

Panorama Student Survey Results for Grades 6-12

School Committee Presentation
Thursday April 8, 2021
Prepared by
Roderick MacNeal, Jr., Ed.D., Assistant Superintendent





Objectives

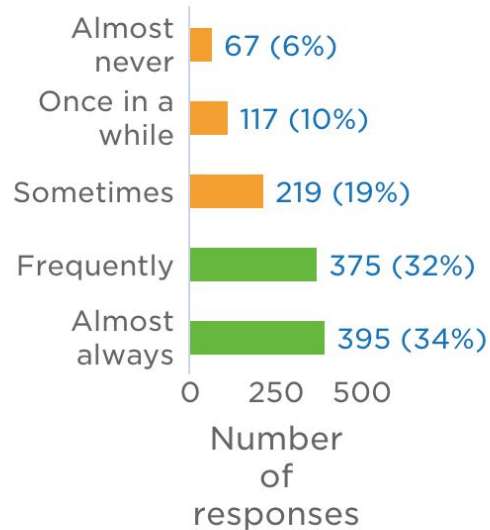
- Review Panorama Survey results for students in grades 6-12
- Give an overview of the data collected
- Present observations and questions generated by reviewing the data from each section of the survey
- Respond to comments/questions



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

Answer distribution



Breakdown by Student Special Education Status



Percentage favorable responses for this question

100%

50%

0%

N: 66%

N

Y

● Arlington

Breakdown by Student ELL



Percentage favorable responses for this question

100%

50%

0%

N

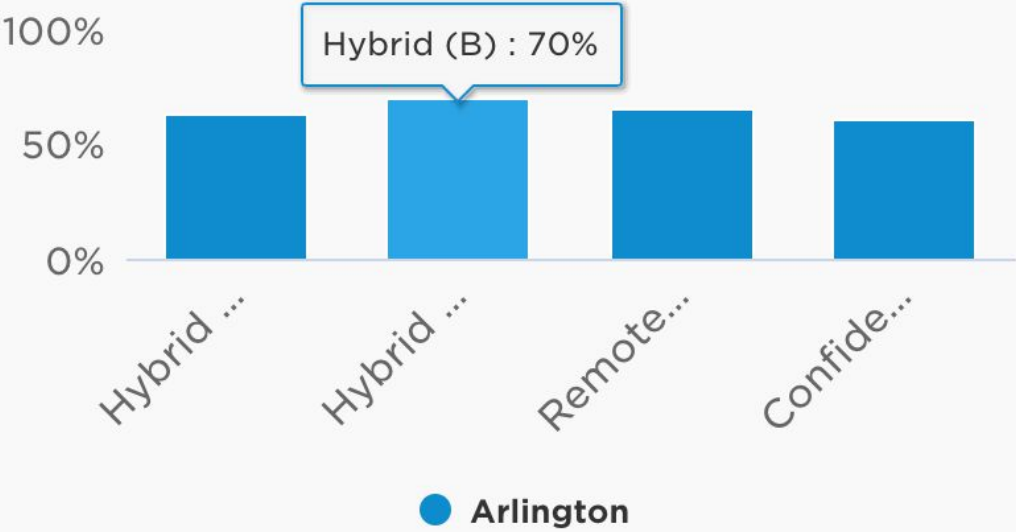
Y

● Arlington

Breakdown by Student Track



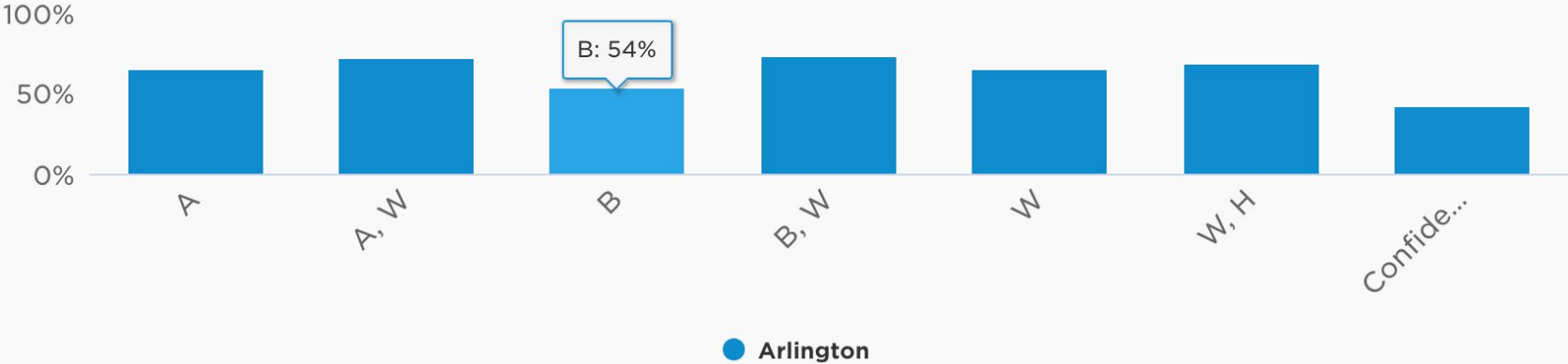
Percentage favorable responses for this question



Breakdown by Student Race



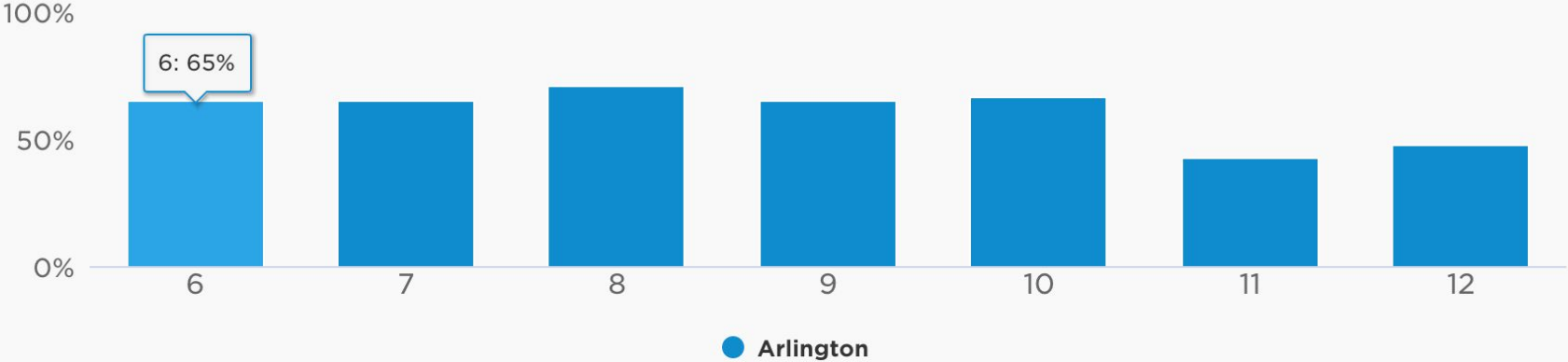
Percentage favorable responses for this question



Breakdown by Student Grade Level



Percentage favorable responses for this question





Challenging Feelings

Challenging Feelings

Based on **1,191** responses

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

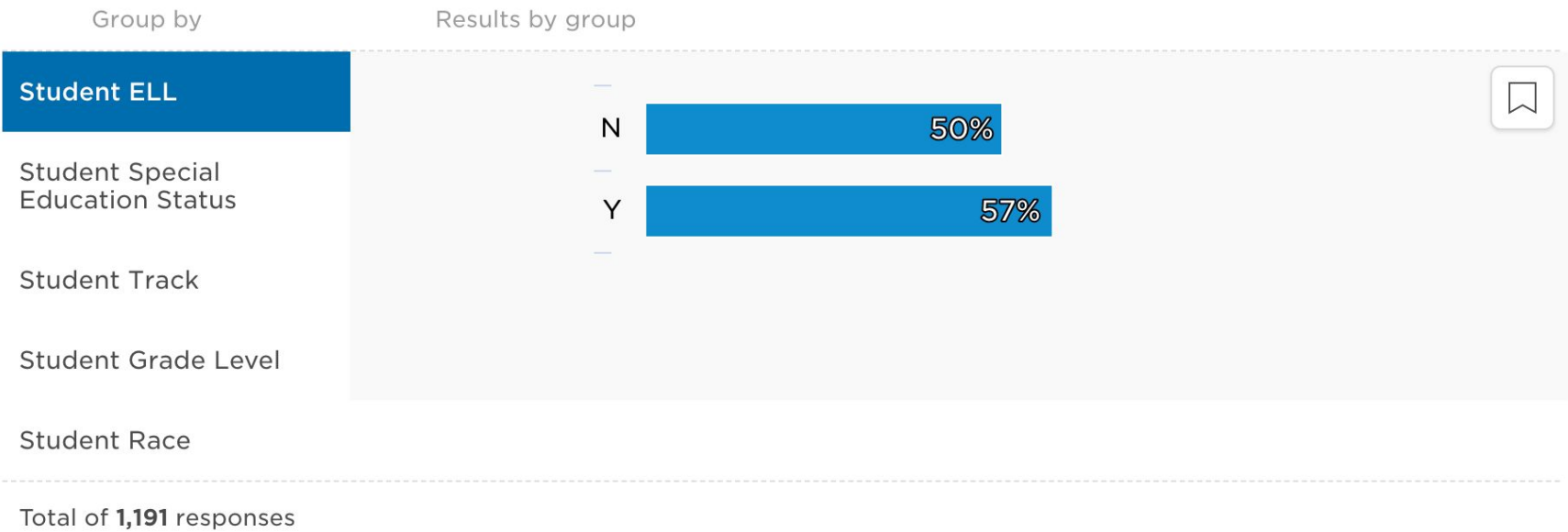
What are the results for this topic?



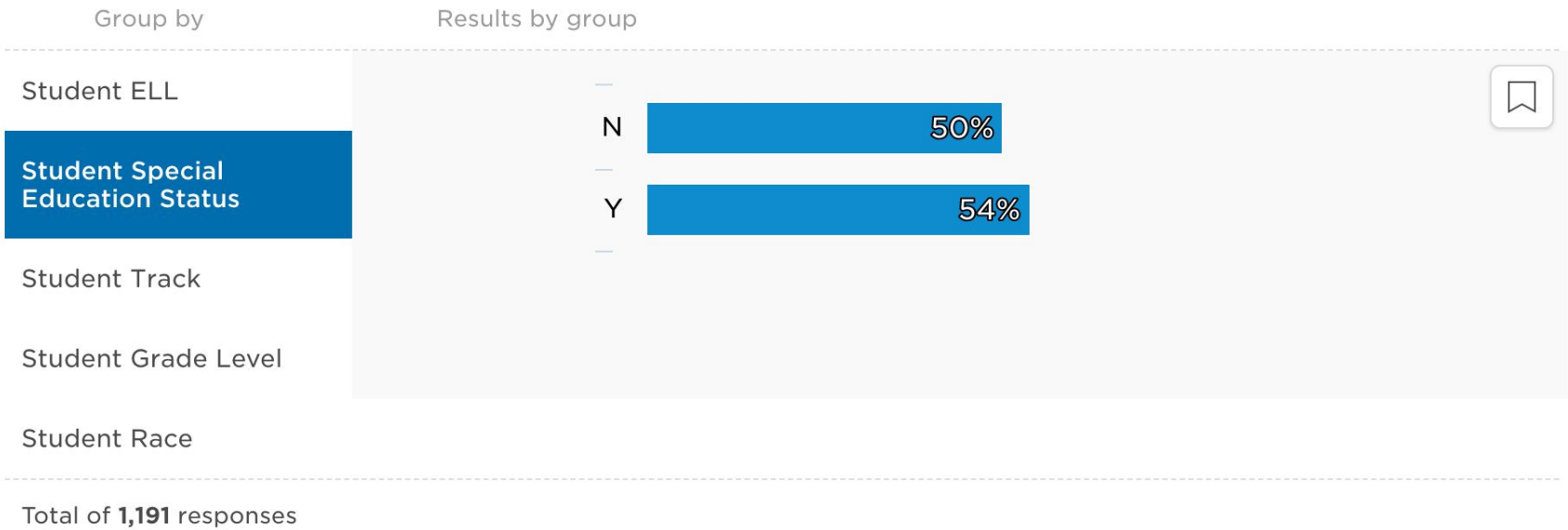
50 %

responded favorably

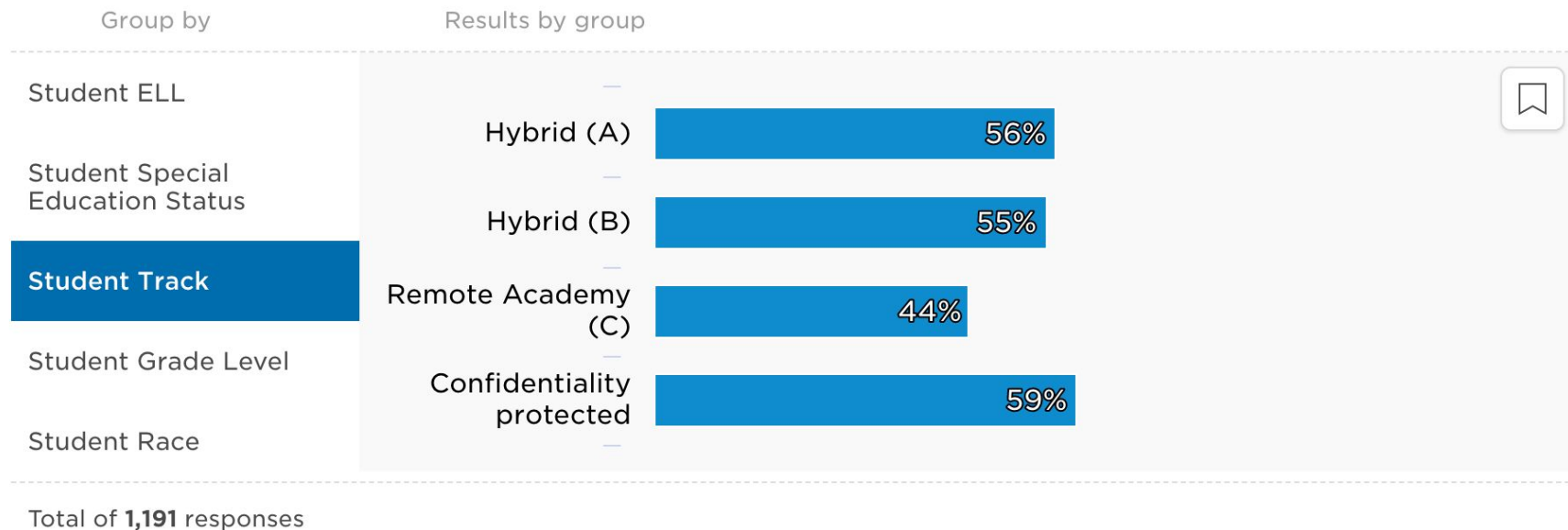
How did different groups respond?



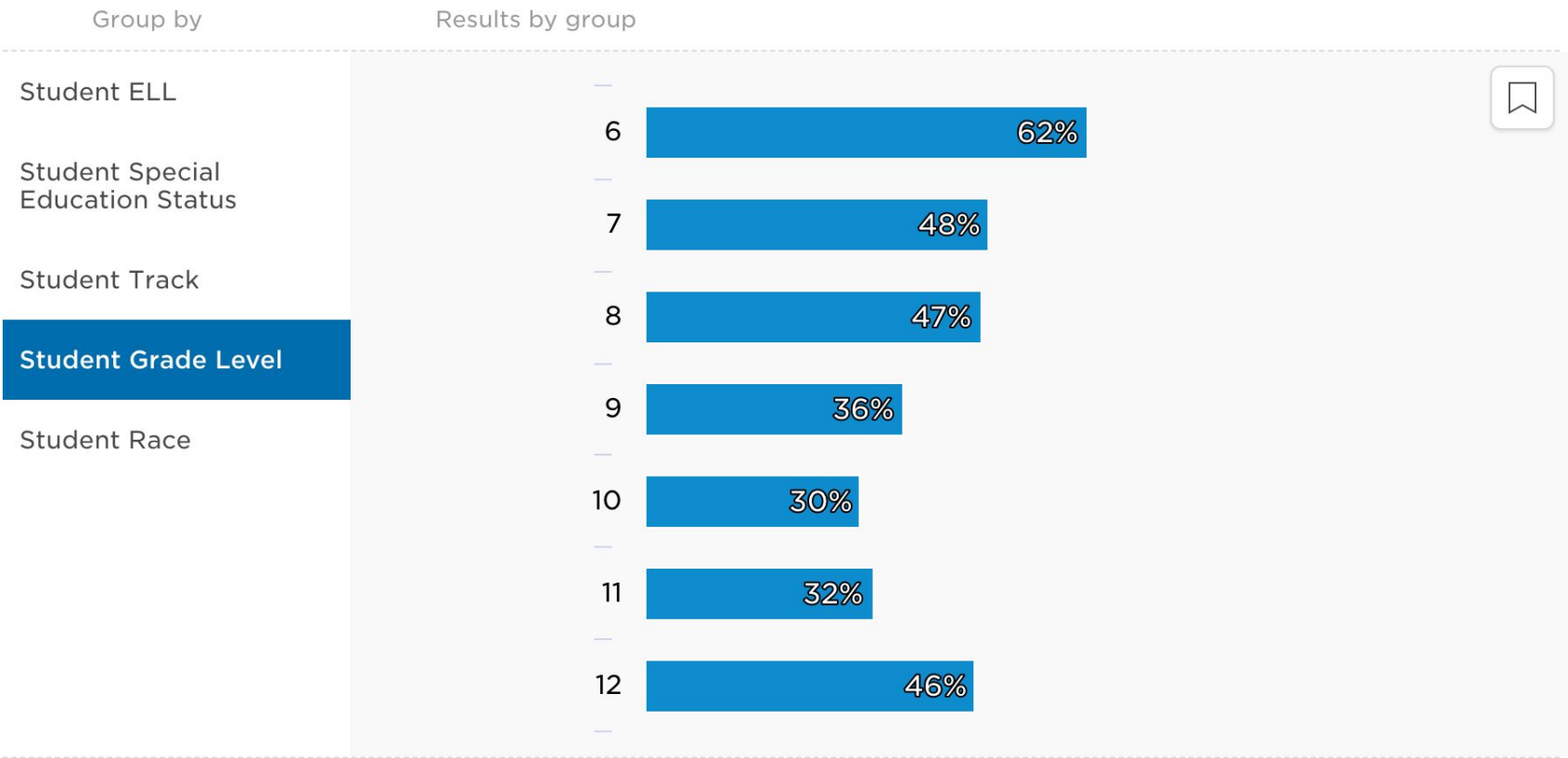
How did different groups respond?



How did different groups respond?

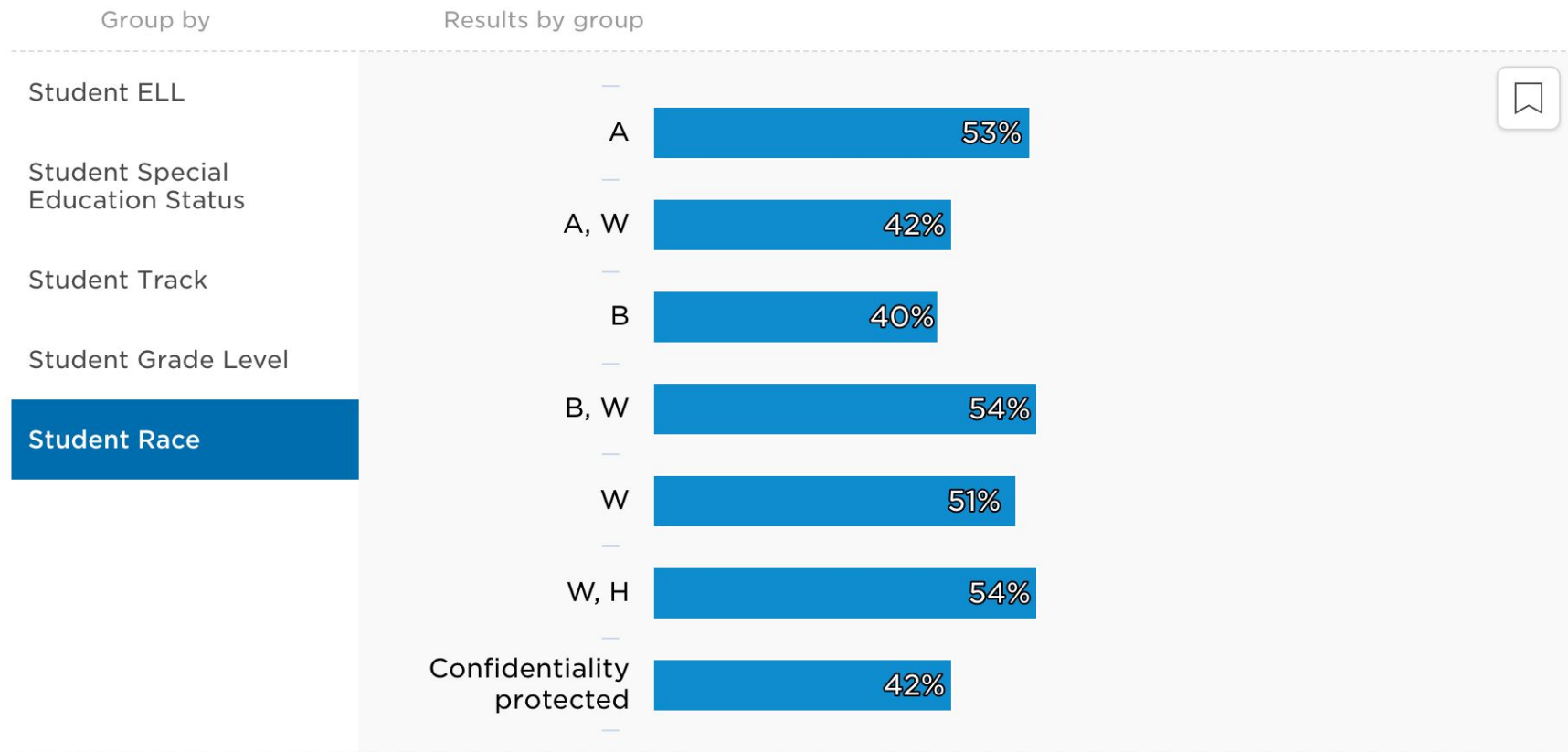


How did different groups respond?



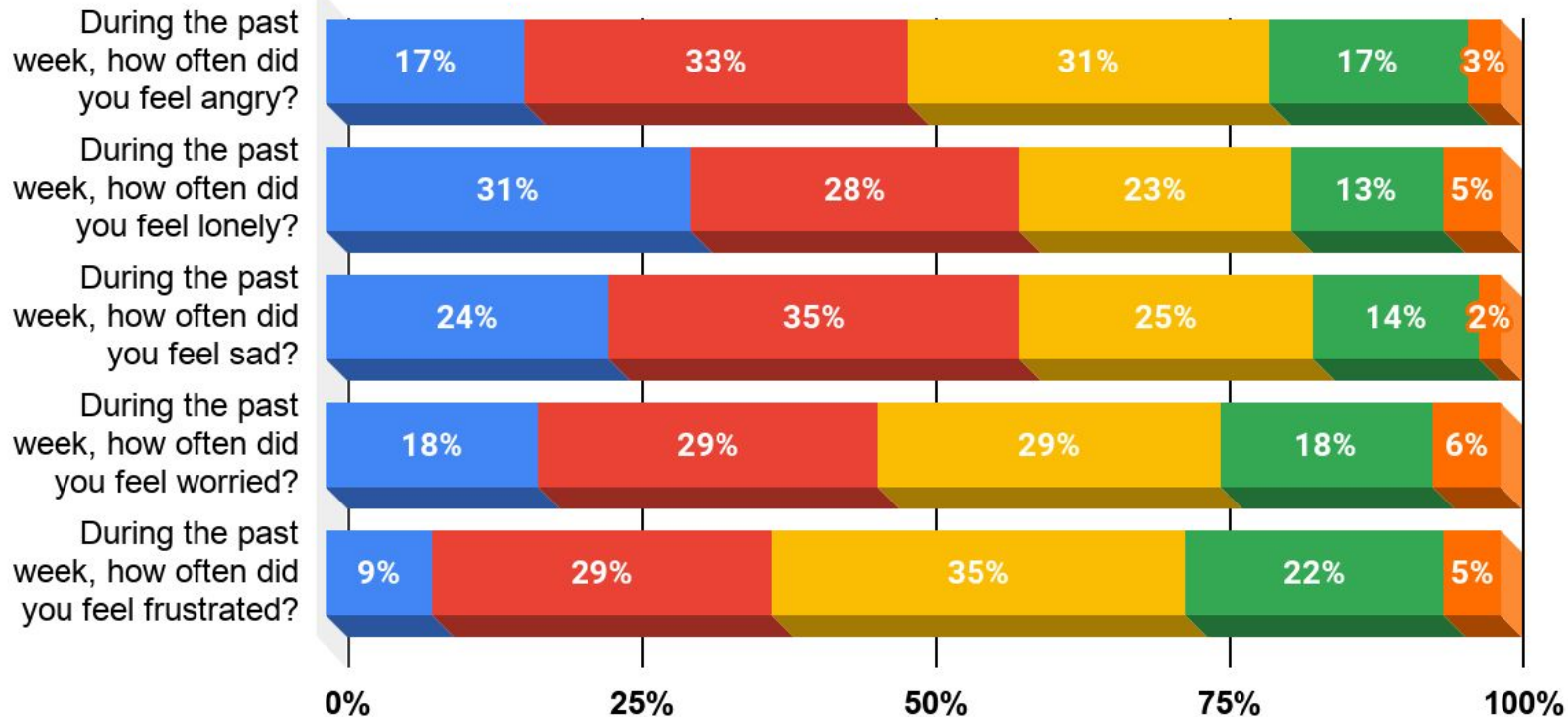
Total of 1,191 responses

How did different groups respond?



Grades 6-12

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





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 have an IEP responded more favorably to the questions in this section than their peers who do not have an IEP.
- On average, the percentage of students in the Remote Academy responded less favorably to the questions in this section than their peers in the hybrid program and 4 day a week program.
- On average, the percentage of students in grades 9-11 responded less favorably to the questions in this section than their peers in grades 6-8 and 12.
- On average, the percentage of students who self identify as Asian/White and Black African American responded less favorably than their peers in other racial groups.
- Students felt “frustrated” and “worried” on a more consistent basis than the other identified challenging feelings in this section.



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?
- How can we give more support to students in the Remote Academy to combat the challenging feelings that they are experiencing?
- Will students in the in-person full time 5 day a week learning program experience the same challenging feelings as their peers in the Remote Learning program?



Positive Feelings

Positive Feelings

Based on **1,191** responses

How frequently students feel positive emotions.

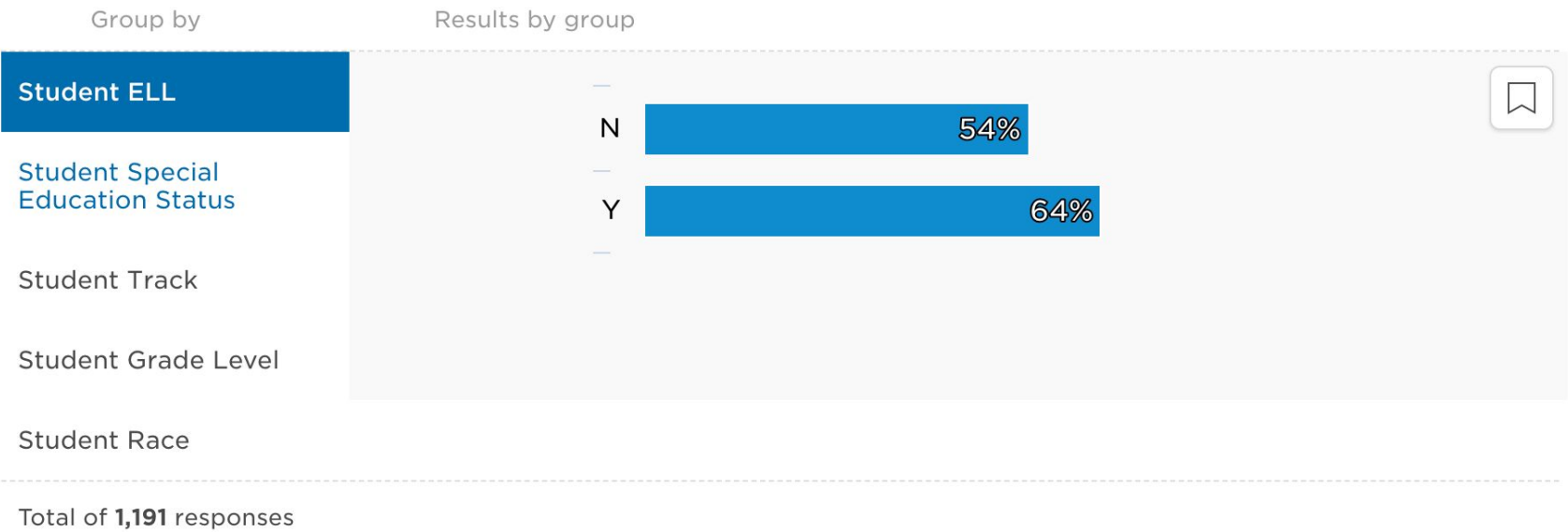
What are the results for this topic?



54 %

responded favorably

How did different groups respond?



Student ELL

Student Special Education Status

Student Track

Student Grade Level

Student Race

N

54%

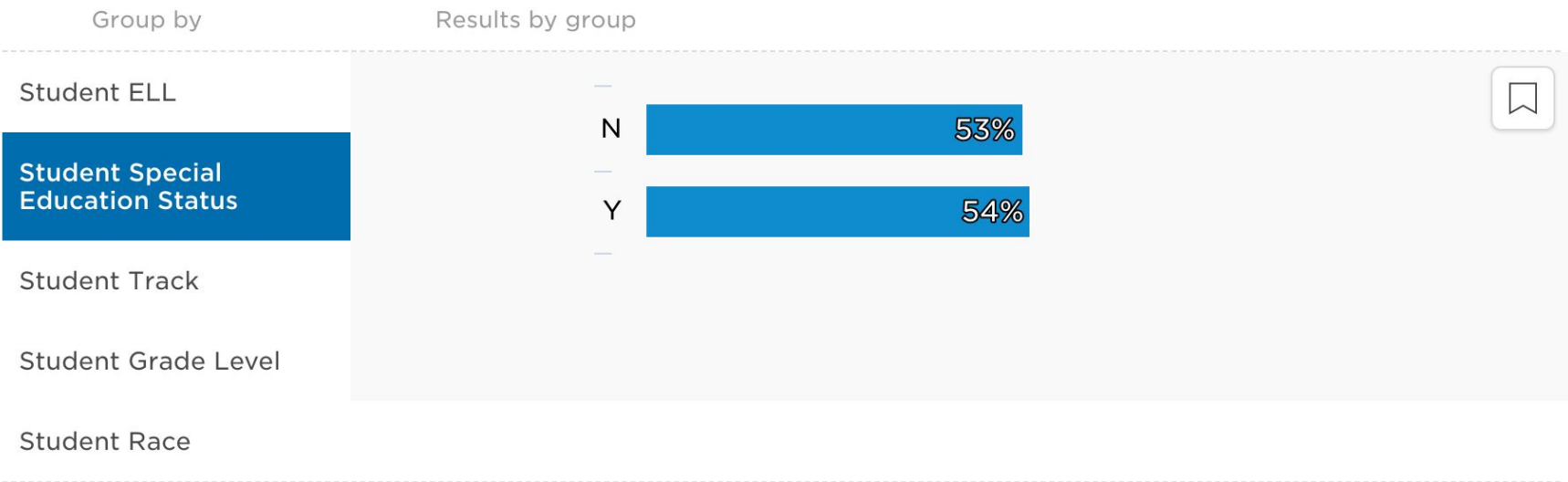
Y

64%



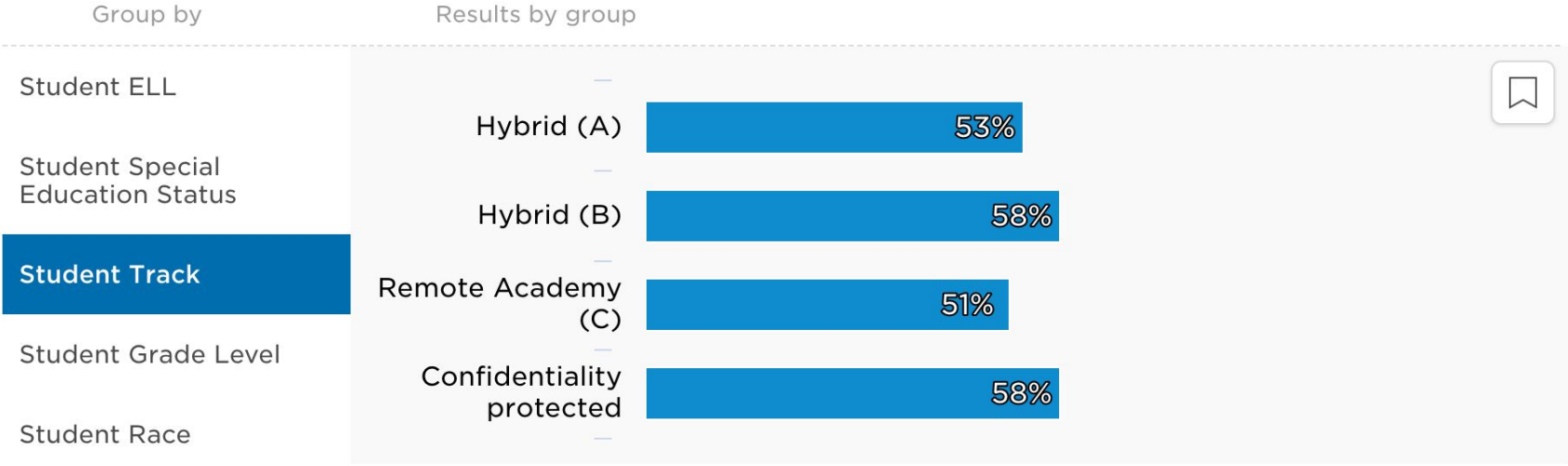
Total of **1,191** responses

How did different groups respond?



Total of **1,191** responses

How did different groups respond?



Total of **1,191** responses

How did different groups respond?

