

MEMORANDUM

February 19, 2010

TO: School Board Members

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

SUBJECT: **TITLE V, PART A, ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) REPORT, 2008–2009**

CONTACT: Carla Stevens, 713-556-6700

Background

The purpose of the Title V, Part A Innovative Programs is to fund the implementation of promising educational reform and school improvement programs based on scientifically-based research. The No Child Left Behind (NCLB) Act of 2001 Public Law 107–110 reauthorized Title VI of the Elementary and Secondary Education Act of 1965 (ESEA) as Title V, Part A – State Grants for Innovative Programs. Specific purposes for Title V, Part A Innovative Programs are to:

- support local education reform efforts that are consistent with and support statewide education reform efforts;
- implement promising educational reform programs and school improvement programs based on scientifically-based research;
- provide a continuing source of innovation and educational improvement, including support for programs to provide library services and instructional and media materials;
- meet the educational needs of all students, including at-risk youth; and
- develop and implement education programs to improve school, student, and teacher performance, including professional development activities and class size reduction programs (Texas Education Agency, 2006; U.S. Department of Education, 2002).

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 fully funded (\$185,000) 2007–2008 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.

Funding for the 2008–2009 program totaled \$19,444 with the majority of funds (52 percent) being expended for supplies and materials. The funding was originally intended to cover fringe benefit costs of 2007–2008 college tutors until they were removed from the HISD payroll. The program manager did not have access to the funds until April, 2009. The tutoring component was continued but since funds were not available for compensating college students, tutoring was provided by senior students in high schools and volunteers and teachers in middle schools. The AVID program aligns with the district's

“College Bound Culture” initiative 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 2008–2009 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 subtest 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 Chavez, 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 Holland, Albert Johnston, John McReynolds, Daniel Ortiz, Sharpstown, and Louie Welch.
- 757 middle school students were enrolled in the 2008–2009 AVID program (**Table 1**), a 14.7 percent overall increase over the 660 enrolled in 2007–2008.
- 787 high school students were enrolled in the 2008–2009 AVID program (**Table 2**), an 8.1 percent decline over the 856 enrolled in 2007–2008.
- Overall, 1,544 students were enrolled in the 2008–2009 AVID program, a 1.8 percent increase over the 1,516 enrolled in 2007–2008.
- All 1,544 students took the AVID Elective and 1,204 (unduplicated) or 78.0 percent were enrolled in either Pre-AP or AP courses or both (**Table 3**).
- AVID students were provided access to tutoring provided by senior students in high schools and volunteers and teachers in middle schools.
- AVID participants outperformed their non-AVID counterparts (**Table 4**) on the TAKS reading/ELA subtest at:
 - five of six 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 eight campuses testing ninth grade AVID students
 - nine of 10 campuses testing tenth grade AVID students
 - all five 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 seventh grade at two campuses, and the eighth grade at two campuses
- AVID participants outperformed their non-AVID counterparts (Table 4) on the TAKS mathematics subtest at:
 - five of six 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 eight campuses testing ninth grade AVID students
 - nine of 10 campuses testing tenth grade AVID students

- three of five campuses testing eleventh grade AVID students
- AVID participants outperformed economically disadvantaged non-AVID students (Table 4) on the TAKS mathematics subtest at:
 - five of six 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 eight campuses testing ninth grade AVID students
 - all 10 campuses testing tenth grade AVID students
 - four of five campuses testing eleventh grade AVID students
- On the TAKS writing subtest, AVID students outperformed their non-AVID and non-AVID economically disadvantaged counterparts (Table 4) at seven of nine campuses testing seventh grade AVID students.
- On the TAKS social studies subtest, AVID students outperformed (Table 4): their non-AVID counterparts (Table 4) at:
 - six of eight campuses testing eighth grade AVID students
 - seven of eight campuses testing economically disadvantaged eighth graders
 - nine of 10 campuses testing tenth grade AVID students
 - all ten campuses testing economically disadvantaged tenth graders
 - all five campuses testing eleventh grade non-AVID and economically disadvantaged students
- For the TAKS science subtest, AVID students outperformed both their non-AVID and non-AVID economically disadvantaged counterparts (Table 4) at:
 - six of eight campuses testing AVID eighth grade students
 - nine of 10 campuses testing AVID tenth grade students
 - all five campuses testing AVID eleventh grade students
- Both the number of AVID program participants taking AP examinations and the number of examinations taken increased in 2008–2009. In 2008–2009, 118 participants took 200 AP examinations compared to 74 participants taking 105 AP examinations in 2007–2008, increases of 59.5 percent and 90.5 percent respectively (**Table 5**). By comparison, the number of students taking exams increased by 13.1 percent for the district and the number of exams taken increased by 14.9 percent.
- The number of exams scored at three or higher by AVID participants increased by 115.0%, from 20 in 2007–2008 to 43 in 2008–2009 (Table 5). For the district, the number of exams scored at three or higher increased by 11.5 percent. The percent of exams scored at three or higher increased for the AVID group from 19.0% in 2007–2008 to 21.5% in 2008–2009. By contrast, the percent of exams scored at three or higher declined by 1.3 percentage points for the district, from 44.1% in 2007-2008 to 42.8% in 2008–2009.

