

2009-2010

AVID
Certification Report
and
Self-Study Continuum

Name: _____

School Name: _____

(NCES) Number: _____ - _____ - _____

National Center for Educational Statistics

County/Region: _____

State Name: _____

How to Use this Instrument

For a site to implement the AVID program, AVID Center assumes the school has adopted and implemented a philosophy which is aligned with AVID's mission and vision, and upholds its commitment to students. Thus, this guide is a tool for a detailed self-review of a site's AVID system. Complete this guide as a site team early in the school year (e.g., October) as you complete the AVID Data Collection process and your Initial Self-Study (ISS). With your regional/district director (and AVID consultant where applicable), develop recommendations for addressing areas for growth and for maintaining/expanding areas of strength. Use this guide throughout the school year, and again in the spring as you complete the Certification Self-Study (CSS) to determine a final certification recommendation.

The overall certification rating for the school is determined based on the individual levels of implementation of each AVID Essential. There are 11 AVID Essentials standard across the country. Each Essential has multiple Indicators describing important aspects of implementation of that Essential. You will actually 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 next sections detail this process.

I. Determining the Level of Implementation for Each Indicator

Each indicator has a description under each of four headings: *Not AVID*, *Meets Certification Standards*, *Routine Use*, and *Institutionalization*. Review your evidence sources and check the applicable boxes indicating which evidence sources you are using for documentation; if creating additional evidence sources, check the box for "Other." Mark each Indicator according to the evidence you have. Once you have determined the level of implementation for each Indicator in an Essential, you are ready to determine the level of implementation of that Essential.

II. Determining the Level of Implementation of Each Essential

There are four possibilities for the rating for *each AVID Essential*: *Not AVID (Level 0)*, *Meets Certification Standards (Level 1)*, *Routine Use (Level 2)*, or *Institutionalization (Level 3)*. To be certified all Essentials must be at Level 1. To be at Level 2 implies that all Indicators for Level 1 are in place as well as Indicators for Level 2. To be at Level 3 implies that all Indicators for Levels 1 and 2 are in place as well as Indicators for Level 3. As described above, the levels of implementation for the Essentials determine the overall certification rating for the school.

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 and of the areas for growth and your site team's next steps.

- ***Institutionalization (Level 3)***: No more than one Indicator is 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 at level 0.
- ***Routine Use (Level 2)***: No more than one Indicator is below Level 2. No Indicator may be at level 0.

- **Meets Certification Standards (Level 1):** No more than one Indicator is below Level 1; there must be a plan in place and implemented to bring that Indicator to Level 1 or higher for the following school year.
- **Not AVID (Level 0):** Certification requirements for Level 1 are not met (more than 1 Indicator is below Level 1). There was no plan or the plan from the previous year was not implemented effectively.

III. Determining the Certification Level of the School:

The overall certification level for the school is based on the ratings for each of the 11 AVID Essentials. There are five possibilities for the school rating: “*Non-Certified*,” “*Affiliate*,” “*AVID Certified*,” “*Certified and Eligible to Apply to Become an AVID Demonstration School*,” and “*Certified and Continuing as an AVID Demonstration School*.”

In addition, AVID Center may identify sites, which have all Eleven AVID Essentials rated at Institutionalization (Level 3), and meet additional student achievement benchmarks as “AVID Certified With Distinction.” Sites nor Regional/District directors may identify sites for this distinction; but AVID Center will solicit recommendations from the Regional/District directors of sites whose data warrant such recognition.

Non-Certified: The site has never been certified and has one or more AVID Essentials rated as *Not AVID (Level 0)* and is working to implement all 11 AVID Essentials.

Affiliate:

The site was once Certified, but now has one or more AVID Essentials rated as *Not AVID (Level 0)*. A plan is in place to bring such Indicator(s) to Level 1 for the following school year.

Certified:

All AVID Essentials rated *Meets Certification Standards (Level 1)* or higher.

Certified and Eligible to Apply to Become an AVID Demonstration School:

All 11 AVID Essentials are implemented effectively, for at least two consecutive years at the middle school level and at last three consecutive years at the high school level with at least one graduating class of at least twenty seniors, and are rated *Routine Use (Level 2)* or higher with no Indicator at “Not AVID” (Level 0). The site’s AVID Regional/District Director recommends the site to apply to be a demonstration site. The site sends a team to attend the demonstration strand in SI and completes the demonstration school application.

Certified and Eligible to Continue as an AVID Demonstration School:

Site met all demonstration criteria and was recommended by the AVID National Validation Team.

IV. Review your Completed Self-Study with your AVID Regional/District Director

After your site team completes the self-study to rate your site on all 11 Essentials, identify your sites’ strengths and areas for growth. Your Regional/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.

AVID Essential No. 1	Possible Evidence Sources	Rating for AVID Essential No. 1
<p>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.</p>	<ul style="list-style-type: none"> <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"/> Matrix showing weights assigned to selection criteria <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 1:</p> <p style="text-align: center;">_____</p>

Rating Guide: Indicators for Levels of Use

<i>Not AVID (Level 0)</i>	<i>Meets Certification Standards (Level 1)</i>	<i>Routine Use (Level 2)</i>	<i>Institutionalization (Level 3)</i>
<p>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.”</p> <p>2. <input type="checkbox"/> Insufficient data are available to determine how students were selected and/or the status of their academic backgrounds.</p> <p>3. <input type="checkbox"/> Student selection processes are not reviewed by AVID site team prior to the student recruitment process.</p>	<p><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.</p> <p><input type="checkbox"/> Supporting documentation provides evidence of a student recruitment plan and its implementation.</p> <p><input type="checkbox"/> Student selection processes are developed by the AVID site team prior to the student selection process.</p>	<p><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 of the student interviews is available.</p> <p><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.</p> <p><input type="checkbox"/> Student selection processes are developed, analyzed, and revised as necessary by AVID site team, and AVID site team members participate in the selection process.</p>	<p><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 of the student interviews illustrates a continuing refinement of the selection process.</p> <p><input type="checkbox"/> Supporting documentation provides evidence of a student recruitment plan which addresses the needs of potential AVID students.</p> <p><input type="checkbox"/> Student selection processes are developed, analyzed, and revised as necessary by AVID site team. AVID site team members play an active role in selection process by soliciting input from a prospective student’s teachers, interviewing students, etc.</p>

*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 one who meets one or more of the following criteria: first in family to attend college, historically underserved in 4 year-colleges, low income, special circumstances. The AVID student is one who can achieve in rigorous curriculum with approximately one hour of extra support per day. From Implementing and Managing the AVID Program in the AVID Library.

