NYC SCHOOL SURVEY

Data Protocol: Review & Use Your 2024 NYC School Survey Results

The NYC School Survey can help school leaders better understand the experiences of students, teachers, and families at each school. The survey is designed to collect important information about each school's ability to support student success. School leaders can use the results to support dialogue among the community about how to improve the school and programs.

School leaders can use feedback from the survey to reflect and improve schools and programs. For example, schools have used their results from the NYC School Survey to inform Comprehensive Education Plans, bullying prevention, planning, performance management, and goal setting.

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 was created to review results. School leaders are responsible for ensuring that the results are shared with the right groups at the appropriate times.

SELECT DATA TO SHARE
NYC School Survey results are available on the Panorama Education platform. To log into the platform follow these instructions.

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

For Non-NYCPS Users:
If you do not have an @schools.nyc.gov email address, visit Secure.Panoramaed.com, where you will be directed to sign-in. If you had an account created for you previously, use the username and password that you used to create that account to log on. If you do not remember your password, select "Forgot Password." You will then be prompted to reset your password and log in. To access survey results for your school, 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. To identify key results, you can look for questions with the most or least improvement, questions with the highest or lowest percent positives, etc. You can also review other data tools

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

and reports to look at alongside the NYC School Survey, such as the School Quality Snapshot or the School Performance Dashboard.

If you want to access your school's NYC School Survey results prior to 2021, you will need to access your School Quality Guide: https://tools.nycenet.edu/guide/2023/

SELECT PARTICIPANTS & SCHEDULE DISCUSSIONS
After the public release (later this summer), and 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 leading 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. 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 scan the data and make objective statements about what they see. Group members can share their answers from the "What Do You See?" worksheet.

3. INTERPRET THE DATA
Ask: "What does the data suggest?" Have group members scan the data for common trends and themes. Ask group members to share what surprised and/or disappointed them about specific questions, measures, etc. Ask members to share their thoughts about the results with data examples from the survey.

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

SOME QUESTIONS THE GROUP CAN CONSIDER TOGETHER:
- What does the data tell you about:
  - Areas of strength?
  - Areas for improvement?
  - Key concerns of students, teachers, or families?

- How are the NYC School Survey results similar or not similar to 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[2] are the survey results of the experience of the whole school community? For example, a

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[2] A representative sample is a sample from a larger group that accurately represents the characteristics of a larger population.

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 asking the following questions:

- What additional information can we gather?
- What next steps can 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?

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DATA DISCUSSION AGENDA

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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.
- ➢ *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" worksheet.
- ➢ Copies of the "Summary of Findings" worksheet.
- ➢ 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 suited 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. Summary of Findings worksheet activity
6. Discuss next steps
7. Closing

Detailed Facilitation Guide

Agenda Item	Timing	Facilitator	Participant
Introduction	5-10 minutes	SAY: • Welcome participants. • Share purpose behind meeting. • Connect to data-driven decision-making. • Identify and define group norms, establish a community agreement. • 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).	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

		• 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).* • *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?*	with a new set of data. • By the end of the allotted time, groups will have reviewed 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 can 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.
Summary of Findings activity/worksheet	15 minutes	*Note: Facilitators may choose to do this activity during the facilitation or choose to provide it as a do on their own activity post-facilitation.* SAY: • Share purpose of the Summary of Findings activity. • Explain that participants will work individually, then they will share their drafts with a partner when directed. • When there are 5 minutes remaining, direct participants to share with a peer.	DO: • Silently review and complete the activity • When told, participants will pair up with a peer and share their answers. • By the end of the allotted time, participants will have completed their answers and discussed it with a peer.
Next Steps	10 minutes	SAY: • Have group identify next steps given discussion. o It might be strategies to implement given data or it might be steps for further discussion/analysis.	DO: • Generate the next steps based on the discussion.

		• Have someone collect all the "Discussing Data Placemats" and commit to sharing with the whole group.	
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.	

<div align="center">**"WHAT DO YOU SEE" WORKSHEET**</div>

The purpose of this activity is to introduce you to the 2024 NYC School Survey results and prepare for a data discussion meeting. Before your meeting, look at the survey results provided and complete the worksheet. You will discuss your answers during the meeting.

Respondent Group (Families, School Staff, Students)	Response Rate for your School	Response Rate of City or District average	First Reactions

Rigorous Instruction

Framework Elements & Measures	% Positive for your School	% Positive compared to City or District average	First 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	First Reactions
Cultural Awareness and Inclusive Classroom Instruction			
Innovation and Collective Responsibility			
Peer Collaboration			
Quality of Professional Development			
School Commitment			

Supportive Environment

Framework Elements & Measures	% Positive for your School	% Positive compared to City or District average	First Reactions
Classroom Behavior			
Guidance			
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	First Reactions
Inclusive Leadership			
Instructional Leadership			
Program Coherence			
Teacher Influence			

Strong Family-Community Ties

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

Trust

Framework Elements & Measures	% Positive for your School	% Positive compared to City or District average	First Reactions
Parent-principal Trust			

Framework Elements & Measures	% Positive for your School	% Positive compared to City or District average	First Reactions
Parent-teacher Trust			
Student-teacher Trust			
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. First, read about the four pillars. Then, look at your survey results through the lens of the Chancellor's pillars with the following questions. You may choose to answer all the questions, or you can choose one or two from each pillar.

Describe the data: What do you see?

Pillar 1: Re-imagine the Student Experience

- When looking at the percent positives for student "Guidance", how did the percentages change 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[3], Sustaining, and Restoring What Works
- What topics had the highest percent positives that can be considered for scaling or continuing?
- What topics had a drop in percent positives after a change in your school in the past year(s)? Does it 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 looking at the 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 the past years(s)?
- When looking at 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 looking at the percent positives of families' "Trust" in the school, how did the percentages change over time?
- When looking at percent positives for "Parent Involvement in School", how have these percentages changed over time? Do you see any difference between race/ethnicity? Grades?
- When looking at 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? Why or why not?

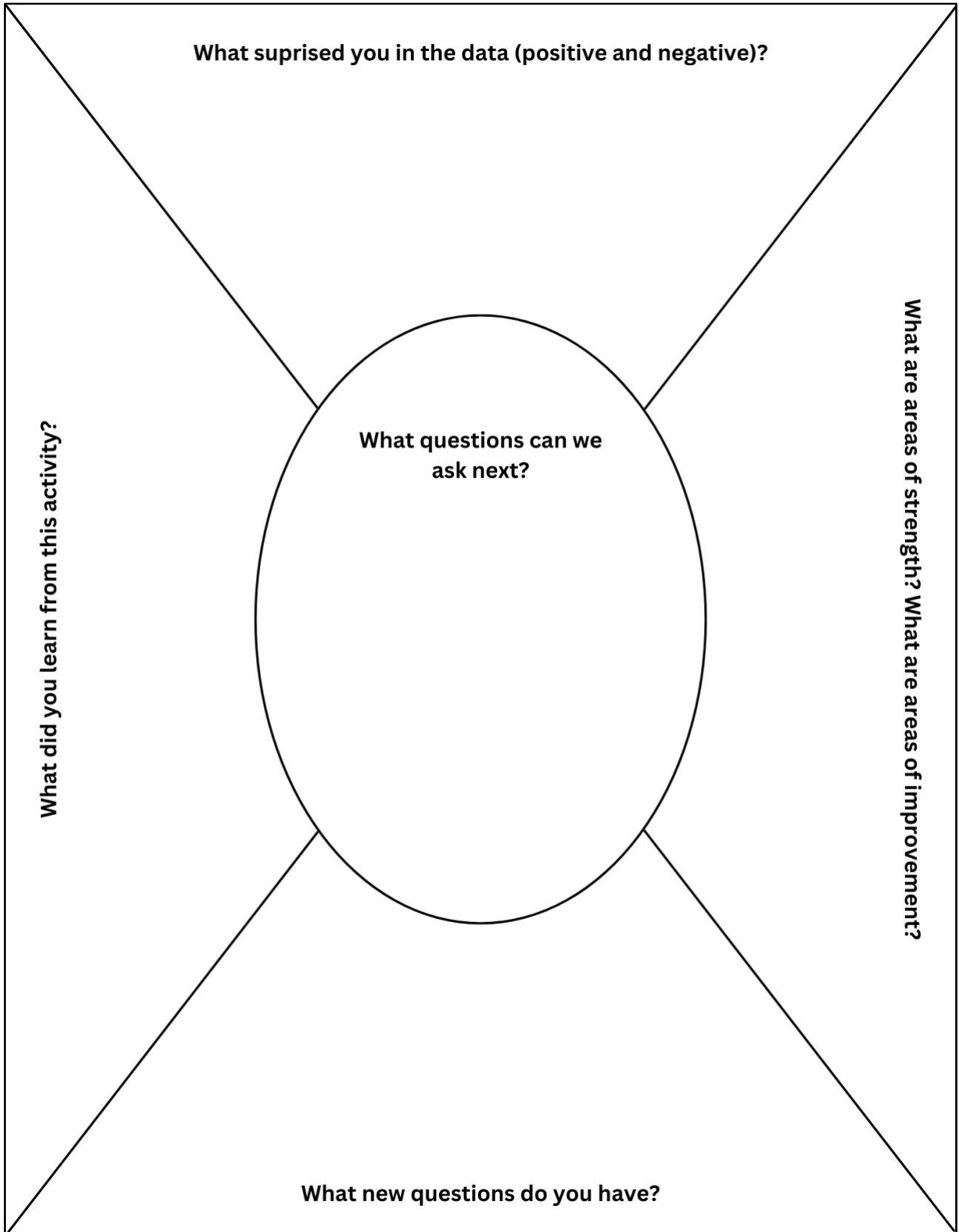### Interpret the data: What does the data suggest?

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[3] Also means "adjusting" for an audience.

- Name areas of strength that you see in the data:
- Name areas for improvement that you see in the data:
- What does the data tell you about the effectiveness of strategies or policies that the school has implemented?
- What are the main concerns of students (non-elementary only)?
- What are the main concerns of families?
- What are the main concerns of teachers?
- Is the survey data similar to or different from 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 in the school this year that may be a reason for the difference in percent positives? What were changes this year that seem to not work?
- Based on the findings, what other information can you gather? Why?
- What next steps can you take? Why are these steps important and necessary?
- How will you share your findings with other members of your school community?

DISCUSSING DATA PLACEMAT

What suprised you in the data (positive and negative)?

What did you learn from this activity?

What questions can we ask next?

What are areas of strength? What are areas of improvement?

What new questions do you have?

<p align="center" style="color:green">**SUMMARY OF FINDINGS WORKSHEET**</p>

In this worksheet, you will summarize what you learned in the data discussion meeting. This worksheet is a tool you can use when speaking with your school community about the 2024 NYC School Survey results. After completing the worksheet, you will have a clear summary of what you found in the data, what the data means for your school and community, and a plan for your school to address an area for improvement.

Directions*: After your meeting discussing the 2024 NYC School Survey results, complete this worksheet. First, select a data point you discussed in your meeting and/or wrote down in the "What Do You See" worksheet that is an area of growth for your school. Then, write down what you think this data point means for your school and community. After, create a goal for your school to address the issue. Finish the worksheet by writing the next steps you can take to help your school reach the goal.*

What You See

In the 2024 NYC School Survey, I saw that _____% of _____ responded _____

to the question/measure,

"_____."

What It Means for Your School

This means that...

Set a Goal

Something our school can do about this is...

Your Next Steps
As a school leader and member of my school community, I can...

...to help my school reach this goal.