Group by

Results by group

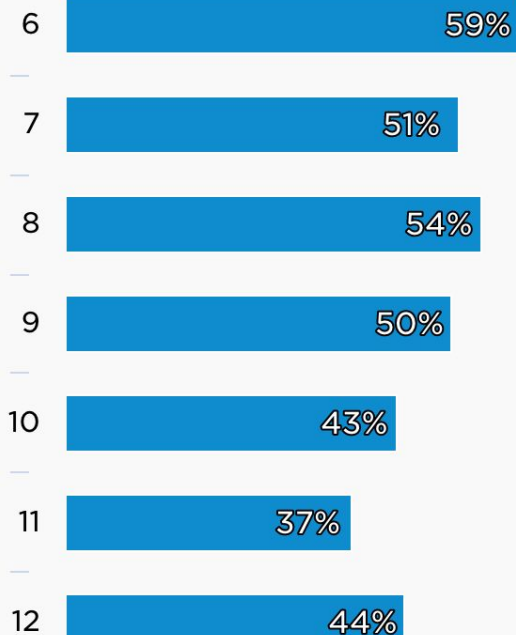
Student ELL

Student Special
Education Status

Student Track

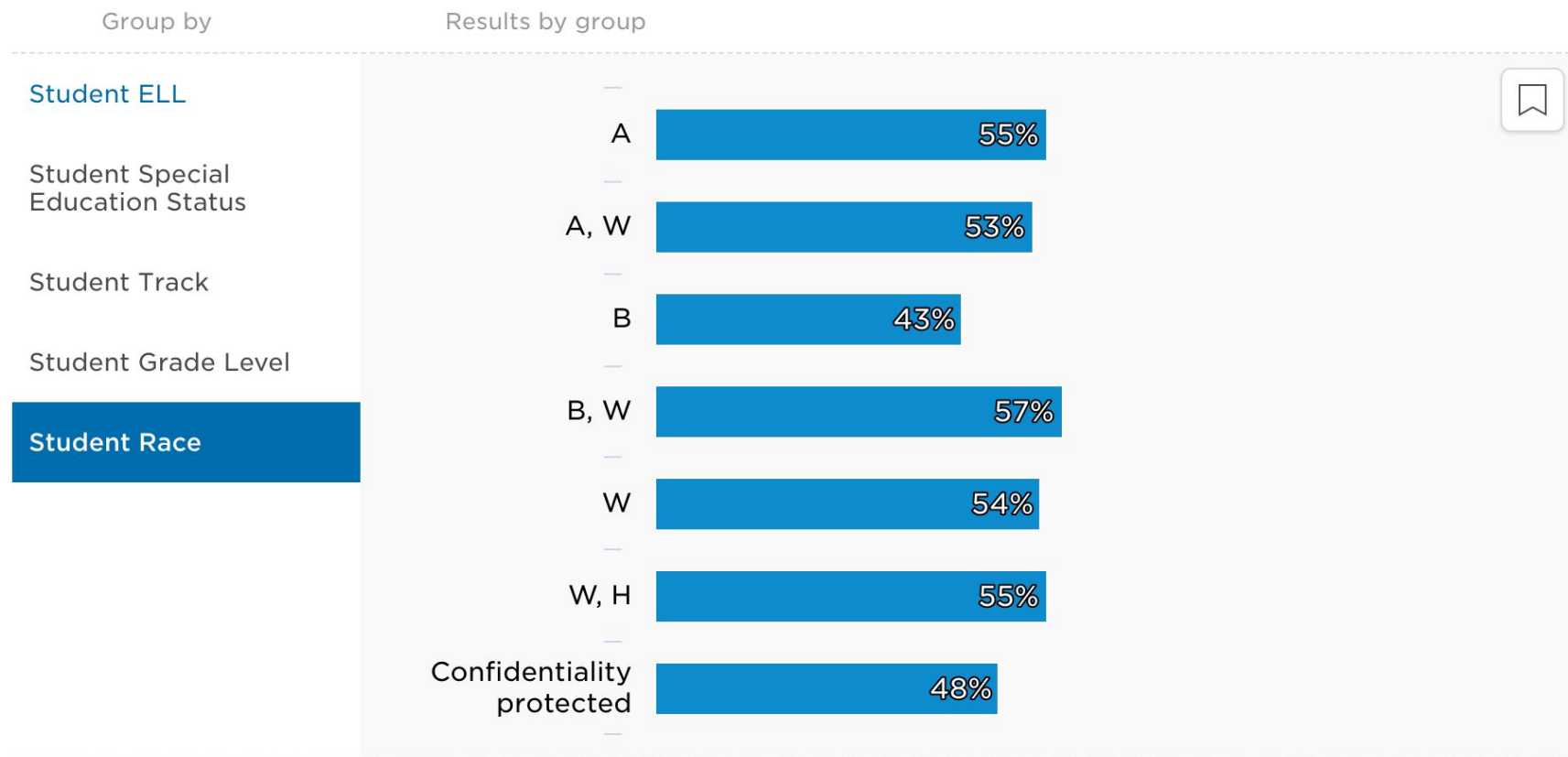
Student Grade Level

Student Race



Total of **1,191** responses

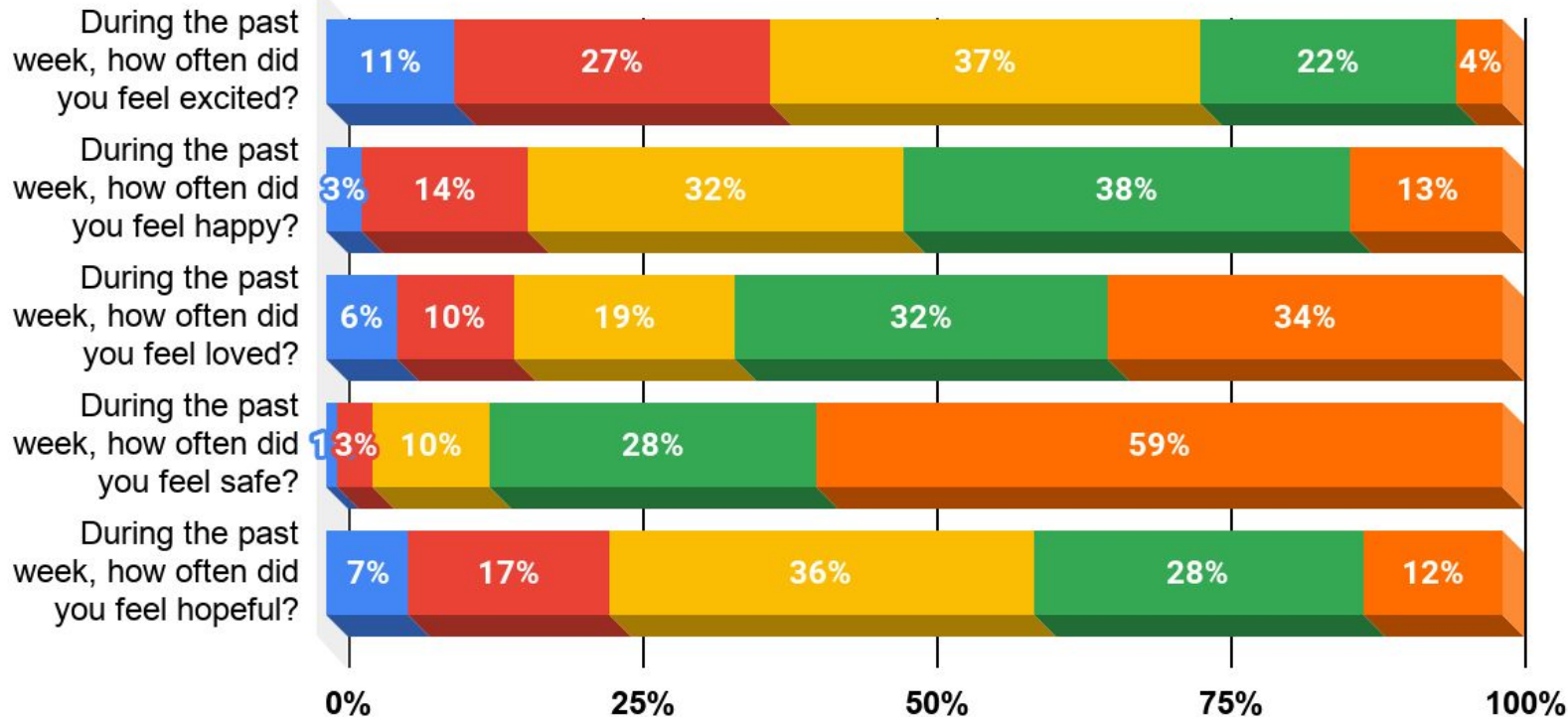
How did different groups respond?



Total of **1,191** responses

Grades 6-12

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





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 have an IEP responded more favorably to the questions in this section than their peers who are not on an IEP.
- On average, a significantly lower percentage of students in grades 10, 11 and 12 responded less favorably to the questions in this section.
- On average, the percentage of Black African American students responded less favorably than their peers in other racial groups.
- Students are reporting that they feel “safe” and “loved” 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 not having positive feelings with the same frequency as their peers?



Student Relationships



Student Relationships

Based on **1,191** responses

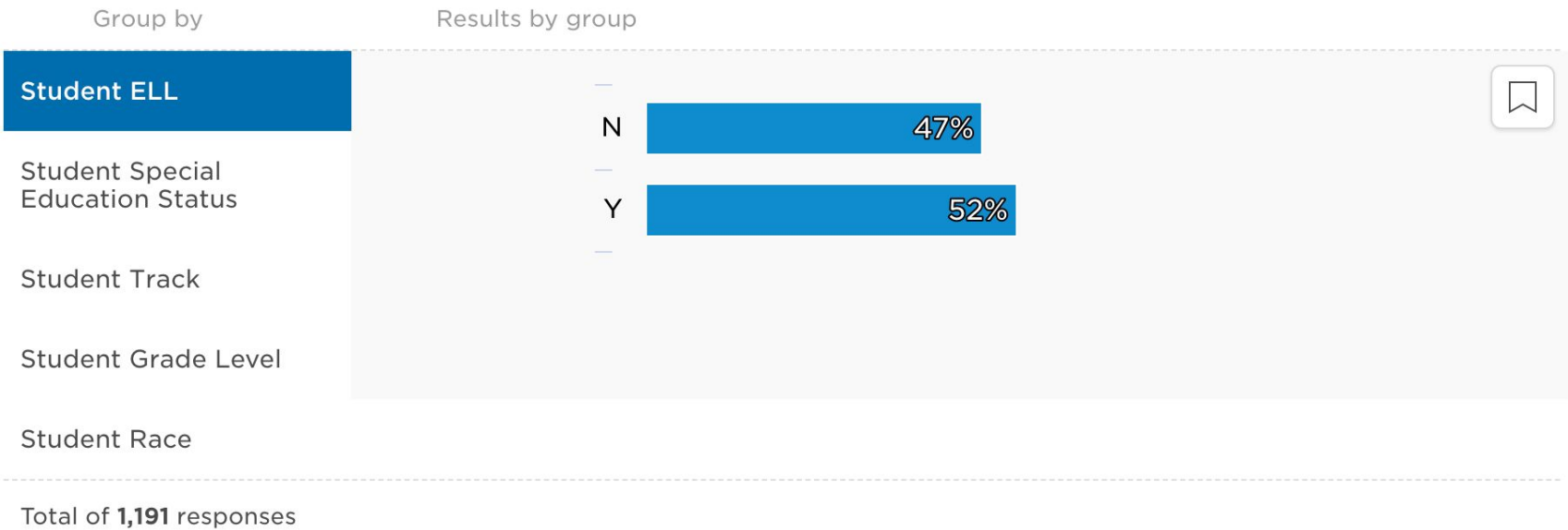
What are the results for this topic?



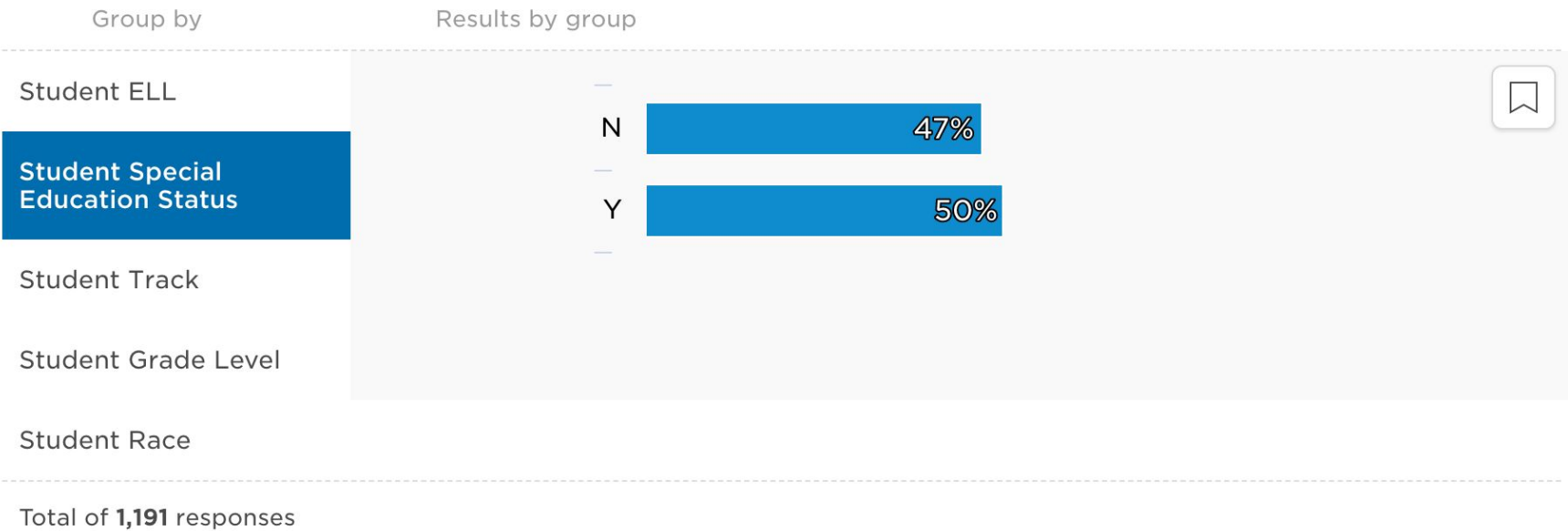
47 %

responded favorably

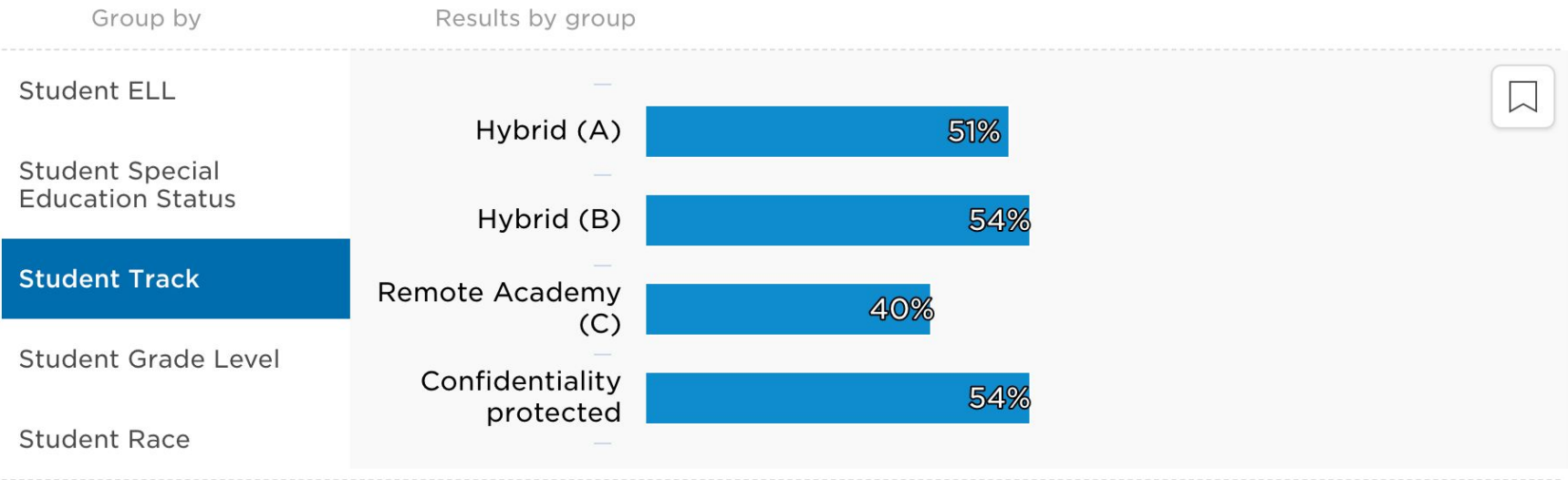
How did different groups respond?



How did different groups respond?

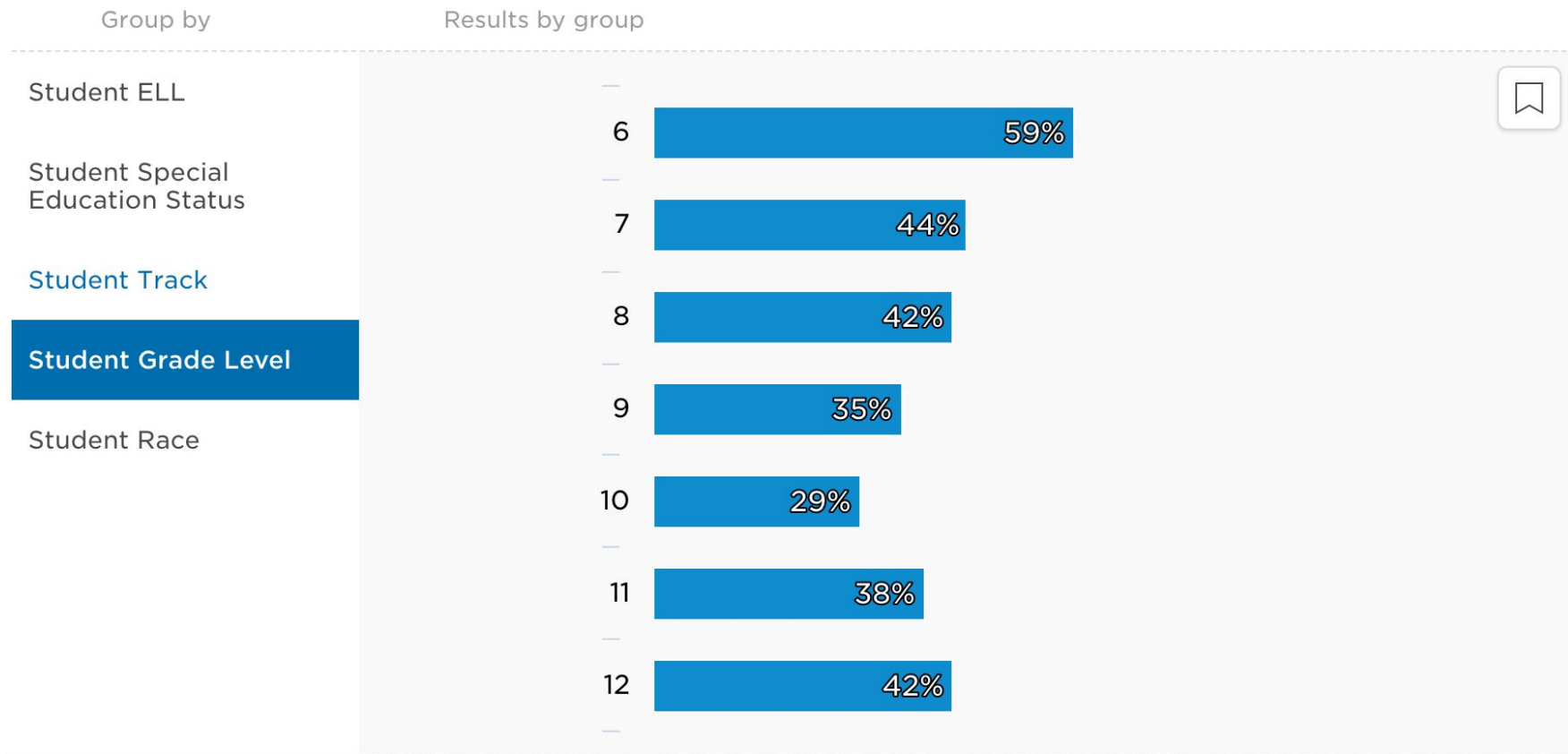


How did different groups respond?

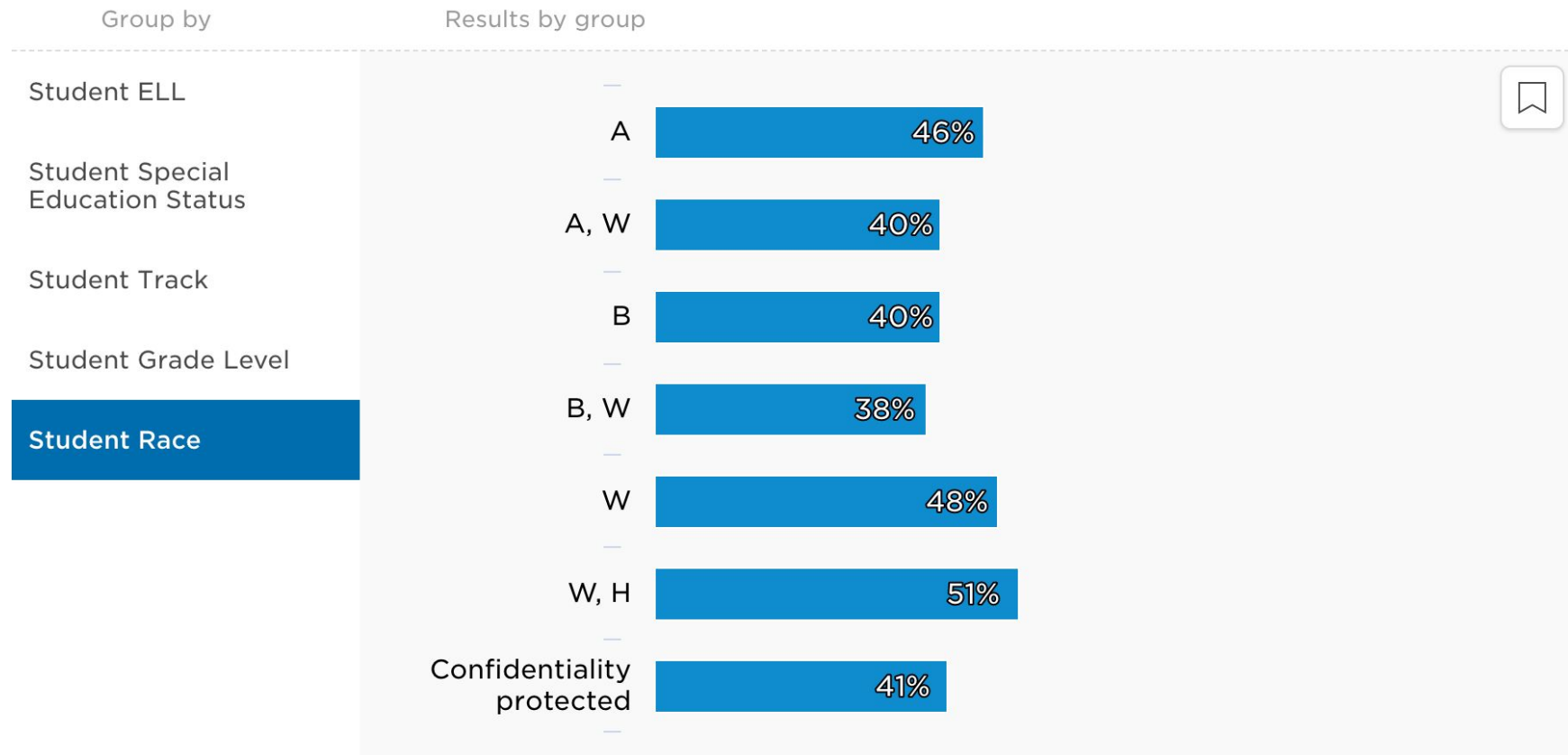


Total of **1,191** responses

How did different groups respond?



How did different groups respond?

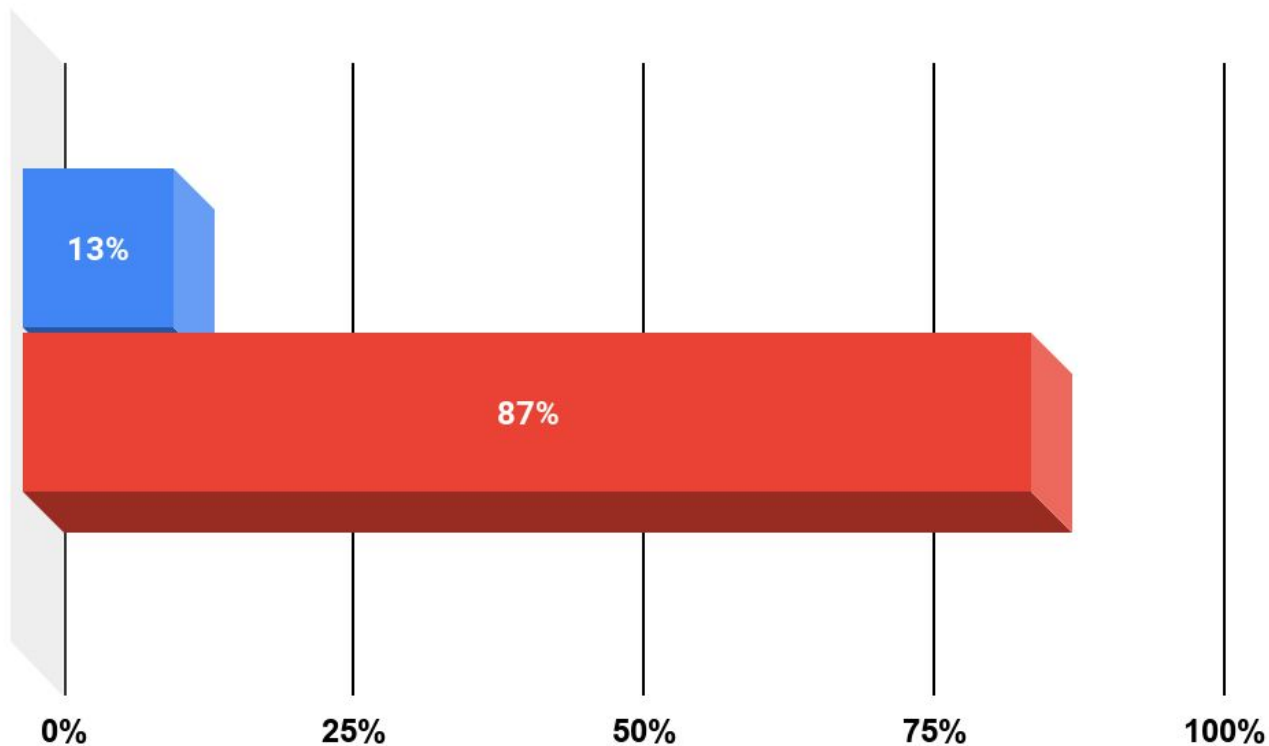


Total of **1,191** responses

Grades 6-12

■ No ■ Yes

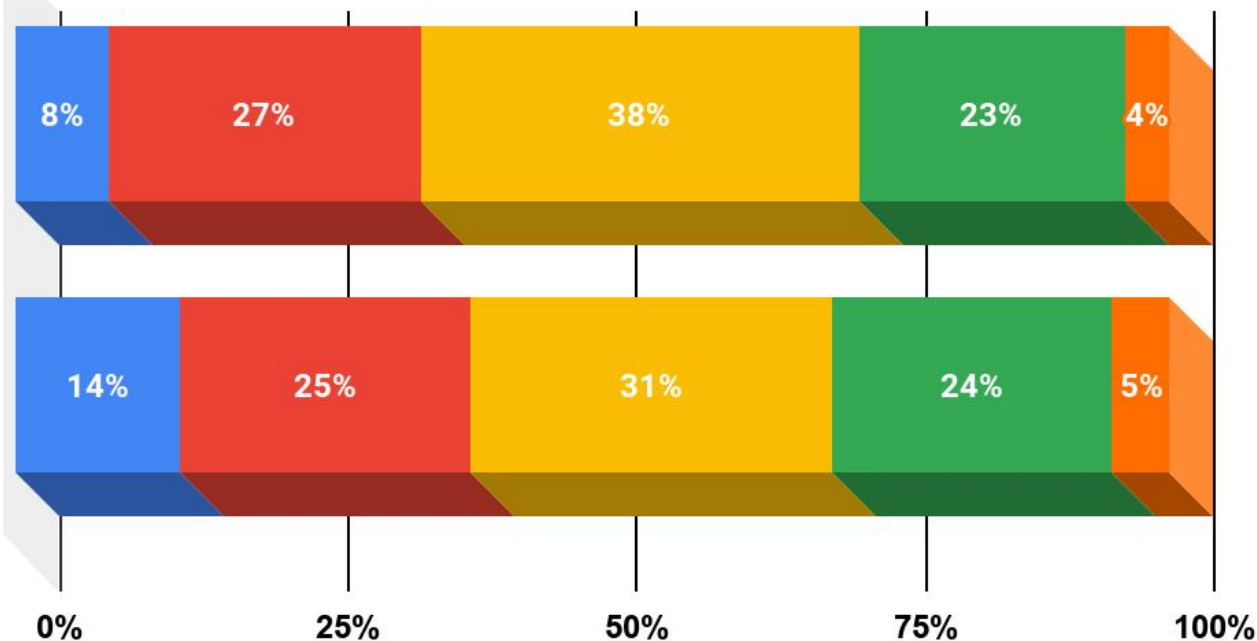
Are there adults at
your school whom
you can go to for
help if you need it
right now?



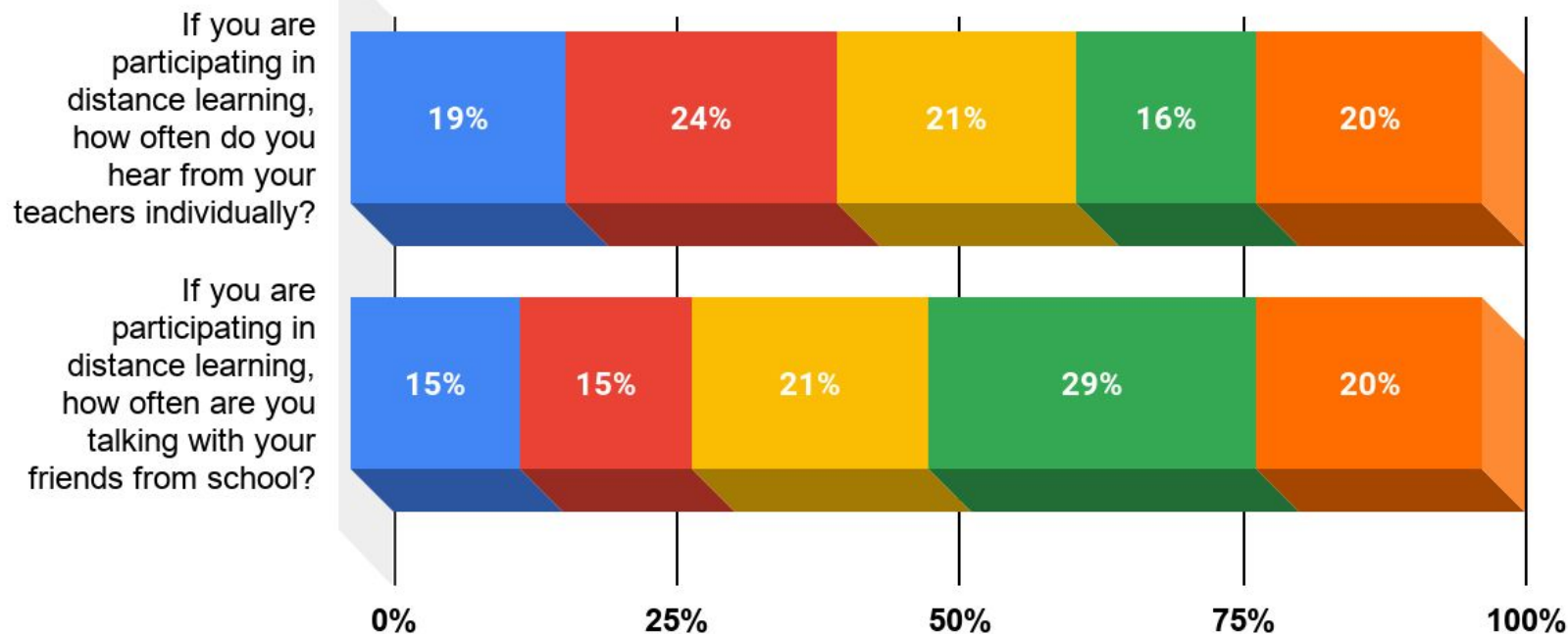
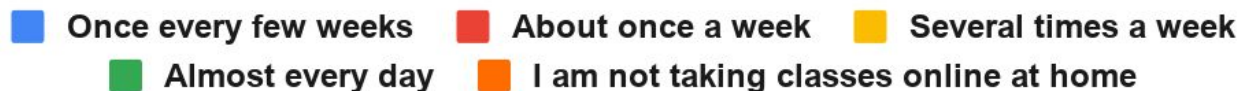
Grades 6-12

■ 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 6-12





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 less favorably than their peers in the hybrid and 4 day a week learning programs.
- On average, the percentage of students who are in grades 7-12 responded less favorably to their peers in the 6th grade.
- On average, the percentage of students who self identify as Asian/White, Black African American, and Black African American/White responded less favorably than their peers in other racial groups.
- 87% of students responded that they can go to an adult for help right now.



Questions

- How can we make students feel more connected to the adults and other students in their buildings?
- How can we increase communication between adults and students in each of the learning programs?



Student Engagement



Student Engagement

Based on **1,191** responses

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

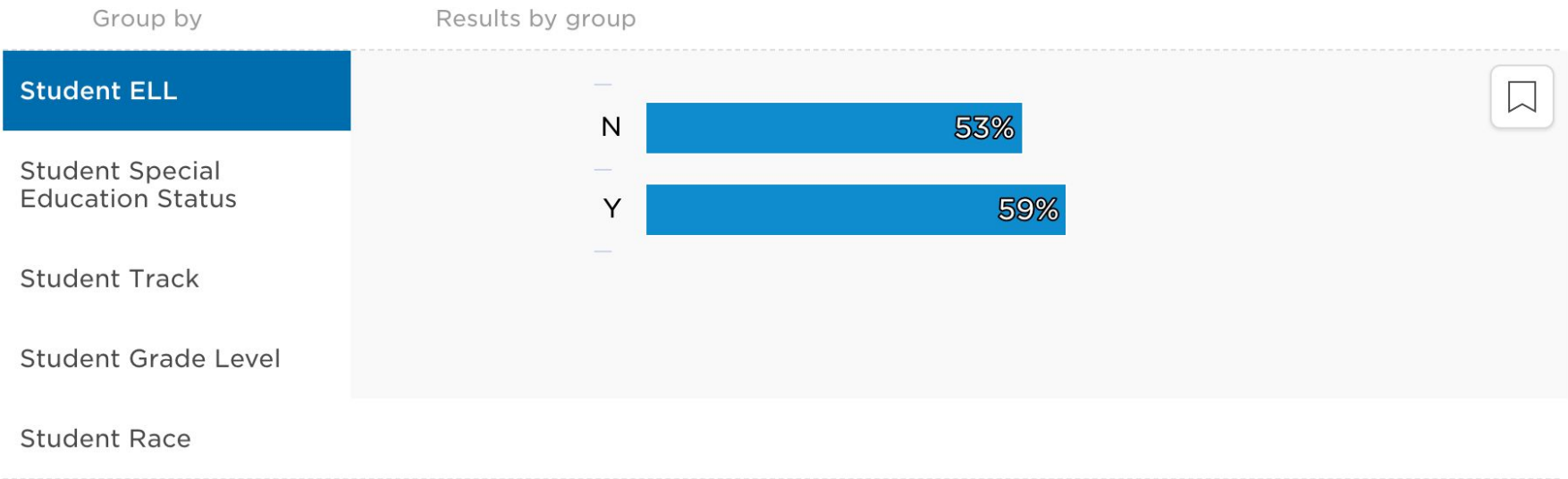
What are the results for this topic?



53 %

responded favorably

How did different groups respond?



