Meeting the Challenge of Preparing All Students for College and Career Readiness
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Northwest Area Director
Alaska, British Columbia and Washington
Who is in the room?

• Superintendents
• Title 1 Directors
• Other Central Office Administrators
• School Administrators
• Teachers
• Paraprofessionals
• Other
How do we meet the challenge of college and career readiness for all?
Give One, Get One

• 3 Post-its

• Write one challenge to college readiness on each

• Stand up when you are finished

• Share out and swap a Post-it with one other person

• Share again

• Share out your final Post-it and return to your table
OTHER CHALLENGES

• SAT / ACT not taken
• FAFSA not completed
• Final high school transcript not sent
• Tuition payment plan not in place
• Housing deposit not made/could not afford
• Did not know about Freshmen Orientation
Widespread Concerns

- Equity: All students have access
- Budget: Ensuring investment brings results
- Evidence of success: Data-driven results
- Teacher support: Motivate and engage staff
- Absenteeism, drop out rate
## Knowledge of AVID

### Fist to Five:

1 = I have never heard of AVID

2 = I have heard of AVID but do not know much about it

3 = I know it supports students who want to go to college

4 = I know it trains teachers in best practices and has an elective portion at the secondary level

5 = I worked in an AVID school or supported AVID from the district level
AVID’s Mission - AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society.
AVID Historically

Founded IN 1980 as an educational non-profit

7,000 Schools

47 States

2+ Million Students Served

80,000 Educators Trained
AVID and Entitlement Grants

- AVID elective students are the often Title 1 target students
- AVID strategies and outcomes align with Entitlement/SIP goals
- AVID Schoolwide implementation is the focus
- Creates a common language of college and career readiness
- Build sustainability into expectations and funding
AVID Elementary

- Reinforce academic behaviors early
  - Build a foundation for an easier transition to middle and high school
  - Study skills, organization, self-advocacy, deeper level questioning

- Instill forward thinking
  - Introduce college and career thinking
  - Close the opportunity gap before it begins

- Start by grade clusters or entire campus
  - Flexibility to choose the path that best aligns with school/district goals and resources
AVID Secondary

Close the opportunity gap
• The AVID Elective course addresses traditionally underrepresented students
• Increase access to rigorous courses and high expectations
• Flexibility to implement by grade and number of classes

Impact the entire campus
• Site Team members and trained educators utilize practices with all students
• Expectations and academic behaviors are relevant to the entire campus
• Strengthen the principal’s ability to coach and assess instruction
The Foundation: WICOR Strategies

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

Collaboration + Inquiry = Tutorials
WRITING
- Cornell Note-Taking
- Learning Logs
- Quickwrites and Reflections
- Process Writing
- Peer Evaluation
- Authentic Writing

INQUIRY
- Skilled Questioning Techniques
- Costa’s Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Questions that Guide Research

COLLABORATION
- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group Activities and Projects
- Peer Editing Groups
- Service Learning Projects

READING
- Deep Reading Strategies
- Note-Taking
- Graphic Organizers
- Vocabulary Building
- Summarizing
- Reciprocal Teaching

ORGANIZATION
- Binders and Organizational Tools
- Calendars, Planners, and Agendas
- Graphic Organizers
- A Focused Note-Taking System
- Tutorials and Study Groups
- Project Planning and SMART Goals

WICOR
What Does AVID Provide?

- Engaging, inspiring **Professional Learning**
  - Practical, proven, and immediately usable tools
  - Supports both content areas and relevant topics

- Resources that drive transformation
  - From lesson plans and activities to books and videos

- Feedback and follow-up
  - Includes ongoing advice and coaching
  - Data to guide and demonstrate results
Burlington-Edison High School

A bit about us…

School Motto

*Preparing All Students for College – 1, 2, 4 or More.*

College-going data

- 66% Attend college*
  - 25% Public 4-yr
  - 65% Public 2-yr

What about the other 34%?

*College is defined as a 2- or 4-yr institution.*
Theory of Action

PSAT (All 10th & 11th)

AP Potential Data

Increase AP & AVID Enrollment

Increase Students Accessing Post-secondary education
What we know about AP®

“...[Students who take an AP exam] are more likely to enroll in a four-year institution compared with similar students who do not take any AP exams.”

What we know about AVID

“AVID works with teachers to guide low-income, minority students into college-prep pathways — and give them the tools to succeed — and has been able to track its 82,807 alumni from three graduating classes…42% of its alumni earned four-year degrees, compared with 11% of similar students.”

- Richard Whitmire, USA Today, 08/16/19

(https://www.usatoday.com/story/opinion/2019/08/16/group-doing-right-avids-college-completion-numbers-mean-nation-column/2009204001/)
What we know about PSAT®

- Testing experience models college admissions exams
- National Merit Scholarship program
- Connect to millions of dollars in scholarship opportunities
- My College Quickstart

- Free & personalized SAT preparation through Khan Academy
- Analysis of individual academic strengths
- AP® Potential
- Supports our District vision for College- and Career-readiness
Quickwrite:

What are some barriers to the PSAT?
Barriers to the PSAT®

• Cost
• Weekend date (or had to miss school to take at another school)
• Limited amount of fee waivers
• Limited # of tests ordered
• Promoting the test
• Stereotype around who needs to take the test (only if you’re going to college)
Barriers to the PSAT®

- **Cost**
  - ✔ Use grant, Building and/or District funding for the tests.
- **Weekend date**
  - ✔ Offer it during the school day.
- **Limited amount of fee waivers**
  - ✔ Petition for additional fee waivers.
- **Limited # of tests ordered**
  - ✔ Match orders to expected enrollment.
- **Promoting the test**
  - ✔ Employ communication plan and engage families.
- **Stereotype around who needs to take the test**
  - ✔ Everyone takes the test = dispel myths about PSAT.
The Super Wednesday Effect

• 2012-2013
  o 23% - 10th (n = 67)
  o 28% - 11th (n = 78)

• 2013-2014
  o 19% - 10th (n = 56)
  o 27% - 11th (n = 76)

• 2014-2015
  o 93% - 10th (n = 277)
  o 85% - 11th (n = 239)
  o 90% of all 10th and 11th

• 2015-2016
  o 82% - 10th (n = 234)
  o 68% - 11th (n = 193)
  o 77% of all 10th and 11th

• 2016-2017
  o 88% - 10th (n = 263)
  o 90% - 11th (n = 233)
  o 89% of all 10th and 11th

• 2017-2018
  o 85% - 10th (n = 224)
  o 70% - 11th (n = 193)
  o 78% of all 10th and 11th

• 2018-2019
  o 92% - 10th (n = 239)
  o 87% - 11th (n = 205)
  o 89% of all 10th and 11th
  o 71 seniors took the SAT

• 2019-2020
  o 92% - 10th (n = 270)
  o 87% - 11th (n = 196)
  o 89% of all 10th and 11th
  o 60 seniors took the SAT
### Current State of AP® at B-EHS

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<th>Year</th>
<th>Individual Students</th>
<th>Number of Exams</th>
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<tr>
<td>2012</td>
<td>121 (10%)</td>
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<td>2013</td>
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<td>2014</td>
<td>137 (12%)</td>
<td>201</td>
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<tr>
<td>2015</td>
<td>168 (14%)</td>
<td>244</td>
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<tr>
<td>2016</td>
<td>213 (18%)</td>
<td>294</td>
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<tr>
<td>2017</td>
<td>245 (23%)</td>
<td>362</td>
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<tr>
<td>2018</td>
<td>217 (21%)</td>
<td>324</td>
</tr>
<tr>
<td>2019</td>
<td>187 (18%)</td>
<td>268</td>
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## Current State of AP® at B-EHS

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2019 - 49 students took 59 exams using waivers
AP® courses at B-EHS

- English Literature & Comp
- English Language & Comp
- Statistics
- Studio Art
- Calculus AB & BC*
- Physics C: Mechanics
- Chemistry
- US History

- World History
- Spanish
- Human Geography
- Psychology
- Computer Science Principles
- Music Theory
- US Gov’t & Politics
AVID Results:
Seven Year College Readiness Initiative Study
What is the College Readiness Initiative?

- College Spark Washington (Funder)
- OSPI (Grant facilitator)
- AVID
- BERC Group, University of Texas Pan American (Evaluators)
- Seven Year College Readiness Initiative
- 21 Sites
  - 40%+ FRL (elective students 61% overall in WA)
  - Large urbans (Spokane, Tacoma)
  - Suburban
  - Small rural/remote sites (169 FTE K-12 and up)

Goal:
Prepare students become college ready and succeed in higher education.
Data Collected

- Implementation
- College Ready Transcripts
- Gatekeeper Courses
- Dual Enrollment
- Graduation Rates

- AVID Senior Year
- Teacher Surveys
- Student Surveys
- Parent Surveys
- End of Year Transcripts

Karen Watt, PhD.
University of Texas Pan American
Washington State AVID Elective Class of 2015

- 70% were FRL
- 65% minority
- 30% of the cohort had parents who did not graduate from high school
- 28% of the cohort had parents who graduated high school, but no college
- 59% directly enrolled in college
- 78% of that cohort continued into their second year
More Evidence-based Results

- Dual Credit course participation (AP)
  - 21.5% increase in CRI Schools

- 9.4 % Increase in College Persistence Schoolwide

- College-Ready Transcripts Increases
  - 17% to 55% for Native American and Hispanic Students
  - 31% to 64% for African American Students
Washington State AVID Elective Data 2019

- 18,660 AVID Elective Students
- 52% FRL
- 1370 AVID elective graduates
- Class of 2019
- 93% of AVID Seniors met 4 year college entrance requirements
- 99.7% on time graduation
- 68% of AVID elective 8th graders pass Algebra 1 with a C or better
Study Website

ACADEMIC AND SOCIAL SUPPORTS MATTER

Preparing Students for College, Career, and Life Readiness

Although U.S. high school graduation rates reached an all-time high of 83% in 2015, college preparedness and enrollment has been on the decline nationally. Too many students fail to meet the requisite credentials—and lack the ongoing academic and social support—to enroll in and successfully complete college-level work. A targeted implementation of the AVID program, made possible by College Spark Washington (CSW), has shown evidence that closing these gaps can boost student readiness. Academic and social supports matter: here’s why.