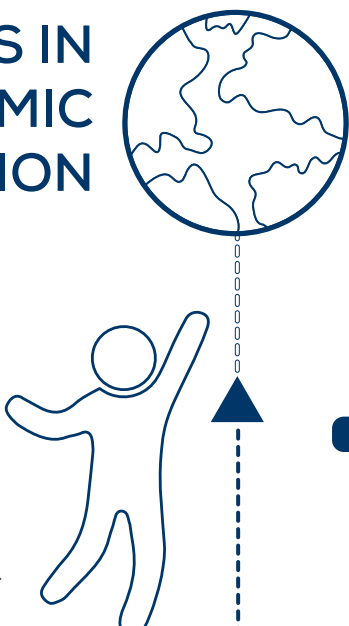# ACADEMIC AND SOCIAL SUPPORTS MATTER

To Prepare Students for College, Career and Life Readiness
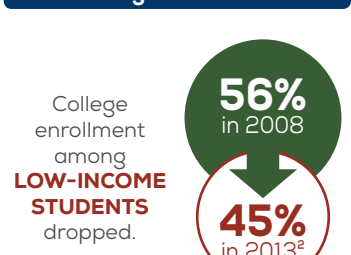
Although U.S. high school graduation rates reached an all-time high of 83% in 2015,[1] college preparedness and enrollment has been on the decline nationally. Too many students fail to meet the requisite credentials—and lack the ongoing academic and social support—to enroll in and successfully complete college-level work. A targeted implementation of the AVID program, made possible by College Spark Washington (CSW), has shown evidence that closing these gaps can boost student readiness. **Academic and social supports matter.** Here's why.
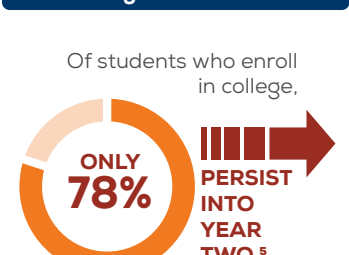
GAPS IN ACADEMIC PREPARATION

As evidenced by the nation's current college enrollment, remediation and persistence rates, students are underprepared for college. These achievement gaps are unacceptable, especially for low-income and minority students.
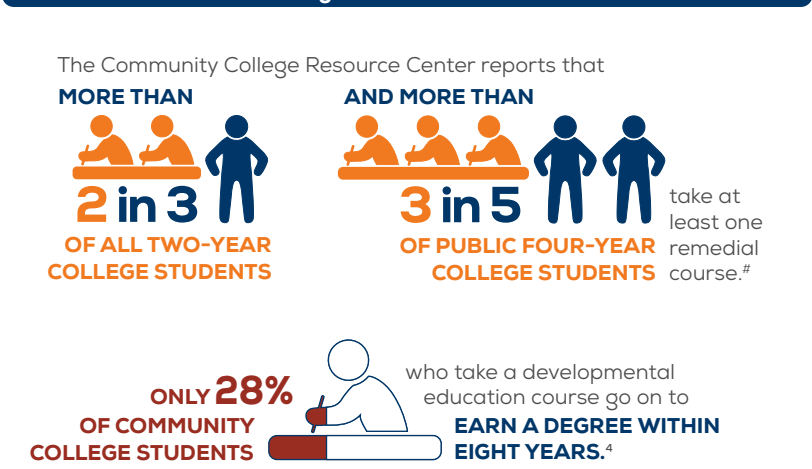
College Enrollment

College enrollment among **LOW-INCOME STUDENTS** dropped.

56% in 2008
45% in 2013[2]

College Persistence

Of students who enroll in college,

ONLY 78% **PERSIST INTO YEAR TWO.**[3]

College Remediation Rates

The Community College Resource Center reports that

MORE THAN 2 in 3 OF ALL TWO-YEAR COLLEGE STUDENTS **AND MORE THAN 3 in 5 OF PUBLIC FOUR-YEAR COLLEGE STUDENTS** take at least one remedial course.[4]

ONLY 28% OF COMMUNITY COLLEGE STUDENTS who take a developmental education course go on to **EARN A DEGREE WITHIN EIGHT YEARS.**[5]

WHAT HAPPENS WHEN STUDENTS HAVE STRONG SUPPORTS?

