

Colorado Department of Education School Redesign RFI Evaluation Rubric 2019-20:
Management Partners - New Submission

Organization name: **AVID Center**
Overall Recommendation: **Approved as a school redesign provider in the following areas: Instructional Transformation, Talent Development, Culture Shift**

Summary
<p>AVID is a program that focuses on college readiness, primarily for historically underserved populations and first generation college goers. AVID can provide support in instructional transformation, talent development, and culture shift. AVID states that they are scalable to meet the needs of schools and districts in which they work. AVID requires school and district administrators full commitment and support to implement the program with fidelity.</p>

Question	Quality of Response? (Strong, Adequate, Developing)	CDE Description of Response
<p>Identify which of the following roles your organization can serve (list all that apply):</p> <ul style="list-style-type: none"> ● Full management: Whole system (school or district) ● Partial management: Instructional transformation ● Partial management: Talent development ● Partial management: Culture shift ● Partial management: Leadership Training ● Other 	Adequate	Instructional transformation, talent development, culture shift.

Is your organization’s primary interest and area of expertise in school-level management, district-level management, or both?	Adequate	Both
How will you differentiate your services to meet the unique needs of schools and districts in Colorado, especially those with historically underserved students?	Adequate	AVID describes itself as “not another initiative,” but rather an underlying system that supports other efforts and initiatives to “enhance college and career readiness and persistence.” AVID leverages resources schools are already receiving. It has extensive experience working with historically underserved students.
When considering partnering with a school or district that you have not partnered with before, what would be the key aspects or conditions of an agreement you would need to have in place with the district (or authorizer) in order to make your school successful?	Strong	AVID is very clear about the commitment it requires from school and district leadership to implementing its approach with fidelity. There are requirements for professional development for teachers, for providing access to content to students through the AVID elective, and for participating in a data collection process.
Describe your experience working with other third party providers to support coherent school and district improvement.	Adequate	AVID provided significant evidence for the ways in which it has partnered with other third parties through an example in Washington State. Though only one example was given, the description of the partnership was extremely thorough.
Describe your experience, if any, working with Alternative Education Campuses (AECs) or alternative high schools.	Adequate	AVID has partnered with 72 alternative secondary schools, including multiple in Colorado.
Describe your experience, if any, working with online schools.	Adequate	AVID has partnered with 11 online schools across the country.
Capacity: Does your organization currently have the capacity to serve additional schools and districts in Colorado? If yes, please indicate how many new schools or districts your current capacity would allow for. If no, please explain what additional capacity you would need to put in place, and any other constraints such as timelines or minimum participating schools or districts.	Strong	Reviewers had no concerns about AVID’s capacity to expand its service delivery in Colorado. They are currently working with several districts and schools in Colorado. Based on the numbers they cite, the districts appear to be on the smaller side. They also share several examples of working in larger districts across the country (15 of the 20 largest school districts in the US).

<p>Evidence of Track Record of Improved Student and School Outcomes: Describe your organization’s track record in dramatically improving schools or districts and radically increasing outcomes for targeted groups of students. Include a description of the criteria and the data that you use to determine the impact of your work. Highlight the context and location of where this work has occurred. Note: To receive a “strong” rating, this response must include evidence tied directly to the program or service for which the organization is applying. To receive this rating, the response must also go beyond perception or process data to include concrete outcomes, such as improved teacher retention rates or improved student achievement data on state assessments or valid, normed interim assessments.</p>	<p>Adequate</p>	<p>AVID has a long (40-year) track record and provided several statistics about its success with students and persistence/college admissions/readiness. AVID uses several indicators to measure effectiveness, and its staff size is large enough to have a data analysis team.</p>						
<p>Evidence-Based Intervention: Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers. Which EBI tier best describes your work, and why?</p> <table border="1" data-bbox="191 917 856 1344"> <tr> <td data-bbox="191 917 367 1047">Tier 1 – Strong Evidence</td> <td data-bbox="367 917 856 1047">Supported by one or more well-designed and well-implemented randomized control experimental studies.</td> </tr> <tr> <td data-bbox="191 1047 367 1177">Tier 2 – Moderate Evidence</td> <td data-bbox="367 1047 856 1177">Supported by one or more well-designed and well-implemented quasi-experimental studies.</td> </tr> <tr> <td data-bbox="191 1177 367 1344">Tier 3 – Promising Evidence</td> <td data-bbox="367 1177 856 1344">Supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).</td> </tr> </table>	Tier 1 – Strong Evidence	Supported by one or more well-designed and well-implemented randomized control experimental studies.	Tier 2 – Moderate Evidence	Supported by one or more well-designed and well-implemented quasi-experimental studies.	Tier 3 – Promising Evidence	Supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).	<p>Strong</p>	<p>AVID has a Tier 2 evidence based through a research study conducted with Virginia Beach City Public Schools and Clark County schools--two unique districts. The study indicated a positive impact not only for students but also teachers through professional development. Several other evaluations and research efforts are also cited. The evidence base indicates positive impacts on indicators ranging from attendance to high school academic performance to postsecondary outcomes.</p>
Tier 1 – Strong Evidence	Supported by one or more well-designed and well-implemented randomized control experimental studies.							
Tier 2 – Moderate Evidence	Supported by one or more well-designed and well-implemented quasi-experimental studies.							
Tier 3 – Promising Evidence	Supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).							

Tier 4 – Demonstrates a Rationale	Practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.		
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References	
Are there three references listed?	Yes
Comments about references	<p>Average reference rating, on questions (scale 1-5): 4.93 Average “How likely are you to recommend this partner?” (scale 1-10): 10</p> <p>“I have worked in two district with AVID and when I came to [our district], the district did not have AVID. I worked for three years to bring AVID to [our district]. We are in our first year launch, but already seeing improvements in student behaviors, achievement and school culture. Our superintendent called several other superintendents in the Western Region for their input on AVID. Several said it was the best money they ever spent to close the achievement gap and ensure equity and access. I highly recommend AVID for ALL students!”</p>

Reviewers Comments about Best-Fit Schools and Districts
<p>AVID is definitely geared toward middle and high schools because of its focus on college readiness. It would not be a good fit for elementary schools, from what we saw. AVID may potentially not be a good fit for schools that are trying to explore multiple pathways post graduation (non-college pathways). Middle or high school (or district focusing on its middle and high schools) that wants to focus on college readiness and serves a large high-needs population. AVID would be a good fit for a school or district willing to fully implement AVID’s strategy and programs as prescribed by the provider.</p>