## Logic Model for the AVID College Readiness System (ACRS) and Alignment Activities

## **KEY COMPONENTS SCHOOL OUTCOMES** STUDENT OUTCOMES ACRS in Schools Increased knowledge Increased use of learning and use of the WICOR skills, including reading Professional development model by all teachers and study strategies Summer and school-year training throughout the schools\* and coaching for teachers and Increased student school staff Increased knowledge engagement in school and incorporation of AVID elective AVID core values Increased expectations Year-long class to support a subset throughout the schools and awareness of of middle-achieving students postsecondary options Increased collaboration among students Site team within and between Small group of school staff leading schools to strengthen schoolwide AVID implementation rigor and alignment of courses Increased enrollment and Alignment Activities credits earned in **Across Schools and Districts** Advanced Placement, honors, and dual Middle school-high school enrollment classes feeder teams Improved academic Teacher content collaboratives performance, educational English language arts, math, attainment, and high science, and social studies school persistence Vertical articulation collaborative (VAC) School principals, district leaders, Strengthened college and representatives from the state enrollment and college, the Heartland Educational persistence Consortium, and the AVID Center

State college partnership

SOURCE: Sepanik, Susan, Stephanie Safran, and Larissa Saco. 2018. *Building College Readiness Across Rural Communities: Implementation and Outcome Findings for the AVID Central Florida Collaborative Study.* New York: MDRC.

<sup>\*</sup>The WICOR model includes teaching strategies in writing, inquiry, collaboration, organization, and reading.