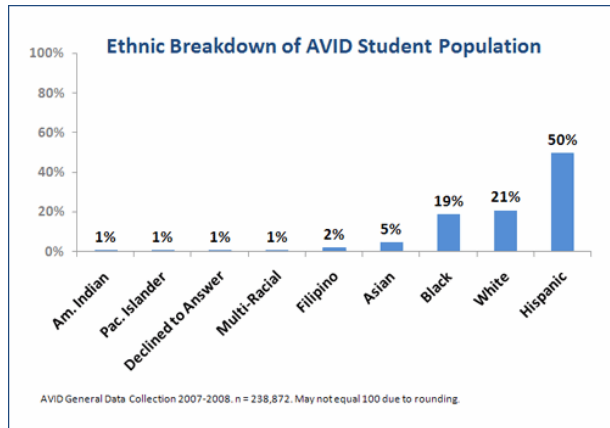


AVID Fact Sheet:

(adapted from www.avidonline.org)

AVID Beginnings: It's 1980 and Mary Catherine Swanson is head of the English department at San Diego's Clairemont High School. San Diego still feels like a sleepy town, but is becoming increasingly diverse. The federal courts issue an order to desegregate the city's schools, bringing large numbers of inner city students to suburban schools. While applauding the decision, Swanson wonders how these underserved students will survive at academically acclaimed Clairemont High.

Her answer is AVID, an academic elective, but it's more than a program - it's a philosophy: Hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge.



AVID Now: It's 2009, and policymakers and school administrators now consider AVID an essential strategy for *closing the achievement gap* and making the college dream accessible to all students.

Beginning with one high school and 32 students, AVID now serves nearly 300,000 students in over 3,500 elementary and secondary schools in 45 states and in the District of Columbia across 15 countries.

What is AVID?: AVID is a fourth- through twelfth-grade system to prepare students in the academic middle for four-year college eligibility. It has a *proven* track record in bringing out the best in students, and in *closing the achievement gap*. AVID stands for Advancement Via Individual Determination.

What is an AVID Student? AVID targets students in the academic middle - B, C, and even D students - who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families. AVID pulls these students out of their unchallenging courses and puts them on the college track: acceleration instead of remediation.

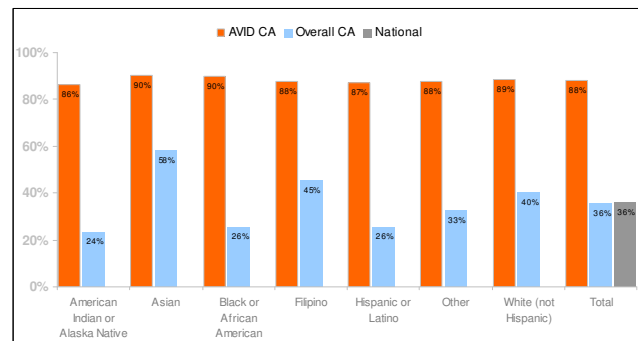
What do students do in their AVID Elective Class?: Not only are students enrolled in their school's toughest classes, such as honors and Advanced Placement, but also in the AVID elective. For one class a day, they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. Their self-images improve, and they become academically successful leaders and role models for other students.

The AVID curriculum, based on rigorous standards, was developed by middle and senior high school teachers in collaboration with college professors. It is driven by the WICR method, (writing, inquiry, collaboration, and reading). AVID curriculum is used in AVID elective classes, in content-area classes in AVID schools, and even in schools where the AVID elective is not offered.

AVID gets school wide results!: State-funded, independent research, together with AVID's own data, validate that the AVID college-readiness system works. Consider: AVID students are more likely to take AP classes, complete their college eligibility requirements, and get into four-year colleges than students who don't take AVID. Almost all AVID students who participate for at least three years are accepted to college, with roughly three quarters getting into four-year universities. AVID also helps ensure students, once accepted to college, possess the higher-level skills they need for college success.

Completion of Four-Year College Entrance Requirements

AVID students complete university entrance requirements at a much higher rate than their non-AVID peers.



AVID Senior Data Collection. Study of 8839 California AVID Seniors. [Electronic Database]. (2006 - 2007). AVID Center, CA.

California Postsecondary Education Commission, Custom Data Reports Website, <http://www.cpec.ca.gov/OnLineData>, 2006

Greene, J.P., Forster, G. "Public High School Graduation and College Readiness Rates in the U.S." Manhattan Institute, Education Working Paper 3. 2003.