



Part I: Cover Page – Organization Information

Organization Information		
Organization Name:	AVID Center	<input checked="" type="checkbox"/> New or <input type="checkbox"/> Continuation Submission
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Organization Category (select all that apply)		
<input type="checkbox"/> Charter Network, Charter Management Organization or Charter School <input type="checkbox"/> Turnaround Leader Development Provider <input checked="" type="checkbox"/> Management Partner <input type="checkbox"/> Stakeholder Engagement Specialist		
Preferred Geographical Region(s) in Colorado to Work In (select all that apply)		
<input checked="" type="checkbox"/> Metro Denver <input checked="" type="checkbox"/> Front Range (Colorado Springs, Ft. Collins) <input checked="" type="checkbox"/> Rural / Mountain / Western Slope		

Indicate the school district(s) or BOCES your organization is willing and able to engage with:

District name	City	County name
<input checked="" type="checkbox"/> ANY SCHOOL DISTRICT or BOCES	ALL	ALL
Academy 20 School District	Colorado Springs	El Paso
Adams 12 Five Star Schools School District	Thornton	Adams
Adams County 14 School District	Commerce City	Adams
Adams-Arapahoe 28j School District	Aurora	Arapahoe
Agate 300 School District	Agate	Elbert
Aguilar Reorganized 6 School District	Aguilar	Las Animas
Akron R-1 School District	Akron	Washington
Alamosa Re-11j School District	Alamosa	Alamosa
Archuleta County 50 Jt School District	Pagosa Springs	Archuleta
Arickaree R-2 School District	Anton	Washington
Arriba-Flagler C-20 School District	Flagler	Kit Carson
Aspen 1 School District	Aspen	Pitkin
Ault-Highland Re-9 School District	Eaton	Weld
Bayfield 10 Jt-R School District	Bayfield	La Plata
Bennett 29j School District	Bennett	Adams
Bethune R-5 School District	Bethune	Kit Carson
Big Sandy 100j School District	Simla	El Paso
Boulder Valley Re 2 School District	Boulder	Boulder
Branson Reorganized 82 School District	Branson	Las Animas
Briggsdale Re-10 School District	Briggsdale	Weld
Brush Re-2(J) School District	Brush	Morgan



Buena Vista R-31 School District	Buena Vista	Chaffee
Buffalo Re-4j School District	Merino	Logan
Burlington Re-6j School District	Burlington	Kit Carson
Byers 32j School District	Byers	Arapahoe
Calhan Rj-1 School District	Calhan	El Paso
Campo Re-6 School District	Campo	Baca
Canon City Re-1 School District	Cañon City	Fremont
Centennial Board of Cooperative Educational Services	Greeley	Weld
Centennial R-1 School District	San Luis	Costilla
Center 26 Jt School District	Center	Saguache
Charter School Institute School District	Denver	Denver
Cheraw 31 School District	La Junta	Otero
Cherry Creek 5 School District	Greenwood Village	Arapahoe
Cheyenne County Re-5 School District	Cheyenne Wells	Cheyenne
Cheyenne Mountain 12 School District	Colorado Springs	El Paso
Clear Creek Re-1 School District	Idaho Springs	Clear Creek
Colorado Digital BOCES	Colorado Springs	El Paso
Colorado School For The Deaf And Blind School District	Colorado Springs	El Paso
Colorado Springs 11 School District	Colorado Springs	El Paso
Cotopaxi Re-3 School District	Cotopaxi	Fremont
Creede School District School District	Creede	Mineral
Cripple Creek-Victor Re-1 School District	Cripple Creek	Teller
Crowley County Re-1-J School District	Ordway	Crowley
Custer County School District C-1 School District	Westcliffe	Custer
De Beque 49jt School District	De Beque	Mesa
Deer Trail 26j School District	Deer Trail	Arapahoe
Del Norte C-7 School District	Del Norte	Rio Grande
Delta County 50(J) School District	Delta	Delta
Denver County 1 School District	Denver	Denver
Dolores County Re No.2 School District	Dove Creek	Dolores
Dolores Re-4a School District	Dolores	Montezuma
Douglas County Re 1 School District	Castle Rock	Douglas
Durango 9-R School District	Durango	La Plata
Eads Re-1 School District	Eads	Kiowa
Eagle County Re 50 School District	Eagle	Eagle
East Grand 2 School District	Granby	Grand
East Otero R-1 School District	La Junta	Otero
Eaton Re-2 School District	Eaton	Weld
Edison 54 Jt School District	Yoder	El Paso
Elbert 200 School District	Elbert	Elbert
Elizabeth C-1 School District	Elizabeth	Elbert
Ellicott 22 School District	Calhan	El Paso



