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The Impact of Using AVID and AVID Schoolwide on Achievement, Equity, Access, and Opportunities for High School Students: A Program Evaluation Project

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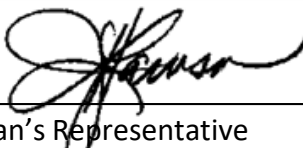
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December 6, 2021

Date Approved

The Impact of AVID and AVID Schoolwide Readiness System on High School Student
Achievement and Career and College Readiness: A Program Evaluation Project

Patra Wiley Cooks

Education Leadership Doctoral Program

Submitted in partial fulfillment
of the requirements of
Doctor of Education in Educational Leadership

National College of Education

National Louis University

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ABSTRACT

The purpose of my research was to determine if the use of AVID strategies had any impact on academic achievement and college and career readiness. Additionally, I evaluated whether AVID school-wide can support all students. The context of this study included AVID Teachers and AVID Coordinators across the United States. The outcomes indicated that 80% of AVID students enrolled in the AVID Elective successfully completed rigorous course work. Furthermore, the study outcomes disclosed which strategies supported students the most with academic success. The AVID coordinators often used writing strategies, while the AVID teachers used collaborative strategies to support student learning.

PREFACE

I have had several site-based and district-based administrative roles, and they generally included implementing new programs focusing on student achievement. During my tenure, I was certified as an AVID District Leader, and I was responsible for supporting all stakeholders in the effectiveness of the AVID Elective and AVID Schoolwide. Becoming certified as an AVID District Leader was a three-year process that AVID Center designed for district leaders.

Being afforded these opportunities made me reflect on my professional career and personal life, and I asked myself what I could do to support more students and teachers. There are two critical pieces to teaching and learning, in my professional opinion. The first element is the students. Students must be active and engaged in their education if they are to succeed. The second element is the educator. The teacher should design rigorous lessons that require all students to be cognitively engaged. The meshing of the two above elements will strengthen student achievement. If teachers design lessons using AVID methodology and students know how to use the strategies, it is guaranteed educators can begin to close the achievement gap.

In 1999, I was introduced to AVID. As I attended a site visit, I witnessed the student engagement and how teachers were intentional about embedding write-to-learn strategies and about planning the delivery of rigorous content. I saw the difference when students engaged in their learning as they used strategies to help them understand the content. The use of these tools was a gateway to teaching and learning.

Understanding what I observed in 1999 made me reflect on my own learning experiences. As a student, I struggled to read and write. Primarily I was a "B," "C"

student at best. However, while I worked hard to get better grades, I did not have a consistent strategy to use during learning. Nor did I recall anyone teaching me techniques that would require writing or critical thinking. The things I remember are more of rote memory practices. During that AVID visit, I recognized that intentional use of the write-to-learn materials could ensure all students graduated high school college and career ready.

My rationale for evaluating the AVID program is to see its impact and help students and teachers. AVID is a college readiness system used to support all learners who enroll in rigorous courses while preparing to graduate high school-college and career-ready with skills that can make them globally competitive in the workforce. Educators have the opportunity to hone their craft and impact many students by planning rigorous lessons that require critical thinkers who communicate effectively across the globe. AVID is a college readiness system used to support all learners who enroll in rigorous courses while preparing to graduate high school-college and career-ready. In my study, I evaluated if the AVID Program supports students' success to ensure they are ready for college or the workforce after graduation.

One leadership lesson learned is how leaders express they are ready for change. Through my research, I found leaders know what is necessary to make a difference in closing the achievement gap. Leaders must prepare to build a vision and stay focused as they lay the groundwork for the change. I found the teachers and other stakeholders are willing to do the work, and they need consistency and a clear understanding of the change

ACKNOWLEDGEMENTS

I dedicate this body of work to key people in my life. The first person is my mother, Patricia Shingles, who instilled in me how to work and persevere through life challenges. My grandmothers, Ruby Lee Maxwell and Lizzie Lee Thomas, taught me to love others and trust myself. My sister Dr. Keiva Lark advised me and encouraged me to show the world my talents, and Virginia Atkins instilled in me the love of teaching and giving to the community. I also would like to dedicate this dissertation to my husband, Gabriel Smith; his patience and support have been second to none. During this endeavor, he has been my friend, advisor, consoler, doctor, and chef. To my children Kellen and Amber, you can do anything you want to do in life. As for my grandchildren, Carlise, Kellen, and Leia-Mae, continue to work hard for you are the next generation. It is your responsibility to do all you can to make this world a better place for others. Finally, my chair Edie Sohigian Ed. D, National Louis University faculty, and my VICE sisters. You can do so many things in life if you work towards your goal.

DEDICATION

I dedicate this body of work to teen moms. Prayer, perseverance, and patience will navigate you through life. Stay focused, and the sky is the limit.

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Chapter One: Introduction

Many leaders implemented the Advancement Via Individual Determination (AVID) Schoolwide Readiness System to close the achievement gap and prepare all students to become college and career-ready while increasing academic achievement. AVID, a nonprofit organization, provided schools and districts with tools to shift education into equitable institutions that offer a learner-centered approach to education. The AVID Program is implemented in more than 75,000 schools in 47 different states and 50 postsecondary institutions. Nationally and internationally, the AVID program serves over two million students. Additionally, the Department of Defense Education, Australia, and Canada had also implemented AVID.

AVID was founded in 1980 by Mary Catherine Swanson in San Diego, California. Mrs. Swanson designed the program to prepare underachieving students to attend college. The AVID design focused on pedagogy and philosophy that included a practical, research-based curriculum that concentrated on students' individual needs. The method of AVID primarily prepared students for success in secondary and postsecondary education. Mrs. Swanson believed that if teachers were passionate about education, it would help shift how they deliver content in the classroom.

The AVID Schoolwide Readiness System addressed equity issues within schools. The program focused on closing the achievement gap and increasing teacher effectiveness through best teaching practice tools and techniques that concentrated on student-centered classes that improved critical thinking. In the AVID elective courses, embedded foundations included building relationships, high expectations, collaboration, and organizational techniques. Additionally, AVID emphasized shifting the culture

within the schools to increase student learning while providing students with tools to understand how they learn and how to be active in the learning process. The AVID design included techniques for cultural change. Wagner et al. (2006) state, "Cultural change refers to the invisible, powerful meaning and mindset held individually and collectively throughout the system" (p. 102).

The AVID program provided elementary and secondary educators with resources and professional development that focused on supporting teachers in facilitating instruction to help students prepare for college and career readiness. AVID in elementary schools focused on strengthening higher-order thinking in the class and habits of mind that developed students' academic behaviors to foster owning their learning. Instilling the habits of mind happened not to be exclusive to the AVID program. Within the AVID program, the definition of habits of mind occurs when a student's development of intellectual and educational practices of thought and responsibility for owning their learning (ASCD, 2011; Costa & Kallick, 2009; Marzano, Marzano, & Pickering, 2003). Strategies taught to elementary students focused on self-advocacy, communication, organization, and study skills. An AVID Elective course is available for all students in secondary schools implementing AVID Schoolwide. Leaders introduced the teachers to the practices for Writing, Inquiry, Collaboration, Organization, and Reading strategies, known as WICOR. The WICOR strategies provided students with the tools to succeed in rigorous studies in secondary school. Additionally, the AVID elective included resources to build relationships and social and emotional support resources in the curriculum (AVID Center, 2002-2021).

In 2014 Dr. Sandy Husk joined the AVID Center team as the Chief Executive officer. Dr. Husk implemented some strategic priorities that concentrated on decreasing the achievement gap by preparing all students to become college and career ready. Additionally, she focused on expanding AVID from the classroom of primarily the AVID elective to a district-wide and Schoolwide approach with a lens on how AVID could best serve urban districts on a scalable level to support all students.

Purpose of the Program Evaluation

My focus throughout this research analyzed how the Advancement Via Individual Determination (AVID) Schoolwide Readiness System impacted academic achievement and college and career readiness. My study examined whether using the AVID Program prepared students for success and to be college and career-ready after graduation.

The AVID Schoolwide Readiness System developed a coaching and certification instrument to support leaders in implementing AVID Schoolwide with fidelity. Utilizing this instrument assisted leaders to monitor the schoolwide progress toward site goals and strengthened the schoolwide commitment for closing the achievement gap while promoting equity and access for all students to be college and career-ready after high school. The coaching and certification instrument had four critical domains of operation, and each domain supported leaders as they embedded schoolwide support structures to improve academic performance for all AVID and Non-AVID students. The domains were as follows:

- Instruction Domain assisted leaders in utilizing teaching and learning AVID methodologies using WICOR to support all learners to be successful in rigorous coursework.

- Systems Domain helped leaders analyze data to inform decisions, provide professional development for all stakeholders, and create a college and career-going culture.
- Leadership Domain supported leaders to focus on the mission and vision that embodies policies and procedures that align with operating a system for college and career readiness for all learners.
- Culture Domain supported leaders in establishing foundations to build solid relationships and ensured a safe learning environment for all students.

Educational institutions may find insight from the information I gleaned that shows see how the AVID Schoolwide Program can improve students' graduation rates and college and career readiness. Educational institutions leaders could use evidence from my research to provide stakeholders information about how the AVID Schoolwide approach could influence the culture of schools. The data from my study could improve the AVID Schoolwide Readiness System process and the use of AVID strategies as a sound, quality system to duplicate support for schools that strive to decrease the achievement gap. Additionally, I would utilize the data to prove my study can support potential policy changes so that all students can take the AVID elective course before graduating high school.

AVID Center has professional development focusing on AVID methodologies for teachers and leaders throughout the year and during the summer. Change leaders could communicate with postsecondary leaders about the expectations to increase academic achievement and close the achievement gap. The leaders would share different strategies they were currently using, and it would include an opportunity to expose current

education majors to AVID methodology before graduation. This process could help proactive leaders implement AVID to build capacity to support the schoolwide vision. Additionally, exposing college students to AVID WICOR and methodologies would be a vital bridge to schools and districts beginning to hire better-prepared educators so they would meet the needs of all students.

This research aimed to determine if AVID strategies improved academic achievement and increased college and career readiness. In my study analysis, I considered how teachers who teach the AVID elective ensured their class design embodied collaborative opportunities, student-centered, and engaged students in critical thinking skills. I also wanted to investigate whether infusing AVID strategies schoolwide supports students in gaining the mindset to persevere academically.

AVID Center development design offered professional learning for administrators, counselors, teachers, and support staff. In professional development training, educators examined their personal beliefs and expectations about students learning. Educators learned practices they would incorporate into their instruction throughout these professional learning sessions. AVID Center leaders established partnerships with educational institutions, and they collaborated on aligning AVID foundation frameworks with local priorities as they came together to discuss increasing student achievement.

The AVID system incorporated many resources to assist students' academic, social, and emotional growth during learning to enable program sustainability. In addition, AVID Center created regional teams to provide feedback and follow-up care. The tools helped schools and districts measure their success in implementing the AVID

Schoolwide program while considering local and national academic goals. Additionally, AVID Center provided other professional development subjects to support educators such as culturally relevant teaching, digital teaching and learning in the 21st century, and language and literacy learning in the classroom.

The selection of AVID as the topic for my research reflected Schubert's article *Perspective on Four Curriculum Traditions*. A curriculum analysis remains necessary for its relevance and connection for students in today's world. Educators must understand their content well to use AVID methodologies to support students' critical thinking as they use real-world context with the content to problem solve (Schubert, 1996).

In my career, I had an affiliation with AVID Center as a district leader, a university leader, and nationally with College Board as a trainer for approximately 13 years. The teacher from Schubert's description connected with the critical elements of AVID. Teachers should understand what behaviors promote student success as they design and deliver rigorous lessons to meet the needs of all students. AVID Center redesigned the program's framework to expand beyond the AVID elective classroom into the entire school through an AVID Schoolwide System process. This whole system's design incorporated college readiness for the students enrolled in AVID electives and impacted the entire student population within the school. As a Schoolwide transition occurred, there would be evidence of transformation within the infrastructure of schools, including the following: instruction, systems, leadership, and culture of a school (AVID Center, 2012).

Rationale

In this study, I evaluated how the AVID Schoolwide Readiness System could prepare students for graduation and be socially and emotionally ready to succeed in college or the workforce. Wagner et al. (2006) mentioned that only a third of high school students graduate prepared for college or the workforce, and that many of these come from minority and low socio-economic backgrounds. In 2004 AVID Center revised the mission statement to say that AVID would focus on all students. AVID Center leaders emphasized that equity and access remained critical components in educating all students.

Every Student Success Act (ESSA) supports equality for all students regardless of their socio-economic background, gender, or race. AVID Schoolwide could be a vital tool for leaders to use as they offered equity and access to all students. The AVID elective curricula support students' social, emotional, and academic growth (AVID Center, 2020). Furthermore, each child could participate in the AVID elective during high school.

My rationale for evaluating the AVID program is based on the need to inquire into how the AVID Schoolwide program aligns with student achievement for all students and how the program increases college and career readiness. The evaluation centers on reviewing student achievement data for students in the AVID elective and the strategies practiced within the course to support student learning. Also, my research provides evidence of students' willingness to work hard for academic success as they were becoming college and career ready.

As a district administrator, I received a certification as an AVID District Leader. Some of the responsibilities included supporting all stakeholders in the AVID elective

and AVID Schoolwide effectiveness. Becoming certified as an AVID District Leader took three years of participating in professional development facilitated by the AVID Center designed for district leaders. The strategy prepared leaders to become coaches to implement an AVID Schoolwide Readiness System with fidelity (2019). This process allowed me to work closely with stakeholders that were instrumental in implementing the AVID Schoolwide Readiness program. My rationale for evaluating the AVID program is to enable the results of my study to help leaders take advantage of the AVID elective course more effectively, better understand the schoolwide potential of AVID, and provide a lens for how leaders could transition their schools to implement AVID Schoolwide. The AVID curriculum has connections to the Growth Mindset research of Dweck (2016, p. 6) and how the usage of the resource supports the foundational pieces of AVID for student success.

Goals

I investigated the academic achievement of students in AVID and students enrolled in schools that participate in the AVID Schoolwide program. My evaluation aimed to show the impact of AVID strategies on increased student achievement and preparedness for college and career readiness. The research goal is that stakeholders use my evaluation results to inform instructional practices and increase student achievement.

The stakeholders in this research understood the skills and knowledge for the transformation. Students were critical to the process as they built their habits of mind as they grew academically. Parents were at the forefront of supporting students and educators in the educational process as students develop socially, emotionally, and academically and prepare for life after graduation. The community, postsecondary

institutions, and business leaders were essential to the process. They all provide a critical lens and information about what business leaders need in the workplace and the needs for students to succeed in postsecondary institutions after high school graduation.

Student achievement would not improve unless teachers and leaders significantly enhance their own best practices (Wagner et al., 2006). Suppose teachers stretch themselves to improve pedagogy with the WICOR strategies during learning. In that case, the students would be successful in rigorous coursework as they prepare to become college and career-ready after graduation. AVID Schoolwide provides structured professional development for teachers and leaders to use the WICOR strategies to hone their craft and design learning to increase student achievement.

The purpose of AVID remains to increase student achievement overall. AVID goals, coupled with strategies used within the AVID elective class, could be duplicated as schools implement AVID Schoolwide. The goals and strategies used were checkpoints to establish academic success for all students. Within my research, I reviewed how the development of a continuous improvement model within the AVID program's current practices assisted in strengthening teaching best practices throughout the implementation of AVID Schoolwide. Ultimately, this research would outline critical tools to help all stakeholders understand the AVID Schoolwide framework.

Upon analyzing the AVID Schoolwide Readiness System, I would support how AVID students could increase academic performance. Using the system with fidelity should increase teaching best practices across all curricula, inevitably impacting more students. This impact should cause an increase in student achievement. The increase in student achievement influences graduation rates and students being college and career

ready. Lastly, it could allow the educational institution's leaders an opportunity to measure best practices to build capacity within the AVID Schoolwide System (AVID College Completion Project, 2017, Chapter 3, p.30).

Definition of Terms

- Academic Middle – Students earning a 2.0 – 3.0 grade point average (Bradner, 2017)
- AVID – Advancement Via Individual Determination
- AVID Center – A nonprofit organization focused on supporting schools worldwide to ensure equity and access for all students while closing the achievement gap.
- AVID Coordinator - An educator responsible for the implementation of AVID Schoolwide with fidelity. This educator may or may not teach the AVID elective course.
- AVID Elective – A course designed to use the AVID curriculum for students enrolled in AVID as an elective.
- AVID Site Team – A collective team of stakeholders (administrators, counselors, teachers) that work together to provide a college and career readiness culture for all students as they strive to improve academics and close the achievement gap.
- AVID Schoolwide Culture Domain – Beliefs and behaviors that shift to AVID's behaviors increase college and career readiness.
- AVID Schoolwide Instruction Domain – Ensures faculty and staff use AVID WICOR strategies and other best practices and 21st-century tools to ensure college and career readiness and improve academic performance for all students.

- AVID Schoolwide Leadership Domain – Vision and mission promote college and career readiness and elevate expectations for all institutions.
- AVID Schoolwide Readiness System – Entire school utilizes AVID strategies to ensure college and career readiness and academic achievement.
- AVID Schoolwide Systems Domain – Systems to support governance, curriculum, data collection and analysis, professional learning, and outreach for students and parents to ensure college and career readiness to improve the academic performance of all students.
- AVID Teacher - An educator responsible for teaching the AVID elective.
- AVID Tutor – People trained in the AVID tutorial process designed to support students using WICOR strategies, collaboration, and inquiry-based methods.
- Career and College Readiness – Students graduate high school socially, emotionally, and academically prepared to attend postsecondary institutions or training leading to employment.
- Coaching- Partner with teachers to help them incorporate AVID WICOR strategies in instructional practices (Knight, 2009)
- Collaborative for Academic Social and Emotional Learning (CASEL) Framework – Five competencies taught at various developmental stages to address success in school, health, and wellness from childhood to adulthood.
- ESOL – English for Speakers of Other Languages
- ESSA – Every Student Succeeds ACT
- In the Middle – Students earning average grades of C.

- Job-Embedded Professional Development – teacher training in day-to-day teaching practice with the intent of improving student learning
- Rigor – Use of complex levels of understanding of the content to engage students in learning while applying the use of inquiry-based and collaborative strategies
- Successful Grade – Students in the middle earning a passing grade in a high-level class (AP, IB, Honors, Advanced)
- Stakeholders – All people with a personal stake in the academic success of students enrolled in an institution, i.e., students, parents, counselors, teachers, community, administrators, faculty, and staff
- Unfinished learning – Students experiencing skill gaps, incomplete learning, and misconception of any content
- WICOR – Strategies used in an AVID elective classroom and AVID Schoolwide Readiness System (Writing, Inquiry, Collaboration, Organization, and Reading)
- Write-to-learn – A set of college-preparatory guides prepared for non-English classes

Research Questions

The primary questions that drove my program evaluation for AVID Schoolwide Readiness System involved equity and access for all students. In addition, I identified three immediate questions that guided my study for my research. The questions were as follows:

1. To what extent does student enrollment in an AVID elective course increase academic achievement?

- Which AVID WICOR strategy has the most significant impact on academic achievement?
 - In what ways does enrollment in the AVID elective course better prepare students for college and career readiness?
 - In what ways does enrollment in the AVID Program increase student enrollment in rigorous course work?
2. What is the relationship between support through the implementation of AVID Schoolwide's Four Domains (Instruction, Systems, Leadership, and Culture) and academic achievement?
- In what ways does the use of AVID Schoolwide impact students' academic achievement?
3. How does the enrollment in the AVID elective support students' social and emotional growth academically and preparedness for college and career readiness after high school?

Conclusion

In conclusion, the results of this research should provide all stakeholders with a framework for future instructional practices to close the widening achievement gap and create a college and career-going culture. I want to give leaders a lens of how AVID Schoolwide supports all students and improves academic achievement. Additionally, using AVID WICOR strategies across all curricula would help students become active in their learning processes and become college and career ready.

Also, through the study, I addressed how leaders should focus on the vision to close the achievement gap and increase academic achievement. Leaders should always

keep in mind the role of all stakeholders as it pertains to the transformation and change process. Moreover, leaders would be proactive as they include a strategic way to continue to grow current educators and new educators by building capacity and providing professional development that supports teachers and leaders in pedagogy. Solid teaching and leadership help cultivate a college and career-ready system focused on students' achievement. Finally, I investigated how leaders could expose all students to the AVID methodology within all classes as they meet the needs of all students.

The next chapter focuses on the literature supporting this research project and research questions.

Chapter Two: Review of the Literature

The purpose of my study was to evaluate how the use of the Advancement Via Individual Determination (AVID) Program impacted academic achievement and college and career readiness by using foundational AVID strategies during instruction in high school. AVID is a college readiness system used to support all learners who enroll in rigorous courses while preparing to graduate high school to be college, and career ready. Wagner stated, "Only about a third of U.S. high school students graduate ready for college today, and the rates were much lower for poor and minority students" (Wagner, 2008, p. xix).

I used a combination of scholarly articles, books, case studies, and academic journals within my research as I evaluated the AVID Schoolwide Readiness System for evidence of equity and access for all students. The literature for this research was a compilation of resources, primarily from 2013 through 2021. The databases used to collect literature for the analysis included the following: Elton B. Stephens Company (EBSCO) research platform, National Louis University Library, Education Resource Information Center (ERIC), and Google searches as a guide to explore the most current scholarly resources that related to my research. I prioritized my searches to focus on AVID implementation and the predictors of student achievement for college and career readiness.

The intent of my research was to determine if AVID strategies improve academic achievement and increase college and career readiness. In my study, I evaluated whether enrollment into the AVID Program supports students' college preparation success or students' triumphant entrance into the workforce after graduation. I studied how teachers

who utilize the AVID curriculum in the elective course would drive collaborative student-centered classroom engagement and critical thinking skills. I investigated whether infusing AVID strategies schoolwide supported students in gaining an effective academic mindset that helped them persevere academically. The study also examined how the COVID-19 pandemic affected academic achievement and impacted students' social and emotional behavior.

The History of AVID

AVID is an acronym for Advancement Via Individual Determination. Bradner (2017) notes, "The word comes from the Latin *avidus*, eager for knowledge" (p. 26). Initially, the purpose of AVID focused on underrepresented student success in post-secondary institutions. There were two key initiatives: 1) To increase college participation among African Americans, Alaskan Native Americans, Latino, and low-income students and 2) restructure secondary school teaching methodologies to ensure equity and access for all students (Swanson, 1993, p. 3-4).

Mary Swanson started AVID at Clairemont High School in the San Diego Unified School District in 1980. Clairemont, an affluent high school, was impacted by a court order to desegregate the San Diego Unified School District schools. The district leaders bussed 500 minority students from a lower socioeconomic neighborhood to Clairemont High School as the district leaders met the court order for desegregation. At the time of this change, Ms. Swanson, the chair of her English Department, wanted to offer college preparatory classes to some incoming students with grade point averages of 1.5 to 2.5.

Initially, they placed 30 students in a rigorous course who did not meet the prerequisites. Leaders enrolled students into the AVID elective class, where they received

binders filled with note-taking resources and guidance in using Cornell System for notetaking. Tutors supported the students with homework by utilizing an inquiry method of study, which promoted questioning by clarifying students' questions from the class.

Writing is a tool used to improve language skills. Using writing tools such as quick writes and learning logs to clarify thoughts to understand content supported students to communicate their ideas. Using writing to take notes, the other teachers viewed AVID students as serious learners. In 1984 the first cohort of AVID students graduated with an improvement of 46.6% on the Comprehensive Test of Basic Skills (Swanson, 1993). To expand AVID from a school program in 1986, Ms. Swanson needed to accomplish several tasks:

- A. Convince leaders that there is an achievement gap between the majority and underrepresented students.
- B. Identify outstanding teachers to teach AVID
- C. Include the AVID Elective in the master schedule
- D. Fund tutors for the AVID program
- E. Design a staff development process for all stakeholders
- F. Develop school site plans

Swanson (1993) noted that "AVID seeks to amalgamate the plans into a cohesive overall proposal which guides the school toward goals for an excellent education for all students" (p. 13). Ms. Swanson understood that all the above-mentioned were key to giving all students opportunities to succeed. Additionally, staff development would need to be ongoing and include administrators, counselors, and teachers to design a plan using data to drive decisions.

In 1992 AVID Center established the program as a nonprofit that ensured schools had professional development resources to implement AVID with fidelity. The development of the AVID curriculum aligned with curriculum standards in the states AVID served. AVID growth goals focused on building capacity and developing demonstration sites. In 2004, AVID Center revised the mission statement of AVID. The new statement developed by AVID Center (2020) read, "AVID would focus on all students, especially those least served in the middle" (p. 3). The AVID Elective, a cornerstone of the AVID Center's approach, supported middle-achieving students (those earning B's and C's) in taking and passing rigorous courses during middle and high school. AVID Center expanded to promote teaching strategies Schoolwide to foster vital learning behaviors among all students (Sepanik, Safran, & Saco, 2018).

Students enrolled in AVID typically were in rigorous courses and on a path to graduate high school college and career ready. This research would disclose evidence of the success of AVID students in high school by observing predictors of college and career readiness. In the study, I connected skills taught in the AVID Elective that align to Wagner's (2008) Seven Survival Skills that include, in part, critical thinking, problem-solving, collaboration, and communicating orally and written. Leaders would consider aspects of students' progress through self-awareness and as they try to become leaders and successful role models.

Teaching the students to own and understand how they learn is a means to self-efficacy as they tap into their learning strengths and weaknesses as an essential ability to academic growth. Students become aware of how to learn and what tools to use to support them would increase academic success. This research evaluated the

Advancement Via Individual Determination (AVID) Schoolwide Readiness System's correlation to student academic and readiness performance. The study inquired into AVID Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies to improve academic achievement and college and career readiness. I also asked about the levels of accessibility to the AVID Schoolwide Readiness System for all students.

Increasing Student Achievement

AVID's mission is to prepare all students to be college and career-ready while closing the achievement gap. AVID leaders within the school generally supported the recruitment of students performing "in the middle" academically — striving to help those students who desire to be enrolled in rigorous courses and eventually in a post-secondary institution. These students would work hard and go the extra mile to succeed.

High-quality instruction equates with student achievement, and student achievement is the overarching goal in education (Wagner, 2008). Four critical components ensured high-quality academic experiences. Educators must be consistent in offering students' grade-appropriate assignments; students need to receive lessons that encourage critical thinking, student engagement, and high expectations (TNTP, 2018). Additionally, teacher expectations affect student achievement and mindset toward learning.

Engagement

Froidland and Worrel (2016) stated that "engagement in learning opportunities at a school is considered an observable manifestation of intrinsic motivation to learn (p. 322). Research suggested that motivation predicts engagement, which predicted academic achievement (2016). As the AVID Schoolwide transition occurred in Froidland and

Worrel's research, there was evidence of transformation within the infrastructure of schools, including the following: instruction, systems, leadership, and culture of a school. The entire design ensured college readiness for the students enrolled in AVID electives and impacted the whole student population within the school. Additionally, the districts in the study could potentially offer the AVID Schoolwide in elementary and secondary schools.

Student successes were supported by leaders fostering engagement. Hodges (2015) recommends six common leadership strategies to enhance engagement: (1) Leaders need to identify the right people and focus on their strengths. (2) A good leader focused on the strengths so the teacher could focus on what they do well. (3) Good leaders must build and sustain a strong culture that measures growth. (4) Influential leaders know their teachers and focus on meaningful relationships to create a culture of engagement among teachers and students. (5) A good leader initiates and maintains a dialogue with staff to determine needs and the necessary strategies to implement to meet those needs to promote academic growth. (6) Leaders should be intentional about their efforts to maintain a vital level of schoolwide engagement. Identifying the right people in the process of change is critical for leaders. Multiple avenues of collaborative communication and an understanding of the needs and capitalizing on the strengths of teachers and staff could foster the development of a culture of engagement for all stakeholders.

Social and Emotional Learning

The AVID Schoolwide Readiness System process included opportunities for leaders to support students with social and emotional well-being skills, including self-

control, empathy, and problem-solving. The skills mentioned above impacted student engagement and academic achievement, and AVID leaders were encouraged to support these processes with educators who use the AVID Schoolwide Readiness System. The consistent use of WICOR in AVID classes aligns with the Collaborative for Academic Social and Emotional Learning Framework (CASEL). Ekland et al. 2018, noted that incorporating the necessary time to address social and emotional behaviors could impact academic achievement for students' social and emotional growth.

The CASEL framework incorporated five competencies designed to support students socially and emotionally by developing healthy ways to manage emotions to achieve goals and show empathy while establishing relationships and good decision-making skills (CASEL 2020). The AVID elective curriculum provides educators with opportunities to expose students to social and emotional growth through WICOR strategies. The AVID curriculum provides students with many ways educators could expose all students to CASEL's five competencies. Activities listed below could be embedded in the AVID elective course students could engage in that align with CASEL's five competencies that integrate social and emotional learning.

- Self-Awareness: AVID teachers engaged students in incorporating a growth mindset in their everyday lives and education. Students also engage in activities that connect with cultural, social, values, and biases.
- Social Awareness: Learning to collaborate with others through different activities and WICOR strategies designed to create learning environments involving different backgrounds, cultures, and perspectives.

- **Self-Management:** Students practiced managing themselves, setting goals, self-motivation, and working through organizational skills.
- **Relationship Skills:** Building relationships is critical in the AVID Elective. Provided for students were chances to collaborate with others to problem solve, resolve conflict, build leadership skills, support peers, and analyze different social pressures of school through participation in WICOR strategies such as philosophical chairs.
- **Responsible Decision-Making:** Students learned to practice making good judgment by using critical thinking and reasonable judgment in school and out of school. Students reviewed their academic progress as they considered the consequences of their performance in other classes and how grades could affect academic progress in school and after graduation.

The CASEL's framework process stressed the importance of establishing equitable learning environments inclusive of a schoolwide structure with ongoing collaboration with families and communities (CASEL's 2020). Eckland et al. 2018, stated that addressing social and emotional skills during learning would help develop healthy coping and problem-solving skills and increase academic engagement. Additionally, research connected student success for 21st-century careers to exposure to critical thinking, teamwork, and grit (Alexander, & Vermette, 2019). The AVID Schoolwide Readiness System provided educators with an array of activities and opportunities for students to engage in social and emotional growth during learning.

WICOR Strategies

AVID Center (2020) indicated during Summer Institutes, "most of AVID's curriculum and instruction focused on strategies related to writing, inquiry, collaboration, organization, and reading to learn" (p. 3). AVID strategies were a method for educators to bridge the achievement gap. The AVID elective core curriculum uses the write-to-learn method introduced by Mary Catherine Swanson. Writing, Inquiry, Collaboration, Organization, and Reading strategies were called the WICOR method, and AVID elective classrooms used these strategies. The WICOR strategies were grounded in opportunities for students to write and use critical reading strategies to help increase reading levels and academic achievement.

The AVID methodologies termed WICOR could stretch across all the curriculums. The design of the WICOR strategy's intent was to support student learning. They were intentionally taught and frequently used to reinforce during lessons, so teachers understood when to use a strategy and how it helped support learning. WICOR strategies were as follows:

- W-Writing is a tool to learn. AVID students use focus notetaking to clarify thoughts and improve language and writing skills. Additionally, writing explains and describes a student's thoughts, ideas, or questions in a lesson.
- I - Inquiry is utilized as a tool for critical thinking. The student participates in deep thinking through questioning to build cognitive skills.
- C - Collaboration is a tool used to grow communication skills, and students must learn to communicate with others to problem-solve. Students could also grow

socially and emotionally as they learn to work with others and express their thoughts.

- O - Organization includes time management and prioritization. Students must know how to manage time and prioritize time to be successful academically and socially, as organizational skills would be essential life skills for the real world.
- R - Reading to learn. Students were exposed to critical reading during instruction to enhance comprehension and reading skills. Additionally, the students use reading as a foundation to connect prior knowledge for context and using text to draw conclusions and understand the text.

Educators and leaders understood the influence of WICOR strategies in designing lessons and how they contribute to deeper learning and academic achievement. Students must engage in the importance of utilizing strategies during learning to increase college and career readiness after graduation (Ark & Ryerse, 2017).

Teaching WICOR strategies in the AVID Schoolwide System promotes student familiarity with the strategies they need to support them during learning. The AVID strategies would support students beyond high school, as the WICOR strategies could help them in college or the workforce. Employers seek students with interpersonal skills and communication skills. Leaders who employ students want them to know how to problem-solve in the workplace, think critically, write, and read complex materials, and collaborate with others in the global world (Wagner, 2008). Utilizing WICOR in high school could foster those skills, and it would improve academic outcomes and assist students in becoming college and career-ready after high school.

Learning Goals

There is a direct link to student achievement and learning goals. There is not often a discussion about the connection between mindset and learning goals in the school learning environment. Yet, learning goals were a critical factor in student achievement. "It's no secret that students learn best when they actively engaged in their learning—that is, when they set learning goals for themselves and use evidence of their progress to get there" (Moss & Brookhart, 2020, p. 1).

Mary Swanson knew the importance of students owning their learning and setting learning goals. I believe that Mrs. Swanson clearly understood the connections to holding students accountable to the highest standards and stretching them academically. In my study, a coordinator stated, "AVID elective teachers were teaching the AVID Elective's growth mindset as a strategy to create learning goals, increasing academic achievement. Therefore, strategically learning objectives were embedded in the AVID curriculum. Also, students enrolled in AVID were encouraged to develop weekly, monthly, and quarterly learning goals as an ongoing activity in the curriculum."

In the AVID elective curricula, teachers address self-efficacy. Froiland and Worrell (2016) noted that when students focus on learning goals, they get better grades, which aligns with AVID because students develop learning objectives in all classes. Additionally, Dweck's philosophy connects with AVID Schoolwide as she believes a growth mindset stretches students to think they could be successful (2016).

College and Career Readiness

The key to college success is exposure to rigorous coursework during secondary school years. AVID offers a solid foundation to support students academically, socially,

and emotionally. Students' exposure to AVID strategies often during learning promotes academic success. Also, AVID students tend to earn college credit during high school. Watt et al. (2017) stated AVID graduates had a fall-to-fall retention rate higher than the national average for students attending public institutions (p. 34).

During the 1990s, the Department of Labor met with businesses to express what skills students would need to become workforce ready after graduation. This project took a back seat because the educational leaders revealed the nation's students lacked sufficient academic preparation to be employable in the 21st century. In 2001, the legislation mandated the No Child Left Behind Act (NCLB) law to ensure that all students had the opportunity to make learning gains. In 2001 AVID had been highlighted for increasing college acceptance by raising expectations of students enrolled in the AVID Elective. Additionally, the AVID Schoolwide Readiness System had become known as one of the most effective educational reforms. The results of this study cased an overhaul our education system (Essex, 2012) entirely.

College and Career Readiness (CCR) skills emerged as a primary goal of educational reform (Ark & Ryerse, 2017). Today's business leaders informed all stakeholders that world technology had transformed to meet the needs of the world's current work environment. Therefore, we must prepare all students to be 21st Century learners and globally competitive for the workforce. Today's workplace is a global community that requires students to be highly qualified to be career-ready after high school. Preparation of new employees is vital for employers for the critical competencies needed for the technology world (Villarreal et al., 2017). The National Assessment of Education 2015 test indicated that only 37 percent of seniors scored at or above proficient

in reading, and only 25 percent scored at or above proficient in math (Sepanik, Safran, & Saco, 2018, p. 14).

Students enrolled in AVID were encouraged to take rigorous classes in high school. In preparation for students for college and careers, high schools across the nation had students pursue learning beyond high school (Conley, 2010). One of the fastest-growing innovations in high schools had been to enroll students dually, simultaneously in high school and college. Students enrolled in college, and high school would possibly earn an Associate Degree before graduating. These opportunities were embraced by AVID leaders, encouraging all students to enroll in dual-enrollment classes and College Board Advanced Placement courses. Dual enrollment would give students better chances for success in the post-secondary arena.

The English Language Arts (ELA) Common Core Standards were college and career readiness skills. The Common Core Standards require critical thinking skills, content, and collaboration. Unfortunately, many students who graduated high school and enrolled in post-secondary institutions failed to graduate high school college and career ready. In 2010 the National Center for Higher Education, Management Systems reported only 77.1% of first-year students to return to college after their first year (Ark & Ryerse, 2017).

Despite decades of focusing on the college readiness system, many students leave high school underprepared for college and career readiness (Ark & Ryerse, 2017). The National Assessment Education Progress scores for math and reading had been stagnant for the past 25 years (Ark & Ryerse, 2017). Most students were not enrolled in courses to prepare them for 21st Century learning.

Leaders recognized that high-achieving schools had structures to support students' success. Some of the tools included creating a philosophy that promotes college-going culture, high expectations, and rigorous course work. AVID College Readiness System supports learning that tailors' students' individual needs and strengths while creating lifelong learners. Engagement strategies were widely used in the AVID class, strengthening critical thinking, collaboration, and creativity. The use of the AVID strategies in schools aligns with the Partnerships for 21st Century Skills needed for students to be prepared to succeed in the workforce and college (Turner & Albro, 2017).

AVID is a college and career readiness system that supports school reform from elementary to post-secondary. Many socioeconomic factors had effects on students' preparation for college. Preparing a student to be college and career-ready is the goal of all educators. High schools across the nation prepare students for learning beyond high school (Conly 2010). Educators' focus would be to ensure that the students reach their highest potential.

The sweep across the nation created Common Core in 2005 to ensure that all students were prepared and globally connected. Leaders in our schools had always worked toward equipping students for the workforce. However, things were rapidly changing, and students needed to prepare for a rapidly changing society that required the student to be globally trained (Turner & Albro 2017). When students graduate high school, they should be ready to enter today's workforce career-ready and enter college academically qualified and self-motivated.

Professional Development

Darling-Hammond et al. (2017) defined effective professional development as “structured professional learning that results in changes in teacher practices and improvements in student learning outcomes” (p. 2). The AVID Schoolwide College Readiness System provides professional development to build best practices for teachers. Additionally, the professional development training focuses on strategies that foster critical thinking, strong study skills, encourage students to take rigorous courses, and prepare all students for college and career readiness. The high expectations were Schoolwide and provided additional support for all students who aspire to go to college but may not be attaining the grades and skills needed to transition to post-secondary education.

Pak (2020) stated, "Professional Development is often relied on as a critical lever for implementing educational policies that call for changes to professional practice as well as for teachers' commitment to these changes" (2020, p. 3). In the structured interviews of my study, participants discussed the importance of coaching and collaboration with peers to increase academic achievement. The following teacher practices were found to increase student learning performance:

1. Activities were content-focused.
2. Students were active learners.
3. Clear academic goals were set for all stakeholders.
4. Professional Development was ongoing.
5. Opportunities for teachers to collaborate were available.

AVID Schoolwide college readiness system allows leaders and educators to receive all the aforementioned training. In addition, summer institutes were annual, and educators discussed and shared the best practices for educating students and growing leaders.

Darling-Hammond et al. (2017) stated, "Effective professional development provides teachers with adequate time to learn, practice, implement and reflect upon new strategies that facilitate changes in their practice" (p. 4). For many years educators taught students a standard curriculum with standard teaching techniques and believed that students would be successful. However, students' success includes many other factors. AVID Center offers professional development throughout the year that allows educators to collaborate with other stakeholders to hone their teaching practices.

Equity and Access

In 2001, the No Child Left Behind Act (NCLB) mandate became law across the country to ensure that all students had the opportunity to make learning gains and to complete an overhaul of our education system (Essex, 2012). The primary goal for the vast majority, if not all, schools today is to focus on student achievement (Sternberg, 2002). NCLB Leaders defined student achievement as a child's growth over one school year.

Every Student Success Act (ESSA) implementation during the Obama administration, revised the No Child Left Behind Act with added focus on thoroughly preparing all students for success in college and careers (ESSA, 2015). The ESSA Act required schools to implement a plan of action that included the following: evidence-based strategies, rationale, monitoring plan, and action steps for any of the ten subgroups (Students with Disabilities, English Language Learners, Asian, Black, Hispanic,

Multiracial, Native American, Pacific Islander, White, and Economically Disadvantaged) whose scores fall below the federal index target of 41%. The AVID Schoolwide Readiness System transformed the instruction and culture of institutions as they worked to close the achievement gap and provide equity and access for all students. The AVID Schoolwide Systems domain supported and aligned with critical foundational strategies to improve academics and prepare college and career success for all students.

The ESSA Act 21st Century Community Learning Center (CCLC) funds expanded learning activities to include before, during, or after school. Local grant recipients may use the funding to plan equity and access programs to promote family engagement, family literacy, tutoring services, well-rounded education opportunities, mentoring programs, and healthy and active lifestyles programs, among other programs. The AVID Schoolwide Readiness System aligns with all the above-mentioned vital elements of ESSA CCLC.

Equity and access were essential to effective teaching and learning. It is a known fact that most teachers arrive in the education field to ensure all students learn successfully. However, teachers often were not aware of supporting grade-level learning or planning for student success with high expectations for all students. The New Teacher Project (TNTP) 2014, noted "All students tend to succeed on grade-level work, but many students of color were denied any opportunity even to try on level work" (p. 27). As AVID Schoolwide transition occurred, support for transformation within the infrastructure of schools included the following: instruction, systems, leadership, and culture of a school. Those mentioned above would support teachers in designing learning

for all students. Teachers included best practices with lessons to focus on grade-level appropriate work to ensure college readiness for all students.

Student achievement remains the overarching goal in every educational institution (Sternberg, 2012). As educators, we would meet the standards of student achievement gains through state and federal standards. The design of the AVID Schoolwide System supports an increased academic achievement for all students. Additionally, ensuring equity and access is embedded in all schoolwide plans as the transformation happens (AVID Center, 2012). However, there were many studies on equity and access, and there had been minimal impact on college and career readiness. AVID Center noted that the AVID college and career readiness system "refocuses explanatory inquiry from student attributes to how schools go about the business of education and the influence that school's culture had on student achievement" (AVID Center, 2012).

Conclusion

This research reviewed the impact of AVID Schoolwide on student achievement for all students. In the study, I took a deep dive into the survey and interview data I collected to examine the effect of the AVID WICOR strategies on student achievement. Additionally, I assessed if students enrolled in AVID were socially and emotionally prepared for college or a career after graduation. In the next chapter, I discuss the research methods used to gather the data for this study.

Chapter Three: Methodology

Research Design Overview

The purpose of my study assessed how the use of the Advancement Via Individual Determination (AVID) Program impacted academic achievement and college and career readiness. According to Patton (2008), "the evaluation inquiry process for collecting data to find a conclusion about the state of a program, product, person, policy proposal, or plan" (p. 4).

In my research, I used a combination of quantitative and qualitative data. The various data sets contributed to my understanding of whether AVID strategies increased academic achievement. The data I collected for this program provided support for me to identify how the AVID Schoolwide Readiness System helped students improve academically.

In my methodology for research, I included several types of evaluation. I used the evaluation of diversity focus to study several different viewpoints and program practices. Patton (2008) notes diversity focus gives a voice from numerous perspectives, and it highlights various courses within the program (p. 301). This focus aligned with evaluating AVID because the program's design does not use a cookie-cutter approach. I also used the effectiveness focus to examine whether AVID Schoolwide Readiness had an effect and if other potential strategies would increase the effectiveness.

Additionally, I used the impact focus to evaluate AVID to review the direct and indirect impact on students over time. Using impact focus would support skills learned in AVID that aligned with students becoming college and career-ready after high school. In

addition, the impact focus could help the community as students gained employability skills and become college-ready after high school (Patton, 2008).

Patton (2008) defined mixed methods as a "collection of data with both fixed surveys and using statistical indicators of outcomes as well as performing interviews" (p. 438). The participants who responded to the survey volunteered through social media using a Facebook Group for AVID Educators. The qualitative data included open-ended questions within the study and semi-structured interviews. These mixed-method data sets provided insight into the strengths and weaknesses of the implementation of AVID Schoolwide. I analyzed the results from the data to ascertain if the AVID Schoolwide program and enrollment in the AVID elective positively impacted academic achievement.

I reviewed the effectiveness of how enrollment in AVID supported student success in rigorous courses. Summative judgment, one evaluation resource used in the study, helped determine the impact on academic achievement for students enrolled in AVID. Additionally, the study's design focused on students' preparedness for-post-secondary learning. Finally, the evidence from the evaluation determined if students in AVID were college and career ready.

Reflective practices were essential for educators to prepare for students' learning, and James et al. (2008) noted, "In our experiences, most educators believe themselves as to be reflective practitioners" (p. 60). AVID focuses on teachers building relationships to form connections with students to empower them with the tools and processes of owning their learning. Understanding the process of supporting students may not always be measured by a grade. Teachers could use other options to measure students' academic growth; therefore, the effectiveness of teachers using reflective practices to determine and

measure students' motivation for learning and social and emotional development could be vital to the success of all students.

Participants

I targeted two groups for the survey, AVID Teachers and AVID Coordinators. The targeted group's participants received a request to complete the survey electronically on the social media platform Facebook through the AVID Educator Group. Each prospective participant from the targeted group voluntarily agreed to take the survey through a message sent from the AVID Educator Facebook group. The survey's first question granted electronic permission to participants to complete the Informed Consent. If participants answered yes to the Informed Consent, then the participant received a prompt to continue with the following questions in the survey. If the participant answered no to the Informed Consent, the survey ended, and they could not proceed.

Additionally, a question asked participants if they were interested in a semi-structured interview. If the participants answered yes, they received an email requesting a meeting through Zoom, Microsoft Office Teams, telephone, or in-person. The email included options for participants to provide several dates and times of availability and the preferred platform. The participant then completed the Informed Consent for the interview. If a participant answered no to the interview question, the survey ended. Embedding the Informed Consent and the Request to be Interviewed questions within my process helped to collect the necessary permission for participants to be surveyed and interviewed. There were no anticipated emotional, physical, political, social, or economic risks to any participant participating in this program evaluation.

I chose AVID teachers who currently or previously taught the AVID elective course for at least one year to participate in the study. Also, coaching would be a critical element of AVID teachers' role because they build relationships with their students to form deeper connections, allowing teachers to tap into the whole child. In my study, I defined an AVID teacher as an educator responsible for teaching the AVID elective. Generally, the AVID teachers attended professional development. They could see how the AVID curriculum aligned to best teaching practices using the skills learned to facilitate instruction (AVID Center, *The AVID Effect Professional Learning that "Sticks" and Engages Teachers*, 2002-2020). Therefore, the AVID teachers had firsthand knowledge of the AVID curriculum design and, theoretically, how AVID could positively impact academic achievement and support college and career readiness for all students.

I chose to select Coordinators for AVID for my study because of the active role in ensuring AVID implementation success for all students. The coordinators selected were in the job for at least one year. The position involves several layers of accountability that include data collection and collaborating with leaders and other educators. In my study, I defined a coordinator of AVID as an educator responsible for implementing AVID Schoolwide. They may or may not teach the AVID elective course. Furthermore, the AVID Coordinator performed a crucial role in shifting the culture and mobilizing a team of teachers, counselors, and administrators to drive best practices in the school for academic achievement.

Data Gathering Techniques

I collected qualitative and quantitative data to evaluate the AVID Schoolwide readiness program. The information from each data set influenced my understanding of the AVID Schoolwide Readiness program and its alignment with decreasing the achievement gap and creating a college and career-going culture for all students. I gathered quantitative data in a request on the social media Facebook platform. I sent a message to the AVID Educators Facebook group members requesting participants to complete a survey. I included links participants would use to access the survey within my notice. Responses were gathered from volunteers replying to a question requesting them to participate in a semi-structured interview. Furthermore, each participant had the opportunity to decline participation in the study without adverse consequences.

AVID Teacher Survey

I developed and administered a survey for AVID teachers and sent an invitation through a post to the AVID Educators Facebook group. The survey's intended collection of information concerned how the AVID Schoolwide Readiness System positively impacted all students' academic achievement and college and career readiness. The AVID teacher survey had 17 questions, including eight Likert Scale questions and nine open-ended inquiries (see Appendix B for a copy of the teacher survey). One of the study's objectives provided a perspective of a student enrolled in AVID and how it could positively affect students socially and emotionally as they prepared for post-secondary learning. The survey intended to analyze a correlation between academic success and AVID strategies during learning. Each volunteer who completed the survey received the Informed Consent along with the questionnaire. All participants acknowledged their consent electronically before taking the survey.

AVID Coordinator Survey

My survey invitation went out to members of the AVID Educators Facebook group. The survey I created for the AVID coordinators had 13 questions with four Likert Scale questions and nine open-ended inquiries (for a copy of the coordinator survey, see Appendix A). Fidelity and scope of performance were essential to this determination. The survey design collected data about the time allotted for the coordinators to coach educators on using AVID strategies. In the survey, I created questions to investigate any evidence on the usage of the WICOR strategies that the coordinator observed most often used by educators. Lastly, survey questions inquired about rigorous course work, AVID students' opportunities to take the courses, and the success rate within the classes. Upon the AVID Coordinator opening the survey, the participant received the Informed Consent along with the questionnaire. Also, participants acknowledged their consent electronically before taking the survey.

AVID Teacher Interviews

An invitation for the AVID Educators Facebook group members requested volunteers to take a survey for my semi-structured interviews. Within the survey, volunteers could select to take part in an interview. Upon volunteers agreeing to the discussion, an email automatically populated requesting contact information to schedule an interview. I had a total of four teachers volunteer for the semi-structured interview. The participants supplied a date, time, and platform they wished to use during the interview. The interview consisted of four questions designed to prompt teachers to describe the impact of student enrollment in AVID and its relation to academic achievement.

I conducted interviews by phone and on Zoom (see Appendix D for a copy of the interview questions). In the process, I gathered each participant's consent to participate in the study, and they also provided me permission to transcribe and record the interview for accuracy. Additionally, in my semi-structured interview, I asked questions about students' preparation for post-secondary learning and the impact of AVID on college and career readiness. The analysis of the qualitative data from the semi-structured interviews gave me a lens through which to see information from the perspective of the AVID teacher.

AVID Coordinator Interviews

Coordinators received invitations through a social media platform called Facebook. I asked for volunteers from members of the AVID Educator Facebook Group. I asked a question inviting coordinators to participate in a semi-structured interview in my survey. I had a total of six coordinators agree, and an email automatically populated for each volunteer requesting a time, date, and platform they wished to use for the interview. Interviews were conducted on Zoom or by phone, and they consisted of four questions. The qualitative data collected from them afforded me valuable information on the connections of AVID Schoolwide and the impact on academic achievement for all students. Additionally, each volunteer allowed me to record and transcribe the data accurately. Finally, each volunteer completed an Informed Consent stating they agreed to an interview and agreed to participate without any adverse consequences.

Data Analysis Techniques

I designed the questions in my survey to be clear and concise to align with my goals to determine the impact on the academic achievement of all students. As I evaluated the AVID Schoolwide Readiness program, I used data to drive my assessment

to make suggestions to improve the program and create a college-going culture for all students. Patton (2016) noted several concerns with evaluating a program, some being the actual purpose of the evaluation, how to use the information, and what we glean after analyzing the data (p. 297). Further, Patton said, "Using an evaluation to inform a specific decision requires planning and preparation so that the evaluation provides the needed information to be useful" (p. 98). Understanding that I needed to frame my study carefully, I designed the questions within my survey and interviews to garner meaningful information.

Diversity Focus

I used a diversity focus evaluation to ensure diverse perspectives and experiences with the AVID program in my study. The structure of AVID focused on students "in the middle" earning at least a C grade and underrepresented students with various socioeconomic backgrounds and academic levels; in my professional experience, each student had their unique learning style. They needed the right tools to meet their individual needs to support them as they grow academically. The AVID curriculum allows teachers to attend professional development to learn how to meet the needs of diverse learners while ensuring that the learning expectations continue to be consistently high. Using the diversity focus on evaluation offered different methods from each participant's perspective and their own program's experiences. Additionally, the diversity focus evaluation considered all views in the assessment of the program, and there were no right or wrong ways.

Effectiveness Focus

A practical focus in conjunction with a diversity focus helped me to evaluate the AVID Schoolwide Readiness System. The effectiveness focus evaluation gave me a lens of understanding how AVID Schoolwide Readiness transforms instruction, systems, leadership, and culture of a school to ensure college and career readiness for all students. Both evaluations gave me a lens to review the potential size of the effectiveness of the AVID program and how it could support academic achievement. I used my finding to decide what would make the program more effective.

Impact Focus

Using the impact focus evaluation helped me measure the direct and indirect impact of AVID over time regarding how students' preparedness after graduation would impact the community. When students graduate high school college and career ready, they could enter the workforce and or college with the skills potential employers need for their companies to thrive and be successful academically while attending post-secondary institutions. In my process, I understood better how the AVID elective curriculum aligned to developing students' social and emotional skills to become 21st Century learners and globally competitive.

Ethical Considerations

I used Facebook to invite any AVID teacher or AVID coordinator member of the AVID Educator Facebook group in my study. Each participant supplied Informed Consent for the interview and survey process, and I fully disclosed my data collection methods and usage. I also included all the data I gathered from participant surveys and semi-structured interviews. I kept anonymity within the evaluation process and excluded

any identifying information from my participants. Participants understood and felt confident that they would be anonymous and participating in the study did not involve any risk.

Limitations

Due to educators dealing with COVID-19 and transitioning to online learning, I decided to complete my survey on Facebook. My original plan included distributing the survey within a district identified as one of the largest districts in the United States. My study survey's design offered educators to complete on paper within the district; however, educators that were members of the AVID Educator Facebook Group received an electronic survey instead utilizing the social media Facebook platform affected my sample size. As a result, the samples size decreased tremendously. I included AVID Teachers and AVID Coordinators in the survey invitation. However, very few educators initiated a response to participate in the survey and interviews. Anderson (2020) noted that "the Coronavirus (COVID 19) pandemic had swiftly become a significant dilemma for educational leaders internationally and specifically in schools in the United States" (p. 14). When I started the data collection process, leaders were overwhelmed trying to educate thousands of students and prepare teachers to adjust to online learning. Due to educators having to respond to COVID-19 and the rapid transition to online learning, I decided to complete my survey on Facebook.

Another limitation for evaluating the program included my background knowledge of AVID because I held a district director position for AVID for seven years. I truly believed each child could get the opportunities to use AVID strategies and rigorous coursework. This research showed how AVID Schoolwide Readiness System

could support all student learning. My study helped inform leaders about how AVID could be used as a resource to close the achievement gap and increase the academic success of all students. Penuel et al. (2016) noted that the ESSA Act reorganized the 1965 Elementary and Secondary Education Act, and both bills guide K-12 education policies. The ESSA Act required equity access, and educational opportunities, for all students. The policy guides stated schools would become intentional about being inclusive and providing quality education that aligned with the student success indicators for accountability (p. 1). AVID Schoolwide aligns with ESSA and uses strategies to support educational improvement for all students.

Conclusion

My study consisted of mixed methods research. I collected data from surveys solicited from the AVID Educator Facebook Group and used semi-structured interviews. The data collected from my research clarified how AVID Schoolwide Readiness could increase academic achievement for all students. My analysis highlighted how students enrolled in AVID were more likely to be career and college ready. The students were more likely to be socially and emotionally prepared to succeed in rigorous coursework in high school and post-secondary learning. In the next chapter, I analyze the qualitative and quantitative data and supply recommendations for the program.

Chapter Four: Results

I collected data from social media using a Facebook group inviting educators to participate in the study in my research. The survey taken by AVID teachers consisted of 17 questions, including eight Likert Scale questions and nine open-ended questions (see Appendix B for a copy of the survey). The survey I designed for the AVID coordinators had 13 questions with four Likert Scale questions and nine open-ended questions (for a copy of the survey, see Appendix A).

The interviews with AVID teachers consisted of four questions eliciting participant perceptions about the impact of student enrollment in AVID and its relation to academic achievement. The coordinator's interviews consisted of four questions. The qualitative data collected gave me valuable information on the relationship between the AVID Schoolwide and the impact on academic achievement on all students.

I documented a detailed analysis of each question answered by the participants. Additionally, I analyzed the results by using Wagner et al. (2006) Arenas of Change: Context, Culture, Conditions, and Competencies to identify the impact of the implementation of the AVID Schoolwide Readiness System program to assess the support for academic success, address the ever-growing achievement gap, and how to create a college and career going culture for all students.

Findings

To organize my study, I analyzed many factors. I separated my findings into four groups: AVID Teacher survey, AVID Coordinator Survey, AVID Teacher Semi-structured Interview, and Avid Coordinator Semi-Structured Interview. I sent invitations to educators to participate in my study through the AVID Facebook group. The

invitations asked participants to complete a brief survey, and one of the questions asked if a participant would consider participating in an interview. See the results of my surveys and interviews listed below.

Quantitative Data

The information I collected from the AVID Educator Facebook group included results from AVID Teachers and AVID Coordinators. The focus of the questions in my survey covered information about the impact of AVID on student achievement.

Additionally, the survey assessed the impact on students' social and emotional well-being and if students could graduate high school college and career ready.

Survey Questions Coordinators. The coordinator survey began with Question 2 (See Appendix A), and 26 coordinators responded. All participants acknowledged their consent electronically before taking the survey, and the participants had the opportunity to opt out. Also, I fully disclosed my data collection methods and usage, and participants were allowed not to take the survey without any harm or risk.

In Question 2, I asked participants about the length of time they had been active in the implementation of AVID, and 26 participants responded. The survey results indicated an average of 13.5 years involved in the performance of AVID. The average number of years suggests that the survey should reflect the diversity of the coordinators because of the various experience levels.

In Question 3, I asked the participants to rate their opinions on questions A through D, and 26 responded. The rating scale used 1-5 (1 = *strongly disagreed* and 5 = *strongly agreed*). Coordinators are a vital part of the support for teachers, administrators, and faculty members. The coordinator remains committed to the AVID philosophy and

supports equity and access for all students. A coordinator expects to build an active AVID Site Team and provide professional development aligning the AVID methodology for other educators and growth in the institution (AVID 2002-2021). If a change occurs, the coordinator needs time to engage with other educators to ensure teachers understand how AVID strategies connect to student learning and how they could use them in the AVID classroom (See Table 1 and Figure 1).

For Question 3 A of the survey, I asked about AVID strategies being shared with the faculty. A total of 11 coordinators strongly agreed, 13 coordinators agreed, one coordinator remained neutral, and one coordinator disagreed. The design of this question sought to understand how much time the coordinator spent sharing the WICOR strategies with other teachers in the school. Wagner et al. (2006) identify culture as shared values, beliefs, assumptions, and expectations of student behaviors (p. 102).

For Question 3 B on the survey, I asked if AVID strategies affect academic achievement, and there was a total of 20 coordinators who strongly agreed, and six coordinators agreed. The structure of this question took a glimpse of how coordinators viewed the AVID WICOR effect on academic achievement within the institution.

For Question 3 C on the survey, I asked if AVID impacted the school culture. There was a total of 12 coordinators who strongly agreed, 12 coordinators who agreed, and two coordinators who disagreed. Implementation of a program does impact the culture of an institution. This question sought to understand how the coordinator viewed the institution's culture.

In Question 3 D on the survey, I asked the coordinator if they felt they had enough time to coach others on AVID strategies. The responses consisted of one

coordinator strongly disagreed, five coordinators agreed, seven neutral coordinators, ten coordinators who disagreed, and three strongly disagreed.

Table 1

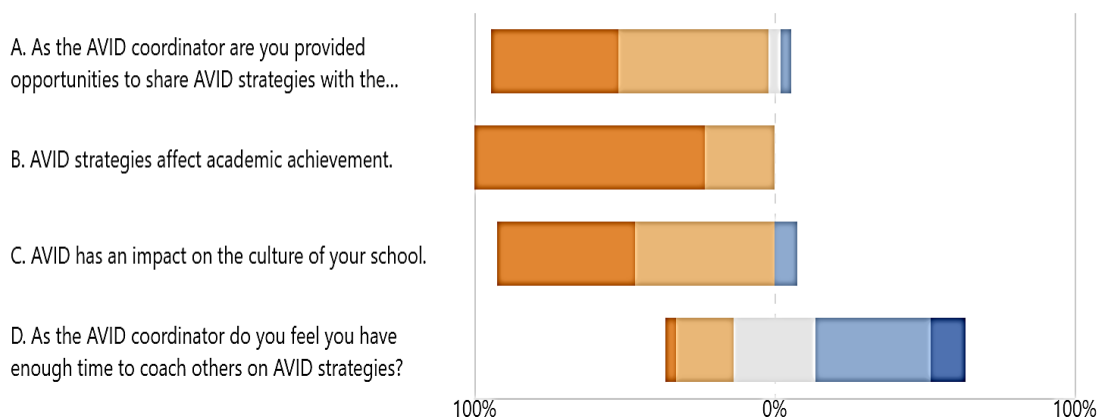
Question 3 Coordinators Survey A-D

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A. As the AVID coordinator, did you get the opportunities to share AVID strategies with the faculty?	42.3%	50%	3.8%	3.8%	
B. AVID strategies affect academic achievement.	76.9%	23.1%			
C. AVID had an impact on the culture of your school.	46.2%	46.2%		7.7%	
D. As the AVID coordinator, do you feel you spend enough time coaching others on AVID strategies?	3.8%	19.2%	26.9%	38.5%	11.5%

Figure 1

Coordinator Survey Question 2 A-D

■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly disagree

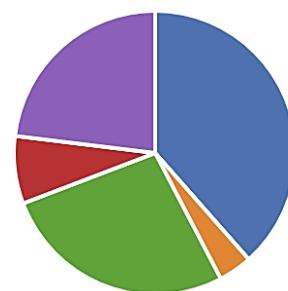


For Question 4 on the survey, I asked coordinators which element of WICOR they had observed most often during learning (Writing, Inquiry, Collaboration, Organization, or Reading). Twenty-six participants responded. The WICOR strategies had many opportunities for students to write-to-learn and used approaches to help improve academic performance and become college and career-ready. The results of Question 4 indicated that reading and writing were seen most often in classrooms, and many districts focused on literacy throughout the nation (see Table 2).

Figure 2

Coordinator Survey Question 4: Which Element of WICOR is Most Observed

● Writing	10
● Inquiry	1
● Collaboration	7
● Organization	2
● Reading	6



Note. N = 26

For Question 5 on the survey, I asked coordinators to describe specific examples of how they observed WICOR strategies used. The pictorial graph known as a *Word Cloud* revealed how the coordinators responded. I used a Word cloud to indicate how many participants responded to the open-ended question using the same word or term (Pennington, 2015). The larger the word denotes the number of times repeated the words or phrases in the responses from other participants. The Word Cloud supported my findings as I used the information to synthesize how the coordinator responded. Additionally, the Word Cloud provided supporting details from the results to

help predict how the teachers used the WICOR strategies, which the coordinators observed (See Figure 3).

Figure 3

Coordinator Question 5: Specific Examples of WICOR Use



Note. N = 7; 27% answered Socratic seminars

In Question 5, I asked the coordinators to share specific strategies they observed in classrooms. Coordinators mentioned the Socratic seminar six times in their responses. This strategy engages students in a structured collaborative interaction about a standard text. Students analyze then prepare questions to discuss with their peers. Students apply all the WICOR strategies when teachers use the Socratic Seminar process.

In Question 5, the coordinators' results included reading handouts, stories, poems, etc. Coordinators did not expand on how teachers used the activities to impact students' growth in reading. Also, coordinators observed reading strategies; however, they did not explicitly describe them. These results led me to conclude coordinators had observed many different strategies, but they fell short on providing any inquiry strategies (See Table 2).

Table 2

Question 5 Coordinator Survey Responses Categorized by WICOR Strategies Most Often Observed by Coordinators

Writing	Inquiry	Collaboration	Organization	Reading
<ul style="list-style-type: none"> • Focus Notetaking • Cornell Notes • Embedded writing skills • Quick writes • Exit slips • Creative Writing • Writing Happens • Taking notes • Summarizing • Record Date • Sharing Ideas • Timed writing • Learning logs • Reflections • Goal Setting • Writing in reading • Peer editing 	none	<ul style="list-style-type: none"> • Peer Assessment • Socratic Seminar • Study Groups • Think-Pair-Share • Tutorials • Philosophical Chairs • Peer Review • Focus Note taking • Fishbowl • Tutorial • Group Projects • Relational Capacity Building 	<ul style="list-style-type: none"> • Check Binders • Set Goals • Check-Reflect-Grades • Agenda • Focus Notetaking 	<ul style="list-style-type: none"> • Critical Reading • Socratic Seminar • Philosophical Chairs • Reading Strategies • Reading handouts • Marking-the-Text

In Question 6 on my survey, I asked the coordinators to suggest the percentage of students enrolled in rigorous coursework (Advanced, Honors, Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment, etc.). Twenty-six coordinators indicated that 77% of AVID students were in rigorous coursework. The coordinators' responses ranged from 100% of the students enrolled to 20% of those enrolled in a higher-level course. A ratio of twelve to twenty-six summarized the number of students enrolled in rigorous classes. Some participants could not get the data for several reasons or did not answer the question with a percent.

Question 7 on my survey asked the coordinators to specify the percentage of students successful in rigorous coursework, and 26 coordinators responded. I calculated an average of 79% of the students who were successful in rigorous courses. In my study,

for this case, I define *success* as earning a passing grade of a D or higher using a 0% to 100% scale. The coordinator's responses fluctuated from 98% of students staying successful to 25%. Some of the coordinators did not provide data for assorted reasons; the average recorded ratio had been twelve to twenty-six participants. Additionally, some participants responded by giving a particular number of students instead of a percentage.

Question 8 on the survey asked the coordinators what percentage of time they used to coach teachers on AVID implementation, and 26 responded.

Coordinators suggested that coaching of peers had been 17% of their time. Additionally, coordinators could coach teachers during the implementation process through faculty meetings, site team meetings, and professional learning communities.

For Question 9 on the survey, I asked the coordinators to participate in a semi-structured interview for my study, and 26 responded. The results indicated that 88% of the coordinators agreed to the interview, and 12% declined. Each participant received an auto prompted email requesting them to schedule a meeting date, time, and platform they wished to use for the interview. Additionally, I fully disclosed my data collection methods and usage.

In Question 10 on the survey, I asked the coordinators that agreed to participate in the semi-structured interview to provide contact information and the platform needed to complete the interview. Twenty-three coordinators agreed to the interview. Seventy percent of the coordinators agreed for contact through email, and 30% agreed to be contacted by phone—however, 22% of the participants scheduled and completed the semi-structured interview.

Before the interview, I requested to record and transcribe the interview to ensure the accuracy of their responses. When the coordinators scheduled the interview, I provided an electronic copy of the Informed Consent and a document of the interview questions. Each participant returned an electronically signed copy of the informed consent before the interview. Finally, each participant had the opportunity not to participate in the study without adverse consequences.

I asked in Question 11 if the coordinators wanted to add anything, and 23 of the coordinators responded. Seventy-five percent of the coordinators did not provide comments to add to the survey. Thirty-five percent of the coordinators had additional comments, and I categorized them into four of the most common themes. The themes identified a need for administrative assistance and buy-in for implementing AVID Schoolwide to create a college and career readiness culture (Table 3). Additionally, coordinators also indicated that teachers could be essential in transferring strategies in all content areas, and AVID continues to be beneficial for all students.

Table 3

Themes Identified from Question 11 of the Coordinator Survey: Is There Anything the Coordinators Would Like to Add?

Administrative Support	Coaching AVID Methodologies	Success of AVID	Other Question & Comments
<ul style="list-style-type: none"> • Buy-in from administrators had to happen • The key to taking AVID schoolwide could be administrative support • Leaders need to remain focused on the specifics of the AVID designed for students 	<ul style="list-style-type: none"> • I had requested modeling AVID strategies in classes; however, there were no follow-ups. Emails were not a suitable method of follow-up. • I had not been allowed to share the AVID methodology. 	<ul style="list-style-type: none"> • Administration supports Site Team. • AVID exists for ALL students • AVID had a great deal of impact on many lives • AVID continues to be a good program for students • Students thrive when AVID implementation happens with fidelity • AVID works, and I am proud of the people that use the AVID methodology 	<ul style="list-style-type: none"> • How many sections of AVID should a coordinator teach • How could strategies be transferred to other curricula • Coordinators must wear too many hats to do everything effectively • Students and Teachers need to buy in the AVID, or the program flounders

Note. N = 23

To grow, educators and leaders must invest time developing opportunities for stakeholders to collaborate and keep professional respect and mutual trust in tack (Wagner et al., 2006). My study yielded results stating all coordinators understood the importance of AVID for all students. However, the coordinators indicated they were not provided adequate time to coach teachers on AVID methodologies when asked. As I reflect on Change Leadership and the ecology of change in the enacting phase, all educators should receive regular updates on how they could better achieve instructional goals.

Survey Questions for Teachers. My teacher survey began with Question 2 (See Appendix B), and I received 23 responses to complete the survey. I disclosed my data collection methods and usage to each teacher, and they were allowed not to take the

survey without harm or risk. Additionally, they electronically provided consent before taking the survey, and they had the opportunity to opt-out of the survey.

I asked teachers in Question 2 about the number of years they were active in the implementation of AVID, and 23 teachers responded. The survey results indicated an average of 6.3 years of engagement in implementing AVID practices. In this study, I defined an AVID teacher as someone who teaches the AVID elective course. The AVID teacher may or may not be assigned other responsibilities in implementing AVID within an institution.

Watt (2010) notes the AVID elective teacher received extensive professional development in AVID's teaching methodologies with the expectation to share this information with other educators and students. Moreover, the AVID elective teachers were considered instructional leaders who impact the school culture, directly affecting the growth of students (p. 2). Finally, in the AVID elective, the curriculum focuses on improving academics with social support, which could be a key to quality teaching (Ark & Ryerse, 2017, p. 16).

For Question 3, I asked teachers to rate their opinion to questions A through H, using a scale of 1-5, with five indicated as strongly agreed and one suggested as strongly disagreed (5=Strongly Agreed 4=Agreed 3=Neutral 2=Disagreed 1=Strongly Disagreed). Twenty-three teachers responded to questions A through H (See Table 4 and Chart 3).

A. Question 3 A on my survey, I asked teachers if using the AVID strategies positively affected academic achievement. Seventeen teachers strongly agreed, five teachers agreed, and one strongly disagreed. Soumakian (2015) noted that the most vital part of AVID had been the use of WICOR and, when incorporated, had

enabled growth in critical reading skills, increasing students' reading levels (p. 35). As teachers use WICOR strategies, they embed best practices in designing rigorous lessons. Using classroom strategies hinges on the teacher building community, engaging students, and allowing students to provide input and be active in the learning process (Range et al., 2013, p. 49).

- B. Question 3 B on my survey, I asked teachers if AVID strategies positively impacted student engagement during lessons. Twelve teachers strongly agreed, nine teachers agreed, one teacher neutral, one teacher strongly disagreed.
- C. Question 3 C on my survey I asked teachers if AVID impacted the culture within their class. Fifteen teachers strongly agreed, five teachers agreed, one neutral, and one strongly disagreed. Lindsey (2019) defines culture as a complex whole of knowledge, beliefs, morals, customs, and habits acquired by a member of society. Building relationships remains critical in the AVID Schoolwide Culture. Additionally, students say, "teachers that were committed to building students' strengths could be 30 times more likely to engage students in learning" (Ark & Ryerse, 2017).
- D. Question 3 D on my survey, I asked teachers whether students enrolled in AVID were motivated academically. Four teachers strongly agreed, 14 teachers agreed, five teachers were neutral. The best academic strategy taught in AVID classes could be building the academic mindset to create high expectations (Ark & Ryerse, 2017).
- E. Question 3 E on my survey, I asked teachers if the students enrolled in AVID were college and career ready. Four teachers strongly agreed, 14 teachers agreed,

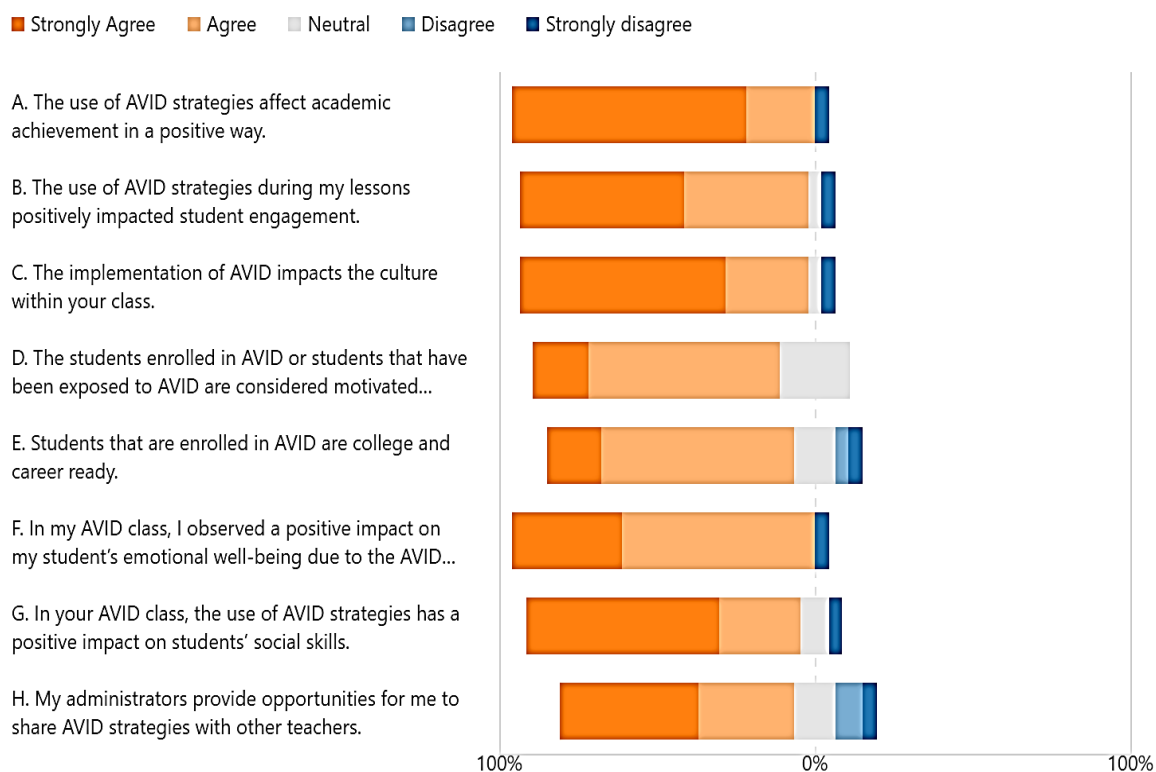
three teachers neutral, one teacher disagreed, and one teacher strongly disagreed. The AVID instructional framework focuses on skills that promote college and career readiness.

- F. Question 3 F on my survey I asked teachers if they observed students' emotional well-being positively impacted by strategies. Eight teachers strongly agreed, 14 teachers agreed, and one strongly disagreed.
- G. Question 3 G on my survey I asked teachers if AVID strategies had positively impacted students' social skills. Fourteen teachers strongly agreed, six teachers agreed, two teachers neutral, one teacher strongly disagreed. The AVID curriculum provided explicit occasions for teachers to engage students in social activities. Additionally, the "C" in WICOR signifies collaboration. A key component for providing opportunities for students to be active in learning is their engaging in conversation with their peers. Collaborating during education allows students to use their critical thinking skills, creativity, and communication skills.
- H. Question 3 H on my study I asked teachers if the administrators could share AVID strategies with other teachers. Ten teachers strongly agreed, seven teachers agreed, three teachers neutral, two teachers disagreed, and one teacher vehemently opposed. The role of the AVID teacher includes supporting the implementation by sharing AVID methodologies. AVID teachers having the opportunity to be leaders in their institutions and share AVID methods would support the implementation.

Table 4*Question 3 Coordinator Survey A-H*

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A. The use of AVID strategies affects academic achievement in a positive way	73.9%	21.5%	-	-	4.3%
B. The use of AVID strategies during my lessons positively impacted student engagement.	52.2%	39.1%	4.3%	-	4.3%
C. The implementation of AVID impacts the culture within your class.	65.2%	26.1%	4.3%	-	4.3%
D. The students enrolled in AVID or students exposed to AVID were considered motivated academically.	17.4%	60.9%	21.7%	-	-
E. Students in AVID could be college and career-ready.	17.4%	60.9%	13%	4.3%	4.3%
F. In my AVID class, I observed a positive impact on my student's emotional well-being due to the AVID strategies used in class.	34.8%	60.9%	-	-	4.3%
G. In your AVID class, the use of AVID strategies positively impacted students' social skills.	60.9%	26.1%	8.7%	-	4.3%
H. My administrators provide opportunities for me to share AVID strategies with other teachers.	43.5%	30.4%	13%	8.7%	4.3%

Note. N = 23

Figure 4*Question 3 Coordinator Survey A-H*

Note. N = 23

For Question 4 of my survey, I asked teachers which WICOR strategy they used most often (Writing, Inquiry, Collaboration, Organization, or Reading), and 23 teachers responded (Table 5). The results indicated 4.4% of the teachers chose writing, 21.7% chose inquiry, 39.1% chose collaboration, 26.1% chose organization, and 8.7% chose reading. The element of WICOR used most often by the teachers had been collaboration, and the coordinator responses indicated a different strategy they observed from teachers. Teachers suggested organization and collaboration as the top two strategies they use most often versus what the coordinators observed were reading and writing (Table 5 and Figure 5).

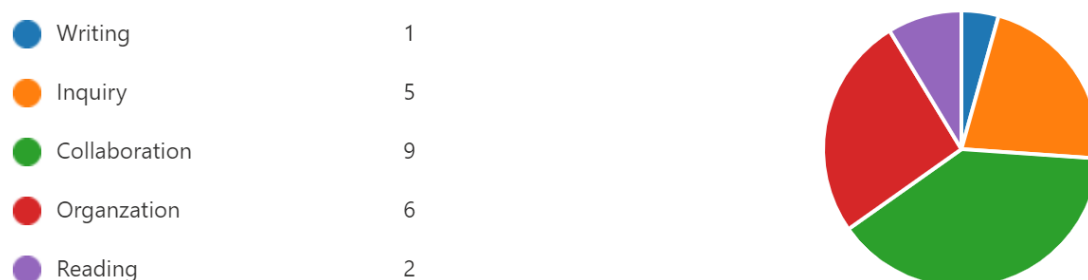
Table 5

Comparison of the WICOR Strategy Results for the Teachers and Coordinators: A Comparison of the Top WICOR Strategies from Question 4 that the Coordinators Observed Used by Teachers, and Question 4 of the Top Two Strategies Teachers Used in Class

WICOR Strategy	Teacher	Coordinator
Writing	4.4%	38.4%
Collaboration	39.1%	26.9%
Organization	26.1%	7.6%
Reading	8.7%	23.0%

Note. N = 23 teachers, N = 26 coordinators

These results raised a concern. It suggests that the vision or expectations may be vastly different between the groups. However, coordinators could be considered members of leadership teams, and they may receive more knowledge about the vision and expectations from the administration or district as the teachers may only be concentrating on their AVID class. The coordinator should emphasize the importance of the use of strategies to others. As I reflect on the strategy usage, all educators must embed strategies in learning and keep it at the forefront. They need to use the strategies as the gateway to access content. Furthermore, all stakeholders should understand the vision and roles in the change process.

Figure 5*Question 4 Coordinator Observations of WICOR Strategies*

Note. N = 26

In Question 5 on the teacher survey, I asked teachers to indicate specific examples using the WICOR strategy selected in Question 4. This pictorial graph shows responses from the 23 teachers, displaying statistically significant data from the question. Teachers listed the terms stated in the diagram as they responded, and the larger the word denotes the number of times teachers used the word in their response (Figure 6).

Figure 6*Question 5 Teacher Specific Examples of WICOR Use*

Note. N = 5; 22% answered students

Teachers indicated the word “students” within their responses 22% of the time. In the answers, the teachers identified different expectations of the students as they elaborated on designing learning which incorporated WICOR strategies. The responses ranged from a list of specific WICOR strategies to explicit instructions of activities students participated in that required them to apply WICOR strategies during learning (See Table 6). If teachers use techniques to support students, they could help students own their learning and increase academic achievement (Table 6).

Table 6

Teacher’s Responses Categorized by WICOR Strategies: Specific WICOR Strategies Used by Teachers in the AVID Elective Course

Writing	Inquiry	Collaboration	Organization	Reading
<ul style="list-style-type: none"> • Timed Writing • Turfs • Quick Writes • Timed-Pair-Share • Focus Note Taking 	<ul style="list-style-type: none"> • Question Frames • Socratic Seminar • Higher-Order Questions 	<ul style="list-style-type: none"> • Group assignments • Tutorials • Collaborative study groups • Socratic seminar • Collaborative Pairs • Shared Assignments • Assigning Roles • Turn & Talk • Think-Pair-Share • Peer Review • Building Collaborative Skills • Collaborative Support • Give-One-Get-One • Heads-Together • Fishbowl • Teamwork • Philosophical Chairs 	<ul style="list-style-type: none"> • Weekly Binder Check • Reminder • Agenda • Goal Setting • Note Taking • Google Drive • One Note • Maintaining a planner 	<ul style="list-style-type: none"> • Making the text • Reading • Scholarship Research • Focus Note Taking

Note. N = 5

Teachers stated that there was a total of 83% of AVID students enrolled in rigorous coursework. I asked teachers in Question 6 on my survey to indicate the percent of students in rigorous coursework, and 23 teachers responded. As I gathered my data,

some teachers did not give a percentage of students, or teachers did not answer the question. Therefore, a ratio of fourteen to twenty-three teachers responded to the question with an actual percentage rate of students enrolled in a rigorous course.

Question 7 on my survey asked teachers the percent of students that were successful in rigorous coursework, and 23 teachers responded. The results indicated that 80% of the students were successful in rigorous courses. As I reviewed the results, two teachers stated they could not get the information, and several teachers did not provide a percentage level. Therefore, as I calculated the data, a ratio of fifteen to twenty-three teachers responded with a percentage level. I define *success* as earning any passing grade above a failing grade. Additionally, I derived the teachers' percentages from students within their AVID classes.

Question 8 on my survey asked teachers if the enrollment of students in AVID increased student motivation, and 23 teachers responded. Listed below, I sorted the comments into four themes: Support, Motivation, Social and Emotional, and Other (See Table 7). I interpreted the data to mean that students enrolled in AVID, or students exposed to AVID had been motivated academically. Ark and Ryerse (2017) mention that students must collaborate with others to succeed in life. All students need to be encouraged to work toward being career and college ready. The AVID elective teacher had opportunities to support students as they learned to persevere through education. Students learn to understand their limits and push to grow academically, socially, and emotionally.

Table 7

Themes Identified from Question 8 of the Teacher's Survey: Does Enrollment in AVID

Increase Motivation?

Support	Motivation	Social & Emotional	Other Question & Comments
<ul style="list-style-type: none"> • The AVID students receive from other peers, tutors, mentors, and teachers • Encouragement from peers and teachers • Tutoring and essential life skills • Students learn the tools they need to succeed • Confidence building and support were a critical part of the AVID culture. • Learning strategies support academic success and help students contribute to their learning. 	<ul style="list-style-type: none"> • Students feel the program could be unique, so they work harder • The positive motivational environment influenced students • Motivation happens to be a skill that all AVID students share • The motivation depends on the students, and for the most part, they put in the extra effort • Being enrolled in AVID provided students the “Why” of doing better and the importance of success • Students learn the tools to succeed • Others view AVID students as leaders • Using the criteria for choosing students helps to select students that were motivated. 	<ul style="list-style-type: none"> • Students find like-minded students and would collaborate with them • Students were volunteering to assist others in the program, school, community • Students realize they had a family-like support system • Enrollment in AVID helps to build self-confidence • The AVID class had been a community of friends and peers 	<ul style="list-style-type: none"> • Students share common goals • The success of students depends on if the student feels safe and comfortable. • Students find AVID as a safe place to go. • AVID students get exposure to much more than the average student • When AVID achieves, everyone achieves • A norm of AVID could be establishing and building a college and career readiness culture. • Students do not always buy into the program.

Note. N = 23

In Question 9, I asked teachers to agree to participate in a semi-structured interview, and 23 teachers responded. Sixty-five percent agreed to an interview, and 35% did not participate. Each teacher who decided to join in the discussion received an email asking to schedule a time, date, and platform that meets their needs.

In Question 10, I asked teachers to provide information on future contact methods and their preferred platform, and 15 teachers responded. Three of the 15 teachers responded to the automated email, but only two completed the semi-structured interview.

I asked teachers in Question 11 if they would like to add anything, and 15 teachers responded. Forty percent of the teachers commented on different topics such as the current school sites increased enrollment into algebra and geometry, COVID had an affected students' motivation, and the process of selecting students for AVID continues not to be correct (See Table 8). Sixty percent of the teachers did not give any additional comments.

Table 8

Themes Identified from Question 11 of the Teacher's Survey: Is There Anything the Teachers Would Like to Add?

Rigorous Coursework	Motivation	Other Comments
<ul style="list-style-type: none"> • School increased sections of Algebra and Geometry in middle school • School skew overall results for enrollment in rigorous coursework 	<ul style="list-style-type: none"> • A lockdown due to a shooting greatly affected motivation 	<ul style="list-style-type: none"> • How do we ensure racial equality within the AVID elective and schools? • The AVID selection process remains incorrect in some schools, focusing only on students with behavior issues. • Improvement happened, and we expect great things this year.

Coordinator Semi-Structured Interview Results for AVID Educator

Facebook. The coordinator's semi-structured interview had five questions (See Appendix C). I invited 26 coordinators to participate in the semi-structured interview, and 23 agreed. Five of the coordinators scheduled and completed the interview process, and I

used Zoom to conduct the interviews. Each coordinator acknowledged their consent electronically before the interview, and they had the opportunity to opt out of the survey. I fully disclosed my data collection methods and usage, and participants were allowed to abstain from the study without any harm or risk.

In Question 1 on the semi-structured interview, I asked coordinators to describe the impact of student enrollment in AVID on academic achievement. Essentially the coordinators indicated AVID allows students to support each other in their learning, and the enrollment of students in AVID could help close the achievement gap. AVID students understood school and what it takes to graduate and college acceptance, i.e., grades, courses to take, and college admission. Students in AVID had the self-confidence and ability to use strategies to own their learning. Finally, being enrolled in AVID gave a reputation as a hardworking and high-performing student (See Table 9).

Table 9

Samples of Coordinators Comments from Question 1 of the Semi-Structured Interview:

Describe the Impact of AVID as it Relates to Academic Achievement

Coordinator 1 Response	The impact of the AVID elective provides the opportunity for our students to close the achievement gap in their academic classes. Students could help each other learn while seeking answers themselves instead of accepting responses.
Coordinator 2 Response	The ID in AVID means individual determination. AVID helps students own their learning and commit to doing the work to ensure success. AVID would not be effective if students want to breeze through their studies. Learning to use focus notetaking, agendas, and participating in tutorials would impact learning for all students.
Coordinator 3 Response	AVID had a tremendous impact on building self-confidence. Students see AVID as a place of the community of like-minded individuals that were eager to ask more questions and take more risks. Others viewed AVID students as leaders.
Coordinator 4 Response	Being in AVID means a student gains a reputation focused on academic excellence. The AVID student uses AVID WICOR strategies to strengthen their academic performance. AVID students know if you fail to plan, you plan to fail, so they always work to stay ahead by planning on Sunday the upcoming week. Additionally, the structure of the AVID elective supports academic growth. Furthermore, AVID students were well versed in working in a collaborative classroom and collaborating with others, being organized, and having leadership skills would significantly impact their academic success.
Coordinator 5 Response	In the AVID elective, I witnessed students' confidence increase academically, and students enrolled with their peers to become successful. It is exciting to watch students enter AVID and see a change in basic assumptions about learning as they strive to do their best.

Note. N = 23

In Question 2 on my semi-structured interview, I asked coordinators if there had been a relationship between the use of AVID and academic achievement. The coordinators indicated the consistent use of WICOR strategies in the AVID elective and that the reinforcement and practice of WICOR strategies directly related to student achievement. However, standardizing the implementation of AVID Schoolwide at all schools remained directly connected to enhancing academic achievement. Coordinators indicated it had been necessary for leaders to buy in and that leaders needed to

deliberately ensure that all students get access to AVID methodologies instruction and support (See Table 10).

Table 10

Samples of Coordinators Comments from Question 2 of the Semi-Structured Interview: Is There a Relationship between Using AVID Schoolwide and Academic Achievement

Coordinator 1 Response	Strong relationships increase academic achievement for all students, and it happens to be a direct result of student engagement during learning.
Coordinator 2 Response	My school had not been successful with AVID Schoolwide, but it successfully used AVID strategies in my elective class. Our district leaders and school leaders prioritize other things instead of AVID Schoolwide. Additionally, teachers were so overwhelmed with COVID 19 that their adjustment to teaching virtually made it hard for them to focus on AVID methodologies.
Coordinator 3 Responses	Currently, my school focuses on the AVID elective versus the AVID schoolwide approach. Our school had an elitist status five years ago, and AVID mainly targeted black and brown kids. However, the administration and I were trying to help rebrand AVID, so the leaders at the school were aligned with the AVID Schoolwide Readiness System changes. The leaders were intentional about using AVID core language and using AVID methodologies in other core classes. This year our leaders were focused on organization and the Cornell note-taking process, and they were looking for evidence of both strategies during their classroom walkthroughs.
Coordinator 4 Responses	AVID impacts every student in our school, including the following types of students Exceptional Students Education (ESE), English Language Learners (ELL), Athletes, Valedictorians, magnet populations, and traditional populations. My school had schoolwide goals that aligned with AVID methodologies. WICOR strategies and a college and career-going culture were present throughout the school.
Coordinator 5 Responses	We focused on ensuring AVID implementation had been schoolwide. I had been in my role for four years, and I experienced leaders seeking to ensure all teachers used the AVID strategies for the first time. I witnessed leaders who asked me to deliver professional development on Costa's level of thinking. We had many administrative turnovers, and finding a leader focused on all learners represents a leader who understood AVID methodologies.

In Question 3 of my semi-structured interview, I asked coordinators to describe the impact of AVID on college and career readiness for students. Coordinators expressed that the enrollment of students in AVID prepared students to be successful in society.

Additionally, students in the AVID elective experienced how to network, collaborate with all stakeholders, and use strong critical thinking and listening skills using the opportunities mentioned above to practice AVID strategies within the AVID elective. Students involved in the above-mentioned prepared students for life after graduation. The AVID elective curriculum offered skill-building opportunities to infuse the necessary real-life skills to prepare students to become college and career-ready (See Table 11).

Table 11

Samples of Coordinators Comments from Question 3 of the Semi-Structured Interview:

Describe the Impact of AVID as it Pertains to College and Career Readiness

Coordinator 1 Response	The skills students learn in AVID helps in life after graduation. AVID fosters some basic abilities that support the development of specific skills that support students on any pathway after graduation.
Coordinator 2 Responses	Numerous students from past classes had told me that what they learned in AVID had been helpful for them in college. AVID introduces students to survival skills after high school and supports them in learning to persevere through challenging situations.
Coordinator 3 Responses	Our schools aligned practices and processes with the mission for students to be college ready. We understand that all kids may not go to college; however, we focus on career and college readiness skills. We work with the community to ensure students receive different exposure to different careers.
Coordinator 4 Responses	AVID urges students to prepare for society. Our school supports most 1 st generation college students and their families to learn what would be necessary to attend college and be successful. The AVID elective helps students to navigate the college system. The AVID student must communicate with college professors and their peers to build a network in college.
Coordinator 5 Responses	In the 9 th grade year, I introduce college facts to all my AVID classes through projects. The students would research different colleges they want to attend, and then I support the student in planning on reaching a goal to enroll in the college. I believe all AVID students were academically and socially better prepared for college or a career after graduation.

In Question 4 A on my survey, I asked coordinators if students were socially and emotionally prepared for post-secondary learning. Collectively, the coordinators stated that students were socially and emotionally ready to deal with real-world issues because

they had rigorous AVID-supported learning experiences. COVID affected instruction and potentially affected students socially and emotionally. Additionally, coordinators indicated that AVID addresses the obstacles students face as they transition from high school to post-secondary institutions or careers and provides scaffolded support. Also, coordinators shared those AVID students function as a family and keep one another socially and emotionally connected in or out of school as they all deal with diverse situations (See Table 12).

In Question 4 B on my survey, I asked coordinators if the enrollment of students in AVID increased student motivation with the follow-up questions why or why not? During the semi-structured interview, the coordinators shared that enrollment in AVID increased students' motivation because it fostered their relationships with teachers and their peers. The AVID course design allows students to focus on relationships and work with others in a real-world context.

Table 12

Coordinators' Comment Sample from Semi-Structured Interview: Question 4 A. Socially and Emotionally Prepared for Post-Secondary Learning; and Question 4 B. Student Motivation as it Pertains to College and Career Readiness

Coordinator 1 Response	<p>A. In AVID, every student should prepare socially and understand that the world may not always be the perfect place. Having students prepare socially for the real world helps them transition into college to overcome hardships.</p> <p>B. Enrollment in AVID increases motivation because we foster relationship capacity between teachers and students. Students would work together and encourage each other as they held their peers accountable, motivating them to persevere.</p>
Coordinator 2 Response	<p>A. Some of my students feel like AVID could be a place to cry, show emotions and feel safe in the class. I used upper-class students to help build emotional and social trust in my classes because I understand AVID may be the only stability students find that resembles a family as students prepare for life after graduation.</p> <p>B. Students were motivated because like-minded students surrounded them. I support the students when times get tough. However, I want them to begin to seek support from their peers as they grow and prepare to become college and career ready.</p>
Coordinator 3 Response	<p>A. My students graduate socially and emotionally prepared because they were in my class for several years. They formed habits that support social and emotional growth that would help them develop relationships as they prepare for college or a career after graduation.</p> <p>B. In my class, students were motivated. The student had difficulties, but I gave them tools to deal with difficult situations. Students could use these tools in all cases after graduation.</p>
Coordinator 4 Response	<p>A. My seniors had been with me for several years. They graduated prepared socially and emotionally; they were a very diverse population of students and interacted with different people and other situations. My students were ready because they could participate in Socratic Seminars and debates. Some students struggle; however, I support them in finding their voice to use the tools learned in class to help them emotionally and socially.</p> <p>B. My students were motivated, and they were excited about simply being in school around their peers. They take ownership of AVID and their learning.</p>
Coordinator 5 Response	<p>A. My students were socially ready for college and careers because I took them on field trips and exposed them to different environments. Students could observe another student's hard work and mirror what they observed.</p> <p>B. Collaboration and networking were crucial to motivation in my class. Students could be as strong as the weakest link. My students were encouraged to support their peers and motivate them to persevere. Teachers and peers urge other students to participate and raise their hands to show interest in their learning, which builds self-motivation.</p>

In Question 5 on my survey, I asked coordinators if they had anything they would like to add. The coordinators indicated funding remains an issue, and they stated AVID

Schoolwide should be in elementary, high, and middle schools (See Table 13). Other comments coordinators mentioned were the AVID class offers equity and access for all students.

Table 13

Samples of Coordinators' Comments from Question 5 of the Semi-Structured Interview:

Is There Anything Else You Would Like To Add

Coordinator 1 Response	AVID exists as a class that supports equity for all students, and students receive different options and opportunities
Coordinator 2 Response	In my state, financial resources were limited, and AVID had been crucial to student learning. Our students deserve an opportunity to participate in this program, and educational leaders should support AVID.
Coordinator 3 Response	Building habits of mind using AVID methodologies would support students being successful academically. AVID should be in more elementary schools because the earlier exposed students, the sooner leaders could decrease the achievement gap. Also, if leaders invest in middle and high schools adding elementary would ensure leaders invested in AVID.
Coordinator 4 Response	I don't think AVID gets the support and funding necessary to implement the program with fidelity. Districts should fund activities to provide opportunities to expose students to different things. College trips were virtual now due to COVID. To experience walking on a college campus remains to be second to none. Districts did not fund Family workshops. Unfunded activities take away the opportunity to invite parents and the community to see how AVID supports learning and helps educate students after graduation.
Coordinator 5 Response	In middle school, COVID had taken a toll on my students. They didn't get closure because they could not return to school after spring break. Students were hesitant and anxious about going to high school and what to expect now that COVID impacted their last year in middle school.

Teacher Semi-Structured Interview Results for AVID Educator Facebook

Group. The teacher's semi-structured interviews comprised five questions (See Appendix D). I invited 23 teachers to participate in the semi-structured interview, and 15 agreed. Two teachers scheduled and completed the interview process, and I used Zoom to conduct the interview.

In Question 1 on my semi-structured interview, I asked teachers to describe the impact enrollment of a student in an AVID elective and the impact on student's academic achievement. Collectively, the teachers represented AVID as a program that offered hope and support to all students enrolled. They stated the use of AVID engaged students in learning, and teachers directed students on the creation of goals to be successful in high school. Students enrolled in AVID were taught real-world and academic strategies that help students become college and career ready (See Table 14).

Table 14

Samples of Teachers Comments from Question 1 of the Semi-Structured Interview:

Describe the Impact of AVID as it Relates to Academic Achievement

Teacher 1 Response	At my school, the students and faculty were fully aware of the impact of AVID. Our students moved from middle school into high school into the health academy or IB program prepared for academic achievement. All faculty used the AVID strategies to support building confidence in students ensuring they would succeed after high school and be college and career ready.
Teacher 2 Response	AVID teaches students time management and organizational skills and gives them time to investigate career paths and colleges, which helps them set the foundations for their dreams. In our middle school, we enroll the students in at least one advanced or honors class, which allows our students to gain high school credits before high school.

For my second question on my semi-structured interview, I asked teachers if there had been a relationship between AVID Schoolwide and student academic achievement?

Again, teachers collectively agreed that AVID Schoolwide correlates with academic achievement.

The AVID Schoolwide system expanded into all classes would expose students to different opportunities and pathways to become college and career ready. The strategies would support all students as they begin to “own” their learning (See Table 15).

Table 15

Samples of Teachers Comments from Question 2 of the Semi-Structured Interview: Is There a Relationship between AVID Schoolwide and Academic Achievement?

Coordinator 1 Response	We identified a relationship between the AVID elective and academic achievement and how the AVID schoolwide could become utilized. Teachers use AVID strategies in their classes. I teach International Baccalaureate (IB) and English Language Learners (ELL) students. My AVID class offers them a variety of pathways to choose if they were going to the military, 2 or 4 years post-secondary institution, technical schools, or opening their own business after high school.
Coordinator 2 Responses	There had been a relationship between academic achievement and AVID Schoolwide. Our school had been an AVID Schoolwide Site of distinction for three or four years. Every teacher on campus utilizes strategies and ensures high expectations of students during learning.

In Question 3 on my semi-structured interview, I asked teachers to describe the impact of AVID on college and career readiness for students. Teachers indicated students left the AVID elective class fully college and career ready. Additionally, some AVID students returned to support other peers in high school. According to the teachers, the impact of AVID helped students to understand how they learn and their strengths and weaknesses (see Table 16).

Table 16

Samples of Teachers Comments from Question 3 of the Semi-Structured Interview: Describe the Impact of AVID as it Pertains to College and Career Readiness.

Teacher 1 Response	I see students graduate high school fully ready for college and loaded with scholarships of 80K. Some AVID students come back as tutors while in college, and now teaching could be a full circle. AVID students who had graduated use AVID methodologies in college and share what they had learned with current high school students.
Teacher 2 Response	AVID provides much information to teachers and students about what students need to succeed. Before AVID, only 10% of our students expected to go to college. Potentially 30% of the students would try college as an option, but only 5% graduate. Now we had students taking dual enrollment, and AP classes, parents, and students were learning what would be needed to prepare students to succeed in college. Parents and students were aware of the things required to apply for college, such as letters of recommendation. Additionally, families had guidance on Free Application for Federal Student Aid (FAFSA) and Bright Futures applications to help pay for college.

In Question 4 A on my semi-structured interview, I asked if students were socially and emotionally prepared for post-secondary learning with the follow-up questions why or why not? The qualitative data from the teacher interview revealed that enrollment in AVID during the freshman year provided students with much-needed structure. Being enrolled in the AVID elective class offered them the necessary system to be academically successful (See Table 16). Additionally, the AVID elective curriculum provided opportunities for teachers to teach students how to problem-solve and prepare for life after graduating high school.

In Question 4 B on my semi-structured interview, I asked if enrollment of students in AVID increased student motivation and asked why or why not? The data from the interviews disclosed motivation varies from student to student; however, the culture in the class promoted self-motivation through several AVID strategies. In the semi-structured interview, teachers stated that expectations were crucial to student motivation. Also, the AVID elective curriculum design gave individual students a supportive environment to encourage students to graduate high school college and career ready (See Table 17).

Table 17

Teacher Comment Sample: 4 A. Socially and Emotionally Prepared for Post-Secondary Learning; Question 4 B. Student Motivation as it Pertains to College and Career Readiness

Teacher 1 Response	<p>A. I believe students were socially and emotionally ready when they left as a senior. When students come into 9th grade, they receive a structure that repeats over time becomes a habit of mind. I taught seniors for years, and students contact me periodically to express their stories of success and failures and how the structure of AVID supports them in being socially and emotionally ready to tackle life.</p> <p>B. Motivation varies from student to student. I teach economics, and it happens to be interesting to see how students who are seniors motivation shifted to preparing for life after graduation. This year student motivation had been affected by COVID, and the students were missing the relationships and connection of being physically in class with their peers.</p>
Teacher 2 Response	<p>A. I use Socratic Seminar as an activity for my students to learn problem-solving skills as potential tools students would experience in college. I also use the book <i>Naked Roommate</i> to discuss things that may impact them socially while in college.</p> <p>B. Our students were motivated and ready to recruit others for AVID. My students were academically motivated, and they acted as mentors to younger students to support them.</p>

For Question 5 on my semi-structured interview, I asked teachers if they would like to add any additional comments. The teachers said that leaders need to invest funding for programs for the college-going culture in the schools (See Table 17). A teacher mentioned that AVID should reduce barriers and ensure students take rigorous courses.

AVID Schoolwide Readiness System, as a whole, entails the WICOR strategies along with the entire AVID system leadership, instructional, culture, systems or governance (governance of curriculum and instruction including data collection and PD and data-informed decisions and stakeholder outreach) empowers students to own their learning and be self-directed.

As-Is Framework

Wagner et al., in their book *Arenas of Change*, made me think about how my findings relate to the AVID Schoolwide Readiness System and academic achievement (2006). Using the Wagner et al. framework of context, conditions, competencies, and culture, I categorized the participants' responses regarding the As-Is status of the AVID Schoolwide Readiness System (See Appendix E As-Is organizational chart).

Current Context

The results from my study indicated that the AVID coordinators and AVID elective teachers were vital to implementing the AVID Schoolwide Readiness System. Change leaders must be aware of the importance of the roles and prepare for the necessary changes. AVID Center leaders outlined specific processes and functions of coordinators and teachers. Institutional leaders' expectations should include the usage of the coordinators and teachers to support the implementation processes with the governance, curriculum and instruction, data collection and analysis, professional learning, and community outreach to ensure that all stakeholders share a college and career readiness culture.

Furthermore, as leaders were working to close the achievement gap in the pandemic, they must stay focused and keep students at the forefront of all decisions. Every Student Succeeds Act (ESSA) replaced the No Child Left Behind law (NCLB) in April 2015. ESSA's goal remains to make sure every child receives equal opportunity no matter race, socio-economic status, or gender. AVID Center's mission aligns with ESSA as the law requires states to provide rigorous content aligned with academic standards.

The implementation of standards ensured all students could be career and college-ready after graduation (Kostyo et al., 2018).

Historically, the design of the AVID program taught students how to use writing to express their thoughts while learning. Mrs. Swanson saw student success using the write-to-learn process (Swanson, 1993); therefore, she created the materials and lessons for her students. Mrs. Swanson understood all students deserve the opportunity to learn; thus, she used her idea to convince her peers and other leaders to use writing to learn to support her students and other teachers who taught her students. She provided leaders with a vision of how she planned to help students and worked with her peers to ensure they were comfortable using the new methods and understood their role in the processes (Swanson, 1993).

Kotter (2012) emphasized clear vision as one of the eight steps to initiating change, and it remains vital to the process. The data collected indicates that all schools were not the same in my analysis. Focus for student achievement and the implementation could differ from site to site depending on the needs of the students. Mrs. Swanson developed the write-to-learn process to support her new students academically. Today the AVID Schoolwide College and Career Readiness system still focuses on essential foundational processes. Therefore, it continues to be imperative leaders provide a clear vision of how to implement AVID, and they must ensure the stakeholders understand the concept and their role.

From my findings, coordinators and teachers equally agreed that the pandemic had affected how they could meet the needs of students socially and emotionally. Eklund et al., 2018 noted that social and emotional learning skills connect to student outcomes

and engagement (p. 317). As leaders embark on the implementation of AVID, they should understand student achievement must always be at the forefront. Leaders must take into consideration all the factors that impact students. In my study, coordinators and AVID elective teachers revealed that their students required academic assistance and social and emotional support. Additionally, as the leaders encounter many new factors that may impede learning, the AVID teachers and coordinators remain essential to the support for other teachers as they try to keep the momentum of the transformation.

Through my review of the data from my study, it remains clear there were economic factors that impacted the implementation of AVID. Leaders received some funding to address the critical problems due to the pandemic (Dorn et al., 2021). Leaders must consider that there would be different factors such as funding or other mandates from leadership, community, and other stakeholders that would impact students' learning; however, they must stay focused on student achievement. As leaders plan, it is clear that there could be funding issues.

This year the pandemic remained an unforeseen factor in learning for all stakeholders. Due to the pandemic, there had been learning loss due to absenteeism, quarantining, change in teaching modalities, and various other reasons. Leaders began to strategize and prioritize closing the achievement gap and supporting students, the community, faculty, and parents during the pandemic. As leaders approach the issues, they should include the AVID Site Team to help guide and analyze the college and career culture processes.

I provided a glimpse of the research that aligned with the foundation of the AVID Schoolwide Readiness System. The purpose continues to be to close the achievement gap

and ensure equity and access for all students. The implementation of AVID Schoolwide could be a contextual challenge for leaders, and I plan to offer some ideas through my research.

Current Culture

In my study, participants identified that a critical component of AVID Schoolwide readiness remains the school's culture. My findings indicated that 89% of the AVID teachers believed culture was crucial in establishing a learning environment conducive to meeting all students' needs. Results from the AVID teachers' responses indicated that fostering teacher-student relationships would shift students' behaviors and beliefs when students build relationships with peers. However, my study revealed that other non-AVID teachers often believe that teaching AVID strategies should remain in the AVID elective. These results indicated that teachers were unsure how to use AVID to increase student achievement in their classes.

Additionally, the non-AVID faculty questioned the importance of building relationships. One of the roles of the AVID teachers and coordinators should be to build capacity and relationships as all stakeholders focus on building a college and career-going culture. Furthermore, the AVID teachers and coordinators alike should facilitate the instruction of all stakeholders on the importance of working on social and emotional skills as students use AVID methodologies during learning.

Through surveys and interviews, participants shared several instances that AVID students returned to schools to share with potential AVID parents and students the program's value in supporting their academic, social, and emotional growth. However, one coordinator mentioned that some non-AVID teachers, leaders, and faculty did not

find significance in using the shared values of AVID in their classes. The AVID Schoolwide system supports institutions by providing a solid foundation to offer a safe, caring learning environment for all students to make sure students grow to engage in the process of learning. The system provides techniques and opportunities to build relationships with learners, grow students' academic confidence expanding their college and career readiness. CASEL's SEL Framework (2020) indicated that establishing learning environments that embody building solid relationships helps address various forms of inequity and empowers students to thrive in their education. Additionally, AVID Center provides tools for institutions to support the implementation of AVID because building a solid culture continues to be a vital part of the process, and the coordinators and teachers could help the leaders increase academic achievement.

As educational leaders invest in making changes in their schools or districts, they must take a deep dive into the institution's culture. "Culture refers to the invisible but powerful meaning and mindsets held individually and collectively throughout a system," wrote Wagner et al. (2006, p. 102). Culture could affect change on many different levels, and leaders must include everybody who participates in the change process. Leaders need to be aware that if they don't address and clarify with all stakeholders the beliefs, values, and expectations of their specific roles, there could be a divide, impacting the momentum of the change.

Each stakeholder invests in academic growth in a different capacity; however, they all support student learning. The various investments should include but were not limited to the following areas: federal programming, business services, diversity supports, professional development, information technology, teaching and learning, and

workforce connection. Each stakeholder had different responsibilities that impacted the culture of change for the institution. In my research, I connected with stakeholders to understand the importance of their role to develop and sustain a robust support system for the families as we prepared students for life beyond high school.

Current Conditions

Stakeholders should have the shared vision communicated to them. Leaders must take a deep dive into the conditions they could be facing in their transformation. Wagner et al. defined conditions as "the external architecture surrounding student learning, the tangible arrangements of time, space, and resources" (2006, p. 101). As leaders committed to increasing academic achievement, they must consider effectively managing instructional changes and the impact for all students. Leaders need to constantly communicate clear priorities to all stakeholders while ensuring opportunities for the AVID coordinator and AVID teachers to continue to share the AVID methods.

Time. The expectations include providing teachers time to attend professional development and coaching opportunities to align AVID methodologies and best practices of teaching into planning rigorous lessons. The results from my study indicated the coordinators had many responsibilities outside the scope of AVID. In the findings, leaders asked coordinators to complete different tasks so often that they could not meet their specific roles in the change leadership process. Coordinators found it challenging to share the AVID methods with others due to time constraints within the school day and having other priorities assigned to them during the workday. As leaders work to meet the needs of all students, they must be sure to prioritize student learning and allow AVID coordinators to focus on engaging all stakeholders in the methodologies of AVID.

Leaders need to ensure their primary focus continues to be on closing the achievement gap and providing a college and career-going culture. As leaders refocus on priorities, I suggest they incorporate time for coaching instructors on best practices in using WICOR strategies.

Educators need time for coaching and working with teachers, which directly aligns with students' achievement (Wagner et al., 2006; Darling-Hammond et al., 2017). Therefore, the more time coordinators spend working with teachers to increase teaching practices, the more success rate increases for all students. Additionally, leaders need to set up processes to build capacity within the transformation to ensure sustainability.

Space. Supervisors often need to adjust the master schedule to include options so the AVID elective could fit in students' school schedules. Leaders need to ensure their primary focus remains concentrated on closing the achievement gap and providing a college and career-going culture. In my findings, coordinators mentioned teachers needed time to collaborate. Therefore, if leaders would ensure faculty and staff had time to meet to collaborate on student achievement, they would have built that time into the day. Additionally, the principals create site team meetings for faculty members to discuss necessary information related to student achievement.

Resources. As administrators work to meet the needs of all students, they must be sure to provide the appropriate resources to safeguard student learning continues to be at the forefront of the decision-making of principals and committees. In my results, teachers stated that leaders did not help create a college-going culture. We all know working with funding and budgets leaders can incur multiple issues; however, supervisors must use data to drive decision-making. Having access to these funds could help leaders align

opportunities to support student achievement with the AVID Schoolwide Readiness System. Participants mentioned a lack of equitable student access to rigorous classwork in the survey results. If principals do not focus on the original vision and mission, students' access and equity continue to be an issue. Administrators must address the impact of closing the achievement gap, but they also need to address unfinished learning and equity and access that were not prevalent before COVID-19.

Mandates from the State, District, or Federal institutions impact administrators implementing the AVID Schoolwide Readiness System. There were times when day-to-day disruptions may take precedence over priorities for a different reason; however, leaders must figure out how to balance the diversions. In my study, these things were reoccurring and affected student achievement, and mandates would continue to happen. The principal must be proactive and use key personnel to support them as they adjust to the necessary mandates while keeping student achievement at the forefront of decision-making. Supervisors could face different assignments; however, they must learn to balance the issues.

Additionally, the barriers mentioned above impact academic achievement. The critical role of a change leader has to focus on instructional practices and how to create a college and career-going culture. Block (2018) states that if transformation should occur, "The challenge would be to think broadly enough to come up with a theory and a methodology that embodies the power to make a difference yet simple enough to be accessible to anyone who wants to make a difference" (p. 5). As leaders analyze the implementation for AVID Schoolwide, they need to review the instructional goals and

the comments from participants in my study to identify any potential challenges. The questions presented to participants to guide this review were as follows:

- What were the expectations, roles, and responsibilities of all stakeholders?
- How would the expectations address increasing student achievement?
- How would the changes affect the school schedule, professional development, professional learning communities, etc.?
- What time do leaders offer to communicate the new expectations clearly with students, parents, teachers, and the community?

Current Competencies

A coordinator continues to be the advocate of the AVID Schoolwide Readiness System. In my findings, coordinators emphasized the importance of working with other educators to ensure all educators used the AVID WICOR strategies. In my professional opinion, the AVID coordinators and teachers remain to be great leaders in any transformation as they support other educators by facilitating professional development. The issues mentioned above would impact the academic achievement of students.

As administrators initiate the implementation, they need to include opportunities for professional development for all educators. In my qualitative analysis, coordinators stated they do not spend enough time guaranteeing all stakeholders understand the AVID methodologies. Principals should also allow critical faculty members to collaborate and build on their instructional priorities. If they do not use coordinators' and teachers' expertise to support the transformation, the vision and mission could lose momentum. Through this research, leaders could see how coordinators and AVID teachers would be instrumental to the change if they were allowed to share their knowledge of AVID

methodologies with other teachers. In that case, it could support leaders with professional development and build capacity with other educators to close the achievement gap.

Supervisors often need to reprioritize the mission, and if that happens, they should rely on data to drive their decisions. In my study, the coordinators and teachers mentioned that communication had been their primary focus as they were responsible for ensuring the alignment of AVID to the mission and that all stakeholders remain consistent. Additionally, I suggest that change leaders prioritize the task and refocus on student learning and the impact that coordinators and teachers had on student achievement as they support their peers.

Inevitably, issues could arise; however, principals should ensure each stakeholder understood the skills and knowledge they provided to the transformation. The student remains key to the process as they need to be responsible for owning their learning and growing academically. The parents were instrumental in the support system for students and educators. When parents become active in their student's education, it could balance academic, social, and emotional growth during high school. Community, postsecondary institutions, and business leaders continue to be vital in the process because they provide necessary information to educators to ensure students become employable in the workforce and succeed in college after graduation. In my study, I connected leaders with potential solutions to support the current issues.

Interpretation

The results revealed participants were pleased with how AVID impacted students' academic success. However, participants expressed leaders should know the AVID Schoolwide Readiness system had been an integral part of the change process. The AVID

Schoolwide Readiness system supports all students as administrators strive to decrease the achievement gap and create a college and career readiness culture.

The qualitative responses from both groups revealed a connection between academic achievement and the implementation of AVID Schoolwide. Both sets of participants agreed being enrolled in AVID had a significant impact on students' confidence. The outcomes revealed that students were likely to be motivated because they continued to be around like-minded peers and build meaningful relationships in the class. Finally, when students were immersed in AVID methods, that supports them to focus on their social, emotional, and academic success to become college and career-ready after high school.

When asked, teachers stated that students were more likely to achieve when driven and in a positive learning environment. However, in my findings, some non-AVID teachers were not allowed to attend professional development and were not necessarily comfortable using AVID methodologies. Additionally, teachers mentioned that some students were not necessarily enthusiastic about AVID.

AVID elective teachers identified continued academic growth for students who participated in the course. Coordinators and teachers also stated the students were more prepared to be college and career-ready than students not enrolled in the AVID elective. Students enrolled in AVID were more likely to be successful in rigorous coursework. However, all students could participate if schools implemented the AVID Schoolwide college and career readiness system with fidelity. The leaders in the schools that implement with fidelity stated they had schoolwide academic growth within their schools.

Both groups mentioned that AVID WICOR strategies were vital to guiding students to own their learning. Furthermore, when asked, AVID teachers specified they focused on ensuring students understood college and career culture expectations. They believed students' engagement in using WICOR strategies had an enormous impact on learning. The coordinators and teachers suggested which strategies were most important in the outcomes. The coordinators selected writing, and the teachers indicated collaboration. However, both teachers and coordinators expressed writing-to-learn as a foundational part of AVID for all the other strategies and writing allowed students to organize ideas.

The results from my study also yielded that the AVID Schoolwide system could be an exceptional program for all students. Wagner (2008) wrote, "students were simply not learning the skills that matter the most for the twenty-first century" (p. 9). However, the qualitative and quantitative data accumulated throughout the study indicated that by exposing students to rigorous coursework, they were likely to be successful in 21st-century learning or the workplace. Additionally, students' exposure to different strategies supported their academic success. Using the skills learned through AVID would grow students academically, socially, and emotionally, preparing them to be college and career ready.

The significance of the results revealed that the AVID Schoolwide system could provide an excellent foundation for leaders focused on improving academic performance and closing the achievement gap. Any leader implementing the AVID Schoolwide system intends to create a solid culture to support academic success as students prepare for college and career readiness. To build a solid foundation to make a college-going culture

an essential part of your school, a leader could begin to establish this through collaboration and a clear vision of the new upcoming change. Change leaders need to identify meaningful goals that support academic achievement.

Judgments

My research aimed to pinpoint the connection between enrollment in the AVID elective course and high academic achievement. Enrollment in AVID exposed students to the WICOR strategies during learning. Therefore, the usage of the methods supported the students' engagement and increased academic achievement. Thus, my results provided evidence from the data suggesting that students benefited academically from being enrolled in AVID. The results yielded a combined average of 82% of students in a high-level course, and of the students enrolled, 87% were successful in rigorous coursework.

The participants in the study all agreed on the need to prepare AVID students for graduation and the 21st Century workforce. Today's global workforce requires qualified employees to be college and career-ready, and enrollment in AVID strengthens students' preparation for potential employees. Furthermore, Villarreal et al., 2017 stated that students must be ready for the world of technology. Engaging in writing-to-learn WICOR strategies could increase academics and prepare them for college and career-ready (Swanson, 1993). Lastly, even though the participant's findings suggested that AVID made a difference socially, emotionally, and academically, there still had been an opportunity for more research to specify the success of AVID students and non-AVID students' academic growth.

Revealed in my research, participants pointed out that enrollment in AVID impacted students in their realization of personal strengths and weaknesses. AVID

teachers specified they had high expectations for their students by teaching them to use a growth mindset. Ark and Ryerse, 2017 notes that taught mindset and self-management in AVID as teachers support students in becoming college and career ready. Therefore, the teachers worked on continuous improvement of growing students. Additionally, AVID teachers stretch their students, making sure they realize they could go to college and be prepared to be successful while enrolled.

My results of the research also focused on the impact of the AVID Schoolwide Readiness systems and the influence on student achievement. The results showed that AVID could be a great foundational program to close the achievement gap. AVID Center provided a structure for leaders who had implemented AVID, and the design outlined vital elements to help transform schools focused on student achievement. Participants mentioned that teachers need training on AVID methodologies, and coordinators and elective teachers both supported this process. Pak et al. (2020) stated, "Professional Development and commitment of educators had been often relied on, and it had been critical in the change process" (p. 3). Coordinators implied that coaching would be vital for supporting educators as they implement AVID methodologies and a prime avenue from which leaders affect academic achievement.

In my opinion, leaders must understand the importance of remaining focused on student achievement priorities. The qualitative data displayed examples where supervisors got sidetracked with other mandates and priorities. Understanding unforeseen circumstances could occur in the transformation process, such as potential administrator, faculty, and staff adjustments. These things could factor in and affect the momentum of the shift. If we understand these events happen, principals need to be proactive. In my

professional view, upon administrators communicating the vision to stakeholders, they could ensure the participants understand their role and instructional priorities in the change process. This would potentially avoid change in the momentum.

Evidence from my results revealed that students could learn to use the WICOR strategies for academic success. Students' use of techniques supported academic growth, and the enrollment in the AVID elective helped them to build strong relationships while strengthening themselves socially and emotionally. Edmond et al. 2021 noted that teachers should work together to make and maintain collaborative relationships as they build trust with peers to stretch and strengthen themselves personally to create rigorous learning environments to support student learning (p. 39). Additionally, trained teachers should use the WICOR strategies to design rigorous education for all students.

Overall, my study indicated positive outcomes regarding AVID students in rigorous courses and graduating college and career ready. The data illustrated the impact of students' growth academically, socially, and emotionally better preparing them for life after high school. Additionally, the data revealed that all students could be academically successful, and the AVID Schoolwide college and career readiness system provided opportunities for equity and access to all students. However, it had been unclear if leaders explicitly communicated the vision to all stakeholders. Sharing the concept remains one of Kotter's (2012) 8 step processes, and leaders must ensure they explicitly communicate with all stakeholders to explain the vision. Therefore, this leaves opportunities for future research to explain how student growth could be explicitly affected.

Recommendations

As educators, we instruct all students, and the ESSA binds us to prepare for education that aligns with the law and ensures equity and access (Kostyo et al., 2018). The data from my research indicated that the AVID Schoolwide Readiness System could support schools' leaders as they strive to educate all students. However, little research shows the difference between schools implementing AVID Schoolwide and the impact on all non-AVID students.

Clearly stated in the results, the coordinators indicated the need for the leaders to remain focused on the importance of the implementation of student achievement. Coordinators revealed leaders must ensure time to share AVID methodologies with all stakeholders. AVID Center (2012) explained that the role of coordinators should be to support the implementation process. The support consisted of building capacity, creating professional development opportunities, building relationships with local businesses, parents, and students, and creating an active Site Team while remaining focused on creating a college-going culture that decreases the achievement gap.

I recommend leaders use the AVID Site Team and coordinators to continue analyzing different ways to complete any mandate from higher leaderships. As the change leaders work through various pieces of the transformation, other mandates could potentially negatively impact the momentum of the progress; therefore, they must take the time to create strategies that support student achievement and college-going culture.

I suggest change leaders become proactive. We know the coordinators provide professional development for teachers to ensure all stakeholders could be active in using the AVID methodologies process. Educational leaders need to communicate the needs of

current schools for potential employees with local postsecondary leaders in the colleges of education. They should request an update to include AVID training in the curriculum for education majors, and it can become a portion of the current internship requirements to complete before graduating college.

Education majors and any person seeking to enter education should intern in the AVID classroom. The purpose would be to introduce them to using AVID methodologies early so when they hire them into the schools; they come with a foundational understanding of how to use WICOR strategies to design learning for all students. When this happens, it helps the coordinators to ensure AVID methodologies implementation.

My literature review TNTP 2018 explained that students exposed to grade-level coursework could succeed. In my findings, both coordinators and teachers indicated that over 80% of students enrolled in AVID remain successful in rigorous coursework. I recommend they continue to use the coordinators and elective teachers to support the remaining faculty with providing thorough instruction for all students. The abovementioned evidence reveals leaders should stay focused and use critical people to help support the vision and mission to decrease the achievement gap.

In my professional opinion, there should be more research performed at schools that adopt AVID Schoolwide. The results revealed a connection to student achievement, but there were times when they would shift priorities. Leaders should use the structure of the AVID Schoolwide Readiness (System, Instruction, Culture, and Leadership) to help with the transformation to increase student achievement. Leaders should use human resources such as AVID Coordinators, Teachers, and Site Teams to improve and monitor the change as leaders strive to close the achievement gap.

Conclusion

After reviewing the qualitative and quantitative data from the participants, I discussed how the results could support schools and districts in implementing AVID Schoolwide. In my analysis, I used context, competencies, culture, and conditions to illustrate how a district would implement AVID to increase academic success and college and career readiness for all students.

It remains imperative for leaders to continue to support students' academic achievement by keeping students at the forefront of all decision-making. I set up a plan to help leaders design a clear vision and mission for transformation. Each leader should understand the importance of keeping all stakeholders informed about the change as communities continue to be an integral part of the process. The more stakeholders involved, the more collaboration about values and decision-making would form a solid culture. The AVID Schoolwide Readiness System would be an effective tool to support students, parents, and teachers as they focus on advancing student college and career readiness.

Chapter Five: To-Be Framework

AVID Schoolwide Readiness System is a research-based college readiness system that encompasses best practices, pedagogy, and philosophy focusing on the needs of individual students. The original design of AVID was to prepare underrepresented students to enroll in the AVID elective for success in secondary and post-secondary education. In my *To-Be* analysis, the transformation leaders will concentrate on the implementation of AVID with fidelity, which will lead to all students engaging in AVID strategies during learning. However, in my study, I will encounter multiple barriers impeding the implementation of AVID Schoolwide. Some obstacles include the following: (a) coordinators not having time to coach other teachers in AVID methodologies, (b) stakeholders not understanding their role in the transformation, (c) students not having the opportunity to take rigorous course work, (d) lack of funding, and (e) leaders not focusing on the change.

In my study, I will discover the usage and observation of WICOR strategies during instruction described by the AVID coordinators and teachers. Both participant groups will identify the value of using AVID strategies. I shall learn if there will be a disconnect between the implementation and communication to stakeholders that explains their role in the change process. The disconnect shall become evident as faculty and staff discover they would not demonstrate their support or commitment to the process due to not understanding their specific role in the transformation. AVID coordinators shall discuss the lack of administrative emphasis on implementing AVID Schoolwide for all educators.

I would like to see administrators focus on the implementation. Key elements will support the change process. Leadership will create a clear school mission and vision that aligns with AVID philosophy of college and career readiness for all students. This mission will include all stakeholders in the change process, ensuring instruction that will embed AVID WICOR strategies for all students during learning. A system to collect and analyze data on an ongoing basis will be created to support decision making for student achievement. Sustaining a culture of rigor will be an inclusive element which will provide professional development and guarantee parent and community inclusion to support student success during and after graduation. As leaders strive to increase academic achievement, an intentional emphasis will be on supporting educators to design learning to impact student achievement for all learners as they grow to develop habits of mind. Additionally, leaders should support opportunities to provide academic support by ensuring AVID WICOR strategies are in all classes schoolwide to close the achievement gap and create a culture of college and career readiness for all students.

My proposal of change leadership will increase academic achievement and college and career readiness through a commitment from leaders to provide equity and access to all students. Leaders committing to the implementation of AVID Schoolwide will impact equity and access and opportunities for all students to have access to rigorous coursework. In 2013, Huerta et al. argued that "the longer students engage in college preparation activities and AVID, in particular, the more successful they will become college and career ready" (p. 34).

Envisioning the Success To-Be

My future vision of the To-Be analysis for leaders will be to implement the AVID Schoolwide program and ensure it will encompass the following: Wagner et al. s. (2016), ideal context, conditions, culture, and competencies (See a complete To-Be organizational chart in Appendix F). Within my To-Be organizational assessment, leaders will recognize different approaches to implementing AVID Schoolwide to increase student achievement equity and access for all students. For example, AVID Schoolwide implementation will allow all students to take rigorous courses to improve skills to "own" their learning for personal academic success. Additionally, leaders will commit to AVID Schoolwide becoming the support for educators to focus on pedagogy as they arrange effective learning environments for all students.

Future Contexts

In an ideal context, implementation of AVID Schoolwide will include the removal of economic factors. In my study, leaders will get funding and make necessary changes to ensure all four domains (Instruction, Systems, Leadership, and Culture) will be implemented with fidelity and guarantee student achievement will continue to be the focus. Leaders will secure and allocate funds for AVID because they will be essential in creating a culture for college and career readiness, a safe learning environment, professional learning opportunities, rigorous coursework, and family and community involvement. In addition, leaders will commit to modifying current practices to create a master schedule that will incorporate AVID Schoolwide processes.

Currently, Every Student Success Act has the guidelines leaders use to ensure educators will be accountable for equity and access for students to have the opportunity

to learn and achieve (Penuel et al., 2016). Leaders in the institution must provide a quality education for all students. The leaders will commit too many different strategies to support student learning and utilize programs to guarantee college and career readiness for all students. Unfortunately, many times the efforts of leaders will fall short in AVID Schoolwide implementation due to diverting efforts and becoming responsive to other needs, concerns, priorities of state and local officials, parents, and school boards.

The use of AVID Schoolwide provides foundational support for leaders to focus on closing the achievement gap while providing equity and access for all students to participate in rigorous course work. The implementation of AVID will provide the infrastructure necessary for leaders to prepare all students to become college and career ready. Additionally, AVID Center leaders will guide and coach leaders in building a solid academic structure. Furthermore, there will be processes leaders shall use to support the transformation and the systems for academic success for all students.

The students will enroll and learn the AVID curriculum (writing-to-learn), and they will focus on necessary skills to become college-ready (Swanson, 1993). Historically, AVID's design and structure were for underrepresented students to enroll in the AVID elective class. As the years progressed, AVID implementation expanded from AVID being the AVID elective class to exposing students to AVID strategies in cross-curricular learning situations.

I will address using the AVID Schoolwide Readiness System as a framework to address academic achievement and equity and access for all students. The context of the To-Be portion of my study will address some of the challenges of implementing AVID Schoolwide. I will research how AVID WICOR strategies will support students'

academic success and preparation for college and career readiness. I will include results from AVID Coordinators and AVID Teachers that identify the use of AVID WICOR strategies and how they support learning. My findings will disclose the importance of using AVID Schoolwide to increase academic achievement for all students.

My vision of context will bring awareness to all stakeholders of the importance of using AVID WICOR strategies to increase academic achievement and close the achievement gap. Each stakeholder will have a clear picture of the vision and their role in the process. I will explain the importance of measuring the growth of the vision during the process by measuring the ongoing course of action. Additionally, this vision allows me to share the importance of embedding AVID into all classes to ensure equity and access for all students to have the opportunity to be enrolled in rigorous coursework. Finally, my work will shed light on the necessity for AVID Coordinators and AVID teachers to coach and share best practices with other educators.

Future Culture

The challenges I will discover from my results will often cause a loss of momentum due to a lack of leaders developing a shared vision. The Leadership and Culture domains of the AVID Schoolwide Readiness System include a strategy that will help leaders who struggle with implementation. As leaders transform the institution, one must remember that all educators have their own beliefs about good instruction and academic achievement. Wagner et al. (2006) define culture as "the shared values, beliefs, assumptions and expectations and behaviors that relate to students and learning" (p. 102). Therefore, they will develop a shared understanding of the vision.

Change leadership outlines the importance of creating a system to focus on continuous improvement of teaching, learning, and instructional leadership (Wagner et al., 2006). It is paramount the above statement confirms that a leader will plan for proper implementation and ensure appropriate execution of the program appropriately to be inclusive of all stakeholders. The leaders will communicate with stakeholders to ensure everyone understands their role in the transformation. In order for any change transformation to be successful, stakeholders will believe in the transition, commit to working toward the shift, and demonstrate faithfulness to the vision. I will provide opportunities to ensure all stakeholders would know the mission and vision and understand the connection to academic growth.

Stakeholders will play an intricate part in developing the four domains of AVID (Instruction, Leadership, Systems, and Culture). Each domain shapes a specific role in strengthening the implementation of the AVID Schoolwide Readiness System. Leaders will collect data to support an exemplary implementation plan that will solidify a strong foundation for learning, decrease the achievement gap, and focus on all students' opportunities.

Using the AVID Schoolwide Readiness System will support students' growth academically as they will develop good habits of mind for learning and socially and emotionally grow as a student. By collecting data from the AVID Schoolwide process, leaders will recognize the impact of AVID on increasing academic performance and creating a college and career readiness culture. Coordinators and teachers will become better educators when they ensure opportunities to collaborate with their peers on an ongoing basis. Educators will attend professional learning that focuses on best practices

and how to arrange to learn for academic success. Finally, local leaders will realize the growth and make informed decisions to use funds to ensure AVID Schoolwide implementation with fidelity.

The AVID Schoolwide Readiness System with its structured domains is the tool leaders will pursue to incorporate the AVID program into the learning institute. All stakeholders must understand the importance of their role in implementation to ensure the clarity of the vision and culture related to the academic achievement of all students. The AVID Center (2012) notes the AVID Domains integrated into the learning fabric of an institution will contribute to closing the achievement gap by preparing all students for college and career readiness in a global society:

- **Instructional Domain:** AVID Schoolwide incorporates teaching and learning methodologies using WICOR. These strategies provide a learning template for educators to use during planning and the facilitation of learning. The use of WICOR helps teachers differentiate instruction through scaffolding so that the lessons remain rigorous for all students. WICOR will support students' comprehension of concepts and increase their understanding of complex content.
- **Systems Domain:** AVID Schoolwide Readiness System has tools and processes to support an implementation's governance, curriculum, and instruction that focuses on a shared vision that embodies equity and access for all students. Some guidelines support leaders in collecting and analyzing data to provide the college and readiness culture during the implementation. In this domain, the process emphasizes professional learning for all stakeholders (teachers, leadership, guidance, etc.) to be immersed in AVID WICOR strategies, methodologies, and

structures to ensure college and career readiness for all students. This domain also focuses on selecting students to enroll in the AVID elective. Embedded in this domain is a plan to address the master schedule, which includes opportunities for all students to enroll in a rigorous course. Lastly, the system's domain ensures a method to provide tutors to support students during learning.

- **Leadership Domain:** This domain lends itself to aligning the institution with the AVID Schoolwide mission and vision to operate a college and career readiness system. This philosophy reflects site-based decisions, documentation, and policies and procedures that embody college and career readiness. All stakeholders (faculty, staff, students, parents, and community members) are instrumental in the process.
- **Culture Domain:** In this domain, leaders will establish solid relationships and ensure a safe learning environment is at the forefront. The use of WICOR helps students access rigorous content and prepare to be successful in rigorous classrooms in high school or post-secondary learning. WICOR supports students by building habits of mind to strengthen critical thinking skills and support students in social and emotional growth. Additionally, it helps students understand how they learn and begin to *own* their learning while active in the learning process. The Culture domain also ensures continuous communication with the local community stakeholders, colleges, and universities to explore different continuing education and career opportunities.

"A school shall not become culturally proficient without effective leadership focused on meeting the academic and social needs of all demographic groups of students enrolled in

the school" (Lindsey, 2019, p. 71). In my vision for the future, leaders will adhere to the recommendations and design of the AVID Schoolwide Readiness System and work to build institutions that focus on student achievement, closing the achievement gap and equity and access for all students while growing the culture. Additionally, state and federal leaders will include AVID Schoolwide as a component of all college and career readiness systems. The language embedded in the AVID Schoolwide Readiness System will be used as a guide for State and Federal leaders as they create language to change policies to require institutions to adopt AVID Schoolwide readiness or a program that aligns with the AVID domains.

Leaders will also incorporate cultural competency by ensuring a clear and straightforward plan for including AVID Schoolwide domains into the strategic plan and vision for the institution. College and career readiness will need to be included because leaders generally do not address it explicitly. In an ideal culture change, I think leaders will require college and career readiness to be mentioned in the culture change as it emerges in the process of change. All stakeholders will integrate WICOR strategies into the daily curriculum. Leaders will create a strong vision with all stakeholders actively engaged in the process (Lindsey, 2019).

AVID provides stakeholders (faculty, staff, community, students, and parents) opportunities to attend professional learning each summer. Having stakeholders participate in professional education will support change and build a culture. Leaders shall promote the AVID Readiness system and provide stakeholders with the tools to implement AVID in all classes. Stakeholders will learn how the AVID Readiness system

will support students to grow academically and how WICOR strategies help students take ownership of their learning.

Leaders will organize culturally relevant activities for all stakeholders to increase the momentum of the implementation and promote the vision of college and career readiness. State leaders will provide funding for institutions to adopt the necessary educational material that is culturally relevant. Lindsey (2019) explained a cultural proficiency continuum is a valuable tool. The continuum will show a range of practices, values, and behaviors associated with responding to diverse environments. Leaders should use the continuum to manage best practices to include all students in the college and career readiness learning environment. Leaders will assess the progression of the AVID readiness system by using the continuum to judge if they are moving toward cultural proficiency.

Future Conditions

After analyzing my data, I will uncover the internal and external challenges in implementing AVID Schoolwide. The barriers shall include AVID coordinators not having time to coach other educators on using WICOR strategies across the curriculum. Also, in the interviews, teachers and coordinators shared how the leadership isn't strategic about enrolling students in rigorous courses. Leaders inviting all students to be enrolled will be an issue due to master scheduling conflicts. As I stated in the cultural changes earlier, leadership must have a clear vision and address changes within the master schedule to ensure all students will take rigorous classes. In my To-Be vision, all leaders will manage the master schedule with staff members who understand the need to ensure that all students are included in AVID and enrolled in rigorous courses. Additionally, it

addresses common planning to allow educators to meet and plan how to implement WICOR strategies in daily learning.

Numerous other external factors will affect the implementation of AVID Schoolwide Readiness, and they involve time, resources, and funding. The leaders shall update the master scheduling process to ensure enough classes for all students to have the AVID elective. Leaders should arrange specific times for the coordinators to work with the Site Team as stakeholders provide all students with rigorous coursework. Teachers will require resources to support them in designing learning that meets all students' needs. The leaders must ensure a college-going culture will be accessible to all students and visible throughout the school. Additionally, funding will be needed to secure necessary resources, such as hiring tutors or other teachers. Lastly, leaders must prepare for any potential issues that will affect the momentum of the transformation.

As it stands now, each institution decides how it will move forward in the implementation of AVID; however, the state or local leaders should institute policies and guidelines to help support leaders with the initial implementation. As each institution creates a clear vision of the process to meet the needs of their community, they will use data to drive the decisions they make as they create a college and career culture. Additionally, leaders must focus on ensuring the stakeholders understand the importance of their specific role in teaching and learning as they immerse themselves in rigor, relevance, and relationships in a college and career readiness culture (Wagner, 2008). The systematic change will include a commitment from all stakeholders. Checks and balances will be in place to track growth and improvement. As leaders design, implement and assess new initiatives, continuous improvement processes will also be at the forefront

of any initiative at all levels (State, Local, District, and Site) as leaders design, implement, and assess new initiatives (Lindsey, 2019).

Future Competencies

Future competencies will include consistent implementation with state or local leadership guidelines in my To-Be vision. The change process will stagnate if leaders do not address the AVID domains in the strategic plan. The lack of emphasis will lead to not using data to drive decisions, and the process will stagnate during the change.

Professional learning will create a safe learning environment that allows students to participate in the learning process. All stakeholders will have the opportunity to attend professional development to learn the importance of their role in the change process. Stakeholders will be well-versed in using WICOR strategies across-curricular, and participants will know how to arrange learning to meet the needs of all students.

Leaders will explicitly design and plan to implement the AVID readiness system using the three phases in Wagner et al. (2006) ecology of change framework to prepare for the change.

- Preparation of Change: All stakeholders will share an informed understanding of the need for change. Each stakeholder will understand and assume responsibility for their role in the shift.
- Envisioning of Change: Stakeholders shall have clarity and understand the urgency of change and how they will need to adapt to their roles to support student learning and create a college and career readiness culture.
- Enacting Phase: Improvement of instruction will be primary, and all stakeholders will receive regular updates on how they are performing to meet the goal.

Having leaders explicitly understand the significance of the ecology of change framework will make connections to the AVID Schoolwide Readiness System (Instruction, Systems, Leadership, and Culture). The ecology for preparing stakeholders for the change framework will directly connect to the AVID leadership process. It will support all stakeholders in understanding the vision and their role in the progression that will promote and utilize college and career readiness and high expectations for all students. The Schoolwide Systems procedures will focus on collecting data to analyze the decision-making process. The envisioning change portion of the framework aligns to the Systems domain as a teacher sees how the change will connect to student learning and college and career readiness. Lastly, the enacting phase of improving teaching will support the AVID instruction domain as all staff will utilize the AVID strategies and other best practices to improve academic performance for all students.

Conclusion

I revealed several concerns that will affect the implementation of AVID Schoolwide. My To-Be change leadership plan will create the framework to increase student achievement and create a college and career readiness culture. In my next chapter, I will outline through my research how a sound vision, professional development, leadership strategies, and best practices shall improve student learning and create a strong college and career readiness culture. Additionally, my To-Be plan will shed light on how institutions use the AVID Schoolwide Readiness System to ensure equity and access for all students.

Chapter Six: Strategies and Actions

My vision for the AVID Schoolwide Readiness System ideal includes the Arenas of Change (Context, Condition, Culture, and Competencies), Wagner et al. (2006). The Arenas of Change will happen through a series of actions and strategies. As I design my plan of action, I examine issues impeding the AVID Schoolwide Readiness System (See Appendix E for a complete organizational chart of the As-Is). In my As-Is analysis, I recognize several problems that contrast with my vision of the To-Be analysis. Some of the issues are as follows: a budget to cover the cost for professional development, monitoring, and increase in staff. In addition, there is the need for a clear plan for building capacity with all stakeholders during the implementation; ensuring continuous communication with business leaders in the community. Furthermore, there is a need for providing necessary adjustment to the master schedule to ensure all students have opportunities to take a rigorous course and graduate college and career ready.

I envision implementing a successful AVID Schoolwide Readiness System that will offer equity and access for all students. In my analysis, students will have the opportunity to enroll in rigorous classes as they prepare to become college and career-ready after graduation. The To-Be action plan contains many strategies and steps outlined in (Appendix G Chapter 6), which align to research and best practices. Using these strategies, I will create an ideal plan to support leaders as they plan to implement AVID Schoolwide in the future.

Strategies and Actions

Kotter (2012) introduces an 8-step process for initiating change within an institution. The eight steps are as follows: 1. Establish a Sense of Urgency, 2. Create a

Guiding Coalition, 3. Develop a Vision and Strategy, 4. Communicate the Change Vision, 5. Empower Broad-Based Action, 6. Generate Short-Term Wins, 7. Consolidate Gains and Produce More Change, and 8. Anchor New Approaches in the Culture (Kotter, 2012, p. 23). I will advise institution leaders to utilize Kotter's 8-steps for the change process when implementing the AVID Schoolwide Readiness System. Upon implementation, leaders using my suggestion as a plan or strategy and actions will address potential barriers that could impede the opportunities to increase academic achievement for all students. Some of the obstacles leaders will avoid by using my plan will be misinterpretations of the vision and the mission by stakeholders, misuse of AVID coordinators and elective teachers in their support role, and lack of funding to create a college and career culture for all students. My proposed strategies will help close the achievement gap as the leaders build a college and career readiness culture.

Establish a Sense of Urgency

Creating a sense of urgency is the initial step in transformation (Kotter 2012). Upon beginning the process, I will start a conversation with the federal, state, districts, and institutional leaders using data from my research to indicate the need. The discussion will address the achievement gap that is steadily growing while the world deals with the lingering effects of COVID-19 on learning, equity, and access for all students. I will highlight the issues preventing the institutions from creating a college and career culture and opportunities for all students to enroll successfully in rigorous coursework.

Kotter (2012) states, "Top leaders must describe an opportunity that will appeal to the individual's heads, hearts." When leaders connect with the stakeholders about what they care about and believe in, it will help stakeholders personalize their connection to

the change process. Upon analyzing the data, leaders will understand the issues hindering academic achievement and creating a college and career-going culture in all institutions. Leaders must be transparent about their current work and evaluate processes to examine if things negatively impact academic achievement. Upon reviewing the procedures, leaders will decide to continue or discontinue future practices. Additionally, leaders will realize how a successful implementation of the AVID Schoolwide Readiness System will assist leaders in change leadership. Finally, the discussions must include opportunities for ongoing coaching, monitoring, and professional learning for educators and funding to sustain the change process for at least three years.

As the leaders address the sense of urgency, stakeholders will identify how they will support student learning in a unified strategy to close the achievement gap. The teacher will be responsible for planning and delivering lessons that include AVID methodologies and best practices. The business leaders and community will provide opportunities and information to prepare students for the 21st Century in the workforce. High-level federal, state, and district leaders will provide site-based leaders with the appropriate resources and funding to support staff as they plan to decrease the achievement gap and create a college and career-going culture. Lastly, the leaders will ensure all stakeholders understand how their specific roles connect to the big picture.

Create a Guiding Coalition

The guiding coalition will combine leaders who understand the work necessary for change. Kotter (2012) clearly outlines that one must find the right leaders to direct adaptation (p. 59). I will recruit leaders from the federal, state, and local educational institutions. I expect them to understand regional needs to establish a process to provide the appropriate resources as they may differ in their area. The high-level leaders will

meet with local leaders and stakeholders to provide them with the necessary tools and resources for the change process. Moreover, having these conversations will enable high-level leaders to understand how implementing AVID Schoolwide supports academic achievement in each region and embed a process to ensure equity and access for all students.

Kotter (2012) notes that a leader must be sure that enough key players with expertise are present with different viewpoints to create a solid guiding coalition. The leaders must also have the credibility to ensure the seriousness of the change. Including enough leaders to help drive the difference is critical in the process (p. 59). I will ensure that the abovementioned is at the forefront of building my guiding coalition. The coalition will include local community leaders, teachers, parents, and students.

Recruitment shall provide expertise from varied perspectives on how we will all work together to support all students to prepare for life after graduation. Each coalition member will support the strategies with their specific expertise to increase academic achievement. Inviting different people with different backgrounds and opinions will support leaders as they close the achievement gap. Kotter (2012) says I alone will not create this successful change within an institution.

Form a Strategic Vision and Initiatives

Kotter (2012) notes that "Vision refers to a picture of the future with some implicit or explicit commentary on why people should strive to create that future" (p. 71). A good vision has three primary purposes. The first purpose is to clarify the direction of the change, the second objective of change shall motivate people to act, and lastly, the change leadership will need to organize the efforts of others (p. 71). In the third step for

implementing the AVID Schoolwide Readiness System, leaders will form the vision and initiatives with the guiding coalition.

The first step of the vision process will require the guiding coalition to envision the need for change. Next, the guiding team will identify strategies to overcome the obstacles. Leaders will develop a plan to increase academic achievement while closing the achievement gap to create a college and career culture in all institutions. The plan will outline critical pieces of the vision and initiatives for each stakeholder, so there is clarity on how their specific role connects to the vision. Furthermore, the leaders will clarify with stakeholders the expectations and a process for monitoring their expertise related to the change process as everyone works to close the achievement gap. Developing a solid vision and strategies will require policy and procedure changes on the federal, state, and local institutional levels. Moreover, the guiding coalition must collaborate as leaders clarify the vision and strategies for all stakeholders. The leaders of the guiding coalition must have the skillset to process the depth of the change and have the willingness to support the process and monitor the plan to help academic achievement and provide opportunities to become college and career-ready (Kotter 2012).

I will recommend the guiding coalition develop new policies for anyone who wants to attend college to become an educator or professional entering the field of education as a second career. New teachers will intern in institutions as AVID elective teachers and participate in AVID professional development to help them understand the AVID Schoolwide Readiness System and how the AVID frameworks support academic achievement. Educators will learn the foundations of AVID as they learn to use AVID WICOR strategies to design rigorous instruction. AVID internships will prepare

educators to apply the AVID WICOR strategy and teach them how they align with best teaching practices.

Additionally, the guiding coalition will introduce a policy change that will require all students to have an opportunity to be enrolled in the AVID elective for at least one year of high school. AVID will become a graduation requirement for all students in high school. AVID will help students begin to understand how they learn as they start to become active in the process of learning. Finally, usage and exposure to the AVID strategies will provide students with skills after graduating high school and being ready for college.

Wagner (2008) discusses the factors that fuel the global achievement gap, such as economic, social, political, and technological changes. I will recommend the guiding coalition establish a forum to communicate with all stakeholders in the community (local business, colleges, parents). Within the forum, the guiding team will form partnerships with the stakeholders. Utilizing partnerships will support leaders in building capacity and providing a clear direction of their role in the vision and specific strategies to create a college and career culture in all institutions. Involving our community stakeholders is vital in supporting educators to help build our students socially and emotionally while they grow as students and citizens. The community will encourage the students to work or intern in the summer as the students prepare to become 21st Century learners and productive citizens within the community. The above will connect students to the community and establish them as college and career ready.

Enlist a Voluntary Army-Communicate the Change Vision

The fourth step is to communicate the vision. Kotter (2012) states that the unleashing of the real power of a vision is when there is a mutual understanding of the goals and direction (p. 87). I recommend the guiding coalition recruit educational leaders from the federal, state, and local levels of all institutions and business leaders in the community. Lindsey (2019) states, "the higher in the hierarchy of the school district leaders embrace the change the more natural and normal, and likely the change initiatives will be throughout the organization" (p. 57). Institutions with a support system and sharing the same values will have systemic change that stands the test of time. Communicating the vision with all stakeholders at the table will support building capacity for the change as we implement the AVID Schoolwide Readiness System to support academic achievement.

The guiding coalition will develop a statement to define the priorities. Priorities would include implementing a policy change for educators seeking a degree as an educator or those entering the field as a second career and creating the policy to impact the graduation requirements for high school students. Local and regional leaders will collect data during the change process and share the growth with high-level leaders. The findings will ensure regional leaders continue to receive the resources and tools necessary to ensure academic success at local sites. The leaders will ensure they use data to drive decisions as they seek to sustain goals that align to priorities of closing the achievement gap. Lastly, the guiding coalition will develop clear checkpoints that will incorporate the best practices for the implementation of the AVID Schoolwide Readiness System.

Enable Action by Removing-Empower Broad-Based Action

The fifth step of leading change is to empower broad-based action by removing any obstacles. Kotter (2012) states that you must empower a broad base of people to remove any barriers that interfere with vision change (p.106). It will be vital that the guiding coalition act on any obstacles to implementing the AVID Schoolwide Readiness System.

I recommend they pinpoint the barriers that impede the opportunity to increase equity and access to all learners. The guiding coalition should review what inhibits students' academic growth as they enter high school. Leaders should identify obstacles that prevent students from being critical thinkers or things that may hinder their social and emotional growth as they prepare to become career and college ready. Upon site-based administrators pinpointing potential issues, they will share the findings with the other high-level directors, working on solutions and making necessary adjustments to ensure leaders have the resources they need.

My research results indicate coaches need more time working across the curricula providing AVID WICOR strategy support for teachers. There is a lack of administrative support in the implementation process of creating a college-going culture. The leaders must remind the guiding coalition that AVID aligns with best practices across curriculums. I will also share the need for teachers to have the opportunity to participate in professional development and plan with others on how to use the AVID WICOR strategies to design rigorous lessons for all students. Finally, I will share with all stakeholders how their role connects to the vision and support of creating a college-going culture.

Generate Short-Term Wins

The sixth step of leading the change is to generate short-term wins. Kotter (2012) lists three characteristics of short-term success, and they are as follows:

The first is visible, and stakeholders will see the win. The second is unambiguous, and there could be some discussion of the win. The third is related to the change effort. (p. 126)

Eliminating obstacles involves meaningful change that will take time and effort. I recommend acknowledging short-term wins, no matter how small or big, when they happen. All stakeholders need to recognize the accomplishments as they happen. Tanner (2021) notes that generating short-term wins is necessary to keep organizations engaged and prevent the loss of momentum.

I recommend acknowledging the win for all stakeholders by including educational leaders and community and business leaders. Leaders will spotlight the success in social media forums or newsletters. Recognizing stakeholders of short-term wins will help build relationships as all members fulfill their specific roles in the vision. As institutions make gains by closing the achievement gap and increasing academic achievements, I recommend identifying them as national model schools. Sharing the short-term wins as they happen will allow others to see the gains and potentially see the importance of funding institutions. Some of the short-term successes will be as follows: providing ongoing job-embedded professional development for all teachers, creating a process on-site where coordinators coach teachers, ensuring the inclusion of AVID in the school improvement plan, and updating the master schedule. The guiding coalition will use the

new funds to help continue to support institutions in need of the professional development of educators as they work toward continuing to support the vision.

Sustain Acceleration - Consolidate Gains and Produce More Change

The seventh step of Kotter's (2012) leading change requires leaders to consolidate gains and produce more change through sustaining acceleration (p. 138). Many times, after short-term wins, the institutions may experience relapses. Upon relapse happening, it will be extremely tough to regain the momentum. The guiding coalition shall prepare for any relapse by monitoring the progress of the AVID Schoolwide Readiness System implementation using the guidelines they will develop. If the guiding coalition recognizes obstacles hindering progress, they will identify them and support leaders on best practices to address the issues.

Leaders will empower coordinators and elective teachers within the institution to help rectify any issues. The site leaders and the coordinators will solicit members from their internal stakeholders to help develop concrete steps to implement procedures to correct the obstacles. As leaders work with the stakeholders, they will continue to hold stakeholders accountable for their role in the change. All leaders will establish a way to communicate the process for monitoring the progress of the change, so all are aware of the expectations. Additionally, ongoing communication with the guiding coalition to ensure the momentum will continue as all stakeholders create a college and career-going culture that benefits all students.

Anchor New Approaches

The eighth step of leading the change involves anchoring new cultural approaches. Kotter (2012) states, "culture refers to norms of behaviors and shared values

among a group of people" (p. 156). One must take into consideration that culture influences human behavior. Upon implementing change, the institution's culture will drive the momentum of the change. I recommend that the guiding coalition establish a culture within the institution to understand the importance of cultural change. The coalition will ensure the changes are monitored and immersed into all the institution's culture on all levels.

Conclusion

This chapter outlined many strategies necessary to change federal, state, and local policies. I shall recommend and include the community and local business leaders as a vital part of the change essential for educators to support all students as they prepare them to be college and career ready. Additionally, I described for leaders a process to implement and manage to create a college-going culture in any institution. In the next chapter, I will focus on policy recommendations to address any issues that will hinder equity and access for all students.

Chapter Seven: Implications and Policy Recommendations

I am proposing a new policy to ensure equity and access to require all students to participate in the AVID Schoolwide Readiness System by enrolling in the AVID elective in high school. My policy is known as the AVID Schoolwide ACT. The AVID course is a requirement for high school graduation. Educational leaders at the federal, state and local levels strive to remove any obstacles high school students may face that prevent them from enrolling in AVID during high school as they prepare to become college and career-ready after graduation. In my findings, the coordinators and elective teachers both expressed a need to have AVID Schoolwide, to expose all students to AVID. Currently, the AVID Schoolwide approach differs from site to site. However, most sites are struggling with the implementation of AVID Schoolwide. Having students participate in the course provides academic practices with WICOR strategies that prepare them to learn in college or the workforce. Exposing all students to the AVID curriculum will help students with social and emotional growth as they prepare for life after graduation.

As I design the AVID Schoolwide Act policy, I include different options for leaders to offer the elective as an approved high school course. In my policy, I will ensure equity and access for all students to participate in AVID and not choose between other programs (such as IB Academies) that have strict course guidelines. Therefore, all high school students enroll in the course before the sophomore school year. Institutional leaders are required to offer students several pathways, and some options include students having the choice to receive the course during non-school hours. These courses are called *period-zero* AVID, and they shall be approved as a pathway to earn the AVID high school credit.

The AVID Schoolwide policy requires high-level leaders to rethink how new educators prepare to become certified teachers. In my policy, leaders ensure that any college student or person seeking education as a second career are interning in an AVID class and participating in AVID professional development before becoming certified. Having professionals intern in an AVID course exposes them to AVID methodologies, supporting them in preparing rigorous lessons for all students. In my findings, coordinators stated they do not have enough time to work and coach teachers on AVID methodologies. Additionally, in my conclusions, coordinators needed more time to facilitate professional development sessions for their peers. Coordinators stated there must be time embedded in the School Improvement plan that allows for follow-up and support of all stakeholders. A solution for the policy change required educational institutions to change college graduation requirements and certification requirements, so anyone pursuing a career in education or a professional choosing education as a second career will intern in the AVID elective course.

Additionally, institutions will have firsthand experience working with students and other educators to implement AVID WICOR strategies across the curriculum. Therefore, upon graduation, new educators have been exposed to AVID methodologies. They can work with other educational professionals to design lessons for all students, better preparing them to develop learning to increase academic achievement.

Providing the opportunities for collaboration of educators can ensure common language across all academic areas as educators design rigorous coursework. Educators in schools collaborate with peers to plan AVID WICOR strategies in all courses. Also, as teachers use the WICOR strategies in the classroom, students will have the opportunities

to be exposed to the WICOR strategies as they learn how they learn best. Additionally, it will allow students to create habits of mind as they begin to own their learning.

The recommendation for the policy change includes opportunities for all educational leaders to have the local community, businesses, and parents assist in the process. The business leaders will provide a lens for how students can strengthen the community during and after graduation as they use the tools they learned in the community. Additionally, the local businesses can help educators identify a necessary career and college-readiness skills students will need after graduation.

Policy Statement

My recommendation of the AVID Schoolwide policy supports college and career-ready graduation of all students and helps close the achievement gap. Coordinators and AVID teachers alike are an integral part of the AVID Schoolwide Readiness process, and they support all stakeholders. As leaders move to help all students as they prepare to close the achievement gap, the support of both the AVID elective teacher and coordinator is vital as they share AVID methodologies with all stakeholders. In my findings, coordinators and teachers alike mentioned several issues they faced that impeded the implementation of AVID Schoolwide. My findings explicitly state that all students are not exposed to, nor can they be enrolled in, AVID or rigorous coursework. Leaders provide coordinators and the elective teachers with some options to share with stakeholders the AVID methodologies; however, it isn't consistent, nor are there opportunities to follow-up or coach.

Often, leaders are distracted by other mandates from higher leadership. However, coordinators and AVID elective teachers can continue to focus on the vision. The support

is uninterrupted because they can support teachers and students using WICOR strategies during learning. Furthermore, my approach exposes new educators to the AVID methodologies before they are certified. When leaders incorporate my policy on federal, state, and local levels, student achievement will increase, and leaders will be preparing all students to be college and career ready.

Globally, we have been affected by COVID-19 and students, "Are at risk of finishing school without the skills and behaviors, and mindset to succeed in college or workforce," wrote Dorn et al. (2021, p. 4). The AVID Schoolwide policy is specific to secondary institutions. The first step of the policy change requires all high school students to enroll in the AVID elective. High school students will enroll in the AVID elective as a graduation requirement. I urge leaders to adjust schedules for each student to have the opportunity to enroll in AVID in their first year of high school. I recommend this because students need to have a firm understanding of being active in the learning process. Students also need to be taught soft skills that connect to a learner's social and emotional well-being. The AVID teachers' training involves experiences that encourage teachers to build relationships while creating a safe learning environment for all students. AVID Center also offers different opportunities for educators to participate in culturally responsive teaching practices that connect teachers to students' varying needs.

The next step of the policy will require any college students seeking a degree in education and completing an internship at post-secondary institutions to intern in the AVID elective course before graduation. During the new teacher internship program, participants apply best practices to plan and deliver lessons for rigorous coursework for all students. The experience prepares new educators with the necessary foundational

skills to teach in any institution implementing the AVID Schoolwide Readiness System and enhances new educators' college and career readiness culture. I recommend this step of the policy because, in my analysis, there was a lot of change in faculty members from institutions implementing AVID, therefore, stagnating the momentum of the implementation of the AVID Schoolwide Readiness System.

The third portion of the policy change requires all educators to participate in professional development to implement the AVID Schoolwide Readiness System. I recommend this portion of the policy due to the results of my research, which found there was a need for additional professional development. The AVID coaches stated they observed WICOR strategies in use, but they did not have the time to coach educators on how to meet the needs of learners during instruction.

I recommend site-based leaders schedule job-embedded professional development into the weekly meeting schedule because the coordinators mentioned in the findings that the follow-up coaching time is limited and almost non-existent. One of the options they use to follow up is to send emails to share ways to use AVID WICOR strategies. Coordinators unequivocally stated emails are ineffective in supporting teachers with AVID methodologies.

Additionally, within the AVID professional development policy structure, conducting walkthrough coaching sessions during the program's implementation occurs. The walkthrough coaching supports leaders in capturing data and evidence of experts using the AVID methodologies. The evidence gathered shall be used to support the growth of teachers and faculty as they work toward closing the achievement gap.

Leaders will use the data to drive decisions to support academic achievement; however, the data will not be for punitive actions for teachers. Finally, I also recommend that the walkthroughs include all stakeholders to further their role in the transformation.

AVID Center (2017) noted that the AVID Schoolwide Readiness System has four domains (Instructional, Systems, Leadership, and Culture) that focus on different framework pieces to ensure academic achievement and decrease the achievement gap while creating a career college-going culture. The final policy change involves building capacity with all stakeholders as institutions implement the AVID Schoolwide Readiness System. Each institution will solicit a team of educators, local business partners and community leaders, parents, and students to support the vision and create a college and career readiness system.

- Instructional Domain requires the entire staff to utilize AVID WICOR strategies.
- Systems Domain supports the curriculum and instruction data collection, analysis, and professional learning. Additionally, parent and student outreach ensure college and career readiness to improve academic performance for all students.
- Leadership Domain focuses on the vision and promotes the college and career readiness expectations for all stakeholders.
- Culture Domain supports the shift in beliefs and behaviors to increase a college and career-ready culture.

As a result of implementing the AVID Schoolwide policy effectively, I believe there is a greater chance for educators to close the achievement gap. Students enrolled in AVID in the first year of high school will have an opportunity to be exposed to strategies that help them understand how to be accountable during learning. Finally, the policy will

incorporate ongoing job-embedded professional development for all educators in an institution and apply best practices to design rigorous coursework for all students. School District X Professional Development leaders (Citation withheld for anonymity, 2020) noted that supporting teachers and professionals by focusing on a site-based professional development system can enhance student achievement and better prepare students for life after graduation.

Analysis of Needs

In the following subsections, I analyze the AVID Schoolwide policy recommendation utilizing six distinct disciplinary areas to provide a deeper context of how my policy recommendations will affect stakeholders in educational, economic, social, political, legal, moral, and ethical conditions. I review my policy through this different lens to ensure my proposal impacts all stakeholders and enables all students to have the opportunity to graduate high school college and career ready. Additionally, my proposed policy will support an opportunity potential educators to apply teaching best practices in a real-world context before graduating college.

Educational Analysis

In my data analysis, AVID teachers voiced they can have enrollment issues for the AVID elective. Teachers mentioned some students enrolled in the AVID elective are not adequately screened and will not be ready to accept the responsibility for being enrolled in the AVID elective. Some teachers felt as if they were not a part of the selection process of their students. The teachers believed students needed to work hard to become college and career ready. Harackiewicz et al. (2018) found that students are more motivated and energized to learn when interested in their academics. While the

abovementioned statement is partially true about teachers not being included in the selection process, the teachers are not considering the changes occurring within AVID. AVID Center (2012) adopted a new statement that focuses on ALL students, especially those lesser served in the *Academic Middle*. This policy affects AVID elective teachers to enable them to have the skill set to teach all students in an AVID Schoolwide Readiness System.

The establishment of laws such as No Child Left Behind (NCLB), Every Student Succeed Act (ESSA) ensures equity and access for all students and makes sure they graduate college and are career ready. Therefore, educators expect to make sure all students receive access to rigorous coursework and graduate high school college and career ready. The ESSA law states equity and access for all students, aligning with AVID's mission statement. As leaders, we all have different barriers within our communities. Being a leader, one must keep students at the forefront of our change process because ESSA states that all students are entitled to an education regardless of race, gender, and socioeconomic status. Block (2018) noted, "If transformation is to occur, we begin by shifting our attention from the problems of the community to the possibilities of the community" (p. 1). Although understanding the transformation can look different for each leader, we must focus on students' success and no other issues or mandates. As a leader, it is paramount that one creates a clear shared vision and actively engage all stakeholders in the vision as the institutions implement the AVID Schoolwide Readiness System.

Leaders must reimagine the educational system to meet the need of all students as all stakeholders tackle the devastation that has been placed on learning and the

educational system by the COVID-19 pandemic. Doren et al. (2021) mentioned that when educating children, leaders should use a holistic approach and consider children, parents, local businesses, and the community as we design an educational system that meets the non-academic and academic needs of all children.

An AVID elective as a course required for graduation during the first year of high school supports students after graduation and ensures they are college and career ready. Upon taking the AVID course in high school, all students will be exposed to AVID WICOR strategies to support themselves in the workforce after graduation. Wagner (2008) stated, "all students need new skills for college and careers and citizenship" (p. xxi). Failure to expose students to the new skills can place students and schools in the U.S. at a disadvantage globally. For years, our educational system has introduced technology and different resources to prepare students to be 21st Century learners. Unfortunately, the pandemic thrust all stakeholders into an educational system where we all adjusted our teaching to accommodate virtual teaching. Our current educational system needed reconstruction before the pandemic of 2020; now, we are trying to make up for a lost time as we strive to educate our children.

AVID Center (*Social and Emotional Learning, 2002-2021*) notes that enrollment in AVID supports social and emotional learning. My results from my study indicate that students enrolled in the AVID elective have tools that help them set goals and work hard. In addition, students are given the tools for self-understanding, self-advocacy, and building and maintaining relationships to pursue their college career readiness goals.

Increasing the opportunity for teachers to participate in job-embedded professional development helps educators take the necessary time needed to create and

build rigorous lessons. One of the tools they can use is coaching. Reeve et al. (2004) stated that coaching focuses on individual performance with clear protocols that collect evidence of a specific practice observed. Afterward, results are compared and analyzed with feedback. Generally, the process is finalized by reviewing and comparing the results to see growth. If it is necessary to make any adjustments to enhance the learning process to hone their craft, educators can use the results to support teacher growth (p. 34).

Exposing college students or professionals new to teaching to the AVID Schoolwide Readiness System supports new educators with skills to educate all students. Understanding how to implement the AVID WICOR strategies into all rigorous coursework helps teachers meet the needs of the students in their classes. As college students seeking a teaching degree, they will have the opportunity to intern and become exposed to AVID Center's foundation process for AVID methodologies. Additionally, AVID has a method for training tutors, and the process uses an inquiry-based questioning model. Tutors can consist of college students, peer-to-peer students, adults, and peers. The strategies are best practices, and they can be used across curricula allowing common language across any institution. New teachers can also be engaged in experiencing the AVID tutoring process and see firsthand how to support struggling learners.

Economic Analysis

The economic benefit of this policy proposal will increase student enrollment in AVID during high school. Participation in AVID enormously benefits the students and the community. Students have the opportunity to be exposed to soft skills that can support them as they become young adults and members of the community. Block (2018) states, "Whatever it is you care about, to make the difference that you seek requires a

group of people to learn to trust each other and choose to cooperate for a larger purpose" (p. xii). For our society to see the economic difference, all stakeholders need to focus on students and prepare them for the future to be college and career ready. Seven survival skills can support students as leaders work to close the global achievement gap. They are as follows: critical thinking and problem-solving, collaboration across all networks, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, and curiosity and imagination. These are essential survival skills all students can benefit from (Wagner, 2008). Students will learn these skills in the AVID elective course. When students enroll in AVID in high school, they acquire the skills mentioned above as these life skills are in the AVID elective. AVID is an investment in our future as the AVID framework educates the entire child academically and non-academically and prepares them for life after high school.

Implementing the AVID Schoolwide Readiness System requires a financial commitment by leaders. Before the implementation, leaders should ensure AVID is in the School Improvement Plan. They shall communicate the commitment to learning for all students as they invest in the community's economic infrastructure by preparing them for life after graduation. All leaders must invest in student learning. This investment will support the local economy by having students' college and workforce ready after high school.

The economic investment in AVID has numerous benefits for the future. First, students will have an opportunity to take AVID in high school and be immersed in the AVID methodologies, which will support them in building life skills that they can use in college and the workforce. The foundational skills of AVID's writing-to-learn will help

all students succeed academically. Additionally, the students can graduate high school, join the workforce, and support their own community's economic growth. Lastly, students are prepared as 21st Century learners and become competitive in our global society. The abovementioned investment in students aligns with Wagner's 2008 seven survival skills employers are searching for in new employees. As stakeholders begin to work together, the educational world can bridge the gap with what potential employers need to hire quality employees.

Funding is necessary to restructure education as we face an increase in the achievement gap due to the COVID-19 pandemic. The federal government established significant funding resources to address unfinished learning linked to health and incarceration rates and the achievement gap (Dorn et al., 2021). The issues with incomplete learning will affect the earnings of our current students in school today. Therefore, we must secure funding from Elementary and Secondary School Emergency Relief Funds (ESSER) to establish AVID as a high school graduation course (U.S. Department of Education, 2021). The ESSER funds can help strengthen students socially and emotionally as then they are taught the skill to become college and career ready. Being proactive with the current ESSER funds allows students to be college and career-ready and increase academic achievement.

Additionally, the funds will support the necessary professional development for current teachers and students pursuing education as a career. As stated earlier, it is essential to reimagine our current way of work in the public school system and using the current federal funding can support all stakeholders.

- Students- are using tools to be active learners while preparing to be socially and emotionally ready for life after graduation.
- Community - members in the community are committed to making the local area thrive through the regional support
- Federal/State/Local Leaders and Institutional Educators – are prepared to instruct all students creating equity and access for each child while decreasing the achievement gap.
- Parents - are understanding how to support their children through high school, college, and career.
- Businesses – are receiving better-prepared candidates for the business world as we become competitive globally.

The above mentioned is a perfect opportunity for any institution (private, public, community school, post-secondary) to receive funding to implement the AVID Schoolwide Readiness System. Reimagining the system is a significant economic impact on removing any obstacle that interferes with equity and access for all students to have the opportunity to enroll in rigorous coursework as they prepare to become college and career ready.

This model supports any institution interested in a community school model as the world reimagines how schools should be after the pandemic. The community school model partners with the school and the surrounding community, offering health and social services to support the students and families. Allocated funds support the implementation of AVID Schoolwide readiness. Implementing an AVID Schoolwide Readiness System in a community school will include AVID in the critical role of

education within the institution (Purinton & Azcoitia, 2016). Each stakeholder will understand the importance of their roles as they align to the AVID domains (Instruction, Systems, Culture, and Leadership).

Social Analysis

The social impact of the AVID Schoolwide policy proposal increases equity and access for all students in high school as the participants have an opportunity to complete high school and become productive citizens in the community. Upon graduation, our students will have been exposed to the necessary soft skills and academic skills to create social habits that transfer to students' pathways and success in college or the workforce. Students graduate with a lens of positivity as they move forward in their next adventure in life. Having the students take AVID in high school offers a sense of pride and connection and that impacts the overall culture of the community. There is a link to the social well-being of students and participation in AVID Schoolwide as they proceed to college. Gibson (2017) indicates AVID students that decided to attend college are more likely to return to college after the freshman year and are more likely to graduate. Lastly, schools where leaders have recontextualized their efforts to connect with the community where their student lives can build a better relationship with all community stakeholders (Purinton & Azcoitia, 2016).

The goal of ESSA is to make sure every child receives equal opportunity no matter the race, gender, or socioeconomic challenges. Introducing new educators in college to the AVID Schoolwide Readiness System and focusing on teaching the entire child soft skills and academics supports students' social maturity as this aligns with ESSA. Upon graduation, our high school students will need soft and academic skills to be

productive in life. If new educators and current educators can embed soft skills with academics, it will promote students' social skills and positive experiences to increase a college and career culture.

The social impact on business and the community positively impacts the community culture. While it may seem that only students are receiving the benefits, when the students are successful, it affects business in the community. Brooks (2019) surveyed employers. The results indicated that employers struggle to find qualified candidates with soft skills, including candidates who pay attention to details, have communication skills, and think critically in the workplace. Employing AVID-educated students fills that void because the students have gained the necessary skills employers need. Stakeholders see the goodwill generated within the community by creating a college and career-going culture in high school that provides equity and access for all learners. Local business leaders, community members, and the workforce benefit from having the high school graduates return to the community as productive members.

I believe exposure to AVID Schoolwide readiness increases social skills. Embedded in the AVID elective are opportunities for teachers to introduce members of the local community to AVID students. Therefore, the community will benefit from students being presented to business leaders and learning about the local community. This exposure can allow students to learn about their community and create a sense of pride in building relationships and growing socially. In addition, participating in these events can prepare students to become productive citizens in the community as they develop relationships that will positively impact all stakeholders in the future.

Adopting the policy will bridge the gap with leaders as they must reshape learning for schools. The AVID Schoolwide Readiness System can support all institutions as the leaders meet the high demand of adjusting to new commitment. Local leaders and educators can help each other by partnering and building relationships that support students during and after graduation. AVID graduates will come prepared with skills to collaborate orally and in written formats with others, connect with families, build a career and college-going culture, strengthen critical thinking skills, and build relational capacity to give back to the community.

Political Analysis

Having political leaders adopt the AVID Schoolwide policy as a graduation requirement can generate interest in reimagining the must-needed change in education. As outlined in the, Every Student Succeeds Act (ESSA), the political stand on educating students replaced the No Child Left Behind law (NCLB) in April 2015. Political leaders know that we must make changes to education after everyone has been affected by the pandemic. Leaders must follow the law and educate all students to tackle the growing achievement gap that steadily increases due to the global pandemic. The AVID Schoolwide policy supports tools for new educators to enter the workplace with experience in AVID methodologies as they strive to instruct all students. Anderson (2020) notes that the pandemic has shed light on students' experiences residing in underserved communities. As educators tackle the academic and technical issues the pandemic has posed, the leaders must also be proactive by leveraging relationships between teachers and students. The AVID Schoolwide Readiness System is the key to

developing these necessary relationships to support all families tackling distance learning and reaching underserved students.

Including AVID into graduation requirements for all has a tremendous political impact. As I mentioned earlier (ESSA) was created to ensure equity and access for all students and make sure students graduate college and are career ready. Like the AVID Schoolwide policy that I recommend, ESSA outlines that all students will receive an education no matter race, gender, or socioeconomic status. In the AVID course, the elective teachers collaborate with the community members to bridge the gap between school and local area leaders and invite different business leaders to speak to the students. Students gain civic skills by participating in activities that connect them to their community while enrolled in AVID. If students aren't allowed to enroll in AVID, they may not have the opportunity to learn about the community and become productive citizens.

The political impact of a policy for AVID to be a graduation requirement, college intern requirement for new educators, and ongoing professional development for current teachers will further prepare students and educators for the changes in education due to the pandemic. Mary Catherine Swanson established AVID to support any underserved student willing to work hard to have the opportunities to become college and career-ready (AVID Center, 2012). The AVID Schoolwide Readiness System supports equity and access and uses strategies to collaborate with all stakeholders to ensure students receive the tools to be college and career ready. AVID elective offers students opportunities to be enrolled in rigorous classes with peers, teachers, and tutors to support their success. With the AVID Schoolwide policy proposal, enrollment of all students in AVID electives

during these current times helps to better balance students' academic support with social and emotional support as they strive to graduate high school. Enrollment in AVID nurtures healthy relationships that can further eliminate other obstacles students may encounter in this unusual time with the pandemic.

Legal Analysis

The institutional leaders must consider the legal implications for a policy change and support the educational system as the nation strives to make school systems more equitable. Difranza (2019) states equity can have many different meanings; however, the concept of equity involves giving everyone the specific tools they need to be successful (p. 2). Enrolling students in AVID during high school ensures students are exposed to social and emotional skills and academic support to succeed in rigorous courses. AVID promotes equity in the classroom because educators embrace unique backgrounds and create meaningful relationships.

Within the AVID Schoolwide policy, I recommend a change in graduation requirements. Requiring students to take AVID in high school to graduate will require legal changes in graduation requirements. This change can impact all students as they will use AVID methodologies. Upon completing the AVID course, students gain life skills that are useful in life after graduation. Additionally, I recommend that all educators use AVID methodologies before being certified. Ensuring teachers take advantage of the professional development before being approved will ensure that the leaders prepare teachers to be highly certified. These newly certified teachers can instruct all students as they are working to decrease the achievement gap and graduate students college and career ready.

Recognizing the current negative impact the global pandemic is imposing on the educational system, students are affected because schools are closed around the country as unfinished learning increases the achievement gap. The AVID Schoolwide policy is a fantastic tool educators can use to support learning. Educational leaders continue to be held accountable to ESSA law and ensure all students access learning. The AVID Domains (Instructions, Systems, Culture, and Leadership) support institutions as they struggle to ensure that all students have equitable access to the forefront of learning. Educators must recognize differences in students and adjust their approach to instruct students accordingly (Difranza, 2019). The AVID Schoolwide policy proposal's legal implications require new teachers to intern in AVID. AVID becomes a graduation requirement for high school, and supporting current educators' professional development within schools increases academic achievement and close the achievement gap.

Moral and Ethical Analysis

The obstacles imposed by not allowing students to enroll in AVID in high school can lead to not graduating high school college and being career ready. The pandemic added additional stress on ensuring that our students are motivated to graduate and seek skills for life after graduation. Currently, leaders have limited opportunities for students to enroll in AVID, impeding students' ability to take rigorous courses and be successful academically. Having limited options for students to take AVID will have a moral and ethical impact. The AVID Schoolwide policy requires new educators to use the AVID methodologies to instruct all students. Equity and access should always be at the forefront of preparing students for graduation. Therefore, leaders must take the time to eliminate

any obstacles and invest in providing professional development opportunities to ensure AVID methodologies.

AVID is a program that engages in the moral and ethical level of personal learning for students inside and outside school. The AVID Schoolwide Readiness System supports the development of students' self-esteem, self-efficacy, and the ability to succeed academically. Alexander, K. & Vermette, P. (2019) note that students having self-awareness allows them to understand their own emotions and values, influencing behavior and strengthening self-confidence and self-efficacy (p. 5). The AVID framework provides classroom environments to boost self-confidence and life skills (Aksoy et al., 2015). AVID supplies solid relationships between teachers and students and opportunities to develop positive peer relations that will help students develop into young adults.

Implications for Staff and Community Relationships

The AVID Schoolwide policy has implications for staff and the community. The change increases the academic achievement of students participating in AVID and prepare them to be young adults who will be active in the community soon. In my findings, the AVID coordinators and elective teachers stated that their role includes communicating with all community members as they seek ways to bring the community into the school. Additionally, they take students on field trips to local venues to view resources that may not be in their immediate neighborhood. The students have an opportunity to build a robust support system and relationships to navigate high school and the surrounding area. AVID coordinators and teachers support strong relationships to

help business, and civic leaders collaborate with future employees as the community connects with the students.

Additionally, community leaders can use the activities to recruit students to work or participate in community functions. If leaders and staff members focus on these activities, they will establish life skills for students to become college and career ready as they graduate high school. Lastly, the students possessing the skill set will potentially help take on roles in the community and businesses in the future.

Current educators can hone their craft as they participate in ongoing job-embedded professional development. Students will be more motivated as they learn in all classes. Teacher-student relationships strengthen and create motivation for students to succeed in a college and career readiness culture. Soumakian et al. 2015, state, "The mission of AVID is to close the achievement gap by preparing all students for college success in a global society" (p. 34). Since the 1980's AVID WICOR strategies have been a means to support underrepresented students in academic success as they use them in class to become college and career ready. AVID has been a tool students use to own their learning and graduate high school. Therefore, it ensures equity and access as the AVID Schoolwide Readiness System process aligns and supports the new proposed policy.

The AVID Schoolwide policy establishes a solid foundation between local businesses, schools, and the community. By establishing partnerships with the community and business partners, all leaders can see the growth in the economy. Students use the skills they learn in school to meet the needs of potential employers to become globally competitive. Additionally, post-secondary institutions will enroll students who are socially and emotionally mature enough to succeed in college.

Conclusion

Educational leaders can avoid obstacles for ensuring all students are college and career ready by supporting the new AVID Schoolwide policy for all schools to create a college and career readiness system. The policy includes a graduation requirement for all students to take AVID in high school. The new policy ensures that any college student enrolled in education or professional seeking to become an educator will intern in an AVID elective course before being certified. Current educators' professional development includes best teaching practices with AVID WICOR strategies embedded in the sessions. Finally, educational leaders create partnerships with the local community and business leaders to build capacity and ensure the vision involves all stakeholders. In my next chapter, I will discuss my AVID Schoolwide Readiness System evaluation and leadership lessons learned from my research.

Chapter Eight: Conclusion

The purpose of my study was to evaluate the impact on academic achievement of the Advancement Via Individual Determination (AVID) Schoolwide Program implementation of the AVID WICOR strategies during instruction in high school. My evaluation comprises my future vision for how AVID Schoolwide Readiness shall provide a foundation for equity and access for all students. In my vision, I identify obstacles in the AVID enrollment process for exposing all students in an institution to have the opportunity to access rigorous coursework. Leaders recognize that implementing AVID as a graduation requirement ensures all students are college and career-ready after high school. Coordinators provide information that connects positive momentum from implementing the AVID Schoolwide Readiness System with fidelity with support for academic achievement. Also, in this process, I examine the importance of establishing, building, and maintaining partnerships with all local businesses, parents, and the community as leaders implement equity and access for all students.

As educational leaders review my study, they will understand the impact of establishing and maintaining communication and partnerships with all stakeholders in the community. Furthermore, leaders shall recognize the effect of ensuring that all educators have an opportunity to participate in job-embedded professional development that will provide current teachers tools for the usage of the WICOR strategies to design rigorous learning. Finally, leaders shall realize the impact of having any student pursuing a degree in education will intern in an AVID elective class before graduation.

In my career, I held several site and district-based administrative roles. In 1999, I learned about the AVID program by attending a site walkthrough and witnessing how

students engage in the learning process. Teachers purposely included the write-to-learn strategies into lessons they planned and delivered. The educators ensured the content was rigorous for students. Usage of the write-to-learn strategies is a gateway to students engaging in the learning process. I knew using strategies was the difference between teaching and learning from that point. I witnessed the differences in having students engage in their learning.

As a student, I struggled with reading and writing. Primarily I was a "B," "C" student at best. I worked hard to get better grades; however, I did not have a consistent strategy to use during learning. Nor do I recall anyone teaching me strategies that require writing or critical thinking. The things I remember are more of rote memory practices. During that AVID visit, I recognized that Mrs. Swanson intended to use the write-to-learn materials to become college and career-ready.

There are two critical pieces to teaching and learning, in my professional opinion. The first element is the students are active and engaged in their learning. The second is that the teacher designs rigorous lessons and requires all students to be cognitively active in the learning process. Upon having both elements, student achievement increases. The use of strategies in planning will support teachers in this process.

I became an AVID District Director during my tenure, and I shared my knowledge of AVID with hundreds of teachers and students. In my attendance at AVID conferences, it was my responsibility to return to my district to share and implement the information with all stakeholders. Therefore, in my professional role as an AVID District Director, my focus was on ensuring teachers create a rigorous lesson with WICOR

strategies to meet the needs of students and the implementation of AVID Schoolwide to decrease the achievement gap.

Discussion

The purpose of my study is to establish how the use of the Advancement Via Individual Determination (AVID) Schoolwide Readiness System impacts academic achievement using foundational AVID strategies during instruction in secondary schools. AVID supports all learners who want to enroll in rigorous courses while preparing to graduate high school college and career-ready. I am evaluating students' success in AVID as teachers seek to ensure they are college and career-ready after graduation. I aim to determine if any obstacles exist for equity and access for all students to be college and career-ready after graduation.

Participants shared information about the AVID strategies they used the most during instruction. Some of the information concerns how the implementation of AVID impacts the school's culture. In addition, the coordinators and teachers divulged how the AVID elective course teachers support students socially and emotionally as they prepare to graduate high school college and become career ready. Lastly, coordinators shared information about opportunities to coach other educators using AVID WICOR strategies to design rigorous coursework.

In my evaluation, I was able to gain valuable feedback about the implementation of the AVID Schoolwide Readiness System from the AVID teachers and the AVID Coordinators. Upon analyzing the input, the participants shed light on several obstacles AVID teachers and coordinators face. For example, coordinators are having issues with reassigning administrators to other district sites; therefore, a new leader can potentially

have a new vision for the site. When this happens, the focus shifts from implementation as the new leader receives onboarding. As leaders are on board, there is often very little knowledge about the AVID Schoolwide Readiness structure and how the components interwork. Leaders can choose alternative means to focus on student achievement.

Participants point out that the enrollment and recruitment process does not always include the teacher. The participants believe the enrollment in AVID is for a specific body of students that go through a selection process using different parameters given by leadership. The AVID Center (2004) notes that Mary Catherine Swanson began AVID because she believes in students. If they are willing to work hard, they can understand the skills necessary to be college ready. All stakeholders need to understand AVID is for all students to have the opportunity to participate and enroll in rigorous coursework to receive career and college readiness skills. Also, the AVID Coordinators have a concerning issue with not having enough time to implement the AVID Schoolwide Readiness System with fidelity. There remain obstacles in recruiting and building AVID Site Teams and finding time to coach teachers using the AVID WICOR strategies across curricula. Lastly, coordinators do not facilitate professional development sessions with the educators. Often, issues occur because leaders have other distractions with day-to-day problems, and leaders must ensure there is a procedure to monitor progress during the change process.

The AVID Center (2004) sought the need to change the mission statement to include the words, “ALL students and AVID Center found the need to create a certification process for institutions to use when implementing AVID.” As the school administrators implement, I recommend the leaders follow the AVID Domains

(instructions, culture, system, and leadership). Each domain plays an intricate part in creating the framework leaders should use in creating a culture to close the achievement gap while focusing on methods to increase academic success. Frequently institutions take on AVID, but they have not taken the time to build a vision and communicate with all stakeholders as they begin the process. School leaders unwilling to complete the essential foundational pieces will not create an AVID Schoolwide Readiness System. At best, the leaders will have evidence of college-going culture in the AVID elective course.

In my study analysis, I reference Kotter's (2012) change leadership process. The steps include creating a guiding coalition to support introducing the strategies leaders use to address any obstacles in program implementation. Wagner (2008) suggests the guiding coalition will take on the role of removing the obstacle to improving the momentum of change. This team of educators will support the leaders as they remove impeding obstacles by addressing them with a lens that highlights the purpose and focuses while engaging all stakeholders in the change process.

The guiding coalition implements the operational policy to ensure AVID is a graduation requirement for high school. The leaders of the guiding coalition ensure that any college student seeking to become an educator will intern in the AVID elective class. Furthermore, the coalition makes certain current teachers can attend ongoing job-embedded professional development to help teachers insert the AVID WICOR strategies in the design of rigorous coursework for all students. The guiding coalition collaborates with all stakeholders in the community as they work to support the policies. As the policy is implemented, students have the opportunity to become immersed in the learning process as they are academically successful in coursework. Leaders supporting the policy

help close the achievement gap while creating a college-going culture, and teachers use AVID methodologies as they hone their craft.

Finally, the policy helps build capacity to increase the number of new teachers employed in the community. These college students are preparing to support student learning because they interned in an AVID elective and interact with the AVID WICOR strategies. They also can utilize teaching best practices during the internship. When the new educators learn about the AVID methodologies, they can create safe learning environments that promote the seven survival skills employers need new employees to understand. The skills students practice in AVID strengthen and support them as they grow to become problem-solving critical thinkers that can communicate effectively as they prepare to be college and career-ready after graduation (Wagner, 2008).

We all endure the global pandemic's strain on education with the increase of the achievement gap due to unfinished learning (Dorn et al., 2021). I recommend these policy changes as they will assist leaders in closing the achievement gap while ensuring all students can graduate high school college and career ready. Implementing the policy supports all stakeholders in the community. Current teachers benefit from developing rigorous lessons with other teachers and having a common language to support student learning. Students currently enrolled in college to become educators will graduate and employ with a solid knowledge of AVID research-based strategies to ensure college and career readiness skills for all students. Educational leaders can genuinely make a difference in decreasing the achievement gap.

Leadership Lessons

One leadership lesson learned is how leaders express they are ready for change. Through my research, I found that leaders know what is necessary to make a difference in closing the achievement gap or increasing learning, but they do not focus on building a vision and staying focused as they lay the groundwork for the change. I found that the teachers and other stakeholders are willing to do the work. They need consistency and a clear understanding of the change. (Wagner et al., 2006) indicated in the theory of change, increasing student achievement will not improve unless educators improve their skills.

The entire world has been faced with inequities our institutions face as students cannot attend school in a brick-and-mortar setting due to the global pandemic. I have discussed in my study the typical barriers, like students having access to resources and technology; these issues became magnified during a pandemic. In my professional opinion, few leaders thought about the impact on mental health conditions among children. Currently, funding is being provided to help with the pandemic, such as ESSER funding. Leaders must be proactive. I recommend that all leaders begin to reimagine education, take a step back, and be sure they implement plans that include all stakeholders. In my leadership lesson, I learned it is imperative to communicate our goals with local business partners, teachers, students, and the community if the leader changes the current trajectory of unfinished learning.

I discovered in this process the importance of creating a clear vision for all stakeholders. As a leader, I must implement a plan to facilitate the change, utilizing Kotter's eight-step process to build a solid foundation (Kotter, 2012). The process of

building a guiding coalition is essential to support me in starting the conversation to create a sense of urgency centered around the necessary change. The eight steps to Kotter's process help the change build a strong foundation as I identify the roles of instrumental stakeholders in the process. This method includes taking the time to celebrate small wins as I have ensured the changes are creating a culture that will increase academic achievement and create a college-going culture. As I am implementing the AVID Schoolwide Readiness System with fidelity, I am mindful of anchoring new approaches in the culture.

My last leadership lesson is to ensure that there are always specific measures while implementing change in an institution. I will embrace the communication and inclusiveness of all stakeholders and be sure to have checkpoints as an essential part of the change process. I shall encourage my stakeholders to always take time to celebrate the wins. Finally, I will continue to keep a temperature check of the momentum of the change. If something is not working, I shall revisit the problem with other stakeholders to address the issue and create solutions to continue moving forward.

Conclusion

Equity and access are crucial to educating all students. All students deserve the opportunity to be exposed to rigorous coursework and graduate high school college and career ready. Implementing the AVID Schoolwide Readiness System with fidelity supports leaders to decrease the achievement gap and unfinished learning that occurred during the pandemic. Additionally, introducing new educators to AVID methodologies before hiring helps institutions recruit and continue to build capacity in the teaching community. Continuing to invest in ongoing job-embedded professional development for

the current teachers to hone best teaching practices increases academic achievement.

Lastly, institution leaders must keep local business leaders, parents, and the community involved with the ongoing work of building a college and career-going culture to prepare students for life after graduation.

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Appendices

Appendix A: AVID Coordinator Survey for AVID Educator Facebook Group

Appendix B: Teacher Survey for AVID Educator Facebook Group

Appendix C: Coordinator Semi-Structured Interview for AVID Educator
Facebook Group

Appendix D: Teacher Semi-Structured Interview for AVID Educator
Facebook Group

Appendix E: As-Is 4C's Analysis

Appendix F: To-Be 4C's Analysis

Appendix G: Strategies and Action Chart

Appendix A

AVID Coordinator Survey for AVID Educator Facebook Group

1. How many years have you been active in the implementation of AVID?
2. For question 2. Rate your opinion to questions A through D, on a scale of 1-5, with 5 being strongly agree to 1 being strongly disagree.

5=Strongly Agree 4=Agree 3=Neutral 2=Disagree 1=Strongly Disagree
- A. As the AVID coordinator are you provided opportunities to share AVID strategies with the faculty?
- B. AVID strategies affect academic achievement.
- C. AVID has an impact on the culture of your school.
- D. As the AVID coordinator do you feel you have enough time to coach others on AVID strategies?

Select one WICOR strategy. Upon your selection from question 3 you will be prompted to answer an additional question about your choice.

3. In your opinion which AVID WICOR do you see most often being used during learning in your school? Select one: Writing, Inquiry, Collaboration, Organization, or Reading?
4. Based on your response to question 3, in your own words cite specific examples of how you used WICOR. .
5. What percent of your students were enrolled in rigorous coursework? i.e., Advanced, Honors, Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment, etc.

6. What percent of your students in your site are successful in rigorous course work?
7. As the AVID coordinator, what percentage of your time is spent coaching teachers on AVID implementation?
8. I agree to be interviewed as an AVID Coordinator for the study of “The impact of using AVID and AVID Schoolwide on Achievement, Equity, Access and Opportunities for Middle and High School Students: A Program Evaluation Project.”
9. Please list how you would like to be contacted for an interview. i.e., phone, email address, messenger, etc.
10. Is there anything you would like to add that I have not asked?

Appendix B

Teacher Survey for AVID Educator Facebook Group

1. How many years have you been active in the implementation of AVID Schoolwide?
2. For question 2. Rate your opinion to parts A through H, on a scale of 1-5, with 5 being strongly agree to 1 being strongly disagree.

5=Strongly Agree 4=Agree 3=Neutral 2=Disagree 1=Strongly Disagree

- A. The use of AVID strategies affects academic achievement in a positive way.
- B. The use of AVID strategies during my lessons positively impacted student engagement.
- C. The implementation of AVID impacts the culture within your class.
- D. The students enrolled in AVID or students that have been exposed to AVID are considered motivated academically.
- E. Students who are enrolled in AVID are college and career ready.
- F. In my AVID class, I observed a positive impact on my student's emotional well-being due to the AVID strategies used in my class.
- G. In your AVID class, the use of AVID strategies has a positive impact on students' social skills.
- H. My administrators provide opportunities for me to share AVID strategies with other teachers.

Select one WICOR strategy. Upon your selection from question 3 you will be prompted to answer an additional question about your choice.

3. Which element of WICOR do you use most often. Writing, Inquiry, Collaboration, Organization or Reading?
4. Based on your response to question 3, in your own words cite specific examples of how you used WICOR.
5. What percent of your students were enrolled in rigorous coursework? i.e., Advanced, Honors, Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment, etc.?
6. What percent of your students were successful in rigorous course work?
7. Does the enrollment of students in AVID increase student motivation? Why or why not?
8. I agree to be interviewed as a teacher for the study of “The impact of using AVID and AVID Schoolwide on Achievement, Equity, Access and Opportunities for Middle and High School Students: A Program Evaluation Project.”
9. Please list how you would like to be contacted for an interview. i.e., phone, email address, messenger, etc.
10. Is there anything you would like to add that I have not asked?

Appendix C

AVID Coordinator Semi-Structured Interview for AVID Educator Facebook Group

1. In your words describe the impact of a student enrolled in AVID elective as it relates to the impact on academic achievement.
2. In your opinion is there a relationship between using AVID Schoolwide and student academic achievement?
3. Describe the impact of AVID as it pertains to college and career readiness for students.
4. In your word describe how you feel about each of the following questions, for students enrolled in AVID.
 - a) Are students socially and emotionally prepared for post-secondary learning?
 - b) Does the enrollment of students in AVID increase student motivation?
Why or why not?
5. Is there anything you would like to add that I have not asked?

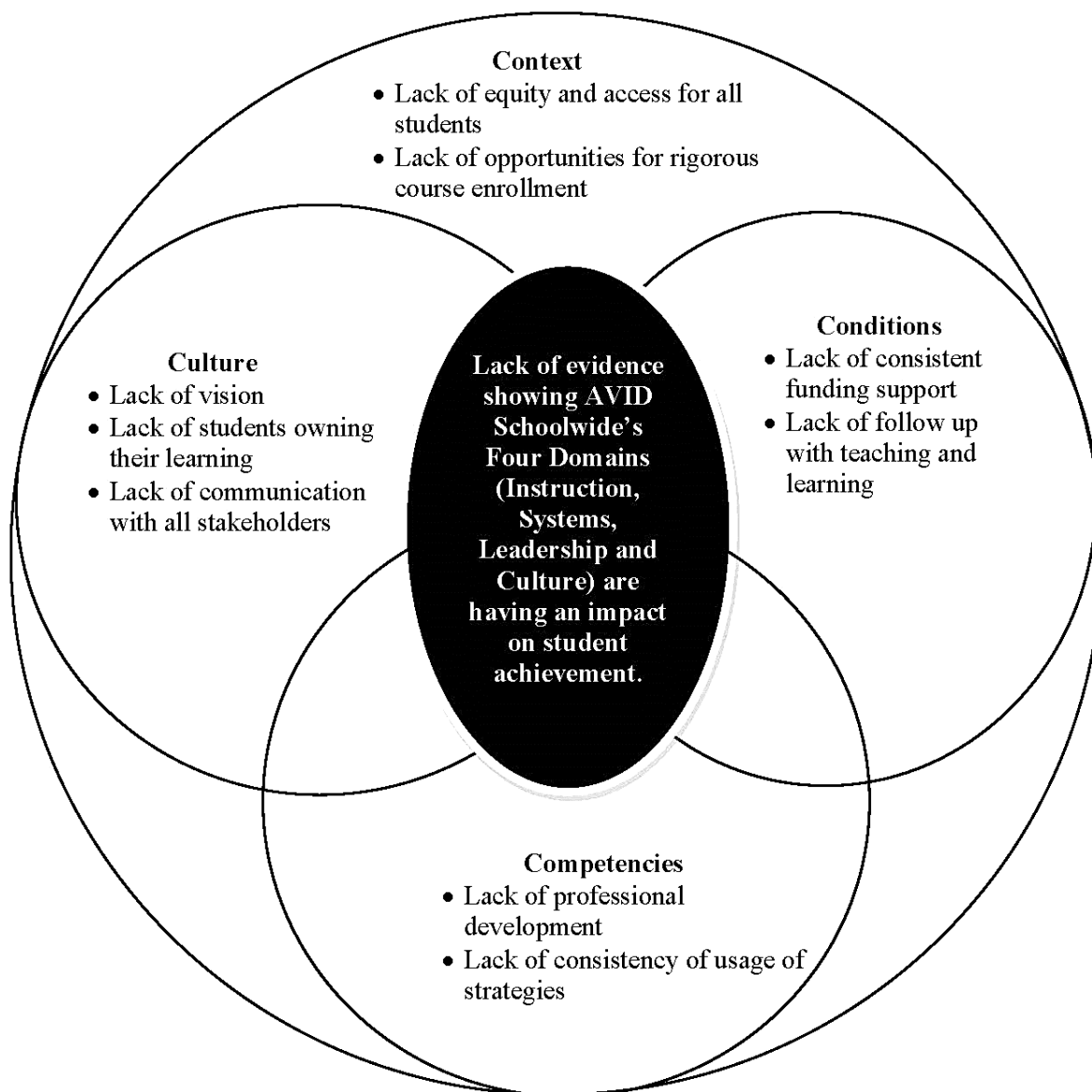
Appendix D

Teacher Semi-Structured Interview for AVID Educator Facebook Group

1. In your own words, describe the impact that enrolling a student in an AVID elective has on that student's academic achievement.
2. In your opinion is there a relationship between using AVID Schoolwide and student academic achievement?
3. Describe the impact of AVID as it pertains to college and career readiness for students.
4. In your own words, describe how you feel about each of the following questions, for students enrolled in AVID.
 - a) Are students socially and emotionally prepared for post-secondary learning? Why or why not? What evidence do you have to support your answer?
 - b) Does the enrollment of students in AVID increase student motivation? Why or why not?
5. Is there anything you would like to add that I have not asked?

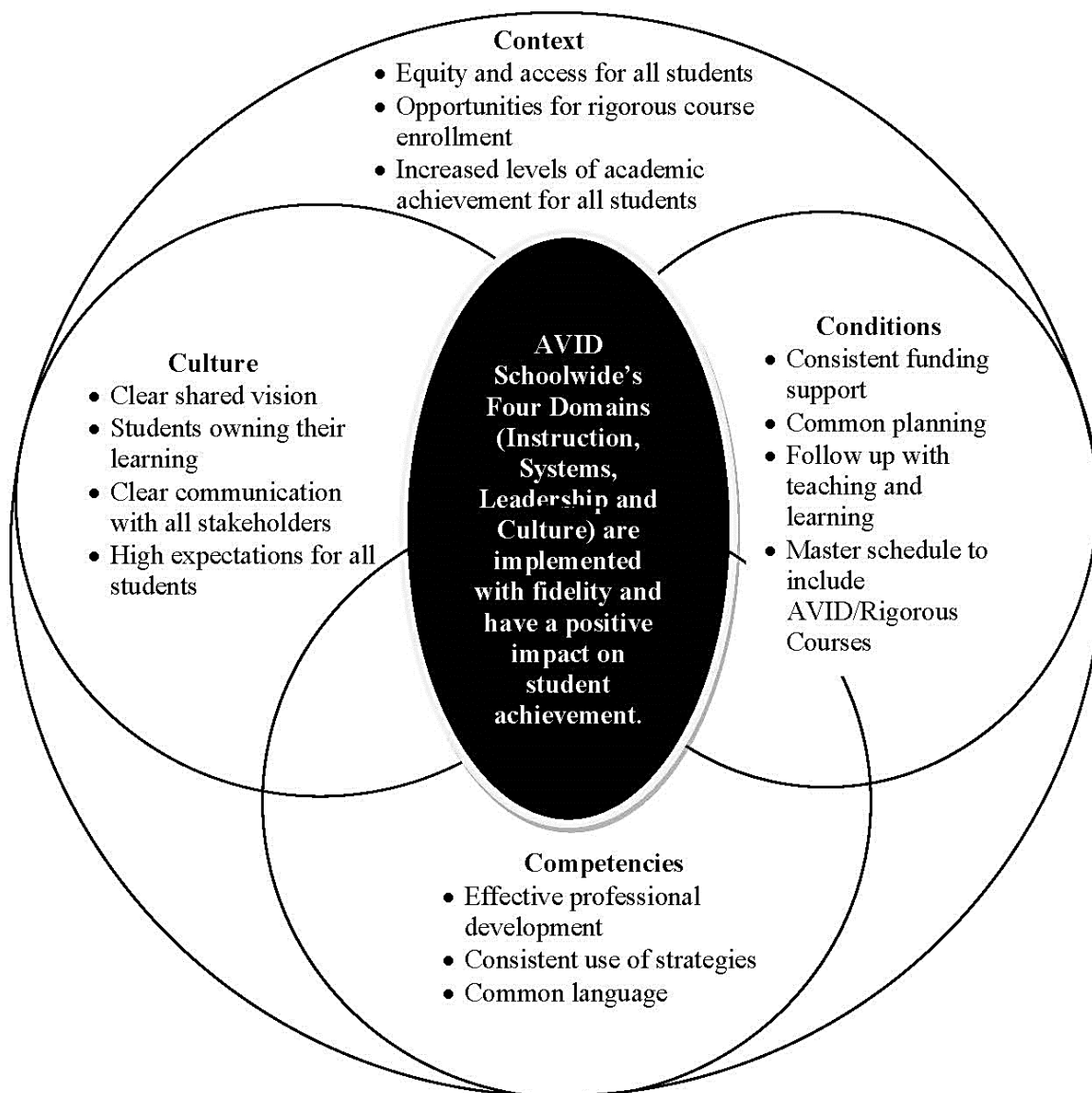
Appendix E

As-Is 4C's Analysis for Program Evaluation of AVID and AVID Schoolwide Readiness System Impact on High School Student Achievement and Career and College Readiness



Appendix F

To-Be 4C's Analysis for Program Evaluation of AVID and AVID Schoolwide Readiness System Impact on High School Student Achievement and Career and College Readiness



Appendix G

Strategies and Action Chart

Strategies	Actions
Establish sense of Urgency	<ul style="list-style-type: none"> • Initiate a conversation with my guiding coalition consisting of State and Federal, District and Institutional leadership teams to begin a discussion about the need to incorporate college and career readiness guidelines into law. Reviewing my research indicating the need to address the achievement gap, which increasing since COVID 19, and the equity and access for all students • Develop a plan to increase the use of the AVID Readiness System or a system of equal value that is researched-based • Create a plan to solidify funding for all institutions to support the implementation of the AVID Schoolwide Readiness System, including ongoing coaching, monitoring, and professional learning for at least three years.
Create the guiding condition	<ul style="list-style-type: none"> • Appoint leaders from states, school districts to represent their area to serve as the experts from their region, state, or district • Participants will strive to establish how the AVID School wide Readiness system can be widely accessible to state, districts, and institutions to provide opportunities to address equity and access for all students.

Form a strategic vision and initiatives	<ul style="list-style-type: none"> • Leverage the adoption of AVID Schoolwide Federally creating operational policies and procedures for AVID Schoolwide and outlining what the vision should look like for states, districts, and other institutions. • Provide opportunities to eliminate any barriers to funding • Invest in educators who can support the implementation and lead others to create and maintain a schoolwide college and career readiness culture. • Implement an operational policy requiring all students to be exposed to AVID WICOR strategies during all classes and to have professional learning for all educators to implement AVID School-wide in AVID cross-curricular pedagogy. • Collaborate and include opportunities for all stakeholders (community, businesses, colleges, parents) to ensure the change aligns with the needs of increasing academic achievement and closing the achievement gap.
Enlist a Voluntary Army-Communicate the change vision	<ul style="list-style-type: none"> • Create a team of dedicated stakeholders to assist in the process of building capacity within their community, schools, institutions, and states
Enabling Action by Removing-Empower broad-based action	<ul style="list-style-type: none"> • Pinpoint the obstacles for the implementation of AVID Schoolwide and how the implementation can increase equity and access for all students as they grow to become critical thinkers that are socially and emotionally balanced. Establish a monitoring system to support educators in collecting data to document success.

	<ul style="list-style-type: none"> • Cultivate a community of growth by establishing opportunities for all stakeholders to participate in professional learning to be aware of their role in the process of change. • Develop and implement strategies that will support students who can take and prepare to be successful in rigorous classes.
Generate Short - term wins	<ul style="list-style-type: none"> • The coalition will monitor the implementation of AVID School wide to ensure that no obstacles exist to implement the AVID School Readiness System properly. • Institutions will be empowered to create visions with stakeholders in the immediate community to establish accountability measures and procedures for implementation with fidelity. • Recognize and acknowledge increases in equity and access and ensuring all students have access to rigorous learning. • Establish a system to provide monetary funding for institutions that show consistent growth in academic achievement. • Launch a system to provide funds to institutions that earn and sustain national demonstration status
Sustain Acceleration-Consolidate gains and produce more change	<ul style="list-style-type: none"> • The coalition will continue to monitor the implementation of The AVID School wide readiness system to ensure the obstacles no longer affects closing the achievement gap and creating a college and career readiness culture. • Encourage institution leaders to hold all stakeholders accountable for their role in the change.

	<ul style="list-style-type: none">• Institutional leaders will be held accountable for establishing a way to communicate and monitor all the stakeholders in the community.• Ongoing communication with the coalition and leaders within the institutions will revisit vision to ensure the momentum will not become stagnant.
Institute Change-Anchor new approaches in the culture	<ul style="list-style-type: none">• The coalition will ensure the changes are monitored and immersed into all the institution's culture on all levels.