AVID was created in 1980 by one exceptional teacher who recognized that students from low-income families without a college-going tradition could succeed in high school and be college ready. For over 30 years, this simple yet profound formula has worked: *Raise expectations of students and, with the AVID support system in place, they will rise to the challenge.* More than 98 percent of AVID high school seniors who report their information graduate from high school, and more than 71 percent are accepted to four-year colleges consistently.

AVID has evolved from one high school elective class to the comprehensive AVID College Readiness System designed to help students who have aptitude but are not achieving to their potential. AVID focuses on giving students the strategies and support they need to achieve academically. Most importantly, AVID helps at-risk students develop a vision for their future and gain confidence in their abilities as they learn the academic and life skills they will need to move forward from grades K-12 and succeed in college.

**AVID College Readiness System**

AVID Elementary is a foundational program designed as an embedded sequential academic skills program in each grade level. AVID Center has developed an umbrella of services for elementary schools K-8: Beginnings K-3; Foundations 3-6; and Bridges 6-8. This pipeline guarantees a schoolwide effect in AVID elementary schools and K-8 schools bringing a greater awareness of the path to college to all students and building skills to succeed in rigorous coursework such as organization, critical reading, writing and inquiry.

The **AVID Elective and Schoolwide Program for Middle & High Schools** provides academic support and enrichment to students via the AVID Elective course and by implementing the proven AVID instructional methodologies, curriculum resources and best practices in content area classes across school campuses to create a college-going culture and commitment to student success.

**AVID for Higher Education (AHE)** consists of two initiatives: Student Success and Teacher Preparation. Both initiatives can be described as a holistic, integrated college-success system designed for students with the determination to succeed and for campuses and teacher education programs committed to promoting student success.
Starting with the founder’s vision and utilizing the expertise and skills of some of the country’s finest educators, AVID has become the nation’s largest college-readiness system. AVID is proud of its ability to inspire teachers, transform schools and districts, and make the college dream accessible to all students attending AVID schools.

Today, the AVID College Readiness System is implemented in more than 4,900 schools in 45 states, the District of Columbia, and 17 countries and territories and in 28 institutions of higher education. At AVID Summer Institutes and various professional development trainings, more than 25,000 educators are trained each year to implement the proven AVID system and share best practices with their colleagues.

The chart below shows that AVID is making great progress in closing the achievement gap for students who participate in the program. However, much work still needs to be done: while 91 percent of AVID seniors complete four-year college entrance requirements, only 36 percent complete these same requirements in the U.S. overall.

<table>
<thead>
<tr>
<th></th>
<th>AVID U.S.</th>
<th>U.S. Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>82%</td>
<td>21%</td>
</tr>
<tr>
<td>Asian</td>
<td>92%</td>
<td>49%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>92%</td>
<td>25%</td>
</tr>
<tr>
<td>Filipino*</td>
<td>90%</td>
<td>22%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>90%</td>
<td>22%</td>
</tr>
<tr>
<td>Other*</td>
<td>91%</td>
<td>39%</td>
</tr>
<tr>
<td>White (not Hispanic)</td>
<td>92%</td>
<td>39%</td>
</tr>
<tr>
<td>Total</td>
<td>91%</td>
<td>36%</td>
</tr>
</tbody>
</table>

- AVID Center-AVID Senior Data Collection, Study of 33,204 AVID Seniors (2011-2012)

**AVID’s Mission** is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID can transform schools and districts so that students, particularly those students who are first generation college-goers, will be successful in college and a career.

AVID believes that the most effective way to help schools is to improve the quality of their teachers’ instruction and school leadership. This builds sustainability, accountability, hope, and positive morale directly into the fabric of a school and ultimately an entire school district. And a marked improvement in a community’s schools creates ripples of benefit for the community.

In these trying economic times, it is vital to involve the community in the success of its schools and AVID is structured and delivered in such a way that the family created in the AVID classroom can be extended to a school, a district and a community of hope for the success of students.
AVID Program Model

AVID is a structured college preparatory system working directly with schools and districts to provide academic and social support for under-achieving students in grades K through 16. The support structures include AVID elective classes in secondary schools; an embedded foundational program in elementary grades; and an academic course in postsecondary institutions to develop students’ college success skills and reduce barriers that limit levels of academic achievement. AVID provides extensive professional development to prepare teachers, school leaders and staff to implement the system, to use AVID teaching and learning methodologies and curriculum in all instruction, and to create a strong college-going culture.

Most AVID students are underrepresented minorities -- about 50 percent are Hispanic (only 20 percent of all school-age children nationally are Hispanic), nearly 19 percent are African-American (compared to the national average of 15.3 percent of school-age children), and 65.5 percent qualify for the Free or Reduced Lunch program. Many of these students do not have a college-going tradition in their families.

The AVID system provides students a scaffold of social and academic structures that include academic instruction to develop the skills to study, read and think critically; support to build time management and organizational skills to handle demands of rigorous coursework and college; collaborative tutorials and activities to engage students in inquiry-driven problem solving to support academic achievement; and instructional and motivational activities to inform and motivate students and their families to develop educational and career goals.

AVID helps students understand why they need to be in school, what they need to achieve their goals, and how to learn in order to develop a vision of their future that includes success in college, career and life.

AVID system components include:

- The creation of an AVID site team that writes an annual site plan, implements the program, provides peer support to its members, and trains and models to other teachers on site
- Staff member from the district or postsecondary institution designated as AVID District Director or Liaison, who allocates time to oversee program implementation to ensure quality and growth
- Academic support and instruction to students delivered by teachers trained in research-based AVID methodologies known as WICOR (Writing, Inquiry, Collaboration, Organization, & Reading)
- AVID curriculum materials and resources incorporating WICOR strategies and best practices developed and tested over 30 years
- AVID structure and activities that promote a sense of AVID family for the students, engage parents and the community, and create campus-wide college readiness
- Exceptional professional development for educators, including the annual three-day Summer Institute and scheduled regional and district trainings in AVID methodologies
- Ongoing coaching, support and resources for teachers including online seminars and site visits
- The comprehensive AVID data collection and certification system that has been demonstrated to give districts and schools the data they need to support students and make improvements.
AVID Instructional Methodologies, known as WICOR, were developed to open student access to rigorous college prep coursework. The methodologies are research-based and proven effective, and they form the foundation for AVID student instruction, curriculum materials and professional development for educators.

- **Writing as a Tool for Learning.** The AVID curriculum has a strong writing component that includes the AVID note-taking system, an adaptation of the sophisticated Cornell system. Not only do the notes help students clarify thought, but as students engage in writing for learning, their writing, reading and language skills become stronger.

- **Emphasis on Inquiry:** Students are trained in the inquiry method, based on levels of questioning (Costa, 2001) to encourage students to own their learning process.

- **Collaborative Approach:** AVID teachers are guides, facilitators and coaches in a learning community of teachers, students and tutors working together for the success of the group.

- **Organization:** Students use tools to organize their study materials and their time to maximize their learning.

- **Reading to Learn:** The AVID curriculum emphasizes critical reading. Academic reading is scaffolded to help students develop reading comprehension skills.

**AVID Tutorology** incorporates inquiry into the tutoring process. Tutors learn to utilize Costa’s Levels of Questioning (text explicit, text implicit, and experience-based thinking beyond the text) and focus on higher-level questions in the tutorial process. The inquiry process is facilitated by skillful questioning and provides students with the opportunity to become independent thinkers who master their own learning. In secondary school Elective classes, college tutors work with students during two class periods per week. Teachers in all AVID system schools are given instruction in the specialized AVID Tutorology.

**AVID Curriculum Resources** are rigorous, sequential curriculum materials and extensive professional development to teams of teachers from participating schools. AVID provides the “Write Path” curriculum materials and professional development in the following areas:

- **Write Path curriculum in core content courses, including English Language Arts, mathematics, history/social science, and science** incorporates WICOR strategies for regular and Advanced Placement courses in these subject areas.

- **AVID Tutorial Curriculum** teaches tutors to support effective group strategies using an inquiry-based approach to collaborative problem solving. AVID’s Tutorial Support Curriculum Resource Guide helps teachers enhance the skills of tutors by modeling and practicing effective group strategies, higher-order questioning techniques, writing review, and collaborative problem solving.

- **English Language Learners (ELL)** supports language acquisition and critical reading and writing strategies for ELL students so they can move into rigorous coursework and college readiness

- **Culturally Relevant Teaching (CRT)** provides a pedagogy that adjusts teaching methods to account for the diverse cultural characteristics of students. CRT helps each student relate course content to his or her own cultural context.

**Interdisciplinary School Site Team** of teachers, counselors and administrators lead the implementation of the AVID program at their site. The team functions as a professional learning community and sets quantifiable goals for school improvement based on site data. Ongoing support and coaching from AVID staff and monthly site team meetings reinforce the AVID professional learning and develop the team’s leadership capacity. AVID schools create communities of practice among their teachers, who work together to plan instructional and academic support activities for their students.
Intensive professional development for educators to prepare them to implement and expand AVID:

- **Summer Institute** is a focused, multi-day program that trains AVID site team members, content area teachers and administrators in the AVID methodologies; helps them build their leadership capacity; and provides time and guidance for them to develop an annual AVID implementation plan for their school.

