Responses from the 2007 AVID SURVEY

A report specially prepared to assist your school in self-assessment and long-term planning around your AVID program

CONSORTIUM ON
CHICAGO SCHOOL RESEARCH
AT THE UNIVERSITY OF CHICAGO

ccsr

Acknowledgements

Table of Contents

To Download More Copies of this Report

You can download additional copies of this report from the CCSR website:
http://ccsr.uchicago.edu/AVID

For Additional Information

For additional information about this report, please contact Jenny Nagaoka at jkn@uchicago.edu or at (773) 702-1128.

Introduction

Since the fall of 2003, the Chicago Public Schools (CPS) has turned to Advancement Via Individual Determination (AVID) as a key piece of its high school reform strategy.[1] This is the first time that AVID has been adopted on such a large scale in an urban school district. Critical to making AVID successful in Chicago is making sure that schools are able to assess their progress and evaluate their practice. However, seldom do schools have access to data beyond achievement test scores. This individual school report provides specific data on how students in your school's AVID program are doing relative to students in other AVID schools in CPS. Your school's AVID team and the district AVID administrators may use this report to evaluate progress, compare the impact of the program on different types of students, and determine what specific areas are in need of improvement.

In this report, we hear from ninth and tenth grade AVID students and teachers in your school and other schools about their experiences in the AVID program. Each AVID school that participated in the 2007 AVID student survey will receive an individualized report like this one.[2] We will maintain your school's confidentiality, but you are free to use and distribute this report in any way you choose. We will also release a city-wide report that shows school-by-school results, but, like in this report, schools will be assigned random IDs to preserve their confidentiality.

This report gives both school-by-school results and detailed results for your school that are broken down by gender, achievement level, and grade level in four areas:

- Students' and teachers' assessment of the AVID program
- Skills learned through AVID
- Relationships built with AVID teachers and tutors
- Postsecondary planning in AVID

The AVID survey and survey measures

The AVID student survey was administered in April 2007 in ninth and tenth grade AVID elective classrooms. We had a very high student response rate; 32 of 39 AVID schools participated in this optional survey, and within these schools, 77 percent of AVID students responded. In order to gauge teachers' impressions of AVID, we included a bank of questions about AVID on the 2007 Consortium on Chicago School Research (CCSR) High School Teacher survey. We also had a very high teacher response rate; in 28 of the 32 schools receiving reports, enough teachers responded to the survey to include a teacher section in their individual school report.

This report uses teacher and student survey measures to summarize how AVID schools are doing in specific areas.[3] The measures are based on several survey questions asked about a particular topic. We also show responses to the questions that comprise these measures so that you can better understand how students and teachers in your school responded.

---

[1] In CPS, AVID is overseen by the Department of Postsecondary Education and Student Development. See their website for more details: http://www.postsecondary.cps.k12.il.us/educator/avid

[2] The contents of this report are the property of your school. CCSR will not release this report to anyone without the written consent of your principal.

[3] For technical details on how these measures were created see: http://ccsr.uchicago.edu/downloads/66832003usersmanual.pdf pg. 31

Background on AVID

AVID is a national program that began in 1980 as means of providing under-performing students with the support and academic skills needed to succeed in school and enroll in postsecondary education.[4] The program has expanded rapidly, serving over 2,700 schools and over 167,000 students across the U.S. in 2006-07. Much of its recent expansion has been fueled by the adoption of AVID in large school districts, such as CPS, with the reasoning that AVID's focus on high expectations, academic skill building, and college guidance would benefit the entire district. Nationally, the program is administered by the National AVID Center, which monitors and certifies schools that meet implementation standards. It also provides a summer training institute for teams of teachers, counselors, and principals in AVID schools. Research on AVID has shown its effectiveness at improving student outcomes, although no rigorous research of its efficacy in an urban setting has been conducted.[5]

The core of AVID is a daily elective class taught by a teacher trained in AVID methods. The class uses a curriculum designed to enable program participants to develop a foundation of academic skills that will help them improve their learning and performance in rigorous courses. The class is also structured to provide students with the information and guidance they need to gain an orientation to college-going, navigate the college search and application process. Together, these components of the AVID elective class, enhanced by the relationships students develop with their AVID elective teacher and tutors, are meant to facilitate success in postsecondary education.

How to read this report

You can use this report to guide your site team in setting goals to improve your school's AVID program in a variety of ways.

Assessing Your AVID Program Overall

On page 8, we summarize AVID measures by school and rank schools from lowest to highest based on their overall score on student measures. You can use this table to assess how your school compares to other schools overall and on each student and teacher measure. The details on how your school and other schools did on each measure are provided later in the report. *Please note that the "lowest" to "highest" categories are relative to other AVID schools; a "lowest" school may in fact have fairly positive responses to the survey. Conversely, a "highest" school may have fairly negative responses to certain questions.* For this reason, it is important that you look at the detailed sections later in the report.

The overall score for each school is based on the category a school was in on each student measure (lowest to highest), similar to a GPA. A school received one point if it was in the lowest category on a particular measure, two points if it was low, three points if it was average, four points if it was high, and five points if it was highest. Based on that average, we placed schools into an overall category from lowest to highest. The teacher measure is not included in the overall score. Overall, 11 schools were in the high or highest categories and 7 were in the low or lowest categories.

AVID schools by overall category

---

[4] See AVID's website for more details on the national program: http://www.avidonline.org/ .
[5] Mehan, Villanueva, Hubbard, and Lintz, 1996; Gandara, Larson, Rumberger, and Mehan, 1998; Watt, Powell, and Mendiola, 2004.
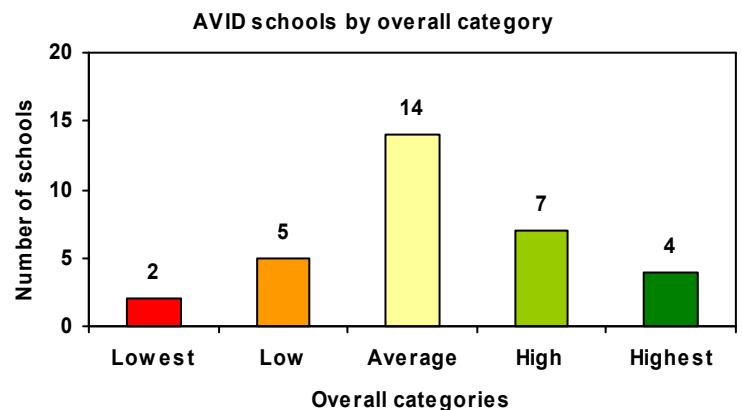
Assessing How Your AVID Program is Impacting Students by Gender, Achievement Level, and Grade Level

On page 9, the Summary of Measures by Student Type shows how different groups of students in your school (in bold on top) and in other AVID schools (on the bottom) responded to each measure. Use this table to assess how your school's AVID program impacts high- versus low-achieving students, male versus female students, and ninth versus tenth grade students. AVID programs that are particularly effective show equally high levels of satisfaction, regardless of student achievement, gender, and grade level. Some questions to consider:

- Which students does your AVID program support best?
- Do ninth and tenth graders report similar experiences, particularly on the postsecondary measures?
- Who could you support better?

Targeting Areas for Improvement

Starting on page 11, we provide details about the six student survey measures and the one teacher measure. On each measure, we show your survey results in three ways:

1. Figure of school-by-school means with your school represented by the striped bar
2. Table of survey question responses with your school highlighted in YELLOW
3. Table of school results by student type with your school highlighted in YELLOW

Use the graphs for each measure to assess how your school (shown by the striped bar) compares to other schools. Each bar represents the mean of the student or teacher responses in each school for that measure. All survey measures were standardized to have **a mean of 1** and a **standard deviation of 1**. We divided schools into five categories based on their standardized score on each measure:

- **Lowest:** Schools that were at least half a standard deviation below the mean (0.50 or below)
- **Low:** Schools that were between one quarter and one half standard deviation below the mean (0.50 to 0.75)
- **Average:** Schools that were between one quarter standard deviation below or above the mean (0.75 to 1.25)
- **High:** Schools that were between one quarter and one half standard deviation above the mean (1.25 to 1.50)
- **Highest:** Schools that were at least one half standard deviation above the mean (1.50 or higher)

The table below the graph looks closely at each survey question. Use this table to assess how your school (in the highlighted right-hand column) compares to other schools, from "lowest" to "highest." Some questions to consider:

- What are your AVID program's strengths?
- Which areas in your program need improvement?

The second table allows you to compare your school (highlighted in yellow) to all other schools on each measure for students of different achievement levels, gender, and grade levels. Using all of this information, you can begin to develop a picture of your AVID program and carefully target areas for improvement. Some questions to consider:

- Which groups of students is your AVID program supporting the best?
- Do the groups of students in your school show a similar pattern as the average for AVID schools?
- Who could you support better?

Summary of findings

While this report is designed to help you evaluate and improve the AVID program in your school, we found general patterns across all AVID schools that we would like to highlight.

