

# Advancement Via Individual Determination



# Presenters

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# Essential Questions

- Why do only 8 of 100 low-income students graduate from college?
- What has AVID done about this?
- What are the lessons we can apply to our work, from AVID's experience?

# Our Mission

**AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society**

# What is AVID?

- A schoolwide college readiness system
- A structured approach to rigorous curriculum
- Direct support structure for first-generation college students
- Professional learning for educators (50,000 per year)

# Barriers to higher education

- Teacher and school **perceptions**
- Family fears/lack of **resources**
- The **peer group**
- Lack of academic **preparation**
- “**The Hidden Curriculum**”
- Increased **competition** for college spaces



# The Challenge

## Low Expectations:

- 71% of students plan to attend college
- 32% of teachers expect their students to attend college
- 51% of parents believe their children will attend college

From report done by Pathways to College Network: Citing research by Metropolitan Life (2000) MetLife Survey of the American Teacher 2000.



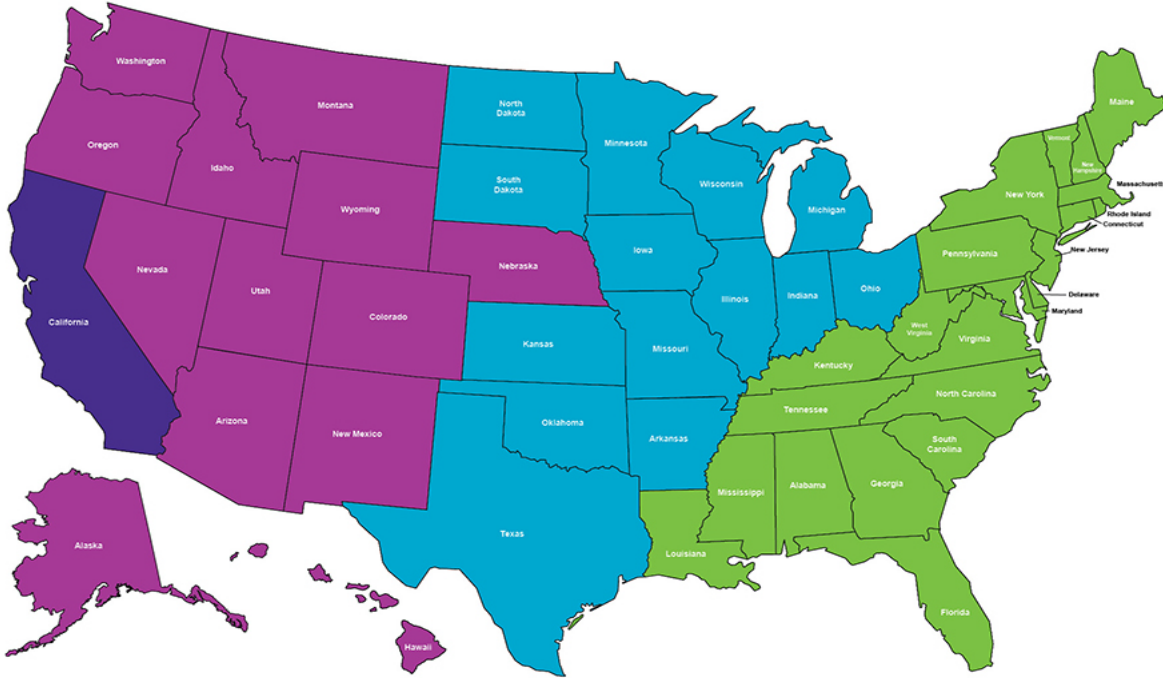
# Who AVID Serves



# Where is AVID?

AVID impacts nearly **one million students** in 46 states and 16 other countries/U.S. territories

Total K-12 AVID Sites **4,837**  
Total AVID for Higher Education Sites **41**



- California** 1,411 sites
- Western** 800 sites
- Central** 1,434 sites
- Eastern** 1,095 sites
- International and DoDEA** 97 sites

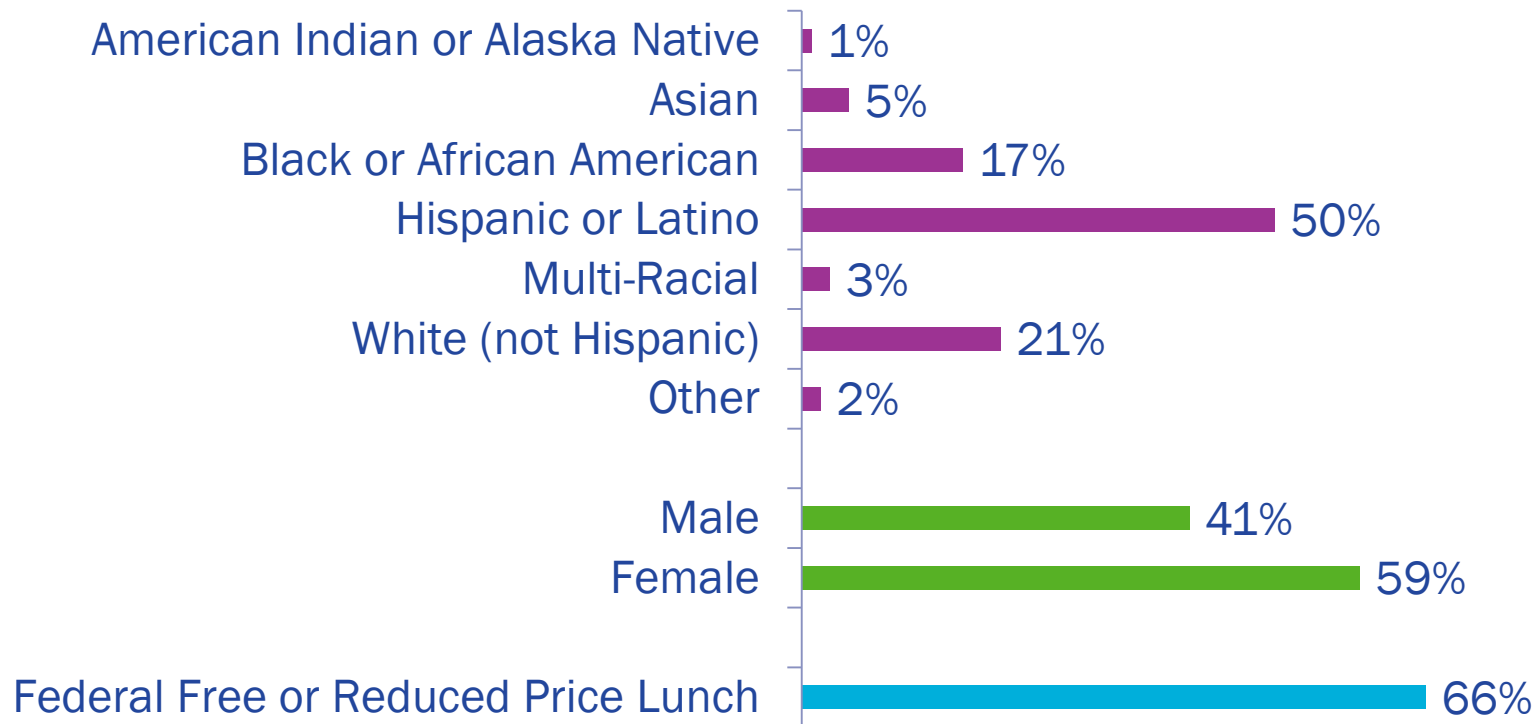
# AVID students have a scholar identity and

