



2021 Panorama Survey Highlights

The Panorama Student and Family Surveys measure...



Social Emotional Learning

Student perspectives on their own social-emotional competencies and school supports, using Panorama's research-based assessment tool



DCPS Vision

Progress toward the DCPS capital commitment goal that every child will feel **loved, challenged, and prepared** to positively influence society and thrive in life



Family Engagement

Family feedback on how well schools and the district as a whole are communicating with and engaging families

Some key results and outcomes were...

Responses



22,739

Student responses

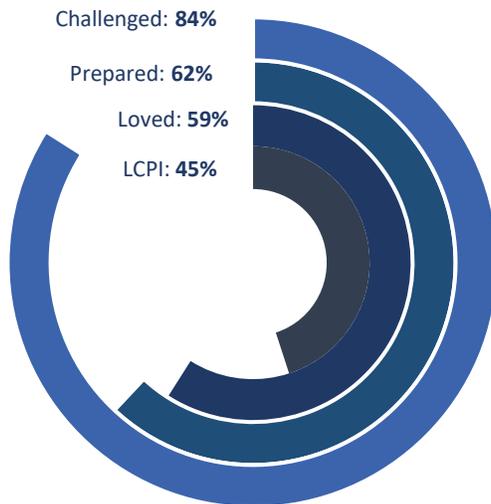


9,522

Family responses

DCPS Vision

Loved, Challenged, and Prepared Index (LCPI) Results



Scores represent the percentage of students responding favorably to questions on this topic.

Family Survey



85%

Favorability on Parent Satisfaction scale



+5

Percentage point increase in families feeling well informed about what is happening at the school district level

±0

Change on Parent Communication scale since 2020

Student Survey

Rigorous Expectations

Most favorable scale for Grades 3-5 and Grades 6-12



Self-Efficacy

Least favorable scale for Grades 3-5 and Grades 6-12

+3

Increase on Sense of Belonging scale for Grades 3-5

+2

Increase on Sense of Belonging scale for Grades 6-12



-5

Decrease on Self-Efficacy scale for Grades 3-5

-4

Decrease on Self-Efficacy scale for Grades 6-12



Dear DCPS Community,

Thank you to all our students, families, and staff members who participated in this spring's Panorama Survey! We are grateful that you shared your voices with us and made this survey a success. Thanks to the efforts of our school staff, survey liaisons, and families, we heard this spring from **more students than on any previous Panorama survey.**

In this report, we present some **highlights and trends** from the spring 2021 student and family surveys, as well as narratives from some of our program teams that help explain how DC Public Schools uses Panorama data. We encourage you to explore district results from this and previous surveys in detail on our **public Panorama dashboard** at bit.ly/dcpsresults, where you can see how students across the district and within different student subgroups responded on each scale and even individual questions.

Our survey results this year tell the story of learning during the pandemic. Students reported feeling **less sense of self-efficacy**, or confidence in their own abilities to complete work, but at the same time reported no decrease, and in many cases even an **increase, in their sense of belonging** at their schools. Parent satisfaction decreased slightly, while overall favorability on questions about communication with parents remained the same. The need to reach all families virtually was a new challenge this year for the district and schools, yet more respondents on the family survey said they felt like **their opinions mattered to the district** and that their child's teachers worked hard to establish a positive relationship with them.

The survey also measures progress toward a district goal we set in [A Capital Commitment](#) that every student will feel "loved, challenged, and prepared to positively influence society and thrive in life." This year's survey result was unchanged from 2020, with 45% of students reporting that they felt "Loved, Challenged, and Prepared." However, we saw a slight increase in the percent of students reporting that they feel "Loved" (measured by the "sense of belonging" scale) and a decrease in the percent of students reporting that they feel "Prepared."

The results from the survey will provide grounds for reflection and planning at both the school and district level in the months to come as we look to a return to full-time in-person learning for all students. The survey shines a light on some school-level efforts that we want to **celebrate** and continue, as well as highlighting ways in which schools and students will need **extra support** in the coming year. For more reflections on these results and details on how the district and schools will **use Panorama data to plan for the future**, read on for messages from the **DCPS SEL Team and Family Engagement Team**, followed by some data highlights from this year's surveys.

