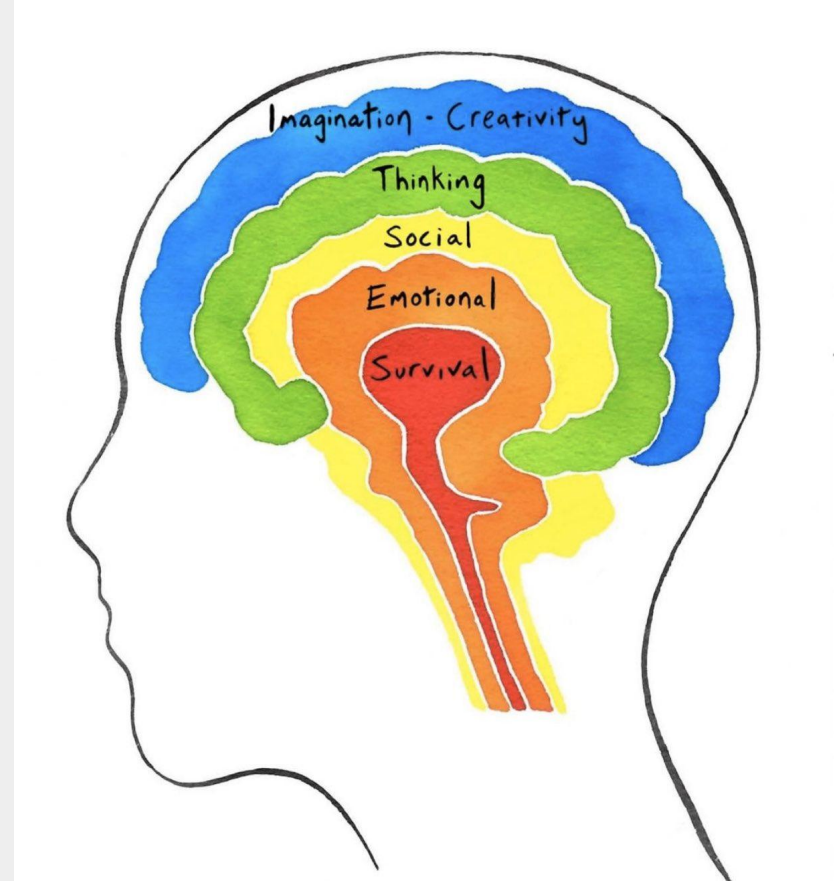
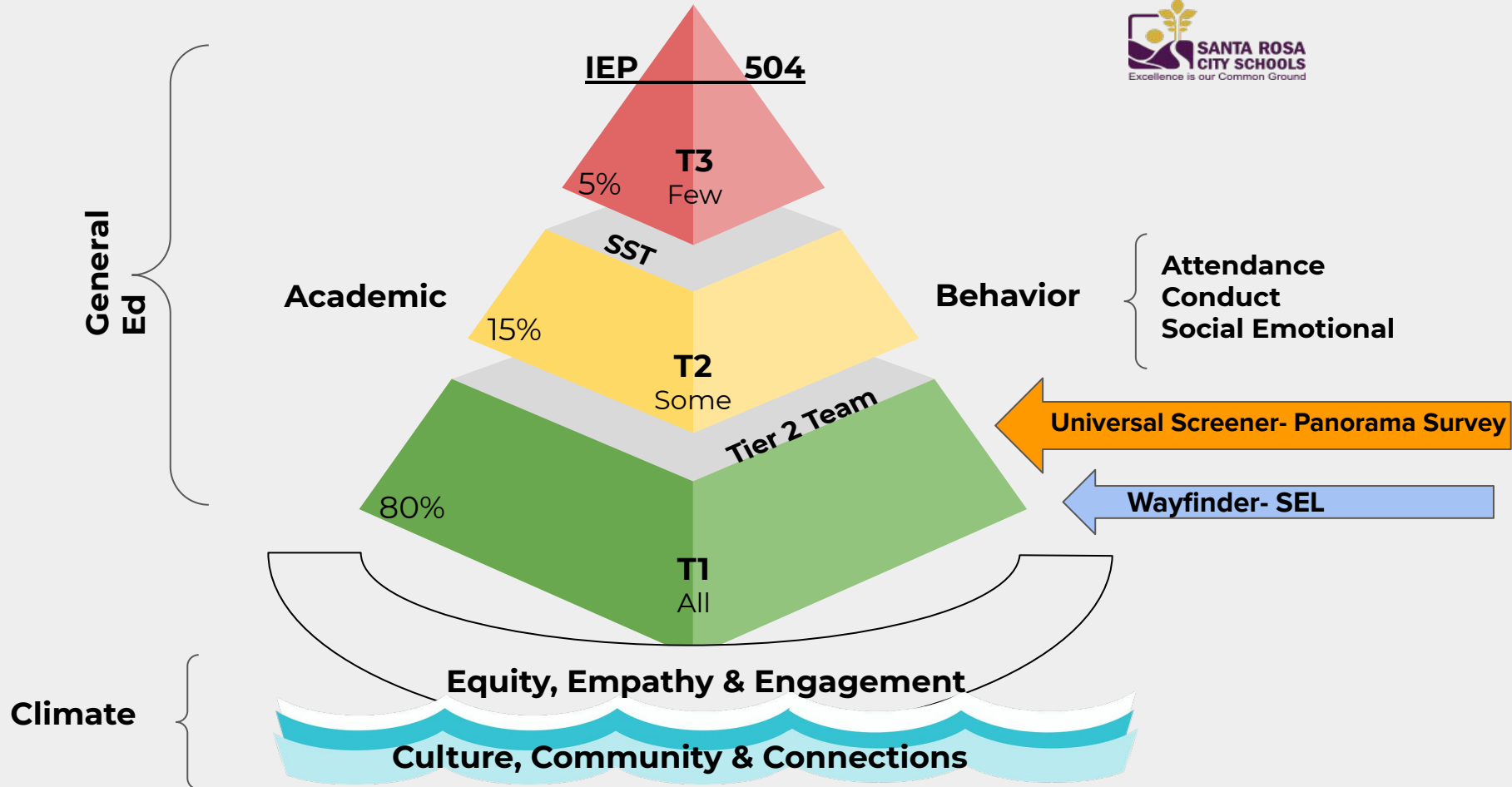


Panorama Survey:
Strengths-Based Social-Emotional Survey
Identifying Student Needs

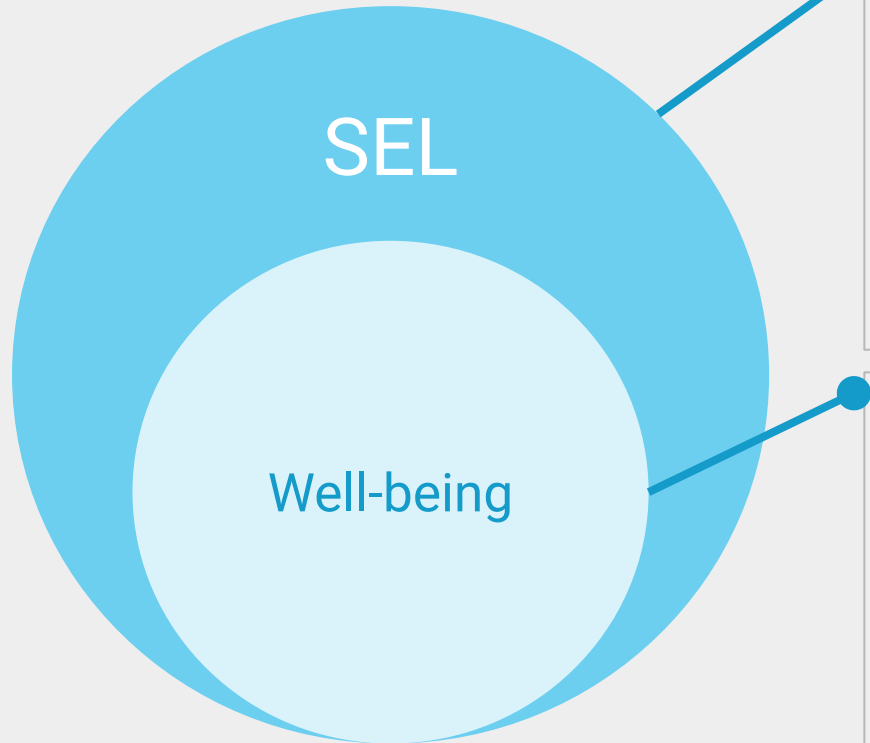
January 12, 2022
Kaesa Enemark & Eric Lofchie

We know that
social-emotional
wellness is a
vital precursor
to learning.





