AVID®

Secondary Coaching and Certification Instrument (CCI) 2021–2022

Name: _____

School Name: _____

(NCES) Number: _____ - _____ - _____

National Center for Education Statistics (http://nces.ed.gov/globallocator)

County/Region: _____

State: _____

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

AVID Schoolwide Domains

The CCI is structured around four AVID Schoolwide Domains: Instruction, Systems, Leadership, and Culture.

INSTRUCTION
promotes:

- WICOR® Strategies
- 21st Century Skills
- Student Leadership Skills
- Goal-Setting/Monitoring
- Rigor for All

SYSTEMS
support:

- AVID Site/District Teams
- Professional Learning
- Secondary AVID Elective/Excel Elective Classes
- Equity and Access to Rigorous Courses
- Data Collection and Analysis

LEADERSHIP
ensures:

- Strategic Planning
- Modeling of Expectations
- College Readiness Mission and Vision
- Career Readiness
- Distributed Leadership Approach

CULTURE
fosters:

- College and Career Awareness and Preparation
- Common Belief in Student Success
- Family and Community Involvement
- High Expectations for All
- Positive and Safe Learning Environment

I. AVID Schoolwide Instruction

AVID Schoolwide instruction occurs when the entire instructional staff utilizes AVID strategies, other best instructional practices, and 21st century tools to ensure college and career readiness for AVID Elective/Excel Elective students and improved academic performance for all students.

II. AVID Schoolwide Systems

AVID is Schoolwide when systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college and career readiness for AVID Elective/ Excel Elective students and improved academic performance for all students.

III. AVID Schoolwide Leadership

AVID Schoolwide leadership sets the vision and tone that promote college and career readiness and high expectations for all students in the school.

IV. AVID Schoolwide Culture

AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting college and career readiness requirements.

AVID Schoolwide Subdomains (Secondary)

1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)

1. Management of the AVID Elective/ Excel Elective
2. Access to Rigor and Student Support
3. Assessment of Student Progress
4. Professional Learning

1. College and Career Readiness Mission and Vision
2. Representative Governance
3. Strategic College and Career Readiness Planning

1. Rigor
2. Community Activities and College and Career Awareness
3. College-Going Environment

III. Determining the Level of Implementation for Each Domain

Calculate the overall level of implementation for each Domain by following the guidelines below:

Instruction

Does Not Meet AVID Implementation Expectations	Meets AVID Elective Implementation Expectations	Emerging AVID Schoolwide	AVID Schoolwide	Sustaining AVID Schoolwide
WICOR is rated "Does Not Meet AVID Implementation Expectations"	*WICOR* is rated "Meets AVID Elective Implementation Expectations"	*WICOR* is rated "Emerging AVID Schoolwide"	*WICOR* is rated "AVID Schoolwide"	*WICOR* is rated "Sustaining AVID Schoolwide"

Systems

Does Not Meet AVID Implementation Expectations	Meets AVID Elective Implementation Expectations	Emerging AVID Schoolwide	AVID Schoolwide	Sustaining AVID Schoolwide
One or more Subdomains are rated "Does Not Meet AVID Implementation Expectations"	All Subdomains are rated "Meets AVID Elective Implementation Expectations" or higher	Three Subdomains are rated "Emerging AVID Schoolwide" or higher and *Management of the AVID Elective/ Excel Elective* Subdomain is rated "Meets AVID Elective Implementation Expectations" or higher	Three Subdomains are rated "AVID Schoolwide" or higher and *Management of the AVID Elective/ Excel Elective* Subdomain is rated "Meets AVID Elective Implementation Expectations" or higher	Three Subdomains are rated "Sustaining AVID Schoolwide" and *Management of the AVID Elective/ Excel Elective* Subdomain is rated "Meets AVID Elective Implementation Expectations" or higher

Leadership

Does Not Meet AVID Implementation Expectations	Meets AVID Elective Implementation Expectations	Emerging AVID Schoolwide	AVID Schoolwide	Sustaining AVID Schoolwide
One or more Subdomains are rated "Does Not Meet AVID Implementation Expectations"	All Subdomains are rated "Meets AVID Elective Implementation Expectations" or higher	All Subdomains are rated "Emerging AVID Schoolwide" or higher	Two or more Subdomains are rated "AVID Schoolwide" and all Subdomains are rated "Emerging AVID Schoolwide" or higher	Two or more Subdomains are rated "Sustaining AVID Schoolwide" and all Subdomains are rated "AVID Schoolwide" or higher

Culture

Does Not Meet AVID Implementation Expectations	Meets AVID Elective Implementation Expectations	Emerging AVID Schoolwide	AVID Schoolwide	Sustaining AVID Schoolwide
One or more Subdomains are rated "Does Not Meet AVID Implementation Expectations"	All Subdomains are rated "Meets AVID Elective Implementation Expectations" or higher	All Subdomains are rated "Emerging AVID Schoolwide" or higher	Two or more Subdomains are rated "AVID Schoolwide" and all Subdomains are rated "Emerging AVID Schoolwide" or higher	Two or more Subdomains are rated "Sustaining AVID Schoolwide" and all Subdomains are rated "AVID Schoolwide" or higher

IV. Determining the Overall Certification Level for Your School

The overall CCI certification level is based on the ratings for each of the four Domains.

Does Not Meet AVID Certification Expectations:

At least one of the Domains is rated "Does Not Meet AVID Implementation Expectations."

AVID Certified Elective Implementation:

All Domains are rated "Meets AVID Elective Implementation Expectations" or higher.

AVID Emerging Schoolwide Site:

Three out of four Domains are rated "Emerging AVID Schoolwide" or higher. If one Domain is rated less than "Emerging AVID Schoolwide," the rating must be "Meets AVID Elective Implementation Expectations."

AVID Schoolwide Site:

At least two out of four Domains are rated "AVID Schoolwide" or higher. Domains rated less than "AVID Schoolwide" must be rated "Emerging AVID Schoolwide." Additionally, all five Schoolwide Metrics must be rated "AVID Schoolwide" or higher.

AVID Schoolwide Site of Distinction:

All Domains are rated "AVID Schoolwide" or higher. Additionally, all five Schoolwide Metrics must be rated "AVID Schoolwide" or higher and all Schoolwide Site of Distinction Process Metrics and at least two Impact Metrics are rated "Sustaining AVID Schoolwide."

V. Submitting the CCI to AVID Center

At the end of this annual process, the AVID Coordinator submits the completed CCI to the AVID District Director, who reviews, provides additional narrative, and submits it to AVID Center in May.

AVID Schoolwide Site of Distinction Metrics

	Sustaining AVID Schoolwide/ Distinction Benchmark	CCI Domain, Subdomain, Indicator
Process Metrics Process Metrics are intended to ensure that teachers and staff are appropriately trained in AVID philosophy and strategies, WICOR strategies are routinely used, and leadership decision-making is informed by AVID's impact, growth, and level of sustainability. Secondary sites must meet <u>all three</u> Process Metric benchmarks to be recognized as a Schoolwide Site of Distinction.		
% of staff **AVID-trained** (AVID-Center-approved national training, have graduated from an AVID Teacher Preparation program, attendance at regional trainings equaling 12 hours, and/or a minimum of 12 hours of training provided by a District Director or Staff Developer using AVID's Professional Learning Modules.)	60%	**Systems, Subdomain 4, Indicator 37**
% of staff routinely using WICOR strategies	70%	**Instruction, Indicator 15**
% of School Leadership Team on the AVID Site Team	50%	**Leadership, Subdomain 2, Indicator 4**
Impact Metrics Impact Metrics are intended to document schoolwide growth and performance, and to demonstrate an increase in college entrance requirement completion, an increase in rigorous course offerings and enrollment, and the development of a college-going culture, both philosophically and environmentally. Secondary sites must meet <u>a minimum of two</u> Impact Metric benchmarks to be recognized as a Schoolwide Site of Distinction.		
Middle School		
% of all 8th-grade students enrolled in or having taken at least one course of rigor (e.g., Algebra, Geometry, or honors)	60%	**Systems, Subdomain 3, Indicator 21**
% of all 7th- and 8th-grade students having taken pre-collegiate exams, such as ACT Aspire™, Stanford 10, retired ACT Explore®, etc. (paid or practice)	70%	**Systems, Subdomain 3, Indicator 23**
High School		
% of all 11th- and 12th-grade students enrolled in or having taken at least one course of rigor (e.g., AP®, IB®, AICE®, or dual enrollment)	60%	**Systems, Subdomain 3, Indicator 28**
% of all 11th- and 12th-grade students having taken at least one AP, IB, or AICE test	60%	**Systems, Subdomain 3, Indicator 29**
% of all 12th-grade students completing college entrance requirements	80%	**Systems, Subdomain 3, Indicator 30**
% of all students having taken pre-collegiate exams, such as ACT Aspire, PSAT/NMSQT® and/or PSAT 10, ACT®, SAT®, etc. (paid or practice)	70%	**Systems, Subdomain 3, Indicator 31**
% of all 12th-grade students who applied to college	70%	**Systems, Subdomain 3, Indicator 32**
% of all 12th-grade students accepted to college	70%	**Systems, Subdomain 3, Indicator 33**

Additional Schoolwide Metric, to be eligible for Schoolwide Site of Distinction: AVID Elective class enrollment reflects a minimum of 10% of overall student enrollment (as measured on the Site Data submission).