For more on how SEL efforts are a part of #RecoverStrong, read this [message from Chancellor Lewis Ferebee](#). For more on DCPS's use of the Loved, Challenged, and Prepared Index (LCPI) and our partnership with Panorama Education, see this [article](#) by Dr. William Blake, Director of SEL at DCPS.

Colin Taylor
Chief of Data Systems & Strategy
DC Public Schools

A Message from the DCPS Social Emotional Learning Team

In 2018, the District of Columbia Public Schools (DCPS) committed to implementing social emotional learning (SEL) to ensure every student feels “loved, challenged, and prepared” daily. DCPS uses the Panorama Survey to understand how students perceive their lived experiences in our schools. Prior to the 2020-21 school year, the survey was administered annually in the spring. However, due to the traumatic effects of COVID-19, DCPS began to administer the survey twice during the academic year to understand the needs of the whole child. The spring 2021 administration of the Panorama Student Survey received the highest number of student responses to date, with 22,739 respondents, and results showed an increase in the number of students indicating they feel loved and challenged in our schools.

Beginning this school year, DCPS committed to building staff capacity around trauma informed practices by implementing our trauma responsive schools (TRS) model. Through professional development, educators learned ways to greet students with positive and affirmative language, strategies to build relationships and trust with students, and how to design space for students to practice emotional regulation. We believe our focus on the TRS model contributed to the higher number of students reporting that they feel loved and valued within their school communities this year.

Traditionally, secondary students have responded less favorably on the Sense of Belonging scale. However, the past administration in the Spring, we noticed our Black, Hispanic and Asian students responded more favorably on the Sense of Belonging scale compared to their White counterparts. In addition, despite the various challenges to virtual learning, students in grades 3-12 responded more favorably than last year on the same scale. The SEL & School Culture Team has provided strategic support to schools through the cluster support model, building educator capacity and creating systems elevating the themes of relationships, rigor and relevance through daily practices. Below, we share some ways schools, supported by district SEL Specialists, responded to Panorama data and built students’ sense of belonging over the last year.

How did schools build students’ sense of belonging during virtual learning?

- Patterson Elementary School’s Behavioral Health Team conducted Restorative Justice Circles, monthly parent meetings, virtual student events such as movie days, and staff professional development on self-care, as well as offering grief and loss support to staff and students.
- Eaton Elementary School hosted Wellness Wednesdays, with live performances from area artists, for which virtual students were invited to join other students on campus.
- Savoy Elementary School’s principal held weekly town hall meetings with students and families to engage in community-building activities and gather community feedback.
- Burroughs Elementary School held virtual recess and morning meetings to help students connect virtually.
- Takoma Education Campus trained staff before the year started in how to establish authentic relationships with students and design a rigorous, culturally responsive instructional experience.
- Cardozo Elementary School implemented check-in-connect circles and restorative practices, as well as staff training on cultural responsiveness, race, and equity.
- Sousa Elementary School’s African Centered Education (ACE) SEL programming promotes culturally responsive and affirming practices, including weekly Tribe community sessions that elevate student voices.

Look for more school stories shared by our SEL Specialists in the *Five Takeaways from the DCPS Spring 2021 Panorama Student Survey* below.

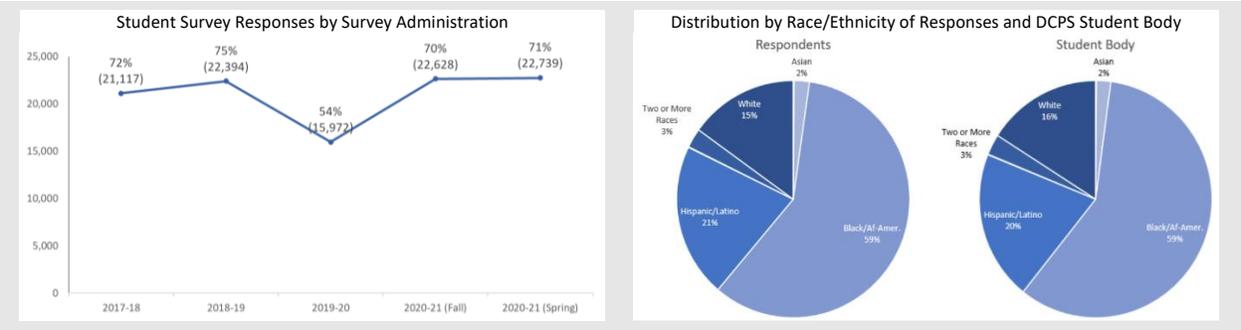
A Message from the DCPS Family and Community Engagement Team

At DC Public Schools, families are our most important partners. Families are experts on their children and serve as their first teachers. This past year was especially challenging, with families taking on an even larger role in their child's education during learning at home. Family voice is critical to improving our education system and to ensuring that every child gets what they need to succeed academically and socially. The Panorama Family Survey is one way that we capture that family voice to help us improve. Below, we share some of the ways Panorama Family Survey data informs our work.

