

# Advancement Via Individual Determination (AVID)

## A Summary of:

**AVID RESEARCH AND INFORMATION:**  
Annual Report 1998-1999, internal document

### Overview

Advancement Via Individual Determination (AVID) was established in 1980 by two English teachers at Clairemont High School in San Diego, CA, concerned with the large number of students unlikely to pursue postsecondary education. Research has shown that well-behaved, C-average students from low-income families tend to receive the least attention from teachers and school counselors, and enroll in less demanding courses that do not prepare them to enter four-year colleges. AVID provides these students with a college preparatory program that relies on teacher professional development, a rigorous course of study, and the use of college students as tutors and role models. AVID has received a number of awards, including the Golden Bell Award of 1995 from the California School Boards Foundation and

### POPULATION

AVID has more than 30,000 students enrolled in 700 schools in eight states and 13 foreign countries. Demographic characteristics of participants vary by school and state. Some schools have a large population of Hispanics, others of African Americans. The program serves all students, regardless of their ethnicity or socioeconomic status, but it focuses on low-income students who are first in their families to have the opportunity to attend college.

the A+ for Breaking the Mold award. AVID is a model program for the U.S. Department of Education's GEAR UP Initiative and America Counts. The program is funded by a mix of foundation grants and state and local education contracts.

### Evidence of Effectiveness

The percentage of AVID students enrolling in four-year colleges is as follows:

- ◆ 93.8 percent for all AVID students (an enrollment rate 75 percent higher than the national average for this target group)
- ◆ 43 percent for Latino students who participate in the program for three or more years (the national average for Latinos is 29 percent)
- ◆ 55 percent for African American students (the national average for African Americans is 33 percent)

In addition:

- ◆ 89 percent of AVID students who enroll in four-year colleges remain two years later (a retention rate 60 percent higher than the national average)
- ◆ students from low socioeconomic strata who complete three or more years in AVID enroll in four-year colleges in equal or greater proportion to students from high socioeconomic levels

The California State Department of Education indicates that in AVID schools, from 1985-86 to 1991-92:

- ◆ the three-year dropout rate declined by 37 percent compared to a 14 percent decline in non-AVID schools
- ◆ the number of seniors completing a four-year college preparatory course of study increased by 95 percent compared to a 13 percent increase for non-AVID schools
- ◆ the percentage of graduates enrolling at California public universities increased by 35 percent compared to a one percent decline for non-AVID schools

## Key Components

The following elements are required as a condition for use of the AVID™ trade name, trademark and logo:

- ◆ prior to the implementation of the program the teacher/coordinator, the site administrator, and a team of subject areas teachers must attend the AVID Summer Institute
- ◆ the school must identify resources for program costs, purchase program materials and commit to ongoing participation in AVID staff development and certification process
- ◆ student selection must focus on underachieving students in the middle who have the ability to succeed in a college preparatory curricular path
- ◆ participation must be voluntary
- ◆ the program must be implemented as an integral part of the school day
- ◆ tutors must be available and receive training to implement AVID methodologies
- ◆ AVID methodologies must provide the basis for instruction in the classroom
- ◆ program implementation and student progress must be monitored and results analyzed
- ◆ are tutored by college students and exemplary high school peers, who have been trained to use specific teaching methodologies and materials
- ◆ attend sessions with guest speakers from educational institutions and the business community
- ◆ participate in field trips to places of educational and cultural interest
- ◆ attend mini-lessons given by college instructors of freshman-level introductory courses
- ◆ receive classes on notetaking, study skills, test taking, time management, effective textbook reading, library research skills, and preparation for SAT/ACT, college entrance and placement exams
- ◆ are helped with preparing college applications and financial aid forms

*“Students’ lofty aspirations, like teacher’s high expectations, are essential ingredients for school success, but unless those cognitive processes are accompanied by social support systems, even the highest goals may go unrealized.”*

*AVID Research and Information*

Upon entering the AVID program, students:

- ◆ enroll in advanced level college preparatory classes that fulfill four-year college entrance requirements

A staff development program integrates curriculum standards with specific student achievement goals. The program focuses on improving students’ grades in college preparatory courses, improves motivation

among students from under-represented groups, and restructures schools to provide an enriched education for all students. The development program is provided during the AVID Summer Institutes and monthly follow-up workshops.

## Contributing Factors

### *Parental Participation*

Ongoing home contact in the form of regular telephone calls, letters and meetings for parents and students, and the presence of a Parent's Advisory Board, are vital to the success of the program.

### *Redefinition of Roles and Responsibility*

AVID expects parents, businesses and universities to share in the task of preparing and motivating students to continue their education beyond high school. Students assume the responsibility for learning, while receiving support and help from the community. AVID provides the forum in which students are nurtured and challenged.

### *Group Support*

Working in groups, students are taken out of the isolation that characterizes the traditional high school program. They become a part of a new peer group that shares their goals. Learning groups help students realize the connection between power and learning, and once that connection is established, students become independent learners. "It is the ability to learn and to think independently that allows students to go on to make the most of their education, career, and lives" (*AVID Research and Information: Annual Report*).

## STUDY METHODOLOGY

The report draws data from 521 AVID sites that include 292 high schools, 223 middle schools and five other sites for a total of 29,799 students.

## EVALUATION FUNDING

School district, foundation grants, and state and local education contracts.

## GEOGRAPHIC AREAS

In the School Year 1997-98, AVID was implemented in CA, CO, GA, IL, KY, MD, NE, NJ, NC, SC, TN, TX, VA, and Department of Defense Dependents Schools overseas.

## CONTACT INFORMATION

### Organization Contact

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