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WAKE COUNTY
PUBLIC SCHOOL SYSTEM

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID): WCPSS PROGRAM EVALUATION

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ABSTRACT

This evaluation examined the implementation and effectiveness of the AVID program in middle schools throughout the Wake County Public School System (WCPSS). Survey results and school visits revealed considerable inconsistencies in implementation across schools. Specifically, selection criteria were not consistently understood and applied, all staff members implementing the program were not able to attend AVID training, and some schools emphasized enrollment in Algebra I in eighth grade more than others as a desired outcome of AVID participation. Attrition from the program was high, with 38% of those enrolled in grade 6 in 2005-06 continuing with the program through grade 8 in 2007-08. The stated goal of having all AVID students enroll in Algebra I by grade 8 was not met, although a higher percentage of AVID students in grade 8 enrolled in Algebra I than was true systemwide (50% vs. 28%).

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SUMMARY

Background

The Advancement Via Individual Determination (AVID) program was developed by an English teacher in California during the early 1980's in an effort to close the achievement gap and make college enrollment an obtainable goal for students in the "academic middle." The main objective of AVID is to get students who typically are underrepresented in colleges, or could be the first in their families to go to college, on the path to attending universities. The philosophy of the program is that these students can accomplish this if held to the highest standards with academic and social support (AVIDonline, 2006, AVID101[Introduction] section, ¶ 1).

The purpose of this report is to provide information to district central services staff and the Board of Education about the status of the AVID program in WCPSS at this point. A decision must be made about whether to expand AVID to the high school level and whether to keep it in all middle school grades. This decision has budget implications.

Findings

This report focuses on both fidelity of implementation of the program (with an emphasis on 2007-08) and the impact of the program on students involved in the first cohort of AVID students in WCPSS (those starting in 2005-06 as sixth grade students plus seventh grade students who added AVID in 2006-07 and eighth grade students who added AVID in 2007-08).

1. Results from a survey administered to AVID staff and group discussions with central and school staff show there is not a common understanding of student selection criteria or methods. Findings indicate that some students may have been misidentified based on AVID criteria.

2. Continuous enrollment in AVID throughout middle school is encouraged. However, attrition from the first cohort of students in AVID was high, with only 38% of those enrolled in grade 6 in 2005-06 continuing with the program through grade 8 in 2007-08. Misidentification of students for the program could have contributed to attrition.

3. A key indicator of AVID effectiveness is enrollment in advanced courses. The stated goal for AVID in WCPSS middle schools was for all students to enroll in Algebra I by 8th grade. This stated goal was not met, although a higher percentage of AVID students enrolled in Algebra I while in 8th grade than was true systemwide (50% vs. 28%). Enrollment rates varied considerably across schools. Algebra I enrollment for students served by AVID for *any* length of time, including those who may have been misidentified, was 33.9%.

4. A qualitative analysis of fidelity of implementation of AVID's 11 Essential Elements across WCPSS, based on the results of surveys and classroom observations, showed there is a great deal of variance in the implementation of the essential elements. The most common inconsistencies relate to:

- Misidentification of AVID students and/or overlooking possible AVID candidates
- Staff turnover prompting non-voluntary involvement in the AVID program
- Schools offering the AVID program to grade levels that deviate from the program's initial plan
- Tutors not being present on a regular basis during the 2007-08 school year

Recommendations

WCPSS is at a crossroads with AVID, and a decision must be made to strengthen the program and extend it to high school or to discontinue it. As currently implemented, the program is inconsistent in its effectiveness for the target students of WCPSS.

If implementation is continued, we recommend increasing the amount of support to the AVID program centrally and at the school level to optimize its performance. If continued, we recommend:

- The dedication of one member of central services staff to the AVID program to increase the uniformity of implementation. Issues regarding tutors, selection criteria, training, and implementation would be key responsibilities of the individual in this position.

- Middle schools receive at least one additional month of allotment of teacher time if the program continues at all grade levels. Year-round schools have particular needs related to their schedule that should be addressed.

- Starting AVID in the spring semester of 6th grade or in the fall of 7th grade, to increase consistency and appropriateness of students recruited and remove the identification responsibilities from elementary school staff.   One option would be to invite potential AVID students to participate in an after-school group or another extra-curricular activity (rather than an elective) in the spring of grade 6 to introduce the program and to provide AVID staff with the opportunity to assess each student's appropriateness.

- Expand the program to a few carefully selected high schools as a pilot based on feeder middle schools with strong AVID programs and high schools with more diverse student bodies.

If discontinued, we recommend creating an alternative initiative that continues to provide encouragement and support to students who typically might not attend college. Several aspects of AVID are not entirely unique to the program, but do represent strong instructional practices. Implementation of a less formal, pre-college model may impact a wider array of students.

In either scenario, providing some form of support to 8th-grade AVID students who will be entering grade 9 in fall of 2008 should be considered. In addition, the target group for additional support should be discussed, defined, and implemented more consistently across schools.

Common comments of AVID staff were that the strategies of the program have been effective in giving students the support they need to complete a rigorous curriculum. Survey results showed that the most common challenges faced by schools concerned lack of central support, inconsistency of tutors, training, and funding issues.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID): WCPSS PROGRAM EVALUATION

INTRODUCTION

WHAT IS THE NATIONAL AVID MODEL?

AVID is a program that provides support for students in grades 4-12 and educators in promoting and improving school and district-wide learning and achievement. Since its introduction to the California Public School System in 1980, AVID claims to be one of the "most successful college-preparatory programs ever for low-income, underserved students…reach[ing] more than 250,000 students in more than 3,500 U.S. schools in 45 states, Canada, and 15 other countries" (AVID Center About Us section). The AVID mission is to ensure that all students, especially those who are least served in post-secondary institutions, and are in the "academic middle":

- succeed in a rigorous curriculum from a school-wide approach,
- are involved in a structured, college-preparatory program that works collaboratively with schools and districts,
- participate in mainstream activities taking place in their school,
- increase their enrollment in four-year colleges,
- become educated and responsible participants and leaders in a democratic society, and
- receive the support they need by providing professional development to educators throughout the U.S.

AVID is built on "11 Essential Elements" that guide the implementation of the program and determine its success. A central component of this report is to evaluate Wake County Public School System's school's adherence to the fidelity of these elements (see Table 1). An AVID best practices study shows that schools that abide strongly by each of the elements demonstrate the highest level of success for their students (Guthrie & Guthrie, 2002).

Table 1
The "11 Essential Elements" of AVID

1. **Selection** – Students selected for the AVID program must meet specific criteria to ensure success.

2. **Participation** – Both students and staff must *choose* to participate in the program.

3. **Scheduling/Full Implementation** – The school must be committed to full implementation of the AVID program, with the AVID elective class available within the regular academic school day.

4. **Rigor** – AVID students must become enrolled in a rigorous course of study that will enable them to meet requirements for university enrollment.

5. **Writing** – A strong, relevant writing curriculum provides the basis for instruction in the AVID elective class.

6. **Inquiry** – Inquiry is used as a basis for instruction in the AVID classroom.

7. **Collaboration** – Both students and staff practice collaboration on a regular basis.

8. **Tutorials** – A sufficient number of appropriately-trained tutors are available on a regular basis to facilitate inquiry-based problem solving and success in a rigorous curriculum.

9. **Data** –implementation of the program and student progress are monitored through the AVID Data System. Results are analyzed to ensure success.

10. **Resources** – The school or district identifies resources for program costs, agrees to implement AVID Program Implementation Essentials and works toward participation in annual AVID certification. Commitment to ongoing participation in AVID staff development is required.

11. **School Site Team** – An active, interdisciplinary site team collaborates on issues of student access to and success in rigorous college preparatory courses.

Effectiveness of AVID Nationally

In a search of relevant literatures, all studies found on AVID report positive outcomes for high school samples (see Appendix). No studies found focused on middle school. Listed below are some of the findings concerning AVID in high schools:

- AVID students are more likely to enroll in universities (Guthrie & Guthrie, 2002).

- AVID students have better attendance than their peers during and after participation (Oswald, 2002).
- During their first year, AVID students sometimes do not perform as well as they would like due to the transition to a more rigorous curriculum (Oswald, 2002).
- AVID students enroll in more rigorous curriculum than their peers (Watt et.al, 2004).
- The longer students stay in AVID, the better their outcomes (Gandara, 2001).
- AVID students have shown an increase in Advanced Placement (AP) course enrollment compared to their peers. The percentage of AVID students who pass AP exams, however, has remained constant (Watt et.al, 2004).

Texas schools that offer AVID have increased their state report card accountability ratings. These are determined by evaluating several indicators; for example, the number of students graduating on more rigorous high school plans (defined in the study as AP courses), the number of students taking and passing AP exams, the number of students taking SAT or ACT exams, student performance on the state mandated exam (in this case, the Texas Assessment of Academic Skills), student performance on End of Course (EOC) exams (Algebra, Biology, English, and U.S. History), student attendance, and dropout rates (Watt, et. al., 2006).

AVID Student Selection Criteria

The recruitment aspect of the AVID program is very important to the success of the program. The AVID Center recommends that coordinators adhere to very specific criteria when choosing students for the program:

1. Average to high test scores (Level III and IV in WCPSS on End of Grade [EOG] tests in math and reading)
2. GPA of 2.0 to 3.5, or grades of Bs, Cs, or Ds before entering the program
3. Good attendance and behavior records
4. Satisfactory completion of a program application and interviews
5. Recommendations from their guidance counselor and previous teachers
6. Demonstration of motivation and the ability to undergo a more rigorous curriculum
7. Under special circumstances, grades and test scores can be overlooked. Examples of this are students with a physical disability, from a single-parent home, or who are enrolled in ESL classes.

One coordinator stated "AVID is not for everyone, because not everyone is a good AVID student." Specifically, students admitted should demonstrate ability, college potential (with support), and the desire and determination to succeed in a rigorous curriculum, but who need extra support to excel. These characteristics may be manifested in students who have a gap in their above average EOG scores and below average grades. While they demonstrate the academic potential to attend college, they probably would not without the proper support.

WHAT IS THE WCPSS AVID MODEL?

AVID started in the WCPSS in 2005-06 by offering the elective course at 21 middle schools in an effort to improve standardized test scores, increase high school enrollment in advanced and honor courses, and increase the number of graduates who attend college.

Since AVID's inception, and as Table 2 demonstrates, five WCPSS schools have added the AVID program (Daniels, Heritage, Salem, East Cary, Davis Drive) and two schools have dropped it (Durant Road and Salem) because the staff did not believe the program had enough financial resources to function on a year-round calendar. After attending the AVID training program during the summer of 2007, Davis Drive staff decided not to offer the program to its students next year because they did not find the program to be effective for the student population at their school. Heritage, who only offered the elective for the spring semester of 2006-07, indicates they offer the AVID "philosophy" across all classes and grade levels, and cannot offer the elective to its students due to financial constraints. Thus, at least four schools in WCPSS will have dropped AVID since its inception; three due to funding that they felt was inadequate.

Coordination of AVID centrally has been part of the responsibilities of several people since its inception, changing hands at least twice in three years. Currently the program is one of many responsibilities of two administrators, who are in their first year of coordinating AVID.

Both of the AVID central administrators agreed that the goals of the AVID program are to:

1. Teach students the skills needed to succeed in more rigorous courses.
2. Increase enrollment in more rigorous courses throughout middle and high school among students who would not typically enroll in such classes.
3. Increase college enrollment for all students, especially those who might not typically attend—students in the "academic middle" who might be first-generation college enrollees.

Table 2
Middle Schools Offering the AVID Program from 2005-06 until 2007-08

Middle School	2005-06 6th	2006-07 6th & 7th	2007-08 6th, 7th, & 8th
Apex	•	•	•
Carnage	•	•	•
Carroll	•	7th [1]	•
Daniels		6th	6th & 7th
Davis Drive			•[2]
Dillard Drive	•	•	•
Durant Rd	•		
East Cary			6th
East Garner	•	•	•
East Millbrook	•	•	•
East Wake	•	•	•
Fuquay-Varina	•	•	•
Heritage		6th	•[3]
Holly Ridge	•	•	•
Leesville	•	•	7th & 8th
Ligon	•	•	•
Martin	6th-8th	6th-8th	•
Moore Square	•	•	•
North Garner	•	•	•
Reedy Creek	•	•	7th & 8th
Salem		•	
Wake Forest	•	•	•
Wakefield	•	•	6th & 7th [4]
West Cary	•	•	•
West Millbrook	•	•	•
Zebulon	•	•	•
Total	**21**	**23**	**23**

Note: Centennial, Longview, Lufkin, Mt Vernon, River Oaks, Wendell, and West Lake are non-AVID schools.
[1]The program was offered in the years indicated in the columns unless noted otherwise.
[2]No students or elective class. Either the school is in its planning year and has received AVID training.
[3]Heritage is receiving personnel funding but is not implementing the elective class. This is referred to as an 'in philosophy' implementation.
[4]Wakefield only offers the elective class for 6th and 7th grades, but one 8th grade student is enrolled in the 7th grade class.
Shading indicates the AVID program was not implemented during the year at the indicated grade level.
Interpretation Example: Apex Middle School followed the WCPSS implementation plan, offering AVID to 6th grade students in 2005-06, 6th and 7th grade students in 2006-07, and 6th, 7th, and 8th grade students in 2007-08.

EVALUATION METHODS

This evaluation focuses on fidelity of program implementation and the impact of the WCPSS program on the first cohort of students to reach 8th grade with AVID experience. Key questions addressed are:

- What is the AVID program and what are the goals for the program nationally and in WCPSS?
- What are patterns of student enrollment over time? What has been the attrition rate over time?
- Has the program been implemented with fidelity in WCPSS? Has WCPSS implemented the 11 essential elements of AVID?
- What are staff perceptions of program effectiveness?
- Have students enrolled in Algebra I by eighth grade as desired?

Key data sources are enumerated in Table 3.