AVID Essential No. 2	Possible Evidence Sources	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 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 <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>

<i>Rating Guide: Indicators for Levels of Use</i>			
<i>Not AVID (Level 0)</i>	<i>Meets Certification Standards (Level 1)</i>	<i>Routine Use (Level 2)</i>	<i>Institutionalization (Level 3)</i>
<p>1. <input type="checkbox"/> Fewer than 100% of AVID students are placed in the AVID elective class with a contract signed by all parties.</p> <p>2. <input type="checkbox"/> Insufficient evidence is available to validate that the AVID teacher(s) voluntarily chose to participate in the program.</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>4. <input type="checkbox"/> Insufficient data is available to determine how an AVID elective teacher is identified and selected for participation in AVID.</p> <p>5. <input type="checkbox"/> Insufficient data is available on how AVID site team members are identified and selected for participation in AVID.</p>	<p><input type="checkbox"/> 100% of students enrolled in the AVID academic elective class(es) have contracts signed by all parties.</p> <p><input type="checkbox"/> There is documentation to show that 100% of the AVID elective teacher(s) chose to voluntarily participate in the program.</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 provides evidence of a process used in identifying and selecting AVID elective teacher(s).</p> <p><input type="checkbox"/> Documentation provides some evidence of a process used in identifying and selecting AVID site team members.</p>	<p><input type="checkbox"/> 100% of students enrolled in the AVID academic elective class(es) have contracts signed by all parties. There is evidence of parent meeting (s) to gain parent support.</p> <p><input type="checkbox"/> There is documentation to show that the AVID elective teacher(s) chose to participate in the program and to attend AVID site team meetings & events.</p> <p><input type="checkbox"/> Documentation shows s 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 provides evidence of a process used in identifying and selecting AVID elective teacher(s). The process has been reviewed and updated based on site team input.</p> <p><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.</p>	<p><input type="checkbox"/> 100% of students enrolled in the AVID academic elective class(es) have contracts signed by all parties. There is evidence showing increased involvement of parents in the program.</p> <p><input type="checkbox"/> There is documentation to show that the AVID elective teacher(s) chose to participate in the program and to assume leadership for implementing site team activities.</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><input type="checkbox"/> Documentation provides substantial evidence of a long-term plan and process for identifying and selecting AVID elective teacher(s)</p> <p><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.</p>

<p>6. <input type="checkbox"/> Fewer than 100% of the AVID site team advocates for AVID students' access to rigorous courses at each grade level.</p>	<p><input type="checkbox"/> 100% of the AVID site team, including the principal, advocates for AVID students' access to rigorous courses at each grade level.</p>	<p><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.</p>	<p><input type="checkbox"/> There is evidence that site policies reflect full access to rigorous courses for all AVID students.</p>
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What are some of the particular strengths of AVID Essential 2 at your school?

What aspects of AVID Essential 2 have room for growth?

AVID Essential No. 3	Possible Evidence Sources	Rating for AVID Essential No. 3
<p>The school must be committed to full implementation of the AVID Program, 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"/> Plans for program expansion <input type="checkbox"/> Attendance data <input type="checkbox"/> Recruitment timeline <input type="checkbox"/> Use of AVID curriculum guides especially <i>Implementing and Managing the AVID Program</i> and <i>Weeks at a Glance</i> on www.avidonline.org <input type="checkbox"/> Lesson plans for the AVID elective class. <input type="checkbox"/> Student class registration forms (choice slips) <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 style="text-align: center;">_____</p>

<i>Rating Guide: Indicators for Levels of Use</i>			
<i>Not AVID (Level 0)</i>	<i>Meets Certification Standards (Level 1)</i>	<i>Routine Use (Level 2)</i>	<i>Institutionalization (Level 3)</i>
<p>1. <input type="checkbox"/> The AVID elective class does not meet continuously for a full academic year. OR one or more sections of the AVID elective class meet primarily outside of the regular academic school day. (NOTE: This essential speaks only to actual AVID elective classes. It is not intended to address the use of AVID instructional methodologies in other settings.)</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 in an academic class at that school.)</p> <p>3. <input type="checkbox"/> There is no evidence that the AVID class reflects use of AVID curriculum or recommended activities for a week in AVID.</p>	<p><input type="checkbox"/> Documentation provides evidence that year-long AVID elective classes are scheduled within the regular academic school day (periods where multiple academic classes are offered).</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 in an academic class at that school.)</p> <p><input type="checkbox"/> AVID class instruction provides a balance between use of AVID curriculum, tutorials, and motivational team building activities.</p>	<p><input type="checkbox"/> Supporting documentation provides evidence 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"/> 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 students have access to college fieldtrips, mentoring programs, college prep activities such as AVID Club, "Summer Bridge"</p>	<p><input type="checkbox"/> Supporting documentation provides evidence that AVID elective classes are scheduled within the regular academic school day. AVID elective class is offered as a choice for the following school year. AVID elective teacher, site team members and counselor make students aware of AVID during the recruitment and enrollment process.</p> <p><input type="checkbox"/> AVID has expanded to include multiple fully enrolled 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><input type="checkbox"/> AVID coordinators have effective relationships and partnerships with college admissions and outreach programs that benefit the site's AVID students and program.</p>

AVID Essential No. 4	Possible Evidence Sources	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 junior high/middle 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"/> Student schedules (previous year vs. current year) <input type="checkbox"/> Report cards <input type="checkbox"/> Transcripts <input type="checkbox"/> Master Course Enrollment Lists (High School AP & Middle School Pre-AP) <input type="checkbox"/> ACT, SAT, PSAT, PLAN score sheets <input type="checkbox"/> Formal reporting of test scores from actual standardized tests taken <input type="checkbox"/> Use of the 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 style="text-align: center;">_____</p>

