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ADVANCEMENT VIA INDIVIDUAL DETERMINATION IN THE SUBURBAN HIGH SCHOOL: AN EVALUATION OF THE JENKS HIGH SCHOOL AVID PROGRAM

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ADVANCEMENT VIA INDIVIDUAL DETERMINATION IN THE SUBURBAN HIGH SCHOOL: AN EVALUATION OF THE JENKS HIGH SCHOOL AVID PROGRAM

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Dedication

This dissertation is dedicated to the women who showed me the value of education by pursuing their own studies and devoting years of service to the field of public education. My mother, Rebekah Supercinski, my grandmother, Vivian Reed, and my great aunts, Faye Field and Ethel Peveyhouse, served both as my earliest teachers and as an unwavering support system throughout my educational career.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

This program evaluation examines the Advancement Via Individual Determination (AVID) program at Jenks High School in Jenks, Oklahoma. AVID is a college readiness program designed to prepare underachieving high school students for college. Jenks High School began the planning phase for its AVID program in 2005-2006, with implementation beginning with a freshman cohort during the 2006-2007 school year. The program evaluation was designed to determine whether, through the program's "eleven essential elements," AVID creates an environment promoting the development of self-regulated learning behaviors among program participants. In addition, the evaluation considers the inputs provided by the school district, the fidelity with which the eleven essential elements have been implemented, the degree of self-regulated learning behaviors program participants exhibit, and the extent to which the desired outcomes of increased levels of participation in advanced coursework, higher rates of high school graduation, and increased enrollment in postsecondary education have been achieved.

CHAPTER 1: INTRODUCTION

In 1983, The National Commission on Excellence in Education issued a wakeup call for public education in this country. Entitled, *A Nation at Risk: The Imperative for Education Reform*, the commission's report called attention to the need for effective public education for all students, stating,

> Individuals in our society who do not possess the levels of skill, literacy, and training essential to this new era [the information age] will be effectively disenfranchised from a chance to participate in our national life. A high level of shared education is essential to a free, democratic society and to the fostering of a common culture (p. 7).

The decades of education reform following the release of *A Nation at Risk,* however, have failed to eliminate the persistent achievement gap found between students who live in poverty and/or come from diverse ethnic backgrounds and those who do not. In the United States, gaps in school readiness exist between black and Latino students and their white peers as they begin kindergarten, and gaps in academic performance continue to widen over the course of their school careers (Barbarin, 2002; Chatterji, 2006). The achievement gap is not limited to one specific subject area or set of skills but is found in academic performance across disciplines (Ryan & Ryan, 2005). This gap, in turn, leads to underrepresentation of students from diverse ethnic and socioeconomic backgrounds in post-secondary educational programs.

In today's economic and political climate, ensuring that all students receive an education that prepares them to be productive, responsible citizens must be the primary goal of public education. When the nation worries about maintaining economic competitiveness and politicians criticize the results of public education, it is no longer

sufficient to send the traditional 64 percent of students on to post-secondary education, especially when only 29 percent of Americans actually earn an undergraduate degree (Yamamoto, 2007). One program that seeks to address the challenge of closing the achievement gap and preparing more students for success in post-secondary education is Advancement Via Individual Determination, usually identified by its acronym AVID.

> The AVID system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change. It focuses on the least served students in the academic middle. The formula is simple - raise expectations of students and, with the AVID support system in place, they will rise to the challenge ("What is AVID").

While the AVID program literature characterizes its formula as "simple," potential challenges in the planning for and implementation of such a program cannot be overlooked. In addition, it is important to examine whether or not the program, once implemented, accomplishes its intended goals.

Although the AVID program began in California in the 1980s, the program did not expand to the State of Oklahoma until the early 2000s. Jenks High School was the first traditional high school, and only the second school in the state, to adopt the program. It did so shortly after the first AVID program in the state began in an Oklahoma City charter school. In 2005-2006, leaders at Jenks High School sought out the program as a way to encourage all students to participate in the most challenging coursework the school had to offer. They viewed AVID as one way of addressing changing demographics within their suburban high school, which was becoming increasingly more diverse. Jenks High School serves approximately 2300 students in grades ten through

twelve, with another 800 attending the Jenks Freshman Academy. Students from both schools participate in the AVID program at Jenks High School.

This program evaluation examines the inputs provided by the school district for the Jenks High School AVID program, the fidelity of program implementation, and the extent to which the desired outcomes of increased levels of participation in advanced coursework, higher rates of high school graduation, and increased enrollment in postsecondary education have been achieved. The program evaluation also considers the level of self-regulated learning behaviors that are exhibited by the students participating in AVID since it is believed the AVID Eleven Essentials encourage the development of self-regulated learning behaviors which, in turn, lead to the accomplishment of the program goals. To provide focus for this evaluation the following research questions will be considered:

1. To what extent does the Jenks High School AVID Program conform to the AVID "Eleven Essentials"?
2. To what extent do the AVID "Eleven Essentials" promote the development of competency, relatedness, and autonomy, the components of self-regulation?
3. Do students participating in the Jenks High School AVID Program exhibit higher levels of self-regulation than do other students "in the middle"?
4. To what degree has the Jenks High School AVID Program promoted higher rates of advanced coursework participation, high school graduation, and enrollment in postsecondary education among program participants?

CHAPTER 2: REVIEW OF LITERATURE

Like many suburban high schools, Jenks High School has enrolled a more economically and ethnically diverse student body over the course of the last fifteen years. In 1997, the school served a student population which was 87 percent white, two percent Hispanic, five percent black, six percent Native American, and two percent Asian. Six percent of students qualified for free or reduced price meals. Today, the student population is 61 percent white, 11 percent Hispanic, nine percent black, 10 percent Native American, and nine percent Asian. Thirty-four percent of students qualified for free or reduced price meals during the 2013-2014 school year.

Jenks High School enjoys a reputation for academic excellence and offers 32 Advanced Placement courses as well as a number of college-level courses which do not have an associated Advanced Placement exam. However, during the 2005-2006 school year, the administration noted that the demographics of the students taking advantage of these advanced courses did not reflect the overall demographics of the school. Jenks High School is not alone as a suburban high school seeking ways by which to address the achievement gap and maintain the high level of academic performance expected by its community. Byrnes (2003) found that suburban schools enrolling diverse student populations may perform well overall but still experience gaps in performance among white, black, and Latino students. For example, NAEP math scores for such high schools showed that while 26 percent of white students at these schools scored at or above the 80^{th} percentile, only seven percent of black and Latino students scored at that level. If suburban school districts are to maintain or improve academic performance levels as their student demographics change, they must be proactive about closing achievement gaps,

raising achievement for all students, and preparing young people for the demands of the 21st century (Boykin & Noguera, 2011).

In order to situate this program evaluation within the larger context of educational research and practice, the literature review below outlines the research regarding the achievement gap among students from different ethnic and socioeconomic backgrounds, the characteristics of college readiness programs that seek to address this gap, and, more specifically, the Advancement Via Individual Determination (AVID) program. In addition, the literature review considers self-regulated learning research and its relationship to both academic performance and the AVID program.

Achievement Gap

While some might attribute the achievement gap to the *de facto* segregation of American schools and the underperformance of urban schools, which serve a larger proportion of minority students, studies of the academic performance of black and Hispanic students attending suburban schools also reveal the achievement gap. Byrnes (2003) examined math proficiency scores on the National Assessment of Educational Progress (NAEP) for high schools serving diverse student bodies. He found that in such schools—enrolling 79 percent white students, 13 percent black students, and 8 percent Hispanic students—white students were much more likely to score at or above the 80th percentile for math proficiency than were their black and Hispanic peers. Of those students scoring at or above this level, 94 percent were white, three percent were black, and three percent were Hispanic. These NAEP results provide just one measure of what can be described as the gap in college readiness among students from different ethnic backgrounds.

Conley (2007) provides an operationalized definition of college readiness. A student who is college ready possesses "the level of preparation a student needs to enroll and succeed—without remediation—in a credit-bearing general education course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program" (p. 5). This preparation for college includes both academic and social readiness factors. Academically, college coursework requires students to make inferences, interpret results, analyze conflicting explanations of phenomena, support arguments with evidence, solve complex problems that have no obvious answers, draw conclusions, offer explanations, conduct research, and engage in the exchange of ideas (National Research Council, 2002). Students who come from groups under-represented in college populations often enter college with far less awareness of what it takes to fit in and to cope with the system. This lack of awareness coupled with deficient content knowledge and/or learning skills can lead to negative experiences in the college setting and result in failure to complete post-secondary education (Conley, 2007).

Overall, 32 percent of students leave high school qualified to attend a four-year university. Of these students, only nine percent are black and another nine percent Hispanic, compared to a total population of 18-year-olds that is 14 percent black and 17 percent Hispanic (Greene & Forster, 2003). This college readiness achievement gap affects many aspects of life. In addition to the overall concern regarding disenfranchisement from our national life mentioned in *A Nation at Risk* (Gardner, 1983), a more localized concern involves the lack of opportunities for enrollment in or successful completion of post-secondary education that results from leaving high school unprepared. The achievement gap shows itself in the percentage of students that enrolls in

college directly following high school as well as in the degree attainment of those students. For students who completed high school in 2009, 71 percent of white students enrolled in college the next fall as compared to 61 percent of Hispanic students and 63 percent of black students. This difference in rate of enrollment among students from different ethnic backgrounds contributes to a disparity in degree attainment as well. In 2010, 39 percent of the white population of the United States had completed an undergraduate degree as compared to only 19 percent of the black population and 14 percent of the Hispanic population (National Center for Educational Statistics, 2011).

College completion provides many social benefits including increased lifetime earnings, broader civic participation, and lower rates of incarceration (McPherson & Schapiro, 2005). Recognizing this, the federal government has devoted financial resources over the years in an effort to reduce financial barriers to college attendance. Federal Pell grants, college loan programs, and tax credits for higher education expenses are examples of these efforts (Hoffman, 1997). However, studies have shown that low educational expectation, poor academic preparation, lack of information about financial aid, and failure to take college entrance exams create more barriers to college enrollment for minority students than does the lack of financial aid availability (Berkner & Chavez, 1997; Adelman, 1999). In addition, family background, student ability, and student early exposure to the idea of college attendance contribute to difference in degree attainment aspirations and college application completion among students (Hossler & Gallagher, 1987).

College Readiness Programs

In an effort to eliminate the wide range of barriers that contribute to gaps in college readiness and college access among students from diverse socioeconomic and ethnic backgrounds, federal, state, and local officials have designed programs intended to increase student preparedness for college and ability to navigate the complex processes involved in applying to and enrolling in post-secondary education. Since the 1960s, the federal government has supported early intervention programs including Upward Bound and GEAR UP (Swail & Perna, 2002; Perna & Cooper, 2005). Beginning in the mid-1990s, state and local entities expanded their efforts to increase college readiness. While these programs share some commonalities, they also reflect the efforts of state and local governments to tailor programs to meet unique needs (Cunningham, Redmond, and Merisotis, 2003). However, if readiness programs wish to improve college outcomes for underrepresented students, Perna (2006) and Calaff (2009) found that a variety of factors contribute to such an end result, including: academic preparation and achievement of students, provision of counseling and advising, encouragement of parental involvement, and provision of financial resources for college. In addition, Oesterreich (2000) suggests these programs reach students early and focus on developing readiness rather than attempt to provide remediation.

While successful college readiness programs must take on a variety of challenges and provide multi-faceted services to students, addressing the academic preparation and achievement gap should be a high priority for public schools (Gardner, 1983; Boykin & Noguera, 2011). The difficult question facing schools, however, is how to close the achievement gap and prepare all students for post-secondary education. The

Advancement via Individual Determination Program, often referred to by the acronym AVID is one approach (Guthrie & Guthrie, 2000; Hubbard & Mehan, 1999; Mehan, Villanueva, Hubbard, & Lintz, 1996; Oswald, 2002; Watt, Powell, & Mendiola, 2004; Watt et al., 2006).

AVID Program

AVID (Advancement via Individual Determination) is a college readiness program designed to prepare underachieving high school students for college. AVID focuses on "students in the middle" (defined by a 2.5 - 3.5 GPA) and seeks to prepare students for success in post-secondary education through encouragement and support in rigorous courses, promotion of social growth and awareness, and academic counseling (Guthrie & Guthrie, 2000; Martinez & Klopott, 2005).

Though the program currently has been implemented in almost 5,000 schools and has expanded to sixteen countries outside the United States, AVID began in one suburban San Diego high school in 1980 (*What is AVID*, 2012). That year, Mary Catherine Swanson, the English department chair at Clairemont High School, began teaching an elective course to a group of 32 students affected by a school desegregation order in San Diego Country. These students, predominantly of African-American and Hispanic descent and from low-socioeconomic homes, had been assigned to Clairemont, a middle class suburban high school. Ms. Swanson, through her elective course, sought to support these pioneering students as they enrolled in the advanced coursework available to other Clairemont students. She provided this support through a focus on improving study skills and note-taking skills, as well as a sustained effort to increase the writing skills of participating students (Swanson, 1989).

The success of the AVID Program at Clairemont High School led its adoption at other San Diego high schools. Further success of the model allowed it to spread to schools across the State of California and eventually to 46 states and 16 countries. The AVID program's data regarding the high school graduating class of 2012 indicate that 98 percent will graduate from high school; 90 percent plan to attend a postsecondary institution; and 73 percent reported taking at least one rigorous course such as an Advanced Placement, International Baccalaureate or Cambridge course. In addition, the Advanced Placement test-taking rate for Hispanic and African-American AVID students exceeds the national average, with 57 percent of AVID Hispanic students taking such exams as compared to 14 percent of Hispanic students overall and 14 percent of AVID African American students taking the exams as compared to eight percent of the overall African American student population (*What is AVID*, 2012).

While the above statistics, collected by the AVID Program itself, provide incentives for schools to consider the program as a means of narrowing the achievement gap, external studies of AVID program implementation have also demonstrated a variety of positive outcomes for students who participate in AVID over the course of their high school careers. Multiple studies have found that AVID promotes higher levels of advanced coursework participation, increased high school academic achievement, higher levels of high school graduation, improved college readiness, and higher rates of enrollment in postsecondary educational opportunities.

One of the earliest studies took place in San Diego, birthplace of AVID. Mehan, Hubbard, Litz, and Villanueva (1994) compared longitudinal outcomes for approximately 250 students who completed at least three years of AVID during their high school careers

and an equal number of students who were selected for AVID participation but dropped out of the program after participating for a maximum of two semesters. Interviews with both groups of students revealed that those participating in AVID for three or more years attended four-year colleges at a higher rate than did the comparison group. Forty-eight percent of the graduates who had persisted in AVID attended 4-year colleges as compared to 34 percent of graduates who had participated for the shorter period of time. This figure can also be compared to the 37 percent of San Diego Consolidated Schools District graduates who attend 4-year colleges and the 39 percent of graduates nationwide who do so.

Guthrie and Guthrie (2000) also conducted a longitudinal study of over 1100 students involved in AVID at middle schools and high schools in California, broadening the scope of exploration beyond that of the San Diego study. Using cumulative school records, the researchers examined four key performance areas: high school grade point average, SAT-9 standardized test scores, high school credits earned, and number of Advanced Placement courses completed. The study also tracked AVID graduates to determine college enrollment and performance patterns. Results of the study showed that participating in two years of AVID at the middle school level led to significantly higher high school grade point averages and higher rates of Advanced Placement course completion as compared to students with only one year of AVID or no AVID participation in middle school. Boys who participated in AVID at the middle school level earned significantly more credits than did their counterparts without middle school AVID experience, though the differences in high school credits earned were not significant for girls in the study. There were no significant differences found in

standardized test performance. When college readiness and performance factors were examined, the study found that 84 percent of AVID graduates completed the necessary courses for admission to 4-year colleges as compared to 34 percent of students in the State of California. Seventy-five percent of the AVID graduates reported attending 4-year colleges, a rate three times the state average.

Watt, Yanez, and Cossio (2002) also examined academic performance factors of AVID students, collecting data on 1,000 students in 26 Texas secondary schools. The researchers examined three years of test score, course enrollment, grade point average, and attendance data in addition to conducting interviews with teachers, counselors, and administrators. They found that schools with AVID programs had higher levels of enrollment of underrepresented students in rigorous courses and that these students had higher grade point averages and outperformed their peers on state mandated exams. In a second study, Watt, Powell, Mediola, and Cossio (2006) evaluated outcomes such as high school completion rates, advanced course enrollment, and completion rates for advanced diplomas at 10 high schools in five school districts that had implemented the AVID program as part of Comprehensive School Reform grants. The researchers matched each of the 10 schools and five districts to non-AVID comparison groups based on demographic variables including ethnicity and low-income status. Though both AVID schools and the non-AVID comparison schools experienced increases in the number of students qualifying for Texas' advanced diploma during the four-year period of the study, schools implementing AVID showed increased enrollment of underrepresented students in more rigorous coursework while the comparison schools showed a decrease. In

addition, AVID schools showed increased high school completion rates while the graduation rates at comparison schools declined.

Watt, Huerta, and Lozano (2007) studied not only the AVID program but also the federal GEAR UP program to determine how these programs affect student educational aspirations, expectations, and anticipation; knowledge of college entrance requirements and financial aid, and academic achievement in math. The study involved four groups of 10^{th} grade students: three groups enrolled in either AVID or GEAR UP and a control group of students not enrolled in a college preparatory program. Through a combination of quantitative analysis and qualitative focus group sessions, the study determined that, while there were no significant differences among the educational expectations of the four groups, AVID and GEAR UP students did demonstrate higher levels of knowledge about college entrance requirements and financial aid options, though these differences were not statistically significant. However, significantly higher levels of academic preparation were found for AVID students as evidenced by higher levels of Advanced Placement course-taking, completion of upper-level math courses, and participation in dual enrollment courses for college credit.

Black, Little, and McCoach (2008) conducted a 2-year mixed-methods evaluation study of the AVID program at two middle schools. Students participating in the study were sixth and seventh graders. A third middle school that did not implement AVID served as a comparison site for the study. During the evaluation Black and her colleagues surveyed students on multiple occasions to determine attitudes toward school, academic self-efficacy, self-reported grades, time spent on homework, educational goals, and academic motivation. The study also assessed teacher beliefs about and experiences with

the AVID program, their satisfaction with AVID, and their level of agreement with the effects of the program on student variables. Finally, the researchers conducted interviews with teachers, principals, students, and parents to gather stakeholder perceptions about program effectiveness and the successes and challenges associated with its implementation. At the completion of the 2-year study, the team found that AVID students showed significantly more positive results in time spent on homework, language arts grades and performance perceptions, and enrollment in eighth-grade algebra. The qualitative portion of the evaluation also produced positive findings regarding the AVID program, with all stakeholder groups reporting favorable opinions of the program and supporting its continued implementation.

Hooker and Brand (2009) were interested not only in the AVID program but also in other programs designed to promote college readiness. They examined 23 school-wide reform initiatives, community-based after school programs, work-based learning opportunities, and college access programs which were designed to help students graduate from high school prepared for and informed about college. The evaluation of the AVID program took place in 20 Texas high schools, 10 with an AVID program and 10 without. AVID participants were found to have higher scores on state assessments and be more likely to complete a college-preparatory curriculum than were peers at the same school who did not participate in AVID. AVID was also associated with higher rates of enrollment in advanced courses and greater knowledge about college. In addition, schools that offered AVID improved their accountability ratings at a faster pace than did the comparison schools.

How are the results reported in the literature above achieved? In her article, *Rigor with Support: Lessons from AVID,* Swanson (2000) outlined the eleven essential elements that she, as founder of the original AVID program and subsequent AVID organization, views as critical to achieving success in both program implementation and student achievement outcomes. The essential program components include (1) targeting students "in the middle," (2) voluntary participation, (3) professional development, (4) an academic support elective, (5) writing, inquiry, collaboration, and reading (WICR) strategies, (6) an inquiry-based collaborative instructional approach, (7) a rigorous coursework requirement, (8) tutoring services, (9) adequate financial resources, (10) data collection and analysis, and (11) a site implementation team. Guthrie and Guthrie (2002) proposed the addition of three more "essentials" as part of their evaluation of eight successful AVID programs. These additional essentials include providing support for higher-level mathematics courses, professional development that is on-going rather than short-term in nature, and the selection of an AVID site coordinator who is a highly-skilled and well-respected teacher.

Guthrie and Guthrie's *The Magnificent Eight: AVID Best Practices Study. Final Report* (2002) provides insights as to other key components of a successful AVID program as well. In this case study, eight high school AVID programs in California were selected on the basis of their track records for consistent, high performance. The researchers conducted two rounds of site visits. During those visits they interviewed key staff members, AVID tutors, and students; observed both AVID and other academic classes; and examined student work and program documents. The results of the study not only supported the necessity of implementing the AVID essentials with fidelity, but also

noted that in successful AVID programs the role of data is not limited to accountability. In such programs, data also are used for program planning, documentation of program success, and program publicity. In addition, administrative support is critical to program growth and effectiveness.

Self-Regulation and Self-Regulated Learning

One relationship that has not been investigated in the existing research surrounding the AVID program is the connection between the AVID essentials and the development of self-regulated learning skills among participating students. However, a number of the essential components appear convergent with the theory of self-regulation.

Albert Bandura (1988, 1997) significantly influenced current thinking about self-regulation. His work regarding self-efficacy helped shape the direction and development of self-regulation as a concept. Bandura (1997) defined self-efficacy as the belief a person holds regarding his capability to accomplish tasks and succeed in life tasks. Such self-efficacy beliefs form the basis for motivation, personal accomplishment, and a sense of well-being since, "unless people believe they can produce desired effects by their actions they have little incentive to act or to persevere in the face of difficulties. Whatever other factors serve as motivators, they are rooted in the core belief that one has the power to effect changes by one's actions" (Bandura, 2004, p. 622)

Bandura (2004) lists four means by which individuals develop a strong sense of self-efficacy: mastery experiences, social modeling, social persuasion, and self-evaluation of physical and emotional states. Mastery experiences, which Bandura believes are the most effective in building strong self-efficacy, involve successfully overcoming difficulties to succeed at a given task. When success comes easily, people

are more likely to give up when faced with failure. However, persevering to overcome obstacles builds resiliency. Social modeling, a second means of building self-efficacy, occurs when individuals witness others they perceive as similar to themselves persevering in the face of difficulties and succeeding because of that perseverance. This modeling leads to the development of the belief that if the model can succeed so can the individual witnessing that success. Social persuasion occurs when others convince an individual that he has what it takes to succeed. Not only do these persuaders state their belief in the individual, but they also assist the individual in succeeding by placing them in situations that lead to success. Each success builds confidence and increases the person's belief in his ability to succeed. The final factor contributing to self-efficacy beliefs is the individual's own assessment of his physical and emotional state. Individuals monitor their levels of stress, anxiety, depression, and stamina and make judgments regarding their self-efficacy based on these internal perceptions.

Bandura's four sources of self-efficacy are instructive for educators and others because of the link between student sense of self-efficacy and the ability to self-regulate. Self-regulation is defined as "the self-directive process by which learners transform their mental abilities into academic skills" (Zimmerman, 2002a, p. 63). In order to self-regulate, individuals must organize their thoughts, emotions, and behaviors within their social-contextual surroundings (Reeve, Ryan, Deci, & Jang, 2012). Pintrich and Zusho (2002) found that judgments of self-efficacy are positively correlated with both self-regulation and performance: students who believe they have the ability to perform are more likely to practice self-regulation strategies. These strategies include processes such as goal setting, self-monitoring, and self-evaluation (Zimmerman, 2002a). When self-

regulation is applied to the academic setting, the term "self-regulated learning" is often used to describe student behavior. Self-regulated learning theory attempts to address the interaction of cognitive, motivational, and contextual factors rather than isolating their contributions to learning (Dinsmore, Alexander, & Loughlin, 2008).

Pintrich's (2000) definition of self-regulated learning expands on Zimmerman's definition specifying that self-regulated learning is "an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment" (p. 453). In comparison to students who have poor self-regulation skills, students who demonstrate good ability for self-regulation

> set better learning goals, implement more effective learning strategies, monitor and assess their goal progress better, establish a more productive environment for learning, seek assistance more often when it is needed, expend effort and persist better, adjust strategies better, and set more effective new goals when present ones are completed (Zimmerman & Schunk, 2012, p. 1).

