
School Turnaround AmeriCorps National Evaluation: Year 1 Final Report

TECHNICAL APPENDIXES

September 28, 2015

Prepared for:
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Community Service**
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Contents

A.	TECHNICAL APPENDIXES	1
A.1	Survey Sampling	1
A.2	Survey Weighting, Nonresponse Adjustments, and Standard Errors	1
A.2.1	Survey Weighting and Adjustment for Nonresponse	1
A.2.2	Standard Error Calculations	3
A.3	Supplemental Survey Data Tables	3
A.3.1	Grantee Survey	4
A.3.2	School Leader Survey	9
A.3.3	Instructional Staff and Counselor Survey	19
A.3.4	Parent Interviews	29
A.4	Supplemental Survey Exhibits	30
A.5	Qualitative Methodology	34
A.5.1	Qualitative Data Collection	34
A.5.2	Qualitative Analysis	36
A.6	Data Collection Instruments	36
B.	REFERENCES	37

A. TECHNICAL APPENDIXES

A.1 Survey Sampling

The main body of this report describes findings from Grantee, School Leader, and School Staff surveys, based on responses provided by 13 grantees¹, 38 school leaders², and 215 instructional staff and/or counselors, respectively. All 57 school leaders whose schools were in their second year of School Turnaround AmeriCorps program implementation were surveyed.³ The study team used a multi-step process to survey a sample of instructional/counseling staff from those 57 schools. First, the team requested rosters of instructional staff and counselors from all 57 schools, and 48 schools subsequently provided rosters. Next, the team selected a random sample of 543 staff from a sampling frame of 1743 relevant staff (those who work with the grades served by AmeriCorps members). Approximately 31 percent of instructional staff and counselors at each school were surveyed for the staff survey, with at least five staff from each school included in the sample.

The school leader and school staff surveys were administered online between January 1, 2015 and February 13, 2015, and the grantee survey was administered online between May 4, 2015 and June 4, 2015. Response rates differed by survey (see Appendix Exhibit A-1 below). The grantee survey had a response rate of 100 percent, the school leader survey had a response rate of 68 percent, and despite repeated reminders, the response rate for the instructional staff and counselors was 40 percent.

Exhibit A-1: Response Numbers and Rates for School Leaders and Instructional Staff and Counselors

Respondent Type	Number Selected	Number Responded	Response Rate
Grantees	13	13	100%
School Leaders	56 ^a	38 ^b	68%
Instructional Staff and Counselors	543	215	40%

NOTES: a The School Turnaround AmeriCorps program was in its second year of implementation in 57 schools, but two of those schools shared a principal. This principal was surveyed only once to minimize respondent burden.

b One school leader respondent reported having misunderstood the survey and asked to retake it, although then did not complete the survey upon starting it a second time. Consequently, this survey was excluded from analysis. Two respondents indicated that they occupied positions other than principal, assistant principal, or site director. The study team followed up with these two respondents and determined that their roles were equivalent to those of principals in other schools.

Exhibit reads: 100% of grantees, 68% of school leaders and 40% of instructional staff and counselors responded to the surveys.

A.2 Survey Weighting, Nonresponse Adjustments, and Standard Errors

A.2.1 Survey Weighting and Adjustment for Nonresponse

For the school leader and school staff surveys, the set of respondents did not encompass the entire population of interest, and therefore the study team developed survey weights whose application would enhance the representativeness of the survey responses. The weights were developed in two steps. First, the study team created a base weight for each individual invited to take a survey. A base weight is the inverse of the probability that the given individual would be selected to take a survey. For the school leader survey, the goal was to obtain a census of all treatment schools, and therefore invitations were extended to those schools with certainty. This meant that the base weights for the leader survey were 1. For the school staff survey, approximately 30 percent of relevant teachers at each school were randomly selected for the staff survey, yielding typical base weights of about 3.3. While all staff members at a given school were assigned the

¹ There are 12 grantee *organizations* and 13 grantee *programs*. Four grantee organizations implement their own programs. Eight grantee organizations are state service commissions with subgrantee organizations which implement the grantee programs. One state commission has two subgrantee organizations, each of which operates one grantee program. The term “grantee staff” specifically refers to grantee and/or subgrantee organizations’ staff who participated in the grantee focus groups, and is generally synonymous with the term “program staff.” Eleven of the School Turnaround AmeriCorps programs are single-state programs that must apply for funding through state service commissions and address local needs in only one state, and two are national programs that must apply for grants directly from CNCS and address local needs in at least two states.

² School leaders are typically the administrators in charge of the school, typically school principals.

³ Two schools in the sample shared a principal. The study team surveyed this principal about one of the two schools to reduce respondent burden.

same base weight, the base weights differed slightly from school to school, reflecting the slightly different school-specific sampling rates.⁴

Second, the study team modified the base weights to adjust for survey nonresponse in accordance with the federal Office of Management and Budget (OMB) Standards and Guidelines for Statistical Surveys (sections 1.3 and 3.2) to address the potential concern that respondents may differ systematically those who did not respond, and hence would not accurately represent the views of the population from which they were drawn. A standard mitigation approach, therefore, is to adjust the base weights of respondents to make them more representative of the selected sample as a whole (that is, both respondents and non-respondents) on baseline characteristics measured on the entire sample. For instance, because gender and school enrollment were known for all individuals invited to take either survey, it was possible to make weight adjustments separately for the two surveys, based on these and other measured characteristics, to make respondents resemble the entire sample. Consider, as an example, the first row of Exhibit A-2. Among all school leaders, 66 percent were female, whereas 58 percent of respondents were female. A potential concern given these different proportions is that the representativeness of any survey item responses correlated with gender would be compromised given the relative underrepresentation of females among the respondents. However, once the final nonresponse-adjusted weights are applied, the estimate of 67 percent nearly matches the sample-wide value of 66 percent, and addresses the relative lack of representativeness. Similarly, in the second row of Exhibit A-3, base-weighted respondents over-represent the whole-sample base-weighted estimate of proportion of females in the staff population, and this has been rectified via the use of nonresponse-adjusted weights. Though imperfect, the nonresponse adjustments generally improved the representativeness of the respondents on the measured baseline characteristics. See Exhibit A-2 for details about the leader survey and Exhibit A-3 about the staff survey. One caveat: this adjustment does not guarantee improvements of similar magnitudes regarding the representativeness of the survey responses of the respondents.

To develop the nonresponse adjustments, the study team fit a logistic regression model separately for each survey to predict the probability that each sample member would respond to the survey based on his or her observed characteristics. These response probabilities are called propensity scores. The propensity scores were then sorted and divided them into quintiles. Each sample member in a quintile was assigned a nonresponse weighting factor equal to the inverse of the average propensity score in the quintile. This factor, multiplied by a respondent’s base weight, gave the respondent’s final weight. The final weights of non-respondents were set to zero. These final weights were used in all survey item data analyses.⁵

Exhibit A-2: Characteristics of School Leader Survey Sample and Respondents

Variable	Sample (base weight)	Respondents (base weight)	Respondents (final weight)
Female	66%	58%	67%
Student enrollment (school)	512	545	514
Student-teacher ratio (school)	15.1	15.7	14.9
Percent minority students (school)	83%	77%	84%
Percent of students eligible for free or reduced-price lunch (school)	85%	82%	86%
Percent of students proficient in math (school)	33%	37%	33%
Percent of students proficient in reading (school)	38%	41%	36%
Region			
Northeast	25%	32%	24%
Midwest	32%	29%	34%
South	29%	26%	31%
West	14%	13%	11%
School Level			
Elementary	57%	55%	59%
High	43%	45%	41%

⁴ Though the study’s sampling rate target was 30 percent, the effective percentage of instructional staff and counselors sampled from each school varied slightly, as not all schools necessarily had a sampling frame cleanly divisible by ten. Also, since the study team sampled a minimum of five instructional staff and/or counselors per school, smaller schools (those with relatively few instructional staff and counselors) had sample percentages significantly larger than 30 percent.

⁵ See Valliant, Dever, and Kreuter (2013, p. 316-338) for a discussion of nonresponse adjustment.

Exhibit A–3: Characteristics of Instructional Staff and Counselor Survey Sample and Respondents

Variable	Sample (base weight)	Respondents (base weight)	Respondents (final weight)
Teacher	84%	84%	86%
Female	70%	77%	70%
Student enrollment (school)	666	684	675
Student-teacher ratio (school)	16.8	15.9	16.7
Percent minority students (school)	82%	76%	81%
Percent of students eligible for free or reduced-price lunch (school)	84%	81%	84%
Percent of students proficient in math (school)	37%	38%	36%
Percent of students proficient in reading (school)	43%	44%	43%
Region			
Northeast	28%	25%	31%
Midwest	23%	20%	23%
South	41%	48%	40%
West	7%	8%	6%
School Level			
Elementary	23%	17%	22%
Middle	15%	15%	16%
Elementary & Middle	16%	21%	16%
High	40%	41%	41%
Middle & High	6%	7%	6%

A.2.2 Standard Error Calculations

Data analyses for the school leader and school staff surveys were implemented using the Stata 13 suite of *svy* survey commands. The study team collapsed four-level Likert scale survey items to binary endorsement indicators (e.g., “strongly agree/agree/disagree/strongly disagree” collapsed to “agree/disagree”), and used the final survey weights to estimate endorsement rates (e.g., proportion of the population agreeing with the item). To quantify the uncertainty in estimates based on a survey sample, jackknife resampling was used to generate standard errors and confidence intervals. Jackknife resampling involves creating subsamples that systematically exclude one or more sample members, recalculating their survey weights, and then re-estimating the population endorsement rate. The initial standard error is then derived from the set of re-estimates.⁶ The study team then constructed 95 percent confidence intervals around the jackknife point estimates by applying a finite population correction⁷ to the initial standard errors and multiplying the product by 1.96 to obtain the margin of error, which is half the width of a standard 95% confidence interval. When the estimated endorsement rate was very high in the leader survey, the study team limited the upper bound of the confidence intervals to one minus the proportion of sample members who did not endorse the item, as the population proportion cannot possibly exceed this figure. Likewise, when the estimated endorsement rate was very low, the lower bound of the confidence intervals was limited to the proportion of sample members who did endorse the item.

A.3 Supplemental Survey Data Tables

This section contains supplemental exhibits for all grantee survey, school leader survey, instructional staff and counselor survey items, along with quantitative parent interview questions. The supplemental exhibits present estimated percentages measured on complete categorical scales (e.g., strongly agree to strongly disagree). This is in contrast to the presentation of only positive response options (e.g., strongly agree and agree) for the report exhibits. The estimated percentages in several report graphs are displayed along with 95% confidence intervals, in order to indicate the degree of precision of these estimates. Due to the proliferation of estimated percentages reported in the supplemental exhibits,

⁶ See Valliant, Dever, and Kreuter (2013, p. 418-426) for a description of the jackknife procedure. For the school leader survey, the study team created 56 subsamples, each of which excluded one sampled school leader. For the instructional staff and counselor survey, 177 subsamples were created, each of which excluded between 1 and 8 sampled staff, following Valliant, Dever, and Kreuter (p. 437-441).

⁷ The finite population correction accounts for the added precision of collecting data from a sample that approaches the size of the target population. Following Lohr (2009), the study team used a finite population correction equal to $\sqrt{((N - n)/N)}$, where N is stratum size and n is the number of respondents.

confidence intervals are not provided, but the reader is alerted to the fact that the degree of precision of these estimates will be roughly comparable to the degree of precision of the analogous estimates presented in the report exhibits. In addition, percentages for survey item response options may differ between the report exhibits and the supplemental exhibits because the study team excluded respondents who selected “Don’t Know” or “Not Applicable” from the denominator in the report exhibits only.

A.3.1 Grantee Survey

Exhibit A-4: Relationship with Target School Prior to School Turnaround AmeriCorps Program

Statement	n
Any prior relationship (N=13)	
Yes, with some schools	8
Yes, with all schools	4
No	1
Duration of prior relationship (N=12)	
One year or less	1
Two years	3
Three or more years	4
Varies by school	4

NOTES: (N=12-13, Missing=0)

Duration question limited to grantees whose relationship with the school(s) existed before the School Turnaround AmeriCorps partnership agreement.

Among the four grantees where duration of relationship varied by school, one grantee had a relationship of less than six months and all four had relationships of one year, two years, and three years.

Exhibit reads: 8 grantees had a relationship with some of their target schools prior to the School Turnaround AmeriCorps program. 1 of the grantees with any prior school relationships indicated that their prior relationship lasted one year or less.

SOURCE: Grantee Survey Q1 (Did your organization’s relationship with the school(s) your grant is operating in exist before you established a partnership agreement for the School Turnaround AmeriCorps program?)

Grantee Survey Q1a (If yes, how long has your organization been collaborating with the school(s)?)

Exhibit A-5: Unit of Service for School Turnaround AmeriCorps Direct Services (2014-2015)

Target	n
Individual students	11
Whole classroom	7
All students	4
Varies by school	3

NOTES: (N=13, Missing=0)

Frequencies do not sum to 13 because multiple responses were permitted.

Exhibit reads: Eleven grantees indicated that School Turnaround AmeriCorps members provided direct services to individual students.

SOURCE: Grantee Survey Q2 (To the best of your knowledge, did School Turnaround AmeriCorps members provide direct services to individual students, to the whole classroom, or to all students in the school during the 2014-15 school year?)

Exhibit A-6: Grantee Knowledge of Students Served by School Turnaround AmeriCorps (2014-2015)

Knowledge Level	n
Yes	11
Sometimes, but not always	2
No	0

NOTE: (N=13, Missing=0)

Exhibit reads: Eleven grantees knew which students were served by School Turnaround AmeriCorps members.

SOURCE: Grantee Survey Q3 (Do you know which students were served by School Turnaround AmeriCorps members?)

Exhibit A-7: Target Number of Students Expected to be Served by School Turnaround AmeriCorps

	Average number of students per school expected to be served (n)	Average number of students per school expected to complete services (n)	Complete/Serve (%)	Average number of AmeriCorps members per school (n)	Caseload (Complete/Members) (%)
Mean	210	189	89	8	28
Standard deviation	150	170	30	5	20
Maximum	540	673	165	20	87
Minimum	46	38	45	1	8
Median	160	135.5	78	6	24.5
1st Quartile	102	60.75	74.75	4	16.25
3rd Quartile	230	226.75	100	10	34.25

NOTE: (N=13, Missing=0)

Exhibit reads: The mean number of students per school expected to be served across all 13 grantees is 210. The mean number of students per school expected to complete services across all 13 grantees is 189. The mean percentage of students expected to complete services out of students expected to be served is 89%. The mean number of AmeriCorps members per school is eight. The mean caseload (number of students per school expected to complete services divided by the number of AmeriCorps members) is 28.

SOURCE: Grantee Survey Q5 (Please review the list below to confirm the schools to which your organization assigned School Turnaround AmeriCorps members. Fill in the number of members who serve at each school during 2014-15, and the targeted number of students that you expect to serve and complete the program this school year. If you don't know, please write in "DK.")

Exhibit A-8: Frequency of Student Progress Meetings Between School Turnaround AmeriCorps Members and School Staff

Occurrences	n
More than twice per month	5
Once per month	3
Once per year	1
Very different from school to school	3

NOTE: One grantee did not know how often School Turnaround AmeriCorps members meet with school staff to discuss student progress data. (N=12, Missing=0)

Exhibit reads: Five grantees indicated that meetings between School Turnaround AmeriCorps members and school staff were held more than twice per month. 3 grantees indicated that it is very different from school to school.

SOURCE: Grantee Survey Q7 (On average, how often do the School Turnaround AmeriCorps members meet with school staff to discuss data on the progress of all students? Please select the option that is closest to your members' experience.)

Exhibit A-9: Mechanism to Identify Students to Participate in School Turnaround AmeriCorps (2014-2015)

	n
Teacher recommendation	9
Grades	7
Counselor recommendation	6
Standardized test scores	5
Student request	4
Parent request	2

NOTE: (N=13, Missing=0)

Exhibit reads: Nine grantees chose "Teacher recommendation" as a mechanism to identify students for School Turnaround AmeriCorps.

SOURCE: Grantee Survey Q8 (To the best of your knowledge, which mechanisms did the school(s) use to identify students to participate in activities led by School Turnaround AmeriCorps members?)

Exhibit A-10: Reason Students Identified to Participate in School Turnaround AmeriCorps (2014-2015)

	n
Improve academic achievement	12
Improve academic engagement	10
Improve behavior	9
Improve self-esteem or socio-emotional health	8
Assist students at risk for dropping out	7
Sustain performance	6

NOTE: (N=13, Missing=0)

Exhibit reads: Twelve grantees indicated that students were identified to participate to "Improve academic achievement."

SOURCE: Grantee Survey Q9 (To the best of your knowledge, what are the reasons that students were identified to participate in School Turnaround AmeriCorps programming?)

Exhibit A-11: Grantee Perceptions of Most Important Student Outcomes in Next Two Years (2014-2015)

School Turnaround Student Outcome	Number Ranked	Rank of Importance
		Mean Rankings (Standard Deviations)
Enhanced academic achievement	12	2.8 (2.7)
Improved grades	12	3.5 (2.4)
Improved attendance	12	4.1 (1.9)
Increased motivation	12	4.3 (2.0)
Improved behavior	12	4.6 (1.7)
Improved completion of assignments	11	5.4 (1.9)
Improved socio-emotional health	12	5.5 (2.5)
Increased self-esteem	12	5.8 (2.0)

NOTE: (N=13, Missing=0)

Ranks range from 1 - 9, with 1 being the most important; not all responses were given a ranking. One grantee indicated that this question was different for different schools, but still provided a ranking.

Exhibit reads: Grantees ranked "Enhanced academic achievement" as the most important student outcome, with a mean ranking of 3.0 on a 9-point scale; 100% of grantees ranked this particular outcome.

SOURCE: Grantee Survey Q10 (What do you consider to be the most important school turnaround outcomes for students over the next two years?)

Exhibit A-12: Grantee Perceptions of Areas of Improvement in Student Outcomes (2014-2015)

Student Outcome	Quantity of Schools					Don't Know (n)	Degree of Improvement Mean Rankings (Standard Deviations)	Number Ranked
	Total (n)	All (n)	Most (>50%) (n)	Some (25-49%) (n)	Small Number (<25%) (n)			
Enhanced academic achievement	13	7	1	2	0	3	2.4 (2.0)	9
Improved grades	13	4	1	2	0	6	2.6 (2.1)	7
Improved completion of assignments	13	4	0	3	0	6	4.0 (2.2)	6
Increased motivation	13	2	1	1	0	9	4.0 (3.6)	4
Increased self-esteem	13	2	1	1	0	9	4.3 (1.3)	4
Improved attendance	13	4	0	1	1	7	4.5 (2.1)	5
Improved socio-emotional health	13	2	1	1	0	9	4.5 (2.2)	4
Improved behavior	13	3	2	0	2	6	4.8 (2.6)	6

NOTE: (N=13, Missing=0)

Ranks range from 1 - 9, with 1 being the most important. Not all responses were given any ranking. Means are calculated for grantees who ranked the option.

Table rows are sorted in ascending order by the mean rankings of grantees.

Exhibit reads: Seven grantees perceived that students at all schools demonstrated "Enhanced academic achievement." One grantee perceived "Enhanced academic achievement" in most schools, two in some schools. Three grantees did not know. Grantees ranked "Enhanced academic achievement" as the student outcome with the greatest degree of improvement across schools, with a mean ranking of 2.4 on a 9-point scale; 9 grantees ranked this particular outcome.

SOURCE: Grantee Survey Q11 (Please fill in the following table about student outcomes)

Exhibit A-13: Grantee Opinions About Partner Collaboration

Statement	Total (n)	Strongly Agree (n)	Agree (n)	Disagree (n)	Strongly Disagree (n)	Very Different (n)
It is easy for me to get in touch with someone from the school(s)	13	8	2	0	0	3
There is frequent communication between my organization and the school(s) (e.g., visits to each other's offices, meetings, written information and telephone communications)	13	8	3	0	0	2
The school(s) responds, if needed, when I make contact	13	7	4	0	0	2
The school(s) is (are) committed to making our collaboration a success	13	7	3	0	0	3
The school(s) has (have) the ability to accomplish set goals	13	6	5	0	0	2
The school(s) puts forth effort to maintain relationship(s) with my organization	13	6	3	0	0	4

NOTE: (N=13, Missing=0)

Exhibit reads: Eight grantees strongly agree and two agree that "It is easy for me to get in touch with someone from the school(s)." Three grantees believe that this is very different from school to school.

SOURCE: Grantee Survey Q12 (Please indicate your level of agreement/disagreement about your organization's collaboration with your school partner(s) for each statement listed below. Please try to respond in reference to the typical school, if you work with more than one.)

Exhibit A-14: Grantee Satisfaction with Elements of School Turnaround AmeriCorps (2014-2015)

Element	Total (n)	Very Satisfied (n)	Satisfied (n)	Dissatisfied (n)	Very Dissatisfied (n)	Don't Know (n)	Very Different (n)	Not Applicable (n)
Communication between school(s) and grantee	13	5	4	0	0	0	4	0
Communication and collaboration between teachers and School Turnaround AmeriCorps members	13	1	6	0	0	0	4	2
Communication and collaboration between school leadership and School Turnaround AmeriCorps members	13	3	7	0	0	0	3	0
Implementation of the roles and responsibilities outlined in the school partnership agreements	13	3	8	0	0	0	1	1
Placement of members in meaningful service activities	13	5	7	0	0	0	1	0
Referral of students to receive services offered by School Turnaround AmeriCorps members	13	5	5	0	0	0	1	2
Matching of members to students in need of academic strengthening and/or social/emotional supports	13	6	4	0	0	1	1	1
Alignment of School Turnaround AmeriCorps member activities with school turnaround plans	13	6	6	0	0	0	1	0
Sharing of outcome data by the school/district	13	7	5	0	0	0	1	0

NOTE: (N=13, Missing=0)

Number of respondents who did not know ranged from 0-1. Number of respondents who indicated the question was not applicable ranged from 0-2.

Exhibit reads: Five grantees are very satisfied and four are satisfied with the "Communication between school(s) and grantee." Four grantees perceived it as very different from school to school.

SOURCE: Grantee Survey Q14 (For this school year, please indicate how satisfied you are with each of the statements below:)

Exhibit A-15: Grantee Perceptions of Important Elements of School Turnaround AmeriCorps Implementation (2014-2015)

Element	Total (n)	Very important (n)	Important (n)	Somewhat important (n)	Not at all important (n)	Not Applicable (n)
Orientation and training of AmeriCorps members before they serve at the school	13	12	1	0	0	0
Comprehensive trainings of AmeriCorps members and program support staff during their year(s) of service	13	8	5	0	0	0
Multi-layered supervisory structure to ensure fidelity of program implementation	13	10	2	1	0	0
Defined framework (e.g., RTI) to guide objective instructional choices and allow for the assessment of program effectiveness	13	6	5	2	0	0
Limited set of highly scripted interventions that have been shown to be effective (i.e., research based) in achieving desired student-level outcomes	12	4	4	2	2	0
Recruitment and selection process that effectively identifies members with characteristics/skills that correspond with the program objectives	13	9	4	0	0	0

NOTE: (N=13, Missing=0-1)

Exhibit reads: Twelve grantees perceived that "Orientation and training of AmeriCorps members before they serve at the school" is very important. 1 grantee perceived it as important.

SOURCE: Grantee Survey Q16 (How important are the following characteristics to successfully implementing your School Turnaround AmeriCorps program at a typical school?)

A.3.2 School Leader Survey

Exhibit A-16: School Leader Title/Role (2014-2015)

Title/Role	%
Principal	89
Assistant Principal	2
Site Director	2
Other	7

NOTES: The "Other" response consisted of an Instructional Facilitator. (N=38, Missing=1)

Table rows are sorted in descending order.

Exhibit reads: 89% of school leaders surveyed were principals.

SOURCE: School Leader Survey Q1 (What is your title/role?)

Exhibit A-17: School Leader' Experience at Current School (2014-2015)

Years Worked at Current School	%
Fewer than 3 years	28
Between 3 and 4 years	21
4 years or more	51

NOTES: The three school leaders that selected "Not applicable" have likely already met their School Improvement Grant (SIG) requirements. (N=38, Missing=1)

Exhibit reads: 28% of school leaders had worked fewer than 3 years at their current school.

SOURCE: School Leader Survey Q2 (How many years total have you worked at this school, including this year?)

Exhibit A-18: School Improvement Grant Models (2014-2015)

School Improvement Grant (SIG) Change Model	%
Turnaround	64
Transformation	22
Restart	7
Not applicable	8

NOTES: The three school leaders who selected "Not applicable" may have already met their School Improvement Grant (SIG) requirements. (N=38, Missing=1)

Table rows are sorted in descending order.

Exhibit reads: 64% of schools follow the Turnaround school improvement grant model.

SOURCE: School Leader Survey Q4 (What School Improvement Grant (SIG) change model does your school follow?)

Exhibit A-19: Number of Students Served by School Turnaround AmeriCorps per School (2014-2015)

Number of Students Served	%
Not sure	17
Fewer than 10 students	44
Between 10 and 100 students	13
100 or more students	26

NOTES: Five recipients (13%) saw the question text "This school year, how many AmeriCorps members are serving at your school as part of the School Turnaround AmeriCorps program?" (N=38, Missing=0)

Exhibit reads: 17% of school leaders were not sure how many students were served by School Turnaround AmeriCorps at their school.

SOURCE: School Leader Survey Q5_1 (This school year, how many students are AmeriCorps members serving at your school as part of the School Turnaround AmeriCorps program?)

Exhibit A-20: Average Hours per Week Members Serve in School (2014-2015)

Hours per week	%
Fewer than 20 hours per week	4
Between 20 and 30 hours per week	19
Between 30 and 40 hours per week	38
Between 40 and 50 hours per week	27
50 or more hours per week	12

NOTES: (N=38, Missing=0)

Exhibit reads: 4% of AmeriCorps members served fewer than 20 hours per week on average in the school.

SOURCE: School Leader Survey Q5_3 (On average, how many hours per week does each of these AmeriCorps members serve this school year (2014-15)?)

Exhibit A-21: Average Number of Weeks per Year Members Serve in School (2014-2015)

Weeks	%
Fewer than 30 weeks per year	14
Between 30 and 40 weeks per year	50
40 or more weeks per year	37

NOTES:(N=38, Missing=2)

Exhibit reads: 14% of AmeriCorps members served fewer than 30 weeks per year in the school.

SOURCE: School Leader Survey Q5_4 (On average, how many weeks do these AmeriCorps members spend in your school this school year (2014-15)?)

Exhibit A-22: Unit of Service for School Turnaround AmeriCorps Direct Services (2014-2015)

Target	%
Individual students	74
All students in the school	54
Whole classroom	45

NOTES: Percentages do not sum to 100 because multiple responses were allowed.

(N=38, Missing=0)

Table rows are sorted in descending order.

Exhibit reads: 74% school leaders reported that School Turnaround AmeriCorps services are provided to individual students.

SOURCE: School Leader Survey Q6 (To the best of your knowledge, to whom do School Turnaround AmeriCorps members provide direct services this school year? (Check all that apply.))

Exhibit A-23: School Leaders' Knowledge of Students Served by School Turnaround AmeriCorps (2014-2015)

Knowledge Level	%
Yes	74
Sometimes, but not always	26
No	0

NOTES: (N=38, Missing=2)

Table rows are sorted in descending order.

Exhibit reads: 74% of school leaders knew which students were served by School Turnaround AmeriCorps.

SOURCE: School Leader Survey Q7 (Do you know which students are served by School Turnaround AmeriCorps members this school year?)

Exhibit A-24: School Leaders' Communications with and Monitoring of School Turnaround AmeriCorps Activities and Members (2014-2015)

Statement	Total (n)	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Not Applicable (%)
Teachers in this school are supportive of the AmeriCorps program	37	41	47	7	5	0
The principal and/or school leadership team monitors performance and progress of implementation of turnaround activities at this school	38	36	58	2	4	--
The principal and/or school leadership team communicates a clear vision of turnaround to AmeriCorps members	38	34	51	12	4	--
The principal and/or school leadership team monitors performance and progress of students and share this information with AmeriCorps members	38	29	53	15	4	--
AmeriCorps members are integrated into regular staff meetings and communication	38	24	61	12	4	0

NOTES: Items marked with "--" could not be entered as "Not Applicable".

(N=38, Missing=0-1)

Total n column describes the number of survey respondents who provided an answer in each row. The remaining columns present nonresponse-weighted percentages to approximate the population of interest (see Appendix A.2.1A.2.1 for details).

Table rows are sorted in descending order by the proportion of school leaders who selected "Strongly Agree".

Exhibit reads: 41% of school leaders strongly agreed and 47% agreed that "Teachers in this school are supportive of the AmeriCorps program."

SOURCE: School Leader Survey Q8 (Please indicate your level of agreement/disagreement with each of the elements listed below for this school year (2014-15): (Mark one response in each row))

Exhibit A-25: School Leaders' Perceptions of Important Elements of School Turnaround AmeriCorps Implementation (2014-2015)

Element	Total (n)	Rank of Importance				
		Very important (%)	Important (%)	Somewhat important (%)	Not at all important (%)	Not Applicable (%)
AmeriCorps member recruitment and selection process that identifies and selects members with skills aligned with the program's objectives	38	74	26	0	0	0
Alignment of AmeriCorps activities to the strategies outlined in the school's turnaround plan	38	69	29	2	0	0
Clearly defined supervisory structure to ensure fidelity of program implementation	38	67	33	0	0	0
Orientation and training of AmeriCorps members before they serve at the school	38	65	33	2	0	0
Highly defined set of research-based interventions to improve desired student-level outcomes	38	64	32	4	0	0
Comprehensive trainings of AmeriCorps members and program support staff during their year(s) of service	37	57	41	2	0	0
Clearly defined framework (e.g. RTI) to guide instructional choices and allow for the assessment of program effectiveness	38	56	44	0	0	0

NOTES: (N=38, Missing=0-1)

Total n column describes the number of survey respondents who provided an answer in each row. The remaining columns present nonresponse-weighted percentages to approximate the population of interest (see Appendix A.2.1A.2.1 for details).

Table rows are sorted in descending order by the proportion of school leaders who selected "Very Important".

Exhibit reads: 74% of school leaders perceived that the "AmeriCorps member recruitment and selection process that identifies and selects members with skills aligned with the program's objectives" is very important. 26% of school leaders perceived it as important.

SOURCE: School Leader Survey Q9 (How important are the following to the successful implementation of School Turnaround AmeriCorps program in your school(s)?)

Exhibit A-26: School Leaders' Perceptions of Most Important Student Outcomes in Next Two Years (2014-2015)

School Turnaround Student Outcome	Mean Rankings	Rank of Importance	
		Standard Errors	Percent Ranked
Enhanced academic achievement	1.5	0.3	100
Increased motivation	3.5	0.4	94
Improved grades	4.1	0.7	77
Improved attendance	4.4	0.8	84
Increased self-esteem	4.5	0.4	81
Improved socio-emotional health	5.0	0.5	93
Improved completion of assignments	5.8	0.7	76
Improved behavior	6.4	0.6	82
Other	2.0	0.0	7

NOTES: Ranks range from 1 - 9, with 1 being the most important; not all responses were given a ranking. Means are calculated for respondents who ranked the option.

No respondents indicated that this question was not applicable. (N=38, Missing=0)

Table rows are sorted in ascending order by the mean ranking of school leaders.

Exhibit reads: School Leaders ranked "Enhanced academic achievement" as the most important student outcome, with a mean ranking of 1.5 on a 9-point scale; 100% of School Leaders ranked this particular outcome.

SOURCE: School Leader Survey Q10 (What do you consider to be the most important school turnaround outcomes for students over the next two years? (Please rank in order of importance with 1 as the most important. Please only rank outcomes that you consider important.))

Exhibit A-27: School Leaders' Perceptions of Areas of Improvement in Student Outcomes (2013-2014)

Area of Improvement	n	Any Improvement			Degree of Improvement		
		Yes (%)	No (%)	Don't Know (%)	Mean Rankings	Standard Errors	Percent Ranked
Enhanced academic achievement	31	100	0	0	1.7	0.3	88
Increased motivation	27	74	0	26	3.2	0.3	83
Improved attendance	26	96	0	4	3.5	0.9	95
Improved grades	30	92	0	8	3.7	0.5	85
Improved behavior	33	97	0	3	4.0	1.1	79
Increased self-esteem	25	70	0	30	4.3	0.7	78
Improved completion of assignments	31	91	0	9	4.3	0.6	71
Improved socio-emotional health	28	84	0	16	5.2	0.6	76
Other	1	100	0	0	NA	NA	0

NOTES: Ranks of improvement range from 1 - 9, with 1 being the greatest improvement; not all responses were given a ranking. Means are calculated for respondents who ranked the option.

Any Improvement: (N=38, Missing=0)

Degree of Improvement: (N=1-33, Missing=0)

Any improvement n column describes the number of survey respondents who provided an answer in each row. The remaining columns present nonresponse-weighted percentages to approximate the population of interest (see Appendix A.2.1A.2.1 for details).

Table rows are sorted in ascending order by the mean ranking of school.

Exhibit reads: School leaders ranked "Enhanced academic achievement" as the most important student outcome, with a mean ranking of 1.7 on a 9-point scale; 88% of school leaders ranked this particular outcome.

SOURCE: School Leader Survey Q11 (Please answer the following about school outcomes for students. Was there improvement in this area at your school(s) last year (2013-14)?)

Exhibit A-28: School Leaders' Perceptions of School Climate and Student Supports (2014-2015)

Statement about School	Total (n)	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Don't Know (%)
Support for Learning						
Promotes academic success for all students	38	66	30	2	2	0
Offers students a supportive and inviting environment within which to learn	38	65	31	2	2	0
Emphasizes helping students academically when they need it	38	64	34	0	2	0
Offers staff a supportive and inviting environment within which to work	38	59	40	0	2	0
Promotes trust and collegiality among staff	38	52	44	2	2	0
Emphasizes teaching lessons in ways relevant to students	37	52	41	6	2	0
Sets high standards for academic performance for all students.	38	46	50	2	2	0
Provides the materials, resources, and training (professional development) needed to do your job effectively	38	46	44	9	2	0
Provides adequate counseling and support services for students	38	43	49	7	2	0
Provides the materials, resources, and training (professional development) needed to work with special education (IEP) students	37	43	48	8	2	0
Has sufficient teaching staff to meet the needs of students	38	42	38	18	2	0
Has sufficient support staff to meet the needs of students	38	33	41	22	4	0

Statement about School	Total (n)	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Don't Know (%)
Student Autonomy and Access to Opportunities						
Gives all students equal opportunity to participate in a variety of extracurricular activities	37	45	50	4	0	0
Gives all students equal opportunity to participate in a variety of enrichment activities	37	43	38	19	0	0
Gives all students equal opportunity to participate in classroom discussions or activities	38	39	61	0	0	0
Encourages students to enroll in rigorous courses (such as honors and AP), regardless of race, ethnicity, or nationality	34	38	54	6	0	3
Gives students opportunities to “make a difference” by helping other people, the school, or the community (e.g., service learning)	36	36	55	9	0	0
Encourages opportunities for students to decide things like class rules	37	31	52	16	0	2
Diversity and Culture						
Considers closing the racial/ethnic achievement gap a high priority	37	56	42	0	0	2
Emphasizes showing respect for all students’ cultural beliefs and practices	38	55	41	2	2	0
Fosters an appreciation of student diversity and respect for one another	37	46	53	2	0	0
Has staff examine their own cultural biases through professional development	36	35	46	18	0	0
Emphasizes using instructional materials that reflect the culture or ethnicity of our students	37	34	55	7	0	4
Discipline Environment						
Handles discipline problems fairly	38	67	26	5	2	0
Clearly communicates to students the consequences of breaking school rules	38	67	23	9	2	0
Effectively handles student discipline and behavioral problems.	38	46	48	4	2	0
School Safety and Physical Appearance						
Is a safe place for staff	38	67	31	0	2	0
Is welcoming to and facilitates parent involvement	38	56	42	0	2	0
Is a safe place for students	38	55	44	0	2	0
Has clean and well-maintained facilities and property	38	49	39	10	2	0
Makes information and resources available to parents/guardians about how they can support their children’s education	38	39	59	0	2	0

Exhibit reads: 66% of school leaders strongly agreed and 30% agreed that the school “Promotes academic success for all students”.

SOURCE: School Leader Survey Q12 (Please indicate your level of agreement/disagreement with the following statements about your school during the 2014-15 school year. (Mark one response in each row.))

Exhibit A-29: School Leaders' Perceptions of School Challenges (2014-2015)

Topic	Total (n)	Severe Challenge (%)	Moderate Challenge (%)	Not a Challenge (%)
Student academic performance	37	59	41	0
Student attendance	37	41	50	8
Student depression or other mental health problems	37	27	55	18
Disruptive student behavior	37	22	66	12
Student engagement in school	36	19	71	11
Student aspirations for college and/or career	37	18	58	24
Student fatigue/lack of sleep	36	13	58	29
Student behavior and discipline	37	11	78	10
Lack of respect of staff by students	37	11	47	42
Student safety	37	9	28	63
Harassment or bullying among students	37	8	67	25
Student alcohol and drug use	37	4	34	62
Cutting classes or being truant	36	3	39	58
Theft	37	3	22	75
Physical fighting between students	37	2	40	58
Student tobacco use	37	2	29	69
Racial/ethnic conflict among students	37	2	20	77
Gang-related activity	37	0	23	77
Vandalism (including graffiti)	37	0	10	90
Weapons possession	37	0	8	92

NOTES: (N=38, Missing=1-2)

Total n column describes the number of survey respondents who provided an answer in each row. The remaining columns present nonresponse-weighted percentages to approximate the population of interest (see Appendix A.2.1A.2.1 for details).

Table rows are sorted in descending order by the proportion of school leaders who selected "Severe Challenge".

Exhibit reads: 59% of school leaders perceived "Student academic performance" as a severe challenge, and 41% perceived it as a moderate challenge.

SOURCE: School Leader Survey Q13 (Please indicate whether the following topics represent challenges in your school this school year (2014-15). (Mark one response in each row.))

Exhibit A-30: School Leaders' Perceptions of Students, Teachers, and Families (2014-2015)

Statement	Total (n)	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Teachers and other school staff communicate and collaborate	38	42	58	0	0
Students treat AmeriCorps members with respect	38	4	90	6	0
Students treat teachers with respect	37	4	87	9	0
Students take their school work seriously	38	4	78	18	0
Students treat each other with respect	37	2	83	15	0
Families play an active role in our school	38	0	65	30	5

NOTES: (N=38, Missing=0-1)

Total n column describes the number of survey respondents who provided an answer in each row. The remaining columns present nonresponse-weighted percentages to approximate the population of interest (see Appendix A.2.1A.2.1 for details).

Table rows are sorted in descending order by the proportion of school leaders who selected strongly agree.

Exhibit reads: 42% of school leaders strong agreed and 58% agreed that "Teachers and other school staff communicate and collaborate."

SOURCE: School Leader Survey Q14 (Please indicate your level of agreement/disagreement with the following statements about your school this school year (2014-15). (Mark one response in each row.))

Exhibit A-31: School Leaders' Perceptions about Out-of-Classroom Student Supports (2014-2015)

Statement	Total (n)	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Not Applicable (%)
Make appropriate support services available to students with special needs	38	41	52	7	0	0
Deliver wraparound services and non-academic (social/emotional) supports to students	38	40	53	7	0	0
Expose students to post-secondary education opportunities and increase student interest in and knowledge about college	37	36	49	4	3	8
Provide academic enrichment, extended learning time or other academic supports to students	38	36	58	6	0	0
Connect parents/guardians to information and resources to help them support their children's education	38	30	66	2	0	2
Increase awareness about and access to health resources/services (e.g. targeting drug use, mental health, teen pregnancy)	38	29	58	7	0	7

NOTES: Number of respondents who indicated the question was not applicable ranged from 0-3. (N=38, Missing=0-1)

Total n column describes the number of survey respondents who provided an answer in each row. The remaining columns present nonresponse-weighted percentages to approximate the population of interest (see Appendix A.2.1 for details).

Table rows are sorted in descending order by the proportion of school leaders who selected "Strongly Agree" with "Not Applicable" excluded from the denominator.

Exhibit reads: 41% of school leaders strongly agreed and 52% agreed that they "Make appropriate support services available to students with special needs".

SOURCE: School Leader Survey Q15 (Please indicate your level of agreement/disagreement with the following statements about your school this school year (2014-15). (Mark one response in each row.))

Exhibit A-32: School Leaders' Satisfaction with Elements of School Turnaround AmeriCorps (2014-2015)

Element	Total (n)	Very Satisfied (%)	Satisfied (%)	Dissatisfied (%)	Very Dissatisfied (%)	Not Applicable (%)
Implementation of the roles and responsibilities outlined in the school partnership agreements	36	30	53	3	0	14
Communication and collaboration between school leadership and School Turnaround AmeriCorps members	37	34	63	3	0	0
Communication and collaboration between teachers and School Turnaround AmeriCorps members	37	29	68	3	0	0
Overall quality of School Turnaround AmeriCorps programming	37	28	64	2	7	0
Communication between school leadership and grantee staff	37	25	57	10	0	8
Collaboration between school leadership and grantee staff	37	25	57	10	0	8
Matching of members to students in need of academic strengthening and social/emotional supports	37	25	65	3	7	0
Referral of students to receive services offered by AmeriCorps members	37	23	67	10	0	0
Placement of members in meaningful service activities	37	19	71	10	0	0

NOTES: Number of respondents who indicated this question was not applicable ranged from 0-3. (N=38, Missing=0-1)

Total n column describes the number of survey respondents who provided an answer in each row. The remaining columns present nonresponse-weighted percentages to approximate the population of interest (see Appendix A.2.1 for details).

Table rows are sorted in descending order by the proportion of school leaders who selected "Very Satisfied" with "Not Applicable" excluded from the denominator.

Exhibit reads: 30% of school leaders are very satisfied and 53% are satisfied with the "Implementation of the roles and responsibilities outlined in the school partnership agreements".

SOURCE: School Leader Survey Q16 (For this school year (2014-15), please indicate your level of satisfaction/dissatisfaction with each of the elements listed below. (Mark one response in each row.))

Exhibit A-33: School Leaders' Perceptions of Success of School Turnaround AmeriCorps (2014-2015)

Success Statement	Total (n)	Very Successful (%)	Somewhat Successful (%)	Somewhat Unsuccessful (%)	Very Unsuccessful (%)	Not Applicable (%)
Overall success	37	47	47	7	0	0
Success in improving the school's capacity to implement its turnaround model	37	46	42	2	7	3
Success in improving school climate	37	43	45	6	7	0
Success in improving student socio-emotional health	37	36	53	12	0	0
Success in improving student academic achievement	37	34	54	8	0	3

NOTES: Number of respondents who indicated the question was not applicable ranged from 0-1. (N=38, Missing=0-1)

Total n column describes the number of survey respondents who provided an answer in each row. The remaining columns present nonresponse-weighted percentages to approximate the population of interest (see Appendix A.2.1 for details).

Table rows are sorted in descending order by the proportion of school leaders who selected "Very Successful".

Exhibit reads: 47% of school leaders perceived School Turnaround AmeriCorps to be very successful overall, and 47% of school leaders perceived it to be somewhat successful.

SOURCE: School Leader Survey Q17 (In your opinion, how successful is the School Turnaround AmeriCorps program in the following areas this school year (2014-15)? (Mark one response in each row.))

Exhibit A-34: School Leaders' Perceptions of Value of School Turnaround AmeriCorps (2014-2015)

Statement	Total (n)	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Not Applicable (%)
School Turnaround AmeriCorps members provide helpful support to the students in this school	38	45	55	0	0	0
School Turnaround AmeriCorps members are important partners in improving student outcomes	38	40	53	0	6	0
School Turnaround AmeriCorps members offer supports that are beneficial to the teachers in this school	38	38	51	5	6	0
School Turnaround AmeriCorps activities occur frequently enough to be valuable	38	26	59	9	0	6
School Turnaround AmeriCorps members provide access to information and resources to parents/guardians about how they can support their children's education	38	13	64	12	3	7
School Turnaround AmeriCorps members engage parents/guardians to become involved in their children's school	38	13	58	21	3	4

NOTES: Number of respondents who indicated the question was not applicable ranged from 0-3. (N=38, Missing=0)

Total n column describes the number of survey respondents who provided an answer in each row. The remaining columns present nonresponse-weighted percentages to approximate the population of interest (see Appendix A.2.1 for details).

Table rows are sorted in descending order by the proportion of school leaders who selected "Strongly Agree".

Exhibit reads: 45% of school leaders strongly agreed and 55% agreed that "School Turnaround AmeriCorps members provide helpful support to the students in this school".

SOURCE: School Leader Survey Q18 (Please indicate your level of agreement/disagreement with the following statements this school year (2014-15). (Mark one response in each row.))

Exhibit A-35: School Leaders' Perceptions about School Improvement Grant Strategy Most Influenced by School Turnaround AmeriCorps (2014-2015)

School Improvement Strategy (SIG)	Rank of Influence		Percent Ranked
	Mean Rankings	Standard Errors	
Academic achievement	1.8	0.4	90
School culture and environment	2.5	0.3	85
Increased learning time	2.7	0.5	91
Family and community engagement	3.6	0.3	91
Graduation rates	4.2	0.3	59
College enrollment rates	4.7	0.5	69

NOTES: Ranks range from 1 - 6, with 1 being the most important; not all responses were given a ranking. Means are calculated for respondents who ranked the option. (N=31, Missing=3)

Table rows are sorted in ascending order by the mean ranking of school.

Exhibit reads: School leaders ranked "Academic achievement" as the most important school improvement strategy, with a mean ranking of 1.8 on a 6-point scale; 90% of school leaders ranked this particular outcome.

SOURCE: School Leader Survey Q19 (Which School Improvement Grant (SIG) strategies are influenced the most by the School Turnaround AmeriCorps members this school year?)

Exhibit A-36: School Leaders' Perceptions of Level of Influence of School Turnaround AmeriCorps on School Turnaround Goals (2014-2015)

Element of School's Turnaround Goals	Total (n)	Substantial influence (%)	Some influence (%)	Minimal influence (%)	No influence (%)	Not Applicable (%)
Establishing a school culture and environment that fosters school safety, attendance, and discipline	38	23	61	13	0	2
Improving academic performance in ELA and/or math	38	23	59	6	9	3
Increasing rates of high school graduation	37	9	35	9	7	41
Increasing college readiness and enrollment rates	36	6	48	4	9	33
Providing ongoing mechanisms for family and community engagement	37	10	51	30	6	4

NOTES: Number of respondents who indicated the question was not applicable ranged from 1-16. (N=38, Missing=0-1)

Total n column describes the number of survey respondents who provided an answer in each row. The remaining columns present nonresponse-weighted percentages to approximate the population of interest (see Appendix A.2.1 for details).

Table rows are sorted in descending order by the proportion of school leaders who selected "Substantial Influence" with "Not Applicable" excluded from the denominator.

Exhibit reads: 23% of school leaders perceived that School Turnaround AmeriCorps has a substantial influence on the School Turnaround goal of "Establishing a school culture and environment that fosters school safety, attendance, and discipline". 61% perceived they have some influence, 13% perceived they have minimal influence, 0% perceived they have no influence, and 2% said the question was not applicable to them.

SOURCE: School Leader Survey Q20 (Please indicate the level of influence School Turnaround AmeriCorps members have over the following elements of your school's turnaround goals? (Mark one response in each row.))

A.3.3 Instructional Staff and Counselor Survey

Exhibit A-37: School Staff Primary Roles (2014-2015)

Primary Role/Position	%
All subjects	19
Mathematics	19
Special education/resource	14
Science and technology/engineering	12
English language arts	11
History and social science	10
English language learners	6
Instructional coach for teachers	5
Reading/literacy support	4
Other electives	3
School counselor	3
Foreign languages	2
Comprehensive health/physical education	2
Vocational Technical programs	2
Visual and performing arts	1
Speech, physical, or occupational therapist	1
Librarian	0
Nurse	0
Others	8

NOTES: Percentages do not sum to 100 because multiple responses were permitted.

All subjects selected if elementary school teacher provides instruction in most or all core academic subjects.

(N=215, Missing = 0)

Table rows are sorted in descending order.

Exhibit reads: 19% of school staff teach all subjects.

SOURCE: Instructional Staff and Counselors Survey Q1 (What is your primary role/position this school year?)

Exhibit A-38: Grades Served by School Staff (2014-2015)

Grade	%
K	12
1	11
2	9
3	13
4	14
5	9
6	20
7	22
8	23
9	36
10	37
11	36
12	35

NOTES: Percentages do not sum to 100 because multiple responses were permitted. (N=215, Missing=0)

Exhibit reads: 12% of school staff teach kindergarten.

SOURCE: Instructional Staff and Counselors Survey Q2 (What grades do you work with? (Check all that apply.))

Exhibit A-39: School Staff Years of Experience (2014-2015)

Years Worked	Total (%)	At the School (%)
Fewer than 2 years	11	25
Between 2 and 6 years	36	53
Between 6 and 12 years	27	13
12 years or more	26	10

NOTES: Total: (N=215, Missing=4)

At the school (N=215, Missing=2)

Exhibit reads: 11% of school staff have less than 2 years of teaching or counseling experience. 25% of school staff have less than 2 years of teaching or counseling experience at their current school.

SOURCE: Instructional Staff and Counselors Survey Q3 (How many years total have you worked as a teacher/counselor and how many years total have you worked at this school, including this year?)

Exhibit A-40: Number of Students Served by School Staff and Average Class Size (2014-2015)

	%
Number of Students Overall (N=215)	
Fewer than 50 students	27
Between 50 and 100 students	21
Between 100 and 200 students	25
200 students or more	27
Average per class (N=185)	
Fewer than 10 students	7
Between 10 and 20 students	22
Between 20 and 30 students	49
30 students or more	21

NOTES: Overall: (N=215, Missing=0)

Average per class: 30 respondents indicated this question was not applicable. (N=185, Missing=4)

Exhibit reads: 27% of school staff work with fewer than 50 students overall; 7% of school staff have an average class size smaller than 10 students.

SOURCE: Instructional Staff and Counselors Survey Q4 (Across all your responsibilities, approximately how many students do you work with this year?) - Q5 (On average, how many students do you teach in each class? (If not applicable, enter NA))

Exhibit A-41: Proportion of Staffs' Students Served by School Turnaround AmeriCorps (according to staff familiar with the program) (2014-2015)

Target of AmeriCorps Programming	%
Less than 25 percent of students	35
Between 25 and 50 percent of students	16
Between 50 and 75 percent of students	9
75 percent of students or more	40

NOTES: Responses limited to school staff who worked with at least one student in the School Turnaround AmeriCorps program.

Sixty respondents were not familiar with the School Turnaround AmeriCorps program.

Sixty nine respondents did not know how many of their students were served by School Turnaround AmeriCorps. (N=86, Missing=0)

Exhibit reads: 35% of staff reported that less than 25 percent of their students were involved in School Turnaround AmeriCorps programming.

SOURCE: Instructional Staff and Counselors Survey Q6 (Approximately how many students with whom you have worked this school year (2014-15) are/were involved in School Turnaround AmeriCorps programming?)

Exhibit A-42: Mechanisms to Identify Students for School Turnaround AmeriCorps Activities (2014-2015)

Mechanism	Mean Rankings	Rank of Frequency Standard Errors	Percent Ranked
Teacher recommendation	2.1	0.1	89
Counselor recommendation	2.6	0.2	66
Standardized test scores	2.6	0.2	62
Grades	3.1	0.2	71
Parent request	3.6	0.3	43
Student request	3.8	0.2	46
Other	2.3	0.6	15

NOTES: Responses limited to school staff who worked with at least one student in the School Turnaround AmeriCorps program.

Ranks range from 1 - 7, with 1 being the most important.

Not all responses were given any ranking. Means are calculated for respondents who ranked the option.

Fifty one respondents did not know which mechanisms were most frequently used. (N=104, Missing=3)

Table rows are sorted in ascending order by the mean ranking of school staff.

Exhibit reads: School staff ranked “Teacher recommendation” as the most important mechanism, with a mean ranking of 2.1 on a 7-point scale; 89% of school leaders ranked this particular outcome.

SOURCE: Instructional Staff and Counselors Survey Q7 (To the best of your knowledge, which of the following mechanisms are most frequently used in your school to identify students for activities led by School Turnaround AmeriCorps members)

Exhibit A-43: Reasons Students were Identified to Participate in School Turnaround AmeriCorps (2014-2015)

Reason	Mean Rankings	Rank of Frequency Standard Errors	Percent Ranked
Improve academic achievement	1.8	0.2	88
Improve academic engagement	2.3	0.1	79
Improve behavior	3.1	0.2	61
Improve self-esteem or socio-emotional health	3.4	0.2	60
Assist students at risk for dropping out	3.5	0.2	53
Sustain performance	4.4	0.2	52
Other	4.2	1.1	8

NOTES: Responses limited to school staff who worked with at least one student in the School Turnaround AmeriCorps program.

Ranks range from 1 - 7, with 1 being the most important.

Not all responses were given any ranking. Means are calculated for respondents who ranked the option.

Forty one respondents did not know the reasons students were identified. (N=114, Missing=1)

Table rows are sorted in ascending order by the mean ranking of school staff.

Exhibit reads: School staff ranked “Improve academic achievement” as the most important reason, with a mean ranking of 1.8 on a 7-point scale; 88% of school leaders ranked this particular outcome.

SOURCE: Instructional Staff and Counselors Survey Q8 (To the best of your knowledge, what are the reasons that students were identified to participate in School Turnaround AmeriCorps programming this school year?)

Exhibit A-44: Target for Direct Services in School Turnaround AmeriCorps (2014-2015)

Target	%
Individual students	80
All students in the school	34
Whole classroom	33

NOTES: Responses limited to school staff who worked with at least one student in the School Turnaround AmeriCorps program.

Percentages do not sum to 100 because multiple responses were allowed.

Twenty three respondents did not know the targets of School Turnaround AmeriCorps programming. (N=132, Missing=0)

Table rows are sorted in descending order.

Exhibit reads: 80% of school staff said School Turnaround AmeriCorps members served individual students.

SOURCE: Instructional Staff and Counselors Survey Q9 (To the best of your knowledge, to whom do School Turnaround AmeriCorps members provide direct services this school year? (Check all that apply.))

Exhibit A-45: School Staff Knowledge of Students Served by School Turnaround AmeriCorps Members (2014-2015)

Do you know which students are served by School Turnaround AmeriCorps members?	%
Yes	37
Sometimes, but not always	42
No	21

NOTES: Responses limited to school staff who worked with at least one student in the School Turnaround AmeriCorps program. (N=155, Missing=6)

Table rows are sorted in descending order by the proportion of school leaders who selected each option. Exhibit reads: 37% of school staff knew which students were served by School Turnaround AmeriCorps members.

SOURCE: Instructional Staff and Counselors Survey Q10 (Do you know which students are served by School Turnaround AmeriCorps members this school year?)

Exhibit A-46: School Staff Perceptions of Most Important Student Outcomes in Next Two Years (2014-2015)

School Turnaround Student Outcome	Mean Rankings	Rank of Importance	
		Standard Errors	Percent Ranked
Enhanced academic achievement	2.6	0.2	91
Increased motivation	3.4	0.2	85
Improved grades	4.3	0.2	75
Improved attendance	4.5	0.2	73
Increased self-esteem	4.2	0.2	75
Improved socio-emotional health	4.1	0.2	73
Improved completion of assignments	4.8	0.2	67
Improved behavior	4.4	0.2	76
Other	5.2	2.6	3

NOTES: Ranks range from 1 - 9, with 1 being the most important.

Not all responses were given any ranking. Means are calculated for respondents who ranked the option.

Ten respondents (5%) indicated that this question was not applicable. (N=205, Missing=0)

Table rows are sorted in ascending order by the mean ranking of school staff.

Exhibit reads: School staff ranked "Enhanced academic achievement" as the most important school turnaround student outcome, with a mean ranking of 2.6 on a 9-point scale; 91% of school staff ranked this particular outcome.

SOURCE: Instructional Staff and Counselors Survey Q11 (What do you consider to be the most important school turnaround outcomes for students over the next two years? (Please rank in order of importance with 1 as the most important. Please only rank outcomes that you consider important.))

Exhibit A-47: School Staff Perceptions of Improvement in Student Outcomes (2014-2015)

Student Outcome	Total (n)	All (%)	Quantity of Students				Don't Know (%)
			Most (%)	Some (%)	Few (%)	None (%)	
Enhanced academic achievement	153	9	23	22	6	1	39
Increased motivation	152	7	24	21	5	1	42
Improved completion of assignments	151	7	19	23	9	2	40
Improved grades	150	7	16	26	8	1	42
Increased self-esteem	153	8	22	21	4	1	45
Improved behavior	152	8	20	23	7	1	42
Improved socio-emotional health	153	7	17	20	7	3	46
Improved attendance	152	5	15	19	6	4	50
Other	54	0	9	0	4	4	83

NOTES: Responses limited to school staff who worked with at least one student in the School Turnaround AmeriCorps program.

Ranks range from 1 - 9, with 1 being the most important.

Not all responses were given any ranking.

Number of respondents who did not know ranged from 47-76. (N=155, Missing=2-5)

Total n column describes the number of survey respondents who provided an answer in each row. The remaining columns present nonresponse-weighted percentages to approximate the population of interest (see Appendix A.2.1 for details).

Table rows are sorted in descending order by the mean ranking of student outcomes.

Exhibit reads: 9% of school staff perceived that all students demonstrated enhanced academic achievement. 23% perceived enhanced academic achievement in most students, 22% in some students, 6% in few students, and 1% in no students. 39% of school staff did not know how many students demonstrated enhanced academic achievement.

SOURCE: Instructional Staff and Counselors Survey Q12 (For how many of the students served by School Turnaround AmeriCorps at your school this year (2014-2015) are there improvements in the following areas?)

Exhibit A-48: School Staff Perceptions of Improvement in Student Outcomes (2014-2015)

Student Outcome	Mean Rankings	Degree of Improvement	
		Standard Errors	Percent Ranked
Enhanced academic achievement	2.6	0.3	74
Increased motivation	2.9	0.2	74
Improved completion of assignments	3.1	0.3	59
Improved grades	3.3	0.3	54
Increased self-esteem	3.8	0.4	62
Improved behavior	4.1	0.5	56
Improved socio-emotional health	4.6	0.5	56
Improved attendance	5.1	0.5	48
Other	9.0	7.8	10

NOTES: Ranks range from 1 - 9, with 1 being the most important.

Not all responses were given any ranking. Means are calculated for respondents who ranked the option. (N=5 95, Missing=0)

Table rows are sorted in ascending order by the mean ranking of school staff.

Exhibit reads: School staff ranked “Enhanced academic achievement” as the most important student outcome, with a mean ranking of 2.6 on a 9-point scale; 74% of school staff ranked this particular outcome.

SOURCE: Instructional Staff and Counselors Survey Q12 (For how many of the students served by School Turnaround AmeriCorps at your school this year (2014-2015) are there improvements in the following areas?)

Exhibit A-49: School Staff Communications with and Monitoring of Members (2014-2015)

Statement	Total (n)	Strongly Agree			Strongly Disagree		Not Applicable (%)
		(%)	(%)	(%)	(%)	(%)	
Teachers in this school are supportive of the AmeriCorps program	150	44	44	5	2	4	
Teachers and AmeriCorps members successfully collaborate to support students	151	32	41	12	10	5	
Teachers in this school discuss their expectations for students with AmeriCorps members	150	31	44	12	7	6	
Teachers in this school share and discuss behavioral management strategies with AmeriCorps members	151	30	38	16	8	8	
Teachers in this school share and discuss instructional practices with AmeriCorps members	151	27	43	16	7	8	

NOTES: Responses limited to school staff who worked with at least one student in the School Turnaround AmeriCorps program.

Number of respondents who indicated the question was not applicable ranged from 5-10. (N=155, Missing=4-5)

Total n column describes the number of survey respondents who provided an answer in each row. The remaining columns present nonresponse-weighted percentages to approximate the population of interest (see Appendix A.2.1 for details).

Table rows are sorted in descending order by the proportion of school staff who selected “Strongly Agree”.

Exhibit reads: 44% of school staff strongly agreed and 44% agreed that “Teachers in this school are supportive of the AmeriCorps program.”

SOURCE: Instructional Staff and Counselors Survey Q13 (Please indicate your level of agreement/disagreement with the following statements about teacher relationships with School Turnaround AmeriCorps members this school year (2014-15). (Mark one response in each row.))

Exhibit A-50: School Staff Perceptions of School Climate and Student Supports (2014-2015)

Statement about School	Total (n)	Strongly Agree			Strongly Disagree (%)
		(%)	(%)	(%)	
Support for Learning					
Promotes academic success for all students	211	32	55	11	2
Offers students a supportive and inviting environment within which to learn	212	31	56	12	2
Emphasizes helping students academically when they need it	210	40	57	2	1
Offers staff a supportive and inviting environment within which to work	210	25	52	14	9
Promotes trust and collegiality among staff	207	24	60	11	4

Statement about School	Total (n)	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Emphasizes teaching lessons in ways relevant to students	211	27	59	12	2
Sets high standards for academic performance for all students.	212	36	46	14	4
Provides the materials, resources, and training (professional development) needed to do your job effectively	210	21	54	19	6
Provides adequate counseling and support services for students	211	24	43	23	10
Provides the materials, resources, and training (professional development) needed to work with special education (IEP) students	209	13	51	22	14
Has sufficient teaching staff to meet the needs of students	214	21	45	23	11
Has sufficient support staff to meet the needs of students	214	18	45	25	11
Student Autonomy and Access to Opportunities					
Gives all students equal opportunity to participate in a variety of extracurricular activities	212	26	57	14	3
Gives all students equal opportunity to participate in a variety of enrichment activities	213	24	56	17	3
Gives all students equal opportunity to participate in classroom discussions or activities	213	33	60	5	2
Encourages students to enroll in rigorous courses (such as honors and AP), regardless of race, ethnicity, or nationality	206	25	47	23	5
Gives students opportunities to "make a difference" by helping other people, the school, or the community (e.g., service learning)	212	20	49	25	6
Encourages opportunities for students to decide things like class rules	213	21	54	21	4
Diversity and Culture					
Considers closing the racial/ethnic achievement gap a high priority	213	29	51	17	3
Emphasizes showing respect for all students' cultural beliefs and practices	212	32	55	13	1
Fosters an appreciation of student diversity and respect for one another	213	30	54	15	1
Has staff examine their own cultural biases through professional development	210	19	41	30	11
Emphasizes using instructional materials that reflect the culture or ethnicity of our students	211	20	57	20	3
Discipline Environment					
Handles discipline problems fairly	214	23	47	17	12
Clearly communicates to students the consequences of breaking school rules	214	32	43	14	10
Effectively handles student discipline and behavioral problems	210	22	41	25	12
School Safety and Physical Appearance					
Is a safe place for staff	214	33	57	6	4
Is welcoming to and facilitates parent involvement	213	27	56	15	1
Is a safe place for students	214	30	57	9	4
Has clean and well-maintained facilities and property	213	28	52	16	4
Makes information and resources available to parents/guardians about how they can support their children's education	211	23	64	11	2

NOTES: (N=215, Missing=1-9)

Total n column describes the number of survey respondents who provided an answer in each row. The remaining columns present nonresponse-weighted percentages to approximate the population of interest (see Appendix A.2.1 for details).

Table rows are sorted in descending order by the proportion of school leaders who selected "Strongly Agree".

Exhibit reads: 32% of school staff strongly agreed and 55% agreed that the school "Promotes academic success for all students."

SOURCE: Instructional Staff and Counselors Survey Q14 (Please indicate your level of agreement/disagreement with the following statements about your school during the 2014-15 school year. (Mark one response in each row.))

Exhibit A-51: School Staff Perceptions about Out-of-Classroom Student Supports (2014-2015)

Statement	Total (n)	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Not Applicable (%)
Make appropriate support services available to students with special needs	208	28	48	14	5	5
Deliver wraparound services and non-academic (social/emotional) supports to students	209	23	60	9	4	5
Expose students to post-secondary education opportunities and increase student interest in and knowledge about college	206	28	52	9	<1	10
Provide academic enrichment, extended learning time or other academic supports to students	210	29	49	11	2	9
Connect parents/guardians to information and resources to help them support their children's education	209	23	57	13	3	4
Increase awareness about and access to health resources/services (e.g. targeting drug use, mental health, teen pregnancy)	208	20	47	19	6	8

NOTES: Number of respondents who indicated the question was not applicable ranged from 7-22. (N=215, Missing=5-9)

Total n column describes the number of survey respondents who provided an answer in each row. The remaining columns present nonresponse-weighted percentages to approximate the population of interest (see Appendix A.2.1 for details).

Table rows are sorted in descending order by the proportion of school leaders who selected "Strongly Agree".

Exhibit reads: 28% of school staff strongly agreed and 48% agreed that they "Make appropriate support services available to students with special needs".

SOURCE: Instructional Staff and Counselors Survey Q15 (Please indicate your level of agreement/disagreement with the following statements about community involvement and partnerships with your school this school year (2014-15). (Mark one response in each row.))

Exhibit A-52: School Staff Perceptions of School Challenges (2014-2015)

Topic	Total n	Severe Challenge (%)	Moderate Challenge (%)	Not a Challenge (%)
Student academic performance	212	50	45	5
Student attendance	212	33	57	11
Student depression or other mental health problems	212	22	56	22
Disruptive student behavior	213	45	48	7
Student engagement in school	213	38	53	9
Student aspirations for college and/or career	210	21	60	19
Student fatigue/lack of sleep	212	23	60	18
Student behavior and discipline	213	43	50	7
Lack of respect of staff by students	212	27	50	23
Student safety	210	6	48	46
Harassment or bullying among students	213	18	63	19
Student alcohol and drug use	211	11	41	49
Cutting classes or being truant	212	26	44	31
Theft	211	11	46	43
Physical fighting between students	212	19	48	33
Student tobacco use	211	8	32	60
Racial/ethnic conflict among students	213	4	30	67
Gang-related activity	213	6	32	62
Vandalism (including graffiti)	213	6	36	57
Weapons possession	210	4	19	78

NOTES: (N=215, Missing=2-5)

Total n column describes the number of survey respondents who provided an answer in each row. The remaining columns present nonresponse-weighted percentages to approximate the population of interest (see Appendix A.2.1 for details).

Table rows are sorted in descending order by the proportion of school leaders who selected "Severe Challenge".

Exhibit reads: 50% of school staff perceived "Student academic performance" as a severe challenge. 45% of school staff perceived it as a moderate challenge, and 5% did not perceive it as a challenge at all.

SOURCE: Instructional Staff and Counselors Survey Q16 (Please indicate whether the following topics represent challenges in your school this school year (2014-15). (Mark one response in each row.))

Exhibit A-53: School Staff Perceptions of Students, Teachers and Families (2014-2015)

Statement	Total (n)	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Teachers and other school staff communicate and collaborate	213	13	68	16	3
Students treat AmeriCorps members with respect †	153	10	68	18	4
Students treat teachers with respect	211	6	58	26	10
Students take their school work seriously	214	6	49	38	7
Students treat each other with respect	213	5	54	34	6
Families play an active role in our school	213	3	30	51	16

NOTES: (N=155-215, Missing=1-5)

† These items were restricted to respondents who worked with at least one student in the School Turnaround AmeriCorps program.

Total n column describes the number of survey respondents who provided an answer in each row. The remaining columns present nonresponse-weighted percentages to approximate the population of interest (see Appendix A.2.1 for details).

Table rows are sorted in descending order by the proportion of school staff who selected “Strongly Agree”.

Exhibit reads: 13% of school staff strongly agreed and 68% agreed that “teachers and other school staff communicate and collaborate”.

SOURCE: Instructional Staff and Counselors Survey Q17 (Please indicate the level of agreement/disagreement with the following statements about your school this school year (2014-15). (Mark one response in each row.))

Exhibit A-54: School Staff Perceptions of Value of School Turnaround AmeriCorps (2014-2015)

Statement	Total (n)	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
AmeriCorps members provide helpful support to the students in this school †	150	31	63	4	2
AmeriCorps members are important partners in improving student outcomes †	153	30	59	8	3
AmeriCorps members offer supports that are beneficial to the teachers in this school †	150	27	58	11	4
AmeriCorps activities occur frequently enough to be valuable †	152	26	49	20	5

NOTES: (N=155-215, Missing=1-5)

† These items were restricted to respondents who worked with at least one student in the School Turnaround AmeriCorps program.

Total n column describes the number of survey respondents who provided an answer in each row. The remaining columns present nonresponse-weighted percentages to approximate the population of interest (see Appendix A.2.1 for details).

Table rows are sorted in descending order by the proportion of school staff who selected “Strongly Agree”.

Exhibit reads: 31% of school staff strongly agreed and 63% agreed that “AmeriCorps members provide helpful support to the students in this school”.

SOURCE: Instructional Staff and Counselors Survey Q17 (Please indicate the level of agreement/disagreement with the following statements about your school this school year (2014-15). (Mark one response in each row.))

Exhibit A-55: School Staff Satisfaction with Elements of School Turnaround AmeriCorps (2014-2015)

Element	Total (n)	Very Satisfied (%)	Satisfied (%)	Dissatisfied (%)	Very Dissatisfied (%)	Don't Know (%)	Not Applicable (%)
Implementation of the roles and responsibilities outlined in the school partnership agreements	150	24	46	17	2	0	11
Communication and collaboration between teachers and School Turnaround AmeriCorps members	151	28	47	14	6	0	5
Overall quality of School Turnaround AmeriCorps programming	152	30	46	16	3	0	6
Matching of members to students in need of academic strengthening and social/emotional supports	150	25	49	15	3	0	7
Referral of students to receive services offered by School Turnaround AmeriCorps members	152	23	52	15	2	0	8
Placement of School Turnaround AmeriCorps members in meaningful service activities	153	30	48	11	6	0	6

NOTES: Responses limited to school staff who worked with at least one student in the School Turnaround AmeriCorps program.

Number of respondents who indicated the question was not applicable ranged from 7-17. (N=155, Missing=2-5)

Total n column describes the number of survey respondents who provided an answer in each row. The remaining columns present nonresponse-weighted percentages to approximate the population of interest (see Appendix A.2.1 for details).

Table rows are sorted in descending order by the proportion of school leaders who selected "Very Satisfied".

Exhibit reads: 24% of school staff are very satisfied and 46% are satisfied with the "Implementation of the roles and responsibilities outlined in the school partnership agreements".

SOURCE: Instructional Staff and Counselors Survey Q18 (For this school year (2014-15), please indicate your level of satisfaction/dissatisfaction with each of the elements listed below. (Mark one response in each row.))

Exhibit A-56: School Staff Perceptions of Success of School Turnaround AmeriCorps (2014-2015)

Success Statement	Total (n)	Very Successful (%)	Somewhat Successful (%)	Somewhat Unsuccessful (%)	Very Unsuccessful (%)	Not Applicable (%)
Overall success	150	39	41	11	4	6
Success in improving the school's capacity to implement its turnaround model	152	40	35	14	6	6
Success in improving school climate	151	34	36	15	7	7
Success in improving student socio-emotional health	151	30	42	14	6	8
Success in improving student academic achievement	152	34	45	11	5	5

NOTES: Responses limited to school staff who worked with at least one student in the School Turnaround AmeriCorps program.

Number of respondents who indicated the question was not applicable ranged from 6-11. (N=155, Missing=3-5)

Total n column describes the number of survey respondents who provided an answer in each row. The remaining columns present nonresponse-weighted percentages to approximate the population of interest (see Appendix A.2.1 for details).

Table rows are sorted in descending order by the proportion of school leaders who selected "Very Successful".

Exhibit reads: 39% of school staff perceived School Turnaround AmeriCorps to be very successful and 41% perceived it to be somewhat successful overall. 11% perceived it to be somewhat unsuccessful and 4% very unsuccessful. 6% said the overall success of School Turnaround AmeriCorps was not applicable.

SOURCE: Instructional Staff and Counselors Survey Q19 (In your opinion, how successful is the School Turnaround AmeriCorps program in the following areas this school year (2014-15)? (Mark one response in each row.))

Exhibit A-57. School Staff Perceptions of Changes in Behavior of Student "A" Served by School

Behavior	Total (n)	Significant Improvement (%)	Moderate Improvement (%)	No Change (%)	Moderate Decline (%)	Significant Decline (%)	Did Not Need to Improve (%)
Participating in class	93	28	50	17	1	0	5
Coming to school motivated to learn	92	24	49	23	0	0	3
Getting along well with other students	93	22	49	21	1	0	7
Volunteering (e.g., for extra credit or more responsibilities)	92	21	30	39	0	0	10
Being attentive in class	92	21	55	20	1	0	3
Attending class regularly	90	20	42	26	0	0	12
Completing homework to your satisfaction	92	20	47	28	0	1	4
Turning in his/her homework on time	91	20	44	32	1	0	4

NOTES: Each respondent was asked about two students, one whose last name is closest to the beginning of the alphabet, and another whose last name is closest to the end of the alphabet. (N=95, Missing=2-5)

Total n column describes the number of survey respondents who provided an answer in each row. The remaining columns present nonresponse-weighted percentages to approximate the population of interest (see Appendix A.2.1 for details).

Table rows are sorted in descending order by the proportion of students for whom school staff who selected "Significant Improvement" with "Did Not Need to Improve" excluded from the denominator.

Exhibit reads: 28% of school staff perceived a significant improvement in class participation for the student whose last name is closest to the beginning of the alphabet. 50% perceived a moderate improvement, 17% perceived no change, 1% perceived a moderate decline, 0% perceived a significant decline, and 5% reported that the student did not need to improve.

SOURCE: Instructional Staff and Counselors Survey Q20 (Since beginning to work with a School Turnaround AmeriCorps member(s), to the best of your knowledge, what extent has student with the last name closest to the beginning of the alphabet changed his or her behavior in terms of Turnaround AmeriCorps (2014-2015)

Exhibit A-58: School Staff Perceptions of Changes in Behavior of Student "Z" Served by School Turnaround AmeriCorps (2014-2015)

Behavior	Total (n)	Significant Improvement (%)	Moderate Improvement (%)	No Change (%)	Moderate Decline (%)	Significant Decline (%)	Did Not Need to Improve (%)
Participating in class	91	26	48	21	0	0	5
Coming to school motivated to learn	92	24	48	21	1	1	4
Getting along well with other students	91	20	52	20	0	0	9
Volunteering (e.g., for extra credit or more responsibilities)	91	14	37	36	1	0	12
Being attentive in class	90	23	56	15	1	0	4
Attending class regularly	91	24	41	23	1	1	9
Completing homework to your satisfaction	92	19	44	31	0	0	6
Turning in his/her homework on time	92	15	47	31	0	0	7

NOTES: Each respondent was asked about two students, one whose last name is closest to the beginning of the alphabet, and another whose last name is closest to the end of the alphabet. (N=95, Missing=2-5)

Total n column describes the number of survey respondents who provided an answer in each row. The remaining columns present nonresponse-weighted percentages to approximate the population of interest (see Appendix A.2.1 for details).

Table rows are sorted in descending order by the proportion of students for whom school staff who selected "Significant Improvement" with "Did Not Need to Improve" excluded from the denominator.

Exhibit reads: 26% of school staff perceived a significant improvement in class participation for the student whose last name is closest to the end of the alphabet. 48% perceived a moderate improvement, 21% perceived no change, 0% perceived a moderate decline, 0% perceived a significant decline, and 5% reported that the student did not need to improve.

SOURCE: Instructional Staff and Counselors Survey Q20 (Since beginning to work with a School Turnaround AmeriCorps member(s), to the best of your knowledge, what extent has student with the last name closest to the end of the alphabet changed his or her behavior in terms of:)

A.3.4 Parent Interviews

Exhibit A-59: Parent Perceptions of Students, Teachers and Families (2014-2015)

Statement	Total (n)	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Don't Know (%)
Teachers and leaders at my child's school care about my child's academic performance	50	50	40	6	2	2
Teachers and leaders at my child's school care about my child's social and emotional well-being	50	42	50	4	2	2
Families play an active role in our school	49	37	43	16	0	4

NOTES: (N=50, Missing=0-1)

Number of respondents who did not know ranged from 1 - 2.

Table rows are sorted in descending order by the proportion of parents who selected "Strongly Agree".

Exhibit reads: 50% of parents strong agreed and 40% agreed that "Teachers and leaders at my child's school care about my child's academic performance".

SOURCE: School Turnaround AmeriCorps Parent Interviews Q10 (Now I will read several statements about your child's school. For each statement, please tell me whether you strongly disagree, disagree, agree, strongly agree, or don't know.)

Exhibit A-60: Parent Perceptions of Value of School Turnaround AmeriCorps (2014-2015)

Statement	Total (n)	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Don't Know (%)
AmeriCorps members provide helpful support to the students in this school †	38	74	18	0	3	5
AmeriCorps members are important partners in improving student outcomes †	38	58	34	0	3	5
AmeriCorps activities occur frequently enough to be valuable †	38	47	42	0	3	8

NOTES: Responses limited to those familiar with the School Turnaround AmeriCorps program (N=38, Missing=0).

Number of respondents who did not know ranged from 2 - 3.

Table rows are sorted in descending order by the proportion of parents who selected "Strongly Agree".

Exhibit reads: 74% of parents strongly agreed and 18% agreed that "AmeriCorps members provide helpful support to the students in this school".

SOURCE: School Turnaround AmeriCorps Parent Interviews Q10 (Now I will read several statements about your child's school. For each statement, please tell me whether you strongly disagree, disagree, agree, strongly agree, or don't know.)

Exhibit A-61: Parent Perceptions of Success of School Turnaround AmeriCorps (2014-2015)

Overall success of the School Turnaround AmeriCorps program in terms of...	Total (n)	Very Successful (%)	Somewhat Successful (%)	Somewhat Unsuccessful (%)	Very Unsuccessful (%)	Don't Know (%)
Overall success	38	66	24	0	0	11
Success in improving the school's capacity to implement its turnaround model	38	45	34	0	0	21
Success in improving school climate	38	55	21	3	3	18
Success in improving student socio-emotional health	38	61	18	5	0	16
Success in improving student academic achievement	38	66	29	0	0	5

NOTES: Responses limited to those familiar with the School Turnaround AmeriCorps program (N=38, Missing=0).

Number of respondents who did not know ranged from 2 - 8.

Table rows are sorted in descending order by the proportion of school leaders who selected "Very Successful".

Exhibit reads: 66% of parents perceive School Turnaround AmeriCorps to be very successful overall.

SOURCE: School Turnaround AmeriCorps Parent Interviews Q11-Q15 (On a scale of 1-4, what is your perception of the School Turnaround AmeriCorps program's success in terms of ...)

A.4 Supplemental Survey Exhibits

This section contains supplemental exhibits that combine information from multiple supplemental survey data tables or present table data in graphical format for ease of interpretation.

Exhibit A-62: Grantee and School Leader Knowledge of Students Served by School Turnaround AmeriCorps (2014-2015)

Knowledge Level	Grantees (n)	School Leaders (%)
Yes	11	74
Sometimes, but not always	2	26

NOTES: Grantee (N=13, Missing=0), School Leader (N=38, Missing=2)

Exhibit reads: Eleven of 13 grantees and 74% of school leaders reported that they knew which students were served by School Turnaround AmeriCorps members.

SOURCE: Grantee Survey Q3 (Do you know which students were served by School Turnaround AmeriCorps members?)

School Leader Survey Q7 (Do you know which students are served by School Turnaround AmeriCorps members this school year?)

Exhibit A-63: Target Number of Students Expected to be Served by School Turnaround AmeriCorps

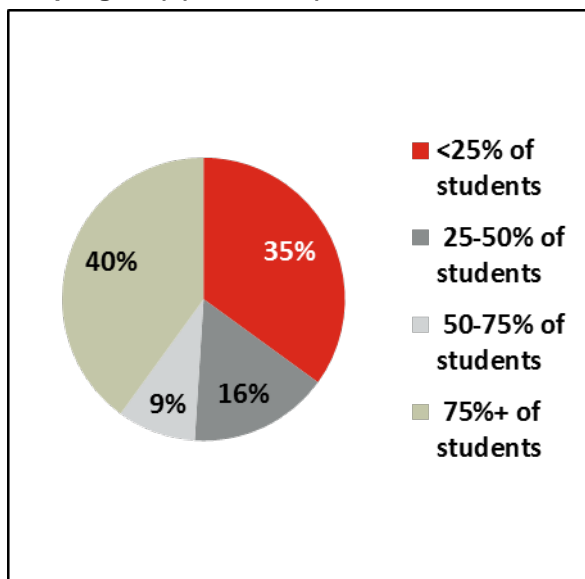
	Students expected to be served (n)	Students expected to complete services (n)	Complete/ Serve (%)	Average number of AmeriCorps members per school (n)	Caseload (Complete/ Members) (%)
Mean	210	189	89	8	28
Standard deviation	150	170	30	5	20
Maximum	540	673	165	20	87
Minimum	46	38	45	1	8
Median	160	135.5	78	6	24.5
1st Quartile	102	60.75	74.75	4	16.25
3rd Quartile	230	226.75	100	10	34.25

NOTES: (N=13, Missing=0)

Exhibit reads: The mean number of students per school expected to be served across all 13 grantees is 210. The mean number of students per school expected to complete services across all 13 grantees is 189. The mean percentage of students expected to complete services out of students expected to be served is 89%. The mean number of AmeriCorps members per school is eight. The mean caseload (number of students per school expected to complete services divided by the number of AmeriCorps members) is 28.

SOURCE: Grantee Survey Q5 (Please review the list below to confirm the schools to which your organization assigned School Turnaround AmeriCorps members. Fill in the number of members who serve at each school during 2014-15, and the targeted number of students that you expect to serve and complete the program this school year. If you don't know, please write in "DK.")

Exhibit A-64: Proportion of Staffs' Students Served by School Turnaround AmeriCorps (among staff familiar with the program) (2014-2015)



NOTES: See Appendix Exhibit A-41 for a tabular presentation of these data.

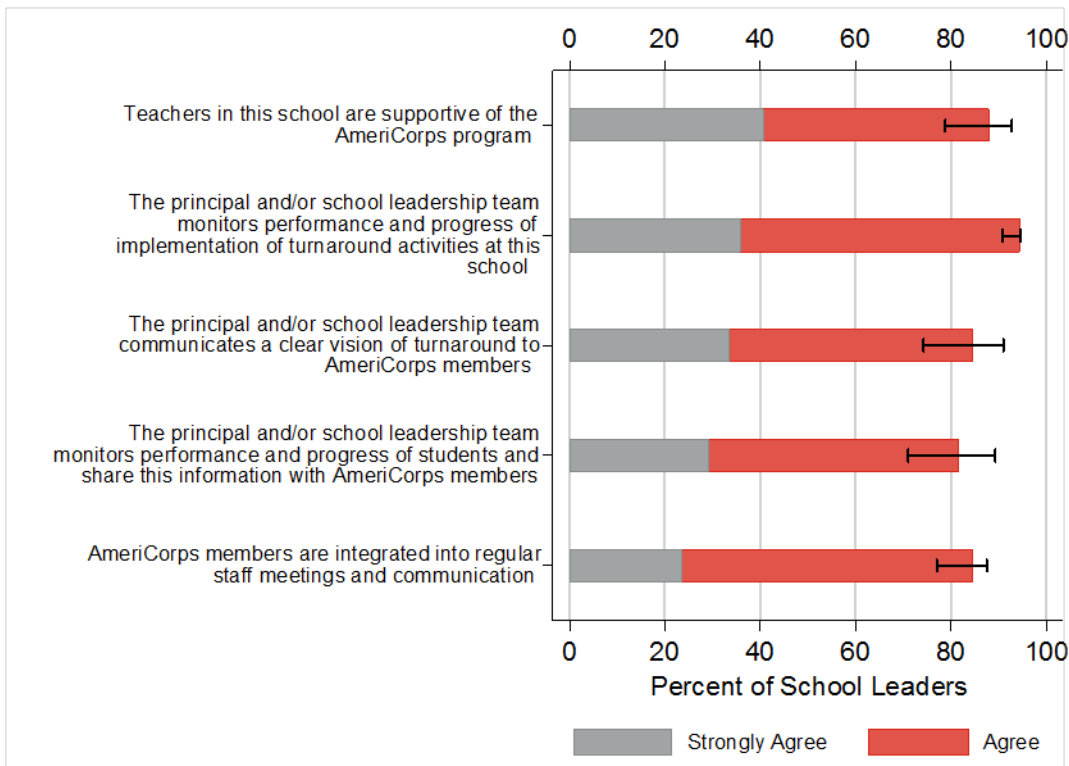
Sixty respondents were not familiar with the School Turnaround AmeriCorps program.

Sixty-nine respondents did not know how many of their students were served by School Turnaround AmeriCorps. (N=86, Missing=0)

Exhibit reads: 35% of staff reported that less than 25% of their students were involved in School Turnaround AmeriCorps programming.

SOURCE: Instructional Staff and Counselors Survey Q6 (Approximately how many students with whom you have worked this school year (2014-15) are/were involved in School Turnaround AmeriCorps programming?)

Exhibit A-65: School Leaders' Communications with and Monitoring of School Turnaround AmeriCorps Activities and Members (2014-2015)



NOTES: See Appendix Exhibit A-24 for a table with all response options.

95% confidence intervals (represented by black capped lines) may not be symmetric because the upper bound is limited to one minus the proportion of sample members who did not endorse the item and the lower bound is limited to the proportion of sample members who did endorse the item.

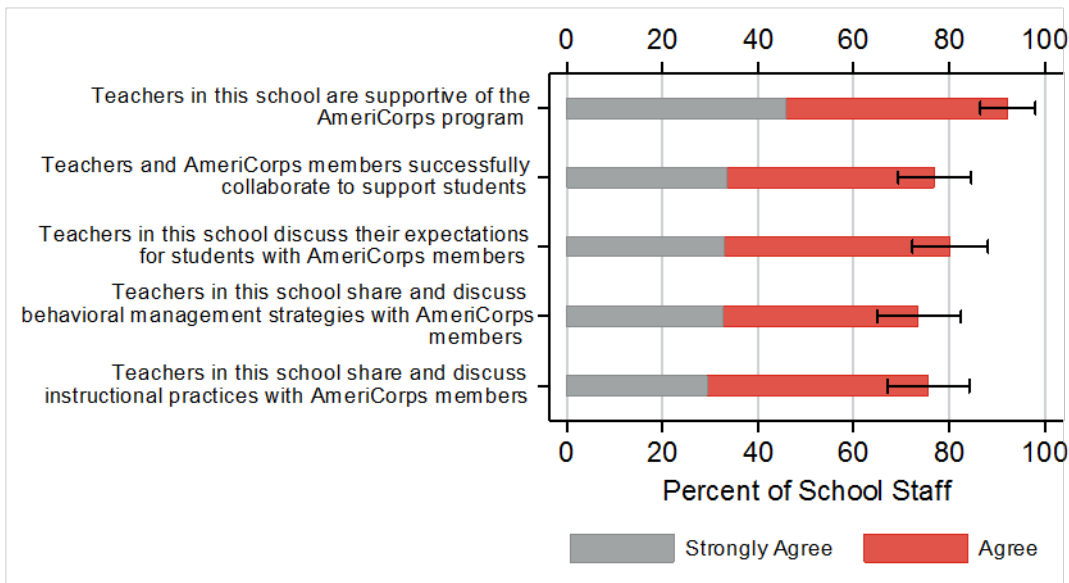
(N=38, Missing=0-1)

Bars are sorted in descending order by the proportion of school leaders who selected "Strongly Agree."

Exhibit reads: An estimated 41% of all school leaders strongly agree and 47% agree that "Teachers in this school are supportive of the AmeriCorps program." With 95% confidence, the proportion of all school leaders in School Turnaround AmeriCorps schools who strongly agree or agree that "Teachers in this school are supportive of the AmeriCorps program" falls between 79% and 93%.

SOURCE: School Leader Survey Q8 (Please indicate your level of agreement/disagreement with each of the elements listed below for this school year (2014-15): (Mark one response in each row))

Exhibit A-66: School Staff Communications and Collaboration with Members (2014-2015)



NOTES: See Appendix Exhibit A-49 for a table with all response options.

95% confidence intervals (represented by black capped lines) may not be symmetric because the upper bound is limited to 100 percent and the lower bound is limited to 0 percent.

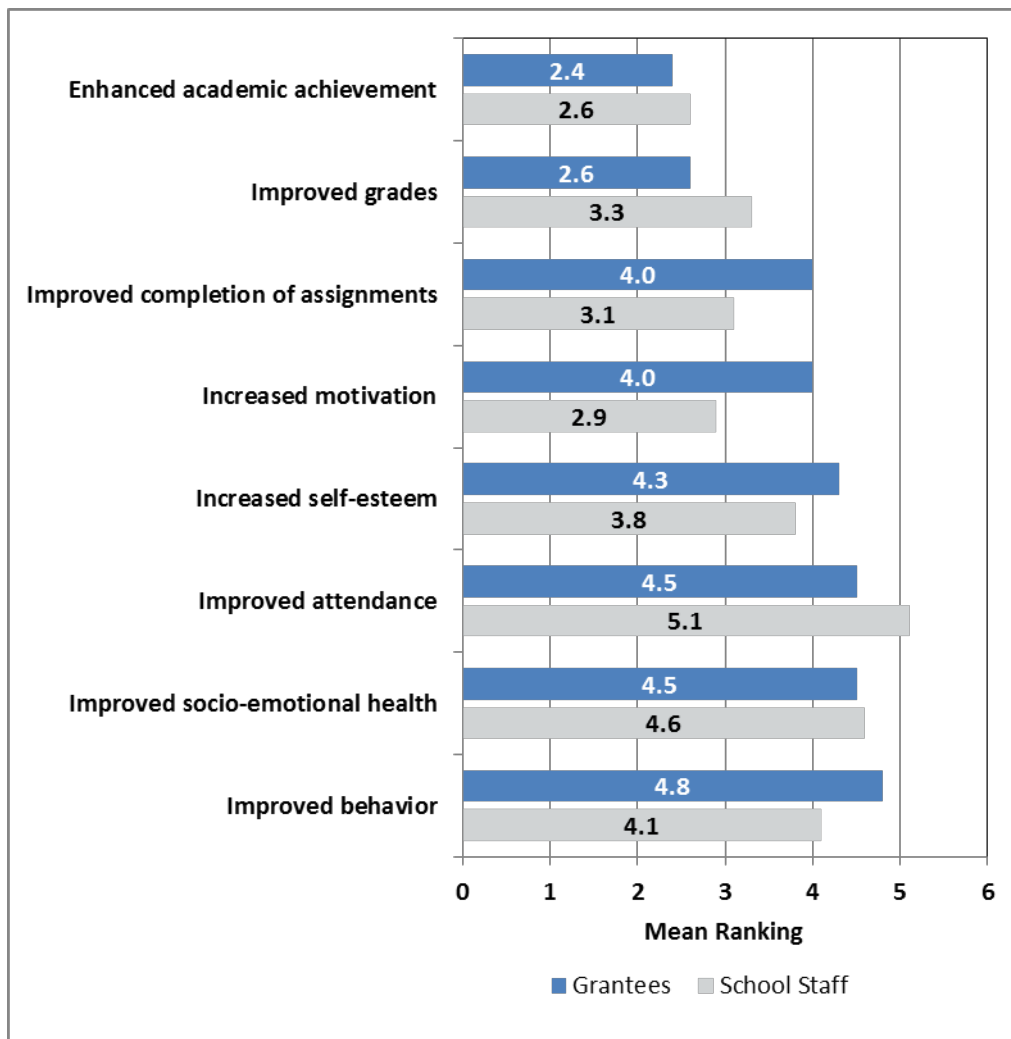
Responses limited to respondents who worked with at least one student in the School Turnaround AmeriCorps program. Number of respondents who indicated the question was not applicable ranged from 5-10. (N=155, Missing=4-5)

Bars are sorted in descending order by the proportion of school leaders who selected "Strongly Agree."

Exhibit reads: An estimated 46% of all school staff strongly agree and 46% agree that "Teachers in this school are supportive of the AmeriCorps program." With 95% confidence, the proportion of all school staff in School Turnaround AmeriCorps schools who strongly agree or agree that "Teachers in this school are supportive of the AmeriCorps program" falls between 86% and 98%.

SOURCE: Instructional Staff and Counselors Survey Q13 (Please indicate your level of agreement/disagreement with the following statements about teacher relationships with School Turnaround AmeriCorps members this school year (2014-15). (Mark one response in each row.))

Exhibit A-67: Grantee and School Staff Perceptions of Areas of Improvement in Student Outcomes for Students Served by School Turnaround AmeriCorps (2014-2015)



NOTES: See Appendix Exhibits A-12 and A-48 for a table with all response options.

Grantee (N=13, Missing=0)

Number of school staff who did not know whether students improved on an outcome ranged from 47-76. (N=79-99, Missing=2-5)

Ranks range from 1 - 9, with 1 being the most important. Not all responses were ranked by respondents. Means are calculated for respondents who ranked the option.

Table rows are sorted in ascending order by the mean rankings of grantees.

Exhibit reads: Grantees and school staff ranked "Enhanced academic achievement" as the student outcome with the greatest degree of improvement across schools, with a mean ranking of 2.4 and 2.6, respectively, on a 9-point scale. SOURCE: Grantee Survey Q11 (Please fill in the following table about student outcomes. Was there improvement in this area for students in your schools served by School Turnaround AmeriCorps members this year? If you marked "Yes," what were the outcomes with the greatest degree of improvement, across schools?)

Instructional Staff and Counselors Survey Q12 (For how many of the students served by School Turnaround AmeriCorps at your school this year (2014-2015) are there improvements in the following areas?)

A.5 Qualitative Methodology

The Year 1 evaluation encompasses qualitative data gathered from a large number and variety of stakeholders in order to triangulate findings based on multiple perspectives. A summary of data sources is below, followed by more detailed discussion of the considerations specific to each data source.

Exhibit A-68. Qualitative Data Sources By Stakeholder, Mode, and Timing of Collection

Stakeholder	N	Mode of Data Collection	Timing of Data Collection
Grantee staff	13	Telephone interviews	November 17-December 1, 2014
	3 groups (11 participants)	Online focus groups	February 12-24, 2015
	12	Telephone interviews	June 2015
Principals	25	One-on-one telephone interviews	December 2014—February 2015
	3 groups (9 participants)	Small group telephone interviews	April 28 – May 5, 2015
	12	Site visit interviews (4 in-person, 8 telephone)	May 4 – May 19, 2015
	36	Survey narrative responses	May 4-28, 2015
Parents	50	Telephone interviews	January 21-February 23, 2015
Members	3 groups (9 participants)	Online focus groups	March 5-21, 2015
	26	One-on-one telephone interviews	February 27-April 2, 2015
School staff	32	Case study interview (8 in-person, 24 over telephone)	April 29-June 11, 2015
	4 groups (14 participants)	In-person focus groups	May 4 – May 19, 2015
Grantee Progress Reports	12 mid-year 12 end-of-year plus 16 supplements	Provided by CNCS	N/A
Partnership Agreements	12	Provided by grantees	N/A

A.5.1 Qualitative Data Collection

Most qualitative data for this project was collected through interviews (mostly by telephone) and focus groups (mostly online). The research team interviewed a knowledgeable representative from each grantee organization at two times—first in fall 2014 for a “pre-interview,” then again in spring 2015 for a “post-interview.” Grantee staff members were included in focus groups if they were involved with and knowledgeable about the program.

The principals selected for the 25 one-on-one interviews were selected at random from the 57 schools in their second year of implementing the School Turnaround AmeriCorps program. The research team interviewed principals affiliated with between one and four schools per grantee for 12 of the 13 grantees. Interviews were conducted by telephone between December 23, 2014 and February 19, 2015 using a standard protocol, then transcribed verbatim. Principal surveys asked closed-ended questions about their individual schools, about the school’s overall turnaround plan, components of and support for the AmeriCorps program, improvements and challenges in the school, and the general school environment; it included one open-ended narrative question about individual schools’ turnaround plan activities.^{8,9} Principals interviewed in small group telephone interviews were selected at random from those principals who had not participated in one-on-one interviews. The research team initially tried to match principals whose schools offered similar interventions; however, this proved prohibitive because of scheduling. A condition of participating in the case studies (in-person or by telephone) was that the principal or another school leader (e.g., assistant or vice principal) with knowledge of the program would be interviewed.

Eight of the 13 School Turnaround AmeriCorps programs provide family and community engagement services, and the 50 parents selected for interviews were associated with such programs. Parents were recruited to participate in interviews through convenience sampling: the research team asked program staff and, as needed, school leaders to provide contact information for parents who might be willing to be interviewed for the School Turnaround AmeriCorps evaluation. Those parents who agreed to be interviewed are potentially already among the most engaged parents in the school. Further, it is possible that parents with a positive view of the program were more likely to be referred for interviews and to complete

⁸ The survey item reads as follows: “Briefly describe the activities in your school’s turnaround plan.”

⁹ Nineteen principals both responded to the survey and participated in interviews.

them. It is not clear how representative—or not—the feedback was from parents interviewed for this evaluation relative to feedback from all parents whose children are involved in the program.

Forty-two of 50 parent interviews were conducted in English and eight in Spanish. Thirty-six parents knew something about the School Turnaround AmeriCorps program and provided open-ended answers about the program itself. It is important to note that three interviewed parents were also teachers in the local district, and four parents were members of their schools' Parent Teacher Organization (PTO); all seven of these individuals knew about the program. The remaining 14 parents answered only scalar questions about the overall school climate; the 36 parents who knew details about the program also answered these questions, and these 50 responses are integrated in the discussion of the survey findings in the main body of the report.

Members recruited for interviews and focus groups were drawn at random from programs' rosters. After several unsuccessful attempts to contact a member, she or he was replaced with another member drawn at random from the program's cohort. Overall, the sample sizes for the member focus groups are small, but the sample size alone is not cause for concern because of the random selection. While it is possible that there are systematic differences between those members who did and did not elect to participate in focus groups, the study team does not have evidence to substantiate that.

School staff members (teachers and guidance counselors) interviewed for case studies were suggested by their principals as staff who had sufficient knowledge to discuss the school's turnaround activities and partners and School Turnaround AmeriCorps program, as applicable.

For all interviews, the interviewing team was trained in the OMB-approved grantee interview protocol prior to conducting the interviews. The interviews were recorded and transcribed, with all personally identifying information (PII) expunged from the transcripts. Interviews followed a standard interview protocol; however, not all interviewees provided similar information or the same level of detail to each question posed. Interviews rely on interview participants' recall, impressions, and details shared during the interview. Because a given respondent shared more information on one topic during an interview does not mean that others who provided less detail did not necessarily have relevant experiences with that topic. For example, one principal elaborated in an interview about how individual members' strengths influence the services offered each year, because fulfilling members' own educational goals represented an important part of the school's model for its School Turnaround AmeriCorps program. While other schools may have also tailored services based on individual members' personal strengths, other principals did not recall that aspect of program delivery or were not compelled to mention it in the interview. As a result, the frequencies reported in this document represent lower bounds—when a frequency is reported, at least that many respondents shared the experience, but it does not mean that all other respondents disagreed.

Focus group moderators and note-takers were trained on the OMB-approved discussion guide used for member and grantee focus groups; the same discussion guide was used for each group to facilitate the comparisons of member and grantee staff perspectives. Online focus groups were conducted using the iTracks platform for video, audio, and chat-enabled online focus groups. Each focus group was video-recorded. A note-taker from the research team took real time notes on participants' words, body language, and group dynamics; notes were supplemented as needed with a later review of the video. Online focus groups were conducted with grantee staff from February 12 to 24, 2015 and with members from March 5 to 21, 2015.

The research team encountered a few challenges with administration of the online focus groups. Some participants experienced technological challenges that inhibited their participation. For example, slow internet connections meant that in at least one focus group, a participant lost audio and video connections but maintained chat connection to the group; in another group, a participant was lost entirely due to connection problems. Members experienced technological problems more often, especially if they only had access to their smartphones for Internet connectivity. Lastly, the team also experienced challenges with obtaining member participation because of difficulty in scheduling focus group sessions at times when members could attend due to their varying schedules as well as time zone differences. Communicating with members was difficult due to their variable schedules and varying ability to take a personal phone call at work, as well as their not having access to or checking the email addresses issued by the programs. Members also were not incentivized to participate, which might have helped with the participation rate in the focus groups.

The research team received grantee end-of-year and mid-year progress reports from CNCS. Grantees provided written partnership agreements and responded to follow-up questions via email about how they use the agreements.

A.5.2 Qualitative Analysis

The study team developed a codebook documenting the source documents and the relevant open-ended questions and narrative responses to be analyzed from each source, and created a hierarchical coding structure of topics and subtopics, or content categories to be coded. Topics were associated with each of the study's research questions and further developed through an iterative coding process as new data sources were incorporated. For example, based on grantee pre-interviews and GPRs, high level topic categories were identified that consisted of activities and interventions (such as "direct services"), administration and oversight, barriers and challenges, program changes, context, and members and staffing. Examples of second level topics are "Tutoring" under "Direct Services" and "Retention" under "Members/Staffing."

The codebook was developed iteratively as new data sources became available and their information incorporated into the coding structure. As this happened, new codes were added based on findings in the prior rounds that, for example, more precisely identified the activities members lead, the structure of activities (e.g., one-on-one, small group), and the training and professional development activities in which members participate. Additionally, some codes were redefined to accommodate changes arising out of stakeholder perspectives. For example the node "school-level intervention" was redefined after principal interviews to code a school's turnaround plan as a whole instead of to program activities targeting the whole school (which were found to be few).

The analysis team was trained in the codes and their definitions and ensured quality by performing peer coding of samples of the dataset throughout the coding process. Training and peer coding help to ensure that team members interpret the meaning of the text in the same way, similarly define the unit of meaning when coding and categorizing a piece of text, and consistently apply the appropriate codes to the data, thereby increasing inter-rater reliability and reducing sources of bias introduced to the study. The research team then coded all narrative text from these sources following the coding structure.

Once the data were coded, the team identified the most prominent themes by counting the number of respondents that made a reference to the topic or subtopic. In calculating prevalence for each topic, respondents were only counted once even if they had provided multiple comments on the topic. During the analysis phase, the team identified sub-themes for many issues, including for example the specific components of school turnaround plans and a higher degree of precision in describing members' activities during the school day.

The team then used NVivo query functions to identify patterns in the data. Each member of the analysis team also wrote detailed memos linking coded materials to query output and to draft text describing patterns they observed in coded and queried data. This memo-writing process provides a clear record of the analytic process and a link between raw data and summarized findings.

Partnership agreements and surveys were also subjected to thematic analysis and included mixed-methods analysis of these sources' attributes. For partnership agreements, the team first analyzed the composition of the agreements to determine if certain features were present or not (e.g., evidence of plans to manage collaboratively). The team also posed three follow-up questions to program staff to help describe how they use and how frequently they update partnership agreements—issues that are not evident from a content analysis of the documents themselves. The information on both document content and usage were imported to NVivo as a survey so that closed-ended answers could be used to create attributes for documents and open-ended answers analyzed by theme. Similarly, the survey data were uploaded so that narrative descriptions of programs were coded and closed-ended questions used to segment the data. This strategy allowed the team to run queries that identify, for example, if schools following a turnaround model provide different services than those following a transformation model.

A.6 Data Collection Instruments

The Year 1 data collection instruments will be delivered as a separate document from the final report. CNCS will not post the document publicly and therefore it does not need to be made 508 compliant. CNCS will make it available upon request.

B. REFERENCES

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