<i>Rating Guide: Indicators for Levels of Use</i>			
<i>Not AVID (Level 0)</i>	<i>Meets Certification Standards (Level 1)</i>	<i>Routine Use (Level 2)</i>	<i>Institutionalization (Level 3)</i>
<p>1. <input type="checkbox"/> Fewer than 100% of AVID students' schedules reflect that they are enrolled in rigorous courses which will enable them to meet requirements for university enrollment.</p> <p>2. <input type="checkbox"/> Fewer than 50% of AVID students received passing grades of "C" or better (previous semester <i>and/or</i> previous six weeks) in each of their core academic courses.</p> <p>3. <input type="checkbox"/> High Schools (spanning grades 9-12 or 10-12): Fewer than 100% of AVID students are on track to complete 4-year college entrance requirements. (CA UC-CSU "a-g" courses; other states' requirements in English, history, fine arts, math, science, languages).</p>	<p><input type="checkbox"/> 100% of AVID students' schedules reflect enrollment in courses, appropriate to the student, which will enable students to meet course requirements for 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"/> At least 50-69% of AVID students received passing grades of "C" or better (previous semester <i>and/or</i> previous six weeks) in each of their core academic courses.</p> <p><input type="checkbox"/> High Schools (spanning grades 9-12 or 10-12): 100% of AVID students have an implemented plan for being "on track" to complete 4-year college entrance requirements ("on track" is defined as implementing a plan to take the sequence of courses required to be accepted to a 4 year college/university)</p>	<p><input type="checkbox"/> 100% of AVID students' schedules reflect enrollment in courses, appropriate to the student, that are academically rigorous and which will enable them to fulfill the sequence of university entrance requirements.</p> <p><input type="checkbox"/> At least 70- 84% of AVID students received passing grades of "C" or better (previous semester <i>and/or</i> previous six weeks) in each of their core academic courses.</p> <p><input type="checkbox"/> High Schools (spanning grades 9-12 or 10-12): 100% of AVID students are on track to complete 4-year college entrance requirements; 50% of AVID juniors and seniors have completed AP, IB or dual credit college courses (those numbered 100 or higher, are non-remedial and transferable to a 4 year college/university)</p>	<p><input type="checkbox"/> 100% of AVID students' schedules reflect that they are enrolled in the most rigorous academic courses, appropriate to the student, which are offered in their school and fulfill the sequence of university entrance requirements.</p> <p><input type="checkbox"/> At least 85% of AVID students received grades of "C" or better (previous semester <i>and/or</i> previous six weeks) in each of their core academic courses.</p> <p><input type="checkbox"/> High Schools (spanning grades 9-12 or 10-12): 100% of AVID seniors have completed at least one or more AP or IB courses and have taken the corresponding exams, and/or have completed at least one or more dual credit college courses (those numbered 100 or higher, are non-remedial and are transferable to a 4 year college). Number of students in the school taking AP or IB exams has increased from previous year.</p>

<p>4. <input type="checkbox"/> High Schools (spanning grades 9-12 or 10-12): Fewer than 100% of AVID students receive counseling and/or coaching to complete a recommended sequence of math courses for college entrance to a 4 year college/university.</p>	<p><input type="checkbox"/> High Schools (spanning grades 9-12 or 10-12): 100% of AVID students receive counseling and/or coaching to complete a recommended sequence of math courses for college entrance to a 4 year college/university.</p>	<p><input type="checkbox"/> High Schools (spanning grades 9-12 or 10-12): At least 50% of AVID students are “on track” to complete a math sequence of courses required for entrance to a 4 year college/university to include completion of courses such as Geometry, Algebra 2, Pre-Calculus, Trigonometry, Calculus or Statistics.</p>	<p><input type="checkbox"/> High Schools (spanning grades 9-12 or 10-12): At least 90% of AVID students are “on track” to complete a math sequence of courses required for entrance to a 4 year college or university to include completion of courses such as Geometry, Algebra 2, Pre-Calculus, Trigonometry, Calculus or Statistics.</p>
<p>5. <input type="checkbox"/> High Schools (spanning grades 9-12 or 10-12): Fewer than 100% of AVID students participated in appropriate college testing during the past year (e.g. SAT, ACT, PLAN, EXPLORE, PSAT).</p>	<p><input type="checkbox"/> High Schools (spanning grades 9-12 or 10-12): 100% of AVID students participated in appropriate college testing in the past year (e.g. SAT, ACT, PLAN, EXPLORE, PSAT).</p>	<p><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 (e.g. PLAN, EXPLORE, PSAT).</p>	<p><input type="checkbox"/> High Schools (spanning grades 9-12 or 10-12): 100% of the graduating AVID seniors participated in the ACT and/or SAT in a paid, formal sitting; 100% of other AVID students participated in appropriate college testing at each grade level.</p>
<p>6. <input type="checkbox"/> Middle Schools/ Junior Highs with an 8th Grade: Fewer than 50% of AVID students had completed a high school credit-bearing Algebra I course upon completion of 8th grade.</p>	<p><input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: At least 50% of current AVID students completed a high school credit-bearing Algebra I course upon completion of 8th grade. (high school credit-bearing implies student does not retake Algebra I in grade 9)</p>	<p><input type="checkbox"/> Middle Schools/ Junior Highs with an 8th Grade: At least 70% of AVID students completed a high school credit-bearing Algebra I course, or higher, upon completion of 8th grade.</p>	<p><input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: At least 90% of AVID students completed a high school credit-bearing Algebra I course upon completion of 8th grade.</p>
<p>7. <input type="checkbox"/> Middle Schools/ Junior Highs with an 8th Grade: Fewer than 80% of current AVID 8th graders have chosen their college prep courses for 9th grade.</p>	<p><input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: At least 80% of current AVID 8th graders have chosen their college-prep courses for 9th grade prior to the end of their 8th grade year.</p>	<p><input type="checkbox"/> Middle Schools/ Junior Highs with an 8th Grade: At least 90% of AVID 8th graders have chosen their college-prep courses for 9th grade prior to the end of their 8th grade year.</p>	<p><input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: 100% of AVID 8th graders have chosen their college-prep courses for 9th grade prior to the end of their 8th grade year.</p>
<p>8. <input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: Fewer than 50% of current 8th grade AVID students have taken tests such as the PSAT, PLAN or EXPLORE.</p>	<p><input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: At least 50% of current 8th grade AVID students have taken tests such as the PSAT, PLAN or EXPLORE.</p>	<p><input type="checkbox"/> Middle Schools/ Junior Highs with an 8th Grade: At least 75% of current 8th grade AVID students have taken tests such as the PSAT, PLAN or EXPLORE.</p>	<p><input type="checkbox"/> Middle Schools/Junior Highs with an 8th Grade: At least 90% of current 8th grade AVID students have taken tests such as the PSAT, PLAN or EXPLORE.</p>

