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Seniors for Schools Program Survey 1997-98 (Teachers)

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Seniors for Schools Program Survey 1997-98 (Teachers)



Please complete the following survey. Your responses are very important to us. They will be used, along with student information, to help assess the success of the Seniors for Schools (SFS) program at your school this year and to improve the program for next year. **If you feel that the information requested by a particular item is not something you can respond to, based on your involvement with the SFS program, please write "NA" next to the item and continue to the next item.** This survey should take approximately 30 minutes to complete. Please return your completed survey to the SFS program.

School: _____ Grade Level You Teach _____

Name (optional) _____

Number of students in your classroom being tutored by SFS volunteers during the school year _____

A. General Questions Regarding SFS Program At Your School

1. Would you like your students to participate in the Seniors for Schools program next year? Yes No

Please explain.

2. Please list each SFS program position (e.g., Program Director, Site Manager, etc.) with which you have had contact (if you do not know the person's position title, write their name). Next, place a letter next to each position you have listed below to describe how often you were in contact with them. Then, circle your level of satisfaction with the amount of contact with the person/people in that position.

(More than once a week to Daily = D, Weekly = W, Monthly = M, Quarterly = Q, Less than quarterly = L, not at all = N)

How Often? (D, W, M, Q, L, N)	SFS Position	Satisfaction with Amount of Contact						
		Very Unsatisfied	1	2	3	4	5	Very Satisfied
_____	SFS _____	1	2	3	4	5		
_____	SFS _____	1	2	3	4	5		
_____	SFS _____	1	2	3	4	5		
_____	SFS Tutors	1	2	3	4	5		

3. Please identify, from the list below, the type of involvement you had with SFS tutors with regard to their tutoring. Describe any other involvement not listed. Place a letter next to each type you selected to describe how often each occurred. Then, check those you found to be effective.

(More than once a week to daily = D, Weekly = W, Monthly = M, Quarterly = Q, Less than quarterly = L, not at all = N)

How Often? (D, W, M, Q, L, or N)	Effective? (Please check)	Type of involvement with SFS tutoring
_____	_____	Reviewed written student progress tracking forms or logs and provided written feedback per student
_____	_____	Discussed student progress verbally with tutors and provided verbal feedback
_____	_____	Observed tutoring sessions
_____	_____	Gave written feedback regarding tutors' activities and/or approaches overall
_____	_____	Gave verbal feedback regarding tutors' activities and/or approaches overall
_____	_____	Other (please describe):

NSLC

c/o ETR Associates
4 Carbonero Way
Scotts Valley, CA 95066

4. How else were you involved in the SFS program at your school? (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Finding and securing needed space and resources | <input type="checkbox"/> Evaluating students' progress |
| <input type="checkbox"/> Coordinating with SFS program staff | <input type="checkbox"/> Monitoring/training SFS volunteers |
| <input type="checkbox"/> Selecting/developing the tutoring model | <input type="checkbox"/> Evaluating SFS volunteer performance |
| <input type="checkbox"/> Selecting/referring students for tutoring | <input type="checkbox"/> Recognizing/encouraging SFS volunteers |
| <input type="checkbox"/> Developing tutor/student schedules | <input type="checkbox"/> Promoting parent involvement |

Please describe other ways you were involved:

5. How satisfied were you with the type of involvement you had with the SFS program at your school? (circle)

Very Unsatisfied

Very Satisfied

1 2 3 4 5

6. To what extent do you want to be involved in SFS activities in your school next year? (check one)

- Less Same More

Please explain:



Tutoring Activities

7. Please check all of the *reading tutoring formats* used by SFS tutors at your school. Indicate approximately what percentage of the SFS reading tutoring was done in each format you checked. (For example, if SFS tutors performed approximately equal amounts of 1-to-1 and small group tutoring you would check both and place "50%" next to each. If only small group tutoring occurred, then you would check that format and place "100%" next to it).