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Englewood 1 School District	Englewood	Arapahoe
Estes Park R-3 School District	Estes Park	Larimer
Falcon 49 School District	Peyton	El Paso
Fort Morgan Re-3 School District	Fort Morgan	Morgan
Fountain 8 School District	Fountain	El Paso
Fowler R-4j School District	Fowler	Otero
Fremont Re-2 School District	Florence	Fremont
Frenchman Re-3 School District	Fleming	Logan
Garfield 16 School District	Parachute	Garfield
Garfield Re-2 School District	Rifle	Garfield
Genoa-Hugo C113 School District	Limon	Lincoln
Gilpin County Re-1 School District	Black Hawk	Gilpin
Granada Re-1 School District	Granada	Prowers
Greeley 6 School District	Greeley	Weld
Gunnison Watershed Re1j School District	Gunnison	Gunnison
Hanover 28 School District	Colorado Springs	El Paso
Harrison 2 School District	Colorado Springs	El Paso
Haxtun Re-2j School District	Haxtun	Phillips
Hayden Re-1 School District	Hayden	Routt
Hi-Plains R-23 School District	Seibert	Kit Carson
Hinsdale County Re 1 School District	Lake City	Hinsdale
Hoehne Reorganized 3 School District	Trinidad	Las Animas
Holly Re-3 School District	Holly	Prowers
Holyoke Re-1j School District	Holyoke	Phillips
Huerfano Re-1 School District	Walsenburg	Huerfano
Idalia Rj-3 School District	Idalia	Yuma
Ignacio 11 Jt School District	Ignacio	La Plata
Jefferson County R-1 School District	Golden	Jefferson
Johnstown-Milliken Re-5j School District	Milliken	Weld
Julesburg Re-1 School District	Julesburg	Sedgwick
Karval Re-23 School District	Karval	Lincoln
Kim Reorganized 88 School District	Kim	Las Animas
Kiowa C-2 School District	Kiowa	Elbert
Kit Carson R-1 School District	Kit Carson	Cheyenne
La Veta Re-2 School District	La Veta	Huerfano
Lake County R-1 School District	Leadville	Lake
Lamar Re-2 School District	Lamar	Prowers
Las Animas Re-1 School District	Las Animas	Bent
Lewis-Palmer 38 School District	Monument	El Paso
Liberty J-4 School District	Joes	Yuma
Limon Re-4j School District	Limon	Lincoln
Littleton 6 School District	Littleton	Arapahoe



Lone Star 101 School District	Otis	Washington
Mancos Re-6 School District	Mancos	Montezuma
Manitou Springs 14 School District	Manitou Springs	El Paso
Manzanola 3j School District	Manzanola	Otero
Mapleton Public Schools, Adams County School District 1	Denver	Adams
Mc Clave Re-2 School District	McClave	Bent
Meeker Re1 School District	Meeker	Rio Blanco
Mesa County Valley 51 School District	Grand Junction	Mesa
Miami Yoder 60 Jt School District	Rush	El Paso
Moffat 2 School District	Moffat	Saguache
Moffat County Re:No 1 School District	Craig	Moffat
Monte Vista C-8 School District	Monte Vista	Rio Grande
Montezuma-Cortez Re-1 School District	Cortez	Montezuma
Montrose County Re-1j School District	Montrose	Montrose
Mountain Valley Re 1 School District	Saguache	Saguache
North Conejos Re-1j School District	La Jara	Conejos
North Park R-1 School District	Walden	Jackson
Norwood R-2j School District	Norwood	San Miguel
Otis R-3 School District	Otis	Washington
Ouray R-1 School District	Ouray	Ouray
Park County Re-2 School District	Fairplay	Park
Pawnee Re-12 School District	Grover	Weld
Peyton 23 Jt School District	Peyton	El Paso
Plainview Re-2 School District	Sheridan Lake	Kiowa
Plateau Re-5 School District	Peeetz	Logan
Plateau Valley 50 School District	Collbran	Mesa
Platte Canyon 1 School District	Bailey	Park
Platte Valley Re-7 School District	Kersey	Weld
Poudre R-1 School District	Fort Collins	Larimer
Prairie Re-11 School District	Raymer	Weld
Primero Reorganized 2 School District	Weston	Las Animas
Pritchett Re-3 School District	Springfield	Baca
Pueblo City 60 School District	Pueblo	Pueblo
Pueblo County 70 School District	Pueblo	Pueblo
Rangely Re-4 School District	Rangely	Rio Blanco
Revere School District School District	Ovid	Sedgwick
Ridgway R-2 School District	Ridgway	Ouray
Roaring Fork School District No. Re-1	Glenwood Springs	Garfield
Rocky Ford R-2 School District	Rocky Ford	Otero
Salida R-32 School District	Salida	Chaffee
San Juan Board of Cooperative Educational Services	Durango	La Plata
Sanford 6j School District	Sanford	Conejos



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Sangre De Cristo Re-22j School District	Mosca	Alamosa
Sargent Re-33j School District	Monte Vista	Rio Grande
School District 27j School District	Brighton	Adams
Sheridan 2 School District	Sheridan	Arapahoe
Sierra Grande R-30 School District	Blanca	Costilla
Silverton 1 School District	Silverton	San Juan
South Conejos Re-10 School District	Antonito	Conejos
South Routt Re 3 School District	Oak Creek	Routt
Springfield Re-4 School District	Springfield	Baca
St Vrain Valley Re 1j School District	Longmont	Boulder
Steamboat Springs Re-2 School District	Steamboat Springs	Routt
Strasburg 31j School District	Strasburg	Adams
Stratton R-4 School District	Stratton	Kit Carson
Summit Re-1 School District	Frisco	Summit
Swink 33 School District	Swink	Otero
Telluride R-1 School District	Telluride	San Miguel
Thompson R2-J School District	Loveland	Larimer
Trinidad 1 School District	Trinidad	Las Animas
Valley Re-1 School District	Sterling	Logan
Vilas Re-5 School District	Vilas	Baca
Walsh Re-1 School District	Walsh	Baca
Weld County Re-1 School District	La Salle	Weld
Weld County School District Re-3j School District	Keenesburg	Weld
Weld County School District Re-8 School District	Fort Lupton	Weld
Weldon Valley Re-20(J) School District	Weldona	Morgan
West End Re-2 School District	Nucla	Montrose
West Grand 1-Jt School District	Kremmling	Grand
Westminster 50 School District	Westminster	Adams
Widefield 3 School District	Colorado Springs	El Paso
Wiggins Re-50(J) School District	Wiggins	Morgan
Wiley Re-13 Jt School District	Wiley	Prowers
Windsor Re-4 School District	Windsor	Weld
Woodland Park Re-2 School District	Woodland Park	Teller
Woodlin R-104 School District	Woodrow	Washington
Wray Rd-2 School District	Wray	Yuma
Yuma 1 School District	Yuma	Yuma
Centennial BOCES	Greeley	
East Central BOCES	Limon	
Mountain BOCES	Leadville	
Mount Evans BOCES	Bailey	
Northeast Colorado BOCES	Haxtun	
Northwest Colorado BOCES	Steamboat Springs	



Pikes Peak BOCES  
Rio Blanco BOCES  
San Juan BOCES  
San Luis Valley BOCES  
Santa Fe Trail BOCES  
South Central BOCES  
Southeastern BOCES  
Uncompahgre BOCES  
Ute Pass BOCES

Colorado Springs  
Rangely  
Dolores  
Alamosa  
La Junta  
Pueblo West  
Lamar  
Ridgway  
Woodland Park



## **Part II: Narrative Response: Management Partner**

- a. Identify which of the following roles your organization can serve (list all that apply): (Full management, Whole system (school or district), Partial management: Instructional transformation, Partial management: Talent development, Partial management: Culture shift, Partial management: Turnaround leadership, Other: )**

AVID Center has the experience and resources needed to serve the following roles:

- Partial management: Instructional transformation
- Partial management: Talent Development
- Partial management: Culture shift

- b. Is your organization's primary interest and area of expertise in school-level management, district-level management, or both?**

AVID's interest and expertise are in both school-level management and district-level management.

- c. How will you differentiate your services to meet the unique needs of schools and districts in Colorado, especially those with historically underserved students?**

AVID was created in 1980 by one exceptional teacher who recognized that students from low-income households without a college-going tradition could succeed in high school and be college-ready. Creating equitable educational opportunities for historically underserved students is at the core of AVID's founding, mission, and work. AVID transforms schools and districts to enable students, particularly those who are first-generation college-goers, to be successful in college and career.

Most AVID students are historically underserved – approximately 50% are Hispanic, and about 15% are African-American. Approximately 65% of AVID students qualify for the federal free-and-reduced lunch program. According to data from AVID's 2018 senior class, approximately 56% of students had parents who did not attend college, emboldening AVID to continue its mission-based work.

AVID is unique in that it is not another initiative; it is the underlying system that supports all other efforts and initiatives and is an effective method to enhance college and career readiness and persistence. AVID leverages resources schools are already receiving by providing a method in how to deliver or utilize them. When implemented with fidelity, AVID has the power to transform the systems, instruction, leadership, and culture of schools, creating an environment where rigor and high achievement are expected. AVID is scalable in order to meet the needs of districts.

**d. 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) to make your school successful?**

AVID requires ongoing commitment and support of district and site administrators to maximize AVID's reach and effectiveness. Support at a district level is primarily provided by ensuring funding is in place each year to support AVID membership and associated costs, such as attendance at Summer Institute.

Support at a school site level entails adhering to the set requirements of the AVID College Readiness System to ensure fidelity to the AVID model. Requirements include components such as coordinating teacher access to professional development, coordinating student access to the AVID Elective in secondary schools, and engaging in the data collection process. AVID is most impactful when it is implemented schoolwide. AVID Schoolwide is when a robust AVID system transforms the instruction, systems, leadership, and culture of a school, ensuring college readiness for all AVID Elective students and improved academic performance for all students by providing increased opportunities. Administrator and educator support are key to implementing AVID Schoolwide.

**e. Describe your experience working with other third-party providers to support coherent school and district improvement.**

AVID has worked with third-party providers to support schools and districts with their improvement goals. One example includes working in tandem with College Spark in Washington to produce successful outcomes for students at both the school and district level.

**AVID and College Spark Washington**

Tom Vander Ark and Mary Ryerse highlight how AVID successfully partnered to serve students in Washington schools in their publication, "An Integrated Approach to Academic & Social Supports: A Case Study on Increasing College Readiness through AVID.":

"Partnerships can help form cultural, curriculum and social supports. Furthermore, civic and philanthropic leaders can facilitate shared employment goals, drive emerging job clusters and help ensure a thick web of youth and family support services. AVID is an example of a program partner that not only provides support to the schools, but also spurs schools to be part of a national network. What follows is an example of how one organization embraced this broader definition of readiness and leveraged collective action to bridge the gap for students in the state of Washington. After identifying the state's lead education agency, OSPI, as the intermediary partner, and AVID and Career Guidance Washington as program partners, College Spark launched a competitive grant process to identify implementing partners" (Vander Ark and Ryerse, 2017, p.10).

AVID worked alongside College Spark Washington, the Office of Superintendent of Public Instruction, Career Guidance Washington, and numerous other partners to assist schools in attaining positive outcomes for students. The excerpts below from Vander Ark and Ryerse's publication demonstrate AVID's ability to attain positive outcomes through collaboration:

"AVID and Career Guidance Washington support college and career going cultures alone, together and in conjunction with similar programs. AVID and CGW help to create a college and career-going culture in schools. These programs, although different from each other in execution, share the same objectives and the common goal to prepare students for postsecondary life. Similarly, while each program has individual elements of success, they also reportedly work well symbiotically. As grant years progressed, participating schools have revamped their school improvement plans to include college and career readiness goals, which include CGW, AVID and other college and career readiness programs such as GEAR UP.



Bremerton High School, one of the CRI schools that implemented both Career Guidance Washington (CGW) and AVID concurrently, has seen significant gains in student achievement and has created a culture of college and career readiness. As described above, these programs share similar objectives and complement each other.

In the spring of 2016, Principal John Polm and Counselor Chris Swanson reflected on their experience with the implementation and impact of both AVID and CGW at the high school, noting the importance of strong leadership and the individualization of the curriculum to fit the school. Outlined below are several key system elements (rooted in both CGW and AVID) that propelled Bremerton's success:

**Advisory.** One of CGW's key elements is an advisory period; Bremerton students can have advisory up to four days per week. Swanson reflected, 'Advisory programs have come and gone at some schools. It has been a constant here. We are trying to respond to the unique needs we have at our school, and we are trying to make the advisory program part of the answer to what are we doing about those needs.' Often times, AVID Schoolwide strategies (e.g., Cornell notetaking) are taught during advisory.

**Plans and Portfolios.** As part of the state requirement for a High School and Beyond plan, all students at Bremerton create a plan, maintain portfolios with supporting evidence and meet with their parents to discuss. Swanson believes the school might not have these major components if not for the CRI grant. Not only do students complete a CGW portfolio for postsecondary planning, they also maintain three-ring binder portfolios as part of AVID Schoolwide strategies.

**Parent Involvement and Student-Led Conferences.** The school credits CGW and AVID with increasing student engagement and parental involvement. When students lead, parents show up. AVID engages parents with family nights and parent involvement events. CGW engages parents via student-led conferences. Swanson boasted about the data, 'In the past, we had 23 percent parent attendance [at conferences]. During the grant, we increased parent participation to 82 percent. If you walk into a student-led conference and/or student presentation, you see a level of engagement that would not exist without the grant. This is a student-centered approach.'

**Presentations.** A significant change in the way the students experience school is the senior presentation, which is required to earn credit in advisory and to graduate. Polm said, 'It might be a high-stress moment when [students are] presenting in front of a panel about where they are headed and how they are prepared for that, but it is a rewarding experience as well.'

**Emphasis on Challenging Course Enrollment.** The school has also seen increased student engagement through the class-registration process. 'Students,' Swanson noted, 'have a much better idea of what classes they want to take because of advisory. The students register for what they want and are choosing classes that are right for them and their goals.'

**AVID Elective and Schoolwide Strategies.** Students in the AVID Elective—and even those who aren't—all benefit from an increased emphasis on organization, academic mindset and rigorous course-taking patterns. It has taken time for the system to take root, to get more students into those rigorous courses and to help them succeed.

**Rigorous Classrooms.** The school increased its number of Advanced Placement options from three to 12, and overall there has been a significant increase in students enrolling in more rigorous coursework. Polm shared, 'In 2008, 40 percent of students were taking chemistry. By 2016, it was up to 64 percent.'

Bremerton has seen steady gains in students graduating with college ready transcripts, from 34 percent meeting requirements in 2010 to 54 percent meeting requirements in 2015.<sup>50</sup> In addition, the school's graduation rate went from approximately 60 percent in 2006 to approximately 80 percent in 2014." (Vander Ark and Ryerse, 2017, p.20-22).

**f. Describe your experience, if any, working with Alternative Education Campuses (AECs) or alternative high schools**

AVID partners with multiple alternative schools across the United States. In the 2018-19 school year, AVID was being implemented in 72 alternative secondary schools. The schools served a total of nearly 18,500 students and over 3,700 of these students were enrolled in the AVID Elective class. Of the 72 current AVID alternative secondary schools, approximately 30% of these schools have been implementing AVID for five years or longer.

AVID currently serves multiple alternative schools within the state of Colorado. These schools have experienced different successes during the course of their respective partnerships with AVID. Some examples include staff using AVID strategies schoolwide to support instruction in all content areas, as well as one hundred percent of the teachers having attended an AVID training. Another example of a success is seeing teachers across multiple content areas setting high expectations for their students.

**g. Describe your experience, if any, working with online schools.**

AVID currently works with multiple online/virtual schools across the United States. In the 2018-2019 school year, AVID was being implemented at 11 virtual/online schools. These schools served a total of approximately 11,500 students with over 500 of these students being enrolled in the AVID Elective. Of the current AVID online/virtual schools, approximately 45% have been implementing AVID for five years or longer.

These schools have also seen positive outcomes since implementing AVID. Some examples include increased enrollment in rigorous coursework, and successfully adapting the AVID Elective class to an online format.



## Part III: Capacity

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- a. Does your organization currently have the capacity to serve additional schools and districts in Colorado? If yes, indicate how many new schools or districts your current capacity would allow for. If no, explain what additional capacity you would need to put in place, and any other constraints such as timelines or minimum participating schools or districts.**

AVID Center has nearly 40 years of extensive experience supporting school districts and sites in the successful implementation of its college readiness system, including larger district settings. The AVID College Readiness System is implemented in approximately 7,000 schools in 47 states, the District of Columbia, and 16 countries/territories through a contract with the Department of Defense Education Activity, impacting approximately 2.2 million students in grades K-12 and 45 postsecondary institutions. More than 80,000 educators are trained each year to implement the proven AVID system and share best practices with their colleagues.

AVID is currently being implemented within 15 of the 20 largest school districts in the US including: Chicago Public Schools, Dallas Independent School District, Houston Independent School District, New York City Department of Education, Hawaii Department of Education, Orange County Public School District, and San Diego Unified School District.

AVID has been implemented in Colorado districts and schools for more than 22 years. Our organization currently serves approximately 26 districts, 134 schools and over 13,000 students in Colorado.

AVID Center's organizational structure provides to its four Division offices: program and curriculum development support, data collection and analysis support, professional development, financial management and contracting services. The Division's offices provide direct support, coaching services, and training to the schools via highly experienced educators who staff these offices and work with site teachers, school site leaders, and staff. AVID currently has over 250 employees and 900 staff developers and trainers who serve schools utilizing our services.

AVID Center has the organizational structure, management capacity, financial resources and qualified staff needed to serve additional schools and districts in Colorado.



## Part IV: Evidence of Track Record of Improved Student and School Outcomes

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- a. 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.**

AVID has been successful in serving districts with diverse geographic locations, sizes, and student populations and is able to demonstrate impressive results. According to AVID’s 2017 senior data:

- 98% of AVID high school seniors graduated from high school on time, and 79% were accepted to four-year colleges
- The average high school GPA for AVID seniors was 3.3
- 87% of AVID seniors submitted a FAFSA
- 85% of AVID students persisted into their second year of college, compared to 78% nationally
- 93% of AVID seniors graduating in June 2017 completed four-year-college entrance requirements
- 30% of AVID seniors participated in a dual enrollment program and/or took college courses
- 78% of AVID seniors took at least one course of rigor

AVID uses multiple indicators relating to attendance and completion of AVID activities as well as the impact on knowledge and/or behavior of participants to define success, including those pertaining to academic accomplishment and college readiness. AVID’s Data Analysis and Reporting capacity includes:

- The overall program, state, province, regional, district, and site reports
- Web-based data collection and reporting
- Certification benchmarks based on alignment to the AVID Essentials
- Longitudinal system/program reports
- Data collection and reporting through AVID’s secure website

Some of the categories of the data collected includes, but is not limited to:

- Demographics
- Enrollment for student special populations
- Rigorous course availability and enrollment
- Attendance rates

This data is collected across 47 states, the District of Columbia, and 16 countries/territories through DODEA schools.

- b. Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers as outlined in ESSA. Which EBI tier best describes your work, and why? 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.**

While AVID implementation and associated interventions have been researched thoroughly, the evidence base currently sits within Tier 2. To date, a research study meeting Tier 1 criteria (e.g., a randomized control experimental study) has yet to be conducted in the U.S.

Below are some examples of Tier 2 evidence:

- In 2016, Virginia Beach City Public Schools concluded an evaluation of their district’s AVID program. This evaluation utilized a matched comparison group wherein each AVID student who participated in AVID for the entire 2014-2015 school year was matched with a non-AVID student from the same school and grade level. The matching was accomplished with the logistic regression procedure in SPSS which assigned a propensity score to every student enrolled in an AVID school and matched accordingly. Students’ demographic characteristics (e.g., gender, race, socioeconomic status, special education status, gifted status, limited English Proficiency status, and military connected status), as well as prior academic performance (i.e., 2013-2014 SOL scale scores in reading, writing, and math if available) were taken into consideration. The matches were constrained to occur within the same grade level within the same school. Findings from this study were as follows:
  - During the 2014-2015 school year, 497 of the 720 AVID students (69%) took at least one rigorous course in middle school compared to 60% of non-AVID students in the matched comparison group.
  - Overall, 68% of the AVID students during the 2014-2015 school year completed Algebra I by eighth grade compared to 63% of the matched non-AVID students.
  - In high school, twice as many AVID students than comparison group students were enrolled in at least one Advanced Placement (AP) course – 36% compared to 18%.
  - In high school, 46% of AVID students took at least one college or dual enrollment course compared to 27% of the matched comparison group students.
  - AVID students in both 2012-2013 and 2013-2014 enrolled in college at rates that were 10 percentage points higher than that of all other non-AVID students in AVID schools. Seniors from the class of 2015 enrolled in college at a rate of 79% compared to 42% of the matched comparison group students.
  - The attendance rate for AVID students in 2014-2015 was 96.5 percent compared to 95.0 percent for the comparison group. The attendance rate for all other non-AVID students in AVID schools was 94.6 percent.
- In 2007, Clark County School District conducted an evaluation of their AVID program and utilized a matched-sample of comparison students. These were students who may have been eligible for AVID based on their 8th grade demographics and grades, but who were never part of the AVID program. The samples were matched according to gender, ethnicity (i.e., White, Black, Asian, Hispanic) and cumulative GPA.

- Results from a matched sample of 474 10th, 11th, and 12th grade AVID students and 473 of their non-AVID peers indicated that AVID students outperformed their peers in grade point average and NHSPE math test scores.
- AVID students also had higher pass rates than their peers on the NHSPE reading assessment, enrolled in more Honors/AP courses, and had higher attendance rates.

Additionally, numerous researchers external to AVID have conducted evaluations or research studies that demonstrate increases in student outcomes as well as positive impacts on teachers who participated in AVID professional development.

The AVID college readiness system has proven to be effective at increasing student outcomes and college readiness in the following ways:

- Participation in AVID in middle school impacts students' academic trajectories once in high school:
  - More than twice the percentage of students with two years of middle school AVID took three or more AP classes than those with only one year or no AVID experience in middle school. Male students with two years of middle school AVID had more A-F credits accumulated by the 11th grade than students with no AVID experience in middle school. (Guthrie, & Guthrie, 2002)
  - When compared to seniors who only participated in AVID while in high school, seniors who participated in AVID in both middle school and high school exhibited greater academic performance, were more likely to take rigorous courses, and took, on average, more AP courses and AP exams. (Huerta, Watt, & Butcher, 2013)
- AVID students' attendance rates surpass those of school populations. (Watt, Yanez, & Cossio, 2002; Watt, Powell, & Mendiola, 2004)
- AVID students outperform peers on state-mandated exams and other standardized tests. (Watt, Yanez, & Cossio, 2002; Watt, Powell, & Mendiola, 2004)
- With regard to schoolwide impact, or school-level outcomes, AVID schools improved their accountability ratings over the 4-year study period. When compared to non-AVID schools, AVID schools showed increases in enrollment in courses of rigor and increases in graduation rates. (Watt, Powell, Mendiola, & Cossio, 2006)
- Participation in AVID in high school leads to improved postsecondary outcomes, such as higher rates of retention and persistence in college. (Watt, Huerta, & Alkan, 2011; Watt, Huerta, & Reyes, 2013; Huerta, & Watt, 2015)

Research studies have also demonstrated that AVID's professional development has positive impacts on teachers and other school characteristics. Here are some examples:

- Teachers begin to exhibit significant gains in teacher leadership after they have attended their first Summer Institute. Both experienced and inexperienced teachers' level of teacher leadership is influenced by professional learning from AVID. (Watt, Huerta, & Mills, 2010a)
- AVID implementation at high levels of fidelity (e.g., Demonstration status) is associated with significantly positive school culture and climate conditions. (Watt, Huerta, Mills, 2010b)

In addition to empirical evidence, one prevalent and consistent finding in previous qualitative and mixed methods research on AVID is students' emphasis on the relationships formed with their AVID teachers and their peers in AVID classrooms as being significant contributors to their academic success (Huerta, Watt, & Reyes, 2013; Watt, Huerta, & Alkan, 2011; Mendiola, et al., 2010; Watt, et al., 2008; Martinez & Klopott, 2005; Mehan, Hubbard, Lintz, & Villanueva, 1994). For example, in Watt, et al. (2008), findings highlight how AVID creates a family-like atmosphere that positively influences morale, self-esteem, and determination. In Mehan, et al. (1994), students reported developing confidence and a positive academic identity because of their academically focused peer group and meaningful relationships in the classroom.

A handful of AVID school districts have partnered with external research entities to conduct evaluations of their AVID programs. Below is a list of some of these districts, along with key empirical findings from their evaluations:

- Madison Metropolitan School District (AVID/TOPS; high school outcomes):
  - AVID/TOPS increases the cumulative and core GPAs of high school students, particularly among low-income students and students of color.
  - AVID/TOPS increases rates of enrollment in Advanced Placement (AP) and Honors courses. The program also increases the grades earned.
  - The AVID/TOPS program improves students' attendance records, reducing the number of days they miss school. The effects are especially pronounced for low-income, African American, and Latino students.
  - The AVID/TOPS program reduces the number of behavioral referrals received, especially for low-income students and students of color.
  
- Madison Metropolitan School District (8th grade, 9th grade outcomes):
  - Low-income AVID students had higher attendance rates than similar non-program peers by approximately one percentage point.
  - Low-income AVID students had higher attendance rates in ninth grade than non-AVID peers by approximately one percentage point.
  - Eighth-grade AVID students earned more credits in ninth grade (6.56 on average for AVID and 6.24 for the comparison group overall) and failed fewer courses (0.89 on average for AVID and 1.34 for the comparison group overall). These impacts were somewhat larger for low-income students and for students of color.

Note: A full reference list can be made available upon request.



## Part V. References

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- a. For management partners, turnaround leader development providers and stakeholder engagement specialists, submit the name and contact information for the last three schools or districts your organization contracted with. For charter school networks, CMOs and individual charter schools, submit three references who can speak to your capacity to support successful student outcomes in a turnaround environment, including a current authorizer of one of your schools. References will be contacted by CDE staff.**

The following school districts have recently brought AVID to their district, or expanded their AVID system to more sites:

### **Harrison School District: Colorado Springs, CO**

Dr. Wendy Birhanzel  
Superintendent  
wbirhanzel@hsd2.org  
(719) 538-4880

John Rogerson  
Superintendent  
jrogerson@hsd2.org  
(719) 538-4880

### **Teton County School District: Jackson, Wyoming**

Dr. Kimberly Hetrick  
Coordinator of CIA Curriculum, Instruction, & Assessment/ AVID District Director  
khetrick@tcsd.org  
(307) 733-2704 ext. 9542

### **Boulder Valley School District: Boulder, Colorado**

Tamara Lawrence  
Director, Student Support/ AVID District Director  
tammy.lawrence@bvsd.org  
(720) 561-6125

Katie Romero  
Assistant Director, Student Support/ AVID District Director  
katie.romero@bvsd.org  
(720) 561-4327





**Continuous Improvement Standards**

1. Teaching and Learning	2. Best First Instruction	3. Assessment of and for Learning	4. Tiered Support
<ul style="list-style-type: none"> <li>• AVID strategies emphasize WICOR</li> <li>• Strong emphasis in real-world application of math skills and concepts</li> <li>• College and career standards guide all instruction</li> <li>• AVID strategies are aligned with Common Core State Standards</li> <li>• Researched, rigorous, sequenced curriculum</li> <li>• Critical Reading: Deep reading strategies for expository texts</li> <li>• Rigorous course enrollment required</li> <li>• Structures in place to support all students through culturally responsive teaching methods</li> </ul>	<ul style="list-style-type: none"> <li>• Strong research base – Dweck, Marzano, Bandura, Costa, Bloom</li> <li>• Writing is a tool for learning</li> <li>• Emphasis on Collaboration and Inquiry</li> <li>• Organizational tools</li> <li>• High-quality professional development</li> <li>• Scaffolded approach to college readiness instruction</li> <li>• Ongoing support and coaching</li> <li>• Comprehensive organization and note-taking system (Cornell, and 2 &amp; 3 Column notes)</li> </ul>	<ul style="list-style-type: none"> <li>• AVID has a comprehensive data collection system that analyzes: demographics, perceptions, student learning (summative and formative), school processes, school culture, mission/vision, action plans, implementation strategies, and difference between where we are now and where we want to be (Gaps)</li> <li>• AVID provides a Data Analysis Training</li> <li>• Cornell Way and Interactive Notebook for real-world checks</li> <li>• Learning Logs and grade checks</li> </ul>	<ul style="list-style-type: none"> <li>• AVID provides continual professional development for schools through Path to Schoolwide trainings, Summer Institute, National conference, Data Analysis Training, Summer Bridge Program</li> <li>• Online modules</li> <li>• On-site coaching</li> <li>• Site-based and district trainings</li> <li>• Support by Program Managers</li> <li>• Trained Tutors supporting in AVID Elective</li> </ul>

**Continuous Improvement Standards**

5. Leadership	6. Culture and Climate	7. Educator Effectiveness	8. Continuous Improvement
<ul style="list-style-type: none"> <li>• Extensive leadership training through AVID District Leadership Training</li> <li>• Further training through Leadership for College Readiness</li> <li>• Data Analysis Training</li> <li>• Continual support for District Directors and school leadership through monthly District Director meetings</li> <li>• On-site Site Team comprised of core teachers, school leadership, counsellors, and parents</li> </ul>	<ul style="list-style-type: none"> <li>• AVID focuses on creating a strong college-going climate at schools</li> <li>• Extremely inclusive in showcasing that all students can be college-ready</li> <li>• Structures in place to support all students through culturally responsive teaching methods</li> <li>• AVID Elective class is a family setting where students bond together to push each other towards excellence</li> </ul>	<ul style="list-style-type: none"> <li>• Full or half day trainings targeted toward school initiatives</li> <li>• Customizable 2-day Path modules in areas of Critical Reading, Differentiating instruction for second language learners, and core subject areas</li> <li>• Classroom walkthrough rubrics supporting district teacher evaluation “look-fors”</li> <li>• On-site teacher coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance and support in the alignment of a shared vision and purpose among school and AVID stakeholders.</li> <li>• Support in creating annual and multi-year plans</li> <li>• Support in creating SMART goals for schools, grade levels, and classroom level progress</li> <li>• Comprehensive data collection and certification system</li> </ul>