



AVID Program Review

AVID: Advancement Via Individual Determination

West St. Paul - Mendota Heights - Eagan Area Schools
School District 197

Prepared by

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Background

The AVID program began in the district in 2011-12 at Friendly Hills Middle School in grade seven. Over the past four years, AVID has expanded to all three secondary schools serving students in grades seven through eleven. In the 2015-16 school year the program will expand to grade twelve.

AVID is offered as an elective class to students beginning in grade seven. The AVID Elective targets students in the academic middle (students who are proficient or slightly below grade level on standardized assessments, with a GPA of 2.0-3.5) who have a desire to go to college and the willingness to work hard. They may be the first in their families to attend college, and may come from groups traditionally underrepresented in higher education. These are students who are capable of completing rigorous curriculum but are falling short of their potential.

AVID places these students on the college track, requiring them to enroll in their school's most rigorous courses, such as honors and Advanced Placement®. To support them in the rigorous coursework, AVID students learn organizational and study skills, develop critical thinking, learn to ask probing questions, receive academic help from peers and college tutors, and participate in enrichment and motivational activities to make their college dreams reality.¹ Tutorials occur twice weekly in the AVID Elective class. AVID tutors work with groups of seven students or less, and use writing, inquiry, collaboration, organization, and reading (WICOR) strategies to clarify subject matter in academic courses and to facilitate students' growth as independent learners.

A critical component of AVID is the incorporation of AVID strategies schoolwide. The goal of the AVID system is to transform the **instruction, systems, leadership, and culture** of a school, ensuring college readiness for all AVID Elective students, and improved academic performance for all students, based on increased opportunities.

The four key components of AVID Schoolwide:

- **Instruction:** The entire instructional staff utilizes AVID strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students, and improved academic performance for all students.
- **Systems:** The systems in place support governance, curriculum, and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for all students.
- **Leadership:** The leadership sets the vision and tone that promotes college readiness and high expectations for all students in the school.
- **Culture:** The AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting college readiness requirements.²

AVID impacts students schoolwide as academic strategies like writing to learn, inquiry, collaboration, organizational skills, and critical reading (WICOR) are taught in all classes by teachers who have been trained to use AVID strategies in their specific content area. Teachers have had opportunities to participate in AVID training through our partnership with East Metro Integration District (EMID), our own Training Academy, AVID Summer Institute, and sessions offered at individual sites. WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula. Furthermore, the WICOR model reflects and promotes the expertise and attitudes that will serve students well in their academic lives and careers.

¹ Adapted from <http://www.avid.org/what-is-avid-secondary.ashx>

² Adapted from <http://www.avid.org/avid-schoolwide.ashx>

Leadership and oversight are key to the success of AVID. The district is required to have an AVID District Director that has completed four levels of AVID District Leadership training. Each AVID site has a Site Coordinator that leads the AVID Site Team. This team is comprised of teacher representatives from all grade levels and content teachers. The Site Team fosters the development of a school wide learning community, collaborates to achieve the mission of AVID, and focuses on the achievement of every one of its students. To be truly effective, AVID requires the collaboration of an active, interdisciplinary site team to understand and address the issues of student access to, and success in, rigorous college preparatory courses. The Site Team develops and implements a site plan and collects evidence and documentation to show how goals are being met. The Team meets regularly to assess AVID student needs, plan ways to address those needs, to assist the Coordinator in implementing AVID with quality and fidelity, and to plan for collaborative work with school professionals not currently involved in AVID. In addition, the site team should routinely set site goals to implement the AVID methodologies and to create a school culture that nurtures and supports the AVID mission.³

AVID sites are asked to complete an annual Certification Self-Study. The goal of the Self-Study is to evaluate the implementation of both the AVID Elective class and AVID Schoolwide. All three of our sites are certified as of 2014. During the Certification Self-Study, the Site Team rates themselves on the AVID 11 Essentials (see appendix for a sample Certification Self-Study form).

AVID Program Review Team

A team of AVID teachers, content area teachers, principals, and district office staff was assembled to evaluate the AVID program as part of year one of the program review process.

Team Member	Site	Team Member	Site
Katie Bernardy	Heritage Middle School	Scott Karlen	Henry Sibley High School
Jen Clem	Henry Sibley High School	Cari Jo Kiffmeyer	District Office
Marcy Doud	District Office	Lora Messer-Niles	Friendly Hills Middle School
Sarah Egberg	District Office	Aimee Noeske	Henry Sibley High School
Joni Hagebock	Somerset Elementary	Shawn Peck	Henry Sibley High School
Chris Hiti	Friendly Hills Middle School	Kim Rodrique	Friendly Hills Middle School
Matt Huron	Heritage Middle School	Kate Skappel	District Office
Pat Johnson	Heritage Middle School	Sarah Walburg	Friendly Hills Middle School

³ AVID Elective Essentials for High School

Program Review Team Process

A review of the district's Advancement Via Individual Determination (AVID) program began in November 2014, in order to support Strategic Goal D: Prepare students to be career and college ready. Under Core Strategy D3 our charge was to expand AVID programming to grades five and six and explore the possibility of expanding to grade four, expand AVID to grade eleven at the high school, and to examine expansion of AVID in grades five and six. The review team began its work by developing Outcomes that Matter to All and Core Beliefs.

Mission and Vision

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Outcomes that Matter to All

AVID Students will...

- be accepted at a college of choice.
- be successful at a college of choice without requiring remedial coursework.
- have access and pass rigorous courses at the middle school and high school.
- have a well developed college/career plan and portfolio.
- demonstrate an actively engaged "learner" mindset.
- understand and apply WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies.
- demonstrate responsible citizenship and leadership skills.
- identify and utilize their school success support network.

Core Beliefs

We believe that ALL students, and most especially the least-served students who are in the middle...

- will succeed in rigorous curriculum.
- will complete a rigorous college preparatory path.
- will enter mainstream activities of the school.
- will increase their enrollment in four-year colleges.
- will become educated and responsible participants and leaders in a democratic society.

Data Analysis

The team analyzed student achievement data, enrollment data, results of parent, teacher, and student surveys, and conducted self-assessments on their site's fidelity of implementation of the AVID program.

Enrollment Data

The middle schools offer one section of the AVID Elective in seventh and eighth grade. The target class size is 25 students. Enrollment for the 2014-15 school year is summarized below. Of the 36 students enrolled in eighth grade AVID, only 18 of them were AVID students in seventh grade.

	HMS	FHMS
AVID 7	25	19
AVID 8	21	17

The high school offers one section of the AVID Elective in grades nine, ten and eleven. In the 2014-15 school year, enrollment in each of these elective classes is at 26, 27 and 27 students respectively. Students that started in AVID in the district's first year, 2011-2012 at Friendly Hills, are now currently juniors and the program has retained 5 of those original students. The table below summarizes the enrollment in each of the AVID courses and the number of years they have participated in AVID. One of the goals of AVID is to retain students.

# of years in AVID	Grade 9 students	Grade 10 students	Grade 11 students
1 year	12	8	2
2 years	5	9	13
3 years	9	5	12
4 years		5	

Beyond looking at the number of students in AVID, consideration is also given to ethnicity breakdown of each course. One goal of AVID is to have it mirror the demographics of the site. Data for the 2014-15 school year is summarized below. We are seeing more students of color enrolling in the AVID Elective in comparison to white students.

Ethnicity	AVID 14-15	District 14-15
American Indian	1.2%	1.1%
Asian	4.3%	6.1%
African American	18.0%	11.2%
Hispanic	39.1%	26.7%
White	37.3%	54.9%

Rigorous Course Enrollment Data

AVID requires that students enroll in rigorous courses. At the middle school level, this is defined as the most rigorous instruction at that grade level, appropriate to the student, which will allow him/her to access a sequence of college prep courses in high school. At the middle school rigorous courses offered are: Algebra in grade seven; Algebra, Geometry or Spanish in grade eight. Rigorous courses at the high school level are defined as courses beyond the minimum requirements for college, (e.g., taking a higher-level class than

designated for a student's current grade level; taking Advanced Placement courses). At the high school rigorous courses include all courses with an "advanced" designation, Advanced Placement (AP), College in the Schools (CIS), and math courses above a student's grade level.

	Grade 7 41 students	Grade 8 37 students	Grade 9 26 students	Grade 10 29 students	Grade 11 29 students
# of students enrolled in rigorous courses	1	14	0	0	9

Academic Achievement Data

The goal of AVID is to prepare students for college readiness. We measure college readiness through two measures. The first measure used is Measures of Academic Progress (MAP) assessment in the areas of reading and math. The target scores are set for each grade level and based on studies conducted by the Northwest Evaluation Association (NWEA), the provider of the MAP assessment. These studies have statistically shown that students that achieve the target score will achieve the applicable score on the ACT indicating college readiness.

	Percent of Students Meeting MAP Math Benchmark 2013-2014	Percent of Students Meeting MAP Reading Benchmark 2013-2014
Grade 7	10%	27%
Grade 8	13%	10%
Grade 9	6%	13%
Grade 10	24%	32%

The second measure used to measure college readiness is the Explore test, administered to students in grade eight and the PLAN test, administered to students in grade ten. The data in the table below represents the results for all students enrolled in AVID in the 2014-2015 school year.

	Percent of students meeting College Readiness Benchmark EXPLORE	Percent of students meeting College Readiness Benchmark PLAN
Science	9%	21%
Reading	13%	23%
Math	19%	17%
English	41%	59%

SWOT Analysis

See Appendix for complete SWOT Analysis

After completing the data analysis the program committee completed a SWOT analysis for the AVID Elective class and AVID schoolwide implementation which identified Strengths, Weaknesses, Opportunities, and Threats in the present AVID program.

Strengths

The Program Review team identified several strengths of the current AVID program. Currently we have a strong teaching staff of two AVID Elective teachers at the high school, and one AVID Elective teacher at each middle school. We will add four additional AVID Elective teachers in the 2015-16 school year. The tutorials were also identified as a strength, as well as how we have altered the schedule in order to give all students access to rigorous courses. Administrative and financial support for the AVID program has increased. Each site has a strong college-going environment visible to students, staff, and the community.

Weaknesses

A number of weaknesses were identified around student enrollment in rigorous courses, student selection, academic achievement of AVID students and scheduling challenges.

Currently, many AVID students struggle to succeed in the rigorous courses offered. Additionally, the enrollment in rigorous courses by AVID students is much lower than desired, this is due in part to the lack of rigorous course options for AVID students. In grade seven the only option for rigorous courses is to take Algebra, has been difficult if not impossible for an AVID student to access based on entrance criteria for the math class. In grade eight, students have two options for rigorous courses, Spanish, a high school credit bearing course or Algebra or Geometry, a high school equivalent math class. In the high school there are many more opportunities for rigorous courses; however many AVID students do not meet the entrance requirements, particularly in grade nine.

Another weakness identified in the SWOT analysis was the perception of AVID as an intervention or remedial course. The program review team surveyed staff at all three secondary sites. Thirty percent of staff members stated they believe AVID is an intervention and 12% believe it is a remedial level course. This perception inhibits the ability of the school to attract students and families to enroll in the AVID program.

Academic achievement is not what we would like to see for AVID students. As of last spring's assessment, less than 30% of our current students are meeting the college readiness benchmark in reading and less than 10% are meeting the college readiness benchmark in math; however not all current AVID students were assessed in math.

A key component of the AVID program is student selection. The AVID Elective class should consist of students in the "academic middle". Analysis of District 197 AVID student data showed us that we need to better define our academic middle as students that are in lowest quartile are currently enrolled in AVID. Additionally, AVID enrollment should reflect the demographics of the district. Our current AVID enrollment over-represents students of color and under-represents white students.

Historically, the middle school schedule has provided barriers to AVID enrollment as students have to pick between AVID and other elective courses. Additionally, students were not able to take AVID and take Spanish in grade eight. In the new middle school schedule that will be implemented in 2015-2016, some of these barriers will be removed. However, students will still need to make a choice and miss other content, such as Music, Physical Education and/or elective options.

Opportunities

Another key component of a school site's implementation and continuous improvement with the AVID program is the movement to incorporating AVID strategies throughout the entire school, in all content areas,

and for all students. Moving to AVID Schoolwide ensures the most students possible benefit from AVID strategies and are prepared for college. The AVID Program Review team identified the expansion of these strategies school wide as a significant opportunity.

Math will enter the curriculum review cycle in the 2015-16 school year. This presents an opportunity to review the alignment across all grade levels to ensure students are able to access math courses at or above grade level.

Strategy Goal D also calls for us to increase college credit bearing courses at the high school level. We will continue to work to expand offerings which will provide AVID students with more options to enroll in rigorous courses.

Threats

A large portion of the AVID program is funded through the Minnesota Department of Education Achievement and Integration program. Concerns were discussed around potential changes in state legislation and the use of Integration funding to support programs like AVID.

Recommendation

Under Core Strategy D3, our charge was to expand AVID programming to grades five and six and explore the possibility of expanding to grade four and expand AVID to grade eleven at the high school. Through our analysis, the Program Review team recommends that the following actions be taken:

- Implement AVID strategies school wide in grades five and six and not expand to grade four
- Expand the AVID Elective to grade 12 in 2015-16
- Maintain AVID Elective in grades 7-11
- Focus on the implementation AVID Schoolwide 5-12
- Provide professional development to all 5-12 teachers
- Refine AVID Elective selection process and define the academic middle

These recommendations will be carried-out, monitored and evaluated by the Director of Special Programs, AVID District Director and Site Teams.

Appendix

AVID Elective SWOT Analysis

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> Strong elective teachers Admin support Student growth Alignment between the 3 buildings - sharing of effective practices and troubleshooting Tutorials are effective 	<ul style="list-style-type: none"> Students have to make a choice - what do they have to give up to take AVID Finding quality tutors 7:1 tutor ratio too high Percentage (30%) of staff still see AVID as remedial/intervention. Lack of parent involvement opportunities Site team roles - not enough/need additional time to complete responsibilities Availability to attend meetings/PD 	<ul style="list-style-type: none"> Refining the definition of what an AVID student is vs. filling a section PD through AVID about student recruitment and demographics Messaging on "What is AVID?" and why they might want to take the AVID elective. (Parents and Students) How can AVID support student study skills to be college ready? Working with local colleges and other AVID schools to recruiting AVID tutors. Reallocate dollars for tutoring support. Parent Academy - increasing parent involvement in AVID 	<ul style="list-style-type: none"> Cost Competes with other initiatives AVID Program expectations of an AVID elective teacher

AVID Schoolwide SWOT Analysis

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> Physical environment Looking at all standardized assessments with a college and career readiness lens Master schedule: ensuring that students have access to rigorous courses. 	<ul style="list-style-type: none"> Number of students that are not proficient in math (algebra) skills hinders the ability to access rigorous coursework at the high school level. 	<ul style="list-style-type: none"> Alignment of WICOR strategies with CTs and Common Assessments Department level roll out across content areas within grade levels. Grade level collaboration Show what AVID Schoolwide looks like - to those not on AVID site team (create awareness) Site visits (in-district and out of district) 	<ul style="list-style-type: none"> Math curriculum alignment from 6th grade and up.



2014–2015

Certification Report
and
Self-Study Continuum
For AVID Secondary Sites

Name: _____

School Name: _____

(NCES) Number: _____ - _____ - _____

National Center for Educational Statistics (<http://nces.ed.gov/globallocator>)

County/Region: _____

State Name: _____

AVID is schoolwide when a strong 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 based on increased opportunities.

Directions: How to Use this Instrument

For a secondary site to implement the AVID Elective class and implement AVID schoolwide, AVID Center assumes the school has adopted and implemented a philosophy that is aligned with AVID's mission and vision of college readiness for all students. Thus, this instrument, "***AVID Certification Report and Self-Study Continuum***," is a tool for a detailed self-review of a secondary site's AVID system during the second year, and each year thereafter, that shows the AVID Elective class has been operational.

The school can **implement the AVID Elective class in grades 6 through 12**. AVID staff should complete this instrument as a site team early in the school year (e.g., October) as the team completes the AVID Data Collection process (Essential 9) and its Initial Self-Study (ISS). With its District Director (and AVID consultant where applicable), the AVID site team develops recommendations for addressing areas for growth and for maintaining/expanding areas of strength. It should use this instrument throughout the school year and again in the spring, as it completes the Certification Self-Study (CSS), to determine a final Certification recommendation for its secondary school AVID Elective class and system.

The **overall Certification rating for the AVID middle school and/or high school** is determined based on the individual levels of implementation of each AVID Essential and the submission of AVID's Data Collection forms. There are 11 AVID Essentials for secondary schools that are standard across the country and in the AVID world. Each Essential has multiple Indicators describing important aspects of implementation of that Essential. The site team will begin from this most specific point: determine the level of implementation of each Indicator in an Essential; then, from the **levels** for the Indicators, determine the overall level of implementation for each Essential. Finally, from the determination of each Essential, determine the recommended overall Certification rating for the school.

The ***AVID Certification Self-Study Report and Continuum*** represents cumulative growth over time, typically requiring 3–6 years to fully develop and sustain the AVID system.

- **Level 1:** "*Meets Certification Standards*" New AVID sites, at the end of their second year of operation of the AVID Elective class, are expected to be at Level 1.
- **Level 2:** "*Routine Use*" is for sites that have been operational for 4 or more years and have established patterns for achievement of the Indicators and thus the Essentials; they could be described as "routine" because of the repetitive cycle of their work.
- **Level 3:** "*Institutionalization*" represents sites that have had the AVID system operational for 5+ years, so that implementation of the Indicators and Essentials is sustained despite changing variables or conditions. They are not dependent on personalities or current leaders. AVID will be sustained because the infrastructure and system are in place to maintain the college readiness culture that supports student achievement and success. Students and families demand commitment to AVID because of the academic success of AVID students.

I. Determining the Level of Implementation for Each Indicator

Each Indicator has a description under each of the four headings, representing a continuum of growth over time, which is cumulative from one level to the next: *Not AVID* (Level 0), *Meets Certification Standards* (Level 1), *Routine Use* (Level 2), or *Institutionalization* (Level 3).

- Step 1:** To begin, read the Essential description located in the top left-hand corner, and start reviewing horizontally at "*Not AVID*" (Level 0) to read the description for each Indicator from left to right.
- Step 2:** As a site team, review your evidence sources and resources and indicate those you are using for documentation by checking the appropriate boxes at the top of the page. If creating additional evidence sources, check the box for "Other."
- Step 3:** Then check the box identifying the level of implementation of each Indicator.
- Step 4:** Once you have determined the level of implementation for each Indicator, you are ready to determine the overall level of implementation for that Essential.

II. Determining the Level of Implementation of Each Essential

There are four rating possibilities for each AVID Essential: *Not AVID* (Level 0), *Meets Certification Standards* (Level 1), *Routine Use* (Level 2), and *Institutionalization* (Level 3). Review the checked boxes for each Indicator to determine the overall level of implementation for each Essential.

An individual AVID Essential has multiple Indicators, depending on the Essential. Follow the guidelines listed below to determine the level of implementation of each AVID Essential. After determining the level of implementation for the Essential, write a description of the strengths of your implementation of that Essential, areas for growth, and your site team's next steps.

- ***Not AVID (Level 0):*** Certification requirements for Level 1 are not met (more than 1 Indicator is rated below Level 1). There is no plan, or the plan from the previous year was not implemented effectively.
- ***Meets Certification Standards (Level 1):*** No more than one Indicator is rated below Level 1; there must be a plan in place, and implemented, to address challenges for the following school year.
- ***Routine Use (Level 2):*** All Indicators for Level 1 must be in place, as well as Indicators for Level 2. No more than one Indicator is rated below Level 2. No Indicator is rated at Level 0.
- ***Institutionalization (Level 3):*** All Indicators for Levels 1 and 2 must be in place, as well as Indicators for Level 3. No more than one Indicator is rated below Level 3 (i.e., 3 out of 4, or 4 out of 5, or 5 out of 6, etc.); Indicators must be checked at Level 3. No Indicator may be rated at Level 0.

III. Determining the Overall Certification Level of the AVID Secondary School

The overall Certification level for the secondary school is based on the ratings for each of the 11 AVID Essentials. Note that Essential 9 requires the submission of all of AVID's data collection forms. Seniors enrolled in the AVID Elective class must have submitted their Senior Data and have it approved by AVID Center. New sites are not expected to be rated beyond Level 1 on any Essential.

Certification Ratings for AVID Secondary Sites:

AVID Non-Certified Site—A site has never been certified, has one or more Essentials rated as “*Not AVID*” (Level 0), and is working to implement all 11 AVID Essentials.... **OR....** ***AVID Affiliate Site***—A former AVID Certified Site has one or more Essentials rated as “*Not AVID*” (Level 0); site team is working to implement all 11 AVID Essentials.

AVID Certified Site—All Essentials rated “*Meets Certification Standards*” (Level 1) or higher.

AVID Highly Certified Site—The secondary site consistently meets Certification standards (all 11 Essentials at Level 1 or higher) and has at least 6 Essentials rated at “*Routine Use*” (Level 2) and/or “*Institutionalization*” (Level 3); has been certified for at least 2 consecutive years, implementing for a minimum of 4 years.

Eligible to Apply as an AVID Schoolwide Site of Distinction—The site has all 11 Essentials rated at “*Routine Use*” (Level 2) or higher and sustains the AVID system. Evidence supports that all AVID's schoolwide metrics demonstrating schoolwide impact toward achieving college readiness for all students are in place, and the site completes the verification process by AVID Center staff.

AVID's schoolwide metrics include:

- a.) School has been implementing AVID a minimum of 4 years and certified consecutively for 2 years.
- b.) School is currently certified (criteria to support attributing schoolwide change to AVID).
- c.) AVID Elective class enrollment reflects a minimum of 10% of overall student enrollment (criteria to support attributing schoolwide change to AVID).
- d.) Essential 9 Indicator 2 (9.2) is rated a 2 or 3 (site team is using data for schoolwide program enhancement and improved schoolwide effects).
- e.) Essential 9 Indicator 3 (9.3) is rated a 2 or 3 (site team's use of data led to revisions and impacted school policies; site and district plan to promote access to rigorous advanced courses).

f.) Essential 10 Indicator 2 (10.2) is rated a 2 or 3 (AVID is integrated with school and district improvement plans).

g.) Essential 11 Indicator 7 (11.7) is rated a 2 or 3 (AVID site team members train other staff in AVID methodologies and are leaders sitting on key site/district committees).

AVID Demonstration Site—All 11 Essentials are rated “*Routine Use*” (Level 2) or higher with no Indicator at “*Not AVID*” (Level 0). On Essential 8, all Indicators are rated at “*Routine Use*” (Level 2) or above. All AVID’s schoolwide metrics, demonstrating schoolwide impact toward achieving college readiness for all students, are in place. Site meets AVID benchmarks below, is validated by the AVID Demonstration Validation Team, and is ready to host visiting educators as an AVID college readiness site, sustaining the AVID system.

Additional Benchmarks Required by Sites Pursuing AVID Demonstration Status

A. Eligible to Begin the Coaching Cycle of Readiness to Apply to Become an AVID Secondary Demonstration Site

- a.) All 11 AVID Essentials are implemented effectively, and the site has been certified for at least 2 consecutive years at the middle school level and at least 2 consecutive years at the high school level, with at least one graduating class of at least 20 seniors.
- b.) All 11 Essentials are rated “*Routine Use*” (Level 2) or higher with no Indicator at “*Not AVID*” (Level 0).
- c.) There is evidence of emerging AVID schoolwide metrics (see metric descriptions for “AVID Schoolwide Site of Distinction” above), including approaching 10% of the student population enrolled in the AVID Elective class.
- d.) The site’s AVID District Director recommends to AVID Center, through the AVID Divisional office, that the site apply to begin the coaching cycle of readiness.
- e.) With AVID Center approval, the site sends a team to the Summer Institute Demonstration strand.

B. Eligible to Apply to become an AVID Secondary Demonstration Site

- a.) All 11 AVID Essentials are implemented effectively, and the site has been certified for at least 2 consecutive years at the middle school level and at least 3 consecutive years at the high school level, with at least 2 graduating classes of at least 20 seniors.
- b.) Effectively completes the coaching cycle.
- c.) On Essential 8 all Indicators are rated “*Routine Use*” (Level 2) or above.
- d.) There is evidence that all AVID’s schoolwide metrics, demonstrating schoolwide impact toward achieving college readiness for all students, are in place.
- e.) The site submits the demonstration school application and, if approved by AVID Center, works with the District Director and Divisional staff to prepare for the Site Validation Visit by the AVID Demonstration Validation Team.

C. Eligible to Reapply as an AVID Secondary Demonstration Site

- a.) All eligibility criteria are consistently in place and site is recommended by District Director and AVID Divisional staff.
- b.) Submits application and schedules on-site visit by AVID Demonstration Validation Team.

IV. Review your completed Certification Self-Study with your AVID District Director

After your site team completes the self-study to rate your site on all 11 Essentials, identify your site’s strengths and areas for growth. Plan how you will address these growth areas. Your AVID District Director will write/review commendations and recommendations for your site team to implement during the following school year. Develop a site plan to sustain and expand your AVID program and system.

AVID Essential No. 1	Examples of Evidence Sources and Resources	Rating for AVID Essential No. 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.	<input type="checkbox"/> School's planned recruitment process with timeline and forms <input type="checkbox"/> AVID student application <input type="checkbox"/> AVID student questionnaire and interview questions <input type="checkbox"/> AVID student/parent contract <input type="checkbox"/> Minutes of AVID site team meetings discussing student selection <input type="checkbox"/> Evidence of parent contacts <input type="checkbox"/> AVID recruitment rubric/spreadsheet/form showing selection criteria <input type="checkbox"/> Other _____	Number of Indicators at each level: Level 0: _____ Level 1: _____ Level 2: _____ Level 3: _____ Overall level for Essential 1: _____

Rating Guide: Indicators for Levels of Use – Indicators are cumulative; Level 1 must be in place prior to progressing to Level 2

<i>Not AVID (Level 0)</i>	<i>Meets Certification Standards (Level 1)</i>	<i>Routine Use (Level 2)</i>	<i>Institutionalization (Level 3)</i>
1. <input type="checkbox"/> Fewer than 90% of students in AVID meet locally defined selection criteria, including nationally defined selection criteria, classifying them as “students in the middle.” *	<input type="checkbox"/> At least 90% of students in AVID meet AVID’s nationally defined selection criteria, classifying them as “students in the middle.” Evidence of the student interviews is available.	<input type="checkbox"/> 100% of students in AVID meet locally defined selection criteria, including nationally defined selection criteria, classifying them as “students in the middle.”	<input type="checkbox"/> 100% of students in AVID meet locally defined selection criteria, including nationally defined selection criteria, classifying them as “students in the middle.” Evidence illustrates a continuing refinement of the selection process.
2. <input type="checkbox"/> Insufficient data are available to determine how students were selected and/or the status of their academic backgrounds.	<input type="checkbox"/> Supporting documentation provides evidence of a student recruitment plan and its implementation.	<input type="checkbox"/> Supporting documentation provides evidence of a student recruitment plan and process for implementation, which includes plans for keeping existing students in AVID and plans for ongoing recruitment.	<input type="checkbox"/> Supporting documentation provides evidence of a student recruitment plan, which addresses the opening of new sections to meet the needs of potential AVID students.
3. <input type="checkbox"/> Student selection processes are not reviewed by AVID site team prior to the student recruitment process.	<input type="checkbox"/> Student selection processes are developed by the AVID site team prior to the student selection process.	<input type="checkbox"/> Student selection processes are revised. AVID site team members play an active role in the selection process by soliciting input from a prospective student’s teachers, interviewing students, etc.	<input type="checkbox"/> Student selection processes are analyzed and refined as necessary based on data to address issues such as gender, ethnicity, and socioeconomic status.

*NOTE: The AVID Student Profile describes “students in the middle” as students with academic potential, average to high test scores, 2.0–3.5 GPA, college potential with support, desire and determination to go to college, and who meet one or more of the following criteria: first in family to attend college, historically underserved in 4-year colleges, low income, and special circumstances. The AVID student is one who can achieve in rigorous curriculum with support from the AVID Elective class. For more information, see *Implementing and Managing the AVID Program* in the AVID Library and the e-learning *AVID Overview* on MyAVID.

[illegible][illegible]

AVID Essential No. 2	Examples of Evidence Sources and Resources	Rating for AVID Essential No. 2
<p>AVID program participants, both students and staff, must choose to participate in the AVID program.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Documents that detail the procedures and timeline used for selecting AVID students <input type="checkbox"/> Documents that detail the commitment, the procedures, and the timeline for involving AVID Elective class teachers and site team members <input type="checkbox"/> Evidence of communication process <input type="checkbox"/> Documentation of training <input type="checkbox"/> AVID site team agendas and minutes <input type="checkbox"/> Parent permission slips/student contracts <input type="checkbox"/> Attendance records from AVID site team meetings <input type="checkbox"/> Special activity attendance records <input type="checkbox"/> Data reflecting student course enrollments <input type="checkbox"/> Site policies ensuring access to rigorous courses <input type="checkbox"/> Other _____ 	<p>Number of Indicators at each level:</p> <p>Level 0: _____</p> <p>Level 1: _____</p> <p>Level 2: _____</p> <p>Level 3: _____</p> <p>Overall level for Essential 2:</p> <p>_____</p>

Rating Guide: Indicators for Levels of Use – Indicators are cumulative; Level 1 must be in place prior to progressing to Level 2

Not AVID (Level 0)	Meets Certification Standards (Level 1)	Routine Use (Level 2)	Institutionalization (Level 3)
<p>1. <input type="checkbox"/> Fewer than 100% of AVID students are placed in the AVID Elective class with a contract signed by all available parties. “Available party” indicates that teachers, parents, guardians, counselors, and administrators are recommended to sign, with intent to be inclusive, but not to penalize the student or site.</p>	<p><input type="checkbox"/> 100% of students enrolled in the AVID Elective class(es) have contracts signed by all available parties.</p>	<p><input type="checkbox"/> 100% of students enrolled in the AVID Elective class(es) have signed contracts; there is evidence of parent meeting(s) to gain parent support.</p>	<p><input type="checkbox"/> 100% of students enrolled in the AVID Elective class(es) have signed contracts; there is evidence of increased involvement of parents in the program.</p>
<p>2. <input type="checkbox"/> Insufficient evidence is available to validate that the AVID Elective class teacher(s) voluntarily chose to participate in the program.</p>	<p><input type="checkbox"/> There is documentation to show that 100% of the AVID Elective class teacher(s) chose to voluntarily participate in the program.</p>	<p><input type="checkbox"/> There is documentation to show that the AVID Elective class teacher(s) chose to participate in the program and to attend AVID site team meetings and events.</p>	<p><input type="checkbox"/> There is documentation to show that the AVID Elective class teacher(s) chose to participate in the program and to assume leadership for implementing site team activities.</p>
<p>3. <input type="checkbox"/> Insufficient evidence is available to validate that the AVID site team members voluntarily chose to participate in AVID.</p>	<p><input type="checkbox"/> Documentation shows that 100% of the AVID site team members chose to voluntarily participate in the program.</p>	<p><input type="checkbox"/> Documentation shows that the AVID site team members chose to participate in the program and to attend AVID site team meetings and AVID events.</p>	<p><input type="checkbox"/> Documentation shows that the AVID site team members chose to participate in the program and to assume leadership responsibilities for site team’s work and activities.</p>
<p>4. <input type="checkbox"/> Insufficient data is available to determine how an AVID Elective class teacher is identified and selected for participation in AVID.</p>	<p><input type="checkbox"/> Documentation provides evidence of a process used in identifying and selecting AVID Elective class teacher(s).</p>	<p><input type="checkbox"/> Documentation provides evidence of a process used in identifying and selecting AVID Elective class teacher(s). The process has been reviewed and updated based on site team input.</p>	<p><input type="checkbox"/> Documentation provides substantial evidence of a long-term plan and process for identifying and selecting AVID Elective class teacher(s).</p>

5. <input type="checkbox"/> Insufficient data are available on how AVID site team members are identified and selected for participation in AVID.	<input type="checkbox"/> Documentation provides some evidence of a process used in identifying and selecting AVID site team members.	<input type="checkbox"/> Documentation provides evidence of a process used in identifying and selecting AVID site team members. The process has been reviewed and updated based on site team input.	<input type="checkbox"/> Documentation provides evidence of a long-term plan and a process, used to identify and select AVID site team members, that incorporates some new members over time.
6. <input type="checkbox"/> Fewer than 100% of the AVID site team members advocate for AVID students' access to rigorous courses at each grade level.	<input type="checkbox"/> 100% of the AVID site team, including the principal, advocates for AVID students' access to rigorous courses at each grade level.	<input type="checkbox"/> There is evidence from site team meeting minutes that 100% of the AVID site team, including the principal, advocates for AVID students' access to rigorous courses at each grade level, and develops and implements strategies to ensure full access.	<input type="checkbox"/> There is evidence that site policies reflect full access to rigorous courses for all AVID students.

What are some of the particular strengths reflected in your evidence of AVID Essential 2 at your school?

What aspects of AVID Essential 2 have room for growth? How might you address these in your site plan?

AVID Essential No. 3	Examples of Evidence Sources and Resources	Rating for AVID Essential No. 3	
<p>The school must be committed to full implementation of AVID, with students enrolled in the AVID year-long Elective class(es) available within the regular academic school day.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Master class schedule <input type="checkbox"/> Student class schedule <input type="checkbox"/> Typical week—AVID schedule <input type="checkbox"/> Site team plans for program expansion <input type="checkbox"/> Attendance data <input type="checkbox"/> Recruitment timeline <input type="checkbox"/> Use of most current AVID curriculum guides, especially the <i>AVID Tutorial Guide</i> and Weeks at a Glance on www.avid.org <input type="checkbox"/> Lesson plans for the AVID Elective class based on AVID standards <input type="checkbox"/> Student class registration forms (choice slips) <input type="checkbox"/> Visiting colleges/universities and documenting college outreach efforts <input type="checkbox"/> College-going environment (e.g., college pennants, banners, college posters, AVID posters, college acceptance letters, student work, etc.) <input type="checkbox"/> Other _____ 	<p>Number of Indicators at each level:</p> <p>Level 0: _____</p> <p>Level 1: _____</p> <p>Level 2: _____</p> <p>Level 3: _____</p> <p>Overall level for Essential 3:</p> <p>_____</p>	
<p>Rating Guide: Indicators for Levels of Use – Indicators are cumulative; Level 1 must be in place prior to progressing to Level 2</p>			
Not AVID (Level 0)	Meets Certification Standards (Level 1)	Routine Use (Level 2)	Institutionalization (Level 3)
<p>1. <input type="checkbox"/> The AVID Elective class does not meet for the same number of instructional minutes as other academic classes, or does not meet continuously for a full academic year, or meets only outside the regular school day.</p>	<p><input type="checkbox"/> Year-long AVID Elective classes are scheduled within the regular academic school day (periods where multiple academic core classes are offered—e.g., English, math, history, science, languages).</p>	<p><input type="checkbox"/> Evidence indicates that AVID Elective classes are scheduled within the regular academic school day. The AVID Elective class is in the master schedule for the following school year.</p>	<p><input type="checkbox"/> A process/system is in place to limit scheduling conflicts within the master schedule with AVID Elective classes, and site team members proactively make students aware of AVID.</p>
<p>2. <input type="checkbox"/> AVID is offered in only one section, and that section is not fully enrolled. (NOTE: A class is fully enrolled as defined by the average enrollment of other academic classes at that school).</p>	<p><input type="checkbox"/> AVID is offered in one section, and that section is fully enrolled OR AVID is offered in multiple sections where no more than one section is under-enrolled. (NOTE: A class is fully enrolled as defined by the average enrollment of other academic core classes at that school.)</p>	<p><input type="checkbox"/> AVID has expanded to more than one section and more than one grade level, and on-site recruitment occurs to keep each section fully enrolled.</p>	<p><input type="checkbox"/> AVID has expanded to include multiple sections to accommodate students in all grade levels. Of the AVID students enrolled in the highest grade level of the school, 70% must have been enrolled in AVID: for HS—for 3 or more years in grades 9–12; for MS/Jr. High—for 2 or more years in grades 6–8 or grades 7–9; for combined schools spanning 2–4 grade levels—for 2 or more years; for combined schools spanning 5–6 grade levels—for 3 or more years.</p> <p>(continued on next page)</p>

3. <input type="checkbox"/> There is no evidence that the AVID Elective class reflects use of AVID organizational tools, curriculum, tutorials, or recommended activities for a week in AVID.	<input type="checkbox"/> AVID Elective class instruction provides a balance between use of AVID organizational tools, curriculum, tutorials, and team-building activities as outlined in Weeks at a Glance.	<input type="checkbox"/> AVID students have access to college field trips, mentoring programs, and/or college prep activities such as AVID Club, summer enrichment activities, community service, and/or service learning.	<input type="checkbox"/> AVID coordinator(s) have developed relationships and partnerships with college admissions and outreach programs that benefit the site's AVID students and program.
4. <input type="checkbox"/> AVID students do not receive instruction in the AVID Elective class to develop necessary skills for accessing digital information from multiple sources efficiently.	<input type="checkbox"/> AVID students receive instruction in the AVID Elective class to develop necessary skills for accessing digital information from multiple sources efficiently and evaluating that information effectively.	<input type="checkbox"/> AVID students, with support in the AVID Elective class, demonstrate skills for accessing digital information from multiple sources efficiently and evaluating that information critically and competently.	<input type="checkbox"/> AVID students independently, in all academic core classes, demonstrate skills for accessing digital information from multiple sources efficiently and evaluating that information critically and competently.

What are some of the particular strengths reflected in your evidence of AVID Essential 3 at your school?

What aspects of AVID Essential 3 have room for growth? How might you address these in your site plan?

AVID Essential No. 4	Examples of Evidence Sources and Resources		Rating for AVID Essential No. 4
<p>AVID students must be enrolled in a rigorous course of study that will enable them to meet requirements for university enrollment.</p> <p><i>(Please note the criteria that are specific to high school and the criteria that are specific to middle school/junior high school.)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Four-year graduation plan reflecting 4-year college-going requirements <input type="checkbox"/> Analyses of student schedules/transcripts <input type="checkbox"/> Report cards <input type="checkbox"/> Transcripts <input type="checkbox"/> Master course enrollment lists (e.g., Cambridge, AP®, IB, college course enrollment, and Middle School Pre-AP®) <input type="checkbox"/> ACT®, SAT®, PSAT®, Aspire™, PLAN®, Explore®, and Readiness™ score sheets <input type="checkbox"/> AVID Test Prep student reports <input type="checkbox"/> College entrance test prep exams <input type="checkbox"/> Formal reporting of test scores from actual standardized tests taken <input type="checkbox"/> Use of most current AVID Elective class and Write Path libraries <input type="checkbox"/> Other _____ 		<p>Number of Indicators at each level:</p> <p>Level 0: _____</p> <p>Level 1: _____</p> <p>Level 2: _____</p> <p>Level 3: _____</p> <p>Overall level for Essential 4:</p> <p>_____</p>
<p>Rating Guide: Indicators for Levels of Use – Indicators are cumulative; Level 1 must be in place prior to progressing to Level 2</p>			
<p>Not AVID (Level 0)</p>	<p>Meets Certification Standards (Level 1)</p>	<p>Routine Use (Level 2)</p>	<p>Institutionalization (Level 3)</p>
<p>1. <input type="checkbox"/> Fewer than 50% of AVID students received passing grades of “C” or better on the previous formal grading period report card in each of their core academic courses.</p>	<p><input type="checkbox"/> At least 50% of AVID students received passing grades of “C” or better on the previous formal grading period report card in each of their core academic courses.</p>	<p><input type="checkbox"/> At least 70% of AVID students received passing grades of “C” or better on the previous formal grading period report card in each of their core academic courses.</p>	<p><input type="checkbox"/> At least 85% of AVID students received grades of “C” or better on the previous formal grading period report card in each of their core academic courses.</p>
<p>2. <input type="checkbox"/> High Schools (spanning grades 9–12 or 10–12): Fewer than 100% of AVID students’ schedules reflect that they are enrolled in rigorous courses, appropriate to the student, which will enable them to meet requirements for a 4-year college or university enrollment (e.g., CA UC-CSU “a-g courses”; other states’ requirements in English, history, fine arts, math, science, languages).</p>	<p><input type="checkbox"/> High Schools (spanning grades 9–12 or 10–12): 100% of AVID students’ schedules reflect enrollment in rigorous courses, appropriate to the student, and AVID students have a plan that will enable them to fulfill the sequence of 4-year college or university entrance requirements.</p>	<p><input type="checkbox"/> High Schools (spanning grades 9–12 or 10–12): Each year 100% of AVID students’ schedules reflect enrollment in an increasingly more rigorous sequence of courses, appropriate to the student, which will enable them to fulfill the sequence of 4-year college or university entrance requirements.</p>	<p><input type="checkbox"/> High Schools (spanning grades 9–12 or 10–12): 100% of AVID students’ schedules reflect at least one course that represents the most rigorous instruction at that grade level, appropriate to the student, which fulfills the sequence of 4-year college or university entrance requirements.</p>
<p>3. <input type="checkbox"/> High Schools (spanning grades 11–12): Fewer than 50% of AVID juniors and seniors have completed at least one AP, IB, Cambridge, or dual credit college course (those numbered 100 or higher).</p>	<p><input type="checkbox"/> High Schools (spanning grades 11–12): At least 50% of AVID juniors and seniors have completed at least one AP, IB, Cambridge, or dual credit college course (those numbered 100 or higher).</p>	<p><input type="checkbox"/> High Schools (spanning grades 11–12): At least 75% of AVID juniors and seniors have completed at least one AP, IB, Cambridge, or dual credit college course (those numbered 100 or higher) and the corresponding course exam.</p>	<p><input type="checkbox"/> High Schools (spanning grades 11–12): 90–100% of AVID juniors and seniors have completed one or more AP, IB, Cambridge, or dual credit college courses (those numbered 100 or higher). Percentage of AVID seniors taking AP, IB, AICE, or college course exams has increased from previous year.</p>

4. <input type="checkbox"/> High Schools (spanning grades 9–12 or 10–12): Fewer than 95% of AVID students participated in appropriate college testing for their grade level.	<input type="checkbox"/> High Schools (spanning grades 9–12 or 10–12): At least 95% of AVID students participated in appropriate college testing (in grades 9–11: paid or practice tests such as Aspire, PLAN, PSAT, and/or AVID Test Prep; in grade 12: at least one paid test such as ACT or SAT).	<input type="checkbox"/> High Schools (spanning grades 9–12 or 10–12): 100% of AVID juniors and seniors participated in the SAT and/or ACT. 100% of other AVID students participated in appropriate college testing for their grade level.	<input type="checkbox"/> High Schools (spanning grades 9–12 or 10–12): 100% of the graduating AVID seniors participated in the SAT and/or ACT in a paid formal sitting. 100% of other AVID students participated in appropriate college testing for their grade level.
5. <input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: Fewer than 100% of AVID students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, which will allow them to access a sequence of college prep courses in high school which will meet 4-year college or university enrollment requirements.	<input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: 100% of AVID students have developed a plan to take the sequence of college-prep courses in high school that will meet 4-year college or university enrollment requirements.	<input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: Each year 100% of AVID students' schedules reflect enrollment in an increasingly more rigorous sequence of courses, appropriate to the student , which will allow him/her to access a sequence of college prep courses in high school.	<input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: 100% of AVID students' schedules reflect at least one course that represents the most rigorous instruction at that grade level, appropriate to the student , which will allow him/her to access a sequence of college prep courses in high school.
6. <input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: Fewer than 50% of current AVID students in 8 th grade are on track to complete Algebra I, or 8 th grade Common Core math, or an equivalent higher-level math, upon completion of 8 th grade.	<input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: At least 50% of current AVID students in 8 th grade are on track to complete Algebra I, or 8 th grade Common Core math, or an equivalent higher level math, upon completion of 8 th grade, and will be eligible to enroll in Geometry and/or Algebra 2, or next higher-level math course, in 9 th grade.	<input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: At least 70% of current AVID students in 8 th grade are on track to complete Algebra I, or 8 th grade Common Core math, or an equivalent higher-level math, upon completion of 8 th grade, and are eligible to enroll in Geometry and/or Algebra 2, or next higher-level math course, in 9 th grade.	<input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: At least 90% of current AVID students in 8 th grade are on track to complete Algebra I, or 8 th grade Common Core math, or an equivalent higher-level math, upon completion of 8 th grade and are eligible to enroll in Geometry and/or Algebra 2, or next higher-level math course, in 9 th grade.
7. <input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: Fewer than 80% of current AVID 8 th graders have chosen their college-prep courses for 9 th grade.	<input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: At least 80% of current AVID 8 th graders have chosen their college-prep courses for 9 th grade prior to the end of their 8 th grade year.	<input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: At least 90% of current AVID 8 th graders have chosen their college-prep courses for 9 th grade prior to the end of their 8 th grade year.	<input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: 100% of current AVID 8 th graders have chosen their college-prep courses for 9 th grade prior to the end of their 8 th grade year.
8. <input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: Fewer than 50% of current 8 th grade AVID students have taken paid or practice tests such as Aspire, EXPLORE, PLAN, PSAT, and/or ReditStep.	<input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: At least 50% of current 8 th grade AVID students have taken paid or practice tests such as Aspire, EXPLORE, PLAN, PSAT, and/or ReditStep.	<input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: At least 75% of current 8 th grade AVID students have taken paid or practice tests such as Aspire, EXPLORE, PLAN, PSAT, and/or ReditStep.	<input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: At least 90% of current 8 th grade AVID students have taken paid or practice tests such as Aspire, EXPLORE, PLAN, PSAT, and/or ReditStep.

NOTE: **Suggested ways to think about rigor in High School:** A rigorous sequence of courses might include staying in a course sequence beyond what is required (e.g., third year of a world language); taking a higher-level class than designated for student's current grade level; taking AP, IB, or Cambridge

Suggested ways to think about rigor in Middle School: A rigorous sequence of courses might include taking a higher-level class than designated for the student's current grade level; taking Advanced, Honors, or Pre-AP level courses; moving from an English Learner designated class to a college-prep course.

AVID Essential No. 5	Examples of Evidence Sources and Resources	Rating for AVID Essential No. 5	
Instructional strategies are taught in the AVID Elective class to develop students’ organizational skills that promote academic self-management.	<div><input type="checkbox"/> Sample student goals</div> <div><input type="checkbox"/> Use of most current AVID’s <i>Weeks at a Glance</i> (WAG)</div> <div><input type="checkbox"/> Use of most current AVID <i>Focused Note-Taking</i> curriculum</div> <div><input type="checkbox"/> Use of most current AVID <i>Strategies for Success</i></div> <div><input type="checkbox"/> Classroom observations of teachers, tutors, and students using organizational strategies</div> <div><input type="checkbox"/> Binders (digital and/or analog)</div> <div><input type="checkbox"/> Portfolios (digital and/or analog)</div> <div><input type="checkbox"/> Lesson plans of AVID Elective class teachers and site team teachers</div> <div><input type="checkbox"/> Evidence of professional learning modeling organizational strategies</div> <div><input type="checkbox"/> Cornell notes demonstrating increase of organized thought</div> <div><input type="checkbox"/> Graphic organizers</div> <div><input type="checkbox"/> Use of time management skills (e.g., digital or analog agendas and planning calendars)</div> <div><input type="checkbox"/> Other_____</div>	Number of Indicators at each level: Level 0: _____ Level 1: _____ Level 2: _____ Level 3: _____ Overall level for Essential 5: _____	
		Rating Guide: Indicators for Levels of Use – Indicators are cumulative; Level 1 must be in place prior to progressing to Level 2	
Not AVID (Level 0)	Meets Certification Standards (Level 1)	Routine Use (Level 2)	Institutionalization (Level 3)
1. <input type="checkbox"/> No evidence exists that students in the AVID Elective class receive instruction on the use of tools to organize their thinking and learning (e.g., graphic organizers, reflections, learning logs, and focused note-taking).	<input type="checkbox"/> Students in the AVID Elective class receive instruction on the use of organizational tools to promote thinking and learning.	<input type="checkbox"/> AVID students use tools to develop and organize their thinking, studying, and writing in classes other than AVID.	<input type="checkbox"/> AVID students independently apply organizational tools most appropriate to the task to manage their responsibilities in all core academic classes.
2. <input type="checkbox"/> Students do not develop and use the AVID binder.	<input type="checkbox"/> AVID students organize course materials using the AVID binder (analog or digital) for AVID and other academic courses.	<input type="checkbox"/> AVID students effectively use the course materials in the AVID binder as study tools for AVID and other academic courses.	<input type="checkbox"/> The use of organizational study tools for organizing academic course materials and resources is a schoolwide practice.
3. <input type="checkbox"/> Students do not manage their time through prioritization and agenda planning.	<input type="checkbox"/> AVID students use agendas, calendars, or planners (analog or digital) to keep track of coursework and non-academic activities.	<input type="checkbox"/> AVID students strategically use and model agendas, calendars, or planners to backward map large projects, create to-do lists, and prioritize tasks to promote academic self-management.	<input type="checkbox"/> AVID students consistently implement effective time management strategies in all of their classes and extra-curricular activities.
4. <input type="checkbox"/> Students do not arrive to the AVID Elective class prepared to participate in their courses and interact with instructors.	<input type="checkbox"/> AVID students arrive to the AVID Elective class with their AVID binder and necessary course resources (e.g., homework, notes, and textbook).	<input type="checkbox"/> AVID students actively participate in all content classes, using resources such as notes, homework, etc. during class discussions and collaborative activities.	<input type="checkbox"/> Through active use of academic resources, AVID students identify points of confusion and seek clarity from instructors, tutors, and peers as they take responsibility for their learning.

5. <input type="checkbox"/> AVID students do not set goals to self-monitor, self-direct, self-evaluate, or self-advocate.	<input type="checkbox"/> AVID students receive instruction on setting goals and monitoring their grades to ensure that they are on track in middle school for college-prep classes in high school, and in high school for college/university entrance requirements.	<input type="checkbox"/> AVID students set goals and monitor their grades to ensure that they are on track in middle school for college-prep classes in high school, and in high school for college/university entrance requirements.	<input type="checkbox"/> Each quarter AVID students consistently review their goals, assess their school performance, and adapt their behavior to promote academic and personal success; leading to eligibility for college/university enrollment.
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What are some of the particular strengths reflected in your evidence of AVID Essential 5 at your school?

What aspects of AVID Essential 5 have room for growth? How might you address these in your site plan?

AVID Essential No. 6	Examples of Evidence Sources and Resources		Rating for AVID Essential No. 6
<p>A strong, relevant writing and reading curriculum provides a basis for instruction in the AVID Elective class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use of most current AVID <i>Weeks at a Glance</i> (WAG) <input type="checkbox"/> Use of most current AVID <i>Writing</i> curriculum <input type="checkbox"/> Use of most current AVID <i>Critical Reading</i> curriculum <input type="checkbox"/> Use of most current AVID <i>Focused Note-Taking</i> curriculum <input type="checkbox"/> Use of most current AVID <i>Weekly</i> <input type="checkbox"/> Classroom observations of teachers, tutors, and students using WICOR strategies <input type="checkbox"/> Student work samples of AVID assignments over extended time reflecting students' use of higher-level questions <input type="checkbox"/> A selection of students' timed-writing essays <input type="checkbox"/> Cornell notes and Tutorial Request Forms demonstrating evolving use of higher-level questions and critical thinking <input type="checkbox"/> Binders (analog/digital) <input type="checkbox"/> Portfolios (analog/digital) <input type="checkbox"/> Evidence of teacher/tutor collaboration <input type="checkbox"/> Lesson plans of AVID Elective class teachers and site team teachers <input type="checkbox"/> Agendas/transcripts/evaluations of professional learning modeling WICOR strategies <input type="checkbox"/> Written reflections of student learning (e.g., AVID learning logs and quickwrites) <input type="checkbox"/> Other _____ 		<p>Number of Indicators at each level:</p> <p>Level 0: _____</p> <p>Level 1: _____</p> <p>Level 2: _____</p> <p>Level 3: _____</p> <p>Overall level for Essential 6:</p> <p>_____</p>
<p>Rating Guide: Indicators for Levels of Use – Indicators are cumulative; Level 1 must be in place prior to progressing to Level 2</p>			
<p>Not AVID (Level 0)</p>	<p>Meets Certification Standards (Level 1)</p>	<p>Routine Use (Level 2)</p>	<p>Institutionalization (Level 3)</p>
<p>1. <input type="checkbox"/> Students in the AVID Elective class spend little or no time receiving instruction in writing-to-learn strategies or using the AVID writing curriculum.</p>	<p><input type="checkbox"/> Students in the AVID Elective class receive instruction in writing-to-learn strategies, using the AVID writing curriculum.</p>	<p><input type="checkbox"/> Students in the AVID Elective class receive instruction in writing-to-learn strategies, which are part of a year-long instructional plan based on the AVID Standards, and use these strategies in classes other than AVID.</p>	<p><input type="checkbox"/> Students in the AVID Elective class receive instruction in writing-to-learn strategies, which are part of a year-long instructional plan that is aligned with the AVID Standards, and use these strategies in all core academic classes.</p>
<p>2. <input type="checkbox"/> Students spend little or no time receiving instruction on the writing process.</p>	<p><input type="checkbox"/> Students in the AVID Elective class receive instruction in the writing process and participate in timed writings.</p>	<p><input type="checkbox"/> Students in the AVID Elective class spend time each week writing to clarify and organize experiences in essays, letters, and reports.</p>	<p><input type="checkbox"/> AVID students utilize multiple forms of media, both analog (print sources) and digital (electronic), to create permanent documents or records for review, study, analysis, synthesis, and evaluation.</p> <p>(continued on next page)</p>

3. <input type="checkbox"/> Students do not use Cornell notes and do not understand their usefulness for accessing rigorous curriculum.	<input type="checkbox"/> Cornell notes are a weekly part of the AVID classroom; instruction is provided on their use (e.g., Focused Note-Taking System).	<input type="checkbox"/> AVID students take and use Cornell notes as part of the AVID Elective class and use them weekly in classes other than AVID.	<input type="checkbox"/> AVID students take and use Cornell notes and have integrated the development of effective note-taking skills for understanding rigorous content and preparing for tests in all core academic subject areas. They model Cornell note-taking for other students as a schoolwide strategy for assisting students to access rigorous content.
4. <input type="checkbox"/> AVID students do not use class time to write reflections of their learning and/or use AVID learning logs at least weekly.	<input type="checkbox"/> AVID students' individual written reflections of their learning are a weekly part of the AVID class (e.g., AVID learning logs).	<input type="checkbox"/> AVID students' written reflection and/or learning logs are a weekly part of the AVID class and are used in classes other than the AVID Elective class.	<input type="checkbox"/> AVID students' written reflections and/or learning logs are a weekly part of the AVID Elective class and are used in all core academic classes.
5. <input type="checkbox"/> No evidence exists of the use of critical reading strategies in the AVID Elective class.	<input type="checkbox"/> Students in the AVID Elective class spend time each week receiving instruction in the critical reading process; reading instruction is scaffolded to increase comprehension skills; reading-to-learn strategies are taught to access rigorous curriculum, including connecting to prior knowledge and understanding text structure.	<input type="checkbox"/> Students in the AVID Elective class receive instruction in the critical reading process to access increasingly more rigorous text in AVID and in other academic courses.	<input type="checkbox"/> Students in the AVID Elective class receive support in the use of the critical reading process. Reading activities apply to both analog (print sources) and digital (electronic) sources and are part of a year-long instructional plan; AVID students use the critical reading process in all academic courses.

NOTE: Writing-to-learn strategies are informal writings that include: quickwrites, learning logs, reflections, journals, etc. See AVID writing curriculum and *AVID Weeks at a Glance*. For additional information, view e-learning Module, *WICOR Overview* on MyAVID.

What are some of the particular strengths reflected in your evidence of AVID Essential 6 at your school?

What aspects of AVID Essential 6 have room for growth? How might you address these in your site plan?

AVID Essential No. 7	Examples of Evidence Sources and Resources	Rating for AVID Essential No. 7	
Inquiry and collaboration are used as a basis for instruction in the AVID Elective class and to promote critical thinking.	<ul style="list-style-type: none"><input type="checkbox"/> Use of most current <i>AVID Tutorial Guide</i>, video, and materials (2012)<input type="checkbox"/> Use of most current <i>AVID Focused Note-Taking</i> curriculum<input type="checkbox"/> Classroom observations of teachers, tutors, and students using WICOR strategies<input type="checkbox"/> Tutorial Request Forms (TRF) and tutorial reflections<input type="checkbox"/> Student work samples of AVID assignments demonstrating expectations and strategies for using higher-level questions and deeper thinking<input type="checkbox"/> Students' Cornell notes, binders, portfolios<input type="checkbox"/> Lesson plans – especially those of AVID Elective class teacher, but not excluding those of other teachers<input type="checkbox"/> Documentation of Socratic Seminars/ Philosophical Chairs/literary circles<input type="checkbox"/> Videos of students' presentations and academic work<input type="checkbox"/> Students' metacognitive reflections<input type="checkbox"/> Teacher's scripting of students' discussions to highlight critical thinking<input type="checkbox"/> Use of most current Weeks at a Glance<input type="checkbox"/> Evidence of community service or service learning projects<input type="checkbox"/> Other _____	<p>Number of Indicators at each level:</p> <p>Level 0: _____</p> <p>Level 1: _____</p> <p>Level 2: _____</p> <p>Level 3: _____</p> <p>Overall level for Essential 7:</p> <p>_____</p>	
Rating Guide: Indicators for Levels of Use – Indicators are cumulative; Level 1 must be in place prior to progressing to Level 2			
Not AVID (Level 0)	Meets Certification Standards (Level 1)	Routine Use (Level 2)	Institutionalization (Level 3)
1. <input type="checkbox"/> AVID students' Cornell notes do not include questions in the left-hand column.	<input type="checkbox"/> AVID students interact with their notes to create questions in the left-hand column, and their notes are graded weekly for inclusion of these questions in the AVID Elective class.	<input type="checkbox"/> AVID students interact with a higher level of questions in the left-hand column; students use their questions and notes in classes other than AVID.	<input type="checkbox"/> AVID students consistently use higher-level questions in their notes and discussions to demonstrate critical thinking in all academic subject areas.
2. <input type="checkbox"/> AVID students are not engaged in asking questions during tutorials, class discussions, and in problem-solving activities.	<input type="checkbox"/> AVID students are learning to ask questions using Costa's Levels of Thinking ¹ during tutorials, class discussions, and problem-solving activities in the AVID Elective class.	<input type="checkbox"/> AVID students ask higher-level questions during tutorials, class discussions, and problem-solving activities to promote critical thinking in the AVID Elective class.	<input type="checkbox"/> AVID students ask higher-level questions during tutorials, class discussions, and problem-solving activities to promote critical thinking in the AVID Elective class and in classes other than AVID.
3. <input type="checkbox"/> No evidence exists for the use of Socratic Seminar strategies and Philosophical Chairs discussions in the AVID Elective class.	<input type="checkbox"/> AVID students are learning to use Philosophical Chairs discussions and Socratic Seminar strategies in the AVID Elective class.	<input type="checkbox"/> There is evidence that AVID students routinely participate in Philosophical Chairs discussions and Socratic Seminar strategies in the AVID Elective class.	<input type="checkbox"/> There is evidence that students select topics and lead discussions during Philosophical Chairs and Socratic Seminar activities in the AVID Elective class, as well as in other academic core classes.

4. <input type="checkbox"/> AVID students do not use structures for collaboration ² on projects such as research papers, presentations, and/or community service.	<input type="checkbox"/> AVID students use structures for collaboration (e.g., think-pair-share, jigsaw reading) with support for projects in the AVID Elective class such as research papers, presentations, or community service/service learning.	<input type="checkbox"/> AVID students use structures for collaboration for projects in the AVID Elective class.	<input type="checkbox"/> AVID students independently use structures for collaboration for projects in the AVID Elective class and for other academic class projects.
5. <input type="checkbox"/> AVID students do not participate in collaborative study groups ³ in the AVID Elective class.	<input type="checkbox"/> AVID students participate in effective collaborative study groups in the AVID Elective class via tutorials and in 12 th grade AVID classes.	<input type="checkbox"/> AVID students participate in and learn to lead collaborative study groups in the AVID Elective class.	<input type="checkbox"/> AVID students regularly lead collaborative study groups in the AVID Elective class and in other content classes where teachers use collaborative strategies.
6. <input type="checkbox"/> AVID students do not have the opportunity to learn leadership skills through effective collaboration with others.	<input type="checkbox"/> AVID students develop leadership skills through opportunities to collaborate with others in the AVID Elective class to solve issues.	<input type="checkbox"/> AVID students demonstrate leadership skills through opportunities to collaborate in the AVID Elective class.	<input type="checkbox"/> AVID students model leadership skills while collaborating in the AVID Elective class, in other academic classes, and in activities on campus or in the community.
7. <input type="checkbox"/> AVID students do not have the opportunity to use technology as a tool in the AVID Elective class.	<input type="checkbox"/> AVID students have the opportunity to use technology as a tool in the AVID Elective class.	<input type="checkbox"/> AVID students use technology as a tool for collaboration with groups synchronously (e.g., texting, social media, video conferencing, and WebEx) and asynchronously (e.g., forums and blogs) in the AVID Elective class.	<input type="checkbox"/> AVID students model appropriate use of technology as an effective tool for collaboration in other academic classes.

1. NOTE: Arthur Costa's Levels of Thinking include: Level 1 Questions focus on gathering and recalling information (e.g., defining, describing, identifying, listing, naming, observing, reciting, scanning); Level 2 Questions focus on making sense of gathered information (e.g., analyzing, comparing, contrasting, grouping, inferring, sequencing, synthesizing); Level 3 Questions focus on applying and evaluating information (e.g., hypothesizing, imagining, judging, predicting, speculating; from *Implementing and Managing the AVID Program* and e-learning *WICOR Overview*).

2. NOTE: Structures for collaboration include activities such as: think-pair-share; jigsaw readings, etc. See *Weeks at a Glance*.

3. NOTE: Collaborative study groups include "content class" and 12th grade tutorials with college tutors as transitions to college study groups. See *AVID Tutorial Guide*.

What are some of the particular strengths reflected in your evidence of AVID Essential 7 at your school?

What aspects of AVID Essential 7 have room for growth? How might you address these in your site plan?

AVID Essential No. 8	Examples of Evidence Sources and Resources		Rating for AVID Essential No. 8
<p>A sufficient number of tutors must be available in the AVID Elective class(es) to facilitate student access to rigorous curriculum. Tutors* should be students enrolled in colleges and universities, who can mentor students and facilitate tutorials, and they must be trained to implement the methodologies used in AVID.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use of <i>Supporting Math in the AVID Elective</i> <input type="checkbox"/> Use of most current <i>AVID Tutorial Guide</i>, videos, and materials <input type="checkbox"/> Use of most current Tutorial Training Pacing Chart and Tutorial Analysis Grade Activity (TAG) <input type="checkbox"/> Tutor recruitment, training and retention plan <input type="checkbox"/> Tutor training documents (sign-in sheets, notes, reflections, handouts for all Tutorial Training units, portfolios, certificates upon completion, etc.) <input type="checkbox"/> Student Tutorial Request Forms (TRF) <input type="checkbox"/> Classroom observations and scripting to determine: student/tutor ratio (7:1) to support collaboration and mentoring; tutors and students using Costa's Levels of Thinking and questioning in inquiry process; teacher coaching tutors and students <input type="checkbox"/> Student/tutor reflections of tutor mentoring experiences <input type="checkbox"/> Student reflective debrief <input type="checkbox"/> Other _____ 		<p>Number of Indicators at each level:</p> <p>Level 0: _____</p> <p>Level 1: _____</p> <p>Level 2: _____</p> <p>Level 3: _____</p> <p>Overall level for Essential 8:</p> <p>_____</p>
<p>Rating Guide: Indicators for Levels of Use – Indicators are cumulative; Level 1 must be in place prior to progressing to Level 2</p>			
Not AVID (Level 0)	Meets Certification Standards (Level 1)	Routine Use (Level 2)	Institutionalization (Level 3)
<p>1. <input type="checkbox"/> Students do not have tutors, or tutors are not trained, or tutorials are tutor-centered, or are homework help centers rather than inquiry-based.</p>	<p><input type="checkbox"/> Tutorials occur at least twice weekly and are tutor/student centered. Trained tutors* follow the basic tutorial process and ensure the use of appropriate resources (i.e., books, notes, handouts).</p>	<p><input type="checkbox"/> Tutors promote student-centered discussions and check student presenters' understanding.</p>	<p><input type="checkbox"/> Tutors support independent use of collaborative structures. Tutors challenge students to higher levels of thinking.</p>
<p>2. <input type="checkbox"/> There is no evidence that AVID tutorial training has occurred using the most current <i>AVID Tutorial Guide</i>; no documentation of the required 16 hours of AVID tutorial training exists.</p>	<p><input type="checkbox"/> There is a Tutor Training Plan to ensure that tutors have participated in at least 16 hours of tutorial training in AVID methodologies based on the most current <i>AVID Tutorial Guide</i>; tutors demonstrate the AVID methodologies and WICOR strategies in their work with students in the AVID Elective class.</p>	<p><input type="checkbox"/> Trained site personnel provide ongoing coaching and debriefing to support tutors in the AVID tutorial process. Evidence exists that teachers coach the tutors in a collaborative inquiry-based process, as modeled in the most current <i>AVID Tutorial Guide</i>, videos, and materials.</p>	<p><input type="checkbox"/> There is documentation that the site has established the infrastructure to support tutorial training in all units of the most current <i>AVID Tutorial Guide</i> and fully implement the site's Tutor Training Plan.</p>
<p>3. <input type="checkbox"/> The student/tutor ratio in the AVID Elective class exceeds 7:1.</p>	<p><input type="checkbox"/> The student/tutor ratio in the AVID Elective class is no higher than 7:1 to support collaboration and mentoring; hiring current college tutors is a priority and whenever possible current college students are hired as AVID tutors.</p>	<p><input type="checkbox"/> The student/tutor ratio in the AVID Elective class is no higher than 7:1. At least one of the tutors for each section is a current college student to support collaboration and mentoring.</p>	<p><input type="checkbox"/> The student/tutor ratio in the AVID Elective class is no higher than 7:1. At least two of the tutors for each section are current college students who can support and mentor students; 50% of the tutors have worked with AVID for at least two semesters, including the current one.</p>

4. <input type="checkbox"/> There is no evidence that tutors guide or monitor the AVID tutorial.	<input type="checkbox"/> There is evidence that tutors monitor completion of all aspects of the Tutorial Request Form (e.g., pre-work, including point of confusion, three-column notes, and reflections).	<input type="checkbox"/> Tutors guide AVID students in all aspects of the tutorial process, using tools such as Tutorial Request Forms, the Tutorial Analysis Grade Activity (TAG) and tutorial observation forms. Tutors make adjustments based on tutorial evaluation or feedback from AVID students.	<input type="checkbox"/> Using a variety of tools, tutors support students to raise the level of inquiry to deepen the quality of tutorials, and to increase the level of critical thinking, demonstrated by the students' ability to explain their understanding of what they have learned.
5. <input type="checkbox"/> There is no evidence that a plan addressing tutor recruitment and retention exists.	<input type="checkbox"/> There is a plan for recruiting tutors and strategies for retaining tutors, especially for recruiting and retaining college students as tutors.	<input type="checkbox"/> Tutor recruitment and retention plan has been developed; recruitment and retention strategies have been implemented.	<input type="checkbox"/> Tutor recruitment and retention have become a responsibility of the site team; it has taken on ownership of the implementation of a tutor recruitment and retention plan.
6. <input type="checkbox"/> No plan exists ensuring tutorial training for every AVID Elective class teacher using the most current <i>AVID Tutorial Guide</i> , videos, and materials.	<input type="checkbox"/> AVID Elective class teacher has been trained using the most current <i>AVID Tutorial Guide</i> during minimally a 16 hour SI strand or AVID Divisional training. There is a plan to ensure that all new AVID Elective class teachers are trained using the most current <i>AVID Tutorial Guide</i> prior to teaching the AVID Elective class year two.	<input type="checkbox"/> At least 75% of the AVID Elective class teachers have been trained using the most current <i>AVID Tutorial Guide</i> through AVID SI and/or AVID Divisional training, where each teacher receives a minimum of 16 hours face-to-face and e-learning Tutorology training.	<input type="checkbox"/> 100% of AVID Elective class teachers have been trained using the most current <i>AVID Tutorial Guide</i> . The site plan ensures new AVID Elective class teachers will be trained prior to teaching AVID.

***NOTE: AVID college tutors** are defined as high school graduates, currently engaged in college/university work, who are trained in the AVID collaborative inquiry-based tutorial process, and who implement and model WICOR strategies and serve as mentors to AVID students. AVID cross-age tutors are older secondary students from a different grade level and a different classroom than those in the AVID Elective class, who implement and model WICOR strategies in the AVID collaborative, inquiry-based tutorial process. In specialized cases in schools in remote areas, adults who are trained in the AVID WICOR strategies and AVID collaborative tutorial process may serve as tutors. All persons serving as AVID tutors must be trained to model and implement the AVID WICOR and inquiry-based tutorial processes. Research shows that the most effective tutors are those who can also serve as mentors for their AVID students. AVID students enrolled in the same AVID class are not classified as tutors for their peers.

What are some of the particular strengths reflected in your evidence of AVID Essential 8 at your school?




What aspects of AVID Essential 8 have room for growth? How might you address these in your site plan?

AVID Essential No. 9	Examples of Evidence Sources and Resources		Rating for AVID Essential No. 9
<p>AVID program implementation and student progress must be monitored through the AVID Center Data System, and results must be analyzed to ensure success.</p> <p><i>Please note that sites will not be certified if Secondary and Senior Data (if applicable) are not submitted and approved at the same time the CSS is being approved.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> AVID Center Data System <input type="checkbox"/> Disaggregated reports <input type="checkbox"/> Master schedule <input type="checkbox"/> Completed ISS/CSS <input type="checkbox"/> Professional learning plan <input type="checkbox"/> Copy of data collection forms, including Senior Data form for AVID seniors <input type="checkbox"/> Copy of site/district data reports from most current year <input type="checkbox"/> Minutes from site team meetings <input type="checkbox"/> Financial plans/budget data <input type="checkbox"/> Test data <input type="checkbox"/> AVID College and Careers library <input type="checkbox"/> AVID's Schoolwide College Readiness Coaching Tool (SWCRCT) <input type="checkbox"/> Transcripts <input type="checkbox"/> Grades, attendance, discipline records <input type="checkbox"/> Data grids <input type="checkbox"/> State test scores, placement tests <input type="checkbox"/> Student advanced course placement protocols <input type="checkbox"/> Other _____ 		<p>Number of Indicators at each level:</p> <p>Level 0: _____</p> <p>Level 1: _____</p> <p>Level 2: _____</p> <p>Level 3: _____</p> <p>Overall level for Essential 9:</p> <p>_____</p>
<p>Rating Guide: Indicators for Levels of Use – Indicators are cumulative; Level 1 must be in place prior to progressing to Level 2</p>			
Not AVID (Level 0)	Meets Certification Standards (Level 1)	Routine Use (Level 2)	Institutionalization (Level 3)
<p>1. <input type="checkbox"/> The AVID Center data collection forms have not been completed or are not available for the current school year.</p>	<p><input type="checkbox"/> 100% of the AVID Center data collection forms (ISS, Secondary Data, Senior Data, CSS) were completed and submitted to AVID Center on time for the current school year.</p>	<p><input type="checkbox"/> 100% of the AVID Center data collection forms were completed and submitted to AVID Center on time for the current school year. There is site support for collecting and using the data, and for using resources online on MyAVID at https://my.avid.org/.</p>	<p><input type="checkbox"/> 100% of the AVID Center data collection forms were completed and submitted to AVID Center on time for the current school year. There is evidence that the site team uses the data for advocacy, rigor for AVID students, and instructional decision-making.</p>
<p>2. <input type="checkbox"/> There is insufficient evidence to determine that the AVID site team has analyzed AVID Center data to improve or expand AVID implementation.</p>	<p><input type="checkbox"/> There is evidence that the AVID site team has utilized the AVID Center Data System in the current school year and analyzed current data to assess AVID Elective class implementation.</p>	<p><input type="checkbox"/> There is evidence that the AVID site team has utilized the AVID Center Data System to improve and/or expand AVID.</p>	<p><input type="checkbox"/> Analysis of the data in the AVID Center Data System has led to program improvement and increased schoolwide effects. Site team collects and analyzes disaggregated student, staffing, and financial data to promote advancement of AVID schoolwide.</p>
<p>3. <input type="checkbox"/> There is insufficient evidence to determine that the site team has analyzed performance, enrollment, and/or staffing data as one tool to promote access for AVID students to rigorous advanced courses.</p>	<p><input type="checkbox"/> There is evidence that the site team has analyzed performance, enrollment, and/or staffing data, as one tool to promote access for AVID students to rigorous advanced courses.</p>	<p><input type="checkbox"/> There is evidence that the analysis of data has led to revisions of site team plan and school and/or district plans to promote access to, support and success in, rigorous advanced courses, with consideration given to student gender, ethnicity, and socioeconomic representation.</p>	<p><input type="checkbox"/> There is evidence that data analysis by the site team has impacted school policies and the school and/or district improvement plans in order to promote access to rigorous advanced courses. In addition, there is evidence that data has been presented at board meetings.</p>

4. <input type="checkbox"/> There is insufficient evidence to determine that standardized test data is used to inform instruction.	<input type="checkbox"/> There is evidence that standardized test data is used to inform instruction and policy to open access to rigorous courses for AVID students.	<input type="checkbox"/> There is evidence that standardized test data is analyzed and has led to changes in policy which have increased AVID students' access to rigorous courses.	<input type="checkbox"/> There is evidence that the site team engages in the analysis of standardized test data to inform instruction and policy to increase access to numerous rigorous courses for all AVID students.
5. <input type="checkbox"/> For High Schools (spanning grades 9–12 or 10–12): Fewer than 75% of AVID high school students, who have taken a state mandated high school exit exam and/or end-of-course exam, scored proficient and/or above.	<input type="checkbox"/> For High Schools (spanning grades 9–12 or 10–12): At least 75% of AVID high school students, who are eligible, have taken a state mandated high school exit exam and/or end-of-course exam, and scored proficient or above.	<input type="checkbox"/> For High Schools (spanning grades 9–12 or 10–12): At least 85% of AVID high school students, who are eligible, have taken a state mandated high school exit exam and/or end-of-course exam, and scored proficient or above.	<input type="checkbox"/> For High Schools (spanning grades 9–12 or 10–12): 100% of AVID high school students, who are eligible, have taken a state mandated high school exit exam and/or end-of-course exam, and scored proficient or above.
6. <input type="checkbox"/> For High Schools with AVID Seniors: Fewer than 100% of AVID seniors have completed one or more applications to a 4-year college/university.	<input type="checkbox"/> For High Schools with AVID Seniors: 100% of AVID seniors have completed and submitted one or more applications to a 4-year college/university.	<input type="checkbox"/> For High Schools with AVID Seniors: 100% of AVID seniors applied to one or more 4-year colleges/universities and 75% have been accepted into at least one or more 4-year colleges and/or universities.	<input type="checkbox"/> For High Schools with AVID Seniors: 100% of AVID seniors applied and were accepted into one or more 4-year colleges and/or universities; 100 % of AVID seniors have compiled a portfolio of their college applications.

What are some of the particular strengths reflected in your evidence of AVID Essential 9 at your school?

What aspects of AVID Essential 9 have room for growth? How might you address these in your site plan?

AVID Essential No. 10	Examples of Evidence Sources and Resources		Rating for AVID Essential No. 10
<p>The school or district has identified resources for program costs, has agreed to implement all AVID Essentials and to participate in AVID Certification. It has committed to ongoing participation in AVID professional learning.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> District allocation for AVID resource person (e.g., District Director, Instructional Coach) <input type="checkbox"/> AVID <i>Administrator Guide</i> <input type="checkbox"/> AVID site plan <input type="checkbox"/> School/district budget for AVID <input type="checkbox"/> Multi-year professional learning plan <input type="checkbox"/> District improvement plan <input type="checkbox"/> School improvement plan <input type="checkbox"/> Staff attendance records at AVID Summer Institute <input type="checkbox"/> Staff attendance records, evaluations, e-learning certificates of completion of other AVID professional learning experiences <input type="checkbox"/> Purchase and use of AVID libraries <input type="checkbox"/> Path training for teachers <input type="checkbox"/> Other _____ 		<p>Number of Indicators at each level:</p> <p>Level 0: _____</p> <p>Level 1: _____</p> <p>Level 2: _____</p> <p>Level 3: _____</p> <p>Overall level for Essential 10:</p> <p>_____</p>
<p>Rating Guide: Indicators for Levels of Use – Indicators are cumulative; Level 1 must be in place prior to progressing to Level 2</p>			
Not AVID (Level 0)	 Meets Certification Standards (Level 1)	 Routine Use (Level 2)	 Institutionalization (Level 3)
1. <input type="checkbox"/> No written long-term funding plan for AVID has been developed.	<input type="checkbox"/> Funding for AVID is defined in school and/or district budgets.	<input type="checkbox"/> AVID coordinator participates in the budget development process.	<input type="checkbox"/> Funding for AVID is defined in school and/or district budgets and long-range funding mechanisms are in place. AVID coordinator has a leadership role in the budget development process.
2. <input type="checkbox"/> AVID is not a component of the school and/or district improvement plan.	<input type="checkbox"/> AVID is a component of the school and/or district improvement plan.	<input type="checkbox"/> AVID is a key component in multiple places of the school and/or district improvement plan.	<input type="checkbox"/> AVID is embedded in the school improvement plan and is part of the district improvement plan.
3. <input type="checkbox"/> AVID Elective class teacher(s) has not attended AVID Summer Institute and has not been trained fully to teach AVID.	<input type="checkbox"/> 100% of AVID Elective class teachers have attended the Implementation strand at either the AVID Summer Institute or AVID Center approved Implementation Path training OR those not trained are committed to attend the subsequent Summer Institute, taking the appropriate AVID Elective class teacher strand.	<input type="checkbox"/> 50% of AVID Elective class teachers have attended AVID Summer Institute at least twice, including once within the past two summers, completing the appropriate AVID Elective class teacher strand.	<input type="checkbox"/> 100% of AVID Elective class teachers have attended an appropriate AVID Elective class teacher strand at the AVID Summer Institute at least every other year, to keep abreast of new AVID curriculum.
4. <input type="checkbox"/> No AVID site team teachers attended AVID Summer Institute or other AVID Center approved Divisional Leadership Training.	<input type="checkbox"/> AVID site team members are trained in AVID WICOR methodologies through the AVID Summer Institutes and/or AVID Center approved Path or other AVID Divisional Leadership Training.*	<input type="checkbox"/> 25% of all site teachers, counselors, and administrators are trained in AVID methodologies through AVID Summer Institutes and/or AVID Center approved Divisional Leadership Training.	<input type="checkbox"/> 50% of all site teachers, counselors, and administrators are trained in AVID methodologies through the AVID Summer Institutes and/or AVID Center approved Divisional Leadership Training. There is a multi-year plan for AVID professional learning for the school, so that the site maintains 50% AVID-trained staff.

