



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

About the DCPS Panorama Surveys

Prepared by the Office of Data Systems & Strategy

About the Survey

Since the spring of 2018, DC Public Schools (DCPS) has partnered with Panorama Education to administer the Panorama Survey for students, teachers, and families in DCPS. The 2017-2022 Capital Commitment laid out a goal that 100 percent of students would feel love, challenged, and prepared to positively influence society and thrive in life. The strategic plan supporting this goal identified social emotional learning¹ (SEL) as a strategic priority for the next five years. DCPS launched the Panorama Survey to measure the perspectives of students, staff and families on social emotional learning, school climate, and engagement.

The Panorama Survey includes:

- **Research-based measures of SEL, school climate and engagement.** Panorama’s surveys include research-based and valid measures of SEL competencies and SEL supports. The measures are aligned to the CASEL framework around the core competencies of learning and developed by researchers at UC Santa Barbara, the Harvard Graduate School of Education (HGSE), and Transforming Education and the California CORE districts.
- **Loved, Challenged, and Prepared Index.** DCPS’ unique Loved, Challenged, and Prepared Index (LCPI) uses students’ perceptions of their social emotional competencies and social emotional supports to approximate a measure of our Capital Commitment goal that students feel loved, challenged, and prepared to positively influence society and thrive in life.
- **Comparisons to peer districts.** Panorama currently serves more than 400 districts and 5 million students for school climate and social-emotional learning surveys, allowing DCPS to see comparisons to national averages and to similar school districts.
- **DCPS Student Satisfaction Index.** The Panorama survey includes eight DCPS-developed measures on student satisfaction that were part of the Stakeholder Survey.
- **Actionable data.** Educators and leaders can view survey results on a single platform with the ability to see national benchmark comparisons and identify individual student strengths and areas for improvements. The platform also offers the Playbook resource, an online community that includes strategies designed to promote student SEL skills.

Survey Content

The student survey consisted of two larger categories of questions: SEL competencies and SEL supports and environments. Within each category are several scales, or groups of questions measuring a common concept. The individual items that comprise each scale can be found in Appendix B. Students in grades

¹ Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

3-5 and grades 6-12 took slightly different versions of the survey; differences reflect age-appropriate wording and questions.

DCPS also uses a unique Loved, Challenged, and Prepared Index to measure its 2017-2022 Capital Commitment goal that 100 percent of students will feel loved, challenged, and prepared to positively influence society and thrive in life. This index is calculated using scales from the SEL competencies and SEL supports and environments sections of the student survey.

Table 1. SEL measures (SEL competencies)

Scale	Definition
Perseverance (also known as “grit”)	Students’ perceptions of how well they can persevere through setbacks to achieve important long-term goals.
Self-management*	Students’ perceptions of how well they can manage their emotions, thoughts, and behaviors in different situations.
Self-efficacy	How much students believe they can succeed in achieving academic outcomes.
Social awareness	Students’ perceptions of how much they consider the perspectives of others and empathize with them.

*refers to scales created or modified by DCPS

Table 2. Non-SEL measures (SEL support and environments)

Scale	Definition
Sense of belonging	How much students feel that they are valued members of the school community.
Rigorous expectations	How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.
Student satisfaction*	How much students are satisfied with their school experience.

*refers to scales created or modified by DCPS

The family survey consisted of the following scales and was administered to families with students in grades K-12.

Table 4. Family survey scales

Scale	Definition
Perseverance (also known as “grit”)	Families’ perceptions of how well students can persevere through setbacks to achieve long-term goals.
Parent communication*	Families’ perceptions of how well the school and district communicate with them.

Parent satisfaction*	How satisfied parents are with their students' and their own school experience.
Rigorous expectation*	Families' perceptions of how much teachers hold students to high expectations around effort, understanding, persistence, and performance in class.

*refers to scales created or modified by DCPS