1. **AVID students are extremely satisfied with the program** (see Page 10).
   - 77% of students in schools in the average category agreed or strongly agreed that they would recommend AVID to their friends, including 25% who strongly agreed.
   - 89% of students in schools in the average category agreed or strongly agreed that AVID gives them the support they need to be successful in high school, including 28% who strongly agreed.

2. **On all measures, students who attend schools in the high and highest categories are overwhelmingly positive about the impact that the program has had on them.**
   - 100% of students in schools in the highest category and 81% in the high category reported that they have become better writers since joining AVID (see page 14).
   - 83% of students in schools in the highest category and 76% in the high category said that their AVID teacher made a big difference in their life this year (see page 16).

3. **Even students who attend schools in the "lowest" category are fairly positive about the program**
   - 70% agreed or strongly agreed that AVID gives them the support they need to be successful in high school (see page 10).
   - 79% agreed or strongly agreed that their AVID teacher had earned their respect (see page 16).
   - However, only 50% agreed that they would recommend AVID to their friends (see page 10).

4. **The 11 schools in the high and highest categories shared certain characteristics.**
   - 10 of 11 schools were predominantly African-American.
   - Students in *smaller* AVID programs tend to be the most satisfied with their experience; of the 11 "high" and "highest" schools, 5 of them had fewer than 50 ninth and tenth grade students in the program, 7 had fewer than 75.
   - The gaps between male and female students, ITBS achievement categories, and ninth and tenth graders on the survey measures were generally small.
   - However, along with a few higher achieving schools, 6 schools on probation were in the high and highest category.

5. **We see some small gaps between students in different categories.**
   - Girls are generally more positive about AVID than boys, particularly about teacher support and the skills they have learned through AVID.
   - Students with lower achievement are generally more positive about AVID than higher achieving students, particularly about the skills they have learned through AVID.
   - Tenth graders are generally more positive about AVID than ninth graders, particularly on the postsecondary measure

INDIVIDUAL SCHOOL REPORT
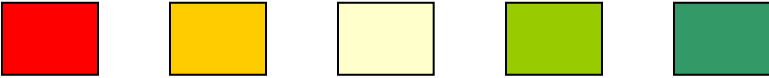
Summary of measures by school and overall rating

All survey measures were standardized to have a **mean of 1** and a **standard deviation of 1**. We divided schools into 5 categories based on their standardized score on each measure: **Lowest<=0.50, Low=0.51 to 0.75, Average= 0.76 to 1.24, High= 1.25 to 1.49, Highest= >1.50**. *Please note that the "lowest" to "highest" categories are relative to other AVID schools; a "lowest" school may in fact have fairly positive responses to the survey. Conversely, a "highest" school may have fairly negative responses to certain questions.* We then calculated an overall score for each school based on the category a school was in on each student measure, similar to a GPA. A school received one point if it was in the lowest category on a particular measure, two points if it was low, three points if it was average, four points if it was high, and five points if it was highest. Based on that average, we place schools into an overall category. The teacher measure is not included in the overall score.

School	New in 06-07	Certi-fied school	Student Measures								Teacher Measure
			Program Satisfact.	Skills	Teacher Support	Tutors	Postsec. Discuss	Postsec. Acad.	Overall score	OVERALL	Program Impact
14			Lowest	Low	Lowest	Low	Lowest	Lowest	1.33	LOWEST	Lowest
28		√	Lowest	Low	Lowest	Average	Lowest	Lowest	1.50	LOWEST	High
6	√		Lowest	Lowest	Low	Low	Low	Low	1.67	LOW	Lowest
1			Low	Low	Low	Low	Lowest	Low	1.83	LOW	Highest
26		√	Lowest	Low	Lowest	Low	Low	Average	1.83	LOW	Low
9			Low	Average	Low	Average	Lowest	Low	2.17	LOW	Average
31			Low	Average	Average	Low	Low	Lowest	2.17	LOW	Lowest
3	√		Average	Low	Average	Average	Low	Low	2.50	AVERAGE	Lowest
5		√	Average	Average	Average	Average	Lowest	Low	2.50	AVERAGE	Highest
25		√	Low	Average	Low	Average	Low	Average	2.50	AVERAGE	Average
15	√		Average	Average	Average	Average	Low	Low	2.67	AVERAGE	Average
7	√		Average	Low	High	Low	Average	Average	2.83	AVERAGE	Low
11			Average	Average	Low	Average	Average	Average	2.83	AVERAGE	Low
12			Average	Average	Average	Average	Average	Low	2.83	AVERAGE	Low
24		√	Average	Average	Average	Low	Average	Average	2.83	AVERAGE	High
20			Low	Average	Average	High	Average	Average	3.00	AVERAGE	
27		√	Average	Average	Low	Average	Average	High	3.00	AVERAGE	Average
18		√	Average	Average	Average	Average	High	Average	3.17	AVERAGE	Average
8	√		High	High	High	High	Lowest	Average	3.33	AVERAGE	Highest
16			Average	Average	Average	High	High	Average	3.33	AVERAGE	
21		√	Average	Average	Average	Highest	Average	Average	3.33	AVERAGE	High
2	√		High	Average	High	Average	Average	High	3.50	HIGH	Average
22			High	Average	Average	Average	Highest	Average	3.50	HIGH	Average
13	√		High	High	High	Average	High	High	3.83	HIGH	High
10			High	Average	High	Average	Highest	Highest	4.00	HIGH	Low
4	√		High	High	Highest	High	High	High	4.17	HIGH	Average
30		√	High	High	Highest	High	Average	Highest	4.17	HIGH	High
19		√	Highest	High	High	Average	Highest	Highest	4.33	HIGH	Low
17			Highest	Average	High	Highest	Highest	Highest	4.50	HIGHEST	
32			Highest	Highest	Highest	Highest	Average	High	4.50	HIGHEST	
29		√	Highest	High	Highest	Highest	Highest	High	4.67	HIGHEST	Average
23			Highest	Highest	Highest	Highest	Highest	Highest	4.83	HIGHEST	High

Summary of measures by student type

This table is provided to show how different groups of **students in your school** (in **bold** on top) and in other schools (in *italics* on the bottom) responded to each measure. Use this table to assess how your school's AVID program impacts high- versus low-achieving students, male versus female students, and 9th versus 10th grade students. AVID programs that are particularly effective show equal levels of satisfaction regardless of student achievement, gender, and grade level. All survey measures were standardized to have a **mean of 1** and a **standard deviation of 1**. To help you understand how to interpret these scores, we created 5 categories based on the standardized scores: **Lowest= <0.50, Low=0.51 to 0.75, Average= 0.76 to 1.24, High= 1.25 to 1.49, Highest= >1.50**. Some questions to consider:

- Which groups of students is your AVID program supporting the best?
- Are 9th and 10th graders reporting similar experiences, particularly on the postsecondary measures?
- Who could you support better?

Your school *System Average*	All Students	ITBS categories			Gender		Grade	
		Low	Middle	High	Male	Female	9th	10th
Program Satisfaction	*1.00*	*1.07*	*0.98*	*0.93*	*0.94*	*1.04*	*0.91*	*1.12*
Skills	*1.00*	*1.11*	*0.99*	*0.89*	*0.87*	*1.08*	*0.95*	*1.05*
Teacher Support	*1.00*	*1.08*	*0.94*	*1.00*	*0.90*	*1.07*	*0.98*	*1.03*
Tutors	*1.00*	*1.11*	*0.99*	*0.89*	*1.00*	*1.00*	*0.99*	*1.02*
Postsecondary Discussions	*1.00*	*1.05*	*0.98*	*0.95*	*0.96*	*1.02*	*0.85*	*1.20*
Postsecondary Preparation	*1.00*	*1.06*	*0.99*	*0.94*	*0.97*	*1.03*	*0.91*	*1.14*

Note: ITBS categories divide students according to what national percentile their 7th grade ITBS math score placed them in. The "low" category indicates below the 33rd percentile, "middle" means between the 33rd and 66th percentile, while "high" indicates above the 66th percentile.

Program Satisfaction (Student)

Students' overall satisfaction with the AVID program, including skills learned and supports received

	Lowest *0.50 or lower*	Low *0.51 to 0.75*	Average *0.76 to 1.24*	High *1.25 to 1.49*	Highest *1.50 or higher*
N of schools	4	3	15	5	5
N of students	462	708	1,101	327	295
How much do you agree with the following . . .	**% Agree and Strongly Agree to Each Question (% Strongly Agree)**				
In AVID, I am learning the information I will need to go to college	71% (14%)	78% (20%)	88% (34%)	93% (49%)	97% (59%)
AVID gives me the support I need to be successful in high school	70% (12%)	78% (16%)	89% (28%)	93% (40%)	97% (46%)
I have become a better student since I enrolled in AVID	58% (10%)	60% (10%)	75% (18%)	83% (26%)	87% (36%)
I look forward to going to my AVID class each day	57% (10%)	65% (12%)	80% (19%)	81% (27%)	96% (44%)
I would recommend the AVID program to my friends	50% (11%)	62% (15%)	77% (25%)	82% (36%)	92% (47%)

Program Satisfaction (Student)

Use the graph on the previous page to assess how your AVID program (shown by the striped bar) compares to other schools. Each bar represents the mean of the student responses in each school for that measure. All survey measures were standardized to have **a mean of 1** and a **standard deviation of 1**. We divided schools into five categories based on their standardized score on each measure: **Lowest =<0.50, Low=0.51 to 0.75, Average= 0.76 to 1.24, High= 1.25 to 1.49, Highest= >1.50**.

The table on the previous page shows each survey question, arranged from least positive to most positive. Use this table to assess how your school (in the highlighted column) compares to other respondents, from "lowest" to "highest." Some questions to consider:
- What responses reflect your AVID program's strengths?
- Which ones suggest areas where your program can improve?

	New Program	Certified Program	All Students	ITBS categories			Gender		Grade	
				Low	Middle	High	Male	Female	9th	10th
ALL	**1.05**	**1.01**	**1.00**	**1.07**	**0.98**	**0.93**	**0.94**	**1.04**	**0.91**	**1.12**
28		√	0.16	0.31	0.09	-0.04	0.04	0.21	1.55	0.31
14			0.17	N/A	0.33	0.05	0.17	0.14	0.16	N/A
6	√		0.41	0.69	0.26	0.30	0.36	0.44	0.26	0.49
26		√	0.50	0.30	0.46	0.51	0.51	0.48	0.57	0.39
9			0.51	0.62	0.52	0.35	0.34	0.61	0.50	0.54
1			0.55	0.53	0.54	0.43	0.60	0.50	0.60	0.51
25		√	0.70	0.64	0.89	0.39	0.84	0.62	0.53	0.90
31			0.77	0.69	0.80	0.37	0.74	0.76	0.86	0.62
20			0.81	0.66	0.74	N/A	0.69	0.88	0.80	0.83
3	√		0.85	1.03	0.89	0.78	0.95	0.79	0.84	N/A
7	√		0.87	0.68	0.69	0.97	0.68	1.03	0.86	N/A
11			0.92	0.86	0.84	1.02	0.89	0.94	0.88	0.99
27		√	0.95	0.78	1.04	0.64	0.80	1.08	N/A	0.95
5		√	0.97	1.13	0.82	0.76	0.71	1.22	0.73	1.99
15	√		1.00	1.14	0.94	0.95	0.97	1.02	0.82	1.16
12			1.03	0.99	0.93	0.91	0.90	1.15	1.02	1.01
16			1.05	1.16	0.95	1.06	1.08	1.00	1.04	1.05
24		√	1.07	1.70	1.14	0.89	1.05	1.15	0.84	1.36
21		√	1.13	0.88	1.33	0.79	0.97	1.17	1.17	1.08
18		√	1.19	1.13	1.34	0.95	0.81	1.53	1.25	1.11
8	√		1.21	1.22	1.16	N/A	1.18	1.23	1.19	N/A
10			1.24	N/A	1.11	1.38	0.83	1.34	1.32	1.18
22			1.27	1.28	1.22	1.46	1.14	1.35	0.95	1.54
30		√	1.28	1.98	0.49	N/A	N/A	1.23	N/A	1.27
2	√		1.36	1.58	1.36	1.25	1.77	0.94	1.13	1.98
4	√		1.40	1.19	1.74	1.53	1.50	1.32	1.20	1.64
13	√		1.40	1.22	1.44	N/A	1.56	1.24	1.68	1.05
19		√	1.52	1.13	1.58	1.66	1.42	1.57	1.55	1.44
29		√	1.67	2.00	1.52	1.74	1.80	1.53	N/A	1.78
23			1.83	1.86	2.03	1.35	1.73	1.90	1.76	1.86
32			1.84	1.68	1.86	2.06	1.97	1.77	1.49	2.04
17			1.87	N/A	N/A	N/A	N/A	1.80	N/A	1.77

The above table allows you to compare your school's AVID program (highlighted in yellow) to all other AVID schools in CPS on each measure for students with different achievement level, gender, and grade level. Using this information, you can begin to develop a picture of your AVID program and carefully target areas for improvement. Some questions to consider:
- Which groups of students is your AVID program supporting the best? Who could you support better?
- Do the groups of students in your school show a similar pattern as the average for AVID schools?

Program Satisfaction (Teacher)
Teachers' overall satisfaction with the AVID program
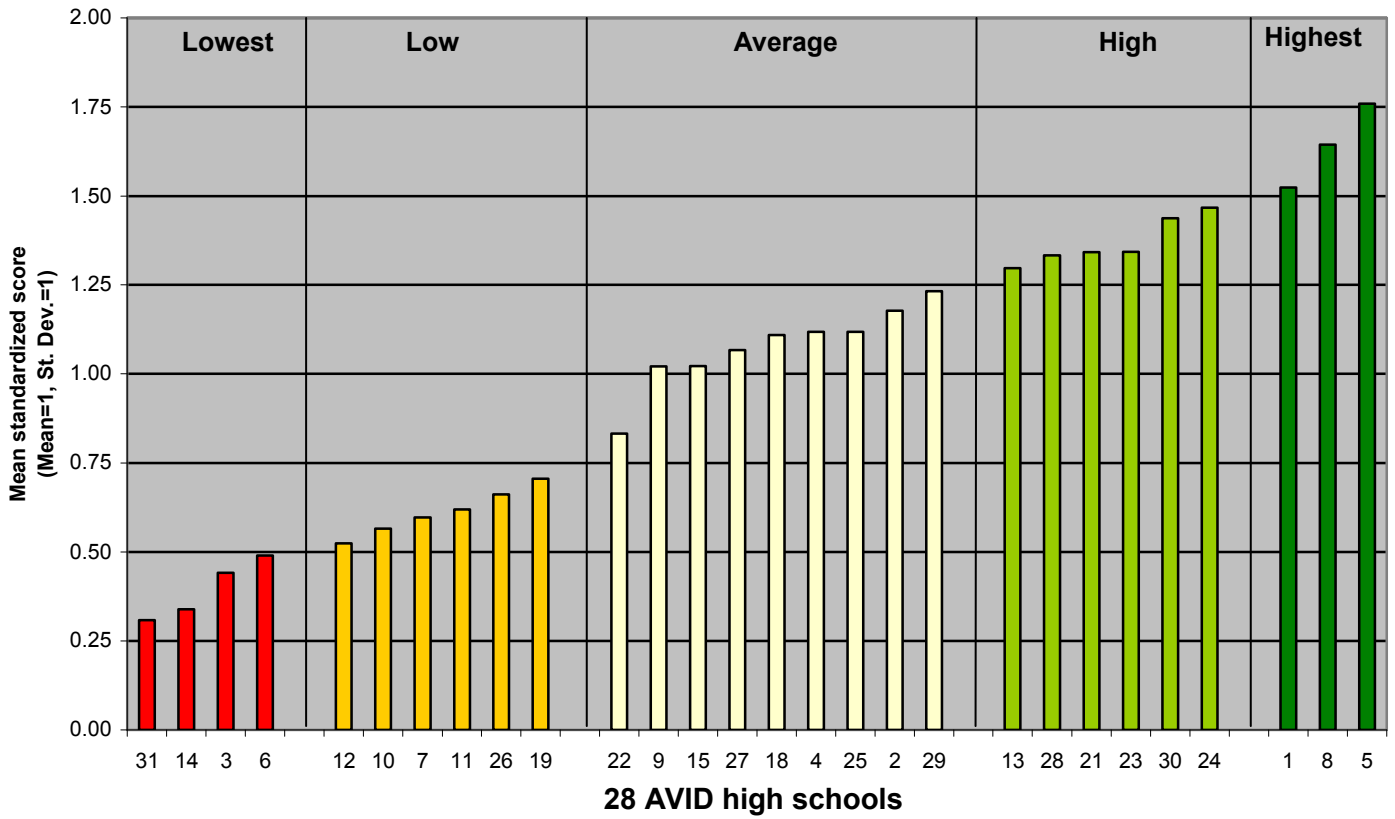
Use the graph above to assess how your AVID program (shown by the striped bar) compares to other schools. Each bar represents the mean of the student responses in each school for that measure. All survey measures were standardized to have **a mean of 1** and a **standard deviation of 1**. We divided schools into five categories based on their standardized score on each measure:
Lowest =<0.50, Low=0.51 to 0.75, Average= 0.76 to 1.24, High= 1.25 to 1.49, Highest= >1.50. If a school had fewer than 11 teachers and fewer than 40% of their teachers responding, they were not included.

Program Satisfaction (Teacher)

	Lowest *0.50 or lower*	Low *0.51 to 0.75*	Average *0.76 to 1.24*	High *1.25 to 1.49*	Highest *1.50 or higher*
N of schools	4	6	9	6	3
N of teachers	92	185	359	197	67
How much do you agree with the following . . .	**% Agree and Strongly Agree to Each Question (% Strongly Agree)**				
The AVID program supports my goals in the classroom.	70% (8%)	72% (11%)	88% (24%)	95% (36%)	95% (41%)
AVID students are getting useful tools to improve their performance in class.	69% (7%)	73% (17%)	91% (29%)	95% (39%)	95% (47%)
AVID has a positive effect on its students' academic performance	65% (8%)	74% (17%)	88% (29%)	95% (41%)	96% (48%)
I have implemented AVID strategies in my classroom.	56% (6%)	54% (11%)	67% (19%)	82% (28%)	95% (40%)
I have a clear understanding of AVID strategies and classroom activities.	49% (7%)	59% (13%)	71% (23%)	80% (35%)	90% (38%)
AVID has a positive effect on my instruction.	50% (2%)	57% (10%)	76% (20%)	84% (34%)	91% (36%)
The AVID program is well run and implemented in our school.	47% (8%)	64% (10%)	85% (30%)	92% (41%)	95% (46%)
AVID students are prepared to move into honors and AP courses.	42% (7%)	62% (10%)	70% (17%)	83% (28%)	80% (31%)

The table above shows each survey question, arranged from least positive to most positive. Use this table to assess how your school (in the highlighted column) compares to other respondents, from "lowest" to "highest." Some questions to consider:
- What responses reflect your AVID program's strengths?
- Which ones suggest areas where your program can improve?

Skills

Students' evaluation of whether AVID has taught them skills that impact their effectiveness as students in all their classes

	Lowest 0.50 or lower	Low 0.51 to 0.75	Average 0.76 to 1.24	High 1.25 to 1.49	Highest 1.50 or higher
N of schools	1	3	21	5	2
N of students	98	513	1,863	290	95
How much do you agree with the following . . .	**% Agree and Strongly Agree to Each Question (% Strongly Agree)**				
Since I joined AVID: I am a better writer	87% (27%)	57% (11%)	71% (20%)	81% (31%)	100% (69%)
I am more organized *in* school	73% (9%)	69% (16%)	74% (19%)	87% (28%)	87% (32%)
I ask better questions than I did before	71% (17%)	56% (12%)	71% (19%)	86% (27%)	96% (50%)
I feel more comfortable asking for help from adults	56% (8%)	60% (13%)	71% (16%)	78% (27%)	90% (30%)
I speak up with my ideas in class more often	42% (11%)	48% (10%)	64% (17%)	79% (25%)	83% (39%)
I am more organized *outside of* school	41% (2%)	49% (12%)	54% (12%)	60% (15%)	67% (20%)

12

Skills

Use the graph on the previous page to assess how your AVID program (shown by the striped bar) compares to other schools. Each bar represents the mean of the student responses in each school for that measure. All survey measures were standardized to have **a mean of 1** and a **standard deviation of 1**. We divided schools into five categories based on their standardized score on each measure: **Lowest =<0.50, Low=0.51 to 0.75, Average= 0.76 to 1.24, High= 1.25 to 1.49, Highest= >1.50**.

The table on the previous page shows each survey question, arranged from least positive to most positive. Use this table to assess how your school (in the highlighted column) compares to other respondents, from "lowest" to "highest." Some questions to consider:
- What responses reflect your AVID program's strengths?
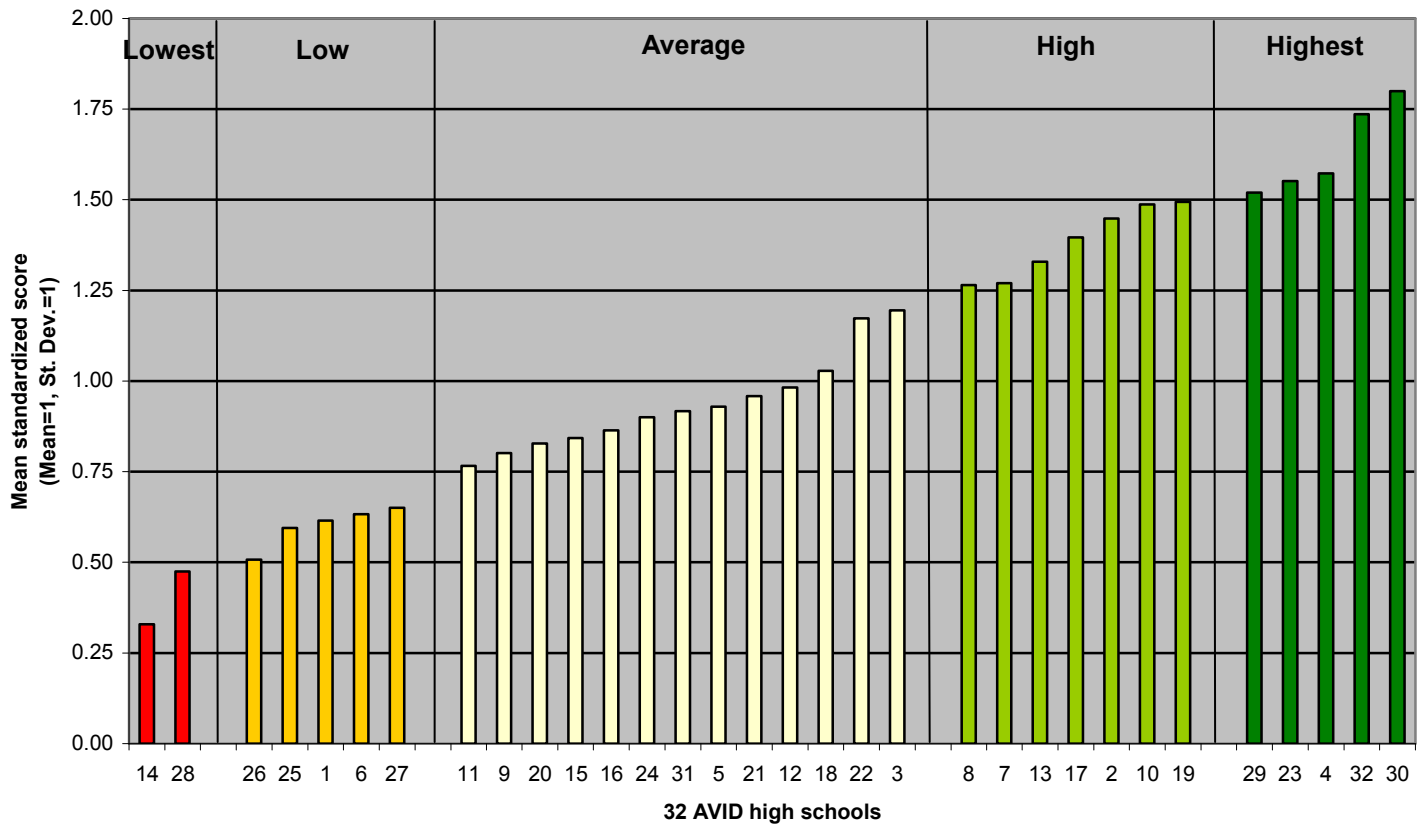- Which ones suggest areas where your program can improve?

	New Program	Certified Program	All Students	ITBS categories			Gender		Grade	
				Low	Middle	High	Male	Female	9th	10th
ALL	1.03	1.03	1.00	1.11	0.99	0.89	0.87	1.08	0.95	1.05
6	√		0.50	0.70	0.44	0.31	0.51	0.48	0.31	0.60
1			0.54	0.46	0.52	0.42	0.50	0.57	0.56	0.51
28		√	0.61	0.71	0.55	0.35	0.58	0.62	0.54	0.67
14			0.63	N/A	0.91	0.37	0.34	0.88	0.62	N/A
7	√		0.78	1.13	0.58	0.82	0.48	1.05	0.77	N/A
3	√		0.79	0.84	1.10	0.45	0.35	1.01	0.79	N/A
26		√	0.81	0.72	0.78	0.79	0.72	0.87	0.91	0.68
11			0.86	0.76	0.81	1.00	0.74	0.96	0.86	0.82
27		√	0.86	0.74	0.92	0.62	0.57	1.09	N/A	0.86
9			0.87	1.22	0.83	0.42	0.83	0.88	0.90	0.78
24		√	0.88	1.51	0.88	0.68	0.84	0.92	0.86	0.90
18		√	0.89	0.86	1.00	0.76	0.67	1.07	0.89	0.88
25		√	0.91	0.89	1.07	0.76	1.01	0.86	0.96	0.86
31			0.93	0.72	1.22	0.68	0.51	1.07	1.08	0.66
20			0.97	1.21	0.69	N/A	0.80	1.06	0.89	1.17
15	√		0.98	1.23	0.89	0.85	0.94	1.01	0.69	1.24
21		√	0.98	1.02	1.09	0.83	0.67	1.11	0.94	1.00
12			1.00	0.89	0.97	0.56	1.00	0.98	1.09	0.93
16			1.03	1.17	0.79	1.23	1.06	0.99	1.07	1.00
22			1.14	1.51	1.04	1.12	0.98	1.25	1.11	1.15
2	√		1.15	1.50	1.16	1.04	1.48	0.84	0.99	1.64
10			1.17	N/A	1.33	1.09	1.21	1.15	1.11	1.20
5		√	1.17	1.45	1.05	0.83	0.77	1.59	0.99	2.01
17			1.18	N/A	N/A	N/A	N/A	1.65	N/A	1.51
8	√		1.24	1.14	1.56	N/A	1.23	1.25	1.21	N/A
19		√	1.27	1.03	1.35	1.13	0.93	1.43	1.36	0.99
4	√		1.37	1.31	1.50	1.42	1.19	1.47	1.24	1.53
13	√		1.42	1.13	1.45	N/A	1.64	1.21	1.62	1.15
30		√	1.45	1.78	1.29	N/A	N/A	1.46	N/A	1.44
29		√	1.45	1.33	1.39	1.49	1.53	1.37	1.40	1.48
23			1.50	1.67	1.60	0.28	1.28	1.66	1.40	1.55
32			1.67	1.69	1.73	1.68	1.64	1.67	1.36	1.84

The above table allows you to compare your school's AVID program (highlighted in yellow) to all other AVID schools in CPS on each measure for students with different achievement level, gender, and grade level. Using this information, you can begin to develop a picture of your AVID program and carefully target areas for improvement. Some questions to consider:
- Which groups of students is your AVID program supporting the best? Who could you support better?
- Do the groups of students in your school show a similar pattern as the average for AVID schools?

13

Teacher Support

Students' perceptions of the amount of personal support they receive from their AVID teacher

	Lowest 0.50 or lower	Low 0.51 to 0.75	Average 0.76 to 1.24	High 1.25 to 1.49	Highest 1.50 or higher
N of schools	2	5	13	7	5
N of students	362	848	943	468	247
How much do you agree with the following . . .	**% Agree and Strongly Agree to Each Question (% Strongly Agree)**				
My AVID teacher: Believes I can do well in school	87% (27%)	92% (34%)	95% (45%)	98% (62%)	100% (69%)
Has earned my respect	79% (26%)	83% (21%)	91% (36%)	97% (51%)	98% (57%)
Can connect with high school students	78% (13%)	80% (18%)	85% (28%)	94% (43%)	95% (49%)
Really listens to what I have to say	71% (17%)	76% (16%)	83% (26%)	94% (41%)	96% (50%)
Is willing to give extra help on schoolwork if I need it	70% (16%)	84% (24%)	87% (35%)	96% (52%)	97% (55%)
Gives personal support to all students equally	67% (17%)	77% (20%)	85% (30%)	92% (43%)	97% (54%)
Made a big difference in my life this year	42% (11%)	55% (15%)	65% (20%)	76% (31%)	83% (39%)

14

Teacher Support

Use the graph on the previous page to assess how your AVID program (shown by the striped bar) compares to other schools. Each bar represents the mean of the student responses in each school for that measure. All survey measures were standardized to have **a mean of 1** and a **standard deviation of 1**. We divided schools into five categories based on their standardized score on each measure: **Lowest =<0.50, Low=0.51 to 0.75, Average= 0.76 to 1.24, High= 1.25 to 1.49, Highest= >1.50**.

The table on the previous page shows each survey question, arranged from least positive to most positive. Use this table to assess how your school (in the highlighted column) compares to other respondents, from "lowest" to "highest." Some questions to consider:
- What responses reflect your AVID program's strengths?
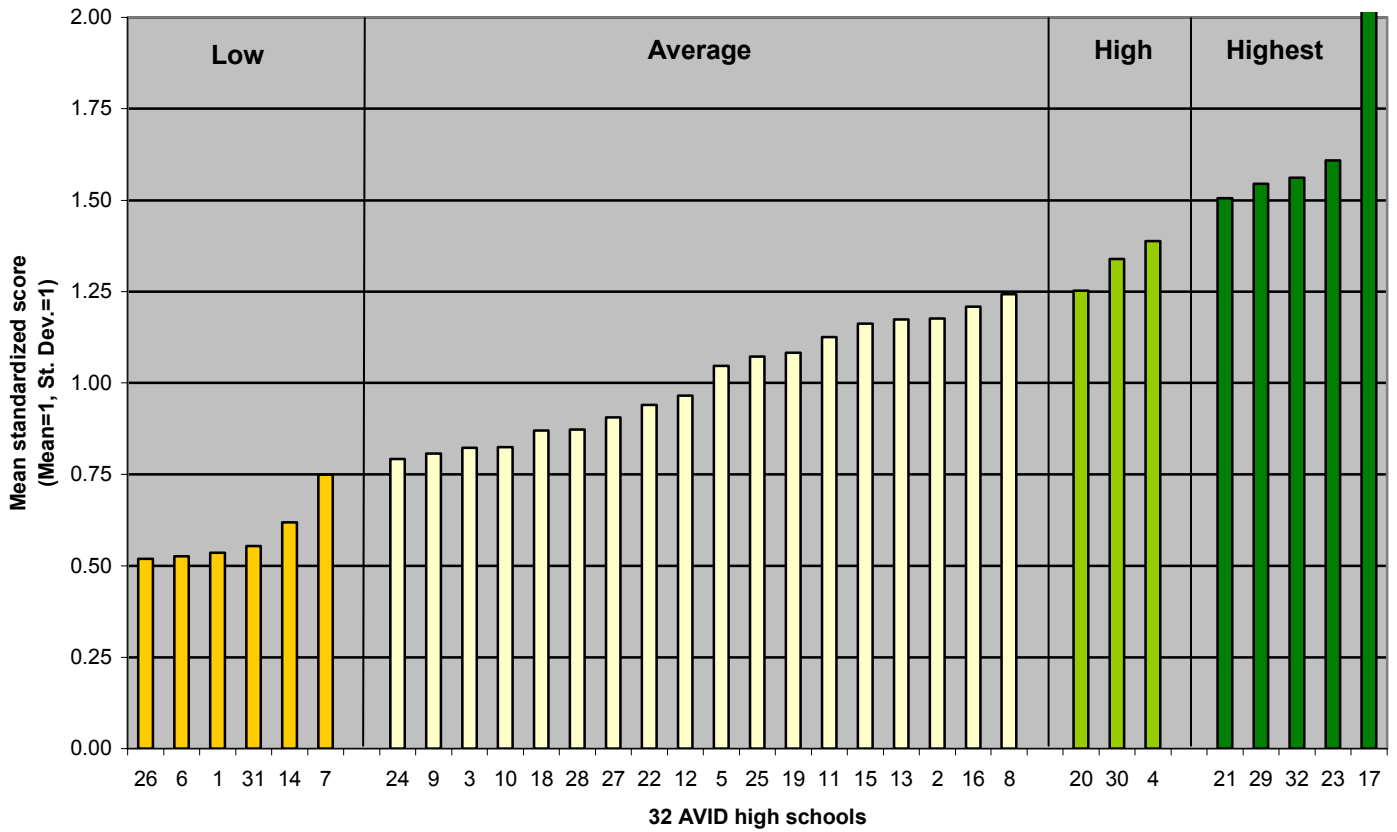- Which ones suggest areas where your program can improve?

	New Program	Certified Program	All Students	ITBS categories			Gender		Grade	
				Low	Middle	High	Male	Female	9th	10th
ALL	1.19	0.99	1.00	1.08	0.94	1.00	1.09	0.87	0.98	1.03
14			0.32	N/A	0.44	0.17	0.02	0.59	0.32	N/A
28		√	0.46	0.32	0.45	0.73	0.36	0.52	0.28	0.65
26		√	0.50	0.70	0.38	0.56	0.45	0.54	0.58	0.39
25		√	0.58	0.66	0.82	0.09	0.70	0.54	0.44	0.77
1			0.61	0.60	0.54	0.52	0.56	0.66	0.80	0.41
6	√		0.63	0.70	0.57	0.66	0.45	0.80	0.51	0.71
27		√	0.65	0.56	0.69	0.40	0.55	0.74	N/A	0.65
11			0.76	1.06	0.75	0.70	0.73	0.78	0.72	0.85
9			0.80	0.97	0.79	0.63	0.65	0.88	0.85	0.69
20			0.82	0.97	0.57	N/A	0.72	0.88	0.82	0.82
15	√		0.83	1.12	0.64	0.99	0.84	0.83	0.38	1.27
16			0.85	1.11	0.55	1.13	0.90	0.81	0.88	0.84
31			0.91	0.91	0.97	0.60	0.50	1.06	1.11	0.58
5		√	0.92	1.07	0.85	0.71	0.75	1.10	0.79	1.52
24		√	0.92	1.28	0.88	0.85	0.95	0.88	1.04	0.80
21		√	0.95	0.54	1.26	0.54	1.02	0.92	0.76	1.08
12			0.97	0.62	0.92	0.76	0.80	1.20	0.81	1.08
18		√	1.03	0.89	1.15	1.02	0.77	1.26	1.22	0.73
22			1.16	1.49	1.08	1.25	1.03	1.27	0.97	1.35
3	√		1.19	1.19	1.33	0.97	1.21	1.17	1.19	N/A
8	√		1.26	1.29	1.53	N/A	1.29	1.26	1.29	N/A
7	√		1.26	1.04	0.85	1.54	0.99	1.52	1.26	N/A
13	√		1.32	1.21	1.29	N/A	1.56	1.12	1.48	1.14
17			1.39	2.46	1.08	N/A	1.50	1.29	N/A	1.41
2	√		1.44	1.55	1.43	1.48	1.64	1.25	1.41	1.54
10			1.48	N/A	1.56	1.46	0.98	1.61	1.82	1.24
19		√	1.49	1.34	1.53	1.48	1.33	1.56	1.51	1.42
29		√	1.51	1.49	1.36	1.69	1.64	1.40	1.45	1.58
23			1.54	1.66	1.50	1.37	1.44	1.65	1.25	1.73
4	√		1.56	1.65	1.54	1.69	1.52	1.60	1.55	1.59
32			1.73	1.78	1.56	1.74	1.74	1.72	1.51	1.86
30		√	1.79	2.25	1.37	N/A	N/A	1.79	N/A	1.79

The above table allows you to compare your school's AVID program (highlighted in yellow) to other AVID schools in CPS on each measure for students with different achievement level, gender, and grade level. Using this information, you can begin to develop a picture of your AVID program and carefully target areas for improvement. Some questions to consider:
- Which groups of students is your AVID program supporting the best? Who could you support better?
- Do the groups of students in your school show a similar pattern as the average for AVID schools?

15

Tutors

Students' perceptions of the quality of guidance and academic and personal support they receive from their AVID tutors

	Low 0.51 to 0.75	Average 0.76 to 1.24	High 1.25 to 1.49	Highest 1.50 or higher
N of schools	6	18	3	5
N of students	834	1,632	136	256
How much do you agree with the following . . .	**% Agree and Strongly Agree to Each Question (% Strongly Agree)**			
My AVID tutors: Know the subjects they teach	75% (13%)	81% (18%)	94% (24%)	93% (30%)
Teach me how to find answers on my own	73% (12%)	81% (19%)	93% (24%)	89% (33%)
Help me improve my grades	59% (10%)	70% (18%)	83% (21%)	83% (29%)
Are people I can trust	50% (8%)	67% (15%)	76% (20%)	82% (34%)
Are role models for how to reach college goals	49% (8%)	65% (15%)	79% (26%)	79% (32%)
Teach me a lot about college	38% (7%)	47% (11%)	60% (19%)	81% (32%)
Form closer relationships with me than other adults in school	27% (5%)	43% (11%)	48% (17%)	63% (19%)

Tutors

Use the graph on the previous page to assess how your AVID program (shown by the striped bar) compares to other schools. Each bar represents the mean of the student responses in each school for that measure. All survey measures were standardized to have **a mean of 1** and a **standard deviation of 1**. We divided schools into five categories based on their standardized score on each measure:
Lowest =<0.50, Low=0.51 to 0.75, Average= 0.76 to 1.24, High= 1.25 to 1.49, Highest= >1.50.

The table on the previous page shows each survey question, arranged from least positive to most positive. Use this table to assess how your school (in the highlighted column) compares to other respondents, from "lowest" to "highest." Some questions to consider:
- What responses reflect your AVID program's strengths?
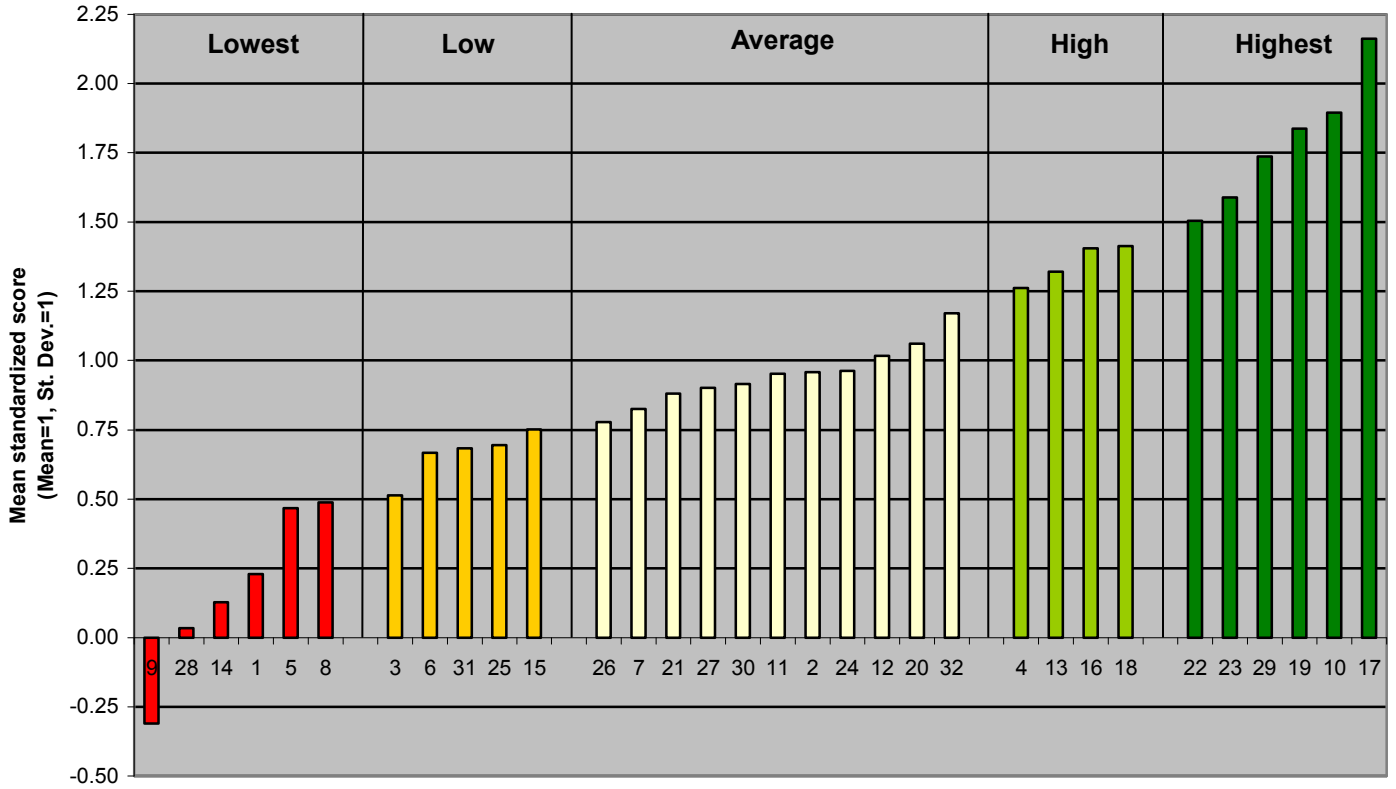- Which ones suggest areas where your program can improve?

	New Program	Certified Program	All Students	ITBS categories			Gender		Grade	
				Low	Middle	High	Male	Female	9th	10th
ALL	**1.03**	**1.05**	**1.00**	**1.11**	**0.99**	**0.89**	**1.00**	**1.00**	**0.99**	**1.02**
26		√	0.52	0.71	0.46	0.57	0.60	0.45	0.81	0.12
6	√		0.52	0.62	0.48	0.49	0.49	0.55	0.35	0.62
1			0.54	0.57	0.51	0.41	0.53	0.54	0.59	0.48
31			0.55	-0.63	2.09	0.44	0.58	0.48	0.82	0.40
14			0.62	N/A	0.81	0.52	0.60	0.64	0.62	N/A
7	√		0.75	1.26	0.85	0.58	0.69	0.80	0.75	N/A
24		√	0.78	1.47	0.76	0.74	0.75	0.82	0.58	1.00
9			0.81	1.00	0.81	0.57	0.82	0.80	0.87	0.69
3	√		0.82	0.85	0.86	0.76	0.78	0.85	0.82	N/A
10			0.82	N/A	0.78	0.85	1.01	0.77	1.20	0.56
18		√	0.87	0.91	0.87	0.82	0.73	1.00	0.94	0.77
28		√	0.87	1.11	0.78	0.70	0.78	0.92	0.85	0.90
27		√	0.90	1.27	0.83	0.76	0.99	0.83	N/A	0.90
22			0.94	1.23	0.88	1.08	0.84	1.02	0.76	1.09
12			0.97	0.67	0.92	0.60	0.90	1.04	0.94	0.98
5		√	1.05	1.38	0.94	0.96	0.73	1.39	0.85	1.91
25		√	1.07	0.75	1.27	1.25	1.25	0.97	1.24	0.88
19		√	1.08	0.98	1.13	0.99	0.74	1.28	1.19	0.85
11			1.13	0.93	1.10	1.17	1.02	1.25	1.15	1.07
15	√		1.16	1.35	1.02	1.19	1.23	1.10	0.91	1.40
13	√		1.17	0.82	1.41	N/A	1.54	0.85	1.39	0.92
2	√		1.18	1.43	1.28	1.00	1.81	0.65	1.02	1.78
16			1.21	1.33	1.10	1.21	1.37	1.02	1.38	1.10
8	√		1.24	1.19	1.52	N/A	1.16	1.34	1.25	N/A
20			1.25	1.39	1.14	N/A	1.21	1.28	1.21	1.39
30		√	1.34	1.62	1.42	N/A	N/A	1.35	N/A	1.34
4	√		1.39	1.44	1.55	1.01	1.34	1.42	1.37	1.41
21		√	1.51	1.17	1.62	1.14	1.70	1.43	1.46	1.53
29		√	1.54	1.43	1.41	1.58	1.70	1.40	1.52	1.57
32			1.56	1.32	1.81	1.49	2.11	1.33	1.20	1.79
23			1.61	1.46	2.02	1.19	1.68	1.54	1.93	1.43
17			2.03	N/A	N/A	N/A	N/A	2.25	N/A	2.19

The above table allows you to compare your school's AVID program (highlighted in yellow) to all other AVID schools in CPS on each measure for students with different achievement level, gender, and grade level. Using this information, you can begin to develop a picture of your AVID program and carefully target areas for improvement. Some questions to consider:
- Which groups of students is your AVID program supporting the best? Who could you support better?
- Do the groups of students in your school show a similar pattern as the average for AVID schools?

Postsecondary Planning Discussions

Student reports of the extent their AVID teacher has discussed planning for students' postsecondary education

Mean standardized score (Mean=1, St. Dev.=1)

Categories across chart: Lowest | Low | Average | High | Highest

School order (x-axis): 9, 28, 14, 1, 5, 8, 3, 6, 31, 25, 15, 26, 7, 21, 27, 30, 11, 2, 24, 12, 20, 32, 4, 13, 16, 18, 22, 23, 29, 19, 10, 17

32 AVID high schools

	Lowest 0.50 or lower	Low 0.51 to 0.75	Average 0.76 to 1.24	High 1.25 to 1.49	Highest 1.50 or higher
N of schools	6	5	11	4	6
N of students	934	356	863	295	437
How much do you agree with the following . . .	**% of students saying that they have discussed the following either Briefly or In-depth with their AVID teacher (% saying In-depth)**				
Has your AVID teacher discussed the following with you: What ACT/SAT score you need to get into the college you want to attend	77% (32%)	82% (33%)	85% (42%)	93% (57%)	95% (73%)
Admissions requirements for different colleges	75% (24%)	87% (25%)	88% (35%)	96% (51%)	99% (73%)
Your readiness for college-level work	71% (25%)	75% (23%)	84% (38%)	90% (46%)	95% (62%)
How to decide what college to attend	65% (23%)	79% (23%)	81% (33%)	93% (58%)	98% (67%)
Opportunities to attend out of state schools	63% (22%)	75% (23%)	77% (33%)	89% (46%)	93% (64%)
How to pay for college	59% (22%)	70% (21%)	77% (30%)	92% (44%)	92% (62%)

Postsecondary Planning Discussions

Use the graph on the previous page to assess how your AVID program (shown by the striped bar) compares to other schools. Each bar represents the mean of the student responses in each school for that measure. All survey measures were standardized to have **a mean of 1** and a **standard deviation of 1**. We divided schools into five categories based on their standardized score on each measure: **Lowest =<0.50, Low=0.51 to 0.75, Average= 0.76 to 1.24, High= 1.25 to 1.49, Highest= >1.50**.

The table on the previous page shows each survey question, arranged from least positive to most positive. Use this table to assess how your school (in the highlighted column) compares to other respondents, from "lowest" to "highest." Some questions to consider:
- What responses reflect your AVID program's strengths?
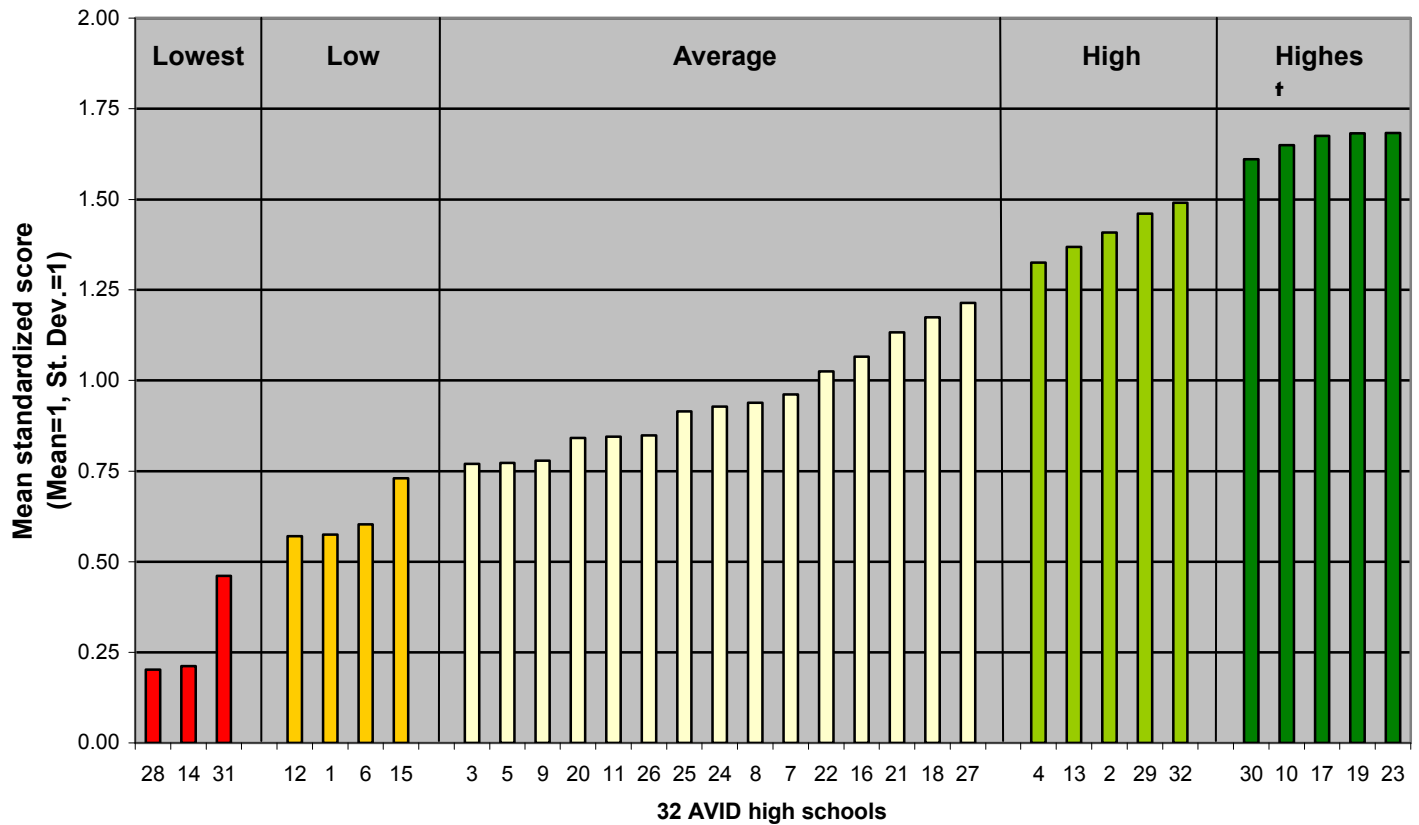- Which ones suggest areas where your program can improve?

	New Program	Certified Program	All Students	ITBS categories			Gender		Grade	
				Low	Middle	High	Male	Female	9th	10th
ALL	0.85	0.97	1.00	1.05	0.98	0.95	0.96	1.02	0.85	1.20
9			-0.31	-0.49	-0.31	0.26	-0.65	-0.12	-0.19	-0.55
28		√	0.03	0.16	-0.14	0.60	0.00	0.05	-0.09	0.16
14			0.13	N/A	0.12	0.10	0.08	0.17	0.13	N/A
1			0.23	0.11	0.17	0.45	0.29	0.15	-0.71	1.16
5		√	0.47	0.51	0.53	0.24	0.41	0.49	0.23	1.42
8	√		0.49	0.47	0.51	N/A	0.43	0.54	0.51	N/A
3	√		0.51	0.42	0.57	0.50	0.56	0.48	0.51	N/A
6	√		0.67	0.51	0.74	0.49	0.53	0.76	0.14	0.96
31			0.68	0.36	1.20	0.46	0.38	0.87	1.06	0.26
25		√	0.70	0.83	0.78	0.35	0.86	0.60	0.63	0.78
15	√		0.75	0.89	0.73	0.74	0.95	0.61	0.76	0.78
26		√	0.78	0.86	0.70	0.80	0.94	0.65	0.71	0.88
7	√		0.83	1.25	0.73	0.83	0.64	1.00	0.83	N/A
21		√	0.88	0.72	1.13	0.89	0.91	0.96	1.08	0.86
27		√	0.90	1.14	0.85	0.71	0.81	0.94	N/A	0.88
30		√	0.91	1.20	0.97	N/A	N/A	1.02	N/A	0.91
11			0.95	0.81	0.94	N/A	1.01	0.91	0.76	1.47
2	√		0.96	1.13	0.98	0.95	0.97	0.95	0.90	1.16
24		√	0.96	1.06	0.99	0.77	0.86	0.97	0.34	1.52
12			1.02	1.17	1.28	-0.15	0.89	1.16	0.85	1.11
20			1.06	1.14	1.02	N/A	1.09	1.04	1.06	1.08
32			1.17	1.10	1.05	1.17	1.55	1.01	0.31	1.71
4	√		1.26	1.43	1.12	1.14	1.08	1.38	1.20	1.35
13	√		1.32	1.40	1.13	N/A	1.43	1.23	1.34	1.30
16			1.41	1.43	1.42	1.29	1.18	1.66	0.79	1.75
18		√	1.41	1.36	1.44	1.47	1.37	1.41	1.57	1.11
22			1.50	1.48	1.46	1.61	1.42	1.57	0.95	2.03
23			1.59	1.81	1.30	1.81	1.64	1.60	1.58	1.63
29		√	1.74	1.94	1.70	1.68	1.85	1.63	1.76	1.71
19		√	1.84	1.82	1.82	1.97	1.71	1.90	1.84	1.84
10			1.89	N/A	1.77	2.03	1.67	1.98	1.75	2.02
17			2.16	N/A	N/A	N/A	N/A	2.25	N/A	2.27

The above table allows you to compare your school's AVID program (highlighted in yellow) to all other AVID schools in CPS on each measure for students with different achievement level, gender, and grade level. Using this information, you can begin to develop a picture of your AVID program and carefully target areas for improvement. Some questions to consider:
- Which groups of students is your AVID program supporting the best? Who could you support better?
- Do the groups of students in your school show a similar pattern as the average for AVID schools?

Postsecondary Academic Planning and Preparation

Student reports of how often their AVID teacher has talked about the importance of course grades, course-taking, test preparation, and college planning for future success

	Lowest 0.50 or lower	Low 0.51 to 0.75	Average 0.76 to 1.24	High 1.25 to 1.49	Highest 1.50 or higher
N of schools	3	4	15	5	5
N of students	205	816	1,226	302	248
How much do you agree with the following . . .	% of students saying that they have discussed the following with their AVID teacher either A little or A lot (% saying A lot)				
This year, has your AVID teacher: Encouraged you to do well in your classes	89% (47%)	94% (58%)	96% (68%)	100% (88%)	99% (90%)
Helped you set goals for your grades	88% (32%)	91% (33%)	94% (48%)	99% (75%)	99% (79%)
Explained to you the importance of grades in preparing for college	87% (41%)	90% (53%)	96% (67%)	98% (81%)	99% (87%)
Taught you how to make long-term goals for the future	85% (42%)	86% (39%)	93% (54%)	97% (72%)	98% (75%)
Talked to you about honors or AP courses to take next year	52% (14%)	70% (27%)	86% (48%)	98% (69%)	97% (72%)
Helped you prepare for standardized tests such as the PSAT, ACT, or SAT	42% (10%)	75% (29%)	75% (30%)	83% (40%)	91% (57%)
Met with you one-on-one to discuss your college plans	27% (6%)	44% (15%)	49% (17%)	56% (24%)	73% (33%)
Talked to your family members about college options	23% (6%)	34% (1%)	36% (14%)	46% (21%)	56% (25%)

20

Postsecondary Academic Planning and Preparation

Use the graph on the previous page to assess how your AVID program (shown by the striped bar) compares to other schools. Each bar represents the mean of the student responses in each school for that measure. All survey measures were standardized to have **a mean of 1** and a **standard deviation of 1**. We divided schools into five categories based on their standardized score on each measure: **Lowest =<0.50, Low=0.51 to 0.75, Average= 0.76 to 1.24, High= 1.25 to 1.49, Highest= >1.50**.

The table on the previous page shows each survey question, arranged from least positive to most positive. Use this table to assess how your school (in the highlighted column) compares to other respondents, from "lowest" to "highest." Some questions to consider:
- What responses reflect your AVID program's strengths?
- Which ones suggest areas where your program can improve?

	New Program	Certified Program	All Students	ITBS categories			Gender		Grade	
				Low	Middle	High	Male	Female	9th	10th
ALL	1.01	1.09	1.00	1.06	0.99	0.94	0.97	1.03	0.91	1.14
28		√	0.20	0.32	0.12	0.29	0.03	0.29	-0.03	0.43
14			0.21	N/A	0.42	-0.06	0.05	0.36	0.21	N/A
31			0.46	0.06	1.09	0.05	-0.11	0.77	0.98	-0.15
12			0.57	0.49	0.74	-0.10	0.59	0.54	0.45	0.64
1			0.57	0.60	0.57	0.48	0.55	0.60	0.55	0.60
6	√		0.60	0.68	0.59	0.49	0.47	0.73	0.21	0.85
15	√		0.73	0.76	0.67	0.66	0.90	0.58	0.63	0.83
3	√		0.77	0.62	0.81	0.74	0.74	0.79	0.77	N/A
5		√	0.77	0.64	0.92	0.57	0.61	0.94	0.56	1.76
9			0.78	0.86	0.72	0.83	0.63	0.86	0.80	0.74
20			0.84	0.90	0.69	N/A	0.92	0.79	0.90	0.67
11			0.85	1.36	0.90	0.73	0.86	0.83	0.70	1.21
26		√	0.85	0.95	0.95	0.72	0.91	0.80	0.92	0.75
25		√	0.91	0.96	0.83	0.85	1.16	0.78	1.00	0.82
24		√	0.93	1.17	0.95	0.81	0.93	0.92	0.78	1.08
8	√		0.94	1.00	0.93	N/A	0.75	1.15	0.97	N/A
7	√		0.96	1.08	0.76	1.06	0.78	1.15	0.96	N/A
22			1.02	0.83	1.00	1.07	1.00	1.04	0.76	1.27
16			1.07	1.07	0.95	1.81	1.02	1.12	0.94	1.14
21		√	1.13	0.95	1.27	0.87	1.15	1.12	0.95	1.26
18		√	1.17	1.13	1.20	1.25	1.15	1.18	1.26	1.03
27		√	1.21	1.20	1.24	1.01	1.03	1.37	N/A	1.21
4	√		1.33	1.47	1.27	1.25	1.31	1.34	1.33	1.32
13	√		1.37	1.28	1.33	N/A	1.79	1.02	1.57	1.14
2	√		1.41	1.48	1.44	1.36	1.54	1.29	1.37	1.53
29		√	1.46	2.33	1.37	1.39	1.61	1.33	1.32	1.62
32			1.49	1.47	1.47	1.17	2.01	1.26	0.54	1.99
30		√	1.61	2.01	1.40	N/A	N/A	1.53	N/A	1.61
10			1.65	N/A	1.65	1.77	1.43	1.70	1.45	1.79
17			1.67	N/A	N/A	N/A	N/A	2.03	N/A	1.97
19		√	1.68	1.82	1.65	1.66	1.49	1.77	1.64	1.78
23			1.68	1.74	1.68	1.85	1.81	1.61	1.51	1.78

The above table allows you to compare your school's AVID program (highlighted in yellow) to all other AVID schools in CPS on each measure for students with different achievement level, gender, and grade level. Using this information, you can begin to develop a picture of your AVID program and carefully target areas for improvement. Some questions to consider:
- Which groups of students is your AVID program supporting the best? Who could you support better?
- Do the groups of students in your school show a similar pattern as the average for AVID schools?

About the Authors

Jenny Nagaoka is the Project Director of the Chicago Postsecondary Transition Project, which is based at the School of Social Service Administration at the University of Chicago and is a sponsored project of CCSR. Her current work includes a mixed-methods study of the transition from high school to college, a study of high school instruction, and an evaluation of the AVID program in CPS.

Jonah Deutsch is a Research Analyst for the Chicago Postsecondary Transition Project. He currently works on an evaluation of the AVID program in CPS and is also involved in qualitative and quantitative research on postsecondary outcomes of CPS students, and quantitative analysis of tracking, coursework, and grades in high school.

Andy Brake is a Research Assistant for the Chicago Postsecondary Transition Project. His current research explores academic and social supports for high school students participating in AVID in CPS. Prior to joining CCSR he worked as a Program Trainer for the Posse Foundation, a college scholarship program in Chicago. He is currently a doctoral student in the School of Social Service Administration at the University of Chicago.

Melissa Roderick is the Principal Investigator of the Chicago Postsecondary Transition Project. She is the Hermon Dunlap Smith Professor at the School of Social Service Administration at the University of Chicago and a co-director at CCSR. Professor Roderick is an expert in urban school reform, high-stakes testing, minority adolescent development, and school transitions.

Consortium on Chicago School Research

Our Mission

The Consortium on Chicago School Research (CCSR) at the University of Chicago conducts research of high technical quality that can inform and assess policy and practice in the Chicago Public Schools. We seek to expand communication among researchers, policy makers, and practitioners as we support the search for solutions to the problems of school reform. CCSR encourages the use of research in policy action and improvement of practice, but does not argue for particular policies or programs. Rather, we help to build capacity for school reform by identifying what matters for student success and school improvement, creating critical indicators to chart progress, and conducting theory-driven evaluation to identify how programs and policies are working.