Well-Being and SEL



- ✓ The process through which **children and adults** understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

[CASEL: What is SEL?](#)

- ✓ Feelings and emotional states
 - joy, anger, anxiety, etc.
- ✓ Fulfillment and life satisfaction
 - autonomy, mastery, purpose in life, personal growth

[CDC: Well-Being Concepts](#)

SURVEY CONTENT

Student Voice



SURVEY TOPICS

- Supportive Relationships
- Classroom Effort
- Positive Feelings
- Challenging Feelings
- Self Efficacy
- Free Response

RESPONSE RATES

- **83% Student Survey Grades 4-12**
- **89% Teacher Perception Survey K-3**

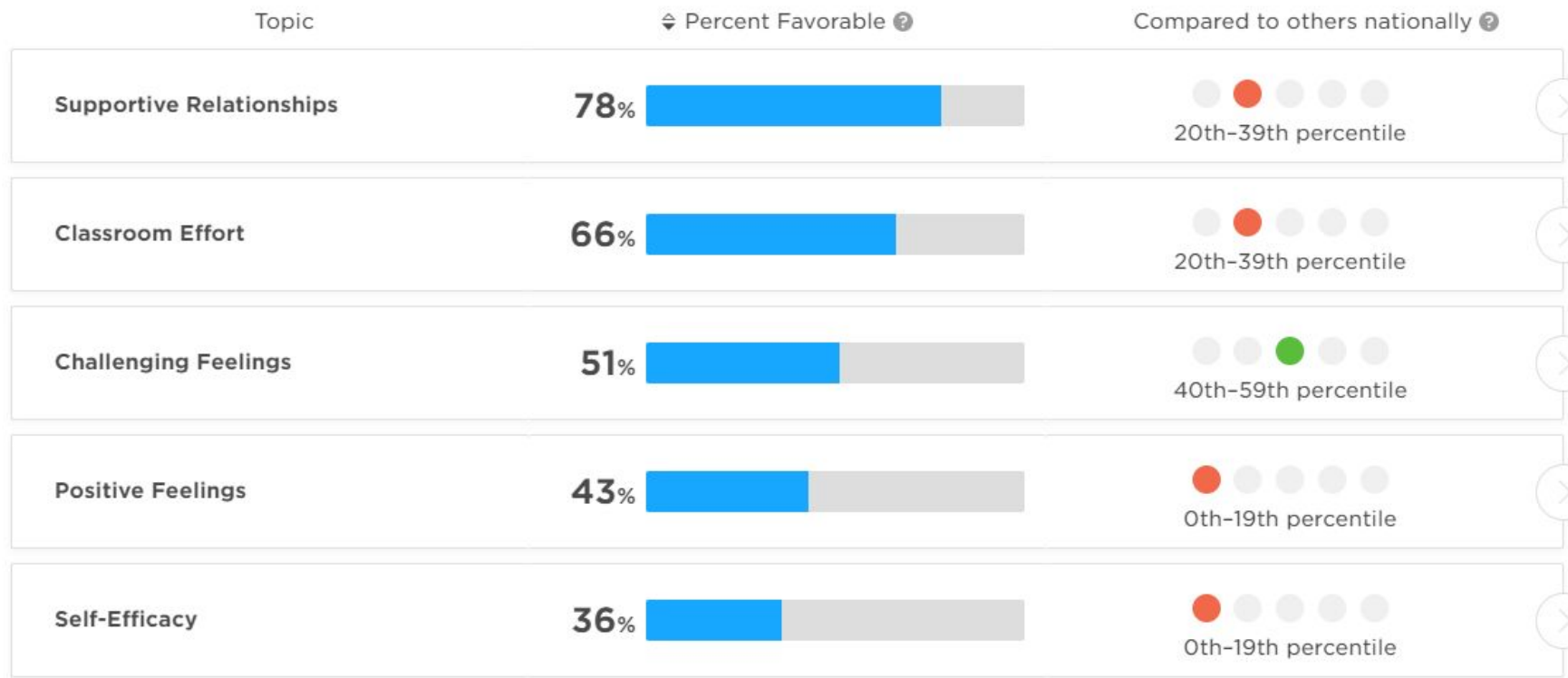
Data Insights: Survey

*Highlights
and
Emerging Themes
From the
Fall 2021 Survey Data*

Secondary District-Wide Student Results

Grades 7-12

8,609 responses | [show breakdown](#)



*Note: the percentiles represents data from about 5 million students from 7,000 schools.

4-6 District Wide Results

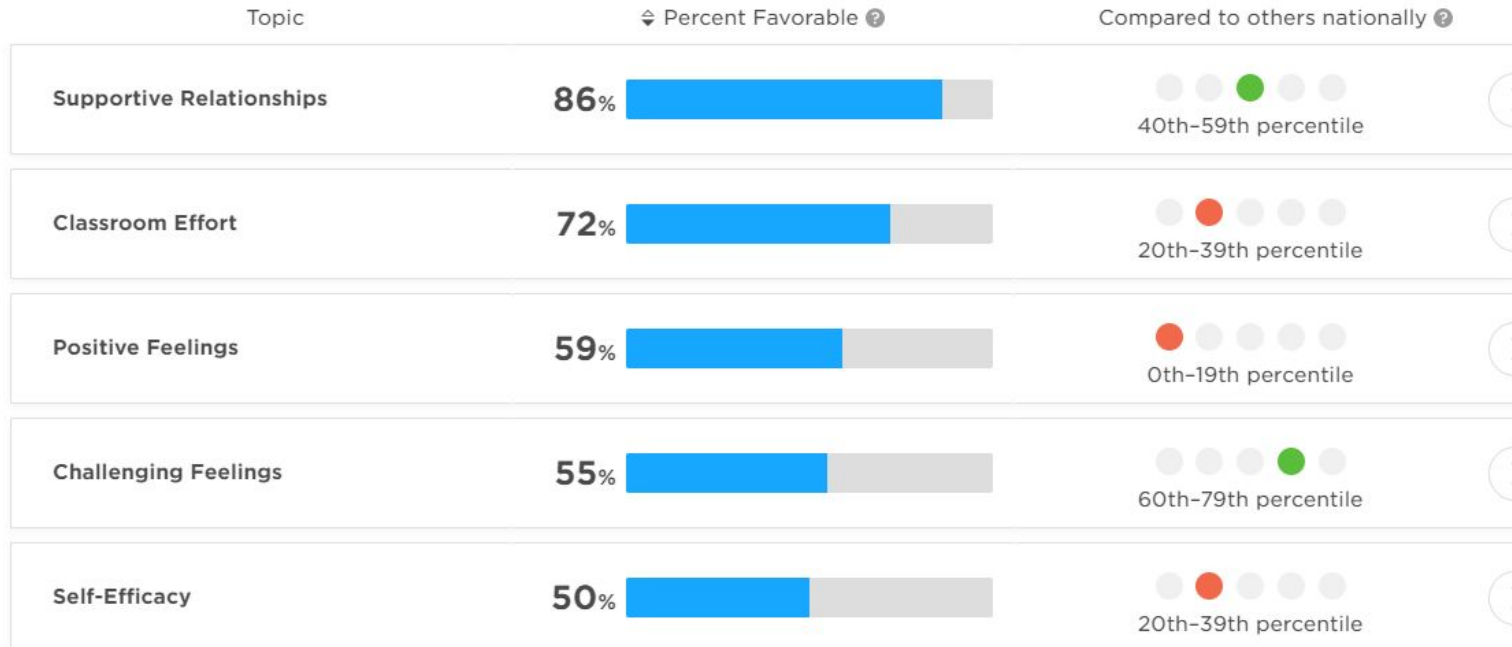


4-12 Student SEL Competencies & Well-Being (SY 21-22)

How did students perceive their own social-emotional skills?

Grades 4-6

1,797 responses | [show breakdown](#)



K-3 District-Wide Teacher Perception Results



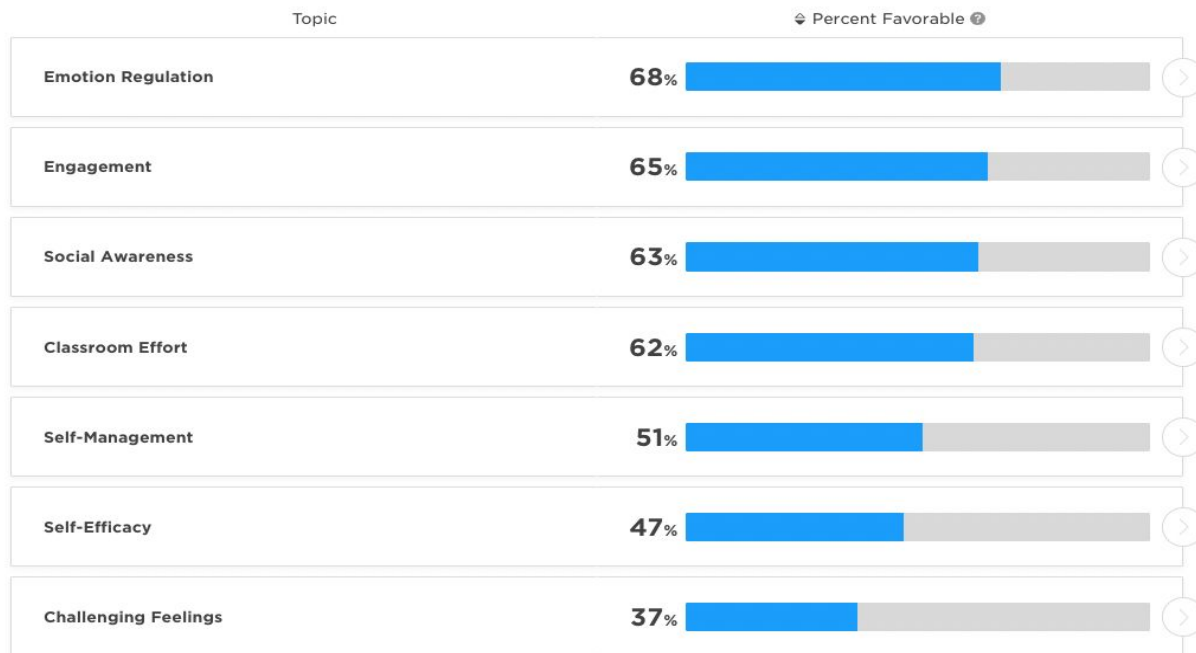
K-3 Teacher Perception of Student SEL (SY 21-22)

How did educators perceive their students' social-emotional learning skills?

Teacher Perception

2,205 responses | [show breakdown](#)

[is PDF](#) ✓



Strength: Supportive Relationships



Supportive Relationships



Students
Grades 4-6

86%



40th-59th percentile



Students
Grades 7-12

78%



20th-39th percentile



Supportive Relationships:

How supported students feel through their relationships with friends, family, and adults at school.

Bright Spot!

Supportive Relationships received the most favorable scores from both grade bands (4-6 and 7-12)

Identifying Students in Need of Connection



QUESTION

Do you have a teacher or other adult from school who you can count on to help you, no matter what?

67% responded favorably

QUESTION

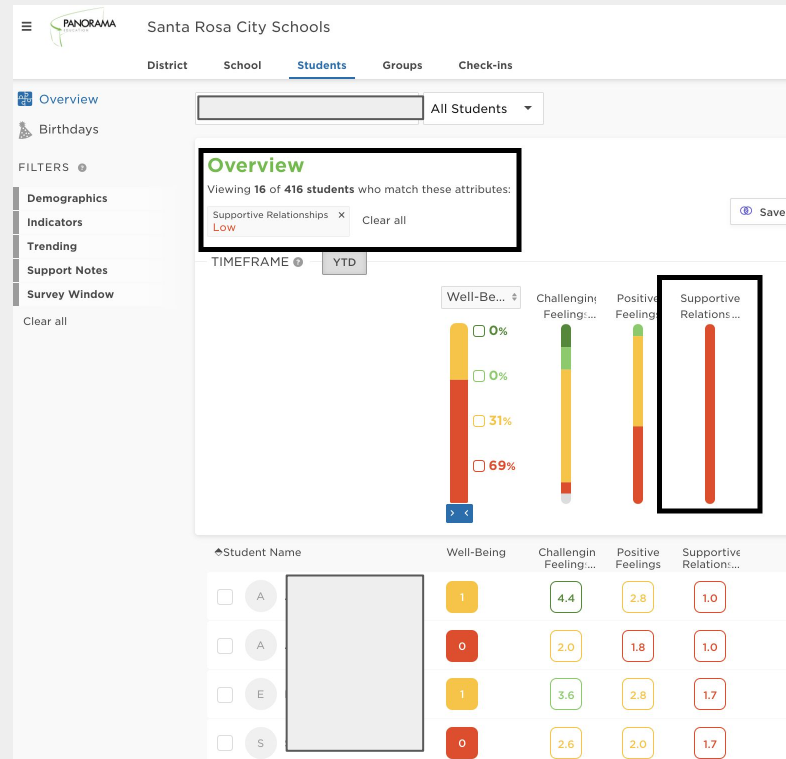
Do you have a teacher or other adult from school who you can be completely yourself around?

55% responded favorably

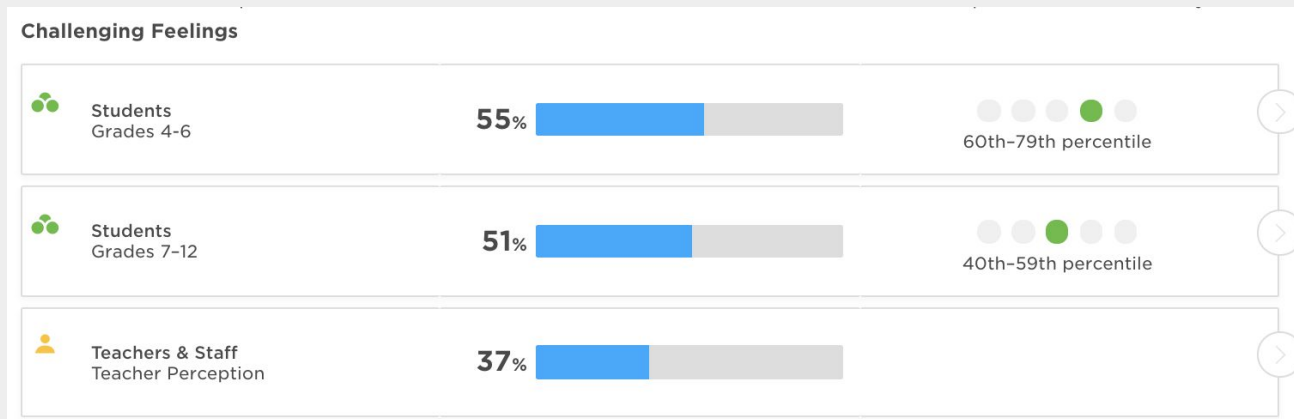
Potential Action Step:

Students in 7-12th grade responded less favorably about their relationships with teachers and adults on campus than the relationships with their peers and family.

Our Tier 2 teams sort to find the students that are low in supportive relationships & develop strategies to improve relationships.



Strength: Absence of Challenging Feelings



Challenging Feelings:

How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions.

Initial Reaction...

At first glance, we notice similar scores from students in grades 4-6 and 7-12. Teachers responded less favorably when reporting their perceptions of students in grades K-3.

Opportunities for teachers to find answers

How did teachers & staff respond to each question?

Sorted by Survey order ▾ First to last ▾

QUESTION



To what extent do you feel student's life outside of school may make it difficult for them to focus on their learning at school?

37 %

responded favorably



Answer distribution



Interesting

For the Teacher Perception survey,

Challenging Feelings has the least favorable score.

In the answer distribution it appears the largest answer is “Unknown”.

This is an opportunity for teachers to try to find the answer to this question.

It will be interesting to monitor this data point to see how it changes over time.

Areas of Need: Self-Efficacy Improvement



Grades 7-12

Self-Efficacy

36%



0th-19th percentile



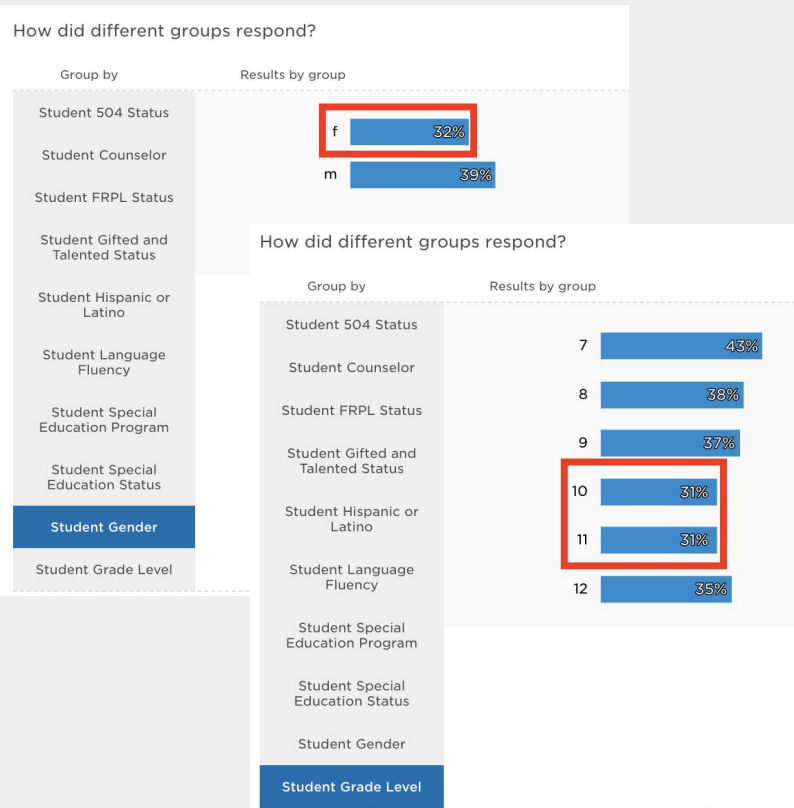
Self Efficacy:

How much students believe they can succeed in achieving academic outcomes

Possible Focus Area

Students in grades 7-12 are reporting the lowest scores in Self Efficacy.

Finding: Female Students Lower Self-Efficacy



Dig Deeper

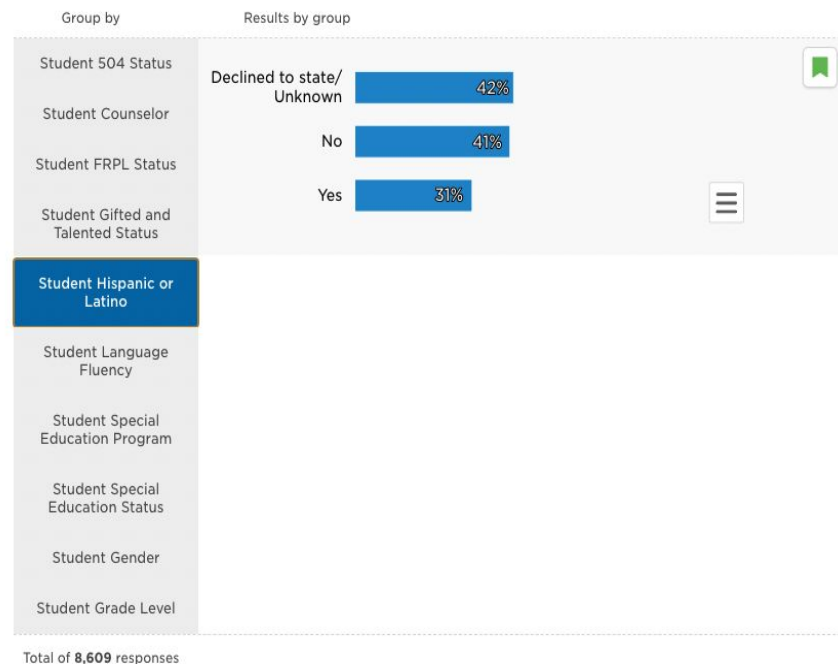
On the topic of Self Efficacy, female SRCS students responded less favorably than the male students.

Since Self Efficacy focuses on how much students believe they can succeed in achieve in academic outcomes, we may want to identify which students are elevating this need and offer targeted support. Also, students in 10th and 11th grade are responding less favorably which further emphasizes the importance of tracking these students to ensure they are on track for graduation.

Finding: Latinx Lower Self-Efficacy Scores



How did different groups respond?



Dig Deeper

Students who are listed as Hispanic or Latino are a full 10% lower in their answers about self-efficacy. Panorama Surveys easily allows school sites to identify disparity between subgroups.

additional data to consider when addressing academic disparities.

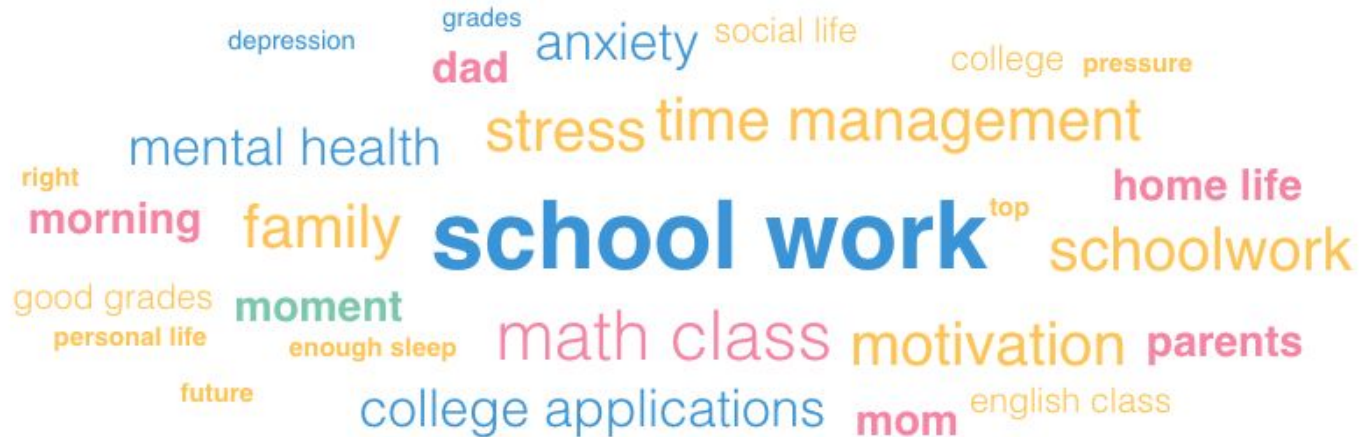
Panorama Survey: Access to Student Voice in a New Way



Fall 2021 Surveys

4-12 Student SEL Competencies & Well-Being (SY 21-22) - Grades 7-12

Thinking about everything in your life right now, what feels the hardest for you? ?














What can teachers or other adults at school do to better support you?

Filter by Theme:

All responses understand
mental health assign check
life less homework adults
much work moment
much homework help fine
stress dont assignments
understanding school work
listen due dates homework
job situation great job ask
stop i dont questions break
try hard time

Student Voice: “Staff, Be more understanding with Mental Health.”

-  **Understand** better kids' **mental health** and struggles.
-  Taking time to make sure our **mental health** is okay.
-  not expect so much from a student who just came back from a year long pandemic, that is still going on, where they had to deal with their **mental health** and family problems
-  I don't really **know** . I'm not asking anyone to follow my expectations. But just remember that **mental health** is just as important as physical health. And maybe **try** to pull your head out of your  sometime.
-  Offer more opportunities and more **understanding** on the student's **mental health**
-  be more **understanding** with **mental health**
-  Don't give so much pressure to disregard their **mental health** for a grade
-  Just show that they care about your **mental health** , instead of just stating they do.
-  maybe one on one talks about **mental health** and if they need any **help** with **assignments** ?
-  make more of an effort to **understand** and prioritize **mental health** and accommodate neurodivergent students

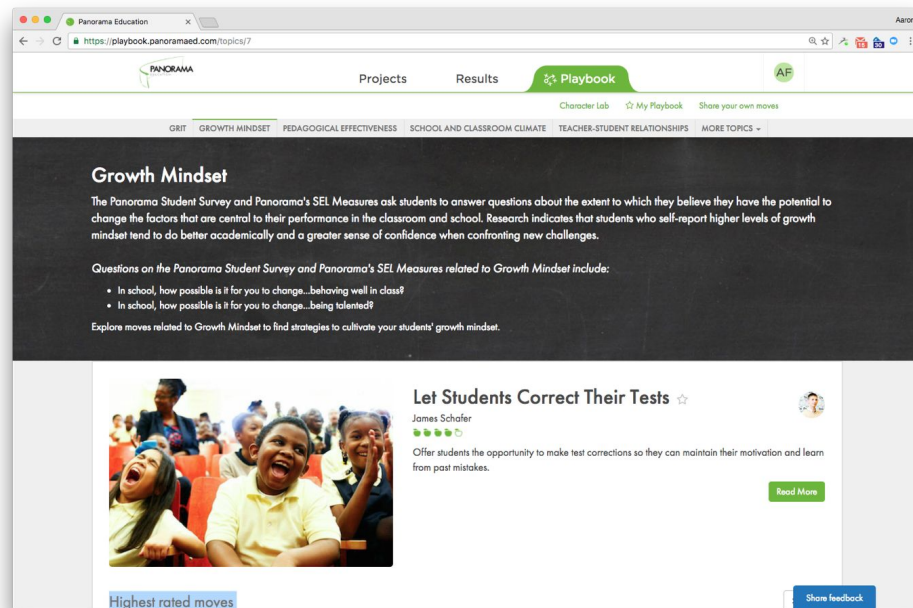
Our Available Curriculum for **Tier 1** Social-Emotional Learning in SRCS

<u>Elementary</u>	<u>Middle School</u>	<u>High School</u>
Restorative Practices & PBIS	Restorative Practices & PBIS	Restorative Practices & PBIS
The Panorama Playbook	The Panorama Playbook	The Panorama Playbook
Wayfinder [®] (6th)	Wayfinder [®]	Wayfinder [®]
Toolbox Tools [®] Kimochis [®]	Why Try [®]	

Find Strategies to Improve with Playbook



- Hundreds of classroom strategies written by Open Circle, Character Lab, Teaching Tolerance, Second Step, and successful teachers in Panorama's community
- Topics include Growth Mindset, Student Engagement, Teacher-Student Relationships, School Climate, and more
- Includes relevant articles and academic papers that connect the research behind your survey topics



WAYFINDER Activity Library as a Universal Response

Tier 1 & Tier 2 site level teams can collaborate
to identify a way to respond that feels right & makes sense
with the configuration in their school.



Loose & Tight: What's loose is the plan,
what's tight is that each site has a plan,
which can help drive Actions in the site SPSA plans.

In December & January Tier 2 teams receive personalized
consultation in data access and analysis.

Staff Social-Emotional Wellness

- Kaiser Funded RISE Program (Resilience In School-Environments) in 9 schools focusing on staff resilience as a means to improve student wellness.
- SOS Counseling Staff Therapy Hours- 10 subsidized sessions available to all staff.
- Staff Resilience Trainings



Takeaways

We are strong in
supportive
relationships
&
should support
students with
increasing
self-efficacy.

Children learn best when they feel safe and connected.

