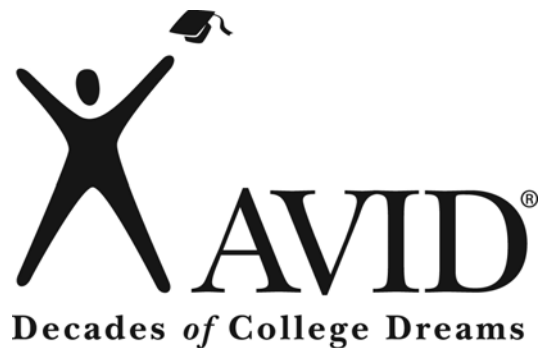


Certification Evidence Documentation

(2008-2009)



Site: _____

Coordinator: _____

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

Created by Region 11 and adapted by Region 8: 12/28/07

IMPORTANT NOTE:

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

SUGGESTED TIPS:

- Use this at your Site Team Meeting time to document conversations, actions, and agreements made at meetings. Document specifics about Essentials and Indicators on meeting agendas or notes.
- Delegate Site Team members to be responsible for specific Essentials and the collection of evidence and documentation to justify the ranking of the Indicators for each Essential.
- Include AVID Regional Coordinator/Director coach, administrator, and AVID coordinator's written feedback from classroom visitations of tutorial and curriculum lessons in the AVID elective class as evidence whenever possible.
- In collecting evidence from AVID elective classes, it is important that each grade level and elective class is represented. A suggestion that might assist in this evidence collection is to use color-coded folders or dividers for each grade level to be placed in the Indicator file folder inside the Certification Crate or binder. Make sure that each teacher at a given grade level is represented in the color-coded folder.
- AVID elective teachers should provide the evidence/documentation for Essentials 4, 5, 6, 7, & 8 for all AVID sections.

AVID Essential #1: Possible Evidence Documentation

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
<p style="text-align: center;">1.1</p> <p style="text-align: center;">At least 90% of students in the middle <u>and</u> interviewed evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student recruitment grid including: (standardized test scores, GPA's, attendance, behavior, ethnicity, first generation, free/reduced lunch status (SES), etc.) (Highlighting names of students that meet the "in the middle" criteria & provide calculations to show % of students in the middle) <input type="checkbox"/> Sample student interview w/notes/ratings <input type="checkbox"/> Interview schedules <input type="checkbox"/> Sample interview rubric w/ratings <input type="checkbox"/> 	<p style="text-align: center;">1.1</p> <p style="text-align: center;">100% students in the middle <u>and</u> interviewed evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Student recruitment grid shows 100% 	<p style="text-align: center;">1.1</p> <p style="text-align: center;">Interview process undergoing continued refinement evidenced in :</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Past and present recruitment documents indicating changes & refinement of process (Highlight changes & refinement) <input type="checkbox"/> Weighted student selection process (e.g., students receive points for specific criteria that assist in ranking the students & identifying the ideal AVID candidate) <input type="checkbox"/> Reflection stating how interviews have refined selection process <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">1.2</p> <p style="text-align: center;">Student Recruitment Plan in place <u>and</u> implemented evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written student recruitment plan <input type="checkbox"/> Implementation timeline/calendar <input type="checkbox"/> AVID student application <input type="checkbox"/> Completed student recruitment application <input type="checkbox"/> Sample flyers/brochures <input type="checkbox"/> Teacher recommendation forms/ratings <input type="checkbox"/> Samples of acceptance/denial letters <input type="checkbox"/> Student writing samples <input type="checkbox"/> Site team minutes referencing student recruitment discussions/debriefs <input type="checkbox"/> Flyer, sign-in, agenda, notes from parent recruitment information meeting/events <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">1.2</p> <p style="text-align: center;">Plan to retain students in place evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Written plan & process for feeder school & on-site student recruitment <input type="checkbox"/> Emails & notes evidencing on-going recruitment communication <input type="checkbox"/> Written Retention Plan & process for retaining existing students <input type="checkbox"/> Waitlist of potential AVID students <input type="checkbox"/> List of students added to current AVID sections throughout the year including applications <input type="checkbox"/> Class roster from beginning & end of year to evidence students added <input type="checkbox"/> Counselor screening plan for potential AVID students (e.g., new enrollees) <input type="checkbox"/> Activities to foster a family atmosphere <input type="checkbox"/> Counselor referrals <input type="checkbox"/> Parent/Student conferences and contacts <input type="checkbox"/> AVID contract <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">1.2</p> <p style="text-align: center;">Recruitment plan addressing opening of new sections in place evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Written plan & process for expanding the program to include additional sections <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">1.3</p> <p style="text-align: center;">Selection process developed by site team before recruitment evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team Plan <input type="checkbox"/> Site Team minutes <input type="checkbox"/> Site Team agreements <input type="checkbox"/> Calendar of scheduled site team meetings for the school year <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">1.3</p> <p style="text-align: center;">Site Team participation in developing <u>and</u> expanding the recruitment process evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> List of Site Team members' roles/responsibilities in student recruitment <input type="checkbox"/> Old & new recruitment application/process highlight changes/revisions on new form <input type="checkbox"/> Reflection stating changes/improvements made to recruitment process over time <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">1.3</p> <p style="text-align: center;">Site team members taking an active role in the recruitment process evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Notes/emails from site team teachers/content teachers <input type="checkbox"/> Tallies/checklists from content teachers about student recommendations <input type="checkbox"/> Staff recommendation forms <input type="checkbox"/> Interview schedule of students including interview committee and their roles, comments, & ratings <input type="checkbox"/> <input type="checkbox"/>

AVID Essential #2: Possible Evidence Documentation

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
<p style="text-align: center;">2.1</p> <p style="text-align: center;">Signed contract for 100% of AVID students evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Every AVID student has a contract signed by all parties (e.g., student, parents, elective teacher, & administrator) all contracts filed in coordinator’s files <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written documentation indicating where all contracts are housed <input type="checkbox"/> Class list showing all students who have submitted contracts (highlight or check off names) and % of students completing contract <input type="checkbox"/> Example of a signed student contract <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">2.1</p> <p style="text-align: center;">Evidence of parent meeting to gain support evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Agendas/flyers from parent meetings <input type="checkbox"/> Sign-in sheets from parent meetings <input type="checkbox"/> Minutes from parent meetings <input type="checkbox"/> Class list showing all students who have submitted contracts (highlight or check off names) <input type="checkbox"/> Parent/student newsletter <input type="checkbox"/> Photographs to document parent involvement <input type="checkbox"/> 	<p style="text-align: center;">2.1</p> <p style="text-align: center;">Increased involvement of parents evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Sign-in sheets from parent meetings that show increased involvement <input type="checkbox"/> Parent roster/volunteer lists w/roles and/or responsibilities <input type="checkbox"/> Parent participation in Site Team as indicated on sign-in sheet <input type="checkbox"/> Parents attending fieldtrips <input type="checkbox"/> Parents serving as guest speakers in the AVID classroom as evidenced in student Cornell Notes, invitation/thank you letters) <input type="checkbox"/> List of parent involvement examples not from the previous year <input type="checkbox"/>
<p style="text-align: center;">2.2</p> <p style="text-align: center;">100% of AVID elective teachers volunteering to teach AVID evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher volunteer form w/roles & responsibilities signed by AVID elective teacher(s) <input type="checkbox"/> Emails/letters showing voluntary commitment 	<p style="text-align: center;">2.2</p> <p style="text-align: center;">Site team meetings and events attended by AVID elective teachers evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team meeting agendas, sign-in sheets & minutes documenting AVID teachers attendance and participation in meeting and events <input type="checkbox"/> Registration/confirmation of AVID elective teacher(s) attendance at AVID Regional workshops <input type="checkbox"/> Registration/confirmation of attendance at Summer Institute download from www.avidonline.org -“My AVID” <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">2.2</p> <p style="text-align: center;">AVID elective teachers assuming leadership roles evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> List of professional development provided by AVID elective teachers <input type="checkbox"/> List of site committee highlighting the name(s) of AVID elective teachers who serve on committees/decision-making groups to gain support for/represent AVID <input type="checkbox"/> Professional development agendas <input type="checkbox"/> List of AVID elective teachers and their Leadership roles <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">2.3</p> <p style="text-align: center;">100% of Site Team Members volunteering to work with AVID evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Site team members volunteer form w/roles & responsibilities signed by AVID Site Team members <input type="checkbox"/> Emails/letters showing voluntary commitment <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">2.3</p> <p style="text-align: center;">Site Team Meetings and events attended by site team members evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team agendas, sign-in sheets & minutes documenting AVID Site Team members attendance and participation <input type="checkbox"/> Registration/confirmation of AVID Site Team members attendance at AVID Regional workshops <input type="checkbox"/> Registration/confirmation of AVID Site Team members attendance at Summer Institutes <input type="checkbox"/> Master Site Team Contract signed by all members <input type="checkbox"/> Photographs documenting teachers’ attendance at AVID events <input type="checkbox"/> Program from recognition event/celebration w/site team identified 	<p style="text-align: center;">2.3</p> <p style="text-align: center;">Site Team Members assuming leadership roles evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> List of professional development provided by AVID Site Team members <input type="checkbox"/> List of site committees highlighting the names of Site Team members serving on committees/decision-making groups to gain support for/represent AVID <input type="checkbox"/> Professional development agendas evidencing AVID Site Team members’ AVID presentations. <input type="checkbox"/> List of AVID Site Team member and their Leadership roles <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<p style="text-align: center;">2.4</p> <p>Documentation showing selection of AVID elective teachers evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> List of teachers who fit the AVID teacher profile <input type="checkbox"/> Written process/timeline for selecting AVID elective teachers <input type="checkbox"/> Questionnaire, interviews and rating for potential teachers <input type="checkbox"/> Site Team agendas, sign-in sheets & minutes documenting selection process for choosing AVID elective teachers <input type="checkbox"/> Copy of the district flyer advertising the AVID position, closing / interview dates and list of qualifications and the required duties for individuals applying for the position <input type="checkbox"/> 	<p style="text-align: center;">2.4</p> <p>AVID elective teacher selection process revised <u>and</u> updated by Site Team evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Written documentation that the AVID elective teacher recruitment process has been reviewed/updated based on Site Team input (ie-meeting notes) <input type="checkbox"/> Principal's/coordinator's emails/letters/surveys to Site Team members asking for input about elective teacher recruitment process <input type="checkbox"/> 	<p style="text-align: center;">2.4</p> <p>Long-term plan for identifying <u>and</u> selecting AVID elective teachers evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Written long-term site/district plan (3-5 yrs) for selection of AVID elective teachers <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">2.5</p> <p>Documentation showing selection of Site Team Members evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> List of teachers who fit the AVID Site Team profile <input type="checkbox"/> Written process for selecting AVID Site Team members <input type="checkbox"/> Site Team agendas, sign-in sheets & minutes documenting selection process for choosing AVID Site Team members <input type="checkbox"/> Class rosters of AVID Site Team teachers with AVID students highlighted <input type="checkbox"/> 	<p style="text-align: center;">2.5</p> <p>AVID Site Team Member selection process revised <u>and</u> updated by Site Team evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Written documentation that the Site Team members recruitment process has been reviewed/updated based on site team input (ie-meeting notes) <input type="checkbox"/> Principal's/coordinator's emails/letters/surveys to Site Team members asking for input about Site Team recruitment processes <input type="checkbox"/> Recommendations from Site Team members evidenced in minutes <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">2.5</p> <p>Long-term plan for identifying <u>and</u> selecting Site Team Members evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Written long-term site/district plan (3-5 yrs) for selection of AVID Site Team members <input type="checkbox"/> <input type="checkbox"/>

AVID Essential #3: Possible Evidence Documentation

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
<p style="text-align: center;">3.1 Year long AVID elective class within the school day evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Master schedule with student numbers (highlight all AVID classes) <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">3.1 AVID elective class in master schedule for next school year evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Commitment in writing from administration that AVID will be offered the following year during the regular school day <input type="checkbox"/> Student choice slips/class registration forms/program cards indicating AVID as an elective choice for the following year <input type="checkbox"/> Staff list that shows AVID elective teachers' grade & period <input type="checkbox"/> New course descriptions approved by department chairs and other leadership groups in the district <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">3.1 AVID elective class publicized for next year evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Recruitment timeline indicating AVID awareness during recruitment process & enrollment <input type="checkbox"/> AVID flyer used by AVID elective teachers, site team members & counselors to make students aware of AVID as an elective choice for the following year <input type="checkbox"/> Copy of parent information packet distributed in elective classes or parent workshops <input type="checkbox"/> Description/pictures of AVID booth at orientation <input type="checkbox"/> Reflection of AVID representatives after visitation to feeder school to promote AVID <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">3.2 Classes fully enrolled-no more than 1 section under-enrolled evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Master schedule reflecting one or more sections (highlight AVID classes) <input type="checkbox"/> Class rosters for all AVID teachers reflecting no more than one section is under-enrolled <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">3.2 Classes expanded to more than 1 section and grade level, <u>and</u> all sections fully enrolled with on-site recruitment evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Master schedule reflects more than one grade level (highlight AVID classes) <input type="checkbox"/> Class rosters reflect fully-enrolled sections <input type="checkbox"/> Wait list of students by grade level <input type="checkbox"/> Recruitment timeline & process reflecting recruitment for existing AVID classes to ensure full enrollment <input type="checkbox"/> Enrollment numbers for all AVID sections <input type="checkbox"/> Plans for program expansion <input type="checkbox"/> 	<p style="text-align: center;">3.2 Classes expanded to all grade levels <u>and</u> 70% of students having prior AVID enrollment evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Master schedule reflects all grade levels (AVID classes highlighted) <input type="checkbox"/> Student transcripts reflecting that 70% of students have been in AVID for: <ul style="list-style-type: none"> • HS- 3+ yrs (9-12) • MS- 2+ yrs (6-8) • Combined schools- 5+ yrs (7-12) <li style="text-align: center;">AND <input type="checkbox"/> Class roster with highlighted names of the students indicating at least 70% <li style="text-align: center;">OR <input type="checkbox"/> Site or district data query showing 70% of student enrolled for the required years <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">3.3 Balance between curriculum, tutorials, and team-building activities evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weekly/monthly lesson plans from all AVID classes reflecting: <ul style="list-style-type: none"> o Tutorials (2x a wk) o Curriculum lessons (2x a wk) <input type="checkbox"/> Motivational activities (1x a wk) <input type="checkbox"/> Pacing charts/articulation plans/curriculum maps from AVID elective classes <input type="checkbox"/> Photographs of teambuilding activities <input type="checkbox"/> Sample week in AVID <input type="checkbox"/> 	<p style="text-align: center;">3.3 Access to AVID-like activities beyond the AVID classroom evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> College fieldtrips or permission slips <input type="checkbox"/> List of AVID student enrolled in college preparatory activities outside of AVID class (Summer Bridge) <input type="checkbox"/> Roster, attendance list, & minutes from AVID Club <input type="checkbox"/> Roster showing student participation in mentoring programs <input type="checkbox"/> After school tutoring programs <input type="checkbox"/> AVID events (e.g Community service, Sr. Celebration etc.) <input type="checkbox"/> Guest speaker list <input type="checkbox"/> Examples of college lessons/projects 	<p style="text-align: center;">3.3 AVID Coordinator cultivating college relationships evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Emails/letters/notes evidencing correspondence & partnership between coordinator and colleges/outreach programs <input type="checkbox"/> Visits/presentations from college programs to AVID classes <input type="checkbox"/> Cornell Notes from guest speakers presentation and/or parent workshops related to college <input type="checkbox"/> <input type="checkbox"/>

