



Project Name	Middle School AVID
Project Direct Supervisor	Tim Gross, Dan Busch, Susan Salkield
Date Project Summary Submitted	
<p>Project Description and Vision</p> <p>Detailed description about the goals of the project and why it is being proposed.</p> <p>What data indicates the need for this program?</p> <p>What is the Theory of Action related to this program?</p>	<p>AVID, which stands for Advancement Via Individual Determination, is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills.</p> <p>School-wide, AVID is designed to create a school-wide and classroom culture to improve academic performance and support college and career readiness for all students through instruction, systems, leadership, and culture. Teachers receive high-quality professional development to build a classroom culture where rigorous academic instruction combines with social and emotional support to accelerate learning and close the achievement gap.</p> <p>Within this system, AVID elective classes are designed to accelerate student skills and achievement and increase college and career readiness. AVID elective classes are especially appropriate for students that are first-generation college students, students historically underrepresented on college campuses, and students affected by poverty.</p> <p>Middle School AVID includes AVID Excel, an AVID elective class providing explicit instruction in English language development and academic language through reading, writing, oral language, academic vocabulary, and college readiness skills.</p> <p>Data indicating need:</p> <p>In TTSD, only 42% of low-income students and 39% of Latino students attend college within the year after graduating high school as opposed to 63% of students overall (three-year average 2016-18)</p>

	<p>2017-18 SBAC ELA data show a significant achievement gap (11th grade all students 75%, economically disadvantaged 56%, underserved 59%; 8th grade all students 65%, economically disadvantaged 40%, underserved 44%). AVID 11th graders score significantly higher on SBAC ELA than a matched cohort (81% AVID students vs. 64% cohort).</p> <p>Theory of Action: If we continue to implement strategies school-wide that clearly emphasize writing, inquiry, collaboration and reading (WICOR) through structures provided by the AVID system, then students will develop more confidence in their learning, achieve higher and build stronger working relationships with peers and teachers. The ultimate result is that students will make quicker gains as measured through both standardized assessments and class grades (GPA).</p> <p>If we continue to actively recruit students into our AVID elective program at all middle school grades levels and if we continue to intentionally teach WICOR strategies designed by AVID to develop college readiness skills beginning in middle school, then students will leave middle school planning for college. The result is that students will enroll in rigorous courses at the high school level, earn a GPA and test scores that give them multiple options for college pathways and graduate high school with a clear plan for college and career success.</p>
<p>Evidence</p> <p>Provide the evidence and research to support why this program is being proposed.</p>	<p>Nationally</p> <ul style="list-style-type: none"> ● 75% of AVID students take at least one Advanced Placement course ● 93% of AVID students complete four-year college entrance requirements ● 96% take the ACT and/or SAT ● 87% submit a FAFSA or state financial aid form ● 88% apply to four-year colleges, of these, 90% are accepted; ● AVID students enroll in college the first term after high school at higher rates than the national average (73% vs. 61% Hispanic/Latino, 75% vs 59% Black/African American, 73% vs. 67% White) ● 85% of AVID students attending college persist into their second year of college vs. 78% overall <p>TTSD</p> <ul style="list-style-type: none"> ● AVID students have fewer disciplinary referrals than a matched cohort ● AVID students take 40% more IB courses than a matched cohort (average 2016-18)

	<ul style="list-style-type: none"> ● A higher percentage of 11th grade AVID students achieve a 3 or 4 on Smarter Balanced compared to a matched cohort (81.5% vs. 63.8% for graduating class of 2017-18) ● AVID students attend college at higher rates than a matched cohort (62% vs. 49%), and at higher rates than economically disadvantaged students overall in the district (62% vs. 42%) and Hispanic/Latino students overall (62% vs. 39%). Rates based on graduates 2016-18. Rates include AVID students enrolled at any point in the program. ● Attendance rates for students enrolled in the middle school AVID elective are higher than overall student attendance rates.
<p>Student Impact</p> <p>Which students does the project serve and how many students will be served?</p>	<p>School-wide AVID serves all students in the school through school-wide culture, climate, systems and instruction.</p> <p>The middle school AVID elective looks to serve 1st generation college-bound students who may not have considered or planned for college without being actively recruited into the elective. There is an emphasis on recruiting students of color and low income students into the AVID elective program.</p>
<p>Leadership and Participation</p> <p>Who will lead the project? Who will need to participate in the project?</p>	<p>School administrators and AVID site coordinators lead AVID at each school. Each school is also led by an AVID Site Team which includes administrators, counselors, teachers and/or instructional coordinators. The program is coordinated and supported by an AVID District Director (Susan Salkield). In order to continue the implementation of AVID school-wide, it's recommended that leadership in the Teaching and Learning department prioritize and invest in visioning, planning and implementing AVID strategies at each middle school in consultation with school leadership teams.</p>
<p>Description of Strategic Impact</p> <p>How does this project support district priorities?</p> <ul style="list-style-type: none"> ● Strategic Plan ● Priorities Framework ● School CIPs 	<p>TTSD District Strategic Plan 2016-2021</p> <p>Strategy 1.1: Instructional Practices - Formalize core instructional framework and continue professional development ensuring the framework supports the academic rigor and relevance required to support career and college readiness standards.</p> <p>Outcomes – By 2021... 1. Smarter Balanced English Language Arts assessment a. The percentage of all students achieving benchmark will improve from 67% to 80% b. The racial achievement gap between underserved students and white students will decrease from 31 percentage points to 10 percentage points</p>

	<p>Strategy 1.3: Growth Mindset - Administrators will be trained on the fundamental elements of growth mindset emphasizing the value of continuous improvement and effort.</p> <p>Outcomes – By 2021... 1. The percentage of students who agree with the statement “I can do most things if I try” will increase from 89% to 95% as evidenced by the bi-annual Student Wellness Survey. 2. The racial achievement gap between underserved students and white students will decrease from 31 percentage points to 10 percentage points as evidenced on the Smarter Balanced ELA Assessment. 4. The economic achievement gap between Economically Disadvantaged students and their peers will decrease from 34.5 percentage points to 10 percentage points as evidenced on the Smarter Balanced ELA Assessment.</p> <p>Strategy 1.4: College and Career Readiness - Implement core career and college readiness programs and supports for each grade band (K-3, 4-5, 6-8, 9-12).</p> <p>Outcomes – By 2021 2. The percentage of students who enroll in college within 2 years of completing high school will increase from 66% to 80% 3. The percentage of students who earn 3+ college-level credit or 3+ CTE credits will increase from 66% to 80%.</p>
<p>Action Plan</p> <p>Detailed description of what actions will be taken in the first year of the project.</p> <p>Also include a projecting of what actions are expected in the following three years.</p> <p>Include what actions will be monitored to ensure the implementation of the program?</p>	<ol style="list-style-type: none"> 1. Develop a Middle School AVID Visioning Group. 2. Determine common goals, outcomes and implementation plans for all middle schools based on outcome of Middle School AVID Visioning Group, both for the AVID elective and for AVID school-wide. 3. Develop a clear transition plan from 6-12 grade to determine alignment between middle and high school AVID programs. 4. Support AVID instructional strategies in classrooms school-wide 5. Continue offering AVID elective and AVID Excel electives at Hazelbrook MS. Continue offering AVID elective and implement AVID Excel elective at Fowler MS. Implement AVID and AVID Excel electives at Twality MS. 6. Develop a middle school pre-post survey as part of outcome evaluation
<p>Measurement Outcome Plan</p> <p>How will the goals of this project be measured?</p>	<p>Short-term data to be collected:</p> <ul style="list-style-type: none"> ● Retention in AVID programs (within schools and in transition middle to high school) ● GPA gains, retention of GPA

Include both short-term and long term data points that will be used to measure success.

(If this program accesses grant dollars [ie: Measure 98] include those measurements in this box.)

- Attendance
- TTSD developed or other survey of student perceptions (AVID pre-post, possible all school)
 - Self-efficacy
 - Knowledge/measurement of college and college-ready skills (study skills, note-taking, teamwork, future goals, etc.)

Long-term data to be collected:

- High school graduation rates
- Enrollment in college-bound courses
- College enrollment percentages based on enrollment groups

Student Groups to compare:

MS Electives vs comparison cohort MS without Electives

Comparison of whole school implementation

Populations:

- Race
- Program
 - ELL
 - SPED

Measurements:

- Attendance Growth
- GPA Growth
- SBAC Growth
- TTSD-developed or other survey (AVID elective vs non-AVID elective?)
 - questions from BERS-2 School Functioning: plus others
 - I complete tasks when asked
 - I do school work on time
 - I complete my homework
 - I pay attention in class
 - I am good at math
 - I am good at reading
 - I study for tests
 - I attend school daily
 - I listen during class and write things down to help me remember later

<p>Timeline</p> <ul style="list-style-type: none"> ● Projected Start Date ● Project Benchmarks and Key Dates for Evaluation ● Projected Completion Date 	<p><u>September 2019</u></p> <ul style="list-style-type: none"> ● 100% of students who apply and are qualified to enter the AVID elective in 7th and 8th grade will be granted entrance. (3-4 sections of AVID elective at each middle school with it currently in existence - Hazelbrook and Fowler). <ul style="list-style-type: none"> ○ sections may be a mix of AVID elective and AVID Excel depending on school's current implementation level. ● Administer student perception survey in AVID and AVID Excel classes <p>November 2019</p> <ul style="list-style-type: none"> ● Administer student perception survey <p>January 2020</p> <ul style="list-style-type: none"> ● Collect and analyze GPA, attendance and ODR data <p>April 2020</p> <ul style="list-style-type: none"> ● Compare to 2019-2020 enrollment in AVID and AVID Excel to 2020-2021 enrollment. ● Administer student perception survey <p>June 2020</p> <ul style="list-style-type: none"> ● Collect and analyze GPA, attendance and ODR data <p>There is no project completion data as this is an ongoing and continual program.</p>
<p>Communication Plan</p> <p>What is the plan to communicate with every stakeholder group?</p> <p>What is the critical communication path? What are the potential areas of concern or trouble with the project and how will they be addressed?</p>	<p><u>Spring 2019</u></p> <ul style="list-style-type: none"> ● AVID recruitment presentations to students ● AVID Parent Nights ● AVID information on websites ● AVID information sent home via email ● AVID information booths at 5th Grade Family Night <p>Fall 2020</p> <ul style="list-style-type: none"> ● AVID team presents student progress and action plans with licensed and classified staff ● AVID information available at Back to School Nights
<p>Budget</p> <p>Provide a detailed budget* narrative along with a breakdown of all costs. The budget should account for the following:</p> <ul style="list-style-type: none"> ● Year 1 costs associated with start-up, both one-time and recurring costs. ● Cost estimates associated with the program over the next five years. 	<p><u>Per Year</u></p> <p>Basic</p> <ul style="list-style-type: none"> ● 0.5 FTE allocation at each school ● 5 staff members attend AVID Summer Institute <ul style="list-style-type: none"> ○ \$10,000/school ● AVID membership <ul style="list-style-type: none"> ○ \$4500 ● \$8,000 discretionary budget for each school for college and career field trips, supplies, planners, extended contract AVID Site Team meetings, etc.

<ul style="list-style-type: none"> Describe potential costs at three different levels of investment, using the model in the Strategic Financial Plan (basic, adequate, optimal). <p>NOTE: If a project is to be considered a strategic initiative within the district's Strategic Financial Plan then the project owner will be required to provide further documentation and should consult with the district's CFO.</p> <p>*Detailed budget includes (personnel costs, training costs, meeting time, materials, etc...)</p>	<ul style="list-style-type: none"> District AVID team meetings meets 3-4 times/per year x 8 teachers <ul style="list-style-type: none"> \$6,000 for substitute coverage Tutor Cost (3 tutors X 2 classes x 2 x per week) <ul style="list-style-type: none"> \$4704 <p>Adequate</p> <ul style="list-style-type: none"> 0.67 FTE allocation at each school <ul style="list-style-type: none"> \$75,000 8 staff members (teachers and/or admin.) attend AVID Summer Institute <ul style="list-style-type: none"> \$16,000/school \$10,000 discretionary budget for each school for college and career field trips, supplies, planners, extended contract AVID Site Team meetings, etc. AVID membership <ul style="list-style-type: none"> \$4500 Tutor Cost (3 tutors X 2 classes x 2 x per week) <ul style="list-style-type: none"> \$4704 Part-time TOSA. Cost is \$55,000. (AVID School-wide) <ul style="list-style-type: none"> In order to better move to AVID school-wide with instruction, our schools need a specific, district-wide middle school focus on designing PD and working with leadership teams to implement AVID at the school-wide level. This position would involve overseeing implementation, collecting implementation data and coordinating with AVID Site and Leadership teams to plan and adjust accordingly. <p>Optimal</p> <ul style="list-style-type: none"> All of the above with a full-time TOSA (\$110,000) and a stipended site coordinator at each implementing school (\$500) <ul style="list-style-type: none"> This prioritizes AVID a strong middle school instructional program with full time attention to its instructional implementation, visioning and planning PD.
<p>Academic Return on Investment</p> <p>Using the district's AROI model, estimate the AROI for this project using projected outcome measures and budget requirements.</p>	
<p>Project Updates</p> <p>Project updates submitted to Cabinet by the responsible Director no later than October 1st</p>	

and May 1 st of each year for the first three years of the project.	
--	--