

# Baboquivari Unified School District

## Wisdom Project

**DID THE WISDOM PROJECT, INCLUDING THE ADVANCEMENT VIA INDIVIDUAL DETERMINATION COURSE, IMPROVE STUDENT ACADEMIC OUTCOMES AND COLLEGE READINESS?**

### Project Overview

#### **THE PROBLEM: What Challenge Did the Program Try to Address?**

Students in the Baboquivari Unified School District (BUSD) have consistently demonstrated low proficiency in reading and math.<sup>1</sup> Lacking the necessary academic preparation, students were not prepared for post-secondary education. To increase overall academic outcomes, college enrollment, and college readiness among students at BUSD, the district implemented the Wisdom Project to improve middle and high school students' college enrollment and preparedness as well as to increase academic achievement and high school completion.

#### **THE PROJECT: What Strategies Did the Program Employ?**

To help improve students' academic outcomes and college readiness, BUSD implemented the Wisdom Project with an i3 development grant award<sup>2</sup> from 2012–2015; as a component of the award, the project was evaluated by a quasi-experimental study. The Wisdom Project focuses on improving the academic achievement, college readiness, high school completion, and college enrollment of students traditionally underrepresented in post-secondary education, such as first-generation college students. BUSD implemented its Wisdom Project in Baboquivari High School (BHS) and Baboquivari Middle School (BMS). The Wisdom Project also included the Advancement via Individual Determination (AVID) elective course for BHS and BMS students. The overarching features of the Wisdom Project, and the elective AVID course are described in the table below.

<sup>1</sup> <https://www.publicschoolreview.com/baboquivari-high-school-profile>

<sup>2</sup> Development grants provide funding to support the development or testing of novel or substantially more effective practices that address widely shared education challenges. All i3 grantees are required to conduct rigorous evaluations of their projects. The quality of evidence required to demonstrate a project's effectiveness depends on a project's level of scale or grant type.

## THE WISDOM PROJECT MODEL

- **Curriculum.** All courses implemented AVID study techniques.
- **Technology.** Classroom technology was upgraded to include Infinite Campus and Promethean/SMART boards.<sup>3</sup>
- **Student and Parent Training.** The schools offered programs and trainings to students and parents on college and career readiness. Students were able to dually enroll in community college courses and participate in career exploration and college preparation programs during the school year and summer. Parents, and their students, attended workshops on postsecondary education.
- **Teacher Professional Development.** All teachers are trained in the AVID curriculum to develop students' academic skills.
- **The AVID Course.** The course targets enhancing middle and high school students' college enrollment and preparedness by improving critical thinking and organizational and study skills, providing academic assistance from peers and college tutors, and offering motivational activities to help students' perceptions on their ability to attend college

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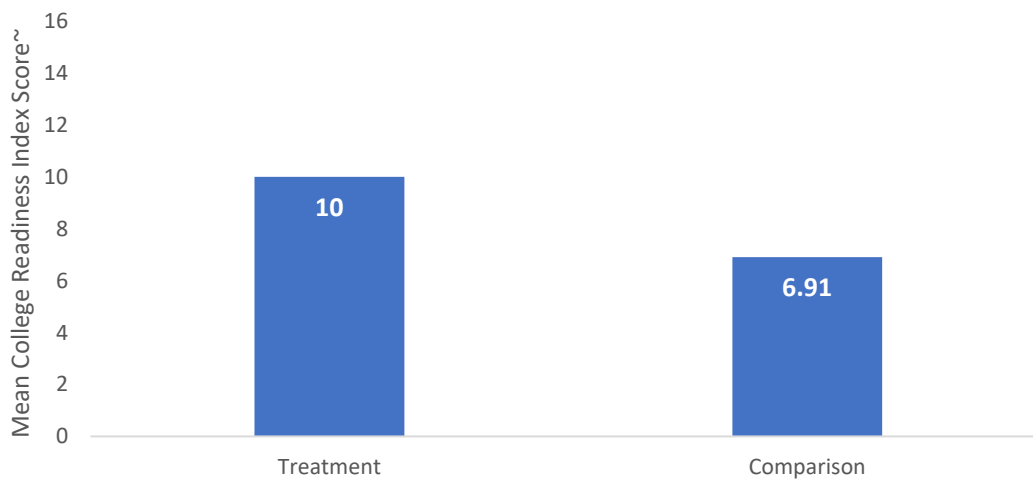
<sup>3</sup> This technology is an interactive whiteboard that enables an image from a laptop or a computer to be projected. Users can also interact with the board through touch or specialized pens.

