



NYC SCHOOL SURVEY DATA PROTOCOL: REVIEW & USE YOUR NYC SCHOOL SURVEY RESULTS

The NYC School Survey can help school leaders better understand the experiences of students, teachers, and parents at each school, and support dialogue among the community about how to improve the school.

Consider using the following protocol¹—and the accompanying worksheets, agenda, and facilitation guide—to lead a discussion on your school’s NYC School Survey results.

SELECT DATA TO SHARE

You can find your school’s survey results in the online School Quality Guide, at tools.nycenet.edu/guide. The survey results are also available in the public data files on the [NYC School Survey InfoHub](#).

Review your school’s results from the NYC School Survey and identify the parts of the survey results to focus on as part of your discussion. Along with the NYC School Survey results, you should consider other reports and data tools, such as the [School Quality Snapshot](#) or the [School Performance Dashboard](#) that should be analyzed together to give a multi-measured view of the school.

SELECT PARTICIPANTS & SCHEDULE DISCUSSIONS

After you have reviewed your school’s survey results and identified other relevant data points, plan to share and discuss the data with any or all of the following groups:

- School staff (e.g. teachers, guidance counselors, parent coordinators, etc.)
- Students
- Families

If you think it will lead to a more focused and productive conversation, consider facilitating discussions with smaller groups during department or grade-level meetings. You can also share and discuss the results with your School Leadership Team (SLT), Parent Association, or student government.

¹ Adapted from the “[ATLAS: Looking at Data](#)” protocol and the [District and School Data Team Toolkit](#).

1. GET STARTED

Make sure that everyone has access to the NYC School Survey results, either through a print-out or online, as well as any other resources and materials that you would like the group to review along with the survey data. Give a very brief statement about the data and avoid explaining your own conclusions about the data.

2. DESCRIBE THE DATA

Ask: “What do you see?” Group members gather information and describe what they see, avoiding judgments or interpretations. If judgments or interpretations arise, ask participants to describe the evidence on which they are based.

3. INTERPRET THE DATA

Ask: “What does the data suggest?” The group tries to make sense of the data. The group should try to find many different interpretations of the data and evaluate them against the evidence. Ask the group to consider the assumptions behind their interpretations.

You can use the worksheets on the following pages to explore the data.

SOME QUESTIONS THE GROUP CAN CONSIDER TOGETHER:

- What does the data suggest about:
 - Areas of strength?
 - Areas for improvement?
 - Key concerns of students, teachers, or parents/guardians?
- Do the survey results confirm or challenge any of the group’s assumptions about the school’s performance across the six [Framework for Great School](#) elements?
- How do the survey results correspond with the data in other reports and tools, such as the [School Quality Snapshot](#) or the [School Performance Dashboard](#)?
- Look at the response rate for each respondent group (e.g. students, teachers, parents/guardians). How representative are the survey results of the experience of the whole school community? For example, a 10% response rate is less likely to be representative, while a 70% response rate is more likely to be representative.

IMPLICATIONS FOR PLANNING & PRACTICE

Ask: “What are the implications of this for our work?” Consider discussing the following questions:

- What additional information should we gather?
- What next steps should we take?
- How can you share your data findings with other members of your school community to improve focus and attention towards areas the group would like to prioritize?

“WHAT DO YOU SEE” WORKSHEET

	Respondent Group	Response Rate		Initial Reactions
		Your School	City Average	
	Students (grades 6-12 only)			
	Teachers			
	Parents/Guardians			
	Framework Elements & Measures	% Positive		Initial Reactions
		Your School	Compared to City Average	
<i>Rigorous Instruction</i>	Academic Press			
	Common Core shifts in literacy			
	Common Core shifts in math			
	Course Clarity			
	Quality of student discussion			
<i>Collaborative Teachers</i>	Cultural awareness and inclusive classroom instruction			
	Innovation and collective responsibility			
	Peer collaboration			
	Quality of professional development			
<i>Supportive Environment</i>	Classroom behavior			
	Guidance			
	Peer support for academic work			
	Personal attention and support			
	Safety			
	Social-emotional			
	Preventing Bullying			

		Framework Elements & Measures	% Positive		Initial Reactions
			Your School	Compared to City Average	
Effective School Leadership		Inclusive leadership			
		Instructional leadership			
		Program coherence			
		Teacher influence			
Strong Family-Community Ties		Outreach to parents			
		Parent Involvement in School			
Trust		Parent-principal trust			
		Parent-teacher trust			
		Student-teacher trust			
		Teacher-principal trust			
		Teacher-teacher trust			

“LOOKING AT DATA” WORKSHEET

Describe the data: What do you see?

1. For which measure(s) were the school percent positives the lowest? For which measure(s) were the percentages the highest?
2. For which measure(s) were the school percent positives higher than the city? For which measure(s) were the percentages lower than the city?
3. What else do you see in the data?

Interpret the data: What does the data suggest?

1. Name areas of strength suggested by the data:
2. Name areas for improvement suggested by the data:
3. What does the data suggest about the effectiveness of strategies or policies that the school has implemented?
4. Name the key concerns of students (non-elementary only):
5. Name the key concerns of parents/guardians:
6. Name the key concerns of teachers:
7. Does the survey data correspond with other data in the other reports (e.g. School Quality Snapshot, Quality Review, or School Performance Dashboard) or other data collected by the school?

Implications for planning & practice: What are the implications for our work?

1. What additional information should we gather?
2. What next steps should we take?
3. How do we share our findings with other members of our school community?

DATA DISCUSSION AGENDA

Duration: 1-2 hours

Pre-work for participants: at least 30 minutes

Materials needed

- *For the participants' pre-work:* Copies of the NYC School Survey results shared in the online School Quality Guide available online at tools.nycenet.edu/guide/.
- *For the participants' pre-work:* Copies of the “What do you see” worksheets.
- 11”x 17” printouts of the “Discussing Data Placemat” worksheet or re-create this worksheet on poster-size paper.
- Copies of the “Looking at data” worksheets.

- Pens/markers for the participants to use on the placemat. Ideally, each group would have a different color marker. There should be at least three markers per group.
- Additional copies of the NYC School Survey results and other data reports that you want to analyze along with the survey results. The data should be ready for small groups to analyze.
 - If using multiple data sets (e.g. state assessment results, NYC School Survey data, and attendance data), put one type of dataset at a table (so not all groups will have the same data).
 - If only using the NYC School Survey results, consider dividing the results by Framework element, so that each group is only looking at one element of data at a time (e.g. one group analyzing the Supportive Environment questions while another looks at Trust element).

Participants

- Consider which members of the school community are best positioned to investigate and use the data, including teachers, guidance counselors, parent coordinators, data specialists, etc. This meeting might be a stand-alone meeting, or could be part of a monthly meeting or SLT agenda.
- You might also consider other groups including students or families.
- Plan to split the participants into small groups at the meeting. Consider creating mixed groups (e.g. with participants from different grade levels or functions).

Pre-work

- Share the NYC School Survey results with the meeting participants.
- Give them copies of the “What do you see” worksheets, and ask them to complete them as preparation for your discussion.
- Participants should bring their pre-work to the meeting and reference it during the discussion.

Quick Agenda

1. Introduction
2. Arrange in small groups and do quick introductions (as needed)
3. Placemat activity (including rotations)
4. Whole group share-out
5. Discuss next steps
6. Closing

Detailed Facilitation Guide

Agenda	Timing	Facilitator	Participant
Introduction	5-10 minutes	<p>SAY:</p> <ul style="list-style-type: none"> • Welcome participants. • Share purpose behind meeting. • Connect to data-driven decision-making. • Ask participants to share their goals for the meeting. <p><i>EXAMPLE:</i></p> <ul style="list-style-type: none"> • <i>Thank you for coming to this meeting today. I pulled this group together because our NYC School Survey results have been released and I think there is a lot we can consider for our strategic planning for next year.</i> • <i>The survey results include the voices of our teachers, parents, and students—and we need to ensure their experiences at our school inform our decisions for next year.</i> • <i>Can everyone go around and introduce him/herself, and share what you hope to get out of today’s meeting?</i> 	<p>DO:</p> <ul style="list-style-type: none"> • Hear how survey data can inform decision-making for this group. • Learn about other goals for participants. <p>SAY:</p> <ul style="list-style-type: none"> • Share your goals for the meeting.
Setting up Small Groups	5-10 minutes	<p>SAY:</p> <ul style="list-style-type: none"> • Explain that folks will be working in small groups and how they were determined. • (If needed), have folks introduce themselves to their groups. 	<p>DO:</p> <ul style="list-style-type: none"> • Move into small groups per instructions.
Placemat activity	30 – 60 minutes (depending on number of groups)	<p>SAY:</p> <ul style="list-style-type: none"> • Groups will first review the data on the table in front of them. They will do this review silently for 2-3 minutes. • Then they will discuss as a group for 5-10 minutes, recording their thoughts on the “Discussing Data Placemat” on their table. Multiple group members can write at one time. All group members should use the same color pen/marker. • Groups can also use the “Looking at data” worksheet to help them analyze the data. • Once time has ended, the group of participants will travel to the next table, and repeat the same process with this new set of data. They will record their thoughts on the placemat already on the table (and add/react to the comments written from the last group). • Groups will continue to rotate until they are back at their original table and have reviewed all datasets. <p><i>EXAMPLE:</i></p> <ul style="list-style-type: none"> • <i>On your table, you will find a set of data. Each group has a unique data set (either a portion of the NYC School Survey data or other data sets relevant to your school).</i> • <i>First, take some time to review this data silently. Then work together to discuss and answer the questions on the large worksheet for the group.</i> 	<p>DO:</p> <ul style="list-style-type: none"> • Silently review data on the table. • Discuss data and questions on the “Discussing Data Placemat” on the table. • Multiple group members should write on the Placemat to answer the questions. • When told, groups will rotate to the next table and complete the same exercise with a new set of data. • By the end of the allotted time, groups will have reviewed and discussed all datasets.

		<ul style="list-style-type: none"> • <i>At the end of 15 minutes, my alarm will go off, and you and your group will rotate to the next table. There you will find a new set of data to review. You will build add your thoughts to the Placemat already on the table.</i> • <i>Every group will get a chance to analyze and review all the data.</i> • <i>What questions do you have?</i> 	
Whole group discussion	20-40 minutes	<p>SAY:</p> <ul style="list-style-type: none"> • Groups (back at their original table) should review all the comments on the Placemat. • Groups should share out main trends or points of interest on the Placemat to the entire group. • Ask others to build on questions and strong points brought up by group share-out. • Consider if themes are emerging across the groups. 	<p>DO:</p> <ul style="list-style-type: none"> • Analyze the discussion worksheet. • Share out relevant insights. • Engage in discussion with full group.
Next Steps	10 minutes	<p>SAY:</p> <ul style="list-style-type: none"> • Have group identify next steps given discussion. <ul style="list-style-type: none"> ○ Might be strategies to implement given data or it might be steps for further discussion/analysis. • Have someone collect all the “Discussing Data Placemats” and commit to sharing with the whole group. 	<p>DO:</p> <ul style="list-style-type: none"> • Generate next steps based on the discussion.
Closing	10 minutes	<p>SAY:</p> <ul style="list-style-type: none"> • Thank participants for engaging in conversation and analysis. • Reiterate some of the goals named at the start of the meeting, and assess whether they were achieved. 	

DISCUSSING DATA PLACEMAT

