

# Advancement Via Individual Determination (AVID)

## A Summary of:

**“AVID: A 20<sup>th</sup> Anniversary”** (2000)  
Unpublished Report, The AVID Center. By Mary Catherine Swanson.

**“Longitudinal Research on AVID, 1999-2000: Final Report”** (June 2000) Center for Research Evaluation and Training in Education. By Larry F. Guthrie and Grace Pung Guthrie.

**“AVID Research and Information: Annual Report, 1998-99”** (1999) Unpublished Report, The AVID Center. By Mary Catherine Swanson.

**“Constructing School Success: The Consequences of Untracking Low-Achieving Students”** (1996) Cambridge University Press. By Hugh Mehan, Lea Hubbard, et al.

### Focus

- Early Childhood
- Primary School
- ✓ Middle School
- ✓ Secondary School
- Postsecondary
- Extended Learning

## Overview

Two English teachers at Clairemont High School in San Diego, CA founded Advancement Via Individual Determination (AVID) in 1980, because they were 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. Subsequently, these students 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. Every participant of the program takes an additional elective class during the regular school day, which emphasizes writing skills and cultivates critical

## POPULATION

AVID serves more than 70,000 students enrolled in over 1000 middle and high schools in 20 states and 14 countries. Demographic characteristics of participants vary by school and state. Some schools have a large population of Latino students, 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 the first in their families to have the opportunity to attend college.

inquiry. AVID has received a number of awards, including the Golden Bell Award of 1995 for the California School Boards Foundation, the A+ for Breaking the Mold Award from the US Department of Education and the Pioneering Achievement in Education Award from the Charles A. Dana Foundation.

## Key Findings

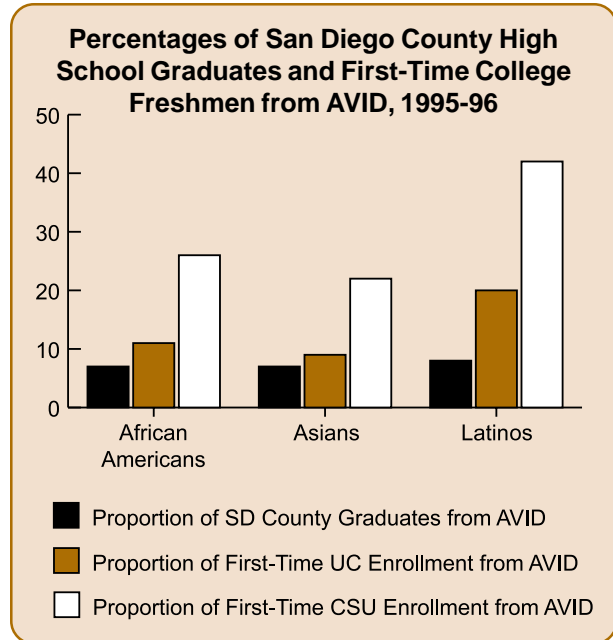
Since AVID is a college preparatory program, evaluators used longitudinal studies to determine the program’s impact on college access and success.

- ◆ Nearly 95% of AVID’s graduates enroll in college.
- ◆ Seventy-seven percent of AVID’s graduates enroll in four-year colleges.

- ◆ Forty-three percent of AVID's Latino graduates (who have participated in the program for at least three years) enroll in four-year colleges. Evaluators compared this to a 1990 national average for Latinos of 29%.
- ◆ Fifty-five percent of AVID's African American graduates enroll in four-year colleges. Evaluators compared this to a 1990 national average for African Americans of 33%.
- ◆ More than 80% of the AVID graduates remain enrolled in college two years after admission.
- ◆ AVID graduates maintain an average GPA of 2.94.

A more focused look at the 1995-96 class of AVID graduates in San Diego County revealed that AVID produced disproportionately large percentages of African American, Asian, and Latino first-time freshmen in both the University of California and California State University Systems. Though AVID minority students made up about 7-8% of the high school graduating class from San Diego County in 1996, they made up 22-42% of the CSU freshman coming from San Diego [see chart].

The California State Department of Education indicates that from the 1985-86 school year to 1991-92, AVID schools witnessed:



- ◆ A dropout rate that declined 37% as compared to a 14% drop in non-AVID schools.
- ◆ The number of seniors completing a four-year college preparatory course of study increased by 95% compared to a 13% increase in non-AVID schools.
- ◆ The percentage of graduates from AVID schools enrolling in California public universities increased by 35% compared to a 1% decline for non-AVID schools.

### Program Components

The following essential elements are required if a school is to receive certification as an AVID site:

- ◆ Prior to the implementation of the program the teacher/coordinator, the site administrator, and a team of subject area teachers must attend an AVID Summer Institute.
- ◆ The school must identify resources for program costs, purchase program materials and commit to ongoing participation in the 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 curriculum writing assignments, made relevant to the students' lives, and problem solving that fosters critical inquiry.

- ◆ The AVID curriculum must provide the basis for instruction in the classroom.
- ◆ Program implementation and student progress must be monitored and results analyzed.
- ◆ The school must feature an active, interdisciplinary Site Team.
- ◆ Receive classes on notetaking, study skills, test taking, time management, effective textbook reading, library research skills, preparation for the SAT/ACT, college entrance and placement exams.
- ◆ Receive help preparing college applications and financial aid forms.

Upon entering the AVID program, students:

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

A staff development program integrates curriculum standards with specific student achievement goals. The program focuses on improving students' grades in college preparatory courses and improving motivation among students from under-represented groups. Professional development is provided during the AVID Summer Institutes and monthly follow-up workshops.

For schools outside of California, the cost of implementing the AVID program is \$540 per student (about \$3 per day) in year one. By the third year of implementation, the cost drops to about \$1 per day per student. For schools and districts in California the per-pupil cost is about \$180 per year. In California, AVID is a state-supported program.

## 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. AVID provides a parent-training curriculum designed to assist families with the college-going process.

### *Redefinition of Roles and Responsibilities*

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.

### *Peer 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.

**STUDY METHODOLOGY**

The 1998-99 report drew data from 521 AVID sites that included 292 high schools, 223 middle schools, and 5 other sites. In total, these sites served 29,799 students. The longitudinal study undertaken by researchers at CREATE compiled data for 26 California high schools in 8 different regions of the state. The AVID 20<sup>th</sup> Anniversary Report included data on 645 program sites, including 326 high schools, 289 middle schools, and 30 other sites, serving 36,839 students.

**EVALUATION & PROGRAM FUNDING**

School districts as well as state and local education contracts funded the evaluation. The program is funded by a combination of site and district resources. In California, AVID is a state-funded program with 11 regional centers.

**GEOGRAPHIC AREAS**

In the school year 2000-01, AVID was implemented in AZ, CA, CO, FL, GA, ID, IL, IN, KS, KY, MA, MD, NE, NV, NJ, NC, SC, TN, TX,

VA, and Department of Defense Dependents Schools Overseas. Canada is among the 14 countries with AVID programs.

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