AVID Essential No. 5	Possible Evidence Sources	Rating for AVID Essentials No. 5
<p>A strong, relevant writing and reading curriculum provide a basis for instruction in the AVID classroom.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use of the AVID writing curriculum <input type="checkbox"/> Classroom observations of teachers, tutors, and students using WICR 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 <input type="checkbox"/> Portfolios <input type="checkbox"/> Evidence of teacher/tutor collaboration <input type="checkbox"/> Lesson plans of AVID elective teachers and site team teachers <input type="checkbox"/> Agendas/transcripts/evaluations of professional development modeling WICR strategies <input type="checkbox"/> Written reflections of student learning (e.g. AVID Learning Logs) <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 5:</p> <p style="text-align: center;">_____</p>

<i>Rating Guide: Indicators for Level of Use</i>			
<i>Not AVID (Level 0)</i>	<i>Meets Certification Standards (Level 1)</i>	<i>Routine Use (Level 2)</i>	<i>Institutionalization (Level 3)</i>
<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>2. <input type="checkbox"/> Students spend little or no time receiving instruction on the writing process</p> <p>3. <input type="checkbox"/> Students do not use Cornell notes and do not understand their usefulness for accessing rigorous curriculum.</p>	<p><input type="checkbox"/> Students in the AVID elective class spend time each week receiving instruction in writing-to-learn strategies and using the AVID writing curriculum.</p> <p><input type="checkbox"/> Students in the AVID elective class spend time receiving instruction in the writing process and participating in timed writing.</p> <p><input type="checkbox"/> Cornell notes are a weekly part of the AVID classroom; training is provided on their use, and they are part of each AVID student's AVID grade.</p>	<p><input type="checkbox"/> Students in the AVID elective class spend time receiving instruction in writing-to-learn activities, which are part of a yearlong instructional plan, and use the writing-to-learn activities in classes other than AVID.</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 take and use Cornell notes as part of the AVID elective class and use them weekly in classes other than AVID; all Cornell notes are part of the students' AVID grades.</p>	<p><input type="checkbox"/> Students in the AVID elective class spend time in writing-to-learn activities, which are part of a vertically aligned instructional plan, and use the writing-to-learn activities in all core academic subject areas.</p> <p><input type="checkbox"/> AVID students use writing to create permanent documents or records for review, study, analysis, synthesis, and evaluation.</p> <p><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.</p>

<p>4. <input type="checkbox"/> Students do not use class time to write reflections of their learning and/or use AVID learning logs at least weekly.</p>	<p><input type="checkbox"/> Individual student written reflections of their learning are a weekly part of the AVID classroom and are part of each AVID student's grade (e.g. "AVID learning logs").</p>	<p><input type="checkbox"/> Written reflections and/or learning logs are a weekly part of the AVID classroom, are part of the AVID students' grades, and are used in classes other than AVID.</p>	<p><input type="checkbox"/> Written reflections and/or learning logs are a weekly part of the AVID classroom, are part of the AVID students' grades, and are used in <u>all core</u> academic subject areas.</p>
<p>5. <input type="checkbox"/> No evidence exists of the use of reading strategies in the AVID elective class.</p>	<p><input type="checkbox"/> Students in the AVID elective class spend time each week receiving instruction in reading-to-learn strategies to access rigorous curriculum, including connecting to prior knowledge and understanding text structure.</p>	<p><input type="checkbox"/> Students in the AVID elective class receive instruction in reading-to-learn activities, scaffolding reading instruction to increase comprehension skills.</p>	<p><input type="checkbox"/> Students in the AVID elective class receive instruction in reading-to-learn activities; the activities are part of a yearlong vertically aligned instructional plan, and students use the reading-to-learn activities in all core academic courses.</p>

What are some of the particular strengths of AVID Essential 5 at your school?

What aspects of AVID Essential 5 have room for growth?

AVID Essential No. 6	Possible Evidence Sources	Rating for AVID Essentials No. 6
<p>Inquiry is used as a basis for instruction in the AVID classroom to promote critical thinking.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use of AVID tutorial library and materials <input type="checkbox"/> Classroom observations of teachers, tutors, and students using WICR strategies <input type="checkbox"/> Tutorial Request Forms <input type="checkbox"/> Student work samples of AVID assignments demonstrating expectations and strategies for using higher level questions <input type="checkbox"/> Cornell notes <input type="checkbox"/> Binders <input type="checkbox"/> Portfolios <input type="checkbox"/> Lesson plans - especially AVID elective teacher, but not excluding other teachers <input type="checkbox"/> Documentation of Socratic seminars <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>

