

Panorama Student Survey Results for Grades 3-5

Presentation for School Committee
April 8, 2021

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Objectives

- Review Panorama Survey results for students in Grades 3-5
- Give an overview of the data collected
- Present observations and questions generated by reviewing the data from each section of the survey
- Respond to comments/questions



Data

- Each question had different choices from which each respondent could choose:
 - **Example:**
 - Almost never, Once in awhile, Sometimes, Frequently, Almost always
 - Not at all well, Slightly well, Somewhat well, Quite well, Extremely well
 - Not at all confident, Slightly confident, Somewhat confident, Quite confident, Extremely confident
 - Not at all comfortable, Slightly comfortable, Somewhat comfortable, Quite comfortable, Extremely comfortable

QUESTION

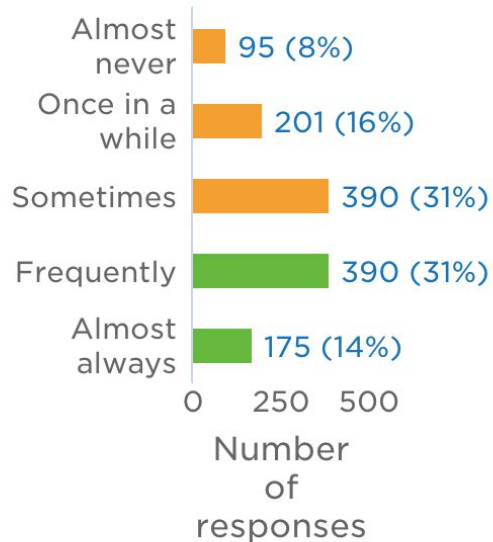
▼ How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?

45 %

responded favorably



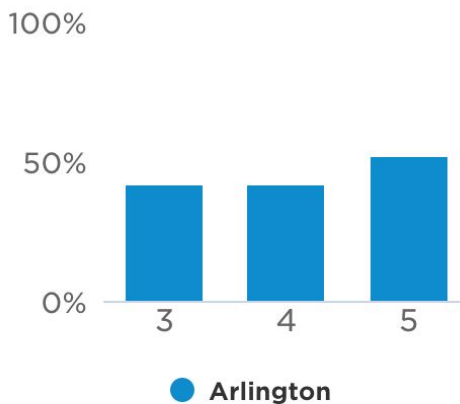
Answer distribution



Breakdown by Student Grade Level



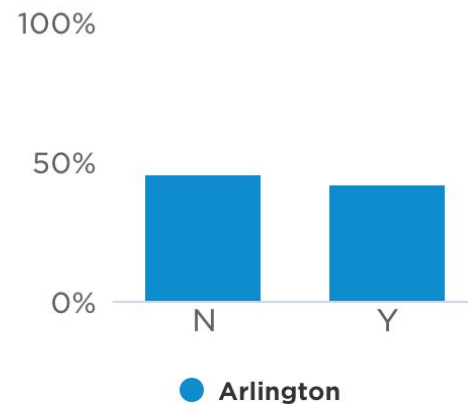
Percentage favorable responses for this question



Breakdown by Student Special Education Status



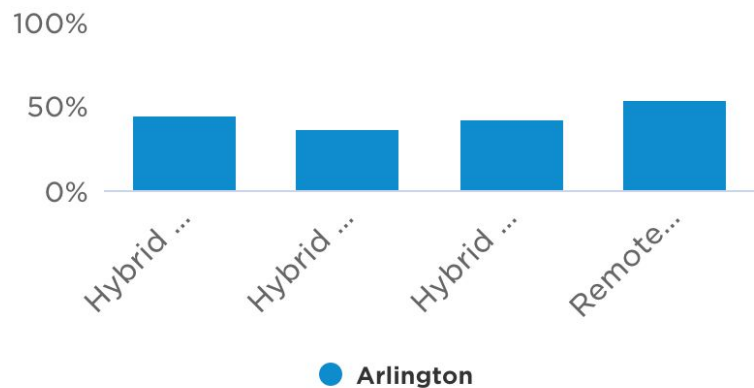
Percentage favorable responses for this question



Breakdown by Student Track



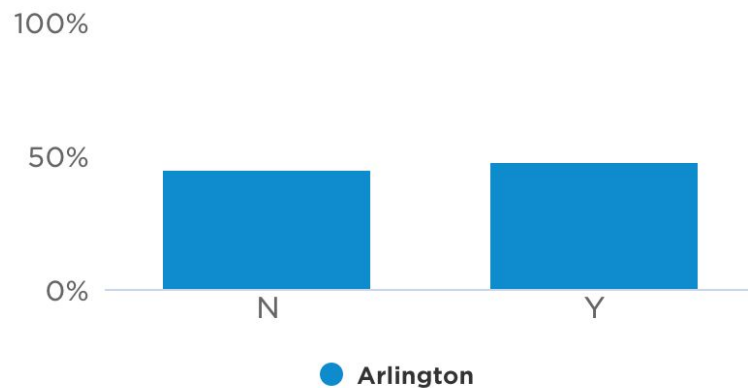
Percentage favorable responses for this question



Breakdown by Student ELL



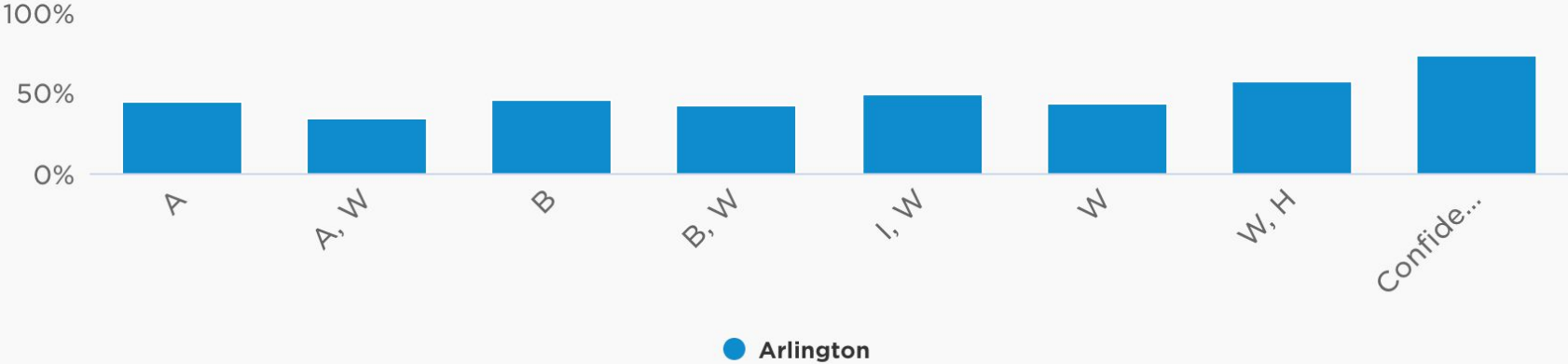
Percentage favorable responses for this question



Breakdown by Student Race



Percentage favorable responses for this question





Challenging Feelings

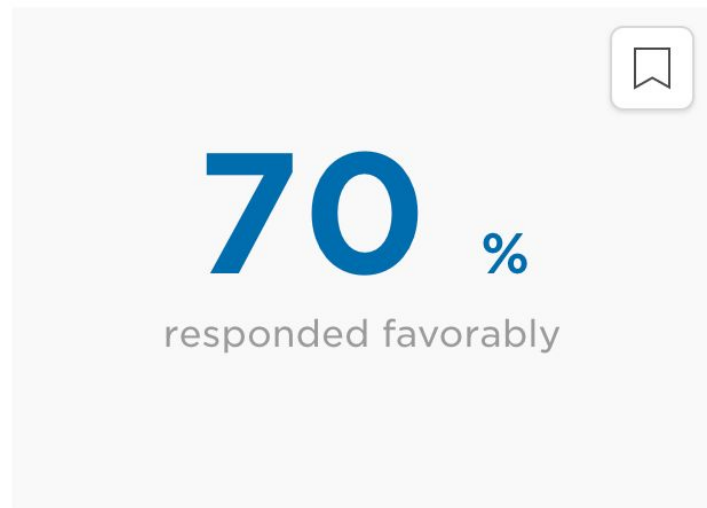


Challenging Feelings

Based on **1,265** responses

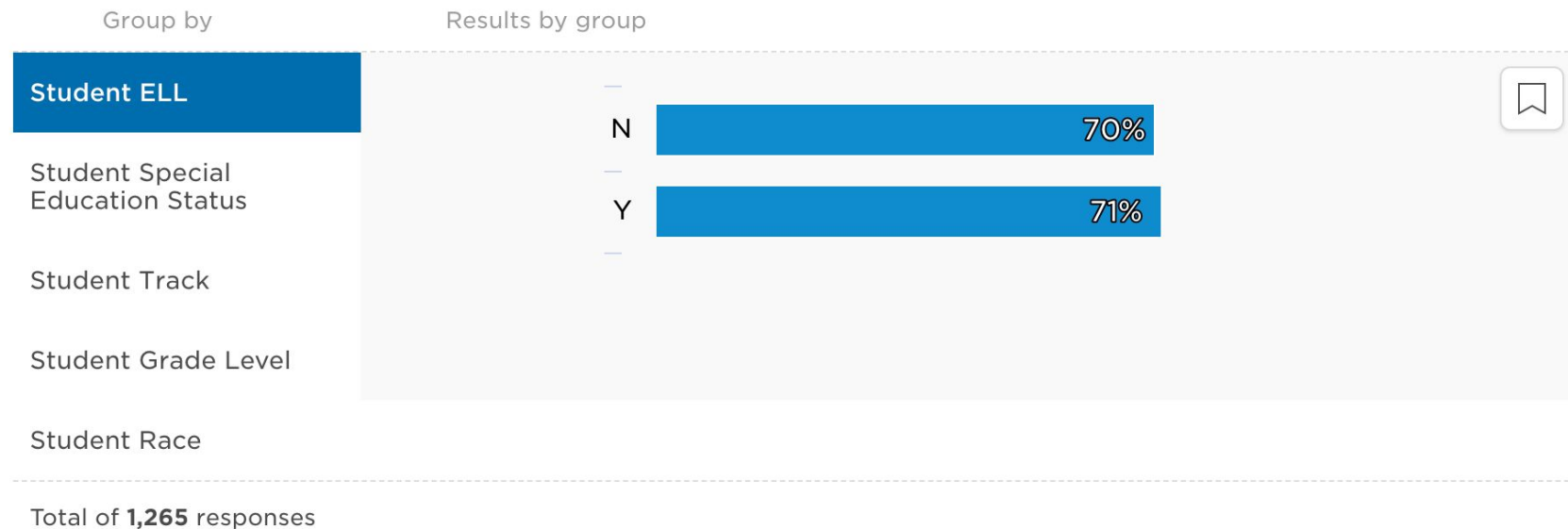
How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions.

What are the results for this topic?

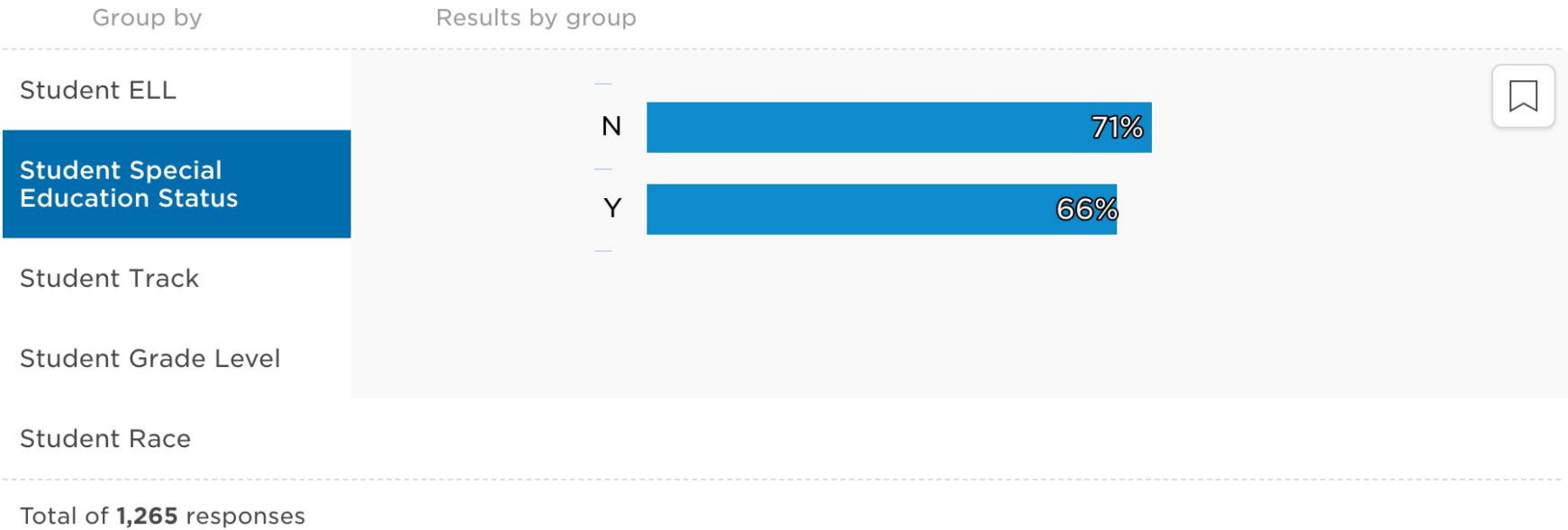


How do these results compare to benchmarks? 

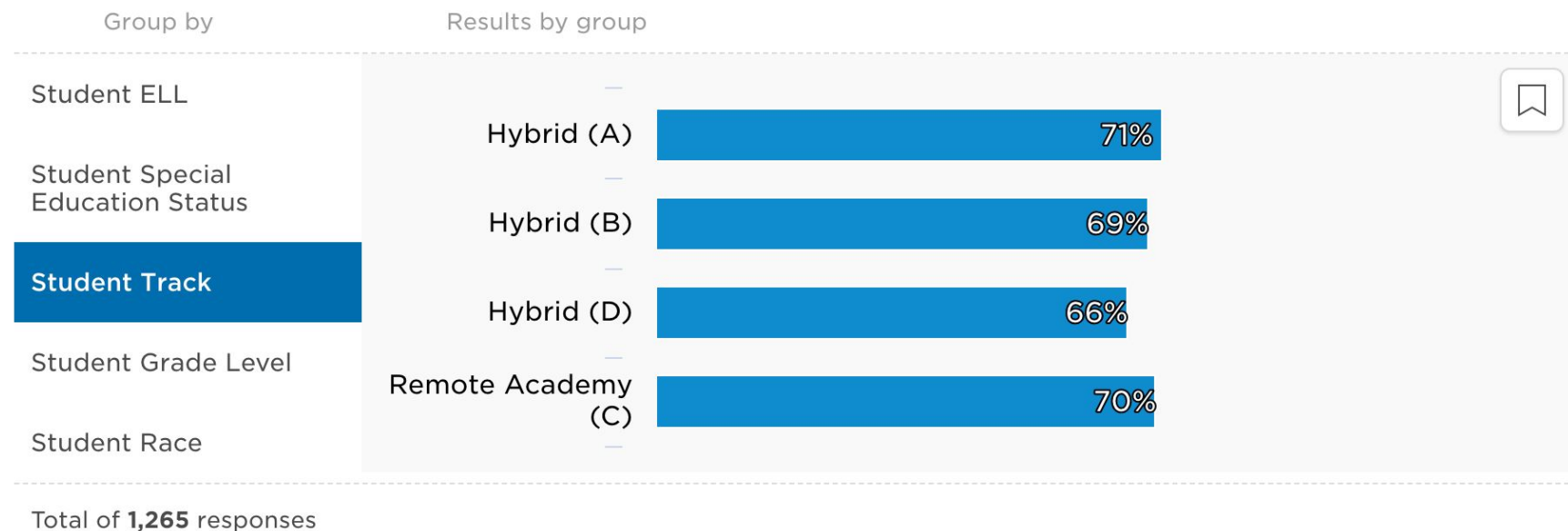
How did different groups respond?



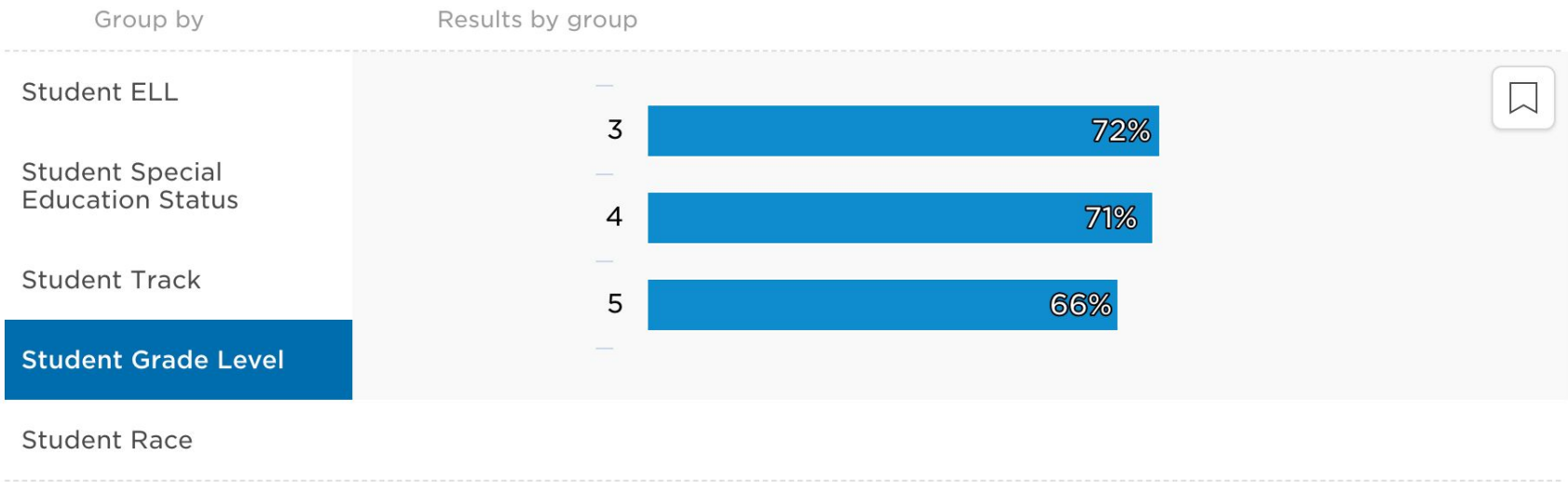
How did different groups respond?



How did different groups respond?

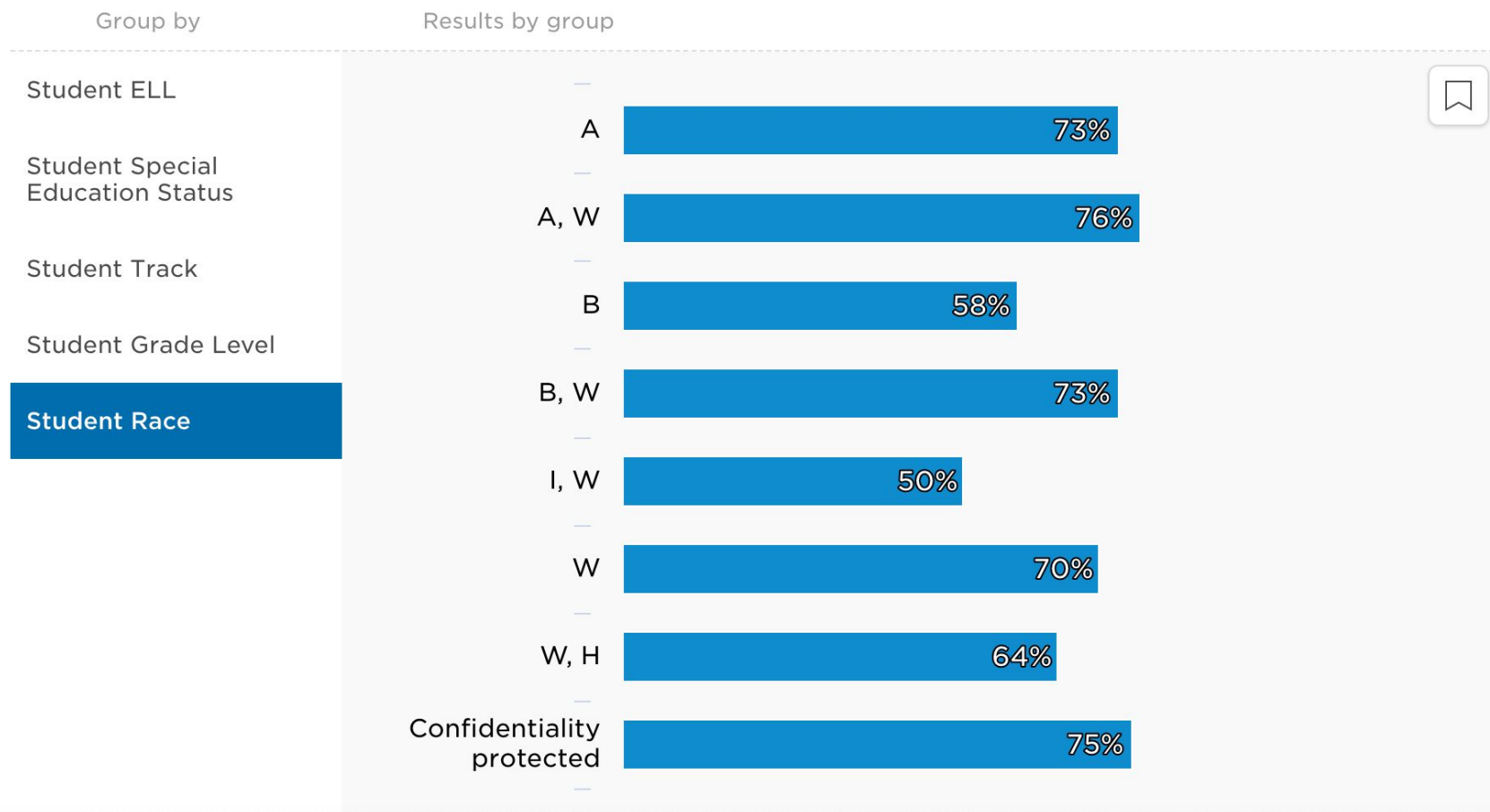


How did different groups respond?

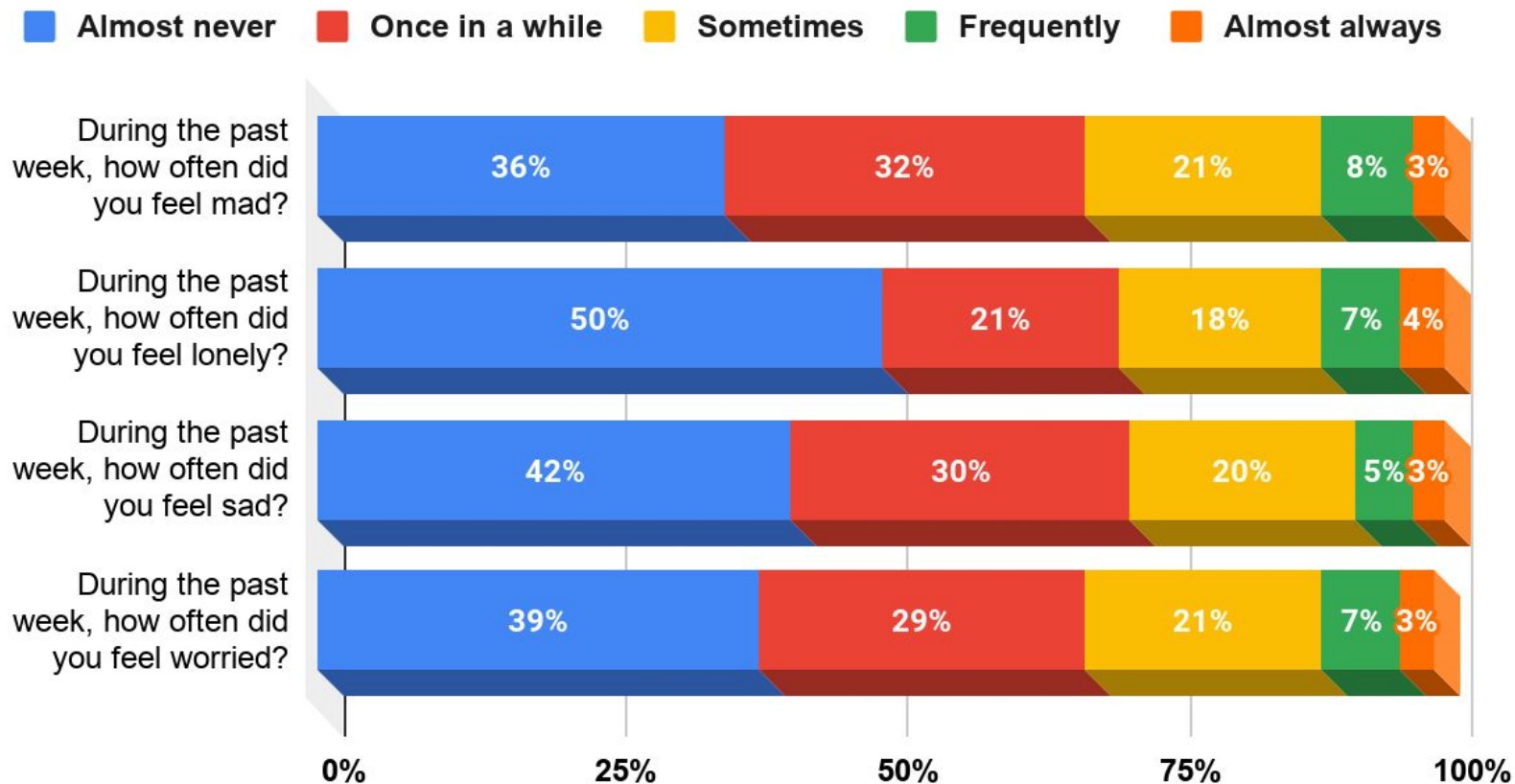


Total of **1,265** responses

How did different groups respond?



Grades 3-5





Observations

- The majority of students are not reporting that they are having challenging feelings.
- On average students in each learning program are reporting out in a similar manner.
- Students who have an IEP are reporting that they are experiencing challenging feelings on a more frequent basis than students who do not have an IEP.
- Students in the 5th grade are reporting that they are experiencing challenging feelings on a more frequent basis than other grades.
- The percentage of students who self identify as Black African American and biracial are experiencing challenging feelings on a more frequent basis than their peers in other racial groups.



Questions

- What is the source for students who are having challenging feelings? What type of support can we provide to support students who are having challenging feelings?
- What additional data do we need to gather to have a better understanding of what students are experiencing in their daily lives?
- Why are students in 5th grade and students on an IEP experiencing challenging feelings on a more frequent basis than students in grades 3 and 4 and students who do not have an IEP respectively?
- Why are students of color and biracial students experiencing challenging feelings on a more frequent basis than their peers in other racial groups?



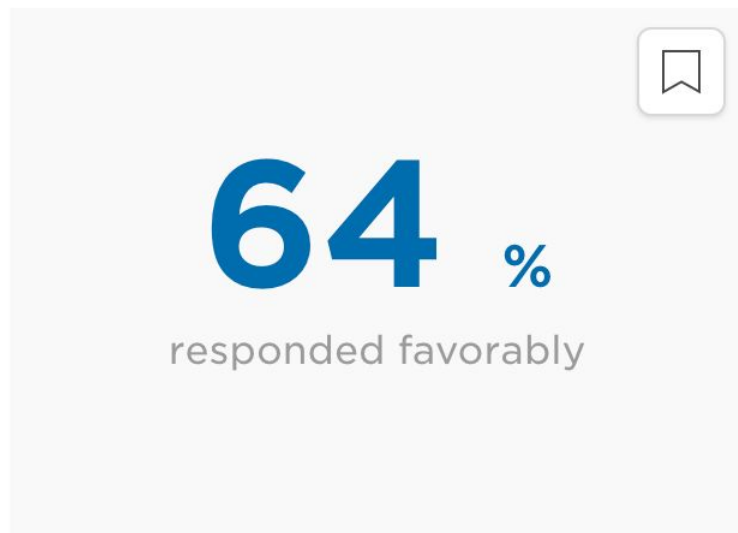
Positive Feelings

Positive Feelings

Based on **1,265** responses

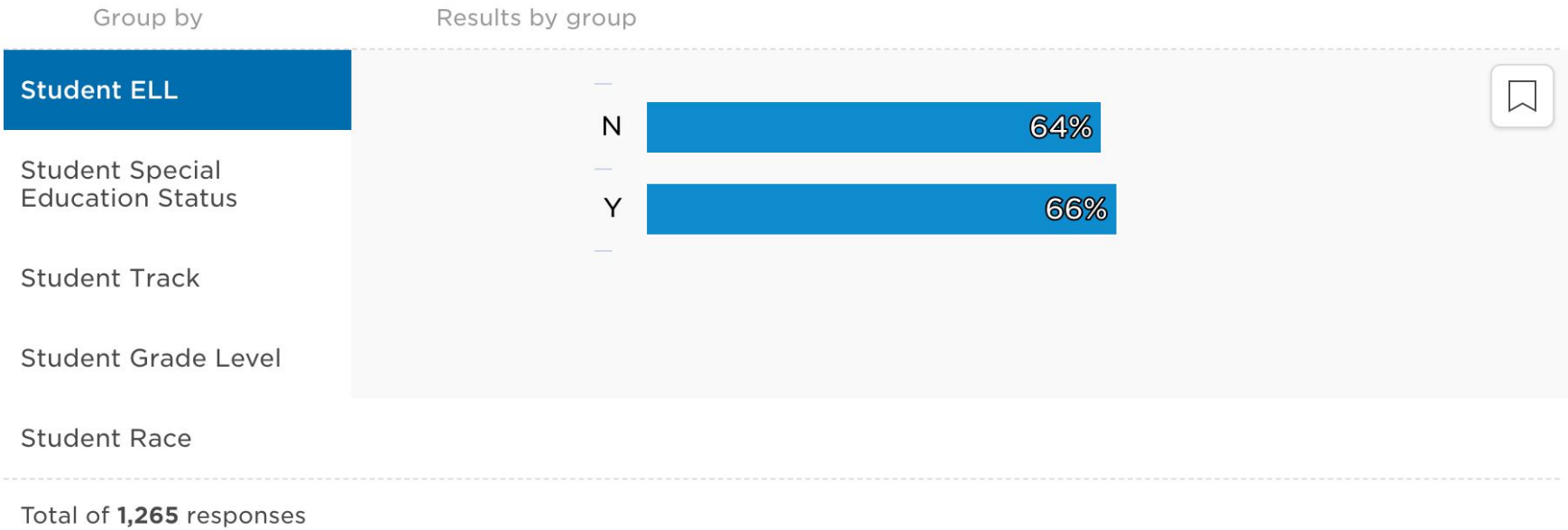
How frequently students feel positive emotions.

What are the results for this topic?



How did different groups respond?

How did different groups respond?



Group by

Results by group

Student ELL

Student Special
Education Status

Student Track

Student Grade Level

Student Race

N

65%

Y

61%



Total of **1,265** responses

Group by

Results by group

Student ELL

Student Special
Education Status

Student Track

Student Grade Level

Student Race

Hybrid (A)

63%

Hybrid (B)

64%

Hybrid (D)

65%

Remote Academy
(C)

66%



Total of **1,265** responses

Group by

Results by group

Student ELL

3

63%

Student Special
Education Status

4

63%

Student Track

5

67%

Student Grade Level

Student Race

Total of **1,265** responses



Group by

Results by group

Student ELL

Student Special
Education Status

Student Track

Student Grade Level

Student Race

A 60%

A, W 62%

B 54%

B, W 73%

I, W 67%

W 65%

W, H 59%

Confidentiality
protected 70%



Total of **1,265** responses

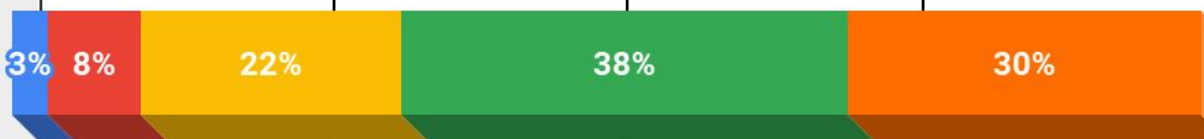
Grades 3-5

■ Almost never ■ Once in a while ■ Sometimes ■ Frequently ■ Almost always

During the past week, how often did you feel excited?



During the past week, how often did you feel happy?



During the past week, how often did you feel loved?



During the past week, how often did you feel safe?



0%

25%

50%

75%

100%



Observations

- The majority of students are reporting that they have positive feelings on a frequent basis.
- Students who self identify as Black African American and White/Hispanic are reporting that they are not having positive feelings with the same frequency as their peers.
- Students are reporting that they are feeling safe on a more frequent basis than the other listed positive feelings



Questions

- How can we increase the frequency of positive feelings for all students?
- Why are students who self identify as Black African American and White/Hispanic not having positive feelings with the same frequency as their peers?



Student Relationships



Student Relationships

Based on **1,265** responses

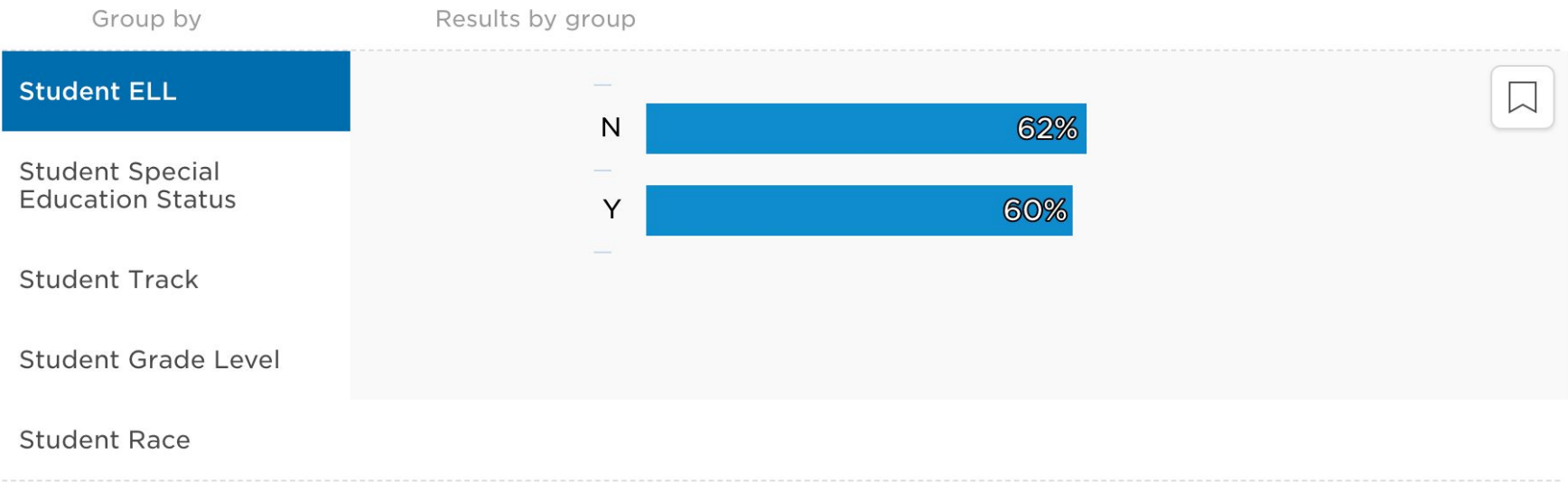
What are the results for this topic?



62 %

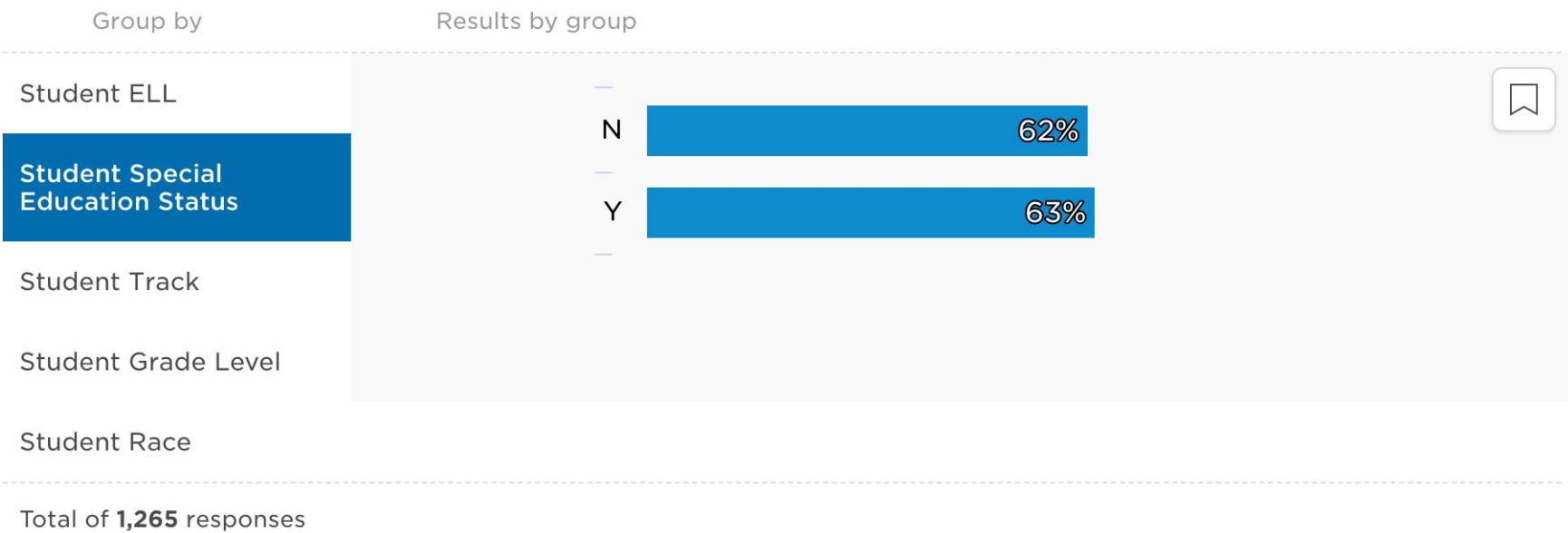
responded favorably

How did different groups respond?

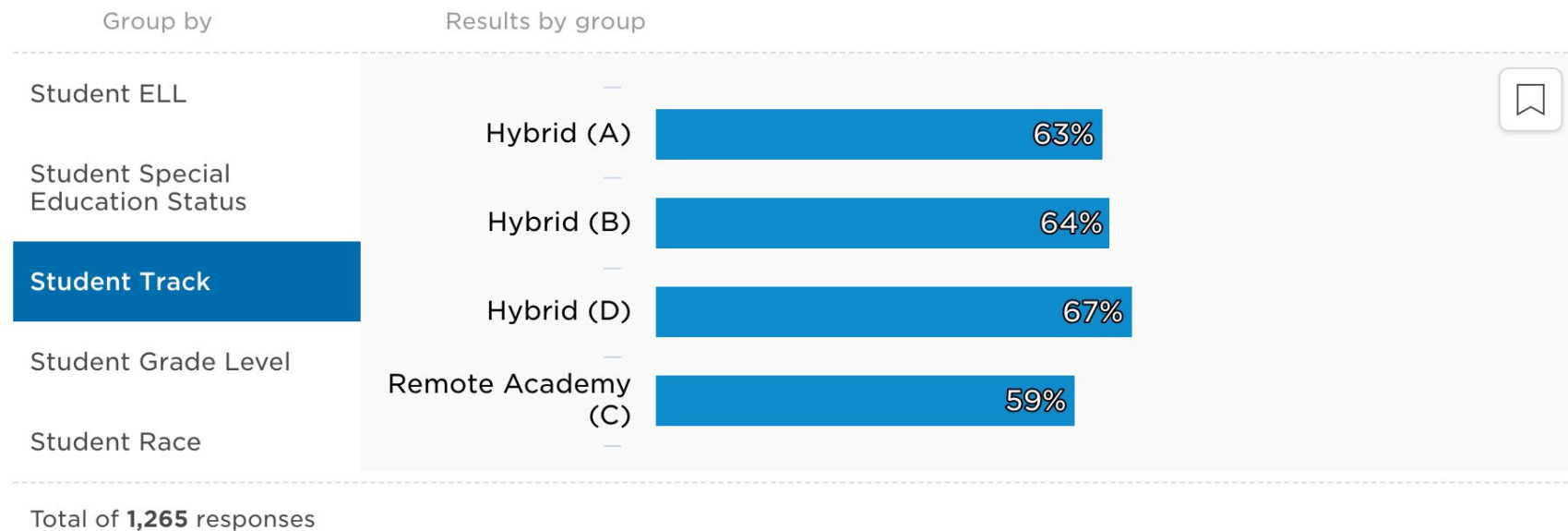


Total of **1,265** responses

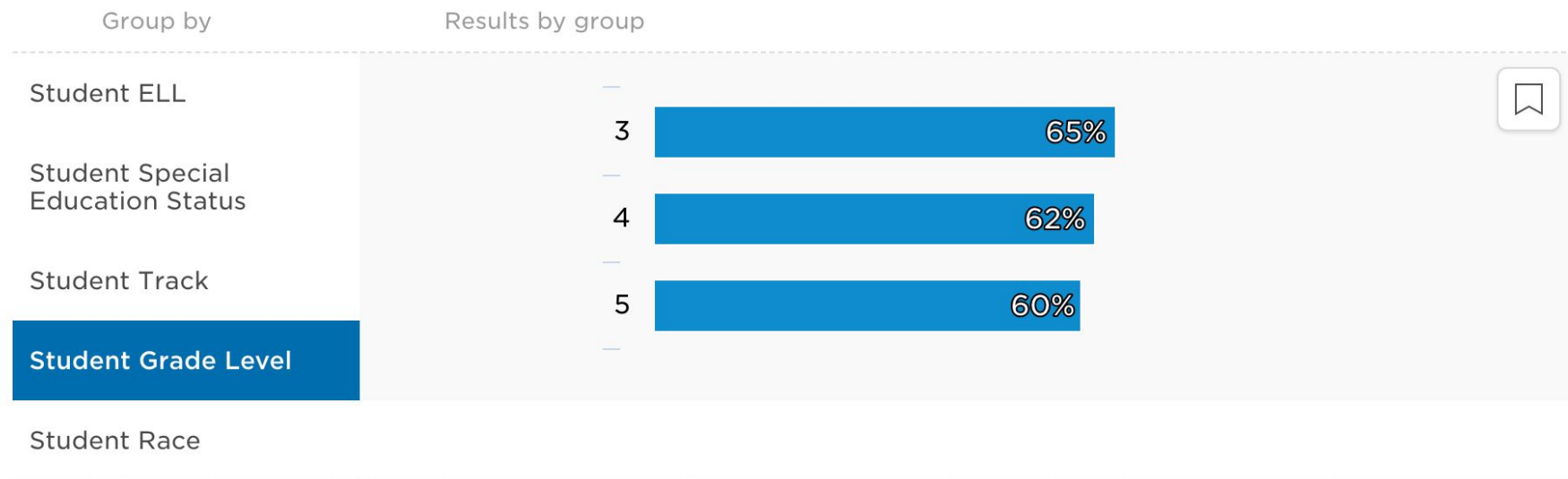
How did different groups respond?



How did different groups respond?



How did different groups respond?