- | | |
|---|---|
| <input type="checkbox"/> 1-to-1 reading | Percentage of SFS reading tutoring _____% |
| <input type="checkbox"/> small group (2-3) | Percentage of SFS reading tutoring _____% |
| <input type="checkbox"/> other(describe): _____ | Percentage of SFS reading tutoring _____% |

8. Did SFS tutors provide any 1-to-1 English as a Second Language (ESL) tutoring to any of your students?

- Yes No

If yes, approximately what percentage of the 1-to-1 SFS tutoring was ESL? _____%

9. For each type of SFS reading tutoring that took place in your school, please rate its effectiveness (circle).

Type of 1-to-1 or small group reading tutoring	Did Not Use	Not Effective		Somewhat Effective		Very Effective
Pull-Out	0	1	2	3	4	5
After-School	0	1	2	3	4	5
Before School	0	1	2	3	4	5
In-Class	0	1	2	3	4	5

10. What methods/criteria were used to select and refer students to SFS tutoring? (check all that apply)

- Standardized tests/assessment tools (please list)

- Other observed reading performance in class
- Student interest in reading in/out of school
- Student behavior during reading activities
- Student attitude toward school

Please describe any other methods you used:

Other (Non-tutoring) Literacy Activities

11. Besides tutoring, what other *literacy* activities were SFS volunteers engaged in at your school? (If you are not aware of any SFS activities besides tutoring, write "N/A" in the margin next to this item and continue).

- In-class assistance to the classroom at large
- Story telling
- Promoting parent involvement (e.g., meetings, outreach, workshops)
- Time-out room
- Library assistance
- Library literacy program
- Special writing (i.e., pen pal) projects
- Translation/interpretation services for bilingual parents/families
- Book club for students and their families
- Informational campaigns about literacy in the community
- After-school programs (*please describe*):

Please describe any other activities not listed:

B. Program Benefits

	Very Unsatisfied				Very Satisfied
1. What is your overall satisfaction with the SFS program at your school?	1	2	3	4	5
	Very Negative				Very Positive
2. What was the impact of SFS volunteer tutoring activities on student reading ability?	1	2	3	4	5
3. Generally, what was the impact of volunteer tutoring on student reading test results and/or reading assessment levels?	1	2	3	4	5
4. What was the impact of SFS non-tutoring literacy activities on student literacy?	1	2	3	4	5



SFS Program Benefits for Students, Teachers, Classrooms, and Schools

5. Student Benefits: Please check all that apply.

	How did the students benefit from the SFS program at your school?	What student benefits, both new and existing, would you like from the SFS program next year?
General academic improvement	<input type="checkbox"/>	<input type="checkbox"/>
Increased reading ability/scores	<input type="checkbox"/>	<input type="checkbox"/>
Increased reading	<input type="checkbox"/>	<input type="checkbox"/>
Increased positive attitude toward reading	<input type="checkbox"/>	<input type="checkbox"/>
Improved access to individualized reading tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Increased self-confidence in reading	<input type="checkbox"/>	<input type="checkbox"/>
Improved overall self-esteem	<input type="checkbox"/>	<input type="checkbox"/>
Improved writing skills	<input type="checkbox"/>	<input type="checkbox"/>
Improved behavior	<input type="checkbox"/>	<input type="checkbox"/>
Increased interest/participation in class	<input type="checkbox"/>	<input type="checkbox"/>
Improved parental involvement	<input type="checkbox"/>	<input type="checkbox"/>

Please describe any increase in student reading ability here and list any additional benefits this year not listed above:

What other student benefits would you like to see next year?

6. Teacher Benefits: Please check all that apply:

	How did the teachers benefit from the SFS program at your school?	What teacher benefits, both new and existing, would you like from the SFS program next year?
Reduced work-load in the classroom	<input type="checkbox"/>	<input type="checkbox"/>
Improved classroom management	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to connect/consult with another supportive adult	<input type="checkbox"/>	<input type="checkbox"/>
Increased ability to target instruction to specific student needs	<input type="checkbox"/>	<input type="checkbox"/>
Increased student interest/participation in classroom activity	<input type="checkbox"/>	<input type="checkbox"/>

What other teacher benefits resulted from the SFS program this year?

What other teacher benefits would you like to see next year?

7. Classroom Benefits: Please check all that apply.

	How did your classroom benefit from the SFS program?	What classroom benefits, both new and existing, would you like from the SFS program next year?
Increase in number of students keeping up with class	<input type="checkbox"/>	<input type="checkbox"/>
Improved overall student reading level	<input type="checkbox"/>	<input type="checkbox"/>
Improved attendance	<input type="checkbox"/>	<input type="checkbox"/>
Improved student attitude	<input type="checkbox"/>	<input type="checkbox"/>
Improved student classroom behavior	<input type="checkbox"/>	<input type="checkbox"/>
Improved classroom environment	<input type="checkbox"/>	<input type="checkbox"/>

What other classroom benefits occurred from the SFS program this year?

What other classroom benefits would you like to see next year?

8. **School Benefits:** Please check all that apply.

	How did your school benefit from the SFS program at your school?	What school benefits, both new and existing, would you like from the SFS program next year?
Increased participation in after-school activities	<input type="checkbox"/>	<input type="checkbox"/>
Increased access to student support services	<input type="checkbox"/>	<input type="checkbox"/>
Increased parent involvement with their children's literacy	<input type="checkbox"/>	<input type="checkbox"/>
Increased community support of schools	<input type="checkbox"/>	<input type="checkbox"/>
Increased school commitment to community service	<input type="checkbox"/>	<input type="checkbox"/>

What other school benefits resulted from the SFS program this year?

What other school benefits would you like to see next year?

9. What were the benefits of including *senior* volunteers as tutors in your school? (Check all that apply)

- Positive elder/child relationships among tutors and students
- Involved seniors in their community
- Provided students with positive adult role models
- Increased student's respect for seniors
- Tapped into skills seniors had to offer their community
- Provided an avenue for skills development for seniors

What other senior volunteer benefits occurred from the SFS program this year?



C. Next Year

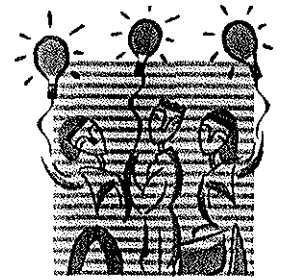
1. What challenges did you face with regard to the SFS program in your school this year?
(Check all areas that apply)

<input type="checkbox"/> General program design	<input type="checkbox"/> Tutoring model
<input type="checkbox"/> Program start-up	<input type="checkbox"/> Coordinating instructional material
<input type="checkbox"/> Ongoing program implementation	<input type="checkbox"/> Roles of volunteer tutor within classroom
<input type="checkbox"/> Cultural competency issues	<input type="checkbox"/> Volunteer matching/assignment
<input type="checkbox"/> Funding	<input type="checkbox"/> Volunteer recruitment
<input type="checkbox"/> Space	<input type="checkbox"/> Volunteer training
<input type="checkbox"/> Scheduling	<input type="checkbox"/> Meeting with SFS volunteers/staff
<input type="checkbox"/> Communication	<input type="checkbox"/> Volunteer supervision

Please give examples of the most important challenges listed above:

Please describe any other challenges you faced.

2. How would you like to see these challenges addressed?



3. What SFS activities would you like to have in your school next year? (place an "N" next to those that would be new and an "E" next to those that exist and you would like continued)

- | | | |
|--|---|--|
| <input type="checkbox"/> One-to-one tutoring | <input type="checkbox"/> Story telling | <input type="checkbox"/> Translation/interpretation services for bilingual parents/ families |
| <input type="checkbox"/> Small group (2-3) tutoring | <input type="checkbox"/> Promoting parent involvement | <input type="checkbox"/> Special writing (i.e., Pen pal) projects |
| <input type="checkbox"/> Reading to the entire class | <input type="checkbox"/> Time-out rooms | <input type="checkbox"/> After-school programs (please describe): |
| <input type="checkbox"/> In-class tutors | <input type="checkbox"/> Book clubs/fairs | _____ |
| <input type="checkbox"/> Pull-out tutors | <input type="checkbox"/> Library assistance | _____ |
| <input type="checkbox"/> Informational campaigns about literacy in the community | <input type="checkbox"/> Library literacy program | |

Please describe any other activities not listed and indicate whether they are new or existing.

If you would like to add any other comments about the SFS program, please do so here and on the back of this page.

Thank you for completing this survey.

Please return it to the SFS Program.

Seniors for Schools Program Survey 1997-98 (Principals/Staff)



Please complete the following survey. Your responses are very important to us. They will be used, along with student information, to help assess the success of the Seniors for Schools (SFS) program at your school this year and to improve the program for next year. **If you feel that the information requested by a particular item is not something you can respond to, based on your involvement with the SFS program, please write "NA" next to the item and continue to the next item.** This survey should take approximately 30 minutes to complete. Please return the completed survey to the SFS program.

School: _____ **Name:** _____
Position: _____ **Amount of time in current position** ____ **Years** ____ **Months**
 Since when have you been in this position? (Please provide month and year) _____

A. General Questions Regarding SFS Program At You School

1. Would you like the Seniors for Schools program in your school next year? Yes No

Please explain.

2. Please list each SFS program position (e.g., Program Director, Site Manager, etc.) with which you have had contact (if you do not know the person's position title, write their name). Next, place a letter next to each position you have listed below describing how often you were in contact with them. Then, circle your level of satisfaction with the amount of contact with the person/people in that position.
 (More than once a week to Daily = **D**, Weekly = **W**, Monthly = **M**, Quarterly = **Q**, Less than quarterly = **L**, not at all = **N**)

How Often? (D, W, M, Q, L, N)	SFS Position	Satisfaction with Amount of Contact				
		Very Unsatisfied	1	2	3	4
_____	SFS _____	1	2	3	4	5
_____	SFS _____	1	2	3	4	5
_____	SFS _____	1	2	3	4	5
_____	SFS Tutors	1	2	3	4	5

3. How were you involved in the SFS program at your school? (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Developing/writing the original program plan/proposal | <input type="checkbox"/> Selecting SFS volunteers |
| <input type="checkbox"/> Finding and securing needed space and resources | <input type="checkbox"/> Selecting/referring students for tutoring |
| <input type="checkbox"/> Coordinating with SFS program staff | <input type="checkbox"/> Developing tutor/student schedules |
| <input type="checkbox"/> Communicating the original concept to teachers | <input type="checkbox"/> Helping SFS volunteers with student discipline |
| <input type="checkbox"/> Selecting/developing the tutoring model | <input type="checkbox"/> Recognizing/encouraging SFS volunteers |
| <input type="checkbox"/> Selecting grade levels/ classrooms to be involved | <input type="checkbox"/> Promoting parent involvement |

Please describe any other ways you were involved:

4. How satisfied were you with the type of involvement you had with the SFS program at your school? (circle)

Very Unsatisfied
Very Satisfied

1
2
3
4
5

5. To what extent do you want to be involved in SFS activities in your school next year? (check one)

Less Same More

Please explain:



Tutoring Activities

6. Please check all of the *reading tutoring formats* used by SFS tutors at your school. Indicate *approximately* what percentage of the SFS reading tutoring was done in each format you checked. (For example, if SFS tutors performed approximately equal amounts of 1-to-1 and small group tutoring you would check both and place "50%" next to each. If only small group tutoring occurred, then you would check that format and place "100%" next to it).

1 to 1 Reading Percentage of SFS reading tutoring _____ %

small group (2-3) Percentage of SFS reading tutoring _____ %

other(describe): _____ Percentage of SFS reading tutoring _____ %

7. Did SFS tutors provide any 1-to-1 English as a Second Language (ESL) tutoring? Yes No

If yes, approximately what percentage of the 1-to-1 SFS tutoring was ESL? _____ %

8. For each type of SFS reading tutoring that took place in your school, please rate its effectiveness (circle).

Type of 1-to-1 or small group reading tutoring	Did Not Use	Not Effective	Somewhat Effective	Very Effective
Pull-Out	0	1	2	3
After-School	0	1	2	3
Before School	0	1	2	3
In-Class	0	1	2	3

Other (Non-tutoring) Literacy Activities

9. Besides tutoring, what other *literacy* activities were SFS volunteers engaged in at your school?

- | | |
|--|---|
| <input type="checkbox"/> In-class assistance to the classroom at large | <input type="checkbox"/> Special writing (i.e., pen pal) projects |
| <input type="checkbox"/> Story telling | <input type="checkbox"/> Translation/interpretation services for bilingual parents/families |
| <input type="checkbox"/> Promoting parent involvement (e.g. meetings, outreach, workshops) | <input type="checkbox"/> Book club for students and their families |
| <input type="checkbox"/> Time-out room | <input type="checkbox"/> Informational campaigns about literacy in the community |
| <input type="checkbox"/> Library assistance | <input type="checkbox"/> After-school programs (<i>please describe</i>): |
| <input type="checkbox"/> Library literacy program | |

Please describe any other activities not listed:

B. Program Benefits

	<i>Very Unsatisfied</i>				<i>Very Satisfied</i>
1. Overall how satisfied are you with the SFS program at your school?	1	2	3	4	5
	<i>Very Negative</i>				<i>Very Positive</i>
2. What is your sense of the impact of SFS tutoring activities on student reading ability?	1	2	3	4	5
3. What is your sense of the impact of SFS non-tutoring literacy activities on student literacy?	1	2	3	4	5



SFS Program Benefits for Students, Teachers, Schools, and Communities

4. **Student Benefits:** Please check all that apply.

	How did the students benefit from the SFS program at your school?	What student benefits, both new and existing, would you like from the SFS program next year?
General academic improvement	<input type="checkbox"/>	<input type="checkbox"/>
Increased reading ability/scores	<input type="checkbox"/>	<input type="checkbox"/>
Increased reading	<input type="checkbox"/>	<input type="checkbox"/>
Increased positive attitude toward reading	<input type="checkbox"/>	<input type="checkbox"/>
Improved access to individualized reading tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Increased self-confidence in reading	<input type="checkbox"/>	<input type="checkbox"/>
Improved overall self-esteem	<input type="checkbox"/>	<input type="checkbox"/>
Improved writing skills	<input type="checkbox"/>	<input type="checkbox"/>
Improved behavior	<input type="checkbox"/>	<input type="checkbox"/>
Increased interest/participation in class	<input type="checkbox"/>	<input type="checkbox"/>
Improved parental involvement	<input type="checkbox"/>	<input type="checkbox"/>

What other student benefits resulted from the SFS program this year?

What other student benefits would you like to see next year?

5. Teacher Benefits: Please check all that apply.

	How did the teachers benefit from the SFS program at your school?	What teacher benefits, both new and existing would you like from the SFS program next year?
Reduced work-load in the classroom	<input type="checkbox"/>	<input type="checkbox"/>
Improved classroom management	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to connect/consult with another supportive adult	<input type="checkbox"/>	<input type="checkbox"/>
Increased ability to target instruction to specific student needs	<input type="checkbox"/>	<input type="checkbox"/>
Increased student interest/participation in classroom activity	<input type="checkbox"/>	<input type="checkbox"/>

What other teacher benefits resulted from the SFS program this year?

What other teacher benefits would you like to see next year?

6. School Benefits: Please check all that apply.

	How did your school benefit from the SFS program?	What school benefits, both new and existing, would you like from the SFS program next year?
Improved attendance	<input type="checkbox"/>	<input type="checkbox"/>
Improved student attitude	<input type="checkbox"/>	<input type="checkbox"/>
Improved student behavior	<input type="checkbox"/>	<input type="checkbox"/>
Improved school environment	<input type="checkbox"/>	<input type="checkbox"/>
Increased access to student support services	<input type="checkbox"/>	<input type="checkbox"/>
Increased participation in after-school activities	<input type="checkbox"/>	<input type="checkbox"/>
Increased school commitment to community service	<input type="checkbox"/>	<input type="checkbox"/>
Increased community support of school	<input type="checkbox"/>	<input type="checkbox"/>

What other school benefits resulted from the SFS program this year?

What other school benefits would you like to see next year?

7. **Community Benefits:** Please check all that apply.

	What community benefits resulted from the SFS program at your school?	What community benefits, both new and existing, would you like from the SFS program next year?
Increased parent involvement with their children's literacy	<input type="checkbox"/>	<input type="checkbox"/>
Increased community awareness of school needs or issues	<input type="checkbox"/>	<input type="checkbox"/>
Increased community awareness of child literacy needs or issues	<input type="checkbox"/>	<input type="checkbox"/>
Increased community contribution of resources to schools	<input type="checkbox"/>	<input type="checkbox"/>
Increase in community volunteerism	<input type="checkbox"/>	<input type="checkbox"/>
Increased community appreciation/public recognition/support of teachers and schools	<input type="checkbox"/>	<input type="checkbox"/>

What other community benefits resulted from the SFS program this year?

What other community benefits would you like to see next year?

8. What were the benefits of including *senior* volunteers as tutors in your school? (Check all that apply)

- Positive elder/child relationships among tutors and students
- Involved seniors in their community
- Provided students with positive adult role models
- Increased student's respect for seniors
- Tapped into skills seniors had to offer their community
- Provided an avenue for skills development for seniors

What other senior volunteer benefits occurred from the SFS program this year?



C. Next Year

1. What challenges did you face with regard to the SFS program in your school this year?
(Check all areas that apply)

<input type="checkbox"/> General program design	<input type="checkbox"/> Tutoring model
<input type="checkbox"/> Program start-up	<input type="checkbox"/> Teacher/staff cooperation/support of the program
<input type="checkbox"/> Ongoing program implementation	<input type="checkbox"/> Roles of volunteer tutor within classroom
<input type="checkbox"/> Funding	<input type="checkbox"/> Volunteer recruitment
<input type="checkbox"/> Space	<input type="checkbox"/> Volunteer training
<input type="checkbox"/> Communication	<input type="checkbox"/> Volunteer matching/assignment
<input type="checkbox"/> Cultural competency issues	<input type="checkbox"/> Volunteer supervision
<input type="checkbox"/> Scheduling	

Please give examples of the most important challenges listed above:

Please describe any other challenges you faced:

2. How would you like to see these challenges addressed?



3. What SFS activities would you like to have in your school next year? (place an "N" next to those that would be new and an "E" next to those that exist and you would like continued)

- | | | |
|--|---|--|
| <input type="checkbox"/> One-on-one tutoring | <input type="checkbox"/> Story telling | <input type="checkbox"/> Translation/interpretation services for bilingual parents/ families |
| <input type="checkbox"/> Small group (2-3) tutoring | <input type="checkbox"/> Promoting parent involvement | <input type="checkbox"/> Special writing (i.e., pen pal) projects |
| <input type="checkbox"/> Reading to the entire class | <input type="checkbox"/> Time-out rooms | <input type="checkbox"/> After-school programs (please describe): |
| <input type="checkbox"/> In-class tutors | <input type="checkbox"/> Book clubs/fairs | _____ |
| <input type="checkbox"/> Pull-out tutors | <input type="checkbox"/> Library assistance | _____ |
| <input type="checkbox"/> Informational campaigns about literacy in the community | <input type="checkbox"/> Library literacy program | |

Please describe any other activities not listed and indicate whether they are new or existing:

4. If Corporation funding for Seniors for Schools ended this school year, would you seek funding from other sources to continue the SFS program at your school? Yes No.

Please explain:

If you would like to add any other comments, please do so here and on the back of this page.

Thank you for completing this survey.

Please return it to the SFS Program.

Seniors for Schools Program Surveys: Data Analysis Plan

The following plan provides you with guidance on how to analyze data generated by the Seniors for Schools Program surveys. Please keep in mind that there are multiple ways to analyze a set of data. We cover some basic approaches here. We recommend that you read and refer to the STAR "Data Analysis" technical assistance packet you received for additional guidance on using a blank survey form to summarize (tally) individual survey data.

Most of survey items in this survey contain two or more question types. For example, item A.1. has a Yes/No question followed by an open-ended question. This is why you will see item numbers mentioned several times in the table on page 2. You will need to separate survey responses by item and type of question in order to follow this plan. These will each have to be analyzed separately based on the methodology described in this plan. **Please read through the plan and pay special attention to the special instructions on page 3 for principal/staff survey items A.2, A.6, A.7, and A.8 and teacher survey items A.2, A.3, A.7, A.8, and A.9 before starting your analysis.** These special instructions need to be followed up front for these items.

Aggregating first by school and then across schools: Since Seniors for Schools Program activities vary from school to school, it is important to analyze data first by school before aggregating data across schools. This data analysis plan includes steps for school-level data analysis and cross-school aggregation. Those programs that surveyed only one principal or staff person per school with the principal/staff survey will only be aggregating principal/staff data across schools, as described on pages 2 and 3. For those programs that chose to survey more than one staff person (i.e., principal and counselor) at each school with the principal/staff survey, you can aggregate data first by school and then across schools as described on page 2, 3, and 4. In both cases, you might calculate what percent of respondents to the principal/staff survey were actually principals and what percent were other staff.

Cleaning your data: In cases where surveys are turned in and it is evident that the respondent made no effort to complete the items, or if you know that a particular respondent had little to no contact with the SFS program, but for some reason felt compelled to participate in the survey, eliminate the entire survey or questionable items from the survey at the beginning of your analysis. Treat these as non-response for the rest of the analysis. For example, where a program has surveyed more than one person with the principal/staff survey per school, and it is clear that only one respondent has had the required contact with the program to respond appropriately to the survey, the other surveys can be excluded from the analysis and the same approach as that of programs who surveyed only one principal/staff per school can be taken.

Response rates (general): For each survey item/question, divide the number of respondents who answered that item by the total number of respondents who filled out and turned in surveys. This will give you the percent of response by item. Similarly, for each survey (e.g. principal/staff or teacher survey), divide the number of respondents who filled out and returned the survey, by the total number of expected respondents (those that were provided a survey, regardless of whether they filled it out and turned it in or not). This will give you the percent of response by survey. Response rates should be calculated at the school level and then across schools.

D ANALYSIS BY SCHOOL FOR PRINCIPALS/STAFF (MORE THAN 1 PER SCHOOL) AND TEACHER SURVEYS DR
ACROSS SCHOOLS FOR PRINCIPALS/STAFF (1 PER SCHOOL)

The guidance included in this table and on page 3 should be used to analyze data **by school** for all teacher surveys and for principal/staff surveys where the program is analyzing more than one principal/staff survey per school. It also serves as guidance in analyzing data **across schools** for programs analyzing only one principal/staff survey per school. *See the special instructions for certain items on page 3 before proceeding.*

Type of question	Principal/Staff survey items containing this type	Teacher survey items containing this type	Data Analysis Method
Yes/No	A.1, A.7, and C.4	A.1, A.8	Percentage: Count the number of “yes” and “no” responses. Divide each number by the total number of respondents, excluding those that did not respond to this item. Multiply the number by 100. The result will be the percent of all respondents who answered yes or no.
Open-ended	A.1, A.3, A.4, A.6(“other”), A.9, B.4-8, C.1-C.4, and last wrap-up question (“other comments...”).	A.1, A.3(“other”), A.4, A.6, A.7(“other”), A.10, A.11, B.5-9, C.1-3, and the last wrap-up question (“...any other comments...”)	<p>Content analysis: For each item, look for similarity in the responses across surveys. Group similar responses together into “categories” that express what they have in common.</p> <p>Example: The following might be placed under the category “improved reading”:</p> <ol style="list-style-type: none"> 1) Students scored higher on their reading tests; 2) we observed an increase in reading ability; 3) students read with greater fluency <p>To generate a percent of response in a category: count the number of responses in the category and divide by total number of respondents, excluding those that did not respond to the item. Multiply this number by 100. The result will be in the form of the percentage of respondents who have reported a given category.</p>
Selection Checklist	A.3, A.5, A.6, A.9, B.4-B.8, C.1, C.3	A.4, A.6, A.7, A.10, A.11, B.5-9, C.1, C.3	Percentage: For each item on the checklist, count the number of times it was checked and divide by the number of total respondents, excluding those that did not respond to the item. Multiply this number by 100. The result will be in the form of the percentage of respondents who reported or selected a given checklist item.
Rating Scale	A.2, A.4, A.8 B.1-3.	A.2, A.5, A.9, B.1-4,	<p>Mean: Add the ratings for a given response item and divide by the total numbers of responses, excluding those that did not respond to the item. The result will be a mean (average) rating.</p> <p>Percentage: Count the number of responses for each number on the rating scale and divide by the total number of responses to each scale. Multiply the number by 100. A percentage distribution in addition to the mean will enable you to describe the spread of the responses. It will also help you explain a fairly unrepresentative mean if there are a few extreme responses, or “outliers,” which, unless they are omitted from the mean calculation, significantly change the mean rating. For example, if you had four principals out of five reporting a satisfaction level of “5” while one reported a satisfaction level of “1,” the mean would be 4.2 and would not reflect the fact that 80% (4 out of 5) of respondents rated their satisfaction at “5.”</p>

**Data Analysis by School for Principals/Staff (more than one per School) and Teachers or
Across Schools for Principals (1 per School) (Continued)**
Survey Items Requiring Special Instructions:

Principal/Staff and Teacher Surveys Item A.2:

- 1) For each position indicated (i.e., all the program coordinators), calculate a mean satisfaction rating, as described above for the rating scales. Please note that you will divide the rating totals only by the number of respondents who indicate having had contact with the position in question, not all respondents.
- 2) For each program position, group responses by the same amount of contact (i.e. group those reporting weekly contacts with program coordinators and those reporting daily contacts with the same position separately). Calculate the mean ratings for each position/amount of contact group. This will enable you to highlight preferred amounts of contact by position for future program planning.

Teacher Survey Item A.3:

- 1) For each type of involvement, count the number of respondents indicating they engaged in that type of involvement. Then, divide by the total number of respondents, excluding those that did not respond to this item. The result will be the percentage of teachers who were engaged in each type of involvement with tutors.
- 2) Within each type of involvement, group types by frequency (“How often”). Count those who reported that the type and frequency was effective and divide by the number of responses in that type/frequency group. This will give you the percentage of respondents that found each type effective and enable you to identify whether frequency had any influence on a given type’s effectiveness rating.

Principal Survey Item A.6. and Teacher Survey Item A.7:

- 1) For each tutoring format listed, count the number of times each one was checked. Then, divide each by the total number of respondents, excluding those that did not respond to this item. This will provide you with the percentage of respondents indicating a given format was used.
- 2) For each tutoring format checked, add all of the percent figures. Then, divide by the total number of respondents, excluding those that did not respond to this item. This will provide you with the average percent of SFS tutoring that each format represents.
- 3) Keep any “other” formats listed grouped together as “other” for calculations 1) and 2) above. If there is a variety of “other” formats reported, take responses and do a content analysis. Group like responses together and develop categories for these groups. Divide the total in each category by the total number of “other” formats. This will give you the percentage of all “other” formats reported that each category represents.

Principal Survey Item A.7. and Teacher Survey Item A.8:

- 1) Calculate Yes/No responses as indicated in the table above.
- 2) Add the percentages provided and divide by the number of “yes” responses to the first question in this item. This will provide you with the mean percentage of 1-to-1 tutoring that was ESL, where ESL tutoring was provided.

Principal/Staff Survey Item A.8 and Teacher Survey Item A.9:

- 1) For each type of 1-to-1 or small group tutoring, count the number of responses indicating it was used. Divide by the total number of respondents, excluding those that did not respond to the item at all. This will provide you with the percent of respondents reporting the use of each type of tutoring.
- 2) For each type of 1-to-1 or small group tutoring, add the ratings and divide by the number of times each type was rated. This does not include those responses that indicated the type was not used by selecting “0”, or those that did not respond to a particular type or the entire item. This will give you the mean rating for each type of 1-to-1 or small group tutoring.

**AGGREGATING DATA ACROSS SCHOOLS FOR TEACHERS
AND PRINCIPALS/STAFF (MORE THAN 1 PER SCHOOL SURVEYED)**

In aggregating data across schools, there are several approaches you can take. One is to continue to look at respondents individually and report results as percentages and means for all survey respondents program-wide (e.g., 80% of all teachers in the program said that they would like SFS at their school next year). The other is to look at school-level data and report average response at the school level. This allows you to report average responses by school (i.e., the average percent of teachers by school indicating they wanted SFS in their school next year was 75%). Both are useful, depending on your needs.

Respondent as the unit of analysis: For the principal/staff and teacher surveys respectively, use the same procedures as those used for school-level analysis, but for all survey respondents across all schools. For percentages, you will already have calculated the response frequency totals (tallies) by item for each survey and each school (i.e., 30 out of 35 teachers said “yes”). Use these totals as a short cut in lieu of going back and counting each survey response again. For means, add the school means and divide by the number of schools. Mathematically, this is equivalent to adding up all responses and dividing by the total number of respondents.

School as the unit of analysis: The table below outlines how to analyze your data by item using school percentages and means as your starting point.

For the principal/staff survey only: use the guidance below only for programs that are analyzing more than one principal/staff survey per school. Programs analyzing only one principal/staff survey per school should use the methodology described on pages 2 and 3.

Principal Survey Item	Teacher Survey Item	Data Analysis
A.1., C.4.	A.1.	Yes/No: Obtain an average percent response in category by adding percentages for yes and no responses calculated for each school and divide each by the number of schools. Open-ended: Obtain an average percent response in category by adding percentages for each response category calculated for each school and divide each by the number of schools.
A.2., A.4., B.1.-3.	A.2., A.3., A.5., A.9., B.1.-4.,	Mean rating across schools. Same as for school-level analysis, but start with mean ratings by school.
A.3., A.5., A.9., B.4-8., C.1.-3., last item	A.6., A.10., A.11., B.5-9., C.1.-3., last item	Average percent response. Add percent response for each item (selection) or category (content analysis of open-ended items) calculated for each school and divide by number of schools.
A.6.	A.7	1) Average percent response in category: Add percent response for each item/category calculated for each school and divide by number of schools. 2) Average percent: For each tutoring format add the average percentages calculated for each school and divide by the number of schools.
A.7.	A.8.	Yes/No: Obtain an average percent response in category by adding percentage response calculated for each school divide each by the number of schools. Average percentage of tutoring that is ESL: Add the average percentages calculated for each school and divide by number of schools.
A.8.	A.9.	1) Average percent response in category: add percent reporting use by type calculated for each school and divide by number of schools. 2) Mean rating across schools. Same as for school-level analysis, but start with mean ratings by school.