<i>Rating Guide: Indicators for Levels of Use</i>			
<i>Not AVID (Level 0)</i>	<i>Meets Certification Standards (Level 1)</i>	<i>Routine Use (Level 2)</i>	<i>Institutionalization (Level 3)</i>
<p>1. <input type="checkbox"/> AVID students do not participate in the AVID tutorial process.</p> <p>2. <input type="checkbox"/> Students' notes do not include questions in the left hand column.</p> <p>3. <input type="checkbox"/> There is no evidence that students develop questions for tutorial group discussions.</p> <p>4. <input type="checkbox"/> No evidence exists for the use of Socratic seminar strategies and philosophical chairs' discussions in the AVID academic elective class</p>	<p><input type="checkbox"/> AVID students develop and practice critical thinking skills through participation in the AVID tutorial process.</p> <p><input type="checkbox"/> Students' notes include questions in the left hand column and their notes are graded weekly for inclusion of these questions.</p> <p><input type="checkbox"/> There is evidence that AVID students develop Costa's Level 1, 2 and 3 questions (or Bloom's levels 1-6) for their notes and tutorial group discussions, and use these strategies in their class work.</p> <p><input type="checkbox"/> There is evidence of the use of philosophical chairs discussions and Socratic seminar strategies in the AVID academic elective class.</p>	<p><input type="checkbox"/> AVID students improve their critical thinking skills and take ownership for their own learning through participation in the AVID tutorial process.</p> <p><input type="checkbox"/> Students' notes include questions in the left hand column; students help to develop a rubric for grading the questions and use questions and notes in their curriculum lessons.</p> <p><input type="checkbox"/> AVID students are actively engaged in tutorial groups. Students use the tutorial request forms and write reflections after the tutorial sessions; they use these problem solving strategies in other curriculum lessons.</p> <p><input type="checkbox"/> There is evidence that the students routinely participate in philosophical chairs' discussions and Socratic seminar strategies in the AVID academic elective class.</p>	<p><input type="checkbox"/> AVID students routinely demonstrate effective critical thinking skills and take ownership for the effectiveness of the tutorial process and for other students' learning.</p> <p><input type="checkbox"/> Students consistently use higher level questions to demonstrate critical thinking and understanding of rigorous curriculum.</p> <p><input type="checkbox"/> Students demonstrate the inquiry process for critical thinking and model the AVID tutorial problem solving process in all academic core subject areas.</p> <p><input type="checkbox"/> There is evidence that students select topics and lead discussions during philosophical chairs and Socratic seminar activities in the AVID academic elective class as well as in other academic core classes.</p>

NOTE: Arthur Costa's Levels of Questions 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., applying, evaluating, hypothesizing, imagining, judging, predicting, speculating) from Implementing and Managing the AVID Program.

AVID Essential No. 7	Possible Evidence Sources	Rating for AVID Essential No. 7
<p>Collaboration is used as a basis for instruction in the AVID classroom.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use of AVID tutorial library and materials <input type="checkbox"/> Use of other AVID libraries such as <i>Strategies for Success, Writing, Critical Reading, AVID College Readiness</i> <input type="checkbox"/> Classroom observations of teachers, tutors, and students using WIC-R strategies <input type="checkbox"/> Student work samples of AVID assignments over extended time <input type="checkbox"/> Evidence of teacher/tutor collaboration <input type="checkbox"/> Lesson plans - especially AVID elective teacher, but not excluding other teachers <input type="checkbox"/> Survey of site team members <input type="checkbox"/> Evidence of students' willingness to fully participate in AVID elective and core class activities <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 style="text-align: center;">_____</p>

<i>Rating Guide: Indicators for Levels of Use</i>			
<i>Not AVID (Level 0)</i>	<i>Meets Certification Standards (Level 1)</i>	<i>Routine Use (Level 2)</i>	<i>Institutionalization (Level 3)</i>
<p>1. <input type="checkbox"/> AVID students do not regularly collaborate to develop and to answer questions in the AVID classroom.</p> <p>2. <input type="checkbox"/> AVID students do not collaborate on projects such as research papers, presentations, and/or community service.</p> <p>3. <input type="checkbox"/> AVID students do not participate in collaborative study groups in the AVID academic elective class.</p> <p>4. <input type="checkbox"/> AVID students do not have the opportunity to learn leadership skills through effective collaboration with others.</p>	<p><input type="checkbox"/> AVID students collaborate to solve problems each week in the AVID classroom.</p> <p><input type="checkbox"/> AVID students learn to collaborate on projects in the AVID academic elective class such as research papers, presentations, and/or community service.</p> <p><input type="checkbox"/> AVID students participate in effective collaborative study groups in the AVID elective class.</p> <p><input type="checkbox"/> AVID students develop leadership skills through opportunities to collaborate with others to solve issues.</p>	<p><input type="checkbox"/> Each week AVID students use collaboration to solve problems and find solutions in the AVID elective classroom and in classrooms other than AVID.</p> <p><input type="checkbox"/> AVID students regularly collaborate on projects in the AVID elective class such as “think pair-share,” jigsaw readings, poster presentations, etc.</p> <p><input type="checkbox"/> AVID students participate in and learn to lead collaborative study groups in the AVID academic elective class.</p> <p><input type="checkbox"/> AVID students demonstrate leadership skills through opportunities to collaborate with others to address issues on campus.</p>	<p><input type="checkbox"/> AVID students demonstrate independent problem solving and collaboration to find solutions during AVID curricular assignments and during classes other than AVID.</p> <p><input type="checkbox"/> AVID students regularly collaborate on projects in AVID classes and for other academic core class projects, such as research papers, presentations, and/or community service.</p> <p><input type="checkbox"/> AVID students regularly lead collaborative study groups in the AVID elective class and in other classes where teachers use collaborative strategies</p> <p><input type="checkbox"/> AVID students consistently model leadership skills while collaborating with others in the AVID classroom, in other academic core classes, and in activities on campus to solve issues in the community.</p>

AVID Essential No. 8	Possible Evidence Sources	Rating for AVID Essential No. 8
<p>A sufficient number of tutors must be available in AVID elective class(es) to facilitate student access to rigorous curriculum. Tutors should be students from colleges and universities and they must be trained to implement the methodologies used in AVID.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use of 2008AVID tutorial guide, videos, and materials <input type="checkbox"/> 2008 Tutorial Training Pacing Chart <input type="checkbox"/> Tutor Training Plan <input type="checkbox"/> Tutor training documents (sign-in sheets, notes, reflections, handouts for all 5 Tutorial Training Units, portfolios, certificates upon completion, etc) <input type="checkbox"/> Tutor timesheets <input type="checkbox"/> Tutorial request forms <input type="checkbox"/> Classroom observations to determine student /tutor ratio (7:1) to support collaboration and mentoring <input type="checkbox"/> Classroom observations of tutors and students using Costa’s Level of Questions in inquiry process <input type="checkbox"/> Student/tutor reflections of tutor mentoring experiences <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>

