NYC SCHOOL SURVEY

Data Protocol: Review & Use Your 2023 NYC School Survey Results

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

Consider using the following protocol[1]—and the accompanying worksheets, agenda, and facilitation guide—to lead a discussion on your school's NYC School Survey results. Embargoed results are confidential and should not be shared with anyone outside of the school leadership team until results are made public. This protocol is created to review results, but school leaders are responsible for ensuring that the results are shared with the right group at all given times.

SELECT DATA TO SHARE

You can log on to Panorama's platform by visiting NYCDOE.Panoramaed.com and using your NYC DOE email username (do not include @schools.nyc.gov) and password. To access survey results, once logged in, click on the "School" icon on the home screen.

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.

If you want to access your school's NYC School Survey results prior to 2021, you will need to access your School Quality Guide from 2019- 2020: https://tools.nycenet.edu/guide/2020/

SELECT PARTICIPANTS & SCHEDULE DISCUSSIONS

After the public release (later this summer), and 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 families?

- 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, families). 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.

4. **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 for your school	Response Rate of city or district average	Initial Reactions

Rigorous Instruction

Framework Elements & Measures	% Positive for your School	% Positive compared to city or district average	Initial Reactions
Academic Press			
Course Clarity			
Early Childhood Instruction			
Quality of Student Discussion			
Strong Core Instruction			

Collaborative Teachers

Framework Elements & Measures	% Positive for your School	% Positive compared to city or district average	Initial Reactions
Cultural Awareness and Inclusive Classroom Instruction			
Innovation and Collective Responsibility			

Framework Elements & Measures	% Positive for your School	% Positive compared to city or district average	Initial Reactions
Peer Collaboration			
Quality of Professional Development			
School Commitment			

Supportive Environment

Framework Elements & Measures	% Positive for your School	% Positive compared to city or district average	Initial Reactions
Classroom Behavior			
Guidance			
Peer support for Academic Work			
Personal Attention and Support			
Preventing Bullying			
Safety			
Social-emotional			
Conflict Resolution			

Effective School Leadership

Framework Elements & Measures	% Positive for your School	% Positive compared to city or district average	Initial Reactions
Inclusive Leadership			

Framework Elements & Measures	% Positive for your School	% Positive compared to city or district average	Initial Reactions
Instructional Leadership			
Program Coherence			
Teacher Influence			

Strong Family-Community Ties

Framework Elements & Measures	% Positive for your School	% Positive compared to city or district average	Initial Reactions
Building Families' Capacity as their Child's Primary Teacher			
Building Families' Capacity as their Child's Primary Advocate			
Outreach to families			
Parent Involvement in School			
Strong Relationships			
Two-Way Communication			

Trust

Framework Elements & Measures	% Positive for your School	% Positive compared to city or district average	Initial Reactions
Parent-principal Trust			
Parent-teacher Trust			
Student-teacher Trust			

Framework Elements & Measures	% Positive for your School	% Positive compared to city or district average	Initial Reactions
Student-student Trust			
Teacher-principal Trust			
Teacher-teacher Trust			

"LOOKING AT DATA" WORKSHEET

Chancellor Banks' vision is that every one of our students graduates with a route toward a satisfying profession, long-term economic stability, and the ability to be a contributing force for change. His vision is divided into four pillars. Explore your survey results through the lens of the Chancellor's pillars, by engaging in the following questions:

Describe the data: What do you see?

Pillar 1: Re-imagine the Student Experience

- When looking at the percent positives for student guidance, how have the percentages changed over time? Where do you see an increase? Where do you see a decrease? Why do you think these percentages changed?
- Which question(s) had the highest percent positives for student guidance? Which question(s) had the lowest percent positives?

Pillar 2: Scaling, Sustaining, and Restoring What Works

- What topics had the highest percent positives that should be considered for scaling or continuing? What topics have a drop after implementing a change in the past year(s) that may need revisiting?
- For which question(s) were the school percent positives higher than the city? For which question(s) were the percentages lower than the city?

Pillar 3: Prioritize Wellness and Its Link to Student Success

- How did the percent positives for guidance vary between race/ethnicity? How did they vary between grades (if applicable)?
- When measuring percent positives for student social-emotional well-being, which question(s) had the highest percent positive? Which question(s) had the lowest percent positives?
  How did the percentages change over time?

- When measuring percent positives for students' safety, how did the percentages change over time? Which groups of students, families, or teachers have the lowest percentage? Within the student and family groups, are there differences in the percent positives based on demographics?

Pillar 4: Engaging Families to be Our True Partners

- When measuring the percent positives of families' trust in the school, how did the percentages change over time?
- When measuring percent positives for parent involvement in school, how have these percentages changed over time? Do you see any difference between race/ethnicity? Grades?
- When measuring percent positives for outreach to families, what are the favorable responses for a teacher working closely with the families? Are teachers and families working as a team to ensure that the students are getting the help needed to improve their learning?
- What else do you see in the data?

Interpret the data: What does the data suggest?

- Name areas of strength suggested by the data:
- Name areas for improvement suggested by the data:
- What does the data suggest about the effectiveness of strategies or policies that the school has implemented?
- Name the key concerns of students (non-elementary only):
- Name the key concerns of families:
- Name the key concerns of teachers:
- 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?

- What happened this year that seems to favor the percent positives? What were changes this year that seem to not work?
- What additional information should we gather?
- What next steps should we take?
- How do we share our findings with other members of our school community?

<div align="center" style="color:green">**DATA DISCUSSION AGENDA**</div>

Duration: 1-2 hours [after public release of data]
Pre-work for participants: at least 30 minutes

Materials needed
- ➢ *For the participants' pre-work:* Copies of your survey results can be accessed through Panorama's platform by going to NYCDOE.Panoramaed.com and using your NYC DOE email account (without the @schools.nyc.gov) and password. Once logged in, click on the "School" icon on the main screen to see survey results.
- ➢ *For the participants' pre-work*: Copies of the "What do you see" worksheets.
- ➢ 11"x 17" printouts of the "Discussing Data Placemat" (page 11) 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.
    - o 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).
    - o 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	SAY: • Welcome participants. • Share purpose behind meeting. • Connect to data-driven decision-making. • Ask participants to share their goals for the meeting. *EXAMPLE:* • *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.* • *The survey results include the voices of our teachers, families, and students—and we need to ensure their experiences at our school inform our decisions for next year.* • *Can everyone go around and introduce him/herself, and share what you hope to get out of today's meeting?*	DO: • Hear how survey data can inform decision-making for this group. • Learn about other goals for participants. SAY: • Share your goals for the meeting.
Setting up Small Groups	5-10 minutes	SAY: • Explain that folks will be working in small groups and how they were determined. • (If needed), have folks introduce themselves to their groups.	DO: • Move into small groups per instructions.
Placemat activity	30 – 60 minutes (depending on number of groups)	SAY: • 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. • *EXAMPLE:* • *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).*	DO: • 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

Agenda	Timing	Facilitator	Participant
		• *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.* • *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 your thoughts to the Placemat already on the table.* • *Every group will get a chance to analyze and review all the data.* • *What questions do you have?*	and discussed all datasets.
Whole group discussion	20-40 minutes	SAY: • 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.	DO: • Analyze the discussion worksheet. • Share relevant insights. • Engage in discussion with full group.
Next Steps	10 minutes	SAY: • Have group identify next steps given discussion. ○ It 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.	DO: • Generate the next steps based on the discussion.
Closing	10 minutes	SAY: • Thank participants for engaging in conversation and analysis. • Reiterate some of the goals mentioned at the start of the meeting and assess whether they were achieved.	

DISCUSSING DATA PLACEMAT

What surprises did you find in the data? (Both positive and negative)?

What questions should we address next?

What do you now know that you didn't prior to this analysis?

What are the areas of strength? What are the areas for improvement?

What questions arise from this analysis (anything that will require further study)?