



New Evidence of AVID Elementary's Effectiveness

AVID Elementary (AE) is designed with the expressed intent of developing a growth mindset and academic disposition in students. By strengthening students' social and emotional development and exercising the skills needed to engage in rigorous academic settings, AE not only prepares students for middle and high school but also cultivates a mindset that college and career aspirations are achievable goals.

Based on evidence gathered from over 1,600 AE sites, AVID Center recommends the following considerations when measuring the effectiveness of AE:

- Student behaviors involving organization, collaboration, note-taking, goal setting, and engagement in learning are frequently observed indicators of success.
- AE provides the common language and lens through which teachers and administrators monitor student progress, learn what works and what does not, and adapt as needed.
- Learning and routinely actualizing appropriate academic skills and behaviors require consistent modeling, intentional repetition, and adequate time for students to master.
- The use of rubrics, walk-throughs, and observations are best practices when measuring the effectiveness of AE.

When teachers, school leaders, and outside observers look for evidence of AE success, they find that students' actions, skills, and behaviors are most telling. Typically, formal metrics—such as achievement tests—are not used.

The most prominent illustration of effectiveness is improved organization in students' work and materials.

- *Structured use of a binder, planner, agenda, or notebook is evident, as are improvements in students' notes and note-taking strategies.*

AE's effectiveness was also evident in students' behavior and the overall culture of the campus. While students' attendance was referenced fewer times, effectiveness was most often referenced in contexts of students' behavior improvements.

- *Student **behavior** best illustrates the effectiveness of AVID on our campus. Through the different activities used to build organizational skills, students have learned to set goals and take ownership of their learning.*
- *There is an increase of instructional time and a decrease of **behavioral** issues.*
- *Overall improvement of student **behavior** is evident by a decrease in office discipline referrals.*
- *There are reduced **behavior** referrals and an increase in time on task.*
- *Student **behavior** has improved, and students are taking ownership of their learning and success by setting goals, personally and academically, and advocating for themselves and others more.*

A number of responses highlighted students' engagement as evidence of AE's effectiveness.

- *What best illustrates the effectiveness of AVID for students on our campus is student **engagement** and interaction. You can observe students interacting with the learning, focusing more on the task to be completed and/or accomplished.*
- *Formal assessments and observational data indicate that there is an increase in student **engagement** and performance when utilizing AVID strategies in the classroom.*

*Summary based on feedback received from 1,615 AVID Elementary sites in 2020.
Contact info@avid.org for more information.*



New Evidence of AVID Elementary's Effectiveness

While demonstration of AE's effectiveness in students was most frequently described in areas of Organization, there is evidence of effectiveness occurring in all areas of WICOR.

W I C O R

- Teachers and students are integrating **writing** within their subject areas and across grade levels.
- Students engage in weekly schoolwide **writing** that has boosted confidence and skill in **writing**.
- Students are **writing** more and finding for themselves that the process of **writing** increases their ability to learn.

W I C O R

- Students are authentically engaged in the learning through collaboration and **inquiry**.
- During Socratic Seminars, students are leading discussions about text they read. They can discuss and support their learning points using text evidence. They hold each other accountable for the text they are reading and share connections made with text. This helps promote their **inquiry**.
- Students are becoming more organized, and **inquiry** has been building upon itself.
- Our students exhibit progression of note-taking and **inquiry** skills from grade level to grade level.

W I C O R

- Students are **collaborating**, either through Socratic Seminars or in smaller groups, using the new Benchmark ELA curriculum on a regular basis.
- All classes have seen a huge increase in student confidence in regard to **collaborating** and working with peers.
- **Collaboration** is huge on our campus and uses class discussion to strengthen instruction.
- There is increased **collaboration** and communication among students. They are courteous and engaged in what their classmates have to say. Students are learning it's okay to disagree with each other, but they must be respectful.

W I C O R

- All students have and use AVID **organization** tools.
- Student **organizational** skills have improved. They are utilizing a formal system for the **organization** of materials and time.
- During informal walk-throughs, students are seen following the **organization** routines that keep them on task and collaborating with their group members.
- We have seen an improvement in students' **organization** using the binders, and teachers report that the students need to go to lockers less frequently to retrieve materials.
- Students shared with me that their grades were improving because the notes kept them **organized** and were helping them study.

W I C O R

- There are increased note-taking skills as it relates to **reading** comprehension.
- Students can demonstrate the critical **reading** process. For example, students are marking the text.
- Students can answer more high-level questions before, during, and after **reading**.