



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

DCPS 2019 Panorama Survey Results

Prepared by the Office of Data Systems & Strategy

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SY18-19 Highlights

DCPS Panorama Survey

DCPS administered the Panorama Survey to students in grades 3-12, staff, and families in the spring of 2019. The survey includes questions around social and emotional learning, school satisfaction, and staff and family engagement. The survey measures progress on the district's vision that every student will feel loved, challenged and prepared to positively influence society and thrive in life.



95%

of **teachers** feel they hold their students to rigorous expectations

74%

of **other school-based staff** are engaged with their teams

88%

of **families** are satisfied with their child's school

83%

of **students overall** are satisfied with their school



Greatest Strengths

86%

of students in **grades 3-5** feel they are held to rigorous expectations

70%

of students in **grades 6-12** feel they are held to rigorous expectations

Greatest Opportunities for Growth

66%

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

50%

of students in **grades 6-12** feel a sense of belonging at their schools

Introduction

In the spring of 2019, DC Public Schools (DCPS) partnered with Panorama Education to administer the second annual 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.

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.

Key Student Survey Findings

- 1. Overall, the results were consistent with the 2018 Panorama survey across most scales.** From the first to second administration of the Panorama survey, the overall favorable percentage on the SEL competencies and supports scales increased by an average of 0.71 percentage points for grades 3-5 and an average of 0.29 percentage points for grades 6-12. The overall Loved, Challenged, and Prepared Index score for grades 3-12 stayed at 43 percent from 2018 to 2019, while the overall score for grades 3-12 on the Student Satisfaction Index remained at 83 percent.
- 2. Overall, students rated their sense of belonging comparatively lower than other scales for SEL Supports and Environments.** Students responded favorably to questions in this group at overall rates of 72 percent (grades 3-5) and 50 percent (grades 6-12). The difference between higher-scoring and lower-scoring subgroups was also smaller here than on most scales, particularly in grades 6-12, where the highest response was 52 percent favorable (from students scoring proficient in the math Partnership for Assessment of Readiness for College and Careers (PARCC) exam and the lowest was 47 percent (from students in the lowest attendance band). Notably, English Learners (EL) and Hispanic students in both grade bands responded favorably at above-average rates.
- 3. Behaviors in school, attendance, and academic outcomes were consistently associated with responses on SEL scales.** On almost every scale in both the SEL Competencies and SEL Supports and Environments categories, students with low attendance and students with one or more suspensions had among the least favorable responses, while students with high attendance and students scoring proficient on PARCC in math or English Language Arts (ELA) had among the most favorable.
- 4. Although favorability on the Student Satisfaction Index (SSI) was high overall, Black and at-risk² students were less satisfied with their schools than their White, Asian, and not at-risk peers.** Among students in grades 3-5, 97 percent of responses on SSI questions from Asian students and 95 percent of responses from White students were favorable, on average, compared to 87 percent of responses from Black students. Among students in grades 6-12, at-risk students responded favorably to SSI questions at a rate of 74 percent and Black students at a rate of 73 percent, while students not at-risk responded favorably at a rate of 80 percent and White students at a rate of 86 percent.
- 5. Students in special education had less favorable answers than those not in special education on almost every scale.** Students in special education had less favorable perceptions of their own social awareness, self-efficacy, perseverance, and particularly self-management: Special Education students in grades 3-5 responded favorably to questions on the self-management scale at a rate of 56 percent, compared to 68 percent from their peers not in special education.

² Students designated as “at-risk” are those who are identified as one or more of the following: homeless; in foster care; eligible for the Temporary Assistance for Needy Families (TANF) program or Supplemental Nutrition Assistance Program (SNAP); or overage (applies to high school students at least one year older than the expected age for their grade).

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 3-5 and grades 6-12 took slightly different versions of the survey; differences reflect age-appropriate wording and questions. Appendix A contains more details about the survey design, administration, and analysis methodology.

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 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	Teachers' perceptions of how well their students can persevere through setbacks to achieve important long-term goals.
Rigorous expectations*	Teachers' perceptions of how much they hold students to high expectations around effort, understanding, persistence, and performance in class.
Professional learning about SEL	Teachers' perceptions of the amount and quality of professional growth and learning opportunities available to faculty related to social emotional learning.
Educating all students*	Teachers' perceptions of their readiness to address issues of diversity in the classroom.
Staff engagement*	Teachers' and staff's 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 with students in grades K-12. 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")	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

Survey Administration

The survey administration window ran from **March 4 – March 22, 2019**, for students and staff and from **March 4 – March 29, 2019**, for families. 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 paper surveys through their child's school.

Response Rates

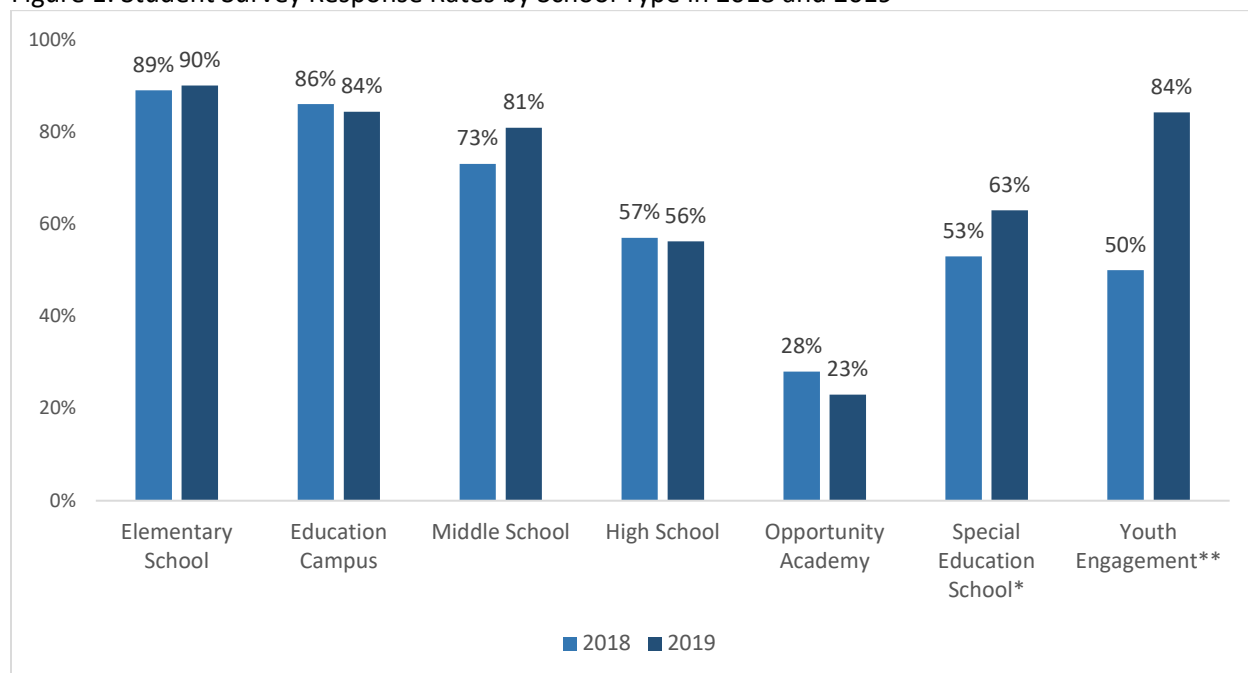
Response rates in 2019 are shown in Table 5. The percentage of student, teacher, and family responses increased from 2018, with the greatest percentage point increase on the teacher survey (from 59 percent in 2018 to 72 percent in 2019). On the student survey, elementary schools had the highest response rate at 90 percent, as shown in Figure 1, while Opportunity Academies had the lowest response rate at 23 percent. There were 6,509 families who responded to the family survey, approximately 15 percent of K-12 families across the district. See Appendix A for more details on the calculation of response rates.

The family survey asked optional questions about respondents’ race and other demographic information. Notably, the group of responding parents included a higher percentage of White parents (36 percent) and lower percentage of Black parents (40 percent) than the district’s student population overall. The distribution of race among responding parents and among responding students is shown in Table 6.

Table 5. Panorama Survey Response Rates in 2018 and 2019

Stakeholder Group	2018 Response Rate	2019 Response Rate	Change from 2018 to 2019 (percentage points)
Students	72%	75%	+3
Teachers and School Staff	59%	72%	+13
Families	12%	15%	+3

Figure 1. Student Survey Response Rates by School Type in 2018 and 2019



* Includes only River Terrace Education Campus

**Includes Inspiring Youth Program, Youth Services Center in 2018 and 2019 and CHOICE Academy in 2018 only

Table 6. Distribution of Race Among Responding Families and Responding Students in 2019

Race	Percent of Family Responses	Percent of Student Responses
American Indian/Alaska Native	--	<1%
Asian	3%	2%
Black	40%	60%
Hispanic	11%	21%
Multiracial	6%	2%
Native Hawaiian/Other Pacific Islander	<1%	<1%
White	36%	14%
Other	4%	--

Loved, Challenged, and Prepared Index Results

According to the Capital Commitment 2017-2022 strategic plan, DCPS’ 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 following section summarizes the results of the Loved, Challenged, and Prepared Index, calculated based on scales within the SEL competencies and SEL supports sections of the survey. For example, scores on the Loved Index are calculated based on the percent of students who responded favorably, on average, to questions about feeling a sense of belonging at their schools. The Panorama survey topics that correspond to each component of the Loved, Challenged, and Prepared Index are presented in Table 7. The index reflects responses from all grades in which students take the survey, grades 3-12. The methodology for calculating the index can be found in Appendix A.

Table 7. Panorama topics used to construct the Loved, Challenged, and Prepared Index

Scale	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 import 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 2 below summarizes the District’s Loved, Challenged, and Prepared Index. Overall, 58 percent of students in grades 3-12 reported feeling loved, 81 percent reported feeling challenged, and 67 percent reported feeling prepared. 45 percent of students felt loved, challenged, and prepared.

Figure 3 below summarizes changes in each category of the index from the 2018 to 2019 student surveys. The percent of favorable responses in all three categories showed very little change from 2018 to 2019.

Figure 2. Loved, Challenged, and Prepared Index results (Grades 3-12 students)

2019 Panorama Student Survey Results

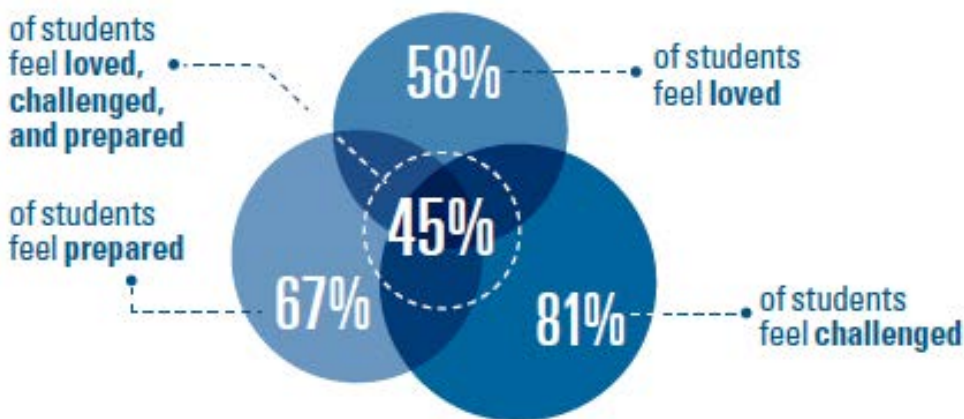
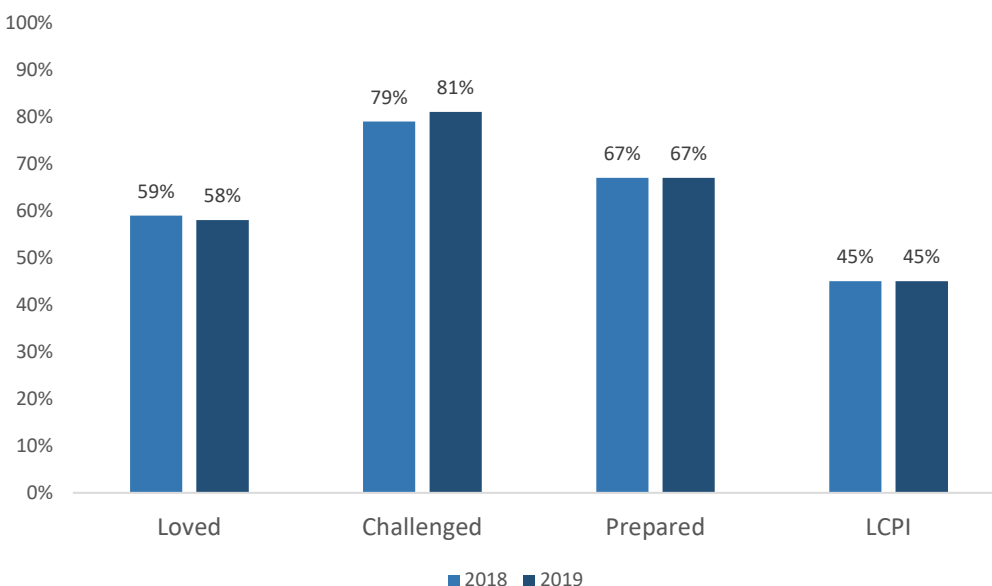


Figure 3. Percent favorable for LCP Index in 2018 and 2019 (Grades 3-12)



The following figures show results and change since 2018 for different subgroups, divided by subgroups that are demographic (race, gender, at-risk status, special education status, and EL status) and subgroups that are behavioral and academic (proficiency in math and reading according to PARCC, suspensions, and attendance bands). While most subgroups show little or no change on the LCP Index since 2018, favorable responses from students with 90-95 percent attendance increased by 11 percentage points, while favorable responses from students with 80 percent and below attendance decreased by 6 percentage points.

Figure 4. Percent favorable for LCP Index by demographic subgroups (Grades 3-12)

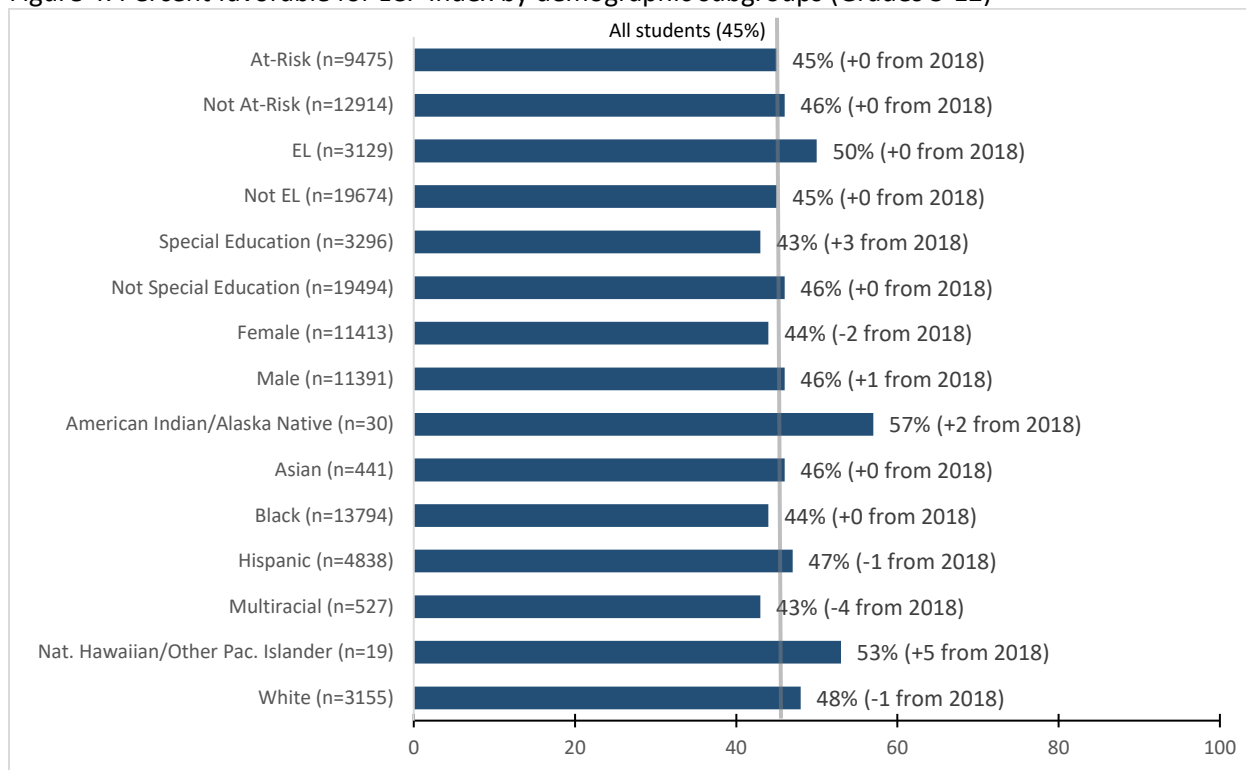
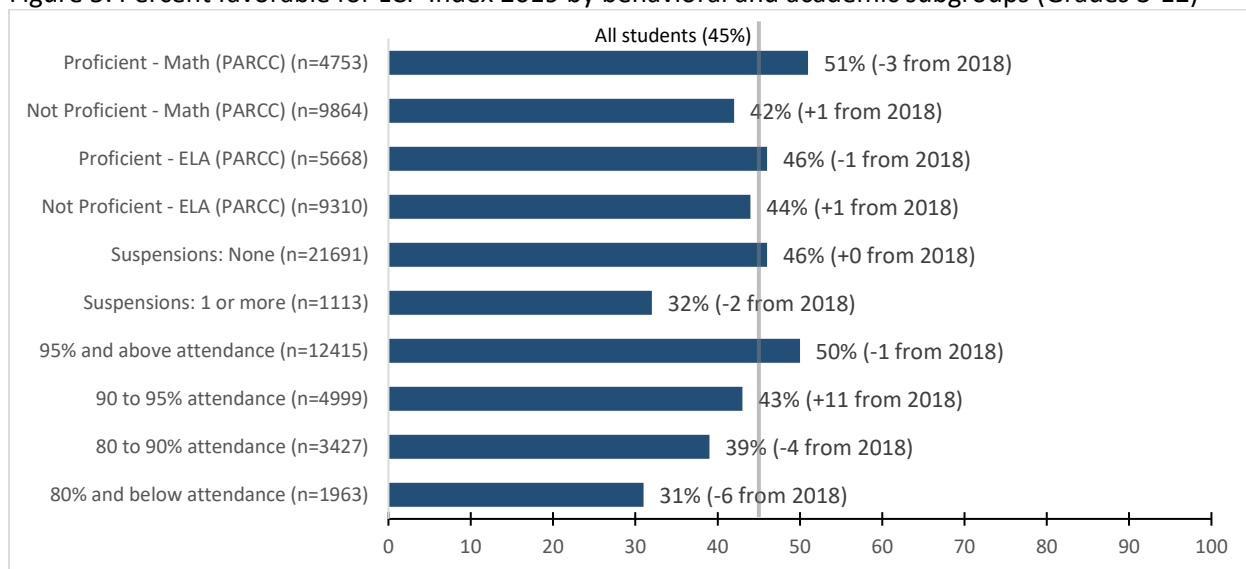


Figure 5. Percent favorable for LCP Index 2019 by behavioral and academic subgroups (Grades 3-12)



Loved

Questions in the “Loved” category are derived from the “Sense of Belonging” scale from the Panorama Survey and calculated across all students in grades 3-12. Overall, 58 percent of respondents had favorable responses on questions comprising the Loved scale in 2019, compared to 59 percent in 2018.