## Summary of Results

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### DID THE WISDOM PROJECT, INCLUDING AVID COURSE PARTICIPATION, IMPROVE ACADEMIC OUTCOMES AND COLLEGE READINESS?

Student Achievement on College Readiness



~CRI is a 17-item index that quantifies the respondent's self-reported college readiness. The index includes items that measure three latent variables – academic preparedness, college knowledge, and college admissions preparedness – that have been identified as predictive of being prepared for college. The CRI operationalizes the domain of college readiness, which is the degree to which an individual is prepared for and able to attend college.

**WISDOM PROJECT STUDENTS WHO PARTICIPATED IN THE ELECTIVE AVID COURSE** were more college ready than students who did not participate in the program, but the program and participation in the elective course did not improve test scores.

- **MATH TEST.** Students who participated in the AVID course, scored below the comparison group on the Arizona State Math Test, but it was not a statistically significant difference. Students who participated in the school-wide intervention had lower math scores than the comparison group, a statistically significant difference.
- **READING TEST.** Students who participated in the AVID course, scored higher on the Arizona State Reading test, but differences were not statistically significant. The students who participated in the school-wide intervention had significantly lower reading test scores than the comparison group.
- **COLLEGE READINESS.** Students who participated in the AVID class had a mean College Readiness Index score of 10.00, compared to 6.91 of the comparison group, a statistically significant difference. Of students who participated in the school-wide program, there were no statistically significant differences in college readiness.

Please see Appendices B and C for information about the evaluation's design and the quality of the evidence, respectively.

### OTHER CONSIDERATIONS

The evaluation noted some other points for consideration regarding college readiness.

- **COLLEGE READINESS.** A schoolwide college readiness program coupled with the AVID course that teaches organizational and study skills, offers college tutoring, and provides motivational activities intended to make college seem more attainable had a positive impact on college readiness.
- **SCHOOLWIDE PROGRAMMING.** The schoolwide college readiness program alone did not improve students' college readiness.

## For More Information

### Evaluation Reports

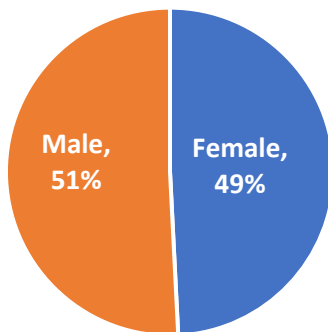
[Baboquivari Unified School District Impact Evaluation Report](#) (The Policy & Research Group, November 2016)<sup>4</sup>

<sup>4</sup> The information and data for this result summary was collected from the most recent report as of 01/23/2020: [Impact Evaluation Report: Baboquivari Unified School District, Wisdom Project](#), November 2016. Author: the Policy & Research Group.

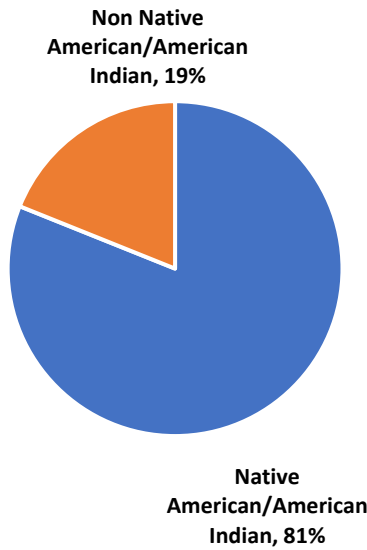
## Appendix A: Students Served by the Project<sup>5</sup>

GRADE(S)													
PK	K	1	2	3	4	5	6	7	8	9	10	11	12

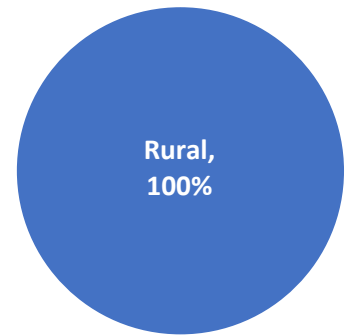
**GENDER**



**RACE/ETHNICITY**



**COMMUNITY**



**HIGH-NEED STUDENTS<sup>1</sup>**

Free/Reduced-Price Lunch	English Learners	Students with Disabilities
45.4%	1.1%	Not reported

<sup>5</sup>These data reflect the entire student population served by the intervention, not just the evaluation sample used in the impact study.

