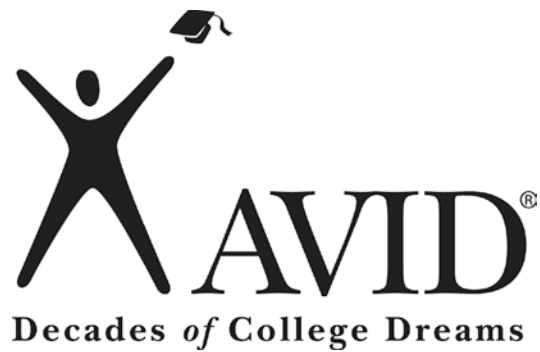


Certification Evidence Documentation

(2009-2010)



Site: _____

Coordinator: _____

*** The following pages are suggested evidence sources for your Initial/Certification Self-Study. Use this tool to guide your evidence collection and documentation during the certification process.**

IMPORTANT NOTE:

This Certification Evidence Tool is a draft and is to be used to support your Site Team as you collect certification evidence to document your program's growth and development. This tool is designed to assist you in accurately ranking your program on the AVID Center Initial Self-Study (ISS) and Certification Self-Study Document (CSS). It has been created in a similar format to that of the ISS/CSS. The evidence suggestions are divided according to each Essential/Indicator. **These suggestions are ideas of evidence that can be used to document your Indicator rankings and are in no way a complete list of possible evidence/documentation that could be collected. We have included extra boxes for you to record additional evidence that you use or create to support your Indicator placement. Please note that the evidence for many levels is contingent on the collection of evidence at the previous level(s). It is suggested that your Site Team begin evidence documentation at Meets Certification (Level 1) and moves across the continuum building on previous evidence/levels.**

SUGGESTED TIPS:

- ❖ Use this binder as your Site Team Meeting tool to document conversations, actions, and agreements made at meetings. Document specifics about Essentials and Indicators on Cornell Notebook paper provided behind each Essential divider.
- ❖ Delegate Site Team members to be responsible for specific Essentials and the collection of evidence and documentation to justify the ranking of the Indicators for each Essential.
- ❖ Include administrator and Regional AVID Coordinator written feedback from classroom visitations of tutorial and curriculum lessons in the AVID elective class as evidence whenever possible.
- ❖ In collecting evidence from AVID elective classes, it is important that each grade level and elective class is represented. A suggestion that might assist in this evidence collection is to use color-coded folders for each grade level to be placed in the Indicator file folder inside the Certification Crate. Make sure that each teacher at a given grade level is represented in the color-coded folder.
- ❖ AVID elective teachers should be providing the evidence/documentation for Essentials 4, 5,6,7, and 8 for all AVID sections.
- ❖ It is unnecessary to replicate items that meet more than one Essential. If an evidence item meets more than 1 essential and indicator, label the Essentials and indicators that it meets.

AVID Essential #1: Possible Evidence Documentation

Please note that the evidence for many levels is contingent on the collection of evidence at the previous level.

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
<p style="text-align: center;">1.1</p> <p>At least 90% students in the middle reflected in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student recruitment grid including: (Standardized test scores, GPA's, attendance, behavior, ethnicity, first generation, free/reduced lunch status (SES), etc.) (Highlighting names of students that meet the criteria and provide calculations to show % of students in the middle) AND/OR <input type="checkbox"/> Completed student recruitment application <input type="checkbox"/> Sample flyers/brochures <input type="checkbox"/> Sample student interview w/notes/ratings <input type="checkbox"/> Interview schedules <input type="checkbox"/> Teacher recommendation forms/ratings <input type="checkbox"/> Samples of acceptance/denial letters <input type="checkbox"/> Sample application rubric w/ratings <input type="checkbox"/> Student writing samples <input type="checkbox"/> 	<p style="text-align: center;">1.1</p> <p>100% students in the middle reflected in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student recruitment grid including: (Standardized test scores, GPA's, attendance, behavior, ethnicity, first generation, free/reduced lunch status (SES), etc.) (Highlighting names of students that meet the criteria and provide calculations to show % of students in the middle) AND/OR <input type="checkbox"/> Completed student recruitment application <input type="checkbox"/> Sample flyers/brochures <input type="checkbox"/> Sample student interview w/notes/ratings <input type="checkbox"/> Interview schedules <input type="checkbox"/> Teacher recommendation forms/ratings <input type="checkbox"/> Samples of acceptance/denial letters <input type="checkbox"/> Sample application rubric w/ratings <input type="checkbox"/> Student writing samples <input type="checkbox"/> 	<p style="text-align: center;">1.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Past and present recruitment documents indicating changes and refinement of process - Highlight changes and refinement <input type="checkbox"/> Weighted student selection process (e.g., students receive points for specific criteria that assist in ranking the students and identifying the ideal AVID candidate) <input type="checkbox"/> Site team notes discussing refinement of selection process <input type="checkbox"/>
<p style="text-align: center;">1.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written student recruitment plan <input type="checkbox"/> Implementation timeline/calendar <input type="checkbox"/> Site team meeting notes referencing student recruitment discussions/debriefs <input type="checkbox"/> Flyer, sign-in, agenda, notes from parent recruitment information meeting/events <input type="checkbox"/> 	<p style="text-align: center;">1.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written plan and process for feeder school and on-site student recruitment <input type="checkbox"/> Emails and notes evidencing on-going recruitment communication <input type="checkbox"/> Written Retention Plan and process for retaining existing students <input type="checkbox"/> List of students added to current AVID sections throughout the year including applications <input type="checkbox"/> Class roster from beginning and end of year to evidence students added <input type="checkbox"/> Counselor screening plan for potential AVID students (e.g., new enrollees) <input type="checkbox"/> 	<p style="text-align: center;">1.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written plan and process for expanding the program to include additional sections <input type="checkbox"/>
<p style="text-align: center;">1.3</p> <p><u>Agreements</u> about the recruitment process evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team Plan <input type="checkbox"/> Site Team meeting notes <input type="checkbox"/> Site Team agreements <input type="checkbox"/> Site Team meeting notes indicating the development of the selection process <input type="checkbox"/> 	<p style="text-align: center;">1.3</p> <p><u>Revising</u> the recruitment process evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> List of Site Team members' roles/responsibilities in student recruitment <input type="checkbox"/> Site Team meeting notes indicating the analysis and revision of the selection process <input type="checkbox"/> 	<p style="text-align: center;">1.3</p> <p>Evidence of site team members collecting input from prospective students' teachers evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Notes/emails from site team teachers/content teachers <input type="checkbox"/> Tallies/checklists from content teachers about student recommendations <input type="checkbox"/> Staff recommendation forms <input type="checkbox"/> Interview schedule of students including interview committee and their roles, comments, and ratings <input type="checkbox"/> Site Team Meeting notes indicating the development and analysis and revision of the selection process. <input type="checkbox"/>

AVID Essential #2: Possible Evidence Documentation

Please note that the evidence for many levels is contingent on the collection of evidence at the previous level.

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
2.1	2.1	2.1
<input type="checkbox"/> Every AVID student has a contract signed by all parties (e.g., student, parents, elective teacher, and administrator) through a grade printout, or checklist showing submission (include a few samples) <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Agendas/flyers from parent meetings <input type="checkbox"/> Sign-in sheets from parent meetings <input type="checkbox"/> Minutes from parent meetings <input type="checkbox"/> Class list showing all students who have submitted contracts (highlight or check off names) <input type="checkbox"/> Parent/student newsletter <input type="checkbox"/> Photographs to document parent involvement <input type="checkbox"/>	<input type="checkbox"/> Sign-in sheets from parent meetings that show increased involvement over time <input type="checkbox"/> Parent roster/volunteer lists w/roles and/or responsibilities <input type="checkbox"/> Parent participation in Site Team as indicated on sign-in sheet <input type="checkbox"/> Parents attending fieldtrips <input type="checkbox"/> Parents serving as guest speakers in the AVID classroom as evidenced in student Cornell Notes, invitation/thank you letters) <input type="checkbox"/>
2.2	2.2	2.2
<input type="checkbox"/> AVID Elective teacher Contract/Volunteer contract <input type="checkbox"/> Teacher volunteer form w/roles and responsibilities signed by AVID elective teacher(s) <input type="checkbox"/> Emails/letters showing voluntary commitment <input type="checkbox"/>	<input type="checkbox"/> Site Team meeting agendas, sign-in sheets and notes documenting AVID teachers attendance and participation <input type="checkbox"/> Registration/confirmation of AVID elective teacher(s) attendance at SDCOE AVID workshops <input type="checkbox"/>	<input type="checkbox"/> List of professional development provided by AVID elective teachers <input type="checkbox"/> List of site committee highlighting the name(s) of AVID elective teachers who serve on committees/decision-making groups to gain support for/represent AVID <input type="checkbox"/> Professional development agendas <input type="checkbox"/>
2.3	2.3	2.3
<input type="checkbox"/> Site Team Member Contract <input type="checkbox"/> Site team members volunteer form w/roles and responsibilities signed by AVID Site Team members <input type="checkbox"/> Emails/letters showing voluntary commitment <input type="checkbox"/>	<input type="checkbox"/> Site Team agendas, sign-in sheets and notes documenting AVID Site Team members attendance and participation <input type="checkbox"/> Agendas from SDCOE/AVID workshops <input type="checkbox"/> Registration/confirmation of AVID Site Team members attendance at Summer Institutes <input type="checkbox"/> Master Site Team Contract signed by all members <input type="checkbox"/> Photographs documenting teachers' attendance at AVID events <input type="checkbox"/> Program from recognition event/celebration w/site team identified <input type="checkbox"/>	<input type="checkbox"/> List of professional development provided by AVID Site Team members <input type="checkbox"/> List of site committees highlighting the names of Site Team members serving on committees/decision-making groups to gain support for/represent AVID <input type="checkbox"/> Professional development agendas evidencing AVID Site Team members' AVID presentations. <input type="checkbox"/>
2.4	2.4	2.4
<input type="checkbox"/> List of teachers who fit the AVID teacher profile <input type="checkbox"/> Written process for selecting AVID elective teachers <input type="checkbox"/> Questionnaire, interviews and rating for potential teachers <input type="checkbox"/> Site Team agendas, sign-in sheets and notes documenting selection process for choosing AVID elective teachers <input type="checkbox"/>	<input type="checkbox"/> Written documentation that the AVID elective teacher recruitment process has been reviewed/updated based on Site Team input <input type="checkbox"/> Principal's/coordinator's emails/letters/surveys to Site Team members asking for input about elective teacher recruitment process <input type="checkbox"/>	<input type="checkbox"/> Written long-term site/district plan (3-5 yrs) for selection AVID elective teachers <input type="checkbox"/>
2.5	2.5	2.5
<input type="checkbox"/> Written process for selecting AVID Site Team members <input type="checkbox"/> Site Team agendas, sign-in sheets and notes documenting selection process for choosing AVID Site Team members <input type="checkbox"/> Class rosters of AVID Site Team teachers with AVID students highlighted	<input type="checkbox"/> Written documentation that the Site Team members recruitment process has been reviewed/updated based on site team input <input type="checkbox"/> Principal's/coordinator's emails/letters/surveys to Site Team members asking for input about Site	<input type="checkbox"/> Written long-term site/district plan (3-5 yrs) for selection of AVID Site Team members <input type="checkbox"/>

<input type="checkbox"/>	<p>Team recruitment processes</p> <input type="checkbox"/> Recommendations from Site Team members evidenced in meeting notes	
<p style="text-align: center;">2.6</p> <input type="checkbox"/> Site Team meeting notes regarding access and rigor, when principal is in attendance <input type="checkbox"/> Emails from Principal regarding open access <input type="checkbox"/> School site plan detailing AVID and access to rigor <input type="checkbox"/>	<p style="text-align: center;">2.6</p> <input type="checkbox"/> Site Team meeting notes indicating 100% of the AVID Site Team, including the principal, advocates for equal access to rigorous courses <input type="checkbox"/> Evidence of site team development and implementation of strategies that promote full access. <input type="checkbox"/>	<p style="text-align: center;">2.6</p> <input type="checkbox"/> A site policy that reflect full access to rigorous courses for all AVID students. <input type="checkbox"/>



AVID Essential #3: Possible Evidence Documentation

Please note that the evidence for many levels is contingent on the collection of evidence at the previous level.

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
<p style="text-align: center;">3.1</p> <input type="checkbox"/> Master schedule (highlight all AVID classes) <input type="checkbox"/>	<p style="text-align: center;">3.1</p> <input type="checkbox"/> Commitment in writing from administration that AVID will be offered the following year during the regular school day <input type="checkbox"/> Student choice slips/class registration forms/program cards indicating AVID as an elective choice for the following year <input type="checkbox"/> Staff list that shows AVID elective teacher's grade and period <input type="checkbox"/> New course descriptions approved by department chairs and other leadership groups in the district <input type="checkbox"/>	<p style="text-align: center;">3.1</p> <input type="checkbox"/> Recruitment timeline indicating AVID awareness during recruitment process and enrollment <input type="checkbox"/> AVID flyer used by AVID elective teachers, site team members and counselors to make students aware of AVID as an elective choice for the following year <input type="checkbox"/> Copy of parent information packet distributed in elective classes or parent workshops <input type="checkbox"/>
<p style="text-align: center;">3.2</p> <input type="checkbox"/> Master schedule reflecting one or more sections (highlight AVID classes) <input type="checkbox"/> Class rosters for all AVID teachers reflecting no more than one section is under-enrolled <input type="checkbox"/>	<p style="text-align: center;">3.2</p> <input type="checkbox"/> Master schedule reflects more than one section and more than one grade level (highlight AVID classes) <p style="text-align: center;">AND</p> <input type="checkbox"/> Enrollment numbers for all AVID sections or class rosters that reflect fully-enrolled sections <p style="text-align: center;">AND</p> <input type="checkbox"/> Recruitment timeline and process reflecting recruitment for existing AVID classes to ensure full enrollment <input type="checkbox"/> Plans for program expansion <input type="checkbox"/>	<p style="text-align: center;">3.2</p> <input type="checkbox"/> Student transcripts reflecting that 70% of the highest grade level students have been in AVID for: * HS- 3+ yrs * MS- 2+ yrs * Combined schools- 5+ yrs <p style="text-align: center;">AND</p> <input type="checkbox"/> Class roster with highlighted names of the students indicating at least 70% <p style="text-align: center;">OR</p> <input type="checkbox"/> Site or district data query showing 70% of student enrolled for the required years <input type="checkbox"/>
<p style="text-align: center;">3.3</p> <input type="checkbox"/> Samples of weekly/monthly lesson plans, pacing charts, curriculum maps, from all AVID classes throughout the year reflecting: * Tutorials (2x a wk) * Curriculum lessons (2x a wk) * Motivational activities (1x a wk) <input type="checkbox"/>	<p style="text-align: center;">3.3</p> <input type="checkbox"/> College fieldtrip permission slips <input type="checkbox"/> List of AVID student enrolled in college preparatory activities outside of AVID class (Summer Bridge) <input type="checkbox"/> Roster showing student participation in AVID Club <input type="checkbox"/> Attendance list and notes from AVID Club meetings <input type="checkbox"/> Roster showing student participation in mentoring programs <input type="checkbox"/> After school tutoring programs <input type="checkbox"/> Fundraising activities <input type="checkbox"/> AVID events (e.g. Knott's, Magic Mountain, Senior Celebration, 8th Grade Recognition, etc.) <input type="checkbox"/> Guest speaker list <input type="checkbox"/>	<p style="text-align: center;">3.3</p> <input type="checkbox"/> Emails/letters/notes evidencing correspondence and partnership between coordinator and colleges/outreach programs <input type="checkbox"/> Visits/presentations from college programs to AVID classes <input type="checkbox"/> Cornell Notes from admissions and outreach program guest speakers presentation and/or parent workshops <input type="checkbox"/>

AVID Essential #4: Possible Evidence Documentation

Please note that placement level is contingent on providing evidence at the current and previous level(s).

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
<p style="text-align: center;">4.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copies of 4-6 year “a-g” plans <input type="checkbox"/> 100% of student transcripts/schedules reflect that students are enrolled in appropriate courses that will enable them to meet the requirements for university enrollment <ul style="list-style-type: none"> *(HS) “a-g” *(MS) Algebra, foreign language, honors <input type="checkbox"/> Transcripts/student schedule <input type="checkbox"/> Written process for documenting how counselors/coordinators can evidence that 100% of students are on track for “a-g” requirements <input type="checkbox"/> 	<p style="text-align: center;">4.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> 100% of student transcripts/students schedules (previous yr. vs. current year) reflecting academically rigorous courses appropriate for the individual student and enabling them to fulfill the university entrance requirements <input type="checkbox"/> 	<p style="text-align: center;">4.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> 100% of student transcripts/students schedules (previous yr. vs. current year) reflecting student enrollment in most rigorous courses offered in school, as appropriate for the individual student, to fulfill university entrance requirements <input type="checkbox"/>
<p style="text-align: center;">4.2</p> <p>At least 50-69% of students receive passing grades of “C” or better in core classes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student academic probation contracts with action plans for improvement <li style="text-align: center;">AND <input type="checkbox"/> Roster of AVID class w/highlighted names of students receiving a “C” or better indicating an actual percentage of 50-69% students as evidenced in: <ul style="list-style-type: none"> <input type="checkbox"/> D/F list of AVID students <input type="checkbox"/> Transcripts <input type="checkbox"/> Report cards/progress reports <input type="checkbox"/> Chart/graph w/narrative <input type="checkbox"/> 	<p style="text-align: center;">4.2</p> <p>At least 70-84% of students receive passing grades of “C” or better in core classes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student academic probation contracts with action plans for improvement <li style="text-align: center;">AND <input type="checkbox"/> Roster of AVID class w/highlighted names of students receiving a “C” or better indicating an actual percentage of 70-84% students as evidenced in: <ul style="list-style-type: none"> <input type="checkbox"/> D/F list of AVID students <input type="checkbox"/> Transcripts <input type="checkbox"/> Report cards/progress reports <input type="checkbox"/> Chart/graph w/narrative <input type="checkbox"/> 	<p style="text-align: center;">4.2</p> <p>At least 85% of students receive passing grades of “C” or better in core classes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student academic probation contracts with action plans for improvement <li style="text-align: center;">AND <input type="checkbox"/> Roster of AVID class w/highlighted names of students receiving a “C” or better indicating an actual percentage of at least 85% students as evidenced in: <ul style="list-style-type: none"> <input type="checkbox"/> D/F list of AVID students <input type="checkbox"/> Transcripts <input type="checkbox"/> Report cards/progress reports <input type="checkbox"/> Chart/graph w/narrative <input type="checkbox"/>
<p style="text-align: center;">4.3 (HS ONLY)</p> <p>100 have an implemented plan for being on track to complete 4 year college requirements as evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implemented 4-6 year “a-g” plan to stay on track and to make up any classes where a D/F was earned <input type="checkbox"/> 	<p style="text-align: center;">4.3 (HS ONLY)</p> <p>100% are on track to complete “A-G” requirements and 50% AVID juniors and senior students have completed AP, IB, or dual credit (college) classes (highlight classes) indicating an actual percentage as evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> List of AVID junior/senior students in AP/IB/college credit classes (highlight course) <input type="checkbox"/> Transcripts (highlight AP/IB/college credit classes) <input type="checkbox"/> Roster of AVID juniors and seniors who have completed AP, IB, or dual credit (college) classes -100 level or higher <input type="checkbox"/> 	<p style="text-align: center;">4.3 (HS ONLY)</p> <p>100% of AVID senior students have complete at least one AP or IB course <u>and</u> exam <u>or</u> completed one or more college level course indicating an actual percentage as evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Roster of AVID seniors who completed AP, IB, or dual credit (college) classes <li style="text-align: center;">AND <input type="checkbox"/> AP/IB registration forms and/or exam scores for 100% of AVID seniors <input type="checkbox"/>

<p>4.4 (HS ONLY) 100% of students receiving counseling/coaching as evidenced by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4-6 year “a-g” plan <input type="checkbox"/> Four year plan designed with student counselor <input type="checkbox"/> Lesson plan showing math requirements for a-g <input type="checkbox"/> 	<p>4.4 (HS ONLY) 50% of students on track in math as indicated by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transcripts <input type="checkbox"/> 4-6 year “a-g” plan <input type="checkbox"/> 	<p>4.4 (HS ONLY) 90% of students on track in math as indicated by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transcripts <input type="checkbox"/> 4-6 year “a-g” plan <input type="checkbox"/>
<p>4.5 (HS ONLY)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Roster showing 100% student participation in college testing. <input type="checkbox"/> Test scores from college testing (EXPLORE/PSAT/PLAN/SAT/ACT) for 100% of AVID students (practice or paid formal sitting) <input type="checkbox"/> 	<p>4.5 (HS ONLY)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Test scores from college testing (PSAT/PLAN/SAT/ACT) for 100% of AVID juniors and seniors (practice or paid formal sitting) <input type="checkbox"/> Test scores like EXPLORE/PSAT/PLAN, for 100% of 9th and 10th graders (practice or paid formal sitting) <input type="checkbox"/> 	<p>4.5 (HS ONLY)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Registration rosters or formal reporting of test scores from the ACT or SAT (taken in a paid formal sitting) for 100% of the AVID seniors <input type="checkbox"/> Test scores from college testing for 100% of AVID students at each grade level <input type="checkbox"/>
<p>4.6 (MS/JRH ONLY) 50% of AVID 8th grades complete high school bearing Algebra 1 as evidenced by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Report cards/transcripts demonstrating that at least 50% of students have completed Algebra I by end of 8th grade OR <input type="checkbox"/> Roster of AVID class w/highlighted names of students who have completed Algebra I by the end of 8th grade OR <input type="checkbox"/> List of AVID students indicating math class enrollment in 9th grade <input type="checkbox"/> 	<p>4.6 (MS/JRH ONLY) 70% of AVID 8th grades complete high school bearing Algebra 1 as evidenced by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Report cards/transcripts demonstrating that at least 70% of students have completed Algebra I by end of 8th grade OR <input type="checkbox"/> Roster of AVID class w/highlighted names of students who have completed Algebra I by the end of 8th grade OR <input type="checkbox"/> List of AVID students indicating math class enrollment in 9th grade <input type="checkbox"/> 	<p>4.6 (MS/JRH ONLY) 90% of AVID 8th grades complete high school bearing Algebra 1 as evidenced by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Report cards/transcripts demonstrating that at least 90% of students have completed Algebra I by end of 8th grade OR <input type="checkbox"/> Roster of AVID class w/highlighted names of students who have completed Algebra I by the end of 8th grade OR <input type="checkbox"/> List of AVID students indicating math class enrollment in 9th grade <input type="checkbox"/>
<p>4.7 (MS/JRH ONLY) 80% of 8th graders chose college-prep courses for 9th grade as evidenced by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Course/schedule request for 9th grade classes based on “a-g” Plan for at least 80% of students <input type="checkbox"/> Roster of AVID class w/highlighted names of students who have chosen their 9th grade classes based on “a-g” Plan for at least 80% of students <input type="checkbox"/> 	<p>4.7 (MS/JRH ONLY) 90% of 8th graders chose college-prep courses for 9th grade as evidenced by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Course/schedule request for 9th grade classes based on “a-g” Plan for at least 90% of students <input type="checkbox"/> Roster of AVID class w/highlighted names of students who have chosen their 9th grade classes based on “a-g” Plan for at least 90% of students <input type="checkbox"/> 	<p>4.7 (MS/JRH ONLY) 100% of 8th graders chose college-prep courses for 9th grade as evidenced by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Course/schedule request for 9th grade classes based on “a-g” Plan for at 100% of students <input type="checkbox"/> Roster of AVID class w/highlighted names of students who have chosen their 9th grade classes based on “a-g” Plan for at least 100% of students <input type="checkbox"/>
<p><i>Note: College testing (PSAT, PLAN, Explore) for MS/JHS can take place in a practice or paid formal sitting.</i></p>		
<p>4.8 (MS/JRH ONLY) 50% of current 8th graders have taken college tests as evidenced by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Test scores from college testing (PSAT, PLAN, Explore) for at least 50% of AVID 8th graders (practice or paid) <input type="checkbox"/> Roster of AVID class highlighting names of students who have taken college tests (practice or paid formal sitting) evidencing least 50% of AVID 8th graders <input type="checkbox"/> Communication from college testing for PSAT/Explore regarding student performance 	<p>4.8 (MS/JRH ONLY) 75% of current 8th graders have taken college tests as evidenced by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Test scores from college testing (PSAT, PLAN, Explore) for at least 75% of AVID 8th graders <input type="checkbox"/> Roster of AVID class highlighting names of students who have taken college tests (practice or paid formal sitting) evidencing least 75% of AVID 8th graders <input type="checkbox"/> 	<p>4.8 (MS/JRH ONLY) 90% of current 8th graders have taken college tests as evidenced by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Test scores from college testing (PSAT, PLAN, Explore) for at least 90% of AVID 8th graders <input type="checkbox"/> Roster of AVID class highlighting names of students who have taken college tests (practice or paid formal sitting) evidencing least 90% of AVID 8th graders <input type="checkbox"/>

AVID Essential #5: Possible Evidence Documentation

Please note that placement level is contingent on providing evidence at the current and previous level(s).

