

## Theme 1: The History and goals of AVID

### Article 1: Overview of AVID

· AVID | Decades of College Dreams. *AVID | Data & Results*. Retrieved April 5, 2013, from [http://www.avid.org/abo\\_dataandresults.html](http://www.avid.org/abo_dataandresults.html)

#### Summary

The **purpose** of this web site comes from the perspective of those from the AVID Institute. This web site wants to prove that AVID strategies work when integrated properly at a school site. When students are given academic rigor and support, students can be academically successful. The **procedures** are different depending if you teach an elective AVID class or if you are implementing AVID strategies within your content classes. The **results** after 30 years of data collection are interesting. First, AVID students usually come from minority backgrounds. Second, three out of four AVID graduates get accepted to a four year college or university. Finally, there was an increase in enrollment in Algebra by 8th grade AVID students. My **analysis** is that AVID helps first generation college students by supporting the need of a road map to academic success. Having a teacher role model helps the students get around and through hurdles in the education world.

### Article 2: AVID Elective Standards

AVID | Decades of College Dreams. *AVID Elective Standards*. Retrieved April 5, 2013, from [http://www.avid.org/dl/eve\\_natcon/nc11\\_newweeksataglance.pdf](http://www.avid.org/dl/eve_natcon/nc11_newweeksataglance.pdf)

#### Summary

The **purpose** of the website was to list the AVID objectives by grade level. The site concentrates specifically on the AVID elective class for seventh graders. The **procedure** allows teachers to create activities that include a tutor facilitated study group plus motivational activities and academic success skills throughout the school week. Each week should focus on one of the objectives from the AVID institute. This site does not include **results** of teachers who use these AVID standards throughout their classroom. My **analysis** of this web-site is that the AVID program has broken up strategies by grade level and rigor. This helps with teachers not repeating lessons year after year in the AVID elective.

## Theme 2: Results of the current AVID program

Article 1:

### AVID Program: Chicago Study Finds Mixed Results for AVID Program

Sparks, S. (2011, 6). McDonald Sales and Marketing, LLC -. *AVID Program – Advancement Via Individual Determination* » *McDonald Sales and Marketing, LLC*. Retrieved April 5, 2013, from <http://mcdonaldsalesandmarketing.biz/category/avid-program-advancement-via-individual-determination/>

### **Summary**

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The **purpose** of this case study analyzed how 9th grade AVID students compared to their 9th grade non-avid counterparts in Chicago city schools. The **procedure** of the case study looked at the GPA of middle school students over a three year period. The **results** were a mixed bag. There was no major difference between AVID and non-AVID students when just analyzing the GPA. They did find that the AVID students did have slightly better study habits than their peers. My **analysis** is AVID is difficult to track and analyze as a sub group. The benefits may show up over a longer period of time.

### **Article 2: The relationship between advancement via individual determination and middle school students**

Dean, J. The Middle School AVID student. *The relationship between advancement via Individual Determination (AVID) and middle school student academic achievement and stakeholders' perceptions: A southern California case study - Udini*. Retrieved April 5, 2013, from <http://udini.proquest.com/view/the-relationship-between-goid:366338395/>

### **Summary**

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The **purpose** of the case study was to investigate the relationship between students in AVID and their academic performance. The **procedure** first used research from three middle schools in southern California. The study used a mixed method of measuring attendance rates, overall grade point averages, and scaled scores on the California State Test program. They would be compared to non-AVID students sharing similar demographic and academic profiles. In addition there would be group interviews with teacher, AVID participants, and parents of AVID participants. The **results** were mixed. There was truly no statistically significant relationship between participation in AVID and academic performance. However the focus groups unanimously rated AVID as being effective. There was agreement that it helped demonstrate their potential in school. My **analysis** is that it is truly difficult to measure AVID strategies using hard data. AVID might just be a community of people who want to feel a connection with like peers.

### Theme 3: Technology currently being introduced in AVID

#### Article 1: Teach Paperless

Knaus, B. (2009, 23). TeachPaperless. *TeachPaperless: Guest Post on Bringing Tech to the AVID Classroom: AVID Is Awesome, But....* Retrieved April 5, 2013, from <http://teachpaperless.blogspot.com/2009/12/guest-post-on-bringing-tech-to-avid.html>

#### Summary

The **purpose** of the article was to openly talk about the serious lack of technology built in the AVID program. Only one of the forty-two objectives included the use of technology. The author mentions that college graduate jobs use computers on an everyday basis. The **procedure** begins by having every student be given a netbook to use at school and at home. The students use programs such as Wordle, activeexpressions, etc as a means to use AVID strategies. The article did not give details about his **results**. I am guessing by his enthusiasm that it is working to his satisfaction. My **analysis** is that the author is saying what everybody is internally thinking about AVID; Where is the technology? College readiness must incorporate technology or be exposed as being good strategies without a pulse for the 21st century.

#### Article 2: Bringing AVID to life with the 21st century

· (2012, ). AVID | Decades of College Dreams. *AVID | 2012 AVID National Conference*. Retrieved April 5, 2013, from [http://www.avid.org/eve\\_nc12\\_concurrentsessions.html](http://www.avid.org/eve_nc12_concurrentsessions.html)

#### Summary

The **purpose** of this web site is to show how the AVID institute has been trying to create 21st century tools for the educators. The **procedures** used were integrating WICOR strategies with college readiness skills. Using 21st century tools such as LinkedIn, Edmodo, Facebook, and Twitter as extensions of the traditional AVID program and allow interaction with community members, as well as past, current, and future AVID students. I am unclear of the **results** from this article. It may just be too early to find research that backs up the use of technology within the AVID system. My **analysis** is that AVID understands it needs to use technology more with its strategies. That is why we are seeing a break out secession at an AVID conference on this web site.

#### Conclusion

My conclusion is simple. AVID strategies by themselves are fine strategies. They were introduced by Mary Catherine Swanson in the 1980's in San Diego. Her strategies worked however now need

to be tweaked in the new millennium. They must be partnered with different technology applications for all students to succeed and be college ready. I feel strongly that the future of AVID is dependent on this change for future success