

# AVID

Presentation to the Cambridge School Committee

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Ms. Leslie Davis, AVID Coordinator

- Karina Buruca, AVID Alum/Lesley University junior
- Elijah Booker AVID Alum/Northeastern University sophomore
- Iman Mouzinho- CRLS AVID senior & Roodeline Guichette – CRLS AVID sophomore

# What is AVID?

## Advancement Via Individual Determination

- *Mission*

- To close the achievement gap by preparing all students for college readiness and success in a global society

- *Academic Instruction*

- WICOR** (Writing, Inquiry, Collaboration, Organization, Reading) as the basis for all learning

- *Tutorial Support*

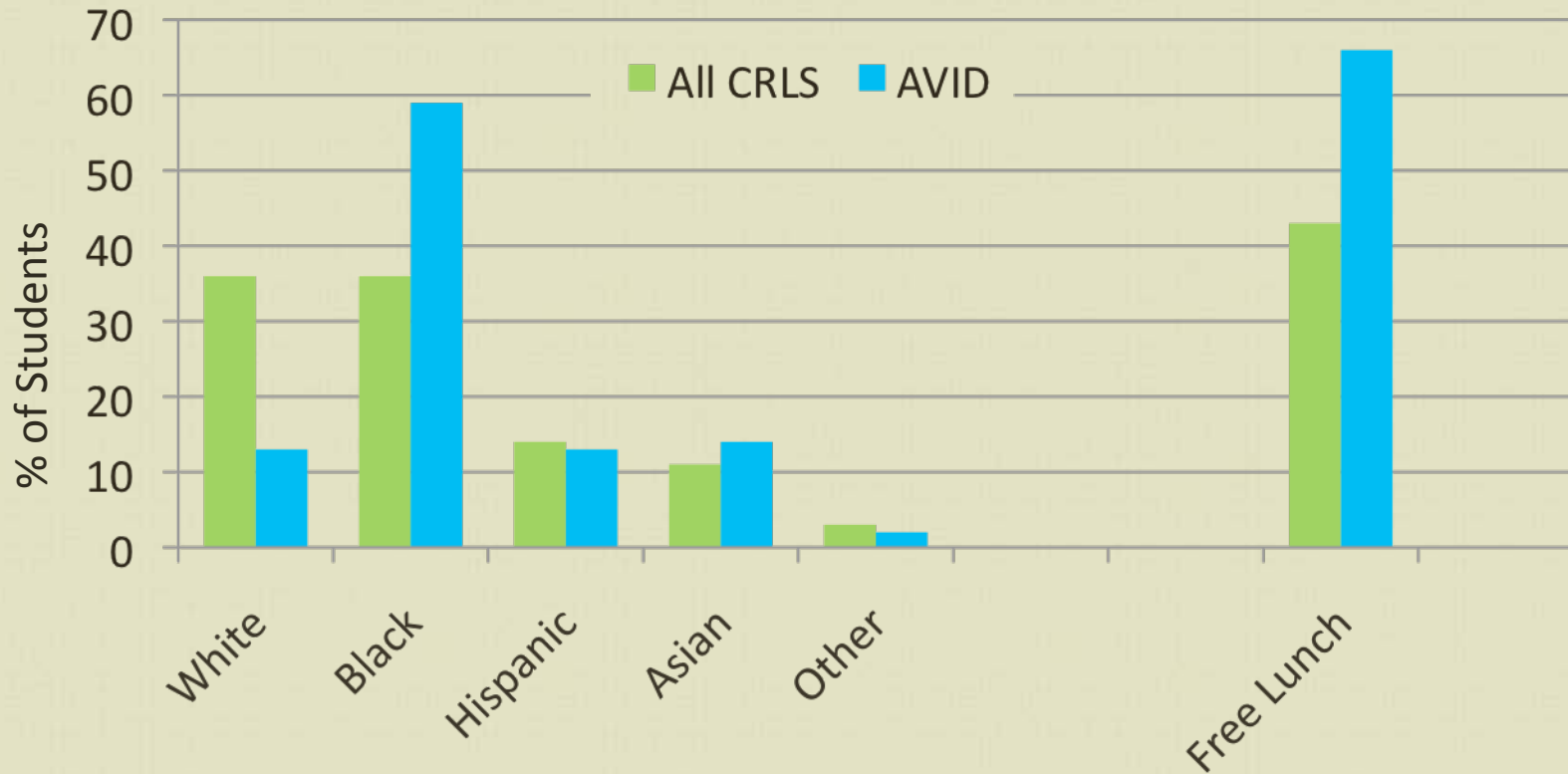
- Trained **college students** who teach how to ask questions rather than answering them and, while doing so, act as role models