Total of **1,191** 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 **1,191** responses

N

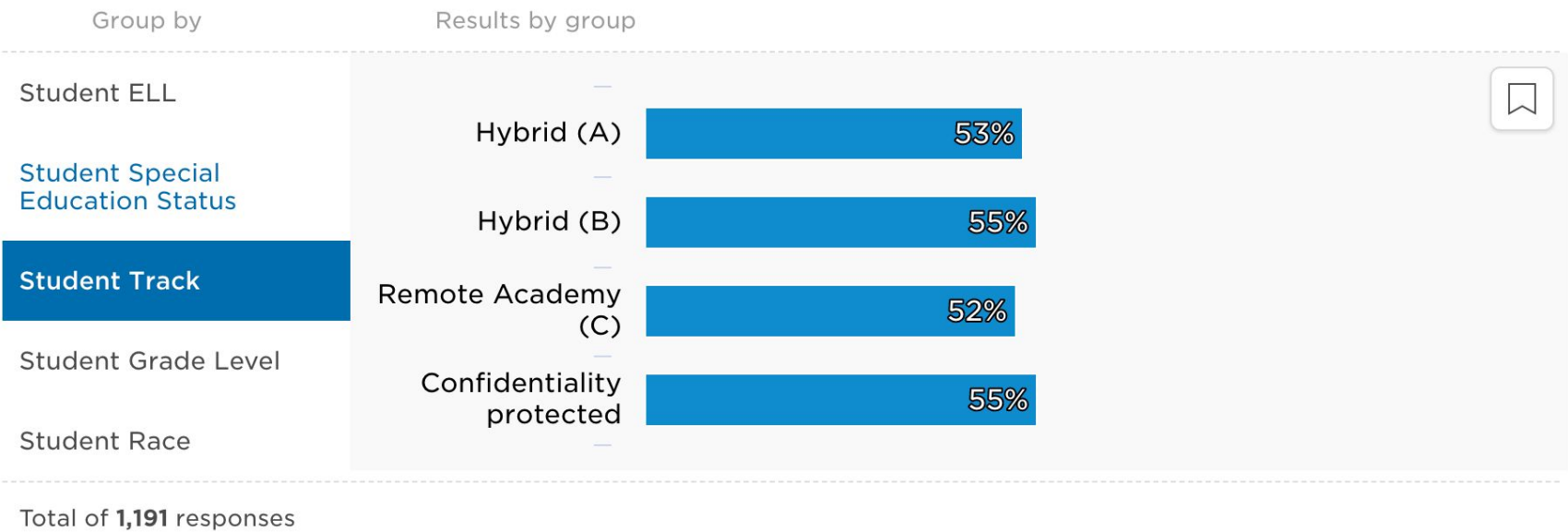
54%

Y

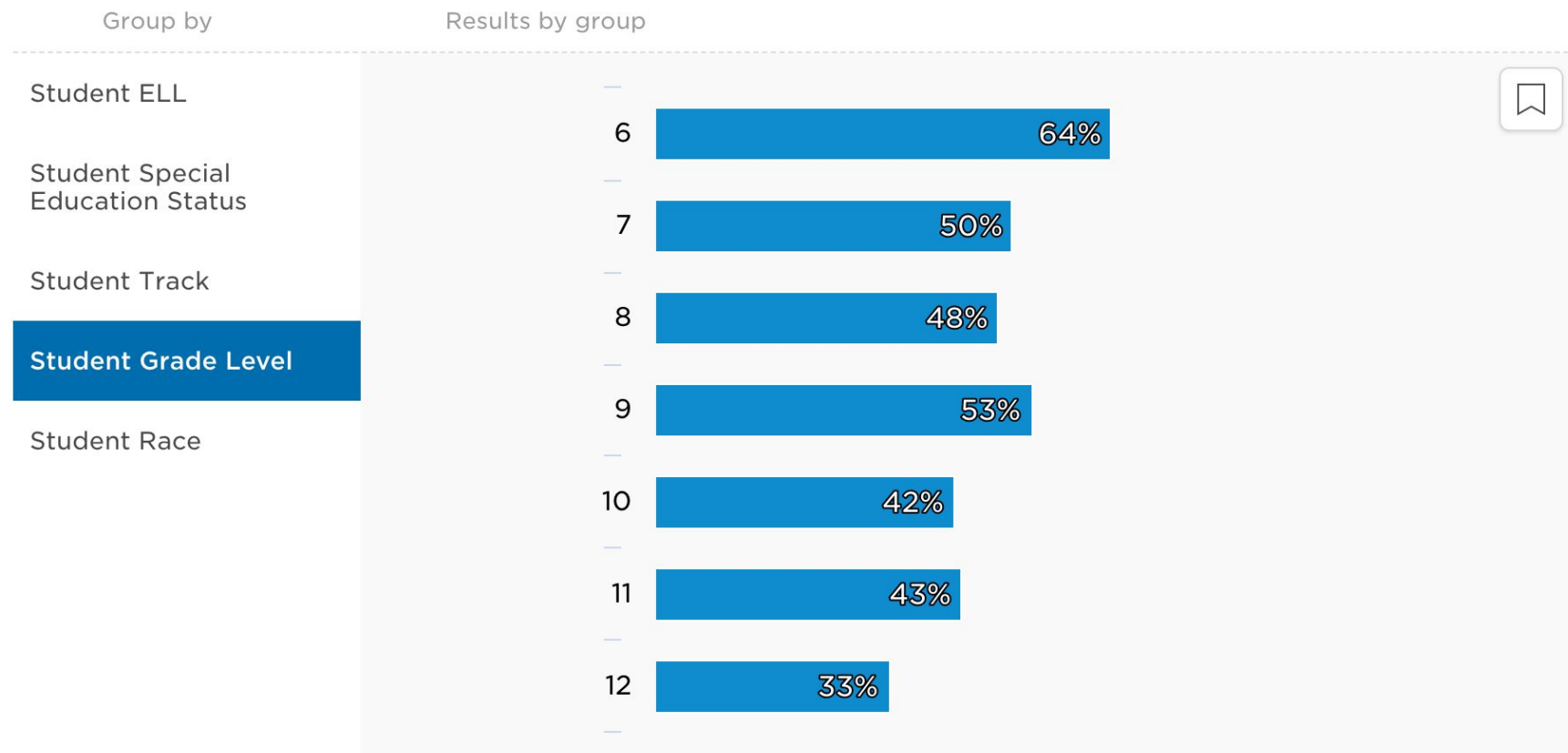
51%



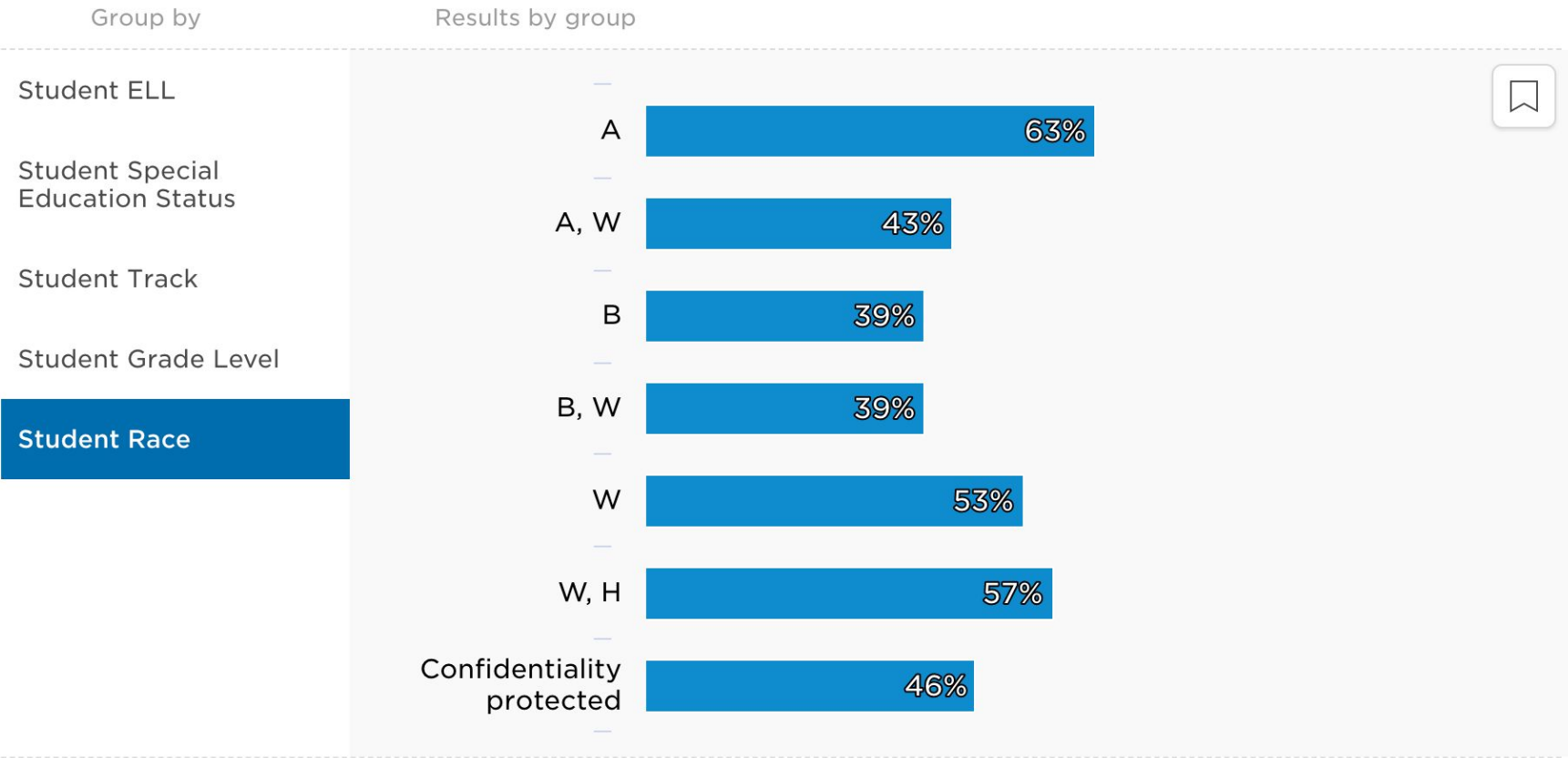
How did different groups respond?



How did different groups respond?



How did different groups respond?

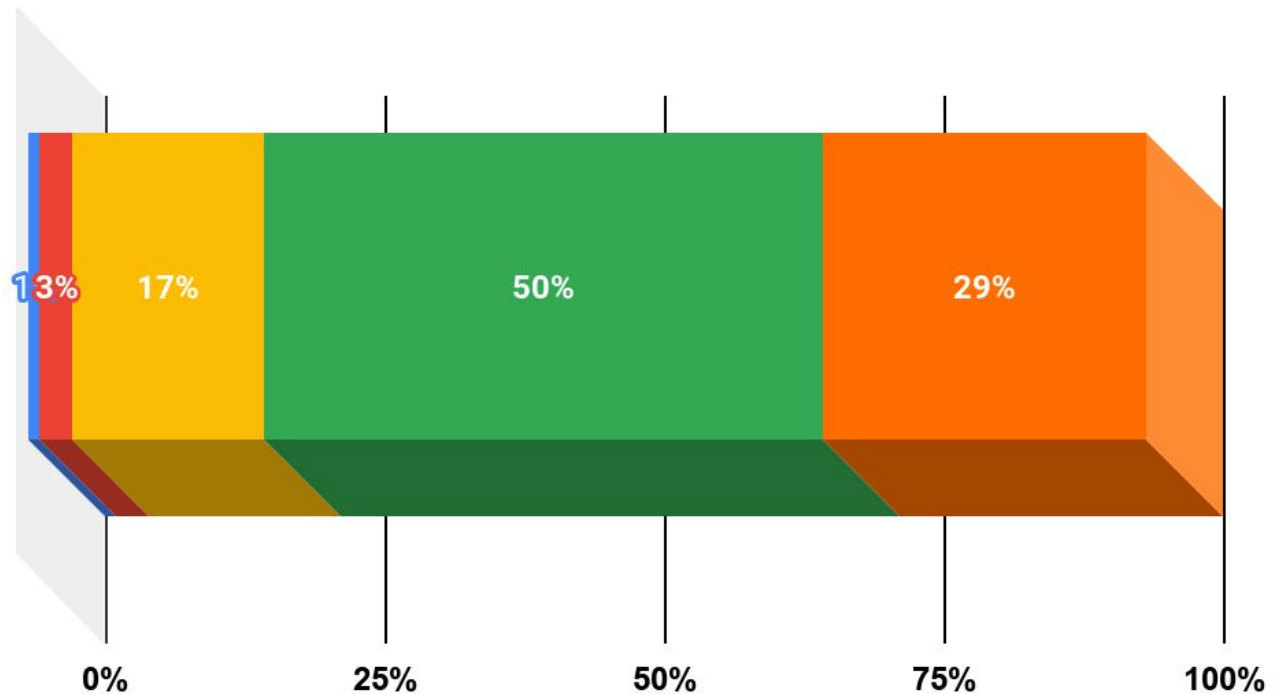


Total of 1,191 responses

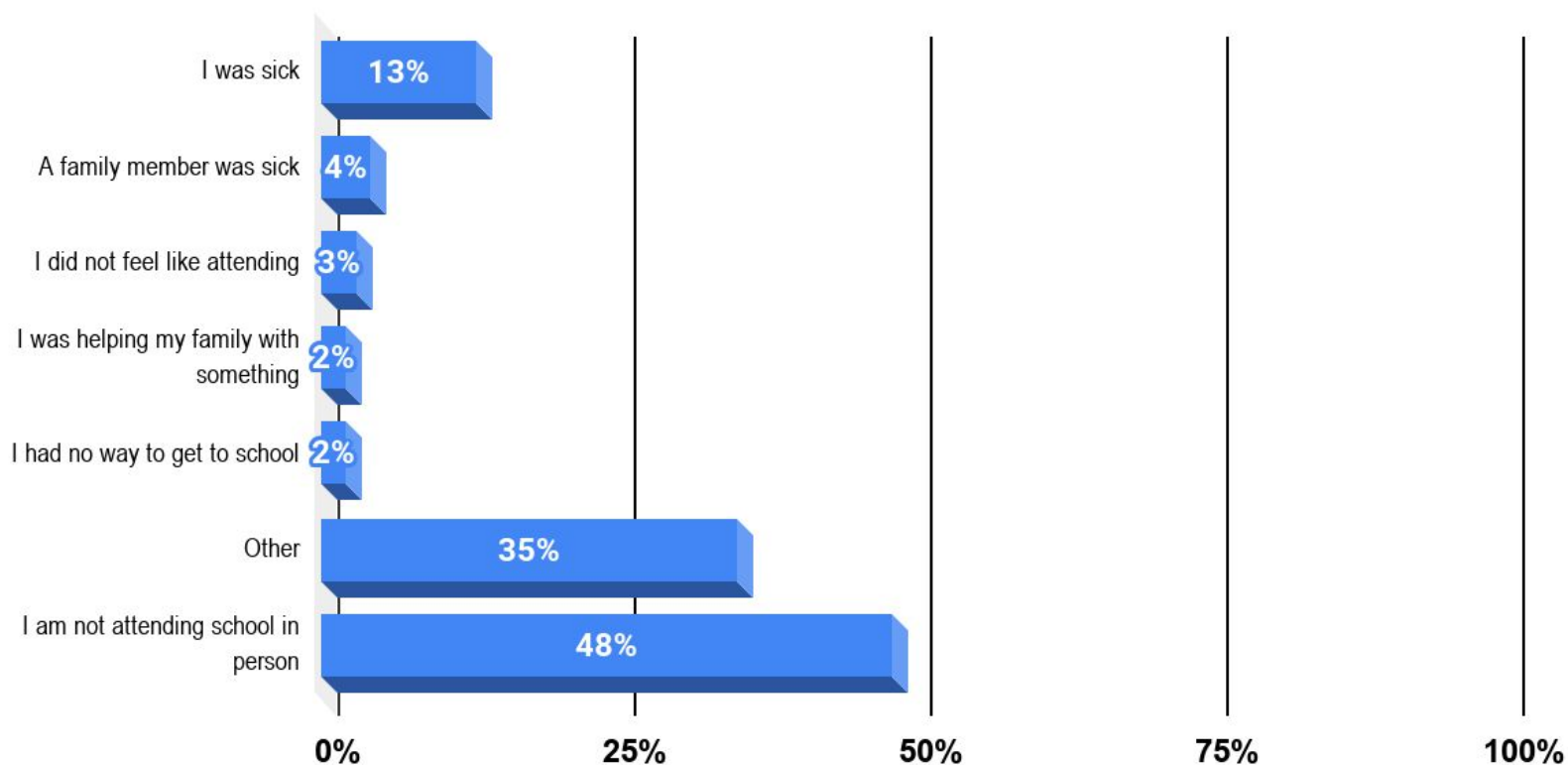
Grades 6-12

■ 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?



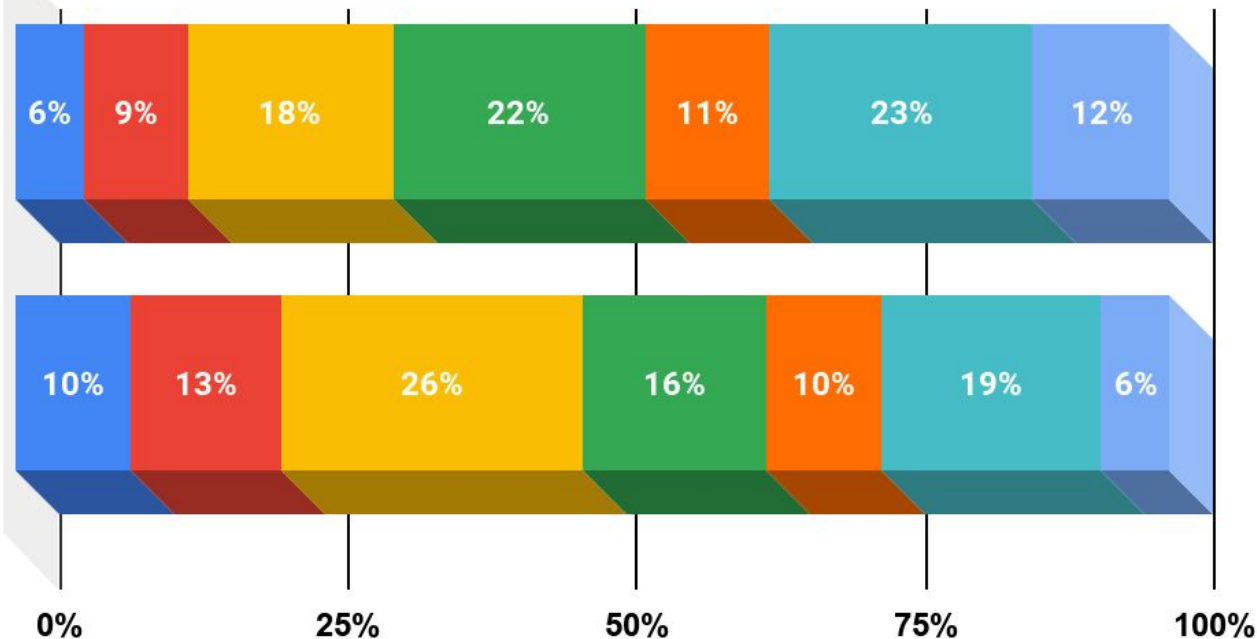
Grades 6-12: If you have missed in-person school recently, why did you miss school? You can pick more than one.



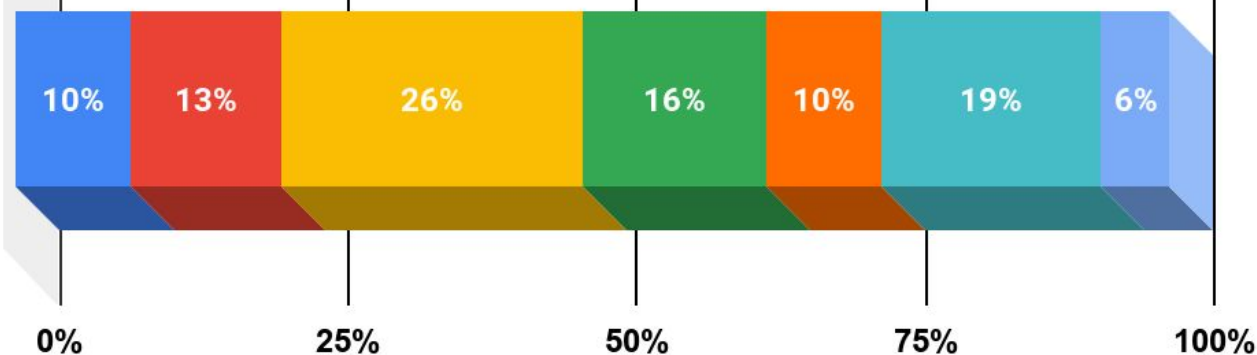
Grades 6-12

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

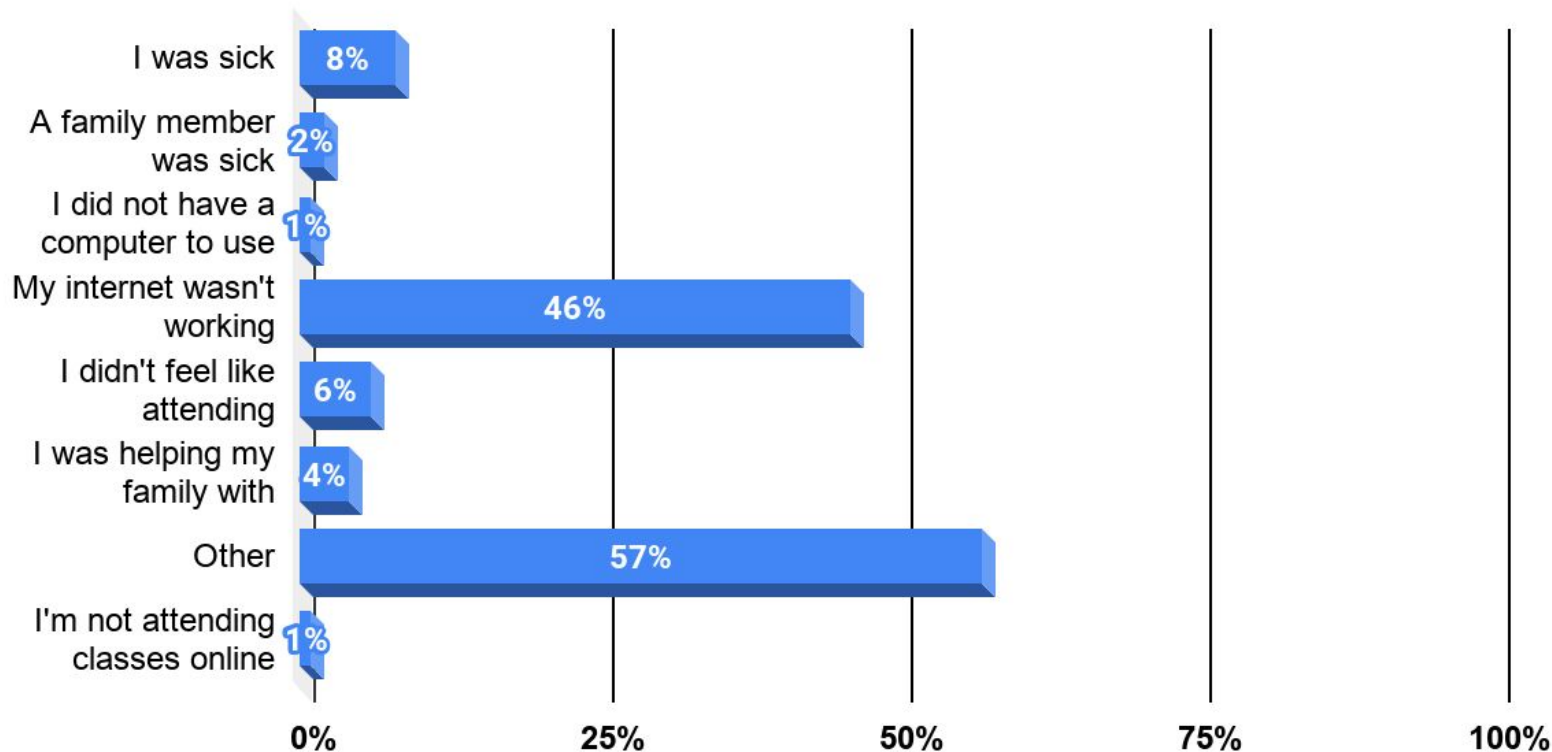
How difficult or easy
is it for you to try
hard on your school
work right now?



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



Grades 6-12: 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 more favorably to the questions in this section than their peers who do not receive ELL support.
- On average, the percentage of students in the 6th grade responded more favorably to the questions in this section than their peers in other grades.
- On average, the percentage of students in grades 8, 10, 11, and 12 responded less favorably than their peers in other grades.
- On average, the percentage of students who self identify as Asian, Asian/White, Black African American and Black African American/White responded less favorably to the questions in this section than their peers from other racial groups.
- 79% of students are putting in “Quite a bit” or “A great deal” of effort into their classes right now.



Questions

- How can we help to make it easier for students to **try hard** and **stay focused** on their schoolwork?
- Why are 6th grade students responding more favorably to the questions in this section than their grade level peers?



Learning Model

Learning Model

Based on **1,191** responses

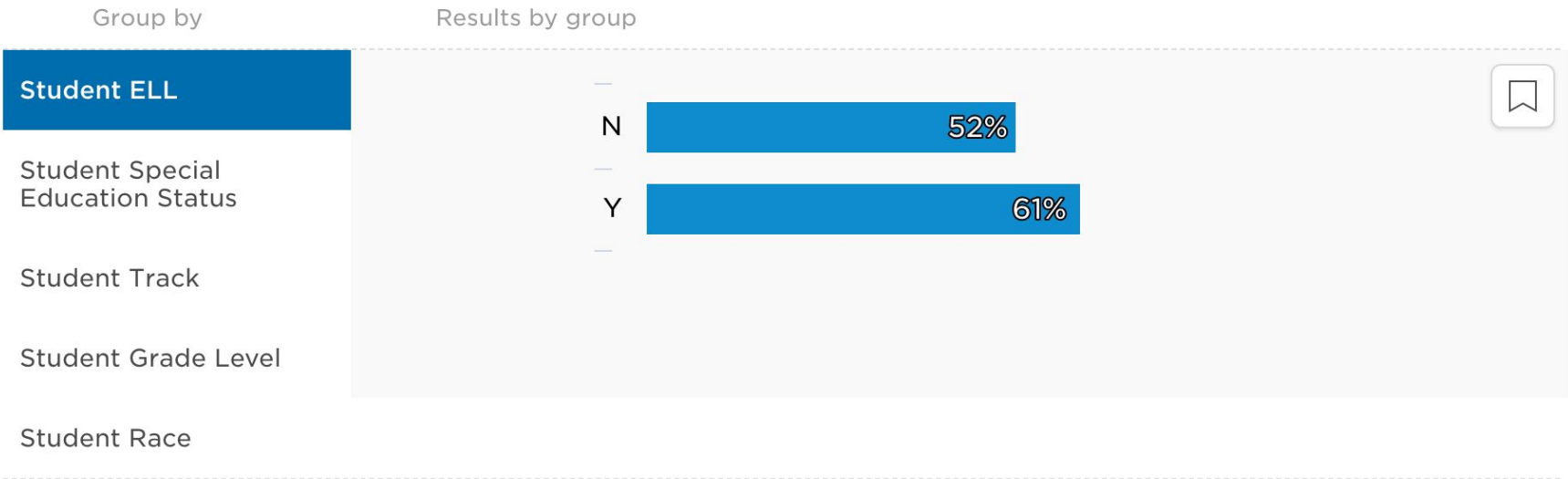
What are the results for this topic?



52 %

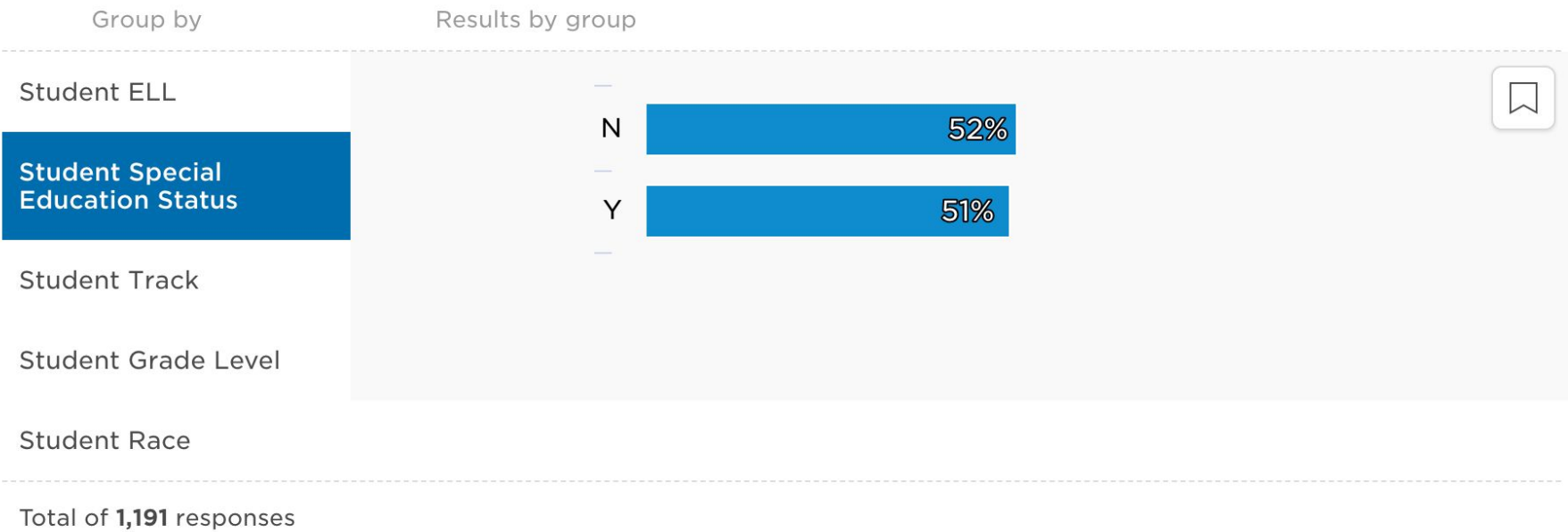
responded favorably

How did different groups respond?

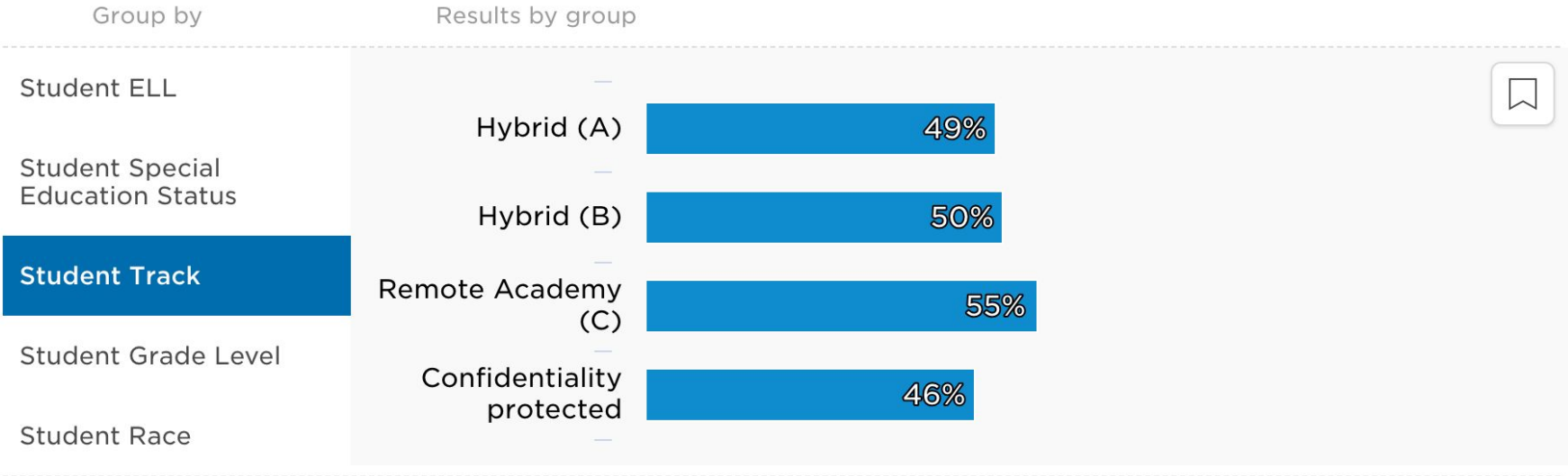


Total of **1,191** responses

How did different groups respond?

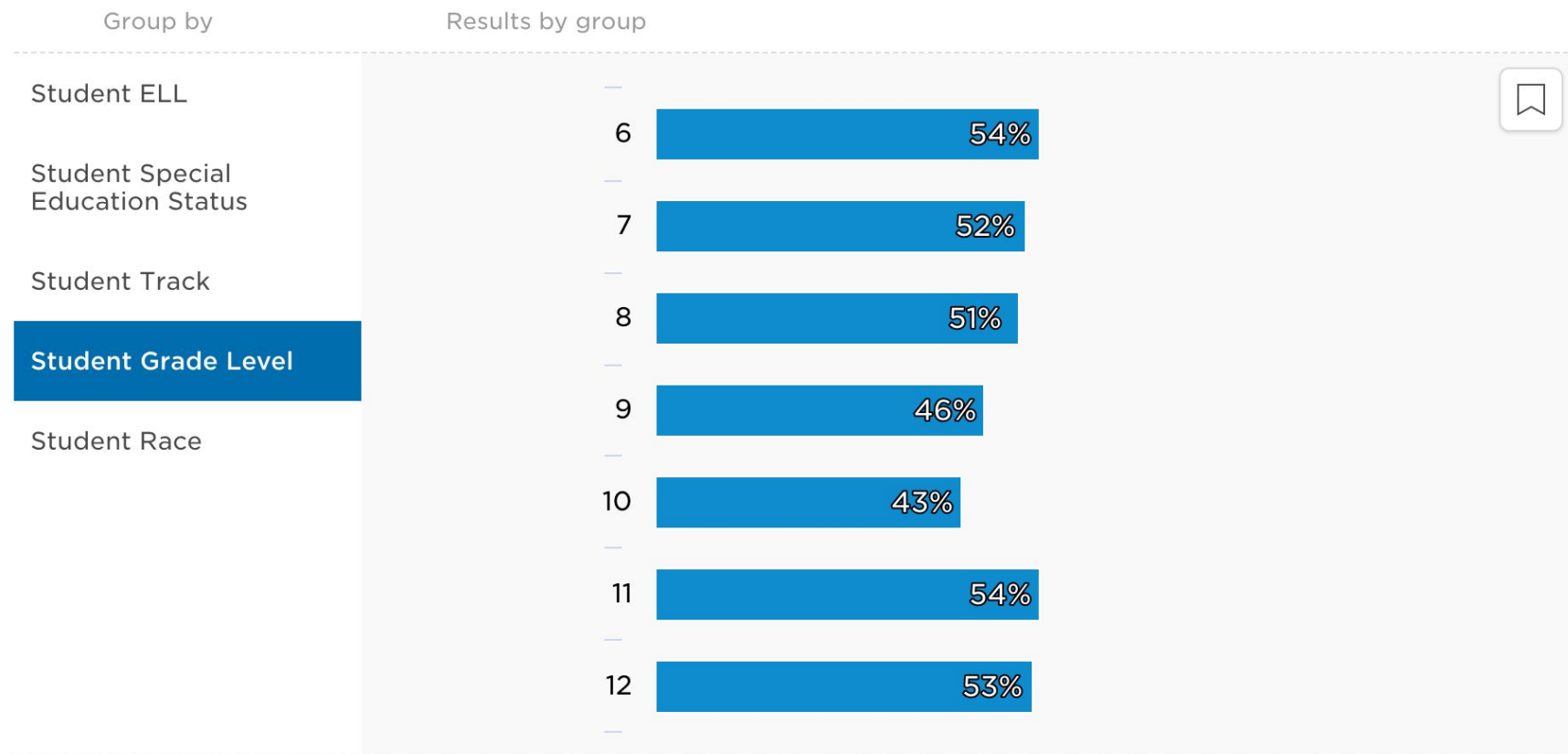


How did different groups respond?



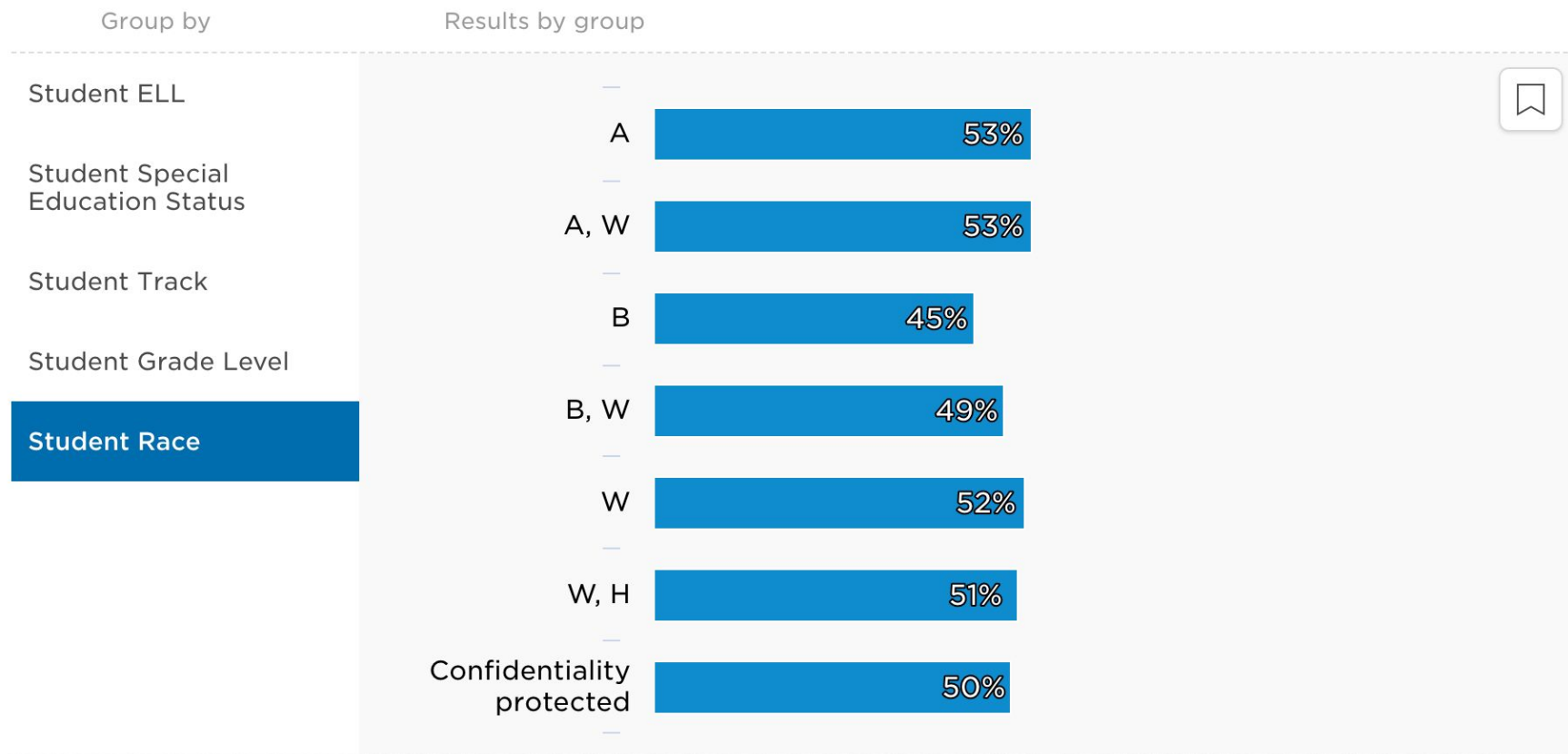
Total of 1,191 responses

How did different groups respond?



Total of **1,191** responses

How did different groups respond?

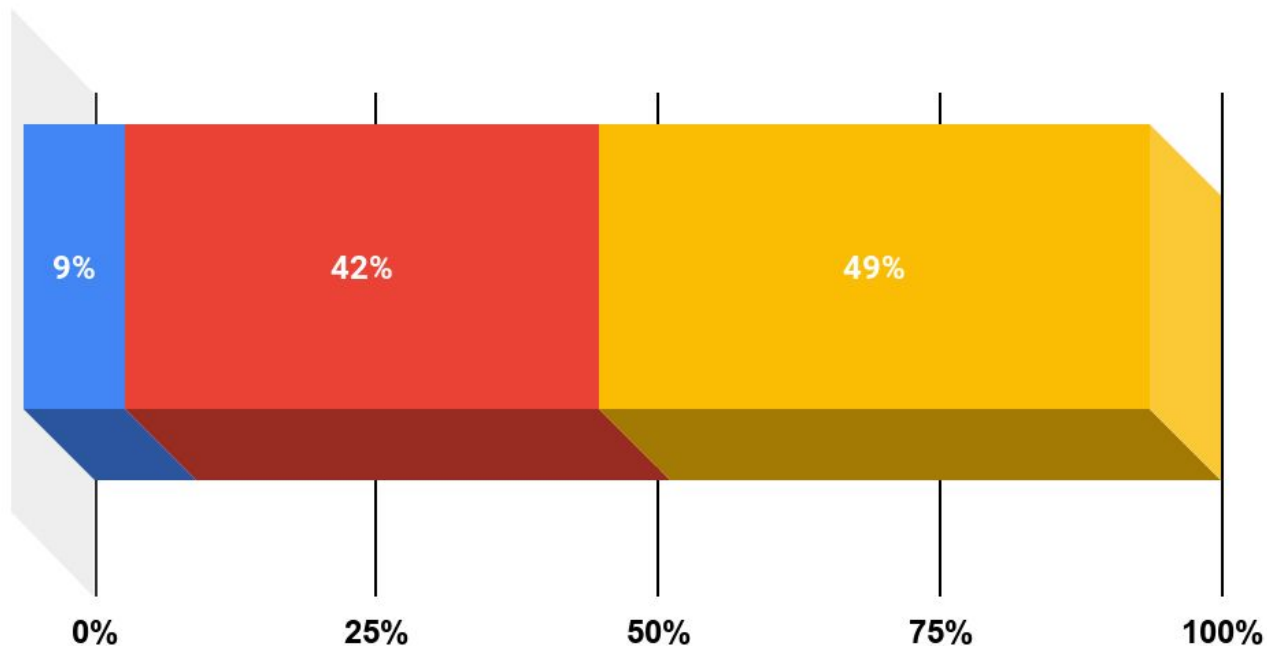


Total of **1,191** responses

Grades 6-12

- 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

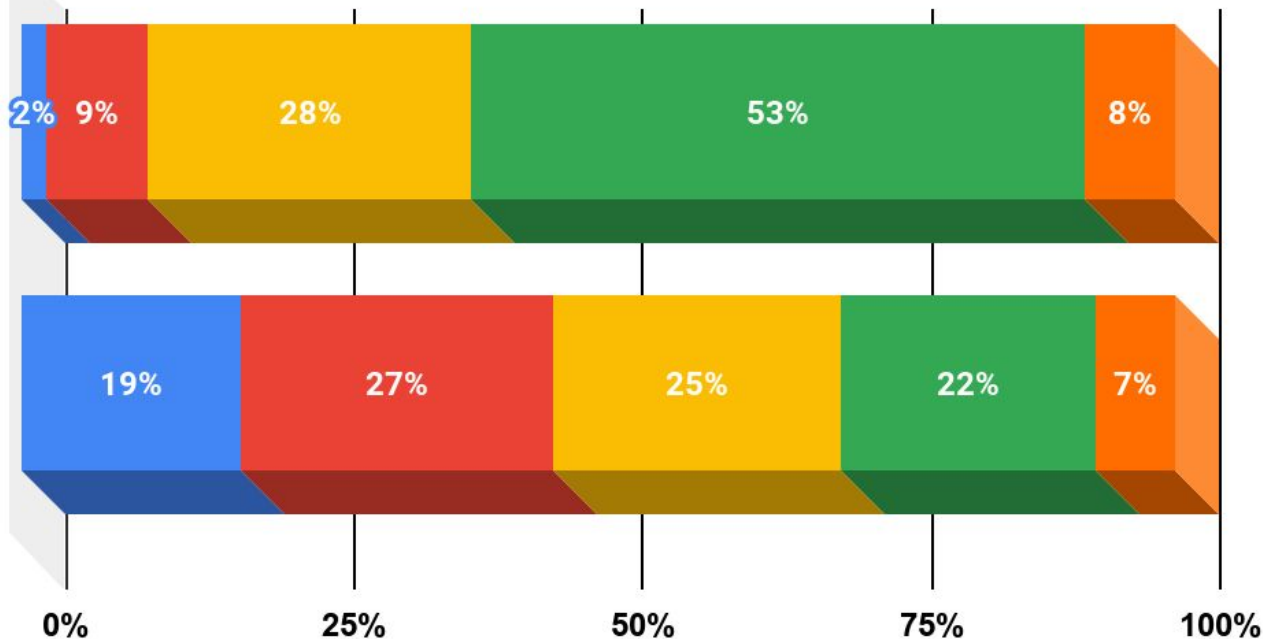
How would you like
to be learning right
now?



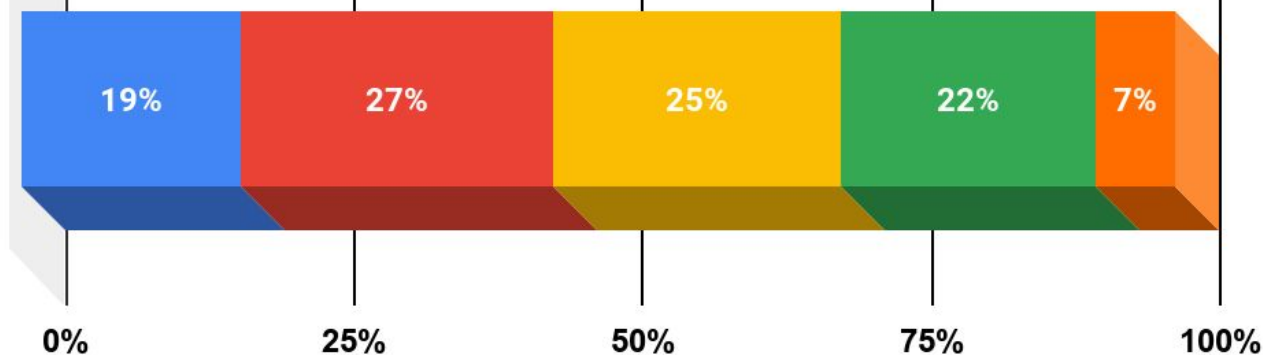
Grades 6-12

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

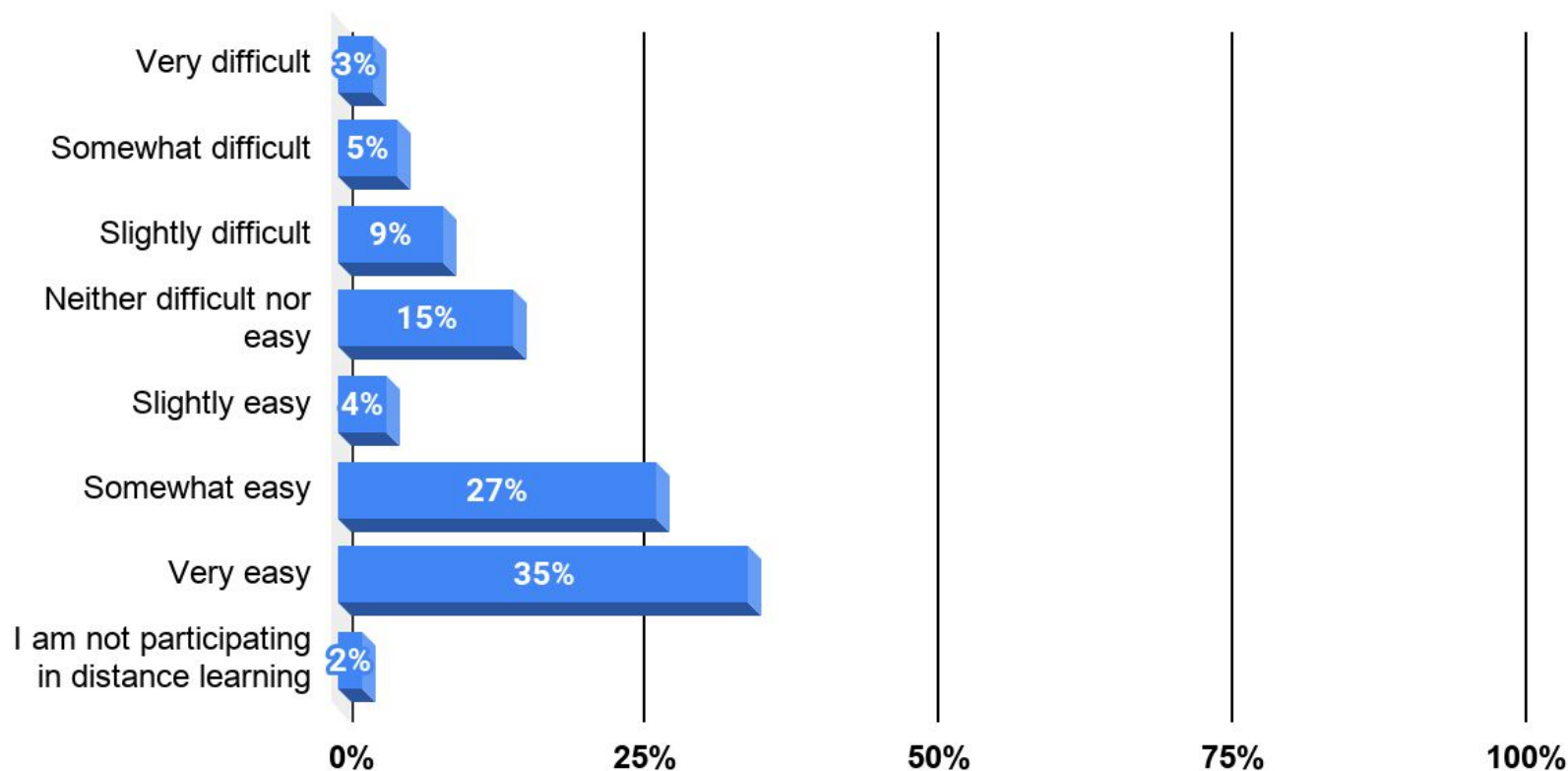
How satisfied are you with the amount of time you spend speaking with your teacher?



How satisfied are you with the amount of time you spend speaking with your friends from school?



Grades 6-12: 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 their peers who do not receive ELL support.
- On average, the percentage of students who are in grades 9 and 10 responded less favorably than their peers from other grades.
- A higher percentage of students responded that they like their current learning program than the other options.
- 61% of students are satisfied with the amount of time that they spend speaking with their teacher.
- 29% of students are satisfied with the amount of time they spend speaking with their friends from school.



Questions

- Why are students who receive ELL support responding more favorably to the questions in this section than their peers?
- Why are students in grades 9 and 10 responding less favorably to the questions in this section than their peers in other grades?
- How can we provide students with more opportunities to speak with their friends from school?



Cultural Awareness and Action

Fall 2020

Student Supports + Environment Surveys - Grades 6-12

Cultural Awareness and Action

Based on **1,191** responses

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

What are the results for this topic?



49 %

responded favorably

How did different groups respond?

Group by

Results by group

Student ELL

N

49%

Student Special
Education Status

Y

61%

Student Track

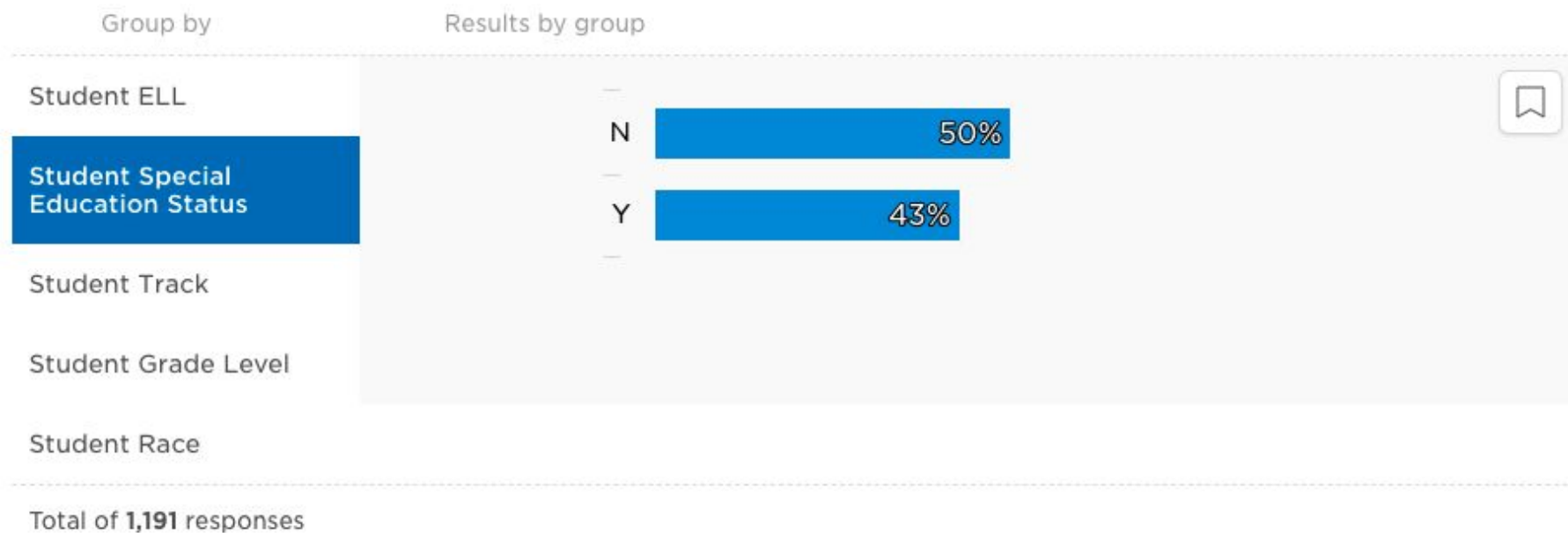
Student Grade Level

Student Race

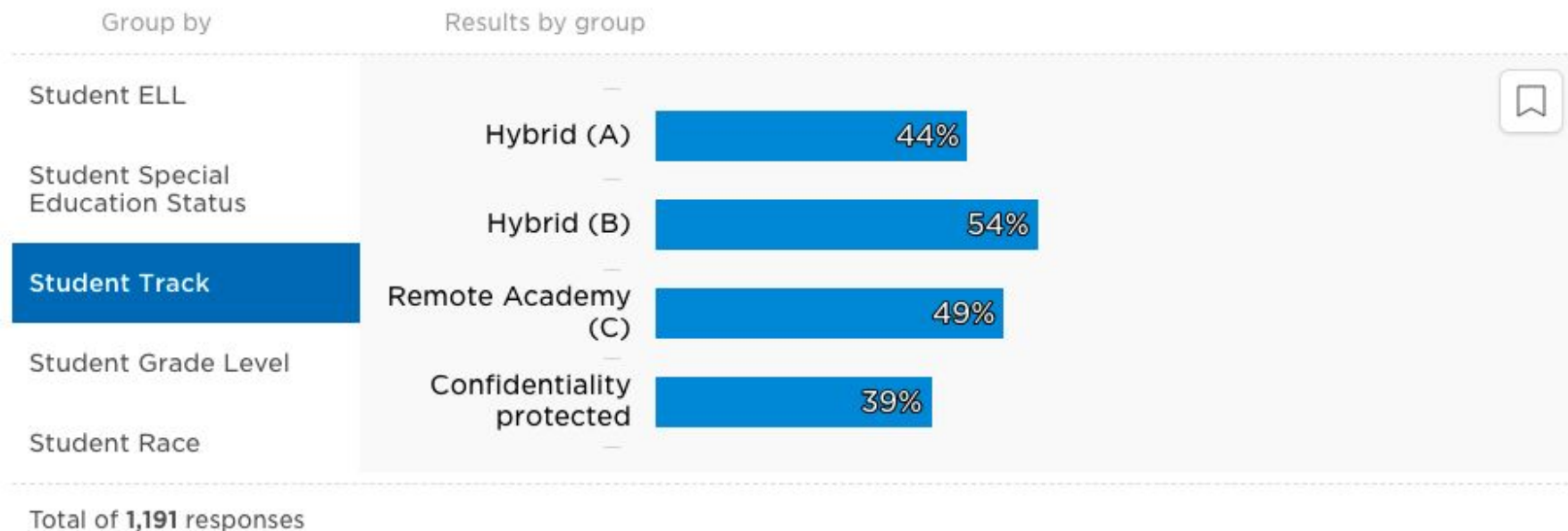
Total of **1,191** responses



How did different groups respond?



How did different groups respond?



How did different groups respond?

Group by

Results by group

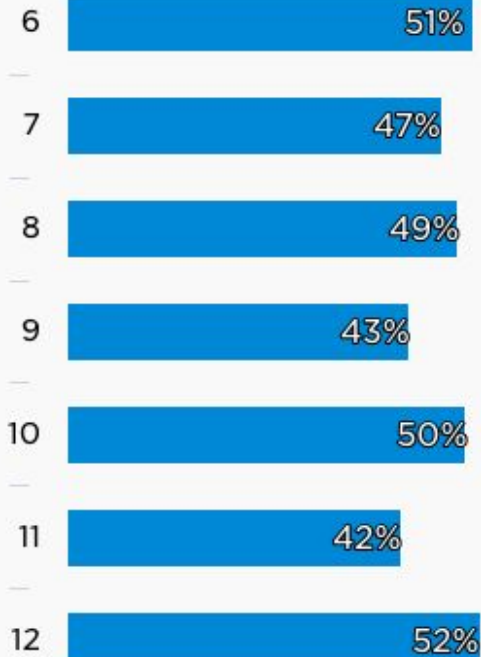
Student ELL

Student Special
Education Status

Student Track

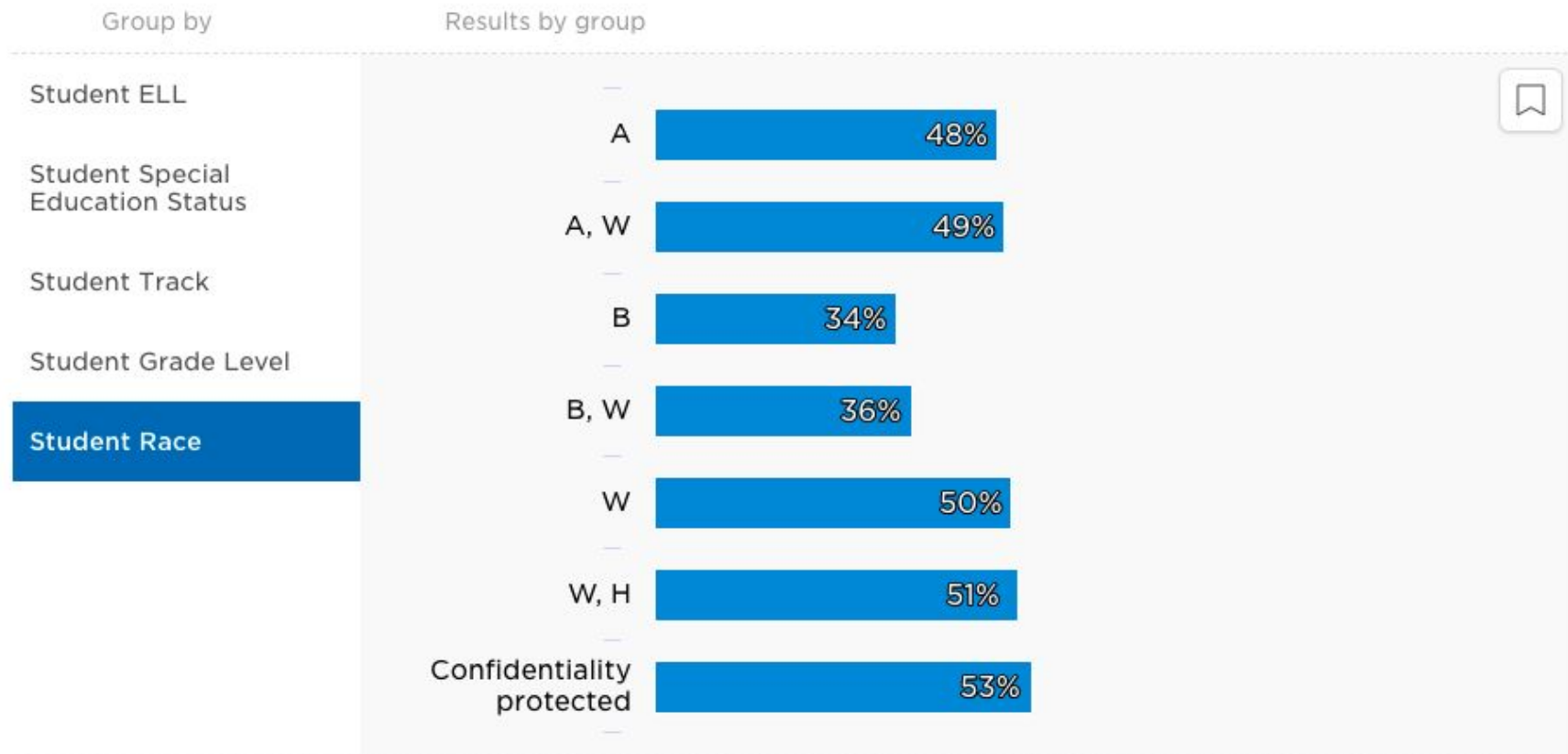
Student Grade Level

Student Race



Total of **1,191** responses

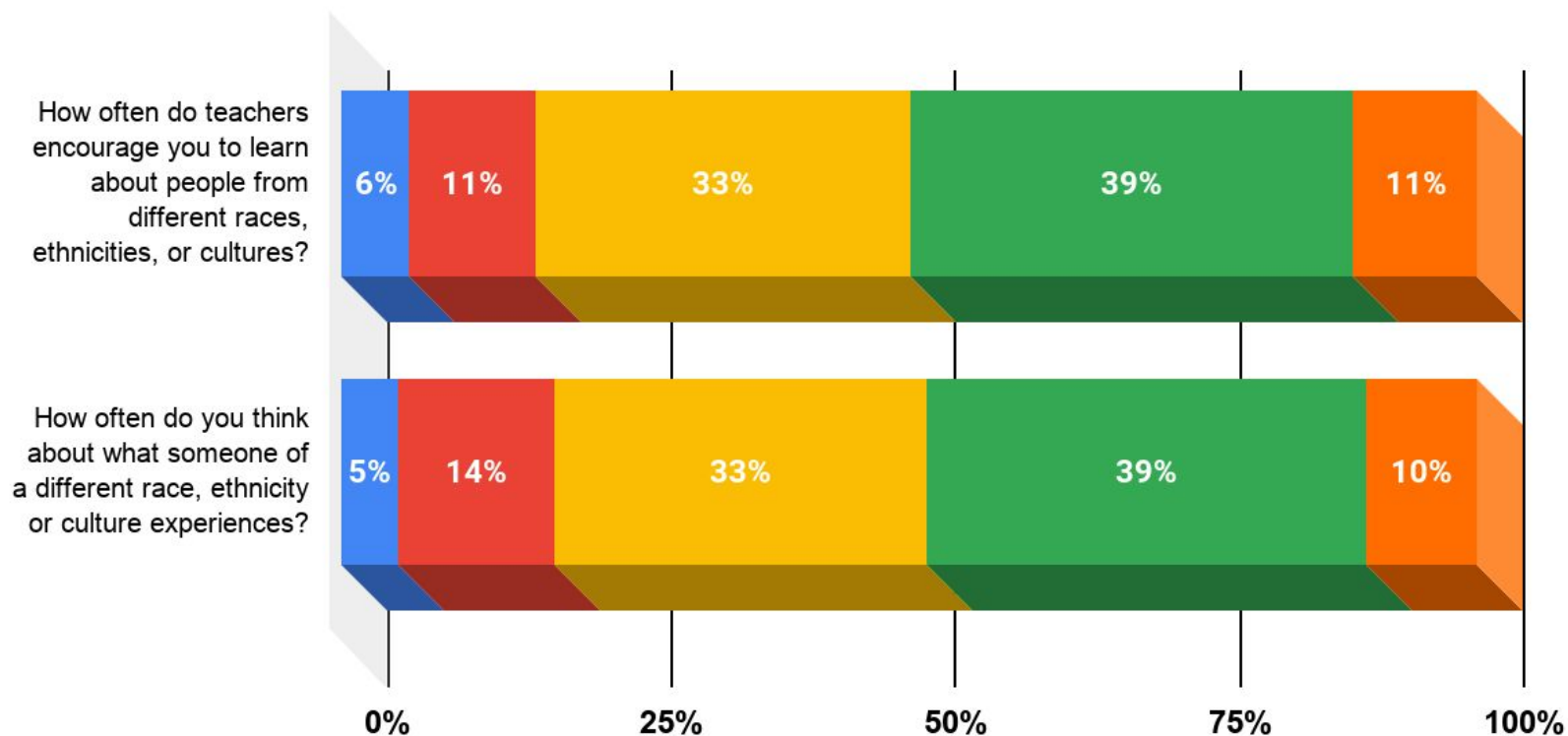
How did different groups respond?



Total of **1,191** responses

Grades 6-12

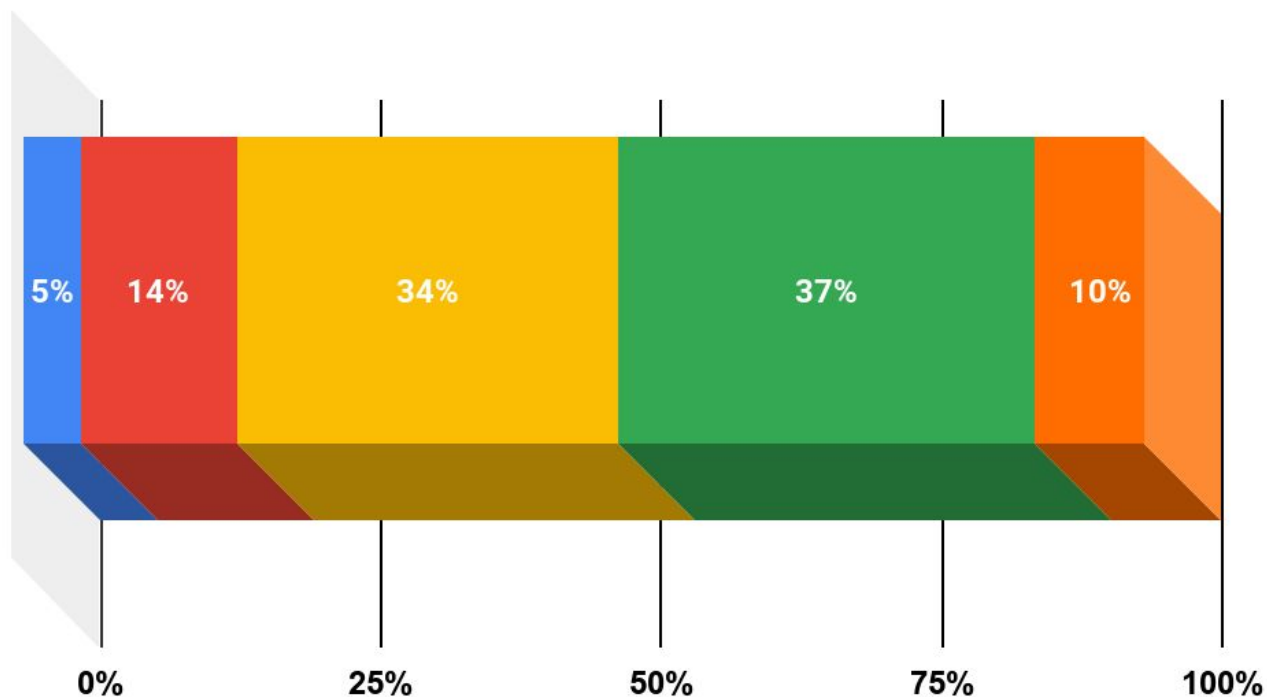
■ Almost never ■ Once in a while ■ Sometimes ■ Frequently ■ Almost always



Grades 6-12

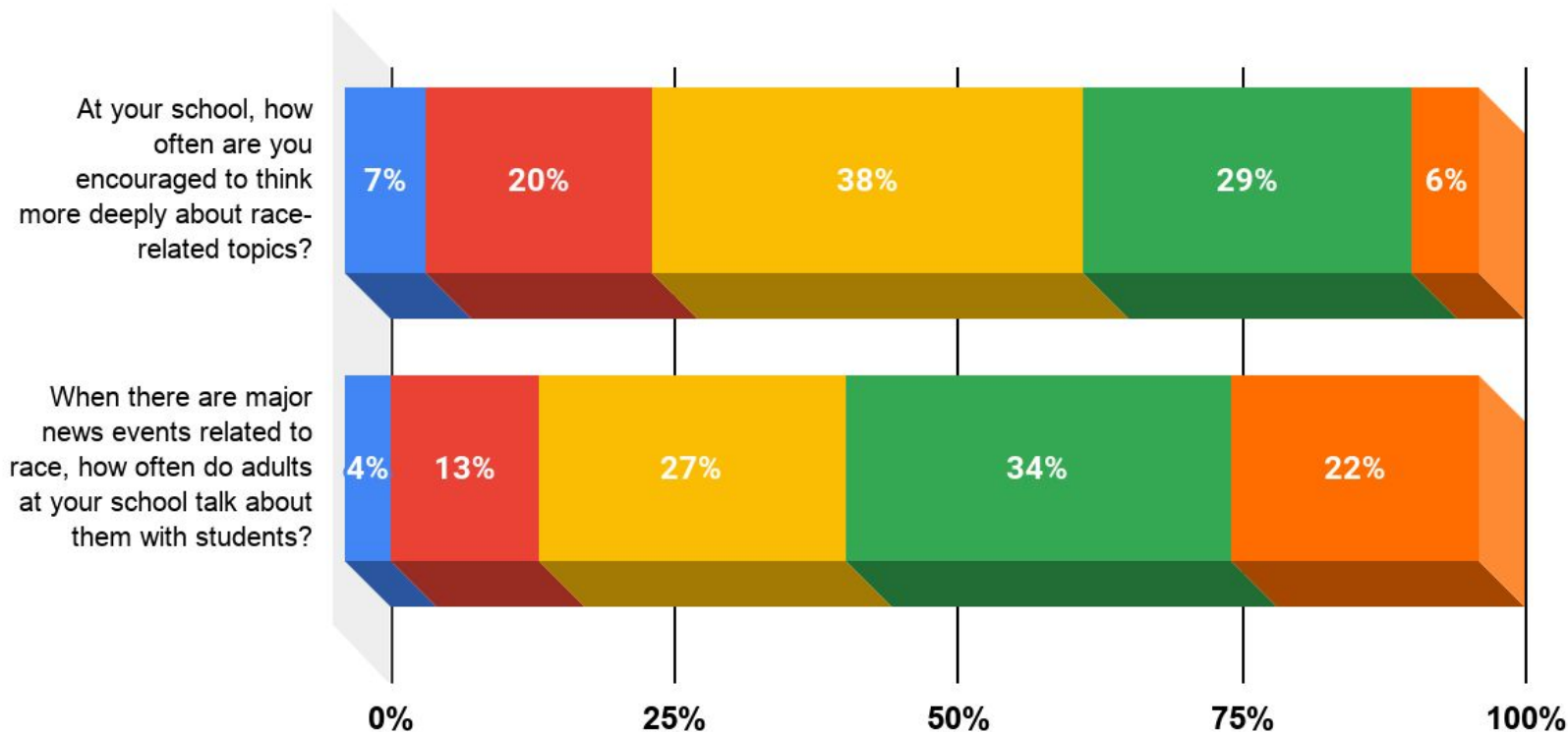
■ Not confident at all ■ Slightly confident ■ Somewhat confident ■ Quite confident
■ Extremely confident

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



Grades 6-12

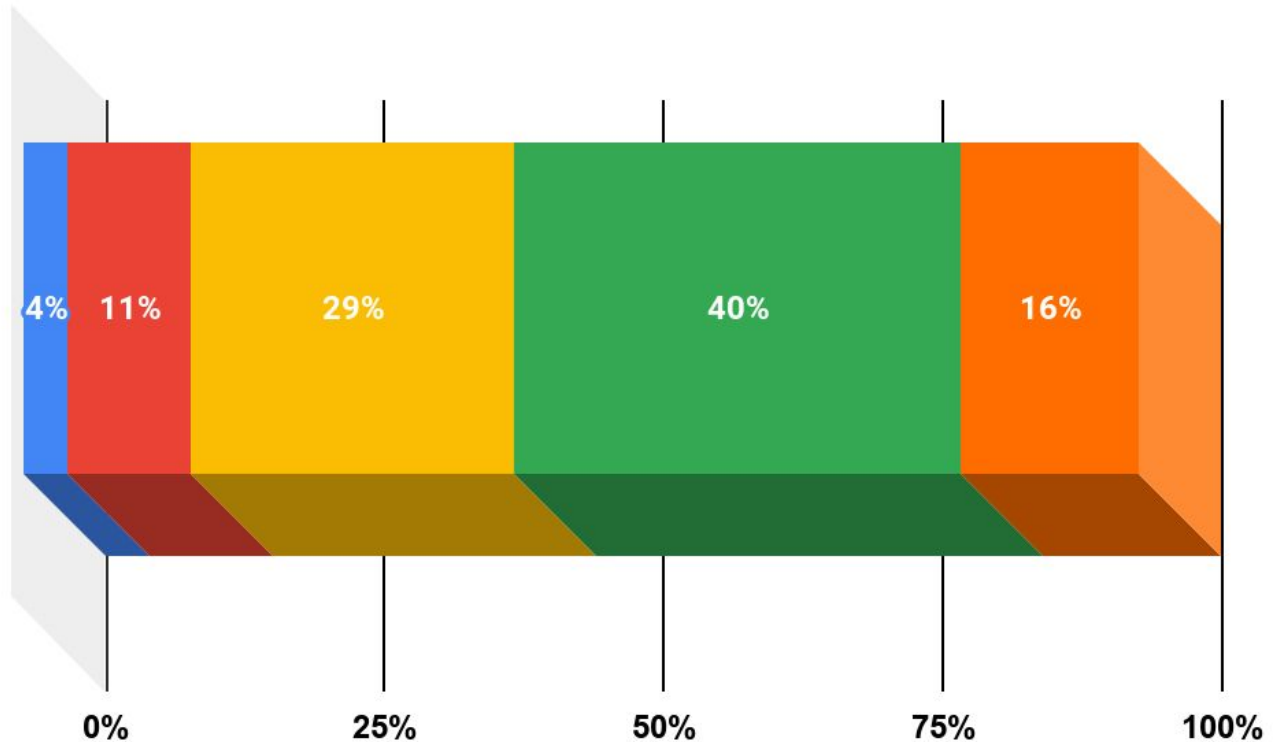
■ Almost never ■ Once in a while ■ Sometimes ■ Frequently ■ Almost always



Grades 6-12

■ 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 to the questions in this section is significantly higher than their peers who do not receive ELL support.
- On average, the percentage of students who are on an IEP responded less favorably than their peers who do not have an IEP.
- On average, the percentage of students who are in grades 9 and 11 responded less favorably than their peers in other grades.



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?



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](#)
- [Resources for HS Teachers in Progress](#)
- SEL Advisory Activities Starting 4/14 [Example Here](#) -
 - SEL Coach working with Advisory lead in planning