NOTE: AVID curriculum includes:

HS/MS Writing, Strategies for Success, College and Careers, Preparing for College, AVID College Readiness

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
5.1	5.1	5.1
<input type="checkbox"/> Monthly calendar highlighting scheduled writing lessons/assignments AND <input type="checkbox"/> Sample writing lessons from AVID curriculum with student work attached (e.g., from all grades /AVID classes) <input type="checkbox"/> Grade level list of student activities <input type="checkbox"/>	<input type="checkbox"/> AVID year-long instructional plan highlighting writing lessons AND <input type="checkbox"/> Lesson plans including student samples from Site team Teachers using WICR strategies in their academic classes <input type="checkbox"/>	<input type="checkbox"/> Vertically articulated plan for AVID writing curriculum including all grade levels AND <input type="checkbox"/> Lesson plans including student work demonstrating writing strategies and activities in ALL core classes <input type="checkbox"/>
5.2	5.2	5.2
<input type="checkbox"/> Sample lessons that incorporate and evidence the writing process AND <input type="checkbox"/> Sample student timed writing from all AVID classes throughout the year <input type="checkbox"/>	<input type="checkbox"/> Samples of student essays, letter, and reports to document weekly writing <input type="checkbox"/> Grade level list of weekly writing assignments (e.g., essays, letters, reports, etc.) <input type="checkbox"/>	<input type="checkbox"/> Samples of student work (final products) that evidence the steps of the writing process <input type="checkbox"/> Final written products from all AVID classes <input type="checkbox"/>
5.3	5.3	5.3
<input type="checkbox"/> Sample Cornell Notes from students taken during the AVID class <input type="checkbox"/> Lesson plans from Cornell Note unit with student work samples <input type="checkbox"/> Grading policy showing Cornell Notes taken during the AVID class are a part of AVID grade <input type="checkbox"/> Letter to parents indicating expectations and grading policies of the AVID class <input type="checkbox"/> Sample teacher grades highlighting Cornell Note grade/points <input type="checkbox"/> Sample Binder Check grading sheets showing inclusion of Cornell notes in grade <input type="checkbox"/>	<input type="checkbox"/> Samples of Cornell Notes from AVID students taken in other classes <input type="checkbox"/> Completed binder check evaluations showing points given for content class Cornell Notes <input type="checkbox"/>	<input type="checkbox"/> Samples of Cornell Notes from AVID students taken in all core contents courses <input type="checkbox"/> Sample lessons from AVID student presentations of Cornell Notes in other classes <input type="checkbox"/>
5.4	5.4	5.4
<input type="checkbox"/> Grading policy showing WEEKLY learning logs/written reflections are a part of AVID grade <input type="checkbox"/> Letter to parents indicating expectations and grading policies of the AVID class <input type="checkbox"/> Samples of completed learning logs/written reflections done in AVID WEEKLY throughout year <input type="checkbox"/> Binder check and reflections <input type="checkbox"/>	<input type="checkbox"/> Samples of completed learning logs/written reflections done in AVID WEEKLY throughout year and reflected in AVID grade <input type="checkbox"/> Samples of learning logs/written reflections used in content area classes <input type="checkbox"/>	<input type="checkbox"/> Samples of learning logs/written reflections from ALL core academic subjects/grades <input type="checkbox"/>
5.5	5.5	5.5
Weekly AVID calendar/lessons highlighting	Weekly AVID calendar/lessons	<input type="checkbox"/> Weekly AVID calendar/lessons

<p>instruction of reading to learn strategies to access rigorous curriculum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> For the purpose of connecting to prior knowledge Understanding text structure such as: (literature circles, SQ4R, reciprocal reading, GIST, KWL, annotating the text, Into, Through, and Beyond, graphic organizers, etc.) <input type="checkbox"/> 	<p>highlighting instruction of reading to learn activities to access rigorous curriculum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activities and student samples that evidence the focus of reading comprehension <input type="checkbox"/> 	<p>highlighting instruction of reading to learn activities to access rigorous curriculum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vertically articulated plan for teaching AVID reading strategies/activities including all AVID classes <input type="checkbox"/> Lesson plans including student work samples demonstrating reading strategies and activities in ALL core classes in every grades <input type="checkbox"/>
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AVID Essential # 6: Possible Evidence Documentation

Please note that placement level is contingent on providing evidence at the current and previous level(s).

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
<p style="text-align: center;">6.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Samples of completed tutorial forms from each grade level throughout the year <input type="checkbox"/> AVID weekly schedule reflects a minimum of 90 minutes for AVID tutorials per week <input type="checkbox"/> 	<p style="text-align: center;">6.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Samples of tutorial forms collected over time evidencing growth in critical thinking skills for several students in each grade level <input type="checkbox"/> Tutorial reflection showing increased student participation/ownership (roles/responsibilities) in the tutorial process <input type="checkbox"/> Completed Tutorial Process Observation Checklist from trained and certified personnel such as AVID Regional Coordinator, AVID District Liaison or AVID Site Coordinator <input type="checkbox"/> 	<p style="text-align: center;">6.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher/AVID Regional coordinator written observations evidencing students' routinely taking ownership (roles/responsibilities) for their learning and the learning of others <input type="checkbox"/> Completed Tutorial Process Observation Checklist evidencing the majority of the indicators for all 4 roles at the "collaborative level" from trained and certified personnel such as AVID Regional Coordinator, AVID District Liaison or AVID Site Coordinator <input type="checkbox"/>
<p style="text-align: center;">6.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Samples of student notes w/questions graded weekly <input type="checkbox"/> Samples of student binder grade check sheets <input type="checkbox"/> Copy of grade book showing weekly grade for Cornell Notes <input type="checkbox"/> 	<p style="text-align: center;">6.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copy of the rubric developed with students and used in grading level of questions <input type="checkbox"/> Graded Cornell note samples from content area classes w/tutor and/or teacher feedback about the levels and quality of questions <input type="checkbox"/> 	<p style="text-align: center;">6.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cornell Notes evidencing consistent use of higher-level questions, demonstration of critical thinking, and understanding of rigorous curriculum <input type="checkbox"/>
<p style="text-align: center;">6.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Samples of student Cornell Notes using Costa's Level 1, 2 and 3 questions <input type="checkbox"/> Samples of completed student Tutorials Request Forms using Costa's Level 2 and 3 questions <input type="checkbox"/> Sample of student inquiry activities in the content area <input type="checkbox"/> 	<p style="text-align: center;">6.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Samples of completed Tutorial Request Forms, from each grade level and throughout the year, including reflections <input type="checkbox"/> Refining reflection activities from <i>Tutorial Support Curriculum Resource Guide</i> <input type="checkbox"/> Samples of Socratic methods or inquiry and learning logs or reflections from content area courses <input type="checkbox"/> Completed Tutorial Process Observation Checklist indicating that for student and group members the rating is Student Centered or Collaborative <input type="checkbox"/> 	<p style="text-align: center;">6.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Samples of AVID students' core teachers' lesson plans indicating the use of the tutorial process/collaborative group work during class time <input type="checkbox"/> Written observations/reflection documenting use of the tutorial problem solving process used in ALL academic core classes <input type="checkbox"/> Tutorial Request Form evidencing consistent use of higher-level questions <input type="checkbox"/> Samples of tutorial questions from rigorous curriculum presented in honors and AP/IB classes <input type="checkbox"/>
<p style="text-align: center;">6.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans for Philosophical Chairs AND/OR Socratic Seminar completed with students <input type="checkbox"/> Samples of student reflections/reports of the seminar/activity <input type="checkbox"/> Samples of Socratic Seminar AND/OR Philosophical Chairs grade sheets/rubrics <input type="checkbox"/> 	<p style="text-align: center;">6.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> List of Philosophical Chairs AND Socratic Seminar lessons completed on a routine basis for the year <input type="checkbox"/> Samples of student reflections/reports of the seminar/activity completed on a routine basis for the year <input type="checkbox"/> Samples of Socratic Seminar AND Philosophical Chairs grade sheets/rubrics <input type="checkbox"/> 	<p style="text-align: center;">6.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Samples of student generated questions/text for Philosophical Chairs/ Socratic Seminar completed on a routine basis for the year <input type="checkbox"/> Evidence of preparation by AVID elective teacher and/or students so that Philosophical Chairs/Socratic Seminar can be led by AVID students in academic classes <input type="checkbox"/>

