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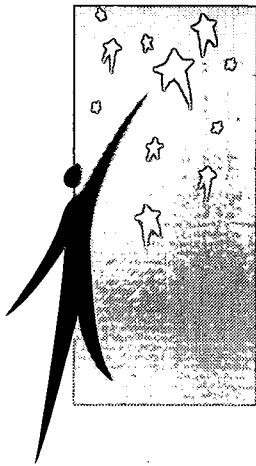
## ABSTRACT

Advancement via Individual Determination (AVID) is a program in the Austin Independent School District (AISD), Texas, that is designed to help underachieving students with academic potential prepare for entrance into colleges and universities. Program participants are primarily from low income and ethnic minority backgrounds. In AVID, these students are placed in a college preparatory academic program and are given a support system to help them achieve. The base for this support system is the daily AVID class, in which students participate from grade 7 through grade 12. As the demonstration grant that started AVID comes to an end, and AVID becomes integrated into AISD, it is important to evaluate program operation and participants' success. Information from a variety of sources was used to study the AVID program. Overall, nearly 400 students were enrolled in AVID courses, more than double the number served in 1999-2000. Nearly two-thirds were high school students, and 56% were female. Eight AISD schools were certified as meeting the requirements of AVID. Findings suggest that if the district decides to build additional capacity, this should be accomplished through collaboration with other AVID schools in Texas, and it should be accompanied by increased efficacy of the vertical teams within the district and the modeling of AVID processes for non-AVID schools. Some challenges to sustainability are identified. Overall, AVID students appear to be meeting the goals of increased participation in advanced classes and school involvement, and AVID students passed the Texas Assessment of Academic Skills exit examination at high rates. An appendix contains the certification summaries for AVID schools. (SLD)

# The AVID Program in AISD

## Program Evaluation Report

### 2000-2001



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## *Executive Summary*

### **THE AVID PROGRAM IN AISD, 2000-2001**

#### **PROGRAM DESCRIPTION**

*Advancement Via Individual Determination (AVID)* is a program designed to help underachieving students with academic potential prepare for entrance into colleges and universities. Program participants are primarily from low income and ethnic minority backgrounds. In AVID, these students are placed in a college prep academic program, and are provided with a support system to help students achieve in these classes.

The base for the support system is the AVID elective class, which meets for one academic period a day, year round. Students are expected to participate in the AVID class throughout their schooling, from 7<sup>th</sup> to 12<sup>th</sup> grades. The AVID class features explicit instruction in the skills needed for success in advanced classes such as note taking, assignment tracking, and college-level writing. In addition, the program provides tutorial support to help students fill any gaps in their educational backgrounds. Beyond the classroom, AVID assists students and their parents to develop expectations that the students can achieve a college degree. Field trips, college visits, and guest speakers all play a part in making college a real possibility for students who generally will be the first in their families to attend.

The AVID program has four measures of success as it seeks to:

- Increase enrollment of participants in advanced classes;
- Increase participants' school attendance;
- Improve participants' scores on standardized tests; and
- Eventually increase enrollment in higher education.

#### **EVALUATION PURPOSES AND METHODS**

As the Title I *Comprehensive School Reform Demonstration (CSRD)* grant comes to an end and the AVID program becomes integrated into AISD, it is important to determine the extent to which the program improves student education. The evaluation for the 2000-2001 school year was designed to address several important questions about the program:

- How has the program operated since it was started? To what extent has the program built the capacity to be self-sustaining after grant monies are no longer available?
- Has the program attracted its target participants? In what ways do program procedures impact the selection of participants?
- How does the program change participants' abilities to be successful as students?

To respond to these questions, several evaluation techniques were employed. Each data collection activity is used to inform the specified evaluation issues. There is not one “best” method to answer the key research questions that have been posed. Rather, information was collected from many sources. The information, which may sometimes conflict, was synthesized to better understand all aspects of the program process. By using multiple techniques, our evaluation can draw a more detailed picture of the AVID program.

First, data analyses indicated which students participated in the program, what courses their academic programs contained, and the extent to which the program may have increased school involvement as compared with that of students outside the program. Questions to teachers, counselors and administrators on the Employee Coordinated Survey are used to assess awareness of the AVID program and how the program may have changed teaching techniques throughout the schools. Program materials and documentation were examined to assess professional development, progress of each participating school towards certification as AVID schools, and how program analysis has facilitated new program features. Informal observations, including student discussion, were held on two campuses. Finally, an in-depth interview was held with the grant manager and program specialist teacher to examine current program activities, strengths and weaknesses, and future directions.

## SUMMARY OF FINDINGS AND RECOMMENDATIONS

The AVID program has grown quickly over the last year. Overall, nearly 400 students were enrolled in AVID courses, more than double the number served in 1999-2000.

- High school students constitute nearly 2/3 of the program participants.
- 56% of the participants are female.
- AVID students are more likely to be of minority ethnicity than are other students in their schools.
- AVID students are much more likely to be economically disadvantaged than are other students in their schools.

The AVID program in AISD was evaluated by the AVID Center through their certification process.

- All eight schools were certified as meeting the requirements for AVID.
- Two schools, Webb Middle School and Bowie High School, were granted demonstration school status.

All schools should continue to increase their abilities to meet AVID program goals with the aim of having all participating schools *eligible* for demonstration status in the next two years.

Program schools are building capacity to sustain the program after the grant is completed as required by the grant.

- Over the last two summers AVID site teams and other professional personnel have attended weeklong training in AVID program goals and techniques.
- Staff training has continued using the site teams to train additional campus personnel.
- In 2000-2001, the schools retained program coordinators for each school.

If the district decides to build additional capacity, this should be accomplished through collaboration with other AVID schools in Texas and nationwide; increasing the efficacy of vertical teams within the district; and modeling AVID processes for non-AVID schools in the district.

At the same time, several challenges to sustainability must still be addressed.