<i>Rating Guide: Indicators for Levels of Use</i>			
<i>Not AVID (Level 0)</i>	<i>Meets Certification Standards (Level 1)</i>	<i>Routine Use (Level 2)</i>	<i>Institutionalization (Level 3)</i>
<p>1. <input type="checkbox"/> Students do not receive support from tutors.</p> <p>2. <input type="checkbox"/> There is no evidence effective tutorial training has occurred and no documentation of the required 16 hours of AVID tutorial training.</p> <p>3. <input type="checkbox"/> The student/tutor ratio in the AVID elective class exceeds 7:1.</p>	<p><input type="checkbox"/> At least twice a week students receive tutorial support from trained AVID tutors following the basics of the AVID tutorial process.</p> <p><input type="checkbox"/> There is a Tutor Training Plan to ensure tutors have received at least 16 hours of tutorial training in AVID methodologies and they demonstrate the AVID methodologies and WICR strategies in their work with students.</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. Whenever possible, college tutors are hired as AVID tutors.</p>	<p><input type="checkbox"/> Tutors regularly facilitate collaborative inquiry-based AVID tutorials and problem-solving groups in the AVID classroom.</p> <p><input type="checkbox"/> Trained site personnel provide on-going coaching and debriefing to support tutors in the AVID tutorial process. There is evidence that teachers coach the tutors in this collaborative inquiry-based process as modeled in the 2008 AVID Tutorial video and materials.</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"/> Tutors support students in the AVID tutorial process of writing, inquiry and collaboration. Students take responsibility for their own learning using the AVID tutorial process and Costa’s Level 2 and 3 questions, and problem solve collaboratively.</p> <p><input type="checkbox"/> Regional or district staff certify that the site has established the infrastructure to support tutorial training in all 5 units of the 2008 AVID Tutorial materials and fully implement the site’s Tutor Training Plan.</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.</p>

<p>4. <input type="checkbox"/> There is no evidence that tutors guide the use of AVID tutorial request forms for tutorial collaborative problem solving.</p>	<p><input type="checkbox"/> There is evidence that tutors guide AVID student's use of tutorial request forms, and students' ability to generate Costa Level 2 & 3 questions from their homework.</p>	<p><input type="checkbox"/> Students use tutorial request forms based on their homework and provide tutorial feedback for each tutorial day. There is evidence of tutorial adjustments based on tutorial evaluation or feedback by AVID students.</p>	<p><input type="checkbox"/> There is evidence that students base their tutorial requests on their classroom performance in all core subject areas. AVID tutors guide the implementation of the AVID tutorial process by using inquiry-based strategies and listening to students' and teachers' feedback.</p>
<p>5. <input type="checkbox"/> No plan exists addressing tutor recruitment or retention.</p>	<p><input type="checkbox"/> There is a plan for recruiting tutors and strategies for retaining tutors.</p>	<p><input type="checkbox"/> Tutor recruitment and retention plans have been developed; recruitment and retention strategies have been implemented.</p>	<p><input type="checkbox"/> Tutor recruitment and retention has become a responsibility of the site team; it has taken on ownership of the implementation of effective tutor recruitment and retention plans.</p>

Note: Tutors are defined as current college/university students, or older secondary students from a different grade level and a different classroom than those in the AVID elective class (e.g. cross-age tutors), who implement and model WICR strategies in the AVID collaborative, inquiry-based tutorial process and serve as mentors to AVID students. In specialized cases in schools in remote areas, adults who are trained in the AVID WICR 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 WICR and inquiry-based tutorial processes; the most effective tutors are those who can also serve as mentors for their AVID students.**

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

What aspects of AVID Essential 8 have room for growth?

AVID Essential No. 9	Possible Evidence Sources	Rating for AVID Essential No. 9
<p>AVID program implementation and student progress must be monitored through AVID Center Data System, and results must be analyzed to ensure success.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> AVID Center Data System <input type="checkbox"/> Completed ISS/CSS <input type="checkbox"/> Disaggregated reports <input type="checkbox"/> Master schedule <input type="checkbox"/> Professional development plan <input type="checkbox"/> Copy of data collection forms <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"/> 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 style="text-align: center;">_____</p>

<i>Rating Guide: Indicators for Levels of Use</i>			
<i>Not AVID (Level 0)</i>	<i>Meets Certification Standards (Level 1)</i>	<i>Routine Use (Level 2)</i>	<i>Institutionalization (Level 3)</i>
<p>1. <input type="checkbox"/> The AVID Center data collection forms have not been completed or are not available for the most recently completed school year.</p> <p>2. <input type="checkbox"/> There is insufficient evidence to determine that the AVID site team has analyzed data to improve or expand the AVID program implementation.</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 advanced courses.</p> <p>4. <input type="checkbox"/> There is insufficient evidence to determine that standardized test data is used to inform instruction</p>	<p><input type="checkbox"/> 100% of the AVID Center data collection forms (site/general data, ISS, CSS) were completed and submitted to AVID Center on time for the most recently completed school year.</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 data to improve AVID program implementation.</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 standardized test data is used to inform instruction and policy to open access to rigor for AVID students.</p>	<p><input type="checkbox"/> 100% of the AVID Center data collection forms were completed and submitted to AVID Center on time for the most recently completed school year. There is site support for collecting and using the data, and for using the resources online at www.avidonline.org.</p> <p><input type="checkbox"/> There is evidence that the AVID site team has utilized the AVID Center Data System to improve and expand the AVID program. Site team has analyzed student, staffing, and budget data; revised and expanded the AVID program based on accurate analysis.</p> <p><input type="checkbox"/> There is evidence that data analysis by the site team has led to revisions of site team, school, and/or district plans in order to promote access to, support and success in rigorous advanced courses.</p> <p><input type="checkbox"/> There is evidence that standardized test data is analyzed to inform instruction for core academic classes to increase quality teaching.</p>	<p><input type="checkbox"/> 100% of the AVID Center data collection forms were completed and submitted to AVID Center on time for the most recently completed school year. There is evidence the site team uses the data for advocacy for rigor for AVID students, and for instructional decision-making.</p> <p><input type="checkbox"/> Regular analysis of student, staffing, and financial data by the site team has led to schoolwide program enhancement and improved schoolwide program effects. There is evidence of analysis of disaggregated data to improve student access to and success in rigorous courses.</p> <p><input type="checkbox"/> There is evidence that data analysis by the site team has impacted school policies, the school, and/or district improvement plans in order to promote access to rigorous advanced courses. In addition, there is evidence data has been presented at board meetings.</p> <p><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 rigorous courses for all AVID students.</p>

