

**CAN WE CREATE A “GOLD STANDARD OF EDUCATION” FOR OUR
CHILDREN THROUGH THE “ADVANCEMENT VIA INDEPENDENT
DETERMINATION (AVID) PROGRAM”?**

Doctoral Dissertation Research

Submitted to the
Faculty of Argosy University, Phoenix Campus
Graduate School of Business and Management

In Partial Fulfillment of
the Requirements for the Degree of

Doctor of Education

By

Darlene Gaskins

November, 2014

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Kate M. Noone, Ed.D.

Evelyn Lim, Ed.D.

Department: Graduate School of Business and Management

ABSTRACT

We need to come together as a team and become one system of total quality improvement regarding the education of our nation's children. In order to achieve a gold standard in the education of our nation's children, leadership has to be willing to go against the status quo and build bridges for long-term sustainable change. In order to survive, organizations must create smart new strategies and strategic initiatives and implement them in ways that drive change fast enough, with sustainable results. Student achievement is the number one criteria under which schools are judged. Mathematical capability in the 21st century is the key determinant to productivity concerns. Proven improvement, continuous quality improvement (CQI) through the Advancement via independent determination (AVID) program could be the beginning of creating a "gold standard of education" for all children. Schools and communities should know if educational programs are providing results. This paper explores whether or not the implemented change program, AVID, successfully improved student's academic achievements in the public school system. The research will focus specifically on student's scores in mathematics. The research question is whether or not there is a statistically significant difference in the ACT mathematical scores between AVID elective 11th graders and non-AVID 11th graders. Current academic achievements in the public school system indicate the need for a collaborative approach between a traditional system and a change intervention.

ACKNOWLEDGEMENTS

The list could go on and on of the faculty that have guided me through this process. I will name only a few to include, Dr. Kate Noone and Dr. Evelyn Lim, both of whom gave great guidance during the dissertation process. Dr. Cal Berkey, Dr. Maripoda, and Dr. Brantley all gave great guidance and support throughout the educational experience. Dr. Dwaine S. Campbell and Dr. Noone gave great APA formatting guidance during the dissertation and research process. The leadership faculty of Argosy University provided a strong foundation during the Doctoral residences enabling a strong dissertation and research finish.

DEDICATION

I want to give a big “Thank you” to my family, friends, faculty and government. This work would not have been possible without their support. In “memory” of my uncles who were not here to see this dream come true: Leroy Campbell, Chester Campbell, and Edwin Campbell. To my Great-grand mother Margaret Farmer-Campbell-Smith, my grandmother Lavinia Campbell, and grandmother Gertrude Phillips, all of whom taught me to believe. To my parents, Richard Phillips and Patricia Ann Phillips, who taught me to “never, ever give up.” Most of all, love and thanks to my husband Gregory Gaskins Sr., who tolerated all of those late night moments of thought. My children, Randall, Genille, Greg, Aleyna, and Ashley for their patience with the dreamer. Much thanks to my brothers, Richard Phillips Jr., and Reginald Phillips, and my brothers by blood, marriage, and of the heart. Much thanks to our twins, friends, uncles, aunts, cousins, sisters of the heart, and by family bond. A special thank you to Kemberly Sewell, Karen White, and Jacinta Banner (cousins, sisters, and friends always). Loving thanks to my mentor, a Vietnam Veteran, a retired engineer, a photographer who always made me look good, who gave me the gift of loving math, my uncle James Campbell. A special thank you to the aunt who always made me feel welcome, Mary Campbell. Most of all love and thanks to the aunts, uncles, brothers and cousins whose healing touch kept me grounded, to include Jerome Johnson (JJ) and Alfred Johnson (AJ). Thoughts of my grandchildren’s future were the motivation to move forward and publish this work.

TABLE OF CONTENTS

	Page
TABLE OF TABLES	x
CHAPTER ONE	1
Introduction.....	1
Problem Background	1
Purpose of the Study	3
Research Question and Hypothesis.....	3
Limitations of the Study.....	4
Delimitations of the Study	5
Definitions of Terms	7
Importance of the Study.....	8
CHAPTER TWO	11
The Review of Literature	11
Public Schools Educational System.....	13
Public Schools Historical Background	14
The AVID Program.....	15
Charter Schools: Another Quality Option.....	17
Math Remediation.....	22
Student Population	24
Theoretical Perspectives	27
Leadership Skills.....	30
Leadership and Development of a Positive Self-Image.....	31
Student Motivation and Improved Outcomes	31
Transitioning to Developing Critical Thinking Skills, Inquiry and Teaching Life Skills	33
Facilitating Educational Change for Sustainable Results	35
Conclusion	36
CHAPTER THREE: RESEARCH METHODOLOGY	40
Research Design.....	42
Researcher Bias.....	43
Methodology	44
Methodology Selection	45
Selection of Subjects.....	46
Instrumentation	47
Validity	47
Methodological Assumptions	48
Procedures.....	48
Limitations	52
Data Collection, Processing, and Analysis	52
Potential Impact	53
Contradictory Results.....	54

Conclusion	55
CHAPTER FOUR: DATA COLLECTION AND ANALYSIS	57
Characteristics of Participants.....	58
Procedures.....	59
Findings Regarding Sample Characteristics	60
Findings Regarding the Impact of the Treatment Variable, AVID	62
Additional Findings	66
Summary of Findings.....	67
CHAPTER FIVE: CONCLUSIONS	69
Implications for Practice	69
Implications of Results	71
Consequences.....	72
Recommendations.....	73
Recommendations for Future Research	73
Empowering All Students to Fulfill Their Potential	74
Sense Making Approach.....	75
Foundational Skills	75
Goal Setting and Problem Solving.....	76
Summary	76
REFERENCES	Error! Bookmark not defined.
APPENDICES	85
A. AVID Secondary Certification Facts	86
B. AVID Certification Report and Self Study Continuum	94
C. The Joy of Learning	Error! Bookmark not defined.

TABLE OF TABLES

Table	Page
1. Student Sample Make-up According to Race.....	61
2. Student Sample Make-up According to Gender	62
3. Independent Sample <i>t</i> -Test Aggregate ACT Mean Math Scores.....	63
4. Independent Sample <i>t</i> -Test Algebra Scores	65
5. Independent Sample <i>t</i> -Test Composite Scores	66

CHAPTER ONE

Introduction

Practices of inequality have motivated research in our public school systems in the past. Concerns of bias related to diversity, life improvement, and how to provide a quality educational experience for all students persists (Baker, 2009). The Advancement Via Independent Determination (AVID) program is an elective college preparatory curriculum (Peak, 2010).

The proven effectiveness of the AVID program has the potential to facilitate the expansion of the program school-wide, creating an environment of scholarly learning for every student at an early age. The purpose of the research was to examine the AVID program's effectiveness and its' impact on the AVID elective students. The goal was to evaluate whether the program is doing what they say they are doing, providing proof of the AVID programs' effectiveness.

If the results of this study are positive, the end result will be documentation of a proven college preparatory program, which provides students with a college preparatory path. The results of this research could allow for standardized practices and protocols between school districts to achieve successful student academic outcomes. As every child should be entitled to an individualized educational experience (IEE), AVID, if proven to be effective could be the vehicle of choice to deliver such a quality experience: creating a "gold standard of education" for all students.

Problem Background

The Manhattan school district in Kansas (KS) has had schools on the "School on Improvement" list because of the low score results from state assessment exams,

improvement by 10% on their scores was needed to move forward (USD 475 Geary County Schools [USD 475], 2011). While in 2011 the Manhattan school district made adequate improvement, it was required to show continued improvement for the next two years, and the AVID program intervention was implemented during the period of concern (USD 475, 2011). There have been concerns about whether or not AVID has been improving student academic achievements and how to provide a quality individualized educational experience (IEE) for all students.

The AVID program has been in existence since 1980, federally funded with huge tax dollars, without any successful casual comparative studies supporting its claims to improve overall student academic achievement (Victory, 1998). Neither are there any quasi-experimental studies supporting significant improvement in mathematics in AVID elective students when compared with non-AVID students (Peak, 2010). The nation continues to have a lagging performance in mathematics, reflecting a failure to meet the individualized needs of students (Vigdor, 2013). The need exists for across the board standardized education methods for all students that provide positive academic outcomes, positively influencing self-esteem (Hammermeister, Pickering, & Ohlson, 2009).

When it comes to change, a need arises to navigate through the maze of change and succeed in changing times (Johnson, 1998). Positive results from this research could provide the tools to successfully navigate a systems change and lead to a paradigm shift in the education of all students. There is a need for a nationwide gold standard of college preparatory education in the public school system for every student versus only for a few chosen students.

Purpose of the Study

The purpose of education should be to increase the quality of someone's life. AVID was developed by an English teacher, Mary Catherine Swanson in San Diego, CA, with the intent to improve the quality of midline/C average student's quality of life (Victory, 1998). The purpose of the research was to examine the impact of the AVID program on the AVID elective students and its effectiveness. The goal was to evaluate and determine whether the program is doing what it says it is doing, and provide proof of the AVID programs' effectiveness. The end result could be documentation of a proven college preparatory program, which provides students with a college preparatory path.

Another goal was to provide a clearer picture of how a learning organization can meet the community's needs by improving student academic outcomes and raising the standard in the education of this nation's students. Every student should be entitled to an IEE. If proven to be effective, AVID would be the vehicle of choice to deliver such a quality experience. An IEE would promote self-confidence and life skills, whereas, an individualized educational plan (IEP) can place a label on a student, promoting a lack of self-confidence. First, we need to establish that we do, in fact, have a means to facilitate such a change by establishing a foundation to build upon a program capable of producing positive outcomes.

Research Question and Hypothesis

AVID was reported to be a school change program that improved academic outcomes (Victory, 1998). Just as Hersey, Blanchard, and Styles' (1996) situational leadership theory has stood the test of time, we need to know that the AVID program is still improving outcomes. The research examined the specific aspects of one academic

subject, “mathematics,” and provided documentation to support the effectiveness of the program. The research question is: how are the ACT math scores different at the Kansas school for the 11th grade students who completed the AVID program compared to the ACT scores for non-AVID 11th grade students performing at the same level? The null hypothesis is as follows: There is no statistically significant difference in the ACT mathematical scores between Kansas AVID 11th graders and non-AVID 11th graders. A program such as AVID, if capable of producing positive academic outcomes, could be the needed catalyst for a paradigm shift in the public school system.

Limitations of the Study

States now report student outcomes based on assessments of student achievement in specific subjects and grade levels for all students, as well as for subgroups defined by gender, race, and ethnicity (NCES, 2011). The reporting requirements could be a limitation on the research outcome. The reporting requirements for Title 1 state that subgroup disaggregation of the data may not be published if the results would yield personally identifiable information about an individual student or if the number of students in a category is insufficient to yield statistically reliable information (NCES, 2011). These reports offer the challenge of balancing the reporting requirements against legal requirements to protect each student’s personally identifiable information (NECS, 2011).

The AVID students’ educational achievement data has been compiled in aggregates (Arjona, 2013). Protecting student privacy means publishing data only in a manner that does not reveal individual students’ personally identifiable information (PII), either directly or in combination with other available information (NCES, 2011). The

unintended disclosure of personally identifiable information revealed through information released to the public by the school district may occur (NCES, 2011).

Sample size may be a possible limitation and conducting the study within one school district may be viewed as useful to that particular district only, requiring the possibility of further studies being conducted with a focus on individual school districts (Ostrow, 2012). The study was conducted in a school district with a high percentage of military families which is a possible limitation on the sample size. The researcher's ability to bracket any preconceived beliefs and biases and to be perceptive to contradictory evidence is an important factor in the study's reliability. Having a vested interest in the AVID program, extreme care was needed to ensure findings are fair and balanced, as demonstrated with the choice of a quantitative methodology (Ostrow, 2012).

Delimitations of the Study

The research was a comparative study with a control group design. The intention was to measure student achievement and statistical measurements were among groups (Victory, 1998). The participants were selected according to a certain characteristic, and then assigned to control and experimental groups where the treatment was given only to the experimental group, and both groups were measured on the post-test (Creswell, 2009). The special characteristics of the sample and the population that it comes from are as follows: (a) C students, (b) 11th grade AVID elective students, and (c) non-AVID 11th graders (Simon, 2011).

The proposed null hypothesis is as follows: there is no statistically significant difference in the ACT mathematical scores between AVID elective 11th graders and non-AVID 11th graders. Quantitative methodology was the chosen method of research, with

the goal of providing unbiased information. The proposed measurable variables consisted of the following (Creswell, 2009): independent variable (IV) was the AVID program, as the independent variable was the treatment variable, and the dependent variable (DV) was the ACT scores, the criterion variable that was presumed to be influenced by the independent treatment conditions and any other independent variables (Creswell, 2009). The researchers' intent with the literature review was to demonstrate how improved educational outcomes achieved with an effective educational program can help build and direct students appropriately toward life improvement while linking them to a common purpose (Avolio, Gardner, Walumbwa, Luthans, & May, 2004).

The first delimitation was the choice of problem itself, whether or not the AVID program was improving student academic outcomes (Simon, 2011). According to Vigdor (2013), mathematics is the building block for future success in leadership. The subject of mathematics, versus English, reading, science, or writing was chosen to be studied. The proposal of using math to solve the nations' educational dilemma could be the catalyst to achieving the common goal of quality learning for all students (Vigdor, 2013). The characteristics that limit the scope and define the boundaries of this study are as follows (Simon, 2011):

- The criteria of participants in the study, 11th grade mid-line, C students.
- The chosen geographic region to be studied, Kansas.
- The chosen program to be studied, the AVID program.
- The chosen organization to be studied, the public school system, specifically the Manhattan school district.

- The variables of interest are, ACT test scores, AVID group participation, gender, race/ethnicity, SES.
- The researcher utilized data that has been collected by others.

Definitions of Terms

Specific definitions are noted to assist in clarification and understanding of the study and are as follows (Baker, 2009):

Aggregate: Data compilation is combined for individual students into summary statistics (NCES, 2011).

Authentic leadership: Deep awareness of their own thoughts and behaviors, perceived by others as being aware of theirs and others' values and perspectives, confident, optimistic, resilient, and high on moral character (Avolio et al., 2004).

AVID: Stands for Advancement via independent determination and means eager for knowledge, comes from the Latin root Avidus (Victory, 1998).

Disclosure: Permit access to, or the release of, personally identifiable information contained in education records by any means (NCES, 2011).

Learning the process, reassessing and questioning the process (Argyris, 1999).

Emotional intelligence (EI): Awareness of one's own emotions and others, and the ability to regulate both (Druskat & Wolff, 2001).

Intrinsic motivation: Doing an activity because it is interesting and satisfying (Gagne & Deci, 2005).

Organization Development (OD): A system wide process of planned change aimed at improving overall organizational effectiveness (Werkman, 2010).

Outcome: Measures that refer to the students' educational experiences that are recorded in students' educational records (NCES, 2011).

Personally identifiable information (PII): Information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the community to identify a student which includes name, address, social security number, student number, biometric record or other indirect information (NCES, 2011).

Recoding: Reporting values as being within a specified range rather than as a specific value (NCES, 2011).

Sense making: Approach to understand how a situation came about from interpretations and actions (Werkman, 2010).

Importance of the Study

The AVID program, proposed in the 1980s, and federally funded with huge tax dollars, has no successful casual comparative studies supporting its claims to improve overall student academic achievement (Victory, 1998). Neither are there any quasi-experimental studies supporting significant improvement in mathematics in AVID elective students when compared with non-AVID students (Peak, 2010). The nation continues to have lagging performance levels in mathematics, reflecting a failure to meet the individualized needs of students (Vigdor, 2013).

Positive results from this research could lead to a paradigm shift in the education of public school students. A gold standard of college preparatory education would be available nation-wide in the public school system for every student versus only for a few

chosen students. AVID could be the vehicle of choice to deliver a quality educational experience to students nationwide.

As taxpayers, why should we have to pay additional funds to private organizations to provide a quality educational experience to our students? What is an individualized education plan (IEP)? What does an individual educational experience (IEE), a badge of honor, similar to performing in the color guard at school, look like?

An area of concern, after recent conferences, for an IEP, are the legitimacy of IEPs in relation to their initiation and continuance: Are children being targeted and labeled for funding and job security? Are these programs threatened by a potential paradigm change of AVID, or the added inadvertent exposure of long time fraud? These are some of the questions that have led to this research concern. Can we teach our students to set their internal alarm clocks for intrinsic motivation with the use of the tools provided by the AVID program?

Why have there been no positive studies supporting AVID? Can it be resistance to change has caused skewed data documentation? Having parented three different students, each of which attended public schools, an inside perspective has been gained about the dynamics at work within the system.

A case study example of concern: One male student fired his IEP team at the age of nine. This student went on to college on an athletic scholarship and maintained a GPA of more than 3.5 (because a 4.0 was not cool for a guy after 8th grade). When this student fired his team he was immediately slotted for a test on his vocal chords by the teaching team. The local ears, nose, and throat (ENT) doctors' expert opinion was immediately

sought. The test was reputed as being highly archaic, cruel, and unnecessary (ENT, 1995). The test was declined.

Another case study example of concern: a female student who received an IEP every year since kindergarten (always starting out with a 67% in classes and within a week of the plan going up to a 97%). This student remained with the IEP team, further enhancing future success in English during the college years. However, by the seventh grade, removal from an IEP was initiated (the student was reading a book most days) in order to allow a student who actually needed the services to be served. The move was met with aggression and indirect threats of the student neglect from the lead IEP teacher. Schools and communities need to know if the educational programs in place are providing positive results, and student achievement is the number one criteria under which schools are judged (Victory, 1998).

CHAPTER TWO

The Review of Literature

The review of literature on educational practices is one that consistently provides the same information about different methods to achieve positive academic outcomes for students. Solomon (2007) provided direction on how to prepare and develop our future leaders through the use of inquiry (questioning the teaching). Solomon (2007) supported a data driven research proposal as he discussed the challenges involved to change traditional thoughts on teaching. The proposal is to create a “gold standard of education” for all students through the AVID program. Victory (1998) and Peak (2010) reported on the effectiveness of the AVID program, a change intervention program within the public school educational system.

Reynolds, Chapman, Kelly, Muijs, and Sammons (2011) provided insight on the context of educational effectiveness regarding the importance of motivation in positive academic achievements. Agarwal and Weill (2012) recognized and provided the perspective that analyzing data and applying it compassionately brings a holistic approach to meeting the needs of the customer. Vigdor (2013) and Cortes, Nomi, and Goodman (2013) provided different perspectives that support the need to establish a public school system that fosters and facilitates academic excellence for all students. Gamoran (2009) set the stage with imagery for the promising work of an educational program already in use and the possibility of new directions in the future.

The literature by Reynolds et al. (2011) is relevant to the research study as it provides a historical perspective that student achievement is still the predominate and effective criterion in the research of educational effectiveness. Vigdor (2013) and Cortes

et al. (2013) reported on positive outcomes of students with repeated exposure to mathematics early in their education, supporting the importance of mathematics in the education of students. Vigdor (2013) and Solomon (2007) reported on the importance of educational practices in leadership development, which provided theoretical parallels on developing critical thinking skills, supporting an educational program that teaches strategic thinking and collaboration. Argyris (1999) reported on the importance of double loop learning in the development of critical thinking, supporting the early development life skills for authentic leadership.

The literature by Vigdor (2013) and Cortes et al. (2013) reported on positive outcomes for students placed in a rigorous academic curriculum. This is supportive with room to improve as it supports participation in diverse groups to provide a quality education to all students. There are gaps in the literature on educational practices, even with these rich resources (Neckerman, 2007).

For example, Vigdor (2013) used quantitative methods that were not supported with concrete data: no specific sample size was given. This was a crucial gap, as data collection is the soul of a study with the validity of research being dependent on accurate data (Fink, 2010). The gaps in the literature suggest the need for further research and study in the face of being unable to validate the support tools used in the program. According to Victory (1998), a time series design study, routinely done on heavily funded programs to evaluate their performance, would cover the existing gaps in the previous AVID program research.

Gamoran (2009) supported the need for new research on educational practices with his report on tracking students according to abilities and equality. As 28% of the

ACT-tested graduating class of 2011 did not meet any of the ACT College readiness benchmarks, there continues to be a need to raise educational standards (EMT, 2011).

The literature by Gamoran (2009) reported on concerns of inequality with current educational practices, supporting the need to develop standardized practices and protocols between public school districts to achieve successful outcomes for all students.

The literature by Reynolds et al. (2011) reported on general dimensions of school effectiveness, providing a framework that does not consider placing blame or finding fault with a system. Reynolds et al. (2011) also reported on the importance of having the common goals of quality and equity in order to achieve school effectiveness in support of funding for district wide expansion of a college preparatory public school system. Vigdor (2013) and Cortes et al. (2013) reported on the positive outcomes of students with a rigorous curriculum that included repeated exposure to mathematics early in their education.

Public Schools Educational System

Victory (1998) and Peak (2010) supported the proposal of raising the educational standards for all students through the AVID program. The conclusions reached by Victory (1998) and Peak (2010) that further study needs to be done on the effectiveness of AVID helps to determine whether or not the topic is worth studying. Vigdor (2013) and Cortes et al. (2013) reported on the importance of general math and algebra in student education.

Vigdors (2013) and Cortes et al. (2013) stated that mathematics focus supports the decision to limit the scope to a needed area of inquiry: the mathematic achievements of average, “C” students. Avolio et al. (2004) reported on how improved educational

outcomes could be achieved with an educational program that can help build and direct students appropriately, while linking them to a common purpose. In the public school education system, emphasis on exemplifying goals of American society to provide a common cultural base for those with access to the educational system has been a part of history in the United States for a long period (PS, 2010). Divisions and strife over issues ranging from curriculum to funding have seriously undermined the ability of particular school systems to achieve their purpose (PS, 2010).

Public Schools Historical Background

In 2001, President George W. Bush called for standardized testing to identify underperforming public schools (PS, 2010). Since the passage of the No Child Left Behind Act (NCLB) in 2001, public school closure has become an increasingly common response to underperforming district schools and charter schools (Zorka, 2013). The first American schools were based on European models. All towns of more than one hundred households had to offer college-preparatory courses (PS, 2010). From the nation's founding onward, public education was recognized as the domain of local and state Governments (PS, 2010).

The literature starts by giving some background and building a foundation on the public schools educational experience. Neckerman (2007) reported on diverse cultures in America, highlighting the role of race in the origins of inner-city schooling. The present American public-school system is based on the common school, being open to all students, and supported by state and local funds (PS, 2010).

Zirkel and Cantor (2004) reported on where we are as a nation more than 50 years after Brown versus Board of Education. The article on Brown versus Board of Education

provided inspiration, symbolized the beginning of great changes in educational attitudes (Zirkel & Cantor, 2004). Efforts at expanding access to education were strengthened by later legislation including the 1972 Educational Amendments Act (PS, 2010). In 1957, challenges to U.S. accomplishments led to calls for reform and prompted the passage of the National Defense Education Act a year later to promote science and mathematics (PS, 2010).

Zirkel and Cantor (2004) provided a perspective that is relevant to the proposed research by providing inspiration from a historical perspective of challenging beginnings to great changes in educational practices. Their theory was that providing multicultural educational environments through thoughtful and strategic planning would promote successful educational outcomes. Zirkel and Cantor (2004) will be helpful in providing a supportive perspective on settings in which participants having a choice in the decision to participate in the educational group positively impacts the educational outcome, which is similar to the AVID program. Victory (1998) and Peak (2010) provided a look at previous research done on the AVID program with comparative data studies on the AVID program regarding overall middle school student academic achievement and attendance, and specifically mathematical results.

The AVID Program

The AVID program's mission according to Victory (1998) and Peak (2010) is to ensure all students are given the opportunity to succeed in life by completing a college preparatory path, succeeding in a rigorous curriculum, and becoming responsible leaders. The problem was that the Kansas school system had not been meeting standards (USD 475, 2011). AVID, an intervention had been in place with an abundance of data not

readily available to the stakeholders supporting the programs' success (Arjona, 2013). Victory (1998) and Peak (2010) asserted that this provided strategies to help those delivering direct services and programs to begin an evaluation.

AVID is a school instructional and restructuring program that was developed by two teachers on the West Coast to provide support to students identified as having academic potential, average "C" students, yet under represented on campuses of four year colleges and universities, according to Victory (1998) and Peak (2010). Both Victory (1998) and Peak (2010) reported on the characteristics and composition of the AVID program. A snap shot view of the AVID program, the focus for this research, is provided (USD 475, 2011):

AVID has been reported to be turning midstream students into exceptional students and leaders with less than one hour of college preparatory teaching daily. Mondays and Wednesdays students meet with the lead teacher and students use their inquiry skills to write higher-level questions based on Cornell notes, worksheets, homework, quizzes, and tests from their academic classes. Tuesdays and Thursdays students meet with tutors in their tutorial groups and students collaborate and use inquiry to help each student presenter solve a problem or answer a question, presenting to class with a completed TRF (Tutorial Request Form) that includes student information, question, and level of question, source, and resources. On Fridays students are back with the lead teacher. There are guest speakers and binder checks. The binder is the most important tool for the student's academic success as it encourages student reflection. Students are graded on their binders being neat, complete, and organized.

The expected outcome of the AVID program was to create successful collaborative learning groups that assist students in achieving in rigorous academic classes (USD 475, 2011). Causes for concern in the program have been frequent substitute teachers and delayed feedback. According to Victory (1998) and Peak (2010), there have been no comparative studies done that support the claims of improvement in student academic achievement or attendance. Victory's (1998) and Peaks' (2010) research was relevant in that it provided a background perspective on the characteristics and statistical data already evaluated without success and the need for further study. The literature supports the need for continued research to achieve positive outcomes for "C" grade or average students.

The literature continues on to support quality education for all students with Cortes et al. (2013), whose perspective proposes increased exposure to Algebra early in the school curriculum for positive future outcomes. The literature supports the proposal that creating and developing enlightened leadership skills for global governance should begin early. The literature supports the proposal that AVID could act as a catalyst, bridging systems to successful student achievements in the public school system. The literature provides parallels that support the proposal of AVID and its' potential as the catalyst to a paradigm shift, bridging the gaps seamlessly to a quality public school education for all students.

Charter Schools: Another Quality Option

Why pay to send students to special programs, private schools, or hire tutors when a public school system could provide a college preparatory curriculum? Zorka (2013) provided a perspective in answer to this concern with another educational option

to a quality education experience, the charter school. Charter schools are public schools, granted autonomy to operate outside of traditional school frameworks in exchange for higher levels of accountability (Zorka, 2013).

The charter school concept is a dual governance mechanism similar to Kotter's (2012) dual system proposal in that the total educational system is comprised of a hierarchy and a network. The difference between the charter school system and the AVID program would be that AVID would co-exist within the same facility, and the charter school would exist in a separate facility. AVID would be seamlessly integrated and the charter school would have a gap between it and the existing hierarchy (Kotter, 2012).

The researched perspective provided by Zorka (2013) gave a view of charter schooling as an opportunity for educators and parents to be empowered to fulfill their dreams and aspirations of a quality education for students. The AVID program was also geared to fulfill the dreams, potential, and aspirations of students, not for parents and educators and there was a distinction of those students being average (Peak, 2010; Victory, 1998). Charter schools have enjoyed high levels of academic autonomy and high "A" academic achievement despite relationship challenges with their school districts (Zorka, 2013).

Run without close oversight and with integrity, the dual education system can divide the staff and parents in two camps with the leading cause for closures being financial (Zorka, 2013). According to Zorka (2013), who provided an operational overview of a charter school system, the charter schools' external governance and internal governance is over seen by a school board, which makes decisions about school policies

and programs. The keeping of charter school reform's credibility intact requires a fragile balance of oversight and autonomy of charter schools for success (Zorka, 2013).

Charter schools have been scrutinized for a lack of accountability as well as a lack of political will to hold the schools accountable for academic performance and decisions to close have been made for underperformance (Zorka, 2013). For example, the principal of Voyager Charter School was to handle all administrative responsibilities, including financial operations (Zorka, 2013). During the initial years of operation board members noticed instances of micromanagement and impropriety in using school money for personal compensation and purchases. Nevertheless, many underperforming charter schools continue to be in operation, which illustrates one of the main weaknesses of the charter school regulatory accountability system, supporting the perspective of a need for further study and new practices to provide a quality educational experience to all students (Zorka, 2013).

The charter school system and the AVID program both require evaluations of their performance and would benefit from leadership that has an eye toward continuous improvement (Zorka, 2013). This section of researchers provides a contrasting view of a similar program to AVID, as a quality option to a rigorous curriculum, the charter schools that function as a dual system housed in separate facilities. This research provides a view that, though another option for a quality education with the public school systems is available, enacting charter school accountability theory in practice is complex and holding charter schools accountable is associated with difficulties, supporting a need for further research (Zorka, 2013)

The ACT

The ACT is a standardized test and asks the same questions, the same way, year after year, making it a predictable instrument of measurement for college readiness, supporting the proposed research's long-term goal of establishing uniform standards between public school systems (Martz, Magloire, & Silver, 2012). The ACT measures what it says it does; academic achievement and is a better test than the SAT which measures ability (Martz et al., 2012). The ACT College readiness benchmarks are the minimum English, reading, mathematics, and science scores required for students to have a 50% chance of obtaining a "B" or higher or about a 75% chance of obtaining a "C" or higher in the corresponding credit-bearing college course (ACT, 2012).

Years of ACT research show that it is not the number of courses a student takes in high school, but what happens in those courses that matters most (Ndum, Allen, & Fischer, 2012). Ndum et al. (2012) reported that despite educational reforms and improvement initiatives, the percentage of students ready for all four-year college courses has only increased slightly over the last ten years. Ndum et al. (2012) supported the perspective of developing a quality core tool for raising the quality and intensity of core high school courses, which strongly supports the AVID program as the bridge to such plans.

As Ndum et al. (2012) pointed out, with the introduction of any school improvement initiative or new instructional program, stakeholders, to include school leaders and policymakers want to know if progress is being made in raising student achievement and ACT has been the instrument of choice. Topics researched by Ndum et al. (2012) included techniques for bridging traditional instruction to match the network

instruction, professional development for teachers, defining rigor and relevance of high school courses, promoting a seamless system, by examining student work, and revising lesson plans. The benefits of the ACT are that it is a unique resource which has been around for decades with proven results and can be utilized as a benchmark for raising standards (ACT, 2012).

According to the Emerging Trends Report (2011), ACT is the only organization with decades of empirical information, showing exactly what happens to high school graduates once they get to college or to work and how they can maximize success. This unique information is an invaluable resource as ACT works closely with states, school districts, and postsecondary institutions to transform them into a better-aligned P-16 education system (EMT, 2011). Information that is useful to researchers, such as the students' background characteristics, time of testing, ACT scores, college preferences, participation in EOS, and college choices, is collected when students register for and take the ACT (EMT, 2011). It is believed that the information provided in the Emerging trends report will give institutions insight into their current enrollment management practices and offer effective strategies for improvement (EMT, 2011). An added value is that of interest-major fit in predicting student persistence within their major, which means that students are more likely to stay in their major, persist in college, and finish sooner (EMT, 2011).

The ACT is designed to advance the lives of students, with the impact focused on helping students to achieve education (EMT, 2011). As ACT participation rates have increased, the pool of ACT-tested students has become more representative of the nation's high school graduates. The ACT data provides a snap shot of possible student

outcomes, for example: a student's likelihood of enrolling in a four-year college increased with the number of College readiness benchmarks attained (ACT, 2012).

As ACT-tested students from "ACT+(4+:1)" and "ACT(1.5+:1)" (state categories are based on their ratio of ACT and SAT tested high school graduates) often exhibit the student testing and enrollment behaviors of the typical college bound population in those states, it is a highly recommended tool for research (EMT, 2011). The ACT can have a positive impact on the student's self-esteem by providing positive indicators for academic success by answering "Will the ACT-tested students researched meet the ACT college readiness benchmark," meaning will these students meet the minimum subject test scores required to have a 50% chance of obtaining a "B" or higher in College algebra (ACT, 2012)? The mathematics test assesses a student's knowledge of pre-algebra, algebra, geometry, and trigonometry (GCS, 2012).

The ACT mathematics benchmark score is a "22" (GCS, 2012). A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a "B" or higher or about a 75% chance of obtaining a "C" or higher in the corresponding credit bearing college courses (ACT, 2012; EMT, 2011). These combined perspectives in this section strongly support the concept of using the ACT as the instrument to provide proof of the AVID programs' success.

Math Remediation

Mathematical capability in the 21st century is the key determinant to the nation's productivity concerns (Vigdor, 2013). Solomon (2007) presented the perspective that teaching mathematics as a set of rules applied to a narrow range of exercises in a way that does not engage students in real mathematical thinking is at the root of low achievement

and participation. Research into mathematics education emphasizes the need to move away from transmission models of teaching to discursive, inquiry, and reflective thinking, a form of double loop learning which is supported by Solomon (2007).

Argyris (1999) and Solomon (2007) agreed double loop learning was the classroom practice of students' negotiating and justifying solutions to problems and questioning the process. They supported a paradigm shift with respect to students' mathematical identities in respect to their ownership and participation in direct support of the AVID program concepts. The benefit to society of an intense focus on mathematics, and quality curriculums in the development of all students before middle school was the view (Cortes et al., 2013; Vigdor, 2013). Vigdor's strategy was to show how improving math performance would promote equality through accessibility, as mathematical capability is key to productivity. Vigdor's study was relevant to the research as it provided a perspective of the impact of a separate curriculum. Where Solomon (2007) provided a more detailed understanding of how relationships with mathematics develop over time in terms of emerging student identities and their interaction with pedagogic practices.

Life has taught us that experiences create behaviors thereby, according to Solomon (2007), contributing to students' performance in mathematics. Vigdor's (2013) research can be used to support a defining point in the students' math experience. According to Vigdor (2013), the school system need only recognize that equalizing the curriculum for all students cannot be accomplished without significant costs on some and perhaps all students. The importance of identity in building mathematical skills is that it mediates the students' relationship with the practice of mathematics (Solomon, 2007).

Identities, according to Solomon (2007), are constituted by and constitute classroom communities of practice, which emerge as a product of short and long-term practices and interactions. Solomon (2007) brought to the research student narratives of learning mathematics, reflecting on the idea of self as being a moment in the dynamic flow of activity, in this case mathematical practice that connects the student to the world around them and to themselves. Cortes et al. (2013) were relevant to the research as they gave strength to the long term benefits of an intensive, focused educational program.

Solomon (2007) supported the perspective that students receiving a higher level of mathematical experiences construct a mathematical habitus or identity whereby they perceive themselves as well prepared and positioned in mathematics, seeing themselves as worthy and clever. These researchers are useful in supporting the perspective of the future benefits to society being quality leaders, as a result of diverse educational groups, and programs able to deliver quality curriculums with positive mathematical outcomes, and long term benefits. These researchers show relevancy to the proposal by supporting the importance of mathematics in education, with a direct link to student identity, their future economic advancement in society, and the bias inherent in denial of such an education across the board to all students in the public school system.