I. AVID Schoolwide Instruction

AVID Schoolwide instruction occurs when the entire instructional staff utilizes **AVID strategies**, other best instructional practices, and 21st century tools to ensure **college and career readiness** for **AVID Elective/Excel Elective students** and improved academic performance for all students.

1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)	Rating for WICOR	
AVID's proven learning support structure incorporates teaching and learning methodologies in the critical areas of **Writing, Inquiry, Collaboration, Organization, and Reading (WICOR)**. **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.	**Number of Indicators at Each Level:** Does Not Meet AVID Implementation Expectations Meets AVID Elective Implementation Expectations Emerging AVID Schoolwide AVID Schoolwide Sustaining AVID Schoolwide	**Overall Level for WICOR:** _____

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- *Classroom observations of teachers, tutors, and students using organizational strategies*
- *Students' focused notes, binders/eBinders, and portfolios*
- *Student work samples demonstrating **AVID strategies***
- *Use of **AVID strategies** included in the AVID Library*
- *Use of AVID Reading for Disciplinary Literacy resource*
- *Evidence of community service or service learning projects*
- *Use of time management skills (e.g., keeping agendas and planning calendars)*
- *Evaluations of professional learning related to **WICOR***
- *Observations of effective **WICOR** strategies used in classes*
- *Peer tutoring/advising*
- *Videos of students' presentations and academic work*
- *Lesson plans from AVID Elective/Excel Elective, Site Team, and school teachers*
- *Use of AVID Focused Note-Taking resources*
- *Use of AVID Elective Standards and Weeks at a Glance*
- *Use of Excel Elective curriculum guides*
- *A selection of students' timed-writing essays*

1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)

Indicator AVID Criteria	Does Not Meet	AVID Elective/Excel Elective students...	AVID Elective/Excel Elective students and AVID-Site-Team-instructed students...	AVID Elective/Excel Elective students, students of AVID Site Team members, and students in core academic courses...	Students throughout the school...
1 Learning Through Writing	☐	☐ routinely spend time processing content through writing (e.g., interactive notebooks, learning logs, quickwrites, annotation, etc.).	☐ routinely spend time processing content through writing (e.g., interactive notebooks, learning logs, quickwrites, annotation, etc.).	☐ routinely spend time processing content through writing (e.g., interactive notebooks, learning logs, quickwrites, annotation, etc.).	☐ routinely spend time processing content through writing (e.g., interactive notebooks, learning logs, quickwrites, annotation, etc.) in all courses.

1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)

Indicator AVID Criteria	Does Not Meet	AVID Elective/Excel Elective students...	AVID Elective/Excel Elective students and AVID-Site-Team-instructed students...	AVID Elective/Excel Elective students, students of AVID Site Team members, and students in core academic courses...	Students throughout the school...
2 **Writing Process**	☐	☐ routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing).	☐ routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing).	☐ routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing).	☐ routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing) in all courses.
3 **Focused Note-Taking**	☐	☐ routinely use focused note-taking strategies such as Cornell notes.	☐ routinely use focused note-taking strategies such as Cornell notes.	☐ routinely use focused note-taking strategies such as Cornell notes.	☐ routinely use focused note-taking strategies such as Cornell notes, consistently use higher-level questions in their notes, and demonstrate critical thinking skills in all courses.
4 **Higher-Level Thinking**	☐	☐ routinely ask higher-level questions using **Costa's Levels of Thinking** during tutorials, **Collaborative Study Groups**, class discussions, and problem-solving activities.	☐ routinely ask higher-level questions using **Costa's Levels of Thinking** during tutorials, **Collaborative Study Groups**, class discussions, and problem-solving activities.	☐ routinely ask higher-level questions using **Costa's Levels of Thinking** during tutorials, **Collaborative Study Groups**, class discussions, and problem-solving activities.	☐ routinely ask higher-level questions using **Costa's Levels of Thinking** during tutorials, **Collaborative Study Groups**, class discussions, and problem-solving activities in all courses.
5 **Structures for Inquiry**	☐	☐ routinely use structures for inquiry such as **Socratic Seminars** and **Philosophical Chairs**.	☐ routinely use structures for inquiry such as **Socratic Seminars** and **Philosophical Chairs**.	☐ routinely use structures for inquiry such as **Socratic Seminars** and **Philosophical Chairs**.	☐ routinely use structures for inquiry such as **Socratic Seminars** and **Philosophical Chairs** in all courses.
6 **Access Digital Information**	☐	☐ access digital information from multiple sources and evaluate that information effectively.	☐ access digital information from multiple sources and evaluate that information effectively.	☐ access digital information from multiple sources and evaluate that information critically and competently.	☐ demonstrate skills in accessing digital information from multiple sources *and* evaluate that information critically and competently in all courses.

1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)

Indicator / AVID Criteria	Does Not Meet	AVID Elective/Excel Elective students...	AVID Elective/Excel Elective students and AVID-Site-Team-instructed students...	AVID Elective/Excel Elective students, students of AVID Site Team members, and students in core academic courses...	Students throughout the school...
7 Technology as a Tool for Collaboration	☐	☐ use technology and **ICT** resources as a tool for collaboration either synchronously (e.g., texting, social media, video conferencing, and cloud-based productivity tools) or asynchronously (e.g., forums and blogs).	☐ use technology and **ICT** resources as a tool for collaboration both synchronously (e.g., texting, social media, video conferencing, and cloud-based productivity tools) and/or asynchronously (e.g., forums and blogs).	☐ use technology and **ICT** resources as a tool for collaboration both synchronously (e.g., texting, social media, video conferencing, and cloud-based productivity tools) and asynchronously (e.g., forums and blogs).	☐ use technology and **ICT** resources as a tool for collaboration both synchronously (e.g., texting, social media, video conferencing, and cloud-based productivity tools) and asynchronously (e.g., forums and blogs) in all courses.
8 Structures for Collaboration	☐	☐ routinely use **structures for collaboration** (e.g., Helping Trios, Jigsaw, Four Corners, Collaborative Group Roles, etc.).	☐ routinely use **structures for collaboration** (e.g., Helping Trios, Jigsaw, Four Corners, Collaborative Group Roles, etc.).	☐ routinely use **structures for collaboration** (e.g., Helping Trios, Jigsaw, Four Corners, Collaborative Group Roles, etc.).	☐ routinely use **structures for collaboration** (e.g., Helping Trios, Jigsaw, Four Corners, Collaborative Group Roles, etc.) in all courses.
9 Tutorials and Collaborative Study Groups	☐	☐ participate in tutorials*/ **Scholar Groups**. *tutorials are required 2x/week for AVID Elective students only and scholar groups required 2x/week for Excel Elective students only	☐ participate in tutorials*/ **Scholar Groups*** and/ or **Collaborative Study Groups**. *tutorials are required 2x/week for AVID Elective students only and scholar groups required 2x/week for Excel Elective students only	☐ participate in tutorials*/**Scholar Groups*** and/or **Collaborative Study Groups**. *tutorials are required 2x/week for AVID Elective students only and scholar groups required 2x/week for Excel Elective students only	☐ participate in tutorials*/ **Scholar Groups*** and/or **Collaborative Study Groups** in all courses. *tutorials are required 2x/week for AVID Elective students only and scholar groups required 2x/week for Excel Elective students only
10 Leadership Skills	☐	☐ develop leadership skills through collaboration with others.	☐ develop leadership skills through collaboration with others.	☐ demonstrate leadership skills through collaboration with others.	☐ demonstrate leadership skills in all courses, and in activities on campus and in the community.
11 Organizational Methods (Goal-Setting)	☐	☐ set goals and consistently monitor their grades to ensure they are college and career ready.	☐ set goals and consistently monitor their grades to ensure they are college and career ready.	☐ set goals and consistently monitor their grades to ensure they are college and career ready.	☐ review their goals and consistently monitor their grades to ensure they are college and career ready.

1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)

Indicator AVID Criteria	Does Not Meet	AVID Elective/Excel Elective students...	AVID Elective/Excel Elective students and AVID-Site-Team-instructed students...	AVID Elective/Excel Elective students, students of AVID Site Team members, and students in core academic courses...	Students throughout the school...
12 AVID Binder*/ eBinder*	☐	☐ routinely use AVID organizational tools (e.g., the AVID binder*/ eBinder*, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning. *required for AVID Elective/ Excel Elective students	☐ routinely use AVID organizational tools (e.g., the AVID binder*/ eBinder*, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning. *required for AVID Elective/ Excel Elective students	☐ routinely use AVID organizational tools (e.g., the AVID binder*/ eBinder*, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning. *required for AVID Elective/ Excel Elective students	☐ routinely use AVID organizational tools (e.g., the AVID binder*/eBinder*, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning in all courses. *required for AVID Elective/ Excel Elective students
13 Arrive Prepared With Course Materials	☐	☐ arrive prepared with materials to use in their courses, but do *not* interact with instructors.	☐ arrive prepared with materials to use in their courses, and interact with instructors.	☐ arrive prepared with course materials to actively participate in class discussions and collaborative activities.	☐ arrive prepared with course materials, identify points of confusion, and seek clarity from instructors and peers as they take responsibility for their learning in all courses.
14 Critical Reading Process	☐	☐ routinely use the critical reading process to increase comprehension skills.	☐ routinely use the critical reading process to increase comprehension skills.	☐ routinely use the critical reading process to access increasingly more rigorous texts.	☐ routinely use the critical reading process to access increasingly more rigorous texts in all courses.