- Some schools have traditionally offered few Advanced Placement (AP) courses. The AVID program is likely to increase demand for these courses.
- In many cases, students are forced to leave the program when transitioning to high school due to current feeder patterns. High school involvement is thought to be the most important time for AVID participation.

If AISD continues to implement AVID in new schools, high school implementation should be considered first, followed by implementation in middle schools that feed into those high schools. AISD may need to provide additional funding for AP teacher training to the AVID schools that have traditionally offered few AP courses.

AVID students appear to be meeting the goals of increased participation in advanced classes and school involvement.

- On average, AVID students completed 2.1 advanced (honors or AP designated) courses in 2000-2001.
- In most schools, AVID student attendance exceeded that of the school as a whole.
- AVID high school students passed the Exit TAAS at high rates (70 of 76 passed Reading and 66 of 76 passed math).

Continued program expansion would benefit more students in each AVID school.

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## THE AVID PROGRAM IN AISD, 2000-2001

For students with adequate family, financial and community support, it is relatively simple to provide an education that meets the students' needs and leads to higher education. Unfortunately, not all students have such a background. Others are disengaged from school due to lack of previous success, boredom, or simply feeling that school is irrelevant to their futures. These students frequently underachieve in school, and while capable of higher education, effectively lock themselves out by selecting an unchallenging curriculum.

The Austin Independent School District (AISD) recognized the need to re-engage these students and prepare under-represented groups for a more competitive future. Eight schools (four middle and four high schools) selected the *Advancement Via Individual Determination* (AVID) program as one that might best meet their needs. AVID is a program designed to help underachieving students with academic potential prepare for entrance into colleges and universities. Program participants are primarily from low-income and ethnic minority backgrounds. In AVID, these students are placed in a college prep academic program, and are provided a support system to help students achieve in these classes.

The base for the support system is the AVID elective class, which meets for one academic period a day, year-round. Students are expected to enroll in the AVID class through every year from the time they are selected for the program until graduation. The AVID class features explicit instruction in the skills needed for success in advanced classes such as note taking, assignment tracking, and college-level writing. In addition, the program provides tutorial support to help students fill any gaps in their educational backgrounds. Beyond the classroom, AVID assists students and their parents to develop expectations that the students can achieve a college degree. Field trips, college visits, and guest speakers all play a part in making college a real possibility for students who generally will be among the first in their families to attend.

In AISD, the AVID program is funded under a Title I - Comprehensive School Reform Demonstration (CSRD) grant. The CSRD grant was awarded to the district in 1999 and funded the project for three years. The program is funded on eight secondary campuses across the district – Burnet, Dobie, Lamar, and Webb middle schools and Bowie, Lanier, McCallum, and Reagan high schools. The Charles A. Dana Center at The University of Texas provides support to the program via an AVID coach who assists and

supports teachers. At the end of the 2000-2001 school year, the grant period came to an end and the district is planning the extent to which it might continue program implementation without grant support.

### **PURPOSES OF THE EVALUATION**

As the CSRD grant comes to an end and decisions about integrating the AVID program into AISD are made, it is important to determine the extent to which the program improves student education. The evaluation for the 2000-2001 school year was designed to address several important questions about the program:

1. Assessment of program operations since inception
  - a. Does AISD meet the AVID Center's requirements for certification?
  - b. What professional development has occurred?
  - c. How has AISD built sustainability for this program?
2. Documentation of student participation
  - a. Which students participate on each campus?
  - b. In what grades are program participants enrolled?
  - c. Do the demographic characteristics of program participants match the criteria set by the program?
3. Assessment of student outcomes
  - a. Compared with non-participating students, were AVID participants more likely to enroll in advanced academic courses?
  - b. Compared with non-participating students, were AVID participants more likely to be engaged in school (as evidenced by attending school regularly)?

Responses to these questions served several different, though not conflicting, purposes. Externally, data on program participants and outcomes are required by the Texas Education Agency (TEA) to assess the quality of AISD's efforts. Data for TEA are collected for each participating school by the AISD Office of Program Evaluation and combined with information from other school districts by a consultant at Pan American University. Internally, AISD is concerned with continually improving programs and ensuring that student outcomes are optimal. Evaluative results inform both sets of decision makers.



To respond to these questions, several evaluation techniques were employed. Each data collection activity was used to inform the specified evaluation issues. No one “best” method answers the key research questions that have been posed. Rather, information was collected from many sources. The information, which may sometimes conflict, was synthesized to better understand all aspects of the program process. By using multiple techniques, our evaluation can draw a more detailed picture of the AVID program.

First, data analyses indicated which students participated in the program, what courses their academic programs contained and the extent to which the program may have increased school involvement as compared with students outside the program. Information was gathered on each student currently participating in the AVID program. To compare the AVID students’ characteristics, courses, and activities with those of other students, similar data on all students at each school were collected and analyzed.

Questions to teachers, counselors and administrators on the Employee Coordinated Survey were used to assess awareness of the AVID program and how the program may have changed teaching techniques throughout the schools. Five questions were included on the survey that went to a sample of 125 teachers on the eight AVID campuses. Valid responses were received from 99 teachers.

Program materials and documentation were examined to assess professional development, progress of each participating school towards certification, and how program analysis has facilitated new program features. The original grant and certification applications were particularly important in assessing program progress.

Informal observations and student discussions were held on two campuses. This observation allowed the evaluator to see what the AVID elective class looks like in action. Students discussed their college plans and impressions of the AVID program. At one school, tutors were available to discuss their impressions of how the program affects student performance.

Finally, an in-depth interview was held with the grant manager and program specialist teacher to examine current program activities, strengths and weaknesses, and future directions. In this interview, future needs for the program and for program evaluation were also established.