## Appendix B: Impact Evaluation Methodology<sup>6</sup>

### RESEARCH DESIGN:

<b>Design:</b>	Quasi-experimental Design
<b>Approach:</b>	<ul style="list-style-type: none"> <li>The report presents evidence of baseline equivalence between the intervention and comparison groups of students.</li> <li>The study employed a multi-stage matching procedure that match at the district-level, followed by the individual student-level.</li> </ul>
<b>Study Length:</b>	Three years

### DATA COLLECTION AND ANALYSIS: SECOND COHORT

<b>Study Setting:</b>	Baboquivari Middle School and Baboquivari High School, Baboquivari Unified School District, Sells, Arizona
<b>Final Sample Sizes:</b>	<ul style="list-style-type: none"> <li><i>Intervention Group</i>: 262 Students</li> <li><i>Comparison Group</i>: 262 Students</li> </ul>
<b>Intervention Group Characteristics:</b>	<ul style="list-style-type: none"> <li>Free/Reduced Priced Lunch: 40.5%</li> <li>Special Education Designation: 3.1%</li> <li>Female: 54.2%</li> <li>Native American/American Indian: 78.6%</li> <li>English Language Learner: 1.5%</li> </ul>
<b>Comparison Group Characteristics</b>	<ul style="list-style-type: none"> <li>Free/Reduced Priced Lunch: 40.5%</li> <li>Special Education Designation: 3.1%</li> <li>Female: 55.7%</li> <li>Native American/American Indian: 79.4%</li> <li>English Language Learner: 1.5%</li> </ul>
<b>Data Sources:</b>	<ul style="list-style-type: none"> <li>Student math and reading assessments</li> <li>Student self-reports for the College Readiness Survey (for 11<sup>th</sup> and 12<sup>th</sup> graders only, N=32 for both intervention and comparison groups)</li> </ul>
<b>Key Measures:</b>	<ul style="list-style-type: none"> <li>Arizona Reading State Test</li> <li>Arizona Math State Test</li> <li>College Readiness Index</li> </ul>

<sup>6</sup> These data reflect only the evaluation sample in the impact study, not the entire population served.

## Appendix C: Quality of the Evidence

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### WHAT WORKS CLEARINGHOUSE REVIEW<sup>7</sup>

STUDY	RATING
Not reviewed as of 01/23/2020	N/A

### EVIDENCE FOR ESSA REVIEW<sup>8</sup>

STUDY	RATING
Not reviewed as of 01/23/2020	N/A

### NATIONAL CENTER ON INTENSIVE INTERVENTIONS REVIEW<sup>9</sup>

STUDY	RATING
Not reviewed as of 01/23/2020	N/A

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<sup>7</sup> <https://ies.ed.gov/ncee/wwc/FWW>

<sup>8</sup> <https://www.evidenceforessa.org/>

<sup>9</sup> <https://intensiveintervention.org/>

# Investing in Innovation (i3) Grantee Results Summary

Development, 2011-2016

The [\*Investing in Innovation Fund \(i3\)\*](#), established under section 14007 of the American Recovery and Reinvestment Act of 2009, is a Federal discretionary grant program at the U.S. Department of Education within the Office of Innovation and Improvement. i3 grants help schools and local education agencies work in partnership with the private sector and the philanthropic community to develop and expand innovative practices that improve student achievement or student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates, and/or increase college enrollment and completion rates for high-need students.

This summary was prepared by the Education Innovation and Research (EIR) Program Dissemination Project. The project is conducted by the [\*Manhattan Strategy Group\*](#), in partnership with [\*Westat\*](#) and [\*EdScale\*](#), with funding from the U.S. Department of Education, [\*Office of Innovation and Improvement\*](#), under Contract No. ED-ESE-15-A-0012/0004. The evaluation results presented herein do not necessarily represent the positions or policies of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

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<sup>i</sup> "High-need student" refers to a student at risk of academic failure or otherwise in need of special assistance and support, such as students who are living in poverty, attend high-minority schools, are far below grade level, who have left school before receiving a regular high school diploma, at risk of not graduating with a diploma on time, who are homeless, in foster care, have been incarcerated, have disabilities, or who are English learners. For more information see: [\*Applications for New Awards; Investing in Innovation Fund-Development Grants, 81 FR 24070 \(April 25, 2016\)\*](#).