- *Motivation*

- College tours, invited speakers, experience pleasure of academic achievement

# Who are our AVID students?

- Majority are historically underserved-first generation to attend college, economically disadvantaged
- Motivated and capable of pursuing a rigorous academic program, including honors and AP curricula, with support





***We are college bound!***



**Since 2008: 100% college admissions  
and \$3 million awarded in scholarships**

# How Has AVID Helped These Students?

	<b>CRLS</b>	<b>AVID</b>
<b>Students</b> taking at least one <b>honors</b> class	73%	100%
<b>Classes taken</b> that are at <b>honors</b> level	27%	40%
<b>Students</b> taking at least one <b>AP</b> class	27%	90%
<b>Classes taken</b> that are at <b>AP</b> level	9%	34%

This level of achievement despite the AVID students' disproportionate socio-economic challenges

# MCAS Results Show Same Trend

	<b>CRLS ELA</b>	<b>AVID ELA</b>	<b>CRLS Math</b>	<b>AVID Math</b>
<b>Advanced</b>	33%	<b>38%</b>	30%	<b>67%</b>
<b>Proficient</b>	55%	<b>62%</b>	56%	<b>28%</b>
<b>Needs Improvement</b>	11%	<b>0%</b>	11%	<b>5%</b>
<b>Failing</b>	1%	<b>0%</b>	3%	<b>0%</b>

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# And Two More Important Statistics

		<b>CRLS</b>	<b>AVID</b>
<b>Graduations Rates</b>	Black	87%	<b>100%</b>
	Low Income	86%	<b>100%</b>
	White	94%	<b>100%</b>
<b>Accepted by a 4 Yr College</b>		61%	<b>100%</b>

# Looking Ahead.

## Reaching Greater Numbers of Students

- Transition from 8<sup>th</sup> to 9<sup>th</sup> grade can be difficult for all students, and in particular students who are historically underserved.
- CRLS has achieved significant success with AVID students
- This success would be even greater if we started AVID in the Upper Schools.

# Looking Ahead Continued

- We believe starting the AVID program earlier would provide an opportunity for students to:
  - Continue to promote a model of **academic interest and success** before entering high school
  - Build and enhance effective **study skills**
  - Enjoy an easier academic and social **transition** from 8<sup>th</sup> to 9<sup>th</sup> grade

# Looking Ahead Continued

- In addition, at CRLS an earlier start could result in:
  - More time spent on critical academic skills
  - Less time spent on basic classroom skills that can be learned earlier
- Leading to.....
  - A net result of further closure of the **achievement gap**

# Closing Thoughts

## *The take away*

- AVID students are **achieving and performing well** as compared to CRLS as a whole as evidenced by MCAS scores, graduation rates & acceptance to college, and enrollment in honors and AP courses.
- This could be replicated across Cambridge Public Schools if we increase the number of students exposed to AVID which would work to close the **Achievement Gap**, improve graduation rates and enrollment in four-year colleges.

# Student Voices

- Karina Buruca, AVID Alum/Lesley University junior
- Elijah Booker AVID Alum/Northeastern University sophomore
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# Questions & Conversation