<p>5. For High Schools (spanning grades 9-12 or 10-12):</p> <p><input type="checkbox"/> Fewer than 70% of AVID high school students, who have taken a state mandated high school exit exam, scored proficient and/or above.</p> <p>6. For High Schools with AVID Seniors</p> <p><input type="checkbox"/> Fewer than 85% of AVID seniors have completed all of the items on the Senior Data Collection Form.</p> <p>7. <input type="checkbox"/> Fewer than 100% of AVID seniors have completed one or more applications to a 4 year college/university.</p>	<p>For High Schools (spanning grades 9-12 or 10-12):</p> <p><input type="checkbox"/> At least 70% of AVID high school students, who have taken a state mandated high school exit exam, scored proficient and/or above on all parts of the exam.</p> <p>For High Schools with AVID Seniors</p> <p><input type="checkbox"/> At least 85% of AVID seniors have completed all of the items on the Senior Data Collection Form and the form has been approved by AVID Center.</p> <p><input type="checkbox"/> 100% of AVID seniors have completed and submitted one or more applications to a 4 year college/university.</p>	<p>For High Schools (spanning grades 9-12 or 10-12):</p> <p><input type="checkbox"/> At least 85% of AVID high school students, who have taken a state mandated high school exit exam, scored proficient and/or above.</p> <p>For High Schools with AVID Seniors</p> <p><input type="checkbox"/> 100% of AVID seniors have completed all of the items on the Senior Data Collection Form and the form has been approved by AVID Center.</p> <p><input type="checkbox"/> 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.</p>	<p>For High Schools (spanning grades 9-12 or 10-12):</p> <p><input type="checkbox"/> 100% of AVID high school students, who have taken a state mandated high school exit exam, scored proficient and/or above.</p> <p>For High Schools with AVID Seniors</p> <p><input type="checkbox"/> 100% of AVID seniors have completed all of the items on the Senior Data Collection Form, and the form has been approved by AVID Center; each senior has compiled a portfolio of his/her best work.</p> <p><input type="checkbox"/> 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.</p>
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What are some of the particular strengths of AVID Essential 9 at your school?

What aspects of AVID Essential 9 have room for growth?

AVID Essential No. 10	Possible Evidence Sources	Rating for AVID Essential No. 10
<p>The school or district has identified resources for program costs, has agreed to implement all AVID Implementation Essentials and to participate in AVID Certification. It has committed to ongoing participation in AVID staff development.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> AVID Administrator Guide <input type="checkbox"/> AVID Site Plan <input type="checkbox"/> School Budget for AVID <input type="checkbox"/> District Budget for AVID <input type="checkbox"/> District Improvement Plan <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> Attendance records at AVID Summer Institute <input type="checkbox"/> Attendance records and evaluations of other AVID professional development activities <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 style="text-align: center;">_____</p>

<i>Rating Guide: Indicators for Levels of Use</i>			
<i>Not AVID (Level 0)</i>	<i>Meets Certification Standards (Level 1)</i>	<i>Routine Use (Level 2)</i>	<i>Institutionalization (Level 3)</i>
<p>1. <input type="checkbox"/> No written long-term funding plan for AVID has been developed.</p> <p>2. <input type="checkbox"/> A written AVID site plan either is not developed or is not used.</p> <p>3. <input type="checkbox"/> AVID is not a component of the school improvement plan.</p> <p>4. <input type="checkbox"/> AVID elective teacher(s) has not attended AVID Summer Institute.</p> <p>5. <input type="checkbox"/> No AVID site team teachers attended AVID Summer Institute professional development.</p>	<p><input type="checkbox"/> Funding for AVID is defined in school and/or district budgets.</p> <p><input type="checkbox"/> A written AVID site plan is developed and there is evidence of its use.</p> <p><input type="checkbox"/> AVID is a component of the school improvement plan.</p> <p><input type="checkbox"/> Each AVID elective teacher has attended AVID Summer Institute at least once (completing the Implementation strand).</p> <p><input type="checkbox"/> Site team teachers, other than the AVID elective teacher(s), participated in Summer Institute professional development and/or in AVID Path training.</p>	<p><input type="checkbox"/> AVID coordinator participates in the budget development process.</p> <p><input type="checkbox"/> AVID site plan is developed and is used regularly by the site team in its program planning and evaluation.</p> <p><input type="checkbox"/> AVID is a key component of the school improvement plan.</p> <p><input type="checkbox"/> Each AVID elective teacher has attended AVID Summer Institute at least twice, including once within the past two summers (completing Implementation and Tutorology strands).</p> <p><input type="checkbox"/> Twenty-five percent of site teachers and administrators, other than the AVID elective teacher(s), have participated in AVID Summer Institute professional development and/or AVID Path Training.</p>	<p><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.</p> <p><input type="checkbox"/> AVID site plan is developed and used regularly; there is evidence that the site team has revised the plan based on certification results and student performance results.</p> <p><input type="checkbox"/> The AVID site plan is interrelated with the school improvement plan and is part of the district improvement plan.</p> <p><input type="checkbox"/> All AVID elective teachers have attended at least 3 AVID Summer Institutes (completing Implementation, Tutorology, and Refining strands).</p> <p><input type="checkbox"/> Site teachers, in addition to site team and AP teachers, have attended at least two AVID Summer Institute professional development sessions. The site plan includes a multi-year plan for AVID professional development for the school, so that at least 50% of teachers are AVID trained.</p>