- Develop as **readers and writers**
- Develop deep **content knowledge**
- Know content **specific strategies** for reading, writing, thinking, and speaking
- Develop **habits, skills, and behaviors** to use knowledge and skills



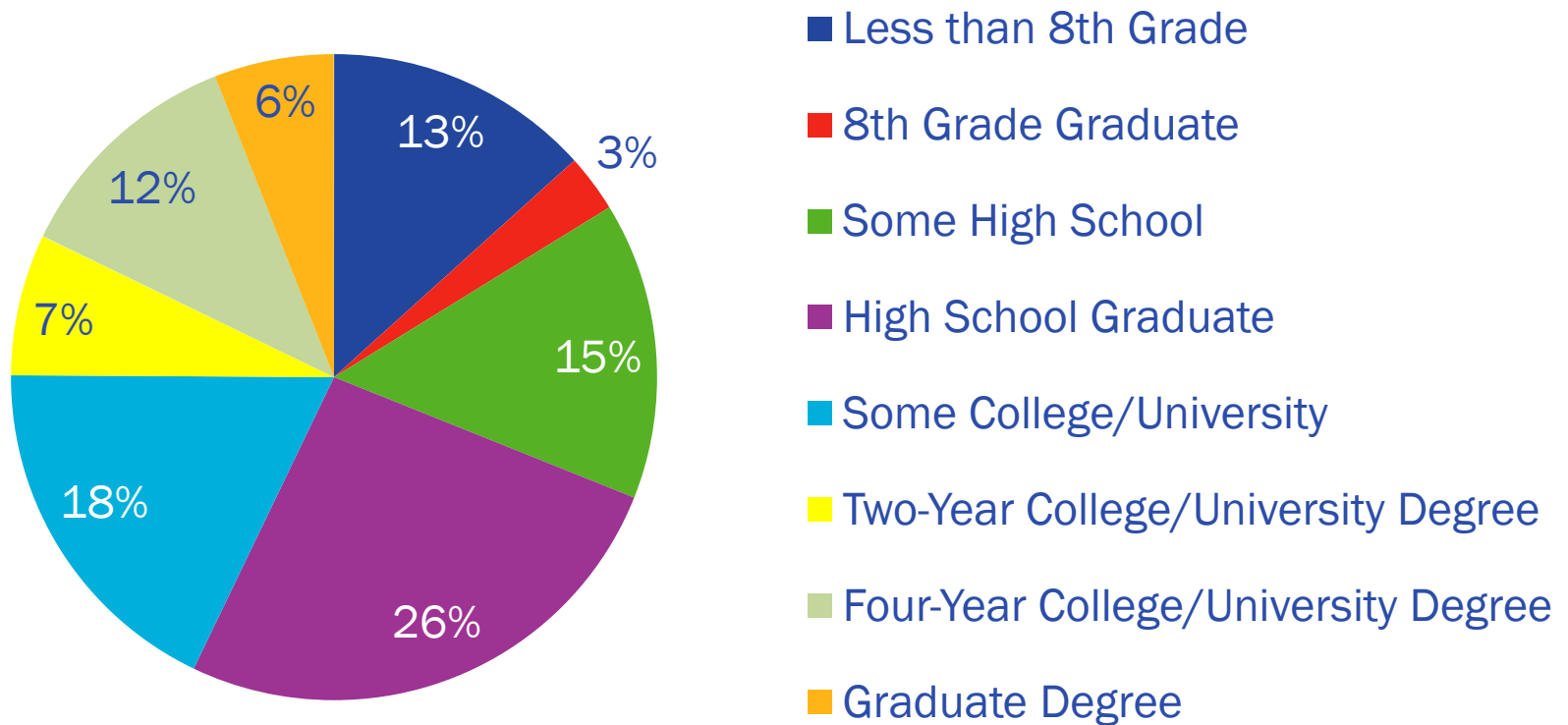
# All AVID Elective Secondary Students

## Demographics of AVID Elective secondary students in 2013-2014



# 2014 AVID Elective Seniors

## 2014 AVID Elective seniors' parents' highest level of education



# Why AVID Works

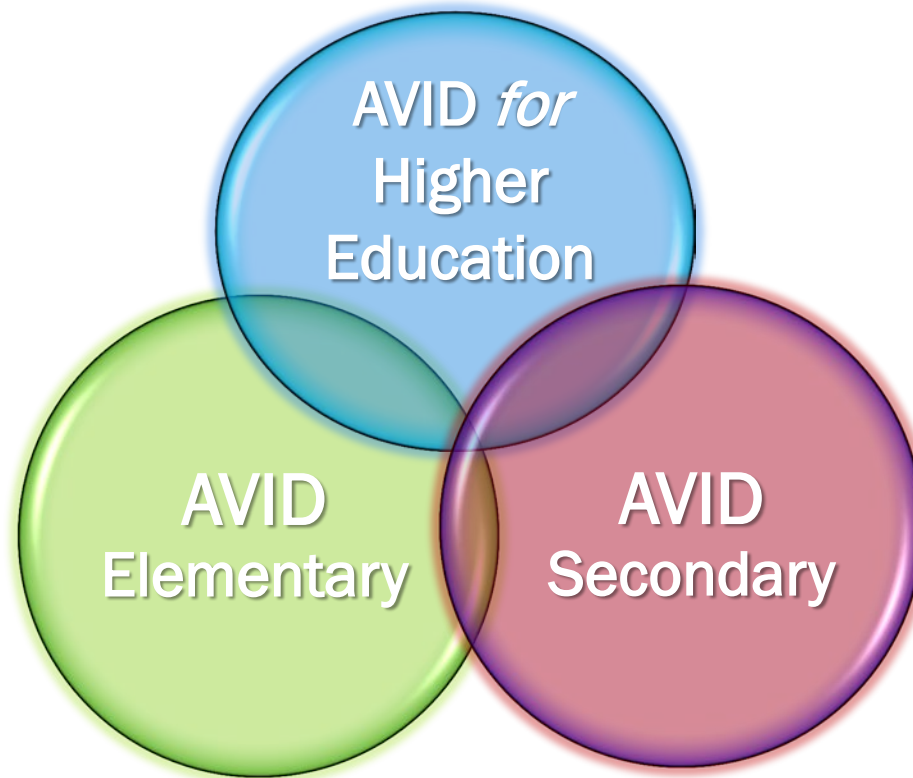
- Raises student achievement
- Ensures college access and success
- Closes opportunity and expectation gaps; improves educators' behaviors
- Offers meaningful and lasting professional learning



# How AVID works

- **Accelerates under-achieving students**, who have potential, into more rigorous courses
- **Teaches academic and social skills** not targeted in other classes
- **Provides intensive support** with in-class tutors and a strong student/teacher relationship
- **Creates a positive peer group** for students
- **Develops a sense of hope** and **personal achievement** gained through **hard work** and **determination**

# The AVID College Readiness System



**AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.**

# AVID's Structure



# AVID: Collaborative Support for the Success of Underserved Students



# The AVID Elective student profile

## Has **academic potential**

- Average to high test scores
- 2.0-3.5 GPA
- College potential with support
- Desire and determination



# The AVID Elective student profile

Meets one or more of the following criteria:

- First to attend college
- Historically underserved in four-year colleges
- Low-income
- Special circumstances



# The AVID Elective

## Students need to trust the AVID system

- Firm understanding of the goal
- Strong teacher/student relationship
- Strong interpersonal relationship



# The AVID Elective

## Firm understanding of the Goal

- The ultimate goal of AVID is to get students ready for college, careers, and life.
- When students realize that, they are far more likely to buy into the program.



# The AVID Elective

## Strong teacher/student relationships

- Building trust is paramount
- “If you have their hearts,  
you have their heads.”
- Maslow’s Hierarchy of Needs



# The AVID Elective



Strong student/teacher relationships

- Establish trust

- Build on strengths

- Support weaknesses



# The AVID Elective

## Strong interpersonal relationships

- Students play to their peers
- The better the peer group, the more likely success





# A sample week in the AVID Elective

## Daily or Block Schedule

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

### Curriculum:

- Writing
- College and Careers
- Strategies for Success
- Critical Reading

### Tutorials:

- Collaborative Study Groups
- Writing Groups
- Socratic Seminars



# The AVID Tutorial Process

- Students bring questions from academic classes
- Tutors work with small groups
- Students learn to struggle with hard questions

**Tutorial Request Form (TRF)**  
**Pre-work Inquiry (Before the Tutorial)**

STUDENT HANDOUT 4.3.4 (1 of 2)

Subject: \_\_\_\_\_

Pre-Work Inquiry _____/12	Resources _____/1	Collaborative Inquiry _____/2	Cornell Note-Taking _____/3	Reflection _____/7	Total _____/25
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Name: \_\_\_\_\_  
AVID Period: \_\_\_\_\_  
Date: \_\_\_\_\_

Standard Essential Question: \_\_\_\_\_

Initial/Organic Question: \_\_\_\_\_

Source, Page # and Problem #: \_\_\_\_\_

Key Academic Vocabulary/Definition Associated With Topic/Question:  
1. \_\_\_\_\_ /1  
2. \_\_\_\_\_ /2

What I Know About My Question:  
1. \_\_\_\_\_ /2  
2. \_\_\_\_\_ /2

Critical Thinking About Initial Question: _____ /2	Identify General Process and Steps: _____ /2
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Question From Point of Confusion: \_\_\_\_\_ /3

Unit 4: Collaboration 199

# The AVID Tutorial Process

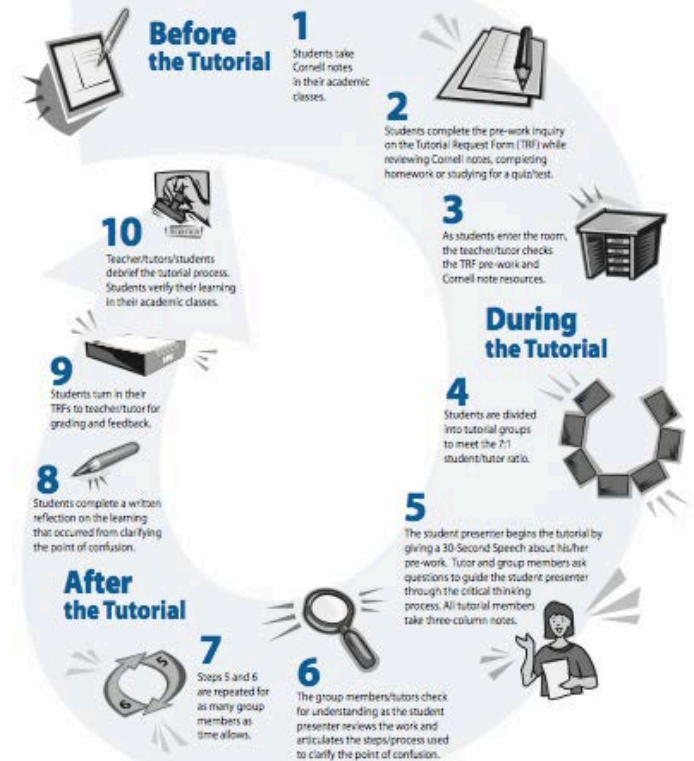
## The skill learned is struggle

- No one can “phone in” a real tutorial
- Genuine teamwork
  - Requires trust
  - Requires strong relationships
- True deep learning “Brain Sweat”

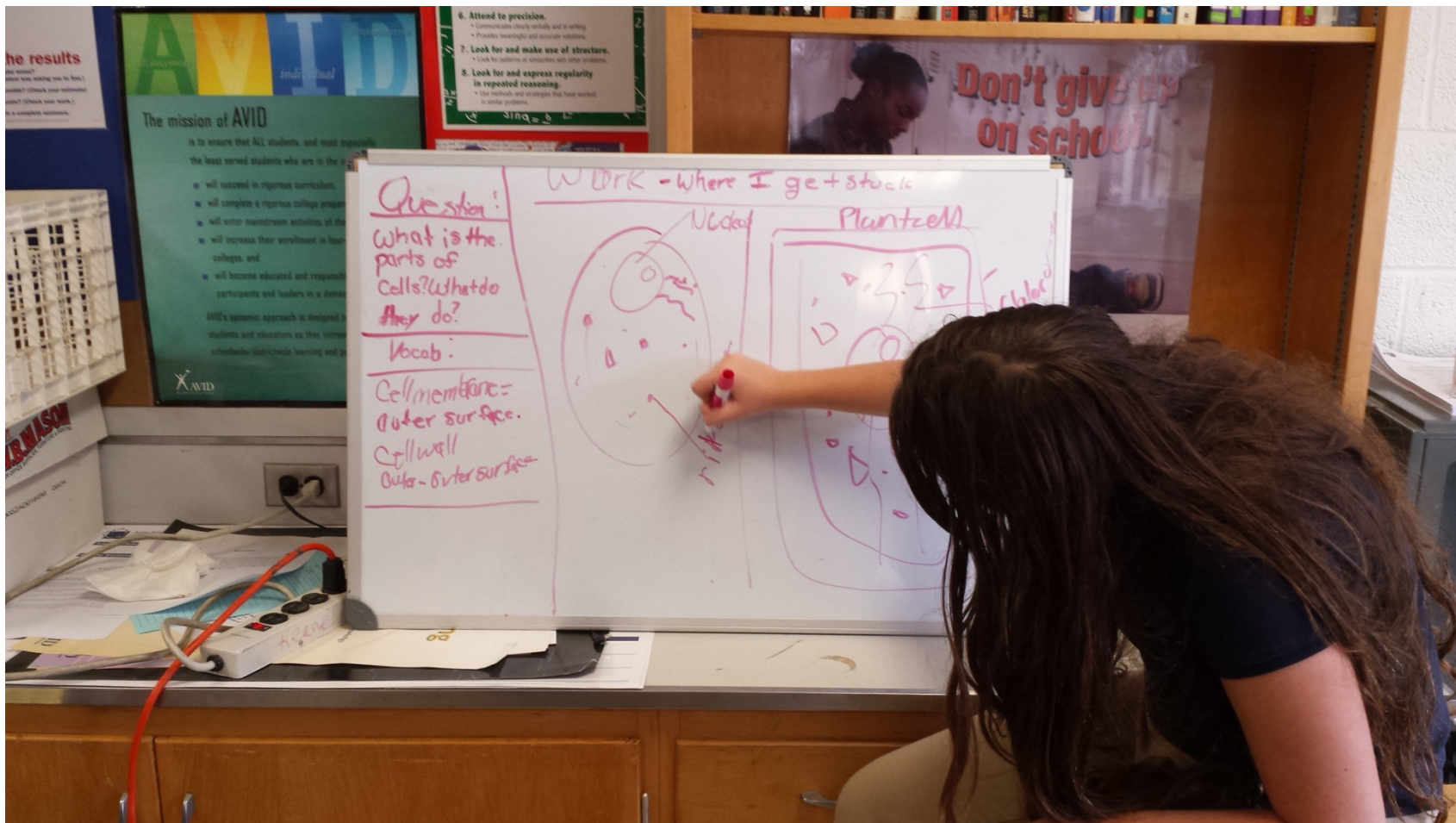
STUDENT HANDOUT 4.3.1



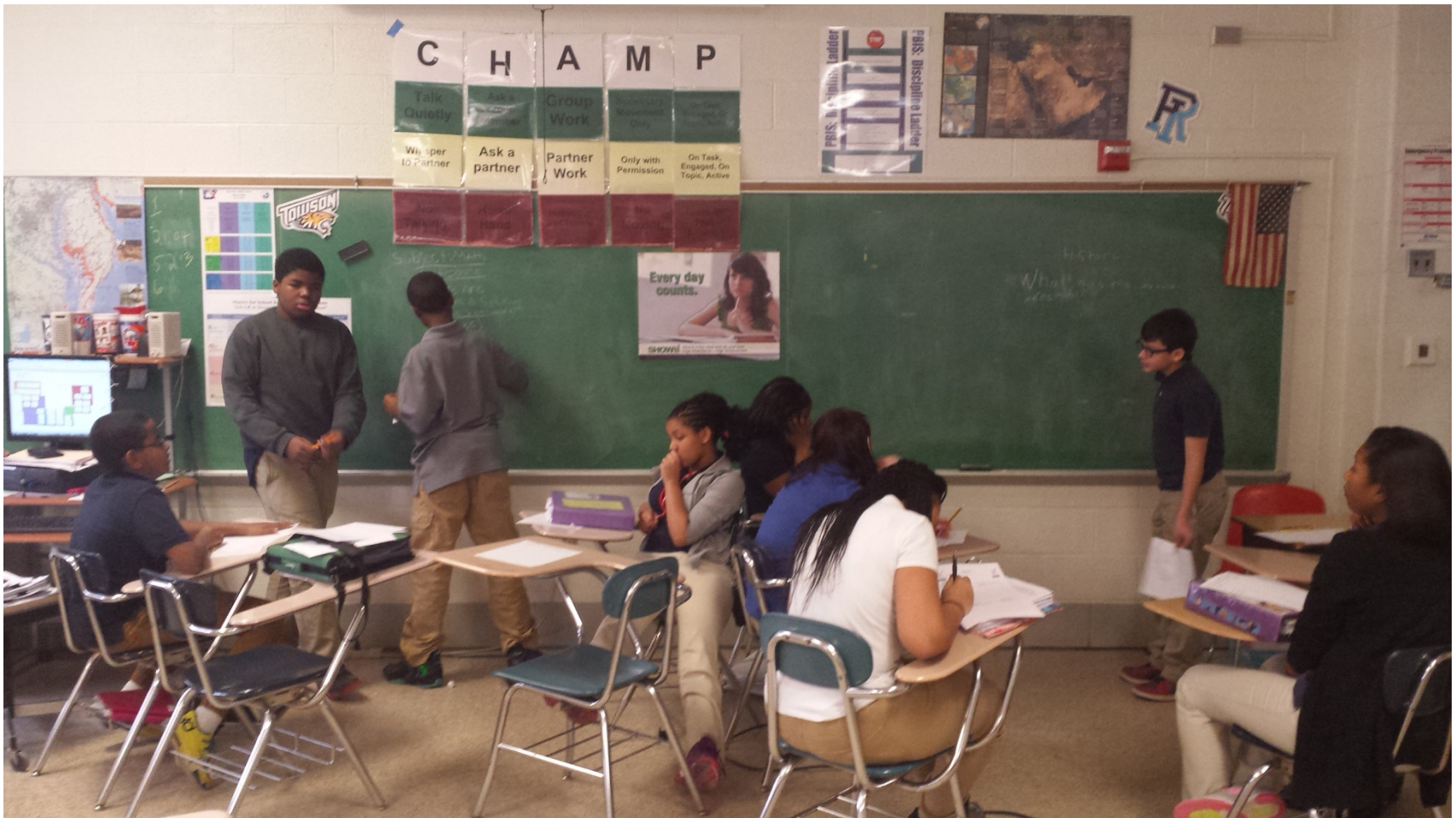
## Steps in the Tutorial Process



# The AVID Tutorial Process



# The AVID Tutorial Process



# The AVID Tutorial Process



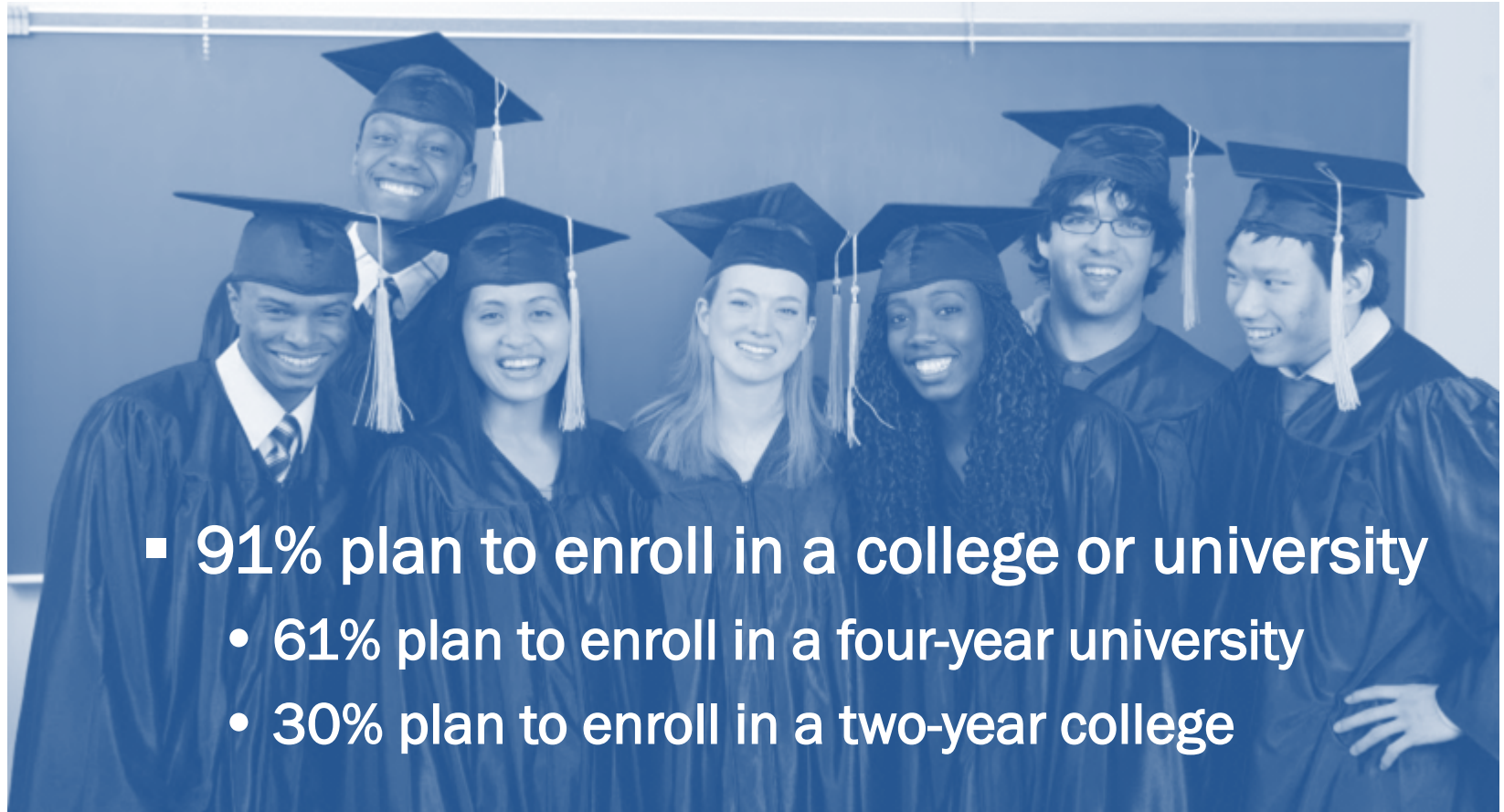
# WICOR



**What results does AVID  
deliver?**



# 2014 AVID Elective Seniors

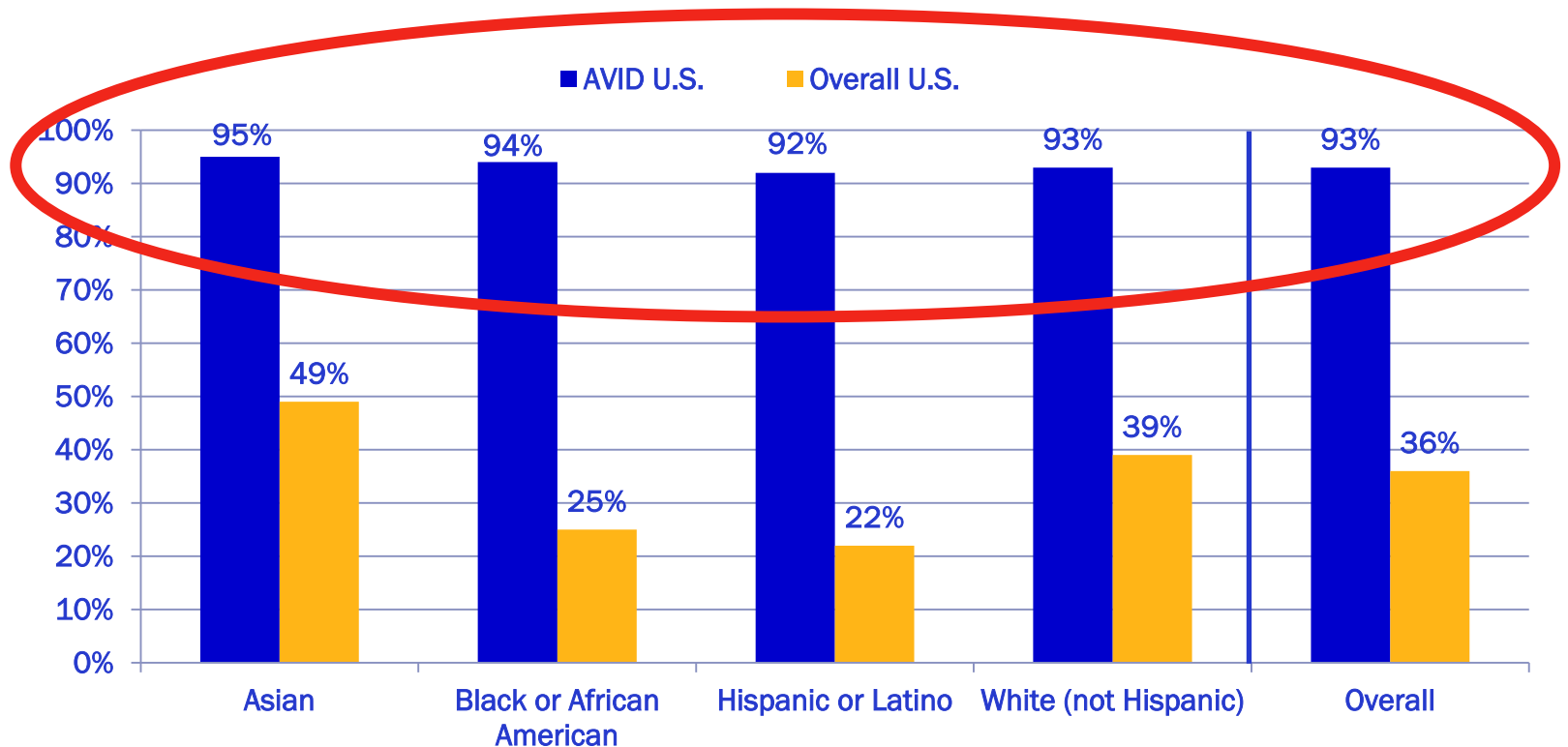


- **91% plan to enroll in a college or university**
  - 61% plan to enroll in a four-year university
  - 30% plan to enroll in a two-year college

