CLARKE COUNTY SCHOOL DISTRICT
Frequently Asked Questions
Implementation of Schoolwide AVID

Question #1 - What is AVID?

Response: Advancement Via Individual Determination (AVID) is an organization dedicated to closing the achievement gap by preparing *all* students for college and other postsecondary opportunities. It was initially developed to increase the enrollment of historically underrepresented and economically disadvantaged students in four-year colleges by providing them with access to advanced courses at the middle and high school levels (Bernhardt, 2013).

The AVID system is an effort to bridge the academic achievement gap that historically underrepresented and economically disadvantaged students have experienced (Bernhardt, 2013). AVID's mission is to "close the achievement gap by preparing all students for college readiness and success in a global society" (AVID Center, n.d.).

The main goal of the AVID elective program is to "motivate and prepare underachieving students from underrepresented linguistic and ethnic minority groups or low-income students of any ethnicity to perform well in high school and to seek a college education" (Mehan, Villanueva, Hubbard & Lintz, 1996).

Schoolwide AVID can be implemented at the elementary, middle, and high school levels and to enhance learning for all students. Schoolwide AVID focuses on the four key areas of *Instruction, Culture, Leadership, and Systems.*

Question #2 - Why is the Clarke County School District Implementing Schoolwide AVID?

Response: Based on student performance data, there are significant racial disparities in terms of access to academically rigorous coursework and college examination performance results.

The racial disparity starts as early as kindergarten as it pertains to accessing rigorous coursework, according to Gifted and Talented student enrollment data.

Question #3 - Is AVID an evidence-based program?

Response: AVID has built a framework that has been proven to improve instruction and learning outcomes for students. Its foundational strategies for helping students succeed are built on years of research; they include writing to learn, inquiry, collaboration, organization, and reading to learn (WICOR).

Based on what we know through brain research, learning has to be organized in such a way that students can build on existing schema to create new neural pathways. Pathways are only built if the brain has an opportunity to "wrestle" with new information to figure out how the new fits with the old. This is best accomplished when we ask students to work actively with new information—they have to think, talk, write, read, and ask questions. When students are passive recipients of information, there is very little cognitive wrestling and critical thinking and, therefore, very little long-term learning. New pathways are unlikely to be formed.

The following is an outline of the WICOR framework:

W: Writing to Learn
Writing is essential to help students process and retain their learning. Within the AVID Schoolwide framework, writing is encouraged in many forms—be it Cornell notes, learning logs, or quick writes—to make sense of information.

I: Inquiry
The process of inquiry is also at the heart of AVID. Inquiry is the "question" that moves the learner to action, whether it's an explicit or implicit question that drives the process of working through ideas toward a solution. Students uncover their understanding by asking critical questions. The goal is for students to analyze and synthesize materials or ideas to clarify their own thinking, probe others' thinking, and work through ambiguity.

It is critical for teachers to establish an environment where it is safe for students to engage in authentic inquiry—where wondering, questioning, and hypothesizing are fostered and students recognize how to push each other's thinking to higher levels.

Arguably the greatest influencer of the inquiry method at AVID is Dr. Arthur Costa, professor of education emeritus at California State University, Sacramento. Costa's Levels of Thinking range from lower-order thinking skills (Level 1: gathering information) to higher-order thinking skills (Level 2: processing information and Level 3: applying information). According to Costa (2001), "Meaning making is not a spectator sport. It is an engagement of the mind that transforms the mind. Knowledge is a constructive process rather than a finding." To better understand the content presented in their core subject areas, it is essential for students to learn to think critically and to ask higher levels of questions. In doing so, students deepen their knowledge and create connections to the material.

C: Collaboration
Collaboration in AVID is about developing positive interdependence, working with others toward a common goal(s), and tapping into the social, mammalian side of the brain in an effort to increase motivation and attention to rigor.

O: Organization
Organization is not just about the ability to organize and manage "stuff." It is also the ability to organize and manage learning and self. Teachers can teach organizational skills by helping students find systems for recording homework and organizing their materials in a binder, in their backpacks, and online. AVID's primary focus, however, is teaching the more implicit organizational skills that help students learn how to make sense of and organize information, how to apply specific strategies and monitor their outcomes, and how to take control of their learning.

R: Reading to Learn
The goal of AVID is to help students read for meaning, versus reading for identification, and to strategically gain meaning, understanding, and knowledge from print and other media.

Question #4 - According to the What Works Clearinghouse, AVID met the clearinghouse's criteria *with reservations*. Further, it was stated that AVID was found to have <u>no discernible effects</u>. It appears that AVID is not evidenced based. Is this accurate?

Response: It is untrue that AVID is not an evidence-based program. The Chief Research Officer for AVID, Dr. Dennis Johnston, wrote a formal rebuttal to the What Works Clearinghouse claim that AVID had no discernible effects. The rebuttal can be found in Appendix A.

In educational research, to a certain degree, most studies are reviewed with reservations. In order to exceed the "with reservations" standard, a study must employ both random sampling and random assignment in the establishment of control and treatment groups. In education research, it is rare to achieve this standard which is why the WWC has adopted a continuum of methodological rigor including *met with reservations* which requires control and treatment groups but does not require random selection and assignment of participants. It is important to note that the *"met with reservations"* standard meets ESSA and all federal requirements for use with Title funds.

Please visit https://www.avid.org/research.ashx to review studies highlighting the impact of AVID in schools and for students.

Question #5 - It was mentioned that Schoolwide AVID is grounded in four domains. What are the four domains?