Empirical Evidence on Self-Regulated Learning

A number of studies document the benefits of self-regulation for learners. Zito, et al. (2007) reviewed over 30 empirical studies of reading and writing performance of elementary school students. They found that self-regulated learners demonstrated increased persistence and effort toward academic tasks and were also better able to initiate and attend to those tasks than were students who displayed lower levels of self-regulation. In addition, Horner and O'Connor (2007) and Boekaerts and Cascallar (2006) report that students with lower levels of self-regulation skills are more likely to report negative feelings toward school work, be less focused and persistent, engage in behaviors that handicap their academic performance, and to be more critical of themselves and their

schoolwork. Horner and O'Connor (2007) make the link not only between self-regulated learning and student engagement factors but also to academic outcomes. They found that self-regulated learning skills are positively related to reading outcomes, especially among struggling students. Self-regulation skills also promote better academic achievement in other subject areas. Patrick, Ryan, & Kaplan (2007) report a correlation between self-regulated learning and performance in math for 5th-grade students, while De La Paz (2007) found that self-regulated learning enhances writing performance.

Self-regulation skills also have been shown to positively affect performance in post-secondary education (Pajares, 1996; Garavalia & Gredler, 2002). Williams & Hellman (1998) found significant correlations between the use of self-regulated learning skills and college grade point average among students from underrepresented populations. Metacognitive monitoring and control positively affected student learning in a study conducted with undergraduate students by Kornell and Metcalfe (2006), and Kitsantas, Winsler, and Huie (2008) found that first-semester college students who demonstrated greater self-regulation skills in time management also had higher college grade point averages at the end of both the second semester and the second year of college. Based on these findings, it appears likely that promoting self-regulation skills would assist high schools in both their efforts to close the achievement gap and their efforts to prepare students for successful enrollment in and completion of post-secondary education.

If students are to become self-regulated learners, they must access multiple processes and strategies. Pintrich (1999) identified three categories of self-regulation strategies: (1) cognitive learning strategies, which help students to attend to, select,

elaborate and organize information in a way that promotes deep understanding, (2) metacognitive and regulation strategies, which allow students to plan, monitor, and regulate their cognitive strategies, and (3) resource management strategies, which help students control the internal and external resources at their disposal. In the same study, Pintrich (1999) found a number of factors to be positively related to self-regulated learning. These factors include student self-efficacy, task value beliefs, and a mastery goal orientation. Students are more likely to use self-regulated learning strategies if they are confident in their skills and believe they can learn. Task value beliefs affect the use of self-regulated learning skills in that students who view their work as relevant, interesting, and useful tend to put forth more effort and spend more time on the learning task at hand. Finally, students who set goals related to the mastery of academic material apply more self-regulated learning skills than do those whose goal is simply to get good grades. The external motivation of grades does not produce the same commitment to learning as does the intrinsic goal of mastery.

Boekaerts and Cascallar (2006) expanded on Pintrich's thinking by including motivation and volitional strategies along with the cognitive and metacognitive approaches to self-regulation. To some degree, these new categories of self-regulation strategies address the underlying factors of self-efficacy, task value beliefs, and mastery goal orientation analyzed in Pintrich (1999). Motivation strategies are those which assist students in self-regulating their motivation for learning and their investment of effort in the learning process, while volitional strategies assist students in complying with social expectations and rules and dealing with obstacles they encounter as they strive to meet learning goals. Examples of motivational strategies include initiating activities that set the

scene for learning, assigning value to a learning activity, and motivating oneself to both begin a learning activity and persist until the completion of the activity (Boekaerts & Cascallar, 2006). Volitional strategies include setting an action plan and carrying it out, budgeting time, checking work, and overcoming barriers to learning (Corno, 2012). These self-regulatory beliefs and strategies, along with the metacognitive self-regulation strategies can be learned from instruction and modeling of teachers and peers (Zimmerman, 2002b), and, by routinely applying self-regulatory strategies to academic tasks, students begin to develop academic work habits that promote school success (Corno, 2012).

Schunk and Zimmerman (1996) identified four developmental levels which learners pass through on their way to developing self-regulation. These levels include observation, emulation, self-control, and finally self-regulation. Boykin and Noguera (2011) note that the first two levels on the path toward self-regulated learning draw on social learning factors while the latter two depend more on self-focused factors. Observation and emulation occur as a reiterative process while children progress toward the third level of self-control.

> Depending on the ability and self-efficacy (i.e., the belief in one's ability to perform a specific task) of the children, the complexity of the modeled activity, and the difficulty of the task (e.g., reading material), the children and model may go back and forth between these two levels multiple times before the children have become sufficiently proficient to move to the next level." (Horner & O'Connor, 2007, p. 100).

At the third level, self-control, students may not perform the newly-learned task consistently and may at time require guidance in order to apply the strategy (Zimmerman, 2000). While they have internalized the required thoughts and actions at this stage, they are still dependent on the model presented in the earlier phases of the process. Upon

reaching the fourth level—self-regulation—students demonstrate the ability to move between self-regulated learning strategies and apply these strategies strategically to accomplish learning tasks (Clay, 1991). To promote student movement through Schunk and Zimmerman's (1996) four developmental levels, teachers must create classroom environments that facilitate self-regulation, directly teach self-regulation strategies, and personally model these strategies for students.

Promoting Self-Regulated Learning

Students with better academic self-regulation skills tend to have more motivation for academic activities and exhibit higher levels of learning (Pintrich, 2003). Though initial research related to academic self-regulation studied the facets of the concept itself (Boekaerts et al., 2000) and sought to identify key self-regulatory processes (Pintrich, 2000; Pintrich & Zusho, 2002), more recent work in this area identified promising methods of promoting the development of student self-regulation skills.

Niemiec and Ryan (2009) couched their discussion of ways in which schools can promote the development of self-regulation skills within self-determination theory, which they define as "a macro-theory of human motivation, emotion, and development that takes interest in factors that either facilitate or forestall the assimilative and growth-oriented processes in people" (p. 134). Self-determination theory identifies the underlying source of student autonomous self-regulation and helps explain how social influences either support or inhibit student self-regulation capacities (Reeve et al., 2012). Self-determination theory posits that, when teachers meet student basic psychological needs for autonomy, competence, and relatedness, students are more likely to

demonstrate internalized motivation to learn as well as to show more autonomous engagement in their schoolwork (Ryan & Deci, 2000).

Teachers meet student needs for autonomy, competence, and relatedness by providing voice and choice related to school assignments, minimizing any sense of coercion in the classroom, and giving a meaningful rationale for learning activities (Niemiec & Ryan, 2009). Students demonstrate autonomy when they experience a sense of choice over their actions, attribute their actions to an internal perceived locus of causality, and feel volitional (Reeve, et. al., 2012). Though teachers cannot directly create autonomous feelings for students, they can support autonomy in the classroom. Chirkov and Ryan (2001) found that, when students perceived teachers to be supportive of their autonomy, they exhibited greater internalization of academic motivation. Student sense of autonomy and control over their own learning is also facilitated in classrooms where teachers "invite their students to collaborate in small groups on authentic problems and…expect group members to share information and engage in knowledge building discourse" (Boekaerts & Cascallar, 2006, p. 206). In addition, listening, asking what students want or need, creating independent work time, encouraging students' voice, positioning students near learning materials, providing rationales, offering encouragement, offering hints, being responsive, and acknowledging students' perspectives and experiences are empirically validated means of supporting student autonomy (Reeve, et al., 2012).

The type of learning environment described by Boekaerts and Cascallar (2006) also contributes to teacher ability to meet student need for competence. Students gain competence in academic content through "active and constructive interaction with the

fundamental concepts and structure of the content domain" (p. 205). When students are allowed to work together to build their knowledge through meaningful interaction with one another, their feelings of competence increase. Teachers can further support competence development by introducing learning activities that are optimally challenging, providing students with the appropriate learning tools, and furnishing students with feedback that downplays evaluation and emphasizes ways students can master the assigned tasks (Niemiec & Ryan, 2009).

The third psychological need addressed by self-determination theory, relatedness, can also be addressed by classroom teachers. As with autonomy and competence, relatedness is encouraged in constructivist classrooms where students work together to solve problems (Boekaerts & Cascallar, 2006). Relatedness is also closely associated with student perceptions as to whether or not they are genuinely liked, respected, and valued by the teacher (Niemic & Ryan, 2009).

While meeting the psychological needs of students creates a classroom environment that promotes formation of academic self-regulation skills, evidence also exists regarding the effectiveness of direct instruction in such skills. As noted earlier, Schunk and Zimmerman (1996) identified four developmental levels through which learners pass on their way to developing self-regulation. These levels include observation, emulation, self-control, and finally self-regulation.

Teacher modeling of self-regulation skills is implicit in this four-step process, particularly in the early stages of observation and emulation. Mason (2004) studied struggling fifth-grade readers, most of whom were from low-income backgrounds. Students received training in goal setting, self-monitoring, and self-reinforcement in

addition to training in specific reading strategies. Students who received the self-regulation intervention demonstrated enhanced reading outcomes when compared to those who received only reading strategy instruction. Perels, Gürtler, and Schmitz (2005) compared methods of teaching self-regulation skills to a group of German eighth-graders. Students received either training in academic self-regulation skills, training in mathematical problem-solving skills, training in both sets of skills, or no additional training above regular classroom instruction. The students who received both types of training showed significant improvements in academic self-regulation and maintained these skills four weeks later in a follow-up assessment. The group receiving only one type of training or no training at all did not show significant improvement in academic self-regulation skills. These studies and others (Schunk, 2005; Schunk & Zimmerman, 2007) support the practice of integrating the teaching of academic self-regulation skills with the teaching of traditional academic subject matter. Schunk (2005) notes that self-regulation is often not stressed by teachers who feel pressure to prepare students for standardized tests. However, the studies cited above suggest that teaching self-regulation skills to students during content instruction may yield both increased academic self-regulation and increased test scores.

Self-Regulated Learning and Advancement via Individual Determination (AVID)

A number of components of the Advancement via Individual Determination (AVID) program are likely to support the development of autonomy, relatedness, and competence among students which in turn promotes self-regulated learning. The concept of autonomy is inherent in the name of the AVID program; "individual determination" indicates students have control over the outcomes of their schooling. Voluntary

participation on the part of students is one of the AVID Essential Elements and a key part of any successful AVID program (Swanson, 1989). Students must be willing to do the hard work that it takes to succeed in advanced courses and must commit to active participation in the AVID elective class (Guthrie & Guthrie, 2002). This requirement is consistent with evidence that student autonomy develops when students experience a sense of choice over their actions and attribute their actions to an internal perceived locus of causality (Reeve, et. al., 2012).

Two other AVID Essentials, inquiry-based instruction and classroom-based tutoring also promote student autonomy (Swanson, 2000). The AVID elective course provides opportunities for teachers and students to work directly on academic skill building two to three days per week. The AVID lessons are designed to promote higher-level reading, writing, and problem-solving skills and take an inquiry-based rather than a direct instructional approach. The structure of AVID tutorials, which occur twice per week with trained college-student tutors, requires students to come prepared with questions to pose to their tutoring group. Students are not passive participants but instead work together to solve problems and find answers. These two AVID essentials reflect the research showing that autonomy develops in classrooms when teachers "invite their students to collaborate in small groups on authentic problems and…expect group members to share information and engage in knowledge building discourse" (Boekaerts & Cascallar, 2006, p. 206).

AVID also promotes the development of feelings of competence among participating students. "Competence involves understanding how to attain various external and internal outcomes and being efficacious in performing the requisite actions"

(Deci, Vallerand, Pelletier & Ryan, 1991, p. 327). The AVID elective instructional program and tutoring opportunities both contribute to the development of a sense of competence since they provide the support necessary to make another AVID essential, the advanced coursework requirement, fall in to the realm of "optimally challenging" work. Niemiec and Ryan (2009) indicated the importance of providing optimally challenging opportunities along with making appropriate learning tools available and furnishing students with feedback that downplays evaluation and emphasizes ways in which students can master the assigned tasks. All three of these approaches promote the development of competency.

Addressing relatedness needs of students is another important part of the AVID program. The AVID essential of voluntary participation applies not only to students but also to teachers. Teachers who choose to teach the AVID elective course or become members of the AVID site team do so because they are committed to broadening access to advanced coursework and college admissions. This choice and commitment on the part of AVID staff members helps demonstrate to students that the AVID teachers genuinely like, respect, and value them, which promotes feelings of relatedness (Niemic & Ryan, 2009). That sense of relatedness is also strengthened by the constructivist, collaborative nature of the AVID elective coursework and tutoring component.

In addition to meeting the psychological needs of autonomy, competency, and relatedness, the AVID program also promotes self-regulated learning through teacher and peer modeling and direct instruction in self-regulation skills. Pajares (2012) lists a number of self-regulated learning behaviors which are exhibited by successful students. These behaviors include:

- Finishing homework assignments by deadlines.
- Studying when there are other interesting things to do.
- Concentrating on school subjects.
- Taking useful class notes of class instruction.
- Using the library for information for class assignments.
- Effectively planning schoolwork.
- Effectively organizing schoolwork.
- Remembering information presented in class and textbooks.
- Arranging a place to study at home without distractions.
- Motivating oneself to do schoolwork.
- Participating in class discussions (p. 119).

Through direct instruction in the AVID elective, the requirement that AVID students adhere to detailed requirements for keeping an AVID binder and taking Cornell notes in class, and the monitoring and support for setting and achieving personal academic goals, AVID supports the development of these self-regulated learning behaviors.

CHAPTER 3: CONCEPTUAL FRAMEWORK

In 2005, Jenks High School administrators identified a need to broaden access to Advanced Placement courses beyond what could be viewed as the "typical" AP student (i.e. high-achieving, high socioeconomic, white students). The district's demographics reflected an increasing population of minority students as well as a growing number of students who qualified for free or reduced meals, but enrollment statistics for Advanced Placement courses did not reflect this diversity. The administration sought a way to both prepare minority students for rigorous coursework and entice them to enroll in such courses. After learning of the AVID program from an information session sponsored by the Oklahoma State Department of Education, administrators formed a committee of teachers who further investigated the program and its potential benefits. These initial steps led to the identification of several desired program outcomes: increased participation in advanced coursework, higher rates of high school graduation, and higher rates of enrollment in post-secondary education. Achieving the AVID program's outcomes requires significant resources. These resources were grouped in to three categories: social capital, financial capital, and human capital.

Figure 1. below illustrates the program resources, activities, mediating condition, outcomes, and impact for the Jenks High School AVID program. This Theory of Action demonstrates the intentions of the program planners at the initiative's inception, with the exception of the mediating condition, self-regulation, which was not explicitly identified at that time. Though the activities found in the AVID program theory of action are prescribed by the requirements of the AVID organization and therefore did not require contemplation of the specific local context, the resources, mediating conditions,

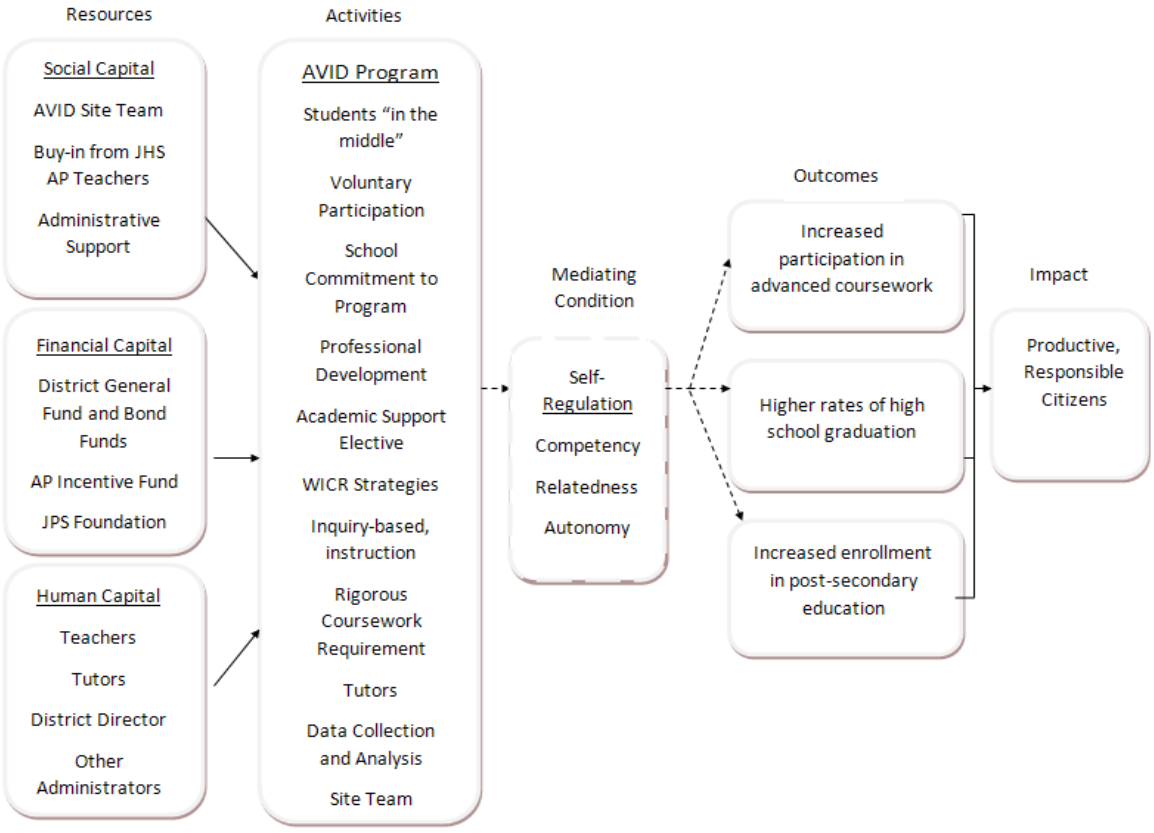


Figure 1. Jenks High School AVID Logic Model

outcomes, and output included in the model were derived from data gathered during the planning phase of the program and during the ensuing years of program implementation.

The order of these resources is intentional. Building internal support for the program provided a strong basis for implementing the AVID essentials (the model's activities). Watt, Huerta, and Cossio (2004) indicate that a key to the success of the AVID program lies in the selection of the AVID site team members and AVID elective teachers. Teachers selected should be "eager and willing to be change agents through proper implementation of AVID" (p. 13). In addition, support from site and district leadership proved to be a vital component in the program's initiation and continuation at Jenks High School. One assistant principal at the site initiated the exploration of the

AVID program and "sold" the district administration on its potential. Another assistant principal took on the role of district AVID coordinator in addition to her other assigned duties.

Once the site team and administration were "on board" with AVID, the next step to implementing the program activities involved identifying available financial resources. Program membership, professional development, staffing of the AVID site team and elective classes, and purchase of the required AVID curriculum materials and library resources all required funding. Bond funds purchased curriculum and library resources. To pay for professional development for teachers and administrators, district leaders applied for and received a grant from the Jenks Public Schools Foundation. Once those grant funds expired, the district used a portion of its state AP Incentive Fund, which provided support for expanding Advanced Placement programs in Oklahoma, to pay for the required annual AVID professional development. With the elimination of the AP Incentive Fund during cost-cutting measures put in place by the Oklahoma State Department of Education, the district began funding summer training through the general fund. In addition, the district's general fund provided for program membership fees, the salaries of the AVID elective teachers and the AVID tutors, and the extra duty stipends for the AVID site team members and site coordinator from the program's inception.

Human capital and financial capital are closely related in the model. Without the financial capital, the human capital resources would not be available. Fortunately, financial resources have held relatively steady for the program over the course of its six-year existence, despite the general economic downturn. The district uses this funding to provide human capital resources: AVID elective teachers, AVID tutors, site team

members, the district coordinator, and administrators who spend a portion of their time working in support of the program.

The resources provided in support of the AVID program allow the implementation of the program's "activities," which come directly from the national AVID program's "Eleven Essentials." Many of these AVID essentials can be classified using the categories of self-regulation skills outlined by Pintrich (1999) and Boekaerts and Cascallar (2006), adding to the argument for self-regulation as a mediating condition between the program activities and its desired outcomes.

The first category of self-regulation skills includes those that help students to attend to, select, elaborate and organize information in a way that promotes deep understanding. Teachers in the AVID academic support elective provide direct instruction on a variety of methods for accomplishing this goal, including critical reading strategies, discussion strategies, critical thinking processes, and the use of Cornell notes, a two-column note format developed at Cornell University to help students process information delivered in a lecture format.

The second category of self-regulation skills encompasses metacognitive and regulation strategies which allow students to plan, monitor, and regulate their cognitive strategies. AVID provides a variety of opportunities for students to reflect on their learning process, most notably during the twice-weekly tutoring sessions which are facilitated by a college-age tutor but led predominately by the AVID students themselves. The inquiry-based, collaborative instructional approach also promotes metacognitive thinking, and, in addition, students have the opportunity to reflect on their learning

process with the AVID elective teacher during weekly progress checks of performance in other academic classes.

The third category of self-regulation skills includes Pintrich's (1999) resource management strategies as well as the motivational and volitional strategies discussed in Boekaerts and Cascallar (2006). These strategies help students control internal and external resources which are at their disposal as well as manage their own level of motivation and ability to overcome obstacles to learning. AVID implies an internal resource orientation and the importance of motivation by including the words "individual determination" in the program name. Students are supported through the AVID academic support elective, yet constantly reminded that their own decisions and effort drive their academic results and their ability to overcome obstacles. The AVID program also promotes awareness of external resources by bringing in guest speakers, providing college tours, and assisting with the college admissions and financial aid processes.

Each of the types of self-regulation skills above contribute to the likelihood the Jenks High School AVID program will accomplish the desired outcomes of increased participation in advanced coursework, higher rates of high school graduation, and higher rates of enrollment in post-secondary education included in the program's theory of action. The final component of the AVID Program Theory of Action is the desired "impact": productive, responsible citizens. Taken from the district's mission statement, this effect reflects the challenge faced by educators today. In the current economic and political climate, ensuring that all students receive an education which prepares them to be productive, responsible citizens must be the primary goal of public education.

Through the implementation of this theory of action, achieving that goal is exactly what those involved in the AVID Program at Jenks High School intend to do.

CHAPTER 4: METHOD

When leaders at Jenks High School identified the AVID program as a promising approach for their effort to meet the needs of all students, they had three program outcomes in mind: increased participation in advanced coursework, higher rates of high school graduation, and increased enrollment in post-secondary education. As the program neared the end of its seventh year of implementation, it warranted a closer look to determine not only if it has accomplished the intended outcomes but also if the process by which it has gone about attempting to do so continues to be optimal. This program evaluation uses a mixed methods approach to determine if the outcomes sought during the design and initial implementation of the AVID program at Jenks High School have been achieved.

Mixed Methods Design

Mixed methods research combines the strengths of both quantitative and qualitative approaches. Creswell and Plano Clark (2007) define mixed methods research as follows:

> Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone. (p. 5)

The complex environment of public education and programs within that environment make capturing the strengths and weaknesses of a particular initiative difficult. The mixed methods approach was selected to provide a more nuanced view of the AVID

program at Jenks High School than could be developed using either solely quantitative or qualitative measures. This approach allows for the study of the AVID program from multiple vantage points. The qualitative portion of the study includes focus group sessions with four stakeholder segments: AVID Academic Support Elective teachers, AVID site team members, Jenks High School principals, and the AVID district director. In addition, qualitative data were collected during observations of the AVID Academic Support Elective classes. The quantitative portion of the study includes data on student demographics, academic performance, participation in college-entrance testing, graduation rates, and college entrance. In addition, quantitative data were gathered from the Academic Self-Regulation Questionnaire (SRQ-A) administered by Jenks High School in the spring of 2013. The SRQ-A assesses individual differences in the types of motivation or regulation. Ryan and Connell (1989) introduced the format for a series of self-regulation questionnaires, including the SRQ-A, and since that time this format has been used extensively to measure academic self-regulation among students in upper elementary grades through the high school years.

Qualitative Design

The qualitative portion of the program evaluation is based on the case study design model found in Yin (2009). The context of the program evaluation is a single site—the AVID program at Jenks High School, a suburban high school in the lower Midwest. Because the research questions for this portion of the evaluation focus on the implementation of the AVID Essentials and the social capital component of the program resources, the unit of analysis will be both at the teacher and at the school level. A number of AVID essentials rest with the teacher and his or her fidelity in implementing

the program. However, the responsibility for several of the AVID Essentials—including selection of students "in the middle," voluntary participation, professional development, tutors, the AVID site team, and data collection and analysis—lies with the school. Likewise, the social capital factors include both teacher level components, such as program buy-in from Advanced Placement teachers, and school level components, such as administrative support.

Qualitative data regarding the implementation of the AVID program were gathered through a combination of focus group sessions, direct observation of AVID elective classes, an open-ended response question included on an AVID student survey administered by Jenks High School in the spring of 2013, and examination of administrative records. The researcher conducted four focus group sessions of approximately one hour each in order to target different segments of the AVID program personnel: AVID elective teachers, AVID site team members, AVID site administrators, and the AVID district director. Of the five AVID elective teachers, four participated in the focus group session. The fifth teacher declined to participate in the focus group session due to personal time constraints but agreed to allow the researcher to observe her AVID elective class. Six of the 27 active AVID site team members participated in the Site Team focus group. The six participants represented a variety of roles within the site team, including classroom teachers, AVID tutors, and district-level coordinators and directors. The site administrators focus group consisted of the site principals of both Jenks High School and Jenks Freshman Academy (both of which are served by the Jenks High School AVID program) as well as four assistant principals. The district director was

interviewed in a one-on-one session since she is the only person who serves the district in that capacity.

Participants in each focus session were assigned pseudonyms in order to ensure their privacy. A list of the participants' pseudonyms and their roles can be found in Appendix A. All participants in the focus groups engaged in the activity on a voluntary basis and were advised that they could discontinue their participation at any time. Participants also had the opportunity to review the transcript of their focus group session and make clarifications and corrections. Though the interview protocols were differentiated to account for the roles of the personnel interviewed in each focus group session, the questions centered on the goals of the AVID program, the group's perceptions of the "typical" AVID student, the reasons participants chose to become involved with AVID, the components of a successful AVID program, and the relationship between the AVID program and the larger school setting. The interview protocol for each focus group session can be found in Appendix B.

Direct observations of AVID elective classes provided the opportunity to observe the instructional practices of the AVID teachers. Observation sessions were scheduled in advance. The researcher used the Classroom Observation Form (Appendix C.) to record data regarding the use of WICR (Writing, Inquiry, Collaboration, and Reading) strategies, evidence of an inquiry-based instructional approach, support of a rigorous coursework requirement, and the presence of the tutoring component of the program.

As an extension of the Academic Self-Regulation Questionnaire administered in the spring of 2013 by Jenks High School, AVID students were asked to answer the following question, "In thinking about your answers to the questions above, how has

participating in the AVID program affected the reasons why you act in the way that you do regarding completing homework, doing classwork, answering hard questions, and trying to do well in school?" Student responses to this question provided data regarding the effectiveness of the program in achieving its stated outcomes: increased participation in advanced coursework, higher rates of high school graduation, and increased enrollment in post-secondary education.

Taylor-Powell and Renner (2003) provided the framework for the analysis of the qualitative data gathered during this project. Their five-step process involves first getting to know the data through multiple reviews of the collected resources then finding a focus for data analysis, whether that be by question, topic, time period, or event or by case, individual, or group. The researcher then must categorize the information, looking for themes or patterns and organizing them in to coherent categories. Finally, it is important to identify patterns and connections within and between the categories and then bring all of this together with data interpretation.

Focus group transcripts were carefully analyzed to gather evidence for each of the qualitative research questions. In particular, the researcher reviewed the data for areas in which participants disagreed. Representative comments from focus group sessions were selected in answer to the qualitative research questions included in this program evaluation. When participants did not agree or shared information which was substantially different in nature, all viewpoints are included in the comments selected for use in this evaluation.

Quantitative Design

While the program evaluation relies on qualitative methods to determine the Jenks High School AVID program's level of adherence to the AVID Essentials and investment of social capital resources, a quantitative approach is used to analyze the level of self-regulation skills among program participants. Data collected by the school district were analyzed to determine whether or not the AVID program significantly affects the development self-regulation skills. Descriptive data gathered from administrative records was used to evaluate the financial capital and human capital program resources as well as to record the demographic characteristics of participating students and the program outcomes. For the outcomes listed in *Figure* 1. above—participation in advanced coursework, high school graduation, and enrollment in post-secondary education—data regarding the performance of AVID students and the students selected as part of the comparison group above are considered. The tables in Appendix D. list the descriptive data gathered during this program evaluation.

The district administers the Academic Self-Regulation Questionnaire (SRQ-A) to current AVID students as well as a group of students "in the middle" (having between a 2.5 and 3.5 GPA) academically who are selected at random. The students who do not participate in the AVID program are selected through random draw by grade level in order to match the number and grade-level distribution of the AVID students.

The SRQ-A has been used extensively in education settings to measure student self-regulation both in North America as well as in Germany, Belgium, and Japan (Guay, Ratelle & Chanal, 2008). The survey asks four questions regarding why students do their school work:

1. Why do I do my homework?
2. Why do I work on my class work?
3. Why do I try to answer hard questions in class?
4. Why do I try to do well in school?

Each of the above questions is followed by several statements that represent the four regulatory styles used in this scale (external regulation, introjected regulation, identified regulation, and intrinsic motivation). Examples of statement stems representing external regulation include "because I'll get in trouble if I don't" and "because that's the rule." Introjected regulation is represented by statement stems such as, "because I want the teacher to think I'm a good student" and "because I"ll feel bad about myself if I don't." Stems such as "because I want to understand the subject" and "because I want to learn new things" represent identified regulation, while "because it's fun" and "because I enjoy it" represent internal regulation. To complete the survey, students select from four answer choices indicating the degree to which they agree each of the statements applies to themselves. For each statement students indicate whether they perceive it to be "very true," "sort of true," "not very true," or "not at all true" about themselves.

Ryan and Connell (1989) first established the validity and reliability of the Academic Self-Regulation Questionnaire in a series of studies of over 400 elementary students from urban, suburban and rural schools. An early exploratory study involving only suburban students narrowed the survey items to the existing set of questions and survey stems. In further studies with a more diverse population, the researchers examined the survey items and found "internal consistency estimates *(a)* for each reason category ranged from .62 to .82, indicating moderate to high levels of internal

consistency within all three samples" (p. 752). In addition, they found that the regulatory categories which are closest to one another along the spectrum from external regulation to internal regulation correlate more highly than do those which are further away from one another. This realization led to further analyses and the identification of one internal and one external subscale. The authors described their findings regarding this factor analysis by stating,

> In exploratory analyses, we subjected the 26-item academic survey in our largest sample (Sample 4, « = 450) to varied factor analyses. A meaningful two-factor solution emerged with a first factor anchored at the internal end and a second at the external end of the PLOC continuum. Middle-ground items, that is, introjection and some from the identified category, generally manifest a cross-loading pattern. Using a liberal cutoff of .45 for scale inclusion and .3 for maximal cross-loading resulted in two clean subscales, one internal and one external (p. 753)

At Jenks High School, one hundred and one AVID students participated in the SRQ-A survey in the spring semester of 2013. The comparison group of students in the middle included 103 survey participants. In order to select students for the comparison group, the school used a random number generator to identify participants from the pool of students with grade point averages between 2.5 and 3.5. The number of students at each grade level selected for participation in the comparison group matched the number of AVID students in that grade. Absenteeism on the day of the survey administration accounts for the slight difference in the number of participants in the two groups. Though the comparison group was selected from the group of students in the middle academically—the target population for participation in the AVID program—the demographics of the two groups proved to be different in nature when factors outside

grade point average were examined. *Table 1*. below provides a comparison of the two groups to the overall demographics of the school site.

Demographics	AVID Group	Comparison Group	Total School
Free and Reduced Lunch	50.0%	17.4%	28.7%
White (Non-Hispanic)	48.8%	72.2%	65.6%
Black	14.1%	7.6%	9.0%
Hispanic	21.7%	4.3%	6.5%
Asian	12.0%	6.5%	8.0%
Native American	2.2%	8.7%	10.5%
Native Hawaiian/Pacific Islander	1.1%	0.0%	0.2%

Table 1. Demographic Data for SRQ-A Participants

The comparison group demographics more closely reflect the overall demographics of the school site than do those of the AVID group. In 2012-2013, 65.6 percent of students were white, 10.6 percent Native American, 9 percent Black, 8 percent Asian, 6.5 percent Hispanic, and .2 percent Native Hawaiian or Pacific Islander. That year, 28.7 percent of students qualified for free or reduced price lunches. Based on these statistics, the comparison group proved to have a higher percentage of white students and slightly lower percentages of each of the remaining subgroups than did the overall student population. The percentage of participating students who qualified for free and reduced price lunches was also lower than the all-school percentage.

Participating students completed the Academic Self-Regulation Questionnaire using an online format. Following survey administration, several different approaches

were used for data analysis. First, subscale scores for each regulatory style were computed for both the AVID group as well as for the comparison group. This process resulted in group subscale scores for external regulation, introjected regulation, identified regulation, and integrated regulation for AVID and the comparison group. To calculate the subscale score for each regulatory style, values were assigned to each survey answer using the scoring protocol established in Grolnick & Ryan (1989). Under this protocol, a value of 4 is assigned to each answer of "very true," a 3 to each answer of "sort of true," a two to each answer of "not very true," and a 1 to each answer of "not at all true." The assigned values are then totaled to determine the subscale score—the higher the subscale score, the higher the level of identification with the regulatory style.

Once a subscale score was calculated for each of the four regulatory styles, the Relative Autonomy Index (RAI) scores for AVID and the comparison group were determined. The relative autonomy index (RAI) calculation combines the four subscale scores for each group to derive an overall measure of self-regulation. The RAI is calculated by weighting the external subscale -2, the introjected subscale -1, the identified subscale +1, and the intrinsic subscale +2. The resulting formula is

$$2 \text{ X Intrinsic} + \text{Identified-Introjected-2 X External}$$

This formula produces a RAI score reflecting the overall regulatory style of the participants—the more positive the relative autonomy index, the more autonomous the regulatory style (Grolnick & Ryan, 1989).

In addition to calculating subscale scores for each regulatory style and the Relative Autonomy Index for AVID and the comparison group, the researcher also conducted statistical analysis of the survey results to determine the level of variance in

regulatory style between the AVID participants and the comparison group as well as within the AVID group itself. A review of the survey data indicated that 202 cases of the 204 sets of responses were useable for purposes of statistical analysis. In two cases, students provided a very limited number of responses, resulting in a large number of missing values. These two cases, both AVID students, were eliminated from consideration. This reduced the number of AVID cases to 99, while the number of comparison group cases remained at 103. Some of the remaining 202 cases included a small number of missing data points. The missing values were replaced using the linear interpolation method within SPSS. This process involves replacing the missing values with the average of the two items on either side of the missing data point.

Once the data were cleaned in the manner described above, survey items associated with each of the regulatory styles were combined into one variable. A statistical analysis of the AVID group and comparison group data using comparison of means and one-way ANOVA for each of the four regulatory styles was then completed. In addition to examining the differences in regulatory styles between the AVID group and the comparison group, differences among students within the AVID program who had participated in the program for differing amounts of time were also examined. Students were grouped into three categories based on the amount of time they had participated in AVID: Students who had participated for one year, students who had participated for two years, and students who had participated for three or four years. The decision to combine three or four year participants into one group for purposes of analysis was made because of the small numbers. Of the 101 AVID participants, only three had participated during all four years of high school. Combining this group of

students with those who had participated for three years resulted in a larger group of 18 students, which was more comparable to the other student groupings. Those groupings had 54 students and 28 students.

Addressing Researcher Bias

Patton (2002) stated, *"*In qualitative inquiry*, the researcher is the instrument"* (p. 14, emphasis in original). With that idea in mind, it is important to acknowledge the potential for bias on the part of the researcher in any study which includes qualitative components as does this one. The researcher currently serves as an assistant superintendent for Jenks Public Schools. Prior to moving in to that role seven years ago, she worked as the academic assistant principal at Jenks High School. The planning year and the first year of implementation of the AVID program took place during her tenure at the high school, and she was involved in recruiting the teachers who were initially involved on the site team and as the AVID elective teacher.

The researcher's current role in the district and her prior work at Jenks High School provide both drawbacks and advantages for her work. She has a deep understanding of the organizational context. However, that familiarity with the organization can lead to unintentional blind spots during the program evaluation process which an outside researcher might not experience.

CHAPTER 5: FINDINGS

During the course of this program evaluation, the researcher conducted a series of focus group sessions with the AVID Academic Support Elective teachers, the AVID Site Team, and the high school administrative team. In addition, the AVID District Director was interviewed individually. Focus group participants were assigned pseudonyms to ensure anonymity, and those pseudonyms are used throughout this evaluation when comments are attributed to specific participants. Data gathered from these sessions as well as classroom observations of each of the four Academic Support Elective teachers and a review of administrative records provided a rich pool of information to draw from when considering the research questions posed during this program evaluation. These research questions include:

1. To what extent does the Jenks High School AVID Program conform to the AVID "Eleven Essentials"?

2. To what extent do the AVID "Eleven Essentials" promote the development of competency, relatedness, and autonomy, the components of self-regulation?

3. Do students participating in the Jenks High School AVID Program exhibit higher levels of self-regulation than do other students "in the middle"?

4. To what degree has the Jenks High School AVID Program promoted higher rates of advanced coursework participation, high school graduation, and enrollment in postsecondary education among program participants?

The findings related to each of the above questions will be addressed in detail in this chapter.

Question 1: To what extent does the Jenks High School AVID Program conform to the AVID "Eleven Essentials"?

In her article, *Rigor with Support: Lessons from AVID*, Swanson (2000) outlined the eleven essential elements that she, as founder of the original AVID program and

subsequent AVID organization, views as critical to achieving success in both program implementation and student achievement outcomes. The essential program components include (1) targeting students "in the middle," (2) voluntary participation, (3) professional development, (4) an academic support elective, (5) writing, inquiry, collaboration, and reading (WICR) strategies, (6) an inquiry-based collaborative instructional approach, (7) a rigorous coursework requirement, (8) tutoring services, (9) adequate financial resources, (10) data collection and analysis, and (11) a site implementation team. Evidence of the extent to which the AVID program at Jenks High School conforms to these Eleven Essentials can be found below.

Students in the Middle

The selection of students in the middle is a foundational part of the AVID Eleven Essentials. AVID is not an "at-risk" program, but instead strives to create college readiness in students who are in the academic middle of the student body. Members of all four focus groups demonstrated knowledge of and concern for the need to identify the "right" student population for the AVID program. The challenge of selecting appropriate students emerged as a consistent theme across focus group sessions with AVID program personnel. The theme was especially prevalent in the sessions conducted with high school administrators and the district director.

During the AVID Teacher Focus Group, Connie immediately broached the subject of serving students in the middle academically when asked about the goals of the AVID program. She stated that she views the program as one which seeks, "the sometimes underserved, sometimes that kid in the middle that's a good student but

maybe doesn't have the proper support at home, that no one has told, 'Yes, you can do this.'"

The participants in the AVID Site Team, Principals, and District Director Focus Groups all discussed both the need to appropriately identify that student in the middle and the challenges that accompany doing so. Allan, a teacher participating in the Site Team focus group, shared a common concern: the perception among some members of the school community that AVID serves "at-risk" students. He stated,

> One of the things that early on was a misconception is that it was for "at risk" students. And it's certainly not that. If there's a student who's at risk but also shows a lot of potential, then they might still be a qualified candidate, but it's really for those kids in the middle, kids who need that nudge to get to where they need to be and to realize that they can go on to college.

In the Principal Focus Group, this challenge was made clearer by Ed, who previously served as an AVID elective teacher and site coordinator, when he shared that the AVID organization's criteria for a student in the academic middle differs somewhat from that of Jenks High School.

> The national AVID office talks about identifying students in the middle. Some of them look at students with a GPA of 2.0-3.5… that's a challenge because if you look at our class rank—even though we don't officially rank—the student with a 2.0 is at the bottom of the class. So you could have a student who—we were looking at some with a 2.3 or a 2.4—and they are in the lowest third of their class.

Callie, the current AVID site coordinator, echoed these concerns when she stated,

> At Jenks High School in a graduating class a 2.0 tends to be the lowest fifth percentile. That is not a student in the middle. So, for our students it's a little higher on the GPA scale than what would be traditional for a national AVID definition.

The selection of students who more accurately reflect the academic middle of the overall student body proved to be a challenge during the initial implementation of the program and represents an area which has been refined over time. Callie stated,

> When we first started, we weren't quite sure necessarily what we were doing, so some of our student choices weren't really the most qualified students for the program. Because we were looking at more the "at risk" model, and now that we've realize where maybe in those first few years we could have improved and we continue to improve.

The AVID district director concurred, stating, "We've grown in accuracy in identifying that "student in the middle" that AVID is looking for." This accuracy influences both the success of students in the program and the perceptions of staff members who are not directly involved in AVID. The district director went on to say,

> I was frustrated a lot in the beginning that teachers saw them as students who really shouldn't have been in their AP classes. So we had to do a lot of education with teachers, and frankly some of them may not have belonged in there. As we've gotten better at identifying the students, we do have kids who should be in there.

The district director attributes the improvement in selecting students who are the right fit for AVID not only to the refinement of the "student in the middle" GPA criteria, but also to the process used for interviewing incoming students.

> We've refined a process where I start the education process as I did before, and we send out letters to students who meet the criteria. So we sent out about 300 letters the last couple of years. Then, we have parent meetings. Once students have applied, we use a Google forms process to get information from their teachers. So we have the application; we have information from teachers; we also have the interview. So we have an ad hoc committee, and I say that although I'm always on it, and the site coordinator is always on it, it depends year-to-year we have a principal or two, and we try to get a teacher or two—which we didn't always do in the past because of time constraints, but we really try to do that…So, it's a lot more formalized than it was in the past, and I think it is very effective. Last year it was certainly more effective. We got students who are really on-target according to the AVID criteria. I look forward to doing that process again. I

> don't know that we're going to make any changes because it was probably the most successful process we've had.

The AVID essential of selecting students in the middle for program participation is one which is clearly reflected in the statements of multiple focus group members. Across groups, participants mentioned both the need to select students in the academic middle and the challenges the district faced in defining the characteristics of those students in the early years of program implementation. The consensus among all groups was that the student selection process had improved over time and that recent cohorts more closely reflected the true academic middle of the high school population.

Voluntary Participation

A second AVID Essential is voluntary participation. This requirement applies not only to the student participants in the program, who apply for admission, but also to the adults involved. The national AVID organization prefers for members of the site team and the AVID elective teachers to serve voluntarily.

Teachers participating in the AVID elective teacher focus group reported becoming interested in the program in a variety of ways. Connie stated,

> I had a lot of AVID students my second year here. I had an enormous number of sophomore AVIDs in my science class. So I kept getting this, "I'm an AVID student." and I wondered, "What's an AVID student?" And my first year I was so overwhelmed that I don't think I knew there was an AVID program—I mean I know there was—but so finally I went and said, "Hey, what's this AVID thing?" So mine was more just general curiosity. And then once she started explaining what it was about, then I joined the AVID site team, became involved there.

Bill shared that while he wasn't initially interested in participating in the program, he became more open to the idea after being approached by an administrator.

> I was recruited by the assistant principal in to the AVID program. I had no

> desire or interest in it in the beginning. I had one or two AVID students, but it wasn't something like, "ah ha!" In fact some of the practices that AVID did I did already in my classes anyway. And so, it was almost a nice, almost seamless transition except for the record keeping, which is tremendous. But other than that, I think that the idea of AVID is not something that's abhorrent but something that is advantageous. If it wasn't for good support staff and the administration and other teachers, I probably wouldn't have been as enthusiastic about it as I am, but I'm a big promoter of it.

Donna reported that teaching the AVID elective course provides her with the opportunity to work with a group of students which is different from those in her other courses. She highlighted the rewarding nature of that work when she said,

> Teaching AP French, I see the type of student who doesn't really need a lot of support or help with motivation. I missed being able to help kids achieve more. It's rewarding to work with the more challenging students. I admired the AVID elective teachers and what they were doing, and I wanted to be a part of that.

Annette also mentioned the rewards of working in the program as a reason she chooses to continue teaching the AVID elective. She stated,

> I was used to dealing with students who had a lot more academic struggles than the students who are in AVID. So, AVID is something that I want to continue to teach because I see the value in it, and I see how it's impacted students' lives. It's something that you can feel that you can be a part of and maybe make a difference. It's real exciting to see the students when they get the buy-in and they understand exactly what's going on and why it's going on.

The AVID elective teacher's experiences and reasons for joining the program were consistent with comments of the Administrators Focus Group as well. Though administrators stated they promote the AVID program by discussing it in staff meetings and providing AVID elective teachers and site team members with access to speak and present information about AVID strategies, they consistently emphasized the need for voluntary participation. Frank said, "Through some of our staff meetings we've had the

opportunity to just talk about AVID and give information about AVID. Then teachers volunteer and want to be involved."

When asked how AVID elective teachers are selected, Bob stated,

> We ask openly and get to see who would be interested in doing it, not wanting to just narrow our minds because there have been people that we realize through doing it that way that we never thought would be interested in it. Also, just asking staff members to be part of the site team and then recruiting from the AVID site team for the elective teachers are a couple of ways.

While at times in the past (as reflected by Bill's recruitment in to the program), principals have needed to approach teachers individually, the process above has resulted in multiple candidates coming forward for recent AVID elective teacher openings. The AVID site team serves as both a recruiting source for elective teachers and a training ground for potential teachers. Ed states,

> I think we've done a good job of that and the administrators have identified teachers who have a passion for kids, who advocate for kids, who really demonstrate their concern for students, and also who act as instructional leaders in their departments. We get them involved at the site team level first. I really think that the most effective elective teachers are those who have come from the site team route.

The district director's account of the recruiting process also supports the principals' reports. She states,

> Last year, we interviewed four people and hired one new AVID teacher. Three returned from the previous year. Two teachers who were interviewed and were not chosen are now on our site team. Even they feel like they'd rather be on the site team for a little bit and then try.

However, the voluntary nature of the recruitment process does lead to one concern about the makeup of the elective teacher pool. Several of the administrators noted the importance of selecting teachers who are instructional leaders in their departments.

While such leaders can and do teach a variety of courses, administrators expressed a preference that AVID elective teachers have some experience teaching the AP-level courses for which they are preparing students. The district director noted that the number of AVID elective teachers who are also AP teachers has decreased in recent years and that this is an area she wants to consider as new elective teaching positions are added.

The comments surrounding the voluntary nature of participation in the AVID program provided evidence of support for this AVID essential among members of all focus groups. While there was some evidence of "recruiting" of teachers to the program by administrators, the majority of AVID elective teachers reported that they inquired about the program or served on the site team prior to becoming an elective teacher. In addition, no teachers reported being assigned to teach the AVID elective class involuntarily, though they did report knowledge of such assignments occurring in other school districts implementing the AVID program.

School Commitment to the Program

Successful AVID programs cannot exist in isolation and must be supported by administrators and the school as a whole (Guthrie & Guthrie, 2002). The overall support of the program at the school level emerged as a theme which crossed all four focus group sessions. Participants perceived a variety of ways in which the school site and district demonstrate support for the AVID program. When asked about the requirements for a successful AVID program, staff members highlighted the support they receive from the AVID site team, the site coordinator, the school administration, the district director, and other members of the district administrative staff. Predominantly, this support is

demonstrated through the commitment of time, financial resources, and personal participation in the program.

Time is always a valuable resource for educators. District administrators who serve on the AVID site team assist the AVID elective teachers in multiple ways. Donna stated,

> We talk to other schools at training, and they struggle with things like tutorial and recruiting guest speakers. But we don't because the director and coordinator, they get that organized for us. And the district helps with planning the college visits.

Susan explained why she views this as an important piece of the program's success and notes that she also benefits from the relationship with the AVID program.

> I think it's important to have district support to do some of the behind-the-scenes management that just eases the load in terms of following up on contracts and advocating for the budget and doing the legwork for the college and cultural experiences. That's a lot of work for a classroom teacher who has a full class load and is at the mercy of people being available, so I feel like it's a support I can provide that takes one small little load off of their shoulders. And I like being around the students. I think they're fun, and it's inspiring when they are eager. Just opening those doors is rewarding.

Annette, one of the AVID elective teachers, recognized the importance of the support she receives from both the site and district levels. She said, "I really think the director and the coordinator…having a good leader…are important too because they give you that direction and continuity and keep things moving forward." Donna also mentioned the importance of the site coordinator role in providing direction for the program. She said, "Having a supporting coordinator who keeps the communication open and keeps the teachers efforts aligned is so important." Connie, another AVID elective teacher, also

discussed her perceptions regarding the level of support the program receives from administrators. She said,

> Even above the director, the site administration I think is extremely supportive of the program, and I think that is a key to the success because some of the schools that we've talked to where they don't have that kind of support are really struggling. I don't feel like there's anything we couldn't ask. We may not get it, but we're not afraid to ask.

At the site level, administrators demonstrate that support through allocation of teaching hours for the AVID elective sections and a planning hour for the AVID site coordinator. Ed noted,

> A very practical example is that when I was the AVID site coordinator, I had an extra planning hour to help with some of the responsibilities, so that I could go and do interviews at the middle school, make contact with other teachers, and things like that. That was one hour that the district was giving up that made a huge difference in what I was able to accomplish. It's everything from stipends, to site team members, to professional development funds, and personnel and staffing. But even something like an extra planning period can go a really long way.

Focus group participants also reported their understanding of the financial commitment the school site and district make to the AVID program and the role that financial support plays in the AVID Essential of school commitment. Al noted that he views his role in the AVID program as, "support for those teachers who are AVID teachers to provide whatever resources they may need and the opportunities for professional development so that they will be as effective as possible." The district director also noted the financial commitment present for the AVID program at both the site and district levels.

> I have been extremely lucky because the district early on made this commitment. We now pretty much have in place a system for sustaining the program. The district pays for the ongoing costs—the greatest costs now being the tutoring, paying the tutors because we now have over 100 AVID students. So naturally, the cost of the tutoring keeps going up with

> our success. The district has found funding for the dues that we pay for AVID, the travel for summer institute. The site principals are now paying more and more for the ongoing professional development at the sites. The site professional development money has contributed to that. And part of our site team is a committee for fundraising. We raise funds that are required to send kids on the field trips.

Personal participation in the AVID site team is another way that administrators demonstrate their commitment to the program. Deidra noted that she has found a variety of ways to support the AVID program during its existence in Jenks. She stated,

> I've had several different roles with the AVID committee. Initially it was at the middle school level in recruitment. The program starts in the 9th grade AVID classes, so it was identifying 8th grade students who met the criteria and then sending out information to the students and parents in the community as well as interviewing the students to find out who the students were who were the best match for this program. That was for several years. This year I'm also helping out with parent involvement. It's an area we've seen that we definitely want to engage a lot more parents. Students need to be involved in extracurricular activities and getting them involved also takes parents. So, I've been working with our AVID club members and our AVID teachers on the site committee coming up with ways where our parents can get more involved.

Ed also described his role on the AVID site team.

> My main responsibility this year has been to help create an AVID club for our students, an extracurricular activity to give them leadership opportunities and service opportunities. Even our students who are starting to do well in classes, when it comes to college applications and scholarship applications they have a hard time talking about what clubs or activities they've been a part of or how they've participated in community service, or leadership roles that they've participated in. So, one we wanted to create something that would help provide that platform for students.

The support provided for the program at the school and district level contributes to a sense of camaraderie among program participants. Callie stated, "There are so many little facets that we have no idea what each person does individually, but there's no way

one person could do it all. It's just simply amazing how everyone plays a part, and it all ties together."

Participants in all four focus groups identified school commitment to the program as a strength of AVID at Jenks High School. AVID elective teachers discussed this AVID essential to a lesser degree than did members of the site team and administrator focus groups. AVID elective teachers viewed school commitment through the lens of providing direction for the program and support for student activities such as guest speakers and field trips. The comments of AVID site team members centered more around the camaraderie and teamwork that exists within the program and the willingness of site team members at both the site and district levels to take on responsibility for various program components and requirements. Administrators and the district director commented about school commitment primarily in relationship to the provision of financial and human capital resources. However, several administrators also discussed ways in which they personally participate in the program through service on the site team.

Professional Development

Throughout each focus group session, participants highlighted the role professional development provided by the AVID national organization plays in both the implementation and success of the program at Jenks High School. The AVID summer institute, an annual professional development opportunity, consists of morning sessions on a variety of subject area and role-specific "strands" and afternoon guided sessions with the district director and the local site team. In addition to this primary means of professional development, the AVID organization offers on-demand online modules as

well as subject-area "path training" during the school year. Since the inception of the program, Jenks High School has sent a team to the summer institute annually, with the exception of one year during the recent budget crisis in Oklahoma. In addition, the school plans to host path training in 2014 to provide further opportunities for staff members who are not directly involved with the AVID site team to attend professional development.

When questioned regarding the value of professional development for the AVID program, the district director stated,

> That training is very intense, and I have to say that that's one of the things about the AVID program that I think is top-notch. The training is high-quality training, but it's also on-going. And they've refined that over the years as well with on-demand modules that reinforce and enhance what we've done over the summer. But they really encourage us to go every summer, and we've done that with the exception of one summer.

Teachers and administrators alike shared their appreciation for the quality and applicability of the professional development provided them through the AVID organization. Many also attributed some of the success of the program to the extensive professional development they received as they sought to meet this program essential. Annette stated,

> You get new ideas, and it becomes a way of "how can I do it?" instead of "these are my roadblocks." More how can we do it, where can we go with this. And I think it's some of the better training I've ever been to. They model; they demonstrate. It's very fast-paced.

Bill discussed his view of the AVID professional development and its contribution to both his instructional practice and his commitment to the program. He said,

> You do see a lot of modeling, a lot of best practices. Again it goes back to the idea that you're not suffering by yourself. There are other people in the

> same situation. And, it's a good way to share ideas and reach those goals that you're working so hard to achieve. It's a path to achieving success.

Deidra noted that the summer institute serves multiple purposes. First, she pointed out that the time away from other obligations and focused on the program "provides the time for the site team members who are there to sit and really sit and reflect." Deidra also linked the professional development received by AVID teachers to the success of the recruiting process in recent years. "Our AVID elective teachers, because of all of the training that they've gone to, they really keep an eye open in each of their classes for kids that may fit the AVID profile."

Finally, multiple focus group participants linked the professional development they received in AVID to both their own implementation of AVID instructional strategies and their ability to disseminate those effective strategies across the school site. Donna explained the value of what she learned at AVID summer institute by saying,

> It's awesome! It seems like it can apply to every subject area. Everything they do, we take it back and use it. Even the way we played get to know you games at the first, the way they transitioned from one activity to the next, the things they do with us while we're there, we take back and use with students. So it's not just the strategies that are part of the learning, it's the organizational things. It's some of the best training I've ever had.

Deidra looked forward to the opportunity to host AVID path training onsite at Jenks High School, not only because of the opportunity to deepen the implementation of instructional strategies but also to reinforce the philosophy behind the program itself. She shared, "I am also curious to see how any of this will change when we send fifteen of our teachers to the path training in February. There are a lot of teachers who will be able to see the strategies and the heart behind AVID."

While members of all four focus groups discussed professional development as a component of the AVID program, the nature of these comments varied from group to group. The AVID elective teachers discussed professional development primarily as a means of learning more about the AVID elective course and the strategies used within the course. They also noted the teambuilding nature of the week-long summer institute. The AVID site team group consisted of those who had attended the summer training as well as those who had not. Team members who had experienced the summer institute echoed the positive perceptions about the quality of the training which were expressed by AVID elective teachers and the district director. Administrators discussed professional development primarily through the lens of the need to provide financial resources to support this AVID essential. However, they too noted that AVID professional development has influenced teachers' choice of instructional strategies both within and outside the AVID elective classes.

Academic Support Elective

The academic support elective essential is in many ways the heart of the AVID program. Students participating in AVID enroll in this elective annually in order to receive direct instruction, tutoring, college and cultural experiences, and college admissions guidance and support. Administrative records document the steady growth of the AVID program since its inception at Jenks High School in the 2006-2007 school year. *Table 5*. in Appendix D. shows the historical allocation of course sections since the first year of the initial freshman cohort of students. Section offerings increased by one each year to accommodate the existing cohorts as well as a new freshman cohort until the 2010-2011 school year when a second freshman course section was added to allow more

students to participate in the program. Attrition among program participants and budgetary concerns led to the number of sections offered holding steady at five per year until 2013-2014 when improved retention rates among incoming sophomore students led to the addition of a second sophomore elective course section. Currently, Jenks High School offers six academic support elective sections, taught by four AVID elective instructors. These sections consist of two sections at ninth grade, two sections at tenth grade, and one section each at both eleventh and twelfth grades.

The academic support elective provides the platform to address the challenges faced by students in the middle when they seek to access more rigorous coursework. As Callie said during the AVID Site Team Focus Group session,

> They have the potential to do well but usually are lacking in some of the unspoken curriculum, the note taking, the organization, the academic writing. Things that everyone assumes has been taught at some level prior to but really is one of those things that is almost an innate attribute for a lot of students, and for our AVID students it's not.

Betty, during the same focus group session, built on her colleague's perception of the content of the Academic Support Elective when she shared her thoughts on why teaching the "unspoken curriculum" is important.

> How to do the schooling, how to do the studying, and having someone take the one-on-one time for them. Because if you don't know how to study, it's a real struggle to get anywhere. But with that one-on-one time, it's amazing how we can take a kid that's in the middle and just have them achieve.

In the administrator focus group, Al discussed his view of the role of the Academic Support Elective. He said,

> Talking about the larger school setting, I think it helps to make it smaller—the school feel smaller—for those kids. With that elective class, they have a teacher who is taking a little more interest in them. It's not so much that they are there to teach them math or teach them science, but they are there

> to teach them study skills and they feel responsibility for those students and for their success. So it gives them the structure and the skills they need to be successful.

Though the administrative records provide the most direct evidence that Jenks High School implements the AVID essential of offering an Academic Support Elective, the perceptions of teachers and administrators regarding the value of this course are also worthy of discussion. The AVID elective teachers discussed the Academic Support Elective indirectly, focusing more on the strategies they use to teach students the "hidden curriculum" as well as the weekly class schedule and the tutoring components of the elective course. The site team and administrator focus groups discussed less of the day-to-day detail of the Academic Support Elective, concentrating more on the overall value the course provides. In particular they spoke about the direct teaching of organization and study skills and the social support the elective class provides for students as they seek to access a more rigorous curriculum.

WICR Strategies

The AVID Essential WICR Strategies is closely related to the Academic Support Elective Essential. The acronym WICR stands for Writing, Inquiry, Collaboration and Reading. Direct instruction in WICR strategies makes up a significant portion of the Academic Support Elective course. Data to demonstrate the degree of implementation of WICR strategies in the Jenks High School AVID program comes both from direct observation of lessons taught by each AVID elective instructor and from discussion of the strategies and their implementation during focus group sessions. The Classroom Observation Form (Appendix C.) used to record evidence of implementation of AVID

Essential Elements during the Academic Support Elective included a section devoted to WICR strategies.

Each of the five AVID elective teachers incorporated WICR strategies in their lessons, though the degree of evidence varied with the type of lesson observed. One observation session took place on an AVID tutorial day, so evidence of WICR strategies was limited to the inclusion of a notebook check at the beginning of the class period. During that check, the teacher and AVID tutors checked to be sure each student had completed the learning log required for the tutorial session and had taken Cornell notes during the previous week.

In other observations, WICR strategies were woven through the instruction. Argumentative writing was the focus of two Academic Support Elective class sessions. Writing strategies introduced and used during these classes included instruction in how to develop strong thesis statements, how to include detail and "showing rather than telling," and how to work with a peer to edit and improve one's writing. Collaboration with peers was evident in both lessons as well when students were allowed to work together to refine their essays after a teacher-led mini-lesson at the beginning of the class. A third class also focused on argumentation but incorporated oral as well as written argument. Students were asked to read opinion pieces regarding the use of Native American mascots by sports teams and then take a stand as either for or against the practice. After using note-taking strategies during the initial reading of the articles, students participated in a horseshoe discussion in order to share their conclusions with others. This strategy allowed for writing, collaboration, and reading during the course of one lesson.

Focus group participants also discussed the use of WICR strategies in the AVID Academic Support Elective classroom as well as in other classrooms across the campus. Though AVID elective teachers and site team members receive direct training in WICR strategies during the summer institute and other AVID professional development activities, WICR strategies have begun to spread beyond the classrooms of those teachers directly involved in the AVID classroom. Focus group members discussed a variety of ways in which they have promoted this adoption, including the dissemination of a weekly "WICR Wednesday" newsletter, the use of WICR strategies in staff meetings, and professional development sessions offered by AVID site team members and elective teachers.

The district director describe two of these methods when she stated,

> Obviously the people who were directly trained by the AVID trainers have received lots of strategies, but over the years they are also shared—usually through department meetings but sometimes at the site level professional development.

The WICR Wednesday newsletter was cited by multiple members of the AVID Site Team Focus Group and the Principal Focus group. Susan shared her observations about the effectiveness of this strategy for diffusing WICR strategies across classrooms.

> When you started doing the WICR Wednesdays strategy, we really ramped up our impact across sites with that because you describe the strategy and usually give an example or two of where it works or how to use it, and anyone reading that could say, "Oh, okay. I may not be an AVID elective teacher, but tomorrow when we're doing ____ we could use that structure or that strategy while we're delving in to something…

The use of WICR strategies outside the AVID Academic Support Elective classes and by teachers other than AVID Site Team members has enhanced the culture of teaching and

learning at the high school. In explanation of this, Callie, whose responsibility it is to disseminate the newsletter, stated,

> We've started doing the WICR Wednesdays—we've been doing that now it's our second year—and, like, last Wednesday kind of just got away from me, and I didn't get one out. By the end of the day I had a couple of emails asking me where that week's WICR Wednesday was, and I think people have come to expect it because they are using it. And I think we're literally the closest we've ever been to being an AVID school rather than a school that has AVID. Using those strategies, when I send those out and I ask people to send me a picture or send me a quick note and people actually respond. And it's not people on the site team. I'll get an email from this English teacher or this science teacher, "Hey, I used it, and this is what happened, and it was really awesome. Thanks for sharing!" We're getting some of those best practices, which is one of our district objectives for effective teaching and learning. And so, getting those best practices out—and it doesn't have to be this huge, long lesson plan. It can be this little five-minute let's take a brain break and let's do something here. I think that's one of the key things. It's showing people it's very doable. You do not have to be an AVID elective teacher to use AVID strategies.

Ed, during the administrator focus group session, shared that the potential for WICR strategies to become common practice across the school site was one of the reasons he supported bringing AVID to Jenks High School. He stated, "We felt it had the potential to meet not just this group of AVID students but also have a school-wide impact by bringing best practices to the classroom by using this format." He also noted that he has seen this hope becoming a reality through his observations during the teacher evaluation process.

> I just talked to one today during an evaluation conference and mentioned to her about the potential—well, actually asking her about what she wanted to focus on regarding her growth—and she mentioned about doing one of the WICR Wednesday things. She wants to become more "modern" in her way of thinking, and she said with the snowball one she thought, "There's no way I'm going to have kids throwing paper!" but she went ahead and tried it, and they loved it. So, that has had a great impact because teachers are trying them and using those, and they're having great success.

The Jenks High School AVID program's implementation of WICR strategies was evident both during observation of Academic Support Elective classes and in discussions which occurred during the focus group sessions. AVID elective teachers demonstrated their commitment to weaving in a variety of WICR strategies during their lessons which provided multiple opportunities for critical reading, writing, inquiry, and collaboration. The AVID site team discussed the broader dissemination of WICR strategies, primarily by means of the WICR Wednesday newsletter. The comments made by administrators were consistent with those of the site team members, with administrators reporting that they have noted increased use of these strategies outside the Academic Support Elective classes.

Inquiry-Based Instruction

Inquiry-based instruction can be found not only as a stand-alone AVID Essential but also as an important part of the tutorial process and the classroom instruction in the Academic Support Elective. AVID encourages students to become responsible for their own learning through the use of inquiry-based instruction. Through the Summer Institute and other AVID professional development opportunities, AVID academic support elective teachers and site team members learn ways of promoting inquiry in the classroom. Examples of instructional techniques which encourage inquiry include Socratic seminars, use of Costa's levels of questioning by both teachers and students, and research projects.

During observations of the AVID Academic Support Elective at Jenks High School, the researcher noted multiple uses of inquiry-based strategies. In the freshman elective course, students engaged in small group tutorial sessions. Before beginning their

work with the tutor and their small groups, students completed a "Pre-Work Inquiry" form which required them to identify the point of confusion they were experiencing as well as the information they had acquired and critical thinking they had completed prior to reaching the point of confusion. These forms provided the basis for the tutorial session that took place during the elective class.

Both of the sophomore elective classes were in the midst of a research project where students investigated potential college options. This investigation was to culminate in an argumentative paper in which the students would convince their audience to attend their selected colleges or universities. During one lesson, the teacher led a discussion of Costa's levels of inquiry and how thinking about the different levels of questions and their accompanying answers could make the essay richer. Students were encouraged to not only describe their chosen college or university (level one) but to also compare and contrast it to others (level two) and evaluate it (level three).

The junior Academic Support Elective course also incorporated inquiry-based instructional practices during the lesson on Native American mascots. Students had the opportunity to examine both sides of the argument surrounding the use of such mascots in professional, college, and high school sports and then take a position regarding this topic, both in writing and during an ensuing small group discussion.

During the AVID Elective Teacher Focus Group, Bill shared his views on the value of inquiry-based instruction, specifically the use of Costa's levels of inquiry and student discussions, when he said, "I created a quiz with the clickers on the levels of learning, whether it's Level 1, 2, or 3 questioning. I think that helps them, especially when we get in to our seminar debates. It helps them pose questions to one another in a

coherent, mature way." Teachers also highlighted the connection between inquiry-based instruction and the Common Core State Standards to which the district is transitioning. Allen said during the AVID Site Team Focus Group,

> The questioning especially with argumentation and the writing component and thinking, not just gathering bits of information. It's actually thinking about how to extrapolate data, and that's what we're all striving for. AVID certainly goes along with those goals.

Teachers also indicated that, while the focus on inquiry was not necessarily a new idea, the AVID professional development process allowed them to implement inquiry-based instruction in their classrooms in a way which they had not previously encountered. Allen continued his discussion of the use of questioning and discussion strategies by saying, "The literacy lab that I've had the opportunity to go to really emphasizes the Socratic Seminar and Costa's levels of questioning. I see it in *Schools That Work*. But AVID distills it into more useable knowledge."

Principals also noted the value of the inquiry-based instructional strategies. Ed shared his observation that the strategies were spreading outside of the AVID Academic Support Elective.

> I think most AVID elective teachers aren't stopping the AVID strategies after their elective classes. If you're doing a quick write with AVID students, chances are you're doing a quick write with your English students, or your astronomy students. So with the elective teachers it's also affecting the four other classes they're teaching. We've also modeled the strategies with the site leadership team, so we've tried to broaden at least the awareness of the strategies. We've talked about how we wish it were more deeply deployed in some cases.

The AVID District Director echoed the sentiments regarding spreading inquiry-based strategies beyond the AVID classroom when she said,

> So I think that's a huge part of what we do, and in our site team meetings more and more we use and AVID strategy during the meeting. Last month we did a quick write. The meeting before that we did a gallery walk. We try to do an AVID strategy at every meeting so they'll pass that along, and, of course, we have the WICR Wednesdays to get the word out.

She continued,

> The strategies go out to classrooms that may or may not have AVID kids in them, and the teachers are trained in the AVID strategies whether or not they have AVID students or whether or not they are involved in the AVID program directly as teachers or site team members…and, it's in perfect keeping with Common Core attention to literacy—reading, writing, speaking, listening, and the critical thinking, collaborative work. It's all there."

As with the WICR Strategies AVID Essential, the discussion surrounding the Inquiry-Based Instruction essential varied depending on the role of the focus group participant. AVID elective teachers demonstrated their implementation of this essential during the AVID tutorials and other lessons observed as part of this program evaluation. When discussing this requirement, the elective teachers and the site team members focused on the practical implementation and ways in which the requirement related to other instructional initiatives they had experienced in the past or were currently involved in, such as the transition to Common Core State Standards. The administrators, including the district director, spoke more often to the ways in which the AVID program contributes to increased inquiry-based instruction across the school site. Like WICR strategies, inquiry-based instruction has spread through sharing of these strategies via the WICR Wednesday newsletter, use of the strategies in faculty meetings and leadership groups, and word of mouth.

Rigorous Coursework Requirement

Three AVID Essentials discussed previously—the Academic Support Elective, WICR strategies, and Inquiry-Based Instruction—support the next AVID Essential, the Rigorous Coursework Requirement. Students who enroll in AVID are required to enroll in at least one course each year from among the most challenging courses offered by the school. At Jenks High School, these courses are typically selected from Pre-AP and AP offerings, though the school does offer several "post-AP" courses as well.

Table 8. in Appendix D. shows the results of the rigorous coursework requirement for each group of graduating seniors since the inception of the Jenks High School AVID Program. The table includes data for Advanced Placement and Post-Advanced Placement courses only, since Pre-Advanced Placement courses do not receive weighted grade-points. AVID seniors have completed 184 AP or Post-AP courses, while the comparison group of randomly-selected students in the middle completed 99 such courses.

In addition to the evidence found in the administrative records, multiple statements during the focus group sessions provide insight as to the importance of this AVID Essential to the Jenks High School program. When asked about the goals of the AVID Program, AVID Academic Support Elective teachers were quick to point out the role the rigorous coursework requirement plays in to the overall purpose of the program. Donna immediately stated, "The AVID program is a college-prep program that requires students to take rigorous coursework during their time at Jenks." Connie captured the goal of the program in this way,

To get those students in to a college bound course schedule. To

> challenge them above what they are doing. To help them understand that sometimes making a B is better than having straight A's in non-rigorous courses, having a B in an AP course.

Annette believes the rigorous coursework requirement contributes to students' long-term success. She stated the purpose of AVID was, "preparing them for a four-year college degree and all of those skills that they are going to need." Donna followed up by sharing that teachers in the AVID program, "have high expectations and high standards for the program and for the students." Bill echoed this idea of high expectations and also the need to prepare students for college success. He said, "Our ultimate goal also is to have them successfully complete college, not just get accepted in to college.

Participants in the AVID Site Team and Principals focus groups also highlighted the many ways in which the rigorous coursework requirement affects students' academic experiences while in the AVID program. Callie noted,

> We run into those situations where people don't realize that these students are not only expected but by the time they are juniors and seniors are required to be in AP and Pre-AP classes. It's not like every other kid who gets to choose what classes they want to be in. These students have an expectation that they are going to enroll in the most rigorous curriculum that's available to them. Our program director from the state—we were at a training last year—and she mentioned multiple times during our training, "AVID is hard."

Deidra brought up a misconception that has existed at times regarding the AVID Program. She said, "I think that the challenge though is that this is not an "at risk" program. It's a college prep program." The perception that AVID students are "at risk" led to some teachers of advanced courses being hesitant about their likelihood of success. However, administrative support for access to the most rigorous coursework for AVID

students has helped pave the way to the increased enrollment shown in *Table* 8. of Appendix D. Ed shared his perception regarding how this transition has occurred.

> And I'd say that what Bob has done very successfully from his position with the curriculum aspect is looking especially in the course planning guide and helping us identify and break down any enrollment barriers which prevent students from accessing the rigorous pathway.

Bob noted that the eliminations of barriers to enrollment in advanced coursework benefits students beyond the AVID program. He stated, "I think it helps with promoting rigor for all students throughout our school, increasing the level of rigor." Frank then said, "Some of the teachers who have AVID students see that with that added support, these kids can excel in more rigorous classes, and that sometimes that's what is needed for them to be successful."

Participants across focus groups demonstrated commitment to the Rigorous Coursework essential. The AVID elective teachers viewed preparing students for rigorous coursework and supporting them in such courses as a large part of their role in the program. Multiple participants commented about the difficult nature of the rigorous coursework requirement and its likelihood of being overlooked by many in the school community. This requirement also is related to the overall perception of the program and the requirement that program participants are students in the academic middle. Participants, especially those in the administrator focus group and the district director, discussed the initial reluctance of some teachers to welcome AVID students to advanced courses. As the perception of AVID as an "at risk" program has decreased, this reluctance has also decreased.

Tutors

An important part of the added support provided to students in the AVID program is its tutoring program. Twice per week, tutors work with small groups of students who have identified points of confusion they have encountered in their other courses. Students work together, with the tutor serving as a facilitator, to resolve their confusion and build greater understanding of the subject matter. Administrative records indicate that the AVID program at Jenks High School currently uses twelve tutors to serve the six sections of the Academic Support Elective. All AVID Academic Support Elective sections are scheduled during the first three class periods of the day in order to maximize the tutors' time on campus and allow tutors to serve more than one section on tutorial day. Of the twelve current tutors, eight are college students who attend local universities, one is a current high school senior, and three are adults. Four of the college students are AVID alumni.

One of the observations of the Academic Support Elective included a tutorial session. After beginning the session with a binder check to be sure that students were completing their learning logs and Cornell notes as expected, the tutors asked students to share the points of confusion they had recorded on their pre-tutoring forms. Students then worked together to resolve these areas of confusion. Subjects discussed during this tutorial session included Algebra I, Geometry, Biology, and Oklahoma History. Five tutors and the teacher each worked with a group of four to six students who spent their time recording questions and solutions on small, individual white boards. During the session, students took notes on the steps they went through to resolve the points of

confusion. While the tutors facilitated the process and kept the groups moving forward, it was the students who helped one another deepen their understanding.

The importance of the tutoring component also emerged as a theme across multiple focus group sessions. During the AVID elective teacher focus group, Donna noted the importance of following the tutoring process as laid out by the AVID organization when she said,

> When we follow the tutorial process correctly, for the kid who already has A's in each class, it pushes them to work even harder, to really know the material to help other people. And then the ones who are B and C students, a B might be okay for the quiz, but for tutorials they have to bring in a question they didn't get right.

Donna also mentioned her appreciation of the support the program receives from administrators in regard to making sure the tutoring is in place as required. She stated, "We talk to other schools at training, and they struggle with things like tutorial and recruiting guest speakers. But we don't because the director and coordinator, they get that organized for us."

During the Site Team Focus Group, Callie reflected on the value she sees in the tutoring component of AVID—particularly when tutors work with the program over multiple years—when she said,

> The tutors, they are like the people in the trenches with the elective teachers working with students on a daily basis, really getting to know those kids and helping them and watching their progress over years. I mean, Alice has been amazing in that she's watched these kids over several years and seen how they grow and how some of them could grow further.

Alice, a tutor and member of the site team who has been involved with the program since its inception, shared what she believes is the key to success with tutoring. She stated, "I

also think consistent tutors who are there on the ground level showing enthusiasm and interest in the students and their lives and their studies. Having that interest in them and showing it, showing up on time."

Principals also view the tutoring program as an important piece of the AVID program, a fact they demonstrate through providing financial and logistical support. Bob stated that part of his job in building the master schedule is to make sure "that the elective course is sequenced correctly during the day so that we can maximize tutoring resources." Deidra pointed out that support for the tutoring program comes not only at the site level but also from the district level since the school district pays hourly wages for this component of the program. The district director echoed this comment when she discussed how tutoring costs have risen over time. She said, "The district pays for the ongoing costs—the greatest costs now being the tutoring, paying the tutors because we now have over 100 AVID students. So naturally, the cost of the tutoring keeps going up with our success."

Though some AVID programs choose to use high school students (typically those not in the AVID program) as tutors to avoid such labor costs, Jenks High School has elected to use this option very sparingly. The belief among administrators and teachers is that students who are currently enrolled in college as well as other adults who have attended college not only provide tutoring support but also serve as role models for college-going behavior and college success in ways that current high school students are not equipped to do. The district's willingness to set aside funds to pay AVID tutors allows for this preferred model.

The value placed on the tutoring component of the Jenks High School AVID program is evident in the district's commitment to providing financial resources to support paid tutors as well as through the inclusion of a tutor on the AVID site team. Focus group participants in all sessions mentioned the financial support required to implement the tutoring portion of the AVID program as well as the role this component plays in regard to promoting success in rigorous coursework.

Data Collection and Analysis

The AVID organization requires participating schools to collect a variety of data. Each year Jenks High School submits information regarding the demographics of participating students and information about the overall program as well as more detailed data on the seniors who graduated the preceding year. In addition, AVID schools must undergo an annual self-assessment process. This process includes two steps: initial self-study and certification self-study. During these self-studies, AVID schools determine the level of implementation for each of the AVID Essentials. Each essential element is evaluated using a rubric which asks site teams to rank their level of implementation of the essential element from Zero "Not AVID" to Three "Institutionalization." School sites are then granted either "certified" or "affiliate" status based on the outcome of the assessments. Certified schools are those who are implementing all of the AVID Essentials, while affiliate schools are working toward full implementation. Based on the assessments conducted by the AVID Site Team, Jenks High School is recognized as a certified AVID site.

In the focus group sessions, participants stressed that the data collection component of the AVID program requires the efforts of multiple stakeholders in order to

be successful. The district director noted that data collection requirements were an important piece of the training she received from the AVID organization as well as an area in which she trained other district personnel. She said,

> I'm the one who went through the training to be the district director. It's pretty intense. For two years I went three different times for two to three day trainings, and I learned the system, how we would be certified, what the requirements are for the eleven essentials, how we document those, and I visited schools that were implementing—mostly in Texas.

The district director believes that the training she received, and especially the visits to school sites with well-implemented programs, was an important part of establishing the program at Jenks High School. She stated,

> It gave me the opportunity to see the implementation at a variety of schools and a variety of levels—some middle schools and some high schools. At that time they didn't really have the elementary. So that was eye-opening, and it gave me the opportunity to come back and train not only the site team but especially the site coordinator in what was expected of us to be called, "AVID."

Even with that training, however, one challenge that was found during the review of administrative records was the lack of online data for the program during the 2007-2008, 2008-2009, and 2010-2011 school years. Though this data was collected, it was not recorded in the AVID organization's system. Callie, who serves as AVID Site Coordinator, indicated that the key to successful data collection and organization is an individual who is committed to gathering and organizing the supporting documentation. In recent years, one of the adults who serves as an AVID tutor has taken on this role on the Site Team. Callie notes,

> Every successful AVID program should have an Alice. I'm just saying. I mean she has done such an amazing job of organizing all of our documentation. We have seven binders of documentation

> down there. I kind of go through the essentials and identify what we need and communicate that out and gather it, but she's really the one who puts it together and organizes it.

The data collection requirement associated with the program also led to the AVID Site Team identifying student retention as an area of focus for their work. Susan shared the impetus for this decision, "Data wise are we seeing—this is a question—are we seeing more commitment on the part of the students to staying with the program through sophomore year, junior year. I don't know." In order to answer this question as well as determine the reasons students might choose not to continue the program, the Site Team began an exit interview process. Callie describes the effort in the following way,

> A couple of things that we're trying to involve in that data collection this year is some exit interviews. "Why are you leaving?" Is it a scheduling conflict? Is it that they think they've gotten everything out of the program that they can benefit from? Can you give us a valid reason that we can document?

Use of data to improve the program is an important goal of the AVID system. This AVID essential was not discussed during the AVID elective teacher focus group. However, the district director and the participants in the site team and administrator focus groups all discussed both the data collection process and the use of data for program improvement. Since the site team is responsible for collecting and reporting data and the administrative team and district director rely on the data to guide program activities, it is not surprising that these groups are more attuned to the data collection requirement that are the AVID elective teachers. In addition, Ed captured what is perhaps the overarching view of the data collection requirement among focus group participants when he said, "It's easy to get stuck on data collection, strategies, and all the other things you have to do for AVID certification, but it's eventually about kids."

Site Team

The Site Team—which is the last of the AVID Essentials—clearly plays a significant role in many of the preceding components of the AVID system. *Table 5*. in Appendix D. provides a historical look at AVID Site Team membership at Jenks High School. The Site Team is made up of teachers, administrators, tutors, and parents who are interested in furthering the AVID program. Participants come not only from the high school but also from the middle school, the school site which provides recruitment and enrollment support for the high school program. In keeping with the voluntary nature of the AVID program, members of the site team choose to participate in this work. However, administrative records show that each site team member is asked to sign the AVID Site Team Member Contract which outlines the responsibilities each member has agreed to fulfill. Examples of these responsibilities include analyzing school performance, enrollment, and staffing data; helping to generate an AVID site plan; participating in Site Team Meetings; providing professional development to other staff members; assisting with AVID student recruitment and selection; and helping to build a college-going culture on campus.

References to the work and the role of the AVID Site Team occurred throughout the focus group sessions. During those sessions, participants identified three primary functions of the site team as it operates within the Jenks High School program. First, the site team serves as a labor force for the AVID program. Second, the site team provides a means of disseminating AVID instructional strategies to a wider audience of teachers. Finally, the site team serves as a training ground for potential Academic Support Elective teachers.

The district director perhaps captured best the role of this AVID Essential when she noted that the Site Team not only provides a labor force for the implementation of the program but also helps spread the AVID "message." She said,

> When we first started AVID, I underestimated the power of the site team. The site team—obviously the more people you have in it the better just because the more we can distribute tasks that need to get done—but I think the most important part is that you get highly-credible people involved in this process.

Susan echoed the district director's thoughts on how the site team contributes to a successful AVID program. She said,

> You can't do this alone. You were saying, bringing that larger perspective of how the parts fit together and each person's contribution makes the whole richer and larger. I can't imagine if I were Callie and was the only person doing this. I can't imagine how you would teach and do that at the same time.

Sharing the workload and involving highly-credible people in the AVID Site Team has helped build acceptance of the AVID program and spread the AVID strategies to classrooms across the campus. The district director stated,

> The AVID site team becomes our PR because we can just reach so many more people that way. I've always found that teachers will do anything that they see next door. You can do professional development all day long and say, "Here, try this. Try this," but if they see the teacher next door doing it and it's working, it will spread like wild fire.

In addition to the role of promoting the use of AVID instructional strategies, the Site Team serves as a training ground for potential Academic Support Elective teachers. Connie relates how she became involved in the program after asking the Site Coordinator about AVID.

> I went and said, "Hey, what's this AVID thing?" So mine was more just general curiosity. And then once she started explaining what it was about, then I joined the AVID site team, became involved there.

Ed also described his view of how the AVID Site Team contributes to the recruitment of Academic Support Elective teachers.

> The administrators have identified teachers who have a passion for kids, who advocate for kids, who really demonstrate their concern for students, and also who act as instructional leaders in their departments. We get them involved at the site team level first. I really think that the most effective elective teachers are those who have come from the site team route.

Across focus group sessions, participants noted the importance of the AVID site team and the role this group plays as a labor force for the AVID program, a means of disseminating AVID instructional strategies to a wider audience of teachers, and as a training ground for potential Academic Support Elective teachers. This appreciation for the role of the AVID site team was not limited to the site team focus group itself but was also highlighted in discussions with the elective teachers, administrators, and district director.

Conclusions

The analysis of data collected from focus group interviews, academic support elective classroom observations, and administrative records, provided rich evidence of implementation of all eleven AVID Essentials in the Jenks High School program. A large degree of consistency was noted in the answers provided by the stakeholders in different focus group sessions. In each of the focus group sessions, participants related ways in which teachers, administrators, and tutors work together to implement the AVID program and its essential elements. Through training provided by the AVID organization and support provided at the district level by the director and the site team, stakeholders in

the Jenks program have gained a thorough understanding of the essential elements and the ways in which they should be implemented.

These findings support the self-assessment results reported by the Jenks High School Site Team to the AVID parent organization that led to the program earning certified status over the past three school years. In addition, the evidence gathered supports the conclusion that the Activities identified in *Figure* 1. Jenks High School AVID Logic Model have been implemented with fidelity.

Question Two: To what extent do the AVID "Eleven Essentials" promote the development of competency, relatedness, and autonomy, the components of self-regulation?

Self-regulated learning is "an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment" (Pintrich, 2000, p. 453). In comparison to students who have poor self-regulation skills, students who demonstrate good ability for self-regulation

> set better learning goals, implement more effective learning strategies, monitor and assess their goal progress better, establish a more productive environment for learning, seek assistance more often when it is needed, expend effort and persist better, adjust strategies better, and set more effective new goals when present ones are completed (Zimmerman & Schunk, 2012, p. 1).

The question, however, remains: How can schools promote the development of self-regulation among students? Niemiec and Ryan (2009) approached this question through the lens of self-determination theory, which they define as "a macro-theory of human motivation, emotion, and development that takes interest in factors that either facilitate or forestall the assimilative and growth-oriented processes in people" (p. 134). When

teachers meet student basic psychological needs for autonomy, competence, and relatedness, students are more likely to demonstrate internalized motivation to learn as well as to show more autonomous engagement in their schoolwork (Ryan & Deci, 2000).

In order to determine if there was evidence to support the argument that the AVID Eleven Essentials promote the development of competency, relatedness, and autonomy, the transcripts of the four focus group sessions were examined through the lens of self-regulation theory. Comments from participants were coded as supporting autonomy, competence, and relatedness. Next, the researcher identified practices among the AVID Essentials that could be seen to contribute to meeting these psychological needs.

Competency

Deci et al. (1991) describe competent students as those who understand "how to attain various external and internal outcomes" and who are "efficacious in performing the requisite actions" (p. 327). It can be argued that three of the AVID Essential Elements—the Academic Support Elective, Tutors, and the Rigorous Coursework Requirement—address the need for competency among program participants, which in turn promotes self-regulation. The AVID Academic Support Elective and the tutorial process both contribute provide the support necessary to make the advanced coursework requirement possible. With the support provided by AVID, students realize they can succeed in courses they may previously have believed to be out of their reach academically.

The tutorial process requires students to come in prepared with a series of "points of confusion" that they have identified from their coursework. Working through these challenges and coming to a better understanding of the content promotes feelings of

competence. Donna explained how the tutorial process works for students at all levels of academic performance. She said,

> And, when we follow the tutorial process correctly, for the kid who already has As in each class, it pushes them to work even harder, to really know the material to help other people. And then the ones who are B and C students, a B might be okay for the quiz, but for tutorials they have to bring in a question they didn't get right. Other students aren't doing that. They are just worrying about what's on the next quiz. I feel like our students, what they do know, they know really well.

Students both gain new knowledge and build feelings of competence through tutorials because they are responsible for their own learning. Tutors facilitate the sessions, but students working in small groups are responsible for sharing their "points of confusion" and working through them together. One section of the tutorial form requires students to explain how they came to their answer, while another portion requires them to reflect on the learning that took place during the session.

The use of AVID instructional strategies in the Academic Support Elective as well as in classrooms outside of AVID also helps to promote the development of competence. Betty shared her observations of this effect when she said,

> I'm working in the learning logs at the end so that they can realize, "Okay, here's what I've learned today. Here's the main idea and what I need to focus on," but also if there is something that they don't understand then they can come and get help with that. So I think it is helping as a whole class to be more focused and to be more responsible for their own learning.

During the AVID Elective Teacher Focus Group, Bill discussed how teachers reinforce the high expectations inherent in the program while also recognizing the developing competence among students. He said,

> I think our expectations are higher. I mean, the idea is to do as well as they can. That's the big focus. And, there's a sense of satisfaction and

> an increased sense of worth that they do well. I mean, when we do our grade checks, I always make it a point to say, "You know, you're making straight A's; you're doing fantastic!" And most general classes never do that. It's a higher expectation about what will be accomplished.

Callie shared a similar thought during the Site Team Focus Group, regarding the requirements of the AVID Academic Support Elective and how they lead to the development of competence.

> You have to do a certain amount and number of Cornell notes. You have to come prepared for tutorials. You have to take Advanced Placement courses. These aren't things that are optional. And if you don't fulfill the terms of your contract, you go on probation. You know, you don't get on probation in my math class, but you can be on probation in my AVID class if you're not fulfilling your contractual obligation. And, so I think some of those perceptions are changing, but like with anything, nothing happens overnight.

Though the work of AVID does not happen overnight, focus group participants did note that students are aware of the benefits they derive from the program. Al described feedback he has received from AVID students when he visits classrooms and asks about the program. He said,

> They recognize the impact this is having on them. A lot of it is that they recognize the support that they are getting from their teacher, having someone that's pushing them. They recognize that they are taking more challenging classes and making better grades than they would have if they had not been in the AVID program.

Relatedness

Like competency, relatedness is another psychological need that, when met, promotes self-regulation. Components of the AVID program can be said to address this need. The program's insistence on voluntary participation applies both to students and to teachers. Teachers become members of the AVID site team or teachers of the academic support elective because they are committed to broadening access to advanced

coursework and college admissions. This choice and commitment on the part of AVID staff members helps demonstrate to students that the AVID teachers genuinely like, respect, and value them, which promotes feelings of relatedness (Niemic & Ryan, 2009). The development of a sense of relatedness also is encouraged in constructivist classrooms where students work together to solve problems (Boekaerts & Cascallar, 2006). Thus, the inquiry-based, collaborative nature of the AVID elective coursework and the tutoring component supports and encourages relatedness.

Throughout the focus group sessions, participants highlighted three primary ways in which the AVID program develops feelings of belonging and relatedness among students: providing supportive adult role models, developing a community of learners with a sense of "family," and encouraging involvement in school and community activities. The need for positive, encouraging adult role-models was one of the earliest comments made in the AVID Elective Teacher Focus Group. When asked about the goals of the AVID program at Jenks High School, Connie said,

> Well, what I feel like we have as the goals is to service the sometimes underserved, sometimes that kid in the middle that's a good student but maybe doesn't have the proper support at home, that no one has told, "Yes, you can do this." And just kind of guiding them.

The guidance and encouragement for students is especially important when they are struggling academically. Teachers in the focus group related ways in which they support students when things are not going well. The following exchange demonstrates the "safety net" the AVID program provides for students.

> Connie: I think they also feel that they do have someplace to go. Some of them don't still, but some of them know that they can come to us and say, "I know I'm overwhelmed. I don't know what to do at this point."

Annette: Right.

Connie: And then we can help.

Annette: And you're kind of that cheerleader for them too, that builds them back up. We wish we had parents doing it for them, but it takes a community.

Participants in the Site Team Focus Group also identified ways in which they serve as role models and support providers for the AVID students. Betty said,

> So many of our kids come from such a complicated home. That they can have that support and that caring—to know someone cares for them—and if they're the first ones in their family to go to college, just knowing how to do it. How to do the schooling, how to do the studying, and having someone take the one-on-one time for them. Because if you don't know how to study, it's a real struggle to get anywhere. But with that one-on-one time, it's amazing how we can take a kid that's in the middle and just have them achieve.

Alice reinforced the importance of consistency among all of the adults who are involved in the program, not just the teaching staff. When asked about what components are needed in order to have a successful AVID program, she shared,

> I also think consistent tutors who are there on the ground level showing enthusiasm and interest in the students and their lives and their studies. Having that interest in them and showing it, showing up on time.

Betty concurred, stating

> For kids who don't have a background of consistency, that's important for them. To know that there's someone here at the high school who is consistently here for them over the three or four years they are here. Someone who thinks they're important. Some of the kids don't know that they are important at home. So to have someone who helps them understand that they are loved and that they are important and valued.

The high school principals also reflected on ways in which various staff members provide support for AVID students during their focus group session. Deidra said,

> These kids were faced with challenges and tragedies that were happening at home, yet the safe haven was the teacher, that one person at school that really believed in them.

Al shared his view of the way in which the academic support elective and the teachers involved in teaching it support students, both within and outside the classroom.

> I think it helps to make it smaller—the school feel smaller—for those kids. With that elective class, they have a teacher who is taking a little more interest in them. It's not so much that they are there to teach them math or teach them science, but they are there to teach them study skills and they feel responsibility for those students and for their success. So it gives them the structure and the skills they need to be successful. They might go to their other classes and get a little bit lost, but the AVID teacher is also a connection for them to other regular class teachers.

Principals also discussed ways in which they indirectly support the program and AVID students themselves through their administrative roles. Carl, who does not serve as a member of the AVID site team, said,

> Being a principal who is not directly involved in the AVID program but obviously I interact with the students from time to time, I think for me it is to be aware of at least some of the things that are going on with AVID so that I can also be aware of the students who are quote unquote AVID students, so that I can encourage them along the way and try to be ancillary support for them.

The exchange below between Ed and Bob also demonstrates the importance of administrative commitment to the goals of the AVID program and the role it plays in the development of relatedness among administrators, teachers, and students.

> Ed: I'm on the AVID site team and help out the AVID coordinator—not as much as I would like to but help the AVID site coordinator with anything that I can do like visit with the students who are struggling. I also visit with the counseling office in terms of potential AVID students as well as helping current AVID students if they need to change their schedule or get in to one class or out of a class and support them.
>
> Bob: I do some of the same in my role, particularly with the scheduling. Making sure teachers are available to teach it. That the elective course is sequenced

> correctly during the day so that we can maximize tutoring resources and so that when we have speakers or go on field trips that it works. And again, through the counseling role, finding students who would be good candidates—maybe good but late candidates—for the program.
>
> Ed: And I'd say that what Principal B has done very successfully is that from his position with the curriculum aspect is looking especially in the course planning guide and helping us identify and break down any enrollment barriers which prevent students from accessing the rigorous pathway. Even asking questions about class fees and things like that. I think we've all as a team looked at that administratively, but he is the champion of those efforts and really looking in to what's involved in our course planning guide and eliminating things that are impeding opportunities for our AVID students.

When multiple adults in the organization are committed to serving as supportive, positive role models for students, it also contributes to the development of a positive learning community and sense of family within the AVID program. During the AVID Site Team Focus Group, Susan summed up her views of the goals of the program in the following way.

> I think it's to meet a need for students who are there in the middle and with a little extra support can do better work in their classwork, can feel like they are part of a family grouping where they may feel a little isolated otherwise, begin to gain some skills that are broader than just academic skills in terms of goals for the future, thinking about life choices and career choices, have exposure and experience with college campuses around the areas so that they begin to see what are some of the options.

Callie also talked about the sense of family that develops within the program and how that benefits students. She said,

> We actually have a pretty broad definition of an AVID student here at Jenks High School. What does tie them all together is they have some need that can be met from the smaller, family-like atmosphere, the need for the organization and the unspoken curriculum, the need for the support system.

Betty added,

> I see our kids can benefit from it. Just the help and the extra motivation.

> The family environment. So many of our kids come from such a complicated home. That they can have that support and that caring—to know someone cares for them—and if they're the first ones in their family to go to college, just knowing how to do it. How to do the schooling, how to do the studying, and having someone take the one-on-one time for them. Because if you don't know how to study, it's a real struggle to get anywhere. But with that one-on-one time, it's amazing how we can take a kid that's in the middle and just have them achieve.

During the Principal Focus Group, participants highlighted other ways in which the AVID program helps develop a community of learners and a feeling of family. Ed shared some of the ways in which the Site Team promotes relatedness.

> There's a group within the AVID site team that puts together care packages for the seniors who graduated last year for their first semester finals. It has things like hot chocolate and sticky notes and highlighters and gift cards—Sonic and Starbucks cards—stuff like that to say, "Hey, we're thinking of you. Good luck on your first set of finals!"

He went on to discuss the Study-Thon the group puts on each semester in preparation for finals and how it demonstrates to students that their teachers care about them.

> Today and tomorrow, they're having the Study-Thon in the Math and Science Building, so the site team teachers many of them are there helping to answer questions, supervise, support and encourage students while they are studying for finals.

Like the teachers and principals involved in the program, the AVID District Director shared the effects she has seen from the AVID program since its inception at Jenks High School. She stated,

> Someone once told me that we educators are in the Prodigal Son business, and I think that's part of the reason that teachers are excited to be a part of the AVID program because it's rewarding to teach the students who are already doing well and to help them do even better, but it's extremely rewarding to help the kids who need it the most. People who have the potential, but they really don't know exactly how to go about meeting it. So I think that is why I like this program so much.

She went on to illustrate how the effects of the program and the relatedness that is built among students and the adults involved in AVID do not end with high school graduation. She said,

> I know that we have changed kids' lives. I saw a girl Monday night at Ron's, and she came to me because she's going through kind of a bad time. She said, "Can I call you and ask you what you think I should do about this?" And she graduated in 2011. I think it's nice that she feels like we're family enough that she can come ask me that. It makes me happy.

In addition to providing positive role models and developing a sense of family among participants, the AVID program also promotes feelings of relatedness by encouraging students to become involved in school and community life. Bill, during the AVID Elective Teacher Focus Group, highlighted the challenge some students face regarding participation on outside activities. He said, "I think the typical AVID student too, also, is not the ardent supporter of extracurricular activities. They either have work or they have their families." Connie concurred, stating, "I don't have anybody on an athletic team." However, Annette noted that she sees a different trend among younger students in the program. She said,

> I do. And I've had freshmen who have applied for Student Council. They didn't make it, but they are involved. You know what, this year now that I'm thinking about it a little further, we have soccer; we have volleyball; we have one football player. So they seem to be joining more.

Based on the concern regarding the lack of extracurricular participation, especially among students in the upper high school grades, staff members have encouraged student involvement in a variety of ways. Connie said, "I did push kids to join Key Club this year. I pushed my seniors to join if they had not joined. That they definitely needed to be part of an organization, especially one that focuses on service."

Ed described his role this year on the AVID Site Team in the following way,

> My main responsibility this year has been to help create an AVID club for our students, an extracurricular activity to give them leadership opportunities and service opportunities. Even our students who are starting to do well in classes, when it comes to college applications and scholarship applications they have a hard time talking about what clubs or activities they've been a part of or how they've participated in community service, or leadership roles that they've participated in. So, we wanted to create something that would help provide that platform for students.

Deidra discussed her role with the AVID club as well, noting that not only student involvement but also parent support and participation are important. She said,

> This year I'm also helping out with parent involvement. It's an area we've seen that we definitely want to engage a lot more parents. Students need to be involved in extracurricular activities and getting them involved also takes parents. So, I've been working with our AVID club members and our AVID teachers on the site committee coming up with ways where our parents can get more involved.

Autonomy

Autonomy support is an inherent component of the AVID program. The "ID" in the AVID acronym stands for "Individual Determination," and student demonstration of this trait is encouraged from the earliest application and interview stages through the completion of the program. Though teachers cannot directly create autonomous feelings for students, they can support autonomy in the classroom. When students perceive teachers to be supportive of their autonomy, they exhibited greater internalization of academic motivation (Chirkov & Ryan, 2001). Student sense of autonomy and control over their own learning is also facilitated in classrooms where teachers "invite their students to collaborate in small groups on authentic problems and…expect group members to share information and engage in knowledge building discourse" (Boekaerts & Cascallar, 2006, p. 206). These learning conditions exist in the AVID program through

the tutorial processes and procedures and the academic support elective's use of inquiry-based learning and WICR strategies.

During classroom observations of the AVID Academic Support Elective, multiple examples of student autonomy were noted. In particular, the tutorial session promoted significant student autonomy in that it was student-driven in both the topics and "points of confusion" discussed during the tutorials and in the process used by the small groups of students to clarify their understanding of the questions raised. The tutors and elective teacher served as facilitators of the process, not as leaders of the discussions. In other classes I observed, students had autonomy over the topics they selected for research assignments as well as significant control over the positions they took regarding the Native American mascot discussion.

The academic support elective teachers also discussed numerous ways in which they promote student autonomy as they spoke about the program during their focus group session. Students are expected to take responsibility for their own learning through being prepared for tutorial sessions and through active participation in discussions and other learning activities during the academic support elective and in their other courses. However, sometimes this expectation is not enough to prevent students from struggling academically. When that occurs, AVID teachers expect students to take responsibility for improving their grades, though the AVID program and teachers are there to provide support during the process. Connie shared ways in which the elective teachers provide this support. She said,

> There's several things that we go through. There's the one-on-one with the teacher, their AVID teacher. We do the grade alerts to let them know, and if this is ongoing they do know from signing the contract that they can

> be placed on probationary status. It's not our goal to remove them, but it's also not our goal that they don't want to participate. That individual determination thing is important. You can lead a horse to water, but you can't make it drink. In some incidences we find out in that one-on-one that there's an issue that may be outside the school that's causing those problems. We just try to help them any way we can to resolve that issue as well. Sometimes it's just simply they choose that they don't want to do it anymore. But I think we give them all of the support we can to make them successful. It comes down to do they want to be successful?

During the Site Team Focus Group, Susan elaborated on the ways in which the AVID program encourages student autonomy and responsibility for learning. She stated that, by participating in AVID, students learn multiple skills that contribute to the goal of autonomous learning. She said,

> It's also some of those self-advocacy skills. That I can go approach a teacher and, say, admit when I'm struggling or have a conversation. I can take action for myself. I think that's another thing that we encourage through AVID. That it isn't someone out there who did it to you. You need to identify what's your role, what's your part in making it successful for you or correcting something that it isn't.

Callie noted that sometimes this focus on individual determination can appear to be in contrast to the goal of creating a sense of relatedness among students. She said,

> And that's something that we, that's not necessarily the reputation that we've developed because we have that family atmosphere. We have fun. We go on field trips; we go and do things. But it's hard. You have to do a certain amount and number of Cornell notes. You have to come prepared for tutorials. You have to take Advanced Placement courses. These aren't things that are optional. And if you don't fulfill the terms of your contract, you go on probation. You know, you don't get on probation in my math class, but you can be on probation in my AVID class if you're not fulfilling your contractual obligation.

Bob shared similar thoughts during the principal focus group in his discussion of the AVID program and the way in which it holds students accountable for their learning. He stated,

> I hold them accountable to that standard as well. I say, 'You've made this choice, and you want to do it. There are a lot of people who are 100 percent behind

> you in making that choice, so you need to live up to that commitment. I know sometimes it's hard, but you've got a big support group to help you get through it.'

Conclusions

Examination of the focus group session transcripts and the academic support elective observation notes provided a variety of evidence to support the proposition that the AVID Essential Elements create a process that promotes student psychological needs for competency, relatedness and autonomy, which in turn lead to the development of self-regulation. Several of the AVID Essentials appear to contribute more than others, however. The Academic Support Elective, Tutors, Inquiry-Based Instruction, the Site Team, the Advanced Coursework Requirement, and Voluntary Participation were all noted by participants in the focus group sessions.

Of the three factors that make up a climate conducive to the development of self-regulation—competency, relatedness, and autonomy—relatedness was the factor most often mentioned during the focus group sessions as a strength of the Jenks High School AVID program. The focus group sessions highlighted multiple ways in which the program builds relatedness through providing positive role models, developing a sense of family, and promoting involvement in community activities. Many participants across focus group sessions mentioned the sense of relatedness the AVID program creates as one of its greatest strengths and as a reason they became involved in and remain committed to the program.

Evidence of ways in which the program supports the development of feelings of competency was also a strong thread throughout the focus group sessions, though it was not as pervasive as was the relatedness thread. Students enhance their feelings of

competency when they are successful in the advanced coursework required by the AVID program. This success often comes as the result of skills learned during the Academic Support Elective and honed through the tutoring component. Focus group participants, however, noted that students still struggle at times with self-doubt and with their belief in their own competency.

The final psychological need that must be addressed to produce self-regulation, autonomy, proved to be the most challenging to encourage, though there is evidence that the AVID Program promotes this factor as well. The self-directed nature of the tutorial and the inquiry-based instruction of the academic support elective promote student autonomy, just as they do competence. However, teachers expect students to be autonomous not only as they participate in activities in the academic support elective but also by taking responsibility for their learning in other classes. Most of the focus group discussion about student autonomy centered around the need for students to take responsibility for their own learning and ways in which the AVID program encourages and supports students as they do so.

Question 3: Do students participating in the Jenks High School AVID Program exhibit higher levels of self-regulation than do other students "in the middle"?

In the spring of 2013, Jenks High School administered the Academic Self-Regulation Questionnaire to students participating in the AVID program as well as a comparison group of students randomly selected from those whose grade point averages fell between 2.5 and 3.5 during that semester. As part of this program evaluation, the results of that survey were analyzed by calculating a subscale value for each of the four regulatory styles for both the AVID group and the comparison group and then calculating

the Relative Autonomy Index (RAI) for each group. In addition, a variety of statistical analyses were completed after the data were loaded into the SPSS software program.

SRQ-A Subscale and Relative Autonomy Index Results

Initial analysis showed that, on the whole, the AVID group did not exhibit higher levels of self-regulation than did other students "in the middle." The subscale values for each of the groups and their RAI scores can be found in *Table* 2. below. Each of these values was calculated using the scoring protocol established in Grolnick & Ryan (1989) that assigns a value of 4 to each answer of "very true," a 3 to each answer of "sort of true," a two to each answer of "not very true," and a 1 to each answer of "not at all true." Once a subscale score is calculated for each of the four regulatory styles, the Relative Autonomy Index (RAI) can be determined. To calculate the RAI, the subscale scores are combined using the following formula:

2 X Intrinsic + Identified-Introjected-2 X External

Score	**AVID Group**	**Comparison Group**
External Regulation	290.44	310.22
Introjected Regulation	268.22	302.00
Identified Regulation	305.00	343.29
Intrinsic Motivation	208.00	228.00
Relative Autonomy Index	-128.11	-123.16

Table 2. Academic Self-Regulation Questionnaire Subscale and RAI Scores

It is important to remember that the formula for calculating the Relative Autonomy Index (RAI) assigns a higher negative weight to the most controlled style. Therefore, a more

negative RAI reflects a more controlled, or externally-regulated style. Both the AVID group and the comparison group have RAI index scores indicating external regulation, with the AVID group being more externally regulated than the comparison group.

However, both the AVID group and the comparison group demonstrated relatively high levels of identified regulation when looking at scores across subscales. While the Relative Autonomy Indices indicate both groups fell within the externally motivated portion of the scale, identified regulation is one of the autonomous regulatory styles.

Descriptive Statistical Analysis

Analysis of the Academic Self-Regulation Questionnaire survey results of the AVID and comparison group data included a series of t-tests and one-way ANOVAs across groups for each of the four regulatory styles. This analysis reflected the initial subscale scores and Relative Autonomy Index (RAI) calculations for the AVID group and the comparison group with the exception of the calculation for the Identified Regulation subscale. *Figure* 2. below shows the means for each of the regulatory styles within the two groups.

As expected from the regulatory subscale and Relative Autonomy Index (RAI) calculations, the AVID group had higher mean scores for external, and introjected regulation, both of which are controlled regulatory styles. For external regulation, the AVID group had a mean score of 2.681 while the comparison group had a mean score of 1.971. The results for the two groups showed less between group difference in the

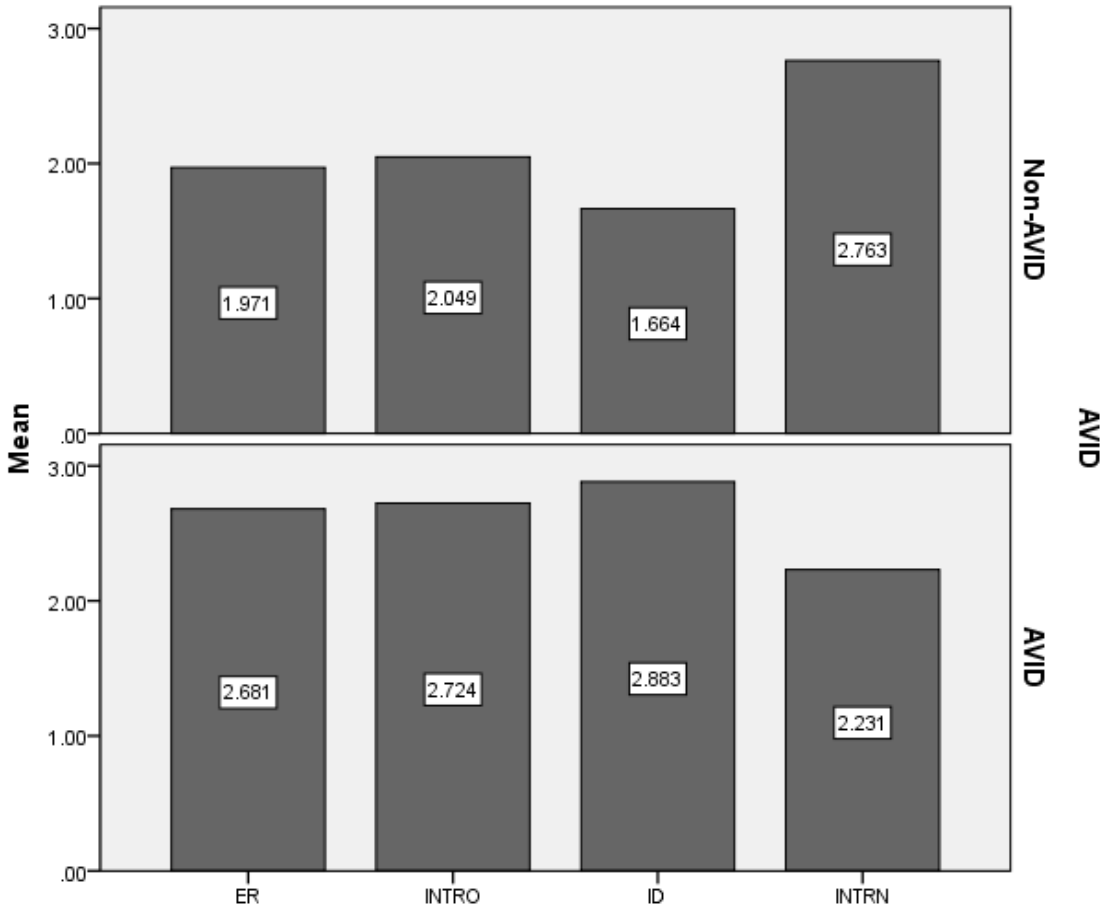


Figure 2. Mean Scores by Regulatory Style of AVID and Non-AVID Groups

introjected regulation results, with the AVID group having a mean score of 2.72 and the comparison group a mean score of 2.05. The results for intrinsic regulation also reflected the results of the previous analysis, with the AVID group having a lower mean score of 2.23 as compared to the non-AVID students' mean of 2.76. Unlike the results for the other three regulatory styles, however, the comparison of means for identified regulation did not reflect the calculations arrived at through the calculation of subscale scores and the Relative Autonomy Index (RAI). The mean identified regulation score for AVID students was 2.88 as compared to a mean score of 1.66 for the comparison group.

The one-way ANOVA results for each of the four regulatory styles provided more information regarding the differences in the scores among AVID students and those students in the comparison group. *Figure* 3. below shows the results of the one-way ANOVA test for the four regulatory styles. In all cases, there was a statistically significant difference between the two groups, with p=.000 for each regulatory style. The AVOVA results also reflect differences in the degree of variation between and within groups for each of the regulatory styles. The between group variation is relatively small for the external, introjected, and internal styles. Within group variation is larger than between group variation in each of these cases. However, identified regulation shows larger between group variation than within group variation. When considering the differences in between and among group variance, the value of the F statistic for each regulatory style is also worth noting. The largest value of F among the four regulatory styles is that of identified regulation with a value of 256.228. This compares to F statistic values of 107.493 for external regulation, 52.104 for introjected regulation, and 32.309 for internal regulation. Based on these figures, it can be determined that more of the variation in identified regulation is explained by participation in the AVID program than is the variations in the other regulatory styles.

Regulatory Style	**AVID** $\bar{x}$	**Non-AVID** $\bar{x}$	**F**	**Sig. of F**
External Regulation	2.68	1.97	107.5	p < .001
Introjected Regulation	2.73	2.05	52.1	p < .001
Identified Regulation	2.88	1.66	256.2	p < .001
Internal Regulation	2.23	2.76	32.3	p < .001

Table 3. ANOVAs Testing Differences between AVID and Non-AVID Regulatory Style Means

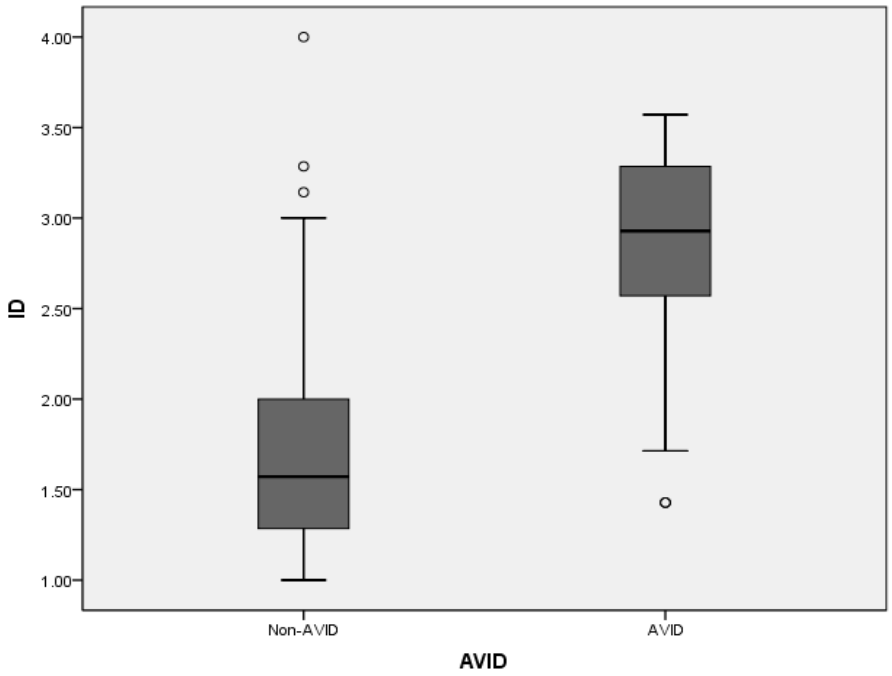
The identified regulation model, which is derived from self-regulation theory, provides insight in to the potential causes for the results shown above. Deci and Ryan (1991) described identified regulation as a combination of both internal and external motivation, though it lies closer to internal regulation when the four regulatory styles are arranged on a spectrum. In fact, identified regulation can be thought of as internalized extrinsic motivation since it occurs when individuals personally identify with an externally prescribed means of thinking or behaving. When individuals exhibit identified regulation, they have accepted the externally-imposed thought pattern or behavior as their own. Jang (2008) describes the relationship between identified regulation and extrinsic motivation in this way,

> Identified regulation is extrinsic because the activity is performed primarily because of its usefulness or instrumentality (work in order to develop a skill) rather than because it is interesting. It is self-determined because the student engages in the task willingly and for personal reasons rather than by being forced to engage the task because of external pressure (p. 799).

Reeve et al. (2002) found that students were more likely to exhibit identified regulation when they were provided with a rationale for educational tasks in an autonomy-supportive way. Educators can create autonomy-supportive conditions by using non-controlling language and by acknowledging that students might experience some negative effects during the lesson. By using rationales that support autonomy, teachers provide students with insights regarding the task's personal value. Jang (2008) explains how this approach contributes to the development of identified regulation, "Such personal relevance information helps participants identify with and internalize the value of the task

(identified regulation), and this internalization allows participants to engage volitionally in the learning activity" (p. 807).

A number of facets within the AVID program promote the establishment of autonomy-supportive rationales for students. First, the college-going culture that the AVID program develops provides a rationale for the hard work that AVID students put in during the Academic Support Elective and in other rigorous courses. AVID students know that the goal of the program is to prepare them for acceptance to and success in a four-year college or university. AVID students also benefit from the program's tutorial component and focus on inquiry-based instruction, both of which help them to become self-directed learners. Above all, the program's promotion of individual determination and voluntary participation on the part of students supports the development of autonomy

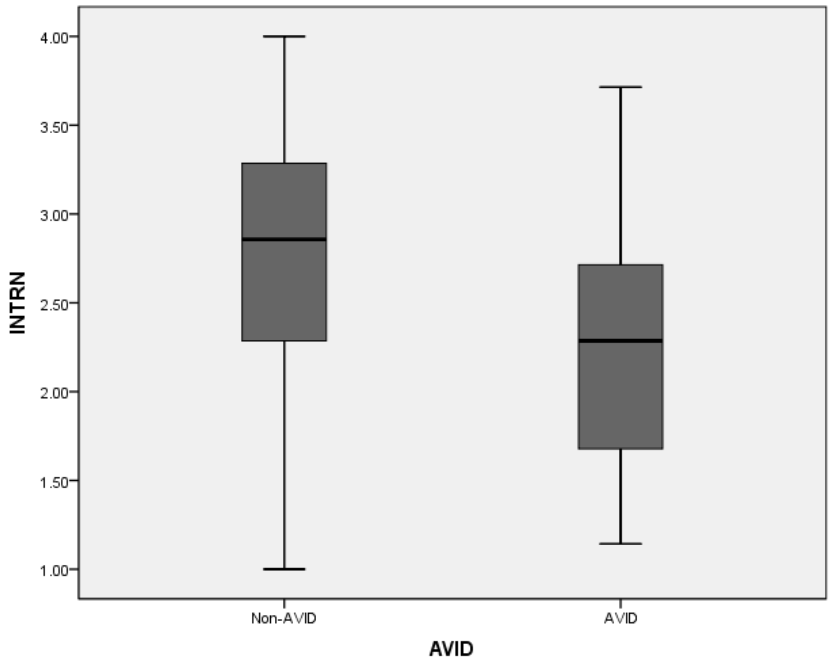


ID=Identified Regulation AVID=AVID and Comparison Group Scores

Figure 3. Identified Regulation Box Plot

and identified regulation. These characteristics of the program likely explain the variation in mean identified regulation scores between the two groups. The box plot above in *Figure 3*. shows the range of scores for both the AVID group and the comparison group. Program participants exhibit a much tighter range of scores within this regulatory style than do non-participants, though each group has outliers.

Keeping in mind these characteristics of the AVID program, why is it that AVID students do not exhibit higher levels of internal regulation than do those students in the control group? Interestingly, there is the least amount of between group variance and the greatest amount of within group variance for the internal regulatory style. The box chart in *Figure 4*. below depicts these ranges, with the non-AVID comparison group scores ranging the full scale from one to four and the AVID group scores ranging nearly as much.



INTRN=Internal Regulation AVID=AVID and Comparison Group Scores

Figure 4. Internal Regulation Box Plot

Another factor that must be considered when examining the results of the Academic Self-Regulation Questionnaire survey is the demographic characteristics of the two groups. Kormos and Kittle (2013) note that

> motivational factors, self-regulation strategies and autonomous learning behaviour might be strongly influenced by social and contextual factors. Students' immediate environment: their family and friends, and the broader socio-economic context play an important role in goal setting, attitude formation and in influencing students' self-efficacy beliefs and the effort and persistence with which they carry out learning tasks (p. 402).

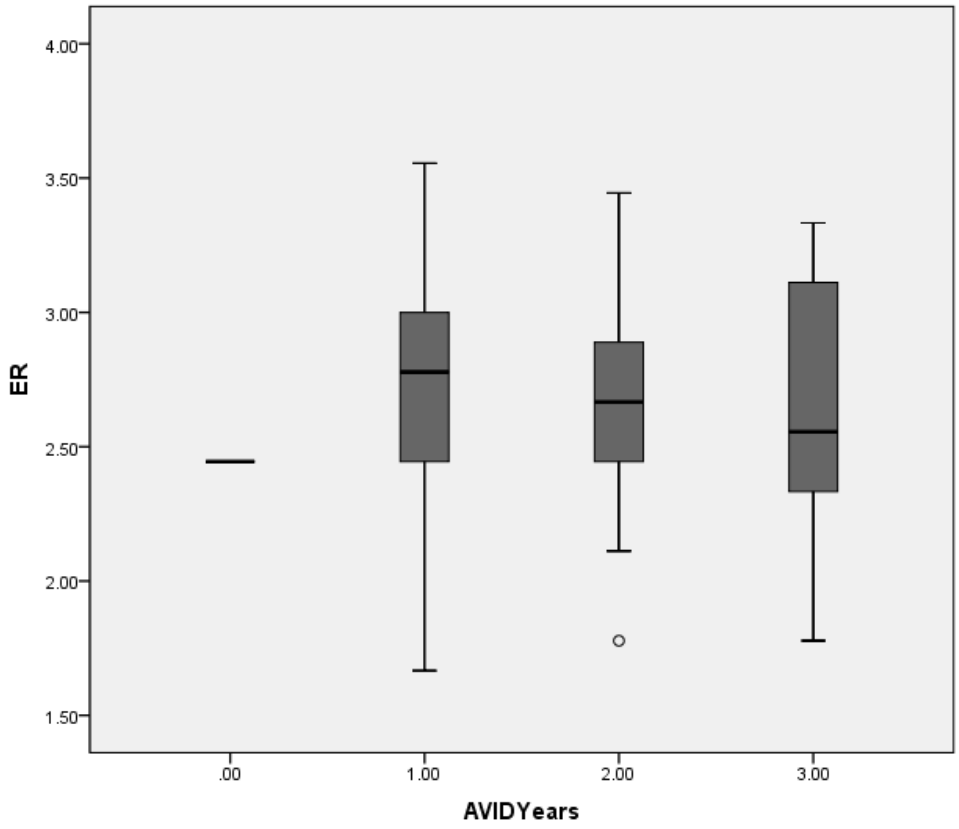
Table 1. on page 42 shows that 50 percent of the AVID group qualified to receive free or reduced price lunches as compared to only 17.4 percent of students in the non-AVID group. In addition, 72.2 percent of the non-AVID group was white, while white students comprised only 48.8 percent of the AVID group. These demographic disparities likely explain part of the differences in the subscale scores and Relative Autonomy Index (RAI) between the two groups. However, it is not possible to analyze the relationship between socioeconomic status and regulatory style using data from the SRQ-A administered by Jenks High School because, while the demographics of the overall group are known, students were not asked to indicate free and reduced lunch status on their individual survey instruments.

Results by Length of Program Participation

Another interesting lens through which to examine academic self-regulation is the length of AVID program participation rather than by comparing results for AVID students to those of their non-AVID peers. AVID participants were grouped in to three categories: students in the first year of program participation, students in the second year of program participation, and students in the third or fourth year of participation. The

decision to combine students in their third and fourth years of participation was made based on the small number (n=3) of students who were in their fourth year of participation. One AVID student did not provide an answer regarding number of years of program participation, accounting for the zero year mean visible in the box plots below.

An analysis of the mean external regulation scores for students across years of AVID program participation can be found in *Figure 5*. below.

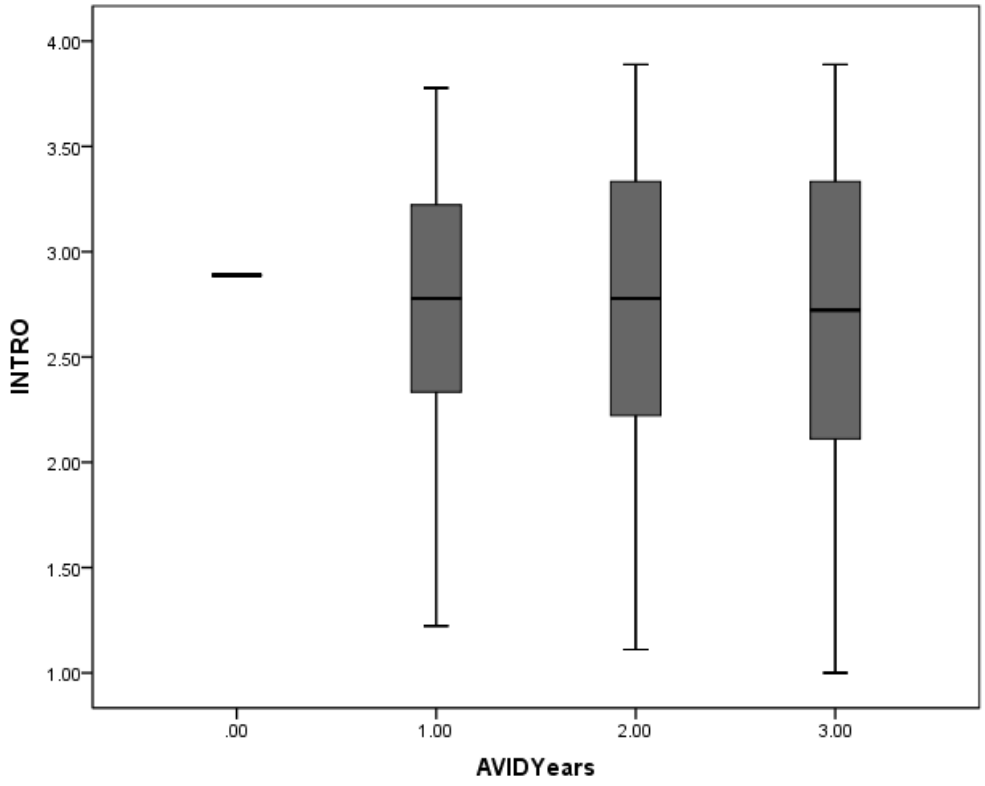


ER=External Regulation AVIDYears=Number of Years of Program Participation

Figure 5. External Regulation by Years of AVID Program Participation

The mean score in this subscale decreased over years of program participation, indicating that students become less externally-regulated the longer they remain in AVID. In addition, the distribution of scores decreases as students persist in the program.

Introjected regulation—the second type of external regulation—also decreased over time for AVID students. However, the decreases are smaller in this regulatory style and the within group variance increases rather than decreases with length of program participation. *Figure 6*. illustrates these findings.

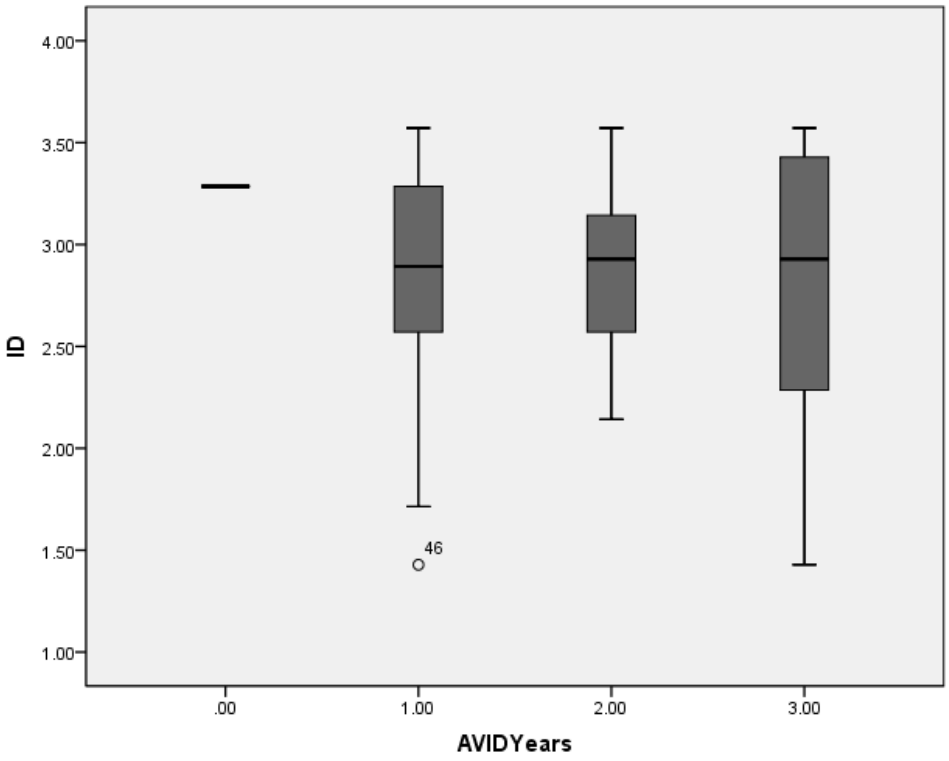


INTRO=Introjected Regulation AVIDYears=Number of Years of Program Participation

Figure 6. Introjected Regulation by Years of AVID Program Participation

The increase in the variance among participants as they participated in the program indicates that AVID may be more effective in reducing levels of introjected regulation in some students than it is for others.

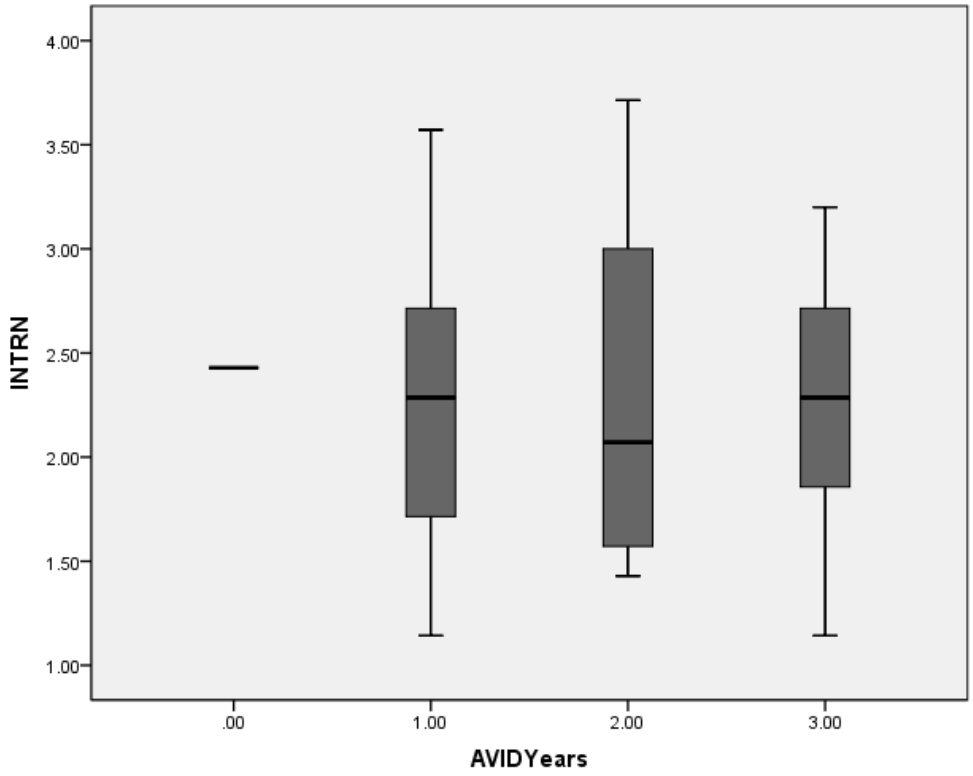
Identified regulation, which as noted earlier is statistically higher in AVID program participants than in the non-AVID comparison group, showed a small increase as students remained in the program. However, the level was relatively high, even among first-year participants. In addition, the within group variation was greatest among students who had participated in the program for the longest period of time. This indicates the effectiveness of the program in building identified regulation likely varies among participating individuals. *Figure 7*. below demonstrates these results.



ID=Identified Regulation AVIDYears=Number of Years of Program Participation

Figure 7. Identified Regulation by Years of AVID Program Participation

Finally, intrinsic motivation also increases, albeit only slightly, when the SRQ-A survey results are analyzed by length of program participation. In this case, however, the within group variation decreases for those students who have participated for three or more years, indicating that the program is more consistent in promoting internal regulation than it is in encouraging identified and introjected regulation. Figure 8. below represents these findings.



INTRN=Internal Regulation AVIDYears=Number of Years of Program Participation

Figure 8. Internal Regulation by Years of AVID Program Participation

Conclusions

Based on the review of data associated with the Academic Self-Regulation Questionnaire administered to both AVID students and a similar number of non-AVID

students in the spring of 2013, it appears that on the whole, AVID students do not exhibit higher levels of self-regulation than do other students academically "in the middle. This conclusion can be drawn based on an analysis of the regulatory subscale scores and the Relative Autonomy Index (RAI) calculations associated with the survey. However, further analysis of the results using descriptive statistics indicate that AVID students are more self-regulated in one area—identified regulation. This result may reflect the components of the AVID program that encourage student autonomy and individual determination as well as the focus on creating a college-going culture among participants.

Finally, an analysis of the ways in which participation in the AVID program influences regulatory style over time indicates that students do show decreased levels of external regulation as they increase the number of years spent in the program. Students who persist in the program also show slightly lower levels of introjected regulation and slightly higher levels of identified and internal regulation than do students who are in their first year of participation.

Question 4: To what degree has the Jenks High School AVID Program promoted higher rates of advanced coursework participation, high school graduation, and enrollment in postsecondary education among program participants?

Leaders at Jenks High School identified three desired long-term outcomes of the AVID program when they established it at Jenks High School in the 2005-2006 school year. Shown in the Jenks High School AVID Logic Model, which can be found in *Figure 1*. on p. 30, these outcomes are increased rates of advanced coursework participation, higher rates of high school graduation, and increased enrollment in postsecondary education. The administrative records for both AVID Program participants and a comparison group of students whose grade point averages fell between

2.5 and 3.5 (putting them in the academic middle demographic that AVID targets) provided data regarding the success of the program in meeting these stated goals thus far. In addition, student comments from an open-ended question posed at the end of the Academic Self-Regulation Questionnaire administered in the spring semester of 2013 provide insight in to the views of participating AVID students. After answering questions about why they complete their homework, participate in classwork, try to answer hard questions in class, and try to do well in school, students were asked to answer the following question: In thinking about your answers to the questions above, how has participating in the AVID program affected the reasons why you act in the way that you do regarding completing homework, doing classwork, answering hard questions, and trying to do well in school? Many of the students' answers were related to the long-term goals of the AVID Program.

Advanced Coursework Participation

The most immediate of the planned outcomes of the AVID Program was the goal of increasing participation in advanced coursework. Jenks High School offers over thirty courses that provide students with the opportunity to complete college-level work while still in high school. These courses include the College Board's Advanced Placement offerings as well as several courses, particularly in mathematics that are beyond the Advanced Placement level, such as Calculus III/Differential Equations and Linear Algebra. In order to evaluate the success of the AVID Program in promoting increased enrollment in these advanced courses, the transcripts for each graduating cohort of AVID students as well as those of the comparison group seniors for the corresponding graduating class were examined.

The data showing each cohort's rate of participation in advanced coursework can be found in *Table 8*. Number of Advanced Courses Completed (AP and Post-AP) in Appendix D. The first cohort of AVID students graduated in 2010 with ten seniors. Those ten seniors completed 27 advanced courses while the comparison group completed six advanced courses. Though the 2011 AVID cohort had only nine seniors, this group completed 29 advanced courses during their time at Jenks High School. That year's comparison group completed 19 advanced courses. The number of AVID seniors increased to 17 students for the 2012 graduating class. These students completed 45 advanced courses, while the comparison group completed 37 such courses. Finally, the 19 seniors in last year's AVID class of 2013 completed 83 advanced courses, while the comparison group that year completed 37. Over the course of the four existing AVID graduated cohorts, the AVID students completed 184 advanced courses, while the comparison cohorts completed 99.

A review of the student responses to the open-ended question attached to the Academic Self-Regulation Questionnaire reveals that most comments did not directly address participation in advanced coursework. However, several student responses did allude to the ways in which they believe the AVID program is preparing them for college. One student said, "Participating in AVID has helped me do my homework and helped me with my grades because they show me what colleges expect from me and push me if my grades aren't good." Another student commented, "I realized I could do better in school than I had done before." In more direct reference to advanced coursework participation, a student shared, "This program has helped me be more organized and communicate more…it also helped me realize that putting in a lot of effort helps you step it up to the

next level." Another student said, "AVID has affected me by encouraging me to try hard and challenge myself by taking harder classes, and it has allowed me to do well in all of my classes." Each of these comments reflects the focus the AVID program places on college readiness and ways in which students internalize that message.

High School Graduation Rates

Another desired outcome at the inception of the Jenks High School AVID Program was higher rates of high school graduation. In order to assess the effectiveness of the program in meeting this goal, four-year graduation rates were examined for AVID seniors, seniors within the comparison group of students "in the academic middle," and the high school as a whole. In 2010, 100 percent of students who persisted in AVID through the senior year graduated in four years. The comparison group had a 90 percent four-year graduation rate, while the high school as a whole had an 81.5 percent four-year graduation rate. AVID seniors in the class of 2011 also had a 100 percent four-year graduation rate. In that year, both the comparison group and the high school as a whole had a four-year graduation rate of 88.9 percent. The AVID class of 2012 was the only cohort in the program that did not achieve a 100 percent four-year graduation rate for participating seniors. That year, 94.1 percent of AVID seniors graduated in four years as compared to 88.2 percent of the comparison group and 92.5 percent of seniors in the high school as a whole. Finally, last year, 100 percent of AVID seniors graduated in four years, as did 100 percent of comparison group seniors. That year 89.1 percent of seniors in the high school as a whole graduated in four years. *Table* 9. High School Graduation Rates, found in Appendix D. provides an overview of this data.

Enrollment in Post-Secondary Education

Table 10. College-Going Behavior of AVID Students and Comparison Group Students found in Appendix D. provides data regarding the effectiveness of the AVID Program at Jenks High School in meeting its final desired outcome: increased rates of enrollment in post-secondary educational opportunities. In order to assess this outcome, data related to rates of participation in college entrance exams, four-year college acceptance rates, and students' post-secondary enrollment intentions were examined for all cohorts of graduating AVID seniors as well as for the comparison cohorts of students in the academic middle.

Ninety percent of the first class of students to graduate from the AVID program in 2010 took a college entrance exam. Of those students, 80 percent were accepted to a four-year college, and 60 percent planned to attend such an institution. Forty percent planned to attend a two-year college. In the comparison group that year, 60 percent of the seniors took a college entrance exam. Among students in the comparison group, 40 percent planned to attend a four-year college or university, while 30 percent planned to attend a two-year college. In 2011, 100 percent of the AVID seniors took a college entrance exam, and all of the graduating seniors were accepted to a four-year college or university. That year, 88.9 percent of the AVID students planned to attend a four-year institution, while 11.1 percent planned to attend a two-year college. In the comparison group, 55.6 percent of students took a college entrance exam; 55.6 percent were accepted to a four-year college or university, and 44.5 percent planned to attend that school. Another 11.1 percent planned to attend a two-year college.

In the 2012 AVID senior cohort, 94.1 percent took a college entrance exam. Among students in this cohort, 70.6 percent were accepted to a four-year college or university, with 41.2 percent planning to attend that institution while another 41.2 percent planned to attend a two-year college. Of the 2012 comparison group, 70.6 percent of students took a college entrance exam. Of those, 52.9 percent were accepted in to four-year post-secondary institutions. Among the comparison group, 35.3 percent of the seniors planned to attend a four-year college or university, while 41.2 percent planned to attend a two-year college. All of the AVID seniors graduating in 2013 participated in college entrance exams; 87.5 percent of this AVID class was accepted to a four-year college or university, and 56.3 percent planned to attend that type of post-secondary institution. Twenty-five percent planned to attend a two-year college. The comparison group in 2013 had a college entrance exam participation rate of 57.9 percent. Of those students, 36.8 percent were accepted to a four-year college or university, and 26.3 percent planned to attend that form of post-secondary education. Another 42.1 percent of the comparison group planned to attend a two-year college.

In addition to the college-going behavior data, multiple comments from AVID student survey conducted in the spring of 2013 demonstrate the program's focus on creating a culture of college-going. One student stated that AVID has affected her "because it helps me understand how serious college is and how I need to have good grades and how I should care about it from now as a freshman because it's important." Another student stated, "AVID has affected me by doing well in school and making sure I am prepared for college and for life." A third student said, "The AVID program has

taught me what colleges expect and has motivated me to do well in school." Finally, a student stated, "AVID has given me the motivation to seek a higher education."

Conclusions

The review of administrative records and student survey open responses associated with the three outcomes stated in the Jenks High School AVID Logic Model (*Figure 1*., p. 30) indicates that the program has accomplished each of the three outcomes: increased participation in advanced coursework, higher rates of high school graduation, and increased enrollment in post-secondary education. Performance of AVID seniors in each of these categories was higher than that of the comparison group seniors for each AVID cohort group. In addition, the performance of the program in each of these outcomes has improved over time.

One of the requirements of AVID is enrollment in advanced coursework. While this includes both Pre-AP and AP courses (as well as the small number of Post-AP courses), the administrative records review consisted of examining only college-level work (AP and Post-AP courses) completed during the high school careers of the AVID students and the comparison group students. AVID has promoted higher levels of participation in such courses as evidenced by total number of courses completed by AVID students during the period of examination nearly doubling that of the comparison students. AVID students completed 184 such courses to the comparison group's 99. This reflects an average of 3.35 college-level courses for each AVID student and 1.8 college-level courses for each comparison group student. The performance of the 2013 AVID seniors represents the strongest rates of advanced coursework participation to date. In that cohort, AVID students completed 83 advanced courses during their high school

careers, an average of 4.37 courses per student. The comparison group completed 37 advanced courses, for an average of 1.95 courses per student.

The performance of AVID students also exceeds that of the comparison group, as well as the high school as a whole when the rate of four-year graduation is examined. In the years in which the Jenks High School AVID Program has had a graduating senior class, the four-year graduation rates have ranged from 94.1 percent to 100 percent. During that same time period, the four-year graduation rates have ranged from 88.2 percent to 100 percent for the comparison group and from 81.5 percent to 92.5 percent for the high school as a whole. In every year for which data was reviewed, the four-year graduation rate equaled or exceeded the four-year graduation rate of the comparison group and exceeded the four-year graduation rate of the high school as a whole.

The Jenks High School AVID Program has also successfully achieved the last desired outcome, increased enrollment in post-secondary education. The AVID students in all four graduating cohorts participated in college entrance exams, were accepted to four-year colleges and universities, and planned to attend those four-year colleges and universities at higher rates than did students in the comparison cohorts. In the comparison groups, participation in college entrance exams never exceeded 70.6 percent, while among the AVID cohorts the lowest rate of participation was 90 percent. Similar trends were found in rates of acceptance to four-year educational institutions. These rates ranged from 36.8 to 55.6 percent for the comparison group, but between 70.6 and 100 percent of AVID students were accepted each year. Finally, the focus on college-going was reflected in the students' reported plans for college attendance following graduation. AVID students reported plans for college attendance (either four-year or two-year) at a

rate of between 81.3 and 100 percent. In the comparison group, between 55.6 and 76.5 percent of students each year reported that they intended to pursue study at the college level. In addition, each year, AVID students indicated they would be enrolling in four-year institutions at higher rates than did their comparison group peers. These rates ranged from 41.2 percent as a low to 88.9 percent as a high for the AVID cohorts. The rates for the comparison cohorts ranged from 26.3 percent to 44.5 percent.

A stated goal for the national AVID organization is that all seniors participating in the program should be admitted to and planning to attend a four-year college or university at the conclusion of high school. The 2011 cohort was the only one in the history of the program at Jenks High School to achieve 100 percent admission to four-year institutions of higher education. That cohort also had the program's best rate of enrollment in such institutions at 88.9 percent. The program continues to experience fairly high rates of enrollment in two-year colleges or technical programs as an alternative to four-year colleges and universities. During the AVID Teacher Focus Group, several teachers noted this trend and attributed it to the rising cost of college tuition and the difficulty students experience in acquiring scholarships and other financial aid to make the four-year college experience a reality. In addition, the local community college system provides tuition scholarships for high-performing graduates of Tulsa County high schools, making the two-year college route attractive for many AVID students and their parents who are looking to maximize their available education spending budgets.

CHAPTER 6: SUMMARY AND CONCLUSION

If suburban school districts are to maintain or improve academic performance levels as their student demographics change, they must be proactive about closing achievement gaps, raising achievement for all students, and preparing young people for the demands of the 21st century (Byrnes, 2003; Boykin & Noguera, 2011). It was with this goal in mind that administrators at Jenks High School identified the Advancement Via Individual Determination (AVID) Program as a vehicle for improving educational outcomes for students from low socioeconomic or diverse ethnic backgrounds. Jenks High School was an early-adopter of AVID in Oklahoma, opening only the second program in the state in the 2006-2007 school year.

AVID began in California in 1980 and has since spread throughout the United States and to multiple other countries. A college readiness program designed to prepare underachieving high school students for college, AVID focuses on "students in the middle" (defined by a 2.5-3.5 GPA) and seeks to prepare students for success in post-secondary education through encouragement and support in rigorous courses, promotion of social growth and awareness, and academic counseling (Martinez & Klopott, 2005; Guthrie & Guthrie, 2000).

Research has demonstrated a variety of positive outcomes for students who participate in AVID over the course of their high school careers. These outcomes include

1. higher levels of advanced coursework participation, increased high school academic achievement, and improved college readiness (Swail, 2000; Watt, Yanez, & Cossio, 2002; Watt, Powell, Mediola, & Cossio, 2006; Watt, Huerta, & Lozano, 2007)

2. removal of barriers to advanced coursework participation and encouraging high expectations for all students (Mehan, Hubbard, & Villanueva, 1994; Watt, Powell, Mediola, & Cossio, 2006),
3. increased levels of self-efficacy among participating students (Mehan, Hubbard, & Villanueva, 1994; Black, et al., 2008),
4. higher levels of high school graduation and enrollment in post-secondary education (Bean & Valerio 1997; Guthrie & Guthrie, 2000; Slavin & Calderon, 2001; Watt, Powell, Mendiola, & Cossio, 2006; Hooker, 2009), and
5. better performance in college coursework (Hooker, 2009; Mendiola, Watt, & Huerta, 2010).

However, one relationship that had not been previously-explored was that between the AVID Essential Elements that make up the program and the development of self-regulated learning.

Self-regulated learning is "an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment" (Pintrich, 2000, p. 453). Self-regulated learners show increased persistence and effort toward academic tasks, initiate and attend better to those tasks, and demonstrate higher levels of academic achievement than do non-self-regulated learners (Boekaerts & Cascallar, 2006; Horner & O'Connor, 2007; Zito et al., 2007). With these positive outcomes for self-regulated learners in mind, it is necessary to consider ways in which schools (and programs within schools) might encourage the development of self-regulation within students.

Niemiec and Ryan (2009) discussed ways in which self-determination theory relates to the development of self-regulation in students. Self-determination theory identifies the underlying source of student's autonomous self-regulation and helps explain how social influences either support or inhibit students' self-regulation capacities (Reeve et al., 2012). It posits that, when teachers meet students' basic psychological needs for autonomy, competence, and relatedness, students are more likely to demonstrate internalized motivation to learn as well as to show more autonomous engagement in their schoolwork (Ryan & Deci, 2000). A review of the AVID Essentials showed that many of these elements were likely to encourage the development of conditions conducive to self-regulated learning. However, a more thorough study of the program at Jenks High School was necessary to determine its effectiveness both in the area of promoting student self-regulation and in the other areas of focus for this program evaluation.

In order to evaluate the performance of the Jenks High School AVID Program, this study took a mixed methods approach, an approach that provides the opportunity for a more nuanced look at program implementation and outcomes than would a solely qualitative or quantitative approach. The following research questions were considered:

1. To what extent does the Jenks High School AVID Program conform to the AVID "Eleven Essentials"?
2. To what extent do the AVID "Eleven Essentials" promote the development of competency, relatedness, and autonomy, the components of self-regulation?
3. Do students participating in the Jenks High School AVID Program exhibit higher levels of self-regulation than do other students "in the middle"?

4. To what degree has the Jenks High School AVID Program promoted higher rates of advanced coursework participation, high school graduation, and enrollment in postsecondary education among program participants?

Qualitative data were collected via focus group sessions with key stakeholders in the AVID Program, from direct observation of AVID Academic Support Elective classes, and from an open-ended response question included in an AVID student survey conducted in the spring of 2013. Quantitative data were collected through analysis of the results of the Academic Self-Regulation Questionnaire given to AVID students and a comparison group of students in the academic middle.

Discussion of Key Findings

The data gathering and analysis process used in this program evaluation led to key findings related to each of the four research questions stated above.

Finding 1: Program Conformity to the AVID Essential Elements

The AVID Program at Jenks High School conforms in high degree to the AVID Essential Elements, those characteristics which allow the program to call itself "AVID." Through training provided by the AVID organization and support provided at the district level by the director and the site team, stakeholders in the Jenks program have gained a thorough understanding of the essential elements and the ways in which they should be implemented. Participants in all four focus groups provided multiple examples of the ways in which the program meets these requirements and were able to knowledgeably discuss their work in implementing AVID at their school. In addition, observations of Academic Support Elective classes provided data regarding the implementation of

multiple AVID Essentials including tutoring, inquiry-based instruction, WICR strategies, and the Academic Support Elective itself.

This finding supports and deepens those of the national AVID organization's evaluations, which are based on the school's submission of documentation for each of the AVID Essentials. These annual evaluations are required for continued certification as an AVID program, and Jenks High School has received such certification for the duration of the AVID program's existence at that site.

Finding 2: Promotion of the Components of Self-Regulation

Research shows that feelings of relatedness, competency, and autonomy lead to the development of self-regulation (Ryan and Deci, 2000; Niemiec and Ryan, 2009). Evidence gathered during focus group sessions and during classroom observations of the Academic Support Elective classes showed that the Jenks High School AVID program does develop feelings of relatedness, competency, and autonomy among student participants. However, there is also evidence that these components of self-regulation are encouraged in varying degrees by the program. Relatedness was a recurring theme among participants in the elective teacher, site team, principal, and district director focus group sessions. This systematic focus provided significant evidence to support the claim that the Jenks High School AVID Program promotes the development of a sense of relatedness among participants. Provision of positive role models, development of a sense of family, and promotion of involvement in community activities are all ways in which the program develops relatedness. Multiple participants noted that the sense of relatedness that the AVID program creates is one of its greatest strengths and listed it as a reason they first became involved in and now continue to be committed to the program.

Evidence of the program's ability to promote the development of a sense of competency among participants was also gathered during focus group sessions and observations of the Academic Support Elective classes. Focus group participants discussed the program's ability to form feelings of competency among students to a lesser degree than they did its ability to promote relatedness. Components of the program that were described as promoting competency included tutorials, academic skills learned during the Academic Support Elective, and the advanced coursework requirement. Focus group participants, however, noted that students still struggle at times with self-doubt and with their belief in their own competency.

Though there is evidence the Jenks High School AVID Program promotes autonomy as well as relatedness and competency, this final component of self-regulation is the most difficult for the program to encourage. The self-directed nature of the tutorial and the inquiry-based instruction of the academic support elective promote student autonomy, just as they do competence. However, teachers expect students to be autonomous not only as they participate in activities in the academic support elective but also by taking responsibility for their learning in other classes. Most of the focus group discussion about student autonomy centered on the need for students to take responsibility for their own learning—to demonstrate the "self-determination" referenced in the program name—and on ways in which the AVID program encourages and supports students as they do so rather than ways in which students already behave in an autonomous fashion.

Finding 3: Self-Regulation Levels

The third research question in this program evaluation sought to determine if AVID students demonstrated higher levels of self-regulation than did other students at Jenks High Schools whose grade point averages put them at the academic middle. Analysis of the results of the Academic Self-Regulation Questionnaire administered to AVID students as well as a comparison group of students in the middle indicated that on the whole, AVID students at Jenks High School do not exhibit higher levels of self-regulation. This conclusion was drawn based on an analysis of the regulatory subscale scores and the Relative Autonomy Index (RAI) calculations associated with the survey. However, further analysis of the results using descriptive statistics showed higher levels of identified regulation among AVID students than among their comparison group peers. This finding may be attributed to the focus on developing student autonomy and individual determination as well as the focus on creating a college-going culture among AVID Program participants.

Although AVID students do not exhibit higher levels of self-regulation as a whole than do those students in the comparison group, the demographic characteristics of the two groups bring to light another way of looking at the results of the Academic Self-Regulation Questionnaire. *Table 1*. on page 43 shows the comparison group proved to have a higher percentage of white students and lower percentages of each of the remaining subgroups than did the AVID. The percentage of participating students who qualified for free and reduced price lunches was also lower, with 50 percent of AVID students qualifying for subsidized lunches while only 17.4 percent of the comparison group qualified. Based on these demographics and the findings of Kormos and Kittle

(2013) that "motivational factors, self-regulation strategies and autonomous learning behaviour might be strongly influenced by social and contextual factors" (p. 402), it is likely that AVID serves as a means of closing the achievement gap between students from diverse ethnic and socioeconomic backgrounds and their white, middle class peers. The relative autonomy indices calculated from the Academic Self-Regulation Questionnaire results provide support for this claim. The RAI for AVID showed only a slightly greater tendency toward external regulation than did the comparison group, with AVID scoring -128.11 and the comparison group -123.16.

The effects of the Jenks High School AVID program on the development of self-regulation can also be seen over time. AVID students showed decreased levels of external regulation as they increased the number of years spent in the program. Students who persisted in the program also showed slightly lower levels of introjected regulation and slightly higher levels of identified and internal regulation than did students who were in their first year of participation. Based on this evidence, it can be said that the AVID program is effective in promoting the development of self-regulation.

Finding 4: Promotion of Advanced Coursework Participation, High School Graduation, and Enrollment in Post-Secondary Education

A review of administrative records for the graduating cohorts of AVID students and comparison groups of non-AVID students who are in the academic middle revealed that the AVID students demonstrated higher rates of advanced coursework participation, four-year graduation, and enrollment in post-secondary educational opportunities. Each of these components was included in the desired program outcomes shown in the Jenks High School AVID Logic Model (*Figure 1*., p. 30), which served as the basis for

program development. The data supports the conclusion that the Jenks High School AVID Program has been successful thus far in achieving its intended outcomes.

Recommendations

The findings of this evaluation demonstrate the Jenks High School AVID Program's effectiveness in achieving the outcomes identified when the program began in 2006. Implementing the AVID Eleven Essentials has led to the desired increases in participation in advanced coursework, high school graduation, and enrollment in post-secondary educational opportunities. In light of these successes, the following recommendations are offered in the hope that they will be useful in encouraging continuous program improvement and growth.

Promoting the Components of Self-Regulation

When teachers meet students' basic psychological needs for autonomy, competence, and relatedness, students are more likely to demonstrate internalized motivation to learn as well as to show more autonomous engagement in their schoolwork (Ryan & Deci, 2000). While the evidence gathered during this program evaluation demonstrates that the Jenks High School AVID program promotes autonomy, competence, and relatedness among participants, there are opportunities for growth in the areas of promoting competence and autonomy. Boekaerts and Cascallar (2006) suggested that autonomy is enhanced when teachers "invite their students to collaborate in small groups on authentic problems and…expect group members to share information and engage in knowledge building discourse" (p. 206). In addition, listening, asking what students want or need, creating independent work time, encouraging students' voice, positioning students near learning materials, providing rationales, offering

encouragement, offering hints, being responsive, and acknowledging students' perspectives and experiences are empirically validated means of supporting student autonomy (Reeve, et al., 2012).

As with autonomy, the ways in which teachers structure classroom interactions can affect the degree to which students develop a sense of competence. Introducing learning activities that are optimally challenging, providing students with the appropriate learning tools, and furnishing students with feedback that downplays evaluation and emphasizes ways that students can master the assigned tasks are all ways teachers can promote the development of feelings of competence among students (Niemiec & Ryan, 2009).

While several of the AVID Essentials—such as tutorials, inquiry-based learning, the advanced coursework requirement, the academic support elective, and WICR strategies—are already promoting to some degree the development of autonomy and competence, discussion among AVID teachers and site team members about the deliberate ways in which these components of self-regulation can be developed would likely provide effective approaches toward increasing this program result.

Program Retention and Growth

A review of the senior cohort data reveals significant attrition rates for AVID participation between the time students enter as freshman and graduate as seniors. Of the initial group of freshman who began the program in 2006-2007, seven completed all four years of AVID by the time they graduated in 2010. Four of the nine seniors who graduated as AVID students in 2011 began the program as freshmen. Nine of the 17

AVID seniors in the class of 2012 had completed four years of AVID, and in the class of 2013, five of the 19 seniors completed four years of AVID.

The data above represent two trends. First, many students who initially apply for and gain admission to the AVID program do not persist with the program through all four years of high school. Second, administrators and teachers in the AVID program work to identify new students who meet the criteria for participation in AVID who can join the cohort after the freshman year, in an attempt to replace those students lost through attrition. In no year, however, has the total number of seniors participating in the AVID program equaled the number of freshmen who began the program four years earlier.

Focus group participants identified several challenges they face in retaining students through all four years of the AVID program. These challenges can provide the basis for further study and the development of action plans to address retention issues. They include the difficulty of reserving an elective hour each year in a schedule when the state graduation requirements include such courses as financial literacy, and world language or computer technology as well as the standard core curriculum; the challenge of fitting in an AVID elective class when students have other elective interests such as athletics or fine arts; and the need to establish a clear differentiation in AVID course content for each year of study so that students see value in continuing to participate in the program each year.

Focus group participants also indicated a desire to expand the AVID program to the district's middle school site. This desire reflects evidence that indicates that early intervention, especially when that intervention focuses on college readiness rather than remediation, is the most effective means of preparing students for success after high

school (Oesterreich, 2000). Teachers, site administrators, and district administrators referenced the costs of the program as the primary barrier to the desired expansion of the program. Seeking sources of external funding for program expansion as well as working with district administration to identify potential internal funding options are recommended so that more students can benefit from the success and effectiveness of the existing AVID program at the high school level.

School-Wide Approach

Jenks High School teachers and administrators began the AVID program in 2006 as a means of addressing the changing demographics of their school. They sought to ensure equity and access to advanced coursework for all students and wanted to maintain and even improve the high level of academic performance the school had experienced in past years. Review of the data regarding advanced coursework participation rates for AVID students demonstrates the success of the program in encouraging a more diverse group of students to take these courses. However, more can be done to promote the development of a strong college-readiness and college-going culture across all student demographic groups within the school.

While not all students need the additional support AVID provides, there are many students who fall in to "the academic middle" who are unable to participate in the program due to space or scheduling constraints. These students benefit when AVID strategies move beyond the doors of the individual AVID elective classrooms and begin spreading throughout the school site. One focus group participant noted that the WICR Wednesday approach of sharing AVID strategies with all teachers had noticeably changed the school's culture, taking it from a "school with AVID' to an "AVID school."

Practices that promote this transition should be supported and expanded so that a larger number of teachers understand the effectiveness of the AVID strategies and begin using them in their classrooms. Increasing the use of inquiry-based instruction and focusing on writing, reading, and collaborating in all subject areas (WICR) will enhance teaching and learning for all students. In addition to continuing the WICR Wednesday newsletters, AVID site team members and district and site administrators should look for additional ways to provide training in AVID strategies for teachers not directly involved in the program. Discussion of ways in which teachers are providing opportunities for student collaborative learning and inquiry should also be an ongoing component of professional development and teacher collaboration activities. By doing so, Jenks High School will be able to maintain and enhance its college-going culture, which McClafferty, McDonough, and Nunez (2002) describe as one that "encourages all students to consider college as an option after high school and prepares all students to make informed decisions about available post-secondary options" (p.1).

Suggestions for Further Research

The setting for this program evaluation is one, suburban high school in the lower Midwest. As such, it provides several jumping off points for further investigation of the AVID program and its effectiveness. Though Jenks High School was the first traditional high school in the State of Oklahoma to begin an AVID program, since that time a number of other districts and schools have chosen AVID as their approach to promoting higher levels of college readiness among students. For the past two years, the Oklahoma State Department of Education has provided grant funding for AVID start-up programs. This funding resource has led to expansion in AVID programs across the state at the

elementary, middle school, and high school levels. It would be an interesting study to analyze the fidelity with which these new programs are implemented as well as their success in promoting the development of self-regulation among students. One of the priorities of the state's grant funding is to provide resources to school sites that have at least 50 percent of students who come from low socioeconomic backgrounds. Does a school's socioeconomic makeup influence the ability to implement AVID with fidelity to the Eleven Essentials or the ability of the program, once established, to promote self-regulation among students? Analyzing the differences in AVID programs implemented at the more newly-established locations as compared to sites such as Jenks High School that do not have such high participation in free and reduced lunch programs would be informative.

Within Jenks High School itself, there are also additional avenues for research related to the AVID Program. The quantitative data used in this program evaluation was based on one year of data from the Academic Self-Regulation Questionnaire administered to AVID students and a comparison group of students in the middle who did not participate in AVID. The spring 2013 administration of this survey was the first time the survey had been used at the school site. Administration of this survey over multiple years would provide a rich source of data for trend analysis of student self-regulation, both for the AVID program and for the school site as a whole. In addition, the student survey data, which included one open-ended response question, provided the only "student voice" for this study. Further qualitative research could involve directly gathering information from students regarding their experiences in the program. Finally, as the students who were involved in the AVID program from its inception at Jenks High

School near the age of college graduation, further opportunities exist to research the long-term effectiveness of the program in regards to college retention and graduation rates.

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APPENDIX A: FOCUS GROUP PARTICIPANT PSEUDONYMS AND ROLES

AVID Teacher Focus Group

Annette: 9th grade elective teacher, Jenks Freshman Academy

Bill: 11th grade elective teacher, Jenks High School

Connie: 12th grade elective teacher, Jenks High School

Donna: 10th grade elective teacher, Jenks High School

AVID Site Team Focus Group

Ava: Coordinator, Jenks Public Schools

Susan: Executive Director, Jenks Public Schools

Allen: Social Studies Teacher, Jenks Middle School

Betty: Science Teacher, Jenks High School

Callie: Math Teacher and AVID Site Coordinator, Jenks High School

Alice: AVID Tutor, Jenks High School

Principals Focus Group

Al: Jenks High School Principal

Bob: Jenks High School Assistant Principal

Carl: Jenks High School Assistant Principal

Deidra: Jenks High School Assistant Principal

Ed: Jenks High School Assistant Principal

Frank: Jenks Freshman Academy Principal

APPENDIX B: FOCUS GROUP INTERVIEW PROTOCOLS

AVID Teacher Focus Group Interview Protocol

1. Tell me about the AVID program. What are the goals of the program here at Jenks?
2. How would you describe the "typical" Jenks High School AVID student?
3. Why did you choose to teach the AVID elective?
4. What are the key factors needed for a successful AVID program?
5. Describe your experience with AVID professional development.
6. What instructional tools do you have to help students succeed?
7. What do you do if an AVID student is not succeeding in school?
8. How does the AVID elective program fit in with the academic expectations of the larger school setting?
9. How are AVID students and the AVID program perceived by other teachers and administrators?
10. Where do you see your class in five years?

AVID Site Team Focus Group Interview Protocol

1. Tell me about the AVID program. What are the goals of the program here at Jenks?

2. How would you describe the "typical" Jenks High School AVID student?

3. Why did you choose to be a member of the AVID Site Team?

4. Describe your perceptions regarding the role of the AVID Site Team.

5. What are the key factors needed for a successful AVID program?

6. Describe your experience with AVID professional development.

7. How does the AVID elective program fit in with the academic expectations of the larger school setting?

8. How are AVID students and the AVID program perceived by other teachers and administrators?

9. Has AVID influenced teaching and learning outside the AVID elective classes?

AVID Administrator and District Director Focus Groups Interview Protocol

1. Tell me about the AVID program. What are the goals of the program here at Jenks?

2. Describe your role in relationship to the AVID program.

3. How are students recruited for the AVID program?

4. How do you select teachers for the AVID Elective classes and the AVID Site Team?

5. Describe your perceptions regarding the role of the AVID Site Team.

6. What are the key factors needed for a successful AVID program?

7. Describe your experience with AVID professional development.

8. How does the AVID elective program fit in with the academic expectations of the larger school setting?

9. How are AVID students and the AVID program perceived by teachers and administrators?

10. Has AVID influenced teaching and learning outside the AVID elective classes?

11. How do you provide the support and resources needed for implementation of the AVID Program?

APPENDIX C: AVID ELECTIVE CLASSROOM OBSERVATION FORM

Date:_____

Time:_____ Grade:_____

Teacher:_____

AVID Essential	Evidence of Implementation
WICR Strategies	
Inquiry-Based Instruction	
Rigorous Coursework Requirement	

Tutoring	

APPENDIX D: ADMINISTRATIVE RECORDS DATA

Program Year	General Fund	Bond Funds	AP Incentive Funds	JPS Foundation Funds	Total Expenditures
2005-2006	$10,008.70	$0.00	$10,961.43	$10,483.70	$31,453.83
2006-2007	$11,965.00	$4,500.00	$30,100.00	$0.00	$46,565.00
2007-2008	$3,619.33	$0.00	$6,000.00	$9,270.00	$18,889.33
2008-2009	$16,722.32	$0.00	$0.00	$10,000.00	$26,722.32
2009-2010	$12,729.55	$0.00	$7,037.00	$0.00	$19,766.55
2010-2011	$9,909.51	$0.00	$12,667.00	$0.00	$22,576.51
2011-2012	$16,173.17	$0.00	$0.00	$0.00	$16,173.17
2012-2013	$30,721.73	$0.00	$0.00	$0.00	$30,721.73
				Total	$192,868.44

Table 4. Financial Capital Resources and Expenditures

Program	AVID Class Sections	AVID Teachers	AVID Site Team Members

Year			
2006-2007	1	1	10
2007-2008	2	1	15
2008-2009	3	3	18
2009-2010	4	4	21
2010-2011	5	4	24
2011-2012	5	4	20
2012-2013	5	4	27
2013-2014	6	5	27

Table 5. Human Capital Resources

Ethnicity	Entire School			AVID Students		
	Male	Female	School Enrollment Percentage	Male	Female	Program Enrollment Percentage
American Indian	173	157	10.6	2	2	3.6
Asian	120	132	8.0	4	12	14.5
Pacific Islander	3	4	0.2	0	1	0.9
Hispanic	104	98	6.5	6	15	19.1
Black	150	131	9.0	3	12	13.6
White (non-Hispanic	1006	1039	65.6	24	29	48.2

Table 6. Student Ethnicity 2012-2013

Program Year	Jenks High School Free or	Percentage of School	AVID Student Free or Reduced	Percentage of Program

	Reduced Lunch Program Eligibility	Population	Lunch Program Eligibility	Population
2006-2007	466	16.0	9	56.3
2007-2008	484	18.0	18	56.3
2008-2009	559	22.0	17	40.5
2009-2010	625	20.9	20	32.8
2010-2011	714	22.0	42	46.2
2011-2012	725	23.6	50	37.0
2012-2013	895	28.7	59	53.6

Table 7. Free and Reduced Lunch Eligibility

Graduation Year	Number of Participating Students Per Group	Advanced Courses Completed AVID	Advanced Courses Completed Comparison Group
2009-2010	10	27	6
2010-2011	9	29	19
2011-2012	17	45	37
2012-2013	19	83	37
TOTAL		184	99

Table 8. Number of Advanced Courses Completed (AP and Post-AP)

Graduating Class Year	Number of Seniors			Percentage of Seniors Graduating in 4 years		
	AVID	Comparison Group	JHS	AVID	Comparison Group	JHS
2010	10	10	716	100.0	90.0	81.5
2011	9	9	689	100.0	88.9	88.9
2012	17	17	720	94.1	88.2	92.5
2013	19	19	713	100.0	100.0	89.1

Table 9. Four-Year Graduation Rates

Year	AVID				Comparison Group			
	Took ACT	Accepted to 4-year college	Planning to attend 4-year college	Planning to attend 2-year college	Took ACT	Accepted to 4-year college	Planning to attend 4-year college	Planning to attend 2-year college
2010 (10 seniors)	90%	80%	60%	40%	60%	40%	30%	30%
2011 (9 seniors)	100%	100%	88.9%	11.1%	55.6%	55.6%	44.5%	11.1%
2012 (17 seniors)	94.1%	70.6%	41.2%	41.2%	70.6%	52.9%	35.3%	41.2%
2013 (19 seniors)	100%	87.5%	56.3%	25.0%	57.9%	36.8%	26.3%	42.1%

Table 10. College-Going Behavior of AVID Students and Comparison Group Students