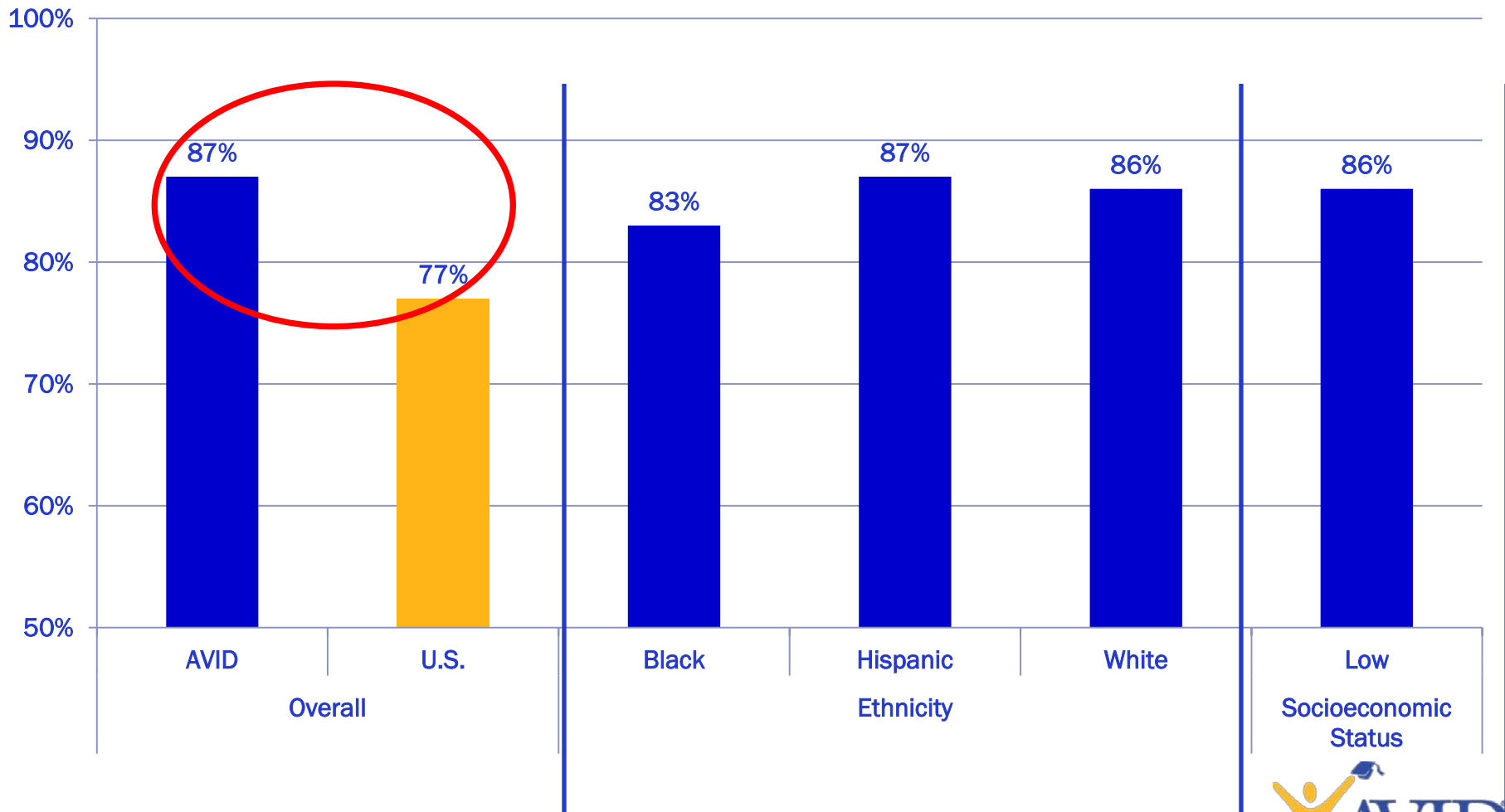
AVID. (2014). *AVID senior data collection: Study of 36,448 AVID seniors* [Electronic Database].