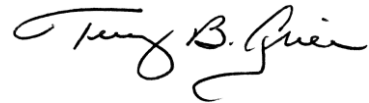
Conclusion

The AVID program served 1,544 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. High school seniors, teachers and volunteers worked with students to ensure success in all classes and support performance on standardized tests. In general, AVID students outperformed their economically disadvantaged non-AVID and non-AVID counterparts at the corresponding campus on each TAKS subtest. More students participated in AVID this year compared to 2007–2008 (1,544 versus 1,516) and more students took Pre-AP or AP examinations (118 versus 74), a 59.4 percent increase. The number of exams taken also increased significantly, from 105 in 2007–2008 to 200 in 2008–2009, a 90.5 percent increase. Finally, the number and percent of exams scoring a three or higher also increased, from 20 (19.0 percent) in 2007–2008 to 43 (21.5 percent) in 2008–2009. Each of these percentage increases is significantly higher than comparable percentage for the entire district, further underscoring the success of the program.

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 years' program suggests that the district should extend tutoring and that high school seniors, volunteers, and teachers are as effective in providing these services as are compensated college students.
2. Document the best instructional practices of AVID tutoring to ensure that these can be employed more broadly in the district, and especially at several AVID schools that did not see higher academic performance for AVID students.
3. Investigate reasons for significant declines in program participation at Johnston Middle School and Westbury High School.

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
Regional Superintendents
Executive Principals
Noelia Garza
Pamela Evans
Lawanda Coffee
Shelley McKinley

Table 1: AVID Elective Participation by Grade and School, HISD Middle Schools, 2007–2008 and 2008–2009

School	2007–2008				2008–2009			
	6th	7th	8th	Total	6th	7th	8th	Total
Cullen	12	19	17	48	14	17	9	40
Fondren	-	20	17	37	-	32	24	56
Fonville	14	40	50	104	14	41	49	104
Holland	-	40	47	87	37	55	61	153
Johnston	-	36	41	77	-	32	16	48
McReynolds	27	36	38	101	34	36	59	129
Ortiz	58	20	30	108	64	16	24	104
Sharpstown	-	18	14	32	-	12	27	39
Thomas	-	19	-	19	-	-	-	-
Welch	-	7	40	47	24	60	-	84
Totals	111	255	294	660	187	301	269	757

Table 2: AVID Elective Participation by Grade and School, HISD High Schools, 2007–2008 and 2008–2009

School	2007–2008					2008–2009				
	9th	10th	11th	12th	Total	9th	10th	11th	12th	Total
Chavez	54	19	-	-	73	84	42	23	-	149
Davis	17	-	-	-	17	12	8	-	-	20
Furr	34	27	-	-	61	26	28	22	-	76
Houston*	251	-	-	-	251	-	-	-	-	-
Houston Math Science/Tech. Ctr.**	-	-	-	-	-	-	115	-	-	115
Milby	30	-	-	-	30	31	22	-	-	53
Sharpstown	75	5	-	-	80	68	39	13	3	123
Sterling	40	23	-	-	63	46	36	20	1	103
Waltrip	44	-	-	-	44	31	29	-	-	60
Westbury	136	53	12	10	211	-	51	8	-	59
Yates	26	-	-	-	26	13	16	-	-	29
Totals	707	127	12	10	856	311	386	86	4	787

* Closed at the end of 2007–2008

** New school in 2008–2009

Table 3: AVID Participant Pre-AP and AP Enrollment by School, 2008–2009

School	AVID Enrollment	Pre-AP Enrollment	AP Enrollment	Unduplicated Pre-AP and AP Enrollment
Middle Schools				
Cullen MS	40	38	-	38
Fondren MS	56	55	-	55
Fonville MS	104	82	-	82
Holland MS	153	151	-	151
Johnston MS	48	48	3	48
McReynolds MS	129	126	-	126
Ortiz MS	104	69	-	69
Sharpstown MS	39	24	7	28
Welch MS	84	5	-	5
High Schools				
Chavez HS	149	87	36	97
Davis HS	20	15	-	15
Furr HS	76	68	20	69
Houston Math				
Science/Tech. Ctr.	115	110	6	112
Milby HS	53	44	-	44
Sharpstown HS	123	109	21	110
Sterling HS	103	33	17	34
Waltrip HS	60	59	10	59
Westbury HS	59	38	25	50
Yates HS	29	12	4	12
Totals	1,544	1,173	149	1,204

Table 4: AVID, Non-AVID, and Non-AVID Economically Disadvantaged Student TAKS Performance, 2008–2009

School Name	Grade	Reading			Math			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.
Cullen MS	6	2460	2168	2167	2341	2115	2112									
Fonville MS	6	2284	2236	2234	2261	2243	2247									
Holland MS	6	2304	2256	2261	2184	2143	2152									
McReynolds MS	6	2301	2265	2257	2261	2193	2197									
Ortiz MS	6	2280	2232	2233	2296	2214	2222									
Welch MS	6	2240	2240	2235	2118	2195	2190									
Cullen MS	7	2296	2163	2158	2228	2102	2103	2447	2245	2243						
Fondren MS	7	2214	2151	2157	2152	2112	2115	2283	2204	2205						
Fonville MS	7	2307	2165	2165	2251	2153	2153	2369	2245	2244						
Holland MS	7	2208	2154	2151	2200	2156	2156	2277	2234	2231						
Johnston MS	7	2258	2315	2288	2157	2267	2238	2321	2448	2407						
McReynolds MS	7	2280	2176	2182	2252	2161	2177	2354	2299	2299						
Ortiz MS	7	2223	2158	2152	2221	2155	2153	2289	2230	2224						
Sharpstown MS	7	2195	2186	2188	2196	2178	2174	2291	2266	2264						
Welch MS	7	2135	2226	2217	2149	2193	2193	2246	2306	2299						
Cullen MS	8	2520	2237	2234	2293	2112	2091				2553	2269	2267	2305	2101	2098
Fondren MS	8	2286	2274	2266	2214	2159	2133				2218	2212	2203	2111	2053	2049
Fonville MS	8	2441	2241	2246	2280	2201	2133				2408	2274	2274	2371	2194	2194
Holland MS	8	2344	2236	2236	2203	2152	2119				2303	2249	2243	2230	2127	2120
Johnston MS	8	2384	2422	2384	2202	2281	2208				2367	2376	2326	2141	2275	2210
McReynolds MS	8	2417	2241	2233	2347	2180	2116				2471	2328	2325	2295	2122	2116
Ortiz MS	8	2413	2274	2263	2298	2183	2173				2359	2250	2244	2231	2079	2071
Sharpstown MS	8	2247	2299	2301	2198	2215	2246				2264	2269	2271	2085	2115	2112
Chavez HS	9	2243	2211	2209	2214	2123	2122									
Davis HS	9	2248	2195	2194	2322	2141	2144									
Furr HS	9	2240	2171	2168	2209	2086	2083									
Milby HS	9	2246	2176	2173	2157	2104	2105									
Sharpstown HS	9	2254	2206	2198	2214	2151	2152									
Sterling HS	9	2150	2142	2135	2076	2022	2019									
Waltrip HS	9	2286	2237	2214	2211	2143	2126									
Yates HS	9	2259	2165	2158	2100	2042	2043									
Chavez HS	10	2306	2216	2211	2217	2160	2160				2370	2305	2300	2174	2126	2126
Davis HS	10	2222	2205	2202	2149	2143	2142				2246	2244	2243	2122	2112	2111
Furr HS	10	2194	2161	2154	2160	2090	2090				2300	2210	2204	2143	2059	2060
Houston Mth/Sci	10	2260	2175	2174	2198	2102	2105				2343	2228	2229	2160	2064	2064
Milby HS	10	2251	2157	2153	2194	2092	2092				2307	2243	2240	2127	2052	2055
Sharpstown HS	10	2236	2185	2176	2162	2137	2138				2323	2263	2255	2153	2132	2131
Sterling HS	10	2221	2181	2178	2103	2084	2076				2282	2215	2208	2067	2034	2030
Waltrip HS	10	2212	2213	2207	2138	2130	2137				2274	2278	2270	2132	2145	2139
Westbury HS	10	2221	2183	2180	2159	2173	2074				2285	2230	2224	2120	2059	2050
Yates HS	10	2286	2170	2162	2159	2036	2032				2310	2211	2199	2153	2052	2044
Chavez HS	11	2349	2285	2288	2302	2270	2275				2371	2341	2343	2219	2208	2209
Furr HS	11	2325	2267	2265	2221	2246	2231				2354	2352	2352	2197	2182	2173
Sharpstown HS	11	2295	2224	2223	2235	2197	2206				2400	2323	2325	2294	2187	2187
Sterling HS	11	2246	2209	2199	2210	2167	2161				2322	2286	2277	2203	2178	2163
Westbury HS	11	2347	2264	2259	2170	2277	2159				2346	2327	2311	2211	2170	2153

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

Table 5: AVID AP Exams 2007–2008, 2008–2009						
	AVID Participants			District		
	2007-2008	2008–2009	Percent Change	2007-2008	2008–2009	Percent Change
Number of Students Taking Exams	74	118	59.5%	5,522	6,243	13.1%
Number of Exams Taken	105	200	90.5%	10,245	11,768	14.9%
Number of Exams Scored 3 or Higher	20	43	115.0%	4,520	5,042	11.5%
Percent of Exams Scored 3 or Higher	19.0%	21.5%	+2.5	44.1%	42.8%	-1.3

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