5. <input type="checkbox"/> Principal and/or other site administrator(s) have not attended at least one AVID Summer Institute Leadership strand, AVID Leadership for College Readiness (LCR) and/or other AVID Leadership Path to Schoolwide Training, and there is no plan to attend comparable AVID Center approved leadership training.	<input type="checkbox"/> Principal and/or other site administrator(s) have attended at least one AVID Summer Institute Leadership strand, AVID Leadership for College Readiness (LCR) and/or AVID Leadership Path to Schoolwide Training, OR those not trained are committed to attend AVID Center approved leadership training.	<input type="checkbox"/> Principal and other site administrator(s) have each attended more than one AVID Summer Institute Leadership strand, AVID Leadership for College Readiness (LCR), AVID Leadership Path to Schoolwide Training, What Your Data Can Do For You, and/or other comparable AVID Divisional Leadership Training.	<input type="checkbox"/> Principal, site administrator(s), and district administrator(s) have applied AVID professional learning from the AVID Summer Institute Leadership strand, AVID Leadership for College Readiness (LCR), AVID Leadership Path to Schoolwide Training, What Your Data Can Do For You, and/or other comparable AVID Divisional Leadership Training to support schoolwide college readiness.
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*NOTE: AVID Summer Institutes and AVID Divisional Leadership Trainings include e-learning and face-to-face sessions.

What are some of the particular strengths reflected in your evidence of AVID Essential 10 at your school?

What aspects of AVID Essential 10 have room for growth? How might you address these in your site plan?

AVID Essential No. 11	Examples of Evidence Sources and Resources		Rating for AVID Essential No. 11
<p>An active, interdisciplinary AVID site team collaborates on issues of student access to and success in rigorous college preparatory courses.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> AVID site plan <input type="checkbox"/> Composition of AVID site team <input type="checkbox"/> Use of AVID Path libraries to support instruction of site team teachers <input type="checkbox"/> Use of <i>AVID Family Workshops Grades 6–12</i> <input type="checkbox"/> Attendance records at AVID Summer Institute and other professional learning activities <input type="checkbox"/> Schedule, agendas, and minutes from AVID site team and vertical team meetings <input type="checkbox"/> Agendas and minutes of articulation and alignment meetings among departments/curriculum teams <input type="checkbox"/> Agendas and/or minutes of site articulation and alignment meetings with feeder sites <input type="checkbox"/> Lesson plans from AVID site team members that incorporate AVID methodologies <input type="checkbox"/> “AVID Alerts” – student progress reports <input type="checkbox"/> Professional learning plan <input type="checkbox"/> AVID e-learning certificate of course completion <input type="checkbox"/> Schoolwide College Readiness Coaching Tool (SWCRCT) <input type="checkbox"/> Other _____ 		<p>Number of Indicators at each level:</p> <p>Level 0: _____</p> <p>Level 1: _____</p> <p>Level 2: _____</p> <p>Level 3: _____</p> <p>Overall level for Essential 11:</p> <p>_____</p>
<p>Rating Guide: Indicators for Levels of Use – Indicators are cumulative; Level 1 must be in place prior to progressing to Level 2</p>			
<p>Not AVID (Level 0)</p>	<p>Meets Certification Standards (Level 1)</p>	<p>Routine Use (Level 2)</p>	<p>Institutionalization (Level 3)</p>
<p>1. <input type="checkbox"/> AVID site team does not meet the minimum representation outlined in Level 1 requirement.</p>	<p><input type="checkbox"/> AVID site team includes interdisciplinary teachers and a site administrator, counselor, and AVID Elective class teacher.</p>	<p><input type="checkbox"/> AVID site team includes at least English/language arts, mathematics, social studies, and science teachers, as well as a site administrator, counselor, and AVID Elective class teacher(s). In addition, tutors and students are represented at activities and/or meetings during which individual student or teacher performance is not discussed.</p>	<p><input type="checkbox"/> Principal is an active member of the site team. Parents and guardians, as well as students and tutors, are represented at site team activities and/or meetings during which individual student or teacher performance is not discussed.</p>
<p>2. <input type="checkbox"/> AVID site team does not collaborate to develop a site plan.</p>	<p><input type="checkbox"/> AVID site team develops, writes, and implements a site plan, and the site team revises the plan based on Certification results.</p>	<p><input type="checkbox"/> AVID site team collaborates to develop an effective site plan that addresses the access and equity issues of enrolling AVID students in rigorous courses.</p>	<p><input type="checkbox"/> There is evidence that the site team uses the site plan as “a living document” and it is discussed at each site team meeting and revised according to the data and Certification results.</p>
<p>3. <input type="checkbox"/> AVID site team does not meet regularly.</p>	<p><input type="checkbox"/> AVID site team meets at least quarterly to collaborate on issues of planning and logistics and awareness of access to rigorous curriculum and advanced courses.</p>	<p><input type="checkbox"/> AVID site team meets at least monthly and collaborates on planning and logistical issues, as well as engages in problem solving of issues around: access, student success in rigorous curriculum/advanced courses, tutorial questions, and critical thinking.</p>	<p><input type="checkbox"/> AVID site team meets at least monthly and collaborates on planning, logistical, and student access issues. The AVID site team influences school policy concerning access to rigorous curriculum and advanced courses.</p>

4. <input type="checkbox"/> AVID site team has not assumed responsibility for aspects of the implementation of AVID beyond attending site team meetings.	<input type="checkbox"/> There are examples of some AVID site team members supporting the AVID Elective teacher(s) in the implementation and operation of AVID.	<input type="checkbox"/> AVID site team provides support to AVID Elective teacher(s) in the implementation and operation of AVID. Each site team member takes assigned roles and tasks addressing the access/equity issues.	<input type="checkbox"/> AVID site team provides proactive support to AVID coordinator/teacher(s) in the implementation and operation of AVID; it advocates for access/equity issues to ensure AVID students are enrolled in rigorous courses.
5. <input type="checkbox"/> There is no evidence of the site team advocating for articulation between grade levels of AVID Elective classes within the school.	<input type="checkbox"/> Initial efforts by the site team toward articulation between grade levels of AVID Elective class components (e.g., student retention, curriculum, field trips, tutors, etc.) have begun at the school.	<input type="checkbox"/> AVID site team demonstrates commitment to articulation and planning between grade levels of the AVID Elective class.	<input type="checkbox"/> AVID site team provides leadership for the articulation, planning, and expansion of the AVID Elective class components to feeder schools (including schools that may or may not have AVID).
6. <input type="checkbox"/> AVID parent/guardian and/or family inclusion efforts have not yet begun.	<input type="checkbox"/> AVID parent/guardian and/or family inclusion efforts, including workshops for AVID parents, have been implemented.	<input type="checkbox"/> AVID parents/guardians and/or families are regularly included in workshops, meetings, and/or other school activities.	<input type="checkbox"/> In addition to attendance at site team meetings, AVID parents, guardians, and/or family members provide leadership to promote increased involvement by all AVID parents.
7. <input type="checkbox"/> AVID site team has not provided AVID professional learning to other staff or faculty.	<input type="checkbox"/> AVID site team collaborates to provide AVID awareness information to other staff or faculty.	<input type="checkbox"/> AVID site team members have provided professional learning on AVID instructional methodologies to other staff and faculty.	<input type="checkbox"/> Professional learning on AVID methodologies is part of the school professional learning plan. AVID site team members train others in the school improvement process and are school leaders sitting on key site/district committees.

What are some of the particular strengths reflected in your evidence of AVID Essential 11 at your school?

What aspects of AVID Essential 11 have room for growth? How might you address these in your site plan?

AVID Certification Summary Report – 2014-2015 School Year

District: _____ **School:** _____

County/Region: _____ **State:** _____

	<i>Not AVID (Level 0)</i>	<i>Meets Certification Standards (Level 1)</i>	<i>Routine Use (Level 2)</i>	<i>Institutionalization (Level 3)</i>
Essential 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total: _____

Certification Rating Levels for AVID Secondary Sites: Check the appropriate rating level and write it on the line at the bottom of this page.

- **New AVID Site**—Began implementation in ____ / ____ / ____ (MM/DD/YYYY).
- **Non-Certified Site**—A site that has never been certified and has one or more Essentials rated as “*Not AVID*” (Level 0) and is working to implement all 11 AVID Essentials, **OR****Affiliate AVID Site**—A former AVID Certified Site has one or more Essentials rated as “*Not AVID*” (Level 0); site team is working to implement all 11 AVID Essentials.
- **AVID Certified Site**—All Essentials rated “*Meets Certification Standards*” (Level 1) or higher.
- **AVID Highly Certified Site**—The secondary site meets Certification standards (all 11 Essentials at Level 1 or higher) and has at least 6 Essentials rated at “*Routine Use*” (Level 2) and/or “*Institutionalization*” (Level 3).
- **AVID Schoolwide Site of Distinction**—
 - All 11 Essentials rated at “*Routine Use*” (Level 2) or higher.
 - Has evidence supporting achievement of all schoolwide metrics as listed on pages 1–3 of CSS Directions: “*How to Use this Instrument.*”
 - Completes the verification process by AVID Center staff.
- **AVID Demonstration School**—
 - All 11 Essentials are rated “*Routine Use*” (Level 2) or higher, with no Indicator at “*Not AVID*” (Level 0).
 - On Essential 8 all Indicators must be at “*Routine Use*” (Level 2) or above.
 - All AVID’s schoolwide metrics are in place (see description on pages 1–3 in CSS Directions).
 - Validated by AVID Demonstration Validation Team as a schoolwide college readiness model site sustaining the AVID system.
- **Eligible to Begin Coaching Cycle of Readiness to Apply to Become an AVID Secondary Demonstration School**
 - Meets eligibility criteria on page 2 of CSS Directions: “*How to Use this Instrument.*”
 - Is recommended by District Director, approved by AVID Center, and site agrees to participate in coaching.
- **Eligible to Apply to Become an AVID Secondary Demonstration School**
 - Effectively completes the coaching cycle and is recommended by District Director and AVID Divisional staff.
 - Achieves all benchmarks including Essential 8 Indicators at Level 2 or above; all schoolwide metrics are in place.
- **Eligible to Reapply as an AVID Secondary Demonstration School**
 - All eligibility criteria are consistently in place and school is recommended by District Director and AVID Divisional staff.
- **Inactive Site**—Not AVID/no longer AVID; briefly describe terms by which site has been deemed inactive.

Certification Level Recommended: _____

(Name of School)

(Print Name of person completing form)

(Date form completed)

AVID Certification Summary Report – 2014-2015 School Year

District: _____ School: _____

County/Region: _____ State: _____

Signature of person completing form: _____

(Signature of School Principal)

(Date signed)

(Signature of AVID District Director)

(Date signed)

Commendations and Recommendations Approved by the District Director:

Commendations:

Recommendations: