Senior Seminar
Abraham Lincoln	3	No	9-12	9806-9809	AVID 1-3; Senior Seminar
John O'Connell School of Technology	3	No	9-12	9806-9809	AVID 1-3; Senior Seminar
Raoul Wallenberg	1	No	10	9806	AVID 1
George Washington	1	No	9	9806	AVID 1