AVID Essential #4: Possible Evidence Documentation

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
<p style="text-align: center;">4.1</p> <p>100% of students enrolled in a college-prep track evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written process for documenting how counselors/coordinators can evidence that 100% of students are on track for “A-G” requirements <input type="checkbox"/> 100% of student schedules reflect that students are enrolled in appropriate courses that will enable them to meet the requirements for university enrollment <ul style="list-style-type: none"> <input type="checkbox"/> *(HS) “A-G” <input type="checkbox"/> *(MS) Algebra, foreign language, honors <input type="checkbox"/> Copies of 4-6 year “A-G” plans <input type="checkbox"/> Transcripts/student schedule <input type="checkbox"/> Senior’s letters of acceptance to 4-year universities <input type="checkbox"/> School Data queries indicating enrollment in "A-G" courses <input type="checkbox"/> 	<p style="text-align: center;">4.1</p> <p>100% in rigorous classes evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Written process for documenting how counselors/coordinators can evidence that 100% of students schedules reflect rigorous courses <input type="checkbox"/> 100% of student transcripts/students schedules reflecting rigorous courses appropriate for the individual student <input type="checkbox"/> Copy of AP, IB, CP, GATE class requirements <input type="checkbox"/> Rosters of AP, IB, CP, GATE class lists with AVID students highlighted <input type="checkbox"/> List of AVID students with rigorous courses taken <input type="checkbox"/> 	<p style="text-align: center;">4.1</p> <p>100% in most rigorous courses evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Written process for documenting how counselors/coordinators can evidence that 100% of students are in the <u>most</u> rigorous courses offered in the school to fulfill university entrance requirements <input type="checkbox"/> 100% of student transcripts/students schedules reflecting student enrollment in most rigorous courses offered in school as appropriate for the individual student to fulfill university entrance requirements <input type="checkbox"/> List of AVID students with most rigorous courses taken <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">4.2</p> <p>At least 50-69% of students receive passing grades of “C” or better in core classes evidenced in :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student academic probation contracts <input type="checkbox"/> Roster of AVID class w/highlighted names of students receiving a “C” or better indicating an actual percentage of 50-69% students as evidenced in: <ul style="list-style-type: none"> <input type="checkbox"/> Transcripts <input type="checkbox"/> Report cards/progress reports <input type="checkbox"/> Grade checks <input type="checkbox"/> School’s D/F list <input type="checkbox"/> Chart/graph w/narrative <input type="checkbox"/> Grid showing AVID students, classes, and grades with 50-69% receiving a “C” or better <input type="checkbox"/> School Data queries listing grades of AVID students <input type="checkbox"/> 	<p style="text-align: center;">4.2</p> <p>At least 70-84% of students receive passing grades of “C” or better in core classes evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Roster of AVID class w/highlighted names of students receiving a “C” or better indicating an actual percentage of 70-84% students as evidenced in: <ul style="list-style-type: none"> <input type="checkbox"/> Transcripts <input type="checkbox"/> Report cards/progress reports <input type="checkbox"/> Grade checks <input type="checkbox"/> School’s D/F list <input type="checkbox"/> Chart/graph w/narrative <input type="checkbox"/> Grid showing AVID students, classes, and grades with 70-84% receiving a “C” or better <input type="checkbox"/> School Data queries listing grades of AVID students <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">4.2</p> <p>At least 85% of students receive passing grades of “C” or better in core classes evidenced in :</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Roster of AVID class w/highlighted names of students receiving a “C” or better indicating an actual percentage of 85% students or better as evidenced in: <ul style="list-style-type: none"> <input type="checkbox"/> Transcripts <input type="checkbox"/> Report cards/progress reports <input type="checkbox"/> Grade checks <input type="checkbox"/> School’s D/F list <input type="checkbox"/> Chart/graph w/narrative <input type="checkbox"/> Grid showing AVID students, classes, and grades with 85% or better receiving a “C” or better <input type="checkbox"/> School Data queries listing grades of AVID students <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">4.3 (HS ONLY)</p> <p>100% have an implemented plan to complete “A-G” requirements as evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grid showing 100% of AVID students are on track to complete “A-G” <input type="checkbox"/> Roster of AVID students who are on track w/written explanation of documentation process <input type="checkbox"/> Example of implemented 4-6 year plan to stay on track & to make up any classes where a D/F was earned <input type="checkbox"/> Report card/progress report <input type="checkbox"/> Transcript <input type="checkbox"/> Sample of 4-6 year “A-G” plans 	<p style="text-align: center;">4.3 (HS ONLY)</p> <p>Some AVID students have completed AP, IB, or dual credit (college) classes (highlight classes) as evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Roster of AVID students who have completed AP, IB, or dual credit (college) classes w/written explanation of documentation process OR <input type="checkbox"/> Report cards/progress reports (highlight AP/IB/college credit classes) OR <input type="checkbox"/> Transcripts (highlight AP/IB/college credit classes) OR <input type="checkbox"/> List of AVID students in AP/IB/college credit classes (highlight course) 	<p style="text-align: center;">4.3 (HS ONLY)</p> <p>100% of AVID senior students’ transcripts with at least one AP or IB course as evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AP/IB registration forms and/or exam scores for 100% of AVID seniors <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Data query with results that evidence an increase in school wide AP/IB exams taken from previous year AND/OR <input type="checkbox"/> Data query that shows an increase in the number of AP courses offered at the site <input type="checkbox"/> Longitudinal data that shows an increase in the number of AP courses offered and taken

<p>4.4 (HS ONLY) !00% of juniors and seniors participating in SAT, ACT, PSAT, etc evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reporting of test scores from college testing for 100% of juniors & seniors (practice or paid formal sitting) <input type="checkbox"/> PSAT/PLAN/SAT/ACT sign-ups/registration <input type="checkbox"/> PSAT/PLAN/SAT/ACT scores <input type="checkbox"/> <input type="checkbox"/> 	<p>4.4 (HS ONLY) At least 90% of freshmen and sophomores taking PSAT or similar test evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reporting of test scores like PSAT/PLAN, for at least 90% of 9th & 10th graders <input type="checkbox"/> <input type="checkbox"/> 	<p>4.4 (HS ONLY) 100% of AVID students participating in college testing past 2 years, <u>and</u> 100% of graduating seniors completing ACT or SAT, evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reporting of test scores from college testing for 100% of all AVID students at each grade level for the past two years (practice or real) <input type="checkbox"/> Registration rosters or formal reporting of test scores from the ACT or SAT (taken in a paid formal sitting) for 100% of the AVID seniors <input type="checkbox"/> **EVIDENCE MUST BE PROVIDED FOR ALL BOXES TO MEET LEVEL 3 <input type="checkbox"/> <input type="checkbox"/>
<p>4.5 (MS/JRH ONLY) 50% of 8th graders completing high school credit-bearing algebra evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Report cards/transcripts with accompanying grid demonstrating that at least 50% of students have completed Algebra I by end of 8th grade <input type="checkbox"/> Roster of 8th grade algebra classes with AVID students highlighted and % calculated <input type="checkbox"/> List of AVID students indicating math class enrollment evidencing an actual percentage of at least 50% of students <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p>4.5 (MS/JRH ONLY) 70% of 8th graders completing high school credit-bearing algebra evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Report cards/transcripts with accompanying grid demonstrating that at least 70% of students have completed Algebra I by end of 8th grade <input type="checkbox"/> Roster of 8th grade algebra classes with AVID students highlighted and % calculated <input type="checkbox"/> List of AVID students indicating math class enrollment evidencing an actual percentage of at least 70% of students <input type="checkbox"/> <input type="checkbox"/> 	<p>4.5 (MS/JRH ONLY) 80% of 8th graders completing high school credit-bearing algebra evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Report cards/transcripts with accompanying grid demonstrating that at least 80% of students have completed Algebra I by end of 8th grade <input type="checkbox"/> Roster of 8th grade algebra classes with AVID students highlighted and % calculated <input type="checkbox"/> List of AVID students indicating math class enrollment evidencing an actual percentage of at least 80% of students <input type="checkbox"/> <input type="checkbox"/>
<p>4.6 80% of 8th graders choosing college prep classes for the 9th grade evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Course/schedule request for 9th grade classes based on “A-G” plan for at least 80% of students <input type="checkbox"/> Roster of AVID class w/highlighted names of students who have chosen their 9th grade classes based on “A-G” plan for at least 80% of students <input type="checkbox"/> <input type="checkbox"/> 	<p>4.6 90% of 8th graders choosing college prep classes for the 9th grade evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Course/schedule request for 9th grade classes based on “A-G” plan for at least 90% of students <input type="checkbox"/> Roster of AVID class w/highlighted names of students who have chosen their 9th grade classes based on “A-G” plan for at least 90% of students <input type="checkbox"/> <input type="checkbox"/> 	<p>4.6 100% of 8th graders choosing college prep classes for the 9th grade evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Course/schedule request for 9th grade classes based on “A-G” plan for at 100% of students <input type="checkbox"/> Roster of AVID class w/highlighted names of students who have chosen their 9th grade classes based on “A-G” plan for at least 100% of students <input type="checkbox"/> <input type="checkbox"/>
<p>Note: College testing (PSSS, PSAT, PLAN, Explore) for MS/JHS can take place in a practice or real (paid) setting.</p>		
<p>4.7 (MS/JRH ONLY) 50% of 8th graders completing PSAT, PLAN, or Explore test evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reporting of test scores from college testing (PSSS, PSAT, PLAN, Explore) for at least 50% of AVID 8th graders <input type="checkbox"/> Roster of AVID class highlighting names of students who have taken college tests (practice or real) evidencing least 50% of AVID 8th graders <input type="checkbox"/> <input type="checkbox"/> 	<p>4.7 (MS/JRH ONLY) 75% of 8th graders completing PSAT, PLAN, or Explore test evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reporting of test scores from college testing (PSSS, PSAT, PLAN, Explore) for at least 75% of AVID 8th graders <input type="checkbox"/> Roster of AVID class highlighting names of students who have taken college tests (practice or real) evidencing least 75% of AVID 8th graders <input type="checkbox"/> <input type="checkbox"/> 	<p>4.7 (MS/JRH ONLY) 90% of 8th graders completing PSAT, PLAN, or Explore test evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reporting of test scores from college testing (PSSS, PSAT, PLAN, Explore) for at least 90% of AVID 8th graders <input type="checkbox"/> Roster of AVID class highlighting names of students who have taken college tests (practice or real) evidencing least 90% of AVID 8th graders <input type="checkbox"/> <input type="checkbox"/>

AVID Essential #5: Possible Evidence Documentation

NOTE: AVID curriculum includes: *HS/MS Writing, Strategies for Success, College & Careers, Preparing for College, Jr./Sr. Seminar*

***NOTE:** Include student samples & lesson plans from all AVID classes/grades/sections for each indicator in this essential.

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
<p style="text-align: center;">5.1</p> <p>Students receiving writing to learn instruction using AVID writing curriculum in the AVID class evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monthly calendar highlighting scheduled writing lessons/assignments from the AVID class <input type="checkbox"/> Writing lessons from AVID curriculum plans including student samples (e.g., from all grades /AVID classes) <input type="checkbox"/> Write-Off lessons & plans <input type="checkbox"/> Grade level list of student activities <input type="checkbox"/> Classroom observation of teacher, tutors, and/or students using writing strategies <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">5.1</p> <p>Writing is part of a year long instructional plan, <u>and</u> students using these strategies in classes other than AVID evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AVID year-long instructional plan highlighting writing lessons <input type="checkbox"/> Lesson plans including student work samples demonstrating writing to learn in AVID students' academic classes <input type="checkbox"/> Or evidence of online collaboration among students of their own school or outside district schools <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">5.1</p> <p>Vertically aligned instruction plan created for the AVID classes, <u>and</u> strategies used in all core academic subject areas evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Vertically articulated plan for AVID writing curriculum including all grade levels <input type="checkbox"/> Lesson plans including student work samples demonstrating writing strategies & activities in ALL core academic subject areas <input type="checkbox"/> Site team meeting lesson in which a demonstration was shared on writing to learn <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">5.2</p> <p>Timed –writing activities <u>and</u> Writing Process evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sample lessons that incorporate and evidence the writing process <input type="checkbox"/> Sample student timed writing from all AVID classes throughout the year <input type="checkbox"/> Copies of grade level winner essays entered for the Write-Off Contest <input type="checkbox"/> Classroom observation <input type="checkbox"/> Sample essays that demonstrate draft/revision or peer comments <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">5.2</p> <p>Weekly essay, letters, or reports assigned evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Yearly lesson plans <input type="checkbox"/> Samples of student essays, letters, or reports to document weekly writing <input type="checkbox"/> Grade level list of weekly writing assignments (e.g., essays, letters, reports, etc.) <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">5.2</p> <p>Permanent record of writing activities/documents kept by students/teachers evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Samples of student work (final products) that evidence the steps of the writing process <input type="checkbox"/> Final written products from all AVID classes <input type="checkbox"/> Student writing portfolio from the AVID class <input type="checkbox"/> Print-out of online portfolio with teacher comments inserted. <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">5.3</p> <p>Cornell notes assigned <u>and</u> graded evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grading policy showing Cornell Notes are a part of AVID grade <input type="checkbox"/> Letter to parents indicating expectations & grading policies of the AVID class <input type="checkbox"/> Sample teacher grades highlighting Cornell Note grade/points <input type="checkbox"/> Lesson plans from Cornell Note unit with student work samples <input type="checkbox"/> Sample Cornell Notes from students <input type="checkbox"/> Classroom observation of teacher, tutors, and/or students using Cornell notes <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">5.3</p> <p>Cornell notes taken in other classes evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Samples of Cornell Notes from AVID students taken in other classes <input type="checkbox"/> Completed binder check evaluations showing points given for content class Cornell Notes <input type="checkbox"/> Interactive notebook evaluations <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">5.3</p> <p>Cornell notes taken in all core academic classes-school-wide strategy evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Samples of Cornell Notes from AVID students taken in AP/Honors courses and all core academic classes <input type="checkbox"/> Sample lessons from AVID student presentations of Cornell Notes in other classes <input type="checkbox"/> Agenda where Cornell notes as a system is taught to the staff <input type="checkbox"/>
<p style="text-align: center;">5.4</p> <p>Weekly graded reflections assigned and part of the AVID classroom evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grading policy showing WEEKLY learning logs/written reflections are a part of AVID grade 	<p style="text-align: center;">5.4</p> <p>Weekly graded reflections assigned and/or learning logs assigned in classes other than AVID evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Samples of learning logs/written 	<p style="text-align: center;">5.4</p> <p>Weekly graded reflections and/or learning logs assigned in all core academic classes evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Samples of learning logs/written

<ul style="list-style-type: none"> <input type="checkbox"/> Letter to parents indicating expectations & grading policies of the AVID class <input type="checkbox"/> Samples of completed graded learning logs/written reflections done in AVID WEEKLY throughout year <input type="checkbox"/> Binder checks with reflections <input type="checkbox"/> <input type="checkbox"/> 	<p>reflections used in classes other than AVID</p> <ul style="list-style-type: none"> <input type="checkbox"/> Samples of Interactive Notebooks utilizing AVID strategies. <input type="checkbox"/> <input type="checkbox"/> 	<p>reflections from ALL core academic subjects/grades</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">5.5</p> <p>Students receiving instruction in weekly reading to learn strategies evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monthly calendar highlighting scheduled reading lessons/assignments <input type="checkbox"/> Reading lesson plans including student samples <input type="checkbox"/> List of reading strategies used/taught (e.g., literature circles, SQ4R, reciprocal reading, GIST, KWL, Into, Through, & Beyond, graphic organizers etc.) <input type="checkbox"/> Classroom observation including reading strategies <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">5.5</p> <p>Students receiving scaffolded reading instruction to increase comprehension evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All components of Level 1 <u>and</u> <input type="checkbox"/> Sample lesson plans including student work samples in reading with scaffolding from all AVID classes <input type="checkbox"/> Lessons/activities and student samples that evidence the focus of reading comprehension <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">5.5</p> <p>Reading plan part of a year-long, vertically aligned instructional plan, <u>and</u> reading to learn strategies used in all core academic classes evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Vertically articulated plan for teaching AVID reading strategies/activities including all AVID classes <input type="checkbox"/> Lesson plans including student work samples demonstrating reading strategies & activities in ALL core classes in every grades <p>**EVIDENCE MUST BE PROVIDED FOR ALL BOXES TO MEET LEVEL 3</p> <ul style="list-style-type: none"> <input type="checkbox"/>

AVID Essential # 6: Possible Evidence Documentation

*NOTE: Include student samples & lesson plans from all AVID classes/grades/sections for each indicator in this essential.

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
<p style="text-align: center;">6.1</p> <p>Critical thinking skills developed and practiced during tutorial evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Samples of completed tutorial forms from each grade level throughout the year <input type="checkbox"/> Classroom observation of teacher, tutor and/or student modeling critical thinking <input type="checkbox"/> Lessons reinforcing critical thinking during tutorials <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">6.1</p> <p>Higher level questions asked <u>and</u> students take ownership of own learning during tutorials evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Samples of tutorial forms collected over time evidencing growth in critical thinking skills for several students in each grade level <input type="checkbox"/> Tutorial reflection showing increased student participation/ownership (roles/responsibilities) in the tutorial process <input type="checkbox"/> Evidence of students choosing questions based on report card or progress report <input type="checkbox"/> Written reflections at the end of tutorial in which students pose higher level questions and/or discuss responses to higher level questions <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">6.1</p> <p>Effective critical thinking skills used routinely during tutorials <u>and</u> take ownership for other students' learning evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher/AVID coach written observations evidencing students' routinely taking ownership (roles/responsibilities) for their learning and the learning of others <input type="checkbox"/> Tutorial reflection showing increased ownership & assistance for other students' learning <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">6.2</p> <p>Questions written in lefthand side of Cornell notes <u>and</u> graded evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Samples of student Cornell notes w/questions graded weekly <input type="checkbox"/> Samples of student binder grade check sheets showing grade for questions <input type="checkbox"/> Copy of Cornell Note grading sheet <input type="checkbox"/> Copy of grade book showing weekly grade for Cornell Notes <input type="checkbox"/> Classroom observation <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">6.2</p> <p>Rubric created for grading questions on lefthand side as part of grade <u>and</u> questions are part of the tutorial grade evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Copy of the rubric developed with students and used in grading level of questions during tutorials <input type="checkbox"/> Grading policy showing how the level of questions is part of the tutorial grade <input type="checkbox"/> Graded tutorial samples w/tutor and/or teacher feedback about the levels of questions <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">6.2</p> <p>Higher level questions used regularly demonstrating critical thinking skills evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson or sample student work showing use of critical thinking in a rigorous curriculum <input type="checkbox"/> Cornell Notes evidencing consistent use of higher-level questions <input type="checkbox"/> Sample of Cornell Notes graded using a rubric evidencing accountability for higher-level questions <input type="checkbox"/> Tutorial Request Form evidencing consistent use of higher-level questions <input type="checkbox"/> Samples of tutorial questions from rigorous curriculum presented in honors & AP/IB classes <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">6.3</p> <p>Costa's or Bloom's questions developed, written, and understood in notes and tutorials evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Samples of student Cornell Notes <input type="checkbox"/> Samples of completed student Tutorials Request Forms <input type="checkbox"/> Sample of student inquiry activities <input type="checkbox"/> Questions developed for guest speakers <input type="checkbox"/> Lesson plan for activities to refine questions <input type="checkbox"/> Classroom observation <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">6.3</p> <p>Students actively engaged in tutorial groups, Tutorial Request Forms are used, <u>and</u> Reflections used after tutorials reflecting AVID model evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Samples of completed Tutorial Request Forms including reflections from each grade level and throughout the year <input type="checkbox"/> Refining reflection activities <input type="checkbox"/> Pictures of tutorial groups <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">6.3</p> <p>Inquiry and tutorial process used in all subject areas evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutorial Request Forms/Cornell Notes showing the use of the tutorial problem solving process in ALL of their academic core classes <input type="checkbox"/> Samples of AVID students' core teachers' lesson plans indicating the use of the tutorial process/collaborative group work during class time <input type="checkbox"/> Written observations/reflection documenting use of the tutorial problem solving process used in ALL academic core classes <input type="checkbox"/>

<p style="text-align: center;">6.4</p> <p>Philosophical chairs and/or Socratic seminar conducted in the AVID class evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans for philosophical chairs AND/OR Socratic Seminar completed with students <input type="checkbox"/> Samples of student reflections/reports of the seminar/activity <input type="checkbox"/> Samples of Socratic seminar AND/OR Philosophical Chairs grade sheets/rubrics <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">6.4</p> <p>Philosophical chairs and Socratic seminar routinely conducted evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> List of philosophical chairs AND Socratic seminar lessons completed for the year <input type="checkbox"/> Samples of student reflections/reports of the seminar/activity <input type="checkbox"/> Samples of Socratic seminar AND philosophical chairs grade sheets/rubrics <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">6.4</p> <p>Philosophical chairs and Socratic seminar led by students in AVID as well as other academic core classes evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Samples of student generated questions/text for philosophical chairs/Socratic seminar <input type="checkbox"/> Samples of philosophical chairs/Socratic seminar led by AVID students in academic classes <input type="checkbox"/> Samples of student generated questions <input type="checkbox"/> <input type="checkbox"/>

AVID Essential #7: Possible Evidence Documentation

*NOTE: Include student samples & lesson plans from all AVID classes/grades/sections for each indicator in this essential.

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
7.1 Students collaborating weekly in AVID class evidenced in:	7.1 Students collaborating weekly in other classes as well evidenced in:	7.1 Students collaborating more and independently evidenced in:
<ul style="list-style-type: none"> <input type="checkbox"/> Weekly lesson plans highlighting collaboration, problem solving & problem solving activities <input type="checkbox"/> Lessons & student work samples from <i>Strategies for Success</i> & other AVID Curriculum <input type="checkbox"/> Lessons & student work samples from <i>Tutorial Workbook</i> <input type="checkbox"/> Tutorial Request Forms collected over extended time <input type="checkbox"/> 	<p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans & student samples showing collaboration in used classrooms other than AVID <input type="checkbox"/> Survey created & distributed by AVID Site Team documenting the use of WICR strategies in core academic classes <input type="checkbox"/> 	<p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Student reflections indicating the use of independent & collaborative problem solving to find solutions in classes other than AVID <input type="checkbox"/> Teacher lesson plans & student samples indicating the use of independent problem solving to find solutions in classes other than AVID <input type="checkbox"/> Teacher lesson plans & student samples indicating the use of collaborative problem solving to find solutions in classes other than AVID <input type="checkbox"/>
7.2 Students collaborating on projects in AVID class evidenced in:	7.2 Students collaborating regularly on projects in AVID class evidenced in:	7.2 Students collaborating on projects in other classes as well evidenced in:
<ul style="list-style-type: none"> <input type="checkbox"/> Samples of lessons that require group work to complete <input type="checkbox"/> Student research papers (college & career exploration) evidencing collaboration <input type="checkbox"/> Group presentations (e.g., Power Points, visual aids, videos, evaluations of presentations, etc.) evidencing collaboration (highlight AVID students' roles/responsibilities) <input type="checkbox"/> Community service evidencing collaboration (highlight AVID students' roles/responsibilities) <input type="checkbox"/> Fundraising events evidencing collaboration (highlight AVID students' roles/responsibilities) <input type="checkbox"/> Family events evidencing collaboration (highlight AVID students' roles/responsibilities) <input type="checkbox"/> 	<p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Year-long plans, lesson plans, student samples showing collaboration in AVID classes in the area of research papers, group presentations, community service and/or fundraising throughout the year <input type="checkbox"/> <input type="checkbox"/> 	<p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Year-long plans, lesson plans, student samples showing collaboration in AVID classes & other academic core classes in the area of research papers, group presentations, community service and/or fundraising throughout the year <input type="checkbox"/> <input type="checkbox"/>
7.3 Students working in study groups in AVID class evidenced in:	7.3 Students occasionally lead study groups in AVID class evidenced in:	7.3 Students regularly lead study groups in the AVID class and other classes evidenced in:
<ul style="list-style-type: none"> <input type="checkbox"/> List of student groupings for collaborative projects/study groups <input type="checkbox"/> Lesson plans/student samples of collaborative activities used from the AVID curriculum <input type="checkbox"/> Study Buddy List <input type="checkbox"/> <input type="checkbox"/> 	<p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> List of student groupings for collaborative projects/study groups w/group leader highlighted <input type="checkbox"/> List of collaborative projects/activities completed in the AVID classroom in each grade level <input type="checkbox"/> Observation/feedback notes evidencing students' participation by collaboration work <input type="checkbox"/> <input type="checkbox"/> 	<p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Written documentation by teachers and/or students over an extended period of time showing AVID students regularly leading collaborative study groups in AVID/core classes/after school where teachers use collaborative strategies <input type="checkbox"/> Student work/project sample showing student-led collaboration (highlight AVID student leaders) <input type="checkbox"/> Reflections of AVID students about their roles, responsibilities, experiences & learning while working in collaborative groups <input type="checkbox"/> <input type="checkbox"/>

AVID Essential #8: Possible Evidence Documentation

*NOTE: Include student samples & lesson plans from all AVID classes/grades/sections.
Tutorial Support Curriculum Resource Guide (T.S.C.R.G.)

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
<p style="text-align: center;">8.1</p> <p style="text-align: center;">Students receiving instruction in the AVID tutorial process as least twice per week evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Typical week in AVID schedule for all AVID classes highlighting TWO tutorial days <input type="checkbox"/> Tutorial Request Form that includes grading for the following components: questions, source of question, Cornell Notes, reflection <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">8.1</p> <p style="text-align: center;">Tutors leading AVID tutorial process <u>and</u> problem solving groups at least twice per week evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> List of tutor & student tutorial groupings <input type="checkbox"/> Tutor time sheets <input type="checkbox"/> Tutor reflections of problem solving groups <input type="checkbox"/> Written documentation of teacher-tutor collaboration/debrief <input type="checkbox"/> Observation feedback forms <input type="checkbox"/> Tutor schedule that documents the times/days/classes where all tutors work <input type="checkbox"/> Pictures of tutorials <input type="checkbox"/> 	<p style="text-align: center;">8.1</p> <p style="text-align: center;">Tutors utilize WICR strategies <u>and</u> students take responsibility for learning by using higher level thinking while solving problems collaboratively during tutorial process evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher observation of tutor using WICR strategies <input type="checkbox"/> AVID Tutorial Observation and Feedback form <input type="checkbox"/> Tutorial Request Forms over time showing higher-level questioning skills <input type="checkbox"/> Reflections indicating student responsibility for their own learning <input type="checkbox"/>
<p style="text-align: center;">8.2</p> <p style="text-align: center;">Tutors receive 16 hours of training evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sample lessons completed by tutors <input type="checkbox"/> Documentation indicating the activities completed to verify the 16 hours of training <input type="checkbox"/> Documentation showing tutors attended 16 hours of training held by Regional staff <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">8.2</p> <p style="text-align: center;">Trained site personnel providing ongoing tutorial coaching and support evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team minutes indicating Tutor Trainer designee <input type="checkbox"/> List of roles & responsibilities of Site Team members indicating Tutor Trainer designee <input type="checkbox"/> Samples documenting the use of tutorial lessons, observation tools and debrief forms <input type="checkbox"/> Documentation of Tutor Meetings <input type="checkbox"/> 	<p style="text-align: center;">8.2</p> <p style="text-align: center;">Regional or district staff providing ongoing coaching, and tutors are certified by AVID Center evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Documentation of attendance & completion of training beyond the AVID modules or 16 hours <input type="checkbox"/> Tutors complete the process required to become certified by AVID Center <input type="checkbox"/>
<p style="text-align: center;">8.3</p> <p style="text-align: center;">7:1 ratio of students to tutors achieved (see definition of AVID tutor) evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> List of student/tutor groups reflecting the 7:1 ratio <input type="checkbox"/> Classroom observations to determine student/tutor ratio <input type="checkbox"/> Tutor roster for each elective class with college students' names highlighted <input type="checkbox"/> 	<p style="text-align: center;">8.3</p> <p style="text-align: center;">At least one college tutor working in each AVID class evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutor roster that includes at least ONE college tutor for each section. (highlight name(s) & college attending) <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">8.3</p> <p style="text-align: center;">Two college tutors in each section, and 50% in AVID classes for 2+ semesters evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutor roster that includes at least TWO college tutors for each section (highlight names & indicate college attending) <input type="checkbox"/> List of tutors for the past two years that shows that 50% of the tutors have worked as a tutor for at least two semesters <p style="text-align: center;">**EVIDENCE MUST BE PROVIDED FOR ALL BOXES TO MEET LEVEL 3</p>
<p style="text-align: center;">8.4</p> <p style="text-align: center;">Tutorial request forms used, <u>and</u> tutorial questions generated from classwork and homework evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutorial Request Form that indicates the source for the question (e.g., page in text, test/quiz, CN, etc.) <input type="checkbox"/> Tutorial Request Forms that reflect 	<p style="text-align: center;">8.4</p> <p style="text-align: center;">Students provide daily feedback for tutorials and evidence of fine-tuning tutorials based on student comments evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutorial Request Forms/student reflections contain feedback about the tutorial process 	<p style="text-align: center;">8.4</p> <p style="text-align: center;">Students' questions based on performance needs in all core subject areas, and AVID tutors giving feedback evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers, tutors, & students analyze individual grades in all core subject area; based on this analysis, create focus

<ul style="list-style-type: none"> □ questions based on students' homework □ Completed Tutorial Request Form with tutor feedback □ AVID teacher/site designee or Regional coach feedback/observation forms □ Observation form □ 	<ul style="list-style-type: none"> □ Written documentation of teacher/tutor debrief that shows tutorial adjustments based on students' feedback □ Tutor observation 	<ul style="list-style-type: none"> areas/goals for tutorials □ Samples documenting the use of observation tools and debrief forms from □ Tutor documentation of adjustments made in the implementation of the tutorial process based on students' needs and teacher's feedback □
<p style="text-align: center;">8.5</p> <p style="text-align: center;">Recruitment plan for tutors in place evidenced in:</p> <ul style="list-style-type: none"> □ Written plan for recruiting & retaining tutors □ □ 	<p style="text-align: center;">8.5</p> <p style="text-align: center;">Recruitment plan for tutors implemented evidenced in:</p> <p>All components of <u>Level 1</u> <u>and</u></p> <ul style="list-style-type: none"> □ Implemented written plan for recruiting & retaining tutors □ □ 	<p style="text-align: center;">8.5</p> <p style="text-align: center;">Site team involved in production and implementation of plan evidenced in:</p> <p>All components of <u>Level 2</u> <u>and</u></p> <ul style="list-style-type: none"> □ Implemented written plan for recruiting & retaining tutors is created/implemented by the Site Team □ Site Team agenda/minutes showing ownership (roles/responsibilities) & ongoing revision of the tutor recruitment/retention plan □ □

AVID Essential #9: Possible Evidence Documentation

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
<p style="text-align: center;">9.1 AVID Center data completed and submitted for the most recently completed school year evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hard copy of handwritten data entered online <input type="checkbox"/> Copy of current AVID Center Data printed from www.avidonline.org <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">9.1 AVID Center Data completed online and on time evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Copy of current AVID Center Data printed from www.avidonline.org submitted online and on time <input type="checkbox"/> Copy of email sent from AVID Center showing date that data was completed <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">9.1 AVID Center data completed by the site, site support exists for collecting the data and using avidonline resources evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> List of people at site/district who provide support in collecting data & roles in data collection <input type="checkbox"/> Log/list of ways that the site used www.avidonline.org as a resource this year <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">9.2 Data analyzed and used to drive implementation by site team evidenced in :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team minutes documenting the use of AVID Center data & how it is used to inform program implementation <input type="checkbox"/> Data w/calculations/notes about identifying trends/patterns to inform program implementation <input type="checkbox"/> Data analysis activities evidencing program analysis and implementation <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">9.2 AVID Center data <u>and</u> student, staffing, and budget data analysis used to revise and expand the AVID program evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team minutes documenting the use of AVID Center data & how it is used to improve and expand the program <input type="checkbox"/> Data with calculations/notes about identifying trends/patterns to improve and expand the program (e.g., additional staffing/funding to support program expansion) <input type="checkbox"/> Data analysis activities evidencing program improvement and expansion <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">9.2 Analysis of disaggregated data to drive instruction, improve student access and success, and promote schoolwide effect evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional Development Plan based on results of the student/staffing/financial data collected <input type="checkbox"/> Disaggregated student data highlighting deficiencies & identifying areas where AVID methodologies can be used to improve student achievement <input type="checkbox"/> Reflection identifying ways analyzing data drove instruction, improved student access and promoted a schoolwide change <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">9.3 Performance, enrollment, and/or staffing data analyzed to open/promote access by site team evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team minutes documenting the use of performance (local/district/state achievement, benchmark, writing, & mandated assessments) enrollment, attendance patterns, & staffing data to promote access to rigorous courses <input type="checkbox"/> Data w/calculations/notes about identifying trends/patterns found in performance, enrollment, attendance patterns, & staffing data to promote access to rigorous courses <input type="checkbox"/> Evidence that tracks student success in rigorous courses <input type="checkbox"/> % of AVID students enrolled in AP/IB compared to non-AVID students enrolled in the school <input type="checkbox"/> Master schedule evidencing AVID students have access to AP/IB courses <input type="checkbox"/> Copies of school/district policy regarding access <input type="checkbox"/> Site action plan that address access & equity ***Compare AVID, AVID-like & non-AVID student data 	<p style="text-align: center;">9.3 Data analyzed to revise Site/School/District Improvement Plan to open access to and support in advanced classes evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team Plan with revisions/addendums showing support for access/equity to rigorous courses <input type="checkbox"/> School and/or district plans with revisions/addendums showing support for access/equity to rigorous courses <input type="checkbox"/> Show revisions/changes in AP/IB access <input type="checkbox"/> Copy of master schedule highlighting AVID and AP/IB courses to evidence access & availability <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">9.3 Data analysis has impacted school policies, the school, and/or district plans to open access to advanced courses. Data analyzed to present at school board meetings evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Data analysis that impacted school policies regarding access to advanced courses as evidenced through school/district improvement plans (e.g., open access to AP courses) <input type="checkbox"/> Board presentation of data that impacted school policy presented by AVID Site Team members <input type="checkbox"/> Presentations of data to faculty, site governance groups, parent groups etc.) presented by AVID Site Team Members <input type="checkbox"/> <input type="checkbox"/>

<input type="checkbox"/> <p style="text-align: center;">9.4</p> <p style="text-align: center;">Standardized test data analyzed to open/promote access evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standardized test data w/calculations/notes about identifying trends/patterns in order to promote access to rigorous courses <input type="checkbox"/> Analysis of standardized tests with identifying specific areas of weakness to be focused on during curriculum days <input type="checkbox"/> Lesson plans that focus on identified “problem areas” <input type="checkbox"/> List of AVID students standardized test scores highlighting potential candidates & actual students promoted to more rigorous courses <input type="checkbox"/> AP potential data from the PSAT results highlighting AVID students <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">9.4</p> <p style="text-align: center;">Standardized test data analyzed to increase quality of teaching in core academic classes evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Minutes from department meetings showing analysis of standardized test data used to inform classroom instruction <input type="checkbox"/> Minutes from AVID Site Team/AVID elective teacher meetings showing analysis of standardized test data for AVID students to used to inform classroom instruction <input type="checkbox"/> Standardized test data disaggregated by content areas that shows analysis and promotes improved instruction in core classes <input type="checkbox"/> Analysis of standardized tests with identifying specific areas of weakness to be focused on in content area classes <input type="checkbox"/> Lesson plans that focus on identified “problem areas” in content area classes <input type="checkbox"/> Content teacher lesson plans highlighting instructional strategies implemented to improve student achievement (WICR) <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">9.4</p> <p style="text-align: center;">Standardized test data analyzed to increase quality of teaching and increase access to rigorous curriculum for AVID students at all grade levels evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Site team minutes reflect the analysis of standardized test data and identify trends/patterns in order to promote access to rigorous courses <input type="checkbox"/> Standardized test data disaggregated by the Site Team that shows analysis and promotes improved instruction & change in school policy to increase access to rigorous curriculum for AVID students <input type="checkbox"/> List of students moved into advanced courses based on data analysis (indicate course change) <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">9.5 (HS ONLY)</p> <p style="text-align: center;">70% of AVID students taking CAHSEE and scoring proficient or above evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> List of AVID students who have taken CAHSEE with their scores highlighting those who have PASSED <li style="text-align: center;">AND <input type="checkbox"/> Calculation evidencing that 70% have PASSED <p style="text-align: center;">**EVIDENCE MUST BE PROVIDED FOR ALL BOXES TO MEET LEVEL 1</p> <input type="checkbox"/> <input type="checkbox"/>	<p style="text-align: center;">9.5 (HS ONLY)</p> <p style="text-align: center;">85% of AVID students taking CAHSEE and scoring proficient or above evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Calculation evidencing that 85% have PASSED <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">9.5 (HS ONLY)</p> <p style="text-align: center;">100% of AVID students taking CAHSEE and scoring proficient or above evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Calculation evidencing that 100% have PASSED CAHSEE <input type="checkbox"/> <input type="checkbox"/>
<p>NOTE: Completion of Sr. Data is a requirement & schools that do not complete Sr. Data for all seniors may not eligible for certification.</p>		
<p style="text-align: center;">9.6 (HS ONLY)</p> <p style="text-align: center;">At least 85% of AVID Seniors have completed all items on the Sr. Data Collection Form @ avidonline.org as evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hard copies of Sr. Data forms completed by students (student samples online entry) <input type="checkbox"/> List of Sr. students showing data was completed & printed from www.avidonline.org -“My AVID”, Sr. Data <input type="checkbox"/> Roster of students who completed data with calculation evidencing at least 85% completion 	<p style="text-align: center;">9.6 (HS ONLY)</p> <p style="text-align: center;">At least 90% of AVID Seniors have all completed all items on the Sr. Data Collection Form @ avidonline.org as evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Roster of students who completed data with calculation evidencing at least 90% completion 	<p style="text-align: center;">9.6 (HS ONLY)</p> <p style="text-align: center;">100% of AVID Seniors have completed all items on the Sr. Data Collection Form @ avidonline.org as evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Roster of students who completed data with calculation evidencing at least 100% completion

AVID Essential #10: Possible Evidence Documentation

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
<p style="text-align: center;">10.1 AVID defined in school and/or district budgets evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School budget highlighting AVID <input type="checkbox"/> District budget highlighting AVID <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">10.1 Coordinator participating in budget development process evidenced in:</p> <p>All components of <u>Level 1 and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Sign in-sheets & minutes from budget meetings evidencing that the AVID coordinator has participated in budget decisions (e.g., member of budget committee, site governance team, etc.) <input type="checkbox"/> List of budget committee & members with AVID coordinator's name highlighted <input type="checkbox"/> Coordinator presentation to District Office <input type="checkbox"/> Agendas and/or minutes from Site Governance, PTA, etc. indicating funding discussions for AVID <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">10.1 Funding defined in school and district budgets with long-ranging mechanisms in place; Site coordinator taking a leadership role in budget development evidenced in:</p> <p>All components of <u>Level 2 and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Written long-term funding plan for AVID w/evidence that the AVID coordinator has a leadership role in terms of developing the budget <input type="checkbox"/> Evidence of funding sources (e.g., GEAR-Up, Title I, School Program Improvement, other grants, etc.) <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">10.2 Written AVID Site Plan developed and used evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copy of Site Team Plan from Summer Institute <input type="checkbox"/> Site team meeting minutes showing discussion and use of Site Team Plan <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">10.2 Site Plan used regularly by Site Team in program planning and evaluation evidenced in:</p> <p>All components of <u>Level 1 and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team meeting minutes of adjustments made in the planning & evaluation of the AVID program based on the initial Site Team Plan <input type="checkbox"/> Revised & updated Site Team Plan (highlight changes) <input type="checkbox"/> Site Team Plan agenda showing that the Site Team Plan is used monthly as part of program discussion, planning & evaluation <input type="checkbox"/> AVID certification meeting/visit notes from discussion <input type="checkbox"/> 	<p style="text-align: center;">10.2 Site plan revised based in CSS and student performance evidenced in:</p> <p>All components of <u>Level 2 and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team meeting minutes showing evidence that the team has discussed/addressed certification recommendations & student performance data in the plan <input type="checkbox"/> Site Team Plan reflecting adjustments made as a result of recommendations & student performance data (highlight evidence) <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">10.3 AVID written as a component of School Improvement Plan evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copy of School Improvement Plan or Single Site Plan <input type="checkbox"/> WASC District Steering Team minutes <input type="checkbox"/> Data reports showing progress **highlight AVID throughout in all documents <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">10.3 AVID considered a key component of School Improvement Plan evidenced in:</p> <p>All components of <u>Level 1 and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Copy of School Improvement Plan or Single Site Plan w/AVID referenced as a key component/school-wide <input type="checkbox"/> Copy of School-Based Coordinated Plan or WASC report that shows AVID's inclusion. <input type="checkbox"/> School Site Plan <input type="checkbox"/> School Site Council Meeting Notes **highlight AVID throughout in all documents 	<p style="text-align: center;">10.3 Site Plan inter-related with School Improvement Plan and part of District Improvement Plan evidenced in:</p> <p>All components of <u>Level 2 and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AVID Site Team Plan <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> District Improvement Plan **highlight AVID showing connections among all three plans ***EVIDENCE MUST BE PROVIDED FOR ALL BOXES TO MEET LEVEL 3 <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">10.4 Summer Institute attended by each AVID teacher at least once evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summer Institute registration showing that each AVID elective teacher has 	<p style="text-align: center;">10.4 Summer Institute attended by each AVID teacher at least twice, including once in past two summers evidenced in:</p> <p>All components of <u>Level 1 and</u></p>	<p style="text-align: center;">10.4 AVID-related professional development provided to whole staff by AVID Site Team evidenced in:</p> <p>All components of <u>Level 2 and</u></p>

<p>attended Summer Institute (Implementation Strand) at least once</p> <ul style="list-style-type: none"> <input type="checkbox"/> List of all AVID elective teachers attending Summer Institute include strand/year attended (all elective teachers must have attended S.I. at least once) <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Summer Institute registration showing that each AVID elective teacher has attended Summer Institute at least twice including once in the past two summers <input type="checkbox"/> List of all AVID elective teachers attending Summer Institute include strand/year attended (all elective teachers must have attended S.I. at least twice including once in the past two summers) <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty meeting agendas/materials/Power Points showing that the Site Team has provided AVID-related professional development to the WHOLE staff by department/grade level, SLC, etc.
<p style="text-align: center;">10.5</p> <p style="text-align: center;">Summer Institute or Path Training attended by Site Team Members evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summer Institute registration showing each Site Team teacher who has attended Summer Institute and/or AVID PATH training <input type="checkbox"/> List of all AVID Site Team teachers who have attended Summer Institute (include strand/year attended) <input type="checkbox"/> List of all AVID Site Team teachers who have attended AVID PATH training include strand/year <input type="checkbox"/> List printed from “My AVID” event registration search for each event <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">10.5</p> <p style="text-align: center;">Summer Institute or Path Training attended by 25% of site teachers and administrators evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> List of faculty (including strand/year attended) highlighting all teachers and administrators (excluding AVID elective teachers) that have attended Summer Institute and/or AVID PATH training <input type="checkbox"/> Numerical calculation must evidence that 25% of the faculty is trained in AVID <p style="text-align: center;">***EVIDENCE MUST BE PROVIDED FOR ALL BOXES TO MEET LEVEL 2</p>	<p style="text-align: center;">10.5</p> <p style="text-align: center;">Site teachers, in addition to site team and AP teachers, have attended at least two Summer Institutes with multi-year plan for AVID professional development for school so that at least 50% eventually AVID trained evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> List of faculty (including strand/year attended) highlighting all teachers that have attended at least 2 Summer Institutes <input type="checkbox"/> Multi-year plan to ensure that at least 50% of the teachers are AVID-trained <p style="text-align: center;">***EVIDENCE MUST BE PROVIDED FOR ALL BOXES TO MEET LEVEL 3</p>

AVID Essential #11: Possible Evidence Documentation

Meets Certification (Level 1)	Routine (Level 2)	Institutionalization (Level 3)
<p style="text-align: center;">11.1 Interdisciplinary Site Team consisting of teachers, administrator(s), counselor(s), and elective teacher(s) evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> AVID Center Site Team Information List print out that includes interdisciplinary teachers, administrators, counselors, & elective teachers from www.avidonline.org <input type="checkbox"/> Site list of Site Team members' names (including interdisciplinary teachers, administrators, counselors, coordinators, AVID elective teachers) which could include roles & responsibilities (e.g., program, essentials) <input type="checkbox"/> Site Team minutes/agendas/sign-in sheets <input type="checkbox"/> 	<p style="text-align: center;">11.1 Site Team Meetings attended by at least ELA, math, history, and science teacher(s) along with tutors and students evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team Information List that includes at least one teacher from ELA, math, history, and science as well as tutors and students <input type="checkbox"/> Meeting agendas & sign-in sheets that show tutor/student representation & attendance <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">11.1 Site Team Meetings attended by parents evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team Information List that includes parents <input type="checkbox"/> Meeting agendas & sign-in sheets that show parent representation & attendance <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">11.2 Site plan written, developed, implemented and revised according to CSS evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Plan that shows evidence of revision based on certification recommendations <input type="checkbox"/> Site Team minutes about revisions to Site Plan <input type="checkbox"/> Addendum to Site Plan evidencing change <input type="checkbox"/> Previous year's Site Plans <input type="checkbox"/> Previous year's Certification Self-Study w/coaches recommendations <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">11.2 Access and equity addressed in Site Plan evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team minutes that address access & equity to honors/AP/IB classes <input type="checkbox"/> Documentation of meetings w/ honors/AP/IB teachers to discuss enrollment & support of AVID students <input type="checkbox"/> Site Team minutes that address access & equity issues <input type="checkbox"/> Tracking document that shows increased enrollment in honors/AP/IB from year to year <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">11.2 Site Plan treated as a living document at site team meetings and revised according to data evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team Plan that documents revisions of the goals based on certification recommendations <input type="checkbox"/> Copy of last year's certification report <input type="checkbox"/> Prioritizing and adding additional goals to the Site Team's Plan in other essential areas based on ISS/CSS/certification recommendations <input type="checkbox"/> Site team meeting notes addressing revising Site Plan according to data <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">11.3 Site Team meeting at least quarterly and collaborates on logistical issues and discusses access and equity issues evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team meets at least FOUR times a year & agenda/minutes reflect discussion of access/increased enrollment/support in regard to rigorous curriculum <input type="checkbox"/> Information/agenda/notes/sign-in from district/coordinator meetings <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">11.3 Site Team meeting at least monthly and engages in problem solving of access and equity issues evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team meets MONTHLY & agendas/minutes reflect problem solving of access/increased enrollment/support in regard to rigorous curriculum <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">11.3 Work of Site Team influencing school policy regarding equity and access evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Written school policy regarding honors/AP access for all students <input type="checkbox"/> Data to track/document increased enrollment of students in rigorous curriculum (honors/AP/IB) <input type="checkbox"/> Site Team meeting notes reflecting changes in school policy regarding equity and access <input type="checkbox"/> <input type="checkbox"/>

<p style="text-align: center;">11.4</p> <p>Some Site Team Members supporting AVID teachers in implementation and operation of program evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team list of roles & responsibilities to show support of elective teacher (e.g., field trips, data collection, use of WICR strategies, recruitment, etc.) <input type="checkbox"/> Site Team minutes reflecting role/support <input type="checkbox"/> “College-Going Culture” evidenced in classrooms <input type="checkbox"/> Documentation of staff attendance at AVID conferences and workshops <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">11.4</p> <p>Each Site Team Member takes an assigned roles/tasks in the implementation and operation of the program, and addressing access and equity evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team list of roles & responsibilities to show roles/tasks in regard to access & equity issues <input type="checkbox"/> Copy of letter & AVID roster distributed to all staff <input type="checkbox"/> AVID newsletter sent to parents and staff <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">11.4</p> <p>Site Team Members proactively supporting the program while advocating equity and access and ensuring AVID students enrolled in rigorous courses evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Site Team list of roles & responsibilities to show delegation of responsibilities and support to AVID coordinators and teachers for implementation of 11 essentials & certification <input type="checkbox"/> List of Site Team members represented on school & district committees <input type="checkbox"/> Minutes from site-based management teams & school-wide committees that demonstrate Site Team members’ involvement in taking AVID school-wide and increasing equity & access <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">11.5</p> <p>Initial articulation efforts have begun amongst grade levels evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chart that shows the articulation of requirements/activities in the AVID elective classes-curriculum scope & sequence chart <input type="checkbox"/> Site Team minutes showing their involvement in the elective articulation plan <input type="checkbox"/> Minutes of articulation meetings <input type="checkbox"/> Email correspondence <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">11.5</p> <p>Site team providing leadership with articulation at site and feeder evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Minutes from feeder pattern meetings showing articulation/planning <input type="checkbox"/> Flyers for activities that span among school grade levels and/or feeder patterns <input type="checkbox"/> Documentation of events (e.g., photographs, permission slips, reflections, etc.) <input type="checkbox"/> Copies of articulation plans between grade levels and sites <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">11.5</p> <p>Site team articulating with other non-AVID schools in district or all schools in the districts are implementing AVID evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AVID presentations at non-AVID feeder schools <input type="checkbox"/> AVID student speakers/guest panels at non-AVID feeder schools <input type="checkbox"/> District list of sites that have implemented AVID & potential AVID sites <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">11.6</p> <p>Parent/guardian and family inclusion efforts implemented evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> List and description of meetings w/parents that occur during the year <input type="checkbox"/> Copies of newsletters/informational brochures sent to parents <input type="checkbox"/> Agendas/materials/sign-in sheets from parent workshops <input type="checkbox"/> Pictures from parent meetings <input type="checkbox"/> Calendar of events highlighting parent activities <input type="checkbox"/> List of parent attendance on AVID fieldtrips <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">11.6</p> <p>Regular parent/guardian and family inclusion efforts implemented evidenced in:</p> <p>All components of Level 1 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> List and description or calendar of workshops, meetings, and/or activities w/parents that occur during the year with regularly scheduled items highlighted <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">11.6</p> <p>Site Team Meetings attended regularly by parents and given leadership roles evidenced in:</p> <p>All components of Level 2 <u>and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AVID parent roster including roles/responsibilities <input type="checkbox"/> List of parents serving on AVID Parent Committee <input type="checkbox"/> Presentations by AVID parents at school-wide events/meetings <input type="checkbox"/> AVID parents as guest speakers (e.g., invitation letters, student reflections, thank you letter, Cornell Notes etc.) <input type="checkbox"/> <input type="checkbox"/>

<p style="text-align: center;">11.7</p> <p style="text-align: center;">Site Team collaboration providing AVID awareness information to staff evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copies of newsletter/informational brochures sent to staff <input type="checkbox"/> Agenda/materials/sign-in sheets from AVID Awareness presentations at faculty meetings <input type="checkbox"/> Copy of letter sent to academic teachers identifying AVID students <input type="checkbox"/> AVID Awareness survey to collect data to focus AVID professional development <input type="checkbox"/> AVID Alert/Good News Forms <input type="checkbox"/> Back to School Night and/or Open House agendas & sign-in sheets <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">11.7</p> <p style="text-align: center;">Site Team providing professional development in AVID strategies to staff evidenced in :</p> <p>All components of <u>Level 1 and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AVID professional development materials used for training staff on AVID methodologies/WICR <input type="checkbox"/> Schedule of meetings showing AVID presentations methodologies/WICR <input type="checkbox"/> AVID training sign-in sheets <input type="checkbox"/> List of PATH trained teachers <input type="checkbox"/> List of teachers using PATH materials <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">11.7</p> <p style="text-align: center;">Professional development on AVID strategies is part of school professional development plan with Site Team Members training others in school improvement process and sitting on key site/district committees evidenced in:</p> <p>All components of <u>Level 2 and</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Copy of the site professional development plan with AVID highlighted <input type="checkbox"/> List school/district committees with Site Team members highlighted <input type="checkbox"/> List of AVID Site Team teachers who have been trained in the school improvement process & documentation they are training others <p style="text-align: center;">***EVIDENCE MUST BE PROVIDED FOR ALL BOXES TO MEET LEVEL 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/>
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