Table 3
Data Sources for AVID Evaluation

Type of Questions	Data Source	Details
Nature of AVID	AVID website and literature review	Gained understanding of expectations/goals/expected outcomes.
Enrollment in AVID	NCWise (WCPSS version of State student database) Mainframe data EOG test results	Enrollment for AVID in 2005-06, 2006-07, 2007-08 by section and grade. Demographic data on students selected for the program. EOG level scores were obtained from Evaluation & Research (E&R) Department data files.
Staff perceptions	Survey of AVID coordinators Survey of AVID elective teachers	Information on implementation and perceptions of effectiveness. Sent as electronic surveys January of 2008.
Implementation	School visits—focus groups and observations	Visits to six schools implementing AVID in 2007-08, randomly selected as one per region of WCPSS
Enrollment in Algebra I	NCWise (WCPSS version of State student database)	Match of students in first cohort with Algebra I enrollment.

NCWise course enrollment records for the first cohort of students who have been enrolled in the AVID elective during 6th grade in 2005-06, 7th grade in 2006-07, and/or 8th grade in 2007-08 were pulled from October of each year and analyzed to determine:

- How many students were served in the first cohort?
- How many students continued in the AVID program throughout middle school?
- How many students enrolled in the AVID program after 6th grade?
- How many students discontinued involvement after grade 6 or 7?

Student demographic and achievement data, such as race and EOG scores, were examined to determine the characteristics of students served by the AVID program.

Results from visits to a random sample of schools and surveys sent to AVID staff were used to evaluate how WCPSS middle schools involved with the AVID program implemented the 11 essential elements, and to explore:

- How did schools select students? Were selections consistent with national criteria for AVID?
- How has the AVID program been implemented in various middle schools?
- How does the implementation of the AVID program vary among middle schools?
- How is implementation monitored in schools?

Course enrollment records pulled from NCWise and results from previously mentioned surveys were used to provide information on the effectiveness of WCPSSs implementation of the AVID program. Specifically:

- What are the most and least effective facets of the AVID program?
- What are the benefits of having the AVID program in WCPSS?
- What percentage of AVID students from Cohort I enrolled in Algebra I as 8th grade students?

Results from surveys along with suggestions from the AVID center will be mentioned to offer suggestions on how to improve the program within WCPSS.

Information provided through this report can help central administrators determine whether the program has been implemented satisfactorily and whether it should be continued and expanded to the high school level.
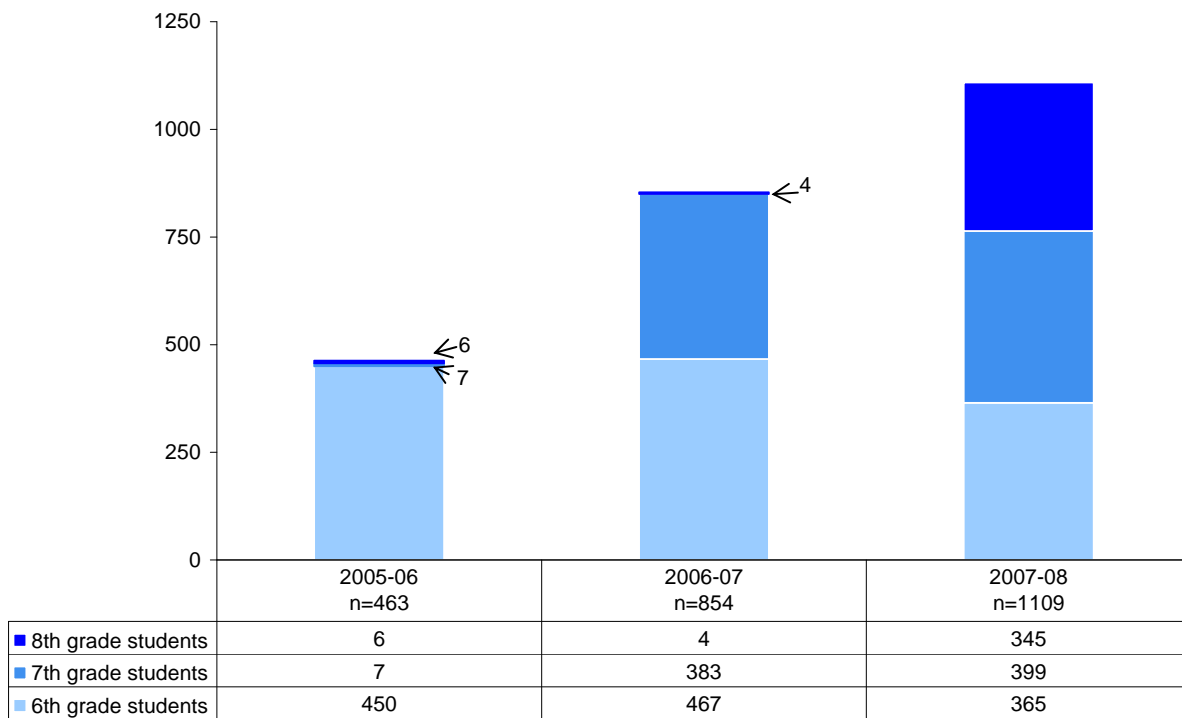
FINDINGS

WCPSS SCHOOLS SERVED

The AVID elective was initially intended for 6th grade students during the 2005-06 year and expanded by adding one grade each year, allowing 2005-06's 6th grade students to have the opportunity to continue in the AVID program throughout middle school. Expansion to high school was also anticipated, assuming strong implementation at the middle school level and adequate funding. Whether to expand the program to high school is the decision being made at this time.

The grade levels that the AVID elective was offered to varied by school and by year. Wakefield Middle, for example is only offering the AVID elective to new 6th and 7th grade students this year (the one 8th grade student still enrolled is served with the 7th grade elective class), and Reedy Creek Middle is only offering it to 7th and 8th grade students. All schools starting AVID in 2005-06 served grade 6 with a couple of schools offering it to additional grades (7th and 8th).

WCPSS STUDENTS SERVED

The AVID program has served students in WCPSS middle schools since 2005-06. Figure 1 shows total student enrollment in the AVID program by grade for each year the program has been in WCPSS. Enrollment has increased as the schools offered service at more grade levels. During the 2007-08 school year, 1,109 students (3.9% of the 29,895 WCPSS middle school students overall) were enrolled in the AVID elective class in grades 6-8 throughout Wake County.

Figure 1
AVID Elective Class Enrollment by Grade and Year

	2005-06 n=463	2006-07 n=854	2007-08 n=1109
■ 8th grade students	6	4	345
■ 7th grade students	7	383	399
■ 6th grade students	450	467	365

Data Source: Course enrollment for 2005-06 and 2006-07 was extracted from NCWise on 7/27/07.
Course enrollment for 2007-08 was extracted from NCWise on 10/22/07.

While new WCPSS students have been added as 6th grade students each year, additional students also have been added and removed from existing grade levels. For the purpose of examining attrition rates for this report, the focus will be on Cohort I, defined as the students who were in AVID for any length of time during their 6th grade year in 2005-06, 7th grade year in 2006-07, and/or 8th grade year in 2007-08 (see Table 4).

Table 4
Definition of Cohorts – AVID Program

	Cohort I	Cohort II	Cohort III
6th grade	2005-06	2006-07	2007-08
7th grade	2006-07	2007-08	2008-09
8th grade	2007-08	2008-09	2009-10

Interpretation Example: The first cohort of students enrolled in AVID were those enrolled in 6th grade in 2005-06, 7th grade in 2006-07, and 8th grade in 2007-08.

While students are not required to continue in AVID throughout middle school, the program is set up to be optimally effective with continuous enrollment, continuous enrollment is encouraged, and the expectation is that students will want to continue. However, in WCPSS, most of the students in Cohort I were enrolled in the AVID elective for only 1 or 2 years. New students were added to Cohort I in 2006-07 and 2007-08 as 7th and 8th grade students, respectively. Cohort II is comprise   d of 6th grade students who began in 2006-07 and Cohort III began for 6th grade in 2007-08.

Figure 2 shows a more detailed analysis of student enrollment patterns for Cohort I. While the hope was that students would enroll in the AVID elective for all of their middle school years, many students took options to add or drop (and possibly add again) the AVID elective since 2005-06. Algebra I enrollment is also shown for various paths. Overall, 173 of the original 450 students (38%) starting in AVID in grade 6 continued through grade 8; just over half of those continuously in AVID enrolled in Algebra I in eighth grade.

Figure 2
Flow Chart of Cohort I
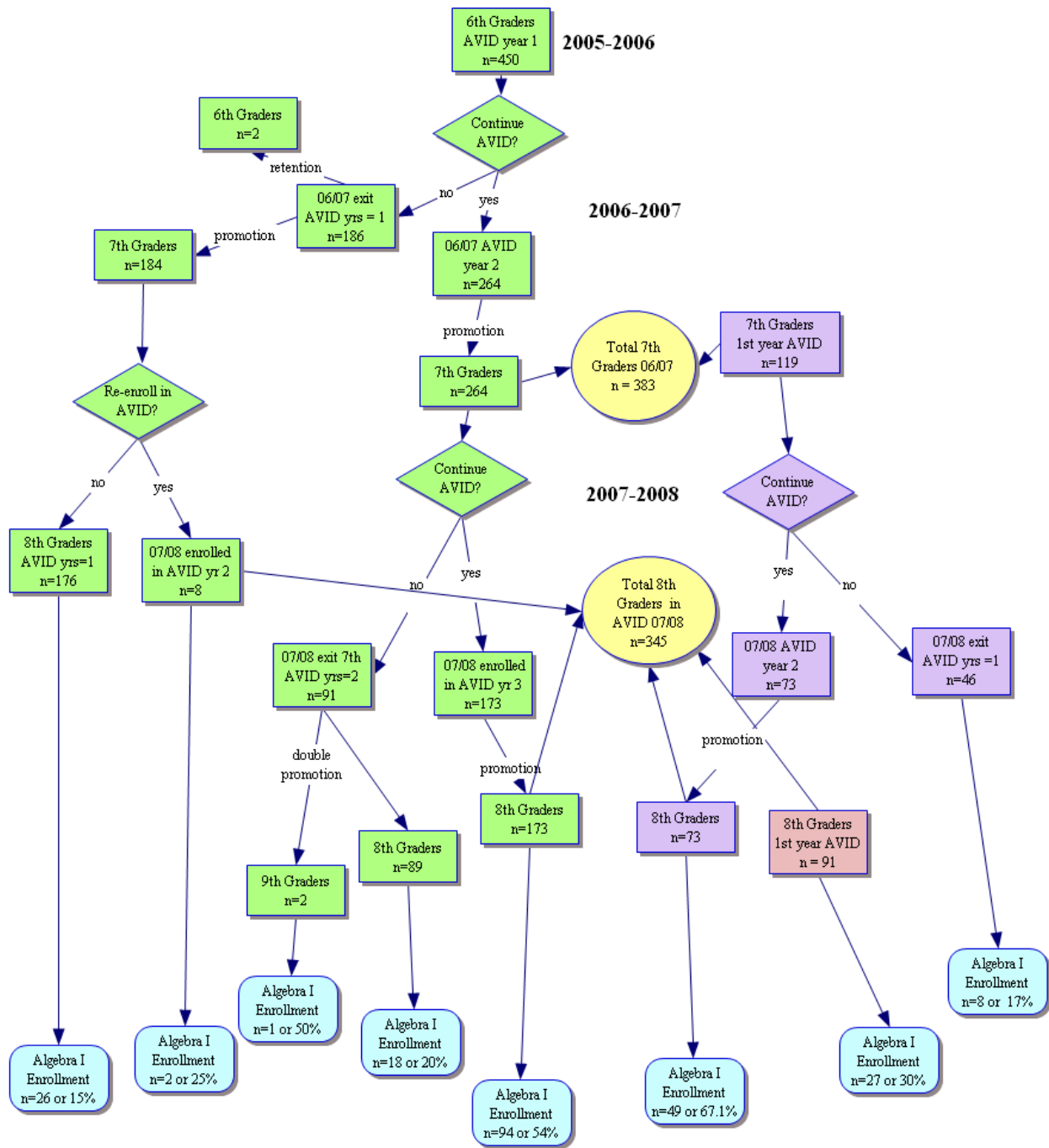
Source: AVID enrollments as of 10/22/07, Algebra I enrollments as of 1/25/08, NCWise as of October of each year.
Note: Enrollment figures could vary slightly from other dates dependent upon schedule changes.

Demographics of Cohort I

AVID recommends that specific criteria be used in selecting students for the program. Key performance data include average to high test scores and GPAs of 2.0 to 3.5 (or grades of Bs, Cs, or Ds). The students selected are to demonstrate high ability, but to be earning grades that do not reflect this potential. While these criteria seem clear cut, WCPSS measures require interpretation for both. In terms of grading, WCPSS does not calculate GPAs for elementary or middle school students, and the grading scale used rates students on a 1-4 scale, which does not correspond directly to an A-F scale. WCPSS teachers defined "average" grades and test scores differently across WCPSS schools, which could have had an impact on attrition and other outcomes of the program.

Elementary grades were not available to E&R for all schools, but we were able to review EOG scores from 2004-05, before the first cohort of students entered AVID. Readers should note that test scores and grades actually interact in the selection process. Thus, a good candidate might be a student with low Level IV scores on EOG but grades reflecting inconsistent mastery of grade level material, (2s and 3s on the WCPSS system) while a student scoring high in Level IV and earning 3s and 4s on their report card would not be a good candidate (the implementation section later in this report provides more detail on the selection process).

In terms of test scores, North Carolina requires all students to take the End of Grade tests from grades 3-8 in reading and mathematics. Students are given a level score, corresponding to below grade level work (Levels I and II), at grade level work (Level III), or above grade level work (Level IV). WCPSS is a high-performing school system, and percentages of students scoring at grade level have increased over time. Over half of the students in WCPSS scored Level IV in reading in 2005-06, and close to 90% scored in Levels III or IV. The mathematics test standards were raised in 2005-06, but about three fourths of the students still scored at or above grade level. WCPSS students show slightly higher proficiency rates than is true statewide.