Response: There are four necessary areas of Schoolwide AVID: *Instruction, Culture, Leadership, and Systems*.

Instruction
It is instruction that incorporates the cornerstones of AVID's foundational tools: Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). When teachers participate in professional learning opportunities, implement WICOR strategies in their classrooms, and commit to success, they produce a learning environment in which all students are equipped to tackle complex issues, problems, and texts. See Question #3 for more information on WICOR.

Systems
AVID Schoolwide works to implement or refine systems that open access to the most rigorous courses to support college readiness. Data collection and analysis, opportunities for teachers to learn and refine their instructional practices, master schedule development, and outreach are examples of systems touched by AVID Schoolwide.

Leadership
Leadership sets the vision and tone that promotes college readiness and high expectations for all students in a school. The principal and a calibrated leadership team (AVID Site Team) work together to ensure that the district's mission and vision are aligned to the school's open and equal access to rigorous instruction, and that resources are allocated to promote college readiness and high expectations for all students.

Culture
AVID Schoolwide transforms a school when AVID philosophy progressively shifts beliefs and behaviors, leading to an increase of students meeting college-readiness standards. A school builds this intentional culture by engaging parents, students, and teachers, and establishing a mindset that all students can benefit from rigorous and challenging coursework.

The culture component of Schoolwide AVID is heavily influenced by the work of Carol Dweck, one of the world's leading researchers in the field of motivation and professor of psychology at Stanford University. Her research focuses on why people succeed and how to foster success. In *Mindset: The New Psychology of Success*, Dweck (2006) posited that we look at the world with either a "fixed mindset" or a "growth mindset." The former is characterized by the belief that talents and abilities are fixed and no

amount of work can change them. The latter is characterized by the belief that talents and abilities can be developed through hard work and education.

Dweck argues that students can and should be taught that effort can lead to positive changes and success; students will rise to the challenge if they know that success is not the province of the naturally gifted, but rather is available to all through hard work and individual determination. Her work supports AVID's central philosophy that *all* students—no matter their backgrounds —have not only the right, but also the ability, to succeed.

A school culture built (or reinforced) in a growth mindset is critical to significant and sustainable success for all students.

Question #6 - AVID is being paid for by the use of Title I funds in the Clarke County School District. What programs are we no longer funding as a result?

Response: The federal funds used to pay for AVID are Title I carryover funds. In other words, the funds are *not* being pulled away from existing programming. Further, ongoing costs paid for through federal funds will come from the district's set-aside budget, which is allocated *after* buildings have been provided their Title I budgets. We are not cutting back on existing programming to make room for AVID. The investment in AVID is an indication of the unique financial support CCSD receives as a Title I district.

Question #7 - AVID purports to serve students in the academic middle. If this is the case, how will the district ensure that Gifted and Talented and accelerated students continue to receive extended instruction and academic enrichment?

Response: The district will continue to provide Gifted and Talented and Advanced Placement programming. AVID will not have any impact on these students and will not detract from these initiatives. AVID will enhance these programs through increasing enrollment in honors and AP courses and by creating more opportunities and strategies for more rigorous instruction.

Question #8 - If AVID purports to serve students in the academic middle, how will students who are considered struggling continue to receive academic support?

Response: Programming for our general education struggling students and special education students will not be impacted by the implementation of AVID. The district has a total of 72 Early Intervention Prevention teachers who will continue to be assigned to its 14 elementary schools to support struggling students. In addition, there will continue to be academic support programming, paid for through federal funds, to assist struggling students.

Question #9 - What is AVID Summer Institute? How much does it cost? Where is Summer Institute conducted? How many staff members will attend?

Response: Summer Institute is AVID's annual professional development for teachers. The training provides teachers with useful instructional strategies that can be applied in their classrooms. Summer Institute is a great investment for growing teacher instructional capacity. The professional development offering also allows school teams to proactively plan and prepare for the upcoming school year, which encourages greater teacher voice in the vision and work that schools accomplish.

At its core, AVID is a system to build professional capacity in teachers. Summer Institute is the place where the most energizing and important professional learning for teachers takes place. Because AVID is

a teacher-friendly nonprofit, the organization has planned its most important professional learning opportunity to occur in the summer.

As you know, it is difficult to pull teachers from the classroom during the school year to attend professional development. The time at Summer Institute enables teacher teams to collaborate and develop plans for the upcoming school year in an environment that allows for deep thinking. Summer Institute also allows teachers to reflect on their team and individual professional practice goals.

After Summer Institute, AVID continues to support teachers through e-learning, onsite technical coaching, and in-district training modules. The in-district modules may be delivered by AVID staff and/or the AVID District Director for CCSD. The district's AVID Director will receive 96 hours of training to support the district in quality implementation and serve as a liaison between the district and the AVID Center.

Summer Institute costs approximately $1,800 per teacher (registration, airfare, hotel, meals).

Question #10 - How did schools decide if they were going to participate in the AVID implementation? Are schools mandated to participate? How will teachers have a voice related to how this system is applied in the district?

Response: Principals were engaged in a two-day session (Leadership for College Readiness) focused on effective systemic change, including structures, protocols, and processes that impact culture, and the creation of college-ready campuses. Our instructional staff participated in learning around Growth Mindset and Culturally Relevant Teaching in October 2017.

Building principals and teacher leaders were invited to attend site visits of Atlanta-area schools currently implementing AVID at a schoolwide level. After the visits, representatives from AVID made a presentation to school principals and teacher leaders about the system. Principals were asked to indicate if they were interested in moving forward with implementation. The decision was site based.

Implementation of AVID requires the development of an AVID site team consisting of teacher leaders at each school. The representation of teachers on the site team will ensure greater teacher voice regarding the operation and focus of each school.

Question #11 - Why does the Clarke County School District have to subscribe to a "system" for good teaching to take place in classrooms? Will this initiative become another "thing" that is implemented without full fidelity throughout the district?

Response: AVID has been considered as an academic intervention for the Clarke County School District because it (1) offers strong access to rigorous instruction to all students, (2) provides a practical pathway to more engaging instructional strategies for students and teachers, and (3) incorporates culturally relevant teaching practices in all classrooms to help educators build stronger relationships with students, empower student voice, engender self-advocacy, and build on the existing assets students bring to our schools. Finally, AVID provides students valuable study skill techniques, organizational strategies, and access to inquiry.

While teachers may be aware of the instructional strategies, AVID teaches them how to do what they already do—but in smarter ways. It provides support and access to instructional strategies to ensure a more rigorous and engaging classroom environment for every student. It also provides an organized pathway to implement research-based instructional strategies through lively professional learning.

AVID is another tool available for classroom teachers to either grow their capacity or support existing instructional strategies that reach the needs of all students. AVID provides teachers with instructional strategies that are already organized and structured to meet the needs of all students.

According to Stronge (2007): "A teacher's repertoire of teaching strategies is a significant element of overall effectiveness." Teachers who successfully employ a range of strategies reach more students because they tap into more learning styles and student interests (Tomlinson, 2000). "We do our kids a disservice by choosing one pedagogy and using it all the time" (Hoff, 2003). In short, AVID provides access and support to defining good teaching in a teacher-friendly format. The greater the capacity of our teachers, the more rigorous and engaging learning will become for our students.

Question #12 - What support will be provided to teachers to ensure the AVID implementation is done well?

Response: The district will hire a staff member who is responsible for supporting the schools and the 19 site teams. This individual will offer professional development and guidance to our schools as we implement AVID with fidelity.

Furthermore, AVID has developed a coaching and certification instrument (CCI) tool that allows schools to self-reflect on their implementation of the schoolwide system. The site team and other teacher leaders will have ample opportunities to learn the instructional strategies associated with Schoolwide AVID to reach fidelity.

Question #13 - Based on student performance data, why do we need Schoolwide AVID in the Clarke County School District?

Response: Statistically, the Clarke County School District is in dire straits. The racial disparities in our Gifted and Talented program highlight a problem of inequality. See below:

Program by Race 2016-2017 Gifted and Talented Population					
Race / Ethnicity	CCSD	Gifted	CCSD %	Gifted %	% of subgroup
W	2779	913	20.55%	53.30%	32.85%
B	6647	333	49.15%	19.44%	5.01%
H	3292	319	24.34%	18.62%	9.69%
A	252	50	1.86%	2.92%	19.84%
I	14	4	0.10%	0.23%	28.57%
M	531	90	3.93%	5.25%	16.95%

In review of enrollment in Advanced Placement courses, students of all demographic groups are not accessing rigorous offerings. AVID provides equity and access to students who have the potential to be successful in AP courses with support through the AVID elective class, thereby increasing enrollment.

Question #14 - Is AVID necessary for school improvement in the Clarke County School District?

Response: One of the greatest barriers to school improvement is the lack of an agreed-upon definition of what high-quality instruction looks like (City, Elmore, Fiarman and Teital, 2014). AVID creates a clear definition of what high-quality instruction looks like through instructional strategies and the academic framework of WICOR.

Question #15 - How does AVID assist in establishing a common culture of instructional expectations?

Response: According to City, Elmore, Fiarman and Teital (2007), increases in student learning occur only as a consequence of improvement in the level of content, teachers' knowledge and skill, and student engagement. AVID clearly improves teachers' skill and boosts student engagement. The implementation of AVID will create a common culture of instructional expectations across the district.

Question #16 - Why does the district feel the need to implement a systemwide approach or definition for instructional practices?

Response: According to City and Curtis: "School systems that focus on the core (instructional) with a coherent strategy, executed and refined over time, are making progress in fulfilling their vision of supporting all children to learn at high levels, to contribute to their communities, and to be ready for career and college" (2012).

Question #17 - There seems to be a number of instructional changes occurring in the district right now. Is this another thing that is not going to be supported or monitored for its instructional impact?

Response: Ronald Heifetz distinguishes between two kinds of change challenges: those he calls "technical" and others he calls "adaptive" (Kegan and Lahey, 2009). Technical changes are not easy, but they do not require the same level of change in behavior as adaptive changes. To change the instructional trajectory of the school district, we need to reflect, review, and change how we teach and the instructional strategies we are delivering to all students, and increase student engagement. AVID provides great support to the district in making the adaptive change necessary for academic growth in the school district.

Question #18 - What is college and career readiness? Do we need to increase our college and career readiness in the school district? How early does work related to college and career start?

Response: A student who is ready for college and career can qualify for and succeed in entry-level, credit-bearing college courses leading to a baccalaureate or certificate, or in career pathway-oriented training programs, without the need for remedial or developmental coursework (Conley 2010). Based on current school district performance data, its greatest area of need is increasing our college and career readiness for all students. The racial disparities in the district's college and career readiness data is further evidence that the current state of academic performance demands a change in our instructional approach. See Appendix B for more information related to college and career readiness.

Question #19 - How does the implementation of AVID support the district's commitment to educational equity?

Response: As an organization, AVID is committed to supporting historically marginalized students in their efforts to achieve their dreams and aspirations of postsecondary success. AVID is a tool that evens

the instructional playing field for all students. No longer do students need to be identified for gifted and talented programming to receive more rigorous and engaging instruction. It provides greater access to high-quality instruction and more academic opportunities for all children.