AVID Essential No. 11	Possible Evidence Sources	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 Write 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 development activities <input type="checkbox"/> Schedule of, and minutes from, AVID site team and/or vertical team meetings and agendas <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 development plan <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 style="text-align: center;">_____</p>

<i>Rating Guide: Indicators for Levels of Use</i>			
<i>Not AVID (Level 0)</i>	<i>Meets Certification Standards (Level 1)</i>	<i>Routine Use (Level 2)</i>	<i>Institutionalization (Level 3)</i>
<p>1. <input type="checkbox"/> AVID site team does not meet the minimum representation outlined in Level 1 requirement.</p> <p>2. <input type="checkbox"/> AVID site team does not collaborate to develop a site team plan.</p> <p>3. <input type="checkbox"/> AVID site team does not meet regularly.</p> <p>4. <input type="checkbox"/> AVID site team has not assumed responsibility for aspects of the implementation of AVID beyond attending site team meetings.</p>	<p><input type="checkbox"/> AVID site team includes interdisciplinary teachers and a site administrator, counselor, and AVID elective teacher.</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 meets at least quarterly and collaborates on planning and logistical issues and awareness of access issues to rigorous curriculum and advanced courses.</p> <p><input type="checkbox"/> There are examples of some AVID site team members supporting the AVID elective teacher(s) in the implementation and operation of the AVID program.</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 teacher(s). In addition, tutors and students are represented at meetings during which individual student or teacher performance is not discussed.</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"/> AVID site team meets at least monthly and collaborates on planning and logistical issues as well as engages in problem solving of access issues and student success in rigorous curriculum and advanced courses.</p> <p><input type="checkbox"/> The AVID site team provides support to AVID elective teacher(s) in the implementation and operation of the AVID program. Each site team member takes assigned roles and tasks addressing the access and equity issues.</p>	<p><input type="checkbox"/> Parents, as well as students and tutors, are represented at site team meetings during which individual student or teacher performance is not discussed.</p> <p><input type="checkbox"/> There is evidence that the site team uses the site plan as “a living document” and it is addressed at site team meetings and revised according to the data and certification results.</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> <p><input type="checkbox"/> AVID site team provides proactive support to AVID coordinator/teacher(s) in the implementation and operation of the AVID program. It advocates for access and equity issues to ensure AVID students are enrolled in rigorous courses.</p>

<p>5. <input type="checkbox"/> There is no evidence of the site team advocating for articulation between grade levels of AVID classes within the school.</p>	<p><input type="checkbox"/> Initial efforts by the site team toward articulation between grade levels of AVID elective class components have begun at the school.</p>	<p><input type="checkbox"/> Site team provides leadership supporting and planning among grade levels of AVID elective class both among grades of the school and the feeder schools.</p>	<p><input type="checkbox"/> Site team's articulation and planning extend to other schools in the district that do not have the AVID program (either elementary schools or other secondary schools), or all schools in the district are implementing AVID.</p>
<p>6. <input type="checkbox"/> Parent/guardian and/or family inclusion efforts have not yet begun.</p>	<p><input type="checkbox"/> Parent/guardian and/or family inclusion efforts, including workshops for AVID parents, have been implemented.</p>	<p><input type="checkbox"/> Parents/guardians and/or families are regularly included in workshops, meetings, and/or activities.</p>	<p><input type="checkbox"/> In addition to attendance at site team meetings, parents, guardians and/or family members provide leadership to promote increased involvement by all AVID parents.</p>
<p>7. <input type="checkbox"/> The AVID site team has not provided AVID professional development to other staff or faculty.</p>	<p><input type="checkbox"/> The AVID site team collaborates to provide at least AVID awareness information to other staff or faculty.</p>	<p><input type="checkbox"/> AVID site team members have provided professional development on AVID instructional methodologies to other staff and faculty.</p>	<p><input type="checkbox"/> Professional development on AVID methodologies is part of the school professional development plan. AVID site team members train others in the school improvement process and are school leaders sitting on key site/district committees.</p>

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

What aspects of AVID Essential 11 have room for growth?

AVID Certification Summary Report -- 2009-2010 School Year

District: _____ **School:** _____ **County/Region:** _____ **State:** _____

	<i>Not AVID</i> <i>(Level 0)</i>	<i>Meets Certification Standards</i> <i>(Level 1)</i>	<i>Routine Use</i> <i>(Level 2)</i>	<i>Institutionalization</i> <i>(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 Level Guidelines:

New AVID Site — Began implementation in ____ / ____ / ____ (MM/DD/YYYY).

Non-Certified Site — A site 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.

Affiliate AVID Site — A former AVID Certified site has one or more Essentials rated as *Not AVID (Level 0)*; *Working to implement all AVID Essentials*.

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

Certified and Eligible to Apply to Become an AVID Demonstration School – All Essentials rated *Routine Use (Level 2)* or higher with no Indicator at “Not AVID” (Level 0). Regional/District Director recommends that the site apply for demonstration school status (requires completion of National AVID Demonstration School application and attendance by at least 2 site team members at Demonstration strand for new sites at Summer Institute).

Certified and Eligible to Continue as an AVID Demonstration School - Site met all demonstration criteria and was recommended by the AVID National Validation Team.

Inactive Site — Not AVID/no longer AVID; briefly describe terms by which site has been deemed inactive.

Certification Level Recommended for this School:

 (Signature of person completing form)

 (Date form completed)

Print Name: _____

 (Signature of School Principal/Administrative Designee)

 (Date signed)

 (Signature of AVID Regional/District Director)

 (Date signed)

AVID Certification Summary Report -- 2009-2010 School Year

Commendations and Recommendations Approved by the Regional/District Director:

Commendations

Recommendations