1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)

Indicator AVID Criteria	Does Not Meet	The AVID Site Team...	The AVID Site Team...	The AVID Site Team...	The AVID Site Team...
15 WICOR Strategies	☐	☐ uses **WICOR** strategies in the AVID Elective/Excel Elective.	☐ uses **WICOR** strategies in AVID Elective/Excel Elective and **AVID-Site-Team**-instructed courses.	☐ and at least **50%** of teachers throughout the school routinely use **WICOR** strategies in AVID Elective, **AVID-Site-Team**-instructed, and core academic courses. (SW Metric)	☐ and at least **70%** of teachers throughout the school routinely use **WICOR** strategies in all courses. (SW Metric) (SWSoD Metric)

What are some of the particular strengths of **AVID Schoolwide Instruction** at your school?

What aspects of **AVID Schoolwide Instruction** have room for growth at your school? How might you address these in your AVID site goals?

II. AVID Schoolwide Systems

AVID is Schoolwide when **systems** are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure **college and career readiness** for **AVID Elective/Excel Elective students** and improved academic performance for all students.

1. Management of the AVID Elective/Excel Elective	Rating for Management of the AVID Elective/Excel Elective	
Management of the AVID Elective/Excel Elective ensures the basic requirements of the AVID Elective/Excel Elective are in place to ensure **college and career readiness** for **AVID Elective/Excel Elective students**. These requirements include processes to verify student selection, voluntary participation, and implementation of the AVID tutorial/Scholar Group, and to expand the AVID Elective/Excel Elective.	**Number of Indicators at Each Level:** Does Not Meet AVID Implementation Expectations Meets AVID Elective Implementation Expectations Exceeds AVID Elective Implementation Expectations Exceptional AVID Elective Implementation	**Overall Level for Management of the AVID Elective/ Excel Elective:** _____

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- *AVID student application*
- *AVID student questionnaire and interview questions*
- *Documentation that details the commitment, procedures, and timeline for involving AVID Elective/Excel Elective class teachers and **AVID Site Team** members*
- *Tutor recruitment plan*
- *Tutor training plan*

- *AVID recruitment rubric, spreadsheet, or form showing selection criteria*
- *School's planned recruitment process with timeline and forms*
- *Documentation that details the procedures and timeline used for selecting **AVID Elective/Excel Elective students***
- *AVID site goals*
- *Course breakdown of **AVID Elective/Excel Elective students***
- *Use of AVID Elective Weeks at a Glance*
- *Use of Excel Elective curriculum guides*

1. Management of the AVID Elective/Excel Elective

Indicator AVID Criteria	Does Not Meet	90% or more of AVID Elective/ Excel Elective students...	100% of AVID Elective/ Excel Elective students...	100% of AVID Elective/ Excel Elective students...
1 **Defined Selection Criteria**	☐	☐ meet locally and nationally defined selection criteria. Evidence of student interviews is available.	☐ meet locally and nationally defined selection criteria. Evidence of student interviews is available.	☐ meet locally and nationally defined selection criteria. Evidence of student interviews and continuing refinement of the selection process is available.
2 **Signed Contracts**	☐	☐ enrolled have signed contracts by all available parties.	☐ enrolled have signed contracts by all available parties and there is evidence of parent meeting(s) to gain parent support.	☐ enrolled have signed contracts by all available parties and there is evidence of increased involvement of parents in the program.

1. Management of the AVID Elective/Excel Elective

Indicator AVID Criteria	Does Not Meet	There is sufficient documentation...	There is sufficient documentation...	There is sufficient documentation...
3 AVID Elective/ Excel Elective Student Recruitment and Selection Plan	☐	☐ of an **AVID Elective/Excel Elective student** recruitment and selection plan prior to recruitment.	☐ of an **AVID Elective/Excel Elective student** recruitment and selection plan prior to recruitment, *and* the **AVID Site Team** plays an active role in implementation.	☐ of an **AVID Elective/Excel Elective student** recruitment, selection, and retention plan, which includes the opening of new AVID Elective/Excel Elective sections. The **AVID Site Team** uses data to revise the **AVID Elective/ Excel Elective student** selection process *and* plays an active role in its implementation.
4 Voluntary Participation	☐	☐ that **100%** of AVID Elective/Excel Elective class teachers voluntarily participate in the program.	☐ that **100%** of AVID Elective/Excel Elective class teachers and **AVID Site Team** members voluntarily participate in the program.	☐ that **100%** of AVID Elective /Excel Elective class teachers and **AVID Site Team** members voluntarily participate, attend **AVID Site Team** meetings and events, and assume leadership responsibilities for **AVID Site Team** activities.
5 Identify and Select AVID Elective/Excel Elective Class Teacher(s)	☐	☐ of processes used to identify and select AVID Elective/ Excel Elective class teachers.	☐ of processes used to identify and select AVID Elective/Excel Elective class teachers. The process has been reviewed and updated based on **AVID Site Team** input.	☐ of processes used to identify and select AVID Elective/Excel Elective class teachers. Documentation provides substantial evidence of a long-term plan and process for identifying and selecting AVID Elective/Excel Elective class teacher(s).
Indicator AVID Criteria	Does Not Meet	The AVID Site Team...	The AVID Site Team...	The AVID Site Team...
6 Site Goals	☐	☐ collaborates to develop, write, and implement AVID site goals that address AVID implementation.	☐ collaborates to develop, write, and implement AVID site goals that address AVID implementation and access and equity issues of enrolling AVID students in rigorous courses.	☐ discusses AVID site goals at each Site Team meeting and revises them according to data and certification results.
7 Collaboration on Access to Advanced Curriculum and Courses	☐	☐ meets at least quarterly to collaborate and advocate on issues of planning, logistics, and awareness of access to rigorous curriculum and advanced courses at each grade level.	☐ meets at least monthly to collaborate and advocate on issues of planning, logistics, and awareness of access to rigorous curriculum and advanced courses at each grade level.	☐ meets at least monthly to collaborate and advocate on planning, logistics, and student access, and influences school policy concerning access to rigorous curriculum and advanced courses at each grade level.

1. Management of the AVID Elective/Excel Elective

Indicator AVID Criteria	Does Not Meet	The AVID Site Team...	The AVID Site Team...	The AVID Site Team...
8 **Quality of Implementation**	☐	☐ assumes responsibility for AVID Elective/Excel Elective implementation and supports AVID Elective/Excel Elective teachers.	☐ assumes responsibility for AVID Elective/ Excel Elective implementation, supports AVID Elective/Excel Elective teachers, _and_ advocates for access and equity. Each site team member takes assigned roles and tasks.	☐ provides proactive support to the **AVID coordinator**, AVID Elective/Excel Elective teachers, faculty, and staff in the implementation and operation of AVID, and advocates for access and equity.
9 **Plan for Tutor Recruitment and Retention**	☐	☐ has a plan for recruiting and retaining tutors.	☐ has a plan for recruiting and retaining tutors and recruitment and retention strategies have been implemented.	☐ assumes responsibility and ownership of implementing a long-term plan to recruit and retain tutors.

Indicator AVID Criteria	Does Not Meet	Tutors...	Tutors...	Tutors...
10 **Trained Tutors**	☐	☐ follow guidelines established in the _AVID Tutorial Guide_ and _Excel Elective Tutor Training Module*_ and promote student-centered discussions. *required for Excel Elective tutors only	☐ follow guidelines established in the _AVID Tutorial Guide_ and _Excel Elective Tutor Training Module*_, promote student-centered discussions, and check student presenters' understanding. *required for Excel Elective tutors only	☐ ensure **AVID Elective/Excel Elective students** use collaborative structures and develop effective inquiry skills.
11 **Tutor Training Plan**	☐	☐ participate in AVID tutor training as documented in the tutor training plan, and evidence exists that the AVID tutorial/**Scholar Group** training uses the _AVID Tutorial Guide_ and _Excel Elective Tutor Training Module*_. *required for Excel Elective tutors only	☐ participate in AVID tutor training as documented in the tutor training plan, and demonstrate understanding of AVID methodologies and **WICOR** strategies in their work with **AVID Elective/Excel Elective students**.	☐ receive ongoing coaching and support from teachers in the AVID tutorial process. Evidence exists that classroom observation informs the tutor training plan and it is followed effectively.
12 **AVID Tutorial/ Scholar Groups (required 2x/week)**	☐	☐ monitor completion of the Tutorial Request Form/Scholar Group Request Form and guide **AVID Elective/Excel Elective students** in all aspects of the tutorial process.	☐ **AVID Elective/Excel Elective students'** in all aspects of the tutorial process, using tools such as Tutorial Request Forms/ Scholar Group Request Forms, the Tutorials and Grades Analysis (TAG) form, and tutorial observation forms. Tutors make adjustments based on tutorial evaluation or feedback from AVID teachers and students.	☐ raise **AVID Elective/Excel Elective students'** levels of inquiry, deepen the quality of tutorials, and increase critical thinking skills. Tutors make adjustments based on feedback from AVID teachers and students.