Total of **1,265** responses

Group by

Results by group

Student ELL

Student Special
Education Status

Student Track

Student Grade Level

Student Race

A

60%

A, W

62%

B

58%

B, W

76%

I, W

70%

W

63%

W, H

62%

Confidentiality
protected

68%

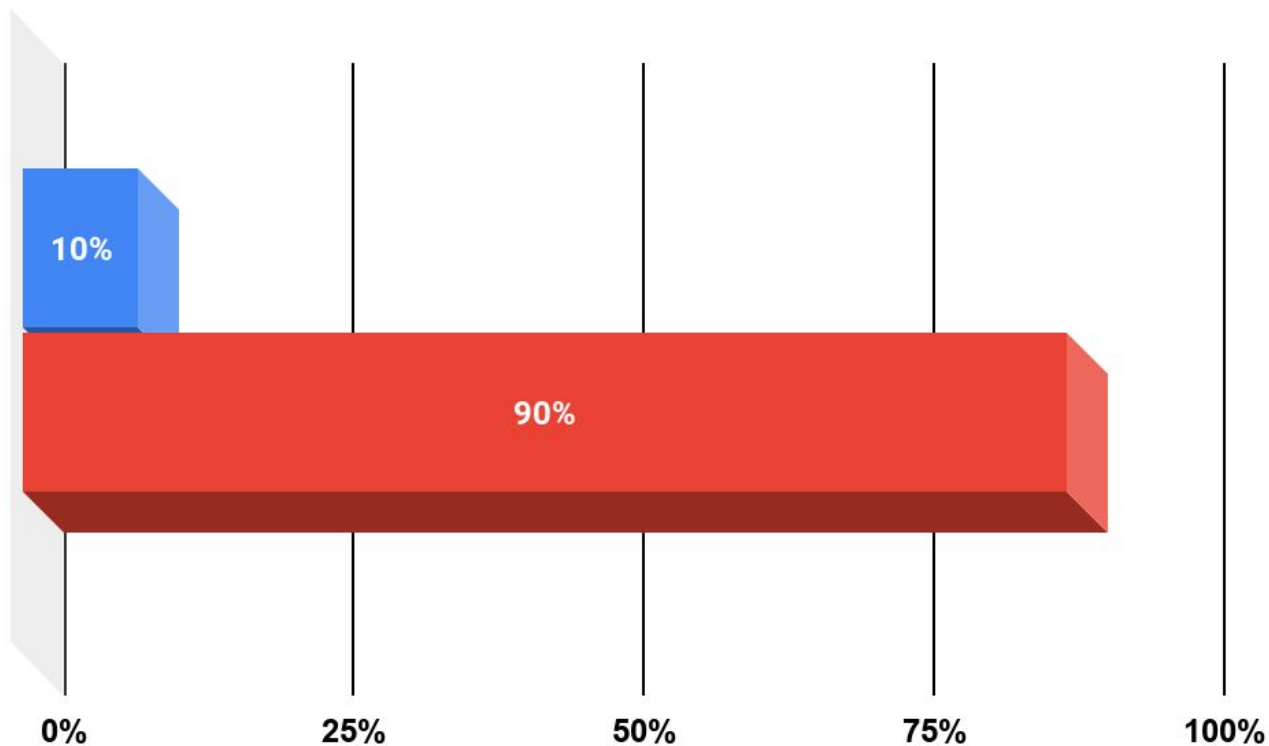


Total of **1,265** responses

Grades 3-5

■ No ■ Yes

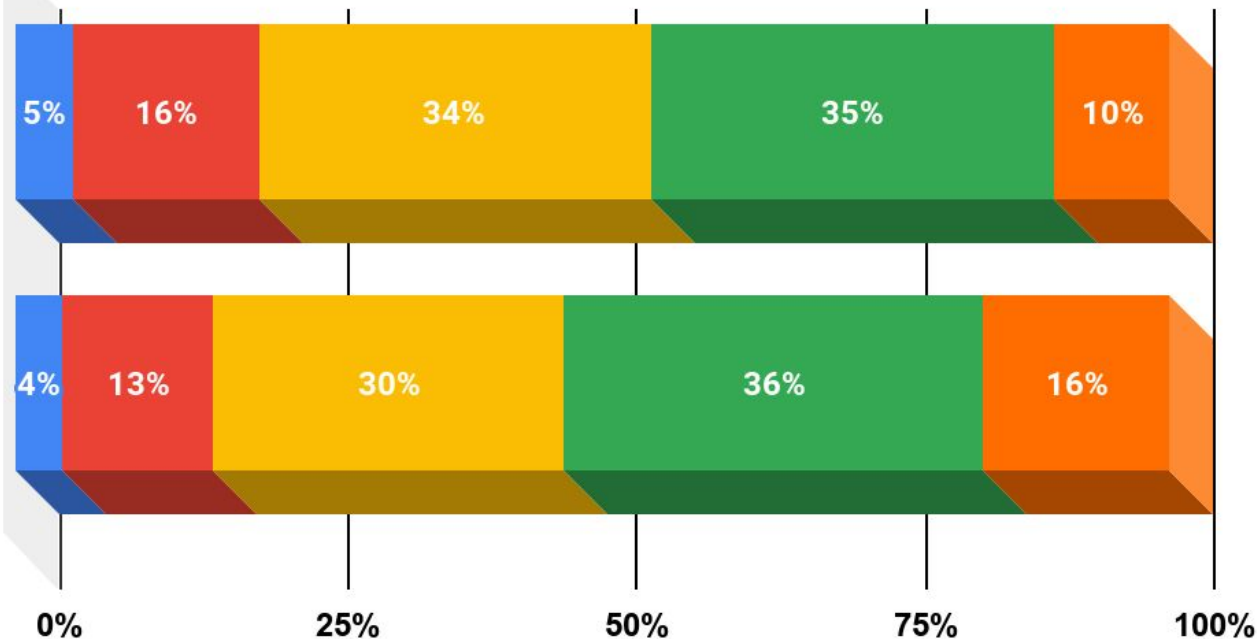
Are there adults at your school you can go to for help if you need it right now?



Grades 3-5

■ Not at all connected ■ Slightly connected ■ Somewhat connected
■ Quite connected ■ Extremely connected

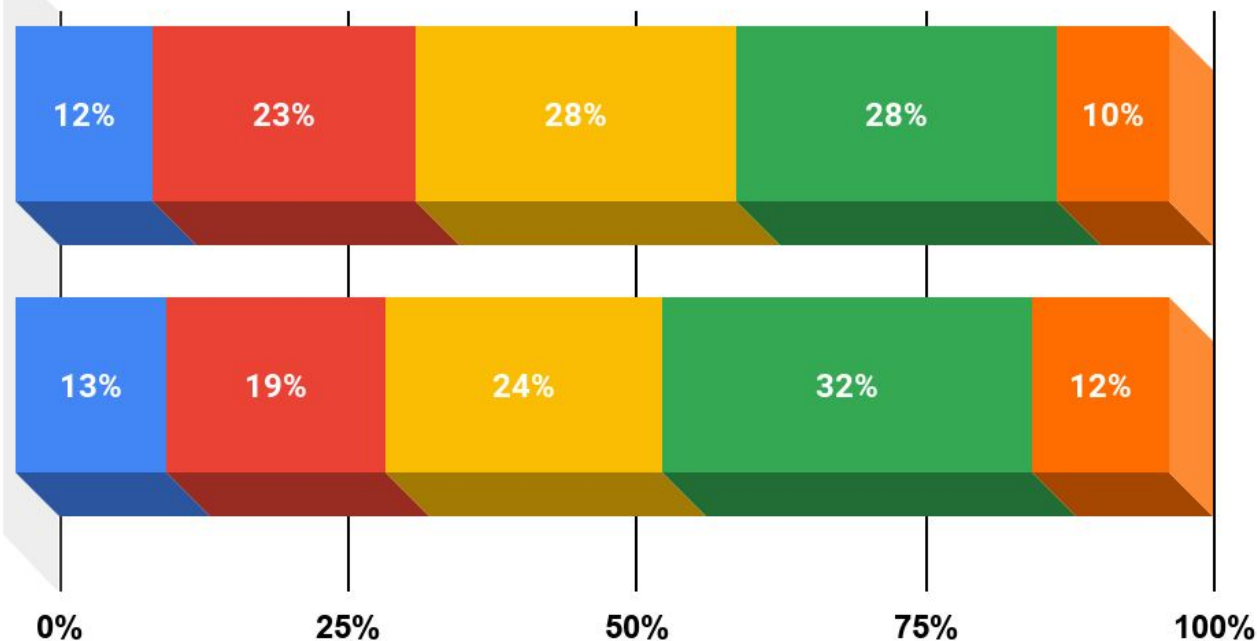
How connected do
you feel to the adults
at your school right
now?



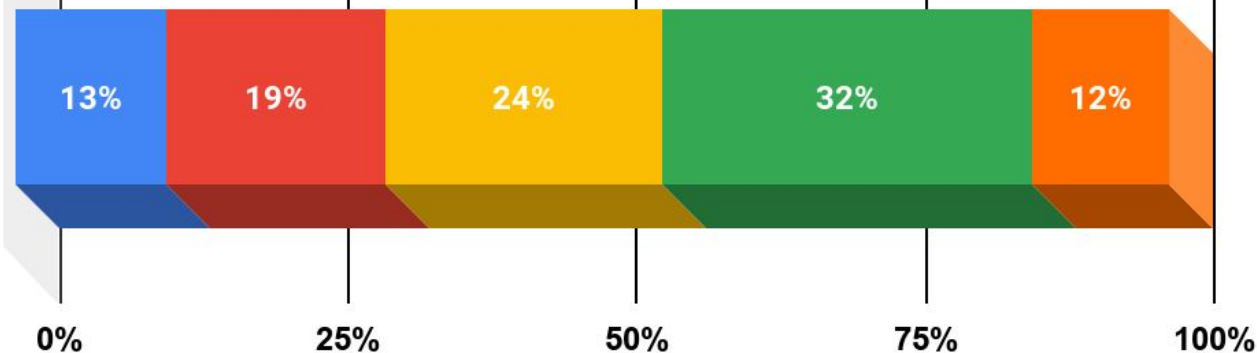
Grades 3-5

- Once every few weeks About once a week Several times a week
Almost every day I am not taking classes online at home

If you are learning online from home, how often does your teacher reach out to you?



If you are learning online from home, how often do you spend time talking with your friends from school?





Observations

- On average, the percentage of students in the Remote Academy reported less favorably to all the questions in this section than students in the hybrid program.
- On average, the percentage of students in the 5th grade reported less favorably to all the questions in this section than their peers in the 3rd and 4th grade.
- 90% of all students reported that they can go to their teacher if they need help right now.
- Students are reporting that they feel more connected to their peers than the adults in their building.



Questions

- Why are 5th graders reporting less favorably to the questions in this section than their 3rd and 4th grade peers?
- How can we make students feel more connected to the adults in their buildings?
- Will students in the in-person full time 5 day a week learning program feel more connected and supported by their teachers than they did in the hybrid program?



Student Engagement



Student Engagement

Based on **1,265** responses

How much students pay attention to and are invested in what goes on in the classroom.

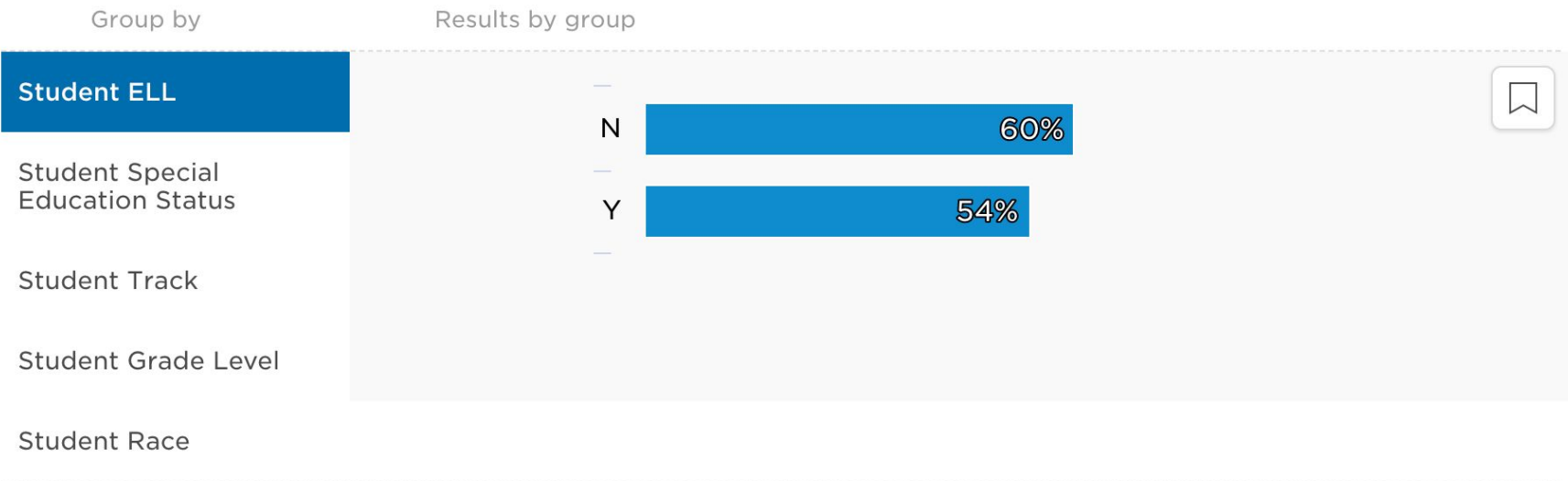
What are the results for this topic?



60 %

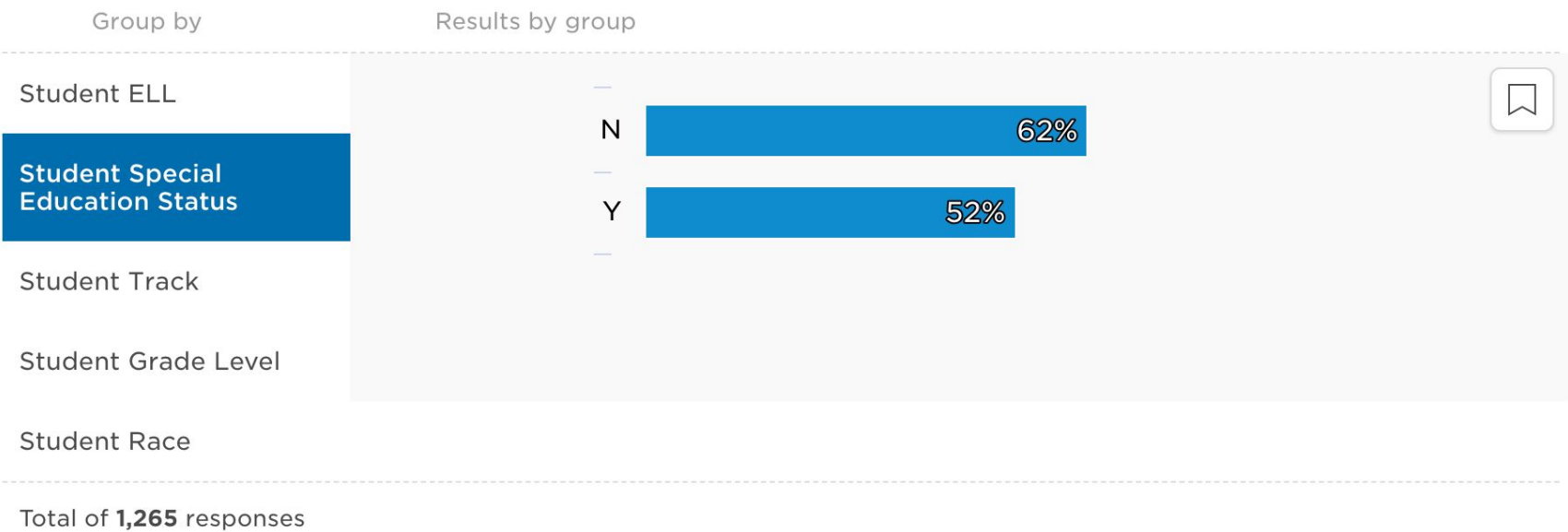
responded favorably

How did different groups respond?

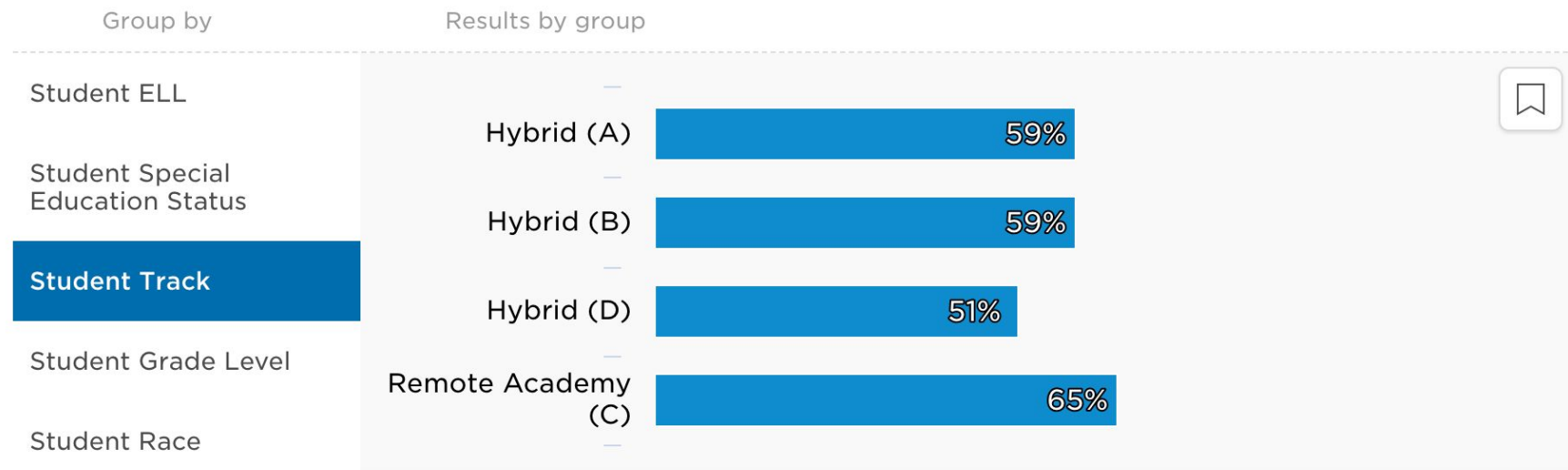


Total of **1,265** responses

How did different groups respond?

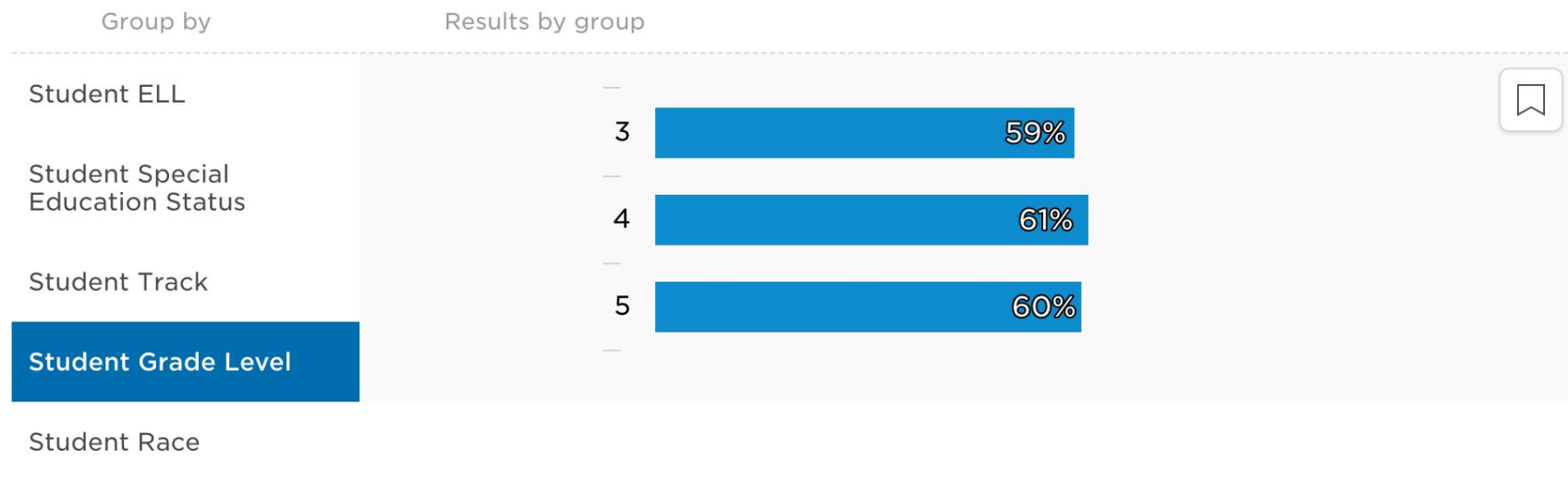


How did different groups respond?



Total of **1,265** responses

How did different groups respond?



Total of **1,265** responses

Group by

Results by group

Student ELL

Student Special
Education Status

Student Track

Student Grade Level

Student Race

A

61%

A, W

65%

B

56%

B, W

50%

I, W

72%

W

60%

W, H

59%

Confidentiality
protected

63%

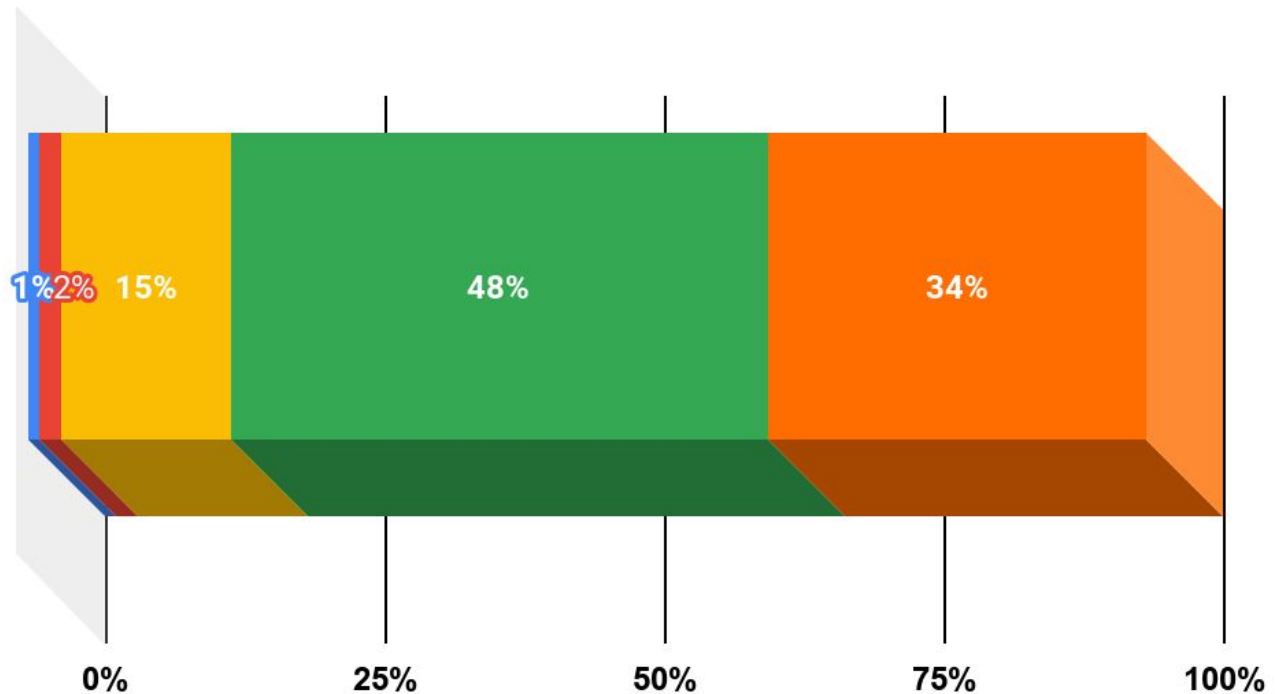


Total of **1,265** responses

Grades 3-5

■ Almost no effort ■ A little bit of effort ■ Some effort ■ Quite a bit of effort
■ A great deal of effort

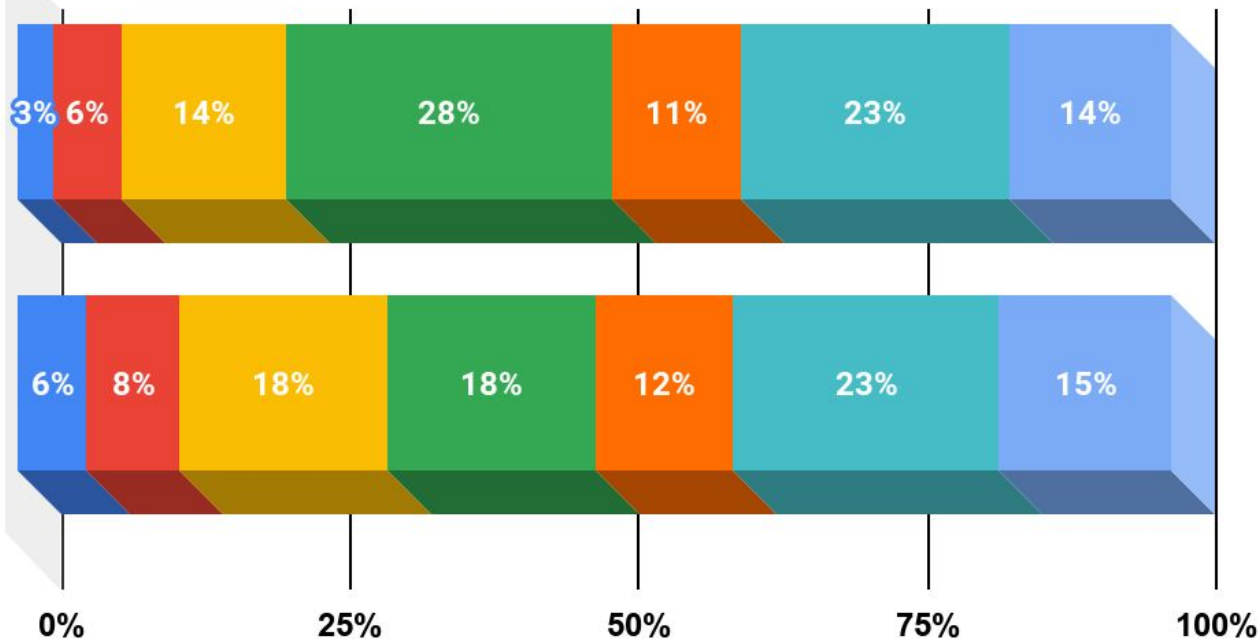
How much effort are
you putting into your
classes right now?



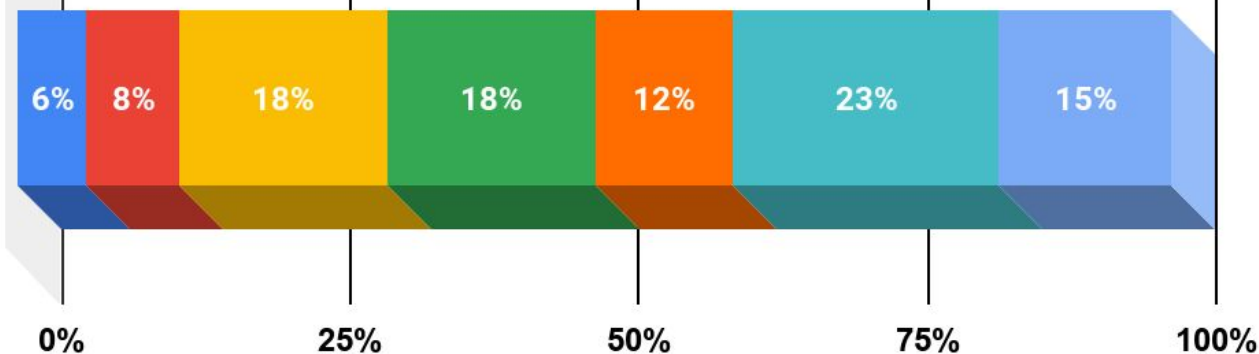
Grades 3-5

Very difficult Somewhat difficult Slightly difficult Neither difficult nor easy
Slightly easy Somewhat easy Very easy

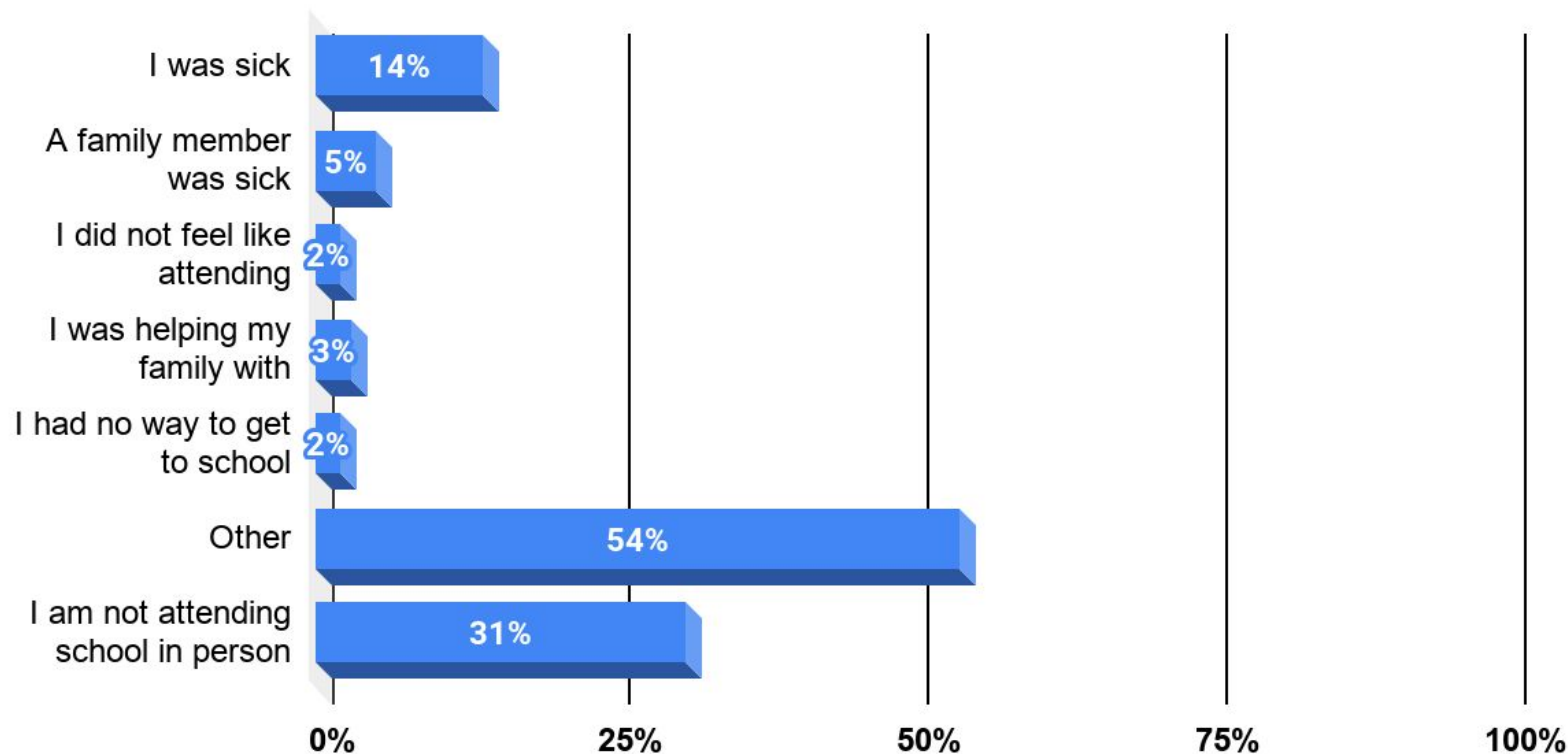
How difficult or easy
is it for you to try
hard on your school
work right now?