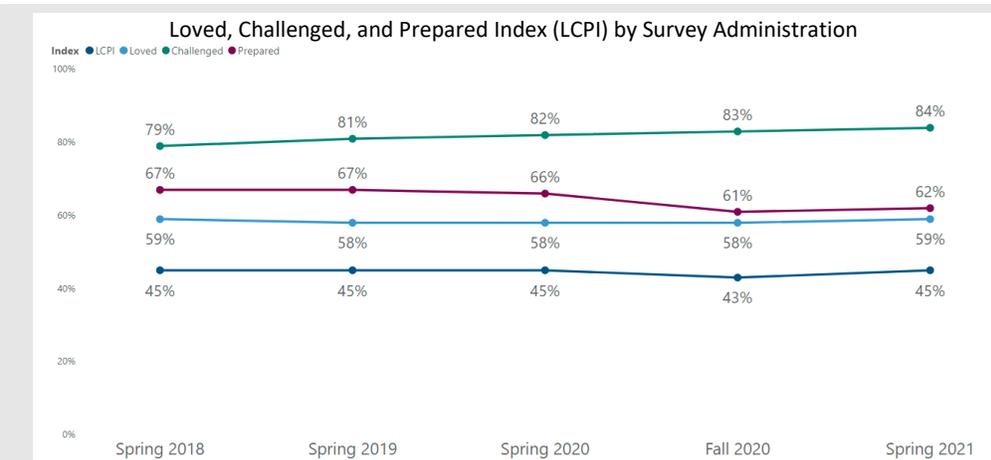
- **Relationships:** We believe that trusting relationships between families and educators are key to working together to support students. On the Panorama survey we ask families if they feel welcome at their child's school and if their child's teacher "works hard to establish a strong positive relationship with them." These responses help us track relationships across the district and by school. To support positive, trusting relationships, DCPS has invested in relaunching in-person Home and Community (at a park or outdoor site) visits for the 2021-22 school year. These visits are an evidence-based strategy for establishing the foundation for a strong family/teacher relationship. In addition, the DCPS [Community Action Team](#) and [Language Access Division](#) build capacity in our school leaders to create inclusive and welcoming school communities.
- **Communication:** Consistent, two-way communication between families and educators ensures that families know what is happening in the school and have a voice in decision-making. We ask families several questions about their experience communicating with DCPS on the Panorama Survey. A few examples include "I feel well informed about what is happening at my child's school" and "I feel like my voice matters in my child's education." As a district, we have supported and improved communication through increased language access, text-based communication platforms, and leveraging dcpsreopenstrong.com to keep families up to date on all the latest resources and information during learning at home. As a result of these efforts, families' satisfaction with district communication has steadily improved over the past several years, including a 5-point increase since 2020 in favorable responses to the question "I feel well-informed about what is happening at the school district level."
- **Academic Partnerships:** All families can support their children's academic and social emotional growth. It's up to us to provide the information, tools and resources to help families play this supportive role. On the Panorama survey we ask families if they "understand what their child is learning in school" and if their "school suggests ways they can support their child's learning at home." As part of our effort to improve how we partner with families on academics, DCPS rolled out the Aspen Parent Portal to families with students in grades K-5 this year (in addition to grades 6-12 which already had access). The Parent Portal allows families to better track attendance and academic information. DCPS supports schools in sharing academic information with families through Parent-Teacher Conferences by creating and distributing resources and toolkits to ensure those conversations are further partnership with families. We have also provided direct support to families through [Family Curriculum Guides](#) and [Parent University Workshops](#).

Five Takeaways from the DCPS Spring 2021 Panorama Student Survey

1. More students responded than on any previous Panorama Student Survey, and the DCPS student body was proportionally represented by race/ethnicity.



2. While overall favorability on the Loved, Challenged, and Prepared Index remains unchanged from spring 2020, the district’s score on the Prepared Index has decreased since then, while scores on the Loved and Challenged Indices have increased.

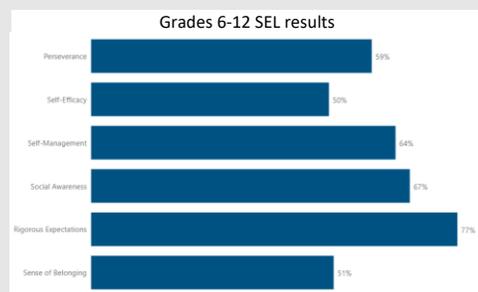
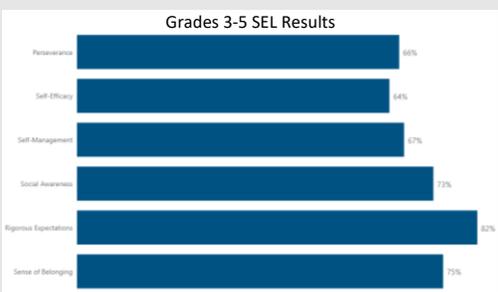


School Stories: Sousa Middle School

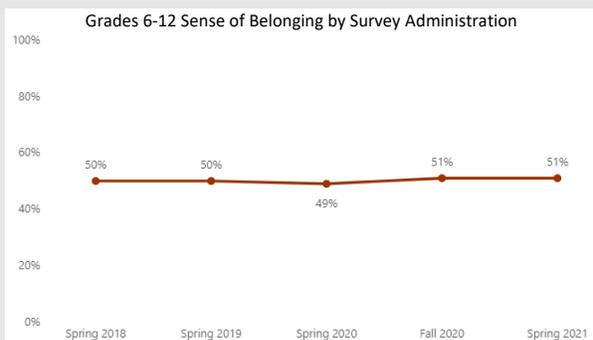
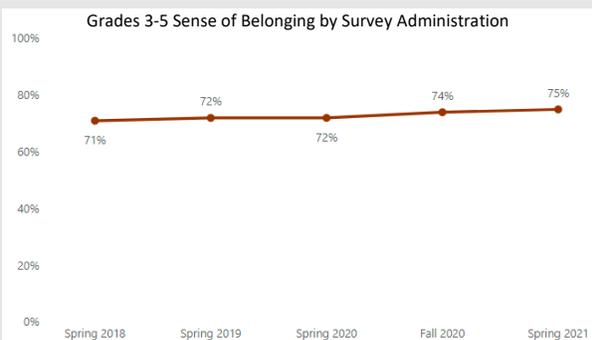
From spring 2020 to 2021, Sousa MS saw a 16-percentage point increase in the Loved Index and an 18-point increase in their overall LCPI score, coinciding with new African Centered Education (ACE) SEL programming. Implemented with the support of a district SEL Specialist, ACE promotes culturally responsive and affirming practices. Sousa used intermittent surveys to collect student feedback and addressed student concerns during weekly Tribe community sessions. The elevation of student voices allowed leadership to connect with students consistently and authentically and build a sense of community.

Each index is calculated based on Panorama Education’s researched, nationally sampled SEL scales, as shown below, and the changes in the index scores reflect changes in SEL scale scores.

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, your 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?



3. Despite the challenges of remote learning, students responded at least as favorably as in spring 2020 on the Sense of Belonging scale in both grades 3-5 and grades 6-12.



Students in grades 3-5 responded most favorably about adult support and least favorably about respect from peers, while students in grades 6-12 responded most favorably about respect from their peers and least favorably about their connection to adults.

QUESTION	82 % responded favorably	▲ 1 from Spring 2020
How much support do the adults at your school give you?		
Overall, how much do you feel like you belong at your school?	79 % responded favorably	▲ 3 from Spring 2020
How well do people at your school understand you as a person?	73 % responded favorably	▼ 1 from Spring 2020
How much respect do students at your school show you?	65 % responded favorably	▲ 9 from Spring 2020

QUESTION	66 % responded favorably	▲ 12 from Spring 2020
How much respect do students in your school show you?		
Overall, how much do you feel like you belong at your school?	61 % responded favorably	▲ 5 from Spring 2020
How much do you matter to others at this school?	44 % responded favorably	▼ 3 from Spring 2020
How well do people at your school understand you as a person?	44 % responded favorably	▼ 4 from Spring 2020
How connected do you feel to the adults at your school?	39 % responded favorably	0 from Spring 2020

School Stories: Cardozo Education Campus

Cardozo’s score on the question “How connected do you feel to the adults at your school?” stands out: students at Cardozo responded favorably at a rate of 55%, 16 percentage points higher than grades 6-12 students in DCPS overall. The results reflect Cardozo’s focus on fostering meaningful relationships with students. Cardozo implemented “check-in-connect circles” each day to help build relationships between teachers and students. The school also implemented restorative talks, and a district SEL Specialist collaborated with the school’s SEL lead to help train staff and provide restorative strategies. Under Principal Mola’s leadership, the campus set out to achieve a goal of ONE Cardozo by building community among students from the campus’s comprehensive and international high schools and addressing issues of cultural sensitivity, race, and equity. DCPS’s Equity team and a district SEL Specialist facilitated race and equity engagement sessions for Cardozo’s administrative team, modeling trainings administrators could then deliver to staff. A ONE Cardozo task force was formed to continue the work of the trainings in building community and cultural competence, supported by a district SEL Specialist who facilitated small group discussions among staff.

School Stories: Eaton Elementary School

Eaton saw a 14-percentage point increase from 2020 in favorable results on the question “How much respect do students at your school show you?” and an overall 7-point increase on the Sense of Belonging scale. Eaton staff are encouraged to “See and Know” every student through practices like Morning Meetings with classes and one-on-one meetings with students. A district SEL Specialist has collaborated with the school SEL team to promote an empathetic, responsive campus culture through an equity and “Whole Child” lens. The school’s “Wellness Wednesdays” give students an opportunity to spend time together on campus engaging in hands-on science and art activities, playing organized games, and viewing live performances from area artists, including puppet shows, Chinese drummers, African dancers, and more. These practices have provided students with multiple opportunities to build and strengthen relationships with peers and teachers.

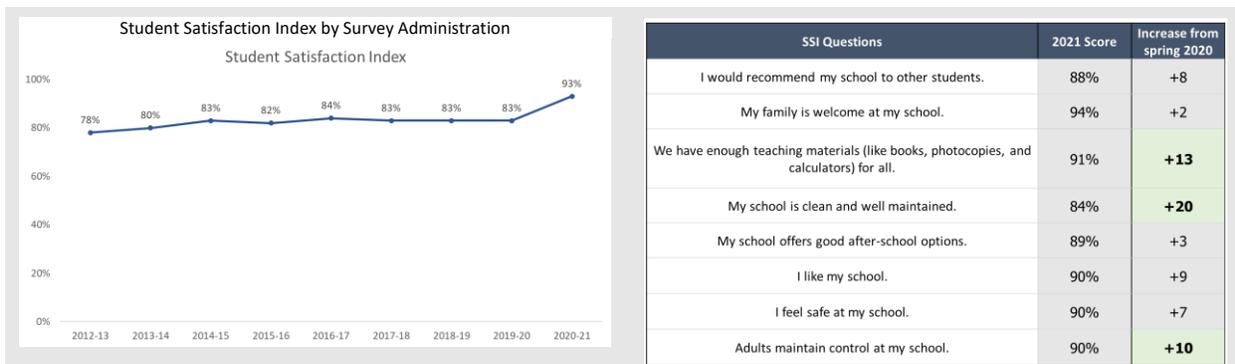
4. Lower scores on the Self-Efficacy scale for almost all subgroups on the surveys for grades 3-5 and grades 6-12 indicate that students feel less academically confident than in previous years, a change that first appeared on the fall 2020 survey, coinciding with the move to remote learning.



The Self-Efficacy questions with the greatest decrease from spring 2020 for both grade bands asked how confident students were that they could complete all of their assigned work and that they would be able to remember material from their current classes next year.

