



# Secondary Coaching and Certification Instrument (CCI) 2018–2019

Name: \_\_\_\_\_

School Name: \_\_\_\_\_

(NCES) Number: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

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

County/Region: \_\_\_\_\_

State: \_\_\_\_\_

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





# AVID Schoolwide Domains

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

<h2>INSTRUCTION</h2> <p><i>promotes:</i></p> <ul style="list-style-type: none"> <li>▶ WICOR® Strategies</li> <li>▶ 21st Century Skills</li> <li>▶ Student Leadership Skills</li> <li>▶ Goal-Setting/Monitoring</li> <li>▶ Rigor for All</li> </ul> 	<h2>SYSTEMS</h2> <p><i>support:</i></p> <ul style="list-style-type: none"> <li>▶ AVID Site/District Teams</li> <li>▶ Professional Learning</li> <li>▶ Secondary AVID Elective Classes</li> <li>▶ Equity and Access to Rigorous Courses</li> <li>▶ Data Collection and Analysis</li> </ul> 	<h2>LEADERSHIP</h2> <p><i>ensures:</i></p> <ul style="list-style-type: none"> <li>▶ Strategic Planning</li> <li>▶ Modeling of Expectations</li> <li>▶ College Readiness Mission and Vision</li> <li>▶ Career Readiness</li> <li>▶ Distributed Leadership Approach</li> </ul> 	<h2>CULTURE</h2> <p><i>fosters:</i></p> <ul style="list-style-type: none"> <li>▶ College Awareness and Preparation</li> <li>▶ Common Belief in Student Success</li> <li>▶ Family and Community Involvement</li> <li>▶ High Expectations for All</li> <li>▶ Positive and Safe Learning Environment</li> </ul> 
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## I. AVID Schoolwide Instruction

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

## II. AVID Schoolwide Systems

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

## III. AVID Schoolwide Leadership

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

## IV. AVID Schoolwide Culture

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

## AVID Schoolwide Subdomains

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|--|---|--|---|
| <ol style="list-style-type: none"> <li>1. WICOR (Writing, Inquiry, Collaboration, Organization and Reading)</li> </ol> | <ol style="list-style-type: none"> <li>1. Management of the AVID Elective</li> <li>2. Access to Rigor and Student Support</li> <li>3. Assessment of Student Progress</li> <li>4. Professional Learning</li> </ol> | <ol style="list-style-type: none"> <li>1. College Readiness Mission and Vision</li> <li>2. Representative Governance</li> <li>3. Strategic College Readiness Planning</li> </ol> | <ol style="list-style-type: none"> <li>1. Rigor</li> <li>2. Community Activities and College Awareness</li> <li>3. College-Going Environment</li> </ol> |
|--|---|--|---|

# How to Use this Instrument

For a secondary site to implement the AVID Elective class and AVID Schoolwide, AVID Center assumes the school has adopted a philosophy that is aligned with AVID's mission and vision of college readiness for all students. This instrument, AVID's Secondary Coaching and Certification Instrument (CCI), provides a systematic pathway to impact more students through the implementation of AVID on a campus.

Through a collaborative process, the AVID Site Team is expected to support the continuous improvement of the school's AVID system by completing the CCI early in the school year, using the initial findings to coach and guide AVID implementation, collecting authentic evidence to document progress, and revisiting the CCI regularly to grow the site's AVID system. At the end of this annual process, the AVID Coordinator submits the completed instrument to the AVID District Director, who reviews, approves, and submits the CCI in May to AVID Center to determine certification level.

The CCI is structured around four key Domains of operations: Instruction, Systems, Leadership, and Culture. The four Domains are further defined through Subdomains that monitor the level of AVID implementation using multiple Indicators. AVID's Schoolwide Site of Distinction Metrics, which include both Process and Impact Metrics, are embedded in the instrument to help assess progress toward schoolwide implementation.

The overall AVID Certification rating for a middle school and/or high school is determined based on the individual levels of implementation of each Domain and Subdomain and the submission of AVID's Data Collection forms. The CCI represents cumulative growth over an individualized timeline to fully develop and sustain the AVID system.

## I. Determining the Level of Implementation for Each Indicator

As a Site Team:

1. Read the header description located in the top left-hand corner and read the description for each Indicator from left to right.
2. Establish and check the appropriate level of implementation for each Indicator and decide on evidence sources and resources you will use for documentation.  
Bolded terms in the CCI are defined in the *AVID's Definitions of Terms* section located on pages 8–11.

## II. Determining the Level of Implementation for Each Subdomain

There are four rating possibilities for each Subdomain: **Does Not Meet AVID Implementation Expectations**, **Meets AVID Implementation Expectations**, **Emerging AVID Schoolwide**, and **Sustaining AVID Schoolwide**. Follow the guidelines listed below to determine the level of implementation of each Subdomain except *Management of the AVID Elective* and *Assessment of Student Progress*, which are both in the Systems Domain (see Steps A and B for specific guidance on these two Subdomains).

**Does Not Meet AVID Implementation Expectations:** The school does not meet the basic expectations for implementing AVID. More than one Indicator is rated "Does Not Meet AVID Implementation Expectations."

**Meets AVID Implementation Expectations:** The school meets the basic certification expectations for implementing AVID. No more than one Indicator is rated "Does Not Meet AVID Implementation Expectations." All other Indicators are rated "Meets AVID Implementation Expectations" or higher.

**Emerging AVID Schoolwide:** The school demonstrates significant progress toward AVID Schoolwide. No Indicator is rated "Does Not Meet AVID Implementation Expectations." No more than one Indicator is rated "Meets AVID Implementation Expectations." All other Indicators are rated "Emerging AVID Schoolwide" or higher.

**Sustaining AVID Schoolwide:** The school engages in the continuous improvement of the AVID system to ensure college readiness for all AVID Elective students and improved academic performance for all students. No Indicator is rated "Does Not Meet AVID Implementation Expectations" or "Meets AVID Implementation Expectations." No more than one Indicator is rated "Emerging AVID Schoolwide." All other Indicators are rated "Sustaining AVID Schoolwide."

#### **A. Determining the Level of Implementation for Domain: Systems, Subdomain: Management of the AVID Elective**

The *Management of the AVID Elective* Subdomain in the Systems Domain captures the components that are unique to the AVID Elective. It is the only Subdomain that is defined by three levels of implementation: **Does Not Meet AVID Implementation Expectations**, **Meets AVID Implementation Expectations**, and **Exceeds AVID Implementation Expectations**.

**Does Not Meet AVID Implementation Expectations:** The school does not meet AVID Elective implementation expectations. More than two Indicators are rated “Does Not Meet AVID Implementation Expectations.”

**Meets AVID Implementation Expectations:** The school meets implementation expectations for the AVID Elective. No more than two Indicators are rated “Does Not Meet AVID Implementation Expectations.” All other Indicators are rated “Meets AVID Implementation Expectations” or higher.

**Exceeds AVID Implementation Expectations:** The school exceeds implementation expectations for the AVID Elective. No more than one Indicator is rated “Meets AVID Implementation Expectations.” All other Indicators are rated “Exceeds AVID Implementation Expectations” or higher.

#### **B. Determining the Level of Implementation for Domain: Systems, Subdomain: Assessment of Student Progress**

The *Assessment of Student Progress* Subdomain in the Systems Domain demonstrates that an increasing number of students are meeting benchmarks in core content areas to ensure that they are prepared to enroll and succeed in rigorous, college-preparatory courses.

**Does Not Meet AVID Implementation Expectations:** The school does not meet basic student progress benchmarks. More than two Indicators are rated “Does Not Meet AVID Implementation Expectations.”

**Meets AVID Implementation Expectations:** The school meets basic student progress benchmarks for certification expectations for implementing AVID. No more than two Indicators are rated “Does Not Meet AVID Implementation Expectations.” All other Indicators are rated “Meets AVID Implementation Expectations” or higher.

**Emerging AVID Schoolwide:** The school demonstrates significant progress toward AVID Schoolwide. No Indicator is rated “Does Not Meet AVID Implementation Expectations.” No more than one Indicator is rated “Meets AVID Implementation Expectations.” All other Indicators are rated “Emerging AVID Schoolwide” or higher.

**Sustaining AVID Schoolwide:** The school engages in the continuous improvement of the AVID system to ensure college readiness for all AVID Elective students and improved academic performance for all students. No Indicator is rated “Does Not Meet AVID Implementation Expectations” or “Meets AVID Implementation Expectations.” No more than one Indicator is rated “Emerging AVID Schoolwide.” All other Indicators are rated “Sustaining AVID Schoolwide.”

### III. Determining the Level of Implementation for Each Domain

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

#### Instruction

Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
WICOR is rated “Does Not Meet AVID Implementation Expectations”	WICOR is rated “Meets AVID Implementation Expectations”	WICOR is rated “Emerging AVID Schoolwide”	WICOR is rated “Sustaining AVID Schoolwide”

#### Systems

Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
One or more Subdomains are rated “Does Not Meet AVID Implementation Expectations”	All Subdomains are rated “Meets AVID Implementation Expectations” or higher	Three or more Subdomains are rated “Emerging AVID Schoolwide” or higher and <i>Management of the AVID Elective</i> Subdomain is rated “Meets AVID Implementation Expectations” or higher	Three or more Subdomains are rated “Sustaining AVID Schoolwide” and <i>Management of the AVID Elective</i> Subdomain is rated “Exceeds AVID Implementation Expectations”

#### Leadership

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

#### Culture

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

#### IV. Determining the Overall Certification Level for Your School

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

**AVID Non-Certified Site:** At least one of the Domains is rated “Does Not Meet AVID Implementation Expectations.”

**AVID Certified Site:** All Domains are rated “Meets AVID Implementation Expectations” or higher.

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

**AVID Schoolwide Site of Distinction:** All Domains are rated “Emerging AVID Schoolwide” or higher. Additionally, all Schoolwide Site of Distinction Process Metrics and at least two Impact Metrics are rated “Sustaining AVID Schoolwide.”

## AVID Schoolwide Site of Distinction Metrics

Sustaining AVID Schoolwide/ Distinction Benchmark (Level 3)		CCI Domain, Subdomain, Indicator
<b>Process Metrics</b> Process Metrics are intended to ensure that teachers and staff are appropriately trained in AVID philosophy and strategies, WICOR strategies are routinely used, and leadership decision-making is informed by AVID's impact, growth, and level of sustainability. Secondary sites must meet <u>all three</u> Process Metric benchmarks to be recognized as a Schoolwide Site of Distinction.		
% of staff <b>AVID-trained</b> (Summer Institute, Path to Schoolwide, attendance at divisional trainings equaling 12 hours and/or a minimum of 12 hours of district training by a district director or staff developer using AVID's Professional Learning Modules)	60%	Systems, Subdomain 4, Indicator 38
% of staff routinely using WICOR strategies	70%	Instruction, Indicator 15
% of School Leadership Team on the AVID Site Team	50%	Leadership, Subdomain 2, Indicator 4
<b>Impact Metrics</b> Impact Metrics are intended to document schoolwide growth and performance, and to demonstrate an increase in college entrance requirement completion, an increase in rigorous course offerings and enrollment, and the development of a college-going culture, both philosophically and environmentally. Secondary sites must meet <u>a minimum of two</u> Impact Metric benchmarks to be recognized as a Schoolwide Site of Distinction.		
<b>Middle School</b>		
% of all 8th-grade students enrolled in or having taken at least one course of rigor (e.g., Algebra, Geometry, or honors)	60%	Systems, Subdomain 3, Indicator 22
% of all 7th- and 8th-grade students having taken pre-collegiate exams, such as ACT Aspire™, Stanford 10, retired ACT Explore®, etc. (paid or practice)	70%	Systems, Subdomain 3, Indicator 23
<b>High School</b>		
% of all 11th- and 12th-grade students enrolled in or having taken at least one course of rigor (e.g., AP®, IB®, AICE®, or dual enrollment)	60%	Systems, Subdomain 3, Indicator 28
% of all 11th- and 12th-grade students having taken at least one AP, IB, or AICE test	60%	Systems, Subdomain 3, Indicator 29
% of all 12th-grade students completing college entrance requirements	80%	Systems, Subdomain 3, Indicator 30
% of all students having taken pre-collegiate exams, such as ACT Aspire, PSAT/NMSQT® and/or PSAT 10, ACT®, SAT®, etc. (paid or practice)	70%	Systems, Subdomain 3, Indicator 32
% of all 12th-grade students who applied to college	70%	Systems, Subdomain 3, Indicator 33
% of all 12th-grade students accepted to college	70%	Systems, Subdomain 3, Indicator 34

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

## AVID's Definitions of Terms

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1. **AVID Schoolwide:** A strong AVID system that transforms the Instruction, Systems, Leadership, and Culture of a school, ensuring college readiness for all AVID Elective students and improved academic performance for all students based on increased opportunities.
2. **AVID Schoolwide Instruction:** The entire instructional staff utilizes AVID strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and improved academic performance for all students.
3. **AVID Schoolwide Systems:** Systems that are in place to support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID Elective students and improved academic performance for all students.
4. **AVID Schoolwide Leadership:** Leadership that sets the vision and tone that promote college readiness and high expectations for all students in the school.
5. **AVID Schoolwide Culture:** AVID's philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting college readiness requirements.
6. **Academic Support Structures:** Supplemental academic services, such as additional tutoring, collaborative study group opportunities, and small group instruction within or outside of the regular class schedule that help students succeed in rigorous courses and prepares them for post-secondary success.
7. **Arthur Costa's Levels of Thinking:** Levels of thinking and questioning that offer a framework for inquiry:
  - Level 1: Gathering – “On the page” or “From the book”
  - Level 2: Processing – “Between the lines” or “From the book and brain”
  - Level 3: Applying – “Off the page” or “From the brain”
8. **Articulation:** The interrelationship and continuity of content, curriculum, and instruction across different courses, either within the same grade level (horizontal articulation) or from one grade level to the next (vertical articulation).
9. **AVID Coordinator:** A strong advocate who is committed to the philosophy of AVID, including the support for equity and access for all students to advanced classes. He/she also leads in building an active, participatory AVID Site Team, engaging the members in the collection of evidence, and providing data for certification purposes. The AVID coordinator advocates and provides professional learning regarding AVID methodologies for other staff members of the school and district.
10. **AVID Elective Student:** Students in the academic middle who have the desire to attend college and are capable of completing rigorous courses, but fall short of reaching their potential and would benefit from AVID Elective support for college readiness. Typically, these students are underserved students in secondary institutions. AVID places these students in Advanced Placement® or honors courses without remediation.



- 11. AVID Leadership Trainings:** Approved AVID Leadership trainings include Summer Institute Leadership strands, AVID Leadership for College Readiness (LCR), Leadership for AVID Schoolwide Path training, and/or other comparable AVID Divisional Leadership trainings facilitated by AVID Center divisional staff.
- 12. AVID Site Team:** A voluntary team of administrators, counselors, teachers, and others who work together to close the achievement gap and provide college readiness for all students by implementing AVID across their school site.
- 13. AVID Strategies:** Practices and methodologies, applicable in any content area, that support students in developing the college readiness skills of writing, inquiry, collaboration, organization, and reading, which allow students to have access to rigorous curriculum.
- 14. AVID-Trained:** When reporting this metric, indicate the percentage of staff on your campus who have attended AVID Summer Institute (SI) or Path to Schoolwide, which are the most comprehensive AVID training experiences. Additional trainings to support meeting this metric might include attendance at divisional trainings equaling 12 hours (facilitated by a program manager or consultant) and/or a minimum of 12 hours of training provided by a district director or staff developer using modules from the AVID Professional Learning Modules Library (available on MyAVID). The hours may be earned consecutively over time, to total a minimum of 12 hours.
- 15. AVID Tutor:** AVID tutors are trained in the AVID tutorial process, support students' WICOR skill development, and serve as a role model for AVID Elective students. Options for AVID tutors include, in preferential order:
- Current college students
  - Cross-aged students or adults
- 16. Collaborative Study Groups:** A structure by which students and/or teachers identify a specific question from a content area, collaborate to develop and deepen their understanding through Socratic inquiry, and apply their new learning in order to enhance classroom performance.
- 17. College-Going Environment:** A school climate in which college attendance and enrollment are evident, and students are actively guided by faculty and staff to meet college readiness requirements.
- 18. College Readiness:** The state in which students can qualify for and succeed in entry-level, credit-bearing college courses leading to a baccalaureate degree without the need for remedial or developmental coursework (Conley, 2007).
- 19. College Readiness Requirements:** The level of preparation a student needs to enroll and succeed—without remediation—in credit-bearing general education coursework at a college or university (Conley, 2007).
- 20. College Talk:** A discussion where faculty and staff share their own experiences, including their college decision-making process and financial aid information, which imparts confidence in students that college pathways are open to all of them (MacDonald & Dorr, 2006).
- 21. Courses of Rigor:** For *Middle/Junior High Schools*, a rigorous sequence of courses that may include taking a higher-level class than expected beyond the current grade level; taking advanced, honors, Pre-AP® level, or Project Lead the Way courses; higher-level math courses such as Common Core Math 8, Algebra, and Geometry; and/or moving from an English Learner special education designated class to a college-prep course. For *High Schools*, a rigorous sequence of courses that may include continuing with a course sequence beyond what is required (e.g., third year of a world language); taking a higher-level class than expected beyond the current grade level; taking AP, IB®, Cambridge, or Project Lead the Way courses; engaging in dual-enrollment (e.g., taking high school courses and college courses simultaneously); taking honors or advanced courses; and/or taking online acceleration courses.

- 22. Information, Communications, and Technology (ICT):** The use of digital tools to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
- 23. Master Schedule:** The course schedule for the entire school, including its associated terms, periods, and days, that is accessible to teachers, parents, and students.
- 24. Open and Equal Access:** Policies, procedures, and processes that ensure student enrollment and success in rigorous courses of their choice.
- 25. Philosophical Chairs:** An inquiry-based strategy that is built on a prompt and to which contradictory positions exist; participants address these positions through deep, academic discourse in a structured formal process.
- 26. Professional Learning Community (PLC):** A group of teachers and/or school leaders who meet regularly, work collaboratively, and share expertise in order to promote professional growth, enhance teaching skills, and improve students' academic performance.
- 27. Rigor:** Using inquiry-based collaborative strategies to challenge and engage students in content resulting in increasingly complex levels of understanding.
- 28. Scaffolding:** In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. (Definition sourced from edglossary.org).
- 29. School Leadership Team (SLT):** A team on campus that includes the principal, representation from the AVID Site Team, and other staff involved with initiatives that support the implementation of AVID schoolwide.
- 30. Socratic Seminar:** A structured collaborative dialogue, focusing on a common text or resource, which students have analyzed and toward which they have prepared questions to spur the discussion.
- 31. Stakeholders:** Students, faculty and staff, parents, families, and community members who have a vested interest in the school's outcomes and in the academic success of its students.
- 32. Structures for Collaboration:** Strategies designed to support collaboration in which students effectively share information amongst peers by working in various group configurations to engage with subject matter.
- 33. WICOR:** Key methodologies used in an AVID Elementary and Elective classroom and AVID Schoolwide site; symbolizes Writing, Inquiry, Collaboration, Organization, and Reading.
- **Writing** can serve as a record of one's thinking or as a learning, public, and personal communication tool. Students who write consider their audience and purpose, engage in various writing processes to address specific situations, support their thinking, and demonstrate understanding. The AVID curriculum supports writing through the use of focused note-taking, learning logs, quickwrites and reflections, process writing, peer evaluation, and authentic writing.
  - **Inquiry** is uncovering one's understanding; asking critical questions; and engaging in thinking, learning, and discussion. Students who inquire analyze and synthesize materials or ideas, clarify their own thinking, probe others' thinking, and work through ambiguity. The AVID curriculum supports inquiry through the use of skilled questioning techniques, Costa's Levels of Thinking, Socratic Seminars, tutorials, investigations, and guiding questions.

- **Collaboration** is teamwork with shared responsibility; sharing of ideas, information, and opinions; and formal and informal discussion. Students work together toward a common goal, develop positive interdependence, work in focused study groups, and support the learning of others through inquiry. The AVID curriculum supports collaboration through Socratic Seminars, tutorials, Philosophical Chairs, group activities and projects, peer editing groups, and service learning projects.
- **Organization** is managing materials and practicing methodical study habits; planning and prioritizing school, work, and social tasks; engaging in mental preparation and goal-setting; and strategically and intentionally taking responsibility for one's own learning. Students who organize develop and use processes, procedures, and tools to study effectively; manage their time through prioritizing and goal-setting; are prepared for courses; participate during instruction; interact with instructors; self-direct, self-evaluate, self-monitor, and self-advocate. The AVID curriculum supports organization through the use of binders and organizational tools, calendars, planners, agendas, graphic organizers, a focused note-taking system, tutorials and study groups, and project planning and SMART goals.
- **Reading** is strategically gaining meaning, understanding, and knowledge from print and other media; purpose-driven; and interactive. Students who read understand text structures; apply prior knowledge; make connections to other texts, self, and the world; make predictions and ask questions; and create visual images as they read. The AVID curriculum supports reading through the use of deep reading strategies, note-taking, graphic organizers, vocabulary building, summarizing, and reciprocal teaching.

## References:

- Conley, D. T. (2007). *Redefining College Readiness*. Prepared for the Bill & Melinda Gates Foundation. Retrieved from <http://evergreen.edu/washingtoncenter/docs/conleycollegereadiness.pdf>
- MacDonald, M. F., & Dorr, A. (2006). *Creating a College Going Culture*. Los Angeles, CA: UCLA and LACOE. Retrieved from <http://inpathways.net/BEST-CreateCollegeCultResourceGuide.pdf>

# I. AVID Schoolwide Instruction



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

1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)	Rating for WICOR	
AVID's proven learning support structure incorporates teaching and learning methodologies in the critical areas of <b>Writing, Inquiry, Collaboration, Organization, and Reading (WICOR)</b> . <b>WICOR</b> provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels ( <b>scaffolding</b> ) within developmental, general education, and discipline-based curricula.	<b>Number of Indicators at Each Level:</b> Does Not Meet AVID Implementation Expectations Meets AVID Implementation Expectations Emerging AVID Schoolwide Sustaining AVID Schoolwide	<b>Overall Level for WICOR:</b>  
Examples of Evidence Sources and Resources		
<p>The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.</p> <ul style="list-style-type: none"> <li>Classroom observations of teachers, tutors, and students using organizational strategies</li> <li>Students' focused notes, binders/eBinders, and portfolios</li> <li>Student work samples demonstrating <b>AVID strategies</b></li> <li>Use of <b>AVID strategies</b> included in the AVID Library</li> <li>Use of AVID Critical Reading curriculum</li> <li>Evidence of community service or service learning projects</li> <li>Use of time management skills (e.g., keeping agendas and planning calendars)</li> <li>Evaluations of professional learning related to <b>WICOR</b></li> <li>Observations of effective <b>WICOR</b> strategies used in classes</li> <li>Peer tutoring/advising</li> <li>Videos of students' presentations and academic work</li> <li>Lesson plans from AVID Elective, Site Team, and school teachers</li> <li>Use of AVID Focused Note-Taking curriculum</li> <li>Use of AVID Elective Weeks at a Glance</li> <li>A selection of students' timed-writing essays</li> </ul>		

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

Indicator	AVID Criteria	AVID Elective students...	AVID Elective students and AVID-Site-Team-instructed students...	AVID Elective students, students of AVID Site Team members, and students in core academic courses...	Students throughout the school...
1	Learning Through Writing	<input type="checkbox"/> do <u>not</u> receive instruction from the <b>AVID Site Team</b> on learning-through-writing strategies and do <u>not</u> routinely spend time processing content through writing (e.g., interactive notebooks, learning logs, quickwrites, annotation, etc.). (CSS, 6.1.0 and 6.4.0)	<input type="checkbox"/> receive instruction on learning-through-writing strategies and routinely spend time processing content through writing (e.g., interactive notebooks, learning logs, quickwrites, annotation, etc.). (CSS, 6.1.1 and 6.4.1)	<input type="checkbox"/> routinely spend time processing content through writing (e.g., interactive notebooks, learning logs, quickwrites, annotation, etc.). (CSS, 6.1.2 and 6.4.2)	<input type="checkbox"/> routinely spend time on learning-through-writing strategies such as processing content through writing (e.g., interactive notebooks, learning logs, quickwrites, annotation, etc.). (CSS, 6.1.3 and 6.4.3)

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

Indicator	AVID Criteria	AVID Elective students...	AVID Elective students and AVID-Site-Team-instructed students...	AVID Elective students, students of AVID Site Team members, and students in core academic courses...	Students throughout the school...
2	Writing Process	<input type="checkbox"/> do <u>not</u> receive instruction from the <b>AVID Site Team</b> on the writing process and do <u>not</u> routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing). (CSS, 6.2.0)	<input type="checkbox"/> receive instruction on the writing process and routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing). (CSS, 6.2.1)	<input type="checkbox"/> routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing). (CSS, 6.2.2)	<input type="checkbox"/> routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing) in all content courses. (CSS, 6.2.3)
3	Focused Note-Taking	<input type="checkbox"/> do <u>not</u> receive instruction from the <b>AVID Site Team</b> on focused note-taking strategies such as Cornell notes. (CSS, 6.3.0)	<input type="checkbox"/> receive instruction on Cornell notes and other focused note-taking strategies. (CSS, 6.3.1)	<input type="checkbox"/> use Cornell notes and other focused note-taking strategies. (CSS, 6.3.2)	<input type="checkbox"/> use Cornell notes and other focused note-taking strategies, consistently use higher-level questions in their notes, and demonstrate critical thinking skills in all content courses. (CSS, 6.3.3 and 7.1.3)
4	Higher-Level Thinking	<input type="checkbox"/> do <u>not</u> receive instruction from the <b>AVID Site Team</b> on asking higher-level questions using <b>Costa's Levels of Thinking</b> during tutorials, <b>collaborative study groups</b> , class discussions, and problem-solving activities. (CSS, 7.2.0)	<input type="checkbox"/> receive instruction on asking higher-level questions using <b>Costa's Levels of Thinking</b> during tutorials, <b>collaborative study groups</b> , class discussions, and problem-solving activities. (CSS, 7.2.1)	<input type="checkbox"/> ask higher-level questions using <b>Costa's Levels of Thinking</b> during tutorials, <b>collaborative study groups</b> , class discussions, and problem-solving activities. (CSS, 7.2.2)	<input type="checkbox"/> ask higher-level questions using <b>Costa's Levels of Thinking</b> during tutorials, <b>collaborative study groups</b> , class discussions, and problem-solving activities in all content courses. (CSS, 7.2.3)
5	Structures for Inquiry	<input type="checkbox"/> do <u>not</u> receive instruction from the <b>AVID Site Team</b> on the use of structures for inquiry such as <b>Socratic Seminars</b> and <b>Philosophical Chairs</b> . (CSS, 7.3.0)	<input type="checkbox"/> receive instruction on the use of structures for inquiry such as <b>Socratic Seminars</b> and <b>Philosophical Chairs</b> . (CSS, 7.3.1)	<input type="checkbox"/> routinely participate and lead discussions using structures for inquiry such as <b>Socratic Seminars</b> and <b>Philosophical Chairs</b> . (CSS, 7.3.2)	<input type="checkbox"/> use structures for inquiry such as <b>Socratic Seminars</b> and <b>Philosophical Chairs</b> in all content courses. (CSS, 7.3.3)

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

Indicator	AVID Criteria	AVID Elective students...	AVID Elective students and AVID-Site-Team-instructed students...	AVID Elective students, students of AVID Site Team members, and students in core academic courses...	Students throughout the school...
6	Access Digital Information	<input type="checkbox"/> do <u>not</u> receive instruction from the <b>AVID Site Team</b> on how to access digital information from multiple sources efficiently and evaluate that information effectively. (CSS, 3.4.0)	<input type="checkbox"/> receive instruction on how to access digital information from multiple sources and evaluate that information effectively. (CSS, 3.4.1)	<input type="checkbox"/> access digital information from multiple sources and evaluate that information critically and competently. (CSS, 3.4.2)	<input type="checkbox"/> demonstrate skills in accessing digital information from multiple sources <u>and</u> evaluate that information critically and competently in all content courses. (CSS, 3.4.3)
7	Technology as a Tool for Collaboration	<input type="checkbox"/> do <u>not</u> receive instruction from the <b>AVID Site Team</b> on how to use technology and <b>Information, Communications, and Technology (ICT)</b> resources as a tool for collaboration either synchronously (e.g., texting, social media, video conferencing, and cloud-based productivity tools) or asynchronously (e.g., forums and blogs). (CSS, 7.7.0)	<input type="checkbox"/> receive instruction on how to use technology and <b>ICT</b> resources as a tool for collaboration both synchronously (e.g., texting, social media, video conferencing, and cloud-based productivity tools) and asynchronously (e.g., forums and blogs). (CSS, 7.7.1)	<input type="checkbox"/> use technology and <b>ICT</b> resources as a tool for collaboration both synchronously (e.g., texting, social media, video conferencing, and cloud-based productivity tools) and asynchronously (e.g., forums and blogs). (CSS, 7.7.2)	<input type="checkbox"/> use technology and <b>ICT</b> resources as a tool for collaboration both synchronously (e.g., texting, social media, video conferencing, and cloud-based productivity tools) and asynchronously (e.g., forums and blogs) in all content courses. (CSS, 7.7.3)
8	Structures for Collaboration	<input type="checkbox"/> do <u>not</u> receive instruction from the <b>AVID Site Team</b> on the use of <b>structures for collaboration</b> (e.g., Helping Trios, Jigsaw, Four Corners, and Collaborative Group Roles). (CSS, 7.4.0)	<input type="checkbox"/> receive instruction on the use of <b>structures for collaboration</b> (e.g., Helping Trios, Jigsaw, Four Corners, and Collaborative Group Roles). (CSS, 7.4.1)	<input type="checkbox"/> use <b>structures for collaboration</b> (e.g., Helping Trios, Jigsaw, Four Corners, and Collaborative Group Roles). (CSS, 7.4.2)	<input type="checkbox"/> use <b>structures for collaboration</b> (e.g., Helping Trios, Jigsaw, Four Corners, and Collaborative Group Roles) in all content courses. (CSS, 7.4.3)
9	Tutorials and Collaborative Study Groups	<input type="checkbox"/> do <u>not</u> receive instruction from the <b>AVID Site Team</b> on how to participate in tutorials <u>and/or</u> <b>collaborative study groups</b> . (CSS, 7.5.0)	<input type="checkbox"/> receive instruction on how to participate in tutorials* and/or <b>collaborative study groups</b> . *tutorials are required 2x/week for AVID Elective students only (CSS, 7.5.1)	<input type="checkbox"/> participate in tutorials* and/or <b>collaborative study groups</b> . *tutorials are required 2x/week for AVID Elective students only (CSS, 7.5.2)	<input type="checkbox"/> participate in tutorials* and/or <b>collaborative study groups</b> in all content courses *tutorials are required 2x/week for AVID Elective students only (CSS, 7.5.3)

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

Indicator	AVID Criteria	AVID Elective students...	AVID Elective students and AVID-Site-Team-instructed students...	AVID Elective students, students of AVID Site Team members, and students in core academic courses...	Students throughout the school...
10	<b>Leadership Skills</b>	<input type="checkbox"/> do <u>not</u> learn leadership skills through collaboration with others.  (CSS, 7.6.0)	<input type="checkbox"/> develop leadership skills through collaboration with others.  (CSS, 7.6.1)	<input type="checkbox"/> demonstrate leadership skills through collaboration with others.  (CSS, 7.6.2)	<input type="checkbox"/> demonstrate leadership skills in all core academic courses, and in activities on campus and in the community.  (CSS, 7.6.3)
11	<b>Organizational Methods (Goal-Setting)</b>	<input type="checkbox"/> do <u>not</u> set goals and consistently monitor their grades to ensure they are college ready.  (CSS, 5.5.0)	<input type="checkbox"/> set goals and consistently monitor their grades to ensure they are college ready.  (CSS, 5.5.1)	<input type="checkbox"/> set goals and consistently monitor their grades to ensure they are college ready.  (CSS, 5.5.2)	<input type="checkbox"/> consistently review their goals and monitor their grades to ensure they are college ready.  (CSS, 5.5.3)
12	<b>AVID Organizational Tools</b>	<input type="checkbox"/> do <u>not</u> receive instruction from the <b>AVID Site Team</b> on the use of AVID organizational tools (e.g., the AVID binder, eBinder, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning.  (CSS, 5.1.0–5.3.0)	<input type="checkbox"/> receive instruction on the use of AVID organizational tools (e.g., the AVID binder*, eBinder, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning.  *required for AVID Elective students (CSS, 5.1.1–5.3.1)	<input type="checkbox"/> use AVID organizational tools (e.g., the AVID binder*, eBinder, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning.  *required for AVID Elective students (CSS, 5.1.2–5.3.2)	<input type="checkbox"/> use AVID organizational tools (e.g., the AVID binder*, eBinder, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning in all content courses.  *required for AVID Elective students (CSS, 5.1.3–5.3.3)
13	<b>Arrive Prepared with Course Materials</b>	<input type="checkbox"/> do <u>not</u> arrive prepared with materials to use in their courses, and do <u>not</u> interact with instructors.  (CSS, 5.4.0)	<input type="checkbox"/> arrive prepared with materials to use in their courses, and interact with instructors.  (CSS, 5.4.1)	<input type="checkbox"/> use course materials to actively participate in class discussions and collaborative activities.  (CSS, 5.4.2)	<input type="checkbox"/> arrive prepared with course materials, identify points of confusion, and seek clarity from instructors and peers as they take responsibility for their learning in all content courses.  (CSS, 5.4.3)



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

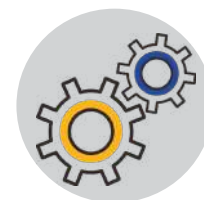
Indicator	AVID Criteria	AVID Elective students...	AVID Elective students and AVID-Site-Team-instructed students...	AVID Elective students, students of AVID Site Team members, and students in core academic courses...	Students throughout the school...
14	<b>Critical Reading Process</b>	<input type="checkbox"/> do <i>not</i> receive instruction from the <b>AVID Site Team</b> on the critical reading process to increase comprehension skills. (CSS, 6.5.0)	<input type="checkbox"/> receive instruction on the critical reading process to increase comprehension skills. (CSS, 6.5.1)	<input type="checkbox"/> receive instruction and use the critical reading process to access increasingly more rigorous texts. (CSS, 6.5.2)	<input type="checkbox"/> receive instruction and use the critical reading process in all content courses. (CSS, 6.5.3)
Indicator	AVID Criteria	The AVID Site Team...	The AVID Site Team...	The AVID Site Team...	The AVID Site Team...
15	<b>WICOR Strategies</b>	<input type="checkbox"/> does <i>not</i> use <b>WICOR</b> strategies in the AVID Elective. (AVID Schoolwide Metric)	<input type="checkbox"/> uses <b>WICOR</b> strategies in AVID Elective and <b>AVID-Site-Team</b> -instructed courses. (AVID Schoolwide Metric)	<input type="checkbox"/> and at least <b>50%</b> of teachers throughout the school routinely use <b>WICOR</b> strategies in AVID Elective, <b>AVID-Site-Team</b> -instructed, and core academic courses. (AVID Schoolwide Metric)	<input type="checkbox"/> and at least <b>70%</b> of teachers throughout the school routinely use <b>WICOR</b> strategies in all content courses. (AVID Schoolwide Metric)

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

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



## II. AVID Schoolwide Systems



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

1. Management of the AVID Elective	Rating for Management of the AVID Elective	
<b>Management of the AVID Elective</b> ensures the basic requirements of the AVID Elective are in place to ensure <b>college readiness</b> for <b>AVID Elective students</b> . These requirements include processes to verify student selection, voluntary participation, and implementation of the AVID tutorial, and to expand the AVID Elective.	<b>Number of Indicators at Each Level:</b> Does Not Meet AVID Implementation Meets AVID Implementation Expectations Exceeds AVID Implementation Expectations	<b>Overall Level for Management of the AVID Elective:</b> _____
Examples of Evidence Sources and Resources		
<b>The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.</b>		
<ul style="list-style-type: none"> <li>• AVID student application</li> <li>• AVID student questionnaire and interview questions</li> <li>• Documentation that details the commitment, procedures, and timeline for involving AVID Elective class teachers and <b>AVID Site Team</b> members</li> <li>• Tutor recruitment plan</li> <li>• Tutor training plan</li> <li>• AVID recruitment rubric, spreadsheet, or form showing selection criteria</li> <li>• School's planned recruitment process with timeline and forms</li> <li>• Documentation that details the procedures and timeline used for selecting <b>AVID Elective students</b></li> <li>• Site Plan</li> <li>• Course breakdown of <b>AVID Elective students</b></li> <li>• Use of AVID Elective Weeks at a Glance</li> </ul>		

### 1. Management of the AVID Elective

Indicator	AVID Criteria	Fewer than 90% of AVID Elective students...	90% or more of AVID Elective students...	100% of AVID Elective students...
1	<b>Defined Selection Criteria</b>	<input type="checkbox"/> meet locally and nationally defined selection criteria classifying them as "students in the middle." (CSS, 1.1.0)	<input type="checkbox"/> meet locally and nationally defined selection criteria classifying them as "students in the middle." Evidence of student interviews is available. (CSS, 1.1.1)	<input type="checkbox"/> meet locally and nationally defined selection criteria classifying them as "students in the middle." Evidence of student interviews is available. (CSS, 1.1.2–1.1.3)
2	<b>Signed Contracts</b>	<input type="checkbox"/> enrolled have signed contracts by all available parties. (CSS, 2.1.0)	<input type="checkbox"/> enrolled have signed contracts by all available parties. (CSS, 2.1.1)	<input type="checkbox"/> enrolled have signed contracts by all available parties and there is evidence of increased involvement of parents in the program. (CSS, 2.1.2–2.1.3)

## 1. Management of the AVID Elective

Indicator	AVID Criteria	There is insufficient documentation...	There is sufficient documentation...	There is sufficient documentation...
3	<b>AVID Elective Student Recruitment and Selection Plan</b>	<input type="checkbox"/> of an <b>AVID Elective student</b> recruitment and selection plan prior to recruitment.  (CSS, 1.2.0 and 1.3.0)	<input type="checkbox"/> of an <b>AVID Elective student</b> recruitment and selection plan prior to recruitment, <u>and</u> the <b>AVID Site Team</b> plays an active role in implementation.  (CSS, 1.2.1 and 1.3.1)	<input type="checkbox"/> of an <b>AVID Elective student</b> recruitment, selection, and retention plan, which includes the opening of new AVID Elective sections. The <b>AVID Site Team</b> uses data to revise the <b>AVID Elective student</b> selection process <u>and</u> plays an active role in its implementation.  (CSS, 1.2.2–1.2.3; 1.3.2–1.3.3)
4	<b>Voluntary Participation</b>	<input type="checkbox"/> that most AVID Elective class teachers and <b>AVID Site Team</b> members voluntarily participate in the program.  (CSS, 2.2.0 and 2.3.0)	<input type="checkbox"/> that <b>100%</b> of AVID Elective class teachers and <b>AVID Site Team</b> members voluntarily participate in the program.  (CSS, 2.2.1 and 2.3.1)	<input type="checkbox"/> that <b>100%</b> of AVID Elective class teachers and <b>AVID Site Team</b> members voluntarily participate, attend <b>AVID Site Team</b> meetings and events, and assume leadership responsibilities for <b>AVID Site Team</b> activities.  (CSS, 2.2.2–2.2.3; 2.3.2–2.3.3)
5	<b>Identify and Select AVID Elective Class Teacher(s)</b>	<input type="checkbox"/> of processes used to identify and select AVID Elective class teachers.  (CSS, 2.4.0)	<input type="checkbox"/> of processes used to identify and select AVID Elective class teachers.  (CSS, 2.4.1)	<input type="checkbox"/> of processes used to identify and select AVID Elective class teachers. The process has been reviewed and updated based on <b>AVID Site Team</b> input.  (CSS, 2.4.2–2.4.3)

## 1. Management of the AVID Elective

Indicator	AVID Criteria	The AVID Site Team does <u>not</u> ...	The AVID Site Team...	The AVID Site Team...
6	Site Plan	<input type="checkbox"/> develop a Site Plan that addresses the implementation of AVID.  (CSS, 11.2.0)	<input type="checkbox"/> collaborates to develop, write, and implement a Site Plan that addresses AVID implementation.  (CSS, 11.2.1–11.2.2)	<input type="checkbox"/> uses a Site Plan as “a living document” that is discussed at each Site Team meeting and revised according to data and certification results.  (CSS, 11.2.3)
7	Collaboration on Access to Advanced Curriculum and Courses	<input type="checkbox"/> meet at least quarterly to collaborate and advocate on issues of planning, logistics, and awareness of access to rigorous curriculum and advanced courses at each grade level.  (CSS, 11.3.0)	<input type="checkbox"/> meets at least quarterly to collaborate and advocate on issues of planning, logistics, and awareness of access to rigorous curriculum and advanced courses at each grade level.  (CSS, 11.3.1)	<input type="checkbox"/> meets at least monthly to collaborate and advocate on planning, logistics, and student access, and influences school policy concerning access to rigorous curriculum and advanced courses at each grade level.  (CSS, 11.3.2–11.3.3)
8	Quality of Implementation	<input type="checkbox"/> assume responsibility for aspects of AVID Elective implementation beyond attending Site Team meetings.  (CSS, 11.4.0)	<input type="checkbox"/> assumes responsibility for AVID Elective implementation, supports AVID Elective teachers, and advocates for access and equity.  (CSS, 11.4.1)	<input type="checkbox"/> provides proactive support to the <b>AVID coordinator</b> , AVID Elective teachers, faculty, and staff in the implementation and operation of AVID, and advocates for access and equity.  (CSS, 11.4.2–11.4.3)
9	Plan for Tutor Recruitment and Retention	<input type="checkbox"/> have a plan for recruiting and retaining tutors.  (CSS, 8.5.0)	<input type="checkbox"/> has a plan for recruiting and retaining tutors.  (CSS, 8.5.1)	<input type="checkbox"/> assumes responsibility and ownership of implementing a long-term plan to recruit and retain tutors.  (CSS, 8.5.2–8.5.3)

## 1. Management of the AVID Elective

Indicator	AVID Criteria	Tutors do <i>not</i> ...	Tutors...	Tutors...
10	Trained Tutors	<input type="checkbox"/> follow guidelines established in the <i>AVID Tutorial Guide</i> , and do <i>not</i> promote student-centered discussions. (CSS, 8.1.0)	<input type="checkbox"/> follow guidelines established in the <i>AVID Tutorial Guide</i> , promote student-centered discussions, and check student presenters' understanding. (CSS, 8.1.1–8.1.2)	<input type="checkbox"/> ensure <b>AVID Elective students</b> use collaborative structures and develop effective critical thinking skills. (CSS, 8.1.2–8.1.3)
11	Tutor Training Plan	<input type="checkbox"/> participate in at least 16 hours of AVID tutorial training as documented in the tutor training plan, and no evidence exists that the AVID tutorial training uses the <i>AVID Tutorial Guide</i> . (CSS, 8.2.0)	<input type="checkbox"/> participate in at least 16 hours of tutorial training as documented in the tutor training plan, and demonstrate understanding of AVID methodologies and <b>WICOR</b> strategies in their work with <b>AVID Elective students</b> . (CSS, 8.2.1)	<input type="checkbox"/> receive ongoing coaching and support from teachers in the AVID tutorial process. Evidence exists that the site has a tutor training plan that meets AVID Elective standards and is followed effectively. (CSS, 8.2.2–8.2.3)
12	AVID Tutorial (required 2x/week)	<input type="checkbox"/> monitor completion of the Tutorial Request Form, and do <i>not</i> guide <b>AVID Elective students</b> in all aspects of the tutorial process. (CSS, 8.4.0)	<input type="checkbox"/> monitor completion of the Tutorial Request Form and guide <b>AVID Elective students</b> in all aspects of the tutorial process. (CSS, 8.4.1)	<input type="checkbox"/> raise <b>AVID Elective students'</b> levels of inquiry, deepen the quality of tutorials, and increase critical thinking skills. Tutors make adjustments based on feedback from AVID Elective students. (CSS, 8.4.2–8.4.3)

## 1. Management of the AVID Elective

Indicator	AVID Criteria	The AVID Elective...	The AVID Elective...	The AVID Elective...
13	<b>AVID Elective Student-Tutor Ratio</b>	<input type="checkbox"/> student-tutor ratio exceeds 7:1.  (CSS, 8.3.0)	<input type="checkbox"/> student-tutor ratio is no higher than 7:1.  (CSS, 8.3.1–8.3.2)	<input type="checkbox"/> student-tutor ratio is no higher than 7:1, and at least one of the tutors for each section is a current college student.  (CSS, 8.3.3)
14	<b>AVID Tutorial Guide</b>	<input type="checkbox"/> teachers have <i>not</i> been trained using the <i>AVID Tutorial Guide</i> , videos, and materials.  (CSS, 8.6.0)	<input type="checkbox"/> teachers (at least <b>50%</b> ) have been trained using the <i>AVID Tutorial Guide</i> , and each AVID Elective class teacher has received a minimum of 16 hours of face-to-face and eLearning Tutorology training.  (CSS, 8.6.1)	<input type="checkbox"/> teachers ( <b>100%</b> ) have been trained using the <i>AVID Tutorial Guide</i> , each AVID Elective class teacher has received a minimum of 16 hours of face-to-face and eLearning Tutorology training, and a plan is in place to ensure that all new AVID Elective class teachers will be trained prior to teaching AVID.  (CSS, 8.6.2–8.6.3)
15	<b>AVID Summer Institute</b>	<input type="checkbox"/> teachers have <i>not</i> attended an AVID Summer Institute.  (CSS, 10.3.0)	<input type="checkbox"/> teachers (at least <b>50%</b> ) attended a strand appropriate for AVID Elective teachers at an AVID Summer Institute, or those not trained committed to attend a strand appropriate for AVID Elective teachers at the subsequent AVID Summer Institute, or at an AVID-Center-approved Path to Schoolwide training.  (CSS, 10.3.1)	<input type="checkbox"/> teachers ( <b>100%</b> ) attended a strand appropriate for AVID Elective teachers at least every other year at an AVID Summer Institute or AVID-Center-approved Path to Schoolwide training, to keep abreast of new AVID curriculum.  (CSS, 10.3.2–10.3.3)
16	<b>AVID Elective Section Enrollment</b>	<input type="checkbox"/> is offered in only one section, and that section is not fully enrolled.  (CSS, 3.2.0)	<input type="checkbox"/> is offered in one section, and that section is fully enrolled, or AVID is offered in multiple sections with no more than one under-enrolled section.  (CSS, 3.2.1)	<input type="checkbox"/> has expanded to more than one section, serves more than one grade level, and on-site recruitment occurs to keep each section fully enrolled.  (CSS, 3.2.2–3.2.3)
17	<b>AVID Elective Class Duration and Scheduling</b>	<input type="checkbox"/> does <i>not</i> meet for the same number of instructional minutes as other academic courses, meet continuously for a full academic year, or meet within the regular school day.  (CSS, 3.1.0)	<input type="checkbox"/> meets for the same number of instructional minutes as other academic courses, meets continuously for a full academic year, and meets within the regular school day.  (CSS, 3.1.1)	<input type="checkbox"/> meets for the same number of instructional minutes as other academic courses, is scheduled within the regular academic school day, and is included in the <b>master schedule</b> the following year.  (CSS, 3.1.2–3.1.3)

2. Access to Rigor and Student Support		Rating for Access to Rigor and Student Support	
<b>Access to Rigor and Student Support</b> ensures the <b>master schedule</b> , curriculum, instructional practices, and <b>academic support structures</b> are in place and implemented to promote students' access to and success in courses of high rigor.		<b>Number of Indicators at Each Level:</b> Does Not Meet AVID Implementation Expectations Meets AVID Implementation Expectations Emerging AVID Schoolwide Sustaining AVID Schoolwide	<b>Overall Level for Access to Rigor and Student Support:</b> _____
Examples of Evidence Sources and Resources			
The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.			
<ul style="list-style-type: none"> <li>● Reviews of the <b>master schedule</b></li> <li>● Reviews of student schedules</li> <li>● School policy and procedures that outline student enrollment guidelines</li> <li>● Data on course enrollments by ethnicity</li> </ul>		<ul style="list-style-type: none"> <li>● <b>Academic support structures</b> (e.g., tutorials, mentoring)</li> <li>● Academic support schedules (e.g., when support is offered to students)</li> <li>● Teacher and classroom observations</li> </ul>	

