

AVID Essential No. 1.1: Possible Evidence Documentation

Students meet nationally and locally defined selection criteria.

Possible Evidence Sources:

- | | |
|---|---|
| <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 | <ul style="list-style-type: none"> <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 |
|---|---|

Essential 1.1

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|---|--|
| <p style="text-align: center;">1.1</p> <ul style="list-style-type: none"> • Student recruitment grid including: (Standardized test scores, GPA’s, attendance, behavior, ethnicity, first generation, free/reduced lunch status (SES), etc.) <p>(Highlighting names of students that meet the criteria and provide calculations to show % of students in the middle)</p> <ul style="list-style-type: none"> ▪ Completed student recruitment application ▪ Sample flyers/brochures ▪ Sample student interview w/notes/ratings ▪ Interview schedules ▪ Teacher recommendation forms/ratings ▪ Samples of acceptance/denial letters ▪ Sample application rubric ▪ Student writing samples | <p style="text-align: center;">1.1</p> <ul style="list-style-type: none"> • Student recruitment grid including: (Standardized test scores, GPA’s, attendance, behavior, ethnicity, first generation, free/reduced lunch status (SES), etc.) | <p style="text-align: center;">1.1</p> <ul style="list-style-type: none"> • Past and present recruitment documents indicating changes and refinement of process – Highlight changes and refinement • Weighted student selection process (e.g., students receive points for specific criteria that assist in ranking the students and identifying the ideal AVID candidate) • Site team notes discussing refinement of selection |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 1.2: Possible Evidence Documentation

The school has an AVID Student Recruitment Plan.

Possible Evidence Sources:

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|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 1.2

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|---|---|
| <p>1.2</p> <ul style="list-style-type: none"> Written student recruitment plan Implementation timeline/calendar Site Team meeting notes referencing student recruitment discussions/debriefs Flyer, sign-in, agenda, notes from parent recruitment | <p>1.2</p> <ul style="list-style-type: none"> Written plan and process for associate school and on-site student recruitment Emails and notes evidencing on-going recruitment communication Written Retention Plan and process for retaining existing students List of students added to current AVID sections throughout the year including applications Class roster from beginning and end of year to evidence students added Counselor screening plan for potential AVID | <p>1.2</p> <ul style="list-style-type: none"> Written plan and process for expanding the program to include additional sections |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 1.3: Possible Evidence Documentation

There is an established process for selecting AVID Students.

Possible Evidence Sources:

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|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 1.3

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|--|---|
| <p>1.3</p> <p>Agreements about the recruitment process evidenced in:</p> <ul style="list-style-type: none"> ▪ Site Team Plan ▪ Site Team meeting notes ▪ Site Team agreements ▪ Site Team meeting notes indicating the development | <p>1.3</p> <p>Revising the recruitment process evidenced in:</p> <ul style="list-style-type: none"> ▪ List of Site Team members' roles/responsibilities in student recruitment ▪ Site Team meeting notes indicating the analysis and revision of the selection process | <p>1.3</p> <p>Evidence of site team members collecting input from prospective students' teachers evidenced in:</p> <ul style="list-style-type: none"> ▪ Notes/emails from site team teachers/content teachers ▪ Tallies/checklists from content teachers about student recommendations ▪ Staff recommendation forms ▪ Interview schedule of students including interview committee and their roles, comments, and ratings ▪ Site Team Meeting notes indicating the development and analysis and revision of the selection process. |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 2.1: Possible Evidence Documentation

Student contracts and parent involvement

Possible Evidence Sources:

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|---|---|
| <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 | <ul style="list-style-type: none"> <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 |
|---|---|

Essential 2.1

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|--|--|
| <p>2.1</p> <ul style="list-style-type: none"> • 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) | <p>2.1</p> <ul style="list-style-type: none"> • Agendas/flyers from parent meetings • Sign-in sheets from parent meetings • Minutes from parent meetings • Class list showing all students who have submitted contracts (highlight or check off names) • Parent/student newsletter • Photographs to document parent involvement | <p>2.1</p> <ul style="list-style-type: none"> • Parent roster/volunteer lists w/roles and/or responsibilities • Parent participation in Site Team as indicated on sign-in sheet • Parents attending fieldtrips • Parents serving as guest speakers in the AVID classroom as evidenced in student Cornell Notes, invitation/thank you letters) |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 2.2: Possible Evidence Documentation

AVID Elective Teachers volunteer involvement and leadership

Possible Evidence Sources:

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|---|--|
| <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 | <ul style="list-style-type: none"> <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 |
|---|--|

Essential 2.2

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|---|--|
| 2.2 | 2.2 | 2.2 |
| <ul style="list-style-type: none"> • AVID Elective teacher Contract/Volunteer contract • Teacher volunteer form w/roles and responsibilities signed by AVID elective teacher(s) • Emails/letters showing voluntary commitment | <ul style="list-style-type: none"> • Site Team meeting agendas, sign-in sheets and notes documenting AVID teachers attendance and participation • Registration/confirmation of AVID elective teacher(s) attendance at FCOE AVID workshops | <ul style="list-style-type: none"> • List of professional development provided by AVID elective teachers • 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 • Professional development agendas |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 2.3: Possible Evidence Documentation

AVID Site Team Members volunteer involvement and leadership

Possible Evidence Sources:

- | | |
|---|--|
| <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 | <ul style="list-style-type: none"> <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 |
|---|--|

Essential 2.3

| Meets Certification (Level 1) 2.3 | Routine (Level 2) 2.3 | Institutionalization (Level 3) 2.3 |
|--|--|---|
| <ul style="list-style-type: none"> ▪ Site Team Member Contract ▪ Site Team members volunteer form w/roles and responsibilities signed by AVID Site Team members ▪ Emails/letters showing voluntary commitment | <ul style="list-style-type: none"> • Site Team agendas, sign-in sheets and notes documenting AVID Site Team members attendance and participation • Agendas from FCOE/AVID workshops • Registration/confirmation of AVID Site Team members attendance at Summer Institutes • Master Site Team Contract signed by all members • Photographs documenting teachers' attendance at AVID events Program from recognition event/celebration w/site team identified | <ul style="list-style-type: none"> • List of professional development provided by AVID Site Team members • List of site committees highlighting the names of Site Team members serving on committees/decision-making groups to gain support for/represent AVID • Professional development agendas evidencing AVID Site Team members' AVID presentations. |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 2.4: Possible Evidence Documentation

There is a process for identifying and selection AVID Elective Teachers

Possible Evidence Sources:

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|---|--|
| <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 | <ul style="list-style-type: none"> <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 |
|---|--|

Essential 2.4

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|---|---|
| 2.4 | 2.4 | 2.4 |
| <ul style="list-style-type: none"> • List of teachers who fit the AVID Teacher profile • Written process for selecting AVID Elective teachers • Questionnaire, interviews and rating for potential teachers • Site Team agendas, sign-in sheets and notes documenting selection process for choosing AVID Elective teachers | <ul style="list-style-type: none"> • Written documentation that the AVID Elective teacher recruitment process has been reviewed/updated based on Site Team input • Principal's/coordinator's emails/letters/surveys to Site Team members asking for input about AVID Elective teacher recruitment process | <ul style="list-style-type: none"> • Written long-term site/district plan (3-5 yrs) for selection AVID Elective teachers |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 2.5: Possible Evidence Documentation

There is a process for identifying and selection AVID Site Team Members

Possible Evidence Sources:

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|---|--|
| <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 | <ul style="list-style-type: none"> <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 |
|---|--|

Essential 2.5

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|--|--|
| 2.5 | 2.5 | 2.5 |
| <ul style="list-style-type: none"> • Written process for selecting AVID Site Team members • Site Team agendas, sign-in sheets and notes documenting selection process for choosing AVID Site Team members • Class rosters of AVID Site Team teachers | <ul style="list-style-type: none"> • Written documentation that the Site Team members recruitment process has been reviewed/updated based on site team input • Principal's/coordinator's emails/letters/surveys to Site Team members asking for input about Site Team recruitment processes • Recommendations from Site Team members evidenced in meeting notes | <ul style="list-style-type: none"> • Written long-term site/district plan (3-5 yrs) for selection of AVID Site Team members |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 2.6: Possible Evidence Documentation

AVID Site Team advocates for AVID Students access to rigorous coursework.

Possible Evidence Sources:

- | | |
|---|---|
| <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 | <ul style="list-style-type: none"> <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 |
|---|---|

Essential 2.6

| Meets Certification (Level 1) 2.6 | Routine (Level 2) 2.6 | Institutionalization (Level 3) 2.6 |
|---|--|---|
| <ul style="list-style-type: none"> Site Team meeting notes regarding access and rigor, when principal is in attendance Emails from Principal regarding open access School Site Plan detailing AVID and access to rigor | <ul style="list-style-type: none"> Site Team meeting notes indicating 100% of the AVID Site Team, including the principal, advocates for equal access to rigorous courses Evidence of Site Team development and implementation of strategies that promote full access. | <ul style="list-style-type: none"> A site policy that reflect full access to rigorous courses for all AVID Students. |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 3.1: Possible Evidence Documentation

The AVID Elective classes are year-long, and students are made aware of the program during registration

Possible Evidence Sources:

- | | |
|--|---|
| <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 | <ul style="list-style-type: none"> <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) |
|--|---|

Essential 3.1

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|---|--|
| 3.1 | 3.1 | 3.1 |
| <ul style="list-style-type: none"> • Master schedule (highlight all AVID classes) | <ul style="list-style-type: none"> • Commitment in writing from administration that AVID will be offered the following year during the regular school day • Student choice slips/class registration forms/program cards indicating AVID as an elective choice for the following year • Staff list that shows AVID Elective teacher’s grade and period • New course descriptions approved by department chairs and other | <ul style="list-style-type: none"> • Recruitment timeline indicating AVID awareness during recruitment process and enrollment • 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 • Copy of parent information packet distributed in elective classes or parent workshops |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 3.2: Possible Evidence Documentation

The AVID Elective is fully enrolled, and AVID Student retention is addressed.

Possible Evidence Sources:

- | | |
|--|---|
| <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 | <ul style="list-style-type: none"> <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) |
|--|---|

Essential 3.2

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|---|--|
| <p>3.2</p> <ul style="list-style-type: none"> • Master schedule reflecting one or more sections (highlight AVID classes) • Class rosters for all AVID teachers reflecting no more than one section is under-enrolled | <p>3.2</p> <ul style="list-style-type: none"> • Master schedule reflects more than one section and more than one grade level (highlight AVID Classes) AND • Enrollment numbers for all AVID Sections or class rosters that reflect fully enrolled sections AND • Recruitment timeline and process reflecting recruitment for existing AVID Classes to ensure full enrollment • Plans for program expansion | <p>3.2</p> <ul style="list-style-type: none"> • Data analysis of AVID Student transcripts reflecting that 70% of the highest grade level students have been in AVID for: <ul style="list-style-type: none"> ○ HS- 3+ yrs ○ MS- 2+ yrs ○ Combined schools - 5+ yrs • Class roster with highlighted names of the students indicating at least 70% • Site or district data query showing 70% of student enrolled for the required years |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 3.3: Possible Evidence Documentation

There is a balance between AVID Curriculum, Tutorials, team building, and college awareness activities/programs.

Possible Evidence Sources:

- | | |
|--|---|
| <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 | <ul style="list-style-type: none"> <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) |
|--|---|

Essential 3.3

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|---|---|
| <p>3.3</p> <p>AVID class instruction provides a balance between use of AVID curriculum, tutorials, and motivational team building activities.</p> <ul style="list-style-type: none"> • 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) <p>* Can be used for various activities, not strictly motivational activities.</p> | <p>3.3</p> <p>AVID students have access to college fieldtrips, mentoring programs, college prep activities such as AVID Club, "Summer Bridge"</p> <ul style="list-style-type: none"> • College fieldtrip permission slips • List of AVID student enrolled in college preparatory activities outside of AVID class (Summer Bridge) • Roster showing student participation in AVID Club • Attendance list and notes from AVID Club meetings • Roster showing student participation in mentoring programs, after school tutoring programs, fundraising activities, AVID events (e.g. Knott's, Magic Mountain, Senior Celebration, 8th Grade Recognition, etc.) | <p>3.3</p> <p>AVID coordinators have effective relationships and partnerships with college admissions and outreach programs that benefit the site's AVID students and program.</p> <ul style="list-style-type: none"> • Emails/letters/notes evidencing correspondence and partnership between coordinator and colleges/outreach programs • Visits/presentations from college programs to AVID classes • Cornell Notes from admissions and outreach program guest speakers presentation and/or parent workshops |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 4.1: Possible Evidence Documentation

AVID Students are enrolled in a rigorous course of study.

Possible Evidence Sources:

- | | |
|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 4.1

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|---|--|
| <p>4.1</p> <ul style="list-style-type: none"> • Copies of 4-6 year “a-g” plans • Data analysis to show 100% of student transcripts/schedules reflect that students are enrolled in appropriate courses that will enable them to meet the requirements for university enrollment • *(HS) “a-g” • *(MS) Algebra, foreign language, honors • Transcripts/student schedule • Written process for documenting how counselors/coordinators can evidence that • Data analysis to show 100% of students are on track for “a-g” requirements | <p>4.1</p> <ul style="list-style-type: none"> • Data analysis to show 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 | <p>4.1</p> <ul style="list-style-type: none"> • Data analysis to show 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 |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 4.2: Possible Evidence Documentation

AVID Students receive “C’s” or better in their A-G course work.

Possible Evidence Sources:

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|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 4.2

| Meets Certification (Level 1) 4.2 | Routine (Level 2) 4.2 | Institutionalization (Level 3) 4.2 |
|--|--|--|
| <ul style="list-style-type: none"> • At least 50-69% of students receive passing grades of “C” or better in core classes as evidenced by: • Student academic probation contracts with action plans for improvement • 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"> • D/F list of AVID students • Transcripts • Report cards/progress reports • Chart/graph w/narrative | <ul style="list-style-type: none"> • At least 70-84% of students receive passing grades of “C” or better in core classes: • See Level 1 for evidence sources | <ul style="list-style-type: none"> • At least 85% of students receive passing grades of “C” or better in core classes • See Level 1 for evidence sources |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 4.3: Possible Evidence Documentation

High Schools: AVID Students on track to complete A-G requirements.

Possible Evidence Sources:

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|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 4.3

| Meets Certification (Level 1) 4.3 | Routine (Level 2) 4.3 | Institutionalization (Level 3) 4.3 |
|---|---|--|
| <ul style="list-style-type: none"> • 100 have an implemented plan for being on track to complete 4 year college requirements as evidenced in: <ul style="list-style-type: none"> • Implemented 4-6 year “a-g” plan to stay on track and to make up any classes where a D/F was earned | <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • List of AVID junior/senior students in AP/IB/college credit classes (highlight course) • Transcripts (highlight AP/IB/college credit classes) • Roster of AVID juniors and seniors who have completed AP, IB, or dual credit (college) classes - 100 level or higher | <ul style="list-style-type: none"> • 100% of AVID Senior students have complete at least one AP or IB course and exam or completed one or more college level course indicating an actual percentage as evidenced in: <ul style="list-style-type: none"> • Roster of AVID seniors who completed AP, IB, or dual credit (college) classes • AP/IB registration forms and/or exam • scores for 100% of AVID seniors |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 4.4: Possible Evidence Documentation

High Schools: AVID Students receive counseling to successfully complete a rigorous math sequence.

Possible Evidence Sources:

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|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 4.4

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|--|--|
| <p>4.4</p> <ul style="list-style-type: none"> • 100% of students receiving counseling/coaching as evidenced by: • 4-6 year “a-g” plan • Four year plan designed with counselor • Lesson plan showing math requirements for a-g | <p>4.4</p> <ul style="list-style-type: none"> • 50% of students on track in math as indicated by: • Transcripts • 4-6 year “a-g” plan | <p>4.4</p> <ul style="list-style-type: none"> • 90% of students on track in math as indicated by: • Transcripts • 4-6 year “a-g” plan |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 4.5: Possible Evidence Documentation

High Schools: 100% of AVID Students participated in appropriate college testing.

Possible Evidence Sources:

- | | |
|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 4.5

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|---|--|
| <p>4.5</p> <ul style="list-style-type: none"> Roster showing 100% student participation in college testing. Test scores from college testing (EXPLORE/PSAT/PLAN/SAT/ACT) for 100% of AVID students | <p>4.5</p> <ul style="list-style-type: none"> Test scores from college testing (PSAT/PLAN/SAT/ACT) for 100% of AVID juniors and seniors (practice or paid formal sitting) Test scores like EXPLORE/PSAT/PLAN, for 100% of 9th and 10th graders (practice or paid formal sitting) | <p>4.5</p> <ul style="list-style-type: none"> 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 Test scores from college testing for 100% of AVID students at each grade level |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 4.6: Possible Evidence Documentation

Middle Schools: 8th grade AVID Students complete a credit bearing Algebra course.

Possible Evidence Sources:

- | | |
|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 4.6

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|--|--|
| <p>4.6</p> <ul style="list-style-type: none"> • 50% of AVID 8th grades complete high school bearing Algebra 1 as evidenced by: <ul style="list-style-type: none"> • Report cards/transcripts demonstrating that at least 50% of students have completed Algebra I by end of 8th grade • Roster of AVID class w/highlighted names of students who have completed Algebra I by the end of 8th grade • List of AVID students indicating math class enrollment in 9th grade | <p>4.6</p> <ul style="list-style-type: none"> • 70% of AVID 8th grades complete high school bearing Algebra 1 as evidenced by: <ul style="list-style-type: none"> • See Level 1 for evidence | <p>4.6</p> <ul style="list-style-type: none"> • 90% of AVID 8th grades complete high school bearing Algebra 1 as evidenced by: <ul style="list-style-type: none"> • See Level 1 for evidence |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 4.7: Possible Evidence Documentation

Middle Schools: 8th grade AVID Students have chosen 9th grade A-G courses.

Possible Evidence Sources:

- | | |
|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 4.7

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|--|---|
| <p>4.7</p> <ul style="list-style-type: none"> • 80% of 8th graders chose college-prep courses for 9th grade as evidenced by: <ul style="list-style-type: none"> • Course/schedule request for 9th grade classes based on “a-g” Plan for at least 80% of students • 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 | <p>4.7</p> <ul style="list-style-type: none"> • 90% of 8th graders chose college-prep courses for 9th grade as evidenced by: <ul style="list-style-type: none"> • See Level 1 for Evidence | <p>4.7</p> <ul style="list-style-type: none"> • 100% of 8th graders chose college-prep courses for 9th grade as evidenced by: <ul style="list-style-type: none"> • See Level 1 for Evidence |

Other Evidence Items and/ or Notes and Comments:

AVID Essential No. 4.8: Possible Evidence Documentation

Middle Schools: Avid Students take appropriate college testing.

Possible Evidence Sources:

- | | |
|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 4.8

| Meets Certification (Level 1) 4.8 | Routine (Level 2) 4.8 | Institutionalization (Level 3) 4.8 |
|--|--|--|
| <ul style="list-style-type: none"> • 50% of current 8th graders have taken college tests as evidenced by: • Test scores from college testing (PSAT, PLAN, Explore) for at least 50% of AVID 8th graders (practice or paid) • 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 • Communication from college testing for PSAT/Explore | <ul style="list-style-type: none"> • 75% of current 8th graders have taken college tests as evidenced by: <ul style="list-style-type: none"> • See Level 1 for evidence | <ul style="list-style-type: none"> • 90% of current 8th graders have taken college tests as evidenced by: <ul style="list-style-type: none"> • See Level 1 for evidence |

Other Evidence Items or Notes and Comments:

AVID Essential No. 5.1: Possible Evidence Documentation

Students participate in timed writing and writing process activities.

Possible Evidence Sources:

- | | |
|---|--|
| <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 | <ul style="list-style-type: none"> <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) |
|---|--|

Essential 5.1

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|---|---|
| <p>5.1</p> <ul style="list-style-type: none"> Monthly calendar highlighting scheduled writing lessons/assignments Sample writing lessons from AVID Curriculum with student work attached(e.g., from all grades /AVID classes) Grade level list of student activities | <p>5.1</p> <ul style="list-style-type: none"> AVID year-long instructional plan highlighting writing lessons Lesson plans including student samples from Site team Teachers using WICR strategies in their academic classes | <p>5.1</p> <ul style="list-style-type: none"> Vertically articulated plan for AVID writing curriculum including all grade levels Lesson plans including student work demonstrating writing strategies |

Other Evidence Items and/ or Notes and Comments:

AVID Essential No. 5.2: Possible Evidence Documentation

Students participate in timed writing and writing process activities.

Possible Evidence Sources:

- | | |
|---|--|
| <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 | <ul style="list-style-type: none"> <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) |
|---|--|

Essential 5.2

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|---|---|
| <p>5.2</p> <ul style="list-style-type: none"> • Sample lessons that incorporate and evidence the writing process • Sample student timed writing from all AVID classes throughout the year | <p>5.2</p> <ul style="list-style-type: none"> • Samples of student essays, letters, and reports to document weekly writing • Grade level list of weekly writing assignments (e.g., essays, letters, reports, etc.) | <p>5.2</p> <ul style="list-style-type: none"> • Samples of student work (final products) that evidence the steps of the writing process • Final written products from all AVID classes |

Other evidence items and/or Notes and Comments:

AVID Essential No. 5.3: Possible Evidence Documentation

Students receive training on how to make and use Cornell notes, and Cornell notes are a weekly part of the AVID grade.

