

College Readiness Initiative Impact Study Interim Board Report

Advancement via Individual Determination (AVID)



May 2016

*Prepared for College Spark Washington by Getting Smart
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Executive Summary

Readiness matters. Young people today face a competitive global marketplace that requires more school and more skills. Yet, data regarding post-secondary attainment and remediation rates indicate many students are ill-equipped to overcome barriers to obtaining credentials that will help them reach career goals. These challenges are even greater for low-income students.

To address these issues and to help more low-income students graduate high school “college-ready,” [College Spark Washington](#) (CSW) invested \$9.5 million to fund a nine-year [College Readiness Initiative](#) (CRI). The CSW board selected two programs to help achieve their goals: Navigation 101 (now called [Career Guidance Washington](#) or CGW) and [AVID](#) (Advancement via Individual Determination). The theory of change was that by providing the right supports through Navigation 101, AVID and rigorous courses, college readiness rates would increase.

The purpose of the College Readiness Initiative Impact Study is to measure the progress of the funded programs toward desired outcomes and, ultimately, to share findings with grantees, partners, policymakers and students in hopes that even more students can benefit from this model. This interim report, which culminates year one of a two-year study, summarizes key data and features stakeholder testimonials regarding the **AVID** program.

Initial findings—based upon analysis of multiple data sources and personal interviews with stakeholders — are shared relative to the following three dimensions of the CRI Program: impact, implementation and sustainability. Regarding impact, schools implementing AVID were attempting to increase the college readiness of students enrolled in the AVID Elective as well as the overall student body through strategies aimed at increasing the college-going culture and rigor of high school classes. Research shows positive gains in each of three thematic areas:

- **Culture of College Readiness.** AVID students have more positive perceptions regarding their schools than non-AVID students and a greater interest in attending a four-year college. The majority of staff believe that AVID has had a positive impact on school culture.
- **Credentials for College Readiness.** Significant gains were made in terms of course taking patterns and transcript readiness. These gains were measured by tracking the course taking patterns of all students at AVID schools, not just those in the AVID Elective.
- **College Enrollment Reflecting Readiness.** Some improvement in student college-going, persistence and completion rates. Here again, these measures capture the trends of all students attending schools implementing AVID, not just those enrolled in the AVID elective.

To attain the desired impact, grant recipients committed to implementing one or both of the programs and adhering to the program’s elements. AVID outlines 11 “Essentials” and ties certification to fidelity of implementation. The number of certified sites tripled during the grant,

though not all schools that adopted AVID became certified, citing challenges such as time, cost and staffing.

Sustainability prospects look strong: 88% of grant schools are continuing with AVID after the grant period came to an end in 2015. As with challenges outlined in implementation, the barriers to continuation were around resources, not impact.

Next steps in the impact study process include further review of implications on policy, College Spark Washington's future initiative strategies, and dissemination of best practices.

Background

Readiness matters. Young people today face a competitive global marketplace that requires more school and more skills. Yet data regarding post-secondary attainment and remediation rates tells us many students are ill-equipped to overcome barriers to credentials that will help them reach career goals.

These challenges are even greater for low-income students, with only 21% of low-income students typically prepared for college level work compared to 54% of those students in higher socioeconomic brackets. Students need systems of support.¹

To address these issues and to help more low-income students graduate high school "college-ready," College Spark Washington (CGW) invested \$9.5 million in 2006 to fund a nine-year College Readiness Initiative (CRI). Working in partnership with Washington's state education agency, [Office of Superintendent for Public Instruction](#) (OSPI), College Spark Washington's CRI Program provided six-year grants to 39 low-income schools in order to prepare more students for college and career. This initiative changed cultures and drove metrics by equipping students to focus on who they are, where they're headed and what it will take to get there.

The CSW board selected two initiatives to help make that difference:

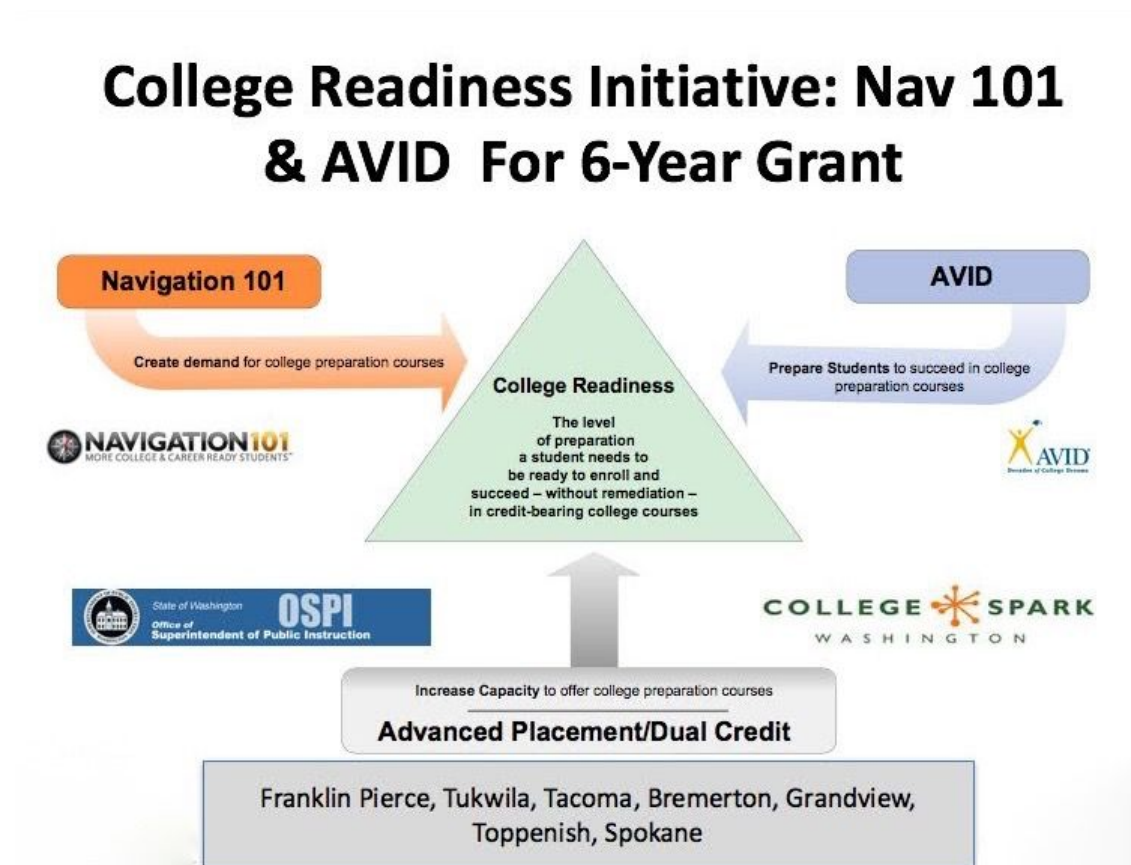
- [Navigation 101](#) (now called Career Guidance Washington or CGW): This college and career readiness initiative includes advisory, student-led conferences, and personal learning plans.
- [AVID](#) (Advancement via Individual Determination): This California-based and internationally implemented academic support program helps students succeed in challenging college prep courses and prepare for college.

Some schools implemented only one of the programs, while other schools implemented both. Regardless of the approach, the goal was to increase students' college and career readiness and it

¹ <http://www.collegespark.org/page/38/College+Readiness+Initiative>

worked. Schools throughout Washington have seen significant gains in student achievement and enhancements in their college-going and career-ready culture.

College Spark Washington’s theory of change (as captured in the following image), asserted that by providing the right supports through implementation of Navigation 101 and AVID—along with providing an increasing emphasis on rigorous courses—college readiness rates would increase. Through the CRI, CSW gained insights into improving school cultures, supported by data and the experiences of implementing schools.



The long-term desired outcomes for the AVID initiative can be organized by the following three themes:

- Culture of College Readiness. Increase school emphasis on college preparation for all students, including aspirations, student culture, and staff culture.
- Credentials for College Readiness. Increase preparation for college, as reflected in advanced course enrollment, transcript readiness, and graduation rates.
- College Enrollment reflecting Readiness. Improvement in student college-going, remediation, persistence, and completion rates.

To achieve these outcomes, CSW provided implementation support over the course of six years, with the goal of impacting students and setting schools up for sustainability. This two-year impact study assesses outcome data, implementation status and sustainability efforts.

Impact Study Purpose and Process

The purpose of the College Readiness Initiative Impact Study is to measure the impact of the funded programs (AVID and Navigation 101/CGW) on CSW's long-term desired outcomes and to share findings with grantees, partners, policymakers and students throughout the State of Washington in hopes that even more students can benefit by learning from this model.

As part of the impact study, a meta-analysis of data points from ongoing investigations into the CSW CRI grant program was conducted. Additionally, the [Getting Smart](#) (GS) team conducted interviews, distributed an Impact Study survey, analyzed survey results and completed an initial data analysis of implementation, impact and sustainability of the CSW CRI.

This board report—which culminates year one of the study—analyzes, summarizes, and highlights featured data around three dimensions of the CRI Work:

- **Impact:** What impact has this work had in creating a culture of readiness, generating credentials for readiness, and impacting college enrollment based on readiness?
- **Implementation:** What has been the implementation of this work across schools and grantees in Washington state?
- **Sustainability:** In what ways is this work sustainable now that the granting period is over? What lessons can we learn about the sustainability moving forward?

These initial findings will be further extended in year two to aid the CSW Board in their 2017 strategic planning, assisting in their consideration of questions such as:

- What kind of impact did each initiative program have on student outcomes and on improving the K-12 system in its ability to support kids in becoming college ready and earning degrees?
- Is partnering with state agencies the best, most efficient way to achieve our goal of more low-income students earning college degrees or is there a better approach?

In year two, the Getting Smart team will further engage constituents in order to build toward publication of white papers that analyze the impact of the College Readiness Initiative both locally and nationally

Additional information about the process and methodology utilized in year one is found in [Appendix A](#).

Impact Study Findings

The presentation of findings is organized by the three dimensions of CRI work indicated above: impact, implementation and sustainability, which are aligned with desired outcomes. Findings and anecdotes point to a successful overall initiative, with intended outcomes being met. Positive progress was demonstrated for all targeted outcome areas: college-going culture, credentials for college readiness and college enrollment. As with any initiative, there were also challenges, particularly in the areas of implementation and sustainability.

Impact

The College Readiness Initiative has had a broad and far-reaching impact on all stakeholders. The information featured below was compiled from BERC reports, the 2015 GS Impact Study Survey and stakeholder interviews. It is organized according to the three themes of CSW's desired outcomes: a culture of college readiness, credentials for readiness and college enrollment reflecting readiness.

Culture of College Readiness

The CRI Program's positive impact on the college-going culture of grantee schools has consistently been cited as a key outcome of the initiative. This is supported by BERC data, the GS Impact Study Survey and interviews.

School Culture

Overall, AVID students and staff have higher opinions of their school and its efforts to prepare them for college. Perception data regarding AVID's impact on schools' college-going culture is strongly supported by the GS Impact Study Survey and BERC's research.

- **Student culture.** BERC results showed that "AVID participants have more positive perceptions regarding their schools than non-participants."² This was reinforced with related GS Impact Study Survey data: 88% of respondents agreed or strongly agreed that the "Implementation of AVID has changed the college-going culture of students at my school." Furthermore, 80% of respondents listed AVID's impact on culture as one piece of data that best represents the impact of the grant program, making it the top response.
- **Student preparedness.** Specific to college-going culture, AVID participant responses indicate that students perceive they are being prepared for college and career, which is a finding that is unique to AVID and not present for Navigation 101/CGW or comparison school data.³
- **Staff Culture.** 77% of survey respondents agreed or strongly agreed that the "Implementation of AVID has changed the culture of my school among staff." The remaining 23% were neutral.

² "College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington," Baker Evaluation Research and Consulting. December 2015. (p. iii)

³ "College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington," Baker Evaluation Research and Consulting. December 2015. (p. 113)

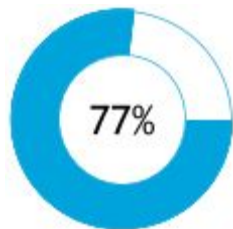
Student Aspirations

Aspirations. Another key indicator of a college-going culture is student aspirations, which showed significant increases:

- BERC’s student survey revealed that in 2010, only 51% of students wanted to attend a four-year college, but by 2015, 67% planned to attend a four-year college.⁴
- BERC’s student survey results also show “a greater proportion of AVID students report that they plan to attend college in the future compared to other students.”⁵

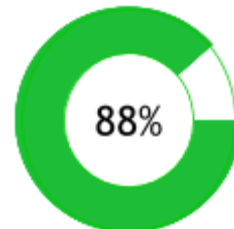
DATA SUMMARY Impact on College Readiness Culture

Staff Culture Has Changed



of Staff Agree or Strongly Agree

Student Culture Has Changed



of Staff Agree or Strongly Agree

Student Aspirations (Interest in Going to College)



SOURCE: Author’s calculations using data from 2015-2016 College Spark Washington CRI Impact Study Survey and BERC’s College Readiness Initiative: AVID and Navigation 101 Interim Report for 2013-2014 through 2014-2015

Teacher Effectiveness

One of the CRI Program goals was to increase teacher effectiveness of classroom instruction⁶ through the adoption of AVID strategies. To analyze the outcome of these efforts, BERC utilized their [STAR Observation Protocol](#) to evaluate **S**kill, **K**nowledge, **T**hinking, **A**pplication and **R**elationship indicators and determine classroom alignment to [Powerful Teaching and Learning](#)TM.

⁴ “College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington,” Baker Evaluation Research and Consulting. December 2015. (p. 113)

⁵ “College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington,” Baker Evaluation Research and Consulting. December 2015. (p. 113)

⁶ “[College Readiness Initiative: Assessing the Impact of our Investment](#).” College Spark Washington. September 17, 2008.

- **School-wide alignment to Powerful Teaching and Learning.** Prior to the CRI program, 46% of classrooms in AVID schools were aligned to Powerful Teaching and Learning. By the end of the program, 50% of classrooms were aligned.⁷
- **AVID classroom alignment to Powerful Teaching and Learning.** When looking solely at AVID classroom alignment (as opposed to whole-school alignment), Powerful Teaching and Learning was even more significant. Depending on the year, AVID classroom alignment ranged from 60% to 77%.⁸
- **Teacher alignment to Powerful Teaching and Learning.** Teachers who received AVID training had greater alignment to Powerful Teaching and Learning (52%) compared to non-trained teachers (45%).⁹

Overall, GS interviews and Impact Study Survey responses illustrate the impact on school culture:

Changing School Culture Leads to Brighter Futures

“An AVID student, hispanic female, single parent, has aspirations to be a dentist. She credits her AVID teacher, AVID students, and AVID mentor as huge supports to her success. She has been admitted to UW and on track for a pre-dentistry program.”

- John Polm, Principal at Bremerton High School

“I’ve seen a transformation take place in the schools from not having a college going culture to having one - in some it’s really dramatic. I had worked with a lot of these schools as part of an Advanced Placement grant - but that wasn’t enough. Schools really need to get students ready to take the courses at this level.”

- Barb Dittrich, OSPI AVID Program Supervisor

“We had a young lady in the AVID program who was the first in her family to go to college. She hadn’t been far from home. She ended up going to college (Washington State University). During that time she spent a semester in Spain. Now she has plans to enroll at University of California for a doctorate program.”

- Steve Long, Principal & AVID Coordinator at Grandview High School

“Initially, our directors and principals didn’t believe in it, but then something clicked the year that every single middle school student got binders, dividers and notebooks. When schools like Stewart MS and Jason Lee that were previously failing schools and then were not failing schools, our Deputy Superintendent reflected, ‘Maybe this is more than I thought it was.’”

- Erin Jones, Tacoma School District AVID Director

⁷ “College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington,” Baker Evaluation Research and Consulting. December 2015. (p. 16)

⁸ “College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington,” Baker Evaluation Research and Consulting. December 2015. (p. 22)

⁹ “College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington,” Baker Evaluation Research and Consulting. December 2015. (p. 26)

Credentials for College Readiness

Credentials for readiness can be assessed by looking at course taking patterns, transcript readiness, and graduation rates.

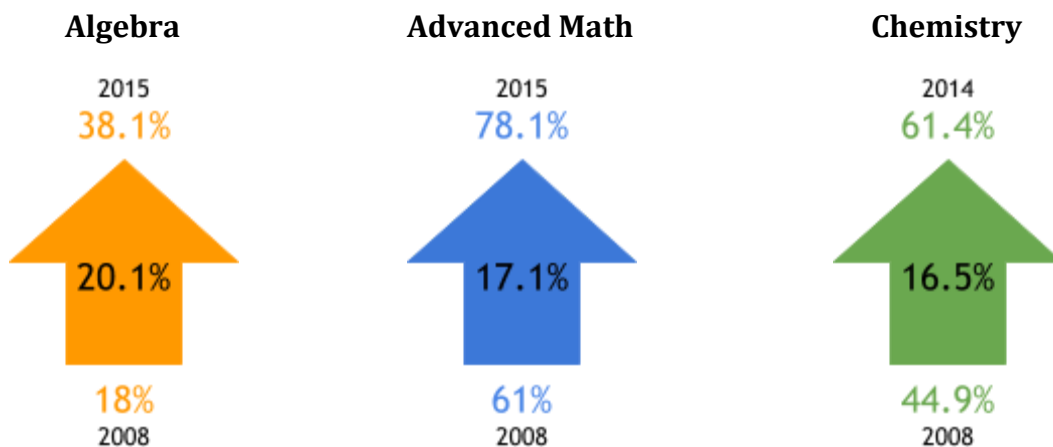
Course Taking Patterns

The first step in students achieving credentials for readiness is increased enrollment in rigorous courses. This was noted across the board in BERC data and supported through the interview process, with findings of significant growth in the number of students taking algebra, advanced math and chemistry.