# There is no GAP with AVID

## 2014 AVID Seniors Completing Four-Year College Entrance Requirements

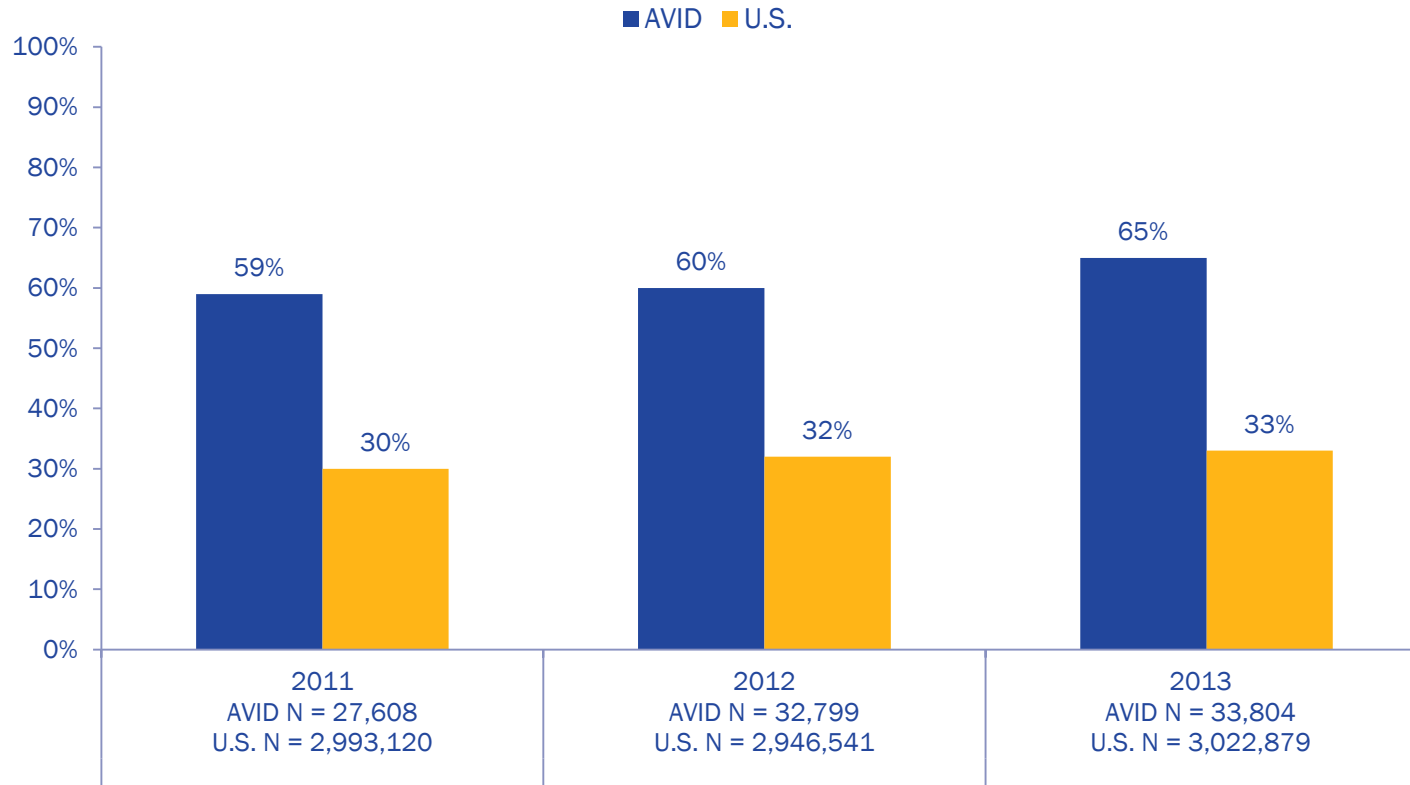


# Class of 2010 College Persistence into Year 2 by Student Group (Fall-to-Fall)



# AVID Elective students participate in AP

## High school graduates who took at least one AP exam



AVID. (2014). AVID senior data collection: Study of 94,211 AVID seniors [Electronic Database].

College Board. *The 10<sup>th</sup> annual AP report to the nation*. (2014). Retrieved from

<http://media.collegeboard.com/digitalServices/pdf/ap/rtn/10th-annual/10th-annual-ap-report-to-the-nation-single-page.pdf>

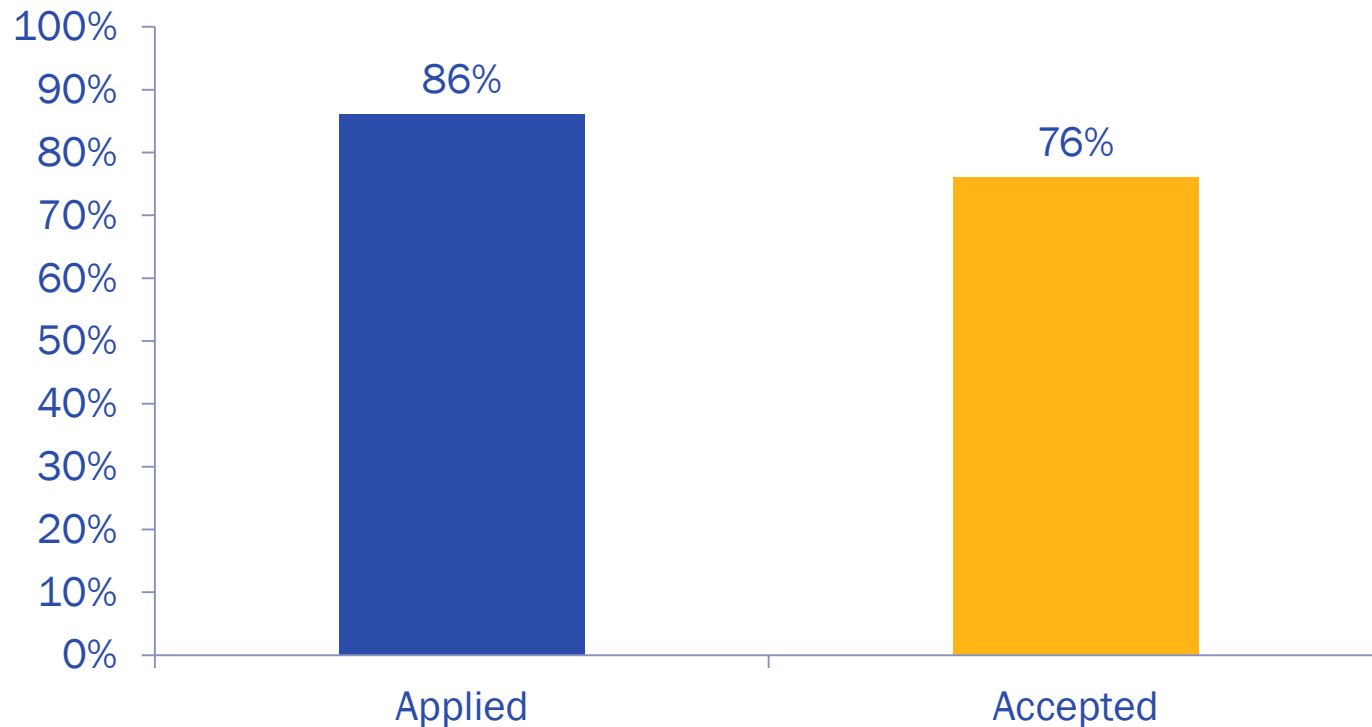
College Board. *The 9<sup>th</sup> annual AP report to the nation*. (2013). Retrieved from <http://apreport.collegeboard.org/download-press-center>

College Board. *The 8<sup>th</sup> annual AP report to the nation*. (2012). Retrieved from <http://research.collegeboard.org/programs/ap/data/nation/2012>



# AVID Graduates

Three out of four AVID graduates WHO APPLIED were accepted to four-year colleges or universities



# Schoolwide AVID

- AVID is **schoolwide** when a strong AVID system transforms the
  - Leadership
  - Instruction
  - Systems
  - Cultureof a school ensuring college readiness for **ALL** students.

# Advancement Via Individual Determination

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