Possible Evidence Sources:

- | | |
|---|--|
| <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 | <ul style="list-style-type: none"> <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) |
|---|--|

Essential 5.3

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|---|--|
| 5.3 | 5.3 | 5.3 |
| <ul style="list-style-type: none"> • Sample Cornell Notes from students taken during the AVID class • Lesson plans from Cornell Note unit with student work samples • Grading policy showing Cornell Notes taken during the AVID class are a part of AVID grade • Letter to parents indicating expectations and grading policies of the AVID class • Sample teacher grades highlighting Cornell Note grade/points • Sample Binder Check grading sheets showing inclusion of Cornell Notes in grade | <ul style="list-style-type: none"> • Samples of Cornell Notes from AVID students taken in other classes • Completed binder check evaluations showing points given for content class Cornell Notes | <ul style="list-style-type: none"> • Samples of Cornell Notes from AVID students taken in all core contents courses • Sample lessons from AVID student presentations of Cornell Notes in other classes |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 5.4: Possible Evidence Documentation

Students write weekly reflections on their learning.

Possible Evidence Sources:

- | | |
|---|--|
| <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 | <ul style="list-style-type: none"> <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) |
|---|--|

Essential 5.4

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|--|--|
| <p>5.4</p> <ul style="list-style-type: none"> • Grading policy showing WEEKLY learning logs/written reflections are a part of AVID grade • Letter to parents indicating expectations and grading policies of the AVID class • Samples of completed learning logs/written reflections done in AVID WEEKLY throughout year • Binder check and reflections | <p>5.4</p> <ul style="list-style-type: none"> • Samples of completed learning logs/written reflections done in AVID WEEKLY throughout year and reflected in AVID grade • Samples of learning logs/written reflections used in content area classes | <p>5.4</p> <ul style="list-style-type: none"> • Samples of learning logs/written reflections from ALL core academic subjects/grades |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 5.5: Possible Evidence Documentation

Students receive weekly instruction in Reading-to-Learn strategies.

Possible Evidence Sources:

- | | |
|---|--|
| <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 | <ul style="list-style-type: none"> <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) |
|---|--|

Essential 5.5

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|---|--|
| <p>5.5</p> <ul style="list-style-type: none"> • Weekly AVID calendar/lessons highlighting instruction of Reading-to-Learn strategies to access rigorous curriculum: • 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) | <p>5.5</p> <ul style="list-style-type: none"> • Weekly AVID calendar/lessons highlighting instruction of Reading-to-Learn activities to access rigorous curriculum: • Activities and student samples that evidence the focus of reading comprehension | <p>5.5</p> <ul style="list-style-type: none"> • Weekly AVID calendar/lessons highlighting instruction of Reading-to-Learn activities to access rigorous curriculum: • Vertically articulated plan for teaching AVID reading strategies/activities including all AVID classes • Lesson plans including student work samples demonstrating reading strategies and activities in ALL core classes in every grades |

Other Evidence Items and/ or Notes and Comments:

AVID Essential No. 6.1: Possible Evidence Documentation

AVID Tutorial process develops critical thinking skills.

Possible Evidence Sources:

- | | |
|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 6.1

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|---|---|
| 6.1 | 6.1 | 6.1 |
| <ul style="list-style-type: none"> • Samples of completed tutorial forms from each grade level throughout the year • AVID weekly schedule reflects a minimum of 90 minutes for AVID tutorials per week | <ul style="list-style-type: none"> • Samples of tutorial forms collected over time evidencing growth in critical thinking skills for several students in each grade level • Tutorial reflection showing increased student participation/ownership (roles/responsibilities) in the tutorial process • Completed Tutorial Process Observation Checklist from trained and certified personnel such as AVID Regional Coordinator, AVID District Liaison or AVID Site Coordinator | <ul style="list-style-type: none"> • Teacher/AVID Regional coordinator written observations evidencing students' routinely taking ownership (roles/responsibilities) for their learning and the learning of others • 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 |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 6.2: Possible Evidence Documentation

Inquiry and Cornell Notes

Possible Evidence Sources:

- | | |
|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 6.2

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|---|---|
| <p>6.2</p> <ul style="list-style-type: none"> Samples of student notes w/questions graded weekly Samples of student binder grade check sheets Copy of grade book showing weekly grade for Cornell Notes | <p>6.2</p> <ul style="list-style-type: none"> Copy of the rubric developed <i>with students and used</i> in grading level of questions Graded Cornell Note samples from content area classes w/tutor and/or teacher feedback about the levels and quality of questions | <p>6.2</p> <ul style="list-style-type: none"> Cornell Notes evidencing consistent use of higher-level questions, demonstration of critical thinking, and understanding of rigorous curriculum |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 6.3: Possible Evidence Documentation

Bloom's or Costa's Levels of Questions are used in note-taking, tutorials, and curriculum lessons.

Possible Evidence Sources:

- | | |
|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 6.3

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|---|--|
| 6.3 | 6.3 | 6.3 |
| <ul style="list-style-type: none"> Samples of student Cornell Notes using Costa's Level 1, 2 and 3 questions Samples of completed student Tutorial Request Forms using Costa's Level 2 and 3 questions Sample of student inquiry activities in the content area | <ul style="list-style-type: none"> Samples of completed Tutorial Request Forms, from each grade level and throughout the year, including reflections Refining reflection activities from <i>Tutorial Support Curriculum Resource Guide</i> Samples of Socratic methods or inquiry and learning logs or reflections from content area courses Completed Tutorial Process Observation Checklist indicating that for student and group members the rating is Student Centered or Collaborative | <ul style="list-style-type: none"> Samples of AVID students' core teachers' lesson plans indicating the use of the Tutorial process/collaborative group work during class time Written observations/reflection documenting use of the tutorial problem solving process used in ALL academic core classes Tutorial Request Form evidencing consistent use of higher-level questions Samples of Tutorial questions from rigorous curriculum presented in honors and AP/IB classes |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 6.4: Possible Evidence Documentation

Inquiry is developed through practice in Socratic Seminars and Philosophical Chairs.

Possible Evidence Sources:

- | | |
|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 6.4

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|--|--|
| 6.4 | 6.4 | 6.4 |
| <ul style="list-style-type: none"> • Lesson plans for Philosophical Chairs AND/OR Socratic Seminar completed with students • Samples of student reflections/reports of the seminar/activity • Samples of Socratic Seminar AND/OR Philosophical Chairs grade sheets/rubrics | <ul style="list-style-type: none"> • Socratic Seminar lessons completed on a routine basis for the year • Samples of student reflections/reports of the seminar/activity completed on a routine basis for the year • Samples of Socratic Seminar AND Philosophical Chairs grade sheets/rubrics | <ul style="list-style-type: none"> • Samples of student generated questions/text for Philosophical Chairs/ Socratic Seminar completed on a routine basis for the year • 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 |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 7.1: Possible Evidence Documentation

Students collaborate to solve problems in the AVID Elective classroom.

Possible Evidence Sources:

- | | |
|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 7.1

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|--|---|
| 7.1 | 7.1 | 7.1 |
| <ul style="list-style-type: none"> • Weekly AVID Elective class lesson plans highlighting collaboration, problem solving and problem solving activities • Lessons and student work samples from <i>Strategies for Success</i> and other AVID Curriculum | <ul style="list-style-type: none"> • Lesson plans and student samples showing collaboration used classrooms other than AVID • Survey created and distributed by AVID Site Team documenting the use of WICR strategies in core academic classes | <ul style="list-style-type: none"> • Student reflections indicating the use of independent and collaborative problem solving to find solutions during AVID curricular assignments and in classes other than AVID • 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 |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 7.2: Possible Evidence Documentation

Students learn to collaborate through working on various projects.