- **Algebra.** The number of students taking algebra in middle school increased by 20.1 percentage points from 2008 to 2015.¹⁰
- **Advanced Math.** The number of students taking advanced math classes in high school increased by 17.1 percentage points from 2008 to 2015.¹¹
- **Chemistry.** The number of students taking chemistry increased by 16.5 percentage points from 2008 to 2014. (It is important to note that this number dropped significantly for both AVID (by 9.6 percentage points) and Navigation 101/CGW in 2015.)¹²

DATA SUMMARY

Impact on Change in Course-Taking Patterns



SOURCE: BERC's College Readiness Initiative: AVID and Navigation 101 Interim Report for 2013-2014 through 2014-2015

Transcript Readiness

Featured data demonstrating overall increase in transcript readiness:

¹⁰ "College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington," Baker Evaluation Research and Consulting. December 2015. (p. 113)

¹¹ Ibid.

¹² Ibid.

- **Overall.** The number of students meeting requirements for entrance to a 4-year college increased from 38% in 2008 to 50.6% in 2015.¹³
- **Native American Students.** Native American students showed particularly strong improvements, from approximately 15% in 2008 to just over 40% in 2015.¹⁴
- **African American Students.** African American students improved transcript readiness from a little over 30% in 2008 to approximately 40% in 2015.¹⁵

Graduation Rates

Credentials as reflected by graduation rates also improved.

- Overall, graduation rates for AVID schools increased from a little over 70% in 2006 to 80% in 2014. However, BEREC found no significant difference between this graduation rate change over time and the rate of change for comparison schools.¹⁶
- However, at Foster High School in Tukwila (which implemented both AVID and Navigation 101/CGW) graduation rates improved by [15 percentage points in just a couple of years](#).¹⁷

College Enrollment Reflecting Readiness

The success of AVID's college readiness efforts show in persistence and college-direct rates.

High School Freshman to College Graduate Persistence

Among the schools implementing AVID, BEREC data showed incremental gains for student persistence along the path of entering high school freshman to high school graduation to college enrollment and ultimately college graduation. Baseline data for students at AVID CRI schools who graduated in 2006 and had not yet been exposed to AVID's programming shows that out of every 100 students who entered high school as freshman (in the fall of 2002):

- 71 graduated from high school
- 36 attended college the first year after graduating from high school
- 29 persisted into a second year of college or received a four-year degree
- 24 persisted into a fourth year of college or received a four-year degree¹⁸

AVID's persistence impact reached its peak (when looking from 2006-2015) in 2010. 2010 graduates at AVID CRI schools were exposed to AVID for most of high school and had higher

¹³ "College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington," Baker Evaluation Research and Consulting. December 2015. (p. 62)

¹⁴ "College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington," Baker Evaluation Research and Consulting. December 2015. (p. 64)

¹⁵ Ibid.

¹⁶ "College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington," Baker Evaluation Research and Consulting. December 2015. (p. 77)

¹⁷ Stocking, Ben. "[The revival of Foster High: School filled with refugees makes a comeback](#)." The Seattle Times. January 2, 2016.

¹⁸ "College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington," Baker Evaluation Research and Consulting. December 2015. (p. 95)

numbers of college persistence across the board than their 2006 counterparts. Out of every 100 students that graduated in 2010 (entered high school as freshman in 2006):

- 79 graduated from high school
- 42 attended college the first year after graduating from high school
- 35 persisted into a second year of college or received a four-year degree
- 26 persisted into a fourth year of college or received a four-year degree

So, in the fourth year following implementation of the AVID program, CRI schools saw persistence rates increase in the following manner:

- 11% increase in high school graduation
- 16% increase in college enrollment
- 21% increase in students persisting into their second year of college or receiving a four-year degree
- 8% increase in students persisting into their fourth year of college or receiving a four-year degree

While these trends are higher for AVID schools than comparison schools, BERC notes that the differences are not statistically significant.¹⁹ Next year's report will include an analysis of AVID students' success trajectory in college. Given the impact data on AVID students at the middle and high school level, it is likely that we'll see positive trends in their college-level data.

College Direct

When looking at BERC data on "college-direct" rates (i.e. high school graduates who attended either a two or four year college any time in the academic year immediately following their high school graduation), BERC found the percentage of college-direct students increased by 5.7 percentage points from 2004 to 2014 as opposed to comparison schools, which increased by only .5 percentage points over the same period.²⁰ Unfortunately, further analysis of this data, "revealed no significant difference between the two groups [AVID and its comparison schools] and no difference between the two groups in the change in College Direct rates over time."²¹ This will be further investigated in the second year of the impact study.

Implementation

The implementation of AVID was supported by the AVID organization. AVID outlines "AVID Essentials" and monitors implementation through a certification and support process. These essentials can be summarized as follows:

- Voluntary and targeted application processes for students and staff

¹⁹ Ibid.

²⁰ "College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington," Baker Evaluation Research and Consulting. December 2015. (p. 81)

²¹ "College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington," Baker Evaluation Research and Consulting. December 2015. (p. 82)

- AVID Elective During the School Day
- Enrolling in Rigorous Curriculum
- Emphasis on writing, inquiry, collaboration and reading (WICR)
- Use of Trained Tutors
- Data Collection and Analysis

The impact results reflect high degrees of fidelity with implementation. Because of the level of implementation support provided through the grant, it is important to review implementation levels.

- **AVID Essentials.** 85% of GS Impact Study Survey respondents indicated their level of implementation of each of AVID’s 11 essentials (and collectively, all of AVID’s 11 essentials) had stayed the same or increased since the end of the grant period. This self-reported information aligns with, and is substantiated by, certification numbers in the next section.

Districts and schools benefit from ongoing AVID training and site team processes. According to GS Impact Study Survey responses, incorporating and embedding AVID’s 11 essentials has directly benefitted participating schools, especially in the areas of professional development and team-building. Respondents indicated that the community and team-building around AVID was one of their greatest implementation strengths. They also favored the professional development opportunities AVID provides and ability to leverage AVID to enhance learning for all students by expanding its practices grade level- and/or school- wide. Not only does AVID build better students, it helps build better teachers.