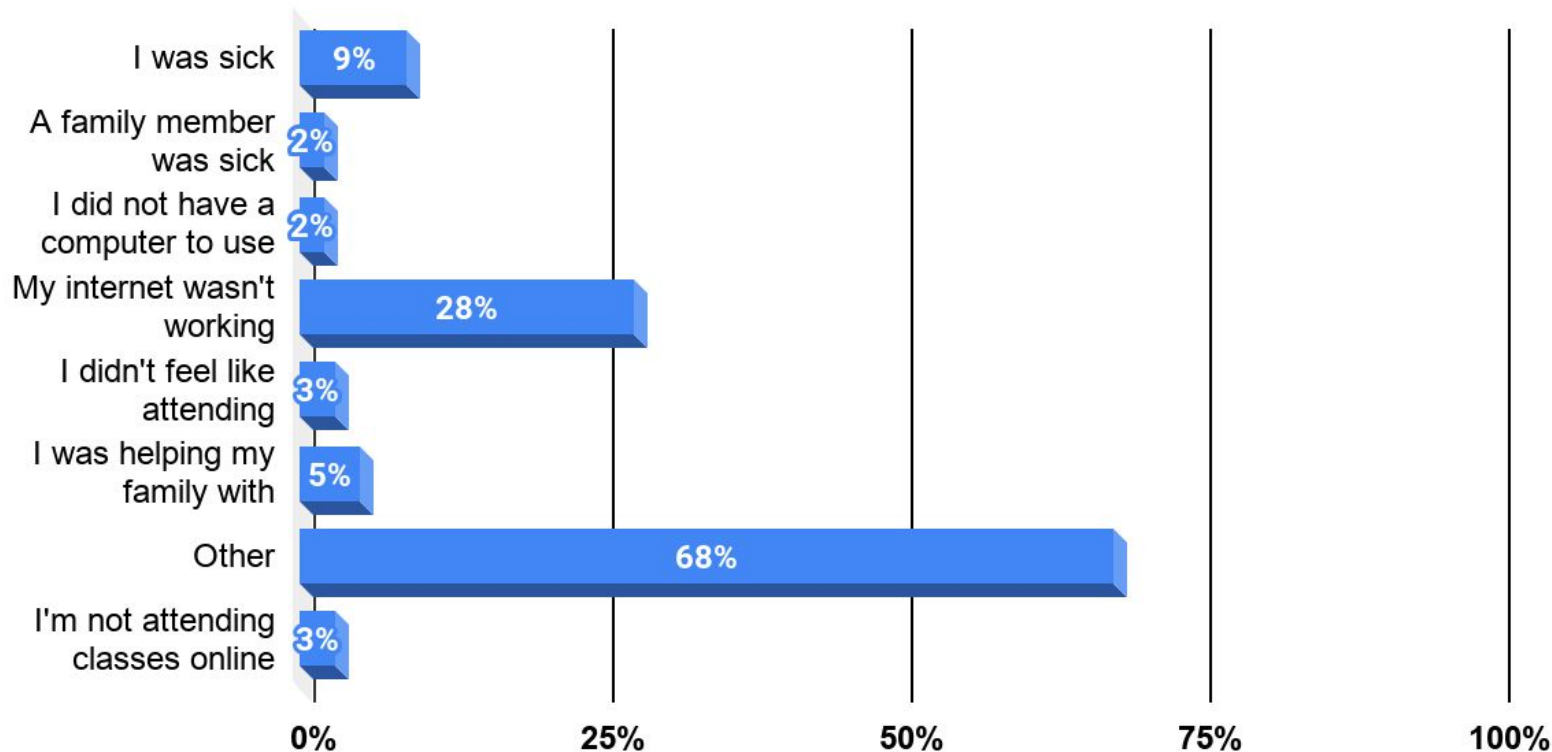
How difficult or easy
is it for you to stay
focused on your
schoolwork right now?



Grades 3-5: If you have missed in-person school recently, why did you miss school? You can pick more than one.



Grades 3-5: If you have missed online classes recently, why did you miss class? You can pick more than one.





Observations

- On average, the percentage of students who receive ELL support responded less favorably to the questions in this section than their peers who do not receive ELL support.
- On average, the percentage of students on an IEP responded less favorably to the questions in this section than their peers who are not on a IEP.
- On average, the percentage of students who are in the 4 day a week program responded less favorably to their peers in the hybrid and Remote Academy.
- On average, the percentage of students in the Remote Academy responded more favorably to the questions in this section than their peers in the hybrid and 4 day a week program.
- On average, students who self identify as Black/White responded less favorably than their peers from other racial groups.



Observations

- 82% of students are putting in quite a bit of effort or a great deal of effort into their classes.
- It is equally difficult and easy for students to try hard and stay focus on their school work.



Questions

- How can make it easier for students to “try hard” and “stay focused” on their schoolwork?
- Will students in the in-person full time learning program find it easier to “try hard” and “stay focused” on their schoolwork?



Learning Model

Learning Model

Based on **1,265** responses

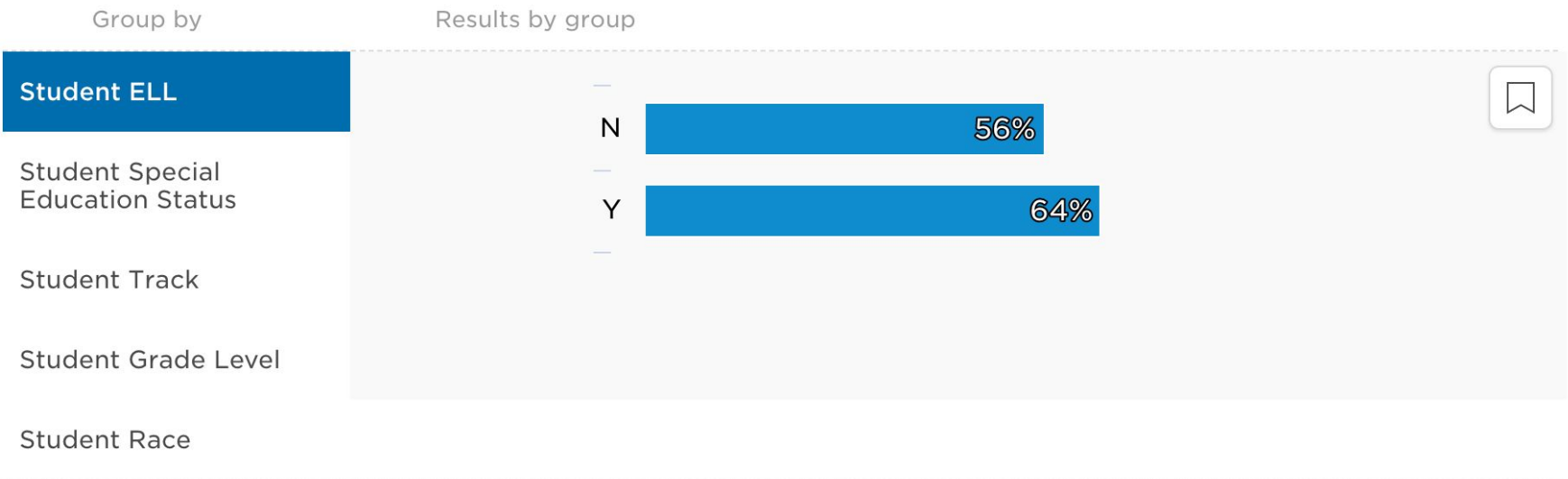
What are the results for this topic?



56 %

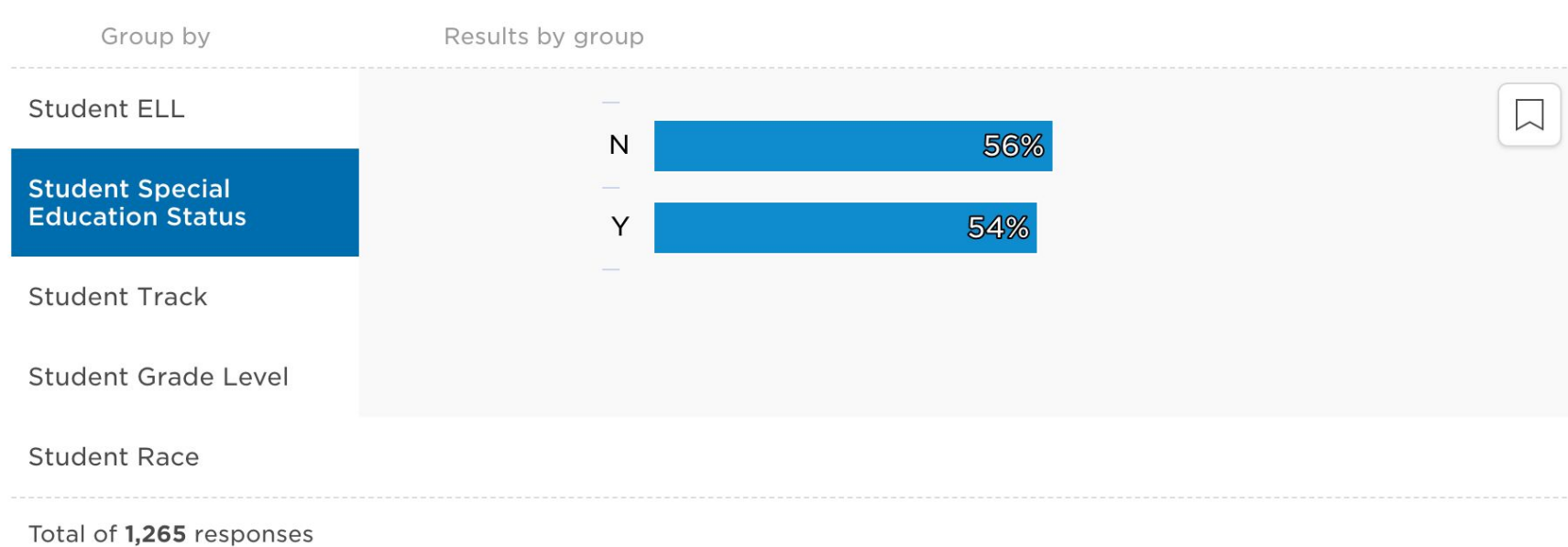
responded favorably

How did different groups respond?

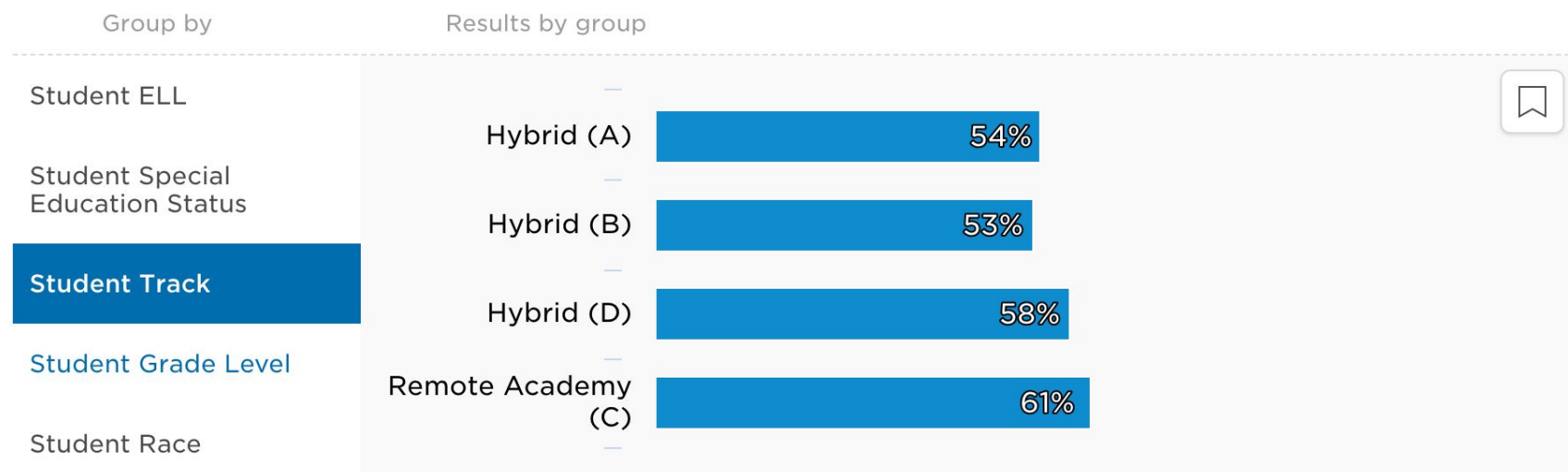


Total of **1,265** responses

How did different groups respond?

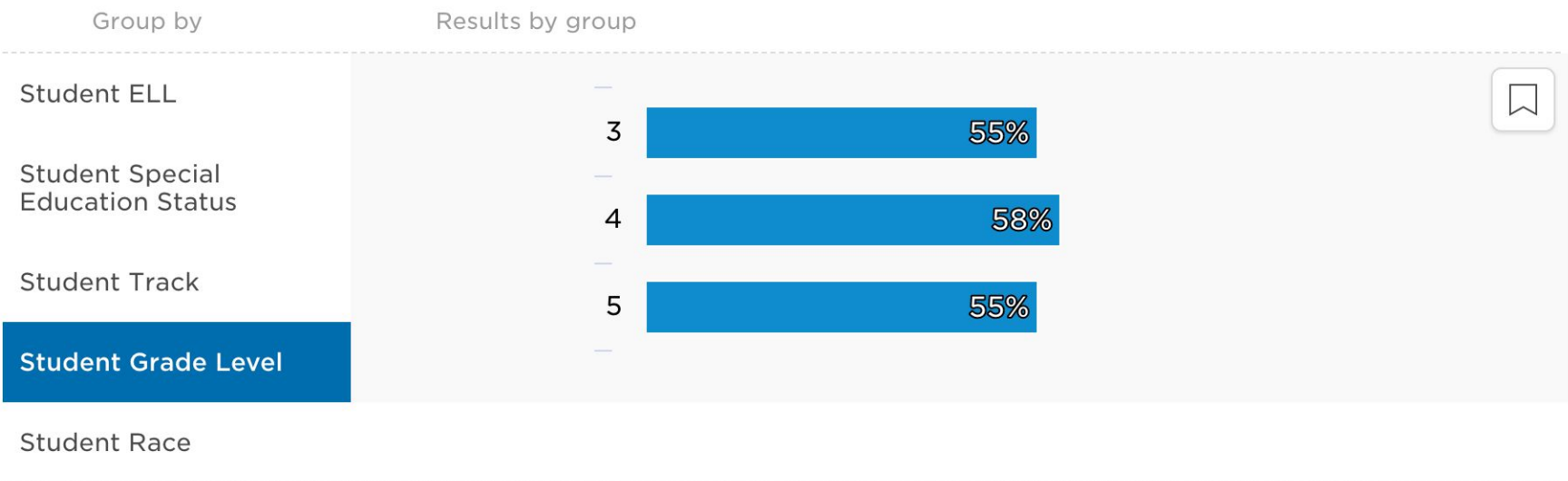


How did different groups respond?



Total of **1,265** responses

How did different groups respond?