Figures 6 and 7 show responses by subgroup. Among behavioral and academic subgroups (Figure 7), students in the lowest attendance band and students with suspensions reported feeling the least loved, based on responses to questions about their sense of belonging. Students scoring proficient on PARCC exams in math and ELA and students in the highest attendance band had the most favorable responses on the Loved Index.

Figure 6. Percent favorable for Loved Index 2019 by demographic subgroups (Grades 3-12)

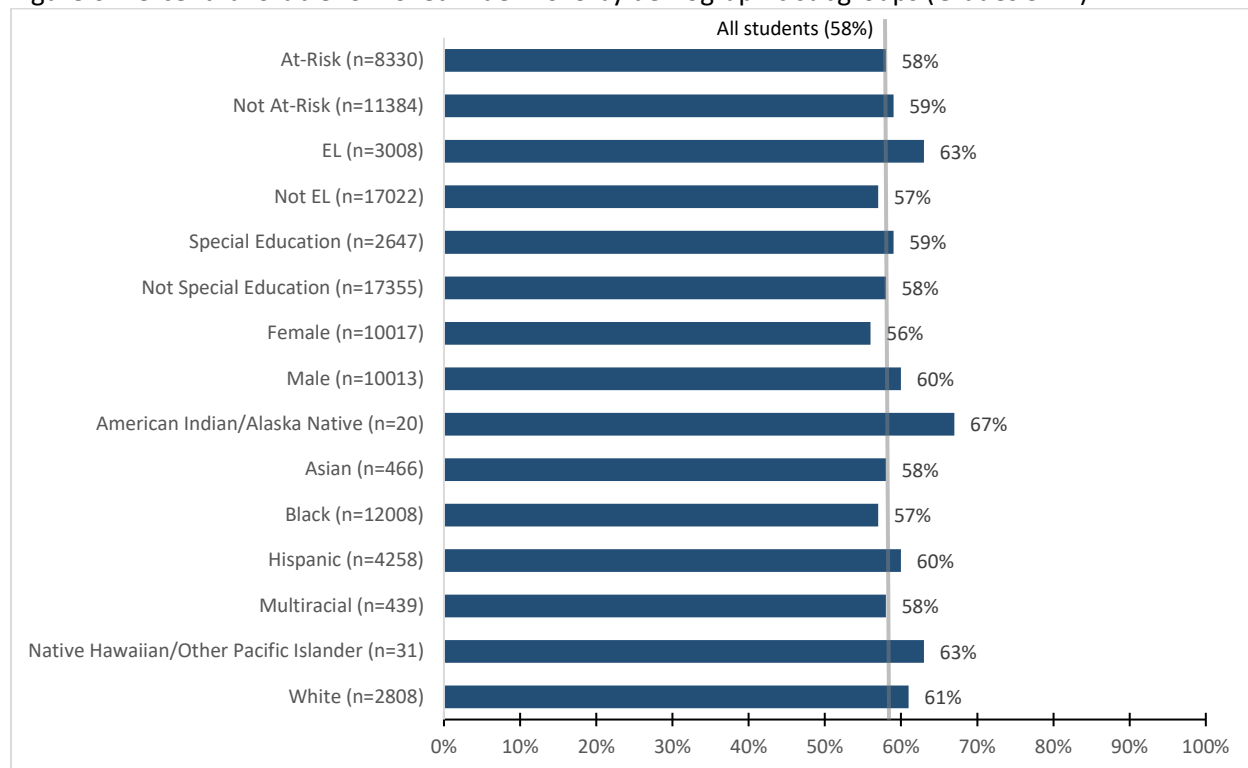
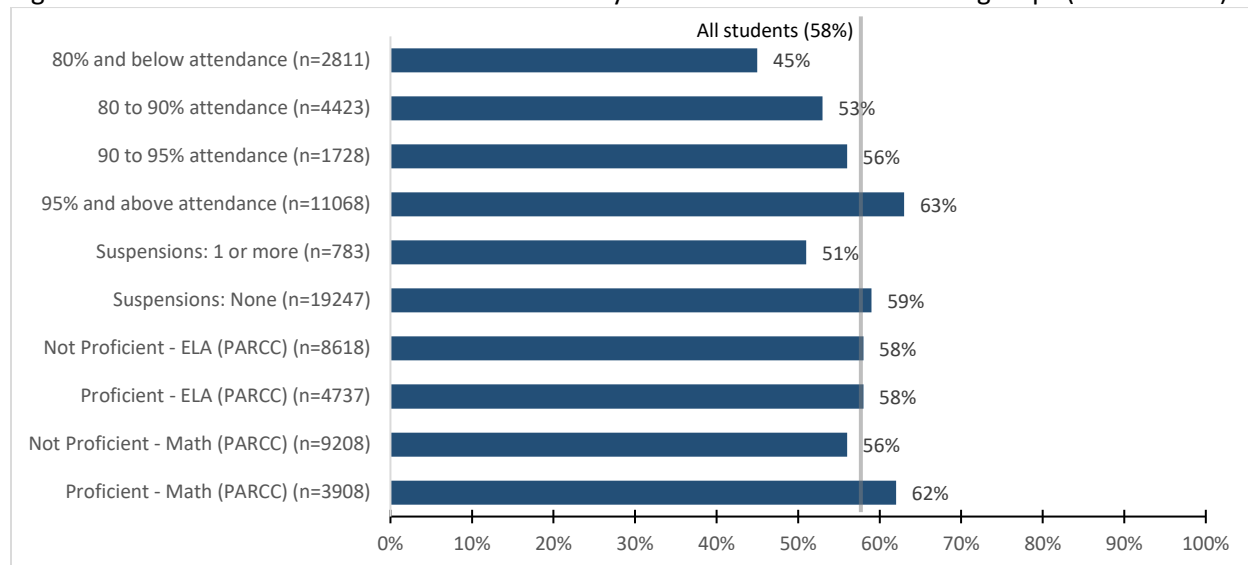


Figure 7. Percent favorable for Loved Index 2019 by behavioral and academic subgroups (Grades 3-12)



Challenged

Questions in the “Challenged” category are derived from the “Rigorous Expectations” scale from the Panorama Survey and calculated across all students in grades 3-12. Overall, 81 percent of respondents had favorable responses on questions comprising the Challenged scale in 2019, the highest score of the three indices comprising the LCPI.

Among demographic subgroups, students in special education reported feeling the least challenged, based on responses to questions about whether teachers held them to rigorous expectations. White, Multiracial, and Native Hawaiian/Other Pacific Islander students reported feeling the most challenged.

Among behavioral and academic subgroups, students scoring proficient on PARCC exams in math and ELA had higher scores on the Challenged Index than those who were not proficient, based on responses to questions about rigorous expectations. Among students in the top attendance band, 85 percent reported feeling challenged, compared to 66 percent of students in the lowest attendance band.

Figure 8. Percent favorable for Challenged Index 2019 by demographic subgroups (Grades 3-12)

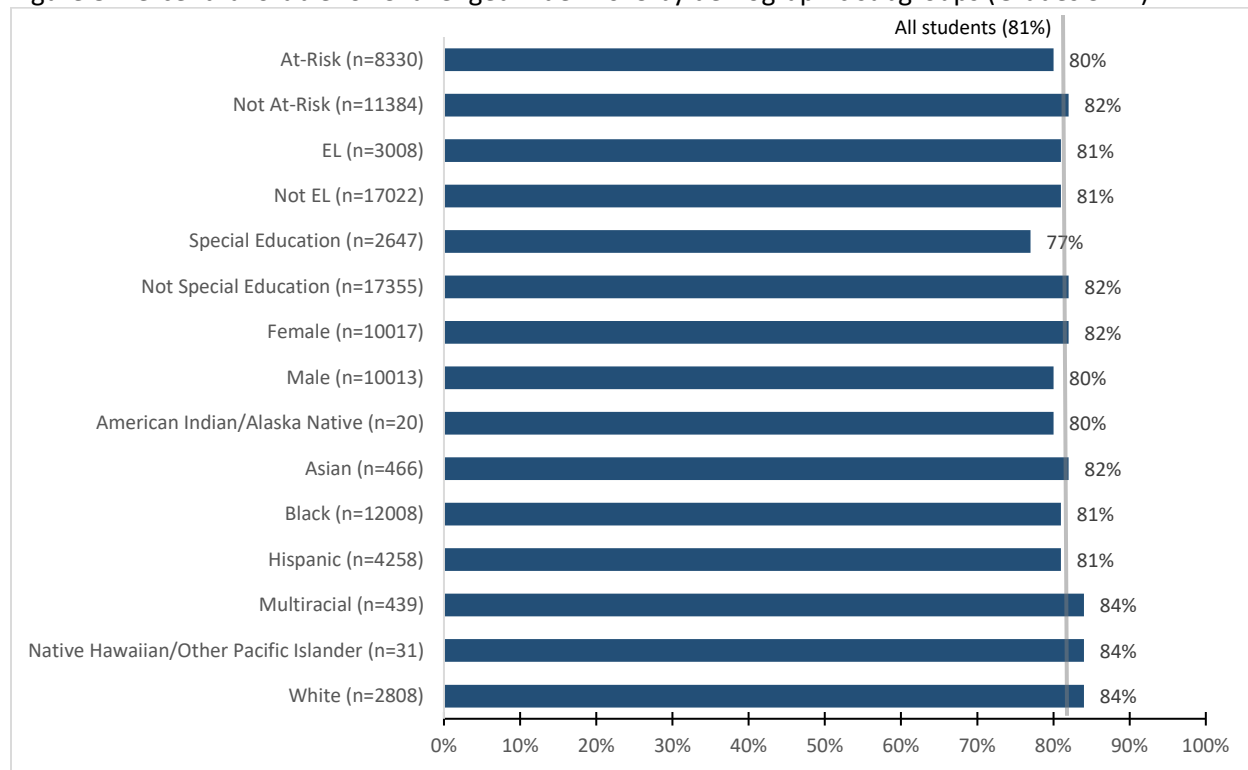
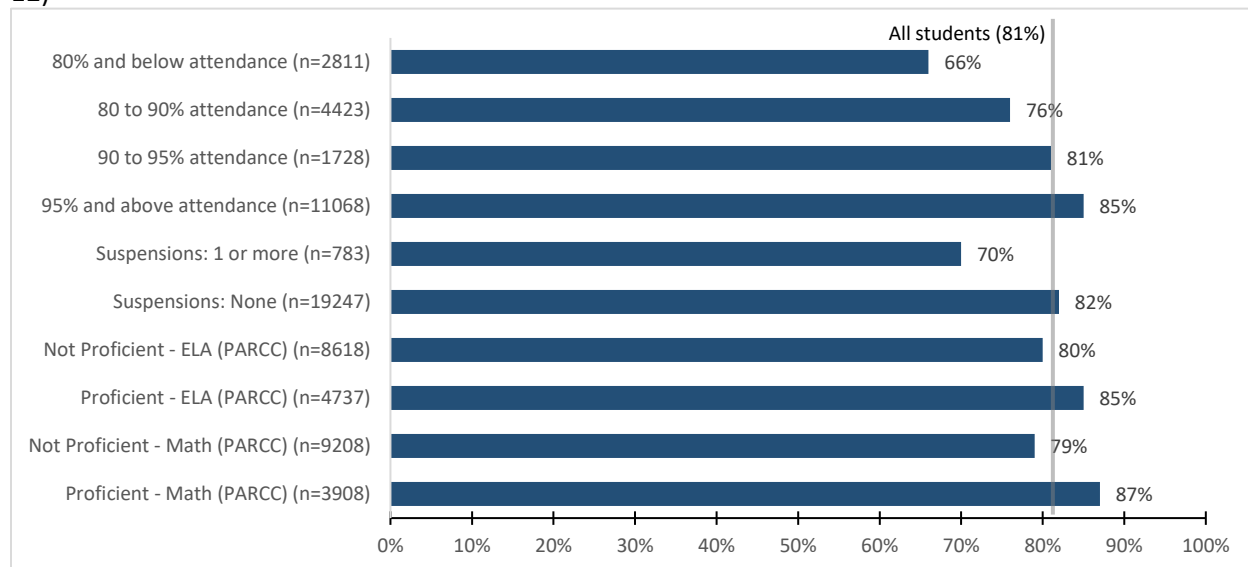


Figure 9. Percent favorable for Challenged Index 2019 by behavioral and academic subgroups (Grades 3-12)



Prepared

Questions in the “Prepared” 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 percent of respondents had favorable responses on questions comprising the Prepared scale in 2019. The following figures show results for different subgroups. Among behavioral and demographic subgroups, students with one or more suspensions reported feeling the least prepared, with 52 percent responding favorably, on average, to questions in the index, compared to 68 percent of students with no suspensions.

Figure 10. Percent favorable for Prepared Index 2019 by demographic subgroups (Grades 3-12)

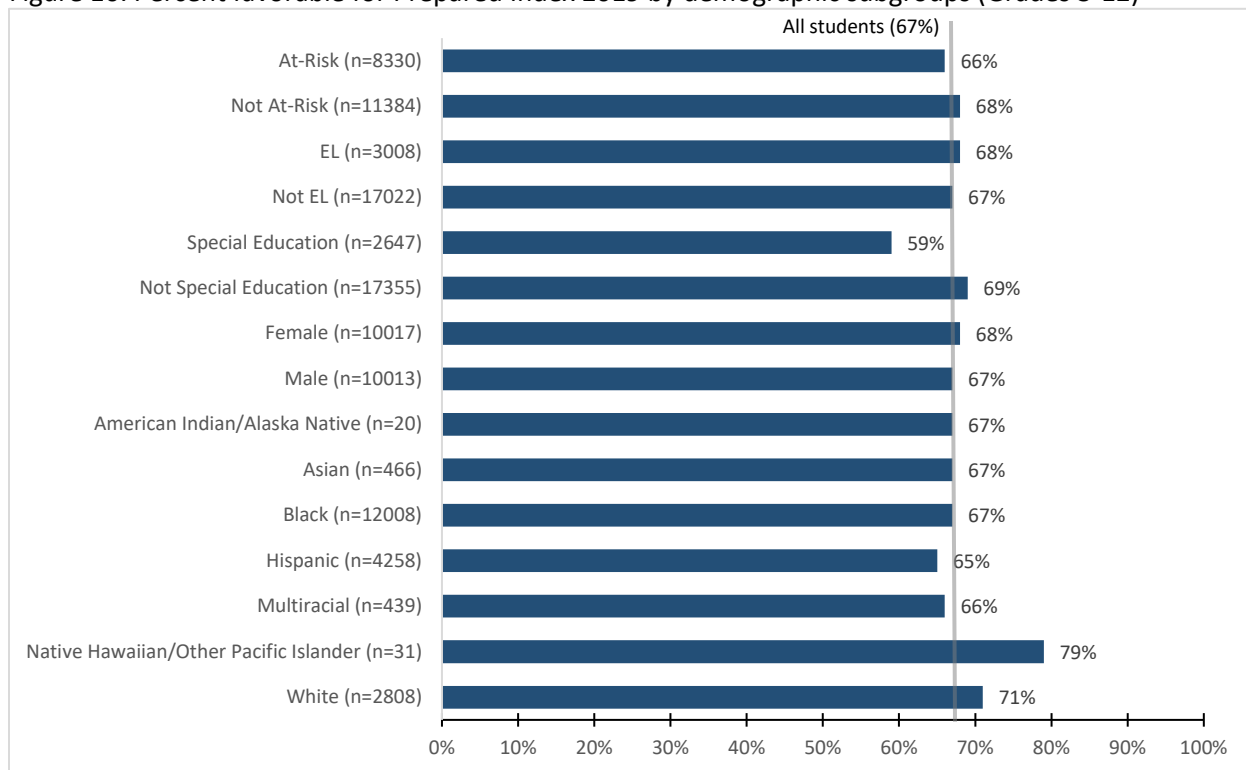
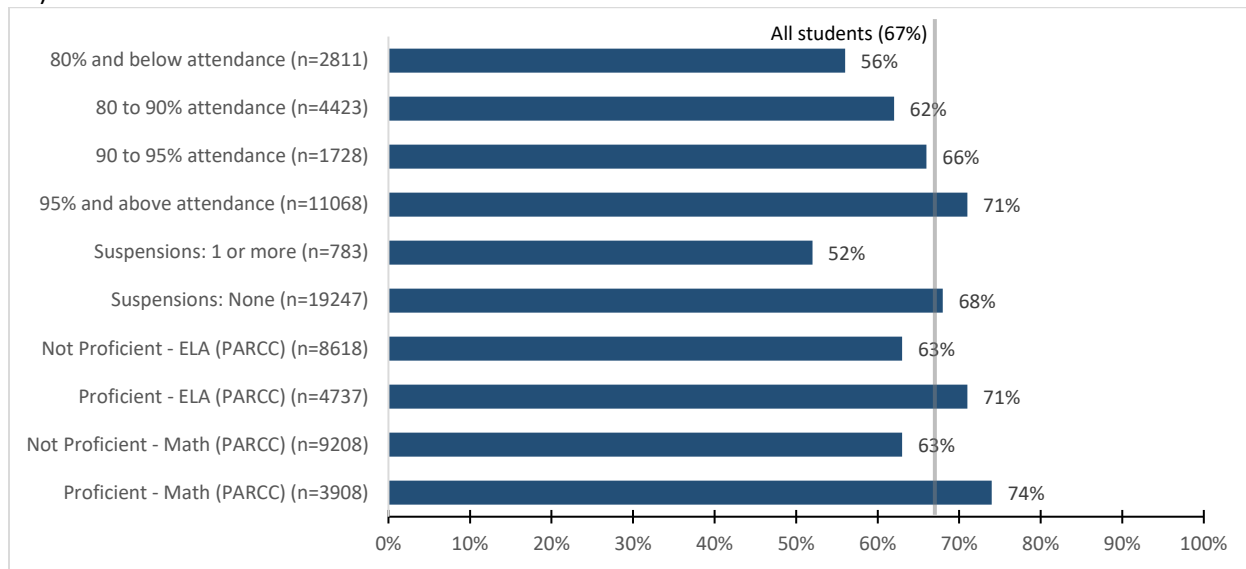


Figure 11. Percent favorable for Prepared Index 2019 by behavioral and academic subgroups (Grades 3-12)



Overall Student 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.

This 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 can persevere through setbacks 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").

Table 8 indicates that 90 percent of students in grades 3-5 were satisfied with their school, while only 66 percent answered favorably to being able to manage their emotions, thoughts, and behaviors in different situations. Table 9 indicates that 77 percent of students in grades 6-12 answered favorably to questions about satisfaction with their schools, while only 50 percent of these students reported a sense of belonging at school.

Table 8. Overall percent favorable for scales in survey for students in grades 3-5

Scale	Percent of Favorable Responses
Perseverance	70%
Self-Efficacy	71%
Self-Management	66%
Social Awareness	74%
Rigorous Expectations	86%
Sense of Belonging	72%
Student Satisfaction Index	90%

Table 9. Overall percent favorable for scales in survey for students in grades 6-12

Scale	Percent of Favorable Responses
Perseverance	60%
Self-Efficacy	54%
Self-Management	63%
Social Awareness	62%
Rigorous Expectations	70%
Sense of Belonging	50%
Student Satisfaction Index	77%

The following sections explore each of these scales in more detail, with the combined district results for each group of questions along with a breakout by grade level, race and gender, and special population (i.e. English Learners, Special Education, and at-risk students). The results are presented separately for students in grades 3-5 and those in grades 6-12.

Within each scale, results are broken down separately by demographic subgroups (gender, race, at-risk status, English Learner status, and special education status) and behavioral and academic subgroups (proficiency on PARCC exams, attendance band, and whether students have been suspended).