AVID Essential #7: Possible Evidence Documentation

Please note that placement level is contingent on providing evidence at the current and previous level(s).

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
7.1	7.1	7.1
<ul style="list-style-type: none"> <input type="checkbox"/> Weekly AVID elective class lesson plans highlighting collaboration, problem solving and problem solving activities <input type="checkbox"/> Lessons and student work samples from <i>Strategies for Success</i> and other AVID Curriculum <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans and student samples showing collaboration used classrooms other than AVID <input type="checkbox"/> Survey created and distributed by AVID Site Team documenting the use of WICR strategies in core academic classes <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Student reflections indicating the use of independent and collaborative problem solving to find solutions during AVID curricular assignments and in classes other than AVID <input type="checkbox"/> Teacher lesson plans and student samples indicating the use of independent and collaborative problem solving to find solutions during AVID curricular assignments and in classes other than AVID <input type="checkbox"/>
7.2	7.2	7.2
<ul style="list-style-type: none"> <input type="checkbox"/> Samples of lessons that require group work to complete <input type="checkbox"/> Student research papers (college and career exploration) evidencing collaboration <input type="checkbox"/> Group presentations (e.g., Power Points, visual aids, videos, evaluations of presentations, etc.) evidencing collaboration (highlight AVID students' roles/responsibilities) <input type="checkbox"/> Community service evidencing collaboration (highlight AVID students' roles/responsibilities) <input type="checkbox"/> Fundraising events evidencing collaboration (highlight AVID students' roles/responsibilities) <input type="checkbox"/> Family events evidencing collaboration (highlight AVID students' roles/responsibilities) <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Pacing guides, lesson plans, student samples showing collaboration in AVID classes in the area of research papers, group presentations, community service and/or fundraising throughout the year <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Pacing guides, lesson plans, student samples showing collaboration in AVID classes and other academic core classes in the area of research papers, group presentations, community service and/or fundraising throughout the year <input type="checkbox"/>
7.3	7.3	7.3
<ul style="list-style-type: none"> <input type="checkbox"/> List of student groupings for collaborative projects/study groups <input type="checkbox"/> List of student groupings for tutorial sessions <input type="checkbox"/> Lesson plans/student samples of collaborative activities used from the AVID curriculum <input type="checkbox"/> Study Buddy List <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> List of student groupings for collaborative projects/study groups w/group leader highlighted <input type="checkbox"/> List of collaborative projects/activities completed in the AVID classroom in each grade level <input type="checkbox"/> Classroom Observation Forms from AVID Regional Coordinator, AVID District Liaison or AVID Site Coordinator evidencing AVID students leading collaborative study groups in the AVID elective class <input type="checkbox"/> AVID students have received coaching in leading a collaborative study group <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Written documentation by teachers and/or students over an extended period of time showing AVID students regularly leading collaborative study groups in AVID and core classes/after school where teachers use collaborative strategies <input type="checkbox"/> Student work/project sample showing student-led collaboration (highlight AVID student leaders) in both AVID and content classes <input type="checkbox"/> Reflections of AVID students about their roles, responsibilities, experiences and learning while working in collaborative groups in both AVID and content classes <input type="checkbox"/>
7.4	7.4	7.4
<ul style="list-style-type: none"> <input type="checkbox"/> Community service evidencing opportunities to develop leadership skills by collaborating with others (highlight AVID students' roles/responsibilities) <input type="checkbox"/> Fundraising events evidencing opportunities to develop leadership skills by collaborating with others (highlight AVID students' roles/responsibilities) <input type="checkbox"/> Family events evidencing opportunities to develop leadership skills by collaborating 	<ul style="list-style-type: none"> <input type="checkbox"/> Documentation of AVID students' collaborating with others highlighting roles/responsibilities and leadership skills that address issues on campus <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Documentation of AVID students' modeling leadership while collaborating with others (in the AVID classroom, in other academic core classes, and in activities) to solve community related issues. <input type="checkbox"/>

<p>with others (highlight AVID students' roles/responsibilities)</p> <p><input type="checkbox"/> Lesson plans/student samples of leadership activities in the AVID elective</p> <p><input type="checkbox"/></p>		
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AVID Essential #8: Possible Evidence Documentation

Please note that placement level is contingent on providing evidence at the current and previous level(s).

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
<p style="text-align: center;">8.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Typical week in AVID schedule for all AVID classes highlighting TWO tutorial days <input type="checkbox"/> Pacing schedule showing trained AVID Tutors <input type="checkbox"/> Tutorial Training Certificate or Sign off sheet showing attendance at AVID Tutorial Training Workshops <input type="checkbox"/> Tutorial Request Form that includes grading for the following components: questions, source of question, Cornell Notes, reflection <input type="checkbox"/> Tutor time sheets or sign in sheets <input type="checkbox"/> Tutorial Process Observation Checklist from trained and certified AVID Regional Coordinator, AVID District Liaison or AVID Site Coordinator <input type="checkbox"/> 	<p style="text-align: center;">8.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> List of tutor and student tutorial groupings <input type="checkbox"/> Tutor time or sign in sheets <input type="checkbox"/> Tutor reflections of problem solving groups <input type="checkbox"/> Written documentation of teacher-tutor collaboration/debrief <input type="checkbox"/> Tutorial Process Observation Checklist from trained and certified AVID Regional Coordinator, AVID District Liaison or AVID Site Coordinator <input type="checkbox"/> Tutor schedule that documents the times/days/classes where all tutors work <input type="checkbox"/> Classroom observations showing tutors facilitating collaborative inquiry 	<p style="text-align: center;">8.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher observation of tutor facilitating tutorial group <input type="checkbox"/> AVID Tutorial Observation form <input type="checkbox"/> Tutorial Request Forms over time showing higher-level questioning skills <input type="checkbox"/> Reflections indicating student responsibility for their own learning <input type="checkbox"/> Tutorial Process Observation Checklist evidencing the majority of the indicators for all 4 roles at the “collaborative level” from AVID Regional Coordinator, AVID District Liaison or AVID Site Coordinator <input type="checkbox"/>
<p style="text-align: center;">8.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> A Tutor Training Plan indicating 16 hours of training <input type="checkbox"/> Signed verification by trained regional/county/district/site personnel to verify the 16 hours of training <input type="checkbox"/> Certificate of completion of 16 hours of training <input type="checkbox"/> Completed Tutorial Process Observation Checklist forms from AVID Elective Teacher <input type="checkbox"/> <i>Tutorial Support Curriculum Resource Guide</i> pacing chart with supporting evidence of implementation of AVID methodologies and WICR strategies with students and tutors. <input type="checkbox"/> 	<p style="text-align: center;">8.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed Tutorial Process Observation Checklist forms from trained site personnel <input type="checkbox"/> Evidence of implementation of <i>Tutorial Support Curriculum Resource Guide</i> Unit 5: Debriefing <input type="checkbox"/> Tutor sign in sheets, agendas and content (2008 AVID tutorial video and materials) from on-going coaching by trained district/site personnel <input type="checkbox"/> Tutor, Student Presenter, and/or Group Member Reflections <input type="checkbox"/> 	<p style="text-align: center;">8.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutorial Process Observation Checklist and debrief from AVID Regional Coordinator or AVID District Staff <input type="checkbox"/> Implementation of the ten “Steps in the Tutorial Process” in all AVID classrooms <input type="checkbox"/> <i>Tutorial Support Curriculum Resource Guide</i> pacing chart with supporting evidence of implementation with students and tutors from units 1-5. <input type="checkbox"/> Evidence of trained site personnel <input type="checkbox"/>
<p style="text-align: center;">8.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class list of student/tutor groups reflecting the 7:1 ratio <input type="checkbox"/> Classroom observations to determine student/tutor ratio <input type="checkbox"/> Tutor roster with college students’ names highlighted <input type="checkbox"/> AVID Site Data Collection Form verifying number of tutor hours using calculation below: Calculating 7:1 student tutor ratio: #Students / #sections / 7 x 2 x #sections <i>(Total number of students/total number of AVID classes = AVID Class average. AVID class average /7 (7:1 student tutor ratio) x 2 hours of tutorials per week per section x number of AVID Classes)</i> 	<p style="text-align: center;">8.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutor roster that includes at least ONE college tutor for each section. (Highlight name(s) and college attending) <input type="checkbox"/> 	<p style="text-align: center;">8.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutor roster that includes at least TWO college tutors for each section (Highlight names and indicate college attending) <input type="checkbox"/> List of tutors for the past two years that shows that 50% of the tutors have worked as a tutor for at least two semesters <input type="checkbox"/>
<p style="text-align: center;">8.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Graded Tutorial Request Form with tutor feedback <input type="checkbox"/> Tutor Request Form that indicates the source for the question (e.g., page in text, 	<p style="text-align: center;">8.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutorial Request Forms that reflect questions based on students’ homework <input type="checkbox"/> Graded Tutorial Request Forms over an extended time period with student 	<p style="text-align: center;">8.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers, tutors, and students routinely analyze individual grades in all core subject area; based on this analysis, create focus areas/goals and questions