## 2. Access to Rigor and Student Support

Indicator	AVID Criteria	Master schedule is <u>not</u> developed...	Master schedule is developed...	Master schedule supports...	Master schedule reflects...
18	Courses of High Rigor	<input type="checkbox"/> with a sufficient number of AVID Elective sections or courses of high rigor, and includes course conflicts that prevent <b>open access</b> to courses of high rigor. (SWCRCT*, Domain II, 4b)	<input type="checkbox"/> with a sufficient number of AVID Elective sections and courses of high rigor, and includes few course conflicts that prevent <b>open access</b> to courses of high rigor. (SWCRCT, Domain II, 4b)	<input type="checkbox"/> the AVID Elective, and includes Honors, Pre-AP® and AP®/IB®/Dual Enrollment growth. There are very few conflicts with the AVID Elective in the <b>master schedule</b> . (SWCRCT, Domain II, 4b)	<input type="checkbox"/> alignment of AVID and school's mission and vision as evidenced by site policies and procedures that ensure all students access courses of high rigor. (SWCRCT, Domain II, 4b)

\*SWCRCT – Schoolwide College Readiness Coaching Tool

## 2. Access to Rigor and Student Support

Indicator	AVID Criteria	Principal and School Leadership Team (SLT) do <i>not</i> ...	Principal and School Leadership Team (SLT)...	Principal and School Leadership Team (SLT)...	Principal and School Leadership Team (SLT)...
19	Grade-Level Vertical and Horizontal Articulation	<input type="checkbox"/> implement a system of grade-level vertical and horizontal <b>articulation</b> that helps ensure <b>AVID Elective students</b> are college ready.  (SWCRCT, Domain II, 4f)	<input type="checkbox"/> implement a system of grade-level vertical and horizontal <b>articulation</b> that helps ensure <b>AVID Elective</b> and <b>AVID-Site-Team</b> -instructed students are college ready.  (SWCRCT, Domain II, 4f)	<input type="checkbox"/> implement a system of grade-level vertical and horizontal <b>articulation</b> that helps ensure <b>AVID Elective students</b> , students of <b>AVID Site Team</b> members, and students instructed in core academic courses are college ready.  (SWCRCT, Domain II, 4f)	<input type="checkbox"/> implement a system of grade-level vertical and horizontal <b>articulation</b> , including the expansion of AVID to feeder schools (including schools that may or may not have AVID) that helps ensure students throughout the school are college ready.  (SWCRCT, Domain II, 4f)
20	Academic Support Structures and Rigorous Instructional Practices	<input type="checkbox"/> implement <b>academic support structures</b> <u>and</u> rigorous instructional practices to help ensure <b>AVID Elective students</b> develop deeper levels of understanding in rigorous work.  (SWCRCT, Domain II, 4g; SWCRCT, Domain I, 3b)	<input type="checkbox"/> implement <b>academic support structures</b> <u>and</u> rigorous instructional practices to help ensure <b>AVID Elective</b> and <b>AVID-Site-Team</b> -instructed students develop deeper levels of understanding in rigorous work.  (SWCRCT, Domain II, 4g; SWCRCT, Domain I, 3b)	<input type="checkbox"/> implement <b>academic support structures</b> <u>and</u> rigorous instructional practices to help ensure <b>AVID Elective students</b> , students of <b>AVID Site Team</b> members, and students instructed in core academic courses develop deeper levels of understanding in rigorous work.  (SWCRCT, Domain II, 4g; SWCRCT, Domain I, 3b)	<input type="checkbox"/> implement, monitor, and adjust <b>academic support structures</b> as needed <u>and</u> rigorous instructional practices to ensure students throughout the school develop deeper levels of understanding in rigorous work.  (SWCRCT, Domain II, 4g, "Sustaining"; SWCRCT, Domain I, 3b)

3. Assessment of Student Progress		Rating for Assessment of Student Progress	
<b>Assessment of Student Progress</b> demonstrates that an increasing number of students are meeting benchmarks in core content areas to ensure they are prepared to enroll and succeed in rigorous, college-preparatory courses.		<b>Number of Indicators at Each Level:</b> Does Not Meet AVID Implementation Expectations Meets AVID Implementation Expectations Emerging AVID Schoolwide Sustaining AVID Schoolwide	<b>Overall Level for Assessment of Student Progress:</b> _____
Examples of Evidence Sources and Resources			
<b>The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.</b>			
<ul style="list-style-type: none"> <li>Report cards and/or student grades</li> <li>Analyses of student schedules</li> <li>Master course enrollment lists</li> </ul>		<ul style="list-style-type: none"> <li>Transcripts</li> <li>College entrance test prep exams</li> <li>College acceptance lists</li> </ul>	

### 3. Assessment of Student Progress

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
MIDDLE-SCHOOL/JUNIOR-HIGH INDICATORS					
21	Grades of "C" or Better	<input type="checkbox"/> Fewer than <b>50%</b> of <b>AVID Elective students</b> received grades of "C" or better on the previous formal grading period report card in each of their core academic courses. (CSS, 4.1.0)	<input type="checkbox"/> At least <b>50%</b> of <b>AVID Elective students</b> received grades of "C" or better on the previous formal grading period report card in each of their core academic courses. (CSS, 4.1.1)	<input type="checkbox"/> At least <b>50%</b> of <i>all</i> students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.	<input type="checkbox"/> At least <b>70%</b> of <i>all</i> students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.
22	Enrollment in At Least One Course of Rigor	<input type="checkbox"/> Fewer than <b>50%</b> of 8th-grade <b>AVID Elective students</b> are enrolled in or have completed at least one <b>course of rigor</b> . (CSS, 4.6.0)	<input type="checkbox"/> At least <b>50%</b> of 8th-grade <b>AVID Elective students</b> are enrolled in or have completed at least one <b>course of rigor</b> . (CSS, 4.6.1)	<input type="checkbox"/> At least <b>40%</b> of <i>all</i> 8th-grade students are enrolled in or have completed at least one <b>course of rigor</b> . (AVID Schoolwide Metric)	<input type="checkbox"/> At least <b>60%</b> of <i>all</i> 8th-grade students are enrolled in or have completed at least one <b>course of rigor</b> . (AVID Schoolwide Metric)



### 3. Assessment of Student Progress

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
<b>MIDDLE-SCHOOL/JUNIOR-HIGH INDICATORS (continued)</b>					
<b>23</b>	<b>Pre-Collegiate Exams (Paid or Practice)</b>	<input type="checkbox"/> Fewer than <b>50%</b> of 7th- and 8th-grade <b>AVID Elective students</b> have taken a pre-collegiate exam, paid or practice (e.g., ACT <sup>®</sup> Aspire <sup>™</sup> , Stanford 10, PSAT <sup>™</sup> 8/9), appropriate for their grade level.  (CSS, 4.8.0)	<input type="checkbox"/> At least <b>50%</b> of 7th- and 8th-grade <b>AVID Elective students</b> have taken a pre-collegiate exam, paid or practice (e.g., ACT Aspire, Stanford 10, PSAT 8/9), appropriate for their grade level.  (CSS, 4.8.1)	<input type="checkbox"/> At least <b>50%</b> of <i>all</i> 7th- and 8th-grade students have taken a pre-collegiate exam, paid or practice (e.g., ACT Aspire, Stanford 10, PSAT 8/9), appropriate for their grade level.  (AVID Schoolwide Metric)	<input type="checkbox"/> At least <b>70%</b> of <i>all</i> 7th- and 8th-grade students have taken a pre-collegiate exam, paid or practice (e.g., ACT Aspire, Stanford 10, PSAT 8/9), appropriate for their grade level.  (AVID Schoolwide Metric)
<b>24</b>	<b>Students' Schedules Reflect Enrollment in Rigorous Courses</b>	<input type="checkbox"/> Fewer than <b>100%</b> of <b>AVID Elective students'</b> schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements.  (CSS, 4.5.0)	<input type="checkbox"/> <b>100%</b> of <b>AVID Elective students'</b> schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements.  (CSS, 4.5.1)	<input type="checkbox"/> At least <b>50%</b> of <i>all</i> students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements.	<input type="checkbox"/> At least <b>70%</b> of <i>all</i> students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements.
<b>25</b>	<b>Selection of College-Prep Courses for 9th Grade</b>	<input type="checkbox"/> Fewer than <b>80%</b> of AVID Elective 8th graders have chosen college-prep courses for 9th grade.  (CSS, 4.7.0)	<input type="checkbox"/> At least <b>80%</b> of AVID Elective 8th graders have chosen college-prep courses for 9th grade.  (CSS, 4.7.1)	<input type="checkbox"/> At least <b>50%</b> of <i>all</i> 8th-grade students have chosen college-prep courses for 9th grade.	<input type="checkbox"/> At least <b>70%</b> of <i>all</i> 8th-grade students have chosen college-prep courses for 9th grade.

### 3. Assessment of Student Progress

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
<b>HIGH-SCHOOL INDICATORS</b>					
26	Grades of "C" or Better	<input type="checkbox"/> Fewer than <b>50%</b> of <b>AVID Elective students</b> received grades of "C" or better on the previous formal grading period report card in each of their core academic courses. (CSS, 4.1.0)	<input type="checkbox"/> At least <b>50%</b> of <b>AVID Elective students</b> received grades of "C" or better on the previous formal grading period report card in each of their core academic courses. (CSS, 4.1.1)	<input type="checkbox"/> At least <b>50%</b> of <i>all</i> high school students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.	<input type="checkbox"/> At least <b>70%</b> of <i>all</i> high school students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.
27	Students' Schedules Reflect Enrollment in Rigorous Courses	<input type="checkbox"/> Fewer than <b>100%</b> of <b>AVID Elective students'</b> schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to fulfill the sequence of four-year college or university requirements. (CSS, 4.2.0)	<input type="checkbox"/> <b>100%</b> of <b>AVID Elective students'</b> schedules reflect enrollment in rigorous courses appropriate to the student, and AVID students have a plan that will enable them to fulfill the sequence of four-year college or university entrance requirements. (CSS, 4.2.1)	<input type="checkbox"/> At least <b>50%</b> of <i>all</i> students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to fulfill the sequence of four-year college or university requirements.	<input type="checkbox"/> At least <b>70%</b> of <i>all</i> students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to fulfill the sequence of four-year college or university requirements.
28	Enrollment in At Least One Course of Rigor	<input type="checkbox"/> Fewer than <b>50%</b> of 11th- and 12th-grade <b>AVID Elective students</b> are enrolled in or have completed at least one <b>course of rigor</b> (e.g., AP, IB, or dual enrollment). (CSS, 4.3.0)	<input type="checkbox"/> At least <b>50%</b> of 11th- and 12th-grade <b>AVID Elective students</b> are enrolled in or have completed at least one <b>course of rigor</b> (e.g., AP, IB, or dual enrollment). (CSS, 4.3.1)	<input type="checkbox"/> At least <b>40%</b> of <i>all</i> 11th- and 12th-grade students are enrolled in or have completed at least one <b>course of rigor</b> (e.g., AP, IB, or dual enrollment). (AVID Schoolwide Metric)	<input type="checkbox"/> At least <b>60%</b> of <i>all</i> 11th- and 12th-grade students are enrolled in or have completed at least one <b>course of rigor</b> (e.g., AP, IB, or dual enrollment). (AVID Schoolwide Metric)

### 3. Assessment of Student Progress

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
<b>HIGH-SCHOOL INDICATORS (continued)</b>					
29	AP, IB, AICE, or End-of-Course (EOC) Dual Enrollment Exams	<input type="checkbox"/> Fewer than <b>50%</b> of 11th- and 12th-grade <b>AVID Elective students</b> have taken at least one AP, IB, AICE, or EOC dual enrollment exam.  (CSS, 4.3.0)	<input type="checkbox"/> At least <b>50%</b> of 11th- and 12th-grade <b>AVID Elective students</b> have taken at least one AP, IB, AICE, or EOC dual enrollment exam.  (CSS, 4.3.1)	<input type="checkbox"/> At least <b>40%</b> of <i>all</i> 11th- and 12th-grade students have taken at least one AP, IB, AICE, or EOC dual enrollment exam.  (AVID Schoolwide Metric)	<input type="checkbox"/> At least <b>60%</b> of <i>all</i> 11th- and 12th-grade students have taken at least one AP, IB, or AICE, or EOC dual enrollment exam.  (AVID Schoolwide Metric)
30	College Entrance Requirements	<input type="checkbox"/> Fewer than <b>100%</b> of <b>AVID Elective</b> seniors have completed college entrance requirements.  (CSS, 4.2.0)	<input type="checkbox"/> <b>100%</b> of <b>AVID Elective</b> seniors have completed college entrance requirements.  (CSS, 4.2.1)	<input type="checkbox"/> At least <b>60%</b> of <i>all</i> seniors have completed college entrance requirements.  (AVID Schoolwide Metric)	<input type="checkbox"/> At least <b>80%</b> of <i>all</i> seniors have completed college entrance requirements.  (AVID Schoolwide Metric)
31	State-Mandated High School Exit Exam and/or End-of-Course (EOC) Exam	<input type="checkbox"/> Fewer than <b>50%</b> of <b>AVID Elective students</b> who are eligible have taken a state-mandated high school exit exam and/or end-of-course exam and scored proficient and/or above.  (CSS, 9.5.0)	<input type="checkbox"/> At least <b>50%</b> of <b>AVID Elective students</b> who are eligible have taken a state-mandated high school exit exam and/or end-of-course exam and scored proficient and/or above.  (CSS, 9.5.1)	<input type="checkbox"/> At least <b>50%</b> of <i>all</i> students who are eligible have taken a state-mandated high school exit exam and/or end-of-course exam and scored proficient and/or above.	<input type="checkbox"/> At least <b>70%</b> of <i>all</i> students who are eligible have taken a state-mandated high school exit exam and/or end-of-course exam and scored proficient and/or above.
32	Pre-Collegiate Exams (Paid or Practice)	<input type="checkbox"/> Fewer than <b>95%</b> of <b>AVID Elective</b> high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT® and/or PSAT 10, ACT®, SAT®), appropriate for their grade level.  (CSS, 4.4.0)	<input type="checkbox"/> <b>95%</b> or more of <b>AVID Elective</b> high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT and/or PSAT 10, ACT, SAT), appropriate for their grade level. AVID Elective seniors have taken at least one paid test.  (CSS, 4.4.1)	<input type="checkbox"/> At least <b>50%</b> of <i>all</i> high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT and/or PSAT 10, ACT, SAT), appropriate for their grade level.  (AVID Schoolwide Metric)	<input type="checkbox"/> At least <b>70%</b> of <i>all</i> high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT and/or PSAT 10, ACT, SAT), appropriate for their grade level.  (AVID Schoolwide Metric)

### 3. Assessment of Student Progress

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
<b>HIGH-SCHOOL INDICATORS (continued)</b>					
<b>33</b>	<b>Application to Colleges/Universities</b>	<input type="checkbox"/> Fewer than <b>100%</b> of <b>AVID Elective</b> seniors have applied to one or more colleges/universities. (CSS, 9.6.0)	<input type="checkbox"/> <b>100%</b> of <b>AVID Elective</b> seniors have applied to one or more colleges/universities. (CSS, 9.6.1)	<input type="checkbox"/> At least <b>50%</b> of <i>all</i> seniors have applied to one or more colleges/universities. (AVID Schoolwide Metric)	<input type="checkbox"/> At least <b>70%</b> of <i>all</i> seniors have applied to one or more colleges/universities. (AVID Schoolwide Metric)
<b>34</b>	<b>Acceptance to Colleges/Universities</b>	<input type="checkbox"/> Fewer than <b>100%</b> of <b>AVID Elective</b> seniors have been accepted to a two- or four-year college/university. (AVID Schoolwide Metric)	<input type="checkbox"/> <b>100%</b> of <b>AVID Elective</b> seniors have been accepted to a two- or four-year college/university. (AVID Schoolwide Metric)	<input type="checkbox"/> At least <b>50%</b> of <i>all</i> seniors have been accepted to a two- or four-year college/university. (AVID Schoolwide Metric)	<input type="checkbox"/> At least <b>70%</b> of <i>all</i> seniors have been accepted to a two- or four-year college/university. (AVID Schoolwide Metric)

### 3. Assessment of Student Progress

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
<b>DATA COLLECTION AND ANALYSIS (ALL SCHOOLS)</b>					
35	AVID Center Data	<input type="checkbox"/> AVID Center data are <u>not</u> submitted and analyzed to improve AVID implementation for <b>AVID Elective students</b> .  (CSS, 9.2.0)	<input type="checkbox"/> AVID Center data are submitted and analyzed to improve AVID Elective implementation for <b>AVID Elective</b> and <b>AVID-Site-Team</b> -instructed students.  (CSS, 9.2.1)	<input type="checkbox"/> AVID Center data are submitted and analyzed to expand schoolwide for <b>AVID Elective students</b> , students of <b>AVID Site Team</b> members, and students instructed in core academic courses.  (CSS, 9.2.2)	<input type="checkbox"/> AVID Center data are submitted and analyzed to sustain <b>AVID Schoolwide</b> for students throughout the school.  (CSS, 9.2.3)
36	Performance, Enrollment, and/or Staffing Data	<input type="checkbox"/> Performance, enrollment, and/or staffing data are <u>not</u> analyzed to promote <b>AVID Elective students'</b> access to and success in rigorous advanced courses.  (CSS, 9.3.0)	<input type="checkbox"/> Performance, enrollment, and/or staffing data are analyzed to promote <b>AVID Elective</b> and <b>AVID-Site-Team</b> -instructed students' access to and success in rigorous advanced courses.  (CSS, 9.3.1)	<input type="checkbox"/> Performance, enrollment, and/or staffing data are analyzed to promote access to and success in rigorous advanced courses for <b>AVID Elective students</b> , students of <b>AVID Site Team</b> members, and students instructed in core academic courses.  (CSS, 9.3.2)	<input type="checkbox"/> Performance, enrollment, and/or staffing data are analyzed to ensure all students' access to and success in rigorous advanced courses.  (CSS, 9.3.3)
37	Standardized Test Data and Outcome Data	<input type="checkbox"/> Standardized test data and outcome data are <u>not</u> analyzed to inform instruction for <b>AVID Elective students</b> and assess the quality of AVID implementation.  (CSS, 9.4.0; SWCRCT, Domain II, 2)	<input type="checkbox"/> Standardized test data and outcome data are analyzed to inform instruction and assess achievement of <b>AVID Elective</b> and <b>AVID-Site-Team</b> -instructed students, as well as to assess the quality of AVID Elective implementation.  (CSS, 9.4.1; SWCRCT, Domain II, 2)	<input type="checkbox"/> Standardized test data and outcome data are analyzed to inform instruction and assess achievement for <b>AVID Elective students</b> , students of <b>AVID Site Team</b> members, and students instructed in core academic courses, as well as to assess the quality of schoolwide implementation.  (CSS, 9.4.2; SWCRCT, Domain II, 2)	<input type="checkbox"/> Standardized test data and outcome data are analyzed to sustain schoolwide implementation, to inform instruction and assess achievement for all students and has led to changes in policy and instructional decision-making schoolwide.  (CSS, 9.4.3; SWCRCT, Domain II, 2)

4. Professional Learning	Rating for Professional Learning	
AVID <b>Professional Learning</b> ensures that AVID Elective teachers, school leadership, and other faculty and staff receive professional learning in AVID learning strategies, methodologies, and structures to ensure <b>college readiness</b> for students.	<b>Number of Indicators at Each Level:</b>	<b>Overall Level for Professional Learning:</b>   

#### 4. Professional Learning

Indicator	AVID Criteria	The AVID Site Team ...	The AVID Site Team...	Teachers, counselors, and administrators...	Teachers, counselors, and administrators ...
38	<b>AVID-Trained in WICOR Methodologies</b>	<input type="checkbox"/> is <u>not</u> <b>AVID-trained</b> in <b>WICOR</b> methodologies through the AVID Summer Institute or other AVID-Center-approved Divisional trainings.  (CSS, 10.4.0)	<input type="checkbox"/> is <b>AVID-trained</b> in <b>WICOR</b> methodologies through the AVID Summer Institute or other AVID-Center-approved Divisional trainings.  (CSS, 10.4.1)	<input type="checkbox"/> (at least <b>40%</b> ) are <b>AVID-trained</b> in <b>WICOR</b> methodologies through the AVID Summer Institute or other AVID-Center-approved Divisional trainings.  (AVID Schoolwide Metric)	<input type="checkbox"/> (at least <b>60%</b> ) are <b>AVID-trained</b> in <b>WICOR</b> methodologies through the AVID Summer Institute or other AVID-Center-approved Divisional trainings. There is a multi-year plan for AVID professional learning to help maintain 60% of AVID-trained staff.  (AVID Schoolwide Metric)
39	<b>AVID Instructional Methodologies</b>	<input type="checkbox"/> does <u>not</u> collaborate to increase awareness about AVID to other faculty and staff.  (CSS, 11.7.0)	<input type="checkbox"/> collaborates to increase awareness about AVID to other faculty and staff.  (CSS, 11.7.1)	<input type="checkbox"/> receive professional learning from the <b>AVID Site Team</b> on AVID instructional methodologies.  (CSS, 11.7.2)	<input type="checkbox"/> receive professional learning from the <b>AVID Site Team</b> on AVID instructional methodologies, and it is part of the school's overall professional learning plan.  (CSS, 11.7.3)

#### 4. Professional Learning

Indicator	AVID Criteria	Principal, SLT, and/or site administrators...	Principal, SLT, and/or site administrators...	Principal, SLT, and/or site administrators...	Principal, SLT, and/or site administrators...
40	Leadership Trainings	<input type="checkbox"/> have <i>not</i> attended at least one of the <b>AVID Leadership trainings</b> .  (CSS, 10.5.0)	<input type="checkbox"/> have attended at least one of the <b>AVID Leadership trainings</b> .  (CSS, 10.5.1)	<input type="checkbox"/> have each attended more than one of the <b>AVID Leadership trainings</b> .  (CSS, 10.5.2)	<input type="checkbox"/> have attended more than one of the <b>AVID Leadership trainings</b> and have applied their training to sustain schoolwide <b>college readiness</b> .  (CSS, 10.5.3)
41	Professional Learning in AVID Strategies and Structures	<input type="checkbox"/> do(es) <i>not</i> ensure financial resources and personnel are available to support professional learning in <b>AVID strategies</b> and structures.  (SWCRCT, Domain II, 3)	<input type="checkbox"/> ensure(s) financial resources and personnel are available to support professional learning in <b>AVID strategies</b> and structures.  (SWCRCT, Domain II, 3)	<input type="checkbox"/> ensure(s) processes are in place to support ongoing professional learning in <b>AVID strategies</b> and structures for all faculty and staff.  (SWCRCT, Domain II, 3)	<input type="checkbox"/> ensure(s) processes are in place to monitor, coach, and adjust the implementation of professional learning, and professional learning is embedded in daily routines and release days for peer observations and mentoring.  (SWCRCT, Domain II, 3)

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

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

### III. AVID Schoolwide Leadership



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

1. College Readiness Mission and Vision	Rating for College Readiness Mission and Vision	
The school's <b>College Readiness Mission and Vision</b> is aligned with AVID's philosophy for <b>college readiness</b> , reflected in site decisions, documents, and policies, and supported by all <b>stakeholders</b> (faculty, staff, students, families, and community members).	<b>Number of Indicators at Each Level:</b> Does Not Meet AVID Implementation Expectations Meets AVID Implementation Expectations Emerging AVID Schoolwide Sustaining AVID Schoolwide	<b>Overall Level for College Readiness Mission and Vision:</b>  
Examples of Evidence Sources and Resources		
<p>The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.</p> <ul style="list-style-type: none"> <li>Documentation of annual review of schoolwide goals and benchmarks</li> <li>School policy and vision statement</li> <li>School Improvement Plan (SIP)</li> <li>Documentation of steps to implement the SIP</li> <li>District Strategic Plan</li> <li>Multi-Year College Readiness Plan (MYCRP)</li> <li>Evidence of communication efforts (newsletters, meeting minutes, posters, agendas, websites, assemblies, etc.)</li> <li>Data that supports meeting benchmarks/goals (<b>master schedule</b>, staffing lists, budgets, etc.)</li> </ul>		

#### 1. College Readiness Mission and Vision

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
1	<b>School Mission and Vision Are Aligned with AVID</b>	<input type="checkbox"/> The school's mission and vision are <u>not</u> aligned with AVID's mission and vision for <b>college readiness</b> .  (SWCRCT, Domain III, 1a)	<input type="checkbox"/> The school's mission and vision are aligned with AVID's mission and vision for <b>college readiness</b> <u>but</u> are not evident in school policies, practices, and procedures.  (SWCRCT, Domain III, 1a)	<input type="checkbox"/> The school's mission and vision are aligned with AVID's mission and vision for <b>college readiness</b> <u>and</u> are evident in school policies, practices, and procedures.  (SWCRCT, Domain III, 1a)	<input type="checkbox"/> The school's mission and vision are aligned with AVID's mission and vision for <b>college readiness</b> , which serve as a foundation for decision-making and are integrated throughout existing school documents such as the School Improvement Plan.  (SWCRCT, Domain III, 1a)
2	<b>Communicate School Mission and Vision to Stakeholders</b>	<input type="checkbox"/> Principal and <b>School Leadership Team (SLT)</b> do <u>not</u> communicate the school's mission and vision to <b>stakeholders</b> , including faculty and staff, students, families, and community members.  (SWCRCT, Domain III, 1a)	<input type="checkbox"/> Principal and <b>SLT</b> communicate the school's mission and vision to a <u>majority</u> of <b>stakeholders</b> , including faculty and staff, students, families, and community members.  (SWCRCT, Domain III, 1a)	<input type="checkbox"/> Principal and <b>SLT</b> communicate the school's mission and vision to <u>all</u> <b>stakeholders</b> , including faculty and staff, students, families, and community members.  (SWCRCT, Domain III, 1a)	<input type="checkbox"/> Principal and <b>SLT</b> communicate the school's mission and vision and <b>stakeholders</b> (including faculty and staff, students, families, and community members) embrace and support the school mission and vision.  (SWCRCT, Domain III, 1a)



2. Representative Governance	Rating for Representative Governance	
<b>Representative Governance</b> focuses on the composition of the school leadership and <b>AVID Site Team</b> such as the principal, faculty and staff, and other relevant <b>stakeholders</b> who work collaboratively to promote <b>college readiness</b> and high expectations for all students.	<b>Number of Indicators at Each Level:</b> Does Not Meet AVID Implementation Expectations Meets AVID Implementation Expectations Emerging AVID Schoolwide Sustaining AVID Schoolwide	<b>Overall Level for Representative Governance:</b> _____
Examples of Evidence Sources and Resources		
<p>The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.</p> <ul style="list-style-type: none"> <li>● <b>SLT membership list</b></li> <li>● <b>AVID Site Team membership list</b></li> <li>● <i>Meeting agendas or minutes that demonstrate collaborative decision-making</i></li> <li>● <i>Composition of <b>SLT</b> and <b>AVID Site Team</b></i></li> <li>● <i>Needs assessment results</i></li> </ul>		

## 2. Representative Governance

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
3	School Leadership Team (SLT) Composition	<input type="checkbox"/> <b>SLT</b> does <u>not</u> include any representation from the <b>AVID Site Team</b> .  (SWCRCT, Domain III, 2a)	<input type="checkbox"/> <b>SLT</b> has a dedicated position for <b>AVID Site Team</b> representation, which might include AVID Elective teachers, AVID counselors, tutors, and students.  (SWCRCT, Domain III, 2a)	<input type="checkbox"/> <b>SLT</b> has a dedicated position for <b>AVID Site Team</b> representation and works collaboratively to ensure decision-making processes are filtered through the aligned AVID and school mission and vision.  (SWCRCT, Domain III, 2a)	<input type="checkbox"/> Furthermore, <b>SLT</b> members have participated in Leadership for College Readiness (LCR).  <u>OR</u> <b>AVID Site Team</b> and <b>SLT</b> are combined.  (SWCRCT, Domain III, 2a)

## 2. Representative Governance

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
4	AVID Site Team Composition	<input type="checkbox"/> <b>AVID Site Team</b> does <u>not</u> meet the minimum requirement outlined in the <i>Meets AVID Implementation Expectations</i> requirement. (CSS, 11.1.0)	<input type="checkbox"/> <b>AVID Site Team</b> includes the site administrator, interdisciplinary teachers, a counselor, and AVID Elective coordinator/teachers. (CSS, 11.1.1)	<input type="checkbox"/> At least <b>30%</b> of the <b>SLT</b> is on the <b>AVID Site Team</b> , which includes the principal, interdisciplinary teachers, a counselor, and AVID Elective teachers. (AVID Schoolwide Metric)	<input type="checkbox"/> At least <b>50%</b> of the <b>SLT</b> is on the <b>AVID Site Team</b> , which includes the principal, interdisciplinary teachers, a counselor, and AVID Elective teachers. (AVID Schoolwide Metric)
5	SLT and AVID Site Team Collaboration	<input type="checkbox"/> SLT, <b>AVID Site Team</b> , and principal do <u>not</u> have a plan in place for how to make decisions collaboratively that promote <b>college readiness</b> and high expectations of students. (SWCRCT, Domain III, 2a)	<input type="checkbox"/> SLT, <b>AVID Site Team</b> , and principal have a plan in place for how to make decisions that promote <b>college readiness</b> and high expectations of students. (SWCRCT, Domain III, 2a)	<input type="checkbox"/> SLT, <b>AVID Site Team</b> , and principal collaboratively make decisions that promote <b>college readiness</b> and high expectations of students. (SWCRCT, Domain III, 2a)	<input type="checkbox"/> SLT, <b>AVID Site Team</b> , and principal collaboratively make decisions that promote <b>college readiness</b> and high expectations of students,  <b>AND</b>  have a clear and concise process in place to sustain a strong collaborative team over time and through staff transitions. (SWCRCT, Domain III, 2a)

3. Strategic College Readiness Planning		Rating for Strategic College Readiness Planning	
<b>Strategic College Readiness Planning</b> ensures school documents and policies such as the School Improvement Plan (SIP), District Strategic Plan, and funding mechanisms are aligned with AVID's philosophy of <b>college readiness</b> that helps ensure students have <b>open and equal access</b> to rigorous courses.		<b>Number of Indicators at Each Level:</b> Does Not Meet AVID Implementation Expectations Meets AVID Implementation Expectations Emerging AVID Schoolwide Sustaining AVID Schoolwide	<b>Overall Level for Strategic College Readiness Planning:</b> _____
Examples of Evidence Sources and Resources			
<b>The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.</b>			
<ul style="list-style-type: none"> <li>Documentation of annual review of schoolwide goals and benchmarks</li> <li>School policy and vision statement</li> <li><b>Master schedule</b>/Course catalog</li> <li>Student/family handbook</li> <li>School/district budget</li> </ul>		<ul style="list-style-type: none"> <li>School Improvement Plan</li> <li>Multi-Year College Readiness Plan (MYCRP)</li> <li>Staff development meeting logs</li> <li>School/district policy on equity/access to <b>rigor</b></li> <li>Planning documents for addressing barriers to equity</li> </ul>	

### 3. Strategic College Readiness Planning

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
6	AVID's Philosophy of Open and Equal Access to Rigorous Courses	<input type="checkbox"/> The principal and <b>SLT</b> do <u>not</u> ensure school policies and published materials reflect AVID's philosophy of <b>open and equal access</b> to rigorous courses for <b>AVID Elective students</b> .  (SWCRCT, Domain III, 2c)	<input type="checkbox"/> The principal and <b>SLT</b> ensure school policies and published materials reflect AVID's philosophy of <b>open and equal access</b> to rigorous courses for <b>AVID Elective students</b> .  (SWCRCT, Domain III, 2c)	<input type="checkbox"/> The principal and <b>SLT</b> ensure school policies and published materials reflect AVID's philosophy of <b>open and equal access</b> to rigorous courses for <b>AVID Elective students</b> <u>and</u> students throughout the school.  (SWCRCT, Domain III, 2c)	<input type="checkbox"/> The principal and <b>SLT</b> ensure that school practices reflect school policies and written documents regarding <b>open and equal access</b> to rigorous courses for all students <u>and</u> serve as a guiding principle for all decision-making throughout the school.  (SWCRCT, Domain III, 2c)

### 3. Strategic College Readiness Planning

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
7	<b>AVID Is Included in School/District Budgets</b>	<input type="checkbox"/> Funding for the AVID Elective is <u>not</u> included in school and/or district budgets.  (CSS, 10.1.0)	<input type="checkbox"/> Funding for the AVID Elective is included in school and/or district budgets.  (CSS, 10.1.1)	<input type="checkbox"/> Funding for the AVID Elective is included in school and/or district budgets <u>and</u> the AVID site coordinator participates in the school's budget development process.  (CSS, 10.1.2)	<input type="checkbox"/> Long-term funding mechanisms are in place. Furthermore, the AVID site coordinator(s) has a leadership role in the school's budget development process and continually reviews the school's budget for line-item or specific allocations.  (CSS, 10.1.3)
8	<b>Address Barriers to Access and Equity</b>	<input type="checkbox"/> Principal and <b>SLT</b> do <u>not</u> examine barriers to access and equity in school policies and written documents, including student enrollment and demographics in rigorous college preparatory courses.  (SWCRCT, Domain III, 2c)	<input type="checkbox"/> Principal and <b>SLT</b> examine barriers to access and equity in school policies and written documents, including student enrollment and demographics in rigorous college preparatory courses.  (SWCRCT, Domain III, 2c)	<input type="checkbox"/> Principal and <b>SLT</b> examine and develop a plan to confront barriers to access and equity in school policies and written documents, including student enrollment and demographics in rigorous college preparatory courses.  (SWCRCT, Domain III, 2c)	<input type="checkbox"/> Principal and <b>SLT</b> implement a plan throughout the school to confront barriers and equity in school policies and written documents <u>and</u> ensure that student enrollment in rigorous college preparatory courses reflects school demographics.  (SWCRCT, Domain III, 2c)

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

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

## IV. AVID Schoolwide Culture .....



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

1. Rigor	Rating for Rigor	
A culture of <b>Rigor</b> ensures <b>WICOR</b> strategies are implemented effectively to help all students access rigorous high school and college preparatory courses, become college ready, and succeed in rigorous courses.	<b>Number of Indicators at Each Level:</b> Does Not Meet AVID Implementation Expectations Meets AVID Implementation Expectations Emerging AVID Schoolwide Sustaining AVID Schoolwide	<b>Overall Level for Rigor:</b>  
Examples of Evidence Sources and Resources		
<p>The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.</p> <ul style="list-style-type: none"> <li>Originality and inventiveness in student work</li> <li>Meeting agendas or sign-in sheets where <b>rigor</b> and high expectations are the focus</li> <li>Professional learning opportunities available</li> <li>Participation in professional learning opportunities</li> <li>Classroom observations and walkthroughs</li> <li>School policy/protocol that addresses the use of <b>scaffolding</b> of instruction</li> <li><b>Professional Learning Communities (PLCs)</b></li> </ul>		

### 1. Rigor

Indicator	AVID Criteria	The school does <i>not</i> value a culture of rigor...	The school values a culture of rigor...	The school values a culture of rigor...	The school values a culture of rigor...
1	<b>WICOR, Scaffolding, and Rigorous Instructional Practices</b>	<input type="checkbox"/> that supports the <b>AVID Site Team's</b> use of <b>WICOR</b> strategies, including <b>scaffolding</b> and rigorous instructional practices in the AVID Elective.  (SWCRCT, Domain II, 4c)	<input type="checkbox"/> that supports the <b>AVID Site Team's</b> use of <b>WICOR</b> strategies, including <b>scaffolding</b> and rigorous instructional practices in AVID Elective and <b>AVID-Site-Team</b> -instructed courses.  (SWCRCT, Domain II, 4c)	<input type="checkbox"/> that supports the <b>AVID Site Team</b> and teachers' use of <b>WICOR</b> strategies, including <b>scaffolding</b> and rigorous instructional practices in AVID Elective, <b>AVID-Site-Team</b> -instructed, and core academic courses.  (SWCRCT, Domain II, 4c)	<input type="checkbox"/> that supports teachers' use of <b>WICOR</b> strategies, including <b>scaffolding</b> and rigorous instructional practices, in <i>all</i> content courses throughout the school.  (SWCRCT, Domain II, 4c)
2	<b>Collaboration Through PLCs</b>	<input type="checkbox"/> where the <b>AVID Site Team</b> collaborates through <b>Professional Learning Communities (PLCs)</b> or other formal collaboration structures in the design of lessons that engage <b>AVID Elective students</b> in rigorous assignments.  (SWCRCT, Domain I, 3b)	<input type="checkbox"/> where the <b>AVID Site Team</b> collaborates through <b>PLCs</b> or other formal collaboration structures in the design of lessons that engage <b>AVID Elective</b> and <b>AVID-Site-Team</b> -instructed students in rigorous assignments.  (SWCRCT, Domain I, 3b)	<input type="checkbox"/> where the <b>AVID Site Team</b> and teachers collaborate through <b>PLCs</b> or other formal collaboration structures in the design of lessons that engage <b>AVID Elective students</b> , students of <b>AVID Site Team</b> members, and students in core academic courses in rigorous assignments.  (SWCRCT, Domain I, 3b)	<input type="checkbox"/> where teachers collaborate through <b>PLCs</b> or other formal collaboration structures in the design of lessons in <i>all</i> content courses that engage students throughout the school in rigorous assignments.  (SWCRCT, Domain I, 3b)

2. Community Activities and College Awareness		Rating for Community Activities and College Awareness	
A culture of <b>Community Activities and College Awareness</b> ensures there are active links among schools, community <b>stakeholders</b> , local colleges, and universities that facilitate field trips, college/career fairs, academic enrichment programs, and internships and increase students' awareness about college and career opportunities.		<b>Number of Indicators at Each Level:</b> Does Not Meet AVID Implementation Expectations Meets AVID Implementation Expectations Emerging AVID Schoolwide Sustaining AVID Schoolwide	<b>Overall Level for Community Activities and College Awareness:</b>  <hr/>
Examples of Evidence Sources and Resources			
<p>The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.</p> <ul style="list-style-type: none"> <li>Review of college and community partnerships</li> <li>College/university communication log</li> <li>College awareness workshop agendas</li> <li>College awareness workshop timeline</li> <li>Mailing college awareness materials to parents</li> <li>Schedule of visits by colleges/universities</li> <li>College awareness sessions</li> <li>List of students attending college fairs</li> <li>College awareness session agendas and evaluations</li> <li>Photos of school events for family and community members</li> </ul>			

## 2. Community Activities and College Awareness

Indicator	AVID Criteria	Community/College awareness activities do <i>not</i> promote a culture of college readiness that...	Community/College awareness activities promote a culture of college readiness that...	Community/College awareness activities promote a culture of college readiness that...	Community/College awareness activities sustain a culture of college readiness that...
3	Community Activities	<input type="checkbox"/> ensures <b>AVID Elective students</b> participate in enrichment activities, internships, community service, or service learning to explore careers.  (CSS, 3.3.0; SWCRCT, Domain II, 4h)	<input type="checkbox"/> ensures <b>AVID Elective</b> and <b>AVID-Site-Team</b> -instructed students participate in enrichment activities, internships, community service, or service learning to explore careers.  (CSS, 3.3.1; SWCRCT, Domain II, 4h)	<input type="checkbox"/> ensures <b>AVID Elective students</b> , students of <b>AVID Site Team</b> members, and students in core academic courses participate in enrichment activities, internships, community service, or service learning to explore careers.  (CSS, 3.3.2; SWCRCT, Domain II, 4h)	<input type="checkbox"/> ensures students throughout the school participate in enrichment activities, internships, community service, or service learning to explore careers.  (CSS, 3.3.3; SWCRCT, Domain II, 4h)

## 2. Community Activities and College Awareness

Indicator	AVID Criteria	Community/College awareness activities do <i>not</i> promote a culture of college readiness that...	Community/College awareness activities promote a culture of college readiness that...	Community/College awareness activities promote a culture of college readiness that...	Community/College awareness activities sustain a culture of college readiness that...
4	College Awareness	<input type="checkbox"/> ensures <b>AVID Elective students</b> attend college fairs, campus visits (in-person or virtual), and college readiness activities (e.g., goal-setting, time management, etc.), and/or research colleges.  (SWCRCT, Domain IV, 4a)	<input type="checkbox"/> ensures <b>AVID Elective</b> and <b>AVID-Site-Team</b> -instructed students attend college fairs, campus visits (in-person or virtual), and college readiness activities (e.g., goal-setting, time management, etc.), and/or research colleges.  (SWCRCT, Domain IV, 4a)	<input type="checkbox"/> ensures <b>AVID Elective students</b> , students of <b>AVID Site Team</b> members, and students in core academic courses attend college fairs, campus visits (in-person or virtual), and college readiness activities (e.g., goal-setting, time management, etc.), and/or research colleges.  (SWCRCT, Domain IV, 4a)	<input type="checkbox"/> ensures students throughout the school attend college fairs, campus visits (in-person or virtual), and college readiness activities (e.g., goal-setting, time management, etc.), and/or research colleges <b>and</b> ensures students are knowledgeable about an increased number of colleges/universities.  (SWCRCT, Domain IV, 4a)
5	College Planning and Financial Aid Processes	<input type="checkbox"/> ensures that families of <b>AVID Elective students</b> are <i>aware</i> about college planning and financial aid processes.  (SWCRCT, Domain IV, 3c and 3d)	<input type="checkbox"/> ensures that families of <b>AVID Elective</b> and <b>AVID-Site-Team</b> -instructed students are <i>aware</i> about college planning and financial aid processes.  (SWCRCT, Domain IV, 3c and 3d)	<input type="checkbox"/> ensures that families of <b>AVID Elective students</b> , <b>AVID-Site-Team</b> -instructed students, and students instructed in core academic courses are <i>aware</i> about college planning and financial aid processes.  (SWCRCT, Domain IV, 3c and 3d)	<input type="checkbox"/> ensures that families throughout the school are <i>aware</i> about college planning and financial aid processes.  (SWCRCT, Domain IV, 3c and 3d)

3. College-Going Environment		Rating for College-Going Environment	
<p>A <b>College-Going Environment</b> is a school climate in which college attendance and enrollment is a clear and prominent expectation and students are actively guided by faculty and staff to meet <b>college readiness requirements</b> for post-secondary success.</p>		<p><b>Number of Indicators at Each Level:</b></p> <p>Does Not Meet AVID Implementation Expectations</p> <p>Meets AVID Implementation Expectations</p> <p>Emerging AVID Schoolwide</p> <p>Sustaining AVID Schoolwide</p>	<p><b>Overall Level for College-Going Environment:</b></p> <p>_____</p>
Examples of Evidence Sources and Resources			
<p>The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.</p> <ul style="list-style-type: none"> <li>• Display of college pennants, banners, posters, etc.</li> <li>• College acceptance letters</li> <li>• Student surveys</li> <li>• Documentation of the number of scholarship applications submitted</li> <li>• Documentation of the number of received scholarships</li> <li>• AVID Site Team and teacher surveys</li> </ul>			

### 3. College-Going Environment

Indicator	AVID Criteria	The school does <i>not</i> promote a college-going culture...	The school promotes a college-going culture...	The school promotes a college-going culture...	The school sustains a college-going culture...
6	College Pennants and Banners	<input type="checkbox"/> by displaying college pennants, banners, posters, or other décor in any public spaces on campus.	<input type="checkbox"/> by using college pennants, banners, posters, or other décor in one or two public spaces on campus.	<input type="checkbox"/> by displaying college pennants, banners, posters, or other décor in three or four public spaces on campus.	<input type="checkbox"/> by displaying college pennants, banners, posters, or other décor in five or more public spaces on campus.
7	College Talk	<input type="checkbox"/> that engages in <b>college talk</b> in the AVID Elective.	<input type="checkbox"/> that engages in <b>college talk</b> in AVID Elective and <b>AVID-Site-Team</b> -instructed courses.	<input type="checkbox"/> that engages in <b>college talk</b> in AVID Elective courses, <b>AVID-Site-Team</b> -instructed courses, and core academic courses.	<input type="checkbox"/> that engages in <b>college talk</b> in all content courses and throughout the school.
8	Perceived Teacher Expectations	<input type="checkbox"/> where <b>AVID Elective students</b> believe their teachers expect them to attend college, as evidenced by student surveys.	<input type="checkbox"/> where <b>AVID Elective</b> and <b>AVID-Site-Team</b> -instructed students believe their teachers expect them to attend college, as evidenced by student surveys.	<input type="checkbox"/> where <b>AVID Elective students</b> , students of <b>AVID Site Team</b> members, and students instructed in core academic courses believe their teachers expect them to attend college, as evidenced by student surveys.	<input type="checkbox"/> where at least <b>90%</b> or more of students throughout the school believe their teachers expect them to attend college, as evidenced by student surveys.
9	Teacher Expectations	<input type="checkbox"/> where the <b>AVID Site Team</b> expects <b>AVID Elective students</b> to attend college, as evidenced by <b>AVID Site Team</b> and teacher surveys.	<input type="checkbox"/> where the <b>AVID Site Team</b> expects <b>AVID Elective</b> and <b>AVID-Site-Team</b> -instructed students to attend college, as evidenced by <b>AVID Site Team</b> and teacher surveys.	<input type="checkbox"/> where the <b>AVID Site Team</b> and other teachers expect <b>AVID Elective students</b> , students of <b>AVID Site Team</b> members, and students instructed in core academic courses to attend college, as evidenced by <b>AVID Site Team</b> and teacher surveys.	<input type="checkbox"/> where at least <b>90%</b> or more of teachers expect students throughout the school to attend college, as evidenced by <b>AVID Site Team</b> and teacher surveys.



### 3. College-Going Environment

Indicator	AVID Criteria	The school does <i>not</i> promote a college-going culture...	The school promotes a college-going culture...	The school promotes a college-going culture...	The school sustains a college-going culture...
<b>HIGH-SCHOOL INDICATORS</b>					
10	Grants and Scholarships	<input type="checkbox"/> that ensures <b>AVID Elective students</b> are aware of grants and scholarships.  (SWCRCT, Domain IV, 4c, "Planning")	<input type="checkbox"/> that ensures <b>AVID Elective</b> and <b>AVID-Site-Team</b> -instructed students are aware of grant and scholarship opportunities.  (SWCRCT, Domain IV, 4c, "Approaching")	<input type="checkbox"/> that ensures <b>AVID Elective students</b> , students of <b>AVID Site Team</b> members, and students instructed in core academic courses are aware of grant and scholarship opportunities.  (SWCRCT, Domain IV, 4c, "Implementing")	<input type="checkbox"/> that ensures systems and support structures are in place to assist students in application and submission processes for grants and scholarships.  (SWCRCT, Domain IV, 4c, "Sustaining")
11	FAFSA	<input type="checkbox"/> that supports FAFSA awareness for <b>AVID Elective students</b> .	<input type="checkbox"/> that supports FAFSA awareness for <b>AVID Elective</b> and <b>AVID-Site-Team</b> -instructed students.	<input type="checkbox"/> that supports FAFSA awareness for <b>AVID Elective students</b> , students of <b>AVID Site Team</b> members, and students instructed in core academic courses.	<input type="checkbox"/> that ensures systems and support structures are in place to assist students and their families in the completion and submission of FAFSA forms.

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

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

# AVID Coaching and Certification Instrument Report – 2018–2019 School Year

District: \_\_\_\_\_

School: \_\_\_\_\_

County: \_\_\_\_\_

Region: \_\_\_\_\_

	<i>Does Not Meet AVID Implementation Expectations</i>	<i>Meets AVID Implementation Expectations</i>	<i>Emerging AVID Schoolwide</i>	<i>Sustaining AVID Schoolwide</i>
<b>I. Instruction</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II. Systems</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>III. Leadership</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV. Culture</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total:</b>	_____	_____	_____	_____

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

- ☐ **New AVID Site** – Began implementation in \_\_\_\_ / \_\_\_\_ / \_\_\_\_ (MM/DD/YYYY).
- ☐ **Non-Certified Site** – A site that has never been certified and has one or more Domains rated at “Does Not Meet AVID Implementation Expectations” and is working toward implementing all four AVID Domains.
- ☐ **AVID Certified Site** – All Domains are rated “Meets AVID Implementation Expectations” or higher.
- ☐ **AVID Emerging Schoolwide Site** – Three out of four Domains are rated “Emerging AVID Schoolwide” or higher. If one Domain is rated less than “Emerging AVID Schoolwide,” the rating must be “Meets AVID Implementation Expectations.”
- ☐ **AVID Schoolwide Site of Distinction** – All domains are rated “Emerging AVID Schoolwide” or higher. Additionally, all Schoolwide Site of Distinction Process Metrics and at least two Schoolwide Site of Distinction Impact Metrics are rated “Sustaining AVID Schoolwide.”
- ☐ **Inactive Site** – Not AVID/no longer AVID; briefly describe terms by which site has been deemed inactive.

\_\_\_\_\_  
(Name of School)

\_\_\_\_\_  
(Print Name of Person completing form)

\_\_\_\_\_  
(Date form completed)

# AVID Coaching and Certification Instrument Report – 2018–2019 School Year

**District:** \_\_\_\_\_

**School:** \_\_\_\_\_

**County:** \_\_\_\_\_

**Region:** \_\_\_\_\_

\_\_\_\_\_  
Signature of person completing form

\_\_\_\_\_  
(Date signed)

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
(Date signed)

\_\_\_\_\_  
Signature of District Director

\_\_\_\_\_  
(Date signed)

## Commendations and Recommendations Approved by the District Director:

Commendations:

Recommendations: