

1. **Fort Worth, TX** Meacham Middle School is currently in its sixth year of being AVID certified and is in its first year of being a National Demonstration School. Led by Katy Langston in the first three years of the program, the program was established with a strong foundation in the school. The faculty embraced AVID and AVID strategies through the effective leadership, communication and professional development of Coordinator Langston. She worked to establish trust with the faculty by always working with them through issues with particular AVID students to enable them to be as successful as possible in their rigorous courses. The students also gained a positive perspective of AVID through her promotion and recruitment processes. Katie Gomez has led the program for the last three years. Building upon the foundation that Langston built, she expanding the size and involvement of the Site Team to a twenty-five person team who act partners in professional development and coordination of the program. Site Team members assist with program matters such as recruitment and interviewing of students, organizing parent nights, mentoring current AVID students, hiring tutors, planning field trips and guests speakers, and hosting visitors. She and the Site Team continue to communicate with the teachers to ensure that AVID students achieve in their advanced classes and the support of the faculty for AVID and the use of AVID strategies is more prevalent than ever. Nearly half of the faculty is AVID-trained and faculty members continue to seek training each year through Summer Institute and Write PATH opportunities. C-notes are standard practice among all departments, even within faculty meetings. Writing/Inquiry/Collaboration/Reading strategies are utilized and reinforced through the Site Team's leadership. The AVID student population has expanded from being 11-13% of the school population to being 17% of the school population, and the Individual Determination component of AVID is emphasized even more so; students are expected to perform to the best of their abilities in not only their honors credits but in AVID, as well. The students complete challenging research projects, writing process papers, and public speaking assignments each year.

2. (Statistics are relevant for the last completed school year: 2008-2009 and can be updated upon completion of the current school year.) Nearly 30% of the AVID students are enrolled in Algebra I or Geometry I compared with about 5% of the rest of the student population, and at least 50% of each eighth grade classes earn an Algebra I credit before advancing to high school. Last year, Geometry I was offered to students for the first time as the Site Team worked diligently to expand access to rigorous courses by collaborating with the high school to allow middle school students to take a course there. Nearly 70% of AVID students are enrolled in at least one high school credit course: Keyboarding, Art I, Spanish I, Spanish II, Spanish III, English I, Algebra I, Geometry I, and/or Career Connections, compared with about 25% of the rest of the student population. 100% of AVID students take at least one honors course, with the majority taking all honors courses offered, compared with about 5% of the rest of the student population. The

percentage of students passing all of their core classes has also increased greatly; at fall semester, 94% of AVID students passed all of their core classes.

3. The AVID student group reflects the school student body. Meacham has averaged a 98% population of Hispanic students in the last five years; AVID has averaged a 94% population of Hispanic students in the last five years. Meacham has averaged a 91% population of students on free or reduced lunch in the last five years; AVID has averaged a 92% population of students on free or reduced lunch in the last five years. Although there is little diversity in race or socioeconomic background at Meacham, AVID has accelerated efforts to promote equity and rigor by ensuring that there is an adequate number of honors sections available in which for students to enroll. The amount of honors and high-school credit courses offered has increased from 3 at the year of AVID's inception to 19 being offered due largely to the efforts of the Site Team. The strong AVID tutorials support the students' success in these courses and foster the support of the faculty. The infusion of AVID strategies, as well as ESL and balanced-literacy strategies, into both honors and regular classes has raised the overall rigor of the school.

4. Nearly half of the faculty is AVID-trained and faculty members continue to seek training each year through Summer Institute and Write PATH opportunities. We also take advantage of the other professional development AVID offers, such as the Juntos training in San Antonio and the Data Analysis training in San Diego. Staff Development is strategic as it is a responsibility of the Site Team (not only the Coordinator) and the administrator supports it by building time for it at each faculty meeting, as well as providing budgetary funds for faculty members to be trained directly at AVID conferences.

5. Rigor is defined as learning that occurs on a higher level of inquiry, most commonly in a collaborative format. Project-based learning is a commonly adopted teaching method. The attitude among the faculty is that each student should be pushed to achieve at the top of their ability level and the administration supports this by encouraging teachers to challenge students and have students work from bell to bell. Each Site Team member has a role to act as a liaison with a department to set the entrance standards to advanced courses for AVID students; even though there is a set list of requirements, each student is evaluated as an individual case by the Coordinator and Counselor before schedules are made. The Coordinator and the leaders of the Departments re-evaluate the recommendations of the teachers to ensure that each student is in the class that gives them the highest amount of rigor appropriate to that student, and any necessary schedule changes are made after that point. Finally, the Coordinator checks all the students' schedules to ensure they were placed in the correct class and the administrator supports the

changes necessary. These procedures eliminate the barrier to enter advanced courses. Carrying a binder and maintaining a planner is a school wide expectation, enabling students to be organized enough to meet the demands of high skill course work. Each teacher tutors outside of the school day to ensure that all students have the support they need to be successful. The grade levels also have teams that intervene to assist struggling students by holding conferences and contacting the parent. Core teachers also receive training and support in scheduled department meetings during the school day throughout the week. The parent liaison has also assisted teachers in increasing parent engagement which has a positive effect on student achievement. The AVID students not only have the support of their Coordinator and tutors, but they also have support of a Site Team member that mentors them and encourages them to do their best. The English Language Learners are supported through a plethora of strategies in which teachers have been trained through AVID and sheltered-instruction strategies. For example, each teacher maintains a word wall to increase the usage of academic vocabulary. The Language Center also supports students who are more recently came to the country to ensure they learn the academic content despite the language barrier. The majority of students who went through the AVID program at Meacham and graduated last year are now enrolled in a local college; more data will be able to be collected as future classes graduate. The AVID Summer Institute was the most instrumental in creating a culture of inclusion because faculty members who attend it feel passionate in a belief of the program. Even those who do not attend it receive training on the strategies and how to support AVID students. Furthermore, the faculty sees the effectiveness of the tutorials and the strong support of the students from the Coordinator, so the idea that there should be open access for AVID students into advanced courses is widely believed in by the faculty.