Total of **1,265** responses

Group by

Results by group

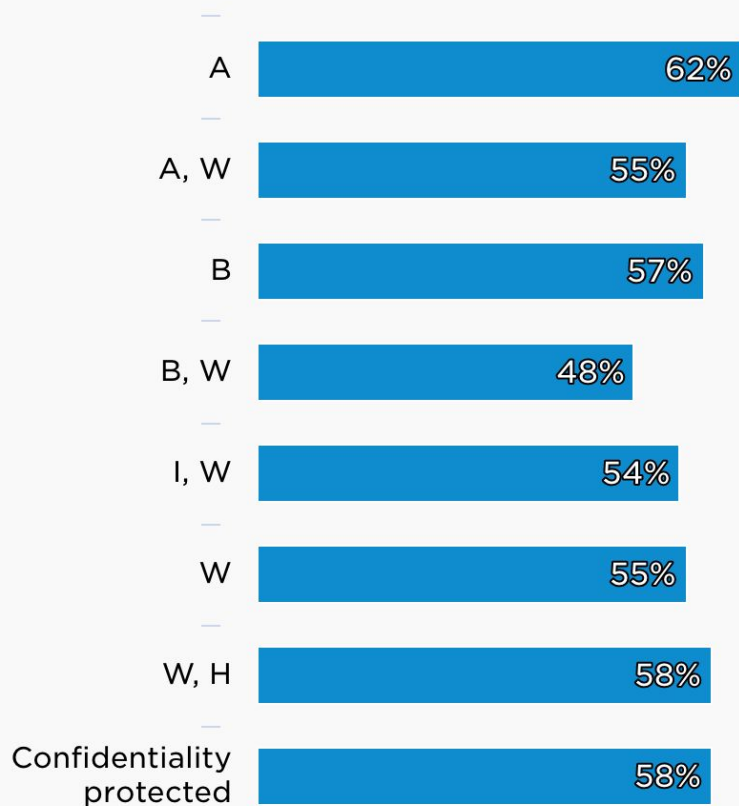
Student ELL

Student Special
Education Status

Student Track

Student Grade Level

Student Race

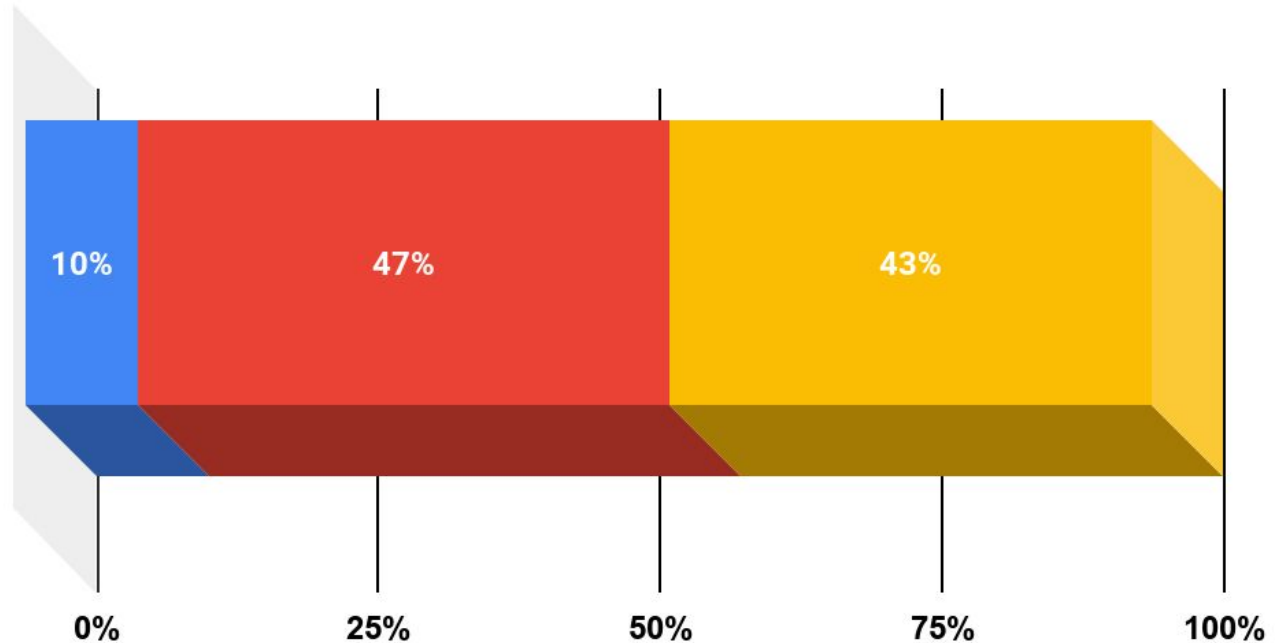


Total of **1,265** responses

Grades 3-5

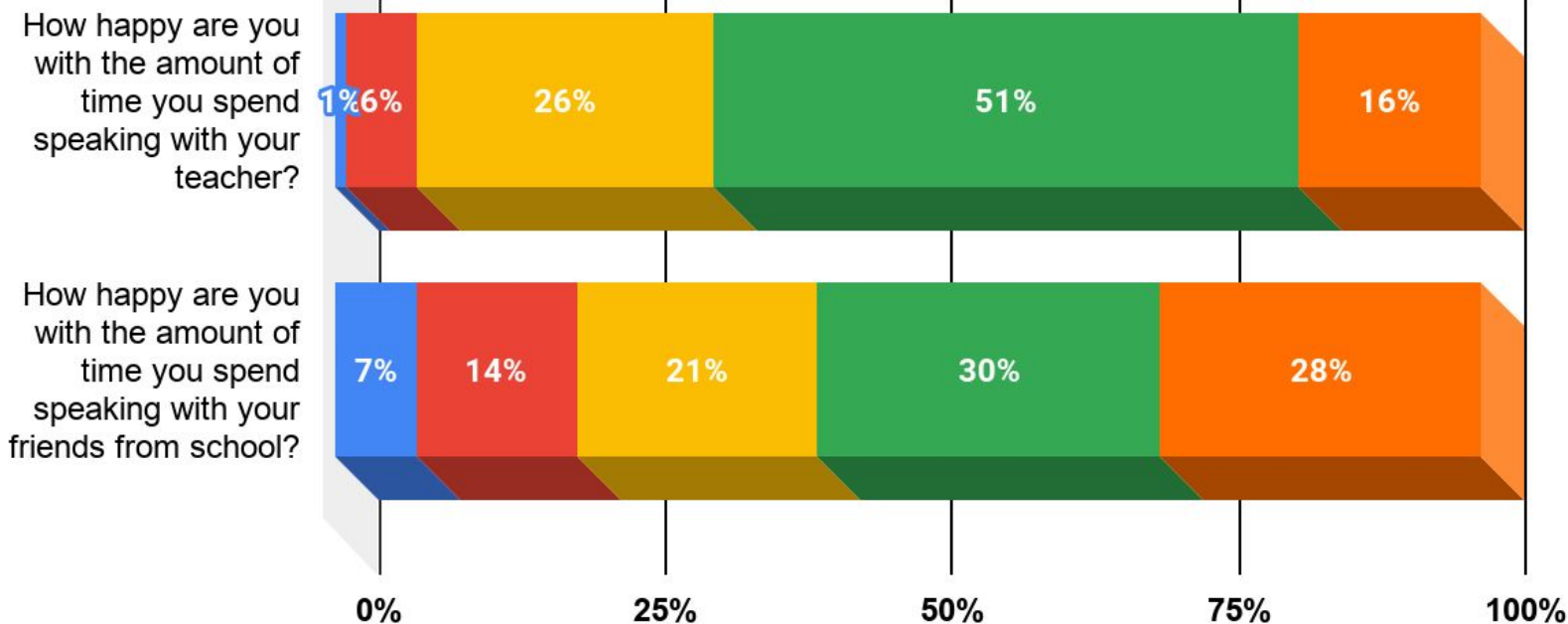
- I wish I spent more time learning at home and less time learning at school
- I wish I spent more time learning at school and less time learning at home
- I like how much time I spend learning at home or at school

How would you like
to be learning right
now?

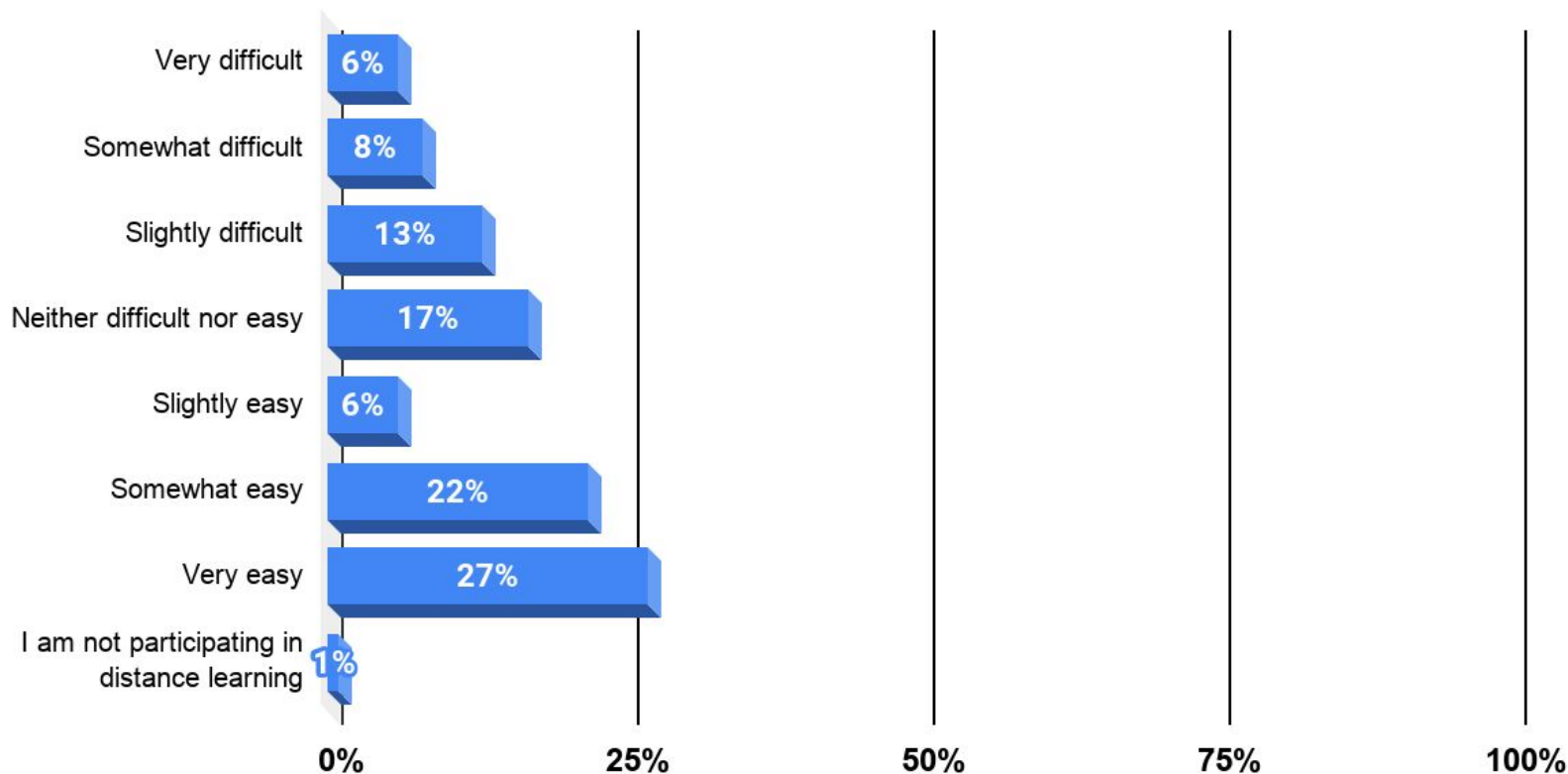


Grades 3-5

Not at all happy Slightly happy Somewhat happy Quite happy Extremely happy



Students 3-5: How difficult or easy is it to use the distance learning technology (computer, tablet, video calls, learning applications, etc.)?





Observations

- On average, the percentage of students who receive ELL support responded more favorably to the questions in this section than their peers who do not receive ELL support.
- On average, the percentage of students who are in the Remote Academy responded more favorably to the questions in this section than their peers in the hybrid and the 4 day/week program.
- On average, the percentage of students who self identify as Black African American/White responded less favorably than their peers in other racial groups.
- There is little disparity in the percentage of students who are happy with their current learning program and who wish to spend more time learning at school.



Questions

- Will students in the in-person full time learning program respond more favorably to the questions asking about talking with their teacher and friends from school?
- How can we give more technology support to students in the Remote Learning Academy?



Cultural Awareness and Action



Fall 2020

Student Supports + Environment Surveys - Grades 3-5

Cultural Awareness and Action

Based on **1,265** responses

How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school

What are the results for this topic?



43 %

responded favorably

How did different groups respond?

Group by

Results by group

Student ELL

N

43%

Student Special
Education Status

Y

46%

Student Track

Student Grade Level

Student Race

Total of **1,265** responses



How did different groups respond?

Group by

Results by group

Student ELL

Student Special
Education Status

Student Track

Student Grade Level

Student Race

Total of **1,265** responses

N

43%

Y

40%



How did different groups respond?

Group by

Results by group

Student ELL

Student Special
Education Status

Student Track

Student Grade Level

Student Race

Hybrid (A)

43%

Hybrid (B)

38%

Hybrid (D)

41%

Remote Academy
(C)

48%

Total of **1,265** responses



How did different groups respond?

Group by

Results by group

Student ELL

3

41%

Student Special
Education Status

4

41%

Student Track

5

47%

Student Grade Level

Student Race

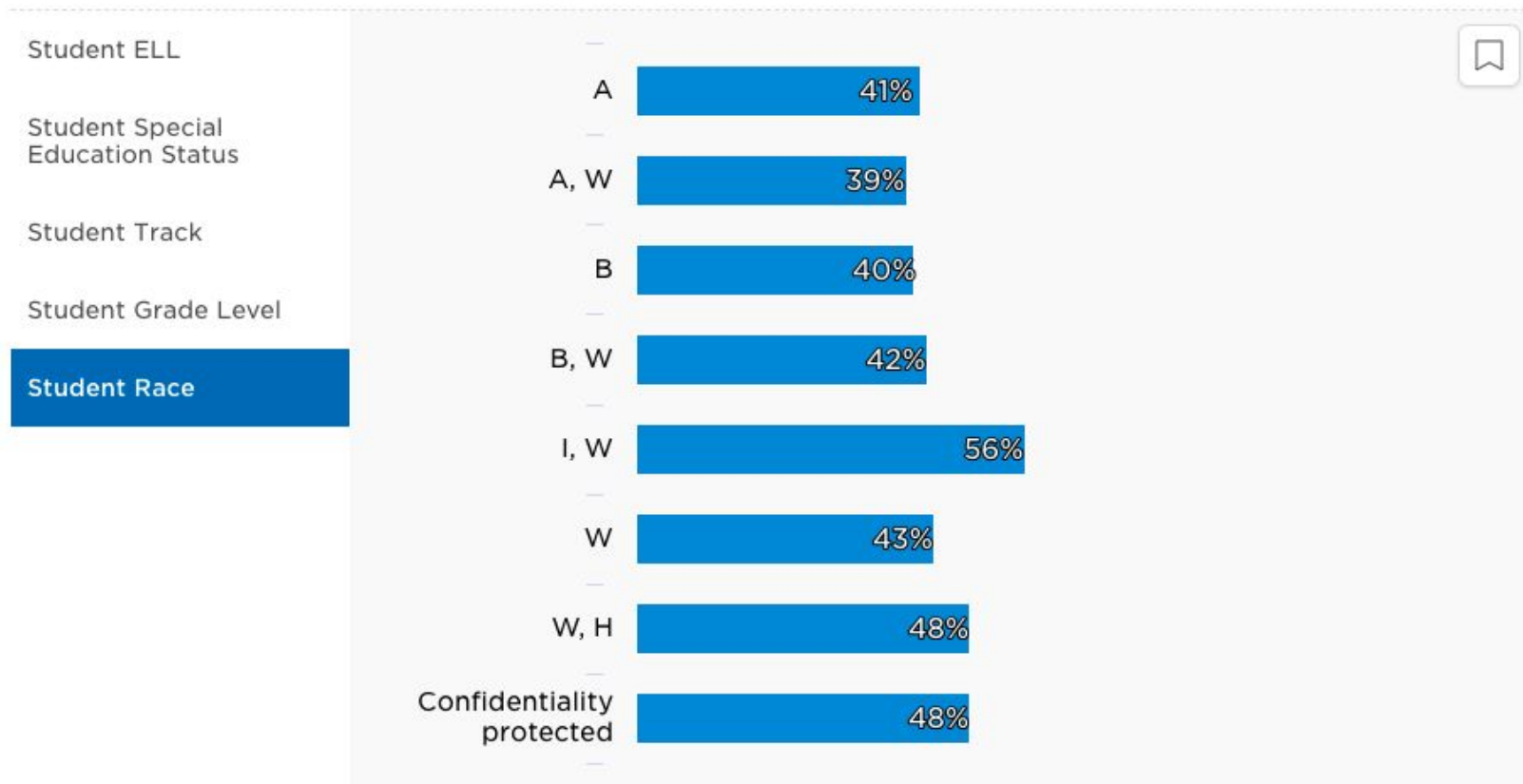
Total of **1,265** responses



How did different groups respond?

Group by

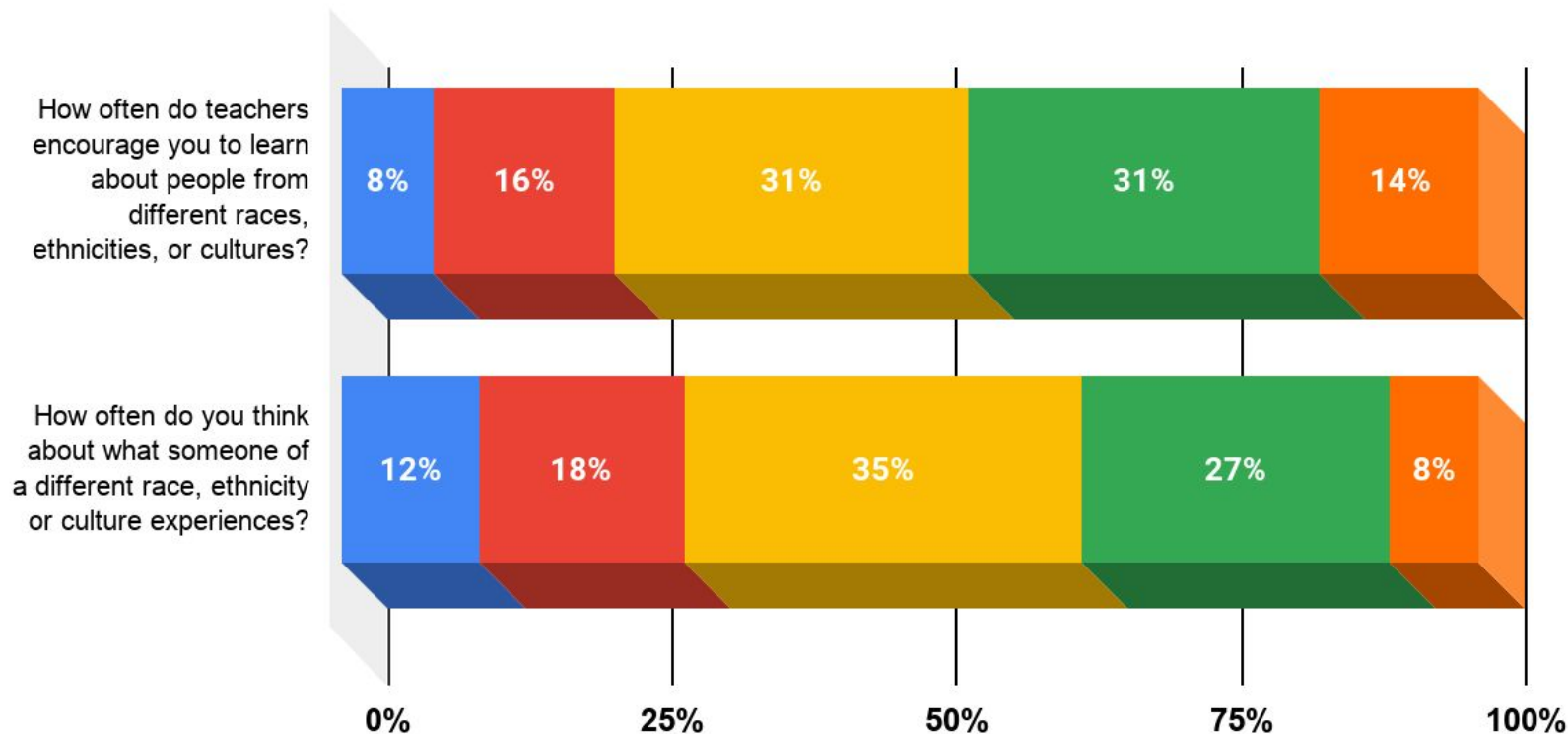
Results by group



Total of **1,265** responses

Grades 3-5

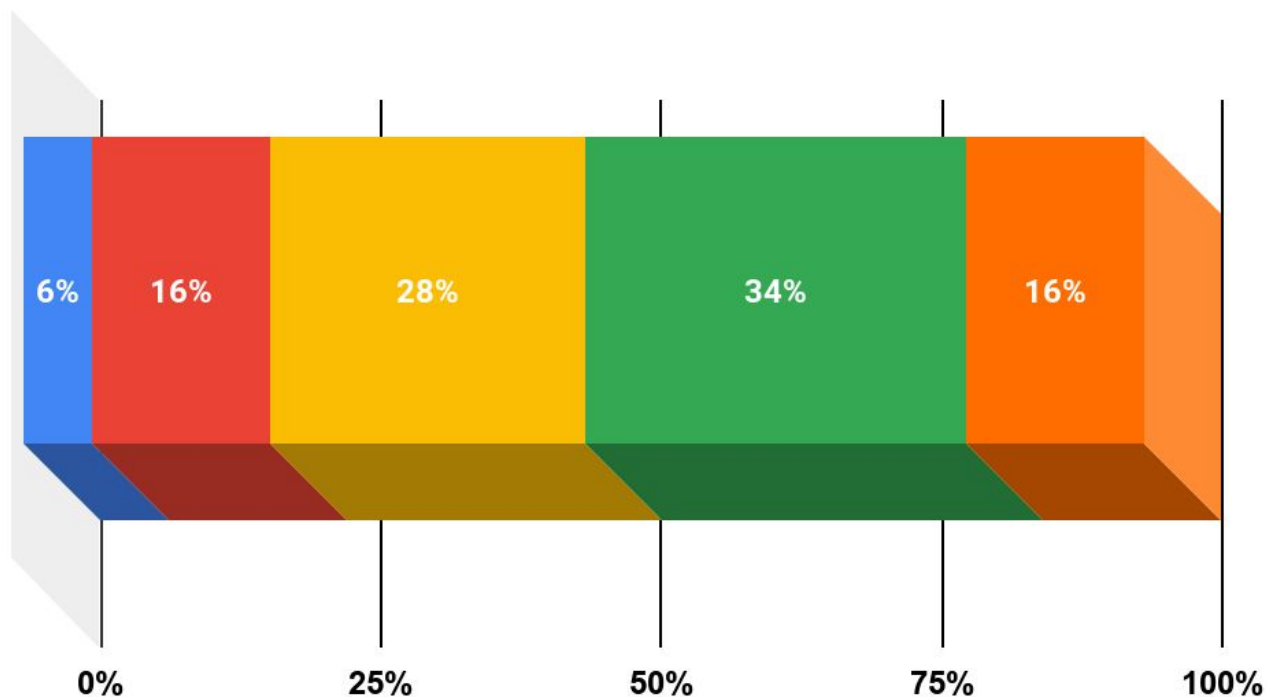
Almost never Once in a while Sometimes Frequently Almost always



Grades 3-5

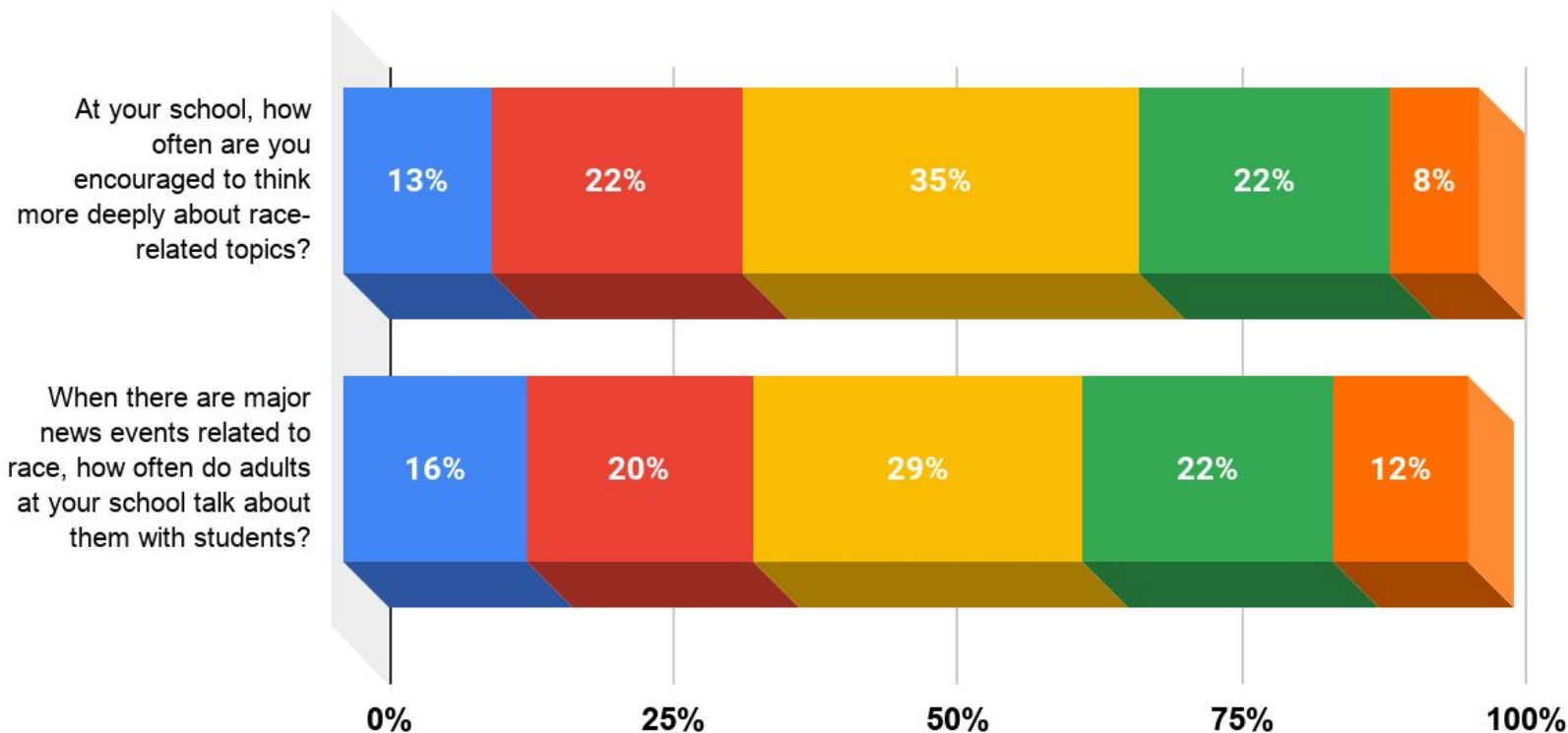
■ Not at all confident ■ Slightly confident ■ Somewhat confident ■ Quite confident
■ Extremely confident

How confident are you
that students at your
school can have honest
conversations with each
other about race?



Grades 3-5

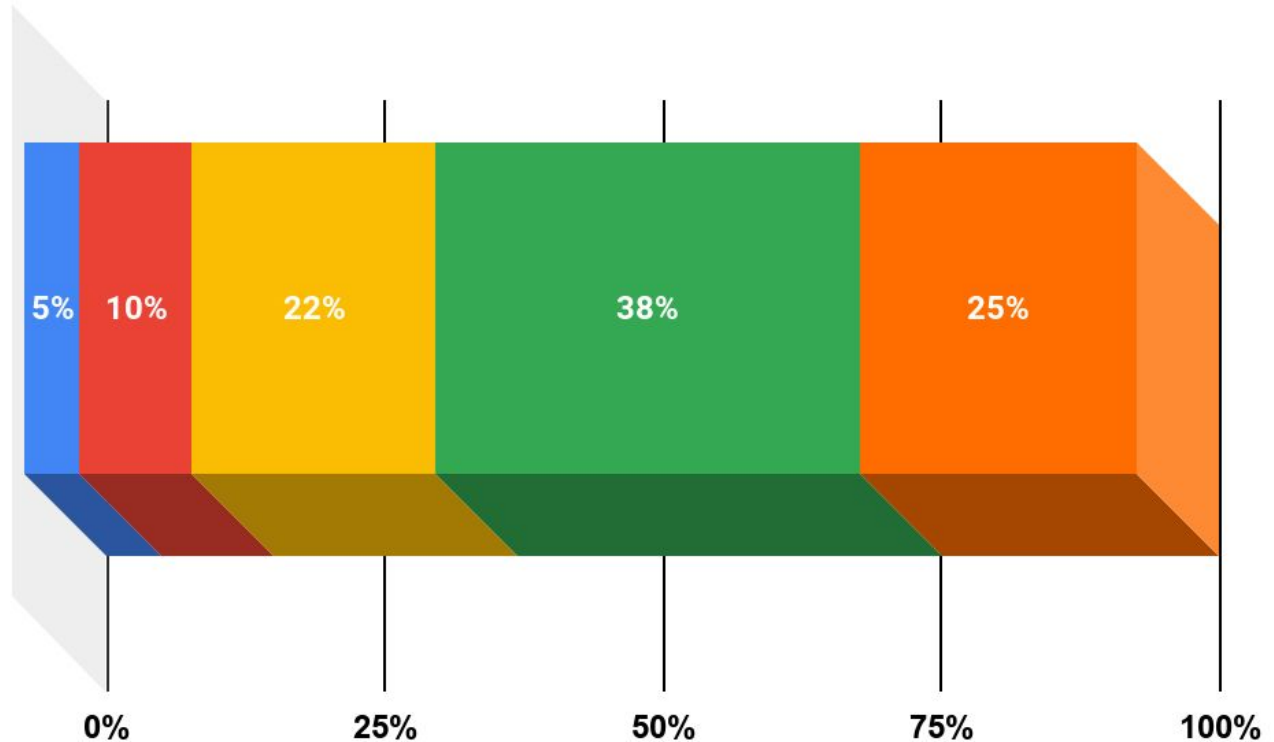
■ Almost never ■ Once in a while ■ Sometimes ■ Frequently ■ Almost always



Grades 3-5

■ Not at all well ■ Slightly well ■ Somewhat well ■ Quite well ■ Extremely well

How well does your school help students speak out against racism?





Observations

- On average, the percentage of students who responded favorably to questions in this section is below 50%.
- The majority of favorable responses are in the 30 and 40 percentile range.
- 62% of students responded that their school helps students speak out about racism.



Questions

- How can we improve upon our ability to encourage students to learn about, discuss, and confront issues of race, ethnicity, and culture in school?
- What steps do we need to take with our curriculum to support learning about people from different races, cultures, and ethnicities?
- How can we support students to have more honest and genuine conversations about race?
- Why do students respond more favorably to the question about speaking out about racism than all other questions?



Conclusion

- What observations can you make about the data in this slide deck?
- What questions do you have after reviewing the data?



Resources

- [Data Protocol](#)
- [Data Template](#)
- [Why Are All The Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race](#) by Dr. Beverly Daniel Tatum
 - [Dr. Tatum's Sunday Discussion](#)
 - [Dr. Tatum's Monday Discussion](#)
- [SEL Supports Distributed for School Reopening](#)
- [Second Step](#)
- [SEL Website](#) with Responsive Classroom and Whole Child resources, lessons, check-ins, etc