

LEARNING ENVIRONMENT SURVEYS: Citywide Results

New York City Department of Education
Office of Accountability
September 6, 2007

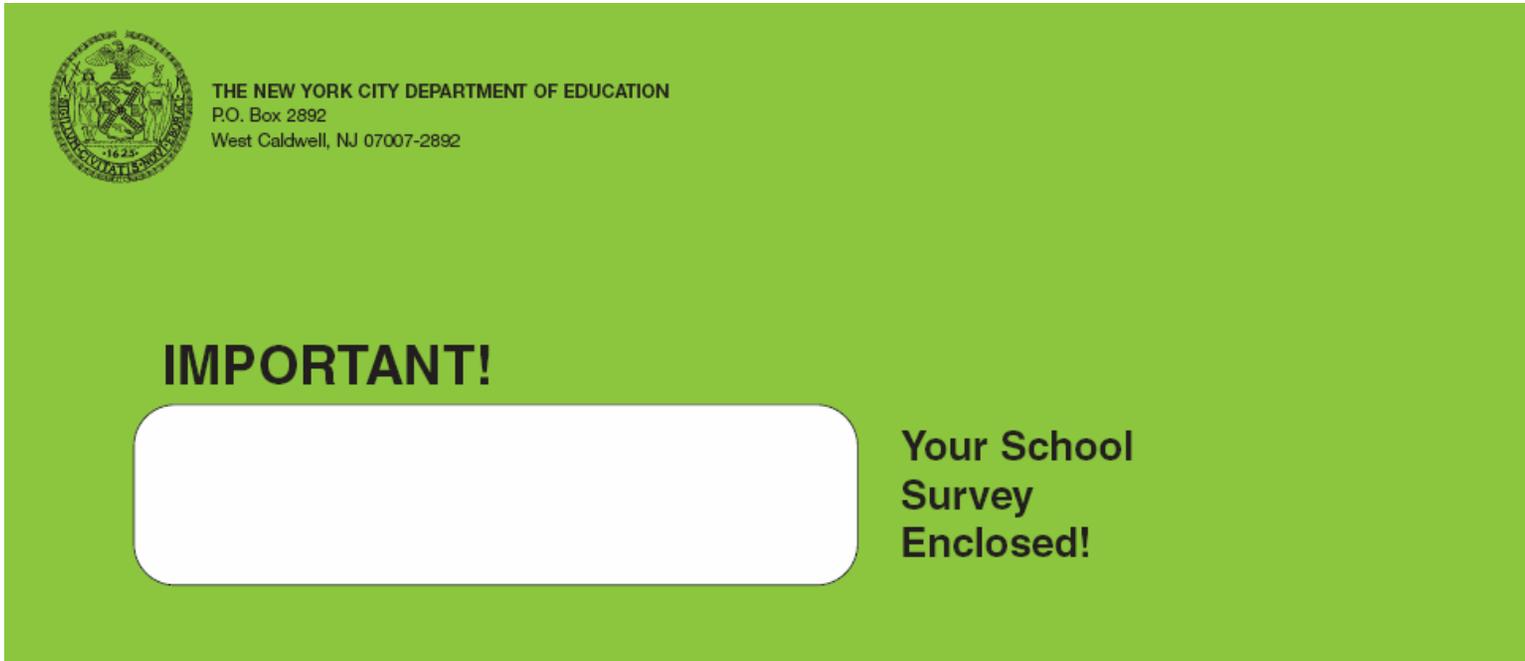


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Response Rates

- 1 out of every 12 New Yorkers over 10 years of age filled out a survey.
- 586,707 New Yorkers filled out a Learning Environment Survey.
- This is the largest number of participants in a school constituent survey on record.
- All survey responses were counted in survey scores and publicly reported.
- Over 95% of schools had enough survey responses to allow full and equal weighting of all constituencies.

Response Rates

Group	# Surveys Completed	Response Rate
Parent	216,914	26%
Teacher	31,592	44%
MS/HS Student	338,201	65%
Total	586,707	40%

Response Rates in Context

- New York City's response rates compare favorably with previous efforts to obtain school constituents' views on school issues:
 - Oakland, California's 2006 "Use Your Voice" Survey: 26% parent response rate and 28% teacher response rate
 - 18% response rate on New York City's own 2001 Parent Survey
 - 7% response rate on Anchorage, Alaska's 2006 School Climate Parent Survey

Response Rates by School Type

- Parent and student response rates tend to decrease as grade level increases.
- Teacher response rates are highest in elementary schools, but do not vary much by grade level.

School Type	Parent	Teacher	Student
Early Childhood	36%*	55%	NA
Elementary	35%	48%	80%
Elementary / Middle	29%	42%	74%
Elementary / Middle / High	26%	44%	66%
Middle	22%	42%	72%
Middle / High	19%	42%	65%
High	17%	41%	60%
Transfer	12%	51%	36%
Citywide	26%	44%	65%

* High response rates are in bold.

Possible Influences on Parent Response Rates

- School size does not affect response rates.
- Parent response rates are lower in schools with higher percentages of poor and minority students (elementary schools) and lower achievement levels (middle and high schools).
- Teacher and student response rates are slightly lower in schools with higher percentages of poor and minority students (elementary schools) and lower achievement levels (middle and high schools).

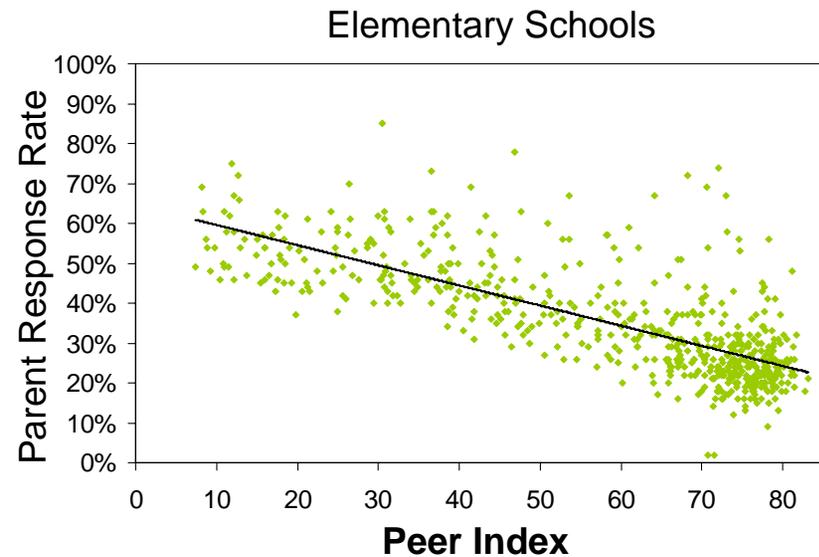
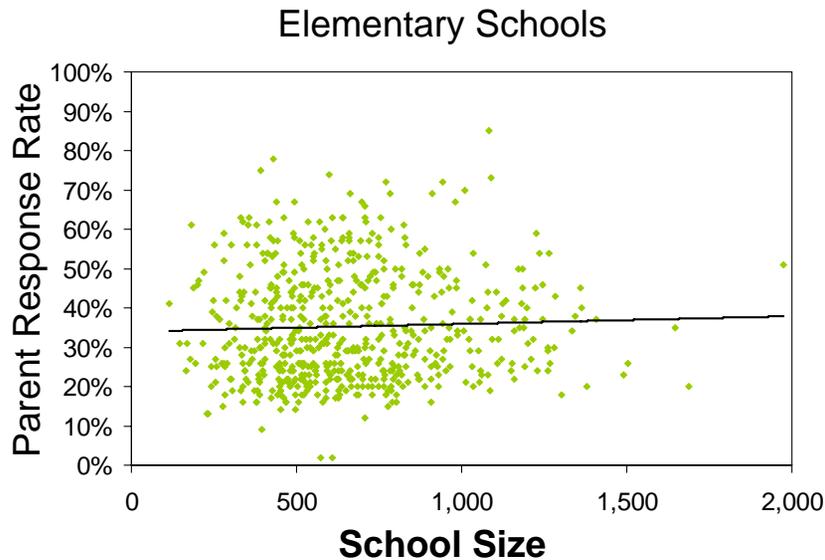


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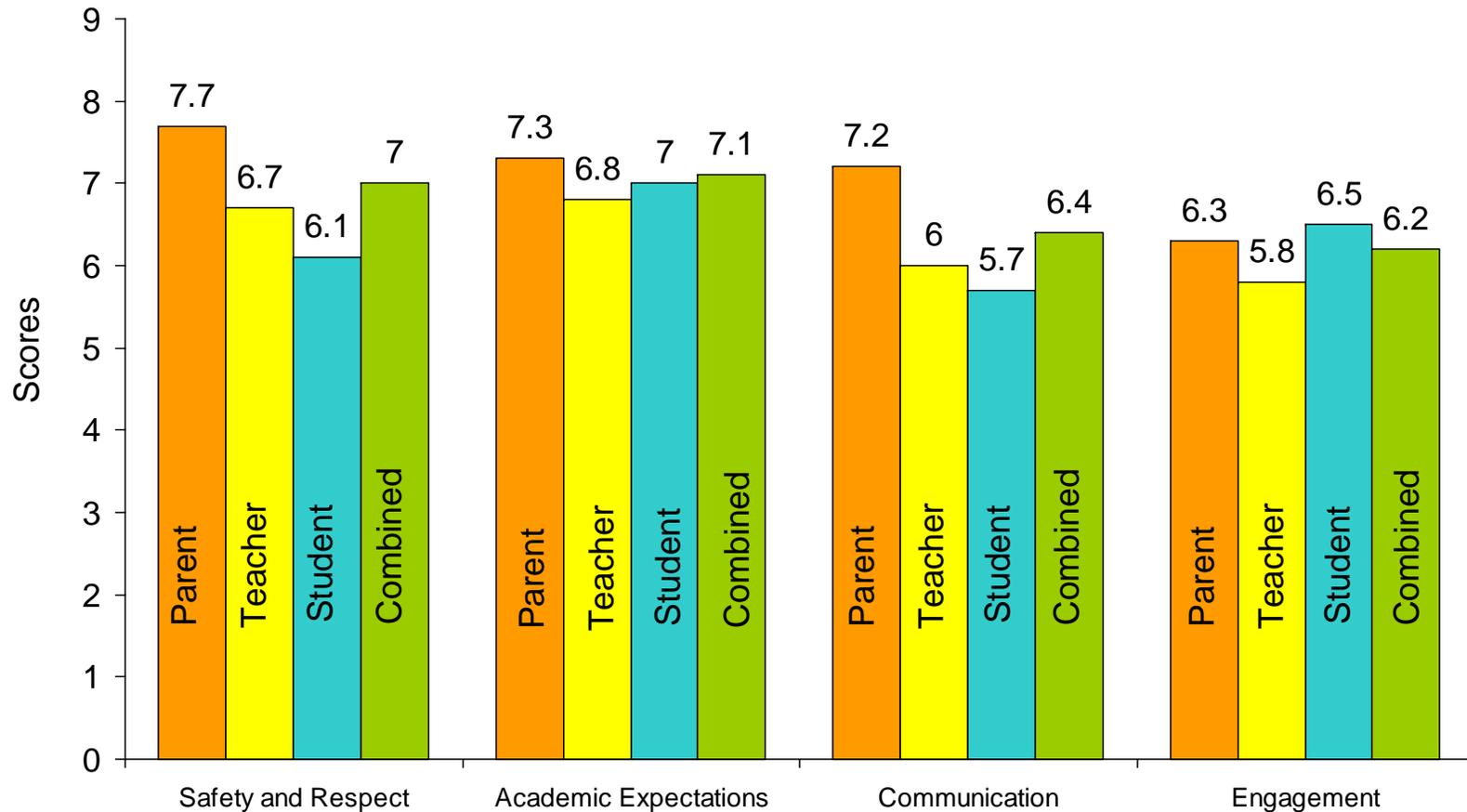
Survey Results Are Used to Evaluate Four Aspects of Each School's Learning Environment

- Academic Expectations
- Communication
- Engagement
- Safety and Respect

These categories are defined on Page 2 of each school's Survey Report.

Results: Scores by Category

- Parents, teachers, and students give strong overall marks for schools' learning environments. Category scores are consistently in the 6 to 8 point range, out of 10.
- Parents tend to rate schools higher than teacher or students. On Engagement, students rate schools the highest.



Results: Scores by School Type

- Elementary school parents, teachers, and students tend to rate schools higher than middle and high school parents, teachers, and students.
- See, for example, Safety and Respect:

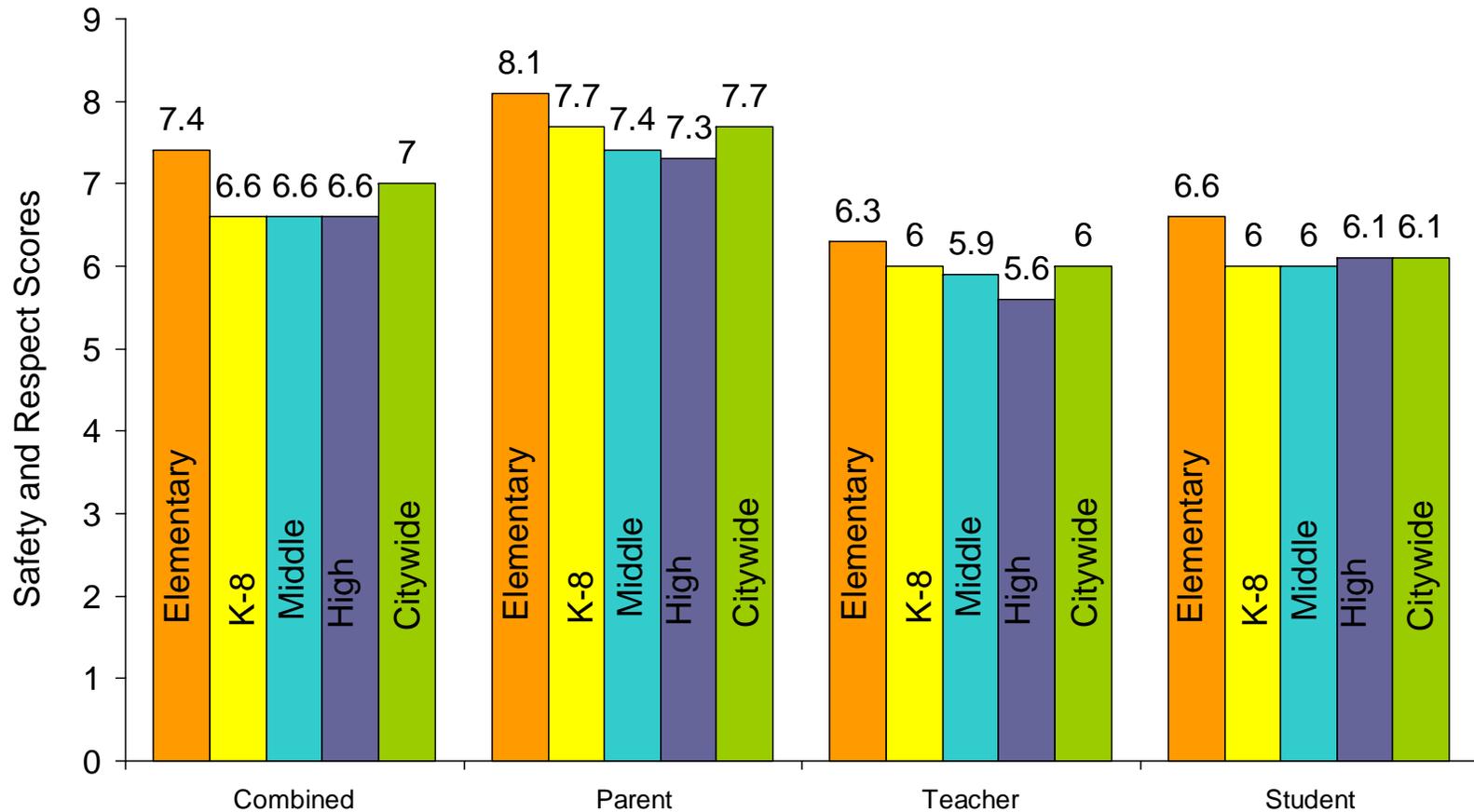


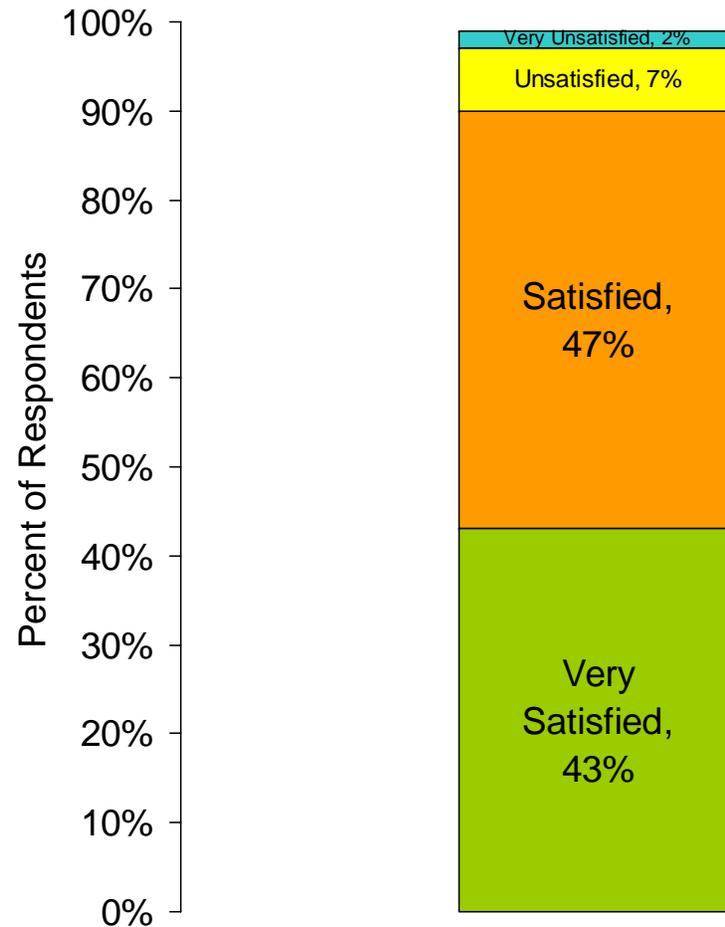
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Most Parents Are Satisfied or Very Satisfied With Important Aspects of Their Children's Education

Example: "How satisfied are you with the quality of your child's teachers this year?"

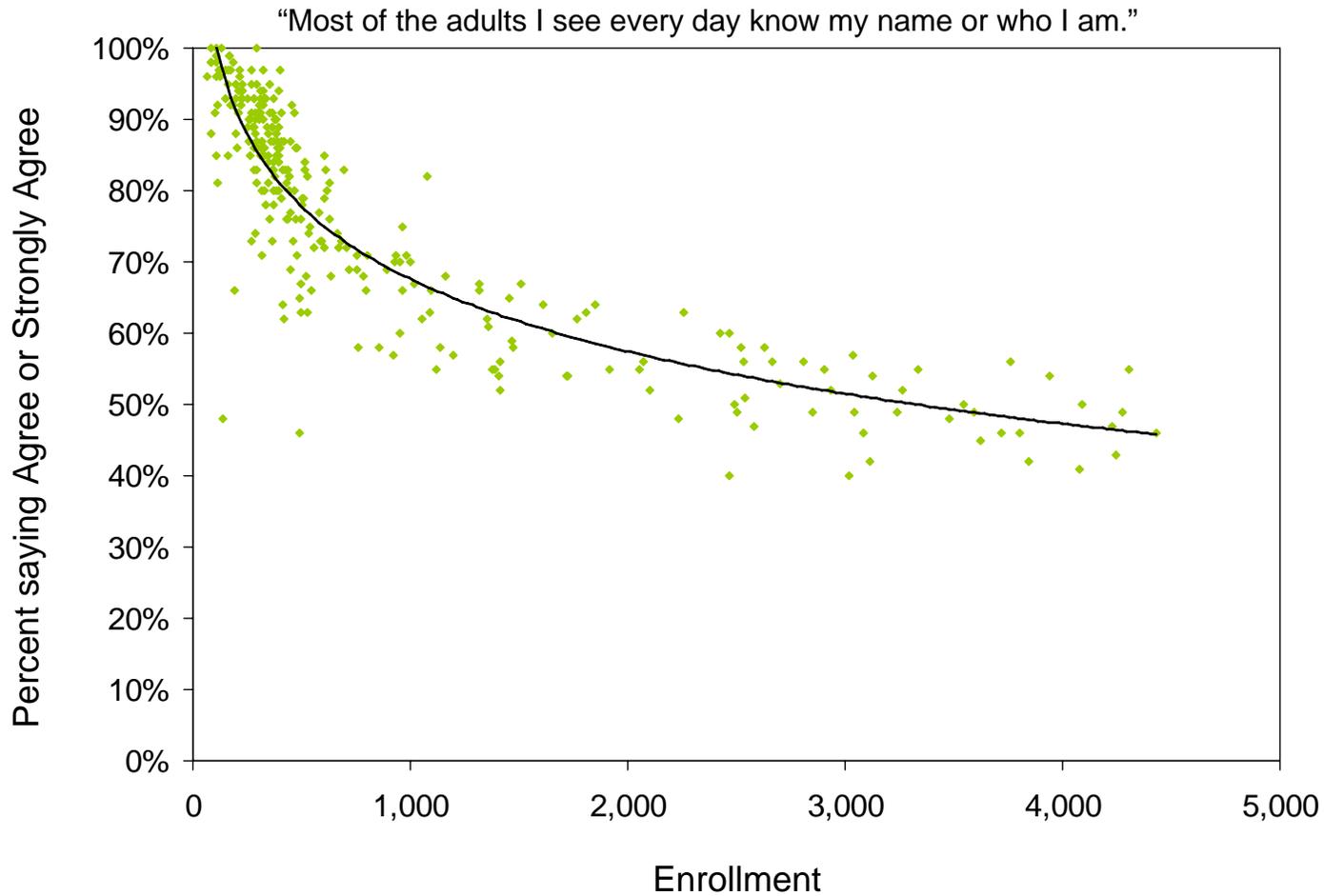
- *90% of parents were satisfied or very satisfied with the quality of their child's teachers.*



Parents Are Satisfied or Very Satisfied With Important Aspects of Their Children's Education

- 87% of parents are satisfied or very satisfied with the education their children have received this year.
- 85% of parents are satisfied or very satisfied with their opportunities to be involved in their children's education.
- 84% of parents are satisfied or very satisfied with how well their children's school communicates with them.

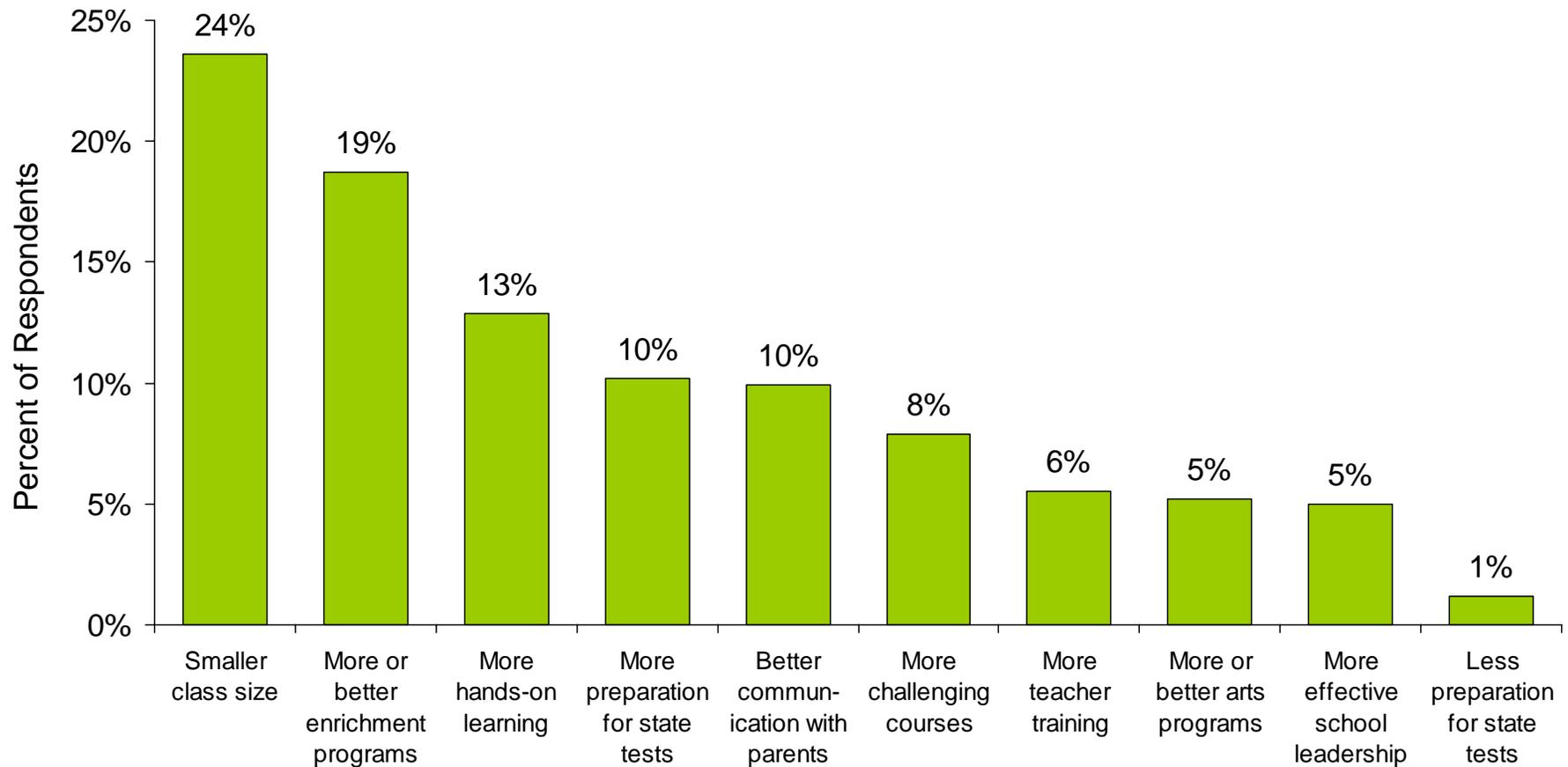
Students in Smaller High Schools Feel that Adults Know them Better than in Larger High Schools



Note: Excludes District 79 schools, some of which are multi-site

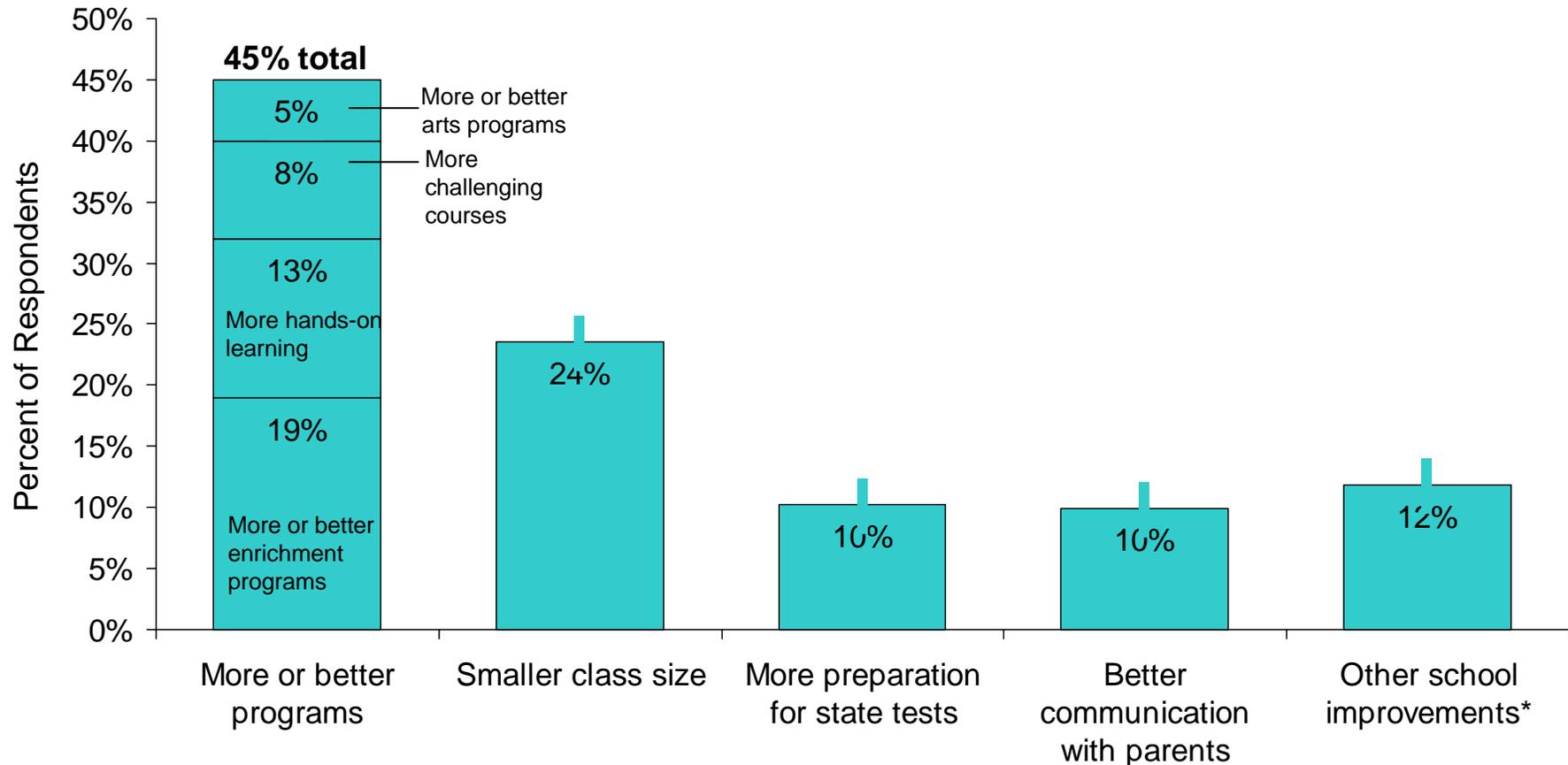
Parents Express a Range of Views About the Most Significant Single Improvement Schools Can Make

“Which of the following improvements would you most like your school to make? (Choose ONE.)”



Program Enhancements as Well as Class Size Reduction Are Important Priorities for Parents

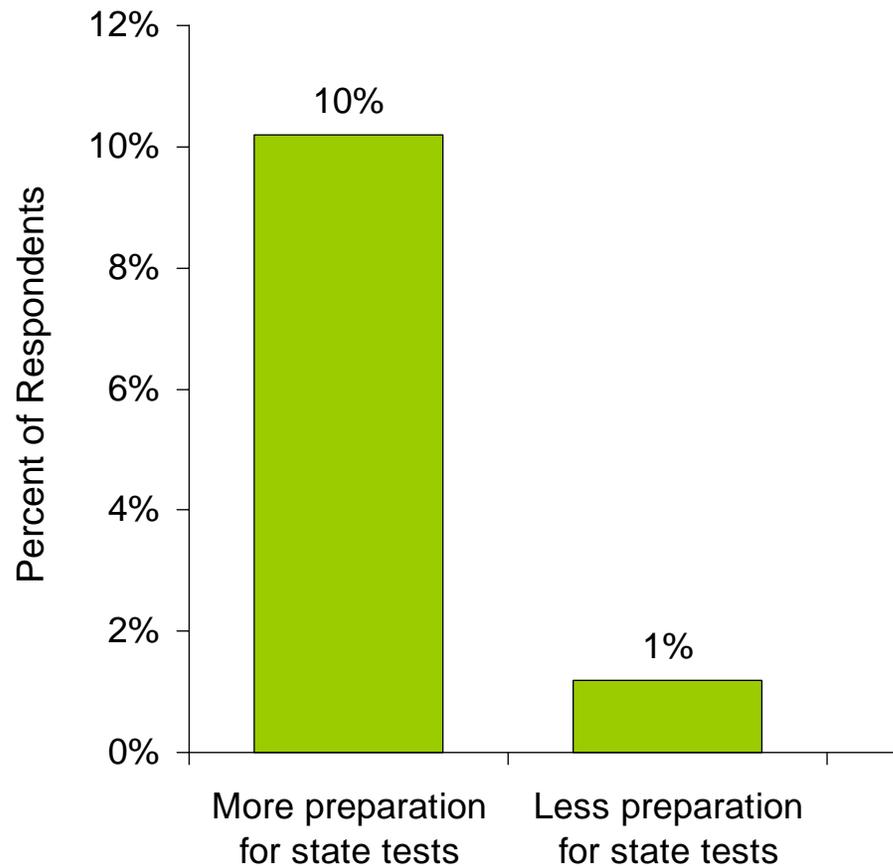
“Which of the following improvements would you most like your school to make? (Choose ONE.)”



* Includes parents selecting “more teacher training,” “more effective school leadership,” and “less preparation for state tests.”

Ten Times as Many Parents Strongly Prefer More Test Preparation Over Less Test Preparation

“Which of the following improvements would you most like your school to make?
(Choose ONE.)”

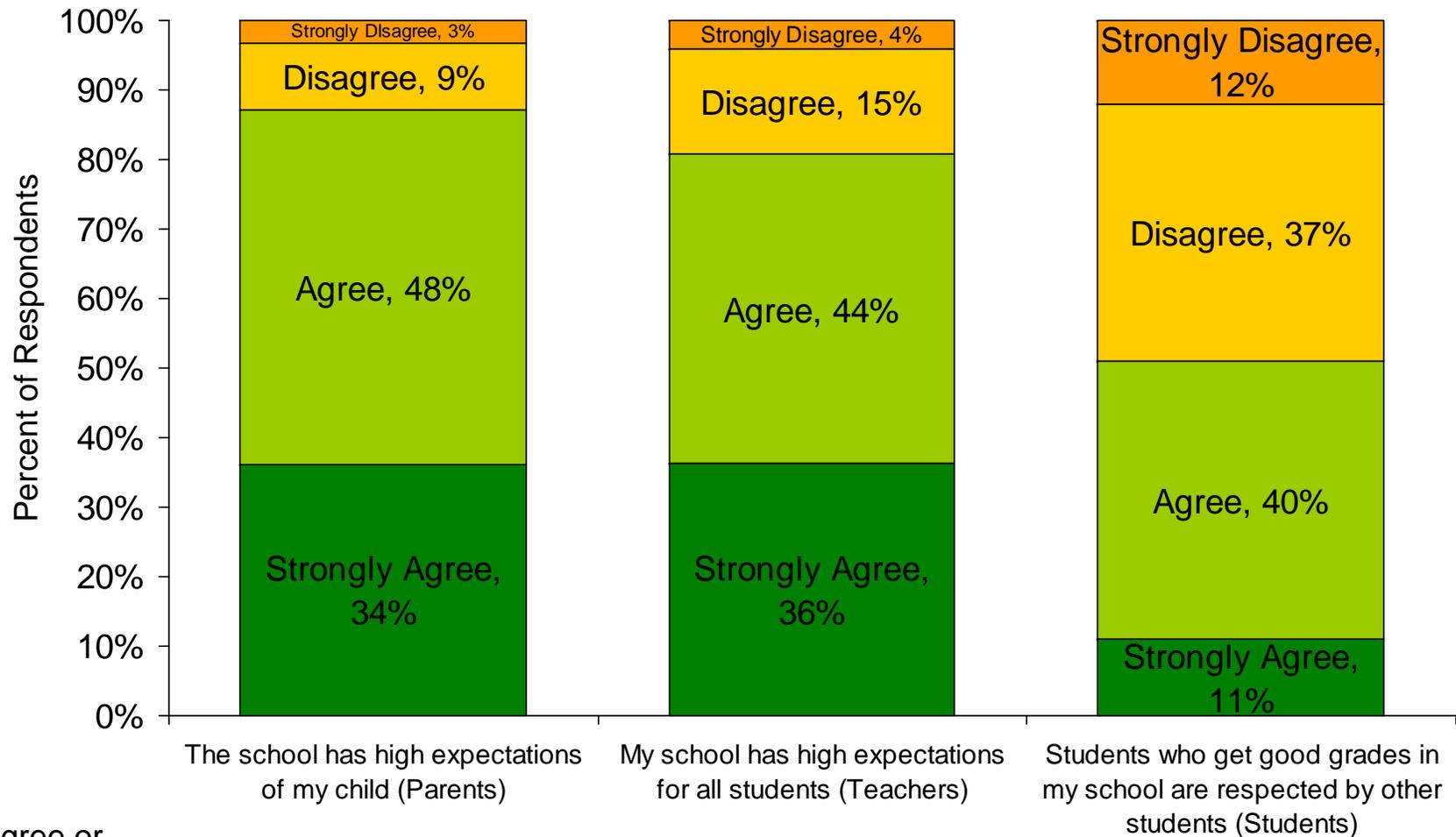


The Department of Education Has Initiatives Underway that Align with Parents' Priorities

<i>Suggested improvements</i>	<i>DOE initiative underway</i>
Smaller class size	Fair Student Funding, Contract for Excellence , and ongoing cuts to regional and central budgets provide funding for additional classroom teachers.
More or better enrichment programs	New elementary and middle school science curriculum , along with \$444 million plan to create new science labs , offer students new opportunities for enrichment and hands-on learning.
More hands-on learning	
More preparation for state tests	Increased use of information about student performance to tailor instruction to prepare students to meet standards.
Better communication with parents	New Office of Family Engagement and Chief Family Engagement Officer Martine Guerrier are leading new efforts to improve communication with parents.
More challenging courses	Advanced Placement Initiative and new Middle School Initiative help schools to develop more challenging courses.
More teacher training	Children First Intensive program enhances teacher capacity to use data to accelerate student learning.
More or better arts programs	Mayor's ArtsCount initiative to encourage schools to improve arts offerings.
More effective school leadership	The Leadership Academy, Quality Reviews , the new Talent Office , and the new Executive Principals' Bonus improve leadership of our schools.

City Schools Set High Expectations for Students, but Need to Do More to Motivate Students to Do Well in School

- The DOE’s new Hope Initiative and the City’s new Opportunity NYC program begin tackling this problem this year.



% Agree or Strongly Agree:

82%

80%

51%

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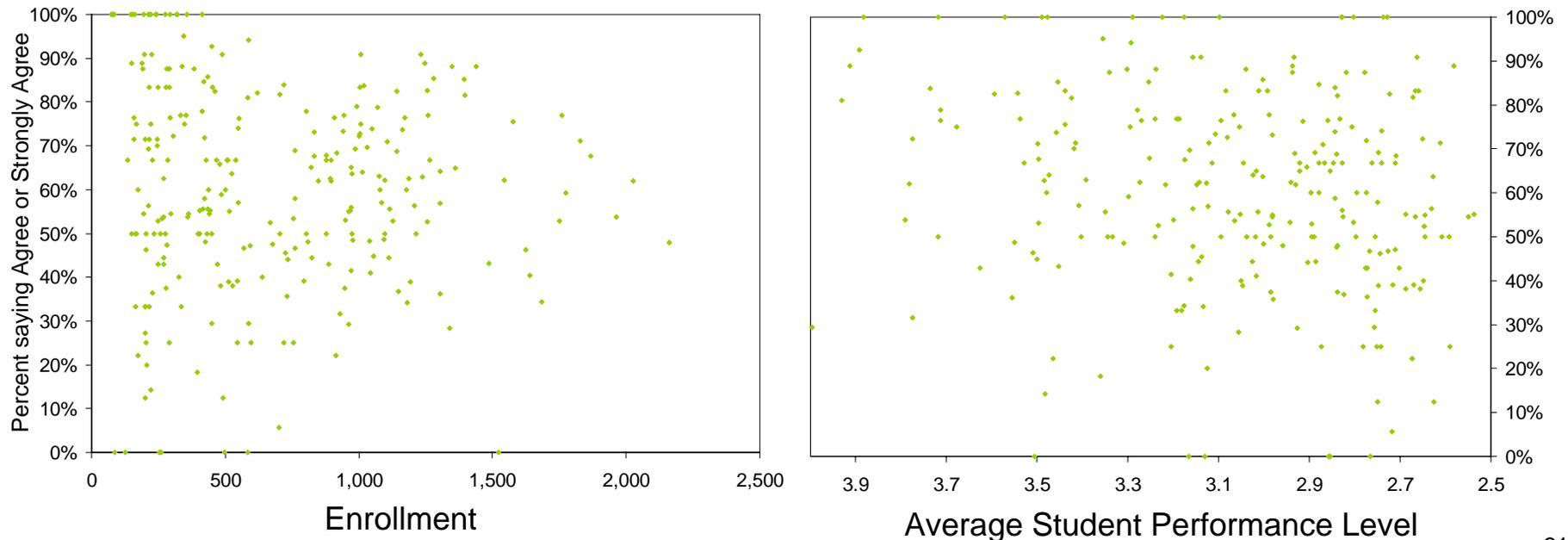
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Surveys Show that School Leaders and Strategies Make a Difference

- In many cases, similar schools differ dramatically in their learning environments.
- These differences cannot be explained by school size or student characteristics—indicating that **it is school leaders and strategies that make the difference.**
- For example, as shown below, teachers at different middle schools give very different responses to whether, “School leaders give me regular and helpful feedback about my teaching”—and the differences cannot be explained by school size or student characteristics.

Each dot represents a different middle school.

“School leaders give me regular and helpful feedback about my teaching.”

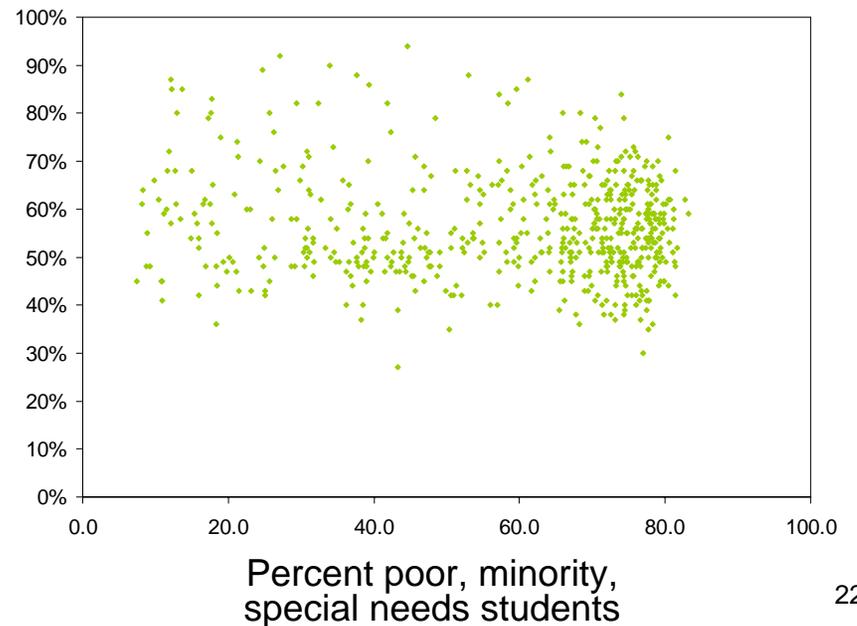
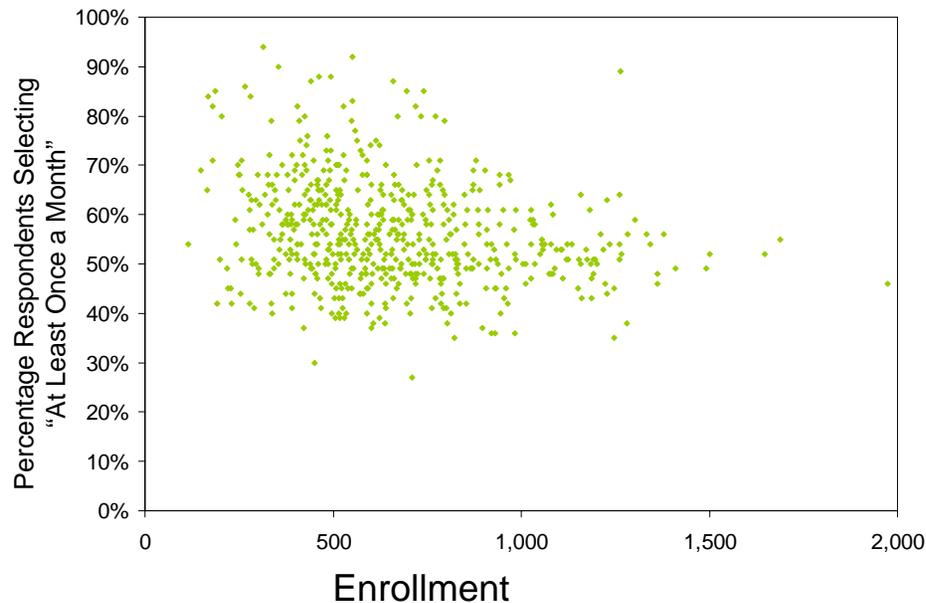


Surveys Show that School Leaders and Strategies Make a Difference

- Similarly, elementary school parents at different schools give very different answers when asked, “How often during the school year have you received information about what your child is studying?”
- And, as shown below, these differences are not explained by school size or student characteristics.

Each dot represents a different elementary school.

“How often during the school year have you received information about what your child is studying?”



Surveys Can Help School Leaders Identify Effective Strategies to Improve School Learning Environments

- Schools with low ratings can identify effective strategies by contacting similar schools with high ratings.
- High-scoring schools can advise low-scoring schools on how to improve.

Each dot represents a different elementary school.

"How often during this school year have you received information about what your child is studying?"