Question #20 - How will we know that AVID is working and producing the results we all want for the students of the Clarke County School District?

Response: Each school will have an AVID site team that will review their student performance data and determine goals to measure. The site team will review data related to student efficacy, increase in inquiry skills, growth in collaboration among students, increased confidence among teachers in relation to their instructional strategy applications, and other relevant data points.

The district is working with AVID to construct a number of pre-assessments to gauge baseline data from staff and students regarding their perspectives on academic rigor, educational equity and access, preparedness in the use of effective instructional strategies, and the current state of systems and academic culture. In short, there will be metrics constructed to evaluate the effectiveness of this academic intervention.

Question #21 - How does AVID support the district's commitment to culturally relevant teaching?

Response: AVID is a leader in providing educators with instructional strategies grounded in culturally relevant teaching. Students' responses to learning activities reflect their cultural backgrounds. Their concentration, imagination, effort, and willingness to continue are powerfully influenced by how they feel about the setting they are in, the respect they receive from the people around them, and their ability to trust their own thinking and experiences (Ginsberg and Wlodkowski, 2009).

AVID provides teachers with instructional strategies to empower student voices while respecting the experiences of everyone in the classroom.

Question #22 - Is there a supply list associated with AVID Schoolwide? Why is there a supply list associated with AVID?

Response: An organized student is a better prepared and more confident student in the classroom. AVID has developed a standardized method of organizational practices and tools that assist students in their efforts of becoming more organized and better prepared for instruction. Students who develop and use processes, procedures, and tools to study effectively and manage their time through prioritizing and goal setting are prepared for courses, participate during instruction, and interact with instructors. They are able to self-direct, self-evaluate, self-monitor, and self-advocate.

Organizational methods, practices, and supply lists support students using the same tools that are developmentally appropriate for them and scaffolded to build on one another from grade level to grade level. Organizational supply lists will be shared at the building level in the next four weeks.

Question #23 - How does AVID align to standard-based instruction?

Response: While standard-based instruction describes "what" students should know, AVID strategies provide "how" students will learn and master the knowledge and skills needed to meet the standards. The expectations of AVID align to the district's standard-based instructional approach and are embedded

within the curriculum to meet the rigorous expectations. For example, the higher-level thinking skills and inquiry-based academic skills required by Georgia's new social studies and science standards (i.e., analyzing, comparing, inferring) are the exact skills AVID has promoted and used to design its curriculum for the last 30 years.

Question #24 - When AVID is implemented, does it mean that IB will be phased out of the district?

Response: AVID is complementary to IB. There are many examples across the country in which AVID and IB are present in a school or school district. The decision to implement AVID will not affect the decision making an ad hoc committee is conducting as it pertains to Middle Years Programme IB in the Clarke County School District.

Question #25 - Are there any Social-Emotional Learning benefits associated with AVID?

Response: Osher et al. (2016) defined social and emotional learning as the process by which children and adults acquire and apply core competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain supportive relationships, make responsible decisions, and handle personal and interpersonal situations constructively.

As one of the most significant social-emotional learning interventions, AVID usually is regarded (through numerous evaluations of programs) as an effective program for the development of social-emotional skills for at-risk youth (see Noam & Triggs and Ark & Ryerse, 2017). A longitudinal evaluation report of the AVID program in 39 grantee schools suggested a few lessons related to the social-emotional learning of students in the program (Ark & Ryerse, 2017).

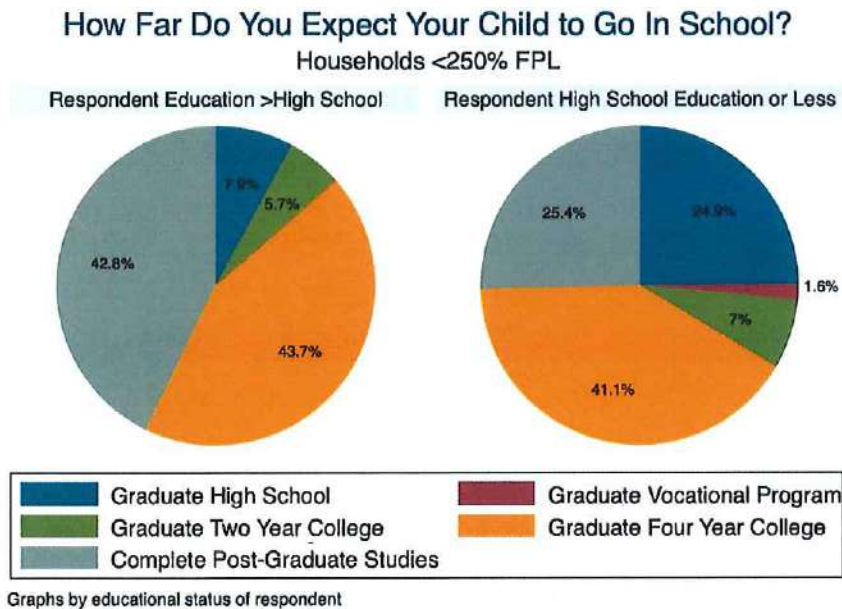These 10 lessons are listed as following:

1. Teach skills for academic success, including organization and time management.
2. Embed tutorials in the learning process.
3. Build strong student-teacher relationships.
4. Create positive peer groups for students.
5. Develop an academic mindset and culture.
6. Expect college eligibility for all students.
7. Encourage stretch courses and provide real-time support.
8. Support dual enrollment
9. Promote college aspirations.
10. Focus on college completion

Moreover, Monachino (2012) directly examined the impact of the AVID program on students' self-efficacy at the middle and high school levels. The study results showed that there is a statistically significant difference in students' self-efficacy based on the number of years spent in AVID. Results also indicated that AVID students' self-efficacy began to stabilize as they progressed through the program.

Question #26 – There seems to be an overemphasis on preparing students for college with AVID. Not all students go to college. Why are we investing in a system that stresses college attendance?

Response: AVID emphasizes college and career readiness—not college attendance. The skills and knowledge to be college ready are necessary regardless of the pathway a student selects after high school graduation, whether it's a career, the armed forces, or college. AVID ensures that students are ready for their chosen postsecondary pathway.

Interestingly, in data collected from parents with students enrolled in the Office of Early Learning this fall, all parents have post-secondary aspirations for their children. AVID is a system that prepares students better for their postsecondary pursuits.

How Far Do You Expect Your Child to Go In School?
Households <250% FPL

Respondent Education >High School   Respondent High School Education or Less

Graphs by educational status of respondent

Question 27: What are the advantages and disadvantages of Schoolwide & Districtwide AVID?

Response: See table below.

Advantage	Disadvantage
Creates a schoolwide/districtwide definition of effective instruction.	Initial costs are expensive (including AVID membership, curriculum, and registration costs for Summer Institute).
Offers teachers high-quality professional development that promotes collaborative planning.	Costly investment to ensure that there is an *ongoing commitment* to eventually send *all* teachers to AVID Summer Institute.

Proactively addresses institutional inequalities in access to academic rigor and knowledge about postsecondary opportunities for students.	Change to the current culture will disrupt institutional structures with which many are comfortable and do not see a need to modify.
Constructs a framework for instruction and academic culture for a school.	Constructs a framework for instruction and academic culture for a school. In some cases, schools may be comfortable and secure with their current culture.
Increases the meta-cognition, organization, inquiry/research, and collaboration skills of students.	Current instructional practices will need to be reviewed and aligned to more interactive and engaging framework. Teachers will need to modify instruction to be more engaging and interactive, empowering students to be in control of their learning.
Serves as a systemwide approach to instruction, culture, leadership, and systems.	Any attempt to implement a systemwide approach to instruction, culture, and systems is viewed as an infringement of professional independence.
The social-emotional learning aspect of schools increases in AVID schools as a result of more meaningful and authentic relationships with adults.	
Purposely constructed to empower and support historically marginalized and underrepresented students and their families in the acquisition of knowledge and skills required to successfully navigate pre-kindergarten through 12th-grade school systems and pursue postsecondary educational options.	

Question #28 - As a faculty, we have had multiple initiatives imposed on us over the years. The school system has often not taken the time to provide proper support, ongoing professional development and measurable goals for new initiatives. Why is this any different? Is this just another quick fix from a new superintendent?

Response: The district is committed to providing support to school sites through the hiring of an AVID District Director. The district is also providing ongoing professional development for all teachers to ensure the successful implementation of AVID. The district will measure the academic, social-emotional and meta-cognitive growth of our students over a five-year period. In fact, the district has agreed to participate in a five-year study conducted by College Board to measure the meta-cognitive growth of our students stemming from AVID implementation.

District leadership understands the effects constant change has had on district faculty and parents over the past few years. It is important to note that it is usual and customary for a new leadership team to (a) conduct a needs assessment, (b) review student performance data and (c) work with staff and district leadership to develop potential solutions for the deficiencies identified in the needs assessment. Nineteen of our 21 principals decided that AVID is one piece of a more comprehensive response to our academic, social-emotional and professional development needs. We are thrilled by their willingness to engage in this professional journey.

AVID has a proven track record of making a difference in schools that have implemented the system with fidelity. AVID is a one element of the whole-system change the Board of Education has charged the district administration to address immediately. It meets the needs of all our students and provides high-quality professional development to staff.

The implementation and ongoing support of this initiative will look different from past efforts. The district administration will ask for patience, consideration and collective goodwill as we implement AVID. While it is rare to have 100 percent endorsement and support for any initiative implemented in a school district, principals and district leaders are asking you to support these efforts.

Question #29 - Could the district simply use the money being invested in AVID to lower class sizes across the district?

Response: The vast majority of the funds being used for professional development associated with AVID are Title I funds. It is somewhat common for Title I funds to be used to lower class sizes - on a temporary basis. However, the more prudent and permanent allotment strategy is for the district to use general fund dollars to reduce class sizes.

The school district will receive approximately $1,300,000 in additional funds from the state of Georgia through the adjusted QBE funding formula. The additional funds will enable the district to reduce class sizes.

Please note that lower class sizes in isolation does not equate to higher student performance. Instead, it is essential that we identify and implement effective instructional strategies that meet the academic needs of all students.

AVID is an investment in (1) professional development for teachers and (2) constructing a stronger college and career readiness culture for all students. The ongoing investment of professional development and fostering college and career readiness of all students are budget items that are continuous investments.

Question #30- Local School Governance Teams were not allowed to provide input on this initiative. Why not?

Response: Local School Governance Teams provide valuable (1) perspective, (2) opinions and (3) feedback to school principals when presented with information. Since the agendas for LSGT meetings are developed by the co-chairs, most (if not all) principals have shared their intention to implement AVID with their LSGTs. In fact, two LSGTs have requested to leverage their funds to send more faculty to the AVID Summer Institute training.