Given the high percentages of students scoring at grade level, the definition of average to high achieving can be defined in multiple ways. One could argue that only Level IV students should be considered, or that students scoring low in Level IV or high in Level III would be the best candidates. Some staff indicated Level II or III students were their target group, but Level II students do not fit the desired profile. For the purpose of this analysis, we considered Level III or IV students to be appropriate for AVID.
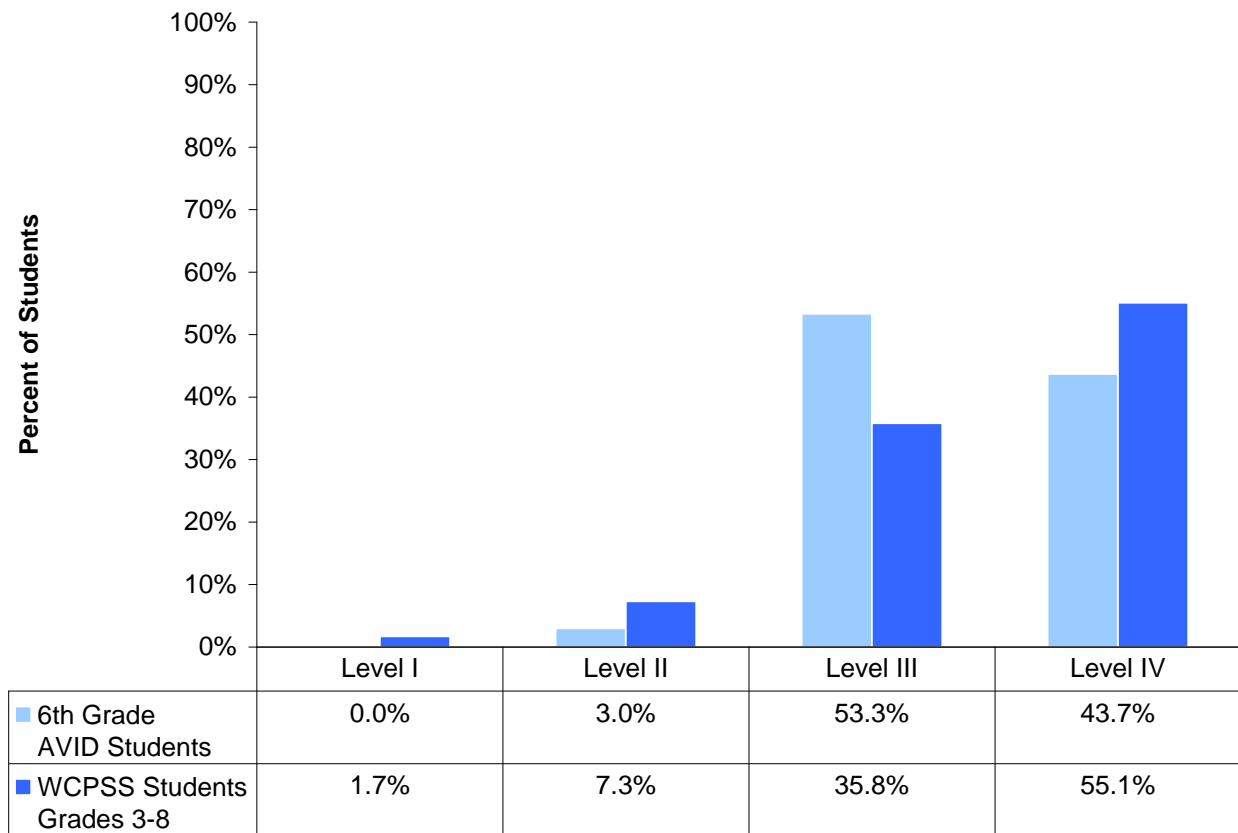
Grade 5 EOG

EOG assessment levels for 5th grade were used to determine whether students were correctly identified for the AVID program as 6th grade students in 2005-06. Coordinators stated that they used EOG scores from their 6th grade students' 5th grade year to determine whether they had the ability to be in the AVID program. EOG levels were available for 437 of the 450 6th grade AVID students in 2005-06. The 13 students who did not have 5th grade EOG scores were new to WCPSS in 2005-06 and have not been included in the following calculations. It is important to note, however, that elementary staff did not have the 5th grade scores until after initial interviews

and selections were made for AVID, so they probably reviewed 4th grade scores and then confirmed selections once 5th grade scores were available.

Of the 6th grade AVID students in 2005-06, 97% scored at or above grade level on their 5th grade Reading EOG, compared to 91% of middle school students system wide. AVID had a higher percentage of Level III students and a lower percentage of Level IV students than middle school students in WCPSS overall, suggesting that was a typical definition used of the "middle of the road" demographic that AVID strives to reach. Nearly all students enrolled in AVID in 2005-06 fit the AVID profile of having average-to-high achievement test scores in reading as is demonstrated in Figure 3. Only 13 students scored in Level II, and none scored in Level I.

Figure 3
5th Grade EOG Reading Levels for AVID Students Enrolled in 2005-06
Compared to All WCPSS Students Grades 3-8

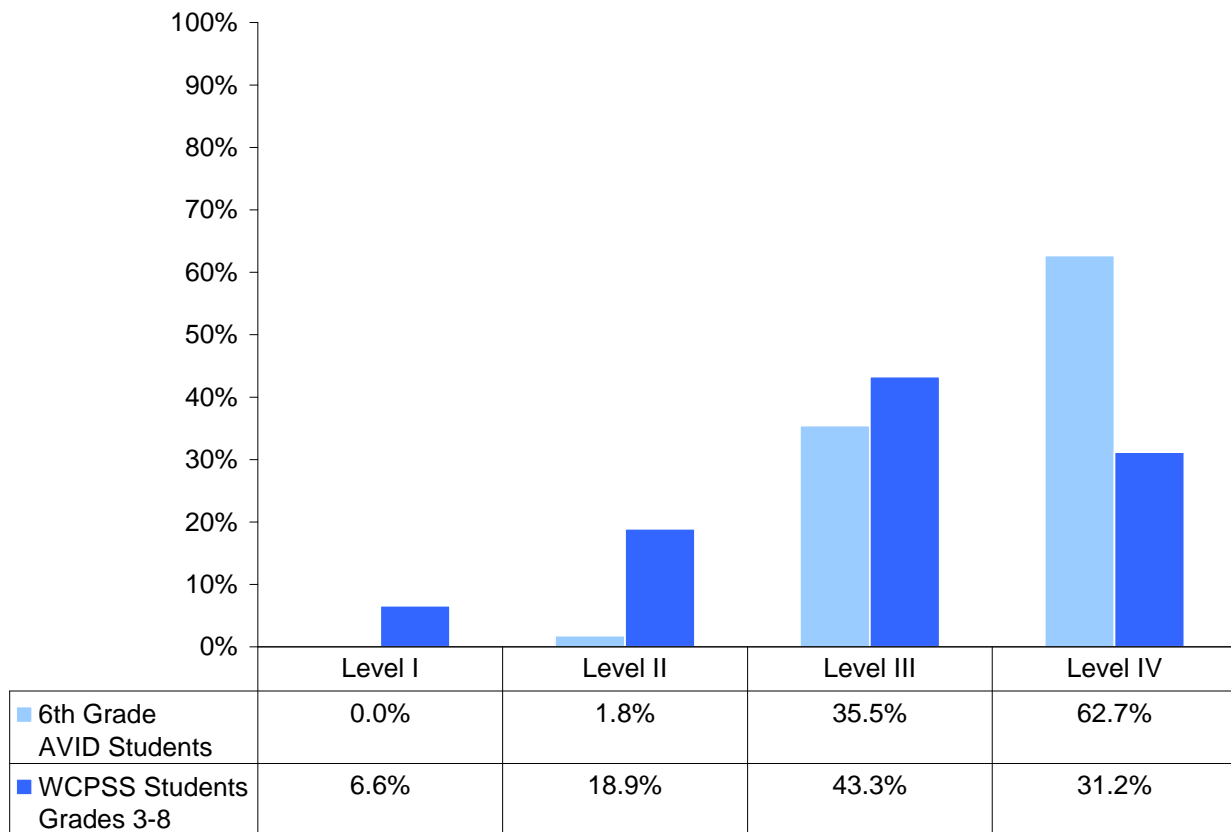|	Level I	Level II	Level III	Level IV
6th Grade AVID Students	0.0%	3.0%	53.3%	43.7%
WCPSS Students Grades 3-8	1.7%	7.3%	35.8%	55.1%

Data Source: All student data come from *WCPSS Middle School Student Outcomes Report 2005-06*. AVID elective class enrollment extracted from NCWise on 7/27/07.

New mathematics tests were used in 2005-06, which provided a new standard for grade level that was more difficult to reach based on new curriculum and testing. Figure 4 compares 5th grade EOG scores from students enrolled in AVID as 6th grade students in 2005-06 to systemwide middle school EOG math scores from the following year, after the new standards had been put in place. It is noteworthy that the majority of students selected for AVID in 2005-06 had Level IV

math achievement scores, which was not true for WCPSS middle school students overall. More students scored Level IV (62.9%) than Levels II and III combined (37.1%). Less than 2% of the students in AVID scored at Level II on the test, and no one scored at Level I. These results indicate that AVID included more high achievers in math than was typical for WCPSS overall, and demonstrate the AVID recommendations in student selection.

Of course, students may have had lower grades in their courses than test scores, and some students who scored high in mathematics could have scored lower in reading. Both grades and EOG scores should be included in student selection in the AVID program. Unfortunately, as previously mentioned, elementary school grades are not centrally available for most students for 2005-06 or any students in 2004-05. Staff selecting AVID students had to make decisions based on the information they had readily available.

Figure 4
5th Grade EOG Math Levels for AVID Students Enrolled in AVID in 2005-06
Compared to All WCPSS Students Grades 3-8

	Level I	Level II	Level III	Level IV
6th Grade AVID Students	0.0%	1.8%	35.5%	62.7%
WCPSS Students Grades 3-8	6.6%	18.9%	43.3%	31.2%

Data Source: All student data come from WCPSS Middle School. Student Outcomes Report 2005-06. AVID elective class enrollment extracted from NCWise on 7/27/07.

Students who stayed in the AVID program throughout middle school tended to score at the highest level (Level IV) on EOG assessments more often than those who stayed in AVID only one year (see Table 5). This was particularly true in reading, where 51.5% of those in AVID three years scored in Level IV compared to 35.5% of those in AVID only one year. The opposite pattern was true for Level III students. Little difference was evident between those who stayed in two or three years. Notice that there were no students enrolled in AVID from the 2005-06 cohort who scored Level I on either subject.

Table 5
Percentage and Number of Students Scoring at
Each EOG Level in Math and Reading by Years Enrolled in AVID

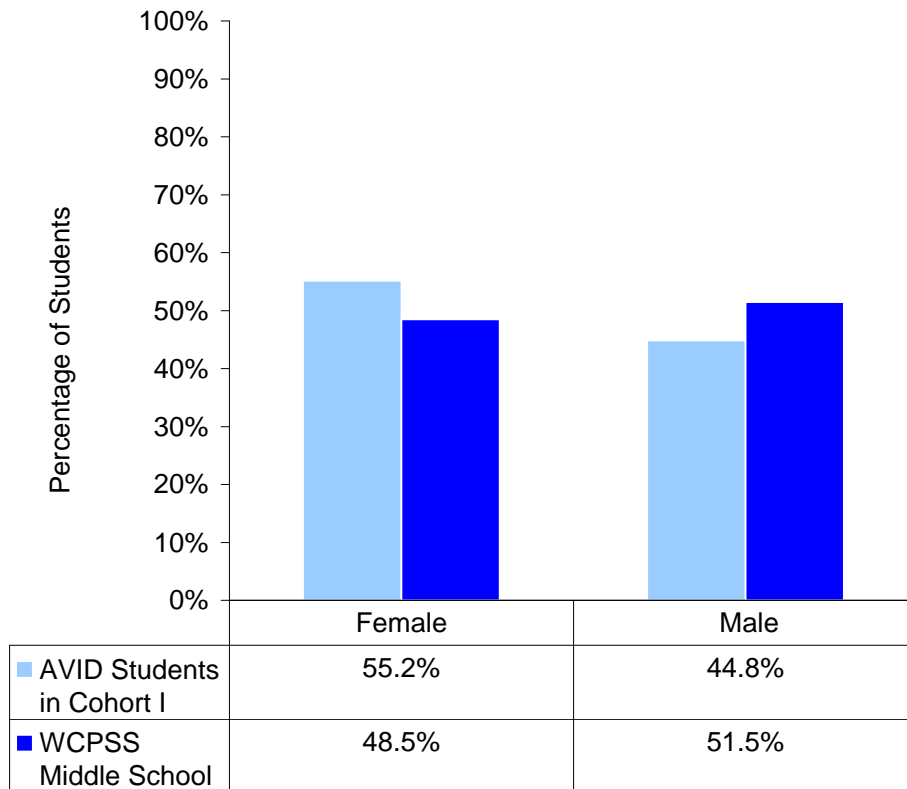|	Level II		Level III		Level IV	
Number of Years In AVID	**R**	**M**	**R**	**M**	**R**	**M**
1 Year in AVID 2005-06 (172 scores available)	3.5%	0.6%	61.0%	41.3%	35.5%	58.1%
2 Years in AVID 2005-07 or 2005-06 and 2007-08 (99 scores available)	6.1%	4.0%	48.5%	30.3%	45.4%	65.7%
3 Years in AVID 2005-present (165 scores available)	0.6%	1.8%	47.9%	32.1%	51.5%	66.1%

Note: 5th Grade EOG Levels were not available for 14 students, who were most likely not enrolled in WCPSS during the testing period for 2004-05. None of the AVID students enrolled in 6th grade during 2005-06 scored level I in either subject of the EOG tests.

Interpretation Example: Of those students who joined the AVID program as 6th graders in 2005-06, just over half (51.5%) of the students who stayed in the program throughout middle school scored Level IV on their reading EOG in 2004-05. Only 35.5% of the students scoring Level IV stayed in the AVID program for one year.

Gender

Compared to district percentages, there are more females than males in the AVID program. As Figure 5 shows, 55.2% of the students making up the first cohort of the AVID program are females.
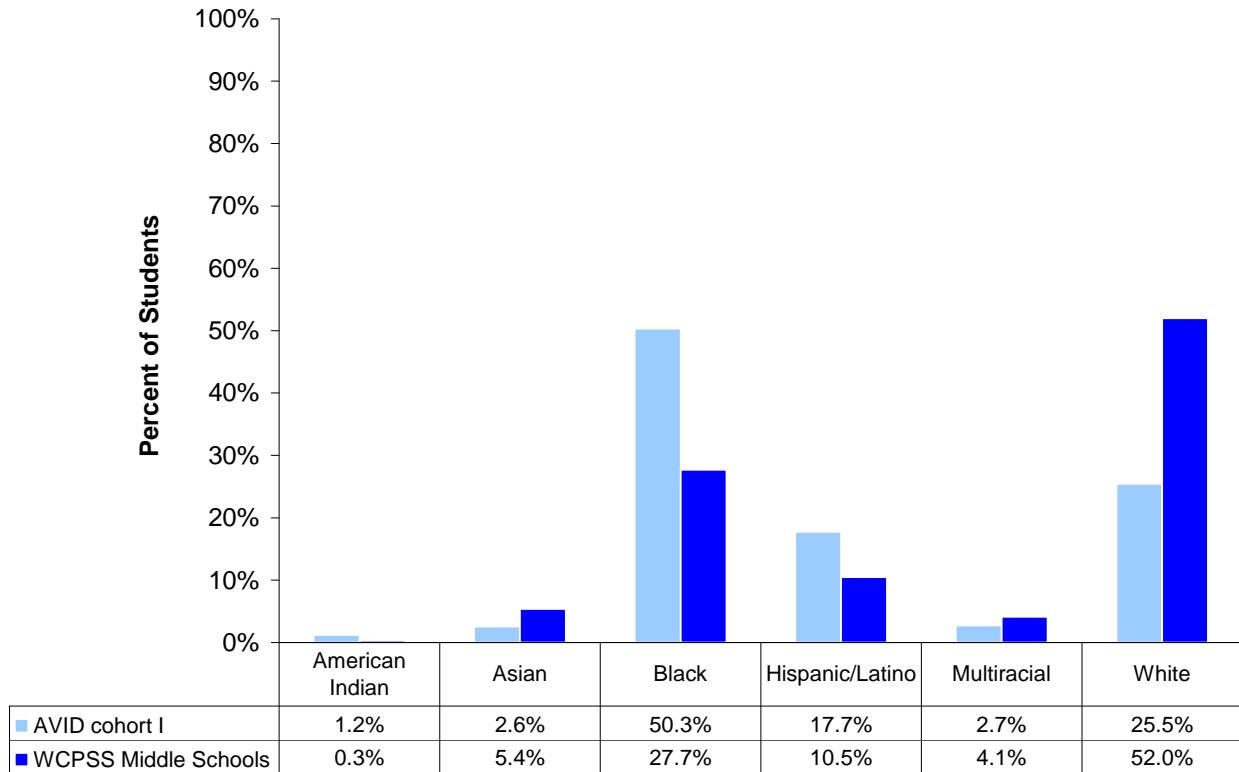
Figure 5
AVID Students in Cohort I by Gender

	Female	Male
▨ AVID Students in Cohort I	55.2%	44.8%
■ WCPSS Middle School	48.5%	51.5%

Data Source: WCPSS Overview District Report
(http://www.wcpss.net/demographics/reports/book07/overview.pdf)

Ethnicity

Within the 2005-06 AVID cohort, the highest percentage of students were Black/African American (about half), followed by White students and then Hispanic/Latino students. Relative to WCPSS patterns overall, Black/African American and Hispanic/Latino students were over-represented among those enrolled in AVID, as Figure 6 shows. White students were underrepresented, composing more than half of the school system's population, but only around 25% of students who enrolled in AVID in 2005-06. The American Youth Policy Forum's evaluation of AVID indicated that it is not unusual to have high percentages of Hispanic/Latino students or Black/African American students because the program focuses on students who are underrepresented in universities. The AVID website mentions that the program is typically successful in areas with more diverse populations.

Figure 6
AVID Cohort I Enrollment by Ethnicity
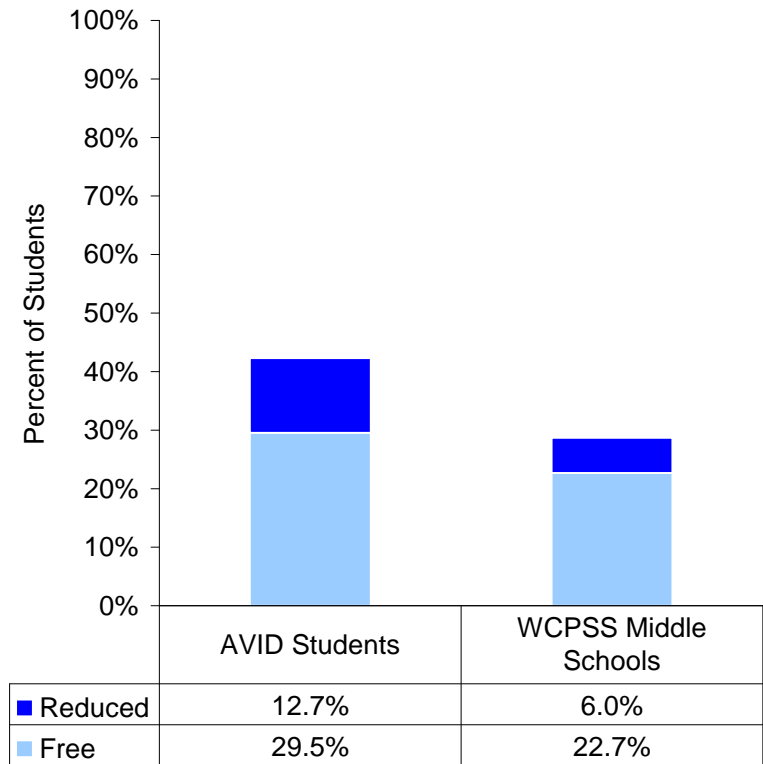**Compared to 2007-08 WCPSS Middle Schools**

	American Indian	Asian	Black	Hispanic/Latino	Multiracial	White
■ AVID cohort I	1.2%	2.6%	50.3%	17.7%	2.7%	25.5%
■ WCPSS Middle Schools	0.3%	5.4%	27.7%	10.5%	4.1%	52.0%

Data Source: WCPSS Overview District Report
              (http://www.wcpss.net/demographics/reports/book07/overview.pdf)

In terms of attrition, Hispanics/Latino students made up the third largest group of AVID students in the 2005-06 cohort, but had the lowest attrition rate, with 43.8% continuing AVID through grade 8. Blacks/African American students had the second lowest attrition over time, with 40.7% from the 2005-06 cohort presently enrolled in 8th grade (not shown).

Free or Reduced-Price Lunch Status

As Figure 7 shows, AVID students in Cohort I have a higher percentage of free or reduced-price lunch status than WCPSS middle school students overall. An AVID student is typically the first in his or her family to attend college and may come from families who need financial assistance. 42.2% of students in Cohort I received free or reduced-price lunch assistance, 13.5% more than WCPSS middle school students (28.7%).

Figure 7
Free or Reduced-Price Lunch Status for AVID Students in Cohort I Compared to WCPSS
Middle School Students Overall in 2007-08

	AVID Students	WCPSS Middle Schools
■ Reduced	12.7%	6.0%
■ Free	29.5%	22.7%

Data Source: WCPSS Overview District Report
(http://www.wcpss.net/demographics/reports/book07/overview.pdf)

Thus, WCPSS AVID students generally scored at least at grade level on the EOG tests (Level III or IV). Questions exist about what EOG scores should be for AVID candidates, with some arguing only Level III and IV students display the potential desired, while others suggesting students with Level II or III scores are most appropriate.   Black/African American and low income students were over-represented compared to the district, which is appropriate given the program's focus. Elementary class grades, a critical element, were not available to measure performance or to compare to test scores.

Sustained Enrollment

Most coordinators stated that they emphasize to their students that the program requires a long-term commitment. Students are not required to sustain their enrollment in the AVID elective class, although it is recommended. There are three basic reasons why fewer students re-enrolled in 7th and 8th grade. First, their AVID coordinator determined they were not an appropriate AVID student due to:

- being misidentified in the first place
- not meeting grade or behavior requirements
- lack of motivation or willingness to complete assignments

Second, at least some students dropped the elective class by their own choice. Common reasons include:

- interest in taking another elective
- not understanding the purpose of the program
- change in their AVID teacher
- year long length and ongoing commitment of the program is too long
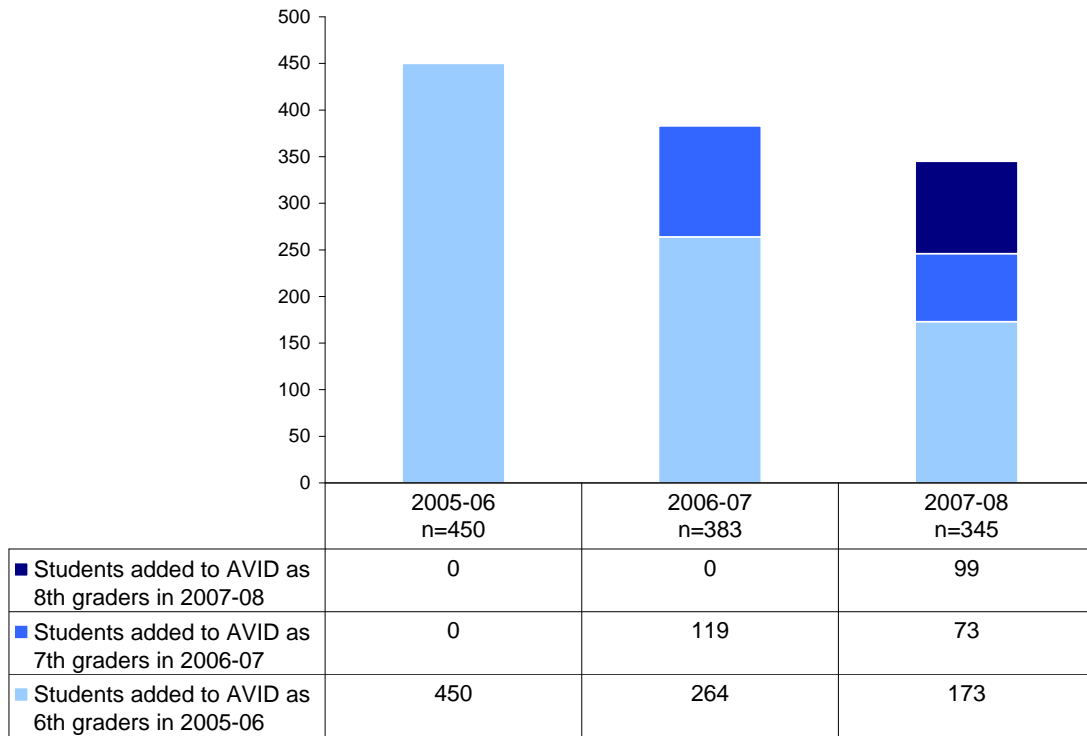- they relocated to a school that did not offer the AVID elective

Third, students may have moved from WCPSS or from a school with AVID to one without the program.

As Figure 8 demonstrates, 450 students enrolled as sixth grade students in 2005-06 in 21 schools (an average of 21 per school). During the following years, fewer students comprised the cohort, specifically 15% less in 2006-07 and another 10% decrease in 2007-08.

Since its inception, the AVID program has served 660 students from the 2005-06 6th grade cohort (Cohort I). Included in this total are students who have been in the program 1, 2, or 3 years. Student attrition for Cohort I has been substantial:

- Only 59% of the original sixth grade students (264) continued in AVID from 6th grade to 7th grade, and 38% continued in AVID to 8th grade (173) as well.
- In 2006-07, students from the 2005-06 cohort made up 69% of the 7th grade AVID students, with 31% being new recruits. The following year (2007-08), the 8th grade AVID population was just over half students from the 2005-06 cohort, and just under half students who were either new to AVID or who added in 7th grade.

Figure 8
AVID Cohort I Attrition

	2005-06 n=450	2006-07 n=383	2007-08 n=345
■ Students added to AVID as 8th graders in 2007-08	0	0	99
■ Students added to AVID as 7th graders in 2006-07	0	119	73
■ Students added to AVID as 6th graders in 2005-06	450	264	173

Note: This total includes 8 students who were enrolled in AVID in 2005-06 (6th grade) and 2007-08 (8th grade) but not 2006-07 (7th grade).

According to the AVID national center, students usually spend the first year they are enrolled in the AVID elective becoming familiar with and cementing the mechanics of the program. It is during the second and any subsequent year that a student begins to apply the strategies and has begun to absorb the philosophy of the program. This cycle could be difficult for students who enroll after what is considered to be year 1 or for schools that end up combining students from different cohorts due to limited enrollment.

IMPLEMENTATION OF AVID PROGRAM IN WCPSS

School Data Collection

Two surveys were distributed in early January 2008 to obtain information about the AVID program in middle schools. The first survey was sent to 23 staff members who are both AVID coordinators and elective class teachers and gathered information pertaining to the organization of the program as well as classroom strategies. The second survey was sent to 13 staff members who are elective teachers only and focused on the strategies inside the classrooms. Twenty-one coordinators (91.3% of total AVID coordinators in WCPSS) completed the survey along with 9 elective class teachers (69.2% of AVID elective class teachers in WCPSS). Some questions were the same on both surveys, which are included in Appendices A and B.

School Observations

Six schools were chosen (one school from each area of the county), at random, to take part in observations and site team focus group interviews to get an understanding of how the program is implemented in WCPSS middle schools. Results from these visits as well as from the surveys indicate there is a great deal of variation in program implementation across middle schools. The 11 essential elements were used to evaluate the implementation of the program as a whole.

Survey and Observation Results

Table 6 is a summary of survey responses that provide a brief overview of AVID implementation. Both surveys included these items, so responses were combined.

Table 6
Survey Responses from AVID Staff

Survey Question	Summary of Responses
Rate your knowledge of the 11 AVID Essentials on the following spectrum	• 11.1% said they have *no knowledge* of the '11 Essentials"(teachers) • 66.7% said they could *identify* some or all of the Essentials • 22.2% said they *use* the 'Essentials"at least some of the time • 11.1% said they could *teach* someone else about the essentials Note: This was answered by 9 elective teachers who had the option of selecting more than one answer (15 total answers)
Percentage of activities in AVID elective class(es) that prepare students for a more rigorous, college-bound curriculum.	• 11.1% said 100% of activities • 44.4% said 75-99% • 44.4% said 50-74% • 0% said less than 50% of activities Note: This question was answered by 9 AVID elective class teachers
Number of AVID Elective Class Teachers in school:	• There are not any elective teachers: 5.9% • Coordinator is the only elective class teacher: 47.1% • 1 teacher: 5.9% • 2 teachers: 17.6% • 3 teachers: 23.5% Note: This question was left blank by 4, and answered by 17 AVID coordinators.
What are some challenges you have faced in running the AVID program in your school?	• Lack of support from central services (33.3% of AVID staff) • Insufficient training for AVID staff and other school staff (28.6%) • Tutors not showing up as required (28.6%) • Insufficient funds to run the program (23.8%) • Coordinators and elective teachers not having full time funding (14.3%) • Not having enough time and resources to collaborate with other faculty (14.3%) • Recruiting the right students and staff for the program (14.3%) • Schedule changes in school and students being put in the program because there was nowhere else for them to go (14.3%) • Not being able to access the AVID website (9.5%) • Staff turnover (9.5%) • Also mentioned (by 4.8% of survey respondents): Not being able to implement the AVID strategies, having a school population that does not benefit from the program, not being able to complete all of the required paperwork, students not completing their work, and getting their school teams organized around students. Note: Responses are from 20 AVID coordinators.

A summary of implementation by element illustrates areas of strength and weakness.

AVID Essential Element #1 – Selection

National AVID staff consider the selection element as the most critical of all of the elements. Research has shown that the most successful programs in the country adhere strictly to the guidelines the AVID program recommends in selecting students for their program. According to AVID, students should specifically have:

- average to high test scores (e.g., Level III and IV in WCPSS on EOG tests in math and reading)
- GPAs of 2.0 to 3.5, or grades of Bs, Cs, or Ds before entering the program
- good attendance and behavior records
- satisfactory completion of a program application and interviews
- the recommendation of their guidance counselor and previous teachers; and demonstrated motivation and the ability to undergo a more rigorous curriculum

Under special circumstances, grades and test scores can be overlooked. Examples of this are students with a physical disability, of a single parent home, or who receive ESL services.

The students selected should demonstrate high ability, but they may be earning grades that do not reflect this. The program is designed to provide them with the support to take more difficult classes than they may not have taken otherwise. Students who are below grade level are not appropriate "AVID students," and neither are those who are at the top of the Level IV's and have excellent grades. On the EOG tests, about three fourths or more of students earn grade level scores (Levels III and IV), so students scoring in Level I and II would not fit the profile for AVID students.   Some would argue that students who score low in Level III might also not be appropriate for AVID. This appears to be a point of confusion, in that one coordinator and some AVID staff respondents also suggested Level II and III students would be considered "average" students to target for AVID.

AVID coordinators were asked to gauge what proportion of students in their AVID program meet the criteria that AVID recommends. As Table 7 shows, the majority of respondents indicated 75-99% of their students fit the AVID guidelines. However, close to 48% said less than 75%, and no one said 100%. Thus, some students in the AVID program are not considered appropriate by their teachers. The percentage of students who fit the program recommendations varies by school, which is demonstrated by the various answers the coordinators gave.

Table 7
AVID Coordinators Responses
What percentage of students in your AVID program are "good AVID students?"

Percent of AVID Students	Percent of Coordinators Selecting Student Percentage
0-24%	**5.3%**
25-49%	**15.8%**
50-74%	**26.3%**
75-99%	**52.6%**
100%	**0%**

Coordinators were also asked to give the criterion or criteria they rely on most heavily when selecting new 6th grade students for their AVID program. The most common criteria given include:

- Information gained through personal interviews with potential students (89.5%)
- Recommendations from feeder schools (84.2%)
- Recommendations from other staff members (84.2%)
- History of good attendance (73.7%)
- No behavioral issues (68.4%)
- High level III's to low level IV's on 5th grade EOGs (68.4%)
- Records of good grades (57.9%)
- High level II's to low level III's on 5th grade EOGs (52.6%)

It is interesting that the more subjective criteria, such as impressions from interviews and staff recommendations, are considered more consistently than more objective data sources. It is also interesting that two different standards for EOG scores are reflected.

Survey results indicate that coordinators are sometimes using incorrect criteria to select students for the AVID program. This is suggested by the fact that survey responses indicate more than half (52.6%) of coordinators are allowing students into the program who have EOG scores that do not fit the AVID program recommendations. In addition, 68.4% of coordinators may be overlooking appropriate AVID students whose grades may not be defined as "good" but would benefit most from the program. Thus, AVID coordinators may be allowing students into the AVID program who are inappropriate and overlooking those who may be the "right" students.

Although 84.2% of coordinators rely on recommendations from feeder schools, only 65% think that feeder schools recommend the "right" students. Half of the surveyed AVID coordinators stated that elementary schools have not been provided with sufficient information to recommend appropriate students. It is up to middle school AVID coordinators to educate the feeder school staff about the program. The most common ways that coordinators attempt to educate future students and elementary staff about the program are by sending brochures (71.4%), visiting the schools to talk to students (50%), and holding training for elementary students (42.9%).

Survey results also indicate that 44.4% of coordinators felt that the students in the AVID program at their school were committed to doing the work that the AVID program requires.

AVID Essential Element #2 – Participation

Voluntary participation by both students and staff members is essential for the program to thrive. WCPSS's implementation of the AVID program emphasizes voluntary participation for the students involved, allowing them to exit if they truly do not want to be a part of it. WCPSS staff who participate in AVID emphasize to their students that being a part of the program is a privilege, especially because they get extra support that other students do not. Thus, continuous enrollment in middle school is described as desirable but not required in WCPSS when students enroll. One measure of effectiveness of the program is the attrition of students being counseled from or opting out of AVID. As mentioned above, attrition has been considerable in WCPSS, with only 38% of students in the first cohort continuously enrolled from grade 6 through 8.

The majority, but not all, AVID staff fit the profile of "volunteering" for this duty (in accordance with the second AVID essential). Survey results, as shown in Figure 9, indicate that 29% of AVID program staff volunteered for their positions, while another 35% indicated that they were approached by an administrator for the position and thought that the program was a good fit for their teaching philosophy. While these categories seem to indicate a positive commitment, 11% of program staff indicated they were placed into the program because they did not have another choice, which is not consistent with this AVID essential. The status of the other fourth of the respondents who indicated they replaced someone else is unclear.

Figure 9
Survey Results From AVID Coordinators and Elective Class Teachers
"How did you become a part of the AVID program?"
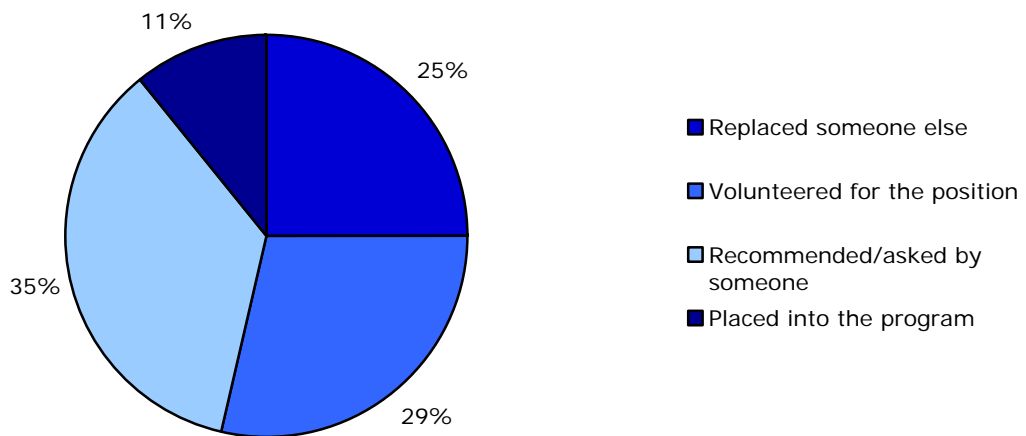
AVID Essential Element #3 – Scheduling/Full Implementation

With the exception of two schools (Heritage and Davis Drive), all of the schools offering the AVID program have the elective class offered within the regular school day. Two other schools indicated they had to discontinue their AVID program (Durant Road and Salem) because they did not have sufficient resources.

An important part of the AVID program is to expose students to college experiences by visiting area universities on field trips and taking the PSAT. Coordinators seem unsure whether central funding should be provided for these activities or if it is the responsibility of each school. While some schools have pulled together the funds to make this happen, not all programs are able to offer these experiences to students. Some teachers have brought in guest speakers to talk with students about careers in various fields, which has raised student interest, motivation, and knowledge. Other AVID classes have made their own t-shirts to be worn by AVID students, so they can show off their hard work. While these are activities that the AVID program encourages, unfortunately within WCPSS middle schools they are not common, due to budget issues.

AVID Essential Element #4 - Rigor

Typically classes start to diverge more in terms of rigor once students reach high school. The only advanced course consistently offered in middle schools in WCPSS is Algebra I. Students are able to reach Algebra I in grade 8 by taking 6th grade advanced mathematics and compacted 7th and 8th grade math (in 7th grade). Some middle schools offer advanced language arts, in which AVID students are expected to enroll. While central services staff indicated Algebra I enrollment is an expectation for AVID students, not all AVID students are enrolled in the advanced curriculum, based on Cohort I. Survey results showed that 80% of the schools involved in the AVID program emphasize Algebra I enrollment for 8th grade students.

The AVID center recommends that students begin taking classes in a foreign language while in middle school. However, foreign language classes are not available in all of the WCPSS middle schools offering the AVID program. Also, AVID students may not be able to take a foreign language elective if they are enrolled in the AVID elective.
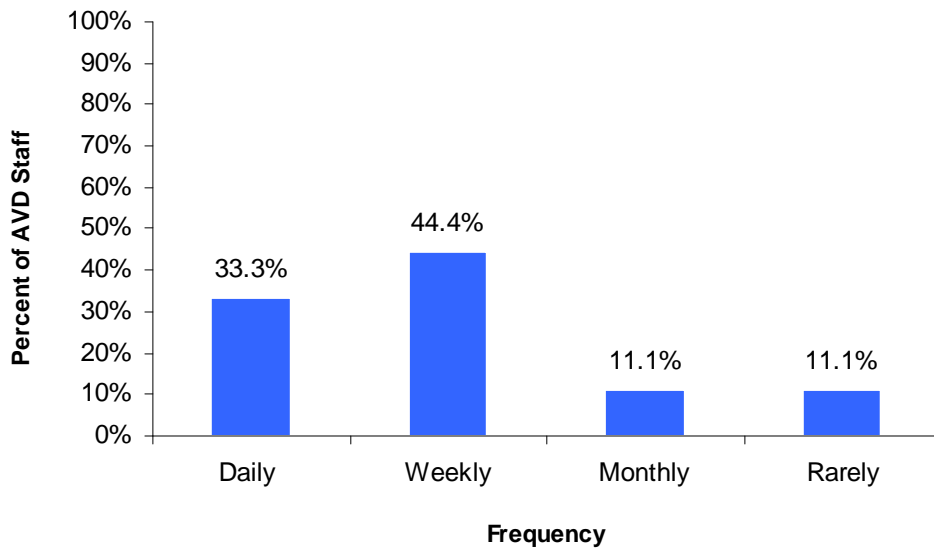
AVID Essential Element #5 – Writing

The AVID program emphasizes the use of Cornell note taking, where students write different levels of questions in the left side of their note-taking paper, corresponding to the notes on the right. At the bottom of the page, students write a summary of the information contained on the page. All of the AVID elective classes engage in Cornell note-taking, and several schools have adopted the strategy in other classes.

Another facet of the writing essential is the WICR – or writing, inquiry, collaboration, and reading - teaching methodology. Survey results indicate that the WICR strategy is used by 77.8% of AVID elective teachers. Under this methodology, writing is emphasized in all subjects and students learn to understand written material as well as to communicate and clarify their thoughts.

AVID Essential Element #6 – Inquiry

Staff members were asked to determine how often students in their AVID elective classrooms are given the opportunity to use inquiry to solve problems (see Figure 10). Three fourths of respondents indicated this took place daily or weekly. Classroom observations of the AVID program in our sample of five sites across WCPSS showed that teachers encouraged students to seek understanding by questioning.
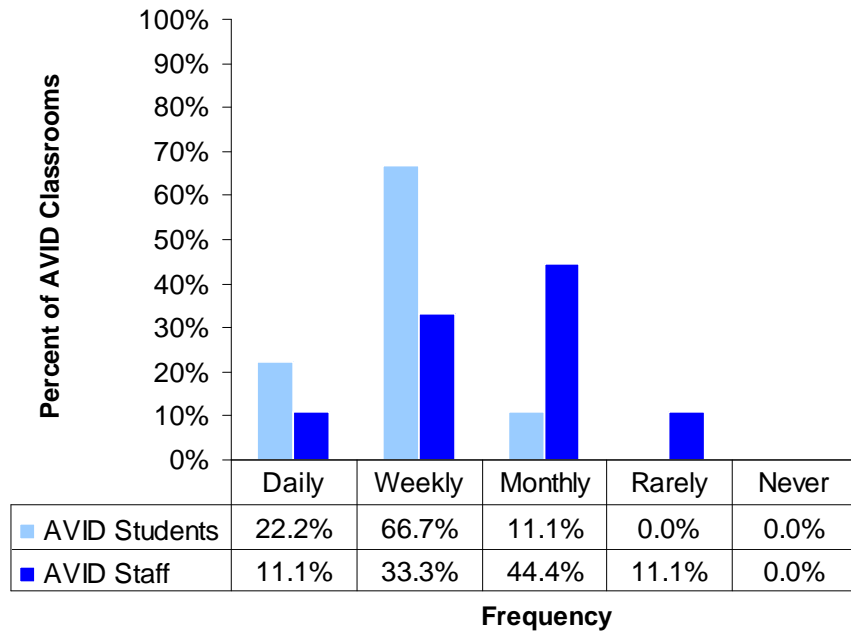
Figure 10
AVID Staff Responses
How often are your AVID students given the opportunity to use inquiry to solve problems?

AVID Essential Element #7 – Collaboration

Collaboration between students was observed during all visits to AVID schools. Survey results indicated that 22.2% of AVID classes provide students with the opportunity to collaborate with others on a daily basis, and 66.7% of classrooms on a weekly basis (remaining 11.1% on a monthly basis). AVID teachers and coordinators are supposed to set an example for students by collaborating with other teachers and staff members. WCPSS results show that staff members do set a good example for students with regard to collaboration, just less frequently than they afford their students with opportunities to collaborate (see Figure 11).

Figure 11
Frequency of Collaboration Among AVID Students and Staff

	Daily	Weekly	Monthly	Rarely	Never
■ AVID Students	22.2%	66.7%	11.1%	0.0%	0.0%
■ AVID Staff	11.1%	33.3%	44.4%	11.1%	0.0%

Frequency

Interpretation example: The majority of AVID students (66.7%) are provided the opportunity to collaborate with each other on a weekly basis, while most of the AVID staff (44.4%) collaborates with each other on a monthly basis.

Several schools indicated that they are incorporating information on the AVID strategies into their Professional Learning Community (PLC) meetings. A PLC is a team who regularly collaborates toward meeting student needs. This allows the rest of the school to become familiar with the program in addition to the collaborative aspect. Other examples of collaboration among staff members include:

- sharing information about individual students, especially behavior concerns, student progress, grades, and areas of need
- planning units and field trips together
- meeting together to tailor instruction and select topics for learning
- providing training to other staff members on effective AVID strategies or experiences that have worked within the AVID program

An elective class teacher provided the following example to demonstrate how collaboration in classrooms is focused on the student:

> "A student had a question about ways to solve a math equation regarding ratio. A math teacher on one of our 6th grade teams stopped in during his planning [period] and modeled 3 ways to solve a ratio problem."

While there are schools that are demonstrating collaboration, there is a great deal of variability on this dimension across AVID schools. During school visits, one coordinator indicated that he/she felt isolated from the rest of the school, and has not been able to get other colleagues on board with the AVID program.

AVID Essential Element #8 – Tutorials

The 2007-08 school year was the first year WCPSS contracted with University Tutors to provide tutors for the AVID program. Prior to this, the WCPSS AVID administrator managed the tutors provided to the AVID schools. The current AVID administrators stated that they were not able to keep track of tutors for the AVID program as previous staff members had done, and they had to assign that responsibility to an outside agency.

Tutorials are supposed to take place twice per week in AVID classes. Students come to the sessions with their work completed and have questions ready that arose while they were completing their worksheets. AVID classrooms in WCPSS went without tutors for at least the first 3 months of 2007-08 while the contract with the tutoring agency was being approved. AVID teachers and coordinators were asked to give the first date that their classrooms were provided with tutors for 2007-08. Results show that tutors started appearing as early as November 2007 and as late as January 2008. Thus, in some schools, tutors did not appear until well after the contracts were signed in November 2007.

The national AVID center describes an AVID tutor as a local college student who can serve as a tutor and a mentor. The center indicates that typically the tutors are AVID program graduates who can encourage students to achieve college enrollment. In areas where college students are not available, high school students are used. The tutors provided by the contracted agency in WCPSS do not fit this model as they often are not college students and they are not AVID graduates. In addition, they do not demonstrate responsibility across the board by showing up for sessions. AVID coordinators and teachers have indicated that tutors show up for about three fourths (75.6%) of scheduled tutorial sessions.

AVID Essential Element #9 – Data

The AVID center provides each school with an AVID data center site to aid in collecting and analyzing data. Use was minimal in WCPSS based on survey results. Survey results indicated 33.3% of coordinators rarely use the data center, and 66.7% of coordinators never use the data center. One coordinator indicated that he/she did not have access to the site, and another stated that the site was very hard to use.

Whether or not they are using the data center site that AVID gives them, coordinators indicate that they do use data to direct their classroom planning (see Figure 12). The majority of coordinators are using data on a monthly basis at least. Still, 22.2% of coordinators do not use data at all.

Figure 12
AVID Coordinator Responses
How Often Do You Use Data to Direct Classroom Planning?
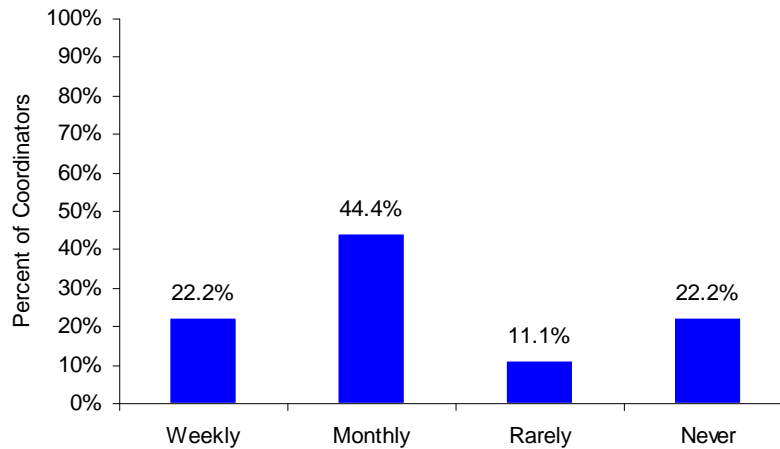
AVID Essential Element #10 – Resources

The 2007-08 budget for the AVID program exceeded $279,530 ($252 per student over the school year for the 1,109 students enrolled) and is divided among the following services:

- AVID contract ($85,780) – including libraries for schools that are new to the AVID program, membership fees, registration for the Summer Institute for schools that are in their 1st or second year of implementation, and district leader training
- Expenses related to Summer Institute attendance ($35,000) - including hotel and travel expenses for all staff attending the Summer Institute training and also registration for schools in their third year of implementation
- Expenses related to district leader training (from $2,500 to $5,000) – covers hotel and travel expenses for district leaders to attend required trainings
- Tutors ($120,000 +) – the tutoring company receives $31 per hour for at least 6 hours per week of service in 22 middle schools, totaling 132 hours per week
- Continuing staff development via Path Training ($375 per participant with a minimum of 90 participants, or $33,750) – covers the cost for AVID training in 3 strands and facility to accommodate training.

WCPSS has spent over $1 million on the program over its three- year history. However, this is not the full cost of AVID. In addition, WCPSS provides 4 months of employment per school, plus some central services staff time for coordination. School personnel costs for the program, including 4 months of staff salary ($17,690 per staff member on average in 2007-08) for 24 schools (23 schools offering the elective class and Heritage) and fringe benefits (25% of salary or $4,423 per staff member) are estimated at $530,714 per year (over $1.5 million over the past three years). School staff not funded through AVID also spend time with scheduling, collaborating, and supporting the program in other ways.

One of the components of this Essential Element is the commitment to staff development. This includes providing coordinators, elective teachers and site team members with sufficient training. Several (31.6%) of coordinators and elective teachers indicated that they had not attended the AVID Summer Institute training prior to becoming involved with the AVID program. Some of these individuals have been given materials to familiarize themselves with and have not received any kind of training on AVID. Some of these staff members were hired after the summer institute took place, while others were not able to attend training due to lack of funds.

AVID Essential Element #11 – School Site Team

The AVID site team is made up of teachers and administrators from various disciplines who volunteer for the role and receive AVID-sponsored training. Responses from surveys sent to coordinators and elective class teachers show that school site teams vary across the district according to job role (see Table 8). All schools have staff trained in core subject areas, but fewer have staff from all other areas, including elective subjects and administration across grades 6 through 8. AVID coordinators have indicated that members of their site teams have left their school and they have not been able to send new members for training due to a lack of funding.

Table 8
AVID Site Team Members in WCPSS Middle Schools

Position or Teaching Concentration	Percent of AVID Middle Schools With AVID-Trained Staff
6th Grade	92.9%
7th Grade	85.7%
8th Grade	71.4%
Core Subjects	100%
Electives	42.9%
Administration	85.7%
Counselors	85.7%

EFFECTIVENESS OF AVID IN WCPSS

Algebra Enrollment

In WCPSS middle schools, a "rigorous curriculum" option is limited to math and sometimes advanced language arts, with magnet schools being the exception. Research has shown that completion of an algebra course by 8th grade acts as a gateway to taking advanced classes in high school, which then increases the likelihood that students will enroll and succeed in college (Spielhagen, 2006). Thus, the number and percentage of 8th grade students from Cohort I of the AVID program who have enrolled in Algebra I has been used to determine the effectiveness of the program in encouraging the taking of a rigorous curriculum.

As shown in Table 9, of the 660 students that AVID served for any length of time from the 2005-06 overall cohort, 33.9% enrolled in Algebra I during their 8th grade year (2007-08). Those enrolled in grades 7 and 8 and those enrolled all three years had the highest participation rates, at 67.1% and 54.3% respectively. Involvement for one year clearly had lower rates of participation in Algebra, as did participation for two years before grade 8.

Table 9
Algebra I Enrollment in 2007-08 for AVID Students

Total # of Years in AVID Program	Grade(s) enrolled in AVID program	Percent of Students enrolled in Algebra I
1	6th	14.6%
	7th	17.4%
	8th	29.7%
2	6th AND 7th	19.8%
	7th AND 8th	67.1%
	6th AND 8th *	25.0%
3	6th, 7th, AND 8th	54.3%
All Participants	6th, 7th, and/or 8th	33.9%

Note: Students in this group were not enrolled in two consecutive years.

The higher enrollment in Algebra I of students enrolled in AVID only in grades 7 and 8 may relate to coordinators making better decisions about student selection in the program or it may indicate that two years of AVID produces optimal results in Algebra I enrollment. Recall that middle school AVID staff did not feel elementary staff were always able to make the best recommendations of students. Selecting sixth grade students to be served in grade 7 may have led to better selections.

Results from Essential Element #4-Rigor indicate that not all schools are emphasizing Algebra I for 8th grade students. It is important to note that WCPSS students can still be on college path without taking Algebra I in 8th grade. On average, the AVID center requires that 50% of 8th grade students be enrolled in Algebra I for site certification purposes. This allows schools to strive to get all students in algebra, but also takes into account that they have perfectly good AVID students who may not be ready for algebra in 8th grade.

As Table 10 shows, Algebra I enrollment for students in cohort I varies across schools from 3.8% to 63.2%. Also included in the table is the percentage of 8th grade students who are currently enrolled in AVID and Algebra I. This may be a more accurate representation for the effectiveness of the AVID program since it excludes students who may have been misidentified or have left the school. As can be seen, some schools are doing a better job than others in getting students prepared for Algebra I in 8th grade. These schools may have a student population that is more appropriate for AVID, or have fine tuned their implementation of the program. While five WCPSS middle schools met the 50% AVID guideline when examined for all of Cohort 1, this increased to 11 of the 20 schools when assessed for AVID 8th grade students. Students enrolled

in the AVID program in the 8th grade had a higher Algebra I enrollment (49.9%) than WCPSS 8th grade students overall (28.6%).

Table 10
Algebra I, Sustained Enrollment, and Student Totals by School

School Name	Algebra I Enrollment for Cohort I	Algebra I Enrollment for 8th Grade AVID Students	Sustained Enrollment Rate	Total Students Served
Apex	46.9%	**64.3%**	25.0%	32
Carnage	14.8%	23.1%	40.7%	27
Carroll	40.0%	**71.4%**	26.7%	30
Daniels	No students in Cohort I			
Davis Dr	No students in Cohort I			
Dillard Dr	5.7%	10.0%	17.1%	35
Durant Rd	7.7%	n/a	0.0%	13
E. Cary	No students in Cohort I			
E. Garner	35.7%	**51.7%**	14.3%	42
E. Millbrook	**55.6%**	**73.7%**	48.1%	27
E. Wake	**63.2%**	**90.5%**	15.8%	38
Fuquay-Varina	16.2%	18.5%	18.9%	37
Heritage	No students in Cohort I			
Holly Ridge	**55.6%**	**72.7%**	16.7%	36
Leesville	39.3%	**100.0%**	7.1%	28
Ligon	26.5%	30.0%	12.2%	49
Martin	3.8%	0.0%	30.8%	26
Moore Sq	**52.2%**	**62.5%**	43.5%	23
N. Garner	**58.3%**	**79.2%**	52.8%	36
Reedy Creek	38.7%	**57.9%**	29.0%	31
Salem	No students in Cohort I			
Wake Forest	28.6%	38.9%	28.6%	35
Wakefield	22.2%	**100.0%***	3.7%	27
W. Cary	17.9%	11.1%	14.3%	28
W. Millbrook	36.0%	42.1%	60.0%	25
Zebulon	28.6%	45.0%	51.4%	35
WCPSS Middle AVID Schools	**33.9%**	**49.9%**	**26.2%**	**660**

Note: 1. Wakefield has one 8th grade student enrolled in the program this year, who is also enrolled in Algebra I.
    2. Bold indicates Algebra I enrollment of 50% or more.

Most Effective Facets of the AVID Program in WCPSS

Open-ended results from the surveys sent to AVID coordinators and elective teachers indicated that individuals saw a wide variety of benefits to the program. Listed in order of most to least common, the effective facets of the AVID program given are:

1)   Students learning important organization skills (9 of 60 responses)
2)   Tutorial sessions allowing students to explore lessons at a deeper level (8 of 60)
3)   Students learning strategies that help them with advanced courses and later in life when they face challenges (8)
4)   Cornell note taking (5)
5)   Support students receive with school and from their teachers and classmates (5)
6)   Students benefiting from the expertise of elective teachers (5)
7)   AVID binders (3)
8)   Students having an increased awareness and confidence of their future possibilities (3)
9)   The interaction and relationship building between students and teachers (3)
10)   Motivation-increasing exercises (2)
11)   Fieldtrips to universities and other places (2)
12)   Learning about colleges and careers (2)
13)   Collaboration among students and within the site team (1)
14)   Staff development provided for AVID staff (1)
15)   Administrative support at the school (1)
16)   Guest speakers (1)

AVID elective class teachers were asked to rate the overall effectiveness of 4 specific strategies the program boasts. Generally, the elective class teachers responded positively (at least 75% of responses either mostly or extremely effective) to the Cornell Notes and Agenda strategies. WICR and the AVID Binders were found to have less of a high effectiveness rating, with 11.1% finding the Binders not effective at all (see Table 11).

Table 11
Elective Teacher Input Regarding AVID Strategies

Effectiveness of strategies:	Do Not Use	Not Effective	Somewhat Effective	Mostly Effective	Extremely Effective
WICR	11.1%	0	22.2%	33.3%	22.2%
Cornell Notes	0	0	22.2%	55.6%	22.2%
Agenda	0	0	11.1%	55.6%	33.3%
AVID Binder	0	11.1%	33.3%	33.3%	22.2%

Note: Results are from surveys collected from 9 elective class teachers.

Possible Improvements to the AVID Program in WCPSS

Coordinators and AVID elective class teachers were asked to identify any changes they would make to the AVID program in WCPSS. Information collected during discussions with the National AVID Center and while conducting focus groups with schools across the county are noted. Details about the most common suggestions, provided in order from most to least common, are explored:

Central Services Support

During school observations, the most common complaints heard were related to a lack of central services support. The most common suggestion from survey results pertained to having more support from central administration staff. Specifically, staff members stated that there should be a full-time, county-level coordinator who actively leads the AVID program and provides support to staff members and students. The AVID program should be a central focus of the individual in this position.

The AVID center recommends that each program have a district coordinator to oversee the program at a district level. The district coordinator for the AVID program in Durham County Schools handles AVID related issues, and makes sure there is consistency across all schools. With this position in place, there is an individual to monitor the implementation of the AVID program in schools and hold staff accountable. Meetings among school coordinators would be headed by the district coordinator, and he/she would work to fine tune student selection criteria. In WCPSS, the two administrators who have AVID as one of their responsibilities also oversee major curricular areas.

Tutors

All of the AVID school programs went without tutors until November of 2007, and some still did not have tutors halfway into the second semester. This seems to be an issue at the forefront of everyone's mind. Several coordinators recommended using education students from NCSU or UNC as tutors. Working with nearby universities to have AVID tutoring fulfill an education requirement could cut down costs for the program and free up funding for other aspects of the program.

Remove 6th Grade Students from the Program

Many members of the AVID staff recommended that the program be available to students after 6th grade. According to one coordinator, 6th grade students are going through too many adjustments and another stated that they are not developmentally ready for all of the facets of the AVID program. The AVID site team at each school, who understand the selection criteria more fully than elementary staff, would have more of an opportunity to get to know each student recommended to the program because they would have an entire year to get to know them. Classroom observations of AVID elective classes confirm this suggestion, with the majority of behavior problems occurring in 6th grade classes.

Training

While it may be costly, several AVID staff members suggested having each AVID school undergo formal training. In the past, staff has had to travel to Atlanta during the summer to attend these training sessions. In order to cut down costs of training, and individual travel expenses, several coordinators suggested WCPSS initiate its own training, put on by local coordinators or AVID staff who come to WCPSS.

Funding for AVID Position at Each School

Many of the AVID coordinators indicated that they had additional responsibilities aside from AVID in their school. Several coordinators are required to head the program, provide training to staff members, teach several elective classes, and other subjects (Spanish, Healthful Living, or ALP, for example). Providing appropriate funding to each school (via additional months of employment) to allow one member of the staff to focus on AVID related activities would allow optimization of the program's implementation. Funding was particularly a problem for year-round schools with students on four tracks.

Improving Student Selection

Generating a rubric specific to WCPSS to aid in student selection was a common suggestion. With the program as it is, AVID coordinators must rely heavily on the impressions of elementary school staff members who may or may not be familiar with the AVID program. This process needs to be closely reviewed and revised to assure more consistency.

Other Suggestions

Staff members provided other suggestions for the AVID program that were less common:

- Allowing more time for AVID staff to plan with tutors and teachers
- Providing funding for field trips and other activities for students
- Giving AVID more publicity in the county
- Making it mandatory that all AVID students be on the same team within their school
- Improving the AVID website
- Decreasing the amount of paperwork that the program requires
- Expanding the AVID strategies across the entire school
- Expanding the AVID program to all middle schools in WCPSS
- Providing a clear explanation of the program's format
- Allotting a small budget for each school's program
- Having more activities that encourage student reflection

## Should AVID Be Extended to High Schools?

AVID has faced considerable challenges in WCPSS since its inception. Expanding the program to high schools would require additional resources, and central services staff support would need to increase. If expanded to grade 9, we recommend following the AVID National Center's recommendation, which is to look to the middle schools that have selected appropriate students

for the program, had strong implementation of the essential elements, and have high percentages of students in advanced classes. Thus, selected high schools would be the focus. National studies also suggest that more diverse high schools in terms of enrollment might benefit the most (Oswald, 2002).

This report has provided information, which should help to make that decision. Careful consideration of the student population before expansion to a school is a recommended step. Most of the national programs examined in preparing this report focused on the success of high school AVID programs. Typically, the program is first implemented in high schools with middle schools being added as a bonus. The principles behind AVID are appropriate for middle school students, however several of the activities are more appropriate for high school students, such as SAT practice and help with college applications.

Results from surveys sent to AVID staff members indicate that 7th, 8th, and 9th grades are the most critical to support (see Figure 13). If the budget remains constant, we would recommend either dropping grade 6 to free up funds to expand to grade 9 or exploring ways to maintain some of the benefits of AVID without using the official program. Some elements of the program are not exclusive to AVID, but simply best practice. WCPSS staff might be able to provide training which would benefit more students than the AVID model. While the AVID program carries a considerable upfront cost, it is important to consider that per-student costs decrease as the program endures. AVID libraries for each school only have to be purchased once, and training is required less frequently once schools become established.

Figure 13
Survey Responses – Which 3 Grades Are Most Critical to Implement?
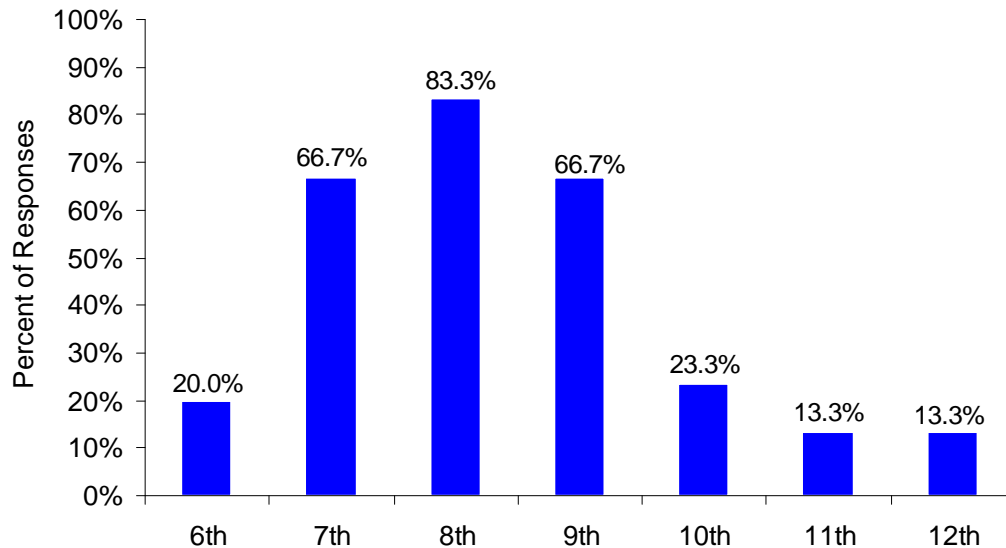
DISCUSSION

The AVID program has demonstrated its effectiveness in many schools and districts across the country. It is less clear, however, whether the program has been effectively implemented in the WCPSS. This report has offered a number of examples of this. There are, however, a few points that deserve particular consideration by decision-makers and program implementers:

1. *Is the middle school the appropriate place for implementing AVID?* While AVID curriculum is available for all levels, the available research literature generally focuses on high school implementation and effectiveness of AVID. In WCPSS, the decision was made to implement at the middle school level first. It seems unlikely that many students, however, will commit to AVID participation for six years, nor is it clear that such an extensive participation would be desirable. Certainly the high attrition rates documented in this report suggest that for most students who enroll in AVID in grade 6, this is the case. Whether these students might re-enroll in AVID if it were offered later is less clear, of course.

Moreover, we know that middle school students have fewer elective opportunities than are true for high school students. If a 6th grade student has only one elective, and if that student is also interested in playing in the school band, then she/he probably cannot participate in AVID. It seems unfortunate to require students to choose AVID at the expense of all other electives; it similarly seems unfortunate not to allow a student to participate in AVID because he/she has another interest. These choice problems disappear if the program is launched in high school.

One reason middle school was chosen as the starting point for AVID initially was that students' access to higher level mathematics courses in high school was influenced by when they took Algebra I. Since that time, the decision was made to adopt the block schedule for most high schools, which does provide both more elective and "re-start" opportunities. Thus, it can be argued that enrollment in Algebra I in eighth grade is somewhat less critical to students' ability to take rigorous mathematics courses in high school than it once was.

2. *Are AVID students more likely than other students to take Algebra I in grade 8?* We observed that a higher percentage of AVID students come into the program with high mathematics scores (Level IV) on their EOGs than is true districtwide. It would seem that these students are precisely those most likely to take Algebra I in grade 8, with or without the AVID program. Therefore, we might ask whether the AVID program is resulting in higher Algebra I enrollments or whether it is accidental that the students have both high mathematics scores, enroll in AVID, and subsequently enroll in Algebra I at higher rates than is true systemwide. Put another way: what evidence do we have that students who enrolled in Algebra I did so as a result of AVID participation? Complete histories of student grades were not available for this study, but a question of interest is the extent to which Level IV students in AVID were already earning reasonable grades in their classes before starting the program versus lower grades which AVID helped to improve.

Program implementers established 100% enrollment in Algebra I for participants as a goal. However, this requires that students in grade 6 and 7 also take accelerated mathematics classes

so that they will be prepared mathematically to take Algebra I in grade 8. Thus, enrollment in AVID also presupposes enrollment in an accelerated mathematics class in grades 6 and 7. It was not clear that such joint course selections occurred for many of the students being studied here.

3. *It is important that the issue of tutoring, in all its complexity, be resolved.* For example, if the AVID program is to be maximally successful, the tutors must be available to students as soon as the school year is launched. As we note above, in some schools the tutors weren't available until November; in other cases, they were not available until January. This lack of availability clearly undermines the effectiveness of the program.

Equally important, however, is the problem of tutors who do not show up for tutoring session. This problem has at least three undesirable consequences. First, the tutor is demonstrating to the student that reliability and regular habits of work are not nearly as important as the rest of the AVID program claims they are. Second, the student is deprived of the help that he/she needs. Finally, while the tutoring agency is paid only when the tutors appear for appointments, this leaves allocated funds unspent at year's end, unavailable for other services.

4. *Is AVID worth the cost?* While it is not the purpose of this report to conduct a cost/benefit analysis of the AVID program, we have noted some of the costs associated with this program. The budget of $279,530 for 2007-08 would need to increase next year if AVID were to expand to high schools and remain at current levels in middle schools. If the budget remains constant, staff must decide whether to keep AVID in the middle grades, transition to high school, or serve a different configuration of grades (such as 7, 8, and 9 or 8, 9, and 10). While some AVID benefits have been noted, goals have not been completely achieved and implementation has been inconsistent. The program needs to be strengthened or replaced. One question for consideration is whether the defined need can be addressed at the same or a lower cost.

Staff need to consider the one-time and ongoing costs of the program. Some program costs will decrease as the program is implemented over several years. That is, the training costs may be amortized over larger numbers of students, if the program continues to be implemented. However, staff turnover, and timing of staff hiring, could reduce savings in subsequent years if these staff are indeed trained. Staff turnover has been an issue which has influenced the effectiveness of off site summer training.

If AVID is continued, some system for providing training for late hires and monitoring program implementation (including absences of tutors) should be put in place. We suggest assigning the program a central coordinator to manage this and other activities related to the program.

It is clear that many benefits may be derived by students who participate in the AVID program. It is also clear that many new programs do not attain maximum benefit unless there is a period of time to implement, and then improve implementation. We hope that this report will help decision-makers in WCPSS decide whether and under what circumstances the AVID program should be continued in the district.

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APPENDIX A

REVIEW OF RELEVANT LITERATURE

Title/Author	Where	Size	Findings (What worked/what did not)
No More Islands: Family Involvement in 27 School and Youth Programs (2003) / American Youth Policy Forum, study undertaken by researchers at CREATE	Study focuses on AVID in the state of California	Data from 521 AVID sites (292 high schools, 223 middle schools, 5 other) serving 29,799 students.	• 43% of Latino and 55% of African American AVID students enrolled in 4-year programs, a higher rate compared to national averages of non-AVID minority students (29% and 33% respectively). • From 1985-86 to 1991-92 (in California public schools) schools offering the AVID program had a 37% decline in student dropouts, whereas schools that did not offer the AVID program only declined by 14%. Also, the number of seniors completing a college preparatory course of study in schools offering the AVID program increased by 95%, whereas schools not offering the AVID program increased by 13%. • In schools that offer the AVID program, the percentage of students graduating increased by 35%, compared to a decrease of 1% in schools not offering the AVID program.
Schoolwide Impact and AVID: How Have Selected Texas High Schools Addressed the New Accountability Measures? / Journal of Education for Students Placed at Risk evaluated in 1998 and then again in 2002	Texas public schools	10 high schools across 5 districts (an average of 2 schools per district).	• Non-AVID schools and districts tended to have a slightly higher percentage of white students and slightly lower percentage of economically disadvantaged students than AVID schools and districts (more so in districts than in schools). • More AVID (7 versus 2) high schools improved their accountability ratings over a 4-year period than non-AVID schools. • From 1998 to 2002, AVID schools had an increase in student enrollment in advanced courses, whereas non-AVID schools had a decrease. • 93% of AVID students graduated on advanced graduation plans. • AVID schools saw an improvement in AP/IB testing, and high school graduation/completion rates compared to non-AVID schools.
Implications of One Comprehensive School Reform Model for Secondary School Students Underrepresented in Higher Education / Journal of Education for Students Placed at Risk	Texas public schools	1,291 students enrolled in 10 high schools.	• All 10 AVID schools improved their accountability rating during the first 3 years of AVID. • AVID students outperformed their classmates on various standardized tests and attended school more often than their classmates. • A higher amount of AVID students are enrolled in either a recommended or distinguished achievement plan compared to other students in non-AVID schools and Texas grads in 2000-01. • Students who receive 2 years of AVID in middle school and completed algebra by the 8th grade were more likely to complete college prep requirements in high school than

Title/Author	Where	Size	Findings (What worked/what did not)
			similar students not enrolled in AVID (Guthrie and Guthrie, 1999).
			• General: Finishing a mathematics course beyond the level of Algebra II more than doubles the odds that a student who enters college will complete a bachelor's degree (from *High School and Beyond*, Adelman [1999]).
			• General: Taking Algebra in the 8th grade acted as the gateway to completing advanced mathematics courses in high school (from *Longitudinal Study of 8th Graders,* Horn and Nunez [2000]).
The AVID Program in AISD / Austin Independent School District, TX. Office of Program Evaluation	Austin, TX.	436 students in 8 schools in the Austin Independent School District.	• AVID students are more likely than other students to be in school on a daily basis. AVID students have fewer absences than the general population.
			• AVID student performance on EOC tests and enrollment in advanced classes generally exceeds general student population; however, they perform less well than state and district norms on college admission tests.
			• 13.3% of students in AVID were failing to obtain the minimum number of credits required to advance to the next year and this is identified.
			• Many AVID students perform worse (in terms of grades) during their first year of the program as they adjust to a more challenging curriculum and expectations.
National Evaluation of GEAR UP: A Summary of the First Two Years / US Dept of Education. Evaluation	National.	237 GEAR UP programs across 20 middle schools selected and serving 200,000 students in mostly 7th and 8th grades..	• Partnerships received federal grants of about $660 per student served (between 1999-2000 and 2000-01) which are mostly used to pay staffing costs.
			• Tutoring was the most common service offered across sites in the first 2 years.
			• College-planning activities were offered by almost all the participating sites.
			• Summer programs were generally not as well attended (by students) as expected, and many partnerships decided to scale back summer program activities.
			• The program consisted of a variety of projects designed to guide students to college, like attending college and career fairs, mentoring, and after school programs.
			• Parents also received services from the program, such as attending parent institutes, and counseling sessions.

Title/Author	Where	Size	Findings (What worked/what did not)
Paving the Way to Postsecondary Education: K-12 Intervention Programs for Underrepresented Youth / National Postsecondary Education Cooperative	National Level	Varies	• The single most important feature of programs that are successful with students was a close caring relationship with a knowledgeable adult who monitored the student's progress. • Effective programs provided high quality instruction either through access to the most challenging courses offered by the school, through special coursework that supports and augments the regular curricular offerings, or by revamping the curriculum to better address the learning needs of the students. • Making long-term investments in students rather than short-term interventions is highly effective. The longer students were in a program, the more likely they reported to benefit from it. • Successful programs include elements from the cultural background of students. The background and expertise of the staff and directors help students make cultural connections. • Effective intervention programs also provide students with a peer group that is focused on a common goal, supports their academic aspirations, and gives them social and emotional support. • Providing financial assistance and incentives for college visits and SAT preparation courses are crucial ways to make college a realistic possibility to students.

APPENDIX B

SURVEY TAKEN BY AVID COORDINATORS

AVID SURVEY
Coordinator

Description :

This survey is for AVID Coordinators in WCPSS. The purpose is to obtain a general sense of how WCPSS is implementing the AVID program, and any needs that staff members might have.

Instructions :

Please answer the following questions to the best of your ability. All answers will be kept confidential.

* 1. Please select your school:

Apex ▼

2. How many sections of the AVID Elective do you have in each grade level:

	0	1	2	3
6th grade	▢	▢	▢	▢
7th grade	▢	▢	▢	▢
8th grade	▢	▢	▢	▢

* 3. How many AVID Elective teachers are there in your school?

I am the only AVID teacher ▼

* 4. In addition to being the AVID Coordinator, please list any other roles you have in your school (IRT, ALP, etc.).

2999

(____ characters left)

5. Please rate the helpfulness of the following AVID-sponsored trainings.

	I did not attend	Not helpful at all	A little bit helpful	Mostly helpful	Extremely helpful
AVID Summer Institute in Atlanta	▢	▢	▢	▢	▢
Path Training at Moore Square, Raleigh	▢	▢	▢	▢	▢
I was given materials to prepare myself for my role	▢	▢	▢	▢	▢
Other (please describe this in the comments section at the end of this survey):	▢	▢	▢	▢	▢

* 6. Briefly describe how you became the AVID Coordinator at your school:

Please include whether you replaced a previous AVID Coordinator.

(3999 characters left)

* 7. **When selecting new students for the AVID program, what criteria do you examine most closely to determine whether a student is a 'good AVID student.'**

- ☐ EOG Scores - High 2, Low 3
- ☐ EOG Scores - High 3, Low 4
- ☐ Good Attendance
- ☐ Good Grades
- ☐ Recommendations from feeder schools
- ☐ Recommendations from Other Staff
- ☐ Personal Interviews
- ☐ No Behavioral Issues
- ☐ Other, please specify:

* 8. **Please select any involvement you've had with feeder schools in recruiting new AVID students:**

- ☐ I haven't had any interaction with feeder schools
- ☐ Sent out brochures
- ☐ Held training for staff on the AVID program
- ☐ Visited school to discuss program with students
- ☐ Other, please specify:

9. **To what extent do you agree with these statements?**

	Strongly Agree	Agree	Disagree	Strongly Disagree
The elementary schools have recommended appropriate students for the AVID program.	☐	☐	☐	☐
Elementary schools have been provided with sufficient information to recommend appropriate AVID candidates.	☐	☐	☐	☐
We emphasize Algebra I enrollment for 8th grade students in our school.	☐	☐	☐	☐

* 10. **In your opinion, what percentage of students enrolled in the AVID elective class fit the profile that AVID recommends?**

☐ 0   ☐ 25-49%   ☐ 50-74%   ☐ 75-99%   ☐ 100%

* 11. **Given the goals of AVID, which 3 grades do you think are most critical:**

Please select only 3 grades.

☐ 6th grade

☐ 7th grade

☐ 8th grade

☐ 9th grade

☐ 10th grade

☐ 11th grade

☐ 12th grade

* **12.** **Please enter the first date county-provided tutors came to your school in the 2007-08 school year.**

Month :

Year :

* **13.** **After the date you gave in the previous question, what percentage of the time did AVID tutors show up for scheduled tutorial sessions (please estimate if necessary)?**

* **14.** **Please check all areas where your school has AVID-trained staff members:**

☐ Core Subjects

☐ Electives (Non AVID)

☐ Administration

☐ Counselors

☐ 6th grade

☐ 7th grade

☐ 8th grade

☐ Other, please specify:

* **15.** **Please provide an example of how the staff at your school collaborate on AVID-related issues?**

(3999 characters left)

* **16.** **What are some challenges you have faced in running the AVID program in your school?**

(3999 characters left)

17.   **What are the most effective facets of the program?**

(3999 characters left)

18.   **What would you change about AVID?**

(3999 characters left)

19.   **What are some reasons why students are dropping out of AVID elective (if any)?**

(3999 characters left)

20.   **Additional Comments:**

(3999 characters left)

APPENDIX C

SURVEY TAKEN BY AVID ELECTIVE CLASS TEACHERS

SURVEY FOR AVID ELECTIVE TEACHERS

Description :

The Evaluation and Research Department is conducting an evaluation of the AVID program in Wake County Middle Schools. The following survey is for AVID Elective teachers. All answers will be kept confidential.

Instructions :

Please answer the following questions to the best of your ability.

* **1.** **Your school:**

Apex Middle - 312 ▼

2. **To what extent do you agree with the following statements:**

	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel that all of the students in my AVID elective class(es) fit the profile that AVID recommends (in the academic middle, have the desire to go to college, high achievement, willingness to work hard, etc).	☐	☐	☐	☐
The students enrolled in my AVID class(es) are committed to doing the work that the AVID program requires.	☐	☐	☐	☐

* **3.** **Briefly describe how you became a part of the AVID program:**

(3999 characters left)

* **4.** **Please select any AVID-sponsored training you've had:**

☐ I've attended the AVID Summer Institute in Atlanta.

☐ I attended path training at Moore Square.

☐ I've been trained by other staff members at my school.

☐ I've read materials that have been provided to me.

☐ Other, please specify:

* **5.** **Please rate your knowledge of the '11 AVID Essentials' on the following spectrum:**

Mark all that apply

☐ I have no knowledge of the 'Essentials.'

☐ I could IDENTIFY some or all of the 'Essentials.'

☐ I UNDERSTAND what the 'Essentials' are

☐ I USE the 'Essentials' at least some of the time

☐ I can TEACH someone else about the 'Essentials'

* 6. **The percentage of activities in my AVID Elective class(es) that prepare my students for a more rigorous, college-bound curriculum are:**

☐ 0

☐ 1-24%

☐ 25-49%

☐ 50-74%

☐ 75-99%

☐ 100%

7. **How often does the following take place?**

	Never	Rarely	Monthly	Weekly	Daily
AVID students are given the opportunity to use inquiry to solve problems in my classroom:	☐	☐	☐	☐	☐
AVID students collaborate in small groups in my classroom:	☐	☐	☐	☐	☐
I collaborate with other teachers in my school regarding AVID:	☐	☐	☐	☐	☐

8. **If you collaborate with other teachers, please give an example:**

(399 characters left)

9. **To what extent do you agree with the following statements:**

	Strongly Agree	Agree	Disagree	Strongly Disagree
AVID tutors do an adequate job of facilitating inquiry based tutoring to my students.	☐	☐	☐	☐
AVID tutors provide direct tutoring to students.	☐	☐	☐	☐

* 10. **I use the AVID Data Center to analyze the success of my class:**

☐ Daily

☐ Weekly

☐ Monthly

☐ Rarely

☐ Never

* **11. I use data to direct my classroom planning:**

☐ Daily

☐ Weekly

☐ Monthly

☐ Rarely

☐ Never

12. How effective in promoting student achievement do you find the following strategies:

	Do Not Use	Not Effective	Somewhat Effective	Mostly Effective	Extremely Effective
WIC-R	☐	☐	☐	☐	☐
Cornell Notes	☐	☐	☐	☐	☐
Agenda	☐	☐	☐	☐	☐
AVID Binder	☐	☐	☐	☐	☐
Other: please specify in comment section	☐	☐	☐	☐	☐
Other: please specify in comment section	☐	☐	☐	☐	☐

* **13. Given the goals of AVID, which 3 grades do you think are most critical to support:**

ONLY PICK 3 GRADES

☐ 6th grade

☐ 7th grade

☐ 8th grade
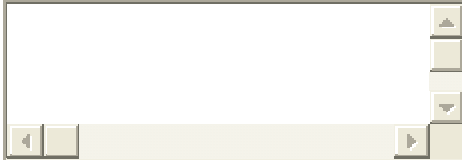
☐ 9th grade

☐ 10th grade

☐ 11th grade

☐ 12th grade

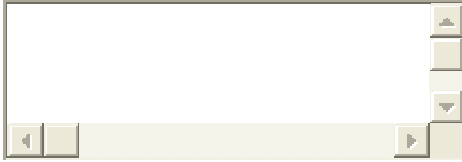* **14. What are the most effective facets of the AVID program?**

(3999 characters left)

* **15. What would you change about AVID?**

3999

(characters left)

16. **Please use this field to provide additional comments or concerns.**

3999

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ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID): WCPSS PROGRAM EVALUATION

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