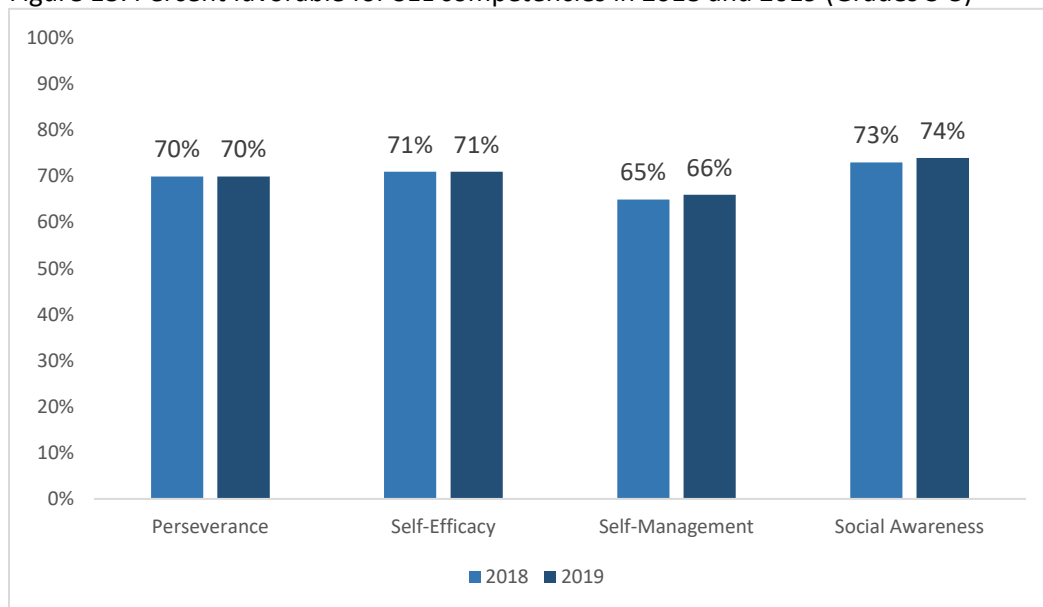
Results for grades 3-5: SEL Competencies

The survey asked students about four social emotional learning competencies: Perseverance, Self-Efficacy, Social Awareness, and Self-Management (defined above in Table 1). The following figure summarizes the average percent of favorable responses from students in grades 3-5 to questions about how they perceived their competency in each category. Figure 12 indicates a favorability rate of 74 percent on questions about students’ social awareness, compare to only 66 percent on questions about their self-management. Figure 13 shows that there is little to no change in the percentage of favorable responses from 2018.

Figure 12. Percent favorable for SEL competencies in 2019 (Grades 3-5)



Figure 13. Percent favorable for SEL competencies in 2018 and 2019 (Grades 3-5)



Perseverance

This category contained questions regarding students’ perceptions of how well they persevere through setbacks to achieve important long-term goals. On the survey for grades 3-5, 70 percent of responses, on average, were favorable. Among demographic subgroups, at-risk and EL students answered most favorably to questions evaluating their own perseverance, while Multiracial and White students answered least favorably. Female respondents answered favorably at a slightly higher rate (3 percentage points higher) than male respondents. Among behavioral and academic subgroups, students with one or more suspensions had the least favorable perceptions of their own perseverance.

Figure 14. Percent favorable for Perseverance scale, by demographic subgroups (Grades 3-5)

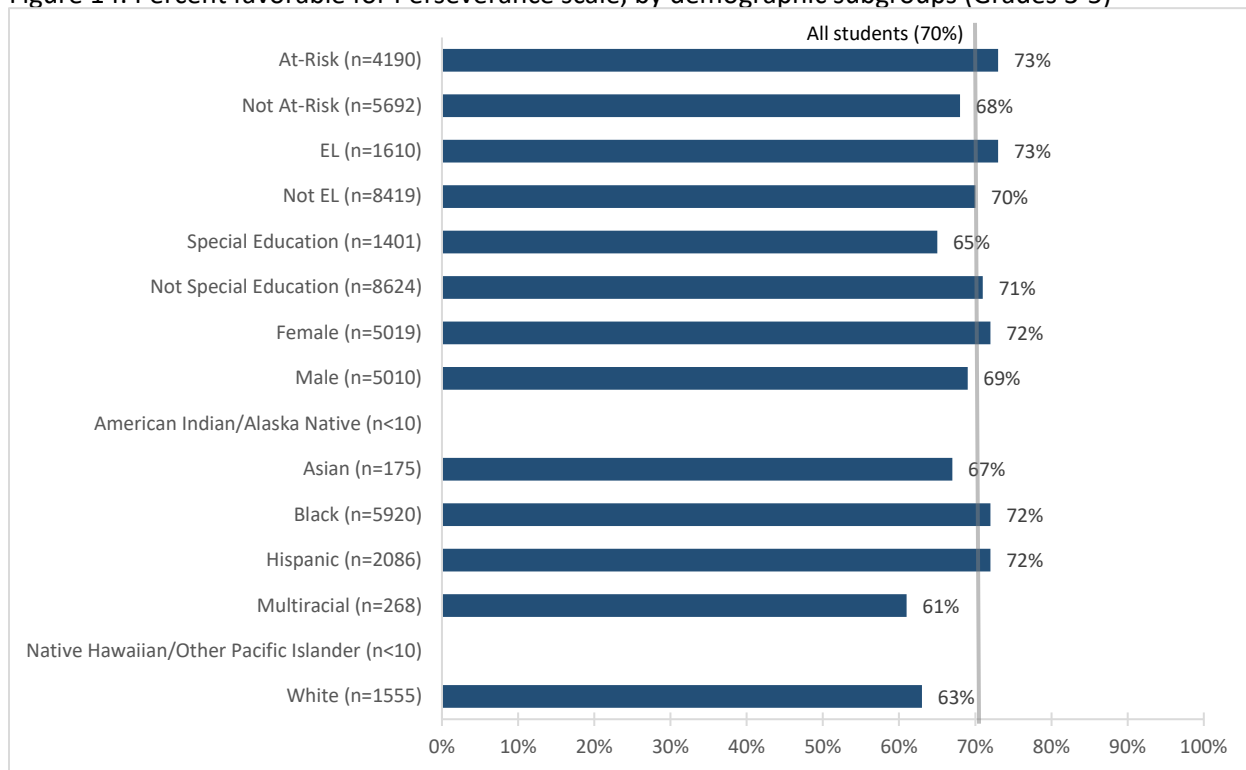
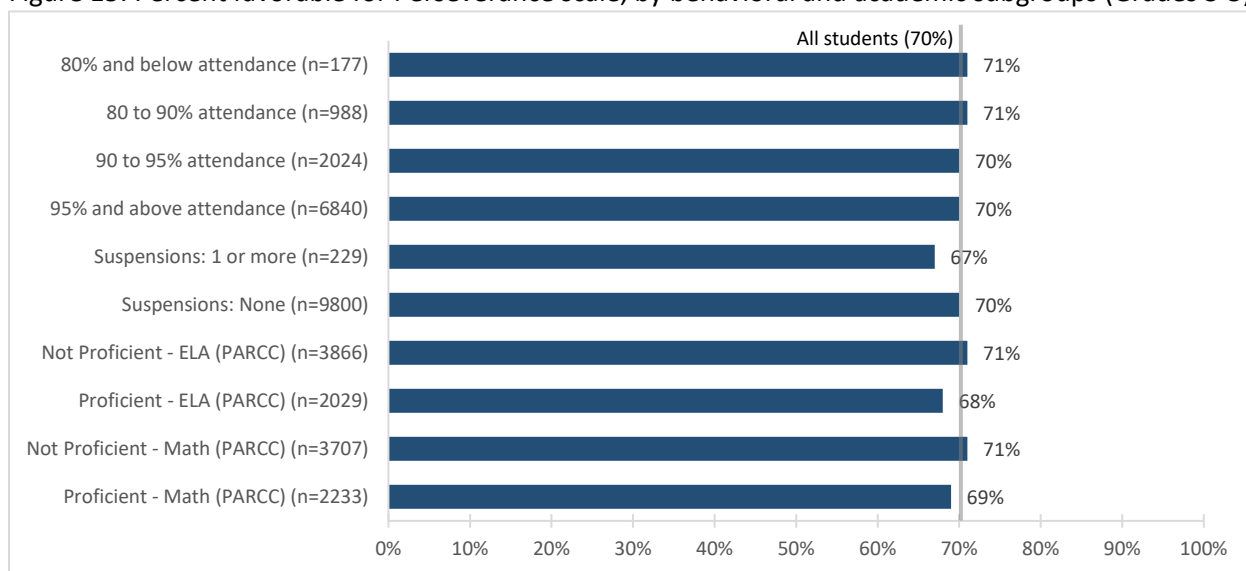


Figure 15. Percent favorable for Perseverance scale, by behavioral and academic subgroups (Grades 3-5)



Self-Efficacy

Questions in this category asked students about how much they believe they can succeed in achieving academic outcomes. Overall, 71 percent of responses to self-efficacy questions from students in grades 3-5 were favorable. Among demographic subgroups, at-risk and White students and students who were not in special education had the most positive perceptions of their self-efficacy, while Special Education students had the least positive perception. Among behavioral and academic subgroups, students scoring

proficient on PARCC in both ELA and math stand out as having high perceptions of their own self-efficacy, while students with one or more suspensions responded the least positively to questions about their self-efficacy.

Figure 16. Percent favorable for Self-Efficacy scale, by demographic subgroups (Grades 3-5)

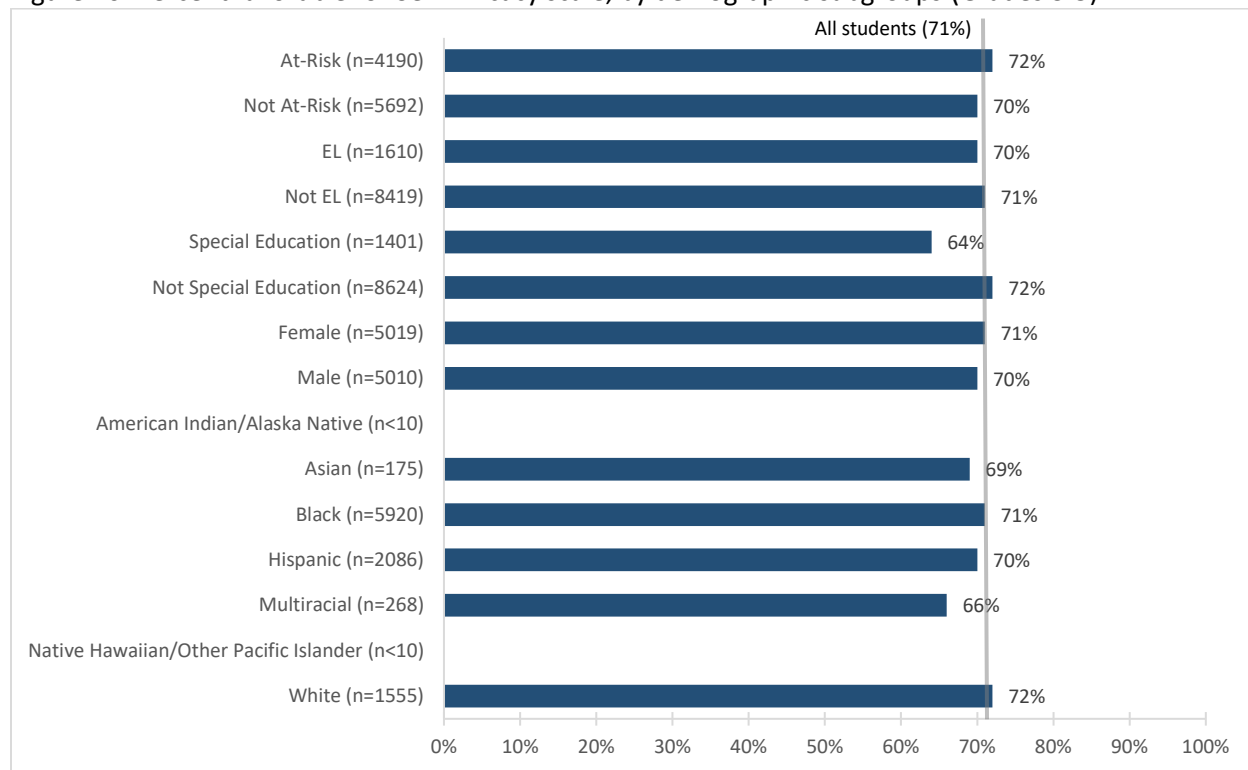
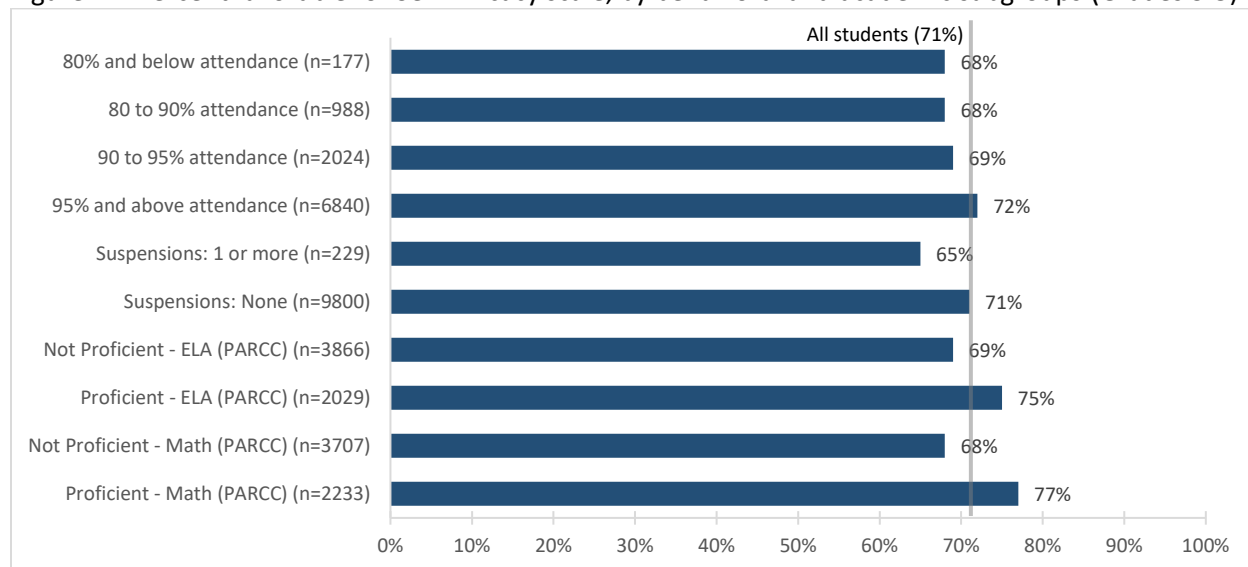


Figure 17. Percent favorable for Self-Efficacy scale, by behavioral and academic subgroups (Grades 3-5)



Self-Management

Questions in this category relate to how well students perceive they can manage their emotions, thoughts, and behaviors in different situations. Overall, 66 percent of responses to questions about self-management from students in grades 3-5, on average, were favorable. Subgroup responses in this category also had a relatively wide range between the most (77 percent) and least (48 percent) favorable responses.

Among demographic subgroups, White students had the most favorable perceptions of their self-management, responding favorably in this category at an average rate of 77 percent, compared to 63 percent favorable responses from Black students. Special Education students had the least favorable perceptions on this scale: only 56 percent of responses, on average, were favorable, compared to 68 percent from students not in special education. Female students responded favorably to self-management questions at an average rate of 70 percent, compared to males at 63 percent.

Among academic and behavioral subgroups, students scoring proficient on PARCC in math and ELA had the most favorable perceptions of their self-management, with both groups responding favorably at an average rate of 75 percent; students with one or more suspensions responded the least favorably, at 48 percent. Students in higher attendance bands responded more favorably than those in lower attendance bands: 68 percent of responses from students in the top attendance band were favorable, on average, compared to 58 percent of those from students in the lowest attendance band.

Figure 18. Percent favorable for Self-Management scale, by demographic subgroups (Grades 3-5)

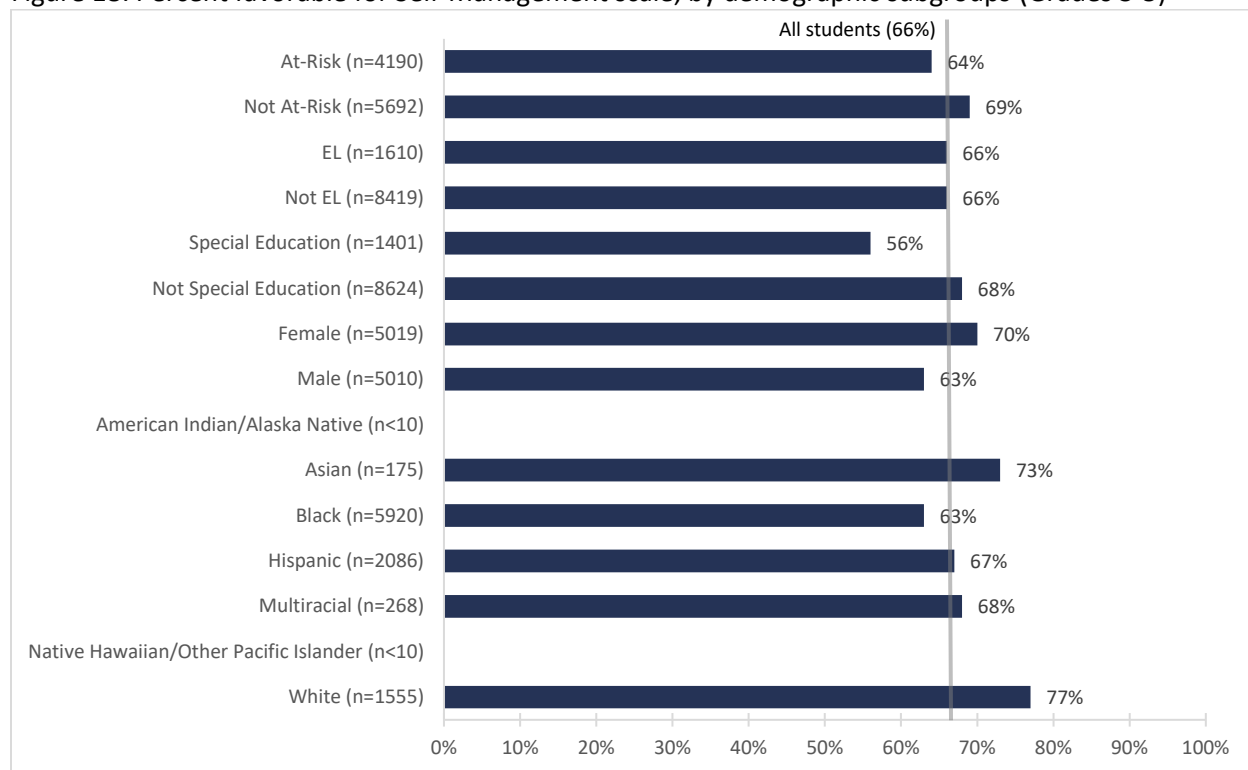
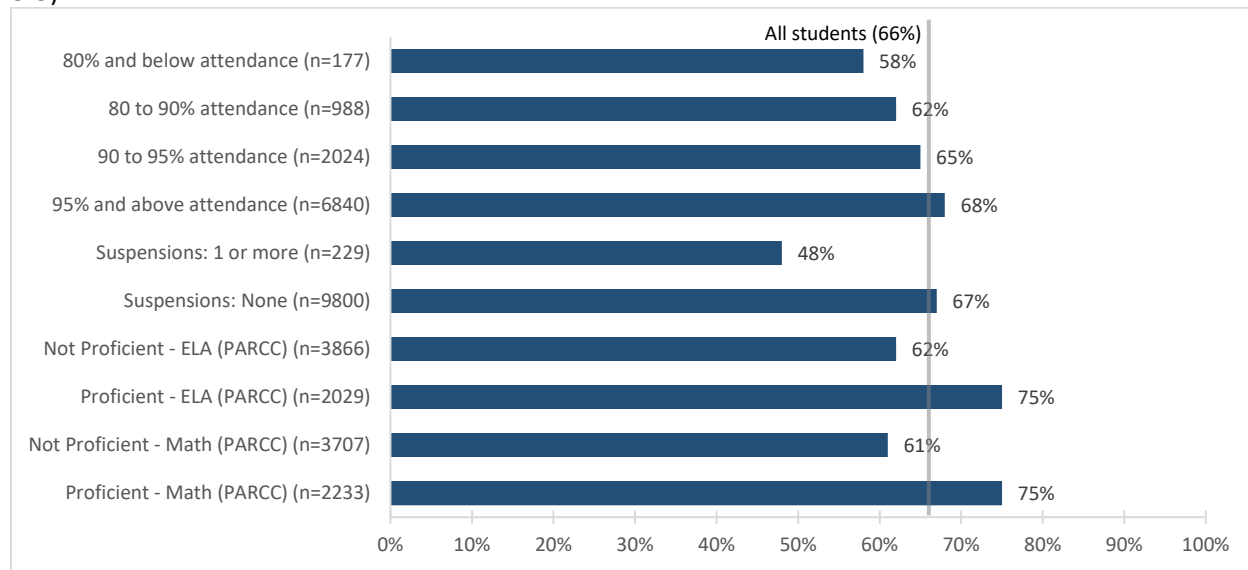


Figure 19. Percent favorable for Self-Management scale, by behavioral and academic subgroups (Grades 3-5)



Social Awareness

The questions in this category relate to students’ perceptions of how well they consider the perspectives of others and empathize with them. Students in grades 3-5 responded favorably to questions around social awareness at an average rate of 74 percent.

Among demographic subgroups, White students had the most favorable perceptions of their social awareness, at 78 percent, compared to a 72 percent favorable perception from Black students. Special Education students had the least favorable responses, with an average percent favorability of 68 percent, compared to 75 percent from students not in special education.

Among behavioral and academic subgroups, students scoring proficient on PARCC in math and ELA had the highest perceptions of their social awareness; students with one or more suspensions had the least favorable perceptions. Higher attendance bands had more favorable responses than lower attendance bands: 75 percent of responses from students in the top attendance band were favorable, on average, compared to 68 percent from students in the lowest attendance band.

Figure 20. Percent favorable for Social Awareness scale, by demographic subgroups (Grades 3-5)

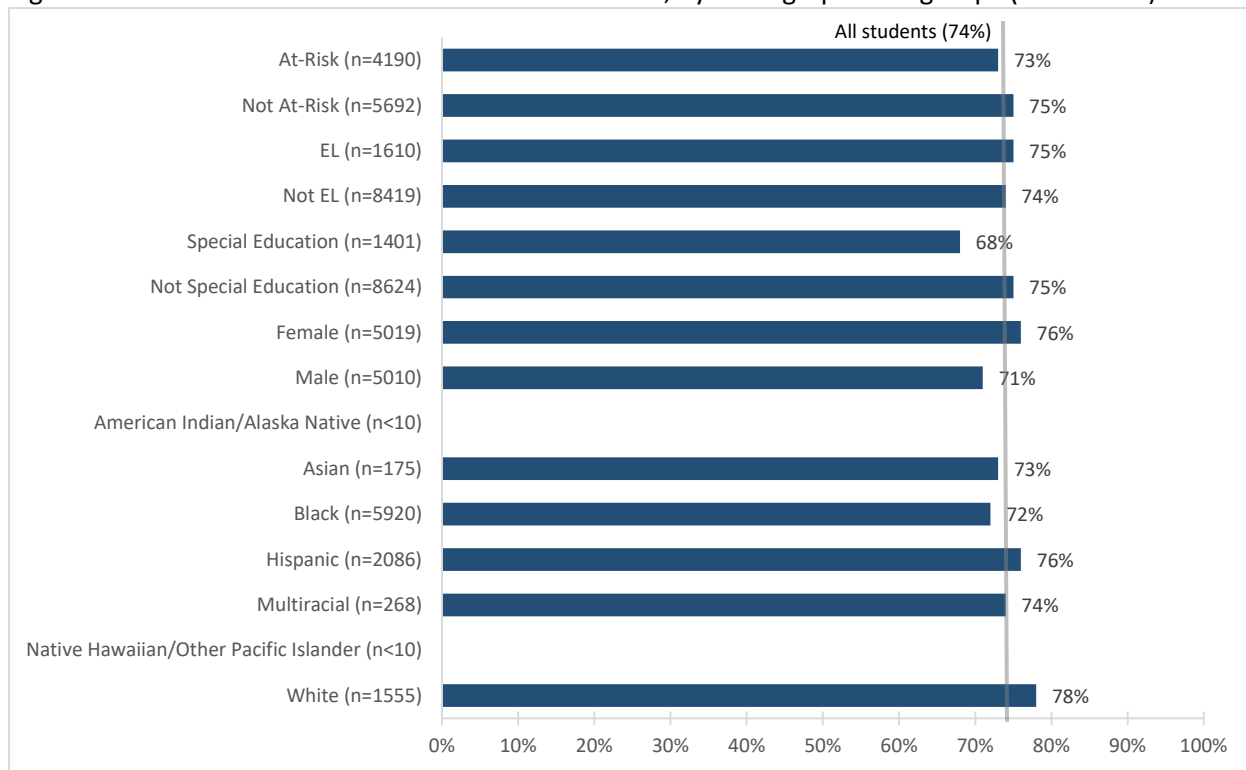
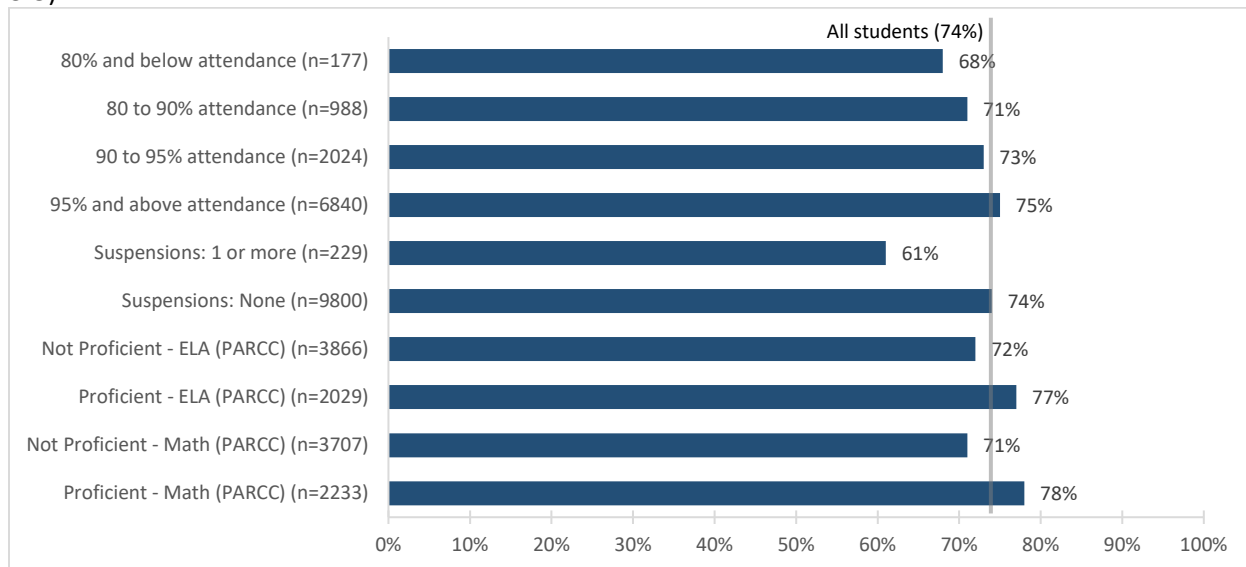


Figure 21. Percent favorable for Social Awareness scale, by behavioral and academic subgroups (Grades 3-5)



Results for grades 3-5: SEL Supports and Environments

The survey asked students about three categories of social emotional supports and environments: Rigorous Expectations, Sense of Belonging, and Student Satisfaction (defined above in Table 1). These elements of the school environment are considered the supports that enable students to develop SEL competencies, as shown in the following figure. Figure 22 summarizes the average percent of favorable responses to questions about how students in grades 3-5 perceived their environment in each category. While 90 percent of responses to questions about satisfaction with schools were favorable, on average, only 72 percent of responses to questions about feeling a sense of belonging in school were favorable. Figure 23 shows that there is little to no change in the percentage of favorable responses from 2018.

Figure 22. Percent favorable for SEL supports and environments in 2019 (Grades 3-5)

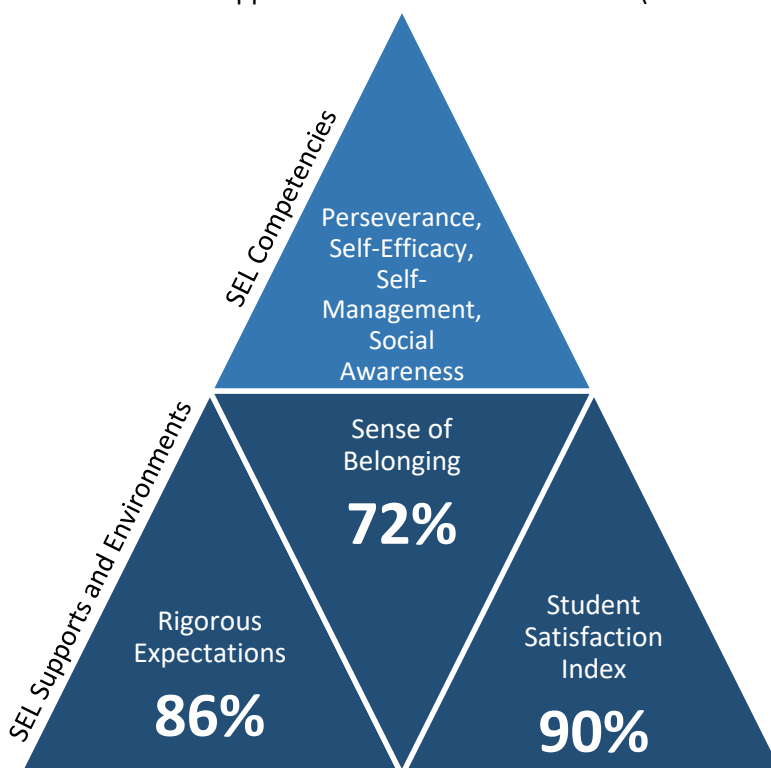
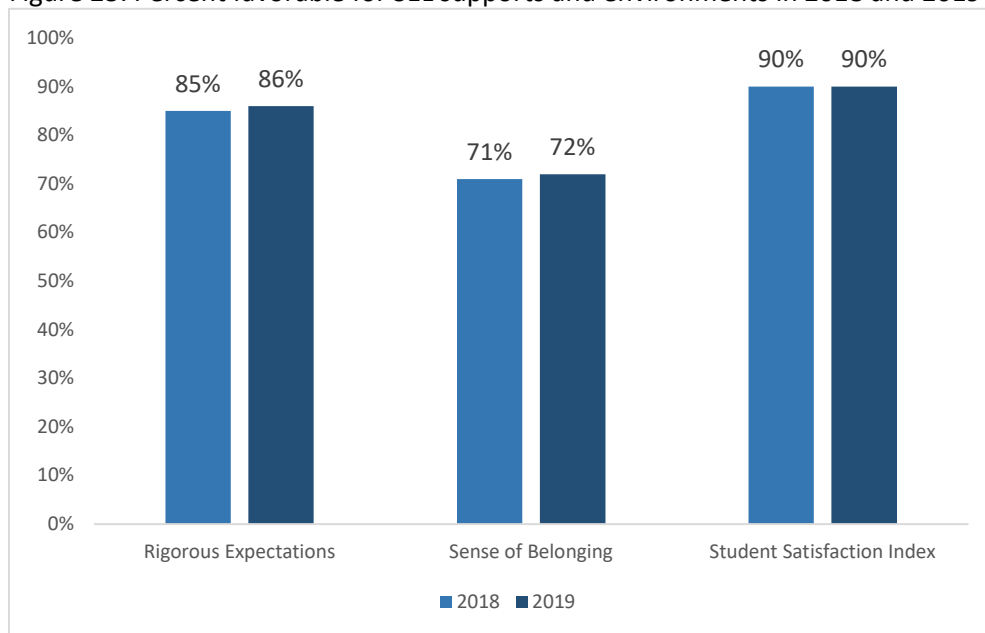


Figure 23. Percent favorable for SEL supports and environments in 2018 and 2019 (Grades 3-5)



Rigorous Expectations

Questions in this category ask how much students feel that their teachers hold them to high expectations for effort, understanding, persistence, and performance in class. Overall, students in grades 3-5 responded favorably at a rate of 86 percent to questions about their teachers’ expectations.

Among demographic subgroups, Female students and those not in special education responded most favorably, while students in special education responded least favorably to this scale. The range within demographic subgroups was relatively small, at a difference of only 6 percentage points between the most (87 percent) and least (81 percent) favorable responses.

Among academic and behavioral subgroups, students scoring proficient on PARCC in math and ELA had the most positive responses about feeling held to high expectations: both groups responded favorably at a rate of 90 percent. The least favorable responses about teachers’ expectations were from students in the lowest attendance band (80 percent or lower): 81 percent of their responses, on average, were favorable.

Figure 24. Percent favorable for Rigorous Expectations scale, by demographic subgroups (Grades 3-5)

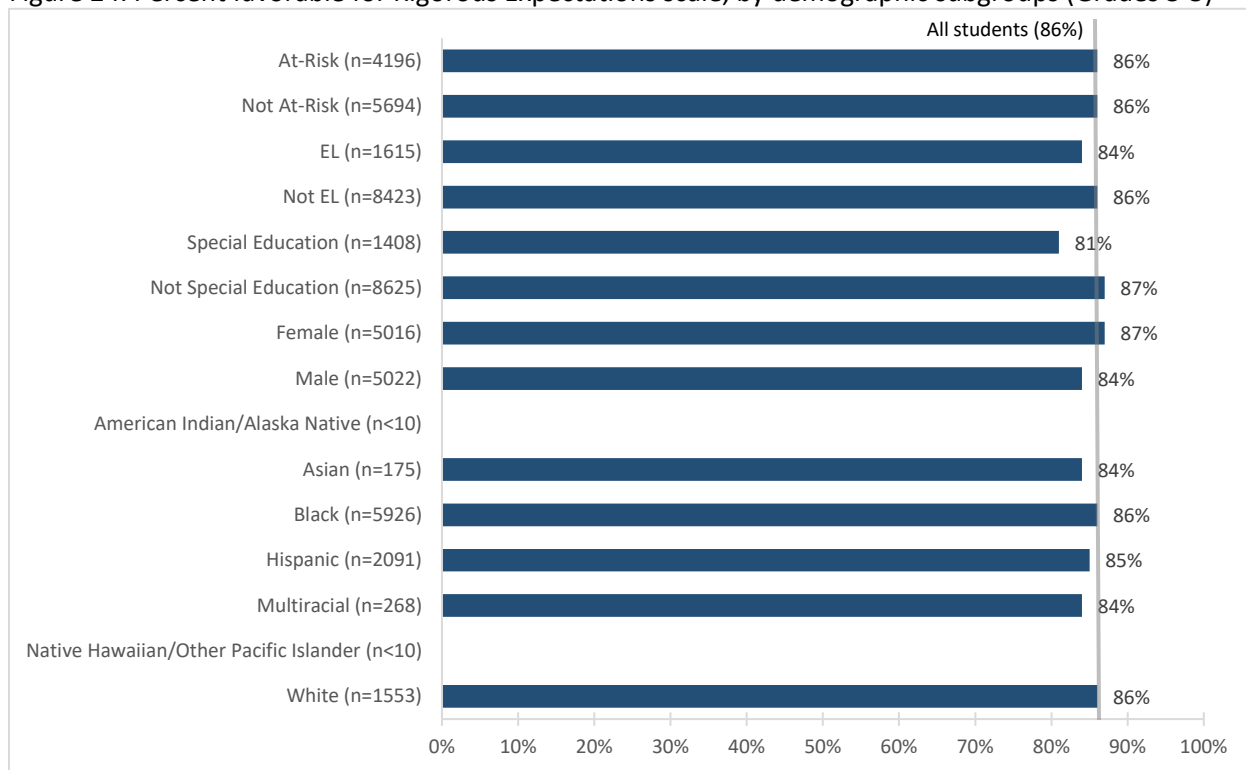
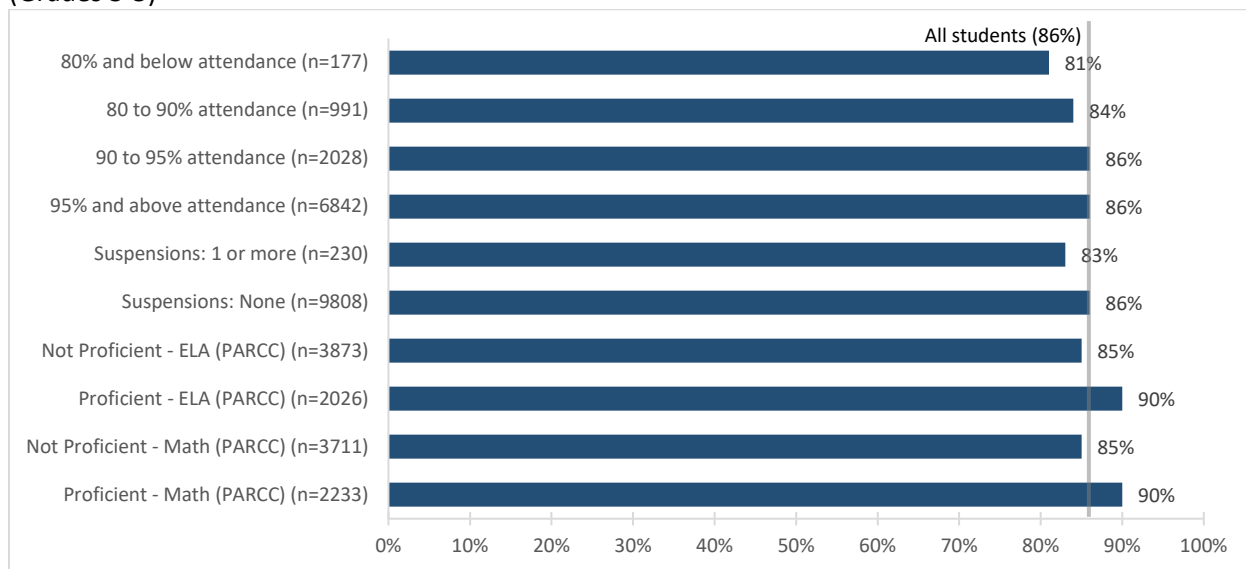


Figure 25. Percent favorable for Rigorous Expectations scale, by behavioral and academic subgroups (Grades 3-5)



Sense of Belonging

This group of questions asks how much students feel that they are valued members of the school community. Students in grades 3-5 responded favorably to questions about their sense of belonging at an average rate of 72 percent. Among demographic subgroups, Hispanic and EL students perceived the greatest sense of belonging. In contrast, Multiracial and Special Education students responded least favorably to questions about their sense of belonging.

Among behavioral and academic subgroups, students scoring proficient on PARCC in math and ELA responded most favorably to questions about their sense of belonging at school: 75 percent of responses from both groups were favorable. Only 68 percent of responses from students with one or more suspensions were favorable.

Figure 26. Percent favorable for Sense of Belonging scale, by demographic subgroups (Grades 3-5)

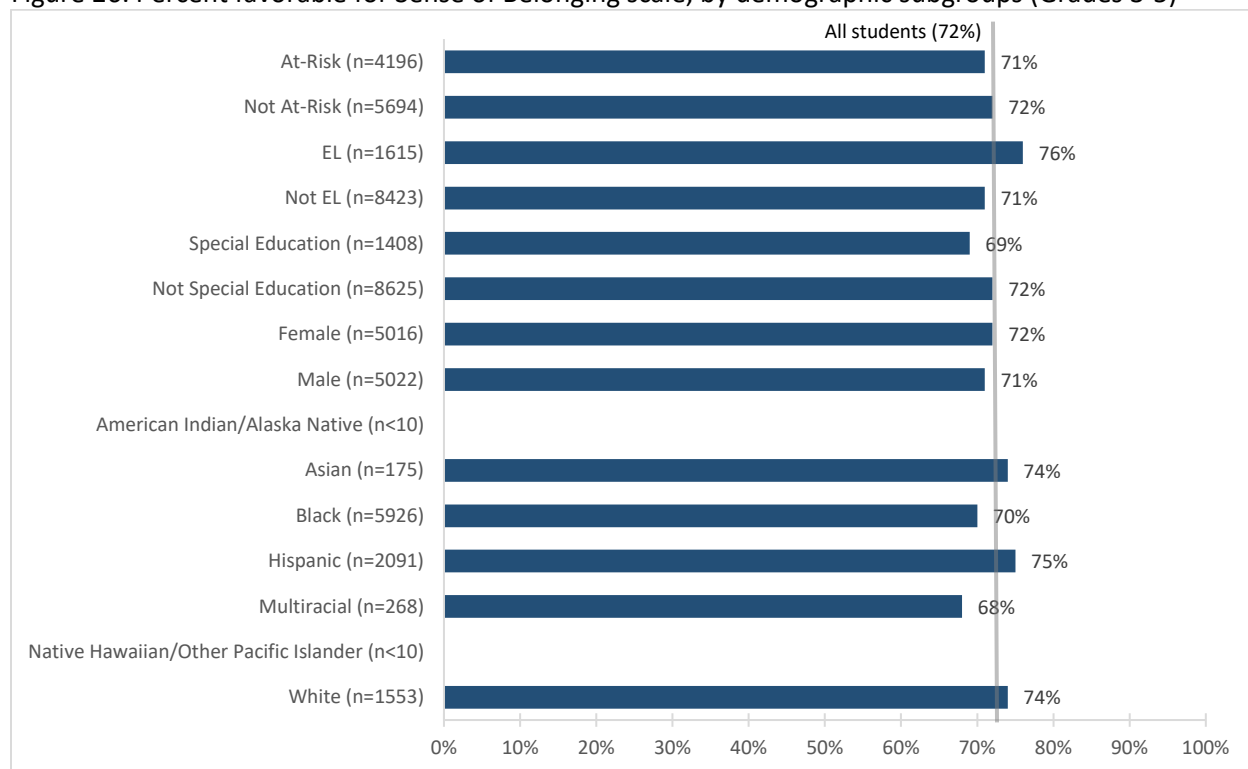
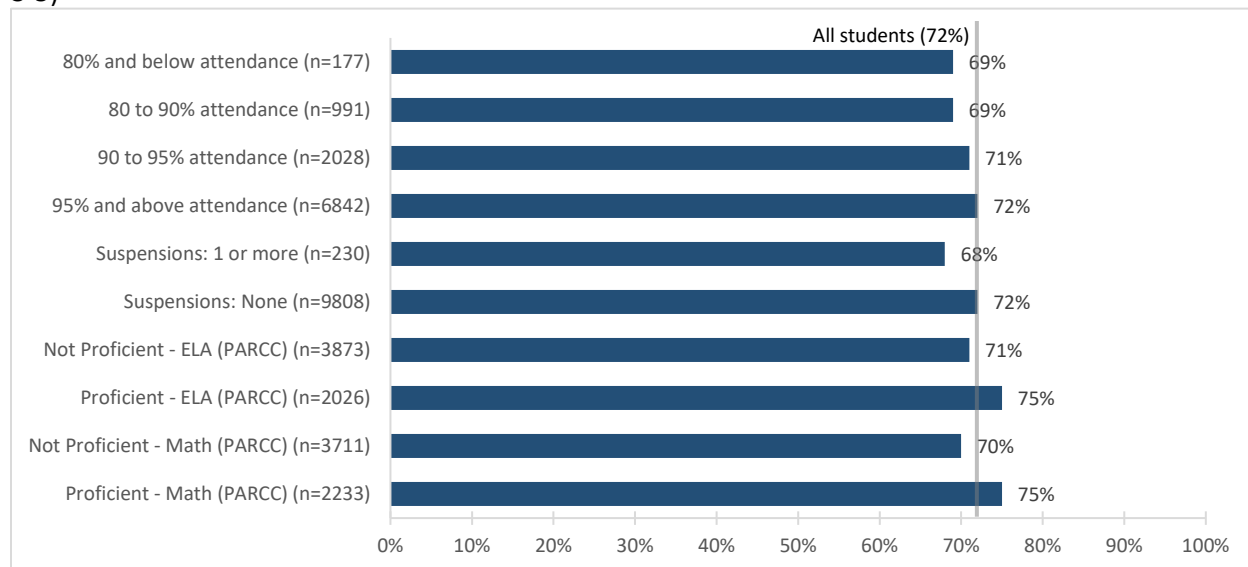


Figure 27. Percent favorable for Sense of Belonging scale, by behavioral and academic subgroup (Grades 3-5)



Student Satisfaction

Questions in this category ask how much students are satisfied with their school experience, including whether they feel their schools are safe, well-managed, sufficiently supplied, and welcoming to their families. Overall, student satisfaction was high, with 90 percent of students in grades 3-5 reporting feeling satisfied with their school.

Among demographic subgroups, Asian students appear the most satisfied, with 97 percent responding favorably to questions about satisfaction with their school, followed by White and EL students at 95 percent. Black, at-risk, and Special Education students appeared the least satisfied, responding positively at rates of 87 percent, 88 percent, and 88 percent, respectively.

Among behavioral and academic subgroups, students scoring proficient on PARCC in math and ELA were the most satisfied, with 93 percent of students in both groups responding favorably to questions about satisfaction with their schools. Students in higher attendance bands were more satisfied than those in lower attendance bands, with the least satisfied groups being students with 80 percent or lower attendance and students with one or more suspensions. Both responded favorably at rates of 80 percent to questions about satisfaction with their schools.

Figure 28. Percent favorable for Student Satisfaction scale, by demographic subgroups (Grades 3-5)

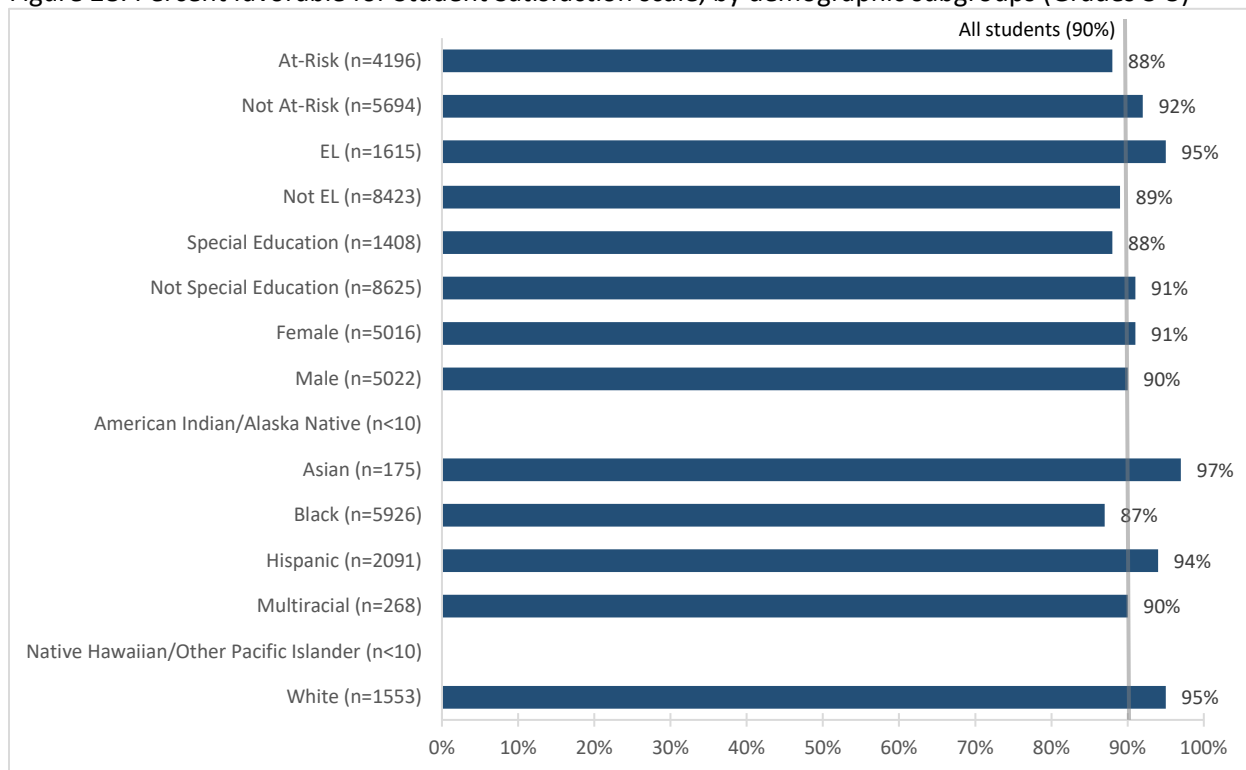
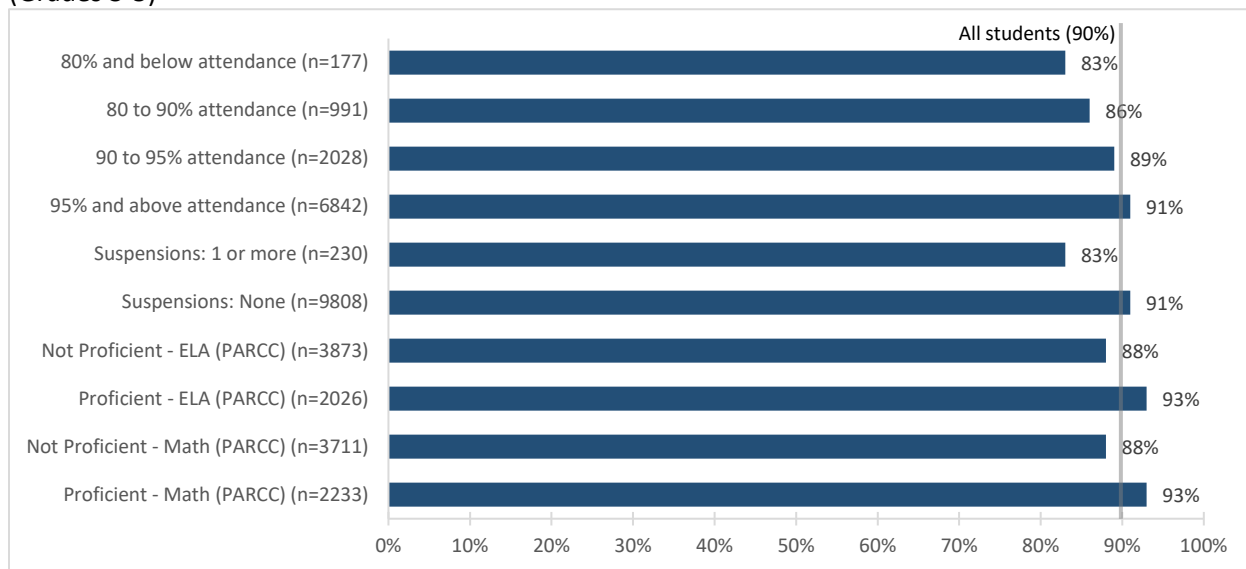


Figure 29. Percent favorable for Student Satisfaction scale, by behavioral and academic subgroups (Grades 3-5)



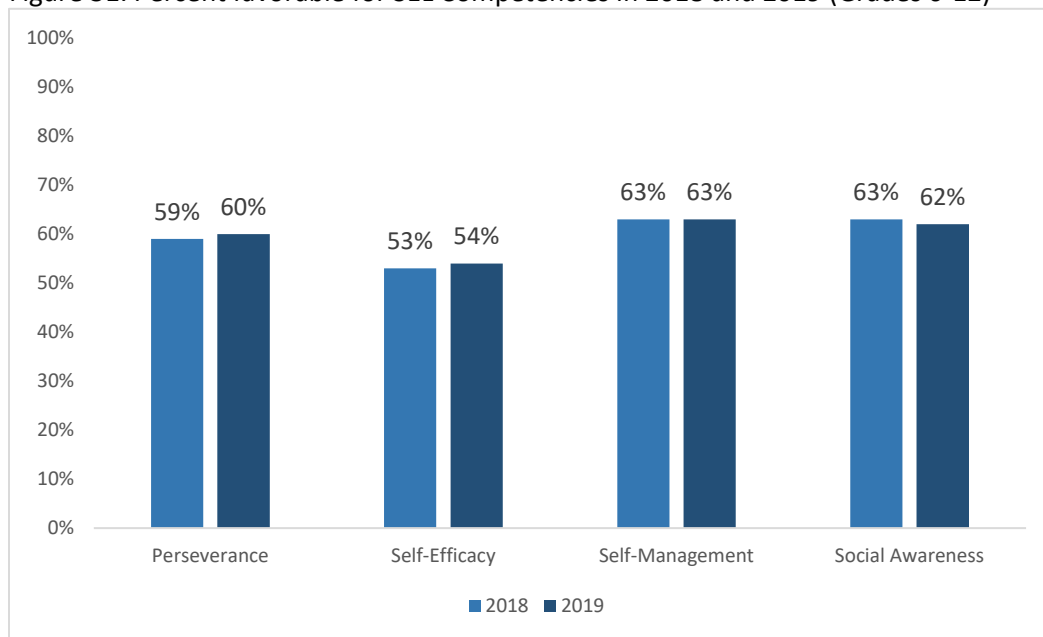
Results for grades 6-12: SEL Competencies

The survey asked students about four social emotional learning competencies: Perseverance, Self-Efficacy, Social Awareness, and Self-Management (defined above in Table 1). The following figure summarizes the percent of favorable responses from students in grades 6-12 to questions about how they perceived their competency in each category. Figure 30 indicates that 63 percent of responses to questions about students' self-management were favorable, on average, compared to only 54 percent of responses to questions about students' self-efficacy. Figure 31 shows that there is little to no change in the percentage of favorable responses from 2018.

Figure 30. Percent favorable for SEL competencies in 2019 (Grades 6-12)



Figure 31. Percent favorable for SEL Competencies in 2018 and 2019 (Grades 6-12)



Perseverance

This category contained questions regarding students’ perceptions of how well they persevere through setbacks to achieve important long-term goals. Overall, students in grades 6-12 responded favorably to questions evaluating their perseverance at an average rate of 60 percent. Among racial subgroups, White, Native American/Alaska Native and Multiracial students responded least favorably, while Black students and Native Hawaiian/Other Pacific Islander students responded most favorably. Among behavioral and academic subgroups, no subgroup had an average favorability above the overall average of 60 percent. Students in the lowest attendance band and students with one or more suspensions appeared to have the least positive perceptions of their perseverance. The range between the lowest-scoring subgroup in this category and the highest was small, at only 5 percentage points.

Figure 32. Percent favorable for Perseverance, by demographic subgroups (Grades 6-12)

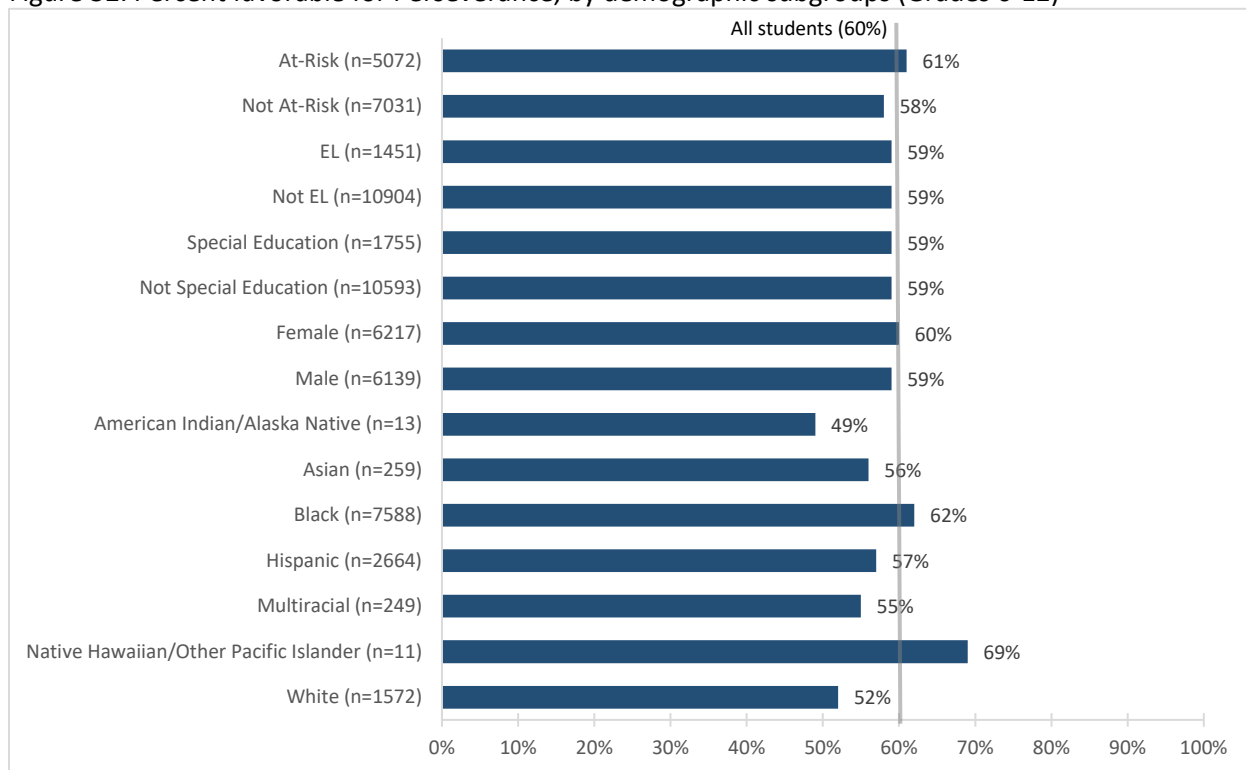
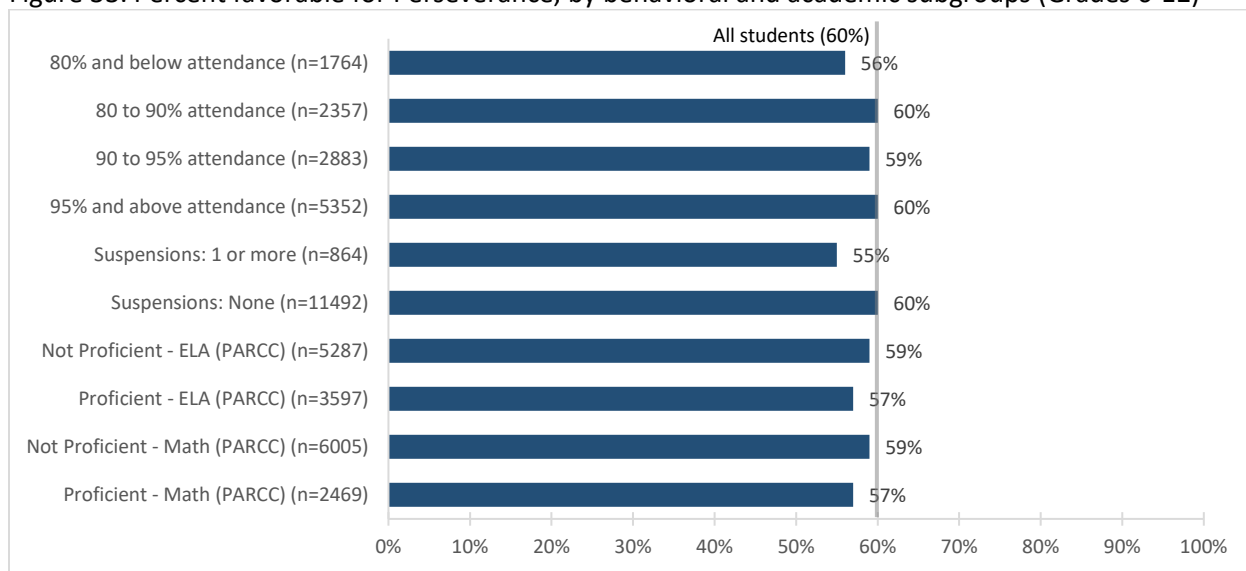


Figure 33. Percent favorable for Perseverance, by behavioral and academic subgroups (Grades 6-12)



Self-Efficacy

Questions in this category asked students in grades 6-12 about how much they believe they can succeed in achieving academic outcomes. Overall, only 54 percent of responses to questions about students’ sense of self-efficacy were favorable. Among demographic subgroups, only 40 percent of responses from American Indian/Alaska Native students were favorable, on average, compared to 64 percent of those from Native Hawaiian/Other Pacific Islander students. Among larger demographic subgroups,

White students had the highest self-efficacy, with an average percent favorability of 60 percent on these questions, compared to 50 percent among Hispanic and Asian students. Among behavioral and academic subgroups, students scoring proficient on PARCC exams responded most favorably, on average, while students in the lowest two attendance bands and students with one or more suspensions responded least favorably.

Figure 34. Percent favorable for Self-Efficacy, by demographic subgroups (Grades 6-12)

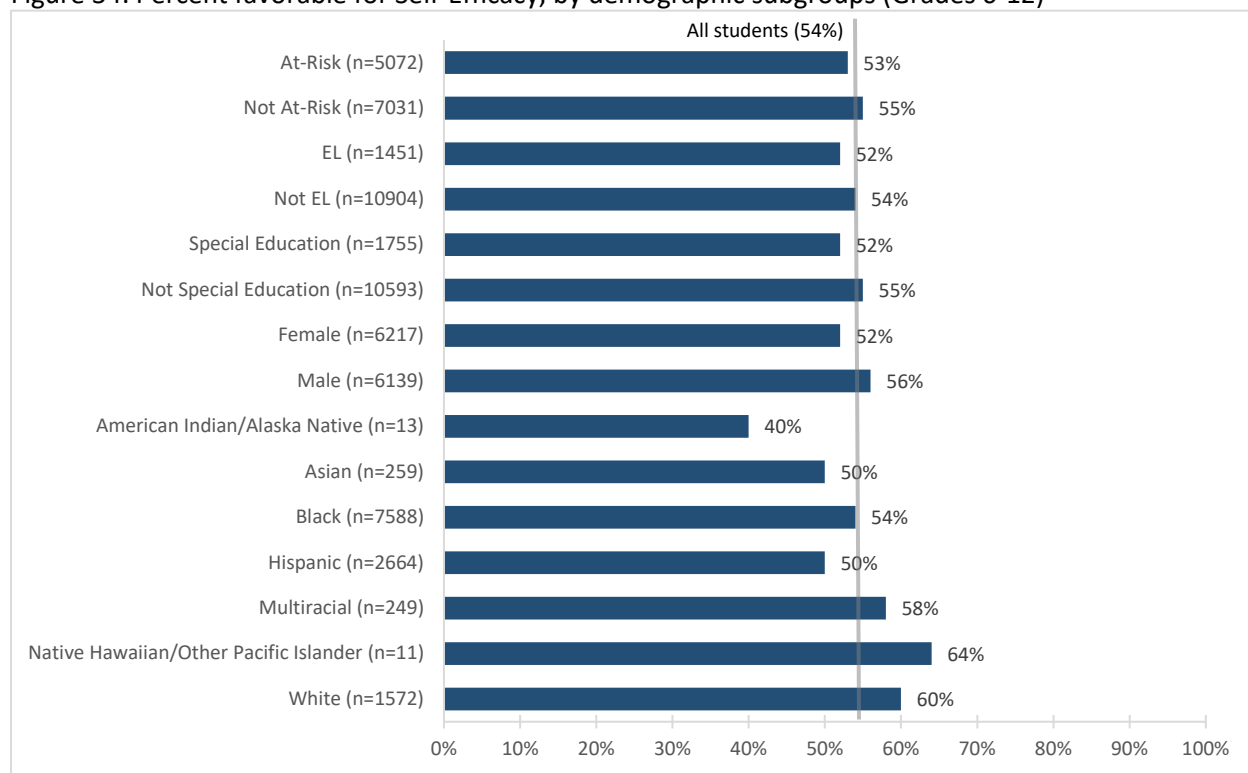
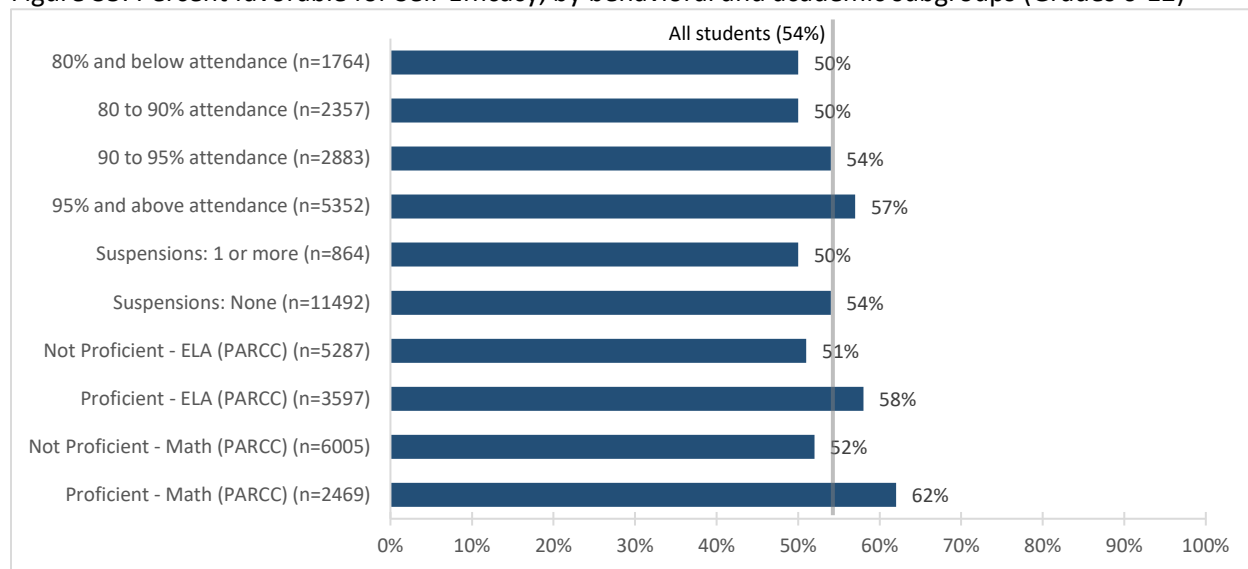


Figure 35. Percent favorable for Self-Efficacy, by behavioral and academic subgroups (Grades 6-12)



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 percent of responses from students in grades 6-12 questions about self-management were favorable.

Among demographic subgroups, Native Hawaiian/Other Pacific Islander students responded most positively, with an average of 80 percent favorable responses. Among larger demographic subgroups, White and Asian students responded more positively (at rates of 72 percent and 70 percent) than Black and Hispanic students (61 percent and 63 percent). Students not at-risk had an average of 66 percent favorable responses, compared to 59 percent from at-risk students.

Among behavioral and academic subgroups, scores ranged widely, from an average of 48 percent favorable responses, on average, for students with one or more suspensions to averages of 70 percent and 71 percent favorable responses from students scoring proficient on PARCC in ELA and math.

Figure 36. Percent favorable for Self-Management, by demographic subgroups (Grades 6-12)

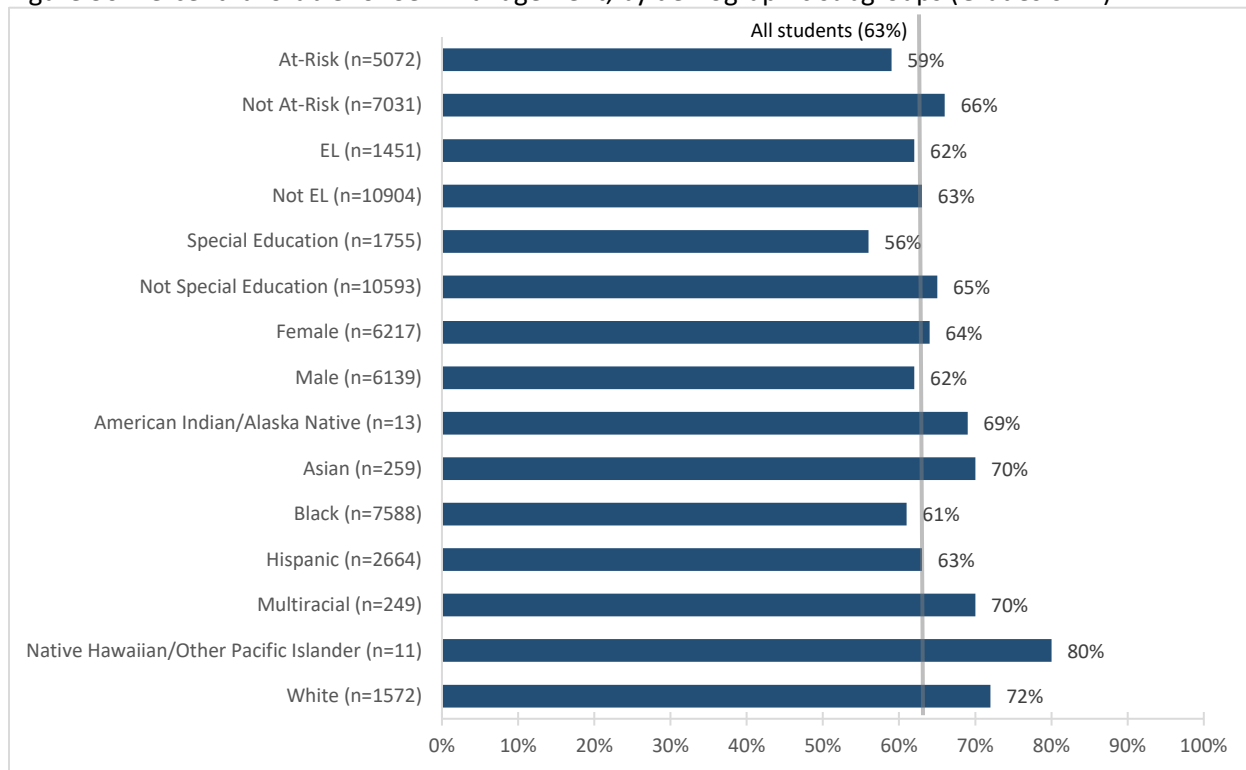
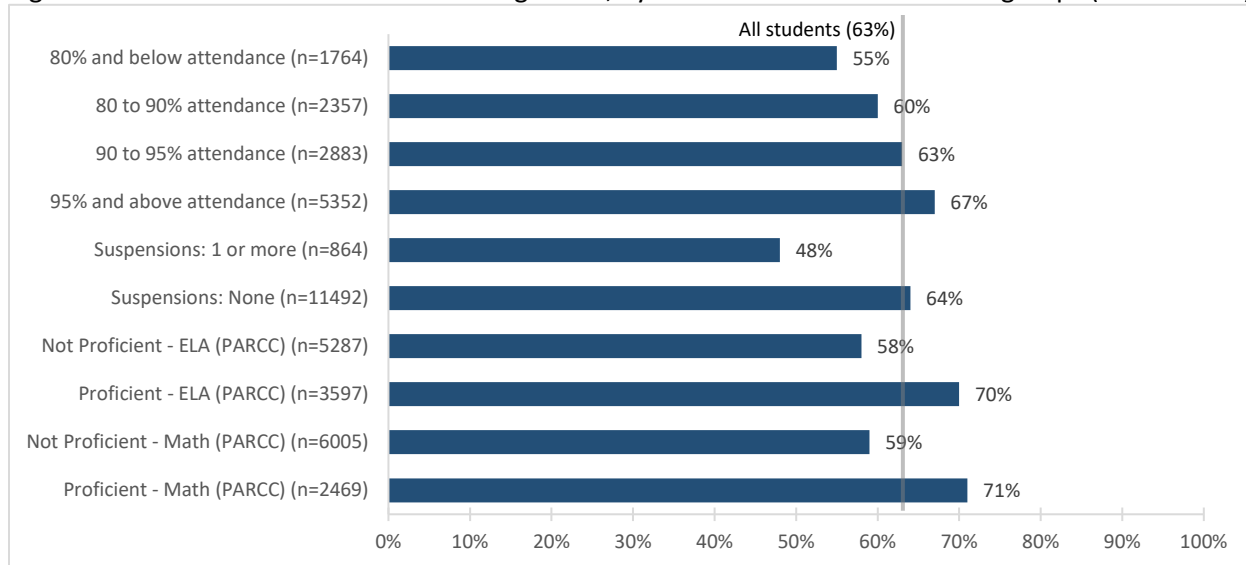


Figure 37. Percent favorable for Self-Management, by behavioral and academic subgroups (Grades 6-12)



Social Awareness

The questions in this category relate to students’ perceptions of how well they consider the perspectives of others and empathize with them. Students in grades 6-12 responded favorably to questions around social awareness at an average rate of 62 percent.

Among demographic subgroups, female students responded more favorably than male students and students considered not at-risk responded more favorably than at-risk students. The most favorable average responses were from Native Hawaiian/Other Pacific Islander and White students, while the least favorable were from American Indian/Alaska Native, at-risk, and Special Education students.

Among behavioral and academic subgroups, students with one or more suspensions and students in the lowest attendance band responded least favorably to questions about their social awareness, with only 50 percent positive average responses from students who have been suspended. Students scoring proficient on PARCC in math and ELA both had an average of 69 percent favorable responses.

Figure 38. Percent favorable for Social Awareness, by demographic subgroups (Grades 6-12)

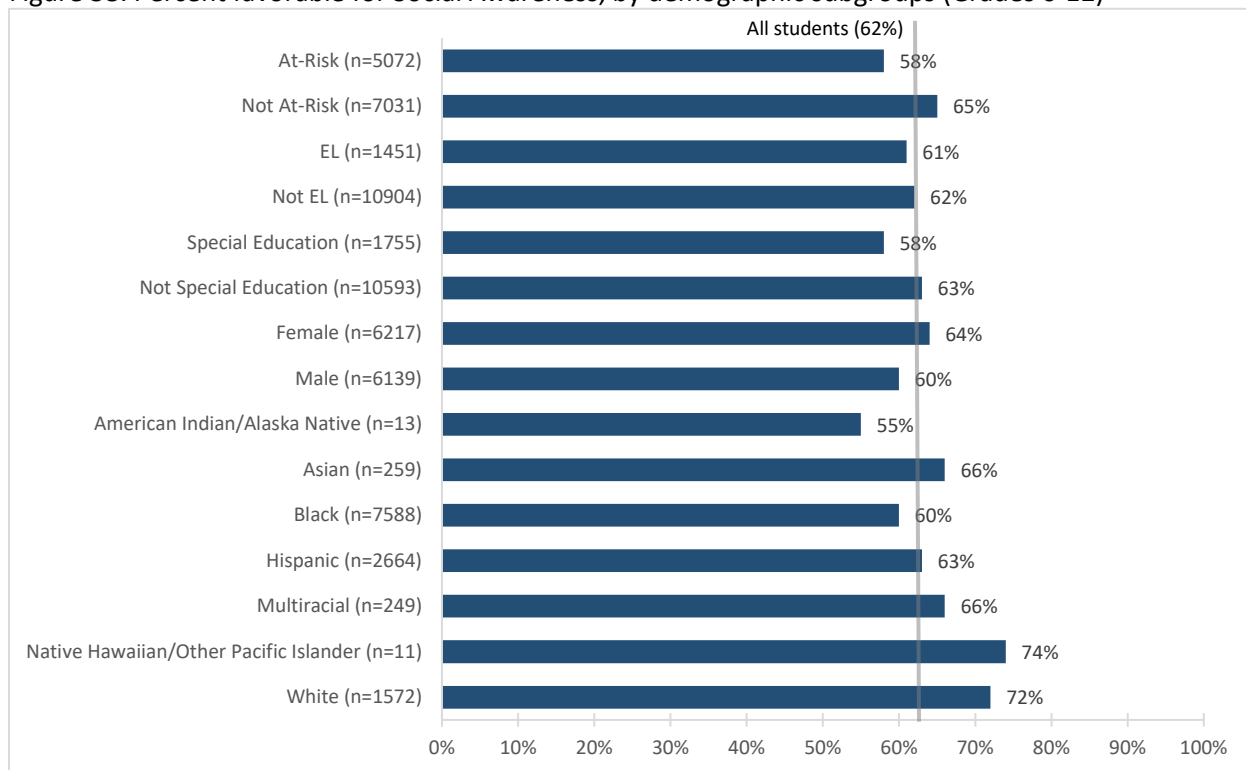
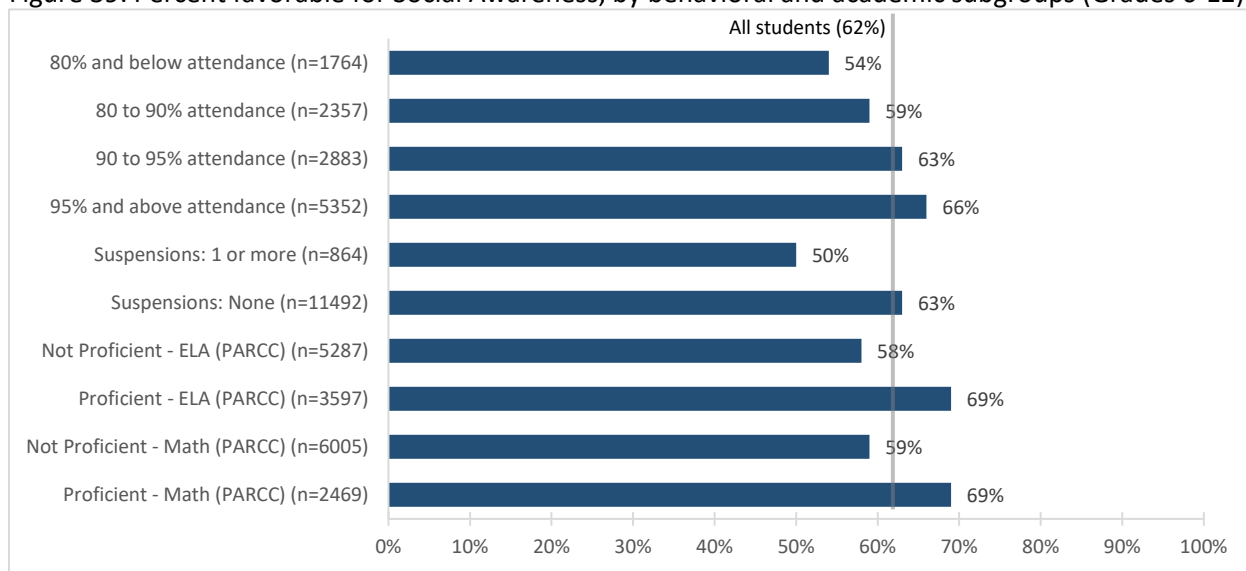


Figure 39. Percent favorable for Social Awareness, by behavioral and academic subgroups (Grades 6-12)



Results for grades 6-12: SEL Supports and Environments

The survey asked students about three categories of social emotional supports and environments: Rigorous Expectations, Sense of Belonging, and Student Satisfaction (defined above in Table 1). These elements of the school environment are considered the supports that enable students to develop SEL competencies, as shown in the following figure. Figure 40 summarizes the percent of favorable responses from students in grades 6-12 to questions about how they perceived their environment in each category. While 77 percent of responses to questions about satisfaction with schools were favorable, on average, that number falls to 50 percent for questions about feeling a sense of belonging in school. Figure 41 shows little change from 2018 to 2019 in students’ responses to questions about their sense of belonging and satisfaction with their schools; the percentage of favorable responses about feeling held to rigorous expectations increased from 67 percent to 70 percent.

Figure 40. Percent favorable for SEL supports and environments in 2019 (Grades 6-12)

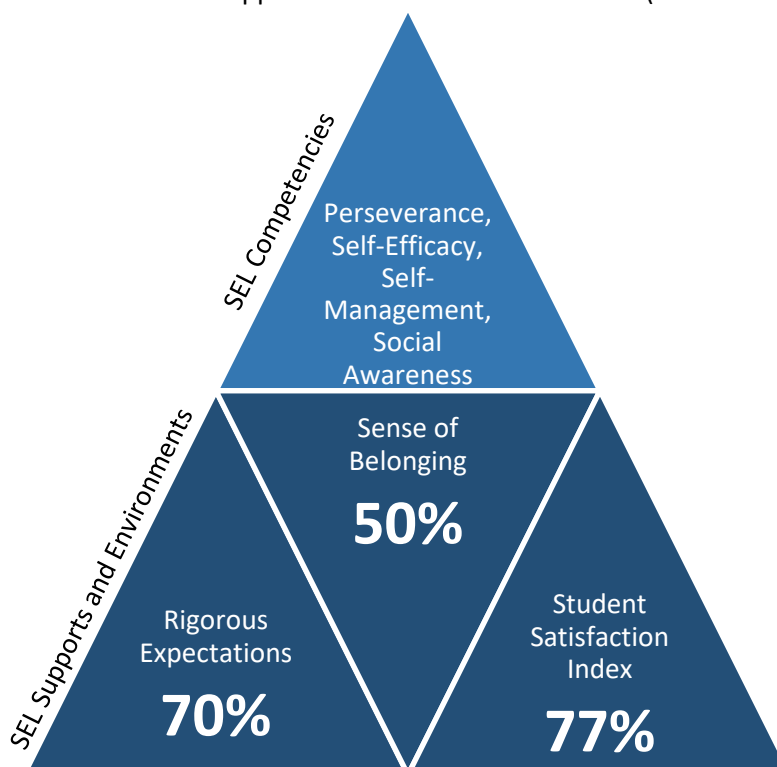
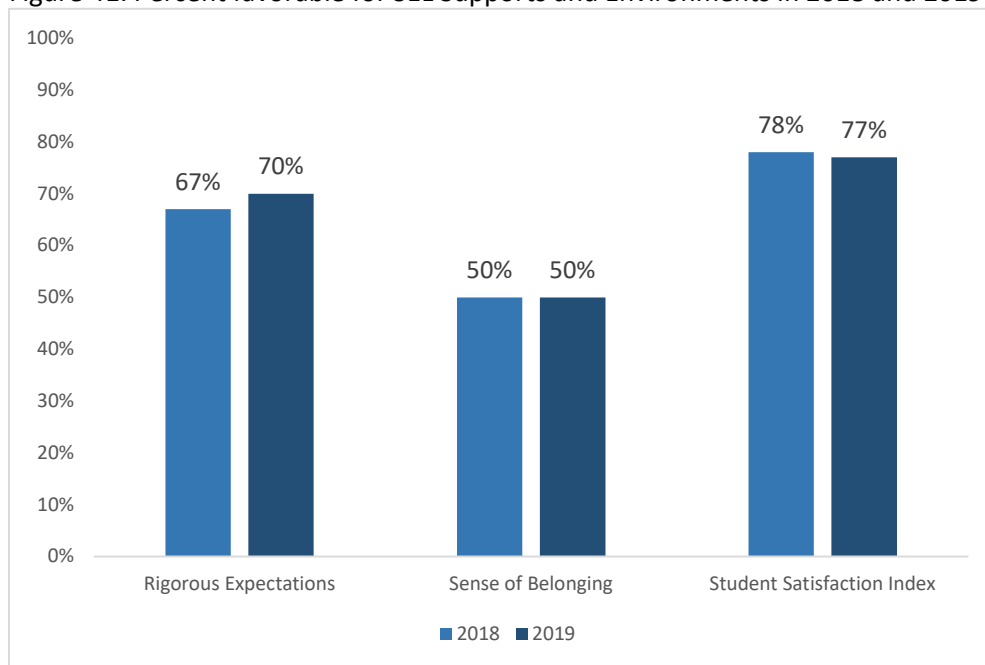


Figure 41. Percent favorable for SEL Supports and Environments in 2018 and 2019 (Grades 6-12)



Rigorous Expectations

This category of questions asks students how they feel that their teachers hold them to high expectations for effort, understanding, persistence, and performance in class. Overall, 70 percent of responses from students in grades 6-12 questions about being held to rigorous expectations were favorable.

Among demographic subgroups, Native Hawaiian and other Pacific Islander students responded most favorably about feeling held to high expectations, while American Indian and Alaska Native students responded least favorably. Among the larger demographic subgroups, Multiracial, Asian, and White students responded favorably at average rates of 74 percent, 73 percent, and 73 percent, respectively. Special Education, EL, and at-risk students responded favorably at average rates below 70 percent to questions about feeling held to high expectations.

Among behavioral and academic subgroups, 77 percent of responses from students scoring proficient on PARCC in math and 75 percent from those scoring proficient on PARCC in ELA indicated that students felt held to rigorous expectations. Students in the lowest attendance band and students with one or more suspensions responded least favorably: both groups’ average percent of favorable responses in this category was only 63 percent.

Figure 42. Percent favorable for Rigorous Expectations, by demographic subgroups (Grades 6-12)

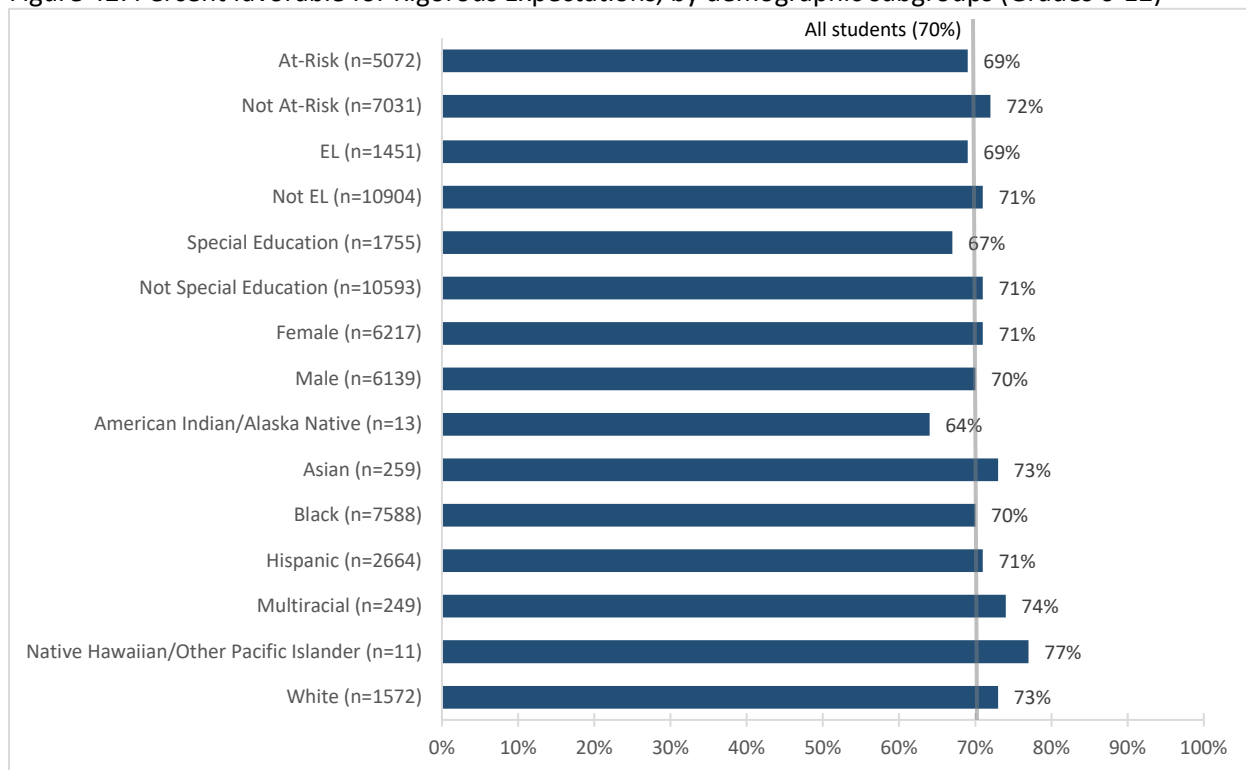
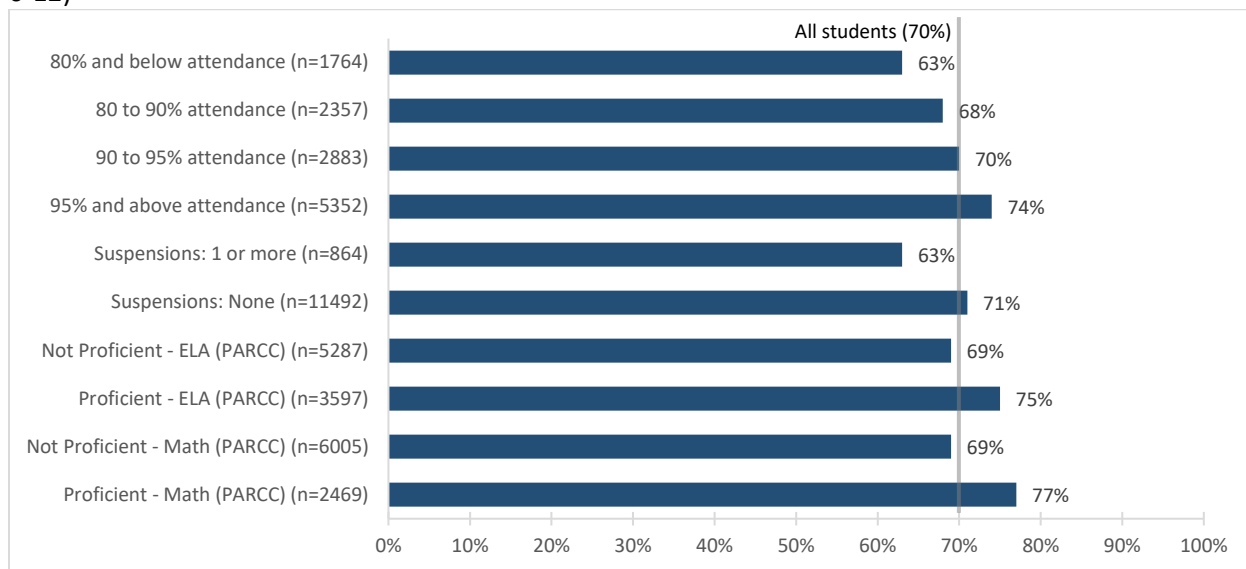


Figure 43. Percent favorable for Rigorous Expectations, by behavioral and academic subgroups (Grades 6-12)



Sense of Belonging

This group of questions asks how much students feel that they are valued members of the school community. Overall, the average percent of favorable responses from students in grades 6-12 to questions about their sense of belonging was only 50 percent. This category had the lowest overall

percentage of favorable responses, on average, of any category in both the SEL Supports and Environments and SEL Competencies categories for both 6-12 and 3-5 grade bands.

Among demographic subgroups, Native Hawaiian and other Pacific Islander students responded most positively to questions about their sense of belonging, with 65 percent favorable responses, on average, and American Indian and Alaska Native students responded least favorably. Among larger demographic subgroups, males responded more positively than females, with 53 percent favorable responses about a sense of belonging from males, compared to 47 percent from females.

Among behavioral and academic subgroups, there was little difference between subgroups who tended to respond more favorably in other categories, such as students scoring proficient on PARCC in math and ELA and students in the highest attendance band, and students who tended to respond less favorably, such as students in the lowest attendance band and students with one or more suspensions. The highest favorability rate was among students with 95 percent or higher attendance, with an average of 53 percent favorable responses to questions about their sense of belonging. The lowest favorability rate, from students in the 80 percent and below attendance band, was only 5 percentage points lower, at 48 percent.

Figure 44. Percent favorable for Sense of Belonging, by demographic subgroups (Grades 6-12)

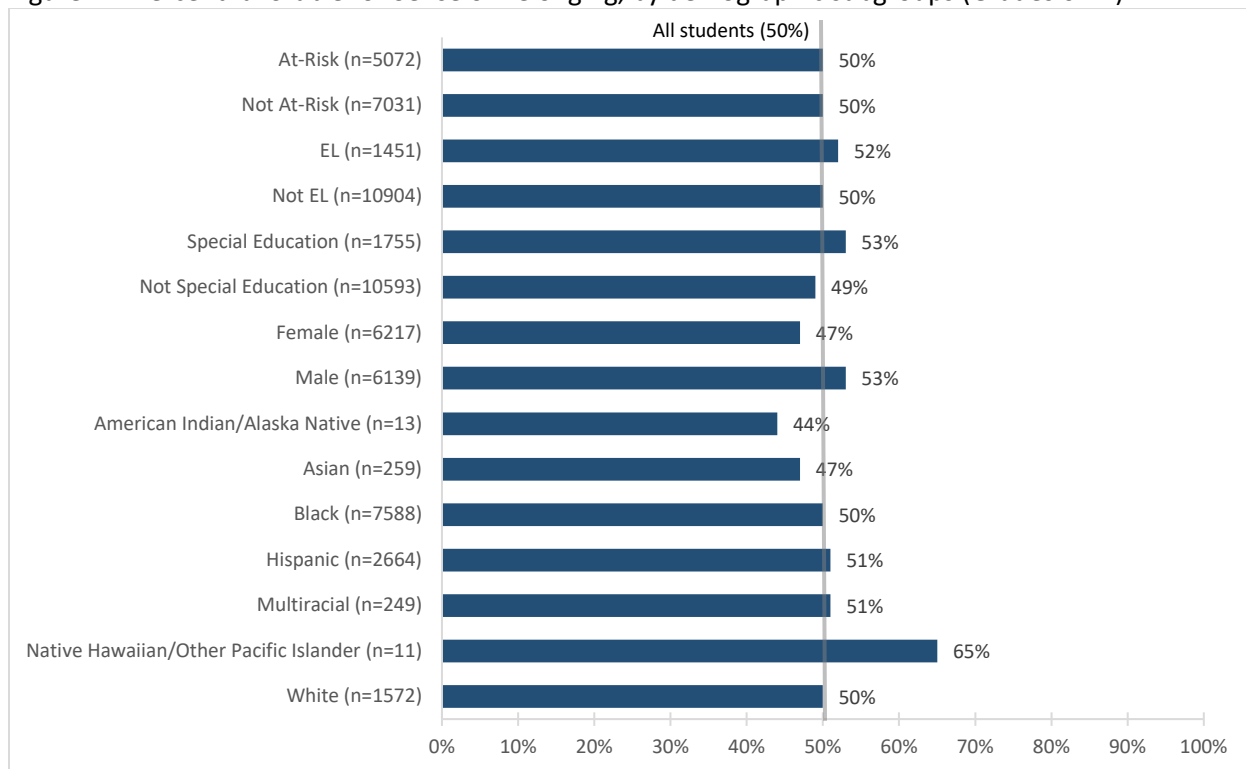
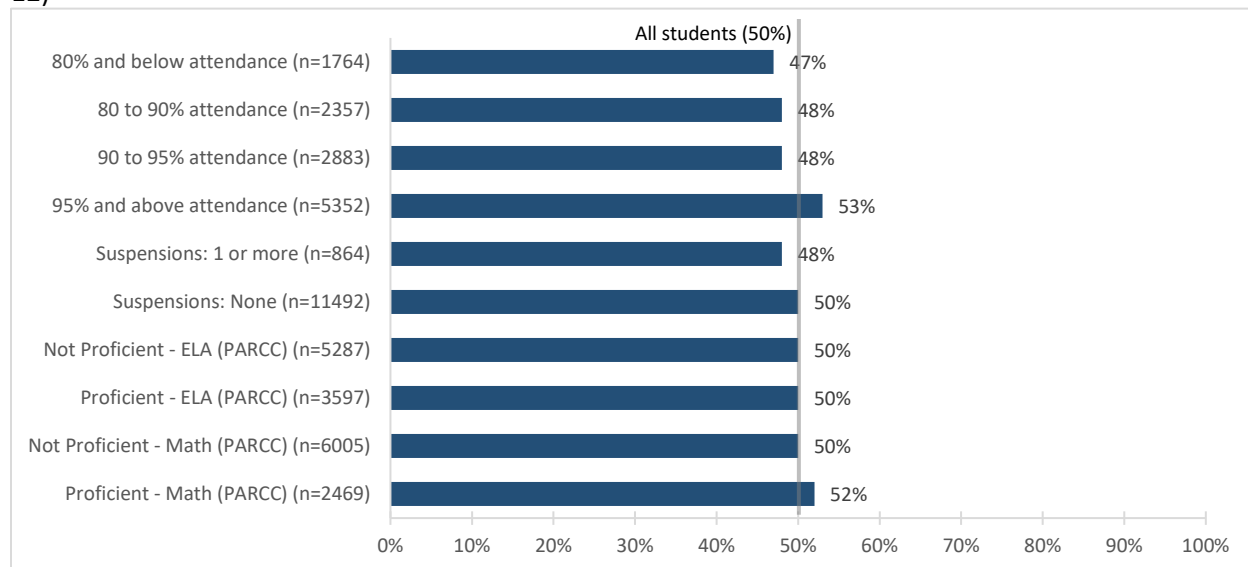


Figure 45. Percent favorable for Sense of Belonging, by behavioral and academic subgroups (Grades 6-12)



Student Satisfaction

Questions in this category ask how much students are satisfied with their school experience, including whether they feel their schools are safe, well-managed, sufficiently supplied, and welcoming to their families. Overall, 77 percent of students in grades 6-12 responded positively, on average, to questions about their schools. This contrasts with the level of satisfaction in grades 3-5, in which 90 percent of students responded favorably, on average, to questions in this category.

Among demographic subgroups, scores on the Student Satisfaction Index had a wide range. The most satisfied group appeared to be EL students, who responded positively at a rate of 88 percent (compared to 76 percent of non-EL students). White students responded positively at a rate of 86 percent, the highest among racial subgroups, while Black students responded positively at a rate of 73 percent. American Indian and Alaska Native students appear to be the least satisfied, with only 62 percent responding favorably to questions about satisfaction with their schools.

Among behavioral and academic subgroups, students scoring proficient on PARCC in math and ELA and students in the highest attendance band had the highest scores on the Student Satisfaction Index, at 84 percent, 82 percent and 82 percent, respectively. Students with one or more suspensions and students in the lowest attendance band (below 80 percent) reported the lowest satisfaction, at 63 percent and 70 percent, respectively.

Figure 46. Percent favorable for Student Satisfaction Index, by demographic subgroups (Grades 6-12)

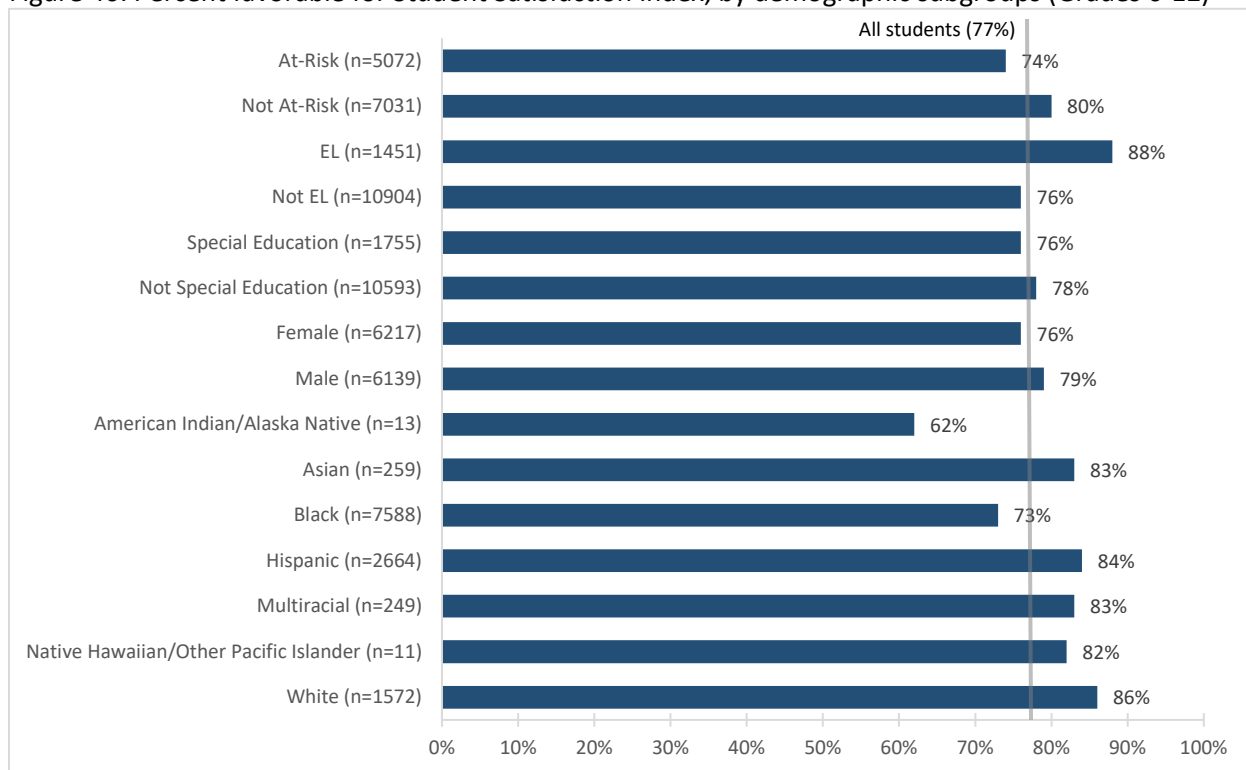
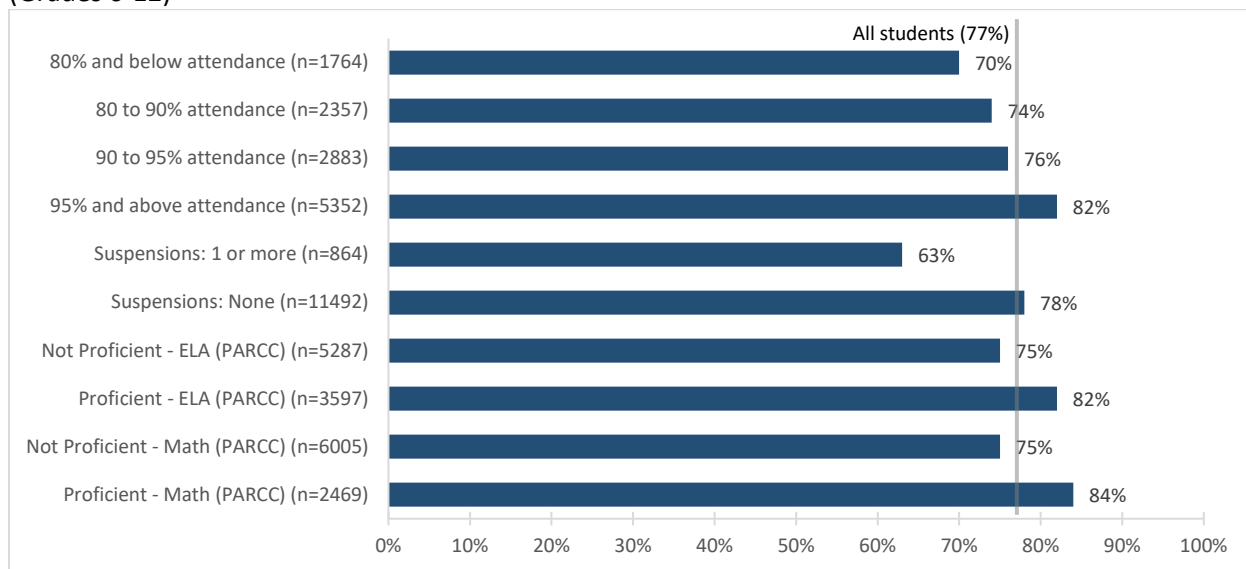


Figure 47. Percent favorable for Student Satisfaction Index, by behavioral and academic subgroups (Grades 6-12)



Teacher and Staff Survey Results

Surveys were administered to teachers, non-teaching school-based staff, and district Central Office employees. This section presents overall results for teachers and other staff by scale; results for each question are available in Appendix B. All staff answered questions on an individual and team engagement scale. The team engagement scale includes questions around satisfaction and engagement with colleagues, while the individual engagement scale includes questions about satisfaction with different aspects of an individual's job. Teachers also answered questions about how they perceived their students' perseverance (an SEL competency) and the degree to which they perceived themselves as having rigorous expectations (an SEL support).

Overall, teachers responded favorably to questions around their rigorous expectations for their students at an average rate of 95 percent, compared to a rate of only 42 percent for questions about the professional development provided around SEL and only 41 percent for questions about their students' perseverance. 76 percent of responses, on average, were favorable for questions about team staff engagement; this was 14 percentage points higher than the average percent favorability on questions around individual staff engagement.

Both non-teaching school-based staff and district office employees reported smaller differences than teachers between results on the team and individual engagement scales, but team engagement was consistently higher.

Table 10. Percent favorable for scales: Teacher Survey

Scale	Percent of Favorable Responses
Perseverance	41%
Rigorous expectations	95%
Professional learning about SEL	42%
Educating all students	80%
Staff engagement (Team)	76%
Staff engagement (Individual)	62%

Table 11. Percent favorable for scales: Non-Teaching School-Based Staff Survey

Scale	Percent of Favorable Responses
Staff engagement (Team)	74%
Staff engagement (Individual)	72%

Table 12. Percent favorable for scales: Central Office Staff Survey

Scale	Percent of Favorable Responses
Staff engagement (Team)	70%
Staff engagement (Individual)	64%

Family Survey Results

A survey was administered to families of students in grades K-12; the return rate for surveys was about 15 percent. Families were asked questions about their perception of their child's perseverance (an SEL competency), their perception of whether their child's teachers had rigorous expectations for their child (an SEL support), and their experience with the school and district overall. Families with multiple children in one school were asked to fill out only one survey and think about their oldest child in that school; families with children in multiple schools were asked to fill out one survey per school. This section only shows overall results by scale; full by-question results are available in Appendix B.

Overall, the average percent of favorable responses to questions about families' overall satisfaction with their child's school was 88 percent. However, only 71 percent of responses to questions about the school and district's communication with parents were favorable, on average.

Table 13. Percent favorable for scales in Family Survey

Scale	Percent of Favorable Responses
Perseverance	62%
Parent communication	71%
Parent satisfaction	88%
Rigorous expectations	78%

Appendix A: Survey Methodology

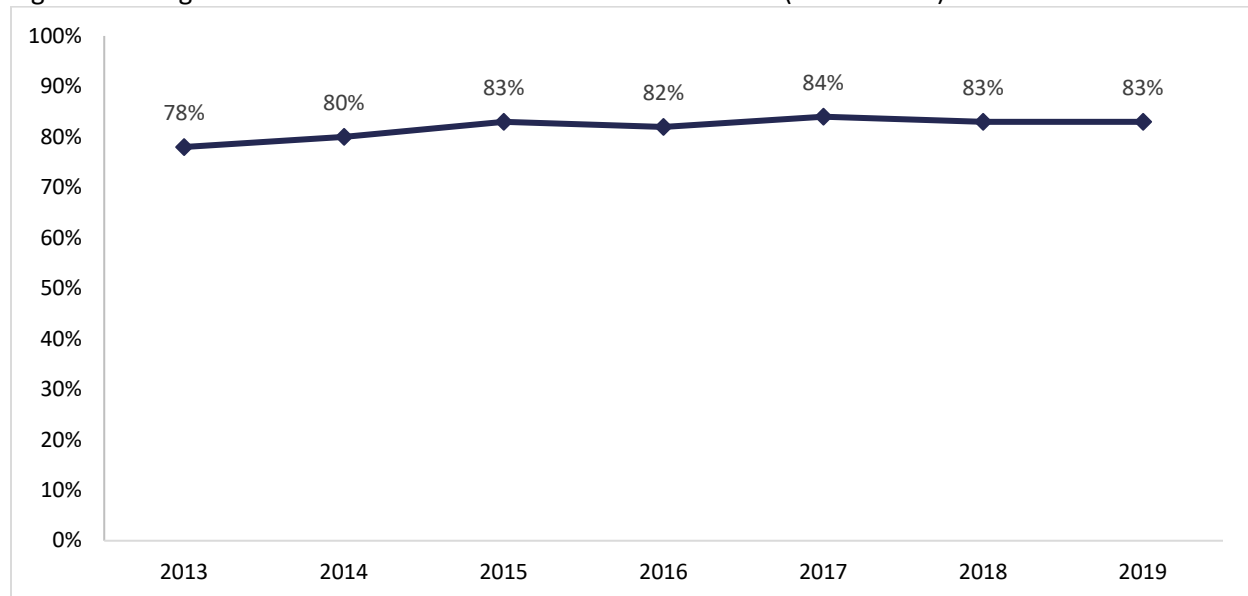
Survey Design

The 2019 survey instrument contained questions that aligned with DCPS’ Capital Commitment 2017-2022 strategic plan, which identified social emotional learning (SEL) as a strategic priority for the next five years. While the district had previously administered a yearly Stakeholder Survey, the Panorama Survey, first administered in 2018, consisted of all new content except for the student satisfaction index, which has been measured yearly since 2013. The Panorama Survey was designed with input from across DCPS and from Panorama Education, a company specializing in education surveys. 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. DCPS collaborated with researchers from the Regional Educational Laboratory (REL) Mid-Atlantic to conduct additional analyses to ensure that the survey is reliable and valid for DCPS’ students, staff, and parents.

Student Satisfaction Index Over Time

When the Panorama Survey was introduced to DCPS in 2018, it retained the same eight student satisfaction questions that had been contained in previous years of Stakeholder Surveys. Figure 48 below shows the results of the Student Satisfaction Index across seven years of data.

Figure 48. Longitudinal Trends for the Student Satisfaction Index (Grades 3-12)



Administration and Data Collection

The survey administration window ran from **March 4 – March 22, 2019**, for students and staff and from **March 4 – March 29, 2019**, for families. 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 with DCPS, and schools also distributed some paper surveys to families. A staff member serving as Panorama Survey Liaison at each school received communications from the Office of Data Systems and Strategy (ODSS) and was responsible for coordinating survey logistics. ODSS followed up with liaisons

throughout the process to support them in meeting survey deadlines. Student and staff surveys were administered during the school day. Paper results from student and family surveys were returned to Panorama for scanning, then given to ODSS for analysis.

All students enrolled in a DCPS school in grades 3 and higher were eligible to complete the student 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 lists of students whose parents returned the opt-out form, along with students who could not complete the survey due to cognitive disabilities and students who were no longer attending the school by the survey date. These students were removed from a school's population count, creating an "adjusted population" for each school, which was then used as the denominator for the school's response rate.

Likewise, staff members no longer working with DCPS or on extended leave were removed from the denominator of the response rate for the teacher and staff surveys, which consisted of the number of teachers and staff at a given school and the number of staff in the central office.

The denominator for the family survey response rate was based on the number of unique emailed surveys created by Panorama Education and emailed to families. Paper surveys created by Panorama and distributed to families by schools were not included in the denominator.

Analysis

Survey responses were counted as long as the respondent answered at least one question. Responses to individual questions within each scale were coded on 5-point Likert scales: for example, answers might include the range "not at all likely," "slightly likely," "somewhat likely," "quite likely," and "extremely likely," with the latter two considered favorable responses. A question's score on a given scale consisted of the percentage of students choosing a favorable response; favorability scores for each question were averaged to produce overall scores for each 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 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 questions about satisfaction with their schools.

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

- Individual Loved, Challenged, and Prepared indices were created from responses on other Panorama scales, as shown above in Table 7.
- 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 on a given index if their score on that index was **greater than 3.5**.
- A student was considered favorable in the overall LCPI if they were coded favorably in all three individual indices.

Survey Validation

Because the Panorama survey instruments consisted of new questions and scales, a series of validation analyses were conducted in 2018. Reliability statistics for each scale in the student survey are found in Table 14. 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 15). 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 14. Reliability for Each Scale in Student Survey in 2018

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 15. Confirmatory Factor Analysis Model Fit Indices in 2018*

Criteria	Value
RMSEA	0.04
CFI	0.91
TLI	0.90

*all standardized factor loadings > 0.40

Appendix B: Question-level Survey Results

Student SEL Competencies: Grades 3-5

Based on 10,029 responses

1. **How often do you stay focused on the same goal for more than 3 months at a time?**
57% responded favorably
2. **If you fail at an important goal, how likely are you to try again?**
79% responded favorably
3. **When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?**
68% responded favorably
4. **If you have a problem while working towards an important goal, how well can you keep working?**
75% responded favorably
5. **How sure are you that you can complete all the work that is assigned in your class?**
75% responded favorably
6. **When complicated ideas are discussed in class, how sure are you that you can understand them?**
67% responded favorably
7. **How sure are you that you can learn all the topics taught in your class?**
77% responded favorably
8. **How sure are you that you can do the hardest work that is assigned in your class?**
64% responded favorably
9. **How sure are you that you will remember what you learned in your current class, next year?**
71% responded favorably
10. **During the past 30 days...How often did you follow directions in class?**
79% responded favorably
11. **During the past 30 days...How often did you get your work done right away, instead of waiting until the last minute?**
73% responded favorably
12. **During the past 30 days...How often did you pay attention and ignore distractions?**
63% responded favorably
13. **During the past 30 days...How often did you remain calm, even when someone was bothering you or saying bad things?**
50% responded favorably
14. **During the past 30 days...How often did you allow others to speak without interrupting them?**

67% responded favorably

15. How carefully did you listen to other people's points of view?

80% responded favorably

16. How much did you care about other people's feelings?

84% responded favorably

17. How often did you compliment others' accomplishments?

72% responded favorably

18. How well did you get along with students who are different from you?

75% responded favorably

19. How clearly were you able to describe your feelings?

65% responded favorably

20. When others disagreed with you, how respectful were you of their views?

76% responded favorably

21. To what extent were you able to stand up for yourself without putting others down?

71% responded favorably

22. To what extent were you able to disagree with others without starting an argument?

66% responded favorably

Student SEL Competencies: Grades 6-12

Based on 12,257 responses

1. How often do you stay focused on the same goal for several months at a time?

49% responded favorably

2. If you fail to reach an important goal, how likely are you to try again?

63% responded favorably

3. When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?

62% responded favorably

4. If you have a problem while working towards an important goal, how well can you keep working?

61% responded favorably

5. Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are you to continue to pursue one of your current goals?

63% responded favorably

6. How confident are you that you can complete all the work that is assigned in your classes?

62% responded favorably

7. **When complicated ideas are presented in class, how confident are you that you can understand them?**

51% responded favorably

8. **How confident are you that you can learn all the material presented in your classes?**

62% responded favorably

9. **How confident are you that you can do the hardest work that is assigned in your classes?**

52% responded favorably

10. **How confident are you that you will remember what you learned in your current classes, next year?**

44% responded favorably

11. **During the past 30 days...How often did you follow directions in class?**

81% responded favorably

12. **During the past 30 days...How often did you get your work done right away, instead of waiting until the last minute?**

55% responded favorably

13. **During the past 30 days...How often did you pay attention and resist distractions?**

59% responded favorably

14. **During the past 30 days...How often did you remain calm, even when someone was bothering you or saying bad things?**

52% responded favorably

15. **During the past 30 days...How often did you allow others to speak without interruption?**

69% responded favorably

16. **During the past 30 days...How carefully did you listen to other people's points of view?**

72% responded favorably

17. **During the past 30 days...How much did you care about other people's feelings?**

66% responded favorably

18. **During the past 30 days...How well did you get along with students who are different from you?**

69% responded favorably

19. **During the past 30 days...How often did you compliment others' accomplishments?**

61% responded favorably

20. **During the past 30 days...How clearly were you able to describe your feelings?**

49% responded favorably

21. During the past 30 days...To what extent were you able to stand up for yourself without putting others down?

63% responded favorably

22. During the past 30 days...When others disagreed with you, how respectful were you of their views?

65% responded favorably

23. During the past 30 days...To what extent were you able to disagree with others without starting an argument?

54% responded favorably

Student SEL Supports and Environment: Grades 3-5

Based on 10,042 responses

1. Student Satisfaction Index (SSI)

90% responded favorably

2. How well do people at your school understand you as a person?

74% responded favorably

3. How much support do the adults at your school give you?

82% responded favorably

4. How much respect do students at your school show you?

55% responded favorably

5. Overall, how much do you feel like you belong at your school?

75% responded favorably

6. How often do your teachers make you explain your answers?

83% responded favorably

7. When you feel like giving up, how likely is it that your teachers will make you keep trying?

87% responded favorably

8. How much do your teachers encourage you to do your best?

89% responded favorably

9. How often do your teachers take time to make sure you understand the material?

84% responded favorably

10. Overall, how high are your teachers' expectations of you?

86% responded favorably

Student SEL Supports and Environment: Grades 6-12

Based on 12,365 responses

1. **Student Satisfaction Index (SSI)**
77% responded favorably
2. **How well do people at your school understand you as a person?**
49% responded favorably
3. **How connected do you feel to the adults at your school?**
38% responded favorably
4. **How much respect do students in your school show you?**
57% responded favorably
5. **How much do you matter to others at this school?**
48% responded favorably
6. **Overall, how much do you feel like you belong at your school?**
58% responded favorably
7. **How often do your teachers make you explain your answers?**
73% responded favorably
8. **When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?**
68% responded favorably
9. **How much do your teachers encourage you to do your best?**
74% responded favorably
10. **How often do your teachers take time to make sure you understand the material?**
64% responded favorably
11. **Overall, how high are your teachers' expectations of you?**
73% responded favorably