<p>test/quiz, CN, etc.) and use of Level 2 and Level 3 questions</p> <ul style="list-style-type: none"> <input type="checkbox"/> AVID teacher/site designee or Regional Coordinator observations <input type="checkbox"/> 	<p>reflections that contain feedback about the tutorial process</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written documentation of teacher/tutor debrief that shows tutorial adjustments based on students' feedback <input type="checkbox"/> Evidence of tutorial adjustments based on tutorial evaluation or feedback by AVID students such as "Grade/Tutorial Analysis Activity" from the <i>Tutorial Support Curriculum Resource Guide</i> <input type="checkbox"/> 	<p>tutorials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutor documentation or written reflections of adjustments made in the implementation of the tutorial process based on students' needs and teacher's feedback such as "Reflection: It's Almost Curtains" from the <i>Tutorial Support Curriculum Resource Guide</i> <input type="checkbox"/>
<p style="text-align: center;">8.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written plan for recruiting and retaining tutors <input type="checkbox"/> 	<p style="text-align: center;">8.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implemented written plan for recruiting and retaining tutors <input type="checkbox"/> Documentation of online, newspaper ads or flyers regarding tutor job postings <input type="checkbox"/> Documentation of tutor incentives, relationship building activities, participation in field trips, etc. <input type="checkbox"/> Documentation of tutor interest surveys (AVID Senior Data), vertical articulation meeting notes and updated tutor contact lists <input type="checkbox"/> 	<p style="text-align: center;">8.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implemented written plan for recruiting and retaining tutors is created/implemented by the Site Team/district office <input type="checkbox"/> Site Team agenda/notes showing ownership (roles/responsibilities) and ongoing revision of the tutor recruitment/retention plan <input type="checkbox"/>

AVID Essential #9: Possible Evidence Documentation

Please note that placement level is contingent on providing evidence at the current and previous level(s).

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
9.1	9.1	9.1
<ul style="list-style-type: none"> <input type="checkbox"/> Copy of AVID Center Data printed from www.avidonline.org submitted on time. (General (Site) Data, ISS, CSS) <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> List of people at site/district who provide support in collecting data and roles in data collection <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> List of people at site/district who provide support in collecting data and roles in data collection <input type="checkbox"/> Site Team Meeting notes indicating the use of data for advocacy and instructional decision making <input type="checkbox"/> Log/list of ways that the site used www.avidonline.org as a resource this year <input type="checkbox"/>
9.2	9.2	9.2
<ul style="list-style-type: none"> <input type="checkbox"/> Site Team meeting notes, from the current school year, documenting the use of AVID Center data and demonstrating data analysis to improve AVID program implementation <input type="checkbox"/> Data w/calculations/notes about identifying trends/patterns to inform program implementation <input type="checkbox"/> Data analysis activities evidencing program analysis and implementation <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Site Team meeting notes documenting the use of AVID Center data and how it is used to improve and expand the program <input type="checkbox"/> Data with calculations/notes about identifying trends/patterns to improve and expand the program (e.g., additional staffing/funding to support program expansion) <input type="checkbox"/> Data analysis activities evidencing program improvement and expansion <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Analysis of the student, staffing, and financial data leading to schoolwide program enhancement <input type="checkbox"/> Analysis of disaggregated student data, beyond AVID Center data, highlighting deficiencies and identifying areas where AVID methodologies can be used to improve student achievement <input type="checkbox"/>
9.3	9.3	9.3
<ul style="list-style-type: none"> <input type="checkbox"/> Site Team notes documenting the analysis of performance (local/district/state achievement, benchmark, writing, and mandated assessments) enrollment, attendance patterns*, and staffing data to promote access to rigorous courses <input type="checkbox"/> Data w/calculations/notes about identifying trends/patterns found in performance, enrollment, attendance patterns*, and staffing data to promote access to rigorous courses <input type="checkbox"/> Evidence that tracks student success in rigorous courses <ul style="list-style-type: none"> o HS: Percent of AVID students enrolled in AP/IB compared to non-AVID students enrolled in the school o MS: Percent of 8th grade AVID students enrolled in Algebra, foreign language / honor/accelerated (if offered) compared to non-AVID students enrolled in the school o Master schedule evidencing AVID students have access to AP/IB courses or 8th Grade Algebra/ foreign language/ honor/accelerated classes <input type="checkbox"/> Copies of school/district policy regarding access <input type="checkbox"/> Site action plan that address access and equity <input type="checkbox"/> <p>*Compare AVID, AVID-like, and non-AVID student data</p>	<ul style="list-style-type: none"> <input type="checkbox"/> AVID Site Plan with revisions/addendums showing support for access/equity to rigorous courses AND <input type="checkbox"/> School and/or district plans with revisions/addendums showing support for access/equity to rigorous courses OR <input type="checkbox"/> HS: Show revisions/changes in AP/IB access <input type="checkbox"/> MS: Show revisions/changes in 8th Grade Algebra, foreign language/ honor/accelerated classes access <input type="checkbox"/> Copy of master schedule highlighting AVID and AP/IB courses or 8th Grade Algebra or honor/accelerated classes to evidence access and availability <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Data analysis that impacted school policies regarding access to advanced courses as evidenced through school/district improvement plans (e.g., open access to AP/IB or 8th Grade Algebra/foreign language/accelerated/honor courses) <input type="checkbox"/> Board meeting minutes or a copy of the PowerPoint presented to the board. <input type="checkbox"/> Minutes of meetings (faculty, site governance groups, parent groups etc.) where data was presented by AVID Site Team Members <input type="checkbox"/>
9.4	9.4	9.4
<ul style="list-style-type: none"> <input type="checkbox"/> Standardized test data w/calculations/notes about identifying trends/patterns in order to promote access to rigorous courses 	<ul style="list-style-type: none"> <input type="checkbox"/> Minutes from department meetings showing analysis of standardized test data used to inform classroom instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Site team meeting notes reflect the analysis of standardized test data and identify trends/patterns in order to

<ul style="list-style-type: none"> <input type="checkbox"/> Analysis of standardized tests with identifying specific areas of weakness to be focused on during curriculum days <input type="checkbox"/> Lesson plans that focus on identified “problem areas” <input type="checkbox"/> List of AVID students standardized test scores highlighting potential candidates and actual students promoted to more rigorous courses <input type="checkbox"/> AP Potential data, from the PSAT results, highlighting AVID students <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Notes from AVID Site Team/AVID elective teacher meetings showing analysis of standardized test data for AVID students to used to inform classroom instruction <input type="checkbox"/> Standardized test data disaggregated by content areas that shows analysis and promotes improved instruction in core classes <input type="checkbox"/> Analysis of standardized tests with identifying specific areas of weakness to be focused on in content area classes <input type="checkbox"/> Content teacher lesson plans highlighting instructional strategies implemented to improve student achievement (WICR) <input type="checkbox"/> 	<p>promote access to rigorous courses</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standardized test data disaggregated by the Site Team that shows analysis and promotes improved instruction and change in school policy to increase access to rigorous curriculum for AVID students <input type="checkbox"/> List of students moved into advanced courses based on data analysis (indicate course change) <input type="checkbox"/>
<p style="text-align: center;">9.5 (HS ONLY)</p> <ul style="list-style-type: none"> <input type="checkbox"/> List of AVID students who have taken CAHSEE with their scores highlighting those who have PASSED <li style="text-align: center;">AND <input type="checkbox"/> Calculation evidencing that 70% have PASSED <input type="checkbox"/> 	<p style="text-align: center;">9.5 (HS ONLY)</p> <ul style="list-style-type: none"> <input type="checkbox"/> List of AVID students who have taken CAHSEE with their scores highlighting those who have PASSED <li style="text-align: center;">AND <input type="checkbox"/> Calculation evidencing that 85% have PASSED <input type="checkbox"/> 	<p style="text-align: center;">9.5 (HS ONLY)</p> <ul style="list-style-type: none"> <input type="checkbox"/> List of AVID students who have taken CAHSEE with their scores highlighting those who have PASSED <li style="text-align: center;">AND <input type="checkbox"/> Calculation evidencing that 100% have PASSED CAHSEE <input type="checkbox"/>
<p>NOTE: Completion of Senior Data is a requirement and schools that do not complete Senior Data for all seniors may not eligible for certification.</p>		
<p style="text-align: center;">9.6 (HS ONLY)</p> <p>At least 85% of AVID Seniors have completed all items on the Senior Data Collection Form @ avidonline.org as evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> List of senior students showing data was completed and printed from www.avidonline.org -“My AVID”, Senior Data <input type="checkbox"/> Roster of students who completed data with calculation evidencing at least 85% completion <input type="checkbox"/> 	<p style="text-align: center;">9.6 (HS ONLY)</p> <p>At least 100% of AVID Seniors have all completed all items on the Senior Data Collection Form at avidonline.org as evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> List of AVID seniors showing data was completed and printed from www.avidonline.org -“My AVID”, Senior Data <input type="checkbox"/> Roster of students who completed data with calculation evidencing at least 90% completion <input type="checkbox"/> 	<p style="text-align: center;">9.6 (HS ONLY)</p> <p>100% of AVID Seniors have completed all items on the Senior Data Collection Form at avidonline.org as evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> List of AVID seniors showing data was completed and printed from www.avidonline.org -“My AVID”, Senior Data <input type="checkbox"/> Roster of students who completed data with calculation evidencing at least 100% completion <input type="checkbox"/> Examples of senior portfolios showing samples of students’ best work <input type="checkbox"/>
<p style="text-align: center;">9.7 (HS ONLY)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Roster/list/matrix showing that 100% of AVID seniors submitted one or more applications to four year colleges/universities <input type="checkbox"/> 	<p style="text-align: center;">9.7 (HS ONLY)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Roster of Senior students with checklist evidencing that they have submitted one or more applications <input type="checkbox"/> Calculations showing that 75% or more have been accepted into at least one four year college and/or university <input type="checkbox"/> 	<p style="text-align: center;">9.7 (HS ONLY)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Roster of Senior students with checklist evidencing that they have submitted one or more applications, have been accepted to one or more universities <input type="checkbox"/> Examples of senior portfolios of college applications <input type="checkbox"/>

AVID Essential #10: Possible Evidence Documentation

Please note that placement level is contingent on providing evidence at the current and previous level(s).

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
10.1	10.1	10.1
<input type="checkbox"/> School budget highlighting AVID <input type="checkbox"/> District budget highlighting AVID <input type="checkbox"/>	<input type="checkbox"/> Sign in-sheets and minutes from budget meetings evidencing that the AVID coordinator has participated in budget decisions (e.g., member of budget committee, site governance team, etc.) <input type="checkbox"/> List of budget committee and members with AVID coordinator's name highlighted <input type="checkbox"/> Agendas and/or minutes from Site Governance, PTA, etc. indicating funding discussions for AVID <input type="checkbox"/>	<input type="checkbox"/> Written long-term funding plan for AVID w/evidence that the AVID coordinator has a leadership role in terms of developing the budget <input type="checkbox"/> Evidence of funding sources (e.g., GEAR-Up, Title I, School Program Improvement, other grants, etc.) <input type="checkbox"/> Agendas and/or minutes from Site Governance, PTA, etc. indicating funding discussions for AVID <input type="checkbox"/>
10.2	10.2	10.2
<input type="checkbox"/> Copy of AVID Site Plan from Summer Institute <input type="checkbox"/> Site team meeting notes showing discussion and use of Site Team Plan <input type="checkbox"/>	<input type="checkbox"/> Site Team meeting notes of adjustments made in the planning and evaluation of the AVID program based on the initial Site Plan <input type="checkbox"/> Site Team meeting agenda showing that the Site Plan is used regularly as part of program discussion, planning and evaluation <input type="checkbox"/> AVID certification meeting/visit notes from discussion <input type="checkbox"/>	<input type="checkbox"/> Site Team meeting notes showing evidence that the team has discussed/addressed certification recommendations and student performance data in the plan <input type="checkbox"/> AVID Site Plan reflecting adjustments made as a result of recommendations and student performance data (highlight evidence) <input type="checkbox"/>
10.3	10.3	10.3
<input type="checkbox"/> Copy of School Improvement Plan or Single Site Plan <input type="checkbox"/> WASC District Steering Team notes <input type="checkbox"/> Data reports showing progress <input type="checkbox"/>	<input type="checkbox"/> Copy of School Improvement Plan or Single Site Plan w/AVID referenced as a key component/school-wide <input type="checkbox"/> Copy of School-Based Coordinated Plan or WASC report that shows AVID's inclusion <input type="checkbox"/> School Site Plan <input type="checkbox"/> School Site Council Meeting Notes <input type="checkbox"/>	<input type="checkbox"/> Copy of School improvement Plan or Single Site Plan w/AVID referenced as a key component/school wide <input type="checkbox"/> Copy of School-Based Coordinated Plan or WASC report that shows AVID's inclusion <input type="checkbox"/> AVID Site Team Plan <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> District Improvement Plan <input type="checkbox"/>
**Highlight AVID throughout in all documents	**Highlight AVID throughout in all documents	**Highlight AVID showing interrelationship among all the plans
10.4	10.4	10.4
<input type="checkbox"/> List printed from "My AVID" event registration search indicating that each AVID elective teacher has attended Summer Institute at least once (Implementation Strand) <input type="checkbox"/> Summer Institute registration showing that each AVID elective teacher has attended Summer Institute at least once (Implementation Strand) <input type="checkbox"/>	<input type="checkbox"/> List printed from "My AVID" event registration search indicating that each AVID elective teacher has attended Summer Institute at least twice including once in the past two summers (completing Implementations and Tutorology) <input type="checkbox"/>	<input type="checkbox"/> Summer Institute registration showing that each AVID elective teacher has attended Summer Institute at least three times (completing Implementation, Tutorology and Refining) <input type="checkbox"/>

<p style="text-align: center;">10.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> List printed from "My AVID" event registration search indicating that site team teachers attended Summer Institute <input type="checkbox"/> List of all AVID Site Team teachers who have attended AVID PATH training include strand/year <input type="checkbox"/> 	<p style="text-align: center;">10.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> *List printed from "My AVID" event registration search indicating that site team teachers attended Summer Institute <input type="checkbox"/> *List of all site teachers and administrators who have attended AVID PATH training include strand/year <input type="checkbox"/> Numerical calculation demonstrating that 25% of the faculty is trained in AVID <input type="checkbox"/> <p>*Combined lists indicate 25% of administrators and teachers trained)</p>	<p style="text-align: center;">10.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> List of faculty (including strand/year attended) highlighting all teachers that have attended at least 2 Summer Institutes. <input type="checkbox"/> Multi-year plan to ensure that at least 50% of the teachers are AVID-trained <input type="checkbox"/>
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AVID Essential #11: Possible Evidence Documentation

Please note that placement level is contingent on providing evidence at the current and previous level(s).

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
<p style="text-align: center;">11.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> AVID Center Site Team Information List print out that includes interdisciplinary teachers, administrators, counselors, and elective teachers from www.avidonline.org <input type="checkbox"/> Site list of Site Team members' names (including interdisciplinary teachers, administrators, counselors, coordinators, AVID elective teachers) roles and responsibilities (e.g., program, Essentials) <input type="checkbox"/> Site Team meeting notes/agendas/sign-in sheets <input type="checkbox"/> 	<p style="text-align: center;">11.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Site list of Site Team members' names (including interdisciplinary teachers, administrators, counselors, coordinators, AVID elective teachers, tutors, and students) <input type="checkbox"/> Meeting agendas and sign-in sheets that show tutor/student representation and attendance <input type="checkbox"/> 	<p style="text-align: center;">11.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Site list of Site Team members' names (including interdisciplinary teachers, administrators, counselors, coordinators, AVID elective teachers, tutors, students and parents) <input type="checkbox"/> Meeting agendas, sign-in sheets, and notes that show parent representation and attendance when individual student and teacher performance is not discussed <input type="checkbox"/>
<p style="text-align: center;">11.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> AVID Site Plan that shows evidence of revision based on certification recommendations <input type="checkbox"/> Site Team meeting notes about revisions to Site Team Plan <input type="checkbox"/> Addendum to AVID Site Plan evidencing change <input type="checkbox"/> Previous year's AVID Site Plan <input type="checkbox"/> Previous year's Certification Self-Study w/Regional AVID Coordinator commendations and recommendations <input type="checkbox"/> 	<p style="text-align: center;">11.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team meeting notes that address access and equity to honors/AP/IB classes <input type="checkbox"/> Documentation of meetings w/ honors/AP/IB teachers to discuss enrollment and support of AVID students <input type="checkbox"/> Site Team meeting notes that address access and equity issues <input type="checkbox"/> Tracking document that shows increased enrollment in high school honors/AP/IB or middle school 8th Grade Algebra, foreign language, honors/accelerated classes from year to year <input type="checkbox"/> 	<p style="text-align: center;">11.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Notes from ongoing AVID Site Team Meeting indicating conversation about the revision of the site plan according to the data and Certification document <input type="checkbox"/> Notes indicating prioritizing and adding additional goals to the AVID Site Plan in other essential areas based on ISS and CSS recommendations <input type="checkbox"/>
<p style="text-align: center;">11.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> AVID Site Team meets at least FOUR times a year and agenda/meeting notes reflect discussion of access/increased enrollment/support in regard to rigorous curriculum <input type="checkbox"/> 	<p style="text-align: center;">11.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> AVID Site Team meets MONTHLY and agendas/ meeting notes reflect problem solving of access/increased enrollment/support in regard to rigorous curriculum <input type="checkbox"/> 	<p style="text-align: center;">11.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> AVID Site Team meets MONTHLY and agendas/ meeting notes reflect problem solving of access/increased enrollment/support in regard to rigorous curriculum <input type="checkbox"/> Written school policy regarding honors/AP access for all students <input type="checkbox"/> Data to track/document increased enrollment of students in rigorous curriculum high school honors/AP/IB or middle school 8th Grade Algebra, foreign language, honors/accelerated classes <input type="checkbox"/>
<p style="text-align: center;">11.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team list of roles and responsibilities to show support of elective teacher (e.g., field trips, data collection, use of WICR strategies, recruitment, etc.) <input type="checkbox"/> Site Team meeting notes reflecting role/support <input type="checkbox"/> "College-Going Culture" evidenced in classrooms <input type="checkbox"/> Documentation of staff attendance at AVID conferences and workshops <input type="checkbox"/> 	<p style="text-align: center;">11.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team list of roles and responsibilities to show roles/tasks in regard to access and equity issues <input type="checkbox"/> Copy of letter and AVID roster distributed to all staff <input type="checkbox"/> AVID newsletter sent to parents and staff <input type="checkbox"/> 	<p style="text-align: center;">11.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team list of roles and responsibilities to show delegation of responsibilities and support to AVID coordinators and teachers for implementation of 11 Essentials and certification <input type="checkbox"/> List of Site Team members represented on school and district committees <input type="checkbox"/> Minutes from site-based management teams and school-wide committees that demonstrate Site Team members' involvement in taking AVID school-wide and increasing equity and access <input type="checkbox"/>

<p style="text-align: center;">11.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chart that shows the articulation of requirements/activities in the AVID elective classes-curriculum scope and sequence chart <input type="checkbox"/> Site Team meeting notes showing their involvement in the elective articulation plan <input type="checkbox"/> Minutes of articulation meetings <input type="checkbox"/> Email correspondence <input type="checkbox"/> 	<p style="text-align: center;">11.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Minutes from feeder pattern meetings showing articulation/planning <input type="checkbox"/> Flyers for activities that span among school grade levels and/or feeder patterns <input type="checkbox"/> Copies of articulation plans between grade levels and sites <input type="checkbox"/> 	<p style="text-align: center;">11.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> AVID presentations at non-AVID feeder schools <input type="checkbox"/> AVID student speakers/guest panels at non-AVID feeder schools <input type="checkbox"/> District list of sites that have implemented AVID and potential AVID sites <input type="checkbox"/>
<p style="text-align: center;">11.6</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copies of newsletters/informational brochures sent to parents <input type="checkbox"/> Agendas/materials/sign-in sheets from parent workshops <input type="checkbox"/> 	<p style="text-align: center;">11.6</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copies of newsletters/informational brochures sent to parents <input type="checkbox"/> Agendas/materials/sign-in sheets from parent workshops <input type="checkbox"/> Calendar of events highlighting parent activities <input type="checkbox"/> List of parent attendance on AVID fieldtrips <input type="checkbox"/> 	<p style="text-align: center;">11.6</p> <ul style="list-style-type: none"> <input type="checkbox"/> AVID parent roster including roles/responsibilities <input type="checkbox"/> List of parents serving on AVID Parent Committee <input type="checkbox"/> Presentations by AVID parents at school-wide events/meetings <input type="checkbox"/> AVID parents as guest speakers (e.g., invitation letters, student reflections, thank you letter, Cornell Notes etc.) <input type="checkbox"/>
<p style="text-align: center;">11.7</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copies of newsletter/informational brochures sent to staff <input type="checkbox"/> Agenda/materials/sign-in sheets from AVID Awareness presentations, delivered by the AVID Site Team, at faculty meetings <input type="checkbox"/> Copy of letter sent to academic teachers identifying AVID students <input type="checkbox"/> AVID Awareness survey to collect data to focus AVID professional development <input type="checkbox"/> AVID Alert/Good News Forms <input type="checkbox"/> Agendas and sign-in sheets Back to School Night and/or Open House with AVID Awareness <input type="checkbox"/> Parent fieldtrip chaperones list <input type="checkbox"/> 	<p style="text-align: center;">11.7</p> <ul style="list-style-type: none"> <input type="checkbox"/> AVID Site Team professional development materials used for training staff on AVID methodologies/WICR <input type="checkbox"/> Schedule of meetings, agendas, and sign in sheets from AVID presentations methodologies/WICR <input type="checkbox"/> AVID training sign-in sheets <input type="checkbox"/> 	<p style="text-align: center;">11.7</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copy of the site professional development plan with AVID highlighted <input type="checkbox"/> List school/district committees with Site Team members highlighted <input type="checkbox"/> List of AVID Site Team teachers who have been trained in the school improvement process and documentation that they are training others via sign in sheets and agendas <input type="checkbox"/>