Student Population

Gamoran (2009) provided a view of the concerns involved with tracking or separating students into different educational tracks or classrooms, according to their interests and/or abilities. Gamoran's research supported the concerns of the local school district with struggles over tracking the AVID students and political challenges within the education system regarding the persisting debate over tracking students according to their

ability and inequality. The focus of the AVID program is on the median or average student population, the “C” students or average achievers (Peak, 2010; Victory, 1998). This places the focus of the research material on students considered to be grouped according to their achievement abilities as average students.

Solomon (2007) painted a descriptive picture of contrast by providing a perspective on what it means to be an average student. According to Solomon (2007), average students or lower set learning groups are characterized by simple questions, geared toward developing followers. This is in contrast to top set learning groups, who are characterized by opportunities for engagement, imagination, and learning to do reflective mathematic exercises, all geared toward developing leadership ability (Solomon, 2007).

Solomon (2007) supported the need for analysis of classroom cultures, enabling stakeholders to see how differential access to knowledge can come about with the practice of ability grouping and inadvertently creating labels and developing biases with this student population. The unprompted peer tutoring that occurs in heterogeneous groups, such as those in the AVID program hinges on giving and receiving help and explanations, and both types of interaction are positively related to learning outcomes according to Saleh, Lazonder, and Jong (2007). As they suggested that this support should first and foremost aim to increase the average-ability students’ involvement in the group interaction, their perspective supported the AVID program (Saleh et al., 2007). In Solomon’s (2007) view, classroom practices that foster identities of participation and the use of higher questions, promoting inquiry are not likely to take place in classrooms of

average ability students or any situation that lacks the opportunity for negotiation and inquiry.

A more detailed understanding of the identities within the student population of “C” students, is provided with an in depth perspective on how ability grouping increases student awareness of the expectations or restrictions on them and how they perform accordingly, as they see themselves as having poor experiences is reported on by Solomon (2007). In contrast, Solomon (2007) also provided an in depth perspective on students in higher learning sets who have a more positive outlook as they see themselves as able to achieve in the subject matter, and as their experiences allow them to perceive themselves as well positioned in the learning environment. The concept of tracking “C” students or tracking students according to their ability may capture the benefits of the AVID program, where differentiation of teaching practices is used to meet the needs of students without giving rise to the consequences for inequality that commonly accompany tracking and ability grouping was outlined by Gamoran (2009). Gamoran (2009) called for new research and practice to meet the needs of all students based on the findings.

Solomon (2007) supported the need to avoid the “threat of stereotype” and provide a high standard of education to all students, not just a select population of average students, supporting the proposed concept of the AVID program being the bridge to standardized quality education within the public school system. Gamoran (2009) provided strong support for the future with his view that how students are grouped is less concerning than the educational experience they are given, and tracking with meaningful assessments on educational programs and raised academic standards across the board can

shed light on how to best provide quality education to all students. Vigdor (2013) also supported the need for expansion of access to advanced mathematical teaching to all students, not just a select few at a cost to others.

Theoretical Perspectives

The purpose of this research into the educational system is to propose a logical theory, or theoretical framework that maps out the journey to a quality educational experience, with the AVID program being the catalyst for that theory. The literature collection provides an adaptive lens perspective and empathetic perspectives for making sense of classroom dynamics to raise the standards in the classroom and indirectly remove student labels. Vigdor's (2013) theory was that students' mathematical performance could be improved with access to accelerated algebra. His strategy was to show that by improving math performance, equality would be promoted through accessibility, as mathematical capability is key to productivity (Vigdor, 2013).

Cortes et al. (2013) provided the theory that algebra may be a gateway for later academic success, so early high school failure in math may have negative impacts on graduation rates and subsequent academic achievements. Cortes et al. (2013) supported a quality educational experience for long-term results, with their perspective that a double dose of algebra as early as the 8th grade would improve academic student outcomes because low high school completion rates were due to the failures in early courses, such as algebra. The use of reasoning and making sense of things was the theme (Argyris, 1999; Werkman, 2010). According to Werkman (2010), organizational development (OD) is a system-wide process of planned change aimed at improving overall organizational effectiveness. Its relevancy to the research is that it will assist in

establishing the research foundation, upon which a sense making theory will be used in the theoretical framework as part of the researcher's strategy.

Argyris (1999) took up the challenge by providing a perspective on quality management, and questioning current practices with double loop learning. Argyris' (1999) work is relevant to the research as double loop learning is a mirror image of a desired outcome of the AVID program: critical thinking skills. Victory (1998) used Guthrie's theory of the law of contiguity to illustrate how AVID was making a difference with student academic achievements and attendance.

Guthrie's theory of law emphasized the importance of sensory experience as the basis of all knowledge, recognizing that a response will not be formed with every stimulus an individual is impacted with, only with a small few (Victory, 1998). This method of using descriptive parallels established the theoretical foundation of the study. Argyris' (1999) theory was that once students grasp the powerful impact that productive reasoning can have on actual performance, they will have a strong incentive to reason productively, not just in the classroom.

Langer (2002) brought a positive perspective on the theory of reflection and journaling being tools of learning that increase academic outcomes. Langer (2002) gave a perspective on the benefits of students understanding the importance of journaling in building critical reflective thinking skills, increasing the use of journaling and keeping a binder as students in the AVID program do. Langer (2002) and Kotter (2012) provided theoretical support for transitioning from classroom to practice. Langer (2002) provided the important perspective that journaling and reflection results can be impacted by student perception.

Hersey et al. (1996) provided the theoretical support of what is needed in leadership today. House (1996) provided the historical view and a reflection of organizational behavior and leadership behavior with the reformulated path goal theory of leader effectiveness, a proven approach to goal attainment. Zirkel and Cantor (2004) provided a perspective to educate stakeholders (educators) on how to create educational institutions that serve all students well.

Agarwal and Weill (2012) brought the perspective of applying data compassionately in traditional systems to mitigate risks of resistance in response to new opportunities. Their theory was one of soft-scaling, a strategy of optimizing the processes, which informs empathetically, and nurtures the emotional connection with the stakeholders for exceptional growth (Agarwal & Weill, 2012). Zirkel and Cantor (2004) also had a theory, that to propose multicultural educational environments through thoughtful and strategic planning would promote successful educational outcomes. Its relevancy to the research was that it provided a historical perspective on symbolic beginnings to great changes in the education system: (1) the Brown decision and (2) social scientists representing a provisional background (Zirkel & Cantor, 2004).

The concept of the law of congruity being the principle of learning related to the concepts governing the AVID program: meaning that it is expected that AVID students will respond positively to appropriate achievement stimuli (Victory, 1998). This collection of researchers were relevant to the research, as combined they provided a perspective of the impact of a separate curriculum. America attempts to homogenize the math curriculum in secondary schools at the cost of preparing the most promising students for intensive math study (Vigdor, 2013).

Leadership Skills

One independent variable in the literature review is leadership behavior; the path goal clarifying behavior was described generally as setting expectations and standards, and giving specific guidance (House, 1996). House's (1996) path goal theory made a strong rationality assumption about individual work motivation: individuals calculate their work output contingent upon their level of effort that they consciously choose to expend toward goal attainment. House (1996) made a strong self-interest driven assumption about leadership and individual motivation.

The literature review begins the organized theoretical plan of study with Vigdor's (2013) proposal of using math to solve the nations' educational dilemma, as math is the key determinant of productivity in today's workforce. Supporting this line of thinking was the assistance of Avolio et al. (2004) who reported an additional rationale for this direction of thinking by establishing what is involved in developing authentic leaders. Low (2010) reported on leadership with more detailed information about what a leader consists of, guts to challenge the status quo and to question the practice and tradition with double loop learning. Low (2010) completed the focus started by Vigdor (2013) on providing our future leaders with the necessary tools for success.

Teachers as leaders must be open to being asked why a process is done a certain way (Argyris, 1999). The organization and teachers need to be conscious of giving mixed messages. For example, asking someone to be creative when writing an essay, but then telling them that you prefer that they only write with these three criteria is a mixed message (Argyris, 1999). All of the researchers in this section provided a perspective on what is involved in the development of leadership skills.

Leadership and Development of a Positive Self-Image

Leadership was supported with Hersey et al. (1996), who reported on the leadership life-cycle, and provided a foundation with a historical perspective to build upon, showing how little change had taken place over several decades, while Low (2010) and Avolio et al. (2004) reported on what leadership consisted of by providing descriptive characteristics. Druskat and Wolff (2001) reported on the emotional intelligence (EI) importance of groups, making them more effective and productive holistically.

Hammermeister et al. (2009) reported on the importance of mental skills to promote positive self-esteem. Having proven their effectiveness in the government sector, their relevancy too is apparent as they propose a proven educational intervention with positive outcomes. As for non-significant results, Victory (1998), Peak (2010), and Langer (2002) shared that theme. This collection of literature was relevant to the proposed research study as it provided consistent themes on the future impact on society through the early development of leadership skills and the importance of building mental skills in students, as the AVID program has the potential to be the catalyst to bridging public school systems with sustainable results.

Student Motivation and Improved Outcomes

The focus on group dynamics with discussion of underlying motivation strategies was accomplished with Ginsberg (2005), who discussed the motivation factor and diversity with supporting evidence that motivation is consistently related to educational achievement. Ginsberg (2005) and Gagne and Deci (2005) reported on motivation and its relationship to productivity. Motivation strategies in the face of integrity challenges were also suggested by Hersey et al. (1996) on situational leadership with one suggested

strategy being that to maintain change would be requiring senior leadership study theories on motivation.

Gagne and Deci (2005) reported on a cognitive theory which explains the effects of extrinsic motivators on intrinsic motivation, providing further support of an educational intervention that intrinsically motivates students. Ginsberg (2005) provided the perspective that motivation is consistently and positively related to educational achievement. Ginsberg showed relevancy by supporting the research focus of there being a community need for a tool to achieve improved academic achievements.

Werkman (2010) provided a sense making perspective, reporting on organizational development supporting the researchers' common sense approach to student self-determination and motivation. The self-determination and motivation perspective reported on by Gagne and Deci (2005) pulled together the discussion of motivation, which is essential to success, by reporting on intrinsic motivators. The essential aspect that is key to the success of AVID is voluntary participation (intrinsic motivation), according to Victory (1998).

House (1996) supported the AVID program with the positive perspective of self-determination and motivation in goal attainment without punitive actions, production emphasis, or autocratic leadership behavior. The motivational strategy of focusing on the achievement motive, a desire to do things better than they have been done before, educating and empowering staff and students, is a strong factor in the AVID program (McClelland & Burnham, 2003). These groups of researchers focused on motivation and intrinsic factors, establishing relevancy to the research through the impact of leadership

skills, motivation, and diversity on productivity and the need for further study on the AVID program to prove effectiveness.

Transitioning to Developing Critical Thinking Skills, Inquiry and Teaching Life Skills

Gamoran (2009) reported that the negative effects of tracking are dependent on the implementation process which provides an adaptive lens perspective in a traditional system with the possibility of removing labels. Agarwal and Weill (2012) encouraged soft scaling, using empathy, and not putting too much emphasis on systems and processes when reporting on data for success in such a traditional system as the public school system. Gamoran's (2009) findings supported the AVID program with the perspective that by providing rigorous educational direction to students in lower tracks, higher achievement outcomes would result. Gamoran (2009) also supported the concept of opening the door of opportunity to all students, with meaningful instruction at all skill levels.

Hammermiester et al. (2009) reported on the needed support tools to achieve desired outcomes: program development, teaching mental skills, and showing relevancy as AVID's goal is to produce collaborative groups of critical thinkers. Gamoran's (2009) perspective on what is needed to overcome the technical challenges (teacher preparation) associated with change and de-tracking, supported the AVID program as they provide training and resources to prepare the teachers to deliver a rigorous curriculum. Kotter (2012) provided the view that a dual operating system, with the traditional system directly linked to the network (AVID) evolves by taking small steps and does not jolt the organization the way sudden dramatic change does.

Druska and Wolff (2001) reported on the importance of building emotional intelligence (EI) in groups to improve productivity. Cortes et al. (2013) reported on how algebra may be a gateway for later academic success and, as mathematical scores are a variable in the study, it is quite relevant. Langer (2002) reported findings on the immediate and extended impact of journals as a learning tool, promoting reflection, though not as strong a showing as Argyris (1999), who reported on double loop learning, which involves learning the standard, and asking why it is that we practice it.

Gamoran (2009) supported the concept of double loop learning with the perspective that meaningful assessments of programs are the main ingredient to a successful change intervention. According to Langer (2002), student feelings about journaling can affect their performance in achieving critical reflection. These researchers show relevancy to the study as teaching reflection, intrinsic motivation, and developing critical thinking skills is a desired outcome of the AVID program.

Gamoran's (2009) work supported the AVID programs' attempt of reducing the use of tracking by allowing students to select the program as their own class. He points out the limitations of this process with the view that students tend to sort themselves into classes, similar to traditional tracking systems, related to access to information and varied aspirations (Gamoran, 2009). According to Gamoran (2009), the key elements that support a rigorous curriculum in a mixed ability group would be small classes, as demonstrated in the AVID program with tutor led groups of less than 15 students per group (GCS, 2012).

Facilitating Educational Change for Sustainable Results

Kotter (2012) provided a focus on eliminating barriers to accelerate movement of a traditional system in the right direction by emphasizing the need to fully integrate the network system into the traditional system and eliminating its being viewed as a rogue operation. New strategies fail at an alarming rate, according to Kotter (2012) because hierarchies crush networks viewed as separate entities or rogue. Kotter's (2012) view raises the question of "How can leaders win buy-in, generate urgency, and engage their people to reduce resistance to change and successfully implement a new system?" Essential to program implementation and evaluation success is to overcome cultural differences, develop the information communication transfer (ICT) infrastructure, and establish standardized processes (David, 2008). ICT enables workers to communicate and engage in collective problem solving (David, 2008).

According to Agarwal and Weill (2012), soft-scaling is the needed strategy as it brings together the best features of optimization and building emotional connections with stakeholders through passion, commitment, and concern. Failure to understand the subtle distinction between focusing on what is wrong with where we are, instead of on what will it take to get to where we want to be costs organizations dearly (Oakley & Krug, 1993). Morton and Hu (2008) provided the supporting perspective of a structural contingency strategy, as change can be an evolving process: examining the fit between systems as organizational designs is an emergent process. They support the need to evaluate such a program as AVID for effectiveness. Agarwal and Weill (2012) support the need to validate a program to encourage the stakeholders' emotional connection.

Morton and Hu (2008) provided added support of Kotter's (2012) view with their perspective that to generate sustainable success, organizational dimensions of formalization (traditional system) and specialization (AVID program) are merged into a single dimension of formalization. Strategy is a word used loosely to cover sporadic planning, should be viewed as a dynamic force that constantly seeks opportunities, identifies initiatives, and capitalizes on them by completing those initiatives swiftly and efficiently (Kotter, 2012). Kotter (2012) provided a perspective to the stakeholders of a continuous and holistic strategic change within the public school system, one that accelerates change and agility because it never stops.

The concept of the traditional system and the network AVID functioning as a dual operating system could produce a better educational product, quality student experiences, and a more exciting place for teachers to work in an era of exponential change (Kotter, 2012). Traditional systems and standard managerial processes, even when minimally bureaucratic, are inherently risk-averse and resistant to change, partly due to politics and culture (Kotter, 2012). According to Kotter (2012), this is why a dual operating system, a management driven traditional hierarchy working in concert with a strategy network, works remarkably well.

Conclusion

The research on the public school education system has provided a perspective of the risk to the students, our future leaders in the public school system. Ravitch (2010) reported that public school systems keep stumbling, because there is widespread disagreement on what should be improved, what is meant by improvement, and who should do it. The research can be used as a tool in opening the eyes of the American

public to the potential benefits of safe guarding our students' future in making a paradigm change. The research and resulting data have the potential to create a sense of urgency.

According to Kotter (2012), this level of heightened organizational awareness is essential to needed continual strategic adjustments to align the organization with the biggest opportunity in sight. The collective perspectives mapped out by the research study identified the importance of a quality education in the growth of our nation. The research on the school educational system had consistent themes.

The importance and benefits of developing critical thinking skills early in students was emphasized as today's students are the future leaders of this nation. The pattern of using math to leverage future leadership development was strongly supported by Vigdor (2013) and Cortes et al. (2013). The historical perspective on leadership development discussed by Hammermeister et al. (2009), and the importance of building life skills to successfully function in society, supported the foundation that AVID is based on.

Cortes et al. (2013) reports positive outcomes for students exposed to a double dose of algebra early in their educational experience, supporting the researcher's proposal that academic outcomes can be improved with a rigorous curriculum, such as the AVID program. In the midst of the politics involved in tracking the AVID students, Gamoran (2009) supported the process of tracking the average students to further benefit the educational system, as tracking per se does not generate inequality, but rather inequality can emerge because of the way in which tracking can be implemented.

Zirkel and Cantor (2004) discussed the benefits of multicultural educational environments for positive outcomes providing an adaptive lens perspective and leaving room for further theory building to support the importance of a tool, such as AVID in the

development of this nation's future leaders. The chosen articles by Avolio et al. (2004) demonstrated the importance of producing knowledgeable leaders and not blind followers, and Hammermiester et al. (2010) who reported on tools that develop critical thinking skills such as EI, and mental images, both of which support AVID. The scholarship and research on which the literature review was based comes from individuals in diverse professions, including health, education, psychology, business, finance, law, and social services. The noticeable gaps in the research were a couple of low quality studies, with no supporting quantitative studies.

It is doubtful that any student may reasonably be expected to succeed in life if he or she is denied the opportunity of a quality education. As Gamoran (2009) reported, instructional differences in the classroom reflect how students respond, not just what teachers do. Previous research on the AVID program has been found to be less than supportive of the program: results were based on student attendance in the program, not academic achievement.

For years, it has been the determination of the people to overcome injustice in our society through education (USD, 2011). Research of the public school education system provided a clearer picture of the public school system and the need to raise current practices to develop strategies for a quality education to all students. It also emphasized the need to apply basic ethical principles of research in improving the education system, which are: (a) respect for persons, (b) beneficence, and (c) justice (HHS, 1979).

The principles on managing change successfully reported by Kotter (2012) provided support toward the development of effective dual systems as part of the public school education system. Gamoran (2009) reported that as the current systems in place

are apt to talk past one another without resolution and include student assignments that bounce from one system to another without recognition of the strengths and shortcomings of each, changes to the current system are reasonable, though difficult to accomplish in practice. Gamoran (2009) reported that there may be benefits to students' academic performance from pursuing a common curriculum versus being allowed to self-select, as students are motivated by their interests and social concerns which may result in ethnic as well as academic divisions.

Although according to Agarwal and Weill (2012), although data are becoming the life blood of organizations and can provide the critical link between system optimization and emotion, just having the data will not bring results. While most of the educational systems have the data and are not using it, using the data empathetically by adding context leads to data driven success (Agarwal & Weill, 2012). Kotter (2012) provided the view that to promote sustainable change within a traditional system you must appeal to stakeholder emotions to contribute to positive change and take the education system in strategically smart ways into a better future. Kotter (2012) reported that when the strategy network meshes with the traditional system as an equal, barriers are eliminated and movement in the right direction is done, thus making sustainable change possible. There appears to be a need for continuous quality improvement (CQI) in the public school system through the use of a rigorous curriculum focused on math remediation.

CHAPTER THREE: RESEARCH METHODOLOGY

The purpose of the research was to explore and support the notion that the AVID program has been effective as an intervention program within the Kansas public school system. The expected outcome of AVID was an increase in the students' academic achievements (Victory, 1998; Peak, 2010). The end result of the research was to be an increased awareness of the effectiveness of the current education program, AVID.

There has been a need to establish a school system that fosters academic excellence in every school, for all students throughout the nation (Ravitch, 2010). The supporting theories and data could open doors to a paradigm change. It could open doors to a quality education to all students within public school systems nationwide. Data was collected from the Kansas school districts' ACT test scores which were administered annually to 11th grade Manhattan, Kansas high school students and statistically analyzed.

The research was focused on the effectiveness of a school change intervention program. The program to be researched was the AVID program. AVID is a program geared toward ensuring that all students succeed in a rigorous college preparatory path, increasing their success in four-year colleges, and becoming educated and responsible leaders in society (USD 475, 2011).

The null hypothesis was as follows: there is no statistically significant difference in the ACT mathematical scores between AVID elective 11th graders and non-AVID 11th graders. The alternative hypothesis was as follows: there is a positive statistically significant difference in the ACT mathematical scores between AVID elective 11th graders and non-AVID 11th graders. The research was a comparative study with a control group design.

The intention was to measure student achievement and statistical data. The delimitations of the research design were due to the strategy of reporting how improved math performance can positively impact equality within the public school system. The intent was to not focus too much on systems and teachers when collecting and reporting data. According to Vigdor (2013), mathematical capability is the key to productivity.

The desired results were to promote collaborative group learning. This should positively impact decisions to end separate curriculums for college preparedness.

Limitations to the scope of the study were as follows:

- a. The criteria of participants in the study, 11th grade mid-line, C students.
- b. The chosen geographic region to be studied, Kansas.
- c. The chosen program to be studied, the AVID program.
- d. The chosen organization to be studied, the public school system, specifically the Manhattan school district.
- e. The variables of interest are ACT test scores, AVID group participation, gender, race/ethnicity.
- f. The researcher utilized data that has been collected by others.

Over time, conditions have changed but the systems have continued on without adequate adjustments to those changing conditions (Parsons, 1997). Perspectives on the importance of process or product often change within an initiative and shifting can result because of feedback (Parsons, 1997). Failure to understand the subtle distinction between focusing on what is wrong with where we are instead of on what it will take to get to where we want to be costs organizations dearly (Oakley & Krug, 1993). This

research provides a clear picture of where the AVID program is today. The results provide the needed data to move a traditional system forward in a changing market.

Research Design

Resistance to change should always be considered when planning a research project. The public school system is believed to be a traditional system. Successful change in such a system should involve thorough planning, and well communicated implementation, followed with continuous monitoring and evaluation.

The research was a comparative study with a control group design. The plan was to measure student achievement with statistical measurements taken among selected groups. The participants were matched according to a certain characteristic, and then assigned to control and experimental groups.

The treatment, AVID, was given only to the experimental group. Both groups were measured on their mathematical achievement. The null hypothesis was as follows: There is no statistically significant difference in the ACT mathematical scores between AVID elective 11th graders and non-AVID 11th graders. The alternative hypothesis is as follows: There is a positive statistically significant difference in the ACT mathematical scores between AVID elective 11th graders and non-AVID 11th graders.

Quantitative methodology was the chosen method of research, with the goal of providing unbiased information. The measurable variables consisted of the following (Creswell, 2009): the independent variable (IV) was the AVID program, as the independent variable must be the treatment variable, and the dependent variable (DV) was the ACT scores, the criterion variable that is presumed to be influenced by the independent treatment conditions and any other independent variables (Creswell, 2009).

The inferential statistical test to be used for data analysis was the T-test, used to test aggregates (Steinberg, 2008). The research examined one academic subject, “mathematics,” and provided documentation to support the effectiveness of the program. The researcher submitted the proposal and methodology application to the Institutional Review Board (IRB) for review and permission, as required to perform research. The pre-approval for access to the desired data had been established with the offer to analyze data that the organization has not had time to address, once IRB permission had been given as suggested by Dr. Kate Noone (2013). A copy of the approved proposal with a letter of request was presented to the school district of the chosen organization, an urban public high school, seeking permission to conduct the study.

The intended audiences for this research were the stakeholders: administrators, teachers, students, parents, local college faculty, and other school districts. The sample size was not determined prior to receiving the archived data. The researcher used common sense and logic when analyzing the results. This was an attempt to position the research to a more general state, using a predetermined research design (Galt, 2009).

The researcher worked with a hypothesis that does not change. This was an attempt to generalize a theory extending the interpretation of the findings to as broad an application as possible, mitigating concerns of bias according to Galt (2009). The hiring of a statistician was considered.

Researcher Bias

There is a potential for researcher bias, as the researcher is optimistically biased. The methodology of quantitative research was chosen to mitigate researcher bias as quantitative measures are used to represent objectivity (Creswell, 2009). The researcher

comes from a family of educators, engineers, and highly motivated military leaders. The researcher was educated in the Detroit Public School System and attended a four-year college preparatory high school, Cass Technical High. The researcher's one claim to fame as a result of receiving a quality public school education was having aced the entrance exam, Armed Services Vocational Aptitude Battery (ASVAB) exam to join the Army in 1978 on the writing, reading, and math scores alone, having missed all of the mechanical and tool questions, a never before seen phenomenon, according to the recruiter, Augustus Woodward (1978).

The researcher worked as an AVID tutor with middle school students for the school year of 2010-2011. The duties and responsibilities were to facilitate the development of academic and personal strengths of students, grounded in AVID strategies (WICR: writing, inquiry, collaboration, and reading). The expectation was to become a master of the AVID tutorial and inquiry learning process.

Methodology

Quantitative methodology was the method of choice for the study. The goal was to present objective data with the use of numbers. The research focused on outcomes. The null hypothesis is as follows: there is no statistically significant difference in the ACT mathematical scores between AVID 11th graders and non-AVID 11th graders. The alternative hypothesis is as follows: there is a positive statistically significant difference in the ACT mathematical scores between AVID 11th graders and non-AVID 11th graders.

The research involved the use of statistical data. Statistical procedures such as analysis of covariance to control for independent variable measurements were used. Demographic variables or personal variables such as group membership, gender,

race/ethnicity, and SES were used as data sets. Relationships between variables were analyzed to answer the research questions, the null hypothesis, and the alternative hypothesis.

The proposal of using math to solve the nations' educational dilemma, as math is the key determinant of productivity in today's workforce according to Vidgor (2013), could be the catalyst to achieving the common goal of quality learning for all students, doing whatever it takes to prepare students for the demands of continuous learning in the competitive workplace (USD 475, 2010). The AVID program, if proven to be effective, could be the vehicle of choice to deliver a quality educational experience in the public school system. As a non-academia researcher, it was important to be aware of the possible territorial dynamics when changes are initiated by a non-group member. There was a need to make it clear that the research focus was alliance oriented; focused on providing the data, not to take over (Daft, 2007). This rationale was used in selecting the quantitative method. An example of this concept was practiced, according to Low (2010), as far back as King Arthur with the use of a round table as descriptive of there being no one focal point or head, but a team. What other more non-threatening, non-subjective method of feedback is there than numbers?

Methodology Selection

The desire to have the results of a study done by a non-academic member, embraced by a traditional community, motivated the method of study. Quantitative methodology was the chosen method of study for the research. It proposed to represent objectivity with the use of numbers. The use of numbers should limit opportunities for researcher subjectivity.

My experience as a change agent, implementing an electronic intensive care unit, has provided me with a strong understanding of the resistance to change. The presentation of substantiated documentation (numbers) versus subjective data presented by a qualitative study would more likely be positively received by the team of stakeholders. Supporting a study with a focus of social justice, would require numbers and unbiased interpretation to garner support.

As a researcher, being aware of the territorial tendency likely to arise when changes are initiated by a non-group member, it is imperative to know how to use the power of situational variables to substitute or neutralize the need for power in leadership. Make it the group's project, make it clear that the researcher is only there as part of the team, to provide the data, not to take over (Daft, 2007). An example of this concept was practiced daily in the AVID program as noted by the group set up which consisted of the desks being placed in a circle with the tutor walking around the outside perimeter of the circle. While the students sat in the circle and presented at the board which was placed in the circle between two desks.

Selection of Subjects

The sample selection was whole group/cluster sampling (Steinberg, 2008). Participants consisted of C students, 11th grade AVID elective students, and non-AVID 11th graders. The sample was taken from within the population of an urban high school. It consisted of both male and female participants. The sample size had 15 AVID student data sets and fifteen non-AVID student data sets, for a total of thirty data sets.

Best practices for reporting outcome measures in groups of students ranging from 21-40, were initiated to protect from the potential of accidental disclosure, as this is a

reporting practice and data protection technique used by the public school systems (NCES, 2011). The approach used was that of matching participants in terms of a certain characteristic, being a C student. The students were assigned to a group. Then they were placed within individual group sets from the AVID group and the non-AVID group.

Each group set was paired for comparison between groups. The students in the AVID program were previously screened for academic achievement and met the study criteria for being C students. The subjects were selected for the time period from 2009-2013.

Instrumentation

An appropriate instrument of measurement was selected to determine student achievement outcomes. The chosen instrument of measurement was the ACT, a standardized test that has proven to be a reliable instrument of measurement. The ACT was used to measure student mathematical achievement. The ACT measures academic achievement (Martz et al., 2012).

Validity

The research focused on establishing standards. The ACT is a predictable instrument of measurement as it asks the same questions, the same way year after year (Martz et al., 2012). Validity exists when the instrument of measurement measures what is desired (Main, 2011). A control group was established by the researcher. The control group enabled a certainty that the outcome of the study occurs because of changes in the independent variable (Martz et al., 2012).

Methodological Assumptions

The expectation was that scores on the instrument of measurement agree with scores on other factors related to it (Main, 2011). A quantitative study allowed a look at what happens as a result of an intervention and provide an explanation of why (Main, 2011). To provide an objective rationale to move forward with a rigorous curriculum designed to provide a quality education to all students should require a process that has standardized practices.

The use of a methodical process gives a clear and descriptive picture to support the proposal. The use of numbers as the data source presented a strong foundation to build an objective proposal. The use of a quantitative methodology met the criteria of being objective with its being empirically based.

Procedures

The data collection process consisted of following a plan. Data was collected from archival data within the public school system. The first step in the plan was to initiate contact with the organization that the study was conducted on. The researcher obtained informal permission to consider the organization for research. A letter was written seeking approval to do research from the organization to be studied.

Permission was obtained from the Superintendent of Manhattan, Kansas High School District to conduct the study and access archival data. Administration was sent a packet with IRB guidance from the university and a copy of the research proposal. The permission packet did not include an informed consent form, as this was an “exempt” study. The proposal packet included the following:

- Purpose of the study.

- Significance of the study.
- Explanation of how data will be collected, stored, and used.
- Proposals of confidentiality, anonymity and security.

The researcher submitted an IRB application to the University for permission to conduct the study. Once permission was granted to conduct the study by the IRB, the researcher proceeded with collecting data. The researcher collaborated with the secondary education coordinator for the Kansas Public School District 475 to collect and analyze archived data. To protect the privacy of the participants, care was taken to include the use of data sets. The data were coded upon initial retrieval and recoded during analysis for purposes of confidentiality.

The research was an experimental design; a comparative control group design. The quantitative methodology was the method of choice to study the AVID program intervention for outcomes. The researcher used quantitative methodology to test both the null hypothesis and the alternative hypothesis. The null hypothesis is, “There is no statistically significant difference in the ACT mathematical scores between AVID elective 11th graders and non-AVID 11th graders.” The alternative hypothesis is, “There is a positive statistically significant difference in the ACT mathematical scores between AVID elective 11th graders and non-AVID 11th graders.” This method proposed to represent objectivity with the use of numbers. The use of numbers should limit opportunities for researcher subjectivity.

The setting for this study was the Manhattan, Kansas High School. The data to be collected was obtained from archival data. The sample was taken from the student population within the urban Manhattan, Kansas High School. The sample was randomly

selected by whole group sets. Randomization was used when selecting participants for each group to limit opportunities for bias. Participants were assigned to either the control or experimental group.

The instrument of measurement was the ACT. It is a predictable instrument of measurement according to Martz et al. (2012). Validity exists when the instrument of measurement measures what is desired (Muijs, 2011). The ACT data in the area of mathematics was collected and analyzed. For purposes of this study, the AVID program was the chosen treatment. The data sets were collected from C students, 11th graders receiving AVID training, and C students, non-AVID 11th grader recipients. The data sets were stripped of all identifiers. The researcher recoded the data sets numerically to preserve confidentiality. The new criterion variables studied were those with group membership to include AVID students and non-AVID students, race/ethnicity, gender, and social economic status (SES).

The data analysis procedure consisted of looking at themes by comparing and contrasting data sets. This consisted of selecting variables to be measured in the study (George & Mallery, 2010). First, the researcher looked at the frequency distribution of the variables and calculated measures of means and central tendency (Muijs, 2011). A *t*-test was conducted to compare means between groups. The researcher then looked at relationships between variables to determine whether the relationship was statistically significant (Muijs, 2011).

A descriptive option was selected for use, $p = 0.05$, to provide a means for determining statistical significance. The value that we are looking for when the statistical analysis is run can be found under the second (column 5) labeled "Sig." (Muijs, 2011).

The variables in the study will be group membership, gender, and race/ethnicity. Testing of the null hypothesis and alternate hypothesis was conducted to determine whether or not one group's scores were significantly higher than the other. The group contrasts were between C students, 11th graders receiving AVID training and C students, non-AVID 11th grader recipients.

The data were stored on a computer thumb drive with password protection to prevent unauthorized access. The data analysis was run on a computer. There were no personal identifiers attached to the data sets. All personal identifiers were stripped from the data prior to its being used in the research. The thumb drive and all research documents were kept in a secure location; the researcher being the only individual aware of their location.

It would have been ideal to analyze the data on a computer without internet access as an added safe-guard against potential disclosure. However, the use of SPSS required internet connection to run the program. Data measurements were presented on tables and charts, as they are used to show trending, by comparing and contrasting to show collected data analysis for the *T*-test (George & Mallery, 2010). The researcher was able to draw conclusions from the results. The results were able to tell us whether or not we could provisionally reject our null hypothesis (Muijs, 2011).

This section provided a step by step review of the strategy that was used in order to garner support for the research proposal. The section included the population, sample, research design, and instrument. The institutional letter of permission was introduced. The coding and recoding of data for purposes of confidentiality and anonymity was

presented. The summarization of research procedures was summarized to bring clarity. It was a blueprint for initiating successful change and minimizing risks.

Limitations

The research was to examine only one academic subject, “mathematics” to support the effectiveness of the AVID program. The reporting requirements could have been a limitation on the research outcome. This was related to data availability as no assessment data can be published that could cause harm. Sample size may have been a potential limitation. Also, conducting research within one school district could have been a limiting factor in the study.

Data Collection, Processing, and Analysis

Existing data sets were accessed to obtain the necessary data to complete the study. The data sets were then coded and recoded for purposes of confidentiality. The data used was archived data that had been collected by others from the following data bases: Kansas public schools data and Kansas Department of Education. The data included demographics such as gender, group membership, race, ethnicity, and standardized test scores.

The analysis was focused on the test scores taken from the “ACT” data collected by the Kansas Department of Education. The ACT is a test taken by 11th graders on their general academic performance and will be the source of data on the chosen population of 11th grade students (Arjona, 2013). The data were to be collected over a four week period.

A statistical total analysis of variance will be conducted using the Statistical Package for the Social Sciences (SPSS) software, and a separate analyses of variances for

each variable will be included (George & Mallery, 2010). The inferential statistical test to be used for data analysis is the *t*-test with a Pearson *r* correlation, used to test aggregates (groups), by measuring variances within groups and between groups. The statistical significance level will be calculated at p (probability) = 0.05 (Steinberg, 2008).

Further tests, such as the Scheffe test are needed to determine between which groups significant differences occurred (George & Mallery, 2010). A comparative study was done, where a series of measurements was taken from groups of C average AVID students and groups of C average non-AVID students to evaluate the AVID program. The data sets were coded upon collection and recoded into new variables to maintain measures of confidentiality.

Potential Impact

As a non-academia leader contributing positively to the field of academia has the potential to increase the opportunities within the field for non-traditional leaders to ascend to senior leadership roles: as principals, board members, and superintendents. This would allow for the sharing of the diverse skills and perspectives obtained from years of leadership and life experiences. There are likely to be both internal and external organizational changes as a result of the research, and increased teacher education is likely.

Positive results are likely to lead to an increase in numbers for enrollment into the AVID program within the school district. This would result in a decline in enrollment for other federally funded programs, such as IEPs, because of the improvement in student's academic outcomes. The students in AVID and those with IEPs meet similar criteria (USD 475, 2011).

The potential for residents in nearby districts moving their families closer so that their children can attend school in this district is likely, as this has been a practice for sports participation. There would be a need for more AVID teachers and tutors with the expansion of the program. There is likely to be more attention from nearby school board members and colleges in response to the potential expansion of the program. To enhance an already proven system and market it nation-wide, teaching leadership theories and practices as early as the seventh grade, creating a catalyst to a whole new public school system: forever changing how we as a nation think in the development of our future leaders.

Contradictory Results

Regardless of the results, a move forward will be the goal. The concept of team building, with the focus on acting as “one team,” promoting a culture of higher learning, needs to be established from the onset of the study with the stakeholders. The community will need to come together as a team to decide how to improve the process to achieve the desired outcomes. Research will need to be done, looking into alternative programs, such as a full college preparatory curriculum, involving contact with an established public school system with full college preparatory programs, such as the Detroit Public School (www.detroitpsfoundation.org).

It will be time to develop a united community focused on moving forward with a positive focus, geared toward collaboration in the education of students. There will be resistance to change: Like Hem in “Who Moved My Cheese,” there will be those not willing to move out of their comfort zone, even though the situation has changed (Johnson, 1998).

Conclusion

This research was not about placing blame or finding fault with a system. This research was about coming together as a team and community and focusing on a common goal for the good of all students (Covey, 2008). Positive research results could provide financial leverage from documentation that the program is effective. It could possibly enable funding for district wide expansion of the AVID program: a college preparatory school system. One advantage of doing a design that covers a prolonged period of time may be that it allows for the change to become part of the environment and results more evident.

AVID research gaps to be analyzed with further research are as follows:

- Psychological impact of being isolated from mainstream students.
- Academic achievement of grades nine, ten, and twelve.
- A learning ceiling in academia for students.
- Impact on Creativity of students.
- Social responsibility to enhance all students with the same tools (leaving no child behind).
- Teaching resiliency.

The quantitative methodology was the method of choice to test the AVID program intervention for outcomes. There has been a need for uniform standards and processes in students' education in the public school system. The comparative control group design would create an up-to-date evaluation of the AVID program (Peak, 2010). Positive research results could positively impact the

world of academia, acting as a catalyst to establishing a gold standard of education in the public school system.

CHAPTER FOUR: DATA COLLECTION AND ANALYSIS

The purpose of the research was to determine whether or not the AVID (Advancement via independent determination) program was doing what it was reported to be doing. The research examined the impact of the AVID program on the AVID students' ACT scores. In addition to the primary purpose, the goal was to provide a clear picture of how a college preparatory program would meet the needs of the community by improving student academic outcomes. The research examined the efficacy of the AVID program in hopes of establishing that the program was capable of producing positive outcomes.

The research examined one specific aspect of academia, mathematics, in order to provide documentation that the AVID program is effective. The research will answer the research question: How are the ACT math scores different at the Kansas school for the 11th grade students who completed the AVID program compared to the ACT math scores for non-AVID 11th grader students performing at the same level? The research will answer the null hypothesis: There is no statistically significant difference in the ACT math scores between the Kansas school AVID 11th grade student and the Kansas school non-AVID 11th grade student.

The objective of the research was to establish that there is in fact a means to facilitate a change of practice in a traditional educational system, by establishing a strong foundation in math. AVID is an elective class and the status of being an AVID teacher is elective: meaning no mandatory participation requirement exists for the student or the instructor. The purpose of providing a quality education should be to improve life outcomes for students. A proven educational program could be the catalyst to a paradigm

shift of promoting life skills and self- confidence to all students in the public school system.

Quantitative methodology is the method of choice in order to demonstrate objectivity (George & Mallory, 2009). The strategic aim for the use of a quantitative methodology is to provide measureable results that can lend confidence to any school leader charged with implementing the AVID program. The statistical analysis for this study was conducted with the use of SPSS IBM software. In an effort to maintain confidentiality, all data sets and files were encrypted with a password that was known to the researcher only. The statistical analysis used to evaluate if there were differences in the test score of the AVID verses the non-AVID students was the Independent sample *t*-test.

Characteristics of Participants

The population used in this study were the AVID students from the Kansas public high school district 475 from 2009 - 2013. The students were participants in AVID, a college preparatory elective class for C average/midline students. The AVID program was implemented as a change program to improve academic outcomes within the school district. Current concerns for the AVID program (USD 475, 2011):

Enrollments in the elective AVID program at the Kansas high school have been down due to challenges at the class registration level. These challenges involved the inability of a previous AVID student to enroll automatically as a returning AVID student. The previous AVID students were also unable to enroll into the AVID class or change classes to include the AVID elective class once enrollment closes (USD 475, 2011).

The inclusion criteria for participation in the research were as follows: must be a C average student, an 11th grade student, and student must have taken the ACT test. Data sets that were found not to meet the study criteria were discarded. In order to mitigate the risk of disclosure, the data was suppressed for the AVID subgroups for the 2009 period because there were fewer than ten in the subgroup. No counts were documented and published for AVID in 2009. The sample consisted of 15 data sets from AVID students and 15 data sets from non-AVID students for a total of 30 data sets.

Procedures

The SPSS IBM software was used to understand the impact of the variable AVID to improve outcomes. Once all of the data sets were validated as being entered correctly, the statistical analysis test was run. Race, gender, and social economic status (SES) were documented with the use of numbers. The different categories within each student group were identified by numbers. The *t*-test for comparing two groups, which is appropriate according to Steinberg's (2008) statistic decision tree for selecting an inferential statistic, was run.

In the *t*-test, a comparison was made between the means of two samples (a treated group and an untreated group; Steinberg, 2008). The AVID elective program was the treatment. Measurements were made on students' math achievement levels, using the ACT mean math scores. The alpha measurement for statistical significance was $p = .05$. The evidence requirement to reject the null hypothesis is $p < 0.05$. The expected outcome is a significant difference in the ACT mean math scores of the students who were exposed to the AVID elective program.

First, each group of students, AVID and non-AVID from 2009 – 2013 were encoded and categorized with numbers to limit risks of disclosure. Participants were selected according to the established criteria of being C average students, 11th grade status, and ACT test participation. The AVID students were already screened for the criterion of being C average students. Individuals from each group of AVID students were matched with individuals from the 11th grade non-AVID average students. Each individual student was cross referenced against the school ACT reports from 2009 – 2013, checking test results for accuracy and appropriateness of data retrieved by the organization for the study. The matched non-AVID group was examined to ensure that comparisons were being made between like students and not “C” average students and “A” average students.

The researcher took care to mitigate risks of disclosure of student information throughout the data collection and encoding. The data was recoded prior to manually being entered into the SPSS IBM software. Group membership was documented with numbers. The data sets, outcomes, and all files were separately encrypted with a password known to the researcher only, making the data twice encrypted. The research files were kept on a thumb drive which was kept in a secure location.

Findings Regarding Sample Characteristics

A descriptive analysis was run with the SPSS IBM software. Table 1 tells us the racial make-up of each student group in the sample. The table gives a distributive picture of the races present within each group: indicating diversity.

Table 1

Frequency Counts Based on Race (n=30)

Race	Frequency (n)	Percentage (%)
AVID Group	15	
White	10	66.7
Asian-white	1	6.7
Black	3	20.0
No Data	1	6.7
Total	15	100
Non-AVID Group	15	
White	3	20.0
Black	6	40.0
Asian	1	6.7
Hispanic	3	20.0
No Data	2	13.3
Total	15	

Table 2 is a descriptive analysis of the gender make-up of each student group in the sample. It tells us the gender make-up of the AVID student group and the non-AVID student group. The first column gives the value $n=10$ for the number of AVID female students. The second column gives the value $n=5$ for the number of AVID male students. The third column gives the value $n=8$ for the number of non-AVID female students. The fourth column gives the value $n=7$ for the number of non-AVID male students. The table gives a visual picture of the size of the gender levels within each student group. The table tells us that more than one gender was present within each group. The result indicates that diversity was represented within each student group.

Table 2

Student Sample Make-up According to Gender (n=30)

		Group Statistics			
		AVID Female Students	AVID Male Students	Non-AVID Female Students	Non-AVID Male Students
N	Participants	10	5	8	7

Findings Regarding the Impact of the Treatment Variable, AVID

A descriptive analysis of the AVID students' ACT mean math scores and non-AVID students' ACT mean math scores was run, using an independent sample t -test. It gives a picture of the ACT mean math scores within each student group. Each student group contains 15 data sets; $n = 15$ for AVID students, and $n = 15$ for non-AVID students

The ACT benchmark math score is 22 for college preparedness (ACT, 2012).

The Kansas AVID students' group ACT mean math score was 20. The non-AVID

students' group ACT mean math score was 17. Table 3 gives a descriptive picture of the measureable results.

Table 3

Independent Sample t-Test of AVID Students' ACT Mean Math scores and non-AVID Students' ACT mean math scores

Group Statistics					
	Type of Treatment	N	Mean	Std. Deviation	Std. Error Mean
Math Score	AVID Students	15	19.93	3.474	.897
	Non AVID Students	15	16.87	1.506	.389

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Math Score	Equal variances assumed	10.531	.003	3.137	28	.004	3.067	.978	1.064	5.069
	Equal variances not assumed			3.137	19.080	.005	3.067	.978	1.021	5.112

The results of the t -test were $t=3.14$, $df=28$, $p<0.05$. The t -test results indicate a significant difference between the AVID student groups' ACT mean math score and the non-AVID students' group ACT mean math score. The AVID students have a higher ACT mean math score than the non-AVID students. The Null Hypothesis: There is no statistically significant difference between the math scores for the Kansas school 11th grade AVID students and the 11th grade non-AVID students was rejected as $p<0.05$.

The results answered the research question: How are the ACT math scores different at the Kansas school for the 11th grade students who completed the AVID program compared to the ACT math scores for non-AVID 11th grader students

performing at the same level? The Kansas AVID students' mean math score was significantly closer the ACT (2012) benchmark math score of 22 than were the non-AVID students' mean math score. The math score outcomes indicate a higher level of college preparedness for the AVID students. There is also an indication of a direct correlation to the effectiveness of the treatment, which is the AVID program and higher math scores.

A descriptive analysis of the AVID students' ACT mean algebra scores and non-AVID students' ACT mean algebra scores was run, using an independent t -test. It gives a picture of the ACT mean algebra scores within each student group. Each student group contains 15 data sets; $n = 15$ for AVID students, and $n = 15$ for non-AVID students. The Kansas AVID students' group ACT mean algebra score was 11. The non-AVID students' group ACT mean algebra score was 8. Table 4 gives a descriptive picture of the measureable results.

Table 4

Independent Sample t-Test of Algebra Scores for AVID Students & Non-AVID Students

Group Statistics									
		Group	N	Mean	Std. Deviation	Std. Error Mean			
Algebra Score	1	AVID Students	15	10.53	2.446	.631			
	2	NonAVID Students	15	8.00	1.732	.447			

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Algebra Score	Equal variances assumed	6.695	.015	3.274	28	.003	2.533	.774	.948	4.118
	Equal variances not assumed			3.274	25.221	.003	2.533	.774	.940	4.126

The results of the t -test were $t=3.27$, $df=28$, $p<0.05$. The t -test results indicate a significant difference between the AVID student groups' ACT mean algebra score and the non-AVID students' group ACT mean algebra score. The AVID students have a higher ACT mean algebra score than the non-AVID students. The Null Hypothesis: There is no statistically significant difference between the math scores for the Kansas school 11th grade AVID students and the 11th grade non-AVID students was rejected as $p<0.05$. The algebra score outcomes indicate a higher level of college preparedness for the AVID students.

Additional Findings

The ACT mean composite score is the average of the four scores, 21.25: English (18), reading (21), mathematics (22), and science (24; ACT, 2012). A descriptive analysis of the AVID students' ACT mean composite scores and non-AVID students' ACT mean composite scores was run, using an independent *t*-test. Each student group contains 15 data sets; $n = 15$ for AVID students, and $n = 15$ for non-AVID students. The analysis results were: $m=20.7$ for the AVID student group and $m=16.4$ for the non-AVID student group. Table 5 gives a descriptive picture of the measureable results.

Table 5

Independent Sample t-Test of ACT Mean Composite Scores for Non-AVID Students and AVID Students

Group Statistics										
		Group	N	Mean	Std. Deviation	Std. Error Mean				
Composite Score	1 AVID Students		15	20.67	2.795	.722				
	2 NonAVID Students		15	16.40	2.293	.592				

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Composite Score	Equal variances assumed	.412	.526	4.571	28	.000	4.267	.933	2.355	6.179
	Equal variances not assumed			4.571	26.971	.000	4.267	.933	2.352	6.182

The results of the t -test were $t=4.57$, $df=28$, $p<0.05$. The results indicate a significant difference between the AVID student groups' ACT mean composite score and the non-AVID students' group composite score. The AVID students have a higher ACT mean composite score than the non-AVID students. The results indicate that the AVID students' level of college preparedness is significantly higher than that of the non-AVID students' level of college preparedness.

Summary of Findings

The research findings were in support of the AVID program. The findings consisted of all demographics that ACT collected and ACT math scores from 2010 -2013, test results for C average 11th grade AVID students, and C average 11th grade non-AVID students, to include the break out score of the algebra section and overall composite. For 2009-2010, no data was reported, as it posed potential risks of participant disclosure. Findings were reported on race, gender, and group membership. The overall independent sample t -test results were:

ACT mean math scores: $t = 3.14$, $df = 28$, $p < 0.05$

ACT mean algebra scores: $t=3.27$, $df=28$, $p<0.05$

ACT mean composite scores: $t=4.57$, $df=28$, $p<0.05$

The research findings concluded that AVID has a positive impact on the academic outcomes of the program participants. The ACT mean math scores of the AVID students were significantly closer to the ACT (2012) math benchmark score of 22 than those of the non-AVID elective students. Student's level of college preparedness, according to the ACT benchmark, indicates 50% preparedness for achieving a "B" and 75% preparedness for achieving a "C" (ACT, 2012). The ACT mean math scores for

algebra for the AVID elective student group were significantly higher compared to the ACT mean algebra math scores of the non-AVID elective students. Findings according to race and gender were compared to show the differences between groups and within groups.

Other findings positively impacting the AVID program in relation to its core of writing, reading, inquiry, and collaboration (WICR) were the composite scores. There was a significant difference between the ACT mean composite scores of the AVID elective students and those of the non-AVID students. The AVID students' mean composite scores were significantly closer to the ACT (2012) composite benchmark score of 21 than those of the non-AVID students. The results demonstrated themes and patterns in relation to group membership and gender. The results provided measurable evidence that AVID works.

CHAPTER FIVE: CONCLUSIONS

Can we create a gold standard of education for our children through the AVID?

The research demonstrated positive patterns of transition for students exposed to the AVID elective program. These findings support a need to raise standards in the public school system and indirectly remove inadvertent labeling. Failing math grades and school closures nationwide need sustainable results. Everyone may not be meant to attend a four-year college. Yet, everyone is entitled to a strong educational foundation to facilitate their success in life. The pathway to changing the world for the better can be achieved through secondary education modeled on a college preparatory curriculum. Social responsibility can be achieved with a “Life improvement plan” for all students with a college preparatory curriculum as an educational foundation.

The AVID elective program is doing what it is reported to do. It is improving student academic outcomes. Divisions and strife over issues ranging from curriculum to funding have seriously undermined the ability of particular school systems to achieve their purpose by seriously eroding public confidence in the nation's educational system (PS, 2010). Improved educational outcomes could be achieved with an educational program that can help build and direct students appropriately while linking them to a common purpose (Avolio et al., 2004). A “gold standard of education” could be created for all students with a collaborative approach through the AVID program.

Implications for Practice

The field of study is open to new opportunities of enhancement within the public school system. There are implications for higher academic achievements statewide and increased enrollment in secondary educational organizations from within the state. The

program's formal practices were focused on long-term results: increased number of students graduating and attending four-year programs. There are implications for focusing on short-term results to allow for improvements and adjusting program delivery as needed to ensure program effectiveness. There are implications to end school zoning of different levels of education for certain groups of students. There are implications that the right thing to do would be to provide a strong educational foundation to all students and individualized additional resources as needed.

The program's focus has been shifting since its implementation, with the largest number of enrollees being in the seventh and eighth grade area. The enrollment has remained low in the higher grades. This is likely because it is an elective class. There have been challenges to enrollment that involve the traditional network system as the primary control for class enrollment (USD 475, 2011). The work load is heavier for both the student and the teacher, as the class is also an elective for the teacher. This would change with a complete college preparatory curriculum, as everyone would be on the same team.

With social responsibility, an intrinsic motivator is a focus: moving an organization forward, positively impacting the community. Ethical leadership involves forward looking and gauging the impact of your decisions on others. Simply going through the motions in a program, focusing on tasks, and not evaluating the impact on participants or the outcomes, would not be the act of ethical leadership. Continuous renewal/evaluation is not something to do, it is a mindset, a culture, and a place effective organizations and leaders operate from (Oakley & Krug, 1993).

As a member of the educational team, keeping in mind the importance of collaboration, participation in the decision making process could provide an opportunity to introduce the following opportunities of enhancement strengthening community bonds:

- Contract with local university for pre-service teachers to do work study as an AVID tutor as part of their teaching curriculum.
- Scholarship possibilities with local universities.
- Develop a path for 12th graders to receive class credits for working as an AVID tutor in the middle school.
- Implement slots in each classroom for a parent to work as an AVID tutor.
- Facilitate below "C" average students transition into AVID.
- Outreach, study program for pre-service and current teachers to visit and work for a short period along-side teachers in a public school system with a long standing history of having a full college preparatory curriculum.
- Educate mainstream teachers on the AVID program and processes.
- Online potential for home schooled students and online educators.

Implications of Results

Leadership in the Kansas school system is situated to take the public school system to a new level. As a non-academia leader, contributing positively to the field of academia has the potential to increase the opportunities within the field for non-traditional leaders to ascend to senior leadership roles such as principals, board members, and superintendents. This would allow for the sharing of the diverse skills and different perspectives obtained from years of leadership and life experiences. There are likely to

be both internal and external organizational changes as a result of the research. Increased teacher education is likely.

Positive results are likely to lead to an increase in the numbers for enrollment into the AVID program within the school district. This would result in a decline in enrollment for other federally funded programs, such as “individual education plans” (IEPs), because of the improvement in the student’s academic outcomes. The students in AVID and those with IEPs meet similar criteria (USD 475, 2011). The potential for residents in nearby town districts moving their families closer in order for their children to attend school in our district are likely as this has been a practice for sports participation.

There would be a need for more AVID teachers and tutors with the expansion of the program. There is likely to be more attention from nearby school board members and colleges in response to the potential expansion of the program. This will enhance an already proven system and help lead to marketing it nationwide. Teaching leadership theories and practices as early as the seventh grade helps create a catalyst to a whole new public school system and forever changes how we as a nation think in the development of our future leaders.

Consequences

There are consequences for those who care. It takes courage to make changes and do something different in a traditional system. Change without buy-in can be subject to failure (Kotter & Whitehead, 2010). Measureable and structured approaches are needed to guide the change (Kotter, 2012). In order to make everyone believers, teaching must occur. Those who have already been working with the program are closer to the target and should be involved in working to make it better.

A good start to minimizing resistance might be to start with showing where the program is at and where it can go. Keep in mind the importance of comparing like students only (e.g., “C” average to “C” average). Failure can arise as a result of not leveling the playing field. Everyone must be on the same team, no chiefs when moving forward, only team members (Kotter, 2012). A checklist can be a valuable tool to keep everyone on track. It should not become the focus of the program’s success. The program’s focus should remain on the student’s learning progress. The consequences of not trying to improve and move forward can be the delivery of substandard educational experiences to some students.

Recommendations

This research is not about placing blame or finding fault with a system. This research is about coming together as a team and community and promoting a new practice for the educational team. It is about focusing on a common goal for the good of all students (Covey, 2008). The purpose of the research was to evaluate the effectiveness of the AVID program in achieving higher mathematical academic outcomes. Implementing change to achieve a higher standard of education for our students, the future leaders of our nation, would be highly recommended. It would positively impact the world of academia by establishing a gold standard of education in the public school system.

Recommendations for Future Research

Suggest AVID student tracking as of 2014 to demonstrate program effectiveness and efficiency. Suggest tracking the number of years of AVID participation per student. Research will need to be done, looking into alternative programs, such as a full college

preparatory curriculum, involving contact with established public school system with full college preparatory programs, such as the Detroit public schools (www.detroitpsfoundation.org). AVID research gaps to be analyzed with further research are as follows:

- Psychological impact of being isolated from mainstream students.
- Academic achievement of grades nine, ten, and twelve.
- A learning ceiling in academia for students.
- Impact on creativity of students.
- Social responsibility to enhance all students with the same tools (leaving no child behind).
- Teaching resiliency.

Empowering All Students to Fulfill Their Potential

Establish teams that learn together and may be able to work together in the future by following the ABCs to success. The ABCs are: (a) establish an effective AVID elective program; (b) move forward with a common core college preparatory curriculum; and (c) become a model school system of college preparedness, noting an established system: Cass Technical High School in Detroit, Michigan. The concept of team building with the focus on acting as “One team” and promoting a culture of higher learning needs to be established from the onset with the stakeholders. The community will need to come together as a team and work to improve the educational delivery process in order to achieve the desired outcomes. It will be time to develop a united community focused on moving forward with the positive focus: educating, supplying the means to strengthen for optimal achievement in the future (Kouzes & Posner, 2007). There will be resistance to

change, such as Hem in “Who moved my cheese,” and there will be those not willing to move out of their comfort zone, even though the situation has changed (Blanchard, 1998).

Sense Making Approach

So let us make changes and do it by the numbers, using data as support to raise standards in the public school system. Making sense of classroom dynamics to raise standards in the public school system and indirectly remove labels. Double loop learning should be the standard, not just knowing the rules. Understanding the steps and process and allowing application of strategic thinking into everyday life, makes sense as Solomon (2007) endorses the concept that mathematical practices are important in connecting the student to the world and themselves. The development of potential productive citizens and leaders, versus simple loop learning, robotic memorization, and developing followers should be a social responsibility.

Foundational Skills

There is no lack of creativity or research in children’s education: Uniform processes to sustain success are missing (Covey, 2008). It would positively impact the world of academia by establishing a gold standard of education in the public school system. The raised standards of achievement for students could be the needed catalyst to push our nation’s teachers to uniformed self-directed higher performance and achievement. There is a need for education methods that provide positive academic outcomes, while positively influencing self-esteem (Hammerstein et al., 2010).

Building a learning organization capable of empowering students to succeed in life will probably involve the use of strategies with soft surroundings suggested by Kotter (2012). Just as we use ABC’s in basic life support, we need to use ABC’s in moving

traditional systems forward on a strong foundation. Buy-in is needed as stakeholders are likely to fear the concept of change, and shoot the idea down (Kotter & Whitehead, 2010). A good presentation focused on buy-in can contribute to successful and sustainable change strategies to move the organization forward.

Goal Setting and Problem Solving

Let us focus on creating a college preparatory curriculum first. Then, using AVID site criteria, optimize it, and then distribute it. Let us move from being a one elective course program to incorporating the network system into the traditional system. The goal is to create a secondary college preparatory educational system, then become the model in the West, just as Cass Technical High school is the model up north in Michigan.

Start up today is possible with the right tools. AVID site criteria can be obtained from Kansas USD 475. Guidance with a plan that works using constructive responding should lead to sustainable results (Kotter, 2012). Teaching that builds character amongst team members could improve the chances of successful diversity later.

Summary

Through the early development of leadership skills and the building of mental skills in students with the AVID program, AVID has the potential to be the catalyst to bridging public school systems with sustainable results. In order to move forward as ethical leaders, we need a vision of the education that we want our children and grandchildren of this society to have: one that attends to the curriculum that is taught in our public school systems (Ravitch, 2010). First, everyone's attention is needed, because without peoples' attention there is no opportunity to explain the solution (Kotter &

Whitehead, 2010). Research has shown that successful ethical leaders have high EI, treat everyone with respect, look beneath the surface, maintain control during crisis, and focus on the greater good. A school program that begins to teach life survival skills and collaboration would benefit all students and the community.

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APPENDICES

APPENDIX A

AVID Secondary Certification Facts

APPENDIX A

AVID Secondary Certification Facts

AVID Secondary Certification FAQ



The revised 2013–2014 Secondary Certification Report and Self-Study Continuum will be implemented during the 2013–2014 school year. This list of frequently asked questions summary was developed to clarify for AVID Site Teams the intent and/or interpretations of CSS Indicators. All frequently asked questions are listed first, and answers follow.

Frequently Asked Questions

The below questions are organized by Certification document section or AVID Secondary Essential. Where applicable, questions about Essentials are further organized by the indicator to which they pertain.

Directions to CSS

With the inclusion of the new schoolwide metrics, does a demonstration school need to have these metrics in place for their revalidation? [\[Click here to read response\]](#)

Essential 1

What do the arrows between the Levels of Use signify? [\[Click here to read response\]](#)

Essential 2

For 2.1.0, would it be helpful to add parent "proxy" as one of the "available parties?" [\[Click here to read response\]](#)

Essential 3

In 3.1.1, what classes are considered to be academic core classes? [\[Click here to read response\]](#)

In 3.1.3, what is meant by "process/system" regarding the master schedule? [\[Click here to read response\]](#)

In 3.4 AVID students are to receive instruction in developing skills to access and evaluate digital information from multiple sources. How is this measured and documented? [\[Click here to read response\]](#)

Essential 4

How do we show evidence of rigor? [\[Click here to read response\]](#)

In 4.3, is it valid to recognize advanced CTE (Career and Technical Education) pathways that students complete with capstone/performance-based authentic assessments as a rigorous course? [\[Click here to read response\]](#)

In 4.3, can "Lead the Way" (PLTW) be noted as example of rigorous curriculum? What about university research internships? [\[Click here to read response\]](#)

In 4.5, it is difficult to differentiate between each level of use (1, 2, or 3); how should one define "sequence"? How does sequence apply to students? What does it look like? [\[Click here to read response\]](#)

In 4.6.1, 50% of AVID 8th graders are expected to be on track for completing Algebra 1, or Common Core math, or an equivalent high level math. Our 8th grade mathematics curriculum is a rigorous curriculum with emphasis on algebra (linear, exponential, and quadratic) although we do not call it algebra. How can districts like us "prove" that their 8th grade math course is an algebra course? [\[Click here to read response\]](#)

What is the intent of 4.7.3? How can 100% of our AVID 8th graders meet this? [\[Click here to read response\]](#)

Essential 5

How do we ensure **equitable access to digital tools**? [\[Click here to read response\]](#)



For 5.2.1, are there digital tools for binders? [\[Click here to read response\]](#)

In 5.2.2, how should we determine effective use of course materials? [\[Click here to read response\]](#)

In 5.2.3 binders are not specified, and in 5.3.3 agendas and calendars are not specified; is this to give options or is it assumed they are used? [\[Click here to read response\]](#)

Does 5.4 refer to the AVID Elective class or to all classes? [\[Click here to read response\]](#)

In 5.4.2, how should we measure and document active participation in all content classes? [\[Click here to read response\]](#)

In 5.4.3, does this refer to classes other than AVID or AVID tutorials? [\[Click here to read response\]](#)

Essentials 6 & 7

Pure and simple...no major content changes.

Essential 8

In reviewing 8.6.1, there is no mention of Path. With the wording indicating that the training is to be minimally 16 hours, how should this be interpreted? [\[Click here to read response\]](#)

Essential 9

Please note that in 9.5 the change from "state mandated test" to "and/or end of course exam" is more explicit.

Essential 10

What are the implications, and/or the interpretation, of this second clause in 10.3.1 if at any point the AVID teacher has taken implementation but cannot attend the next Summer Institute? [\[Click here to read response\]](#)

For 10.3.3, can the teacher attend Path for implementation instead of SI? [\[Click here to read response\]](#)

In 10.5, it states that a principal has attended at least one Summer Institute Leadership strand, AVID Leadership for College Readiness and/or other AVID Divisional Leadership Training within the last 2 years, or is committed to do so. What is the intent of this Indicator? [\[Click here to read response\]](#)

In 10.5.1, what is meant by "AVID Divisional Leadership Training?" [\[Click here to read response\]](#)

In 10.5.2 and 10.5.3, what is meant by "other comparable AVID Divisional Leadership Training?" [\[Click here to read response\]](#)

For 10.5.3, how can we measure that "administrators have applied AVID professional learning?" [\[Click here to read response\]](#)

Essential 11

In 11.1.1 and 11.1.2, it defines Site Team as including "a site administrator," but in 11.1.3, it specifically calls out that the "principal is an active member of the Site Team." Why the shift from site administrator to principal? [\[Click here to read response\]](#)

Answers to Frequently Asked Questions



Directions to CSS

With the inclusion of the new schoolwide metrics, does a demonstration school need to have these metrics in place for their revalidation?

For sites scheduled for a demo validation or a revalidation visit for the 2013–2014 school year, they must have the schoolwide metrics in place OR have a plan in place to meet the schoolwide metrics in 2014–2015. See page 3 of the CSS to review the benchmarks and process for demonstration sites. [\[Back to FAQs\]](#)

Essential 1

What do the arrows between the Levels of Use signify?

The arrows denote that the continuum is fluid and shows evolution of the criteria from Level 1 through Level 3. Level 1 ("Meets Certification Standards") Indicators must still be in place when the site evolves to meet the criteria in Level 2 ("Routine Use") Indicators. When a site evolves to be rated at Level 3 ("Institutionalization"), all the criteria for Levels 1, 2, and 3 must be in place. [\[Back to FAQs\]](#)

Essential 2

For 2.1.0, would it be helpful to add parent "proxy" as one of the "available parties?"

The term "proxy" was discussed and rejected by AVID's National Certification Task Force (NCTF) in its discussions. The intent is to involve the parent/guardian, but not to penalize the student by keeping him/her out of AVID if a signature cannot be obtained. [\[Back to FAQs\]](#)

Essential 3

In 3.1.1, what classes are considered to be academic core classes?

As stated in Indicator 3.1.1, academic core classes are those in English, history, math, science, and languages (world/foreign). [\[Back to FAQs\]](#)

In 3.1.3, what is meant by "process/system" regarding the master schedule?

The intent is that the site has a plan in place to schedule AVID Elective classes at time periods that do not conflict with other academic core classes of rigor (e.g., AP, IB, Honors, etc.). This plan should be systemized so that anyone scheduling classes would know that AVID students must be enrolled in the AVID Elective class and in one or more core classes of rigor within the same semester. [\[Back to FAQs\]](#)

In 3.4 AVID students are to receive instruction in developing skills to access and evaluate digital information from multiple sources. How is this measured and documented?

This Indicator ensures student access to and evaluation of digital resources; these can be measured and documented by teachers' lesson plans and student work. [\[Back to FAQs\]](#)

Essential 4

How do we show evidence of rigor?

AVID defines "rigor" as "using inquiry-based, collaborative strategies to challenge and engage students in content resulting in increasingly complex levels of understanding." Student work and teachers' lesson plans can be used to demonstrate the level of rigor in a course. [\[Back to FAQs\]](#)

In 4.3, is it valid to recognize advanced CTE (Career and Technical Education) pathways that students complete with capstone/performance-based authentic assessments as a rigorous course?



AVID defines "rigor" as "using inquiry-based, collaborative strategies to challenge and engage students in content resulting in increasingly complex levels of understanding." The intent around the rigor Indicators is that students are enrolled in the most rigorous classes that will allow them to matriculate into the next highest level course in the sequence in the subsequent grade leading to meeting 4-year college/university enrollment. Students are expected to accomplish levels of rigor which will enable them to enroll in, and engage successfully, in the next higher level course of rigor. Many CTE Capstone courses do this. Thus, if your CTE Capstone courses are taught using inquiry-based collaborative strategies which challenge your students to be successful in rigorous content with increasingly complex levels of understanding, and prepare students to matriculate to the next level of rigor, then they could be described as rigorous. Your evidence would be student work and teachers' lesson plans. [\[Back to FAQs\]](#)

In 4.5, can "Lead the Way" (PLTW) be noted as example of rigorous curriculum? What about university research internships?

AVID defines "rigor" as "using inquiry-based, collaborative strategies to challenge and engage students in content resulting in increasingly complex levels of understanding." The intent around the rigor Indicators is that students are enrolled in the most rigorous classes that will allow them to matriculate into the next highest level course in the sequence in the subsequent grade leading to meeting 4-year college/university enrollment. Student work and teachers' lesson plans can be used to demonstrate the level of rigor in a course. If "Lead the Way" and university research internships meet these criteria, they could provide evidence for meeting this Indicator. [\[Back to FAQs\]](#)

In 4.5, it is difficult to differentiate between each level of use (1, 2, or 3); how should one define "sequence"? How does sequence apply to students? What does it look like?

Backward map from Essential 4.2.0 which lists the sequence of high school courses required for enrollment in 4-year colleges or universities (e.g., in CA UC-CSU "a-g" courses; other states' requirements in English, history, fine arts, math, science, languages). This is the sequence of courses.

- The middle level sequence of courses should mirror the high school subjects so 8th grade students are ready to engage in college-prep work in these courses in 9th grade: English, history, fine arts, math, science, languages.
- Essential 4.5.1 requires middle school students to be enrolled in such a sequence (defined as set of middle school courses that would prepare students for success in high school college-prep courses).
- Essential 4.5.2 requires students to be enrolled in a more rigorous set of courses than what they were in the year before. For example, if they were enrolled in a regular level English class in 7th grade, they should be enrolled in an honors level in 8th grade. If they were in college-prep or Honors in 7th grade, they should be in pre-AP in 8th grade. The goal and the intent is to keep pushing students into more challenging content as they mature and develop the academic skills to handle more rigorous work successfully. [\[Back to FAQs\]](#)

In 4.6.1, 50% of AVID 8th graders are expected to be on track for completing Algebra 1, or Common Core math, or an equivalent high level math. Our 8th grade mathematics curriculum is a rigorous curriculum with emphasis on algebra (linear, exponential, and quadratic) although we do not call it algebra. How can districts like us "prove" that their 8th grade math course is an algebra course?

AVID defines "rigor" as "using inquiry-based, collaborative strategies to challenge and engage students in content resulting in increasingly complex levels of understanding." The intent around the rigor Indicators is that students are enrolled in the most rigorous classes that will allow them to matriculate into the next highest level course in the sequence in the subsequent grade leading to meeting 4-year college/university enrollment. This is especially true in terms of mathematics. Essential 4.6 requires 8th graders to complete "Algebra 1 or higher-level math...be eligible to

enroll in Geometry, and/or Algebra 2, or next higher-level math course in 9th grade." Thus, if your math course uses inquiry-based collaborative strategies and prepares students to be ready for geometry, Algebra 2, or a higher-level math course in grade 9, then it can meet this Indicator. Student work and teachers' lesson plans would be evidence of the level of rigor in the course. [\[Back to FAQs\]](#)



What is the intent of 4.7.3? How can 100% of our AVID 8th graders meet this?

AVID's goal is to prepare all students to be college-ready upon graduation from high school. Thus, as AVID students are engaged in goal setting, they should start planning their high school course selection as early as 6th and 7th grade. Once they decide their personal goal is to be college-ready, they need to map backwards from 12th grade to 9th grade to determine which courses they will take each semester in high school to fulfill the course requirements which will make them eligible for college enrollment. When they outline what they need to take each semester, they will have identified those courses they need to take in 9th grade. Thus, if the AVID student sets goals and plans ahead, he/she will have identified and chosen their 9th grade curriculum prior to graduating from 8th grade. [\[Back to FAQs\]](#)

Essential 5

How do we ensure equitable access to digital tools?

AVID Center has always been an advocate for Site Teams to do what is right for students. If your school or district is not providing student access to digital and analog tools, let the CSS help you with the advocacy for digital tools in AVID classrooms. Your AVID Division's staff can assist with presentations to your principal, superintendent, and/or Board of Education to enlist resources required by students. [\[Back to FAQs\]](#)

For 5.2.1, are there digital tools for binders?

Samples of AVID students' electronic binders and portfolios exist and can be viewed on MyAVID in the District Directors' File Share in "Schoolwide Resources Guide." [\[Back to FAQs\]](#)

In 5.2.2, how should we determine effective use of course materials?

The new Essential 5 is all about organizational tools that promote students' academic self-management. The goal of 5.2.1 is to teach those organizational skills and 5.2.2 is to ensure students use those skills. For example, it is one step for a student to learn to take Cornell notes; but the second step is for him to use those notes for studying. So the continuum for Essential 5 is: Level 1 – introduce and teach the concepts and skills; Level 2 – monitor students' use of the skills as they work with the content so they can work and study effectively; Level 3 – refers to the schoolwide practices of the use of organizational tools; evidence would be seeing students independently, without teachers' modeling or support, use the skills to monitor themselves and their work in all of their classes and in their extra curricular activities. [\[Back to FAQs\]](#)

In 5.2.3 binders are not specified, and in 5.3.3 agendas and calendars are not specified; is this to give options or is it assumed they are used?

The new Essential 5 is about teaching students to use a variety of organizational tools, which are referenced in 5.1.0, that promote their academic self management. "Organizational study tools" includes binders, agendas, calendars, etc. Note from the directions on page 2 (Directions: II. Determining the Level of Implementation of Each Essential), the CSS is a continuum that evolves from Level 1 through Level 3. Thus, everything described in Level 1 needs to be in place prior to evolving to Level 2; everything described in Levels 1 and 2 need to be in place prior to evolving to Level 3. So, yes it is assumed all organizational study tools are used by students in their work at Level 3. [\[Back to FAQs\]](#)

Does 5.4 refer to the AVID Elective class or to all classes?

For 5.4, Level 0 and Level 1 reference the AVID Elective class. Level 2 references other content classes. Level 3 references all AVID students in all of their academic core classes (e.g., English, history, math, science, languages). [\[Back to FAQs\]](#)



In 5.4.2, how should we measure and document active participation in all content classes?

Evidence to document that "AVID students actively participate in all content classes" can be observations of students in class while taking notes, engaging in discussions and working on class assignments, and a review of the students' work and the teachers' lesson plans. You would look at the students' agendas and Cornell Notes, as well as actual copies of the students' homework, papers, and projects and compare these to the teachers' lesson plans and class assignments. [\[Back to FAQs\]](#)

In 5.4.3, does this refer to classes other than AVID or AVID tutorials?

Essential 5.4.3 refers to AVID students in all of their content classes. As AVID moves schoolwide, AVID students model WICOR and the tutorial inquiry-based study group process in all of their academic classes. [\[Back to FAQs\]](#)

Essential 8

In reviewing 8.6.1, there is no mention of Path. With the wording indicating that the training is to be minimally 16 hours, how should this be interpreted?

The intent of 8.6.1 is for all AVID Elective teachers to be trained using the most current *AVID Tutorial Guide*. Minimally the training is 16 hours when you count face-to-face and e-learning opportunities (e.g., "blended learning"). All Summer Institute strands include e-learning "Launches" and "Boosts" with the face-to-face sessions at the SI. AVID Path Middle School Implementation and AVID Path High School Implementation use a blended learning approach in the training as well. AVID Divisional training also will include a combination of "blended learning" (e.g., face-to-face and e-learning training). [\[Back to FAQs\]](#)

Essential 10

What are the implications, and/or the interpretation, of this second clause in 10.3.1 if at any point the AVID teacher has taken implementation but cannot attend the next Summer Institute?

It is critical that the AVID Elective teacher (AECT) receive training in the sequence of strands appropriate for teaching the AVID Elective class effectively. AC has designed a series of strands available at the Summer Institute (SI) to ensure the AECT is knowledgeable about all of the class components and the AVID system to support his/her work. The SI strands designed specifically for the AVID Elective teachers are: Implementation, Tutorology, Advancing the AVID Elective, and Essential Academic Skills for College Readiness. [\[Back to FAQs\]](#)

For 10.3.3, can the teacher attend Path for implementation instead of SI?

If a teacher cannot realistically attend one of the Summer Institute strands, he/she may attend a paid, 12-16 hour session (face to face and e-learning) of AVID Path in "Implementation," "Tutorology," and/or "Essential Skills for College Readiness," as authorized by his/her AVID Divisional staff. [\[Back to FAQs\]](#)

In 10.5, it states that a principal has attended at least one Summer Institute Leadership strand, AVID Leadership for College Readiness and/or other AVID Divisional Leadership Training within the last 2 years, or is committed to do so. What is the intent of this indicator?

AVID's research contends that the active involvement of the principal is critical to the success of students and the AVID system. AVID schools who have an AVID-trained principal achieve higher student performance standards than schools that do not. Thus, the intent of 10.5.1 is that the principal be committed to learning about AVID, recognize the need for personal AVID training, and get AVID-trained. Essential 10.5.2's intent is for the principal to recognize

the need to have his/her administrative team AVID-trained so they can support the AVID Site Team and AVID students. In addition, the expectation in 10.5.3 is for the principal to reach out to district administrators and ensure that they get AVID-trained so they can apply the AVID philosophy in district decisions regarding resources, access to rigor, and college readiness for all students. [\[Back to FAQs\]](#)



in 10.5.1, what is meant by "AVID Divisional Leadership Training?"

For the 2013–2014 school year, principals are expected to attend a Summer Institute leadership strand or a two-day session of Leadership for College Readiness (LCR). For 2014–2015 and beyond, the AVID Divisions will be developing leadership sessions for principals which will be available through the Divisions. Completion of any of these AVID-developed sessions would then meet the criteria for this Indicator. [\[Back to FAQs\]](#)

in 10.5.2 and 10.5.3, what is meant by "other comparable AVID Divisional Leadership Training?"

The current AVID trainings which count as "comparable AVID Divisional Leadership Training" are participation in: Leadership for College Readiness (LCR); 1 or 2; Second year of Summer Institute; ADL/EDL training; AVID State Principal Collaborative; SI staff developer or LCR trainer; AVID curriculum writing team as Lead Writer; ODM or other AVID training to be developed as part of AVID's Leadership Development Plan currently in the works. [\[Back to FAQs\]](#)

For 10.5.3, how can we measure that "administrators have applied AVID professional learning?"

If principals, site administrators, and district administrators have been AVID-trained, we would expect to see certain leadership behaviors in place that impact the leadership, systems, instruction, and culture of the school and district. For example, you could see evidence of such criteria as: the district and site vision of college readiness are aligned with AVID's; resources for AVID curriculum, tutors, and staffing have been allocated to meet students' needs; student data reflect that students are enrolled in rigorous courses and are being successful; disaggregated student data would be increasing and improving annually; all classes would represent gender and racial balances mirroring the school's student population; rosters of students in school activities would reflect equitable opportunities for all students; rosters of parent outreach activities would reflect equitable opportunities for parents of all student groups; written documents for the school and district would reflect a philosophy of access and equitable opportunities for all students (e.g., course catalogs, parent newsletters, minutes of meetings, etc.). Identification of the use of "AVID's Secondary Schoolwide College Readiness Coaching Tool (SWCRCT)" would be a good place to begin to identify and record evidence for this Indicator. [\[Back to FAQs\]](#)

Essential 11

In 11.1.1 and 11.1.2, it defines Site Team as including "a site administrator," but in 11.1.3, it specifically calls out that the "principal is an active member of the Site Team." Why the shift from site administrator to principal?

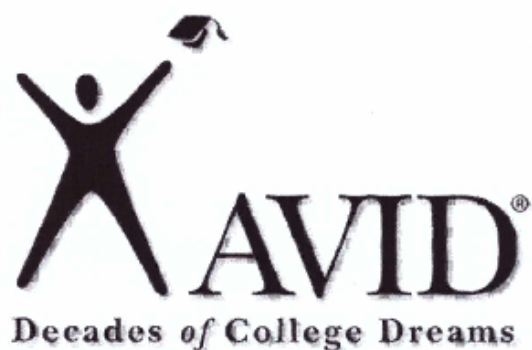
Research confirms that if a site is to expand to schoolwide AVID, the principal's leadership is pivotal to the growth and sustainability of AVID's college readiness system. We advocate that the principal be an active Site Team member from the onset, but we recognize that at some sites just beginning to implement AVID, the principal may delegate the leadership to an assistant principal or a vice principal. [\[Back to FAQs\]](#)

APPENDIX B

AVID Certification Report and Self Study Continuum

APPENDIX B

AVID Certification Report and Self Study Continuum



2013–2014

**Certification Report
and
Self-Study Continuum**
For AVID Secondary Sites

Name: _____

School Name: _____

(NCES) Number: _____ - _____ - _____

National Center for Educational Statistics (<http://nces.ed.gov/globallocator>)

County/Region: _____

State Name: _____

AVID is schoolwide when a strong AVID system transforms the leadership, systems, instruction, and culture of a school, ensuring college readiness for all students.

Directions: How to Use this Instrument

For a secondary site to implement the AVID Elective class and implement AVID schoolwide, AVID Center assumes the school has adopted and implemented a philosophy that is aligned with AVID's mission and vision of college readiness for all students. Thus, this instrument, "*AVID Certification Report and Self-Study Continuum*," is a tool for a detailed self-review of a secondary site's AVID system during the second year, and each year thereafter, that shows the AVID Elective class has been operational.

The school can implement the AVID Elective class in grades 6 through 12. AVID staff should complete this instrument as a Site Team early in the school year (e.g., October) as the team completes the AVID Data Collection process (Essential 9) and its Initial Self-Study (ISS). With its District Director (and AVID consultant where applicable), the AVID Site Team develops recommendations for addressing areas for growth and for maintaining/expanding areas of strength. It should use this instrument throughout the school year and again in the spring, as it completes the Certification Self-Study (CSS), to determine a final certification recommendation for its secondary school AVID Elective class and system.

The overall certification rating for the AVID middle school and/or high school is determined based on the individual levels of implementation of each AVID Essential and the submission of AVID's Data Collection forms. There are 11 AVID Essentials for secondary schools that are standard across the country and in the AVID world. Each Essential has multiple Indicators describing important aspects of implementation of that Essential. The Site Team will begin from this most specific point: determine the level of implementation of each Indicator in an Essential; then, from the levels for the Indicators, determine the overall level of implementation for each Essential. Finally, from the determination of each Essential, determine the recommended overall certification rating for the school.

The *AVID Certification Self-Study Report and Continuum* represents cumulative growth over time, typically requiring 3–6 years to fully develop and sustain the AVID system.

- **Level 1:** "*Meets Certification Standards*" New AVID sites, at the end of their second year of operation of the AVID Elective class, are expected to be at Level 1.
- **Level 2:** "*Routine Use*" is for sites that have been operational for 4 or more years and have established patterns for achievement of the Indicators and thus the Essentials; they could be described as "routine" because of the repetitive cycle of their work.
- **Level 3:** "*Institutionalization*" represents sites that have had the AVID system operational for 5+ years, so that implementation of the Indicators and Essentials is sustained despite changing variables or conditions. They are not dependent on personalities or current leaders. AVID will be sustained because the infrastructure and system are in place to maintain the college readiness culture that supports student achievement and success. Students and families demand commitment to AVID because of the academic success of AVID students.

I. Determining the Level of Implementation for Each Indicator

Each Indicator has a description under each of the four headings, representing a continuum of growth over time, which is cumulative from one level to the next: *Not AVID* (Level 0), *Meets Certification Standards* (Level 1), *Routine Use* (Level 2), or *Institutionalization* (Level 3).

- Step 1:** To begin, read the Essential description located in the top left-hand corner, and start reviewing horizontally at "*Not AVID*" (Level 0) to read the description for each Indicator from left to right.
- Step 2:** As a Site Team, review your evidence sources and resources and indicate those you are using for documentation by checking the appropriate boxes at the top of the page. If creating additional evidence sources, check the box for "Other."
- Step 3:** Then check the box identifying the level of implementation of each Indicator.
- Step 4:** Once you have determined the level of implementation for each Indicator, you are ready to determine the overall level of implementation for that Essential.

II. Determining the Level of Implementation of Each Essential

There are four rating possibilities for each AVID Essential: *Not AVID* (Level 0), *Meets Certification Standards* (Level 1), *Routine Use* (Level 2), and *Institutionalization* (Level 3). Review the checked boxes for each Indicator to determine the overall level of implementation for each Essential.

An individual AVID Essential has multiple Indicators, depending on the Essential. Follow the guidelines listed below to determine the level of implementation of each AVID Essential. After determining the level of implementation for the Essential, write a description of the strengths of your implementation of that Essential, areas for growth, and your Site Team's next steps.

- ***Not AVID (Level 0)***: Certification requirements for Level 1 are not met (more than 1 Indicator is rated below Level 1). There is no plan, or the plan from the previous year was not implemented effectively.
- ***Meets Certification Standards (Level 1)***: No more than one Indicator is rated below Level 1; there must be a plan in place, and implemented, to address challenges for the following school year.
- ***Routine Use (Level 2)***: All Indicators for Level 1 must be in place, as well as Indicators for Level 2. No more than one Indicator is rated below Level 2. No Indicator is rated at Level 0.
- ***Institutionalization (Level 3)***: All Indicators for Levels 1 and 2 must be in place, as well as Indicators for Level 3. No more than one Indicator is rated below Level 3 (i.e., 3 out of 4, or 4 out of 5, or 5 out of 6, etc.); Indicators must be checked at Level 3. No Indicator may be rated at Level 0.

III. Determining the Overall Certification Level of the AVID Secondary School

The overall certification level for the secondary school is based on the ratings for each of the 11 AVID Essentials. Note that Essential 9 requires the submission of all of AVID's data collection forms. Seniors enrolled in the AVID Elective class must have submitted their Senior Data and have it approved by AVID Center. New sites are not expected to be rated beyond Level 1 on any Essential.

Certification Ratings for AVID Secondary Sites:

AVID Non-Certified Site—A site has never been certified, has one or more Essentials rated as "*Not AVID*" (Level 0), and is working to implement all 11 AVID Essentials.... **OR**.... ***AVID Affiliate Site***—A former AVID Certified Site has one or more Essentials rated as "*Not AVID*" (Level 0); Site Team is working to implement all 11 AVID Essentials.

AVID Certified Site—All Essentials rated "*Meets Certification Standards*" (Level 1) or higher.

AVID Highly Certified Site—The secondary site consistently meets certification standards (all 11 Essentials at Level 1 or higher) and has at least 6 Essentials rated at "*Routine Use*" (Level 2) and/or "*Institutionalization*" (Level 3); has been certified for at least 2 consecutive years, implementing for a minimum of 4 years.

AVID Schoolwide Site of Distinction—The site has all 11 Essentials rated at "*Routine Use*" (Level 2) or higher and sustains the AVID system. Evidence supports that all AVID's schoolwide metrics demonstrating schoolwide impact toward achieving college readiness for all students are in place and have been verified by AVID Center.

AVID's schoolwide metrics include:

- School has been implementing AVID a minimum of 4 years and certified consecutively for 2 years.
- School is currently certified (criteria to support attributing schoolwide change to AVID).
- AVID Elective class enrollment reflects a minimum of 10% of overall student enrollment (criteria to support attributing schoolwide change to AVID).
- Essential 9 Indicator 2 (9.2) is rated a 2 or 3 (Site Team is using data for schoolwide program enhancement and improved schoolwide effects).
- Essential 9 Indicator 3 (9.3) is rated a 2 or 3 (Site Team's use of data led to revisions and impacted school policies; site and district plan to promote access to rigorous advanced courses).

f.) Essential 10 Indicator 2 (10.2) is rated a 2 or 3 (AVID is integrated with school and district improvement plans).

g.) Essential 11 Indicator 7 (11.7) is rated a 2 or 3 (AVID Site Team members train other staff in AVID methodologies and are leaders sitting on key site/district committees).

AVID Demonstration Site—All 11 Essentials are rated “*Routine Use*” (Level 2) or higher with no Indicator at “*Not AVID*” (Level 0). On Essential 8, all Indicators are rated at “*Routine Use*” (Level 2) or above. All AVID’s schoolwide metrics, demonstrating schoolwide impact toward achieving college readiness for all students, are in place. Site meets AVID benchmarks below, is validated by the AVID Demonstration Validation Team, and is ready to host visiting educators as an AVID college readiness site, sustaining the AVID system.

Additional Benchmarks Required by Sites Pursuing AVID Demonstration Status

A. Eligible to Begin the Coaching Cycle of Readiness to Apply to Become an AVID Secondary Demonstration Site

- a.) All 11 AVID Essentials are implemented effectively, and the site has been certified for at least 2 consecutive years at the middle school level and at least 2 consecutive years at the high school level, with at least one graduating class of at least 20 seniors.
- b.) All 11 Essentials are rated “*Routine Use*” (Level 2) or higher with no Indicator at “*Not AVID*” (Level 0).
- c.) There is evidence of emerging AVID schoolwide metrics (see metric descriptions for “AVID Schoolwide Site of Distinction” above), including approaching 10% of the student population enrolled in the AVID Elective class.
- d.) The site’s AVID District Director recommends to AVID Center, through the AVID Divisional office, that the site apply to begin the coaching cycle of readiness.
- e.) With AVID Center approval, the site sends a team to the Summer Institute Demonstration strand.

B. Eligible to Apply to become an AVID Secondary Demonstration Site

- a.) All 11 AVID Essentials are implemented effectively, and the site has been certified for at least 2 consecutive years at the middle school level and at least 2 consecutive years at the high school level, with at least 2 graduating classes of at least 20 seniors.
- b.) Effectively completes the coaching cycle.
- c.) On Essential 8 all Indicators are rated “*Routine Use*” (Level 2) or above.
- d.) There is evidence that all AVID’s schoolwide metrics, demonstrating schoolwide impact toward achieving college readiness for all students, are in place.
- e.) The site submits the demonstration school application and, if approved by AVID Center, works with the District Director and Divisional staff to prepare for the Site Validation Visit by the AVID Demonstration Validation Team.

C. Eligible to Reapply as an AVID Secondary Demonstration Site

- a.) All eligibility criteria are consistently in place and site is recommended by District Director and AVID Divisional staff.
- b.) Submits application and schedules on-site visit by AVID Demonstration Validation Team.

IV. Review your completed Certification Self-Study with your AVID District Director

After your Site Team completes the self-study to rate your site on all 11 Essentials, identify your site’s strengths and areas for growth. Plan how you will address these growth areas. Your AVID District Director will write/review commendations and recommendations for your Site Team to implement during the following school year. Develop a site plan to sustain and expand your AVID program and system.

AVID Essential No. 1	Examples of Evidence Sources and Resources	Rating for AVID Essential No. 1	
<p>AVID student selection must focus on students in the middle, with academic potential, who would benefit from AVID support to improve their academic record and begin college preparation.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School's planned recruitment process with timeline and forms <input type="checkbox"/> AVID student application <input type="checkbox"/> AVID student questionnaire and interview questions <input type="checkbox"/> AVID student/parent contract <input type="checkbox"/> Minutes of AVID Site Team meetings discussing student selection <input type="checkbox"/> Evidence of parent contacts <input type="checkbox"/> AVID recruitment rubrics/spreadsheet/form showing selection criteria <input type="checkbox"/> Other _____ 	<p>Number of Indicators at each level:</p> <p>Level 0: _____</p> <p>Level 1: _____</p> <p>Level 2: _____</p> <p>Level 3: _____</p> <p>Overall level for Essential 1:</p> <p>_____</p>	
<p><i>Rating Guide: Indicators for Levels of Use – Indicators are cumulative; Level 1 must be in place prior to progressing to Level 2</i></p>			
<p><i>Not AVID (Level 0)</i></p>		<p><i>Meets Certification Standards (Level 1)</i></p>	
<p><i>→</i></p>		<p><i>→</i></p>	
<p><i>→</i></p>		<p><i>→</i></p>	
<p><i>→</i></p>		<p><i>→</i></p>	
<p>1. <input type="checkbox"/> Fewer than 90% of students in AVID meet locally defined selection criteria, including nationally defined selection criteria, classifying them as "students in the middle." *</p>	<p><input type="checkbox"/> At least 90% of students in AVID meet AVID's nationally defined selection criteria, classifying them as "students in the middle." Evidence of the student interviews is available.</p>	<p><input type="checkbox"/> 100% of students in AVID meet locally defined selection criteria, including nationally defined selection criteria, classifying them as "students in the middle."</p>	<p><input type="checkbox"/> 100% of students in AVID meet locally defined selection criteria, including nationally defined selection criteria, classifying them as "students in the middle." Evidence illustrates a continuing refinement of the selection process.</p>
<p>2. <input type="checkbox"/> Insufficient data are available to determine how students were selected and/or the status of their academic backgrounds.</p>	<p><input type="checkbox"/> Supporting documentation provides evidence of a student recruitment plan and its implementation.</p>	<p><input type="checkbox"/> Supporting documentation provides evidence of a student recruitment plan and process for implementation, which includes plans for keeping existing students in AVID and plans for ongoing recruitment.</p>	<p><input type="checkbox"/> Supporting documentation provides evidence of a student recruitment plan, which addresses the opening of new sections to meet the needs of potential AVID students.</p>
<p>3. <input type="checkbox"/> Student selection processes are not reviewed by AVID Site Team prior to the student recruitment process.</p>	<p><input type="checkbox"/> Student selection processes are developed by the AVID Site Team prior to the student selection process.</p>	<p><input type="checkbox"/> Student selection processes are revised. AVID Site Team members play an active role in the selection process by soliciting input from a prospective student's teachers, interviewing students, etc.</p>	<p><input type="checkbox"/> Student selection processes are analyzed and refined as necessary based on data to address issues such as gender, ethnicity, and socioeconomic status.</p>

*NOTE: The AVID Student Profile describes "students in the middle" as students with academic potential, average to high test scores, 2.0-3.5 GPA, college potential with support, desire and determination to go to college, and who meet one or more of the following criteria: first in family to attend college, historically underserved in 4-year colleges, low income, and special circumstances. The AVID student is one who can achieve in rigorous curriculum with support from the AVID Elective class. For more information, see *Implementing and Managing the AVID Program* in the AVID Library and the e-learning *AVID Overview* on MyAVID.

What are some of the particular strengths reflected in your evidence of AVID Essential 1 at your school?

What aspects of AVID Essential 1 have room for growth? How might you address these in your site plan?

AVID Essential No. 2	Examples of Evidence Sources and Resources	Rating for AVID Essential No. 2			
<p>AVID program participants, both students and staff, must choose to participate in the AVID program.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Documents that detail the procedures and timeline used for selecting AVID students <input type="checkbox"/> Documents that detail the commitment, the procedures, and the timeline for involving AVID Elective class teachers and Site Team members <input type="checkbox"/> Evidence of communication process <input type="checkbox"/> Documentation of training <input type="checkbox"/> AVID Site Team agendas and minutes <input type="checkbox"/> Parent permission slips/student contracts <input type="checkbox"/> Attendance records from AVID Site Team meetings <input type="checkbox"/> Special activity attendance records <input type="checkbox"/> Data reflecting student course enrollments <input type="checkbox"/> Site policies ensuring access to rigorous courses <input type="checkbox"/> Other _____ 	<p>Number of Indicators at each level:</p> <p>Level 0: <input type="checkbox"/></p> <p>Level 1: <input type="checkbox"/></p> <p>Level 2: <input type="checkbox"/></p> <p>Level 3: <input type="checkbox"/></p> <p>Overall level for Essential 2:</p> <p>_____</p>			
<p><i>Rating Guide: Indicators for Levels of Use – Indicators are cumulative; Level 1 must be in place prior to progressing to Level 2</i></p>					
<p style="text-align: center;"> <i>Not AVID (Level 0)</i> \rightarrow <i>Meets Certification Standards (Level 1)</i> \rightarrow <i>Routine Use (Level 2)</i> \rightarrow <i>Institutionalization (Level 3)</i> </p>					
<p>1. <input type="checkbox"/> Fewer than 100% of AVID students are placed in the AVID Elective class with a contract signed by all available parties. "Available party" indicates that teachers, parents, guardians, counselors, and administrators are recommended to sign, with intent to be inclusive, but not to penalize the student or site.</p>	<p><input type="checkbox"/> 100% of students enrolled in the AVID Elective class(es) have contracts signed by all available parties.</p>	<p><input type="checkbox"/> 100% of students enrolled in the AVID Elective class(es) have signed contracts; there is evidence of parent meeting(s) to gain parent support.</p>	<p><input type="checkbox"/> 100% of students enrolled in the AVID Elective class(es) have signed contracts; there is evidence of increased involvement of parents in the program.</p>		
<p>2. <input type="checkbox"/> Insufficient evidence is available to validate that the AVID Elective class teacher(s) voluntarily chose to participate in the program.</p>	<p><input type="checkbox"/> There is documentation to show that 100% of the AVID Elective class teacher(s) chose to voluntarily participate in the program.</p>	<p><input type="checkbox"/> There is documentation to show that the AVID Elective class teacher(s) chose to participate in the program and to attend AVID Site Team meetings and events.</p>	<p><input type="checkbox"/> There is documentation to show that the AVID Elective class teacher(s) chose to participate in the program and to assume leadership for implementing Site Team activities.</p>		
<p>3. <input type="checkbox"/> Insufficient evidence is available to validate that the AVID Site Team members voluntarily chose to participate in AVID.</p>	<p><input type="checkbox"/> Documentation shows that 100% of the AVID Site Team members chose to voluntarily participate in the program.</p>	<p><input type="checkbox"/> Documentation shows that the AVID Site Team members chose to participate in the program and to attend AVID Site Team meetings and AVID events.</p>	<p><input type="checkbox"/> Documentation shows that the AVID Site Team members chose to participate in the program and to assume leadership responsibilities for Site Team's work and activities.</p>		
<p>4. <input type="checkbox"/> Insufficient data is available to determine how an AVID Elective class teacher is identified and selected for participation in AVID.</p>	<p><input type="checkbox"/> Documentation provides evidence of a process used in identifying and selecting AVID Elective class teacher(s).</p>	<p><input type="checkbox"/> Documentation provides evidence of a process used in identifying and selecting AVID Elective class teacher(s). The process has been reviewed and updated based on Site Team input.</p>	<p><input type="checkbox"/> Documentation provides substantial evidence of a long-term plan and process for identifying and selecting AVID Elective class teacher(s).</p>		

<p>5. <input type="checkbox"/> Insufficient data are available on how AVID Site Team members are identified and selected for participation in AVID.</p>	<p><input type="checkbox"/> Documentation provides some evidence of a process used in identifying and selecting AVID Site Team members.</p>	<p><input type="checkbox"/> Documentation provides evidence of a process used in identifying and selecting AVID Site Team members. The process has been reviewed and updated based on Site Team input.</p>	<p><input type="checkbox"/> Documentation provides evidence of a long-term plan and a process, used to identify and select AVID Site Team members, that incorporates some new members over time.</p>
<p>6. <input type="checkbox"/> Fewer than 100% of the AVID Site Team members advocate for AVID students' access to rigorous courses at each grade level.</p>	<p><input type="checkbox"/> 100% of the AVID Site Team, including the principal, advocates for AVID students' access to rigorous courses at each grade level.</p>	<p><input type="checkbox"/> There is evidence from Site Team meeting minutes that 100% of the AVID Site Team, including the principal, advocates for AVID students' access to rigorous courses at each grade level, and develops and implements strategies to ensure full access.</p>	<p><input type="checkbox"/> There is evidence that site policies reflect full access to rigorous courses for all AVID students.</p>

What are some of the particular strengths reflected in your evidence of AVID Essential 2 at your school?

What aspects of AVID Essential 2 have room for growth? How might you address these in your site plan?

AVID Essential No. 3	Examples of Evidence Sources and Resources	Rating for AVID Essential No. 3			
<p>The school must be committed to full implementation of AVID, with students enrolled in the AVID year-long Elective class(es) available within the regular academic school day.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Master class schedule <input type="checkbox"/> Student class schedule <input type="checkbox"/> Typical week - AVID schedule <input type="checkbox"/> Site Team plans for program expansion <input type="checkbox"/> Attendance data <input type="checkbox"/> Recruitment timeline <input type="checkbox"/> Use of most current AVID curriculum guides, especially the <i>AVID Tutorial Guide</i> and <i>Weeks at a Glance</i> on www.avid.org <input type="checkbox"/> Lesson plans for the AVID Elective class based on AVID standards <input type="checkbox"/> Student class registration forms (choice slips) <input type="checkbox"/> Visiting colleges/universities and documenting college outreach efforts <input type="checkbox"/> College-going environment (e.g., college pennants, banners, college posters, AVID posters, college acceptance letters, student work, etc.) <input type="checkbox"/> Other _____ 	<p>Number of Indicators at each level:</p> <p>Level 0: _____</p> <p>Level 1: _____</p> <p>Level 2: _____</p> <p>Level 3: _____</p> <p>Overall level for Essential 3:</p> <p>_____</p>			
<p>Rating Guide: Indicators for Levels of Use – Indicators are cumulative; Level 1 must be in place prior to progressing to Level 2</p>					
<p><i>Not AVID (Level 0)</i></p>	<p><i>Meets Certification Standards (Level 1)</i></p>	<p><i>Routine Use (Level 2)</i></p>	<p><i>Institutionalization (Level 3)</i></p>		
<p>1. <input type="checkbox"/> The AVID Elective class does not meet for the same number of instructional minutes as other academic classes, or does not meet continuously for a full academic year, or meets only outside the regular school day.</p>	<p><input type="checkbox"/> Year-long AVID Elective classes are scheduled within the regular academic school day (periods where multiple academic core classes are offered—e.g., English, math, history, science, languages).</p>	<p><input type="checkbox"/> Evidence indicates that AVID Elective classes are scheduled within the regular academic school day. The AVID Elective class is in the master schedule for the following school year.</p>	<p><input type="checkbox"/> A process/system is in place to limit scheduling conflicts within the master schedule with AVID Elective classes, and Site Team members proactively make students aware of AVID.</p>		
<p>2. <input type="checkbox"/> AVID is offered in only one section, and that section is not fully enrolled. (NOTE: A class is fully enrolled as defined by the average enrollment of other academic classes at that school).</p>	<p><input type="checkbox"/> AVID is offered in one section, and that section is fully enrolled OR AVID is offered in multiple sections where no more than one section is under-enrolled. (NOTE: A class is fully enrolled as defined by the average enrollment of other academic core classes at that school.)</p>	<p><input type="checkbox"/> AVID has expanded to more than one section and more than one grade level, and on-site recruitment occurs to keep each section fully enrolled.</p>	<p><input type="checkbox"/> AVID has expanded to include multiple sections to accommodate students in all grade levels. Of the AVID students enrolled in the highest grade level of the school, 70% must have been enrolled in AVID: for HS—for 3 or more years in grades 9–12; for MS/Jr. High—for 2 or more years in grades 6–8 or grades 7–9; for combined schools spanning 2–4 grade levels—for 2 or more years, for combined schools spanning 5–6 grade levels—for 3 or more years.</p> <p>(continued on next page)</p>		

APPENDIX C
THE JOY OF LEARNING

APPENDIX C

The Joy of Learning

The doctoral journey was about lessons learned during a trail of tears leading to a path of light. My doctoral journey consisted of decision making, achievement, peace, forgiveness, and humbling and not necessarily in that order. Have you ever wondered after 30 plus years in a successful career where you are going? Watching healthcare providers or healers misuse their gifts can cause tears of disillusionment in those who care. Feelings of being alone in wanting to do what is right led me back to what makes me happy. I have always found joy in learning. So I saw it as a blessing to be gifted with the opportunity to complete my doctoral degree.

Returning to school was a time of transition. It was a time of going from being in charge to one of practicing patience and improved listening skills as a student. It made you take a close look within and question what being a coach meant to you. It also made you question whether or not you were coaching material. Halfway through the program the light came on for me. As a systems thinker, I found myself looking at processes during each class. Knowing how negatively traditional systems can react to change, I welcomed my introduction to Dr. Kotter (2012) who introduced me to the importance of using soft surroundings or empathetic techniques to get buy-in for change. Knowing that there is a need to teach others to look at systems and not people when deadlines are not met, I looked at ways to share this perspective with other learners. So I became a tutor for a college preparatory program, AVID (advancement via independent determination) at the local Middle school. Declining a salary, I filled a tutor slot on a voluntary basis. I coordinated C average students through an inquiry/strategic learning process. By

offering only respect, guidance and information, I saw the light come on for several students who previously had little to contribute to the class. The leadership classes taught me the importance of giving constructive feedback without taking punitive action when delivering education. I practiced and modeled this concept with the students and achieved positive results. Seeing the light or enthusiasm for learning come on for those students let me know that I was on the right path. The one thing I learned from my cousin who has his Ph.D. in psychology was to never look back, just keep moving forward. As givers, we should strive to make a difference in our communities. So I shared this positive thinking with my classmates and with the AVID students just as my professors were sharing their knowledge with me.

I have learned to balance family, school and work during this journey. My family calls me the A++ person in the family. Whenever, I was not responding well to feedback on a paper they were my rock in keeping things in perspective. Who else but family would laugh at you for not being happy about a 94%? Who else but family would point out how they are ecstatic with a B and just passing, and you are trying to find out what you did wrong with less than a 100%. So I learned to look beneath the surface and find the lesson to be learned in the feedback. When I looked I was able to see the coaching. It was leading toward how to successfully defend my dissertation and I shared this finding with my classmates.

Having learned the importance of positive thoughts, speech and behavior during this journey, I find myself back at healthcare's door for employment via the VA system. I practiced Winston Churchill's motto of "Never, never give up," throughout this journey. So I will not give up on leadership in healthcare. Having learned the importance of

helping others, I plan to share my knowledge and skills to help coach both young and old leaders within the government into operating with respect and integrity at all times.

It has been a dream of mine to complete my doctorate degree. So one final lesson learned during this phenomenal journey of growth has been that dreams do come true. The second final lesson was that a good leader should always acknowledge being wrong and apologize. The final lesson learned was the most important, and that is, “You should always help others when you are in a position to do so.”