Advancement Via Individual Determination
AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.
What is AVID?

- A structured **college preparatory system** working directly with schools and districts
- A **direct support** structure for first-generation college goers, grades 4-16
- A **schoolwide approach** to curriculum and rigor
What is AVID?

- A non-profit, college readiness system
- A support structure for typically low-income, underserved students
- For elementary through postsecondary grade levels
- A schoolwide approach to rigorous curriculum
- Professional development for educators
Where in the world is AVID?

2011 AVID Around the Globe

Total AVID Sites 4,854

California 1,691 sites
Western 684 sites
Central 1,334 sites
Eastern 1,054 sites
International and DoDEA 91 sites

*Numbers as of 10/1/11
AVID’s Mission

*The AVID College Readiness System*

AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society.
Demographics: 2011 AVID seniors

**Ethnicity**

- Caucasian: 55%
- American Indian: 1%
- Multi-Racial or Other: 7%
- Asian or Pacific Islander: 5%
- African-American: 17%
- Other: 15%

69% qualify for free and reduced-price lunch

**Parent’s Highest Level of Education**

- High School Graduate: 27%
- Some College/University: 18%
- Some High School: 15%
- 2-Year College/University Degree: 6%
- 4-Year College/University Degree: 11%
- Graduate Degree: 5%
- Less Than 8th Grade: 15%
- 8th Grade Graduate: 3%
Has academic potential

- Average to high test scores
- 2.0-3.5 GPA
- College potential with support
- Desire and determination
The AVID Elective student profile

Meets one or more of the following criteria:

- First to attend college
- Historically underserved in four-year colleges
- Low income
- Special circumstances
The 11 Essentials

1. AVID student selection
2. Voluntary participation
3. AVID elective class offered during the school day
4. Rigorous course of study
5. Strong, relevant writing and reading curriculum
6. Inquiry to promote critical thinking
7. Collaboration as a basis of instruction
8. Trained tutors
9. Data collection and analysis
10. District and school commitment
11. Active, interdisciplinary site team
Writing

- Writing process (prewrite to final draft)
- Respond, revise
- Edit, final draft
- Cornell notes
- Quickwrites
- Learning logs, journals
Inquiry

- Skilled questioning
- Socratic Seminars
- Quickwrites/discussions
- Critical-thinking activities
- Writing questions
- Open-minded activities
Collaboration

- Group projects
- Response/edit/revision groups
- Collaboration activities
- Tutorials
- Study groups
- Jigsaw activities
- Read-arounds
Organization

Tools

- Binders
- Calendars, planners, agendas
- Graphic organizers

Methods

- Focused note-taking system
- Tutorials, study groups
- Project planning, SMART goals
Reading

- SQ5R (Survey, Question, Read, Record, Recite, Review, Reflect)
- KWL (What I Know; What to Learn; Learned)
- Reciprocal teaching
- “Think-alouds”
- Text structure
- Critical reading
A sample week in the AVID Elective

**Daily or Block Schedule**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVID Curriculum</td>
<td>Tutorials</td>
<td>AVID Curriculum</td>
<td>Tutorials</td>
<td>Binder Evaluation</td>
</tr>
<tr>
<td>Combination for Block Schedule</td>
<td>Combination for block schedule</td>
<td></td>
<td></td>
<td>Field Trips Media Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Speakers</td>
</tr>
</tbody>
</table>

**Curriculum:**
- Writing
- College and Careers
- Strategies for Success
- Critical Reading

**Tutorials:**
- Collaborative Study Groups
- Writing Groups
- Socratic Seminars
What is academic rigor?

**Rigor** is the goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging.

*Source: Teaching What Matters Most; Standards and Strategies for Raising Student Achievement, by Strong, Silver and Perini, ASCD, 2001.*
Meeting the challenge

- Develop as **readers and writers**
- Develop deep **content knowledge**
- Know content specific **strategies** for reading, writing, thinking, and talking
- Develop **habits, skills, and behaviors** to use knowledge and skills
More than 30 years of success

In just over 30 years, AVID has become one of the most successful college-preparatory programs for low-income, underserved students, and today reaches more than 425,000 students in approximately 4,800 schools in 48 states and 16 other countries/territories.

Since 1990, more than 110,000 AVID students have graduated from high school and planned to attend college.
Why does AVID work?

- Places AVID students in rigorous curriculum and gives them the support to achieve
- Provides the explicit “hidden curriculum” of schools
- Provides a team of students for positive peer identification
- Redefines the teacher’s role as that of student advocate
91.3 percent plan to enroll in a college or university
- 58.3 percent plan to enroll in a four-year university
- 33.0 percent to enroll in a two-year college

Source: AVID Center Senior Data Collection System, 2010-2011
Percentages have been rounded to the nearest whole percent
The rate of Latinos taking AP exams is over *four times higher* among AVID students than among U.S. students overall.

AVID Senior Data Collection 2010-2011, AVID Seniors Taking an AP Course, n = 26,407
COMPARATOR: College Board AP Exams National Summary Report
Completing college-entrance requirements

AVID students complete four-year college entrance requirements at a rate at least *two times higher* than the national rate.

![Bar chart showing completion rates](chart.png)

AVID Senior Data Collection 2010-2011, AVID CA n = 15522; AVID TX n = 3923; AVID NC n = 709; AVID IL n = 1307; AVID FL n = 1117

AVID closes the achievement gap

All racial groups complete four-year college entrance requirements at a rate of 84% or higher

Seniors Completing Four-Year College Entrance Requirements

<table>
<thead>
<tr>
<th>Race</th>
<th>AVID U.S.</th>
<th>U.S. Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>84%</td>
<td>21%</td>
</tr>
<tr>
<td>Asian</td>
<td>93%</td>
<td>49%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>93%</td>
<td>25%</td>
</tr>
<tr>
<td>Filipino*</td>
<td>89%</td>
<td>22%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>89%</td>
<td>88%</td>
</tr>
<tr>
<td>Other*</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>White (not Hispanic)</td>
<td>90%</td>
<td>39%</td>
</tr>
<tr>
<td>Total</td>
<td>90%</td>
<td>36%</td>
</tr>
</tbody>
</table>

National data represents the most current comprehensive data available.
Getting accepted to 4-year colleges

Almost 3 out of 4 AVID graduates were accepted to a four-year college.

AVID Senior Data Collection, All Seniors 2010-2011, n = 27,783
Eighth graders taking algebra

The number of AVID 8th graders enrolled in Algebra is almost 50% higher than the national average.

AVID General Data Collection 2010-2011, 8th graders enrolled in AVID, n = 65,835
COMPARATOR: National Center for Educational Statistics (NCES), Early Childhood Longitudinal Study, 2007