

AVID

Overview

Advancement Via Individual Determination (AVID) is one of four programs that comprise Fairfax County Public Schools' (FCPS) College Success Program. The other programs are:

- The College Partnership Program (CPP)
- The Early Identification Program (EIP)
- The Pathway to the Baccalaureate program and Pathway Connection

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID's goal is to ensure that students capable of completing a college preparatory path will:

- succeed in the most rigorous curriculum
- actively participate in the school community
- enroll in a four-year college
- become educated and responsible participants and leaders in a democratic society

AVID is specifically designed for middle and high school students “in the academic middle” who have the potential to succeed in a rigorous academic program, if given both opportunity and support. AVID students, often those most under-represented in postsecondary education, are enrolled in rigorous courses (honors, International Baccalaureate, Advanced Placement, dual enrollment) and are given academic and motivational support to successfully complete a challenging college preparatory course of study leading to four-year college enrollment and graduation. AVID students are often the first in their family to attend college. The program consists of a mandatory course which helps students improve academic and organizational skills; tutorials designed to increase higher-level thinking, independent learning, and success in rigorous courses; and motivational activities, guest speakers, and college and career exploration to focus students on college attendance.

The program provides peer support, a team of teachers, counselors, and administrators dedicated to supporting AVID student academic progress, and opportunities for parent/guardian involvement. The AVID program is based on 11 research-driven program “essentials” which schools must demonstrate in order to achieve annual program certification. The 11 essentials are:

1. AVID student selection must focus on students in the middle, with academic potential, who would benefit from AVID support to improve their academic record and begin college preparation.
2. AVID program participants, both students and staff, must choose to participate in the AVID program.
3. The school must be committed to full implementation of the AVID program, with students enrolled in the AVID year-long elective class(es) available within the regular academic school day.
4. AVID students must be enrolled in a rigorous course of study that will enable them to meet

requirements for university enrollment.

5. Instructional strategies are taught in the AVID elective class to develop students' organizational skills that promote academic self-management.

6. A strong, relevant writing and reading curriculum provides a basis for instruction in the AVID elective class.

7. Inquiry and collaboration are used as a basis for instruction in the AVID elective class and to promote critical thinking.

8. A sufficient number of trained tutors must be available in the AVID elective class(es) to facilitate student access to rigorous curriculum.

9. AVID program implementation and student progress must be monitored through the AVID Center Data System and results must be analyzed to ensure success.

10. The school or district has identified resources for program costs, agreed to implement all AVID essentials and to participate in AVID Certification. It has committed to ongoing participation in AVID professional learning.

11. An active, interdisciplinary AVID site team collaborates on issues of student access to and success in rigorous college preparatory classes.

The AVID program works collaboratively to provide resources, tools, and professional development for AVID administrators, teachers, counselors and tutors. Additionally, the budget covers the cost of tutorials, college field trips, fees to the AVID national program, and instructional supplies. The FY 2016 Approved Budget is available at:

<http://www.fcps.edu/fs/budget/documents/approved/FY16/ProgramBudgetFY16.pdf>

Student Summary

Candidates for the AVID program are identified by counselors, teachers, parents, and/or students themselves and are selected through a screening, application, and interview process which ensures that they meet the criteria for inclusion in the program. Selection criteria includes the academic ability and determination to complete, with support, a rigorous college preparatory course of study and the desire to enroll in and be successful in college.

The AVID program utilizes a combination of quantitative and qualitative data to determine program eligibility and student selection. Students' attendance and behavior records, standardized test scores, course grades and cumulative grade point average, provide an understanding of students' overall academic performance. Teachers recommend students who show potential to succeed in rigorous courses but may lack the support to do so. Recommended students also possess a strong work ethic, an ability to work in collaborative peer groups, and express a desire to go to college.

Other criteria that is considered for the selection of AVID students include:

- GPA of 2.0 - 3.5
- On grade level or taking advanced courses and struggling
- The student's desire to be in the program
- The student is willing to take the AVID course as well as other rigorous classes

A breakdown of AVID student enrollment by ethnicity is shown below:

AVID Students' Ethnicity by Percent (SY 2014-15)

Asian: 13%

Black: 23%

Hispanic: 43%

White: 17%

Other: 4%

Approved Materials

AVID's college preparatory curriculum and teaching materials are based on 30 plus years of implementation and research into the most effective techniques for accelerating student progress. Materials that have served AVID programs well are now available across the curriculum for schoolwide use. The AVID Path Series focuses on reading, writing, study skills, test-taking skills, organization, critical thinking, goal-setting, choosing a college, and preparing for college entrance exams. *The Write Path*, *The Student Success Path*, and *The College Path* are designed for use by middle schools and high schools. *The Tutorial Path* is designed for use by colleges, high schools, and middle schools that are interested in training and providing materials for tutors working in subject area classes or support programs.

AVID Elective Teachers

The AVID coordinator/elective teacher is supported by an AVID library. This library contains resources that help the AVID elective teacher, the core content teachers, the administrator, the counselor, and other members of the site team. *Implementing & Managing the AVID Program*, *AVID Strategies for Success*, *AVID College & Careers Curriculum Guide*, the *Administrator Guide*, the *Counselor Guide*, and the *Write Path Series*, are some of the resources that are available to support the AVID program.

Content Area Teachers

The *Write Path Series* contains lesson ideas and methods that enable teachers to reach more students and increase rigor. Individual copies of teacher guides are also available.

The *Student Success Path* and *College Path* are both excellent resources for guiding students in what they need to do to be eligible for college upon graduation from high school. These resources are appropriate for both middle school and high school students. To learn more about the path series, go to: www.avidonline.org.

Assessments

In general, students considered for the AVID program have a 2.0 - 3.5 grade point average in on-level courses and are proficient in core skills. There is a strong recommendation for grade 8 students to take algebra 1 and/or a world language. Freshman are required to enroll in at least one honors course. For each subsequent year, the students are expected to increase their honors, IB, or AP class selection in order to better-position themselves for acceptance into a college of their choice. Over the next several years, the FCPS AVID program will be moving toward requiring all AVID grade 8 students to enroll in algebra 1 and/or a foreign language course and all AVID high school students to enroll in at least one honors, IB, or AP course each year.

The AVID elective teacher actively monitors the students' progress and supports their efforts toward successfully navigating the "hidden curriculum" (skills that are important elements of college preparatory work but are not listed as prerequisites in any course descriptions). This is done through direct instruction in organization and study skills, effective questioning techniques, active reading and writing strategies, and higher order thinking skills. Students are provided multiple opportunities to apply these skills individually and collaboratively in the classroom setting with teacher guidance and support. In order to maximize student achievement, AVID lessons incorporate best instructional practices known as WICOR (Writing to Learn, Inquiry, Collaboration, Organization and Reading to Learn). By using Cornell notes, tutorials, the Socratic seminar, Philosophical Chairs, binder checks, written learning logs, projects, tests and quizzes, the AVID elective teacher is able to consistently and effectively make formative assessments to guide instruction.

In keeping with AVID's certification requirement to provide appropriate college test preparation by grade level, PSAT preparation is provided to 8th graders via PrepMe, a Naviance web-based assessment. AVID students participate in Readistep in the 9th grade and the PSAT in the 10th grade. All 11th and 12th graders are encouraged to take the SAT and/or ACT tests.

AVID sites are observed each semester by FCPS staff as well as conduct an initial and certification self study to determine their progress in the implementation of the AVID program. Feedback and follow-up is given where necessary.

Current Focus

SY 2015-16 goals and measurable outcomes are:

- Increase by 5% the number of AVID students that apply to and are accepted to a four-year college or university
- 90% of all AVID students that are enrolled in advanced academic classes will attain a "C" or better
- At least 80% of Black and Hispanic AVID students will attain a "C" or better in each of their advanced academic classes
- Increase the number of AVID students that enroll in and successfully complete at least one advanced academic class each year
- 100% of AVID students will enroll in a college or university post graduation
- Establish an eight-member minimum AVID site team at all AVID school sites that fosters best practices and strategies
- Standardization of curriculum timelines and instructional themes offered within FCPS in the school
- Maximize the number of students per section at each AVID site while maintaining the program's quality, schoolwide and districtwide

Future Focus

- Data tracking: monitor success rates, persistence, and clearinghouse information
- Implementing districtwide recruitment plans that will identify the appropriate students for AVID
- Developing a sustainable, long-term plan for expanding AVID within given budget constraints
- Identify the schools that are using AVID strategies in the 4-core on every grade level to support schoolwide implementation
- Ensure alignment of the AVID tenets to the Portrait of a Graduate

Data Narrative

The following are the results for AVID for 2014-15:

- 97.5% of all AVID students enrolled in at least one advanced academic class.
- 99.5% of Black and 99.2% of Hispanic AVID students enrolled in at least one advanced academic class (emphasizing a deliberate attempt to close the achievement gap).
- Over 90% of all AVID students attained a grade of C- or better in each of their advanced

academic classes

- Over 88% of black and Hispanic AVID students attained a grade of C- or better in each of their advanced academic classes.

Locations

ELEMENTARY

MIDDLE

HIGH

OTHER

Glasgow Middle
Hayfield Secondary
Holmes Middle
Hughes Middle
Kilmer Middle
Lake Braddock Secondary
Lanier Middle
Luther Jackson Middle
Poe Middle
Sandburg Middle
Twain Middle
Whitman Middle

Annandale High
Edison High
Fairfax High
Falls Church High
Hayfield Secondary
Lake Braddock Secondary
Lee High
Marshall High
Mount Vernon High
Oakton High
South Lakes High
Stuart High
West Potomac High