## OBSERVATIONS

### PROGRAM OPERATIONS

#### AVID Certification

Certification in the AVID program is the first major milestone a school is expected to reach. All AVID-participating schools are required to attempt certification during the second year of program operation. The certification process requires each school to document its progress toward consistently meeting eleven program essentials. The *AVID Implementation Essentials* are<sup>1</sup>:

1. **Selection** – AVID student selection focuses on students in the middle (2.0 – 3.5 Grade Point Average), with academic potential, who would benefit from AVID support to improve their academic record and begin college preparation.
2. **Participation** – AVID program participants, both students and staff, choose to participate.
3. **Scheduling** – The school must be committed to full implementation of the AVID program, with the AVID elective class available during the regular academic school day.
4. **Rigor** – AVID students are enrolled in a rigorous course of study that will enable them to meet requirements for university enrollment.
5. **Writing** – A strong, relevant writing curriculum provides the basis for instruction in the AVID classroom.
6. **Inquiry** – Inquiry is used as the basis for instruction in the AVID classroom.
7. **Collaboration** – Collaboration is used as the basis for instruction in the AVID classroom.
8. **Tutorials** – A sufficient number of tutors are available in the AVID class to facilitate student access to rigorous curriculum.
9. **Data** – AVID program implementation and student progress are monitored through the AVID data system, and results are analyzed to ensure success.
10. **Resources** – The school or district has identified resources for program costs, has agreed to implement AVID program implementation essentials,

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<sup>1</sup> AVID Institute program materials

and to participate in AVID certification. It has committed to ongoing participation in AVID staff development.

11. **Site Team** – An active interdisciplinary site team collaborates on issues of student access to and success in rigorous college preparatory courses.

Schools are not expected to offer a perfect AVID program, but are expected to constantly improve program implementation. The AVID Implementation Essentials relate to all aspects of the program: student selection and enrollment; school-wide commitment; curricular offerings; resource commitment and program evaluation. The school is assessed on the Essentials against a scale of 0 (“Not AVID”) to 3 (“Use is Institutionalized”). In order to be certified, the school must rate at least 1 on each Essential.

The eight participating AISD schools all were certified by the AVID Center. Two of the schools, Bowie High School and Webb Middle School, achieved at least a rating of 2 (“Routine Use”) on every Essential. These schools qualified to apply for demonstration status and both were named as AVID Demonstration schools in September 2001. The accomplishment of Bowie and Webb is substantial. Typically, it takes 3 years to qualify for demonstration status. The certification ratings for each school are found in Appendix A.

### **Professional Development**

At the center of the AVID program in each school is the AVID site team. A strong, effective AVID team is a leadership group that fosters the development of a school-wide learning community, collaborates to achieve the mission of AVID, and focuses on the achievement of all its students. To be truly effective, the AVID program requires the collaboration of an active interdisciplinary site team to understand and address the issues of student access to and success in rigorous college preparatory courses. The AVID site team minimally includes the AVID elective teacher(s), academic subject area lead teachers, the head counselor or an academic counselor, and a site administrator. This team meets regularly to assess AVID students' needs and plan for ways to address those needs, to assist the coordinator in implementing a quality AVID program, and to plan for collaborative work with school professionals not currently involved with AVID.

In AISD, the site team both undertakes and conducts professional development throughout the year. The AVID site team commits to attend a regional training conference called the AVID Summer Institute. During the summers of 2000 and 2001, site teams comprised of 6-12 campus professionals from each AVID school attended the weeklong training in California (training in 2001 took place in Austin). Separate strands were

available for middle school and high school implementation teams and for administrators at all levels. Sixty-five school staff and one area superintendent attended the training.

The site teams returned to their campuses to prepare for AVID certification applications. To do this, the teams conducted training on the campus with all staff. This training centered on improving understanding of the needs for the program and how to assist students in each class to be successful in challenging classes. Results of the Employee Coordinated Survey support the success of the awareness training. Out of 99 teachers responding to the survey, 2 were unaware that the AVID program was operating on their campuses.

The AVID program specialist teacher also provided at least six days of training on each campus and six days professional development for the AVID elective teachers. This training focused on the pre-certification process and the need to make the program services consistent across campuses. Overall, the campuses seem to have found the training to be useful. Forty-three percent of the responding teachers felt the training provided by the AVID program (either on campus or at the Summer Institute) was valuable to their teaching; seventeen percent disagreed. Teachers do not support the idea that AVID training has made substantial change in how they teach. About half as many agreed as disagreed with the statement, "I teach all my classes differently as a result of AVID training".

## **PROGRAM PARTICIPATION**

### **Student Enrollment and Demographics**

Program year 1999-2000 was the first year in which the AVID program served students. Teachers and counselors identified students as eligible for the program based on the following AVID program <sup>2</sup>criteria:

1. Coming from a low income family and/or being an ethnic minority; and
2. Average to high achievement test scores, but earning C-level grades; and
3. Coming from families in which no one has attended college; or
4. Experiencing other circumstances that could impede progress to college.

The AVID program was presented to the identified students and their parents. All were invited to enroll in the AVID elective class and the program. Students electing to enroll in AVID must show a desire to improve their educational accomplishments, and

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<sup>2</sup> AVID Center program materials

their parents must also agree to support their children in the program. Interested students submit an application to the selection committee at their schools. The application process requires an essay on what the student hopes to gain by participating in the program, and also requires an interview with the committee. The committee ranks students on how well each exemplifies the AVID ideal. Student selection depends on both campus priorities and program requirements. In AISD, the recruitment rubric found in Figure 1 was used in 2000-2001. Because each school had its own population characteristics and numbers of spaces available, the number of points required for selection varied from school to school.

Figure 1:AVID Recruitment Rubric

Assign points to student matrix as follows:			
<b>GPA</b>		<b>Attendance</b>	
4.0 – 3.6	5	Good	10
2.5 – 3.5	10	Average	5
2.0 – 2.4	5	Poor	0
Below 2.0	0		
<b>TAAS Math Total Learning Index (TLI)</b>		<b>Discipline Problems</b>	
91+	5	None	10
80 - 90	10	Minor	5
70 – 79	5	Major	0
Below 70	0		
<b>TAAS Reading TLI</b>		<b>Oral Interview</b>	
91+	5	Add Scores	0 - 20
80 - 90	10		
70 – 79	5	<b>Written Interview</b>	
Below 70	0	Great	10
		Average	5
		Below Average	2
		Not Completed	0
<b>College</b>		<b>Special Needs</b>	
First in Family	10	Single Parent	10
1 Parent	5	ESL	10
2 Parents	0	Large Family	10
		Other	10
<b>SES</b>			
Free/Reduced	10		
Not	0		

Source: AVID program staff, AISD Office of Advanced Academic Services

Using this rubric, the schools target students who are doing well in many aspects of school. Targeted students have high TAAS scores, high motivation, regular attendance, and good self-discipline. Because the targeted students are an elite group in these respects,

it is difficult to compare them with other students groups. In some schools, AVID students are truly “students in the middle” as the AVID program materials refer to them. However in some of the AISD schools, these students are unusually strong students.

The AVID program showed substantial growth in the 2000-2001 school year. For most schools, growth was accomplished through the addition of the next grade level to the program. Overall, nearly 400 students were enrolled in AVID courses, more than double the number served in 1999-2000.

Table 1: AVID Program and AISD Demographics 2000-2001

AVID Students	Non - AVID Students in AVID Schools
53% Economically Disadvantaged	39% Economically Disadvantaged
56% Hispanic	40% Hispanic
23% African American	20% African American
21% White/Other	40% White/Other

Source: AISD MIS files

About 56% of the 2000-2001 AVID students are female and about 34% are in middle school. The program continues to identify proportionately more minorities than are found in the district and school populations, as is appropriate for the program design.

Table 2: Number of AVID Students by Campus, 2000-2001

CAMPUS	Grade Level of AVID Classes	Number of Sections	Number of AVID Students
Burnet M.S.	7, 8	2	45
Dobie M.S.	7, 8	2	43
Lamar M.S.	7, 8	2	31
Webb M.S.	7, 8	4	92
Bowie H.S.	9, 10, 11	3	69
Lanier H.S.	9, 10, 11	3	58
McCallum H.S.	9, 10	2	26
Reagan H.S.	9, 10	2	34
<b>TOTAL</b>		<b>20</b>	<b>398</b>

Source: AISD MIS files

Table 2 shows the growth of the AVID program in the second year of implementation. Overall, the program more than doubled in size. Most schools added a section and a year to accommodate existing participants and start a new class as well. Webb Middle School added three new sections of students to meet expanding demand for the program.

## STUDENT ACHIEVEMENTS

### Advanced Classes

Advanced class enrollments in the 2000-2001 school year show that nearly all AVID program participants have enrolled in advanced courses. In 2000-2001, the average AVID student was enrolled in two to four advanced courses each during the fall semester. While AP enrollment has not yet reached the level of honors enrollment, it should be remembered that AP courses are typically anchored to the 11<sup>th</sup> and 12<sup>th</sup> grade levels. Most of the AVID students are not yet eligible for AP coursework.

Table 3: Advanced Classes Taken by Students in the AVID Program, 2000-01

School	Honors Course Enrollments	AP Class Enrollments	Average Number of Advanced Courses/ AVID Student
<b>Burnet M.S.</b>	162	0	3.6
<b>Dobie M.S.</b>	87	0	2.0
<b>Lamar M.S.</b>	90	0	2.9
<b>Webb M.S.</b>	152	0	1.7
<b>Bowie H.S.</b>	119	7	1.8
<b>Lanier H.S.</b>	122	6	2.2
<b>McCallum H.S.</b>	51	0	2.0
<b>Reagan H.S.</b>	65	0	1.9

Source: AISD MIS files

### Attendance

Under the selection criteria for the program, AVID students are expected to demonstrate regular attendance as a condition for selection into the program. AVID also requires high attendance for students to be allowed to remain in the program. Thus high attendance is a precursor, an expected result and a requirement of the program. At the same time, the AVID program targets students who are at greater risk for developing attendance problems and may help these students to resist attendance problems.

The AVID program provides students with a place to belong. The AVID class, teachers, and tutors work closely with students, often one-on-one, and create a supportive atmosphere for achievement in school. AVID students' average daily attendance provides one indicator of how well the program works. As shown in the figure below, AVID students, as a group, are more likely than other students to be in school on a daily basis.

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Table 4: Average Attendance Rates of AVID Students by School, 2000-01

School	1 <sup>st</sup> Year AVID	2 <sup>nd</sup> Year AVID	All Students
Bowie HS	96.0%	95.6%	93.5%
Lanier HS	95.7%	91.9%	86.1%
McCallum HS	91.0%	96.4%	89.8%
Reagan HS	88.5%	93.5%	78.4%
Burnet MS	97.0%	95.1%	92.9%
Dobie MS	91.6%	85.1% <sup>3</sup>	89.5%
Lamar MS	96.9%	-	94.4%
Webb MS	91.8%	-	93.6%

Source: AISD MIS files

Note: There are no second year students at Lamar or Webb Middle Schools.

### Exit TAAS

AVID students performed well on the Exit level TAAS. Table 8 indicates the performance of AVID 10<sup>th</sup> graders on the TAAS as compared with that of the school as a whole.

Table 5: Exit TAAS Passing Rates for AVID Students and School-wide

School	AVID Students				School-wide			
	# Taking		# Passing (%)		# Taking		# Passing (%)	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Bowie HS	29	28	27 (93)	25 (89)	558	556	533 (96)	509 (92)
Lanier HS	23	23	20 (87)	21 (91)	316	320	246 (78)	251 (78)
McCallum HS	9	9	9 (100)	8 (89)	303	307	283 (93)	284 (93)
Reagan HS	15	16	14 (93)	12 (86)	226	230	142 (63)	146 (63)

Source: AISD MIS files

### Capacity and Sustainability

During the 2000-01 school year, participating schools began to integrate AVID into the school cultures. As the program doubled in size, all the AVID schools were able to create a stable program structure. While in 1999-00 teachers and students shifted in and out of the program, the picture had changed by the next year. In all schools, a trained AVID elective teacher was in place throughout the year. Several initiatives were instituted to build community across schools. High school teachers from the AVID site teams visited the AVID elective classes in their vertical team to help students make course selections and to welcome them to the program. A "student exchange" was also implemented to allow AVID students to visit other campuses and share their successes.

<sup>3</sup> Two of the eleven second-year students had very low attendance. Their results skewed the total. Not including these two students, average attendance would be 91.7%. Neither of these students is currently participating in the AVID program.



This process was not without challenge. In one school, students were poorly selected at the start of 2000-01. Rather than seeking motivated, underachieving students, the program tended to select students in danger of dropping out of school. The AVID program specialist teacher found that many of these students were not willing to do the hard work needed to succeed in advanced classes. These less motivated students were unable to keep up in advanced classes. In this school, the students were offered the opportunity to leave the program and approximately half did so. Another, more appropriate, group was selected to finish out the year.

The CSRD grant for the AVID program brought \$503,251 per year to AISD and the eight participating campuses. On average, this grant amounts to about \$53,000 per campus per year. If AISD seeks to expand the program beyond the original campuses, a creative approach will be required to eliminate any unnecessary costs without damaging the program. These issues will be discussed in more detail in the *Future Directions* section below.

Some of the participating high schools have not traditionally offered many Advanced Placement (AP) or honors courses. As the number of AVID students continues to increase, these schools will find a need to increase their abilities to offer advanced courses to students. Especially in the case of AP classes, which require specialized teacher training, this need will increase the need for funding for teacher training and new materials.

In addition to economic issues, AISD faces other challenges if the program is integrated into the district. AVID has its strongest influence as a multiyear experience. Initially, the students are generally unprepared for academic rigor and may fear both failure and success. Then, the program's strategies for organizing and learning new material are introduced. These strategies may help the student to succeed, but may also feel unnatural and forced. According to the AVID specialist teacher, it takes three years for students to feel comfortable using their new skills and to be confident of their abilities. Yet for some students, there is no third year. Many of the AVID students on middle school campuses are tracked to high schools that do not participate in the AVID program. The AVID specialist teacher reports that these students are frustrated that they must leave the program right when it becomes most beneficial to them. Because of this issue, the program manager recommends that the AVID program expand first at the high school level, before adding many more middle schools.

## **FUTURE DIRECTIONS**

### **INTERNAL MODEL FOR AVID**

Over the first two years of the program, The Charles A. Dana Center of the University of Texas provided an AVID specialist teacher to work with the district. This teacher provided many services to the district and ensured that AVID requirements were met or exceeded. The specialist teacher provided training to each of the AVID site teams and to the AVID elective teachers at least six times each through the year. She also acted as a mentor teacher to the AVID elective teachers with monthly meetings at each school. The specialist teacher trained tutors for the program and pulled together campus data for the AVID Center evaluations. At times, she also helped the schools see the need to make drastic changes, such as beginning the program again at mid-year at one school with new students and teacher. As helpful as the externally provided specialist teacher has been, her services have been limited by other duties and the cost has been a major expense for AISD's program in its first two years.

To increase service to the AVID schools, help new schools initiate the program, and reduce costs, AISD is seeking to internalize the specialist teacher functions. This new position, housed in the Department of Advanced Academic Services, would train, mentor, and guide the AVID campuses in the same way as the UT-based specialist but at a much reduced cost to AISD.

### **EXPECTATIONS FOR STUDENT OUTCOMES**

Over the next several years, program management expects students to begin to reap the benefits of their hard work in the AVID program. The 2000-01 school year was the first with students in grades that are eligible for AP classes. The program specialist expects that half of the juniors and seniors will enroll in at least one AP course in 2001-02. Over the next several years, more students will reach that milestone and more of these students will have been in the program long enough to take the most challenging courses. In 2001-02, the first group of students will apply to college.

## RECOMMENDATIONS

The AVID program has grown quickly over the last year. Overall, nearly 400 students were enrolled in AVID courses, more than double the number served in 1999-2000. The program could attempt to double again in 2001-02. By adding the next grade level and also adding an additional class at the entrance grade level, the program can nearly double. This will allow AVID schools to better meet the needs of underachieving students who may otherwise fall through the cracks.

If the AVID program is continued, then the program should be implemented according to program guidelines. All AVID schools should continue to increase their abilities to meet AVID program goals with the aim of having all schools eligible for demonstration status in the next two years. Additional capacity building should be accomplished through collaboration with other AVID schools in Texas and nationwide; increasing the efficacy of vertical teams within the district; and modeling AVID processes for non-AVID schools in the district.

The AVID program at AISD faces several challenges to sustainability that must still be addressed. First, some AVID schools have traditionally offered few Advanced Placement (AP) courses and have often had difficulty filling those courses that were offered. A successful AVID program is likely to increase demand for these courses. Unfortunately, AP-trained teachers are also in demand. The school district will need to secure funding to train teachers already on campus.

In many cases, students are forced to leave the program when transitioning to high school, due to current feeder patterns. The AVID specialist teacher considers high school to be the most important time for AVID participation. If AISD continues to implement AVID in new schools, high school implementation should be considered first, followed by implementation in the middle schools that feed into those high schools. Until all middle school AVID students can feed into an AVID high school, the district should consider allowing preference for AVID students to transfer into AVID high schools.

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## APPENDIX A: CERTIFICATION SUMMARIES



THE CHARLES A. DANA CENTER  
THE UNIVERSITY OF TEXAS AT AUSTIN

DEV 2.200 • 2901 North IH 35 • Austin, Texas 78722 • (512) 471-6190 • FAX (512) 232-1855

April 9, 2001

Dr. Pascal D. Forgione, Superintendent  
Austin Independent School District  
1111 West 6<sup>th</sup> Street  
Austin, Texas 78703-5300

Dear Dr Forgione:

It is my pleasure to inform you that the Advancement Via Individual Determination (AVID) program at *Bowie High School* has met or exceeded the requirements of second year AVID programs and as such has been designated — *Certified*.

Through a rigorous review process, Bowie High School demonstrated significant achievement in all eleven AVID Essentials. This is a noteworthy accomplishment typically found in AVID programs in operation for more than three years.

Enclosed is a copy of the Certification Rating Guide that lists individual scores for each AVID Essential. If you have any questions or comments please contact me at (512) 475-8797 or Walter Sherwood, Program Coordinator, at (512) 232-6095.

Again, congratulations to you, your staff, and the school personnel responsible for making AVID an important part of Austin Independent School District's plan to support student achievement.

Sincerely,

Charles Powell, Ph.D.  
Texas AVID State Director

cc: Kent Ewing, Principal, Bowie High School  
Darlene Westbrook, Deputy Superintendent, Curriculum, Instruction, and Professional Development  
Stan Brein, AVID District Liaison  
Rob Gira, AVID Center Program Director for Southwestern States

## Certification Rating Guide

Indicate the level for each AVID Essential:

	<i>Not AVID</i> <i>(Level 0)</i>	<i>Early Use</i> <i>(Level 1)</i>	<i>Routine Use</i> <i>(Level 2)</i>	<i>Institutionalization</i> <i>(Level 3)</i>
Essential 1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 5,6,7	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 8	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 9	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 10	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 11	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Total:	_____	_____	9	_____

### Certification Level Guidelines:

**Affiliate** — One or more essentials rated as *Not AVID (Level 0)*

**Certified** — All essentials rated at least *Early Use (Level 1)*

**Certified with Distinction** — All essentials rated at least *Routine Use (Level 2)* plus additional criteria found in Appendix A of Pre-Certification Report.

**Final certification level for 2000/2001:**

Certified

Bowie High School

(school name)

WJL

(Lead Certifier)

4-10-01

(Date)

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DEV 2.200 · 2901 North IH 35 · Austin, Texas 78722 · (512) 471-6190 · FAX (512) 232-1855

April 9, 2001

Dr. Pascal D. Forgione, Superintendent  
Austin Independent School District  
1111 West 6<sup>th</sup> Street  
Austin, Texas 78703-5300

Dear Dr Forgione:

It is my pleasure to inform you that the Advancement Via Individual Determination (AVID) program at *Lanier High School* has met or exceeded the requirements of second year AVID programs and as such has been designated — *Certified*.

Through a rigorous review process, Lanier High School demonstrated significant achievement in all eleven AVID Essentials.

Enclosed is a copy of the Certification Rating Guide that lists individual scores for each AVID Essential. If you have any questions or comments please contact me at (512) 475-8797 or Walter Sherwood, Program Coordinator, at (512) 232-6095.

Again, congratulations to you, your staff, and the school personnel responsible for making AVID an important part of Austin Independent School District's plan to support student achievement.

Sincerely,

Charles Powell, Ph.D.  
Texas AVID State Director

cc: Patrick Patterson, Principal, Lanier High School  
Darlene Westbrook, Deputy Superintendent, Curriculum, Instruction, and Professional Development  
Stan Brein, AVID District Liaison  
Rob Gira, AVID Center Program Director for Southwestern States

## Certification Rating Guide

Indicate the level for each AVID Essential:

	<i>Not AVID</i> <i>(Level 0)</i>	<i>Early Use</i> <i>(Level 1)</i>	<i>Routine Use</i> <i>(Level 2)</i>	<i>Institutionalization</i> <i>(Level 3)</i>
Essential 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 5,6,7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 9	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 10	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 11	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total:	_____	<u>7</u>	<u>2</u>	_____

### Certification Level Guidelines:

**Affiliate** — One or more essentials rated as *Not AVID (Level 0)*

**Certified** — All essentials rated at least *Early Use (Level 1)*

**Certified with Distinction** — All essentials rated at least *Routine Use (Level 2)* plus additional criteria found in Appendix A of Pre-Certification Report.

*Final certification level for 2000/2001:*

Certified

Lanier High School

(school name)

W. J. [Signature]

(Lead Certifier)

4-10-01

(Date)





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April 9, 2001

Dr. Pascal D. Forgione, Superintendent  
Austin Independent School District  
1111 West 6<sup>th</sup> Street  
Austin, Texas 78703-5300

Dear Dr Forgione:

It is my pleasure to inform you that the Advancement Via Individual Determination (AVID) program at *McCallum High School* has met or exceeded the requirements of second year AVID programs and as such has been designated — *Certified*.

Through a rigorous review process, McCallum High School demonstrated significant achievement in all eleven AVID Essentials.

Enclosed is a copy of the Certification Rating Guide that lists individual scores for each AVID Essential. If you have any questions or comments please contact me at (512) 475-8797 or Walter Sherwood, Program Coordinator, at (512) 232-6095.

Again, congratulations to you, your staff, and the school personnel responsible for making AVID an important part of Austin Independent School District's plan to support student achievement.

Sincerely,

Charles Powell, Ph.D.  
Texas AVID State Director

cc: Shelly Pittman, Principal, McCallum High School  
Darlene Westbrook, Deputy Superintendent, Curriculum, Instruction, and Professional Development  
Stan Brein, AVID District Liaison  
Rob Gira, AVID Center Program Director for Southwestern States

## Certification Rating Guide

Indicate the level for each AVID Essential:

	<i>Not AVID (Level 0)</i>	<i>Early Use (Level 1)</i>	<i>Routine Use (Level 2)</i>	<i>Institutionalization (Level 3)</i>
Essential 1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 5,6,7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 8	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 9	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 10	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 11	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total:	_____	_____ <u>4</u> _____	_____ <u>5</u> _____	_____

### Certification Level Guidelines:

**Affiliate** — One or more essentials rated as *Not AVID (Level 0)*

**Certified** — All essentials rated at least *Early Use (Level 1)*

**Certified with Distinction** — All essentials rated at least *Routine Use (Level 2)* plus additional criteria found in Appendix A of Pre-Certification Report.

**Final certification level for 2000/2001:**

\_\_\_\_\_ Certified \_\_\_\_\_

\_\_\_\_\_ McCallum High School \_\_\_\_\_  
(school name)

\_\_\_\_\_ *WAS* \_\_\_\_\_  
(Lead Certifier)

\_\_\_\_\_ *4-10-01* \_\_\_\_\_  
(Date)



THE CHARLES A. DANA CENTER  
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April 9, 2001

Dr. Pascal D. Forgione, Superintendent  
Austin Independent School District  
1111 West 6<sup>th</sup> Street  
Austin, Texas 78703-5300

Dear Dr Forgione:

It is my pleasure to inform you that the Advancement Via Individual Determination (AVID) program at *Reagan High School* has met or exceeded the requirements of second year AVID programs and as such has been designated — *Certified*.

Through a rigorous review process, Reagan High School demonstrated significant achievement in all eleven AVID Essentials.

Enclosed is a copy of the Certification Rating Guide that lists individual scores for each AVID Essential. If you have any questions or comments please contact me at (512) 475-8797 or Walter Sherwood, Program Coordinator, at (512) 232-6095.

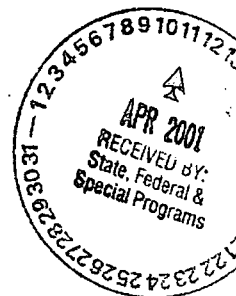
Again, congratulations to you, your staff, and the school personnel responsible for making AVID an important part of Austin Independent School District's plan to support student achievement.

Sincerely,

Charles Powell, Ph.D.  
Texas AVID State Director

cc: Annette Scott, Principal, Reagan High School  
Darlene Westbrook, Deputy Superintendent, Curriculum, Instruction, and Professional Development  
Stan Brein, AVID District Liaison  
Rob Gira, AVID Center Program Director for Southwestern States

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## Certification Rating Guide

Indicate the level for each AVID Essential:

	<i>Not AVID (Level 0)</i>	<i>Early Use (Level 1)</i>	<i>Routine Use (Level 2)</i>	<i>Institutionalization (Level 3)</i>
Essential 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 5,6,7	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 9	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 10	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 11	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total:	_____	_____ <u>8</u> _____	_____ <u>1</u> _____	_____

### Certification Level Guidelines:

**Affiliate** — One or more essentials rated as *Not AVID (Level 0)*

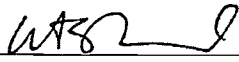
**Certified** — All essentials rated at least *Early Use (Level 1)*

**Certified with Distinction** — All essentials rated at least *Routine Use (Level 2)* plus additional criteria found in Appendix A of Pre-Certification Report.

***Final certification level for 2000/2001:***

\_\_\_\_\_ Certified \_\_\_\_\_

\_\_\_\_\_ Reagan High School \_\_\_\_\_  
(school name)

\_\_\_\_\_  \_\_\_\_\_  
(Lead Certifier)

\_\_\_\_\_ 4-10-01 \_\_\_\_\_  
(Date)



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THE UNIVERSITY OF TEXAS AT AUSTIN

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April 9, 2001

Dr. Pascal D. Forgione, Superintendent  
Austin Independent School District  
1111 West 6<sup>th</sup> Street  
Austin, Texas 78703-5300

Dear Dr Forgione:

It is my pleasure to inform you that the Advancement Via Individual Determination (AVID) program at *Burnet Middle School* has met or exceeded the requirements of second year AVID programs and as such has been designated — *Certified*.

Through a rigorous review process, Burnet Middle School demonstrated significant achievement in all eleven AVID Essentials.

Enclosed is a copy of the Certification Rating Guide that lists individual scores for each AVID Essential. If you have any questions or comments please contact me at (512) 475-8797 or Walter Sherwood, Program Coordinator, at (512) 232-6095.

Again, congratulations to you, your staff, and the school personnel responsible for making AVID an important part of Austin Independent School District's plan to support student achievement.

Sincerely,

Charles Powell, Ph.D.  
Texas AVID State Director

cc: Linda Van Horne, Principal, Burnet Middle School  
Darlene Westbrook, Deputy Superintendent, Curriculum, Instruction, and Professional Development  
Stan Brein, AVID District Liaison  
Rob Gira, AVID Center Program Director for Southwestern States

## Certification Rating Guide

Indicate the level for each AVID Essential:

	<i>Not AVID</i> <i>(Level 0)</i>	<i>Early Use</i> <i>(Level 1)</i>	<i>Routine Use</i> <i>(Level 2)</i>	<i>Institutionalization</i> <i>(Level 3)</i>
Essential 1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 5,6,7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 9	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 10	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 11	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Total:	_____	4	5	0

### Certification Level Guidelines:

**Affiliate** — One or more essentials rated as *Not AVID (Level 0)*

**Certified** — All essentials rated at least *Early Use (Level 1)*

**Certified with Distinction** — All essentials rated at least *Routine Use (Level 2)* plus additional criteria found in Appendix A of Pre-Certification Report.

**Final certification level for 2000/2001:**

\_\_\_\_\_ Certified \_\_\_\_\_

\_\_\_\_\_ Burnet Middle School \_\_\_\_\_  
(school name)

\_\_\_\_\_ *WJL* \_\_\_\_\_  
(Lead Certifier)

\_\_\_\_\_ 4-10-01 \_\_\_\_\_  
(Date)



THE CHARLES A. DANA CENTER  
THE UNIVERSITY OF TEXAS AT AUSTIN

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April 9, 2001

Dr. Pascal D. Forgione, Superintendent  
Austin Independent School District  
1111 West 6th Street  
Austin, Texas 78703-5300

Dear Dr Forgione:

It is my pleasure to inform you that the Advancement Via Individual Determination (AVID) program at *Dobie Middle School* has met or exceeded the requirements of second year AVID programs and as such has been designated — *Certified*.

Through a rigorous review process, Dobie Middle School demonstrated achievement in all eleven AVID Essentials.

Enclosed is a copy of the Certification Rating Guide that lists individual scores for each AVID Essential. If you have any questions or comments please contact me at (512) 475-8797 or Walter Sherwood, Program Coordinator, at (512) 232-6095.

Again, congratulations to you, your staff, and the school personnel responsible for making AVID an important part of Austin Independent School District's plan to support student achievement.

Sincerely,

Charles Powell, Ph.D.  
Texas AVID State Director

cc: Yvonne Johnson, Principal, Dobie Middle School  
Darlene Westbrook, Deputy Director for Curriculum, Instruction, and Professional Development  
Stan Brein, AVID District Liaison  
Rob Gira, AVID Center Program Director for Southwestern States

## Certification Rating Guide

Indicate the level for each AVID Essential:

	<i>Not AVID</i> <i>(Level 0)</i>	<i>Early Use</i> <i>(Level 1)</i>	<i>Routine Use</i> <i>(Level 2)</i>	<i>Institutionalization</i> <i>(Level 3)</i>
Essential 1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 5,6,7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 9	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 10	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 11	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total:	_____	<u>6</u>	<u>3</u>	<u>0</u>

### Certification Level Guidelines:

**Affiliate** — One or more essentials rated as *Not AVID (Level 0)*

**Certified** — All essentials rated at least *Early Use (Level 1)*

**Certified with Distinction** — All essentials rated at least *Routine Use (Level 2)* plus additional criteria found in Appendix A of Pre-Certification Report.

### *Final certification level for 2000/2001:*

\_\_\_\_\_ Certified \_\_\_\_\_

\_\_\_\_\_ Dobie Middle School \_\_\_\_\_  
(school name)

\_\_\_\_\_ *WAS* \_\_\_\_\_  
(Lead Certifier)

\_\_\_\_\_ 4-10-01 \_\_\_\_\_  
(Date)





THE CHARLES A. DANA CENTER  
THE UNIVERSITY OF TEXAS AT AUSTIN

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April 9, 2001

Dr. Pascal D. Forgione, Superintendent  
Austin Independent School District  
1111 West 6<sup>th</sup> Street  
Austin, Texas 78703-5300

Dear Dr Forgione:

It is my pleasure to inform you that the Advancement Via Individual Determination (AVID) program at *Lamar Middle School* has met or exceeded the requirements of second year AVID programs and as such has been designated — *Certified*.

Through a rigorous review process, Lamar Middle School demonstrated significant achievement in all eleven AVID Essentials.

Enclosed is a copy of the Certification Rating Guide that lists individual scores for each AVID Essential. If you have any questions or comments please contact me at (512) 475-8797 or Walter Sherwood, Program Coordinator, at (512) 232-6095.

Again, congratulations to you, your staff, and the school personnel responsible for making AVID an important part of Austin Independent School District's plan to support student achievement.

Sincerely,

Charles Powell, Ph.D.  
Texas AVID State Director

cc: Patti Lyle, Principal, Lamar Middle School  
Darlene Westbrook, Deputy Superintendent, Curriculum, Instruction, and Professional Development  
Stan Brein, AVID District Liaison  
Rob Gira, AVID Center Program Director for Southwestern States

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## Certification Rating Guide

Indicate the level for each AVID Essential:

	<i>Not AVID (Level 0)</i>	<i>Early Use (Level 1)</i>	<i>Routine Use (Level 2)</i>	<i>Institutionalization (Level 3)</i>
Essential 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Essential 2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 5,6,7	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 9	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 10	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential 11	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total:	_____	<u>  2  </u>	<u>  6  </u>	<u>  1  </u>

### Certification Level Guidelines:

**Affiliate** — One or more essentials rated as *Not AVID (Level 0)*


**Certified** — All essentials rated at least *Early Use (Level 1)*

**Certified with Distinction** — All essentials rated at least *Routine Use (Level 2)* plus additional criteria found in Appendix A of Pre-Certification Report.

***Final certification level for 2000/2001:***

          Certified          

          Lamar Middle School            
(school name)

                      
(Lead Certifier)

          4-10-01            
(Date)

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THE UNIVERSITY OF TEXAS AT AUSTIN

DEV 2.200 • 2901 North IH 35 • Austin, Texas 78722 • 512-471-6190 • FAX 512-232-1855

April 9, 2001

Dr. Pascal D. Forgione, Superintendent  
Austin Independent School District  
1111 West 6<sup>th</sup> Street  
Austin, Texas 78703-5300

Dear Dr Forgione:

It is my pleasure to inform you that the Advancement Via Individual Determination (AVID) program at *Webb Middle School* has met or exceeded the requirements of second year AVID programs and as such has been designated — *Certified*.

Through a rigorous review process, Webb Middle School demonstrated significant achievement in all eleven AVID Essentials. This is a noteworthy accomplishment typically found in AVID programs in operation for more than three years.

Enclosed is a copy of the Certification Rating Guide that lists individual scores for each AVID Essential. If you have any questions or comments please contact me at (512) 475-8797 or Walter Sherwood, Program Coordinator, at (512) 232-6095.

Again, congratulations to you, your staff, and the school personnel responsible for making AVID an important part of Austin Independent School District's plan to support student achievement.

Sincerely,

Charles Powell, Ph.D.  
Texas AVID State Director

cc: Carol Chapman, Principal, Webb Middle School  
Darlene Westbrook, Deputy Superintendent, Curriculum, Instruction, and Professional Development  
Stan Brein, AVID District Liaison  
Rob Gira, AVID Center Program Director for Southwestern States

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