



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

DCPS 2018 Panorama Survey Results

Prepared by the Office of Data & Strategy

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Executive Summary

DCPS Panorama Survey

DCPS administered the Panorama Survey to students in grades 3-12, staff, and families in the spring of 2018. The survey includes questions around social and emotional learning, school satisfaction, and staff and family engagement. The survey will help the district measure progress on its vision that every student feels loved, challenged and prepared to positively influence society and thrive in life.



83%

of students overall are satisfied with their school



Greatest Strengths

90%

of students in grades 3-5 are satisfied with their school

92%

of students in grades 6-12 perceive that they are culturally competent

80%

of teachers perceive that they can address issues of diversity in the classroom

73%

of other school-based staff are engaged with their work

74%

of families are satisfied with their school

Greatest Opportunities for Growth

65%

of students in grades 3-5 perceive they can manage themselves in different situations

50%

of students in grades 6-12 perceive a sense of belonging

Introduction

In the spring of 2018, DCPS partnered with Panorama Education to administer a new annual survey that replaced the Stakeholder Survey of students, teachers, staff, and administrators we have administered each spring. The Capital Commitment 2017-2022 strategic plan that identified social emotional learning¹ (SEL) as a strategic priority for the next five years. In response to this strategic plan, the Panorama Survey was launched 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, which are aligned to the CASEL framework and developed by researchers at UC Santa Barbara, the Harvard Graduate School of Education (HGSE), and Transforming Education and the California CORE districts.
- **Comparisons to peer districts.** Panorama currently serves more than 400 districts and 5 million students for school climate and social-emotional learning surveys which allows DCPS to see comparisons to national averages and to similar school districts.
- **DCPS Student Satisfaction Index.** The Panorama survey includes 8 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.

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.

Survey Content

The student survey consisted of two larger categories of questions: SEL competencies and SEL supports and environments. The following scales, or groups of questions measuring a common concept, were answered on the student survey. The individual items that comprise each scale can be found in Appendix B. Students in grades 3-5 and grades 6-12 took slightly different versions of the survey, with differences to reflect age-appropriate wording and questions. Appendix A contains more details about the survey design, administration, and analysis methodology.

Table 1. SEL measures (SEL competencies)

Scale	Definition
Perseverance (also known as “grit”)	How well students are able to persevere through setbacks to achieve important long-term goals.
Self-management*	How well students manage their emotions, thoughts, and behaviors in different situations.
Self-efficacy	How much students believe they can succeed in achieving academic outcomes.
Social awareness	How well students consider the perspectives of others and empathize with them.
Cultural competency* (grades 6-12 only)	How well students identify with their own and others’ cultures.

*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 teacher survey consisted of the following scales. The survey for non-teaching school-based staff (e.g. principals, counselors, custodians etc.) included only the staff engagement questions. The individual items that comprise each scale can be found in Appendix B.

Table 3. Teacher survey scales

Scale	Definition
Perseverance	Perceptions of how well <u>students</u> are able to persevere through setbacks to achieve important long-term goals.
Rigorous expectations*	How much teachers hold students to high expectations around effort, understanding, persistence, and performance in class.
Professional Learning about SEL	Perceptions of the amount and quality of professional growth and learning opportunities available to faculty related to social-emotional learning.
Educating All Students*	Faculty perceptions of their readiness to address issues of diversity in the classroom.
Staff engagement*	Staff perceptions of how supportive the work environment is.

*refers to scales created or modified by DCPS

The family survey consisted of the following scales and was administered to families of Kindergarten - 12th grade students. The individual items that comprise each scale can be found in Appendix B.

Table 4. Family survey scales

Scale	Definition
Perseverance (also known as “grit”)	Family perceptions of how well students are able to persevere through setbacks to achieve long-term goals.
Parent Communication*	How well the school and district communicate with families.
Parent satisfaction*	How satisfied parents are with their students’ and their own school experience.
Rigorous expectation*	How much families feel that their students’ teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

*refers to scales created or modified by DCPS

Survey Administration

The Panorama survey was administered between **March 5-April 6, 2018**. The survey was administered in the following ways:

- Students completed surveys in school via online or on paper forms
- Teachers and staff were emailed their surveys
- Families received either emailed surveys or direct-mailed surveys

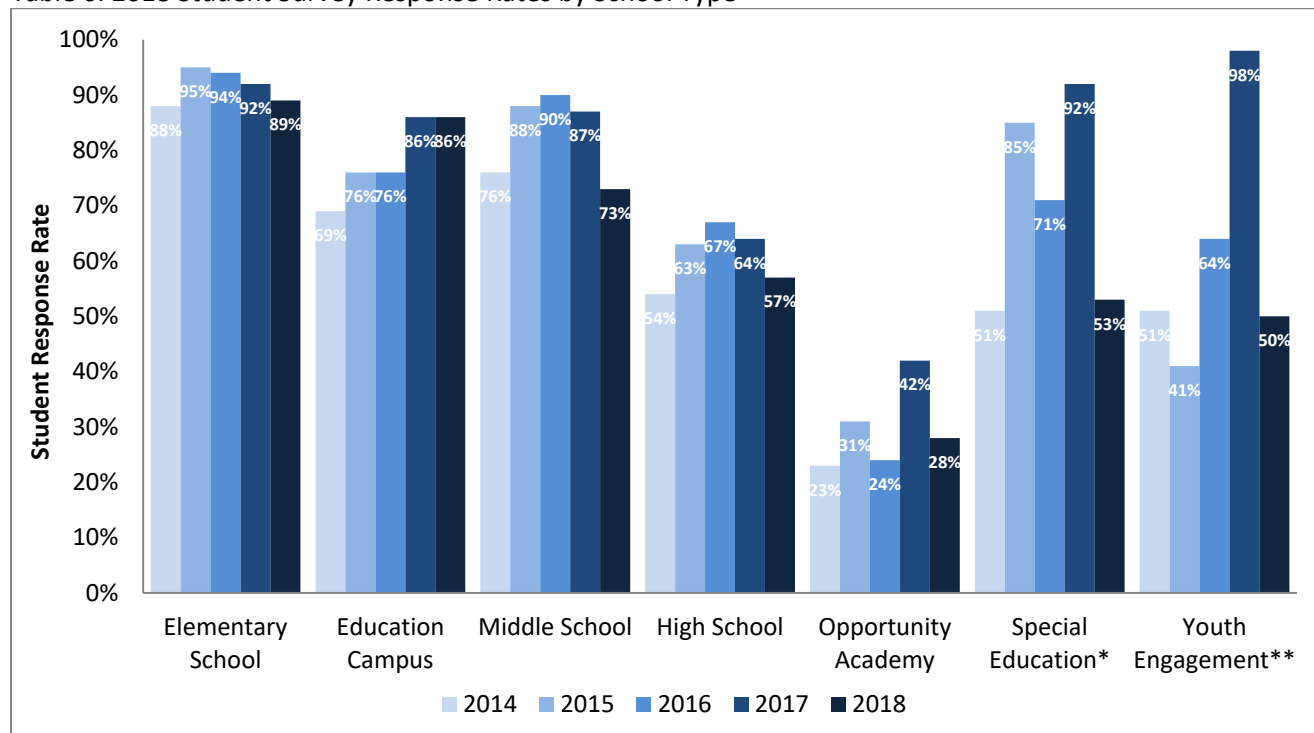
Response rates

Response rates in 2018 are shown in Table 5. Student response rates decreased from 80% in 2017, although teacher and other staff response rates increased (from 51% and 41% respectively). Finally, there were 5,769 families who responded to the family survey. This represents approximately 12% of K-12 families across the district.

Table 5. Panorama Survey Response Rates

Stakeholder Group	2018 Response Rate
Students	72%
Teachers and School Staff	59%
Families	12%

Table 6. 2018 Student Survey Response Rates by School Type



*Only one Special Education School (River Terrace Education Campus) in SY15-16, SY16-17, and SY17-18

**CHOICE Academy, Incarcerated Youth Program, Youth Services Center

Overview of student survey results

Questions on the student survey addressed students' perceptions of their social and emotional competencies and perceptions of the school environment. This section of the report provides a summary of results from the survey. Appendix B contains a report created by Panorama Education with full question-by-question results.

The following section summarizes the percent of students who responded favorably, on average, to each scale or group of questions measuring a common concept. For example, the Perseverance scale shows the percent of students who responded favorably, on average, to questions about how well they are able to persevere through setbacks and to achieve long-term goals. For each scale, the "percent favorable" represents the percentage of respondents who selected favorable answers, or the two most positive answers to the questions (e.g. "Strongly agree" and "Agree"). The second section shows the combined district results for that group of questions along with a breakout by grade level, race and gender, and special population (i.e. English learner, special education, and at-risk students). The results are presented separately for students in grades 3-5 and those in grades 6-12.

Overall Student Results

The following section summarizes the percent of students who responded favorably, on average, to each scale or group of questions measuring a common concept. Table 7 indicates that 90% of students in grades 3-5 were satisfied with their school, while only 65% answered favorably to being able to manage their emotions, thoughts, and behaviors in different situations. Table 8 indicates that 92% of students in grades 6-12 answered favorably to questions around cultural competency while only 50% of these students perceived a sense of belonging at school. The following sections explore each of these scales in more detail.

Table 7. Overall percent favorable for scales in survey for students in grades 3-5

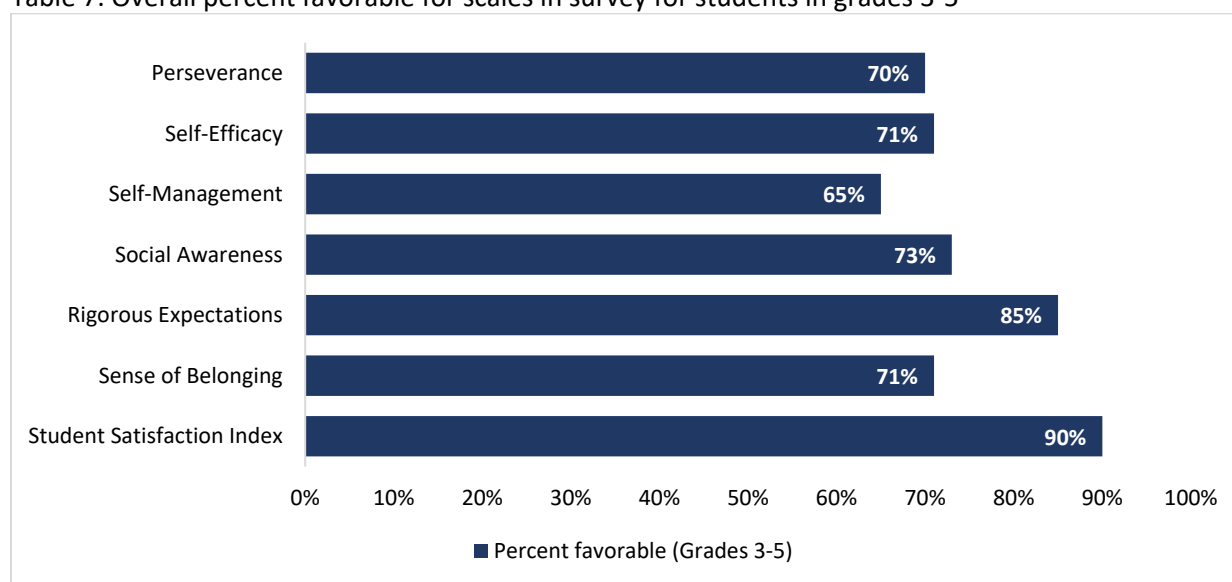
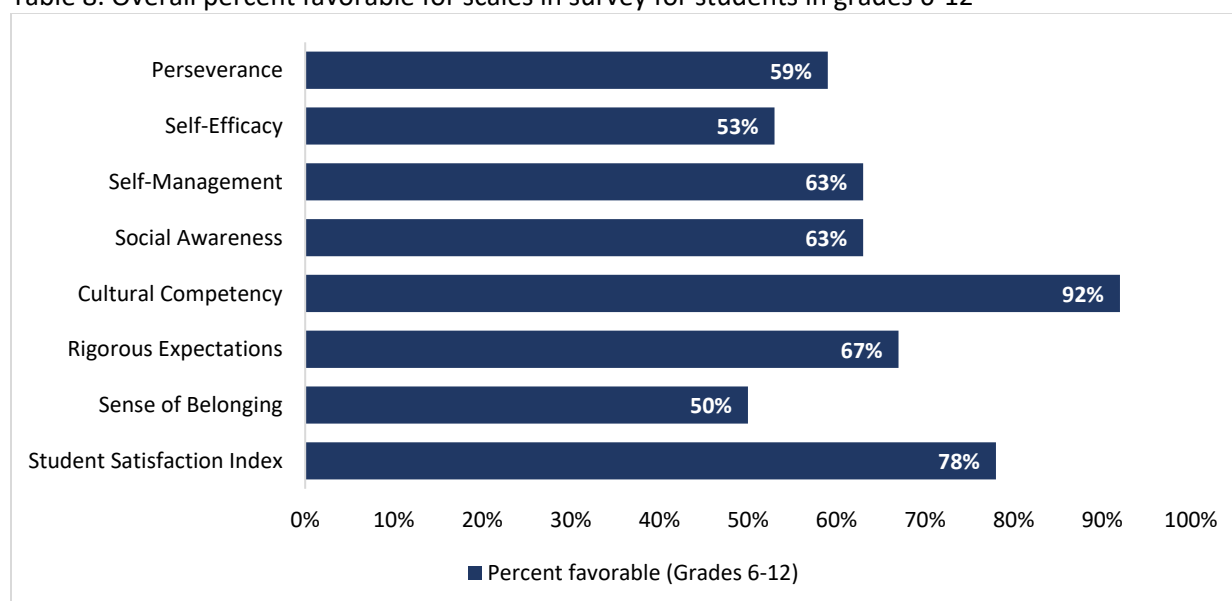


Table 8. Overall percent favorable for scales in survey for students in grades 6-12



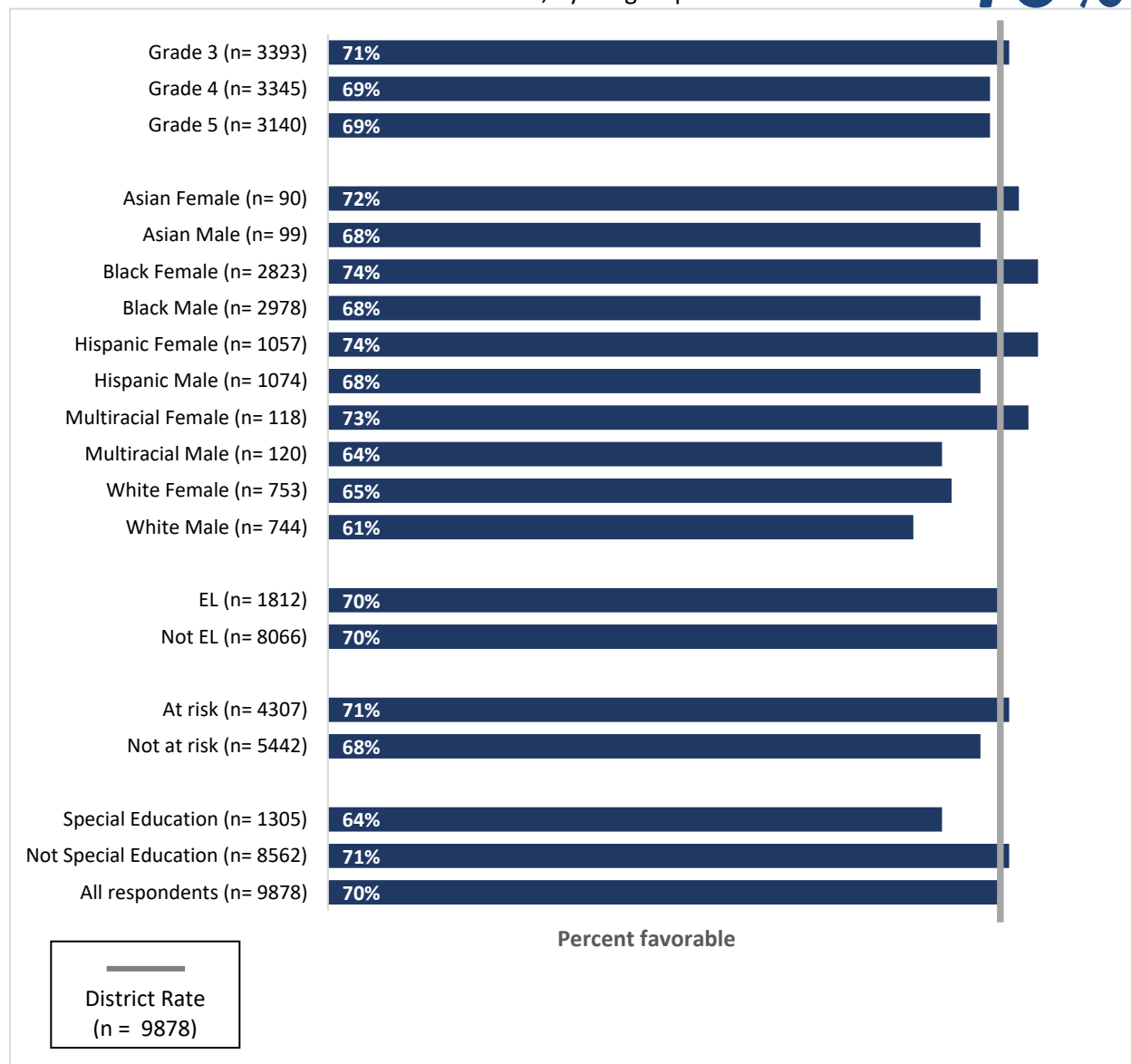
Results for grades 3-5

Perseverance

This category contained questions regarding students' perceptions of how well they are able to persevere through setbacks to achieve important long-term goals, as shown in Table 9. Among students in grades 3-5, 70% answered favorably. Black and Hispanic females answered most favorably to questions about perseverance, while White males answered least favorably.

Table 9. Percent favorable for Perseverance scale, by subgroup

70%

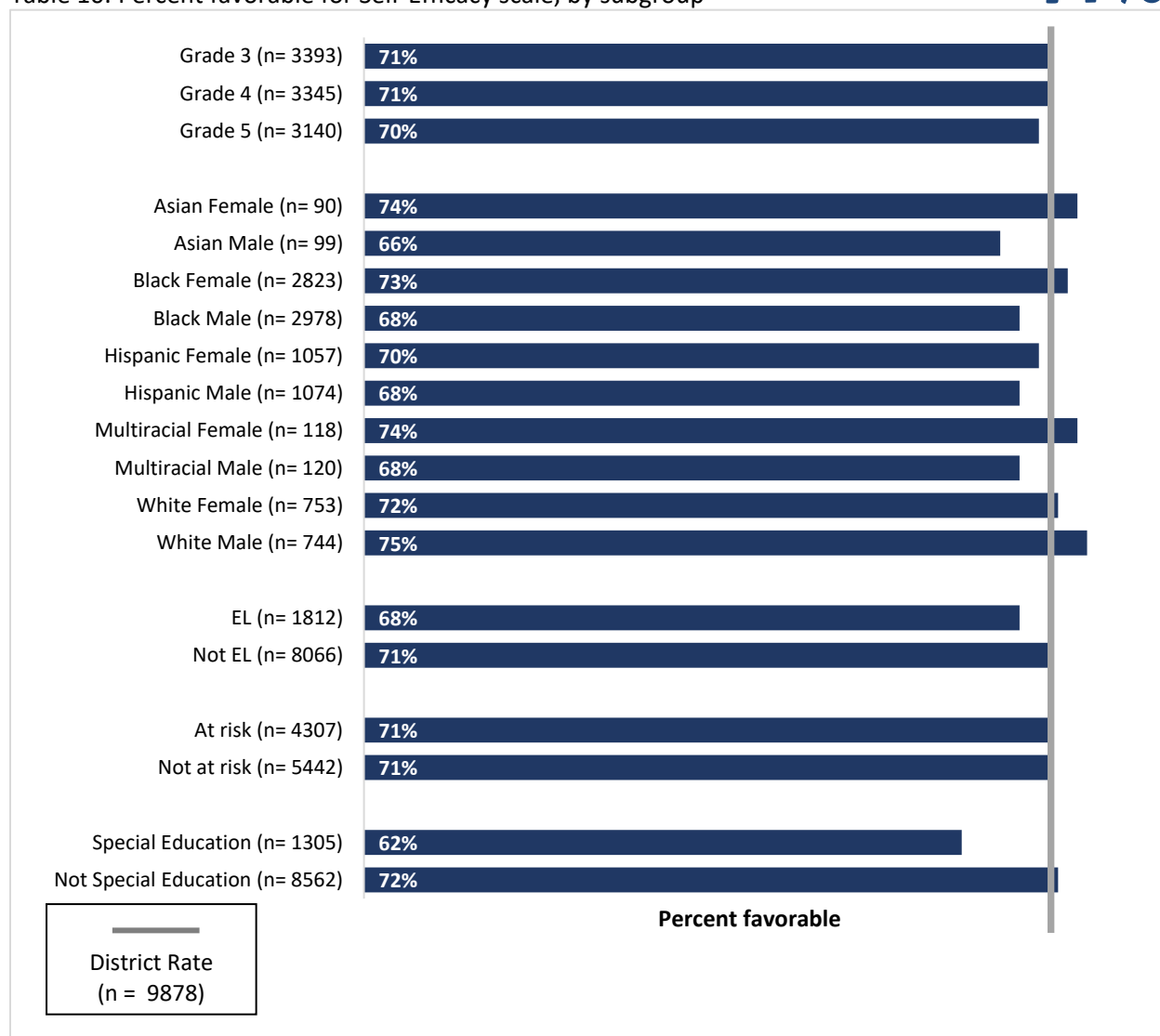


Self-Efficacy

Questions in this category asked students about how much they believe they can succeed in achieving academic outcomes. Overall, 71% of students in grades 3-5 answered favorably to questions around self-efficacy. White males had the most positive perception of their self-efficacy while special education students had the least positive perception.

71%

Table 10. Percent favorable for Self-Efficacy scale, by subgroup

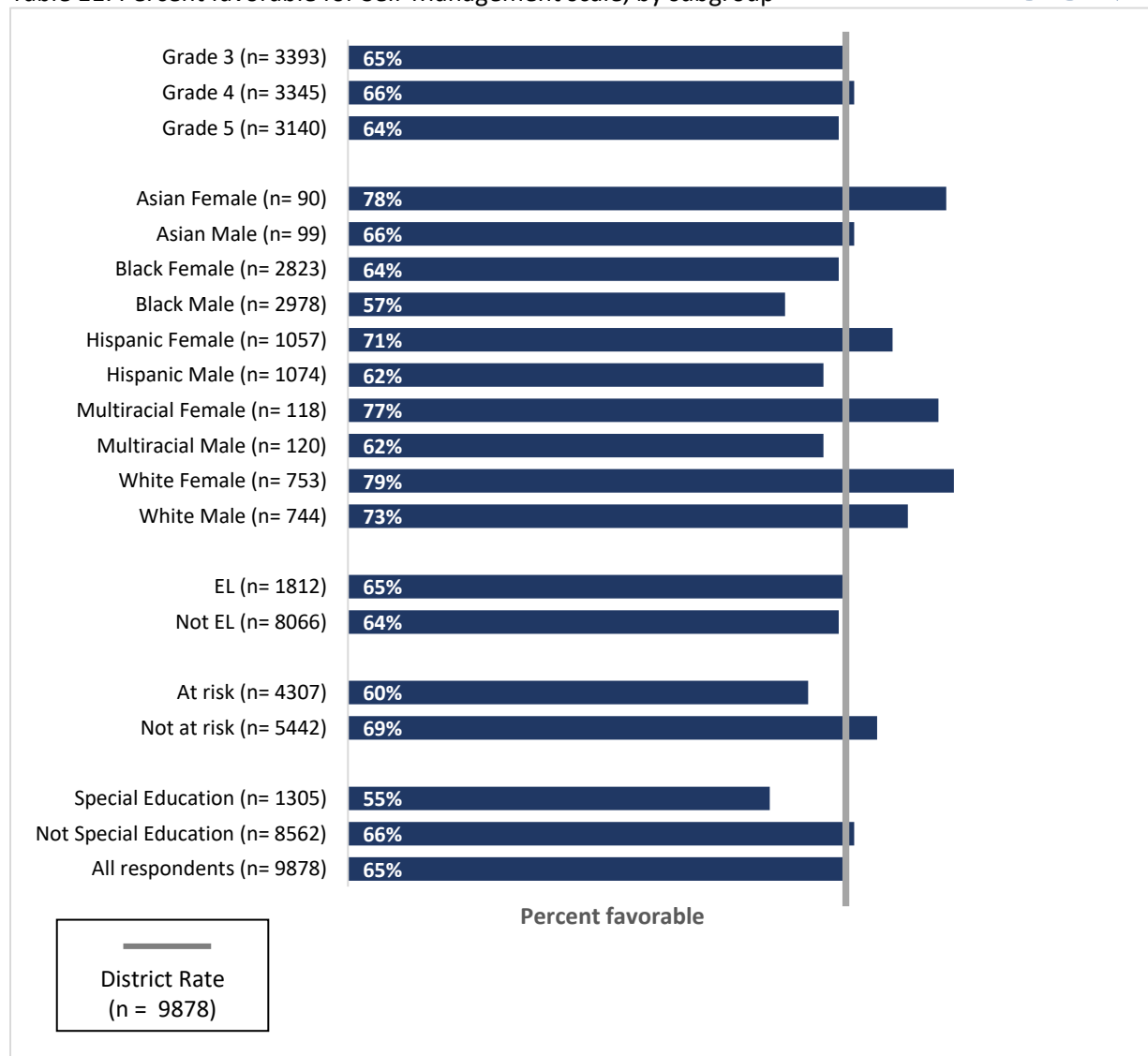


Self-Management

Questions in this category relate to how well students perceive they can manage their emotions, thoughts, and behaviors in different situations. Overall, 65% of students in grades 3-5 answered favorably to questions about self-management. As shown in Table 11, White and Asian females had the most favorable perceptions of their self-management. In contrast, special education and Black male students had the least favorable perceptions on this scale.

65%

Table 11. Percent favorable for Self-Management scale, by subgroup

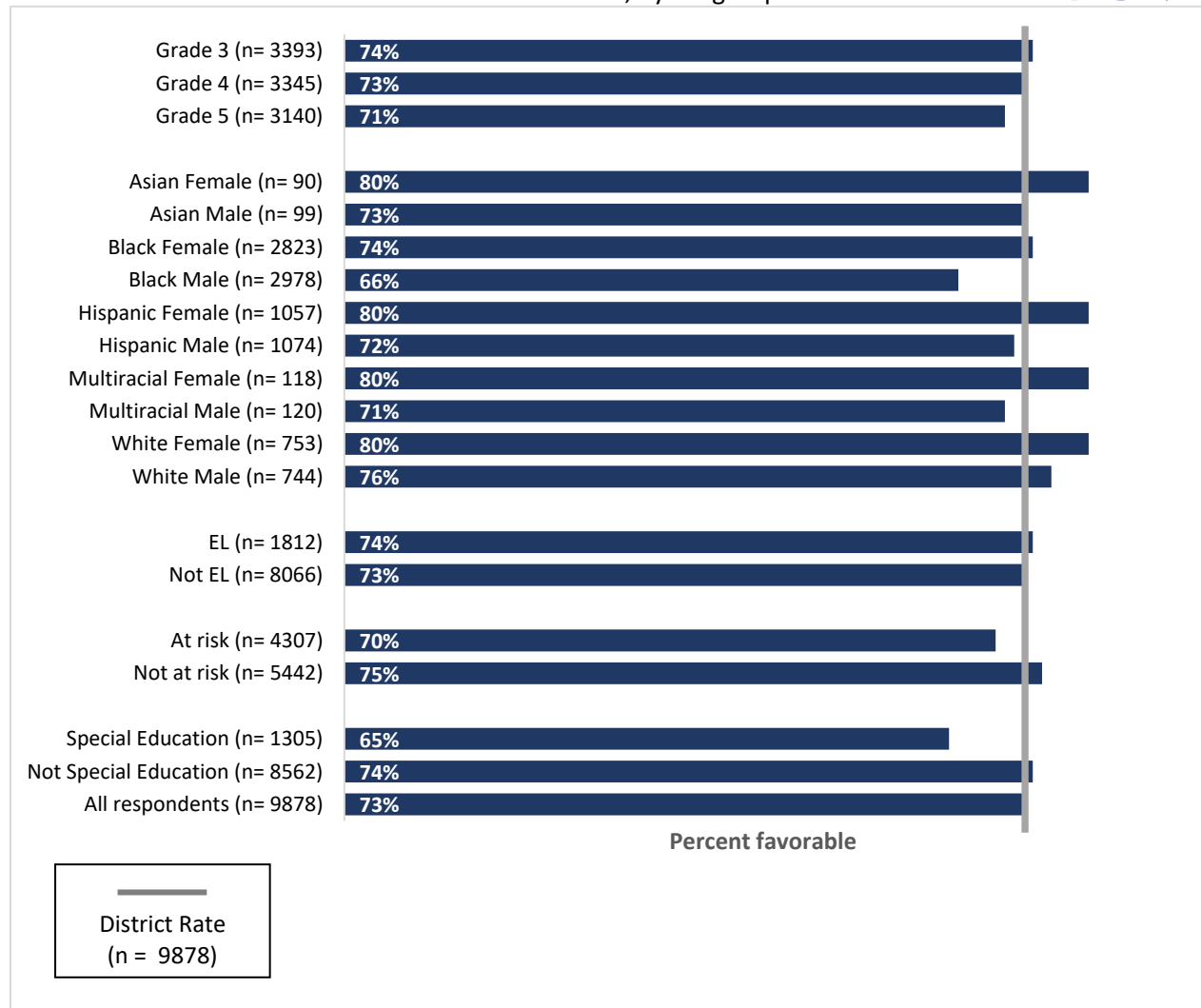


Social Awareness

The questions in this category relate to how students perceive how well they consider the perspectives of others and empathize with them. For students in grades 3-5, 73% responded favorably to questions around social awareness. Table 12 indicates that Asian, Hispanic, Multiracial, and White females had the most favorable perceptions of their social awareness. Special education and Black male students had the least favorable responses.

73%

Table 12. Percent favorable for Social Awareness scale, by subgroup

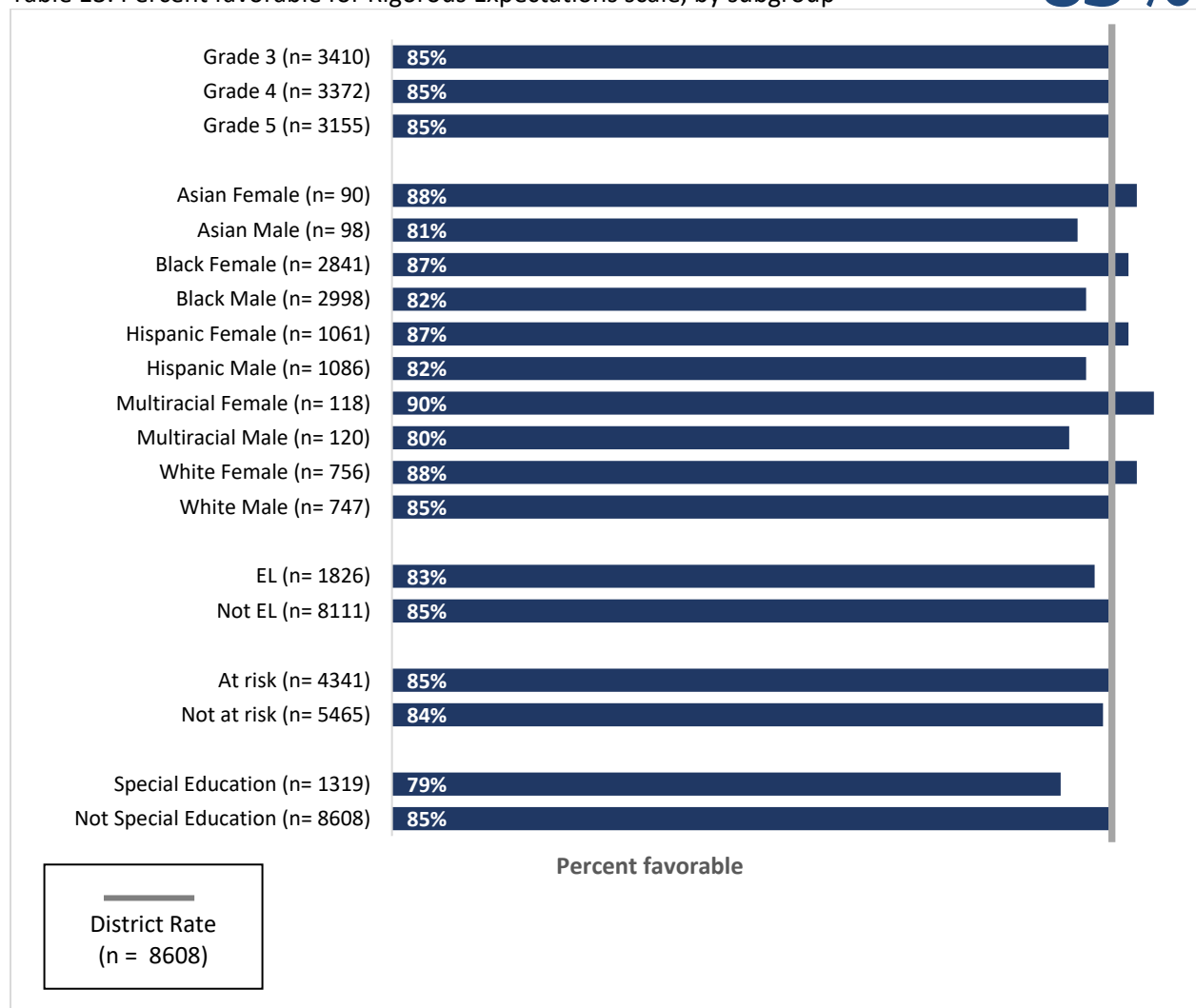


Rigorous Expectations

This category of questions relate to how much students feel that their teachers hold them to high expectations for effort, understanding, persistence, and performance in class. Overall, 85% of students in grades 3-5 responded favorably to questions around their teachers’ rigorous expectations. Multiracial females and White females responded most favorably while special education students responded least favorably to this scale.

85%

Table 13. Percent favorable for Rigorous Expectations scale, by subgroup

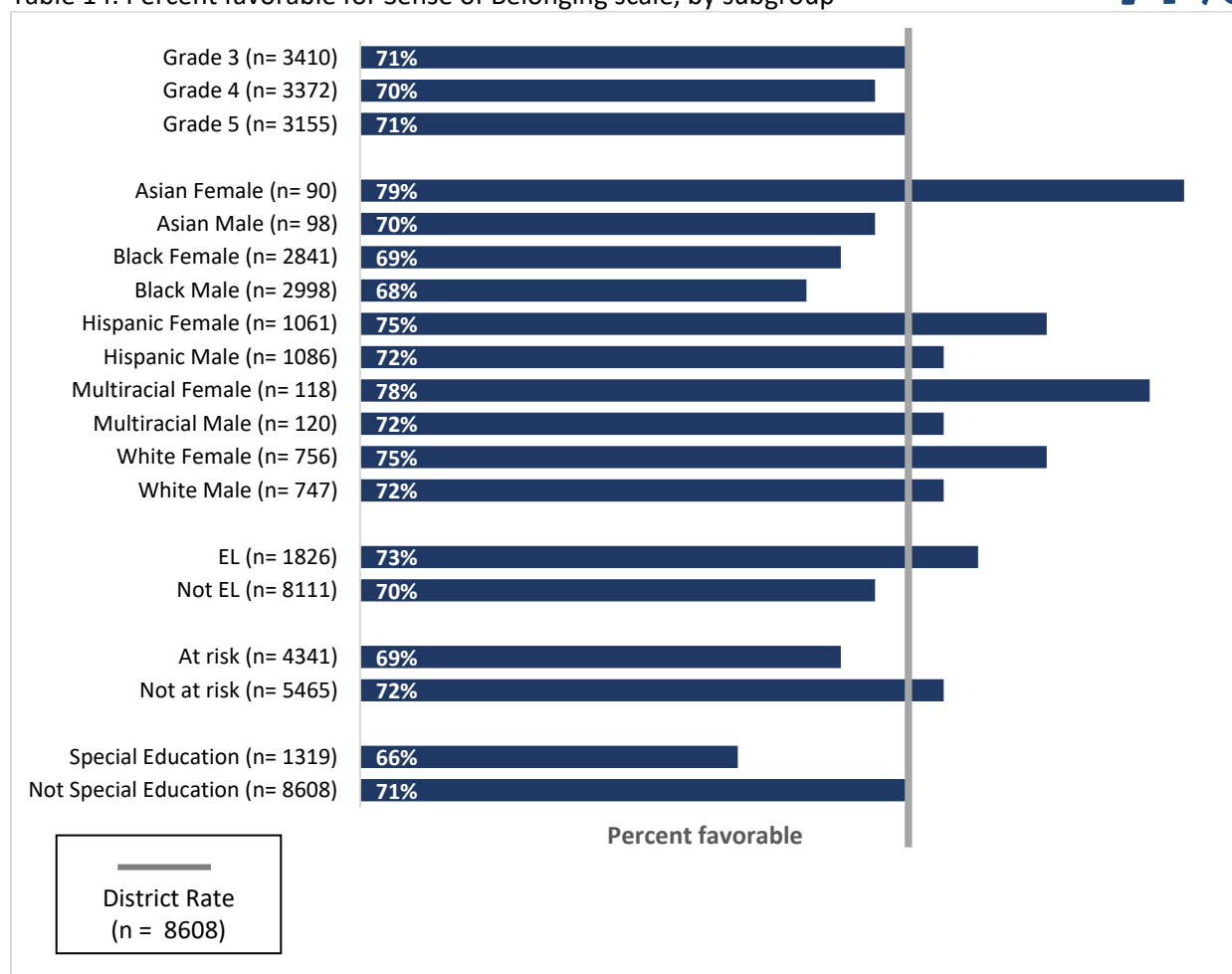


Sense of Belonging

This group of questions asks how much students feel that they are valued members of the school community. As Table 14 shows, 71% of students in the grades 3-5 overall responded positively to questions around sense of belonging. Asian females, Multiracial, Hispanic, and White females perceived the greatest sense of belonging. In contrast, special education and Black male students reported the least sense of belonging.

71%

Table 14. Percent favorable for Sense of Belonging scale, by subgroup

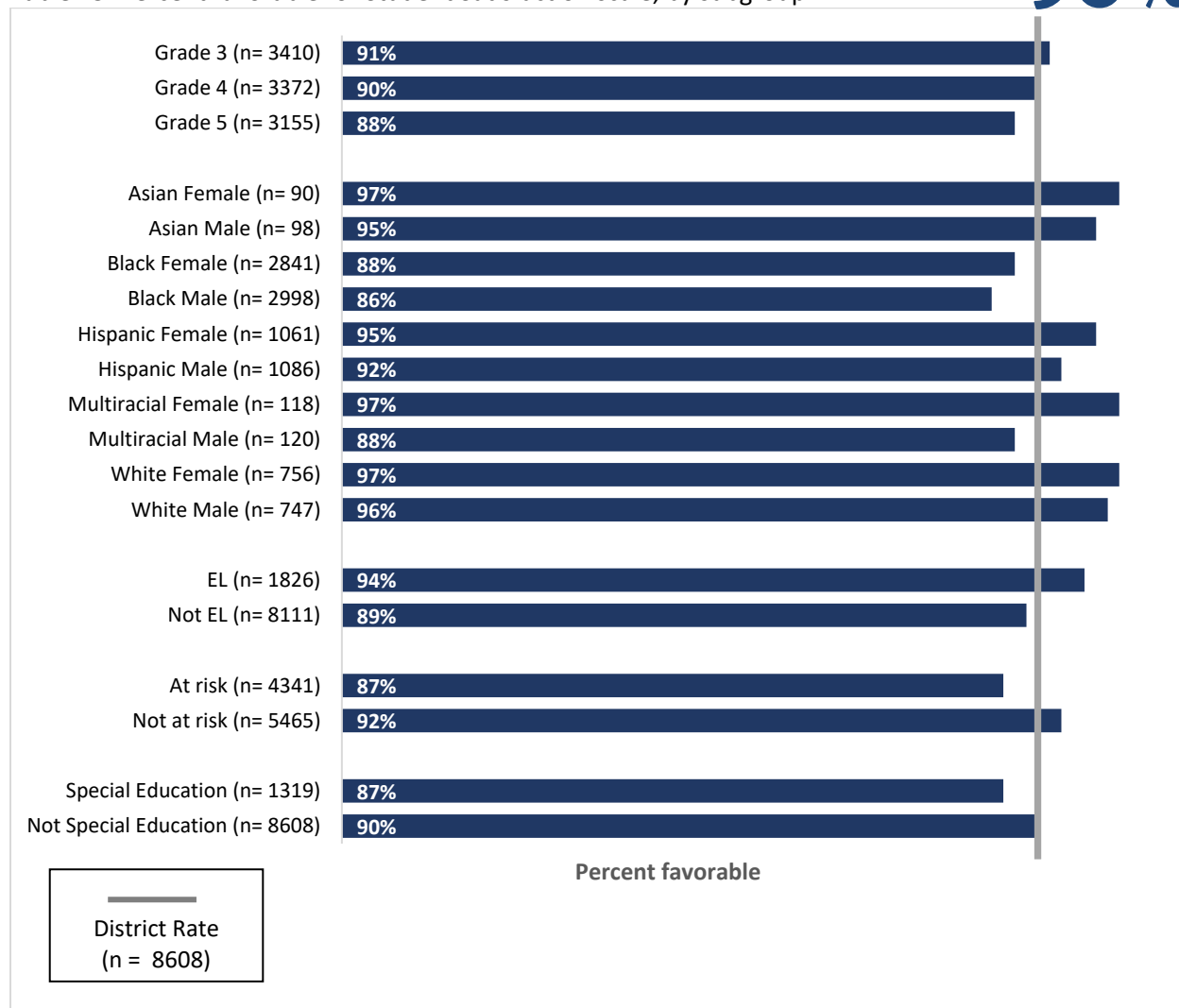


Student Satisfaction

Questions in this category ask how much students are satisfied with their school experience. Overall, student satisfaction was high, with 90% of students in grades 3-5 reported feeling satisfied with their school. Asian, Multiracial, and White females were the most satisfied while Black males, special education, and at risk students were the least satisfied.

Table 15. Percent favorable for Student Satisfaction scale, by subgroup

90%



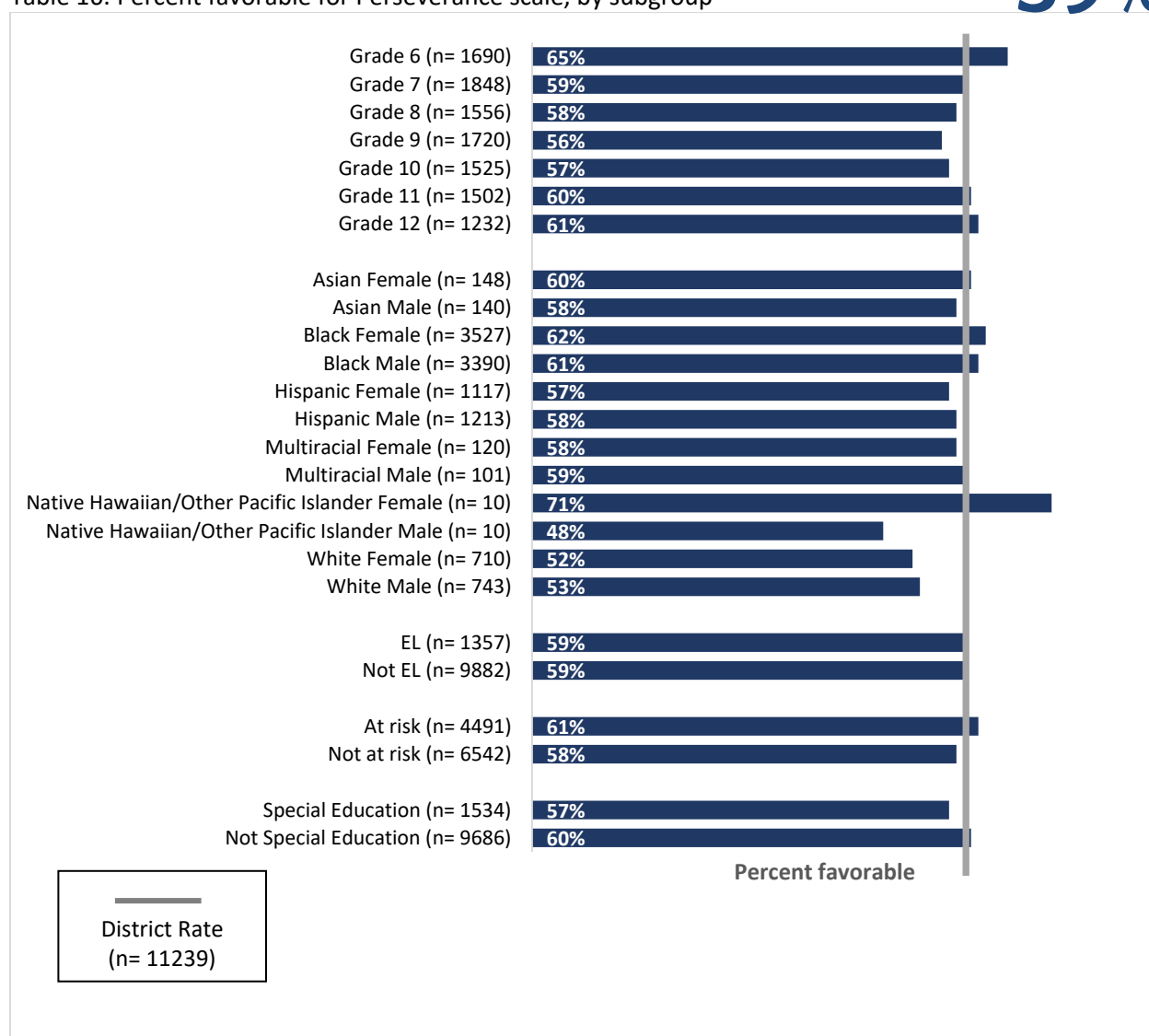
Results for grades 6-12

Perseverance

This category contained questions regarding a students’ perceptions of how well they are able to persevere through setbacks to achieve important long-term goals, as shown in Table 16. For students in grades 6-12, 59% of students answered favorably. Black females and 6th grade students were among the subgroups that answered most favorably to questions around perseverance. White females and males were among the group with least favorable responses on this group of questions.

Table 16. Percent favorable for Perseverance scale, by subgroup

59%

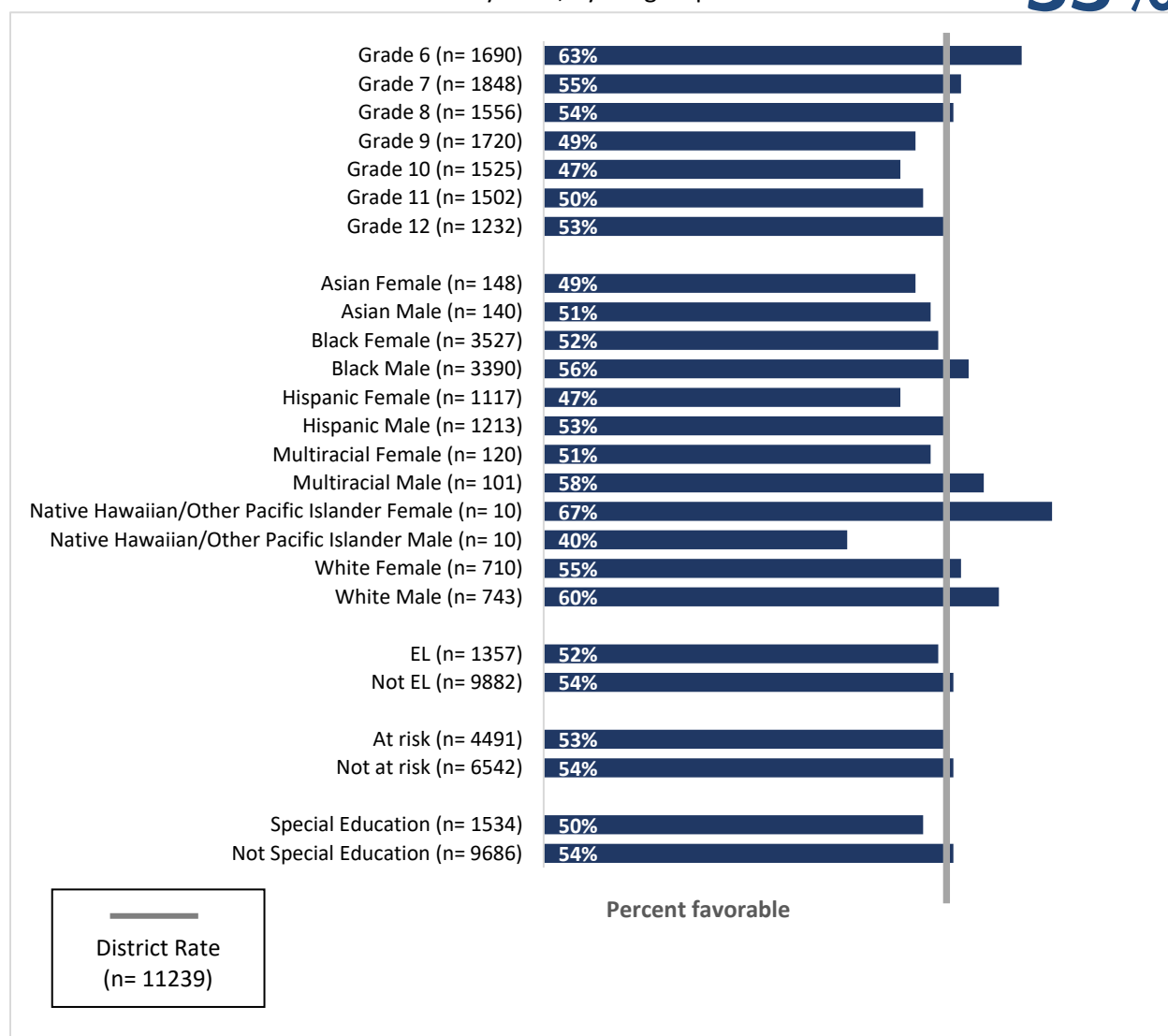


Self-Efficacy

Questions in this category asked students about how much they believe they can succeed in achieving academic outcomes. Overall, 53% of students in grades 6-12 answered favorably to questions around self-efficacy. White, Multiracial, and Black males were among the subgroups that responded most favorable to this group of questions, while Hispanic females and 10th grade students were among those who had the least favorable perspectives of their self-efficacy.

Table 17. Percent favorable for Self-Efficacy scale, by subgroup

53%

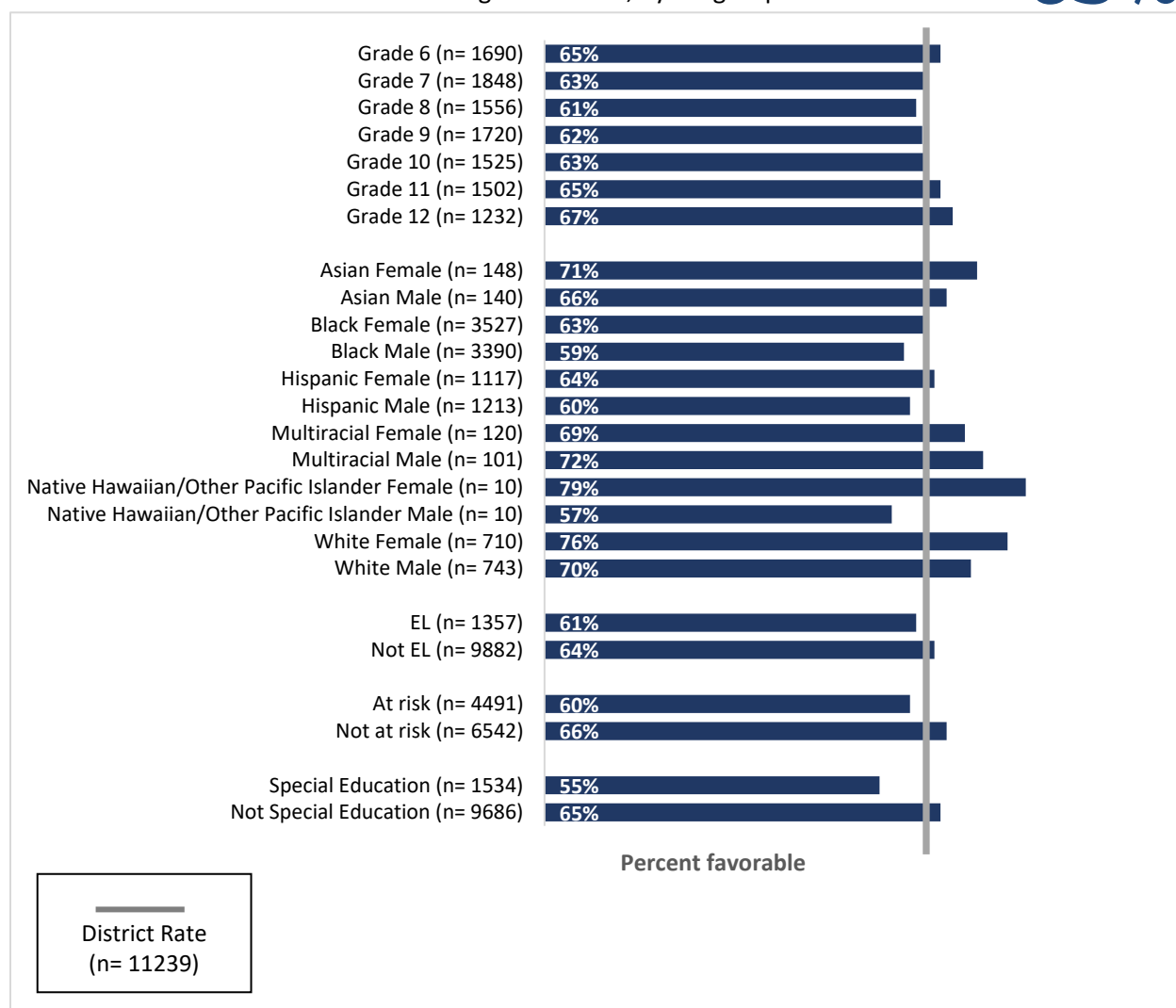


Self-Management

Questions in this category relate to how well students perceive they can manage their emotions, thoughts, and behaviors in different situations. Overall, 63% of students in grades 6-12 answered favorably to questions about self-management. As shown in Table 18, White females, Multiracial males, and Asian females had the most favorable perceptions of their self-management. In contrast, special education, at risk, and Hispanic male students had the least favorable perceptions on this scale.

63%

Table 18. Percent favorable for Self-Management scale, by subgroup

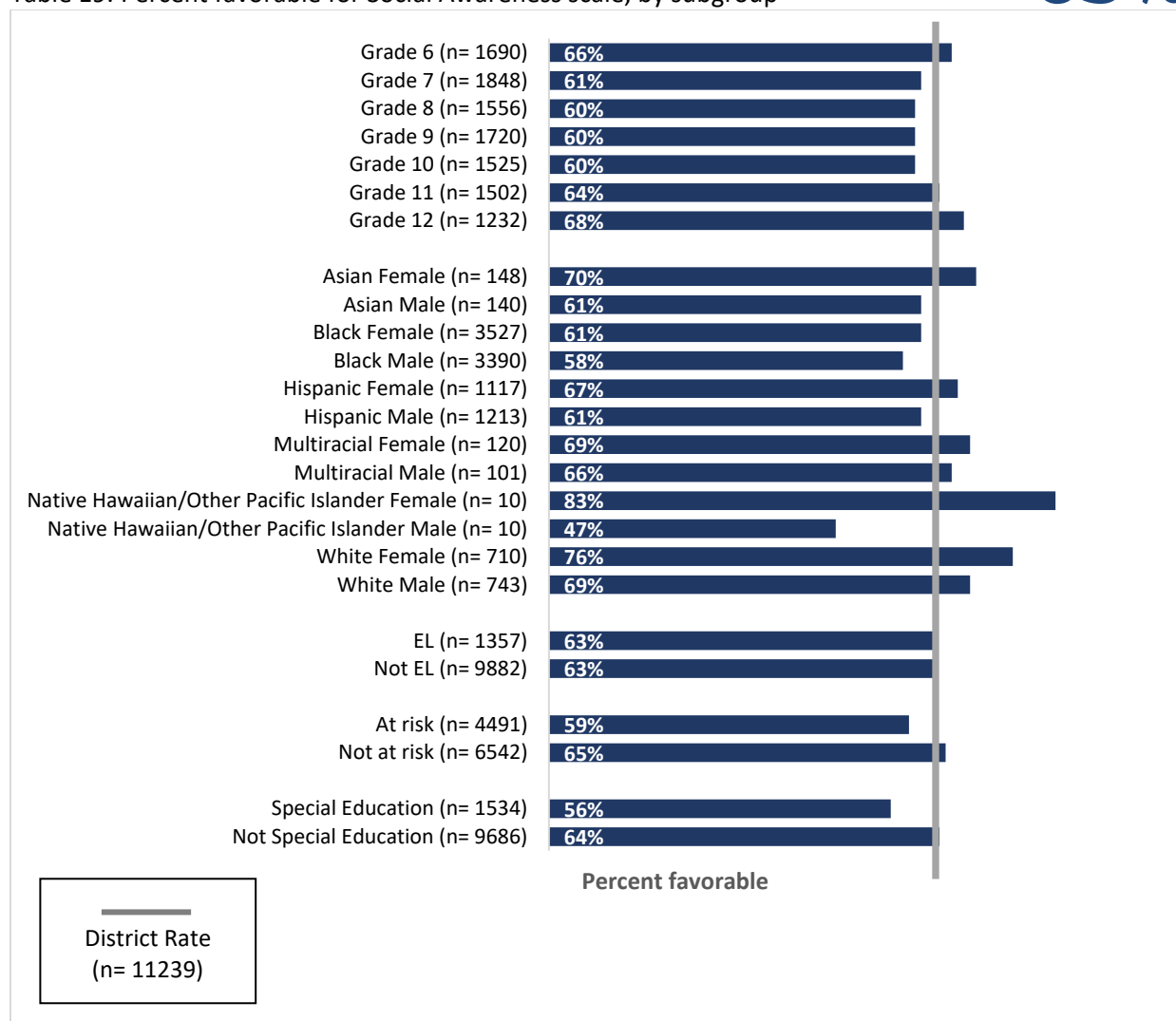


Social Awareness

The questions in this category relate to how students perceive how well they consider the perspectives of others and empathize with them. For students in grades 6-12, 63% responded favorably to questions around social awareness. Table 19 indicates that White female and Asian female students had the greatest perceptions of their social awareness. Special education students and at risk students had the least favorable responses to questions around social awareness.

63%

Table 19. Percent favorable for Social Awareness scale, by subgroup

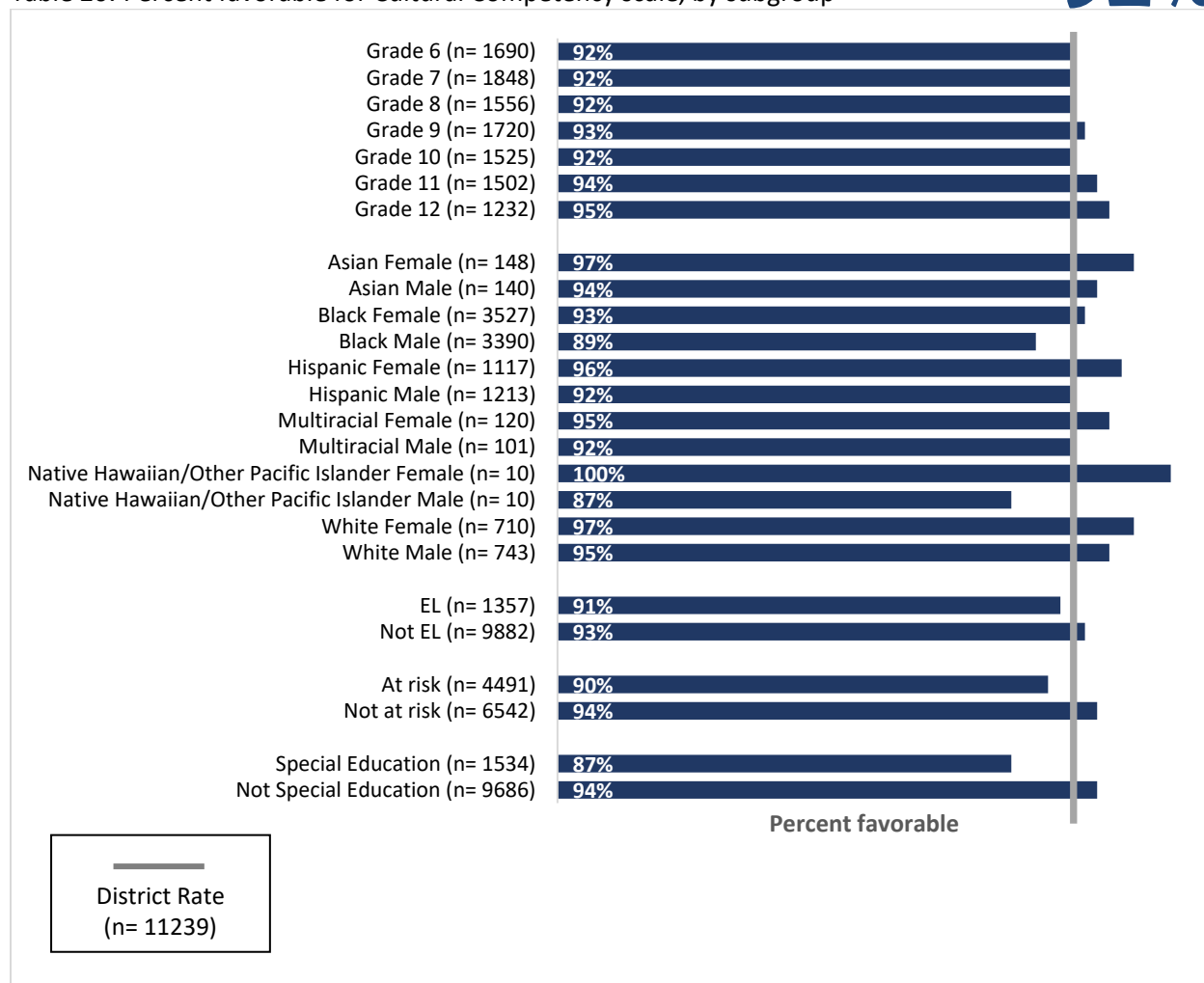


Cultural Competency

The questions in this category relate to how well students identify with their own and others' cultures. For students in grades 6-12, 92% responded favorably to questions around social awareness. Table 20 shows that White female and Asian female students had the greatest perceptions of their cultural competency. Special education and at-risk students had the least favorable responses to questions around cultural competency.

Table 20. Percent favorable for Cultural Competency scale, by subgroup

92%

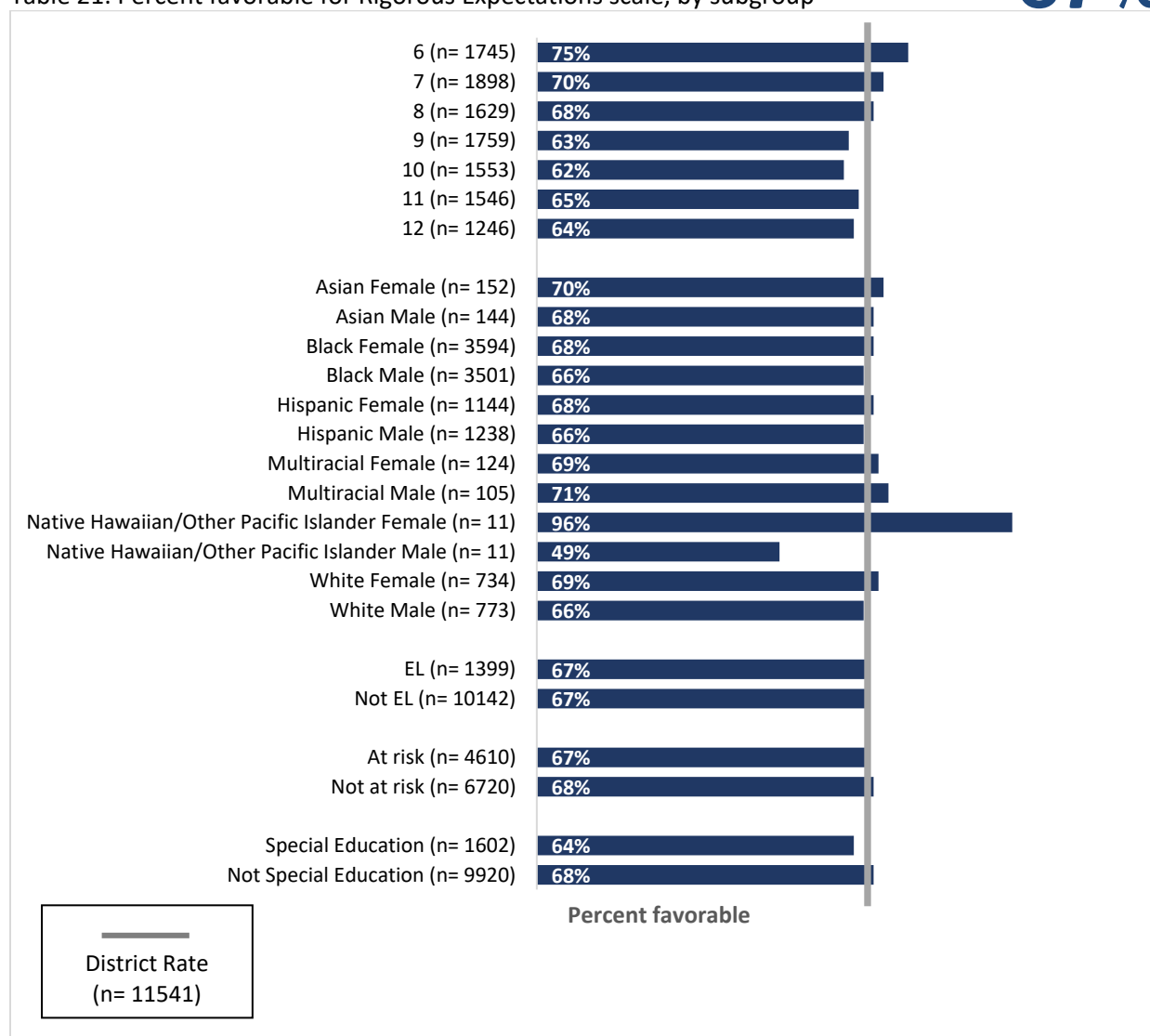


Rigorous Expectations

This category of questions asks how much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class. Overall, 67% of students in grades 6-12 responded favorably to questions around their teachers' rigorous expectations. Multiracial males and 6th grade students answered most favorably to these questions. Students in 9th and 10th grade students had the least favorable perceptions of their teachers' rigorous expectations.

67%

Table 21. Percent favorable for Rigorous Expectations scale, by subgroup

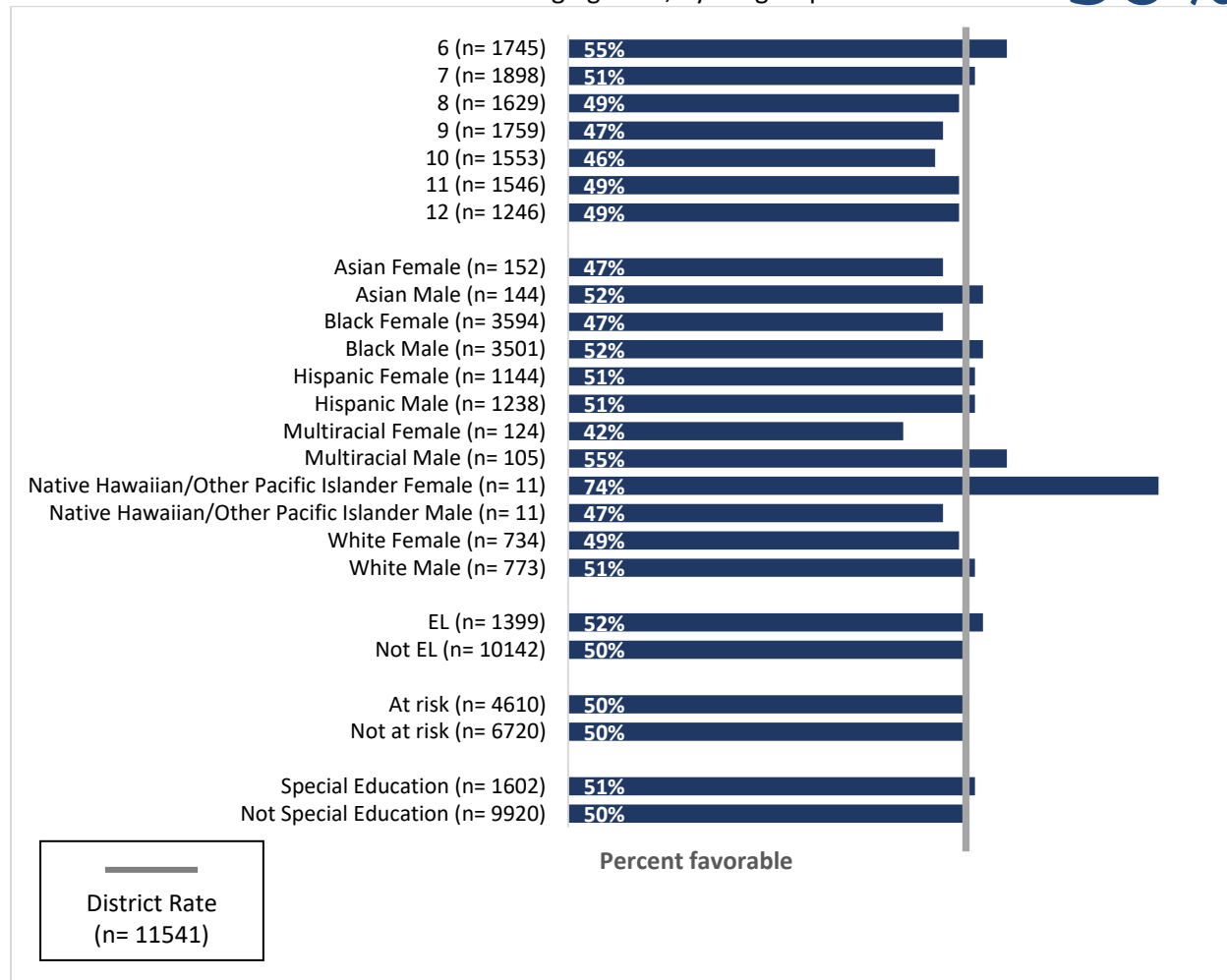


Sense of Belonging

This group of questions asks how much students feel that they are valued members of the school community. As Table 22 shows, 50% of students in the grades 6-12 overall responded positively to questions around sense of belonging. Multiracial males and 6th grade students answered most favorably to these questions. Multiracial females and 10th grade students perceived the least sense of belonging.

50%

Table 22. Percent favorable for Sense of Belonging scale, by subgroup

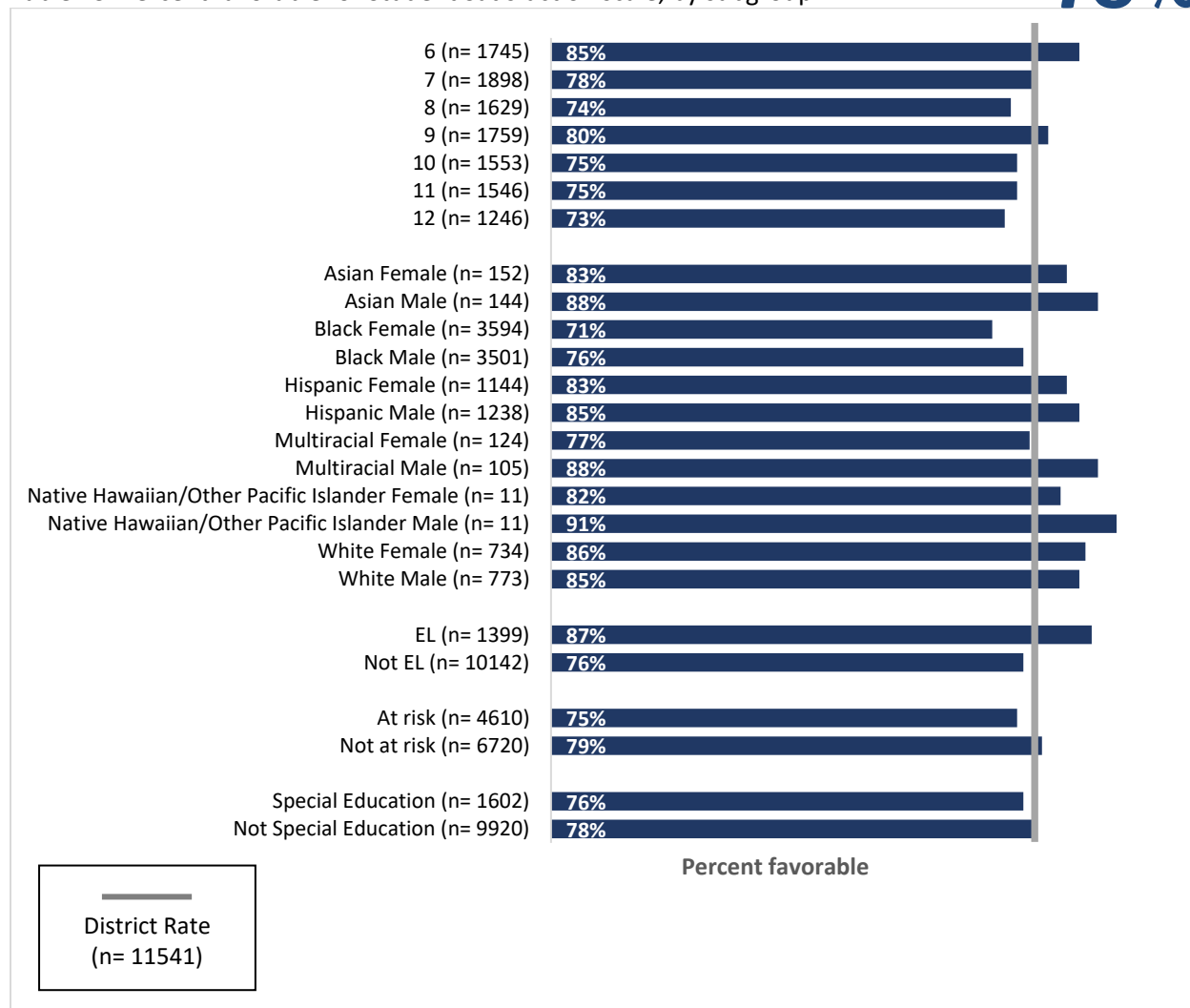


Student Satisfaction

Questions in this category ask how much students are satisfied with their school experience. Overall, student satisfaction was high, with 90% of students in grades 6-12 reported feeling satisfied with their school. Asian males and Multiracial males were among the most satisfied while Black females and 12th grade students were the least satisfied.

Table 23. Percent favorable for Student Satisfaction scale, by subgroup

78%



Loved, Challenged, and Prepared Index

According to the Capital Commitment 2017-2022 strategic plan, DCPS’s vision is that **every student feels loved, challenged and prepared to positively influence society and thrive in life**. In order to measure progress on this vision, DCPS partnered with Panorama Education and Mathematica Policy Research to construct the Loved, Challenged, and Prepared Index (LCPI) based on the Panorama survey. The Panorama survey topics that correspond to each component of the Loved, Challenged, and Prepared Index are presented in Table 24. The methodology for calculating the index can be found in Appendix A.

Table 24. Panorama topics used to construct the Loved, Challenged, and Prepared Index

Index	Panorama Topic	Sample item
Loved	Sense of belonging	How well do people at your school understand you as a person?
Challenged	Rigorous Expectations	When you feel like giving up, how likely is it that your teachers will make you keep trying?
Prepared	Perseverance	If you fail at an important goal, how likely are you to try again?
	Self-management	During the past 30 days how often did you remain calm, even when someone was bothering you or saying bad things?
	Self-efficacy	When complicated ideas are discussed in class, how sure are you that you can understand them?

Figure 1 below summarizes the District’s Loved, Challenged, and Prepared Index. Overall, 59% of students reported feeling loved, 79% reported feeling challenged, and 67% reported feeling prepared. 45% of students felt loved, challenged, and prepared. The following tables show each sub-index of the overall Loved, Challenged, and Prepared index by subgroup.

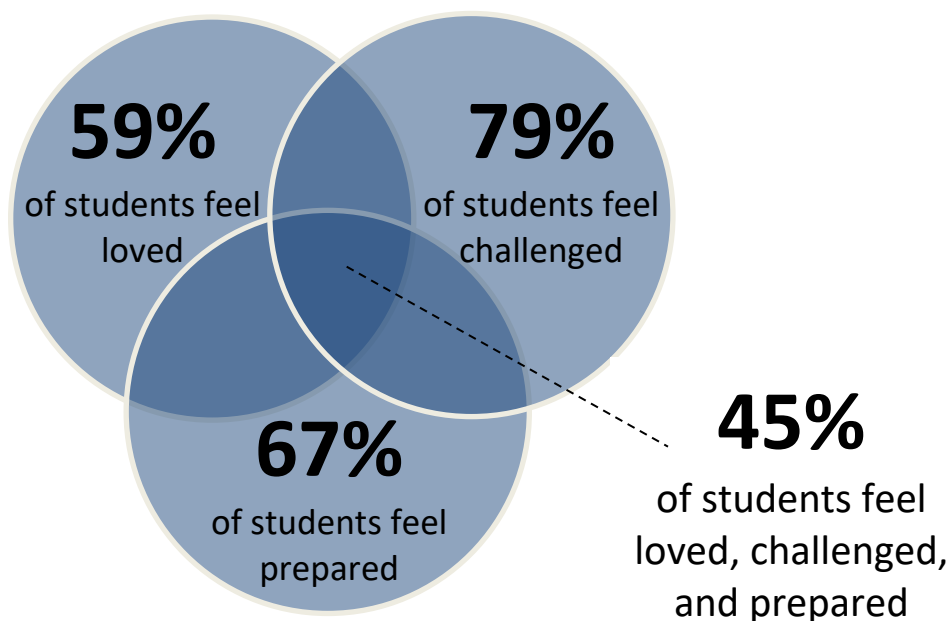


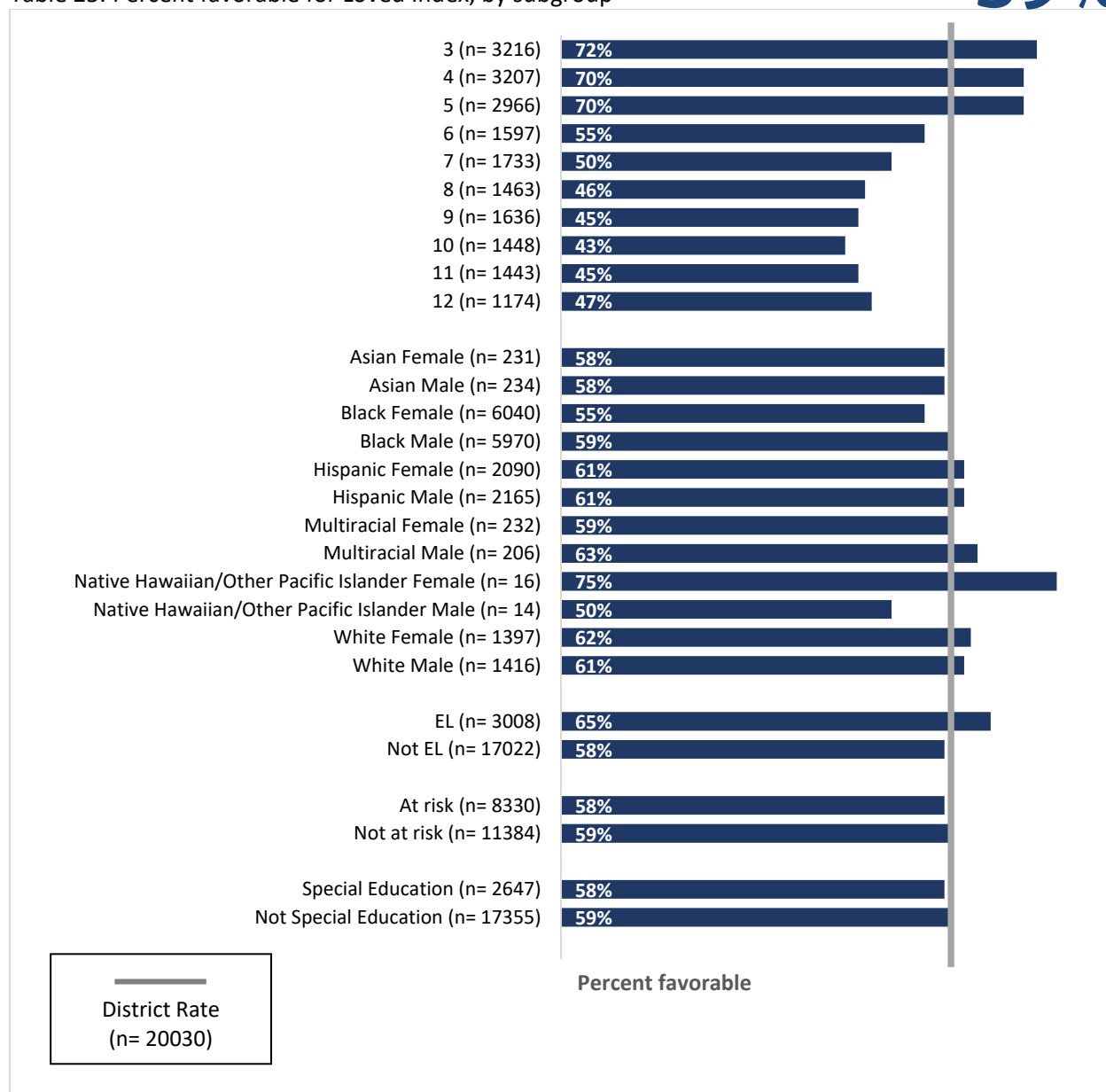
Figure 1. Percent of students who feel loved, challenged, and prepared

Loved Index

Questions in this category are derived from the “Sense of Belonging” scale from the Panorama Survey and calculated across all students in grades 3-12. Overall, 59% of students felt loved based on the questions in this category. English learners and third grade students were among the subgroups that reported most favorably to feeling loved. High school students, and 10th grade students in particular, responded least favorably to questions around feeling loved.

59%

Table 25. Percent favorable for Loved Index, by subgroup

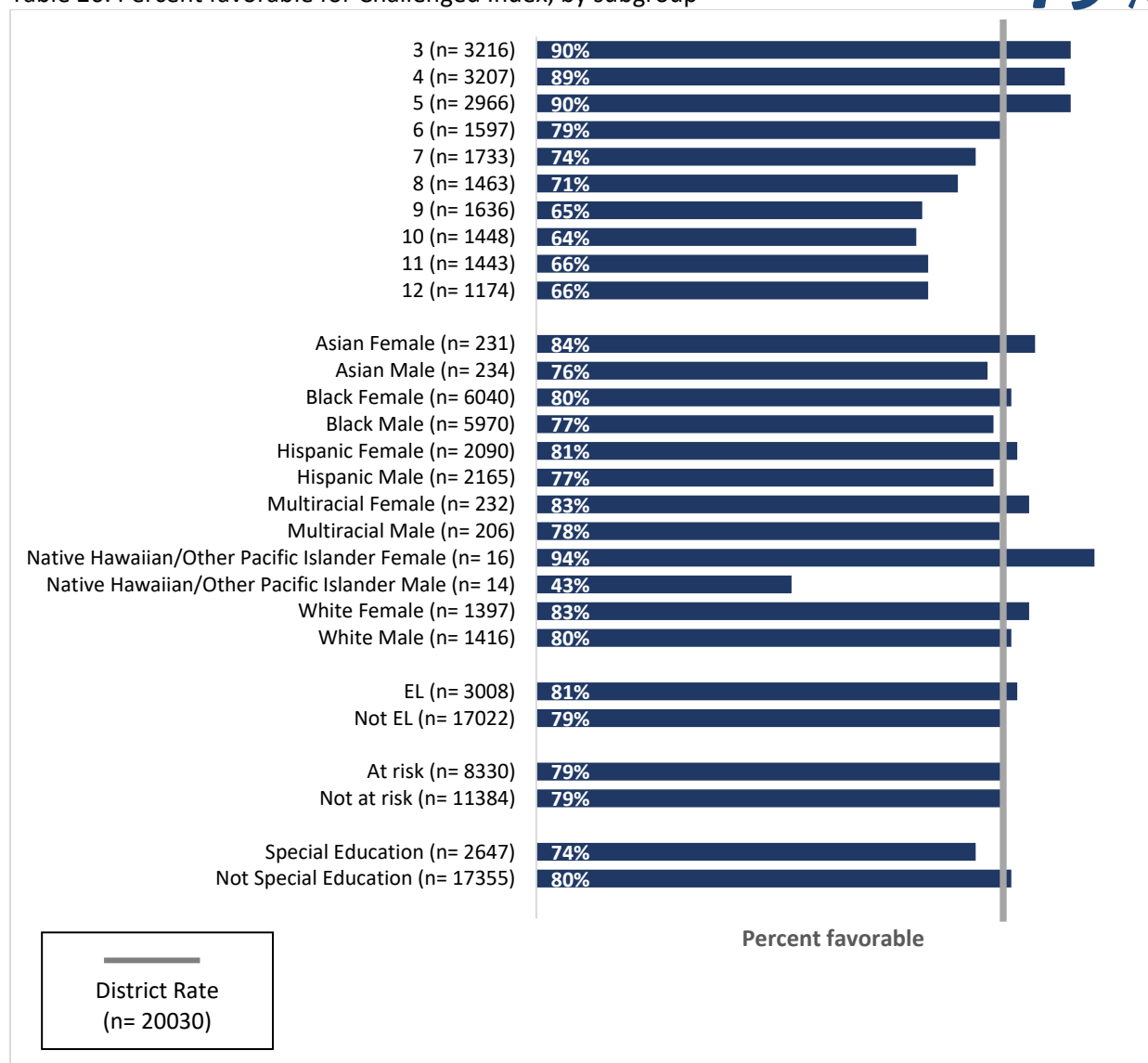


Challenged Index

Questions in this category are derived from the “Rigorous Expectations” scale from the Panorama Survey and calculated across all students in grades 3-12. Overall, 79% of students felt challenged based on the questions in this category. Asian female and White female were among the subgroups that responded most favorably to feeling challenged. Special education and high school students reported feeling least challenged among other subgroups.

Table 26. Percent favorable for Challenged Index, by subgroup

79%

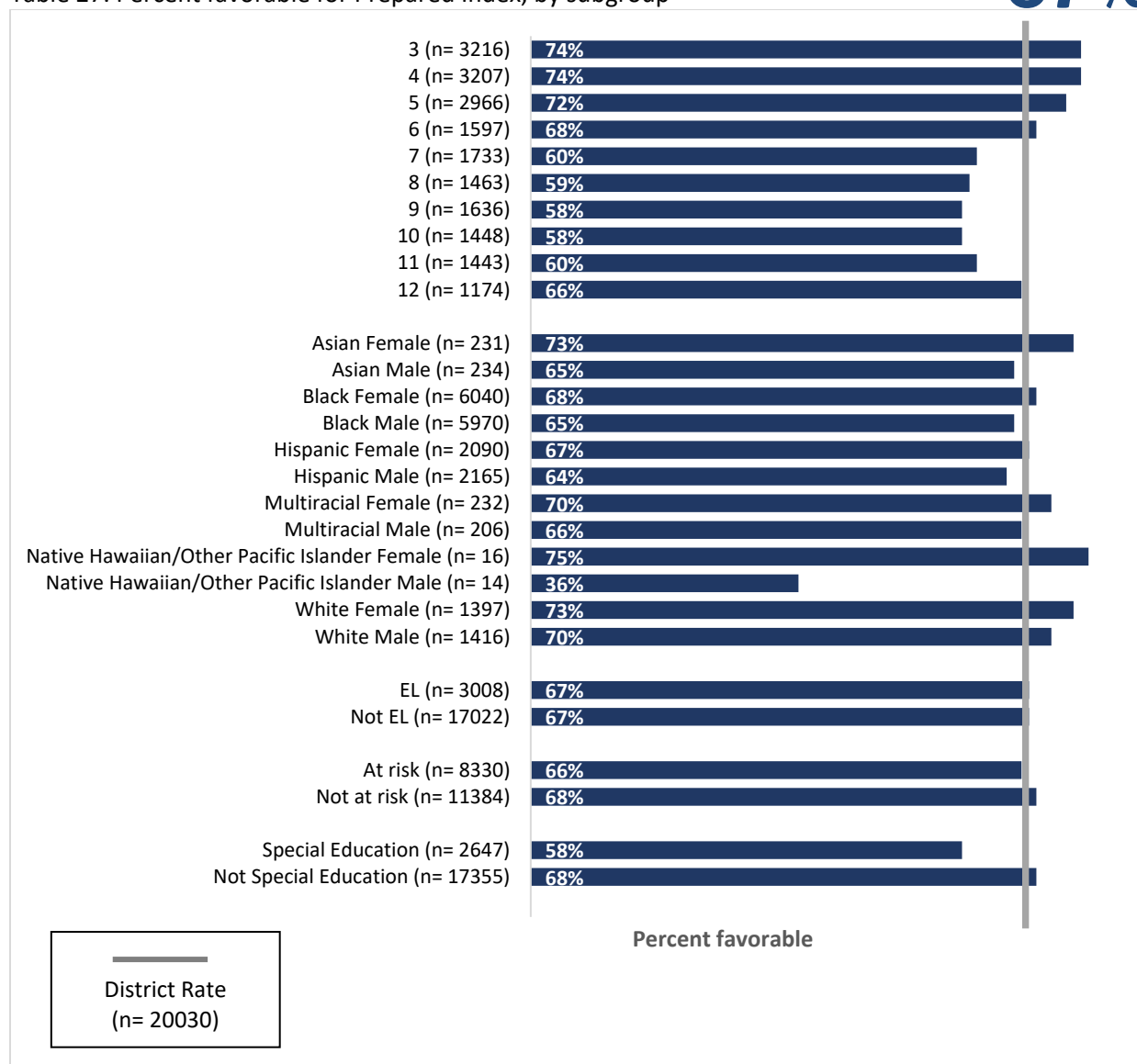


Prepared Index

Questions in this category are derived from the “Perseverance”, “Self-Management” and “Self-Efficacy” scales from the Panorama Survey and calculated across all students in grades 3-12. Overall, 67% of students felt prepared based on the questions in this category. Asian females and White females responded most favorably to feeling prepared. Special education, 9th, and 10th grade students reported least favorably to feeling prepared.

Table 27. Percent favorable for Prepared Index, by subgroup

67%



Teacher and Staff Survey Results

Surveys were administered to teachers and non-teaching school-based staff. This section presents overall results for teachers and other staff. Questions on the teacher survey asked about their perceptions of their students and teachers’ school experiences. The survey for non-teaching school-based staff only asked question on staff engagement. This section only shows overall results by scale; full by-question results are available in Appendix B.

Overall, 96% of teachers answered favorably on questions around their rigorous expectations for their students, while only 44% responded favorably to their professional learning about SEL. Staff engagement was 69% favorable for teachers (Table 28) and 73% favorable for other staff (Table 29).

Table 28. Percent favorable for scales in Teacher Survey

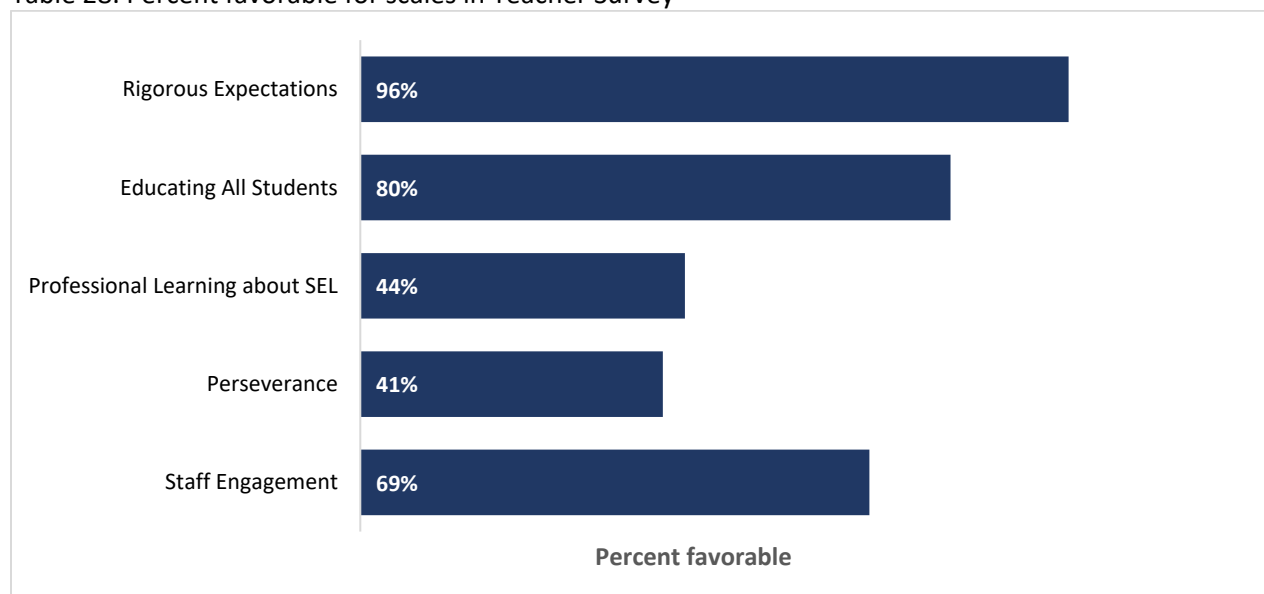
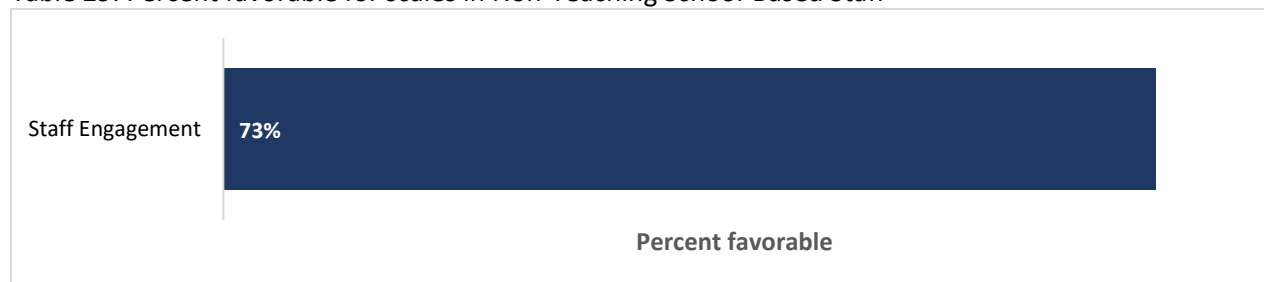


Table 29. Percent favorable for scales in Non-Teaching School-Based Staff

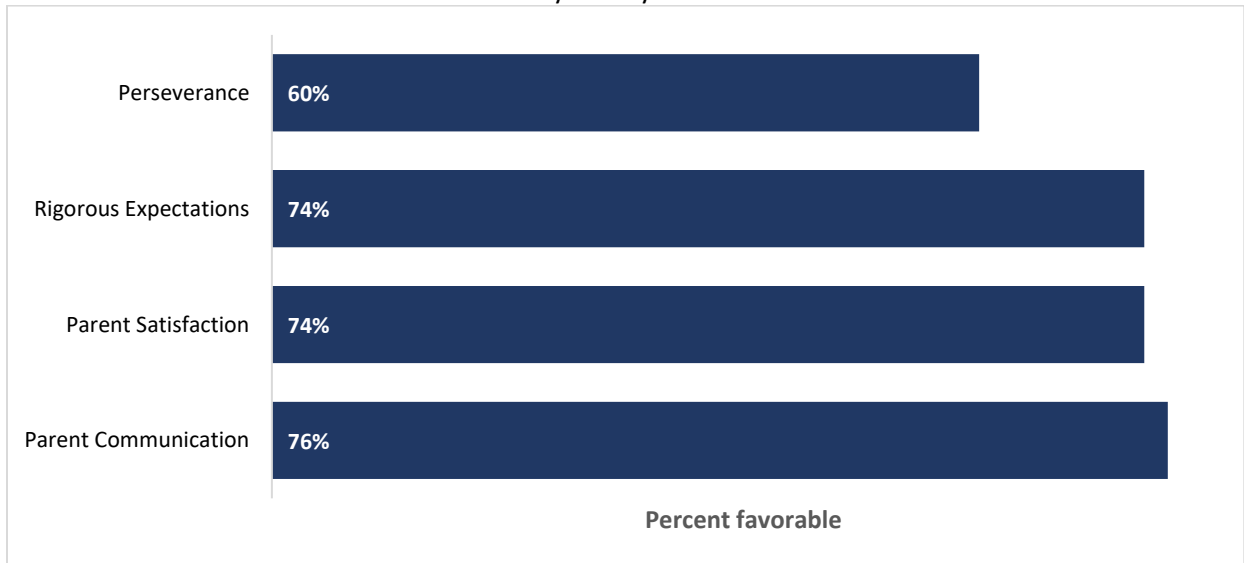


Family Survey Results

A survey was administered to families of students in grades K-12. Families were asked questions about their child, the child’s teachers, and experience with the school and district overall. This section only shows overall results by scale; full by-question results are available in Appendix B.

Overall, 76% of parents answered favorably to questions about the school and district’s communication with parents. Table 30 shows that 60% of families responded favorably to their children’s perseverance.

Table 30. Percent favorable for scales in Family Survey



Appendix A: Survey Methodology

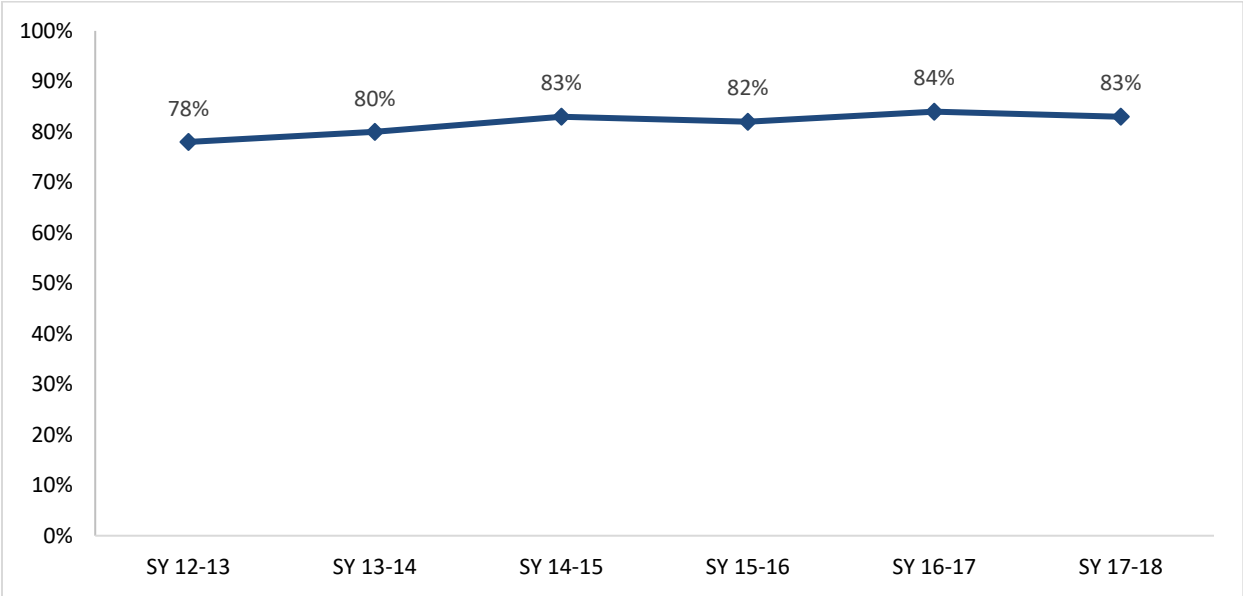
Survey Design

The 2018 survey instrument contained questions that aligned with the District’s new Capital Commitment 2017-2022 strategic plan, which has identified social emotional learning (SEL) as a strategic priority for the next five years. While the survey was previously called the Stakeholder Survey, the current Panorama Survey consists of all new content except for the student satisfaction index, which has been measured for the past five years. The Panorama Survey was designed with input from across DCPS including the Office of Equity and Office of Family and Public Engagement. Existing scales from Panorama’s bank of questions were selected and custom questions were modified or created to measure social and emotional learning, staff engagement, and family engagement across the district. The family survey in particular was new in recent years, as the last family survey administered was in SY 13-14.

Previous Results

DCPS administered student surveys in 2018 that were different from those administered in prior years, but still contained the same eight student satisfaction questions. Table 31 below shows the results of the Student Satisfaction Index across six years of data.

Table 31. Longitudinal Trends for the Student Satisfaction Index



Administration and Data Collection

The survey administration window ran from **March 5 - April 6, 2018**. DCPS collaborated with an external contractor, Panorama Education, to administer surveys to all stakeholder groups. Schools had the choice of online or paper surveys for students (paper surveys were provided but schools could elect to take the survey online) and surveys for staff were offered online only. Family surveys were emailed if the family had an email on file or were otherwise direct mailed to families’ homes. ODS made an effort to engage schools early on in the process so that schools were clear on the purpose of the survey and followed up with schools throughout the process to support them in meeting the deadline. Student and

staff surveys were administered during the school day. The paper results were returned to Panorama for scanning. Data from all surveys was then given to ODS for analysis.

All students enrolled in a DCPS school in grades 3 and higher as of January 10, 2018 were eligible to complete the survey. Prior to administering the survey, schools also distributed parental passive consent forms so that families could opt out a student from taking the survey if they wished. Schools submitted to ODS a list of students who were ineligible to take the survey, meaning students either returned a signed consent form, were no longer attending the school by the date surveys were administered, or could not complete the survey due to cognitive disabilities. ODS removed the ineligible students from a school's population count and created an "adjusted population" for each school and the district so that these ineligible students did not count against a school's response rate. ODS also removed staff members who were no longer working at the school or who were on extended leave. The original staff lists came from DCPS' Office of Talent and Culture.

Analysis

Surveys were counted as a response as long as the respondent answered at least one question. To count towards a scale, the respondent must have answered at least two questions in the scale. Percent favorable was calculated as the proportion of respondents that selected the top two answer choices for a scale. This calculation applied to all scales except the Student Satisfaction Index and the Loved, Challenged, and Prepared Index, which had different calculations.

The Student Satisfaction Index was calculated by taking an average score for all of the items in the scale. Each student was then assigned a value for the scale ranging from 1 to 4, with 4 being the most satisfied with those items. The Student Satisfaction Index represents the percent of students whose score was on the positive end of the scale (i.e., above 2.5). Students received a score on the scale if they answered at least two of the questions in that factor.

The Loved, Challenged, and Prepared Index was calculated using the following rules:

- Individual Loved, Challenged, and Prepared indices were created from responses on Panorama survey topics.
- A student must have had valid responses for all three individual indices. A student was considered to have a valid response if he/she answered **at least two questions** in the respective index.
- The responses were averaged and students were coded favorably as loved, challenged, or prepared if their scores were **greater than 3.5** (out of a 5 point scale). An example response category ranged from not sure at all, slightly sure, somewhat sure, quite sure, to extremely sure.
- A student was considered favorable in the overall LCPI if they were coded favorably in each of the individual indices.

Survey Validation

Because the Panorama survey instruments consisted of new questions and scales, a series of validation analyses were conducted. Reliability statistics for each scale in the student survey are found in Table 32. Confirmatory factor analyses were conducted for the student surveys and indicated that the questions fit the respective scales well since they met standard criteria for good model fit (Table 33). The statistics below represent those for the overall survey, but supplementary analyses on each grade level survey (i.e. grades 3-5 survey and grades 6-12 survey) also indicated good internal reliability and model fit. The student survey also met statistical criteria for discriminant validity, as all correlations among the scales were less than 0.85. Overall, the analyses confirmed the validity of the survey items scales in the student survey.

Table 32. Reliability for Each Scale in Student Survey

Scale	Reliability
Perseverance	$\alpha = .76$
Self-Efficacy	$\alpha = .84$
Self-Management	$\alpha = .73$
Social-Awareness	$\alpha = .83$
Cultural Competency	$\alpha = .71$
Rigorous Expectations	$\alpha = .83$
Sense of Belonging	$\alpha = .78$
Student Satisfaction	$\alpha = .84$

Table 33. Confirmatory Factor Analysis Model Fit Indices*

Criteria	Value
RMSEA	0.04
CFI	0.91
TLI	0.90

*all standardized factor loadings >0.40

Appendix B: Question-level Survey Results