If there are building principals who have not discussed the implementation of AVID with their LSGT, they are encouraged to do so as soon as possible. The feedback from LSGTs will be helpful as we consider next steps in the implementation process.

APPENDIX A

WHAT WORKS CLEARINGHOUSE
Intervention Report- Adolescent Literacy
September 2010
AVID, Advancement Via Individual Determination

September 14, 2010 - What Works Clearinghouse (US DoE, Institute of Education Sciences) released an Intervention Report for adolescent literacy that evaluated AVID. *The report said that AVID was found to have no discernible effects on comprehension for adolescent learners.* (http://ies.ed.gov/ncee/wwc/reports/adolescent_literacy/avid/index.asp)

Dr. Dennis Johnston, AVID Center's Director of Research and Evaluation, has read and analyzed the WWC report as well as the research dissertation by L.B. Rorie that was used as the basis for the report. Below is a summary of Dr. Johnston's conclusions regarding the report and corresponding dissertation. Bottom line, the report does not accurately reflect the typical AVID program or AVID students.

Regarding the What Works Clearinghouse report:

1) **The report does not provide the context** necessary to appropriately interpret the results.

2) The fact that all four schools implemented AVID for 7 or more years and that *all* or *most* of the AVID student's teachers were AVID trained suggests that **the comparison group was AVIDized** to a similar degree.

3) The **minimal AVID exposure prior to obtaining the testing outcomes** renders any determination of AVID effectiveness indeterminate.

4) AVID's mission, as stated in the report, speaks to college preparation through exposure to courses of rigor and exercising study and student success skills – none of which were investigated or reported on.

5) The matter-of-fact tone and structure of the writing affords the reader opportunities galore to misinterpret the findings, i.e., stating that all of the AVID students were enrolled in AVID for 4 years, when the study actually compared student outcomes after only 7 months of AVID at a minimum and a year and half at most.

Regarding the Rorie dissertation upon which the WWC report was written:

- Participants - 48 AVID seniors from 4 high schools were matched with 48 non-AVID seniors
    - 2 Asian, 14 A. American, 3 Hispanic, and 29 Caucasian
    - 12 male and 36 female
    - Average GPA 3.08
    - Fewer than 17% Free/Reduced lunch in entire district (study sample data not provided)

- Comparisons were made on the following outcomes between AVID and non-AVID kids
    - 9th and 10th grade state reading comprehension scores (matched on 8th grade comprehension scores, gender, ethnicity, and school)

- o 9th and 10th grade state math scores (matched on 8th grade math scores, gender, ethnicity, and school)
- o 9th and 10th grade writing scores (matched on 8th grade **reading** scores as writing scores were not available for 8th grade, gender, ethnicity, and school)
- o 11th grade district writing scores (matched on 8th grade **reading** scores as writing scores were not available for 8th grade, gender, ethnicity, and school)
- o GPA (weighted and non weighted) at the end of 12th grade (matched on 8th grade GPA, gender, ethnicity, and school)
- o Rigorous course enrollment (determined by differences in weighted and non-weighted GPA; matched on 8th grade GPA, gender, ethnicity, and school)

- **Results**
  - o AVID had no significant impact on 9th and 10th grade comprehension test scores.
  - o AVID had no significant impact on 9th and 10th grade math test scores.
  - o AVID had no significant impact on 9th, 10th, or 11th grade writing test scores.
  - o **AVID grads had significantly higher GPA's (weighted and non-weighted) upon graduation than non-AVID grads.**
  - o **AVID grads completed more rigorous courses upon graduation than non-AVID grads.**

- **Limitations**
  - o Test scores were obtained after only 7 months of AVID exposure for 9th grade comparisons and no more than 14 months of exposure for the 10th grade comparisons.
    - ▪ **The Texas Higher Education Coordinating Board research and others suggests strongly that 2 ½ to 3 years (22 to 27 months) of exposure is the "tipping" point where AVID impact really shows itself.**
  - o Crossover effects most certainly had an impact as each of the four schools had implemented AVID for at least 7 years with two of them being Demo sites.
    - ▪ **Because so many teachers on each campus had been AVID trained both AVID and non-AVID students were exposed to the strategies resulting in two groups with varying degrees of AVID exposure.**
  - o Students enrolled in the AVID Elective were not truly aligned to the AVID profile as evidenced by the ethnicity, GPA, and socio-economic indicators.
    - ▪ **60% of AVID students were Caucasian from middle to upper middle class backgrounds.**
    - ▪ **The average 8th grade GPA was 3.08.**
    - ▪ **Student selection information was omitted from the report.**

- **Implications**
  - o Clear understanding of AVID dosage should be established prior to evaluating the efficacy of the system on student achievement outcomes.
  - o Schoolwide proliferation of AVID strategies promotes achievement among *all* students and staff.
  - o Alignment of student outcomes to the intent of the AVID system affords the most accurate measure of efficacy.
  - o The context of the report is not appropriate to determine the effectiveness of the AVID system.

For questions or more information, please call Dr. Dennis Johnston, 858-380-4787.

APPENDIX B

A Complete Definition of College and Career Readiness

David T Conley, PhD

In many circles, efforts are under way to develop definitions of college readiness, career readiness, or both. This brief contains a definition that is the culmination of 18 years of study and research on this topic. Major work conducted by the author and his colleagues that contributes to this definition includes a proficiency-based college admissions system developed for the Oregon University System, a national study on college readiness standards sponsored by the Association of American Universities, multiple analyses of entry-level college courses sponsored by the College Board and others, college and career readiness standards developed under the sponsorship of the Texas Higher Education Coordinating Board and subsequent studies of their validity relative to college and careers, a study of career preparation programs sponsored by the National Assessment Governing Board, and two major studies sponsored by the Bill & Melinda Gates Foundation on the alignment of the Common Core State Standards to college and career readiness.

Additionally, the Educational Policy Improvement Center (EPIC) works on a continuing basis with secondary and postsecondary faculty to help them improve student readiness for college and postsecondary success. What is learned from practice is incorporated into tools, techniques, and strategies to help all students become ready for college and careers. All of this information from practice contributes to this definition.
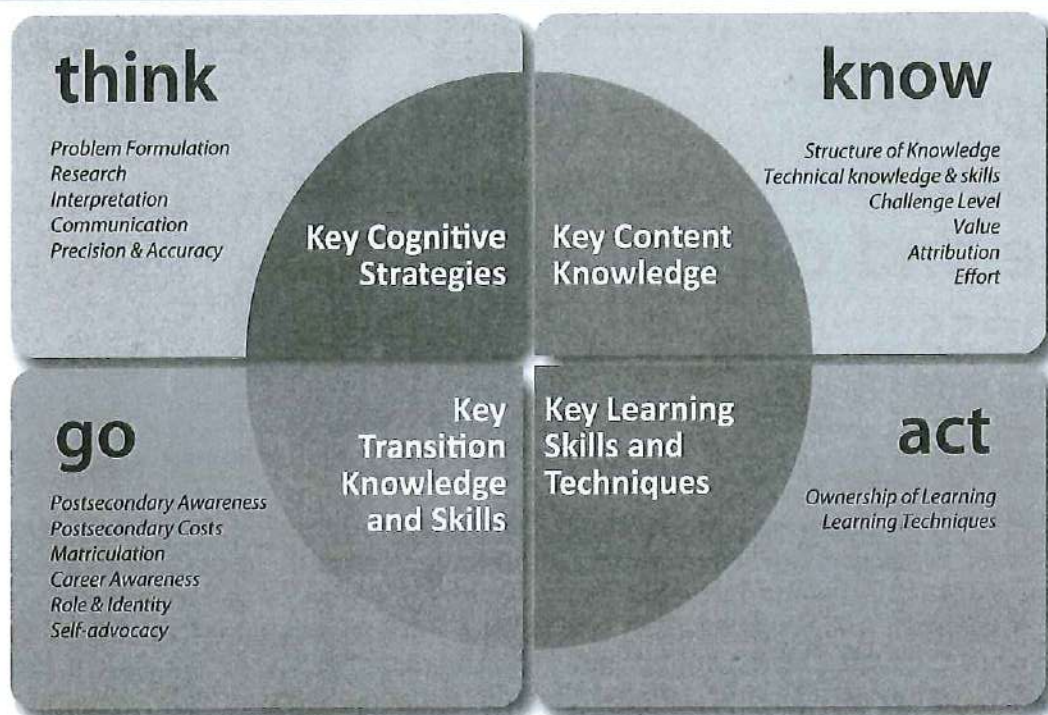
This definition, then, is based on both empirical evidence gathered via multiple research studies and on-the-ground interactions with practitioners attempting to improve programs that affect a wide range of students, particularly those who would be first in family to attend college. Postsecondary, in this definition, refers to any formal setting in which an individual pursues additional instruction beyond high school. This might include two- or four-year degree programs, certificate or licensure programs, apprenticeships, or training programs in the military. Furthermore, this definition differs from indices or "cut scores" that use a single cut score alone or in combination with another element, such as high school grade point average, to predict college success. This definition is designed to be actionable. It describes what students should know and be able to do in general terms that can then be defined and addressed with increasing detail and measured in a variety of ways using appropriately complex measures.

A Definition of College and Career Readiness

A student who is ready for college and career can qualify for and succeed in entry-level, credit-bearing college courses leading to a baccalaureate or certificate, or career pathway-oriented training programs without the need for remedial or developmental coursework. However, not every student requires the same proficiency in all areas. A student's interests and post-high school aspirations influence the precise knowledge and skill profiles necessary to be ready for postsecondary studies. Therefore, a single cut score on a test given to high school students does not take into account this individualization of the match between knowledge and skills on the one hand, and aspirations on the other. A secondary program of instruction should be designed to equip all students with sufficient knowledge and skill as identified in the following section. The measure of success should be student success in their chosen field of postsecondary education or post-high school training. Measuring this requires a more specialized and adapted assessment strategy than can be achieved with a single cut score on a single test.

think		know
Problem Formulation Research Interpretation Communication Precision & Accuracy	**Key Cognitive Strategies** **Key Content Knowledge**	Structure of Knowledge Technical knowledge & skills Challenge Level Value Attribution Effort
go	**Key Transition Knowledge and Skills** **Key Learning Skills and Techniques**	act
Postsecondary Awareness Postsecondary Costs Matriculation Career Awareness Role & Identity Self-advocacy		Ownership of Learning Learning Techniques

The Four Keys to College and Career Readiness

College and career readiness consists of four "keys." Students are ready to the degree to which they have mastered all four. They consist of the following:

Key Cognitive Strategies

Key Cognitive Strategies are the ways of thinking that are necessary for college-level work. They include formulating hypotheses and developing problem-solving strategies, identifying sources and collecting information, analyzing and evaluating findings or conflicting viewpoints, organizing and constructing work products in a variety of formats, and monitoring and confirming the precision and accuracy of all work produced.

Key Content Knowledge

Key Content Knowledge refers to key foundational content and "big ideas" from core subjects that all students must know well, and an understanding of the structure of knowledge in core subject areas, which enables students to gain insight into and retain what they are learning. Also included in this Key are the technical knowledge and skills associated with career aspirations, the ways in which students interact with content knowledge, its perceived value to them and the effort they are willing to expend to learn necessary content, and their explanations of why they succeed or fail in mastering this knowledge.

Key Learning Skills and Techniques

Key Learning Skills and Techniques consist of two broad categories: student ownership of learning, which includes goal setting, persistence, self-awareness, motivation, progress monitoring, help seeking, and self-efficacy; and specific learning techniques, such as time management, study skills, strategic reading, memorization techniques, collaborative learning, technology skills, and self-monitoring.

Key Transition Knowledge and Skills

Key Transition Knowledge and Skills are necessary to navigate successfully the transition to life beyond high school. This information is often privileged knowledge that is not equally accessible to all students. Least likely to have this information are students from families and communities historically under-represented in higher education or certain career pathways, This key includes, among other things, knowing which courses to take in high school in order to be admitted to an appropriate postsecondary program, understanding financial aid options and procedures, being focused on a career pathway or major, understanding college-level and workforce norms and expectations, and knowing how to be a self-advocate within the institutional framework of postsecondary programs.

How Are the Four Keys Expressed in Academic Performance?

Students who are on the path to college and career readiness can do many of the following:

- read a range of types of material, with an emphasis on informational texts
- interpret tables, graphs, charts, and pictures as they relate to content contained in text
- demonstrate fluency in several modes of writing, most notably expository and descriptive, and not just narrative or opinion
- show quantitative literacy based on an understanding of measurement and number systems and their application through the level of foundational concepts of algebra and geometry
- be able to locate, organize, understand, and interpret a wide range of types of data through a series of methods that include basic statistics and other means for displaying data
- understand the scientific method and possess insight into the big ideas and organization of knowledge in the sciences
- possess awareness of how social systems operate and how they are studied, how history is studied, and some of the major trends and organizers used to describe history
- engage in career planning through career exploration and the development of career management skills
- demonstrate some proficiency in a second language and show awareness that languages reflect cultures
- have experiences in and appreciation of creative, and expressive arts

Key Cognitive Strategies	Key Content Knowledge	Key Learning Skills and Techniques	Key Transition Knowledge and Skills

+ Problem formulation
  + Hypothesize
  + Strategize
+ Research
  + Identify
  + Collect
+ Interpretation
  + Analyze
  + Evaluate
+ Communication
  + Organize
  + Construct
+ Precision & accuracy
  + Monitor
  + Confirm
	+ Structure of knowledge
	  + Key terms and terminology
	  + Factual information
	  + Linking ideas
	  + Organizing concepts
	+ Technical knowledge and skills
	+ Challenge level
	+ Value
	+ Attribution
	+ Effort
		+ Ownership of learning
		  + Goal setting
		  + Persistence
		  + Self-awareness
		  + Motivation
		  + Help seeking
		  + Progress monitoring
		  + Self-efficacy
		+ Learning techniques
		  + Time management
		  + Test taking skills
		  + Note taking skills
		  + Memorization/recall
		  + Strategic reading
		  + Collaborative learning
		  + Technology proficiency
			+ Postsecondary awareness
			  + Aspirations
			  + Norms/culture
			+ Postsecondary costs
			  + Tuition
			  + Financial aid
			+ Matriculation
			  + Eligibility
			  + Admissions
			  + Program
			+ Career awareness
			  + Requirements
			  + Readiness
			+ Role and identity
			  + Role models
			+ Self-advocacy
			  + Resource acquisition
			  + Institutional advocacy

Why Is This a Definition of Both College *and* Career Readiness?

Being college ready and being career ready are similar, but not necessarily the same. Analyses of college courses required for degrees and certificates find that the learning skills and foundational knowledge associated with college success overlap considerably those necessary for success in certificate and training programs that lead to careers. Given this overlap, it serves little useful purpose to separate students into two distinct groups in high school (one bound for college, the other for work). More and more jobs require some amount of post-high school training, and, in any event, all workers are going to need to be adaptive learners throughout their careers to cope with changes to their jobs and the way they work. All students aspire to enter the workforce eventually and, to do so, all will need a set of similar foundational thinking skills, content knowledge, and learning strategies if they are to succeed in their careers and be productive members of society.

However, some potentially notable differences can be found between college readiness and career readiness. College readiness generally means the ability to complete a wide range of general education courses, while career readiness refers to readiness for courses specific to an occupational area or certificate. And while the foundational content knowledge is similar in all cases, the precise skill profile associated with success in a career course pathway may be more focused than that required for a bachelor's degree. This means that secondary schools can prepare all students in a common core of foundational academic knowledge and skill while also acknowledging the strengths of students who have passions and interests in particular career pathway areas.

Additionally, many of the attitudinal characteristics necessary for success in the workplace are also vital or taken as a given in postsecondary studies. These include ethical conduct, ownership of one's behavior, initiative, resilience, collaborative teamwork, motivation, and self-regulation skills.

What Isn't in the Definition?

It's possible to identify other important factors not addressed by the definition, such as positive citizenship, parental support and peer group influence, and, perhaps most importantly, student financial capability to attend college. These factors and others are indeed important, but schools cannot necessarily teach or influence them as directly as they can the Four Keys. It is important for schools to help students become good citizens, access financial resources, gain parental support, and develop peer networks that support postsecondary readiness. But the areas in need of most direct attention and generally under the most direct control by schools are those enumerated in the Four Keys to College and Career Readiness.

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