Possible Evidence Sources:

- | | |
|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 7.2

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|--|--|
| <p>7.2</p> <ul style="list-style-type: none"> Samples of lessons that require group work to complete student research papers (College and Career exploration) evidencing collaboration Group presentations (e.g., Power Points, visual aids, videos, evaluations of presentations, etc.) evidencing collaboration (highlight AVID Students' roles/responsibilities) Community service evidencing collaboration (highlight AVID Students' roles/responsibilities) Fundraising events evidencing collaboration (highlight AVID Students' roles/responsibilities) Family events evidencing collaboration (highlight AVID Students' roles/responsibilities) | <p>7.2</p> <ul style="list-style-type: none"> 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 | <p>7.2</p> <ul style="list-style-type: none"> 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 |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 7.3: Possible Evidence Documentation

Students use learned collaboration skills in study groups.

Possible Evidence Sources:

- | | |
|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 7.3

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|---|--|
| 7.3 | 7.3 | 7.3 |
| <ul style="list-style-type: none"> • List of student groupings for collaborative projects/study groups • List of student groupings for Tutorial sessions • Lesson plans/student samples of collaborative activities used from the AVID Curriculum • Study Buddy list | <ul style="list-style-type: none"> • List of student groupings for collaborative projects/study groups w/group leader highlighted • List of collaborative projects/activities completed in the AVID Classroom in each grade level • 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 • AVID students have received coaching in leading a collaborative study group | <ul style="list-style-type: none"> • 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 • Student work/project sample showing student-led collaboration (highlight AVID Student leaders) in both AVID and content classes • Reflections of AVID Students about their roles, responsibilities, experiences and learning while working in collaborative groups in both AVID and content classes |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 7.4: Possible Evidence Documentation

Collaboration develops leadership skills.

Possible Evidence Sources:

- | | |
|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 7.4

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|---|---|
| <p>7.4</p> <ul style="list-style-type: none"> Community service evidencing opportunities to develop leadership skills by collaborating with others (highlight AVID Students' roles/responsibilities) Fundraising events evidencing opportunities to develop leadership skills by collaborating with others (highlight AVID Students' roles/responsibilities) Family events evidencing opportunities to develop leadership skills by collaborating with others (highlight AVID Students' roles/responsibilities) Lesson plans/student samples of leadership activities in the AVID Elective | <p>7.4</p> <ul style="list-style-type: none"> Documentation of AVID Students' collaborating with others highlighting roles/responsibilities and leadership skills that address issues on campus | <p>7.4</p> <ul style="list-style-type: none"> 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. |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 8.1: Possible Evidence Documentation

Regular Facilitation of AVID Tutorials by Trained AVID Tutors

Possible Evidence Sources:

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Use of 2008 AVID 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) | <ul style="list-style-type: none"> <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 |
|--|---|

Essential 8.1

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|--|--|
| <p>8.1</p> <ul style="list-style-type: none"> Typical week in AVID schedule for all AVID classes highlighting TWO Tutorial days Pacing schedule showing trained AVID Tutors Tutorial Training Certificate or Sign off sheet showing attendance at AVID Tutorial Training Workshops Tutorial Request Form that includes grading for the following components: <ul style="list-style-type: none"> questions, source of question, Cornell Notes, reflection Tutor time sheets or sign in sheets Tutorial Process Observation Checklist from trained and certified AVID Regional Coordinator, AVID District Liaison or AVID Site Coordinator | <p>8.1</p> <ul style="list-style-type: none"> List of tutor and student tutorial groupings Tutor time or sign in sheets Tutor reflections of problem solving groups Written documentation of teacher-tutor collaboration/debrief Tutorial Process Observation Checklist from trained and certified AVID Regional Coordinator, AVID District Liaison or AVID Site Coordinator Tutor schedule that documents the times/days/classes where all tutors work Classroom observations showing tutors facilitating collaborative inquiry | <p>8.1</p> <ul style="list-style-type: none"> Teacher observation of tutor facilitating tutorial group AVID Tutorial Observation form Tutorial Request Forms over time showing higher-level questioning skills Reflections indicating student responsibility for their own learning 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 |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 8.2: Possible Evidence Documentation

Plan for 16 Hours of Tutor Training in WICR and AVID Methodologies Using the 2008 Tutorial Resource Curriculum Guide

Possible Evidence Sources:

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Use of 2008 AVID 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) | <ul style="list-style-type: none"> <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 |
|--|---|

Essential 8.2

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|---|--|
| <p>8.2</p> <ul style="list-style-type: none"> A Tutor Training Plan indicating 16 hours of training Signed verification by trained regional/county/district/site personnel to verify the 16 hours of training Certificate of completion of 16 hours of training Completed Tutorial Process Observation Checklist forms from AVID Elective Teacher <i>Tutorial Support Curriculum Resource Guide</i> pacing chart with supporting evidence of implementation of AVID methodologies and WICR strategies with students and tutors. | <p>8.2</p> <ul style="list-style-type: none"> Completed Tutorial Process Observation Checklist forms from trained site personnel Evidence of implementation of <i>Tutorial Support Curriculum Resource Guide</i> Unit 5: Debriefing Tutor sign in sheets, agendas and content (2008 AVID Tutorial video and materials) from on-going coaching by trained district/site personnel Tutor, Student Presenter, and/or Group Member Reflections | <p>8.2</p> <ul style="list-style-type: none"> Tutorial Process Observation Checklist and debrief from AVID Regional Coordinator or AVID District Staff Implementation of the ten “Steps in the Tutorial Process” in all AVID Classrooms <i>Tutorial Support Curriculum Resource Guide</i> pacing chart with supporting evidence of implementation with students and tutors from units 1-5. Evidence of trained site personnel |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 8.3: Possible Evidence Documentation

There is a 7:1 student/tutor ratio in each class.

Possible Evidence Sources:

- | | |
|---|---|
| <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) | <ul style="list-style-type: none"> <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 |
|---|---|

Essential 8.3

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|--|--|
| <p>8.3</p> <ul style="list-style-type: none"> • Class list of student/tutor groups reflecting the 7:1 ratio • Classroom observations to determine student/tutor ratio • Tutor roster with college students' names highlighted • AVID Site Data Collection Form verifying number of tutor hours using calculation below: <ul style="list-style-type: none"> • 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>) • Senior sections require college tutors. | <p>8.3</p> <ul style="list-style-type: none"> • Tutor roster that includes at least ONE college tutor for each section. (Highlight name(s) and college attending) | <p>8.3</p> <ul style="list-style-type: none"> • Tutor roster that includes at least TWO college tutors for each section (Highlight names and indicate college attending) • 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 |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 8.4: Possible Evidence Documentation

AVID Tutorials are a homework, grade, and inquiry driven process.

Possible Evidence Sources:

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Use of 2008 AVID 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) | <ul style="list-style-type: none"> <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 |
|--|---|

Essential 8.4

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|---|---|
| <p>8.4</p> <ul style="list-style-type: none"> Graded Tutorial Request Form with tutor feedback Tutorial Request Form that indicates the source for the question (e.g., page in text, test/quiz, CN, etc.) and use of Level 2 and Level 3 questions AVID teacher/site designee or Regional Coordinator observations | <p>8.4</p> <ul style="list-style-type: none"> Tutorial Request Forms that reflect questions based on students' homework Graded Tutorial Request Forms over an extended time period with student reflections that contain feedback about the tutorial process Written documentation of teacher/tutor debrief that shows tutorial adjustments based on students' feedback 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> | <p>8.4</p> <ul style="list-style-type: none"> Teachers, tutors, and students routinely analyze individual grades in all core subject area; based on this analysis, create focus areas/goals and questions for tutorials 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> |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 8.5: Possible Evidence Documentation

There is an AVID Tutor recruitment and retention plan.

Possible Evidence Sources:

- | | |
|---|---|
| <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) | <ul style="list-style-type: none"> <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 |
|---|---|

Essential 8.5

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|---|--|
| <p>8.5</p> <ul style="list-style-type: none"> • Written plan for recruiting and retaining tutors | <p>8.5</p> <ul style="list-style-type: none"> • Implemented written plan for recruiting and retaining tutors • Documentation of online, newspaper ads or flyers regarding tutor job postings • Documentation of tutor incentives, relationship building activities, participation in field trips, etc. • Documentation of tutor interest surveys (AVID Senior Data), vertical articulation meeting notes and updated tutor contact lists | <p>8.5</p> <ul style="list-style-type: none"> • Implemented written plan for recruiting and retaining tutors is created/implemented by the Site Team/district office • Site Team agenda/notes showing ownership (roles/responsibilities) and ongoing revision of the tutor recruitment/retention plan |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 9.1: Possible Evidence Documentation

AVID Site Data Collection Forms, ISS, CSS Submitted and Support for Data Collection

Possible Evidence Sources:

- | | |
|--|---|
| <ul style="list-style-type: none"> <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 | <ul style="list-style-type: none"> <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 |
|--|---|

Essential 9.1

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|---|--|
| <p>9.1</p> <ul style="list-style-type: none"> • Copy of AVID Center Data printed from www.avidonline.org submitted on time. (General (Site) Data, ISS, CSS) | <p>9.1</p> <ul style="list-style-type: none"> • List of people at site/district who provide support in collecting data and roles in data collection | <p>9.1</p> <ul style="list-style-type: none"> • List of people at site/district who provide support in collecting data and roles in data collection • Site Team Meeting notes indicating the use of data for advocacy and instructional decision making • Log/list of ways that the site used www.avidonline.org as a resource this year |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 9.2: Possible Evidence Documentation

AVID Data Analysis to Improve Program Implementation

Possible Evidence Sources:

- | | |
|--|---|
| <ul style="list-style-type: none"> <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 | <ul style="list-style-type: none"> <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 |
|--|---|

Essential 9.2

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|--|--|
| <p>9.2</p> <ul style="list-style-type: none"> • 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 • Data w/calculations/notes about identifying trends/patterns to inform program implementation • Data analysis activities evidencing program analysis and implementation | <p>9.2</p> <ul style="list-style-type: none"> • Site Team meeting notes documenting the use of AVID Center data and how it is used to improve and expand the program • Data with calculations/notes about identifying trends/patterns to improve and expand the program (e.g., additional staffing/funding to support program expansion) • Data analysis activities evidencing program improvement and expansion | <p>9.2</p> <ul style="list-style-type: none"> • Analysis of the student, staffing, and financial data leading to school-wide program enhancement • Analysis of disaggregated student data, beyond AVID Center data, highlighting deficiencies and identifying areas where AVID methodologies can be used to improve student achievement |

Other Evidence Items and /or Notes and Comments:

AVID Essential No. 9.3: Possible Evidence Documentation

Analysis of Performance, Enrollment, and/or Staffing Data to Promote AVID Student Access to Rigorous Courses

Possible Evidence Sources:

- | | |
|--|---|
| <ul style="list-style-type: none"> <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 | <ul style="list-style-type: none"> <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 |
|--|---|

Essential 9.3

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|---|--|
| <p>9.3</p> <ul style="list-style-type: none"> • 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 • Data w/calculations/notes about identifying trends/patterns found in performance, enrollment, attendance patterns*, and staffing data to promote access to rigorous courses • Evidence that tracks student success in rigorous courses <ul style="list-style-type: none"> • HS: Percent of AVID students enrolled in AP/IB compared to non-AVID students enrolled in the school • 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 • Master schedule evidencing AVID students have access to AP/IB courses or 8th Grade Algebra/ foreign language/ honor/accelerated classes • Copies of school/district policy regarding access • Site action plan that address access and equity <p><i>*Compare AVID, AVID-like, and non-AVID student data</i></p> | <p>9.3</p> <ul style="list-style-type: none"> • AVID Site Plan with revisions/addendums showing support for access/equity to rigorous courses <li style="text-align: center;">AND • School and/or district plans with revisions/addendums showing support for access/equity to rigorous courses <li style="text-align: center;">OR • HS: Show revisions/changes in AP/IB access • MS: Show revisions/changes in 8th Grade Algebra, foreign language/ honor/accelerated classes access • Copy of master schedule highlighting AVID and AP/IB courses or 8th Grade Algebra or honor/accelerated classes to evidence access and availability | <p>9.3</p> <ul style="list-style-type: none"> • 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) • Board meeting minutes or a copy of the PowerPoint presented to the board. • Minutes of meetings (faculty, site governance groups, parent groups etc.) where data was presented by AVID Site Team Members |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 9.4: Possible Evidence Documentation

Standardized Test Data is Used to Inform Instruction to Open Access to Rigorous Courses for AVID Students

Possible Evidence Sources:

- | | |
|--|---|
| <ul style="list-style-type: none"> <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 | <ul style="list-style-type: none"> <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 |
|--|---|

Essential 9.4

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|--|---|
| <p>9.4</p> <ul style="list-style-type: none"> Standardized test data w/calculations/notes about identifying trends/patterns in order to promote access to rigorous courses Analysis of standardized tests with identifying specific areas of weakness to be focused on during curriculum days Lesson plans that focus on identified “problem areas” List of AVID students standardized test scores highlighting potential candidates and actual students promoted to more rigorous courses AP Potential data, from the PSAT results, highlighting AVID students | <p>9.4</p> <ul style="list-style-type: none"> Minutes from department meetings showing analysis of standardized test data used to inform classroom instruction Notes from AVID Site Team/AVID elective teacher meetings showing analysis of standardized test data for AVID students to used to inform classroom instruction Standardized test data disaggregated by content areas that shows analysis and promotes improved instruction in core classes Analysis of standardized tests with identifying specific areas of weakness to be focused on in content area classes Content teacher lesson plans highlighting instructional strategies implemented to improve student achievement (WICR) | <p>9.4</p> <ul style="list-style-type: none"> Site team meeting notes reflect the analysis of standardized test data and identify trends/patterns in order to promote access to rigorous courses 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 List of students moved into advanced courses based on data analysis (indicate course change) |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 9.5: Possible Evidence Documentation

CAHSEE Performance

Possible Evidence Sources:

- | | |
|--|---|
| <ul style="list-style-type: none"> <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 | <ul style="list-style-type: none"> <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 |
|--|---|

Essential 9.5

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|---|---|
| 9.4 (HS ONLY) | 9.4 (HS ONLY) | 9.4 (HS ONLY) |
| <ul style="list-style-type: none"> • List of AVID Students who have taken CAHSEE with their scores highlighting those who have PASSED <li style="text-align: center;">AND • Calculation evidencing that 70% have PASSED | <ul style="list-style-type: none"> • List of AVID Students who have taken CAHSEE with their scores highlighting those who have PASSED <li style="text-align: center;">AND • Calculation evidencing that 85% have PASSED | <ul style="list-style-type: none"> • List of AVID Students who have taken CAHSEE with their scores highlighting those who have PASSED <li style="text-align: center;">AND • Calculation evidencing that 100% have PASSED CAHSEE |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 9.6: Possible Evidence Documentation

AVID Senior Data

Possible Evidence Sources:

- | | |
|--|---|
| <ul style="list-style-type: none"> <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 | <ul style="list-style-type: none"> <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 |
|--|---|

NOTE: Completion of Senior Data is a requirement and schools that do not complete Senior Data for all seniors may not eligible for certification.

Essential 9.6

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|---|---|
| 9.6 (HS ONLY) | 9.6 (HS ONLY) | 9.6 (HS ONLY) |
| <ul style="list-style-type: none"> • At least 85% of AVID Seniors have completed all items on the Senior Data Collection Form at avid.org as evidenced in: <ul style="list-style-type: none"> • List of senior students showing data was completed and printed from www.avid.org -“My AVID”, Senior Data • Roster of students who completed data with calculation evidencing at least 85% completion | <ul style="list-style-type: none"> • At least 100% of AVID Seniors have all completed all items on the Senior Data Collection Form at avid.org as evidenced in: <ul style="list-style-type: none"> • List of AVID seniors showing data was completed and printed from www.avid.org -“My AVID”, Senior Data • Roster of students who completed data with calculation evidencing at least 90% completion | <ul style="list-style-type: none"> • 100% of AVID Seniors have completed all items on the Senior Data Collection Form at avidonline.org as evidenced in: <ul style="list-style-type: none"> • List of AVID seniors showing data was completed and printed from www.avid.org -“My AVID”, Senior Data • Roster of students who completed data with calculation evidencing at least 100% completion • Examples of senior portfolios showing samples of students’ best work |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 9.7: Possible Evidence Documentation

AVID Senior Application and Acceptance to Four-Year Universities

Possible Evidence Sources:

- | | |
|--|---|
| <ul style="list-style-type: none"> <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 | <ul style="list-style-type: none"> <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 |
|--|---|

Essential 9.7

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|--|---|
| 9.7 (HS ONLY) | 9.7 (HS ONLY) | 9.7 (HS ONLY) |
| <ul style="list-style-type: none"> • Roster/list/matrix showing that 100% of AVID Seniors submitted one or more applications to four year colleges/universities | <ul style="list-style-type: none"> • Roster of AVID Senior students with checklist evidencing that they have submitted one or more applications • Calculations showing that 75% or more have been accepted into at least one four year college and/or university | <ul style="list-style-type: none"> • Roster of AVID Senior students with checklist evidencing that they have submitted one or more applications, have been accepted to one or more universities • Examples of senior portfolios of college applications |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 10.1: Possible Evidence Documentation

AVID Defined in Site/District Budgets

Possible Evidence Sources:

- | | |
|--|---|
| <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 | <ul style="list-style-type: none"> <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 |
|--|---|

Essential 10.1

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|---|---|
| 10.1 | 10.1 | 10.1 |
| <ul style="list-style-type: none"> • School budget highlighting AVID • District budget highlighting AVID | <ul style="list-style-type: none"> • 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.) • List of budget committee and members with AVID coordinator's name highlighted • Agendas and/or minutes from Site Governance, PTA, etc. indicating funding discussions for AVID | <ul style="list-style-type: none"> • Written long-term funding plan for AVID w/evidence that the AVID coordinator has a leadership role in terms of developing the budget • Evidence of funding sources (e.g., GEARUp, Title I, School Program Improvement, other grants, etc.) • Agendas and/or minutes from Site Governance, PTA, etc. indicating funding discussions for AVID |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 10.2: Possible Evidence Documentation

AVID Site Plan Development and Use

Possible Evidence Sources:

- | | |
|--|---|
| <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 | <ul style="list-style-type: none"> <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 |
|--|---|

Essential 10.2

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|---|---|
| 10.2 | 10.2 | 10.2 |
| <ul style="list-style-type: none"> • Copy of AVID Site Plan from Summer Institute • Site Team meeting notes showing discussion and use of Site Team Plan | <ul style="list-style-type: none"> • Site Team meeting notes of adjustments made in the planning and evaluation of the AVID program based on the initial Site Plan • Site Team meeting agenda showing that the Site Plan is used regularly as part of program discussion, planning and evaluation • AVID Certification meeting/visit notes from discussion | <ul style="list-style-type: none"> • Site Team meeting notes showing evidence that the Site Team has discussed/addressed Certification recommendations and student performance data in the plan • AVID Site Plan reflecting adjustments made as a result of recommendations and student performance data (highlight evidence) |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 10.3: Possible Evidence Documentation

AVID and the School Improvement Plan

Possible Evidence Sources:

- | | |
|--|---|
| <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 | <ul style="list-style-type: none"> <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 |
|--|---|

Essential 10.3

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|---|---|
| <p>10.3</p> <ul style="list-style-type: none"> Copy of School Improvement Plan or Single Site Plan WASC District Steering Team notes Data reports showing progress <p>**Highlight AVID throughout in all documents</p> | <p>10.3</p> <ul style="list-style-type: none"> Copy of School Improvement Plan or Single Site Plan w/AVID referenced as a key component/school-wide Copy of School-Based Coordinated Plan or WASC report that shows AVID's inclusion School Site Plan School Site Council Meeting Notes <p>**Highlight AVID throughout in all documents</p> | <p>10.3</p> <ul style="list-style-type: none"> Copy of School improvement Plan or Single Site Plan w/AVID referenced as a key component/school wide Copy of School-Based Coordinated Plan or WASC report that shows AVID's inclusion AVID Site Team Plan School Improvement Plan District Improvement Plan <p>**Highlight AVID showing interrelationship among all the plans</p> |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 10.4: Possible Evidence Documentation

AVID Elective Teacher Summer Institute Attendance – Curricular Preparedness

Possible Evidence Sources:

- | | |
|--|---|
| <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 | <ul style="list-style-type: none"> <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 |
|--|---|

Essential 10.4

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|---|--|
| 10.4 | 10.4 | 10.4 |
| <ul style="list-style-type: none"> List printed from “My AVID” event registration search indicating that each AVID Elective teacher has attended Summer Institute at least once (Implementation Strand) Summer Institute registration showing that each AVID Elective teacher has attended Summer Institute at least once (Implementation Strand) | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> Summer Institute registration showing that each AVID Elective teacher has attended Summer Institute at least three times (completing Implementation, Tutorology and Refining) |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 10.5: Possible Evidence Documentation

AVID Site Team Teacher Summer Institute Attendance – Curricular Awareness

Possible Evidence Sources:

- | | |
|--|---|
| <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 | <ul style="list-style-type: none"> <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 |
|--|---|

Essential 10.5

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|---|---|
| 10.5 | 10.5 | 10.5 |
| <ul style="list-style-type: none"> List printed from “My AVID” event registration search indicating that site team teachers attended Summer Institute List of all AVID Site Team teachers who have attended AVID PATH training include strand/year | <ul style="list-style-type: none"> List printed from “My AVID” event registration search indicating that site team teachers attended Summer Institute List of all site teachers and administrators who have attended AVID PATH training include strand/year Numerical calculation demonstrating that 25% of the faculty is trained in AVID <p style="text-align: center;"><i>*Combined lists indicate 25% of administrators and teachers trained</i></p> | <ul style="list-style-type: none"> List of faculty (including strand/year attended) highlighting all teachers that have attended at least 2 Summer Institutes. Multi-year plan to ensure that at least 50% of the teachers are AVID-trained |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 11.1: Possible Evidence Documentation

An active interdisciplinary AVID site team collaborates on issues of student access to and success in rigorous college preparatory courses.

Possible Evidence Sources:

- | | |
|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 11.1

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|--|--|
| 11.1 | 11.1 | 11.1 |
| <ul style="list-style-type: none"> AVID Center Site Team Information List print out that includes interdisciplinary teachers, administrators, counselors, and elective teachers from www.avidonline.org Site list of Site Team members' names (including interdisciplinary teachers, administrators, counselors, coordinators, AVID elective teachers) roles and responsibilities (e.g., program, Essentials) Site Team meeting notes/agendas/sign-in sheets | <ul style="list-style-type: none"> (including interdisciplinary teachers, administrators, counselors, coordinators, AVID elective teachers, tutors, and students) Meeting agendas and sign-in sheets that show tutor/student representation and attendance | <ul style="list-style-type: none"> Site list of Site Team members' names (including interdisciplinary teachers, administrators, counselors, coordinators, AVID elective teachers, tutors, students and parents) Meeting agendas, sign-in sheets, and notes that show parent representation and attendance when individual student and teacher performance is not discussed |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 11.2: Possible Evidence Documentation

Development and use of the AVID Site Plan

Possible Evidence Sources:

- | | |
|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 11.2

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|--|---|
| 11.2 | 11.2 | 11.2 |
| <ul style="list-style-type: none"> • AVID Site Plan that shows evidence of revision based on Certification recommendations • Site Team meeting notes about revisions to Site Team Plan • Addendum to AVID Site Plan evidencing change • Previous year's AVID Site Plan • Previous year's Certification Self-Study w/Regional AVID Coordinator commendations and recommendations | <ul style="list-style-type: none"> • Site Team meeting notes that address access and equity to honors/AP/IB classes • Documentation of meetings w/ honors/AP/IB teachers to discuss enrollment and support of AVID Students • Site Team meeting notes that address access and equity issues • Tracking document that shows increase enrollment in high school honors/AP/IB or middle school 8th Grade Algebra, foreign language, honors/accelerated classes from year to year | <ul style="list-style-type: none"> • Meeting indicating conversation about the revision of the Site Plan according to the data and Certification document • Notes indicating prioritizing and adding additional goals to the AVID Site Plan in other essential areas based on ISS and CSS recommendations |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 11.3: Possible Evidence Documentation

AVID Site Team Meeting Calendar

Possible Evidence Sources:

- | | |
|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 11.3

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|--|--|
| 11.3 | 11.3 | 11.3 |
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> AVID Site Team meets MONTHLY and agendas/meeting notes reflect problem solving of access/increased enrollment/support in regard to rigorous curriculum | <ul style="list-style-type: none"> AVID Site Team meets MONTHLY and agendas/meeting notes reflect problem solving of access/increased enrollment/support in regard to rigorous curriculum Written school policy regarding honors/AP access for all students 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 |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 11.4: Possible Evidence Documentation

AVID Site Team Roles and Assistance With Implementation of the AVID Program

Possible Evidence Sources:

- | | |
|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 11.4

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|--|---|
| 11.4 | 11.4 | 11.4 |
| <ul style="list-style-type: none"> Site Team list of roles and responsibilities to show support of AVID Elective teacher(s) (e.g., field trips, data collection, use of WICR strategies, recruitment, etc.) Site Team meeting notes reflecting role/support "College-Going Culture" evidenced in classrooms Documentation of staff attendance at AVID conferences and workshops | <ul style="list-style-type: none"> Site Team list of roles and responsibilities to show roles/tasks in regard to access and equity issues Copy of letter and AVID roster distributed to all staff AVID newsletter sent to parents and staff | <ul style="list-style-type: none"> 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 List of Site Team members represented on school and district committees 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 |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 11.5: Possible Evidence Documentation

AVID Articulation

Possible Evidence Sources:

- | | |
|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 11.5

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|--|---|
| <p>11.5</p> <ul style="list-style-type: none"> • Chart that shows the articulation of requirements/activities in the AVID Elective classes-curriculum scope and sequence chart • Site Team meeting notes showing their involvement in the AVID Elective articulation plan • Minutes of articulation meetings • Email correspondence | <p>11.5</p> <ul style="list-style-type: none"> • Minutes from feeder pattern meetings showing articulation/planning • Flyers for activities that span among school grade levels and/or associate schools • Copies of articulation plans between grade levels and sites | <p>11.5</p> <ul style="list-style-type: none"> • AVID presentations at non-AVID Associate schools • AVID Student speakers/guest panels at non-AVID associate schools • District list of sites that have implemented AVID and potential AVID Sites |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 11.6: Possible Evidence Documentation

Parent/Guardian Inclusion Efforts

Possible Evidence Sources:

- | | |
|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 11.1

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|---|--|---|
| 11.6 | 11.6 | 11.6 |
| <ul style="list-style-type: none"> Copies of newsletters/informational brochures sent to parents Agendas/materials/sign-in sheets from parent workshops | <ul style="list-style-type: none"> Copies of newsletters/informational brochures sent to parents Agendas/materials/sign-in sheets from parent workshops Calendar of events highlighting parent activities List of parent attendance on AVID fieldtrips | <ul style="list-style-type: none"> AVID parent roster including roles/responsibilities List of parents serving on AVID Parent Committee Presentations by AVID parents at school-wide events/meetings AVID parents as guest speakers (e.g., invitation letters, student reflections, thank you letter, Cornell Notes etc.) |

Other Evidence Items and/or Notes and Comments:

AVID Essential No. 11.7: Possible Evidence Documentation

AVID Awareness Sessions

Possible Evidence Sources:

- | | |
|--|--|
| <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 | <ul style="list-style-type: none"> <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 |
|--|--|

Essential 11.1

| Meets Certification (Level 1) | Routine (Level 2) | Institutionalization (Level 3) |
|--|--|--|
| 11.7 | 11.7 | 11.7 |
| <ul style="list-style-type: none"> • Copies of newsletter/informational brochures sent to staff • Agenda/materials/sign-in sheets from AVID Awareness presentations, delivered by the AVID Site Team, at faculty meetings • Copy of letter sent to academic teachers identifying AVID Students • AVID Awareness survey to collect data to focus AVID Professional Development • AVID Alert/Good News Forms • Agendas and sign-in sheets Back to School Night and/or Open House with AVID Awareness • Parent fieldtrip chaperones list | <ul style="list-style-type: none"> • AVID Site Team professional development materials used for training staff on AVID methodologies/WICR • Schedule of meetings, agendas, and sign in sheets from AVID Presentations methodologies/WICR • AVID training sign-in sheets | <ul style="list-style-type: none"> • Copy of the site professional development plan with AVID highlighted • List school/district committees with Site Team members highlighted • 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 |

Other Evidence Items and/or Notes and Comments:
