



# **AVID: Making a Difference in the Valley**

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# The College-Going Challenge

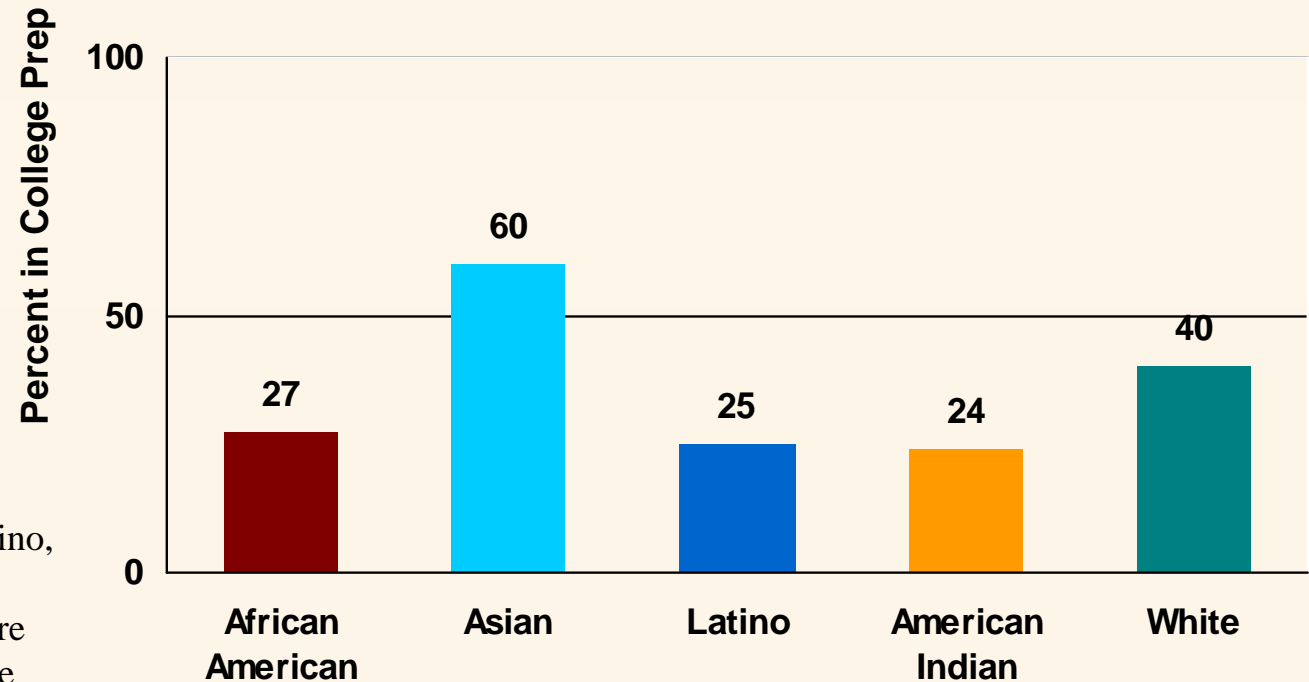
## An Opportunity Gap exists:

- In the valley corridor running from San Joaquin county to Kern county, only **23%** of all public high school graduates complete the A-G course sequence.
- In California, **36%** of all public high school graduates complete the A-G course sequence.

From California Department of Education  
Based on CA graduates, Class of 2007

# The Challenge is Amplified for Some Students

2007 High School Graduates in CA with College-Prep Curriculum



African American, Latino, & American Indian youth are less likely to be enrolled in a full college-prep track.

Source: California Department of Education. 12<sup>th</sup> Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance

# There is a Story Behind the Numbers

- Many students attend college because there is an established college-going tradition.
  - Knowledge about the process
  - Knowledge about the education system
  - Advocacy and Support