1. Management of the AVID Elective/Excel Elective

Indicator AVID Criteria	Does Not Meet	The AVID Elective/ Excel Elective…	The AVID Elective/ Excel Elective…	The AVID Elective/ Excel Elective…
13 *AVID Tutorial Guide*	☐	☐ teachers (at least **50%**) have been trained using the *AVID Tutorial Guide**, and each AVID Elective/Excel Elective class teacher has received face-to-face and/or eLearning Tutorology training. **Participation in Excel Elective Scholar Group training fulfils the requirement for Excel Elective teachers.*	☐ teachers (at least **75%**) have been trained using the *AVID Tutorial Guide**, and each AVID Elective/Excel Elective class teacher has received face-to-face and/or eLearning Tutorology training. **Participation in Excel Elective Scholar Group training fulfils the requirement for Excel Elective teachers.*	☐ teachers (**100%**) have been trained using the *AVID Tutorial Guide**, each AVID Elective/Excel Elective class teacher has received face-to-face and/or eLearning Tutorology training, and a plan is in place to ensure that all new AVID Elective class teachers will be trained prior to teaching AVID. **Participation in Excel Elective Scholar Group training fulfils the requirement for Excel Elective teachers.*
14 AVID Summer Institute/Path	☐	☐ teachers (at least **50%**) attended a professional learning appropriate for AVID Elective/Excel Elective teachers at an **AVID-Center-approved national training**, or those not trained have committed to attend a professional learning appropriate for AVID Elective/ Excel Elective teachers at the subsequent AVID-Center-approved national training.	☐ teachers (at least **75%**) attended a professional learning appropriate for AVID Elective/Excel Elective teachers at an **AVID-Center-approved national training**, or those not trained have committed to attend a professional learning appropriate for AVID Elective/ Excel Elective teachers at the subsequent AVID-Center-approved national training.	☐ teachers (**100%**) attended a professional learning appropriate for AVID Elective/ Excel Elective teachers at least every other year at an **AVID-Center-approved national training**, to keep abreast of new AVID curriculum.
15 AVID Elective/ Excel Elective Section Enrollment	☐	☐ is offered in one section, and that section is fully enrolled, or AVID is offered in multiple sections with no more than one under-enrolled section.	☐ has expanded to more than one section, serves more than one grade level, and on-site recruitment occurs to keep each section fully enrolled.	☐ 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.
16 AVID Elective/ Excel Elective Class Duration and Scheduling	☐	☐ meets for the same number of instructional minutes as other academic courses, meet continuously for a full academic year, or meet within the regular school day.	☐ meets for the same number of instructional minutes as other academic courses, is scheduled within the regular academic school day, and is included in the **master schedule** for the following year.	☐ is included in the **master schedule** for the following year with limited scheduling conflicts, and Site Team members proactively make students aware of AVID.

2. Access to Rigor and Student Support	Rating for Access to Rigor and Student Support	
Access to Rigor and Student Support ensures the **master schedule**, curriculum, instructional practices, and **academic support structures** are in place and implemented to promote students' access to and success in courses of high rigor.	**Number of Indicators at Each Level:** Does Not Meet AVID Implementation Expectations Meets AVID Elective Implementation Expectations Emerging AVID Schoolwide AVID Schoolwide Sustaining AVID Schoolwide	**Overall Level for Access to Rigor and Student Support:** _____

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- *Reviews of the **master schedule***
- *Reviews of student schedules*
- *School policy and procedures that outline student enrollment guidelines*
- *Data on course enrollments by ethnicity*

- ***Academic support structures** (e.g., tutorials, mentoring)*
- *Academic support schedules (e.g., when support is offered to students)*
- *Teacher and classroom observations*

2. Access to Rigor and Student Support

Indicator AVID Criteria	Does Not Meet	Master schedule is developed...	Master schedule is developed...	Master schedule supports...	Master schedule reflects...
17 **Courses of High Rigor**	☐	☐ with a sufficient number of AVID Elective/Excel Elective sections and courses of high rigor.	☐ with a sufficient number of AVID Elective/Excel Elective sections and courses of high rigor, and includes few **master schedule** conflicts to support **open access** to courses of high rigor.	☐ the AVID Elective/Excel Elective, and includes Honors, Pre-AP®, and AP®/IB®/Dual Enrollment growth. There are few **master schedule** conflicts to support growth in courses of high rigor. **(SW Metric)**	☐ alignment of AVID and school's mission and vision as evidenced by site policies and procedures that ensure all students access courses of high rigor. **(SW Metric)**

2. Access to Rigor and Student Support

Indicator AVID Criteria	Does Not Meet	Principal and School Leadership Team (SLT)...	Principal and School Leadership Team (SLT)...	Principal and School Leadership Team (SLT)...	Principal and School Leadership Team (SLT)...
18 Grade-Level Vertical and Horizontal Articulation	☐	☐ implement a system of grade-level vertical and horizontal **articulation** that helps ensure **AVID Elective/Excel Elective students** are college and career ready.	☐ implement a system of grade-level vertical and horizontal **articulation** that helps ensure **AVID Elective/Excel Elective** and **AVID-Site-Team**-instructed students are college and career ready.	☐ implement a system of grade-level vertical and horizontal **articulation** that helps ensure **AVID Elective/Excel Elective students**, students of **AVID Site Team** members, and students instructed in core academic courses are college and career ready.	☐ implement a system of grade-level vertical and horizontal **articulation**, including the expansion of AVID to feeder schools (including schools that may or may not have AVID) that helps ensure students throughout the school are college and career ready.
19 Academic Support Structures and Rigorous Instructional Practices	☐	☐ implement **academic support structures** _and_ rigorous instructional practices to help ensure **AVID Elective/Excel Elective students** develop deeper levels of understanding in rigorous work.	☐ implement **academic support structures** _and_ rigorous instructional practices to help ensure **AVID Elective/Excel Elective** and **AVID-Site-Team**-instructed students develop deeper levels of understanding in rigorous work.	☐ implement **academic support structures** _and_ rigorous instructional practices to help ensure **AVID Elective/Excel Elective students**, students of **AVID Site Team** members, and students instructed in core academic courses develop deeper levels of understanding in rigorous work. **(SW Metric)**	☐ implement, monitor, and adjust **academic support structures** as needed _and_ rigorous instructional practices to ensure students throughout the school develop deeper levels of understanding in rigorous work. **(SW Metric)**

3. Assessment of Student Progress		Rating for Assessment of Student Progress	
Assessment of Student Progress demonstrates that an increasing number of students are meeting benchmarks in core content areas to ensure they are prepared to enroll and succeed in rigorous, college-preparatory courses.		**Number of Indicators at Each Level:** Does Not Meet AVID Implementation Expectations Meets AVID Elective Implementation Expectations AVID Schoolwide Sustaining AVID Schoolwide	**Overall Level for Assessment of Student Progress:** _____

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- *Report cards and/or student grades*
- *Analyses of student schedules*
- *Master course enrollment lists*
- *Transcripts*
- *College entrance test prep exams*
- *College acceptance lists*

3. Assessment of Student Progress

Indicator AVID Criteria	Does Not Meet	Meets AVID Elective/Excel Elective Implementation Expectations	AVID Schoolwide	Sustaining AVID Schoolwide
MIDDLE-SCHOOL/JUNIOR-HIGH INDICATORS				
20 Grades of "C" or Better	☐	☐ At least **50%** of **AVID Elective/Excel Elective students** received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.	☐ At least **50%** of *all* students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.	☐ At least **70%** of *all* students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.
21 Enrollment in at Least One Course of Rigor	☐	☐ At least **50%** of 8th-grade **AVID Elective/Excel Elective students** are enrolled in or have completed at least one **course of rigor**.	☐ At least **40%** of *all* 8th-grade students are enrolled in or have completed at least one **course of rigor**.	☐ At least **60%** of *all* 8th-grade students are enrolled in or have completed at least one **course of rigor**. **(SWSoD Metric)**
22 Math Course of Rigor	☐	☐ At least **50%** of current **AVID Elective/Excel Elective students** in 8th grade are on track to complete Algebra I, or 8th grade Common Core math, or an equivalent higher level math, upon completion of 8th grade, and will be eligible to enroll in the next higher-level math course in 9th grade.	☐ At least **50%** of *all* students in 8th grade are on track to complete Algebra I, or 8th grade Common Core math, or an equivalent higher level math, upon completion of 8th grade, and will be eligible to enroll in the next higher-level math course in 9th grade.	☐ At least **70%** of *all* students in 8th grade are on track to complete Algebra I, or 8th grade Common Core math, or an equivalent higher level math, upon completion of 8th grade, and will be eligible to enroll in the next higher-level math course in 9th grade.

3. Assessment of Student Progress

Indicator AVID Criteria	Does Not Meet	Meets AVID Elective/Excel Elective Implementation Expectations	AVID Schoolwide	Sustaining AVID Schoolwide
		MIDDLE-SCHOOL/JUNIOR-HIGH INDICATORS (continued)		
23 Pre-Collegiate Exams (Paid or Practice)	☐	☐ At least **50%** of 7th- and 8th-grade **AVID Elective/Excel Elective students** have taken a pre-collegiate exam, paid or practice (e.g., ACT® Aspire™, Stanford 10, PSAT™ 8/9), appropriate for their grade level.	☐ At least **50%** of *all* 7th- and 8th-grade students have taken a pre-collegiate exam, paid or practice (e.g., ACT Aspire, Stanford 10, PSAT 8/9), appropriate for their grade level.	☐ At least **70%** of *all* 7th- and 8th-grade students have taken a pre-collegiate exam, paid or practice (e.g., ACT Aspire, Stanford 10, PSAT 8/9), appropriate for their grade level. **(SWSoD Metric)**
24 Students' Schedules Reflect Enrollment in Rigorous Courses	☐	☐ **100%** of **AVID Elective/Excel Elective students'** schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements.	☐ At least **50%** of *all* students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements.	☐ At least **70%** of *all* students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements.
25 Selection of College-Prep Courses for 9th Grade	☐	☐ At least **80%** of AVID Elective/Excel Elective 8th graders have chosen college-prep courses for 9th grade.	☐ At least **50%** of *all* 8th-grade students have chosen college-prep courses for 9th grade.	☐ At least **70%** of *all* 8th-grade students have chosen college-prep courses for 9th grade.

3. Assessment of Student Progress

Indicator AVID Criteria	Does Not Meet	Meets AVID Elective Implementation Expectations	AVID Schoolwide	Sustaining AVID Schoolwide
		HIGH-SCHOOL INDICATORS		
26 Grades of "C" or Better	☐	☐ At least **50%** of **AVID Elective students** received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.	☐ At least **50%** of *all* high school students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.	☐ At least **70%** of *all* high school students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.
27 Students' Schedules Reflect Enrollment in Rigorous Courses	☐	☐ **100%** of **AVID Elective students'** schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to fulfill the sequence of four-year college or university requirements.	☐ At least **50%** of *all* students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to fulfill the sequence of four-year college or university requirements.	☐ At least **70%** of *all* students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to fulfill the sequence of four-year college or university requirements.
28 Enrollment in at Least One Course of Rigor	☐	☐ At least **50%** of 11th- and 12th-grade **AVID Elective students** are enrolled in or have completed at least one **course of rigor** (e.g., AP, IB, or dual enrollment).	☐ At least **40%** of *all* 11th- and 12th-grade students are enrolled in or have completed at least one **course of rigor** (e.g., AP, IB, or dual enrollment).	☐ At least **60%** of *all* 11th- and 12th-grade students are enrolled in or have completed at least one **course of rigor** (e.g., AP, IB, or dual enrollment). **(SWSoD Metric)**
29 AP, IB, AICE, or End-of-Course (EOC) Dual Enrollment Exams	☐	☐ At least **50%** of 11th- and 12th-grade **AVID Elective students** have taken at least one AP, IB, AICE, or EOC dual enrollment exam.	☐ At least **40%** of *all* 11th- and 12th-grade students have taken at least one AP, IB, AICE, or EOC dual enrollment exam.	☐ At least **60%** of *all* 11th- and 12th-grade students have taken at least one AP, IB, or AICE, or EOC dual enrollment exam. **(SWSoD Metric)**
30 College Entrance Requirements	☐	☐ **100%** of **AVID Elective** seniors have completed college entrance requirements.	☐ At least **60%** of *all* seniors have completed college entrance requirements.	☐ At least **80%** of *all* seniors have completed college entrance requirements. **(SWSoD Metric)**

3. Assessment of Student Progress

Indicator AVID Criteria	Does Not Meet	Meets AVID Elective Implementation Expectations	AVID Schoolwide	Sustaining AVID Schoolwide
HIGH-SCHOOL INDICATORS (continued)				
31 Pre-Collegiate Exams (Paid or Practice)	☐	☐ **95%** or more of **AVID Elective** high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT® and/or PSAT 10, ACT®, SAT®), appropriate for their grade level. AVID Elective seniors have taken at least one paid test.	☐ At least **50%** of *all* high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT and/or PSAT 10, ACT, SAT), appropriate for their grade level.	☐ At least **70%** of *all* high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT and/or PSAT 10, ACT, SAT), appropriate for their grade level. (SWSoD Metric)
32 Application to Colleges/ Universities	☐	☐ **100%** of **AVID Elective** seniors have applied to one or more colleges/ universities.	☐ At least **50%** of *all* seniors have applied to one or more colleges/universities.	☐ At least **70%** of *all* seniors have applied to one or more colleges/universities. (SWSoD Metric)
33 Acceptance to Colleges/ Universities	☐	☐ **100%** of **AVID Elective** seniors have been accepted to a two- or four-year college/university.	☐ At least **50%** of *all* seniors have been accepted to a two- or four-year college/university.	☐ At least **70%** of *all* seniors have been accepted to a two- or four-year college/university. (SWSoD Metric)

3. Assessment of Student Progress

Indicator AVID Criteria	Does Not Meet	Meets AVID Elective Implementation Expectations	AVID Schoolwide	Sustaining AVID Schoolwide
		DATA COLLECTION AND ANALYSIS (ALL SCHOOLS)		
34 AVID Center Data	☐	☐ AVID Center data are submitted and analyzed to improve AVID implementation for **AVID Elective/ Excel Elective** (MS only) **students**.	☐ AVID Center data are submitted and analyzed to expand schoolwide for **AVID Elective/Excel Elective** (MS only) **students**, students of **AVID Site Team** members, and students instructed in core academic courses.	☐ AVID Center data are submitted and analyzed to sustain **AVID Schoolwide** for students throughout the school.
35 Performance, Enrollment, and/or Staffing Data	☐	☐ Performance, enrollment, and/or staffing data are analyzed to promote **AVID Elective/Excel Elective** (MS only) **students'** access to and success in rigorous advanced courses.	☐ Performance, enrollment, and/or staffing data are analyzed to promote access to and success in rigorous advanced courses for **AVID Elective/ Excel Elective** (MS only) **students**, students of **AVID Site Team** members, and students instructed in core academic courses. **(SW Metric)**	☐ Performance, enrollment, and/or staffing data are analyzed to ensure all students' access to and success in rigorous advanced courses. **(SW Metric)**
36 Standardized Test Data and Outcome Data	☐	☐ Standardized test data and outcome data are analyzed to inform instruction for **AVID Elective/Excel Elective** (MS only) **students** and assess the quality of AVID implementation.	☐ Standardized test data and outcome data are analyzed to inform instruction and assess achievement for **AVID Elective/Excel Elective** (MS only) **students**, students of **AVID Site Team** members, and students instructed in core academic courses, as well as to assess the quality of schoolwide implementation.	☐ Standardized test data and outcome data are analyzed to sustain schoolwide implementation, to inform instruction and assess achievement for all students and has led to changes in policy and instructional decision-making schoolwide.

4. Professional Learning	Rating for Professional Learning	
AVID **Professional Learning** ensures that AVID Elective/ Excel Elective teachers, school leadership, and other faculty and staff receive professional learning in AVID learning strategies, methodologies, and structures to ensure **college and career readiness** for students.	**Number of Indicators at Each Level:** Does Not Meet AVID Implementation Expectations Meets AVID Elective Implementation Expectations Emerging AVID Schoolwide AVID Schoolwide Sustaining AVID Schoolwide	**Overall Level for Professional Learning:** _____

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- *Multi-year professional learning plan*
- *Records of staff attendance at AVID Summer Institute*
- *Professional learning meetings/minutes*
- *List of professional learning opportunities and presenters*

4. Professional Learning

Indicator AVID Criteria	Does Not Meet	The AVID Elective Teacher(s)/Excel Elective teacher(s)...	The AVID Elective Teacher(s)/ Excel Elective teachers(s) and the AVID Site Team...	Teachers, counselors, and administrators...	Teachers, counselors, and administrators...
37 **AVID-Trained in WICOR Methodologies**	☐	☐ is/are **AVID-trained** in **WICOR** methodologies through **AVID-Center-approved national** and regional **trainings**.	☐ is/are **AVID-trained** in **WICOR** methodologies through **AVID-Center-approved national** and regional **trainings**.	☐ (at least **40%**) are **AVID-trained** in **WICOR** methodologies through **AVID-Center-approved national** and regional **trainings**.	☐ (at least **60%**) are **AVID-trained** in **WICOR** methodologies through **AVID-Center-approved national** and regional **trainings**. There is a multi-year plan for AVID professional learning to help maintain 60% of AVID-trained staff. **(SWSoD Metric)**
38 **AVID Instructional Methodologies**	☐	☐ support(s) increased awareness about AVID to other faculty and staff.	☐ collaborates to increase awareness about AVID to other faculty and staff.	☐ receive professional learning from the **AVID Site Team** on AVID instructional methodologies.	☐ receive professional learning from the **AVID Site Team** on AVID instructional methodologies, and it is part of the school's overall professional learning plan.

4. Professional Learning					
Indicator AVID Criteria	Does Not Meet	Principal, SLT, and/or site administrators...	Principal, SLT, and/or site administrators...	Principal, SLT, and/or site administrators...	Principal, SLT, and/or site administrators...
39 Leadership Trainings	☐	☐ have attended at least one of the **AVID Leadership trainings**.	☐ have each attended more than one of the **AVID Leadership trainings**.	☐ have each attended more than one of the **AVID Leadership trainings** and have applied their training to increase schoolwide **college and career readiness**.	☐ have each attended more than one of the **AVID Leadership trainings**, applied their training, and utilized data to make informed decisions about sustaining **AVID Schoolwide**.
40 Professional Learning in AVID Strategies and Structures	☐	☐ ensure(s) financial resources and personnel are available to support professional learning in **AVID strategies** and structures.	☐ ensure(s) processes are in place to support ongoing professional learning in **AVID strategies** and structures for all faculty and staff.	☐ ensure(s) processes are in place to monitor, coach, and adjust the implementation of professional learning.	☐ ensure(s) processes are in place to monitor, coach, and adjust the implementation of professional learning, and professional learning is embedded in daily routines and release days for peer observations and mentoring.

What are some of the particular strengths of **AVID Schoolwide Systems** at your school?

What aspects of **AVID Schoolwide Systems** have room for growth at your school? How might you address these in your AVID site goals?

III. AVID Schoolwide Leadership

AVID Schoolwide leadership sets the vision and tone that promote **college and career readiness** and high expectations for all students in the school.

1. College and Career Readiness Mission and Vision	Rating for College and Career Readiness Mission and Vision	
The school's **College and Career Readiness Mission and Vision** is aligned with AVID's philosophy for **college and career readiness**, reflected in site decisions, documents, and policies, and supported by all **stakeholders** (faculty, staff, students, families, and community members).	**Number of Indicators at Each Level:** Does Not Meet AVID Implementation Expectations Meets AVID Elective Implementation Expectations Emerging AVID Schoolwide AVID Schoolwide Sustaining AVID Schoolwide	**Overall Level for College and Career Readiness Mission and Vision:** _____

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- *Documentation of annual review of schoolwide goals and benchmarks*
- *School policy and vision statement*
- *School Improvement Plan (SIP)*
- *Documentation of steps to implement the SIP*
- *District Strategic Plan*

- *Multi-Year College Readiness Plan (MYCRP)*
- *Evidence of communication efforts (newsletters, meeting minutes, posters, agendas, websites, assemblies, etc.)*
- *Data that supports meeting benchmarks/goals (**master schedule**, staffing lists, budgets, etc.)*

1. College and Career Readiness Mission and Vision

Indicator AVID Criteria	Does Not Meet	Meets AVID Elective Implementation	Emerging AVID Schoolwide	AVID Schoolwide	Sustaining AVID Schoolwide
1 School Mission and Vision Are Aligned With AVID	☐	☐ The school's mission and vision are aligned with AVID's mission and vision for **college and career readiness**, *but* are not evident in school policies, practices, and procedures.	☐ The school's mission and vision are aligned with AVID's mission and vision for **college and career readiness**, and are evident in school policies, practices, and procedures.	☐ The school's mission and vision are aligned with AVID's mission and vision for **college and career readiness**, which serve as a foundation for decision-making.	☐ The school's mission and vision are aligned with AVID's mission and vision for **college and career readiness**, which serve as a foundation for decision-making and are integrated throughout existing school documents such as the School Improvement Plan.
2 Communicate School Mission and Vision to Stakeholders	☐	☐ Principal and AVID Elective/Excel Elective teacher communicate the school's mission and vision to faculty, staff, and students.	☐ Principal and **School Leadership Team (SLT)** communicate the school's mission and vision to a majority of **stakeholders**, including faculty and staff, students, families, and community members.	☐ Principal and **SLT** communicate the school's mission and vision to *all* **stakeholders**, including faculty and staff, students, families, and community members.	☐ Principal and **SLT** communicate the school's mission and vision, and **stakeholders** (including faculty and staff, students, families, and community members) embrace and support the school mission and vision.

2. Representative Governance	Rating for Representative Governance	
Representative Governance focuses on the composition of the school leadership and **AVID Site Team** such as the principal, faculty and staff, and other relevant **stakeholders** who work collaboratively to promote **college and career readiness** and high expectations for all students.	**Number of Indicators at Each Level:** Does Not Meet AVID Implementation Expectations Meets AVID Elective Implementation Expectations Emerging AVID Schoolwide AVID Schoolwide Sustaining AVID Schoolwide	**Overall Level for Representative Governance:** _____

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- *SLT* membership list
- *AVID Site Team* membership list
- *Meeting agendas or minutes that demonstrate collaborative decision-making*

- *Composition of **SLT** and **AVID Site Team***
- *Needs assessment results*

2. Representative Governance

Indicator AVID Criteria	Does Not Meet	Meets AVID Elective Implementation Expectations	Emerging AVID Schoolwide	AVID Schoolwide	Sustaining AVID Schoolwide
3 School Leadership Team (SLT) Composition	☐	☐ **SLT** has a dedicated position for an AVID Elective/Excel Elective teacher or AVID counselor.	☐ **SLT** has dedicated positions for **AVID Site Team** representation, including an AVID Elective/Excel Elective teacher and/or AVID counselor, and tutors and/or students.	☐ **SLT** has dedicated positions for **AVID Site Team** representation and works collaboratively to ensure decision-making processes are filtered through the aligned AVID and school mission and vision.	☐ **SLT** members have participated in Leadership for College and Career Readiness (LCR) or Leading Change for Educational Equity (LCEE). OR **AVID Site Team** and **SLT** are combined.

2. Representative Governance

Indicator AVID Criteria	Does Not Meet	Meets AVID Elective Implementation Expectations	Emerging AVID Schoolwide	AVID Schoolwide	Sustaining AVID Schoolwide
4 **AVID Site Team Composition**	☐	☐ **AVID Site Team** includes the site administrator, interdisciplinary teachers, a counselor, AVID Elective coordinator, and AVID Elective/Excel Elective teachers.	☐ **AVID Site Team** includes the site administrator, interdisciplinary teachers, a counselor, AVID Elective coordinator, and AVID Elective/Excel Elective teachers. In addition, tutors and students are represented at activities and/or meetings during which individual student or teacher performance is not discussed.	☐ At least **30%** of the **SLT** is on the **AVID Site Team**, which includes the principal, interdisciplinary teachers, a counselor, AVID Elective coordinator, and AVID Elective/Excel Elective teachers.	☐ At least **50%** of the **SLT** is on the **AVID Site Team**, which includes the principal, interdisciplinary teachers, a counselor, AVID Elective coordinator, and AVID Elective/Excel Elective teachers. (SWSoD Metric)
5 **SLT and AVID Site Team Collaboration**	☐	☐ The **AVID Site Team** and principal have a plan in place for how to make decisions collaboratively that promote AVID implementation.	☐ **SLT**, **AVID Site Team**, and principal have a plan in place for how to make decisions that promote **college and career readiness** _and_ high expectations of students.	☐ **SLT**, **AVID Site Team**, and principal collaboratively make decisions that promote **college and career readiness** _and_ high expectations of students. (SW Metric)	☐ **SLT**, **AVID Site Team**, and principal collaboratively make decisions that promote **college and career readiness** _and_ high expectations of students, _and_ have a clear and concise process in place to sustain a strong collaborative team over time and through staff transitions. (SW Metric)

3. Strategic College and Career Readiness Planning	Rating for Strategic College and Career Readiness Planning	
Strategic College and Career Readiness Planning ensures school documents and policies such as the School Improvement Plan (SIP), District Strategic Plan, and funding mechanisms are aligned with AVID's philosophy of **college and career readiness** that helps ensure students have **open and equal access** to rigorous courses.	**Number of Indicators at Each Level:** Does Not Meet AVID Implementation Expectations Meets AVID Elective Implementation Expectations Emerging AVID Schoolwide AVID Schoolwide Sustaining AVID Schoolwide	**Overall Level for Strategic College and Career Readiness Planning:** _____

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- *Documentation of annual review of schoolwide goals and benchmarks*
- *School policy and vision statement*
- ***Master schedule**/course catalog*
- *Student/family handbook*
- *School/district budget*

- *School Improvement Plan*
- *Multi-Year College Readiness Plan (MYCRP)*
- *Staff development meeting logs*
- *School/district policy on equity/access to **rigor***
- *Planning documents for addressing barriers to equity*

3. Strategic College and Career Readiness Planning

Indicator AVID Criteria	Does Not Meet	Meets AVID Elective Implementation Expectations	Emerging AVID Schoolwide	AVID Schoolwide	Sustaining AVID Schoolwide
6 **AVID's Philosophy of Open and Equal Access to Rigorous Courses**	☐	☐ The principal and AVID Elective/Excel Elective teacher communicate AVID's philosophy of **open and equal access** to rigorous courses for **AVID Elective/Excel Elective students**.	☐ The principal and **SLT** ensure school policies and published materials reflect AVID's philosophy of **open and equal access** to rigorous courses for **AVID Elective/ Excel Elective students**.	☐ The principal and **SLT** ensure school policies and published materials reflect AVID's philosophy of **open and equal access** to rigorous courses for **AVID Elective/ Excel Elective students** _and_ students throughout the school.	☐ The principal and **SLT** ensure that school practices reflect school policies and written documents regarding **open and equal access** to rigorous courses for all students _and_ serve as a guiding principle for all decision-making throughout the school.

3. Strategic College and Career Readiness Planning					
Indicator **AVID Criteria**	**Does Not Meet**	**Meets AVID Elective Implementation Expectations**	**Emerging AVID Schoolwide**	**AVID Schoolwide**	**Sustaining AVID Schoolwide**
7 **AVID Is Included in School/ District Budgets**	☐	☐ Funding for the AVID Elective/Excel Elective is included in school and/or district budgets.	☐ Funding for the AVID Elective/ Excel Elective is included in school and/or district budgets _and_ the AVID site coordinator participates in the school's budget development process.	☐ Long-term funding mechanisms are in place. Furthermore, the AVID site coordinator(s) has a leadership role in the school's budget development process.	☐ Long-term funding mechanisms are in place. Furthermore, the AVID site coordinator(s) has a leadership role in the school's budget development process and continually reviews the school's budget for line-item or specific allocations.
8 **Address Barriers to Access and Equity**	☐	☐ Principal and AVID Elective/Excel Elective teacher examine barriers to access and equity in school policies and written documents, including student enrollment and demographics in rigorous college preparatory courses.	☐ Principal and **SLT** examine barriers to access and equity in school policies and written documents, including student enrollment and demographics in rigorous college preparatory courses.	☐ Principal and **SLT** examine and develop a plan to confront barriers to access and equity in school policies and written documents, including student enrollment and demographics in rigorous college preparatory courses.	☐ Principal and **SLT** implement a plan throughout the school to confront barriers and equity in school policies and written documents _and_ ensure that student enrollment in rigorous college preparatory courses reflects school demographics.

What are some of the particular strengths of **AVID Schoolwide Leadership** at your school?

What aspects of **AVID Schoolwide Leadership** have room for growth at your school? How might you address these in your AVID site goals?

IV. AVID Schoolwide Culture

AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students being **college and career ready.**

1. Rigor	Rating for Rigor	
A culture of **Rigor** ensures **WICOR** strategies are implemented effectively to help all students access rigorous high school and college preparatory courses, become **college and career ready**, and succeed in rigorous courses.	**Number of Indicators at Each Level:** Does Not Meet AVID Implementation Expectations Meets AVID Elective Implementation Expectations Emerging AVID Schoolwide AVID Schoolwide Sustaining AVID Schoolwide	**Overall Level for Rigor:** _____

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- *Originality and inventiveness in student work*
- *Meeting agendas or sign-in sheets where **rigor** and high expectations are the focus*
- *Professional learning opportunities available*
- *Participation in professional learning opportunities*
- *Classroom observations and walkthroughs*
- *School policy/protocol that addresses the use of **scaffolding** of instruction*
- ***Professional Learning Communities (PLCs)***

1. Rigor

Indicator AVID Criteria	Does Not Meet	The school values a culture of rigor…	The school values a culture of rigor…	The school values a culture of rigor…	The school values a culture of rigor…
1 **WICOR, Scaffolding, and Rigorous Instructional Practices**	☐	☐ that supports the **AVID Site Team's** use of **WICOR** strategies, including **scaffolding** and rigorous instructional practices in the AVID Elective/Excel Elective courses.	☐ that supports the **AVID Site Team's** use of **WICOR** strategies, including **scaffolding** and rigorous instructional practices in AVID Elective/Excel Elective and **AVID-Site-Team**-instructed courses.	☐ that supports the **AVID Site Team** and teachers' use of **WICOR** strategies, including **scaffolding** and rigorous instructional practices in AVID Elective/Excel Elective, **AVID-Site-Team**-instructed, and core academic courses.	☐ that supports teachers' use of **WICOR** strategies, including **scaffolding** and rigorous instructional practices, in *all* courses throughout the school.
2 **Collaboration Through PLCs**	☐	☐ where the **AVID Site Team** collaborates through **Professional Learning Communities (PLCs)** or other formal collaboration structures in the design of lessons that engage **AVID Elective/Excel Elective students** in rigorous assignments.	☐ where the **AVID Site Team** collaborates through **PLCs** or other formal collaboration structures in the design of lessons that engage **AVID Elective/Excel Elective students** and **AVID-Site-Team**-instructed students in rigorous assignments.	☐ where the **AVID Site Team** and teachers collaborate through **PLCs** or other formal collaboration structures in the design of lessons that engage **AVID Elective/Excel Elective students**, students of **AVID Site Team** members, and students in core academic courses in rigorous assignments.	☐ where teachers collaborate through **PLCs** or other formal collaboration structures in the design of lessons in *all* courses that engage students throughout the school in rigorous assignments.

2. Community Activities and College and Career Awareness	Rating for Community Activities and College and Career Awareness	
A culture of **Community Activities and College Awareness** ensures there are active links among schools, community **stakeholders**, local colleges, and universities that facilitate field trips, college/career fairs, academic enrichment programs, and internships and increase students' awareness about college and career opportunities.	**Number of Indicators at Each Level:** Does Not Meet AVID Implementation Expectations Meets AVID Elective Implementation Expectations Emerging AVID Schoolwide AVID Schoolwide Sustaining AVID Schoolwide	**Overall Level for Community Activities and College and Career Awareness:** _____

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- *Review of college and community partnerships*
- *College/university communication log*
- *College and career awareness workshop agendas*
- *College and career awareness workshop timeline*
- *Mailing college and career awareness materials to parents*

- *Schedule of visits by colleges/universities*
- *College and career awareness sessions*
- *College and career awareness session agendas and evaluations*
- *List of students attending college/career fairs*
- *Photos of school events for family and community members*

2. Community Activities and College and Career Awareness

Indicator AVID Criteria	Does Not Meet	Community/College/ Career awareness activities promote a culture of college and career readiness that...	Community/College/ Career awareness activities promote a culture of college and career readiness that...	Community/College/ Career awareness activities promote a culture of college and career readiness that...	Community/College/ Career awareness activities promote a culture of college and career readiness that...
3 **Community Activities**	☐	☐ ensures **AVID Elective/ Excel Elective students** participate in enrichment activities, internships, community service, or service learning to explore careers.	☐ ensures **AVID Elective/ Excel Elective** and **AVID-Site-Team**-instructed students participate in enrichment activities, internships, community service, or service learning to explore careers.	☐ ensures **AVID Elective/ Excel Elective students**, students of **AVID Site Team** members, and students in core academic courses participate in enrichment activities, internships, community service, or service learning to explore careers.	☐ ensures students throughout the school participate in enrichment activities, internships, community service, or service learning to explore careers.

2. Community Activities and College and Career Awareness

Indicator AVID Criteria	Does Not Meet	Community/College/Career awareness activities promote a culture of college and career readiness that...	Community/College/Career awareness activities promote a culture of college and career readiness that...	Community/College/Career awareness activities promote a culture of college and career readiness that...	Community/College/Career awareness activities promote a culture of college and career readiness that...
4 **College Awareness**	☐	☐ ensures **AVID Elective/Excel Elective students** attend college fairs, campus visits (in-person or virtual), and **college and career readiness** activities (e.g., goal-setting, time management, etc.), and/or research colleges.	☐ ensures **AVID Elective/ Excel Elective students** and **AVID-Site-Team**-instructed students attend college fairs, campus visits (in-person or virtual), and **college and career readiness** activities (e.g., goal-setting, time management, etc.), and/or research colleges.	☐ ensures **AVID Elective/ Excel Elective students**, students of **AVID Site Team** members, and students in core academic courses attend college and career fairs, campus visits (in-person or virtual), and **college and career readiness** activities (e.g., goal-setting, time management, etc.), and/or research colleges.	☐ ensures students throughout the school attend college fairs, campus visits (in-person or virtual), and **college and career readiness** activities (e.g., goal-setting, time management, etc.), and/or research colleges _and_ ensures students are knowledgeable about an increased number of colleges/universities.
5 **College Planning and Financial Aid Processes**	☐	☐ ensures that families of **AVID Elective/Excel Elective students** are _aware_ about college planning and financial aid processes.	☐ ensures that families of **AVID Elective/Excel Elective students** and **AVID-Site-Team**-instructed students are _aware_ about college planning and financial aid processes.	☐ ensures that families of **AVID Elective/Excel Elective students**, **AVID-Site-Team**-instructed students, and students instructed in core academic courses are _aware_ about college planning and financial aid processes.	☐ ensures that families throughout the school are _aware_ about college planning and financial aid processes.

3. College-Going Environment	Rating for College-Going Environment	
A **College-Going Environment** is a school climate in which college attendance and enrollment is a clear and prominent expectation and students are actively guided by faculty and staff to meet college readiness requirements for post-secondary success.	**Number of Indicators at Each Level:** Does Not Meet AVID Implementation Expectations Meets AVID Elective Implementation Expectations Emerging AVID Schoolwide AVID Schoolwide Sustaining AVID Schoolwide	**Overall Level for College-Going Environment:** _____

Examples of Evidence Sources and Resources
The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- *Display of college pennants, banners, posters, etc.*
- *College acceptance letters*
- *Student surveys*
- *Documentation of the number of scholarship applications submitted*
- *Documentation of the number of received scholarships*
- *AVID Site Team and teacher surveys*

3. College-Going Environment

Indicator AVID Criteria	Does Not Meet	The school promotes a college-going culture…	The school promotes a college-going culture…	The school promotes a college-going culture…	The school sustains a college-going culture…
6 College Pennants and Banners	☐	☐ by displaying college pennants, banners, posters, or other décor in classrooms of AVID Elective/Excel Elective teachers.	☐ by displaying college pennants, banners, posters, or other décor in classrooms of AVID Elective/Excel Elective teachers and **AVID Site Team** members and in one or two public spaces on campus.	☐ by displaying college pennants, banners, posters, or other décor in classrooms of AVID Elective/Excel Elective teachers, **AVID Site Team** members, and core academic teachers and in three or four public spaces on campus.	☐ by displaying college pennants, banners, posters, or other décor in classrooms throughout the school and in five or more public spaces on campus.
7 College Talk	☐	☐ that engages in **college talk** in the AVID Elective/Excel Elective classrooms.	☐ that engages in **college talk** in AVID Elective/Excel Elective and **AVID-Site-Team**-instructed courses.	☐ that engages in **college talk** in AVID Elective/Excel Elective courses, **AVID-Site-Team**-instructed courses, and core academic courses.	☐ that engages in **college talk** in all courses throughout the school.
8 Perceived Teacher Expectations	☐	☐ where **AVID Elective/Excel Elective students** believe their teachers expect them to attend college, as evidenced by student surveys.	☐ where **AVID Elective/Excel Elective students** and **AVID-Site-Team**-instructed students believe their teachers expect them to attend college, as evidenced by student surveys.	☐ where **AVID Elective/Excel Elective students**, students of **AVID Site Team** members, and students instructed in core academic courses believe their teachers expect them to attend college, as evidenced by student surveys.	☐ where at least **90%** or more of students throughout the school believe their teachers expect them to attend college, as evidenced by student surveys.
9 Teacher Expectations	☐	☐ where the AVID Elective/Excel Elective teachers expect **AVID Elective/Excel Elective students** to attend college, as evidenced by teacher surveys.	☐ where the **AVID Site Team** expects **AVID Elective/Excel Elective** and **AVID-Site-Team**-instructed students to attend college, as evidenced by **AVID Site Team** and teacher surveys.	☐ where the **AVID Site Team** and other teachers expect **AVID Elective/Excel Elective students**, students of **AVID Site Team** members, and students instructed in core academic courses to attend college, as evidenced by **AVID Site Team** and teacher surveys.	☐ where at least **90%** or more of teachers expect students throughout the school to attend college, as evidenced by **AVID Site Team** and teacher surveys.

3. College-Going Environment

Indicator AVID Criteria	Does Not Meet	The school promotes a college-going culture…	The school promotes a college-going culture…	The school promotes a college-going culture…	The school sustains a college-going culture…
		HIGH-SCHOOL INDICATORS			
10 **Grants and Scholarships**	☐	☐ that ensures **AVID Elective/ Excel Elective students** are *aware* of grants and scholarships.	☐ that ensures **AVID Elective/ Excel Elective** and **AVID-Site-Team**-instructed students are *aware* of grant and scholarship opportunities.	☐ that ensures **AVID Elective/ Excel Elective students**, students of **AVID Site Team** members, and students instructed in core academic courses are *aware* of grant and scholarship opportunities.	☐ that ensures systems and support structures are in place to assist students in application and submission processes for grants and scholarships.
11 **FAFSA**	☐	☐ that supports FAFSA awareness for **AVID Elective/Excel Elective students**.	☐ that supports FAFSA awareness for **AVID Elective/ Excel Elective students** and **AVID-Site-Team**-instructed students.	☐ that supports FAFSA awareness for **AVID Elective/Excel Elective students**, students of **AVID Site Team** members, and students instructed in core academic courses.	☐ that ensures systems and support structures are in place to assist students and their families in the completion and submission of FAFSA forms.

What are some of the particular strengths of **AVID Schoolwide Culture** at your school?

What aspects of **AVID Schoolwide Culture** have room for growth at your school? How might you address these in your AVID site goals?

AVID Coaching and Certification Instrument Report | 2021–2022 School Year

District: _____   School: _____

County: _____   Region: _____

	Does Not Meet AVID Implementation Expectations	*Meets AVID Elective Implementation Expectations*	*Emerging AVID Schoolwide*	*AVID Schoolwide*	*Sustaining AVID Schoolwide*
I. Instruction	❏	❏	❏	❏	❏
II. Systems	❏	❏	❏	❏	❏
III. Leadership	❏	❏	❏	❏	❏
IV. Culture	❏	❏	❏	❏	❏
Total:	_____	_____	_____	_____	_____

In order to be an **AVID Schoolwide Site,** at least two out of four Domains are rated "AVID Schoolwide" or higher. Domains rated less than "AVID Schoolwide" must be rated "Emerging AVID Schoolwide." Additionally, all five Schoolwide Metrics must be rated "AVID Schoolwide" or higher.

Schoolwide Metrics

		AVID Schoolwide or higher
I.1.15	**WICOR Strategies**	❏
II.2.17	**Courses of High Rigor**	❏
II.2.19	**Academic Support Structures and Rigorous Instructional Practices**	❏
II.2.35	**Performance, Enrollment, and/or Staffing Data**	❏
III.2.5	**SLT and AVID Site Team Collaboration**	❏

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In order to be an **AVID Schoolwide Site of Distinction**, all Domains are rated "AVID Schoolwide" or higher. Additionally, all five Schoolwide Metrics must be rated "AVID Schoolwide" or higher and all Schoolwide Site of Distinction Process Metrics and at least two Impact Metrics are rated "Sustaining AVID Schoolwide."

Schoolwide Site of Distinction — Process Metrics	Sustaining AVID Schoolwide
I.1.15 WICOR Strategies	❑
II.4.37 AVID-Trained in WICOR Methodologies	❑
III.2.4 AVID Site Team Composition	❑

Schoolwide Site of Distinction — Impact Metrics	Sustaining AVID Schoolwide
Middle School	
II.3.21 Enrollment in At Least One Course of Rigor	❑
II.3.23 Pre-Collegiate Exams	❑
High School	
II.3.28 Enrollment in At Least One Course of Rigor	❑
II.3.29 AP, IB, AICE, or EOC Dual Enrollment Exams	❑
II.3.30 College Entrance Requirements	❑
II.3.31 Pre-Collegiate Exams	❑
II.3.32 Application to Colleges/Universities	❑
II.3.33 Acceptance to College/Universities	❑

Certification Rating Levels for AVID Secondary Sites: Check the appropriate rating level.

☐ **New AVID Site** – Began implementation in _____ / _____ / _____ (MM/DD/YYYY).

☐ **Does Not Meet AVID Certification Expectations** — At least one of the Domains is rated "Does Not Meet AVID Implementation Expectations."

☐ **AVID Certified Elective Implementation** — All Domains are rated "Meets AVID Elective Implementation Expectations" or higher.

☐ **AVID Emerging Schoolwide Site** — Three out of four Domains are rated "Emerging AVID Schoolwide" or higher. If one Domain is rated less than "Emerging AVID Schoolwide," the rating must be "Meets AVID Elective Implementation Expectations."

☐ **AVID Schoolwide Site** — At least two out of four Domains are rated "AVID Schoolwide" or higher. Domains rated less than "AVID Schoolwide" must be rated "Emerging AVID Schoolwide." Additionally, all five Schoolwide Metrics must be rated "AVID Schoolwide" or higher.

☐ **AVID Schoolwide Site of Distinction** — All Domains are rated "AVID Schoolwide" or higher. Additionally, all five Schoolwide Metrics must be rated "AVID Schoolwide" or higher and all Schoolwide Site of Distinction Process Metrics and at least two Impact Metrics are rated "Sustaining AVID Schoolwide."

_____   _____   _____

(Name of school)   (Print name of person completing form)   (Date form completed)

AVID Coaching and Certification Instrument Report | 2021–2022 School Year

District: _____

School: _____

County: _____

Region: _____

_____

Signature of person completing form

_____

(Date signed)

_____

Signature of School Principal

_____

(Date signed)

_____

Signature of District Director

_____

(Date signed)

<u>Commendations and Recommendations Approved by the District Director:</u>

Commendations:

Recommendations: