

MEMORANDUM

January 4, 2012

TO: School Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

SUBJECT: **TITLE V, PART A, ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) REPORT, 2010–2011**

CONTACT: Carla Stevens, 713-556-6700

Background

The Advancement Via Individual Determination (AVID) program was developed in San Diego and spread to Los Angeles, Dallas, and San Antonio to increase the number of secondary students participating in rigorous academic courses, including Advanced Placement (AP) and Pre-AP. The program specifically targets at-risk students for more rigorous coursework who (1) are economically disadvantaged, (2) are underrepresented in four-year colleges, (3) possess the potential to become first-generation college students, and (4) are currently enrolled in regular (non-Gifted and Talented, non-Special Education) classes. Further, students selected for the AVID program have a GPA of 2.0–3.5 and have never taken a Pre-AP or AP course. All participating students took the AVID Elective. The AVID Elective provided the opportunity for students to investigate colleges, take college tours, participate in regular workshops with guest speakers, and work with community service projects. In the 2010–2011 program, participants received tutoring twice weekly from AVID tutors who were college students. The AVID Elective teacher received training on the AVID curriculum and tutorials to implement the curriculum in the AVID Elective course and to work with AVID tutors to ensure that the curriculum was applied appropriately. Tutors provided content-specific support and guidance with reading, study skills, note taking, organizational skills, writing, inquiry, collaboration, and critical thinking.

The 2010–2011 program had no budget and tutoring was provided by volunteers and work-study students from Houston Community College and the University of Houston-Downtown. The AVID program aligns with the district's "College Bound Culture" initiative, the district's Strategic Direction Core Initiative 3 "Rigorous Instructional Standards and Supports", and the "College Readiness" aspect of the state's House Bill 1.

The program goals are:

- Provide education reform and school improvement to advance student achievement in reading and mathematics.
- Increase AP and Pre-AP course enrollment and completion for identified students.
- Expand learning opportunities through best practice models to improve teaching and learning.

Methodology

The program manager provided rosters of AVID participants by school and grade. These rosters were used to match students with their 2010–2011 TAKS scale scores. Scale scores were determined for AVID participants, non-AVID students, and non-AVID economically disadvantaged students for each grade and applicable TAKS test at the nineteen schools with AVID participants. The AVID roster file was also matched against the Advanced Placement database to determine the number of AVID participants enrolled in Pre-AP or AP courses, the number taking AP exams, the

number of exams taken, and the number of exams scored at three or higher.

Findings

- The following high schools participated in AVID during the current school year: Cesar Chávez, Jefferson Davis, Ebbert Furr, Sam Houston Math, Science, and Technology Center, Charles Milby, Sharpstown, Ross Sterling, Stephen Waltrip, Westbury, and Jack Yates. Middle schools that participated include: Ezekiel Cullen, Walter Fondren, Richard Fonville, William S. Holland, Albert Sidney Johnston, McReynolds, Daniel Ortiz, Paul Revere, and Sharpstown.
- 557 middle school students were enrolled in the 2010–2011 AVID program (**Table 1**), an 11.2 percent increase over the 501 enrolled in 2009–2010.
- 1,548 high school students were enrolled in the 2010–2011 AVID program (**Table 2**), a 29.2 percent increase over the 1,198 enrolled in 2009–2010.
- Overall, 2,105 students were enrolled in the 2010–2011 AVID program, a 23.9 percent increase over the 1,699 enrolled in 2009–2010.
- All 2,105 students took the AVID Elective and 390 or 18.5 percent were enrolled in either Pre-AP or AP courses or both (**Table 3**).
- AVID students were provided access to tutoring by work-study students from Houston Community College and the University of Houston-Downtown and by volunteers and teachers in middle schools.
- AVID participants outperformed their non-AVID counterparts (**Table 4**) on the TAKS reading/ELA subtest at:
 - three of four campuses testing sixth grade AVID students
 - seven of nine campuses testing seventh grade AVID students
 - six of eight campuses testing eighth grade AVID students
 - all seven campuses testing ninth grade AVID students
 - all eight campuses testing tenth grade AVID students
 - eight of 10 campuses testing eleventh grade AVID students
- AVID participants outperformed economically disadvantaged non-AVID students (Table 4) on the TAKS reading/ELA subtest at all schools and grades tested with the exception of the sixth grade at one campus, the eighth grade at one campus, and the eleventh grade at one campus.
- AVID participants outperformed their non-AVID counterparts (Table 4) on the TAKS mathematics subtest at:
 - all four campuses testing sixth grade AVID students
 - six of nine campuses testing seventh grade AVID students
 - five of eight campuses testing eighth grade AVID students
 - all seven campuses testing ninth grade AVID students
 - five of eight campuses testing tenth grade AVID students
 - seven of 10 campuses testing eleventh grade AVID students
- AVID participants outperformed economically disadvantaged non-AVID students (Table 4) on the TAKS mathematics subtest at:
 - all four campuses testing sixth grade AVID students
 - eight of nine campuses testing seventh grade AVID students
 - six of eight campuses testing eighth grade AVID students
 - all seven campuses testing ninth grade AVID students
 - six of eight campuses testing tenth grade AVID students
 - nine of 10 campuses testing eleventh grade AVID students
- On the TAKS writing subtest, AVID students outperformed their non-AVID counterparts (Table 4) at six of nine campuses testing seventh grade AVID students and they outperformed their non-AVID economically disadvantaged counterparts at seven of nine campuses.

- On the TAKS social studies subtest, AVID students outperformed their non-AVID counterparts (Table 4) at:
 - five of eight campuses testing eighth grade non-AVID students and at six campuses in comparison to non-AVID economically disadvantaged students
 - All eight campuses testing tenth grade non-AVID students and non-AVID economically disadvantaged students
 - seven of 10 campuses testing eleventh grade AVID students and at nine campuses in comparison to non-AVID economically disadvantaged students
- For the TAKS science subtest, AVID students outperformed their non-AVID counterparts (Table 4) at:
 - five of eight campuses testing AVID eighth grade non-AVID students and at six campuses in comparison to non-AVID economically disadvantaged students
 - seven of eight campuses testing AVID tenth grade non-AVID students and non-AVID economically disadvantaged students
 - eight of ten campuses testing AVID tenth grade non-AVID students and non-AVID economically disadvantaged students
- While the number of AVID program participants taking AP examinations decreased in 2010–2011, the number of exams taken increased. In 2010–2011, 349 participants took 1,259 AP examinations compared to 361 participants taking 612 AP examinations in 2009–2010, changes of -3.3 percent and 105.7 percent, respectively (**Table 5**). By comparison, the number of students taking exams increased by 37.5 percent for the district and the number of exams taken increased by 24.8 percent.
- The number of exams scored at three or higher by AVID participants increased by 48.1 percent, from 77 in 2009–2010 to 114 in 2010–2011 (Table 5). For the district, the number of exams scored at three or higher decreased by 1.3 percent. The percent of exams scored at three or higher decreased for the AVID group from 12.6 percent in 2009–2010 to 9.1 percent in 2010–2011. The percent of exams scored at three or higher declined by 8.6 percentage points for the district, from 41.2% in 2009-2010 to 32.6 percent in 2010–2011.

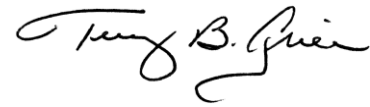
Conclusion

The AVID program served 2,105 students who were economically disadvantaged, from groups traditionally underrepresented in four-year colleges, had the potential to become first generation college students, and were not enrolled in Pre-AP or AP courses prior to their participation in the program. Work study students and volunteer teachers worked with students to ensure success in all classes and support performance on standardized tests. In the majority of grades and subjects, AVID students outperformed their economically disadvantaged non-AVID and non-AVID counterparts at the corresponding campus on each TAKS test. More students participated in AVID this year compared to 2009–2010 (2,105 versus 1,699) although fewer students took AP examinations (349 versus 361), a 3.3 percent decrease. The number of exams taken increased significantly, from 612 in 2009–2010, to 1,259 in 2010–2011, a 105.7 percent increase. The number of exams scoring a three or higher also increased, from 77 in 2009–2010 to 114 in 2010–2011. While the number of exams taken increased, the percentage scored at three or higher declined from 12.6 percent in 2009–2010 to 9.1 percent in 2010–2011. By contrast the percentage of exams scoring a three or higher was 32.6 percent for the district in 2010–2011.

Recommendations

1. The performance of AVID participants on the TAKS has consistently exceeded the performance of non-AVID and non-AVID economically disadvantaged students, thereby demonstrating the effectiveness of structured tutoring on academic performance. The success of this year's program suggests that the district should extend tutoring using work study students, where possible.
2. It is recommended that program personnel document the best instructional practices of AVID tutoring to ensure that these can be employed more broadly in the district, and at AVID schools that did not see higher academic performance for AVID students on specific TAKS tests.

Should you have any further questions, please contact my office or Carla Stevens in Research and Accountability at 713-556-7000.



TBG

Attachment

cc: Superintendent's Direct Reports
Chief School Officers
Martha Salazar-Zamora
Matilda Orozco
Allen Summers
Priscilla Zoeller

Table 1: AVID Elective Participation by Grade and School, HISD Middle Schools, 2009–2010 and 2010–2011

School	2009–2010				2010–2011			
	6th	7th	8th	Total	6th	7th	8th	Total
Cullen	10	15	-	25	-	12	-	12
Fondren	-	-	-	-	-	25	36	61
Fonville	-	66	50	116	-	70	95	165
Holland	15	27	24	66	24	26	31	81
Johnston	-	38	35	73	20	23	38	81
McReynolds	20	10	19	49	20	22	19	61
Ortiz	-	26	16	42	21	13	21	55
Revere	-	-	-	-	-	11	7	18
Sharpstown	-	15	10	25	-	9	14	23
Welch	-	53	52	105	-	-	-	-
Totals	45	250	206	501	85	211	261	557

Table 2: AVID Elective Participation by Grade and School, HISD High Schools, 2009–2010 and 2010–2011

School	2009–2010					2010–2011				
	9th	10th	11th	12th	Total	9th	10th	11th	12th	Total
Chávez	60	50	32	29	171	-	6	36	17	59
Davis	19	7	7	-	33	55	36	22	14	127
Furr	49	23	20	21	113	40	88	32	42	202
Houston Math/ Science/Tech. Ctr. Ninth Grade Prep. Acad.	-	112	105	-	217	-	-	82	79	161
Milby	102	-	-	-	102	-	-	-	-	-
Sharpstown	2	12	7	-	21	-	-	17	5	22
Sterling	50	44	29	28	151	39	27	27	31	124
Waltrip	49	24	20	11	104	104	44	61	15	224
Westbury	29	28	27	-	84	79	34	30	44	187
Yates	87	31	21	3	142	252	19	31	6	308
Totals	31	8	19	2	60	39	40	12	43	134
Totals	478	339	287	94	1,198	608	294	350	296	1,548

Table 3: AVID Participant Pre-AP and AP Enrollment by School, 2010–2011

School	AVID Enrollment	Pre-AP Enrollment	AP Enrollment	Unduplicated Pre-AP and AP Enrollment
Middle Schools				
Cullen MS	12			
Fondren MS	61			
Fonville MS	165			
Holland MS	81	26		26
Johnston MS	81	28	3	3
McReynolds MS	61	20		
Ortíz MS	55	24		
Revere MS	18	4		
Sharpstown MS	23			
High Schools				
Chávez HS	59	11	30	30
Davis HS	127	24	19	19
Furr HS	202	39	89	94
Houston Math/ Science/Tech. Ctr.	161	24	65	65
Milby HS	22	1	4	4
Sharpstown HS	124	23	34	35
Sterling HS	224	14	34	34
Waltrip HS	187	27	29	29
Westbury HS	308	96	37	38
Yates HS	134	3	13	13
Totals	2,105	364	357	390

Table 4: AVID, Non-AVID, and Non-AVID Economically Disadvantaged Student TAKS Performance, 2010–2011

School	Grade	Reading			Mathematics			Writing			Social Studies			Science		
		AVID	Non-AVID	Non-AVID Econ. Dis.	AVID	Non-AVID	Non-AVID Econ. Dis.	AVID	Non-AVID	Non-AVID Econ. Dis.	AVID	Non-AVID	Non-AVID Econ. Dis.	AVID	Non-AVID	Non-AVID Econ. Dis.
Holland MS	6	716	669	671	691	658	660									
Johnston MS	6	733	759	738	728	727	709									
McReynolds MS	6	681	672	671	708	678	679									
Ortiz MS	6	721	707	708	710	684	684									
Cullen MS	7	774	719	714	767	697	694	2454	2318	2302						
Fondren MS	7	829	710	706	792	703	698	2388	2278	2268						
Fonville MS	7	777	711	704	762	705	701	2423	2300	2304						
Holland MS	7	766	716	706	743	709	697	2388	2289	2280						
Johnston MS	7	765	788	739	732	751	712	2413	2457	2369						
McReynolds MS	7	815	740	729	784	724	706	2477	2363	2341						
Ortiz MS	7	756	739	737	709	725	717	2321	2333	2339						
Revere MS	7	724	726	722	714	714	711	2282	2305	2299						
Sharpstown MS	7	777	724	701	761	730	705	2417	2318	2278						
Fondren MS	8	866	765	766	836	733	735				2497	2333	2341	2492	2166	2173
Fonville MS	8	815	730	728	802	724	722				2404	2282	2280	2420	2130	2128
Holland MS	8	799	770	771	757	731	737				2317	2264	2264	2262	2127	2135
Johnston MS	8	835	845	823	785	791	777				2342	2384	2352	2343	2358	2315
McReynolds MS	8	798	778	776	728	747	747				2363	2374	2378	2306	2325	2321
Ortiz MS	8	806	779	779	786	753	752				2383	2301	2300	2340	2242	2239
Revere MS	8	806	799	794	763	775	773				2336	2322	2320	2375	2220	2221
Sharpstown MS	8	763	780	777	794	767	766				2328	2329	2327	2175	2198	2200
Davis HS	9	2296	2160	2139	2271	2075	2041									
Furr HS	9	2241	2203	2195	2208	2144	2119									
Sharpstown HS	9	2246	2156	2134	2308	2229	2192									
Sterling HS	9	2236	2164	2141	2138	2071	2052									
Waltrip HS	9	2290	2233	2186	2231	2145	2114									
Westbury HS	9	2333	2157	2143	2239	2067	2030									
Yates HS	9	2169	2167	2145	2035	2020	2004									
Chávez HS	10	2290	2245	2229	2192	2204	2175				2374	2356	2295	2236	2168	2117
Davis HS	10	2257	2197	2217	2120	2138	2148				2285	2239	2253	2140	2107	2121
Furr HS	10	2284	2219	2190	2214	2133	2111				2242	2248	2205	2167	2110	2098
Sharpstown HS	10	2302	2223	2211	2271	2172	2142				2373	2316	2287	2256	2169	2141
Sterling HS	10	2225	2198	2186	2190	2144	2141				2287	2267	2238	2108	2096	2068
Waltrip HS	10	2303	2243	2205	2248	2163	2107				2371	2299	2245	2274	2174	2120
Westbury HS	10	2250	2236	2196	2180	2143	2125				2382	2324	2290	2217	2165	2133
Yates HS	10	2208	2188	2177	2096	2110	2100				2267	2258	2250	2096	2122	2106
Chávez HS	11	2299	2254	2263	2358	2265	2262				2402	2378	2386	2291	2256	2257
Davis HS	11	2261	2251	2212	2287	2218	2173				2368	2329	2280	2237	2204	2163
Furr HS	11	2306	2248	2175	2234	2239	2208				2307	2308	2283	2256	2223	2182
Houston Math/Sci./Tech. Ctr.	11	2301	2227	2228	2335	2204	2189				2403	2335	2313	2241	2177	2166
Milby HS	11	2273	2234	2249	2204	2248	2250				2394	2426	2422	2182	2241	2237
Sharpstown HS	11	2297	2236	2249	2362	2260	2259				2478	2360	2352	2344	2265	2278
Sterling HS	11	2247	2209	2188	2230	2196	2161				2369	2345	2308	2208	2181	2166
Waltrip HS	11	2286	2305	2281	2259	2261	2238				2369	2377	2361	2231	2288	2270
Westbury HS	11	2282	2240	2239	2227	2200	2186				2389	2354	2337	2261	2231	2224
Yates HS	11	2243	2230	2244	2209	2192	2205				2403	2361	2346	2280	2225	2224

Bold: AVID participants outperformed both their Non-AVID and Non-AVID economically disadvantaged counterparts.

Table 5: AVID AP Exams 2009–2010, 2010–2011						
	AVID Participants			District		
	2009–2010	2010–2011	Percent Change	2009–2010	2010–2011	Percent Change
Number of Students Taking Exams	361	349	-3.3	9,179	12,619	37.5
Number of Exams Taken	612	1,259	105.7	22,454	28,032	24.8
Number of Exams Scored 3 or Higher	77	114	48.1	9,256	9,133	-1.3
Percent of Exams Scored 3 or Higher	12.6	9.1	-3.5	41.2	32.6	-8.6

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