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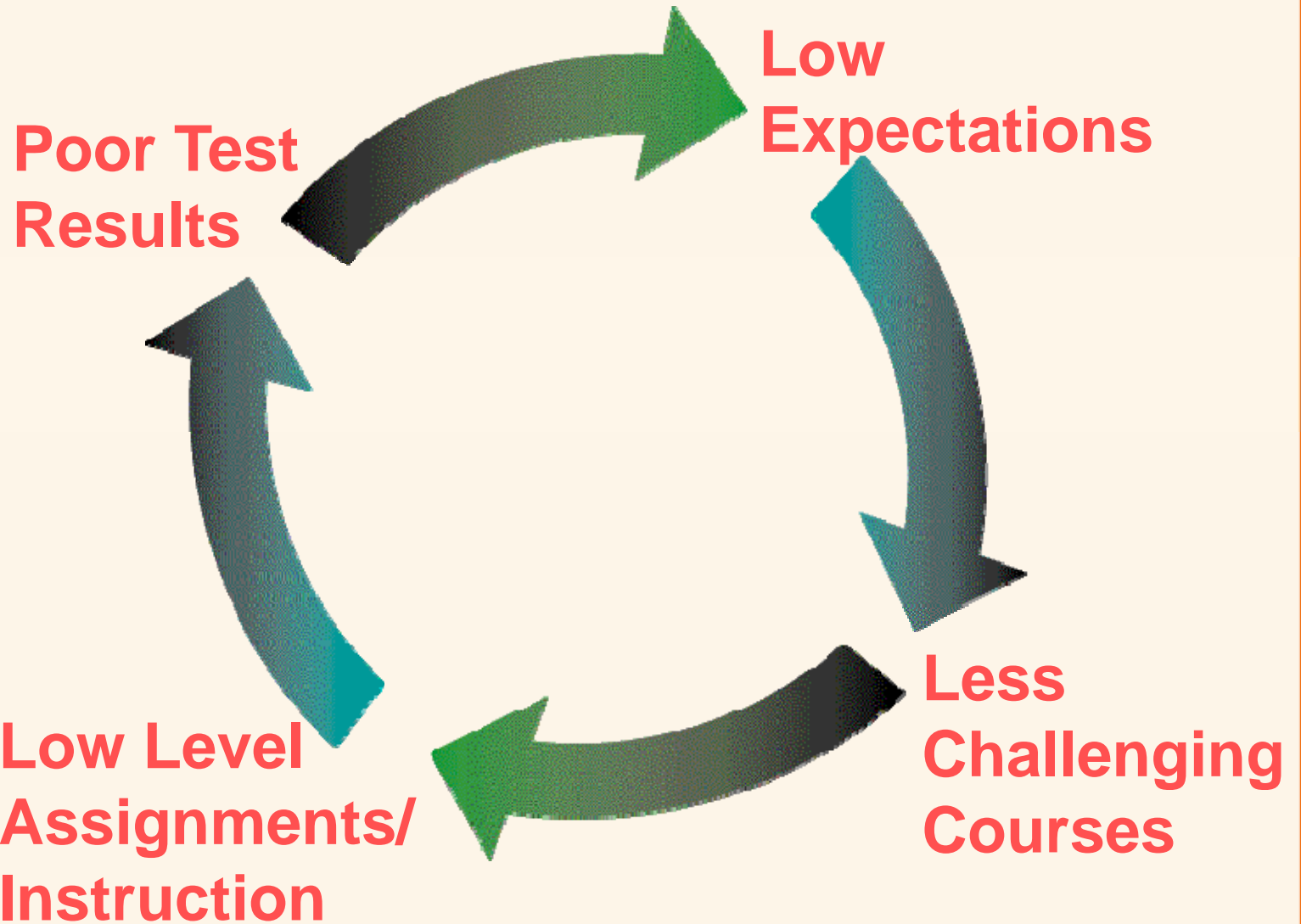


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# Underlying Everything is the Cycle of Low Expectations

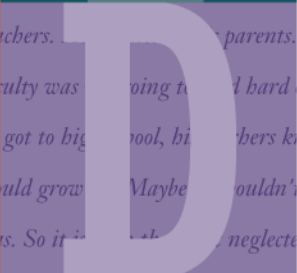


# Mission of AVID

The mission of AVID is to ensure that ALL students, and most especially the least served students who are in the middle:

-  will succeed in rigorous curriculum;
-  will complete a rigorous college preparatory path;
-  will enter mainstream activities of the school;
-  will increase their enrollment in four-year colleges; and
-  will become educated and responsible participants and leaders in a democratic society.

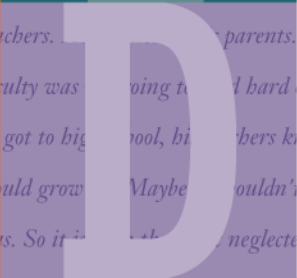
**AVID's systemic approach is designed to support students and educators as they increase schoolwide/districtwide learning and performance.**



# What is AVID?

**AVID** is an academic, regularly scheduled elective class based on **writing as a tool of learning, inquiry, collaboration and reading.** The three main components of the program are:

- Academic instruction,
- tutorial support, and
- motivational activities



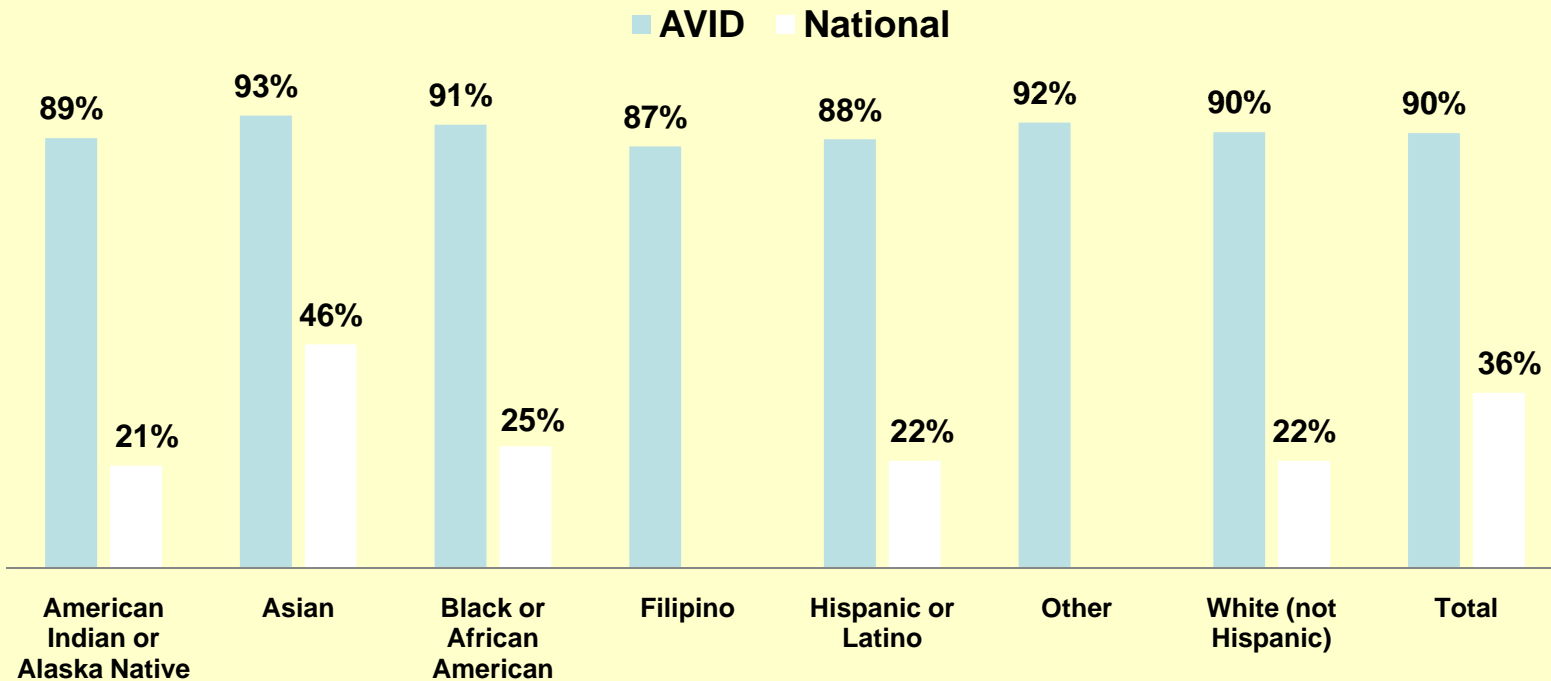
# AVID is Showing Success with our Least Served Students

- 🎓 B, C or D students
- 🎓 College potential with support
- 🎓 Desire and determination
- 🎓 First to attend college
- 🎓 Historically underserved in four-year colleges
- 🎓 Low income
- 🎓 Special Circumstances (such as foster youth)



# AVID: CLOSING THE ACHIEVEMENT GAP – FOR ALL STUDENTS

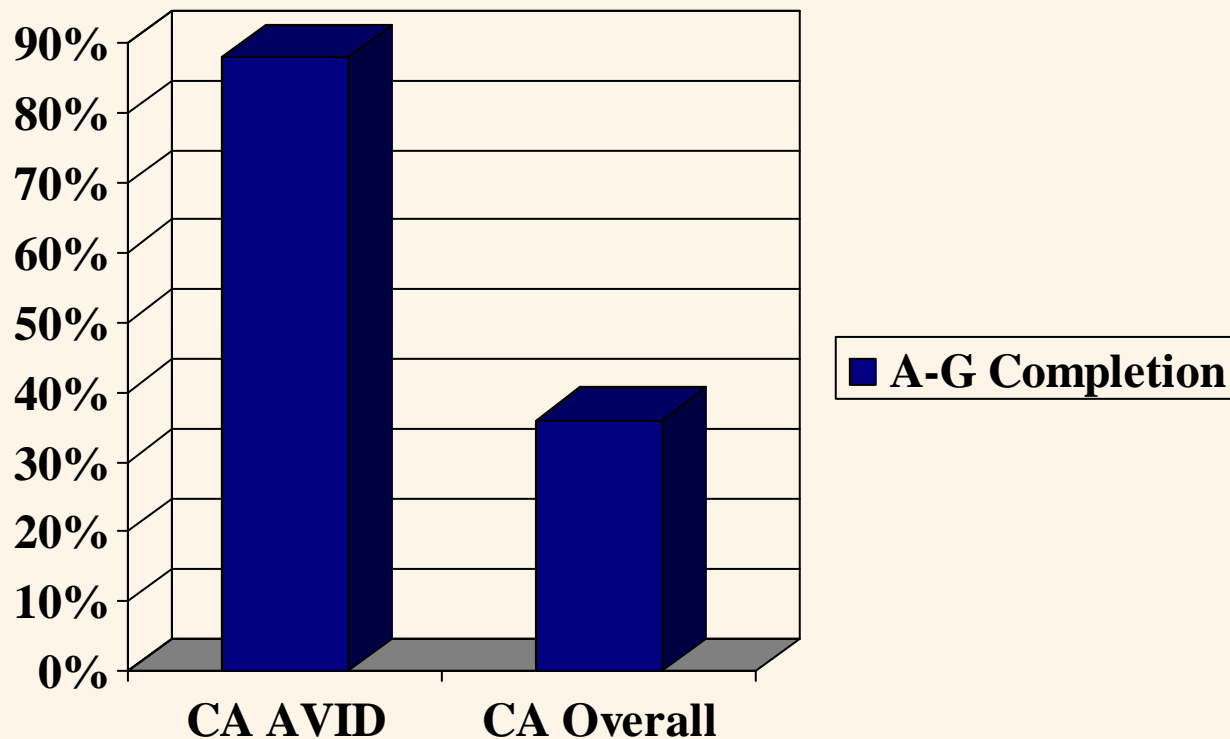
## Completion of Four-Year College Entrance Requirement



AVID Senior Data Collection. Study of 14,995 AVID Seniors, [Electronic Database]. (2007 - 2008). AVID Center, CA. Greene, J.P., Forster, G. "Public High School Graduation and College Readiness Rates in the U.S." Manhattan Institute, Education Working Paper 3. 2003. (Filipino and Other not classified in study.)

# Completion of Four-Year College Entrance Requirements

AVID students in California successfully complete the A-G course requirements at a much higher rate than their non-AVID peers.

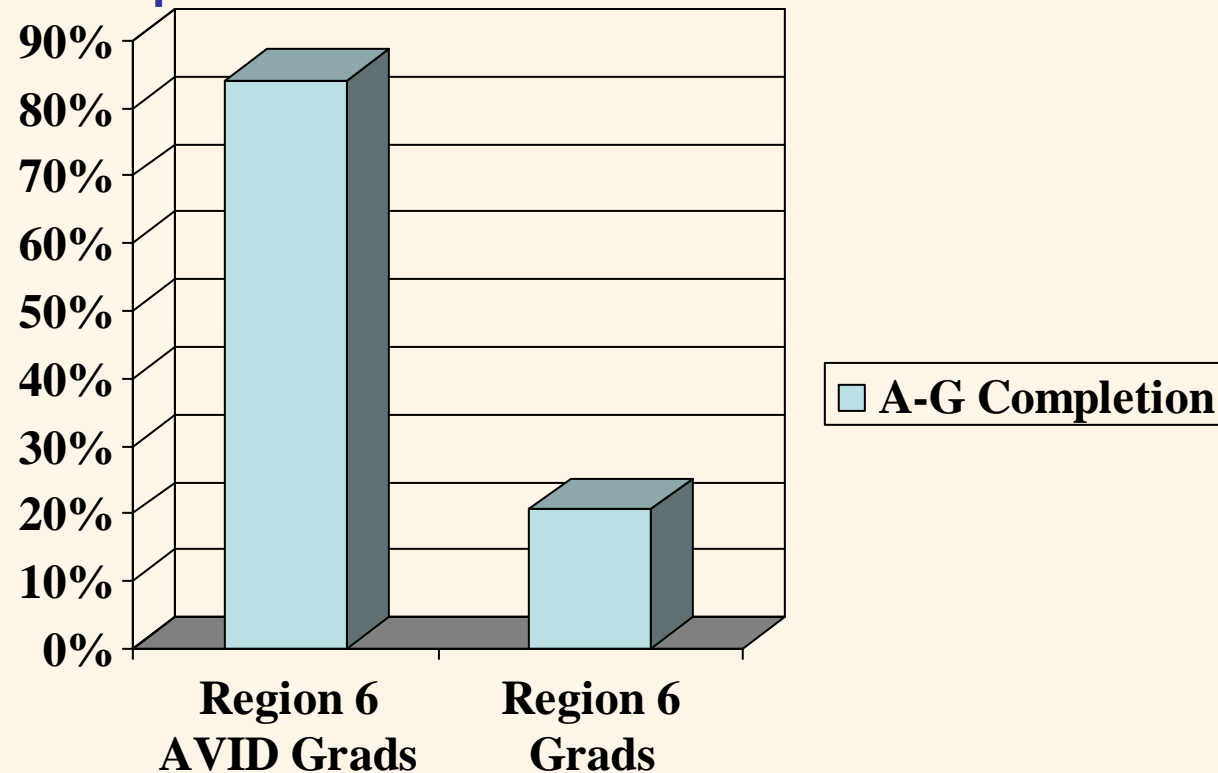


AVID Senior Data Collection. Study of 10,717 AVID Seniors, [Electronic Database]. (2007-08). AVID Center, CA.

California Department of Education, 12<sup>th</sup> Grade Graduates Completing all Courses Required for UC and/or C.S.U. Entrance (2006-07).

# Completion of Four-Year College Entrance Requirements

AVID students in Region 6 successfully complete the A-G course requirements at a much higher rate than their non-AVID peers.



AVID Senior Data Collection. Study of 306 AVID Seniors, [Electronic Database]. (2006-07). AVID Center, CA.

California Department of Education, 12<sup>th</sup> Grade Graduates Completing all Courses Required for UC and/or C.S.U. Entrance (2006-07).



# AVID Class of 2008

## Important Facts to Consider

- 62% Free or Reduced Lunch Eligible
- 13% English Language Learner Participants
- 61% had parents with no college experience.



# AVID Class of 2008

## Important Facts to Consider

- 88% Applied to a 4-year college
- 79% Accepted to a 4-year college
- 67% Planned to attend a 4-year college
- 30% Planned to attend a 2-year college
- 1% Planned to attend Tech School or enroll in the military



# Learning How to Learn

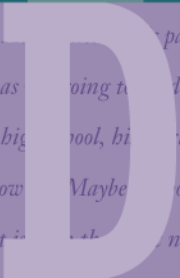
AVID students spend a great deal of time learning organizational skills such as:

- Binder organization
- Effective Notetaking (Cornell style)
- Goal Setting
- Time Management

# Writing to Learn

Note Taking, Reflections, Process Essays,  
Timed Writing, Quick Writes

- promotes clear thinking.
- increases effective and long term learning.
- gives voice and record to individuals and groups.



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# Inquiry

Tutorials, Note Taking, Socratic Seminars,  
Philosophical Chairs

- immediately engages students with their own thinking process.
- enables students to learn how to ask questions and *think* at higher levels.
- develops flexible thinkers who are able to suspend judgement.
- prepares students for participation and leadership in college study groups



# Collaboration

Pair-Share, Tutorials, Group Projects,  
Teambuilding, Brainstorming

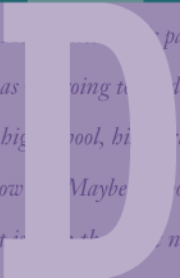
- brings students together to take responsibility for their own learning.
- enables students to serve as sources of information and feedback.
- teaches students how to work as a team-supporting one another.

# Reading Strategies

Textbook analysis, Vocabulary Development, KWL, Graphic Organizers

- enable students to handle increasingly difficult texts and tasks.

*This is critical if they are to achieve high standards across the curriculum.*



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# A SAMPLE WEEK IN THE AVID ELECTIVE

## Daily or Block\* Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
AVID Curriculum  *Combination for Block Schedule	Tutorials	AVID Curriculum  *Combination for Block Schedule	Tutorials	Binder Evaluation Field Trips Media Center Speakers Motivational Activities *(within block)

### AVID Curriculum includes:





- Writing Curriculum
- College and Careers
- Strategies for Success
- AVID College Readiness

### AVID Tutorials:

- Collaborative Study Groups
- Writing Groups
- Socratic Seminars



# AVID Elementary is...

-  Part of the AVID District-wide System
-  For ALL students
-  Embedded throughout entire day
-  AVID methodologies, best practices and strategies that are developmentally appropriate for multi-subject, self-contained 4<sup>th</sup>-6<sup>th</sup> grade classrooms



# Elementary Components

## Student Success Skills

- School etiquette

## Organizational Tools

- Foundation

## WICOR Lessons

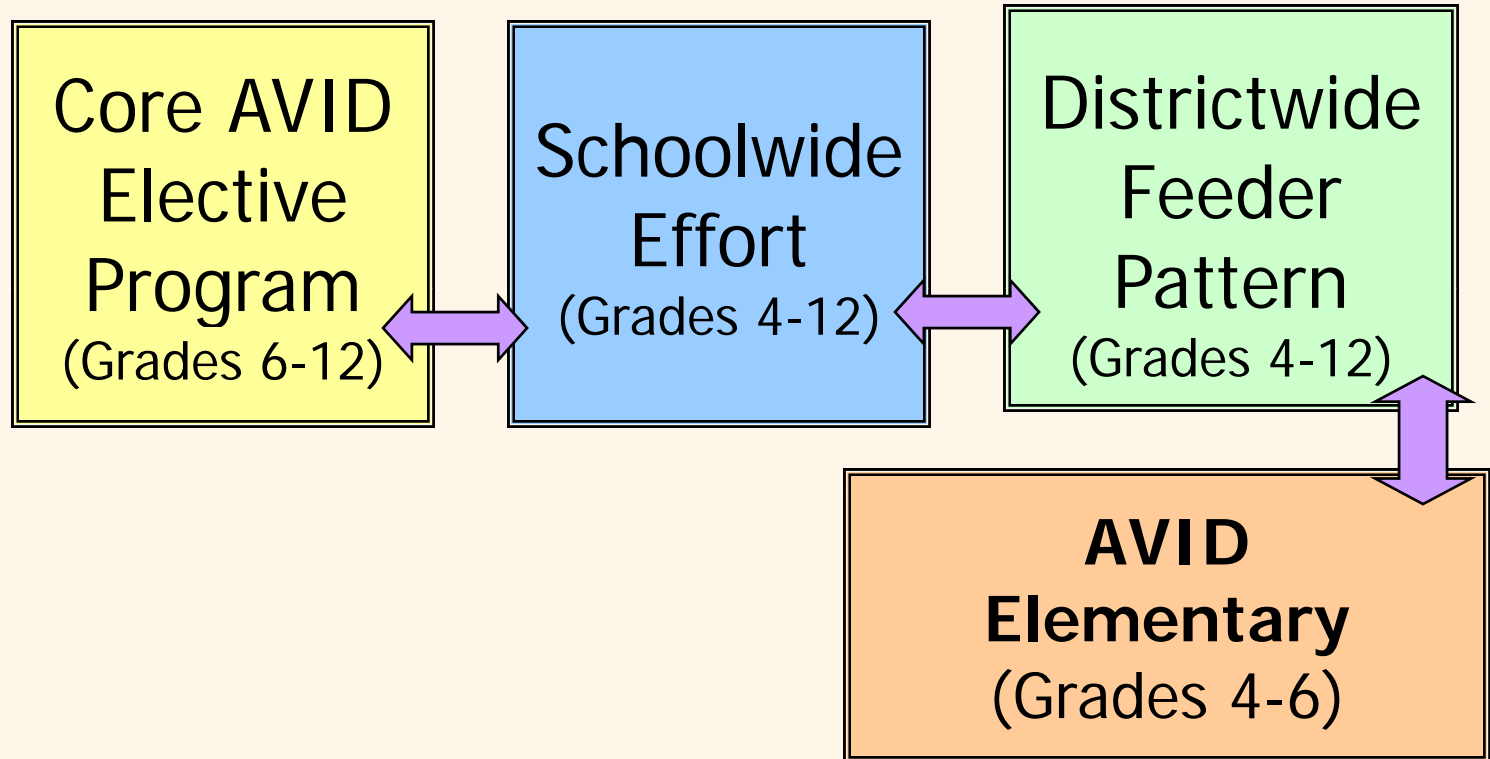
(Writing to learn, Inquiry, Collaboration, Organization, Reading to learn)

- Framework

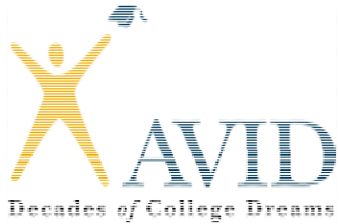
## Partnerships

- Keys to life-long success

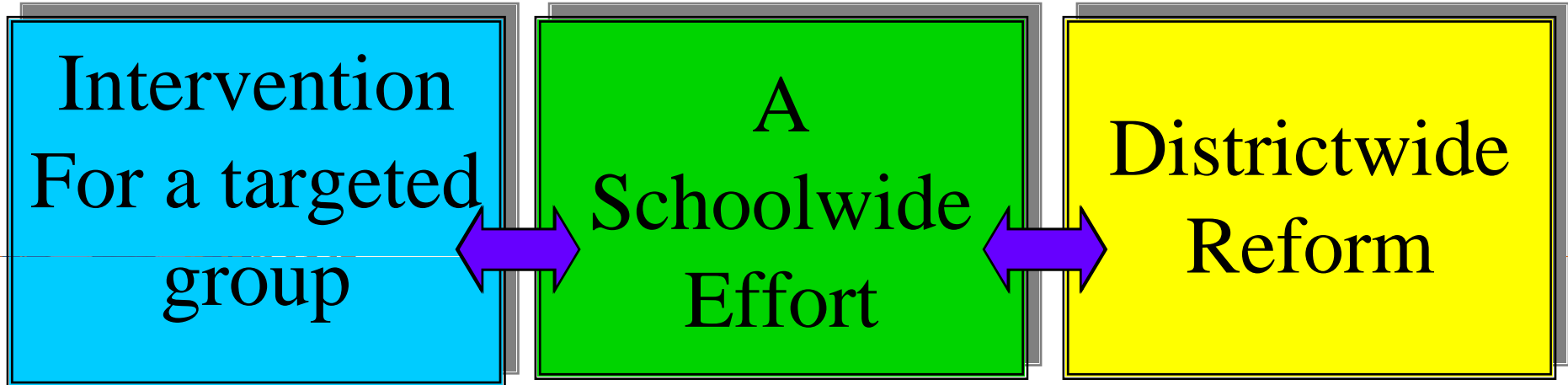
# Development of AVID in a District



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# The Development of AVID in a District



## IMPLEMENTATION

- Academic elective
- Tutors
- Site team leadership
- Parent involvement
- College connections
- WICR
- Summer Institute
- Rigor

## DEVELOPMENT

- WICR spreads
- Path development
- Expanded training
- Site team grows
- AP emphasis
- Many AVID teachers
- Increased AVID sections

## MATURITY

- Articulation 4-12
- Pre-AVID approaches
- Elementary pre-AVID
- Executive leaders emphasis
- Write Path II
- District AVID trainers
- College-going culture and AP enrollment: routine



# What Sets AVID Apart

- Academic Component
- Social Component
- Mentoring
- College Awareness and Information
- Community Involvement



# AVID's Academic Component

- Access to more rigorous curriculum
- Provides an opportunity for success through tutoring and strategies
- Enhances other curricular areas
- Raises performance level on state mandated testing

# Academic Preparation

## Transcript Study:

“The single biggest predictor of college success is ***the quality and intensity of students’ high school curriculum.***”

Cliff Adelman, *Answers in the Tool Box*, U.S. Department of Education, 1999.

# CAHSEE Results 2008

## *an example*

- 50 of 51 students passed the ELA portion (98%)
- 42 of 51 passed at the proficiency level (82%)
- Including 17 of 24 English Learners passed at the proficiency level (71%)
- 50 of 51 students passed the Math portion (98%)
- 37 of 51 passed at the proficient level (73%)



# Social Component

- Realigns academic peer group
- Gives additional 'parental' focus
- Builds relationships
- Becomes a 'family' for the student
- Provides support and/or a safety net
- Nurturing environment with structure



# Mentoring

- Smaller Learning Community
- Provides role models that are 'like me' for the students
- Provides stability and consistency for students
- Mentoring time / Advisory period



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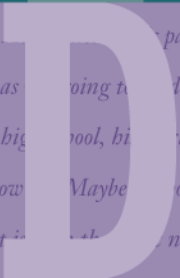
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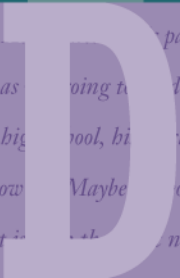
# College Preparation

- Levels the playing field
- Teaches the 'hidden curriculum'
- Helps with college paperwork
- College exposure via college fieldtrips



# Community

- Provides a bridge between the school and student's home
- Increases the educated work force
- Increases a sense of pride in school and participation in mainstream activities
- Increases the students interest and ability to positively contribute to society
- Connects students with leaders in the community through guest speaker presentations, volunteer work, job shadowing, etc.



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# Immediate Results...

- Improves attendance
- Improves state testing results
- Improves participation in school and community activities
- Improves 'a-g' completion rates
- Improves graduation rates
- Improves college bound rates





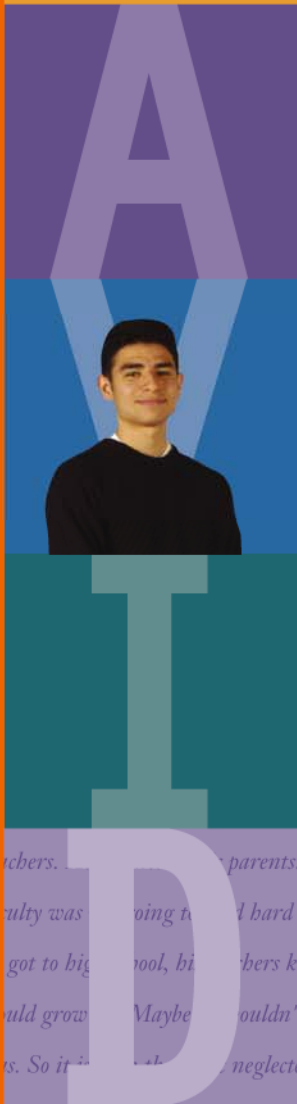
# How can the community get involved in AVID?

- Guest Speakers
- Mentoring/job shadowing opportunities for students in the community
- Connections to other organizations
- Public support for the AVID program
- Possible part-time jobs or internships opportunities
- Scholarships
- Assistance with immigration / citizenship issues
- Donations for fundraising events



“Rigor without support is a prescription for failure; support without rigor is a tragic waste of potential.”

-- *Mary Catherine Swanson, AVID Founder*





# For More Information

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# AVID Center

[www.avidonline.org](http://www.avidonline.org)

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