



FACT SHEET

858-380-4800
www.avid.org

THE CHALLENGE FOR EDUCATION

Closing the achievement gap and preparing students for success in a global society are significant educational reform challenges that must be met now, particularly for low-income and minority students.

Improving students' critical thinking, reading, and writing abilities allows them to participate and succeed in courses of high rigor and better prepares them for postsecondary access and success.

Building cultures of college and career readiness and confidence in the ability of all students to achieve their dreams creates a momentum to transform schools and school districts that is exponentially powerful and positive. AVID closes the expectation and opportunity gaps that students face, and in doing so, transforms lives, transforms campuses, and transforms communities.

THE SOLUTION: AVID

AVID, Advancement Via Individual Determination, is a schoolwide instructional system for students in kindergarten through 12th grade and postsecondary. The AVID College Readiness System is designed to increase the number of students who enroll in four-year colleges and succeed in higher education. The schoolwide system creates or enhances a college-going culture at the school to meet the needs of all students.

For more than 30 years, this simple formula has worked: *Raise expectations of students and, with the AVID support system in place, they will rise to the challenge.*

HOW IT WORKS

The AVID College Readiness System began with one teacher who believed that *all* students were capable of completing rigorous curriculum given the appropriate skills and support to do so. The AVID Elective class serves students in middle and high school, and AVID Elementary is implemented in kindergarten through sixth grade in all classes in a school. Colleges and universities utilize the AVID Elective concept as well as a Teacher Preparation Initiative and Work Force through AVID for Higher Education.

- At the heart of the system are proven AVID methodologies based on **WICOR**: Writing to learn; emphasis on Inquiry; Collaborative approach; Organizational skills, and critical Readng.
- AVID system techniques are delivered to students by trained AVID teachers who are coached by AVID staff in effective instructional strategies and best practices in building a college-going, college-success culture.
- Core content and other non-AVID Elective teachers use AVID resources aligned with curriculum standards in their subject areas.
- Administrators and teachers work together on Site Teams to implement and expand AVID.

Schoolwide achievement results from the professional learning experienced by teachers, counselors, administrators, and district administrators, and through the success of the AVID students. "Schoolwide" AVID reflects systemic changes in attitude; a strong AVID system transforms the leadership, systems, instruction, and culture of a school, ensuring college readiness for all students.





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AVID IMPACTS

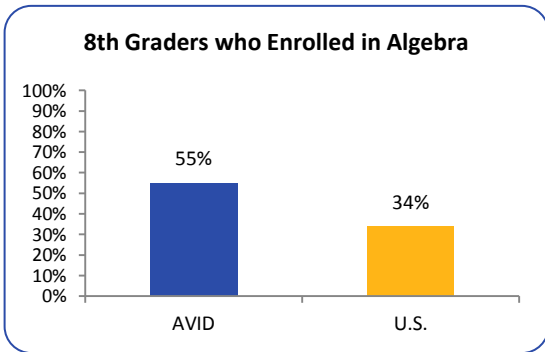
- an estimated 700,000 students in
- approximately 4,900 elementary, middle, and high schools, as well as
- 41 postsecondary college/universities, in
- 45 states and 16 countries/territories

2012–2013 AVID students – Grades 9–12						
African American	American Indian	Asian	Hispanic	Multi-Racial	White	Other
18%	1%	5%	50%	2%	21%	1%
Eligible for free or reduced lunch					66%	

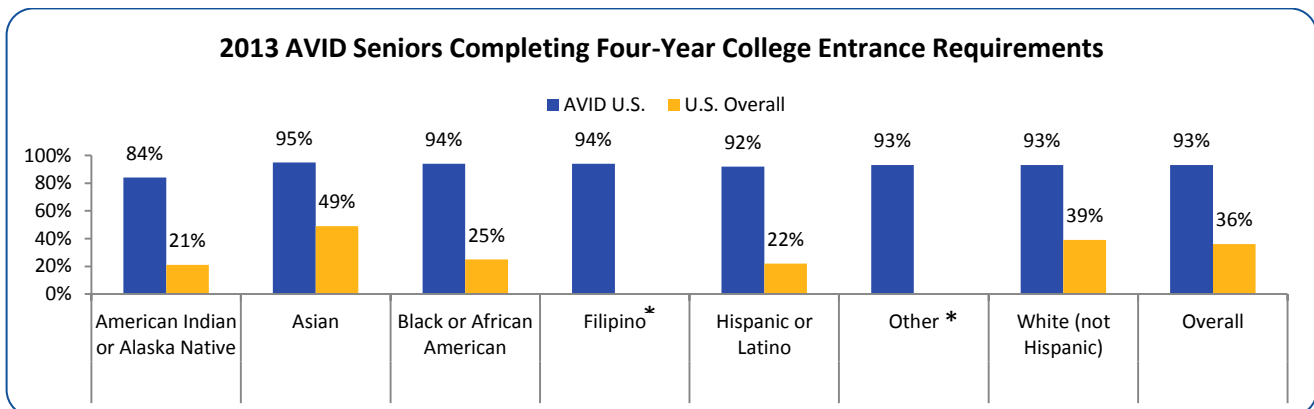
AVID WORKS

More than 97% of AVID high school seniors who report their information graduate from high school and more than 75% are accepted to four-year colleges—consistently.*

*AVID Center – AVID Data Collection, school years 2008–2009 through 2011–2012



AVID Center. AVID General Data Collection. (2012–2013).
 U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress. (2012).
<http://nces.ed.gov/nationsreportcard/pubs/main2011/2012458.asp>



AVID Center. AVID Senior Data Collection. (2012–2013).]

Greene, J.P. and Forster, G. (2003). *Public high school graduation and college readiness rates in the United States* (Report No. 3). New York:

Manhattan Institute for Policy Research. *Filipino and Other not classified by Greene and Forster (2003)

National data represents the most current comprehensive data available.