

Oregon's Students for College & Career Success

A Plan for Growth and Sustainability

March 2019

The Vision

As a partnership of Oregon education leaders, we are committed to giving our students and teachers the support they need to create high quality schools with campus cultures promoting college and career readiness. We share a common vision in which all Oregon students have the skills and mindset to persist through postsecondary education and be prepared for jobs in the 21st century.

Our partnership began in early 2014, when school leaders shared their success implementing the AVID College Readiness System with the Nike School Innovation Fund (NSIF), the James F. & Marion L. Miller Foundation Miller Foundation, and the Oregon Community Foundation (OCF). These leaders wanted to expand and deepen the AVID System in their schools so that all students could benefit.

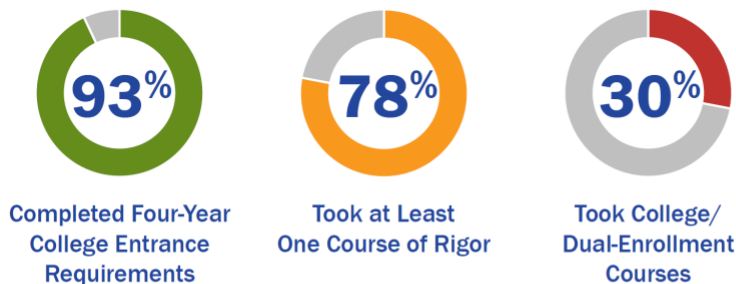
Established 39 years ago with one teacher in one classroom with 32 students, today AVID is implemented in more than 6,400 schools in 47 states across the U.S., plus schools in Department of Defense Education, Canada and Australia. AVID impacts nearly 2 million students in grades K-12 and 50 postsecondary institutions.

The AVID College Readiness System is distinguished from other educational reform strategies by decades of proven success and effective scaling: in 2017 94% of AVID seniors reported plans to attend a postsecondary institution, 93% completed four-year college entrance requirements, 78% percent reported taking at least one rigorous course, such as AP®, IB®, or Cambridge®.

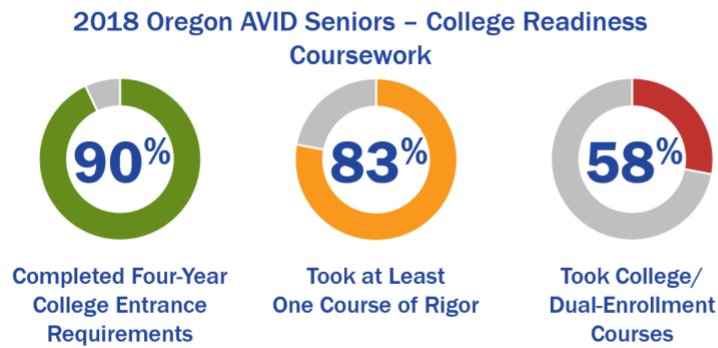
Preparing for College



2017 AVID Seniors – College Readiness Coursework



AVID students have a strong work ethic when it comes to college readiness, with **9 out of every 10** completing the courses necessary to get into four-year colleges.



AVID. (2018). AVID senior data collection: N = 1,086 [Electronic database].

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AVID students also persist in college.

College Persistence



AVID and U.S. Persistence Into the Second Year of College (Fall 2015 to Fall 2016)



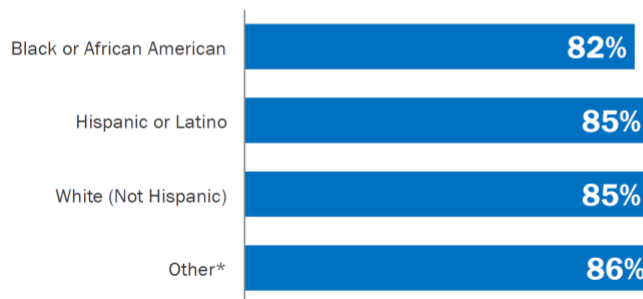
Nationally, AVID graduates who enroll in college persist at a higher rate than college enrollees in the U.S.

AVID. (2015). AVID senior data collection: AVID N = 27,211, U.S. N = 2,992,180 [Electronic Database]. National Student Clearinghouse Research Center. Table 2. First-year persistence and retention rates by age at college entry. [Data File]. In *Snapshot report – first-year persistence and retention*. Retrieved from <https://nscresearchcenter.org/snapshotreport28-first-year-persistence-and-retention/>

Persistence Into Second Year of College



AVID college enrollees' persistence rates from first Fall term to second Fall term



*Other includes Asian, American Indian, or Alaska Native students, students of two or more races, and students who declined to state

AVID. (2015). AVID senior data collection: AVID N = 27,211.

Regardless of ethnic background, AVID students persist at higher rates than the U.S. national average. The AVID experience closes achievement gaps in college persistence.

Oregon's educators have demanded and driven the movement to expand AVID. AVID is not another curriculum add-on or ancillary program to address the current hot topic. We repeatedly hear from teachers that they love the system and are motivated to implement it. The methodologies affirm what they learned in college and the training gives them effective, powerful tools that can be used in every classroom. Teachers want AVID because they know it works; as demonstrated in [this video clip](#) where attendees at AVID Summer Institute training share why this experience differs from other professional development. Here, Oregon teachers describe the impact of the AVID College Readiness System:

"AVID has had an enormous impact on me as an educator. Through AVID I have benefited from exceptional Professional Development where I am not simply told about activities or teaching methods to help students out, but participate in them. These methods are so wide-ranging because they are meant to prepare students for success as people instead of just for passing a test. On the academic side, AVID provides a wealth of resources to improve my instruction in every aspect of the curriculum. I have become a much better teacher and leader through my involvement in AVID, it has pushed me personally because I strive to model the behaviors and habits for my students. In my classes, I see every single day how the essential elements of AVID work for my students. I see them already achieving where they previously thought they could not, and it fills me with pride to know that these skills and attitudes that will lead them to success." - Zach Maison AVID elective teacher.

"AVID has a dual focus on academic strategies and relational capacity. As an AVID teacher I strive to provide scaffolded support to help my students develop the skills and habits of success. I have learned the importance of teaching skills that are not usually explicitly taught, like organization and time-management, because those skills empower my students to take

ownership of their learning. AVID has also shown me the importance of intentionally building relationships with my students. When I think of the best teachers I had, they were the ones I connected with, who supported and believed in me, and AVID inspires me to try to be that teacher for my students.” - Meghan – teacher

“AVID has helped make me a better teacher overall. I use many of the strategies in class. All of my classes have become much stronger when it comes to literacy, especially critical reading and note taking.” – Oregon High School Teacher

“AVID has had a tremendous impact on our students and our school. The school wide strategies we use, such as the binder system and Cornell notes, help students stay organized across all content areas. In addition, going to college has become "cool" and kids that are in AVID have become leaders in our school. As a teacher I appreciate working in a district that values the idea of closing the achievement gap and helping ALL students be successful. I feel that this work is actively being done through the AVID program.” – Oregon High School Teacher

In 2015, a significant investment by the Nike School Innovation Fund, the James F. & Marion L. Miller Foundation and the Oregon Community Foundation more than doubled the number of schools implementing AVID. Today, 287 of the Oregon’s K-12 schools use the AVID College Readiness System, launching reform at a scale that can generate true impact.

AVID provides the foundation for systemic change required to increase student engagement, improve student achievement, and create a community of excellence for Oregon educators.

The AVID College Readiness System

AVID challenges a fixed mindset about the potential of students to succeed in rigorous, college preparation coursework—particularly lower-income students in the low to middle range academically. At its core, AVID accelerates student academic performance by creating an environment in the classroom that transforms how students learn and is based on best practices of student engagement. The AVID trained educators focus on both rigorous content and metacognitive skills to create an atmosphere of highest expectations for all students.

Research has established that the most effective way to help students is to improve the quality of teaching. By “educating the educators”, AVID changes what happens in the classroom, building sustainability, accountability, and positive morale directly into the fabric of a school. When observing AVID “in action” with students in a classroom, one observes a unique and interactive environment: students leading inquiry; rigorous problem solving vs. remediation; and engaged students actively participating in the learning regardless of content.

AVID College Readiness System components include:

- Academic support and instruction to students delivered by teachers trained in research-based AVID methodologies known as WICOR (Writing, Inquiry, Collaboration, Organization, & Reading)

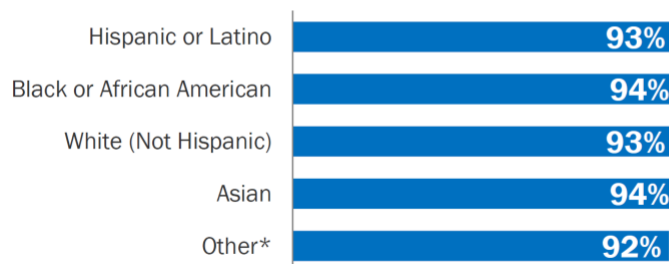
- AVID curriculum materials and resources incorporating WICOR strategies and best practices
- Exceptional professional development for educators, which provides applications for all teachers on an AVID campus and does not stop at the close of the training. The building of a team over multiple years with on-going coaching from AVID creates a strong, accountable system on each campus.
- The creation of an AVID school site team that writes an annual site plan, implements the system, provides peer support to its members, and trains and models to other teachers on site.
- A staff member from the district designated and trained as the AVID District Director, who allocates time to oversee system implementation to ensure quality and growth
- AVID structure and activities that promote a sense of AVID family for the students; engage parents and the community; and create a campus-wide college readiness
- The comprehensive AVID data collection and certification system that has been demonstrated to give districts and schools the data they need to support students and make improvements.

Students in secondary schools attend the AVID Elective five days a week. They learn critical reading, writing and thinking skills; participate in collaborative tutorials lead by a trained college student; and engage in career and college exploration activities. As AVID expands schoolwide, teachers are trained to use the AVID instructional methodologies in all subjects and classes. The entire school campus is impacted as AVID's college-going mindset permeates instruction and school culture. Regardless of race/ethnicity, AVID Seniors are completing four-year college entrance requirements at a rate 92% or higher.

Preparing for College



2017 AVID Seniors Completing Four-Year College Entrance Requirements



With AVID, all racial/ethnic groups complete four-year college entrance requirements at a rate of **92% or higher**, closing the achievement gap.

*Other includes American Indian or Alaska Native students, students of two or more races, and students who declined to state.

AVID. (2017). AVID senior data collection: N = 44,174 AVID seniors [Electronic database].

Policymakers and educators in districts throughout the U.S. consider AVID to be an essential reform strategy for closing the achievement gap and making college accessible to all students.

AVID Center. AVID senior data collection: Study of 36,450 AVID seniors (2013-2014)

Greene, J.P. and Forster, G. (2003). Public high school graduation and college readiness rates in the United States (Report No. 3). New York: Manhattan Institute for Policy Research; *Filipino and Other not classified by Greene and Forster (2003). National data represents the most current comprehensive data available.

AVID in Oregon

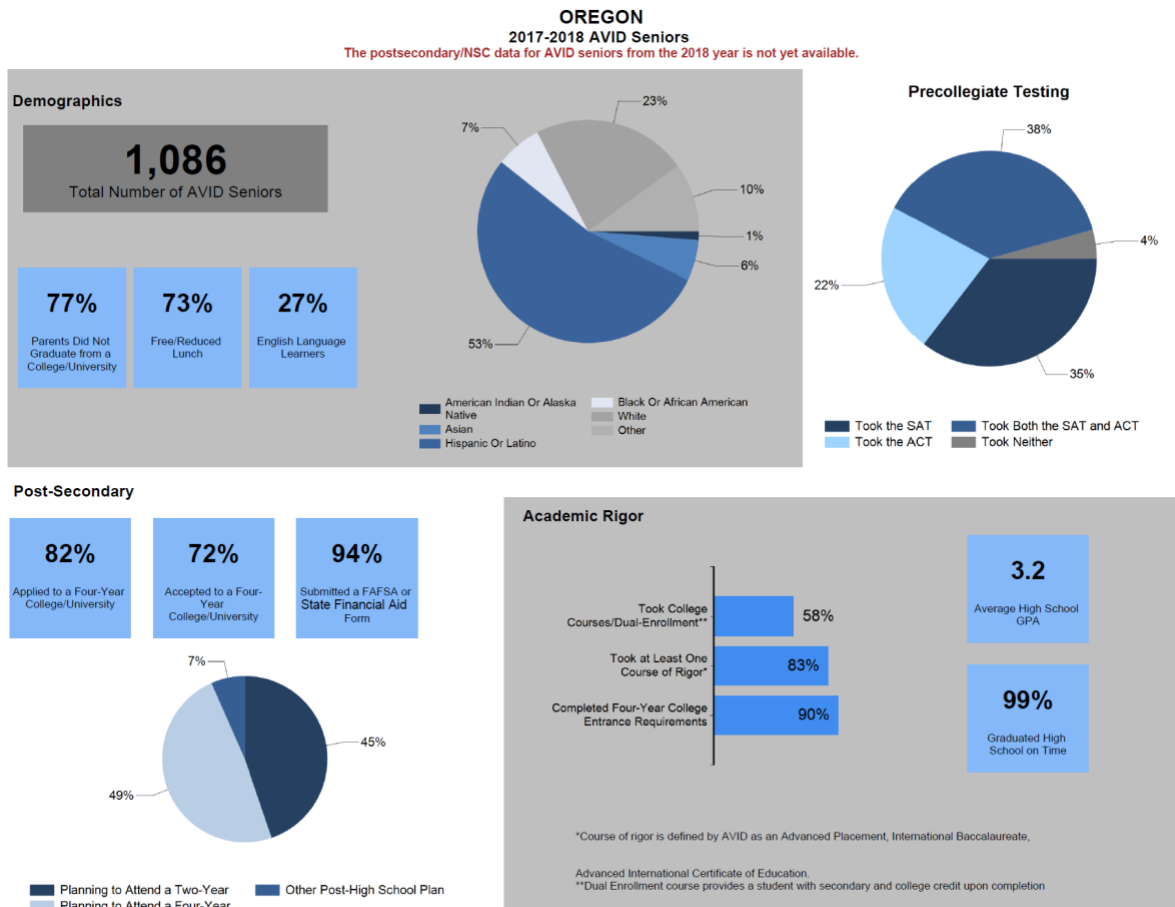
The AVID College Readiness System was first implemented in Oregon at Portland Public Schools in 2005. Expansion progressed steadily from 2005 to 2014. With significant investments by the Nike School Innovation Fund, the Miller Foundation and the Oregon Community Foundation, expansion was catalyzed in 2015 with AVID growing from 102 schools in 19 districts in 2014 to 170 schools in 35 districts. In the fall of 2018 there were 72 AVID school districts serving 65 elementary schools, 214 secondary schools and 8 combo-schools, as well as, three AVID Higher Education community colleges (Chemeketa CC, Linn-Benton CC, and Mt. Hood CC). As shown in the student demographic data below, the system is implemented in a manner that ensures equitable access, with nearly half of the state's AVID students being Hispanic and many in the lower socio-economic sector of the population.

2017 – 2018 AVID Elective Students in Oregon Secondary Schools

Hispanic	White	Black/African American	Asian	Am Indian	Other	Eligible FRL Federal Free and Reduced Lunch Program
47%	37%	4%	5%	2%	9%	56%

Though relatively early in implementation at most Oregon schools, AVID is already yielding positive results in the following college-readiness indicators. Data taken from the AVID Center Senior Data collection for the 2017 – 2018 school year highlight the following:

- 99% of AVID Elective Seniors graduated high school on time
- 90% of AVID Elective Seniors completed four year college entrance requirement
- 82% of AVID Elective Seniors applied to a four year college/university
- 72% of AVID Elective Seniors were accepted to a four year college/university
- 3.2 gpa is the average high school gpa for AVID Seniors



These positive data trends support the partnership's belief that by investing in both the number of schools with AVID, and more importantly, the number of schools implementing the preferred schoolwide model of AVID, we will improve the graduation rates of participating schools and districts. **If we can fund enough schools to reach a critical mass of students, we believe that it is possible to move the needle on the state's graduation rates and other indicators from dropout rates to student engagement metrics.**

Preparing Oregon's Students for College & Career Success

According to the 2017-18 Fall Membership Report, there were 580,684 K-12 students enrolled in Oregon's public schools. Of these students, 218,288 (37.59 percent) were students of color. This represents over one-half of a percentage point increase from last year's rate of 37.03 percent.

We know that Oregon has one of the poorest high school graduation rates in the country at just 68.7% in 2013. In 2014, only 47.8% of Oregon high school students proceeded on to college – well below the national average of 63%.

Oregon's four-year graduation rate has climbed for the fifth year in a row. The graduation rate for the 2017 – 2018 school year was 78.7 percent, a 2-percent increase compared to the 2016-2017 school year. There was a 6.7 percent increase over the past four years. Oregon Department of Education Director Colt Gill reports, "In this case, a 2-point increase in graduation means an additional 950 students are getting their diplomas within four years of starting high school."

Three of our AVID Nike School Innovation schools showed standout performance pertaining to graduation rates. McMinnville High's graduation rates showcase performance of Latinos and other minority groups with historically poor school outcomes to graduate – 89% graduate earning their diploma in four years. Tualatin High and Hillsboro's Century High also delivered promising results, graduating 87 and 86 percent of their historically under-served minority students on time.

Members of our partnership have been working in many areas to address these challenges, including the Nike School Innovation Fund, James F. and Marion Miller Foundation, Meyers Memorial Trust, Oregon Community Foundation and the Chalkboard Project. Improvements are being made on many fronts, and we believe this new partnership to implement the AVID System in schools throughout the state is an exciting next step. Our goals are to increase student engagement; to improve student achievement; to ensure access and equity for all students; and to create a community of excellence for Oregon educators. We believe AVID is support system that can be used to transform Oregon's educational outcomes, especially targeted to the most needy populations of the Oregon students who can and will succeed.

Where we are now . . .

Together in 2015, the Nike School Innovation Fund, the Miller Foundation and the Oregon Community Foundation provided funding for AVID in 86 secondary schools. The partnership funded 48 new AVID school sites and provided extensive training to over 800 educators at all 86 schools in leadership for college readiness and AVID instructional methodologies and best practices. These educators began the current school year excited and motivated to integrate what they learned into their classrooms and to build college-readiness cultures.

The original Nike School Innovation Funds support 99 AVID schools, while the James F. and Marion Miller Foundation support 30 middle schools from 2015 – 2018, renewing their commitment to college and career readiness – supporting 56 new schools (K-12) beginning in the spring of 2018.

Over the course of the last three years, we are seeing school districts building systems of college and career readiness, as they have grown the AVID College Readiness System at all levels of K-12 education. We are committed to ensuring that the current momentum in AVID schools and districts is supported in order to build capacity and to ensure a stable, viable footprint from which to build.

How we see the system building . . .

Our partnership has designed a strategy to improve the educational outcomes of the state's schools by bringing a college and career going culture to a critical mass of students. Our plan creates depth in existing AVID schools by moving them toward schoolwide impact and adds new districts and schools that demonstrate a commitment to successfully implementing the AVID.

The plan has the following objectives to achieve positive improvements in student outcomes and to create a community of excellence for Oregon educators:

1. Ensure strong, high-quality, schoolwide implementations of AVID to achieve positive systemic change through coaching support of AVID District Directors within AVID districts.
2. Provide regional hubs where AVID supports on-going professional learning during each school year (Southern Region, Central Region, Willamette Valley).
3. Build and align K-12 feeder patterns within districts to increase impact.
4. Increase AVID showcases, providing opportunities for school to learn, grow and network with quality AVID implementing schools.
5. Expand the number of Oregon AVID staff developers, promoting AVID professional learning within school districts.
6. Support AVID district directors in developing long-term sustainable district AVID implementation plans through our building capacity modules, where district practitioners utilize AVID Professional Learning Modules to support school and district professional learning.

Each school year has a cycle of deepening, expanding and strengthening as we spread across the state as illustrated below:

AVID in Oregon: 2018 – 2019 Year-long Structures of Support

EVENT	SUMMER 18	FALL 18	WINTER 18/19	SPRING 19
Statewide AVID Path to Schoolwide – 2 day Professional Learning	August 2018 Woodburn			
Statewide AVID Path to Schoolwide – 2 day Professional Learning	August 2018 Redmond			
AVID Family Night & College Visit		University of Portland	Portland Trailblazers and AVID Day K-12 AVID Family Night w/ Trailblazers	AVID Day with U of O and OSU Baseball

			OSU AVID Day	
Statewide AVID Path to Schoolwide AVID Elective Training		Portland/Metro Area		
AVID Elective Teacher/Site Coord. Workshop		Central Oregon Portland Metro Area Southern Oregon	Portland Metro Area	Redmond, OR Salem, OR Southern Oregon – OIT
AVID Professional Learning Day		Central Oregon Portland Metro Area	Oregon Coast	Southern Oregon – OIT
AVID District Director Workshop		Central Oregon Portland Metro Area Southern Oregon		Southern Oregon – OIT Salem, OR
AVID Showcases		Stayton, OR Albany, OR Salem, OR Lebanon, OR Parkrose, OR	Stayton, OR	Albany, OR Keizer, OR Klamath Falls, OR Redmond, OR
AVID Leadership Workshops/Conferences		Central Oregon	Oregon Coast	Salem, OR Seaside, OR

Regional Path to Schoolwide are two-day AVID Summer Institute professional learning strands brought locally to Oregon.

Summer Institute is a three-day professional learning event during which educators learn how to implement AVID strategies for their students in all classes – Elective and content areas