- **Path Trainings** are two-day regional or district trainings on how to use AVID methodologies in content areas, to apply AVID strategies such as Critical Reading and Tutorology in all classes, and to address specific factors such as English Language Learners and Culturally Relevant Teaching.

- **Leadership for College Readiness: Administrator Training** focuses on structures, processes, protocols, and systems that have significant impact on a school’s culture and ability to support college readiness.

- **Data Analysis Training** focuses on the interpretation and use of data to inform instruction and program improvement practices and shape school culture.

- **AVID National Conference** is a two-day conference featuring dialogue, presentations, and sessions from practitioners currently engaged in college-readiness efforts.

- **AVID District Leadership (ADL) Training.** This training for district AVID leaders offers on-site visits, training, and facilitation to help district directors build local capacity for implementing, sustaining and constantly improving quality AVID programs in their schools.

**Tracking Success**

The AVID Data Collection System has been a fundamental part of the AVID implementation and continuous program improvement for many years. The system uses three data collection forms: a middle school form, a high school form, and a senior data collection form. These data collection forms and the online data collection system were developed with significant feedback from AVID sites as well as regional and district-level staff. Beginning in Year 2 of implementation, school sites are required to submit data as a means of establishing certification and ensuring program integrity.

**Continuous Improvement: AVID Essentials and Certification**

AVID Center has identified eleven characteristics of program implementation that are essential to have the maximum impact on student success. These 11 AVID Essentials are:

1. AVID student selection must focus on students in the middle with academic potential.
2. AVID program participants (students and staff) must choose to participate in AVID.
3. The school must be committed to full implementation of the AVID Program, with students enrolled in the AVID year-long elective classes offered within the regular school day.
4. AVID students must be enrolled in a rigorous course of study that will enable them to meet requirements for university enrollment.
5. A strong, relevant writing and reading curriculum provide a basis for instruction.
6. Inquiry is used as a basis for instruction in the AVID classroom to promote critical thinking.
7. Collaboration is used as a basis for instruction in the AVID classroom.
8. A sufficient number of tutors must be available in the AVID elective class. Tutors should be students from colleges and universities and be trained to implement AVID methodologies.
9. AVID program implementation and student progress must be monitored through the AVID Center Data System, and results must be analyzed to ensure success.

10. The school or district has identified resources for program costs, has agreed to participate in AVID Certification and has committed to ongoing participation in AVID staff development.

11. An active interdisciplinary AVID site team collaborates on issues of student access to and success in rigorous college preparatory courses.

The AVID Certification program documents and recognizes schools that have fully and successfully implemented these 11 Essentials of the AVID program. To earn the AVID Certification, participating schools complete an annual site self-study of their implementation of the AVID Essentials and their student achievement. The self-study identifies their potential barriers to student achievement and serves as the baseline for a continuous improvement process. The AVID Center then conducts a site visit to assess the level of implementation of the AVID program and help sites engage in the continuous improvement process. Teacher satisfaction with the AVID program and changes in their teaching practices are assessed through surveys taken at each training session and at the end of the school year.

AVID research staff conducted a validation study of the AVID Certification system to determine whether student outcomes increase as the fidelity of the school's AVID implementation increases. Data from 2,655 sites were obtained using the Certification Self Study during the 2008-09 academic year. Results indicated that schools implementing AVID at the highest levels of fidelity evidenced significantly higher student achievement across all academic and course enrollment outcomes. Students attending Certified schools had higher levels of participation in AP/IB courses and exams, were more likely to take the SAT or ACT, were more likely to complete college entrance requirements, and more likely to plan to attend college.

Both AVID Elementary and AVID for Higher Education have developed specific Essentials for their programs used to ensure high-quality, comprehensive data collection and certification processes guiding and evaluating implementation of AVID at these sites.

**AVID Outcomes and Accomplishments**

AVID has proven to be one of the most effective ways to increase the likelihood that a young person who comes from a low-income family will graduate from high school and go on to enroll in postsecondary education **with no need for remediation**. Most jobs in the U.S. that offer earnings above a living wage require good English language and math skills and at least one year of postsecondary education. AVID provides preparation for any type of postsecondary education that requires strong academic foundations – a four-year college, a two-year college, or a shorter certificate or training program.

AVID significantly closes the achievement gaps between groups of students. About 91% of AVID students complete course requirements for admission to a four-year college or university, compared to 36% nationally. The proportions of AVID students who completed these course loads were nearly consistent for each sub-group of students, with a gap of only 9 percentage points from the highest performing to the lowest. That gap nationally is 28 percentage points.
Underrepresented students participating in AVID are much more likely to take Advanced Placement (AP) tests; while only 8% of African American students across the U.S. take AP tests, 16% of African American AVID students do so; while 14% of the nation’s Hispanic students take AP tests, 56% of Hispanic AVID students take them.

AVID increases student achievement through high school graduation. A project tracking AVID students in Texas found that 98% of the students who completed three or more years of AVID graduated from high school with a recommended or distinguished diploma; only 81% of the students not in AVID graduated from high school with more than the minimum level diploma. Students with 3 or more years of AVID were more likely to enroll in higher education the fall after graduating high school (65% vs. 53% for students without AVID) and return for a second year of college (54% for AVID students, 46% for other students) (Stoever, 2010).

The academic success of AVID students helps close the achievement gap in other ways as well (AVID Center, 2011; California Department of Education, 2008; CREATE, 2000, 2002; Mehan et al., 1996):

- AVID students are much more likely to take algebra in eighth grade – 58% of grade 8 AVID students compared to 39% nationwide. Students who take algebra in eighth grade are prepared for more advanced coursework in math and science in high school. They are more likely to attend and graduate from college than are eighth graders who do not take algebra.

- AVID opens access to Advanced Placement courses for minority students. The proportion of Hispanic students taking AP exams is almost four times higher among AVID students (at 56%) than among U.S. students overall (14%).

- AVID students are more likely to graduate from high school. Over 98% of AVID high school seniors graduate from high school. In California, for example, 99.6% of high school seniors in AVID graduate from high school, compared to only 80.5% of all high school seniors in the class of 2010 statewide. In Texas, over 95% of high school seniors in AVID graduate, compared to about 89% of all high school seniors statewide.

- Over 71% of AVID high school seniors are accepted to four-year colleges. Minority students who participate in AVID are much more likely to enroll in a four-year college. Over half (55%) of the AVID African-American students who participated in AVID for three years enrolled in four-year colleges, compared to a national average of 33%, and 43% of the Latino students who participated in AVID enrolled in four-year colleges, compared to the national average of 29%.

AVID research, data and references can be found on its website at www.avid.org.

**AVID Partner Opportunities**

AVID is an extremely cost effective solution to help students and turn around school culture. There are many ways that foundations, corporations and individuals can invest in AVID’s mission to close the achievement gap and support national education reform or the transformation of local schools.
On the local level, funders can support their school districts directly with donations designated to the AVID program. AVID Center works with districts to prepare formal grant proposals. For example, AVID Center provided guidance and grant components to a Washington State school district who was awarded funding from a private foundation for fourteen new elementary sites.

Funders can also impact their local community in partnership with AVID. In the San Francisco area, for example, a small family foundation that is committed to helping at-risk students has invested $50,000 over two years to expand AVID by adding the program at three middle schools to complete the district’s secondary feeder pattern.

AVID is working closely with funders and a major urban school district to expand and deepen the AVID system as the primary strategy to increase college readiness districtwide. The funders awarded the grant to AVID to provide the training and coaching needed to increase the number of AVID sites, deepen and strengthen the system at individual schools, and build a strong district infrastructure to support the AVID system over the long term to ensure sustainability. This model can be applied to other urban districts across the country.

Funding can also support the development and dissemination of key initiatives and targeted trainings such as:
- Leadership for College Readiness sessions for district administrators
- EXCEL - the English Learner College Readiness program in middle schools
- Regional trainings in the AVID Write Path curriculum to increase the number of teachers utilizing AVID methodologies in classrooms across a school site
- Math and Science Summer Bridge program

National Model for Grassroots Support of Education: AVID Center is interested in piloting a community-wide college readiness transformation that could serve as a model for intensive kindergarten through post-secondary systemic change. This would require a four-way partnership with a school district, local college(s), a funder or group of funders, and AVID to implement AVID Schoolwide in every district school and AHE in feeder colleges. Over the course of five years, AVID can be systematically implemented and deepened. This concept is based on success seen in districts in which a variety of partnerships between schools, AVID, corporations, small businesses, foundations, community organizations and individuals, have come together to build their community by improving their schools using AVID.

There are many challenges facing our nation’s educational system, and AVID is keenly aware of them. However, AVID also knows that it is possible to turn around poorly performing schools cost-effectively by developing educators and school leaders. Bringing the power of the AVID methodologies to more teachers and students throughout the country can make a significant impact in educational reform and be a major contributor to helping our students succeed in a global society.