Strong academic and social supports have an impact. With College Spark Washington's support, 26 schools implemented the AVID (Advancement via Individual Determination) program as part of the College Readiness Initiative (CRI) and made significant gains in key academic and social metrics.
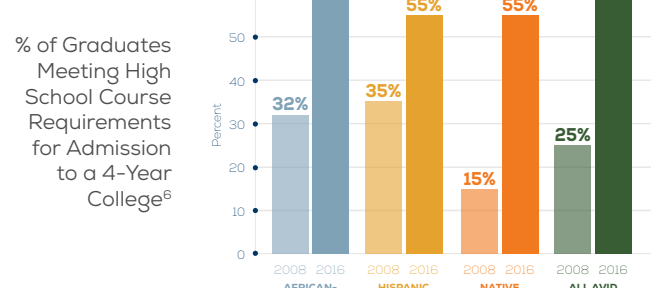
ACADEMIC IMPACT

College Ready Transcripts

College Spark Washington CRI AVID Students

% of Graduates Meeting High School Course Requirements for Admission to a 4-Year College[6]

2008-2014 AFRICAN AMERICAN	2006-2016 HISPANIC	2008-2014 NATIVE AMERICAN/ ALASKAN NATIVE	2008-2016 ALL AVID STUDENTS
32% / 84%	35% / 55%	15% / 55%	25% / 72%

College Direct

AVID Elective students and students from College Spark's CRI AVID schools **enrolled in college at higher rates than students** attending comparison schools with similar demographics.

62% of AVID Elective students in Washington State[7]

53.7% of all students at CRI AVID schools[8]

51.8% of students at comparison schools[9]
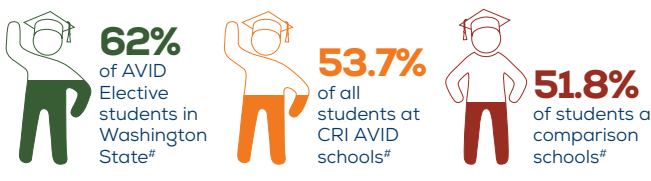
enrolled in either a two-year or four-year college the first fall term after graduating high school.

SOCIAL AND CULTURAL IMPACT

School Culture

92% of staff agreed that the *"implementation of AVID changed the college-going culture of students at my school"*[10]

Student Aspirations

Students from grantee schools who indicated they wanted to attend a four-year college grew from

51% 2010 to **67%** 2015[3]

ABOUT AVID

HOW?

AVID is a middle school through postsecondary college readiness system designed to increase the number of students who enroll and succeed in higher education and beyond. AVID transforms the instruction, systems, leadership and culture of an entire school by having students enroll in the AVID Elective class taught by AVID-trained teachers.

AVID'S 11 Essentials[11]

AVID identified 11 characteristics of implementation that are essential for maximum impact on student success.

1. Targeted student selection process
2. Voluntary participation by students and staff
3. AVID Elective during the school day
4. Enrolling in rigorous curriculum
5. Instruction promoting organizational skills and academic self-management
6. Curriculum with strong emphasis on writing and reading
7. Instruction promoting inquiry, collaboration and critical thinking
8. Use of trained tutors
9. Data collection and analysis
10. Committed school and district resources for program costs and certification
11. Collaboration of active interdisciplinary site team

What is WICOR?[12]

The AVID Methodology includes use of the following WICOR Instructional Strategies:

WRITING AS A TOOL FOR LEARNING
AVID students religiously use the Cornell note-taking system to clarify thoughts and improve writing and language skills. Students take notes and add clarifying ideas and questions.

INQUIRY
An emphasis on inquiry methods, including deep levels of questioning, serves to engage students in their own learning. The goal is to enhance understanding and provide practice for higher order thinking.

COLLABORATIVE APPROACH
Students have an active responsibility to learn amongst a collaborative group of teachers, students and tutors.

ORGANIZATION
Recognizing the importance of organizational skills, time management and prioritization for academic and social success, AVID provides support for such processes.

READING TO LEARN
AVID includes instruction in critical and academic reading to enhance comprehension skills. There is a focus on connecting to prior knowledge, understanding text structure and using text-processing strategies.

The current state of college readiness reveals a need for increased personalization, including **strong academic and social supports**.

AVID is an excellent example of a program designed to provide targeted support in order to close the expectation and opportunity gaps.

This initiative was made possible through a partnership between College Spark Washington, the Office of Superintendent of Public Instruction (OSPI), AVID and 26 schools from 9 districts in Washington State.

Designed for STUDENTS.

Powered by PARTNERSHIPS.

AVID | Proven Achievement. Lifelong Advantage.

#AVID
#CollegeReady
@AVID4College
@CollegeSparkWA
@Getting_Smart

1. Minnesota Public Radio's nprEd
2. Inside Higher Ed
3. National Center for Education Statistics
4. Community College Research Center
5. AVID
6. The BERC Group
7. AVID
8. Getting Smart
9. The BERC Group
10. AVID
11. AVID