DATA SUMMARY	Implementation
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**Current Implementation Level of
AVID’s 11 Essentials**



*Of Survey Respondents
Stayed the Same or Increased*

SOURCE: Author’s calculations using data from 2015-2016 College Spark Washington CRI Impact Study Survey

AVID Certification

AVID Certification, one indicator of implementation almost doubled over the course of the grant. At the end of the 2008 school year, 44% of CRI AVID sites were on board and certified. At the end of 2015, 84% of CRI AVID sites were certified.²²

AVID Anecdotes

“Our AVID teachers are committed, willing to take risks, and focused on building relationships and rapport with their students.”

- Todd Setterlund, Burlington Edison High School

“I don’t think every individual student needs to be in an AVID elective, but If I could have AVID in every building available to kids I would do it.”

- Erin Jones, Tacoma School District

Implementation Challenges and Learnings

Of course, change to any system, especially on the scale of school or district-wide change, comes with challenges. The GS Impact Study Survey further supports the barriers and challenges identified by BEREC.²³ In GS’s Survey, one out of every two schools that experienced challenges during their implementation said lack of funding (for training, college visits and tutors) was the biggest barrier they faced. Additional barriers included issues with sufficient staffing or turnover, incompatible scheduling models, and inability to gain buy-in from teachers or leadership.

The interviews conducted with schools leaders and representatives revealed even more details regarding these barriers to implementation and how school leaders were able to overcome them. Lori Wyborney of [John R. Rogers High School](#) in Spokane said, “This building is built with a ton of offices. Students need to build relationships with adults. Today I have met with 12 students. They need a lot of support. It takes all of us working with all our kids. We need social workers that can help families navigate the system...I don’t say no to anybody that can help out. It does not matter how they come to us, we can talk all day about all the statistics that come to the building and we could let every one of those be a barrier. We are not the NFL- we do not get to pick our team. We have to do whatever it takes to make it win.”

So when Wyborney and her school received a CSW grant, the staff became trained in AVID. Wyborney also hires the right people, makes sure she says yes to people who want to try something different and gives them autonomy. “We have been picky about who works in this

²² Personal e-mail communication from Sue Bergman to Mary Ryerse. “By the Numbers: Estimate of State Growth of AVID/Nav.” May 9, 2016.

²³ “College Readiness Initiative: AVID and Navigation 101. Interim Report 2013-2014 Through 2014-2015, Prepared for College Spark Washington,” Baker Evaluation Research and Consulting. December 2015. (p. 40)

building. We ask people weird questions in interviews—Why are people poor? How many kids will be successful in your school? Every year at graduation—their stories just stun me. Their stories amaze.”

The school has gone from a 49.6% graduation rate in 2007 to close to 80% graduation rate in the most recent data available. Lori was named Washington State’s 2015 High School Principal of the Year because of the school’s significant turnaround under her leadership.

Leaders Add Capacity

[Jason Lee Middle School](#) Principal Christine Brandt works closely with teachers such as Anne Hawkins, to create a tremendous amount of capacity for teacher leadership through implementation of AVID. Community partners work in partnership with the school so students can have additional tutors at the school which is part of the AVID system.

The school also runs a summer academy program to defeat the “summer slide.” Brandt said, “This has been a game changer. If we are going to do summer work to support students in staying academically stable and growing, we want to do it in partnership with our community. In this case, we work with Peace Community Center to help us run the program.”

Teacher Anne Hawkins of Jason Lee Middle School said, “The students also help plan for guest speakers, which help to extend our reach in the community. The speakers are so cool- the mayor of Tacoma was one of our speakers. Ms. Hawkins doesn’t organize it. The 7th and 8th graders are doing it. We have a higher expectation of encouraging the students to do it and allowing the students to make things happen.” The school is intentional to ensure students have voice in their school.

Jason Lee Middle School was recently named an AVID National Demonstration School

Sustainability

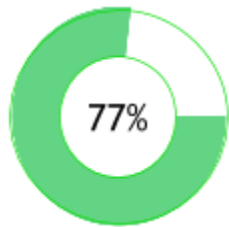
In what ways is this work sustainable now that the granting period is over? What lessons can we learn about the sustainability moving forward? Ultimately, the goal of the initiative is to make an impact not only on students served directly by the grant, but also those looking to the future of the grant. To that end:

- **Implementation Going Forward.** 20 out of the 26 staff (77%) that responded to the GS Impact Study Survey indicated they were confident that their school’s implementation of AVID would continue for 3 or more years even though only 14 respondents (54%) felt funding would increase or be maintained. Challenges cited for those not implementing are outlined in a subsequent section.
- **Better Prepared.** 92% of GS Impact Study Survey respondents agreed or strongly agreed that the grant program and related partnerships helped them better serve students and prepare them for the future. The remaining 2 were neutral.

- Disseminated Information.** GS Impact Study Survey respondents value AVID’s reach beyond their individual school. 69% of respondents indicated they had disseminated information about the AVID program to other schools or districts in the area.

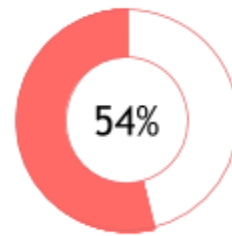
DATA SUMMARY **Sustainability**

AVID Implementation Will Continue for 3+ Years



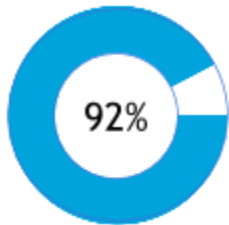
Of Survey Respondents
Agreed or Strongly Agreed

Funding for AVID Will Increase or Be Maintained



Of Survey Respondents
Agreed or Strongly Agreed

Grant Program Helped Better Serve Students & Prepare Them for Future



Of Survey Respondents
Agreed or Strongly Agreed

Have Disseminated Information to Others in the Area



Of Survey Respondents
Agreed or Strongly Agreed

SOURCE: Author’s calculations using data from 2015-2016 College Spark Washington CRI Impact Study Survey

Teachers are Important to Sustainability

“Because we have sent a lot of people to AVID training, we have a lot of well qualified teacher leaders. One of the sustainability pieces is having teachers who are training other teachers. We

even made some structural changes to the delivery model of Special Ed students- we are starting an AVID-like course for how to model an AVID-like class for our resource room students so they can be more successful.”

- Lisa Griebel, principal of [Miller Junior High](#) in the Aberdeen School District

College Spark Key to State Program Sustainability

“The College Readiness Initiative sparked dissemination of ideas and best practices statewide. Through the grant, initiative schools worked together looking at data, designing plans, and sharing implementation strategies. This work is exactly what was used to inform us about how to develop the program statewide and the grant leaders guided the process. Further, College Spark brought partners together to make a difference - schools, districts, OSPI, AVID, Envictus, and BEREC.”

- Danise Ackelson, Office of the Superintendent of Public Instruction

Statewide Growth as Indicator of Sustainability

It is also important to look at statewide growth of the AVID program as an indicator of potential sustainability.

Schools in Washington Implementing AVID	2007-2008	2015-2016
	67 secondary sites	218 secondary sites + 69 elementaries = A total of 286 AVID schools

Challenges

As noted in the implementation section, schools who were unable to fully implement AVID or sustain their initial level of AVID’s implementation commonly pointed to the following reasons (supported by BEREC data, as well as GS Impact Study Survey and interviews):

- Lack of funding to cover the expense of AVID. *Our biggest challenge/barrier has been “Money. Money. Money to do everything we need and want.” “Finding monies to support training, field trips to college campuses.” “\$ for training.” “Paying for tutors. Paying for summer institute. Paying for field trips.”*
- Inability to find qualified tutors. *“Trying to get volunteers to do the tutorials was impossible, so we had to pay people to run the tutorials.”*
- Staff turnover making it difficult/expensive to keep teachers trained. *Our biggest challenge/barrier has been “teacher turnover and not being able to train new staff/sending them to summer intensive.”*
- Scheduling conflicts. *“Our 6-period day is a barrier for many students in terms of taking desired AP courses or elective courses.”*

- Lack of buy-in and/or necessary support. *“Getting staff to implement AVID strategies has been difficult. There is no reluctance to attend trainings but it hasn't impacted practice in classrooms.”*

Sustainability Challenges

As the following school example illustrates, the challenges noted above are not mutually exclusive. Often times, schools facing one challenge would find it led to even more challenges.

“For the last 4 years there was no longer funding to train teachers so with teacher turnover, we would lose AVID instructors and not gain any. With our new schedule, we could try to cluster the students (for example, say a History teacher is also AVID trained) to utilize the AVID-trained teacher but the number of teachers kept shrinking. By the end, there was only one trained teacher left in 8th grade.”

Another school detailed the variety of challenges they face:

“System-wide change is slow and necessary. It takes focused work in many areas. The costs related to AVID training and retraining are high. Field trips and tutor recruitment and retainment are also cost prohibitive. These are challenges that we will continue to address. We could also use more professional learning time with our teachers.”

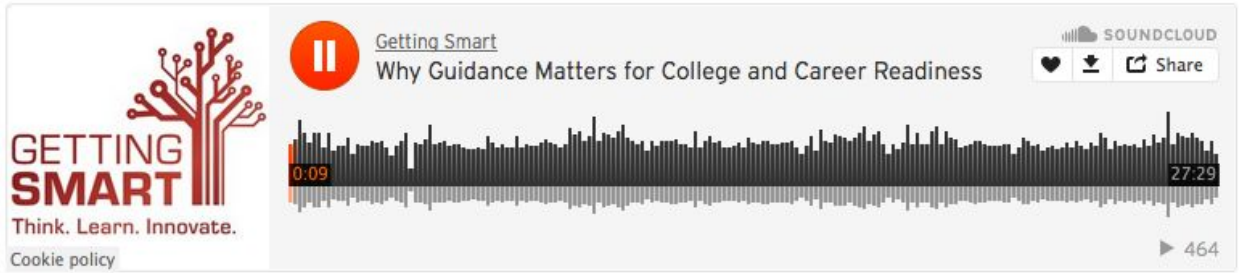
Communications Snapshot

The following blog pieces were published on GettingSmart.com as well as shared on social media across a variety of channels including Twitter and Facebook.

- [Culture of Readiness and Personalization Boost Graduation Rates](#)
- [Bremerton High School Sees Big Shift in College Readiness with Advisories and Student-Led Conferences](#)
- [Diversity is Not Our Problem, It's Our Solution](#)
- [4 Practices for Sustainable Building Leadership](#)
- [The Role of Advisory in Personalizing the Secondary Experience](#)

An additional blog and podcast was produced and is available streaming on SoundCloud via Getting Smart, on our [iTunes channel](#) and was also featured in Getting Smart's April 21 Smart Update.

- Getting Smart Podcast | [Why Guidance Matters for College and Career Readiness](#)



Next Steps

Going forward, the impact study will continue to fine tune findings and make recommendations that can inform future College Spark Washington investments. It is recommended that Year 2 of the impact study focus on dissemination. Given the extensive research accessed from prior years and conducted this year, the focus can pivot from gathering data to distribution of learnings so more students can be impacted.

CSW Board Member Faith Li Pettis also points to the success of the two programs and encourages the Board to consider further dissemination of the information, "I'm really proud of those two programs. It's fun to watch them succeed and take off. I think our board can continue to do more with distilling and sharing in a way the public can understand."

Looking to Year Two of the study, emphasis will be placed on the following:

- Featuring impact toward outcomes
- Incorporating updated longitudinal data (e.g. college persistence)
- Focusing on equity and impact
- Influencing policy and advocacy
- Increasing state and national awareness
- Leveraging focus on personalization
- Further developing student voice
- Including action steps for others
- Involving AVID Center to expand reach
- Link into deeper learning conversations
- Further pursue the impact on partners and policy makers, and perhaps most importantly,
- Inform future College Spark Washington investment strategy through questions such as:
 - Do you invest in system change in schools given how challenging it is? Why?
 - How do we best capture the impact?
 - Why should the Board invest in K-12
 - Should we do it again?
 - What else have we learned?

Initial Conclusions

The College Spark investment paid dividends in terms of student impact and should inform future investments going forward. Key success factors included:

- **Program selection process.** AVID and Navigation 101 were thoroughly vetted and were just beginning to gain traction in Washington when College Spark began investing.
- **School selection process.** Multiple stakeholders with a range of perspectives on school readiness were involved in the school selection process.
- **Level of implementation support provided to the schools.** Both initiatives were supported with consulting, professional development, ongoing support, data review and more.
- **Long term investment.** Change takes time and the prolonged funding for implementation was critical to establishing systems of support.

In addition to pointing to changes in course taking patterns, culture, and graduation rates, Executive Director Christine McCabe was pleased with “the quality of the selection of the districts, the fact that the grantees stuck with us, and that the CRI schools have emerged as models for their peers.”

Board member Erin Jones, who also serves as Tacoma School District AVID Director, and Candidate for State Superintendent reflects on the initiative, “For me, AVID and Navigation 101 should be everywhere.”

Interviews and surveys indicate that the following aspects of CRI were crucial to the success of program implementation and provide guidance regarding strategic learnings for future initiatives:

- Continue to invest in front-end research to ensure selection of quality programs
- Continue to provide deep implementation support
- Continue to invest for the “long-term”
- Establish a diverse set of partnership relationships up front (public, private, government), and realize that things can change
- Connect to both local and national initiatives for combination of grassroots support and research base
- Continue to emphasize both quantitative and qualitative measures
- Establish a process to disseminate learnings
- Continue to consider balance between emphasis on individual change and systemic change

By disseminating information to spur action and further the dialogue, College Spark Washington will continue to make an impact. As outlined by Danise Ackelson, “To look back on where the

schools started and where they are ending up, there have been huge changes made.” Most importantly, she says, “It can be sustained in current schools and replicated elsewhere.”

Both programs provide a system of facilitating relationships between adults and students—without these systems, these relationships wouldn't get the time, attention, and focus they need.

Accordingly, through a focus on learnings, dissemination, and impact, College Spark Washington has the ability to change student lives and open up opportunities both within and far beyond Washington.

Appendix A: Impact Study Process

CRI Key Stakeholders

The impact study process is tailored to reflect the differing needs of the key constituents as follows:

- **Students:** Analyze data and impact on overall college readiness and degree completion.
- **Grantees (District/School Partners):** Assess capacity to develop, implement and sustain effective programs and to share the knowledge generated from their work.
- **Other Partners:** Gauge the impact of partnerships with government, nonprofit, and for-profit organizations.
- **Policymakers:** Assess progress on state and policy level changes that began during the initiative period, make recommendations regarding future policy and align with state and national trends.

In year one (2015-2016) of a two-year study of the CRI program, the Getting Smart team conducted interviews, analyzed survey results and completed initial data analysis of implementation, impact and sustainability of College Spark Washington College Readiness Initiative. Year one focused on grantees, while also gathering input from policy makers and partners. Year two will take place in 2016-2017 and will further involve constituents and build toward a national report on the impact of the College Readiness Initiative.

As part of the impact study, a meta-analysis of data points from prior investigations into CSW's CRI grant impact was conducted. To conduct this analysis, Getting Smart compiled and reviewed data from the following sources:

- [BERC's College Readiness Initiative: AVID and Navigation 101 Interim Report for 2010-2011 through 2012-2013](#)
- [BERC's College Readiness Initiative: AVID and Navigation 101 Interim Report for 2013-2014 through 2014-2015](#)
- University of Texas (UT) Pan American's "College Spark AVID Evaluation Report" from July 2015

In addition to analyzing existing quantitative and qualitative research provided through the BERC and UT-Pan American studies, several additional forms of information gathering and dissemination were conducted by the Impact Study team order to gather current data and identify existing trends:

- Convening (worked with grantees in Fall of 2016)
- 2015-2016 CRI Impact Study Survey (hereafter referred to as GS Impact Study Survey - see detailed survey information in [Appendix B](#))
- Interviews with key stakeholders (See detailed interview information in [Appendix C](#))
- Communication (disseminating feature stories and information during the process).

This research led to a deeper understanding of progress on the desired outcomes identified by the CSW, as listed in the [Background](#) section.

Acknowledgments

We want to acknowledge Stepheni Hubert, for her work in coordination, data analysis, writing and collaboration which contributed deeply to the Impact Study process and reports.

Appendix B: Impact Study Survey

Both narrative survey questions and Likert scales were used to assess impact and sustainability from the vantage point of various stakeholders. Surveys were administered and/or delivered to all grantees and participating schools in October 2015 with a target response rate of 100%. By April 2016, after months of follow-up, 39 individual responses representing 35 out of the 39 grantee schools (a 90% response rate) had been received. (See [Appendix A](#) for full listing of survey questions).

Survey Questions

Background Information

- First and Last Name
- E-mail Addresses
- School or District
- Role
- Which CRI programs are available in your school/district?
- Have you worked with Navigation 101/CGW in your school/district (now, or at any time during the grant period)?
- Have you worked with AVID in your school/district (now, or at any time during the grant period)?

Navigation 101/CGW Questions (If said “yes” to working with Nav101/CGW)

1. On a scale of 1-5, please rate your current level of implementation of Navigation 101/CGW relative to your prior implementation (e.g. one year ago, during the grant period). In general, has the implementation of each of the following key elements increased, decreased or stayed the same?
 - a. Curriculum-Driven Advisories
 - b. Portfolios
 - c. Student-led Conferences
 - d. Student-driven Scheduling
 - e. Evaluation
 - f. Program Management
 - g. School Guidance and Counseling
2. What 2-3 pieces of data from your school’s BERC report best represent Navigation 101’s impact and why? Be as specific as possible.
3. What other evidence of impact or data can you share that shows Navigation 101 had an impact on student achievement at your site?
4. Please share a brief story or school example that brings the impact of Navigation 101/CGW to life.
5. Please answer the following questions on a scale of 1-5.

- a. We will continue our implementation of the program into the next school year, 2016-2017.
 - b. Current levels of funding will be maintained or increased next year.
 - c. I am confident our school's Navigation 101/CGW implementation will continue for 3+ years.
 - d. District policy has changed as a result of the grant.
 - e. We have disseminated information to other schools in the area or state.
 - f. The Navigation 101/CGW team meets regularly and participates in high quality education including, but not limited to: regional workshops, site visits, and coaching to enhance Nav101/CGW practices and program implementation.
 - g. Implementation of Navigation 101/CGW has changed the culture of my school among staff.
 - h. Implementation of Navigation 101/CGW has changed the college-going culture of students at my school.
 - i. This grant program and related partnerships helped me better serve students and prepare them for the future.
6. Please provide an example of how Navigation 101/CGW changed the college-going culture for students and staff at your school.
 7. What are the current strengths of the Navigation 101/CGW program at your site?
 8. Following the conclusion of the grant period, what have been the barriers/challenges to implementing the Navigation 101/CGW?

AVID Questions (If said "yes" to working with AVID):

1. On a scale of 1-5, please rate your current level of implementation of AVID's essentials relative to your prior implementation (e.g. one year ago, during the grant period). In general, has the implementation of each of the following essentials increased, decreased or stayed the same?
 - a. Student Selection
 - b. Voluntary Participation by Students and Staff
 - c. AVID Elective During the School Day
 - d. Enrolling in Rigorous Curriculum
 - e. Reading and Writing Curriculum
 - f. Inquiry Emphasis
 - g. Collaboration
 - h. Trained Tutors
 - i. Data Collection
 - j. School and District Resources Committed
 - k. Active Interdisciplinary Site Team
2. What 2-3 pieces of data from your school's BERC report best represent AVID's impact and why? Be as specific as possible.
3. What other evidence of impact or data can you share that shows AVID had an impact on student achievement at your site?

4. Please share a brief story or school example that brings the impact of AVID to life.
5. Please answer the following questions on a scale of 1-5.
 - a. We will continue our implementation of the program into the next school year, 2016-2017.
 - b. Current levels of funding will be maintained or increased next year.
 - c. I am confident our school's AVID implementation will continue for 3+ years.
 - d. District policy has changed as a result of the grant.
 - e. We have disseminated information to other schools in the area or state.
 - f. The AVID team meets regularly and participates in high quality education including, but not limited to: regional workshops, site visits, and coaching to enhance AVID practices and program implementation.
 - g. Implementation of AVID has changed the culture of my school among staff.
 - h. Implementation of AVID has changed the college-going culture of students at my school.
 - i. This grant program and related partnerships helped me better serve students and prepare them for the future.
6. Please provide an example of how AVID changed the college-going culture for students and staff at your school.
7. What are the current strengths of the AVID program at your site?
8. Following the conclusion of the grant period, what have been the barriers/challenges to implementing the AVID?

Snapshot of Survey



College Spark Washington CRI Impact Study

Survey Introduction and Background Information

Thank you for taking the time to participate in our survey. Our goal is to assess the implementation, impact and sustainability of the College Spark Washington (CSW) College Readiness Initiative (CRI). We are seeking to collect information about the implementation of the initiative at your school site, the impact the initiative has had on students and the school, as well as the status of post-grant implementation. We appreciate you taking the time to fill this out, and we will provide an opportunity to share the results of the survey with you at a later date.

* 1. Background Information

First and Last Name

Email Address

2. Select Your School or District (if you work for the district, not a specific school)

* 3. Role

Superintendent

Principal

Appendix C: Interview Process

During the course of the 2015-16 school year, 33 interviews were conducted with a representative selection of teachers, counselors, principals and other officials from grantee schools and districts, as well as policy makers and governance partners. The total number of representatives from each group interviewed is as follows (see [Appendix B](#) for full listing of individuals interviewed).

- 16 School Partners (Principals, Teachers, Counselors)
- 4 District Partners
- 10 Policy Makers or Governance Partners

Interviewees in Year One were selected as a representative group of CRI districts/schools that could provide valuable insight into the implementation, sustainability and overall impact of both Navigation 101 and AVID. Each conversation was unique, shaped by the perspective of participants—the educators and partners working to change the lives of students through these programs—allowing for a compelling look into sustainability and impact. Impactful quotes and information from these interviews will be featured in School Spotlight sections throughout this report. Any grantee or partner not interviewed in Year One will be interviewed in Year Two.

Interviewee List

Schools and District Partners

- Anne Hawkins, Jason Lee Middle School (AVID)
- Brian Gregg, Showalter Middle School (Nav101/CGW)
- Carol Bardwell, Grandview Middle School (Nav101/CGW + AVID)
- Chris Swanson, Bremerton High School (Nav101/CGW)
- Christine Brandt, Jason Lee Middle School (AVID)
- Cindy McClain, Bremerton High School (Nav101/CGW)
- Derek Garrison, Heritage High School (AVID)
- Diane Hull, Bridgeport Middle & High School (AVID)
- Griffin Peyton, Frontier Middle School (AVID)
- Hannah Kaufman, Bridgeport Middle & High School (AVID)
- John Polm, Bremerton School District (Nav101/CGW)
- KC Knudson, Lucille Umbarger Middle School (AVID)
- Krystal Keller, Jason Lee Middle School (AVID)
- Lisa Griebel, Miller Junior High (AVID)
- Liz Hepner, Foster High School (Nav101/CGW)
- Lori Wyborney, Rogers High School/Spokane School District (Nav101/CGW + AVID)
- Maria Stevens, Frontier Middle School (AVID)
- Robert Reavis, Spokane School District (Nav101/CGW + AVID)
- Todd Setterlund, Burlington Edison High School (AID)

- Tom Edwards, Keithley Middle School (Nav101/CGW)

Policy and Governance Partners

- Barb Dittrich, OSPI
- Christine McCabe, College Spark Washington
- Dana Foster, Consultant for Navigation 101/CGW
- Danise Ackelson, OSPI
- Erin Jones, CSW Board of Directors
- Faith LePettis, CSW Board of Directors
- Heather Gingerich, College Spark Washington
- Sue Bergman, AVID
- Tim Stensager, OSPI
- Trevor Greene, CSW Board of Directors