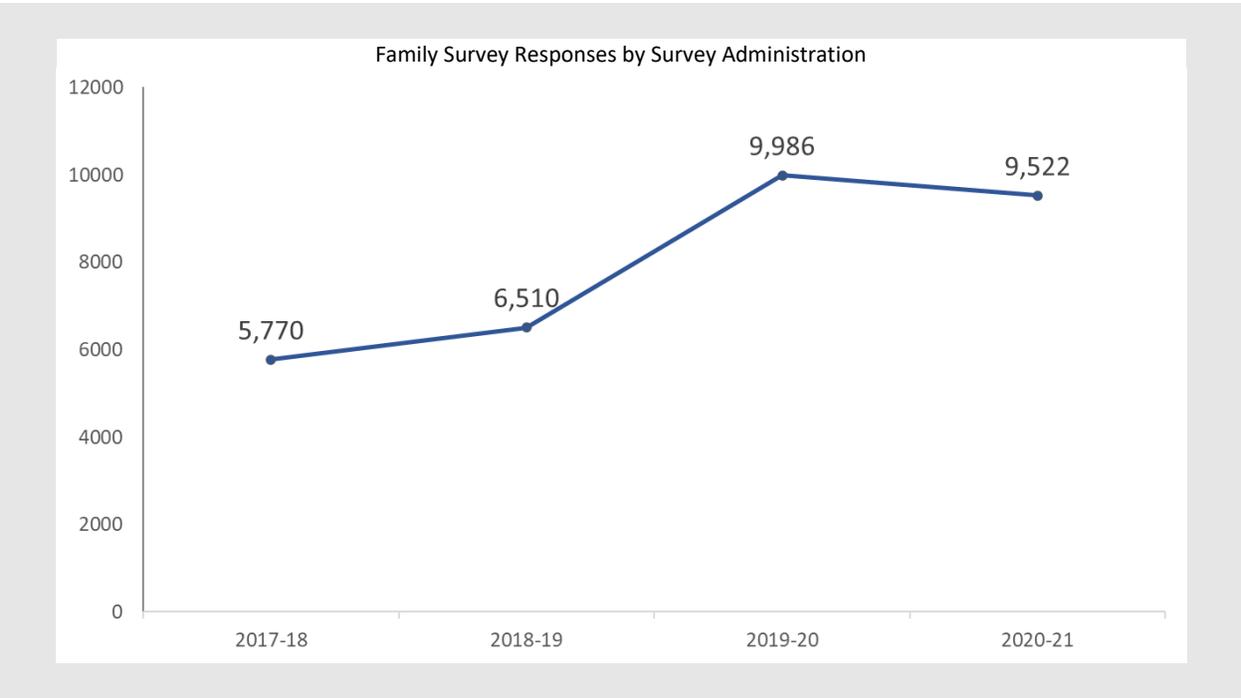
Grades 3-5 Self-Efficacy Question Results			Grades 6-12 Self-Efficacy Question Results		
QUESTION ➤ When complicated ideas are discussed in class, how sure are you that you can understand them?	62% responded favorably	▼ 3 from Spring 2020	QUESTION ➤ How confident are you that you can complete all the work that is assigned in your classes?	55% responded favorably	▼ 7 from Spring 2020
QUESTION ➤ How sure are you that you can learn all the topics taught in your class?	72% responded favorably	▼ 4 from Spring 2020	QUESTION ➤ How confident are you that you will remember what you learned in your current classes, next year?	40% responded favorably	▼ 4 from Spring 2020
QUESTION ➤ How sure are you that you can do the hardest work that is assigned in your class?	58% responded favorably	▼ 5 from Spring 2020	QUESTION ➤ How confident are you that you can do the hardest work that is assigned in your classes?	48% responded favorably	▼ 4 from Spring 2020
QUESTION ➤ How sure are you that you can complete all the work that is assigned in your class?	67% responded favorably	▼ 6 from Spring 2020	QUESTION ➤ How confident are you that you can learn all the material presented in your classes?	58% responded favorably	▼ 3 from Spring 2020
QUESTION ➤ How sure are you that you will remember what you learned in your current class, next year?	62% responded favorably	▼ 7 from Spring 2020	QUESTION ➤ When complicated ideas are presented in class, how confident are you that you can understand them?	50% responded favorably	▼ 1 from Spring 2020

5. Favorability on the Student Satisfaction Index increased sharply (by 10 percentage points) from spring 2020. However, the increase appears to primarily result from the unique circumstances of virtual learning.

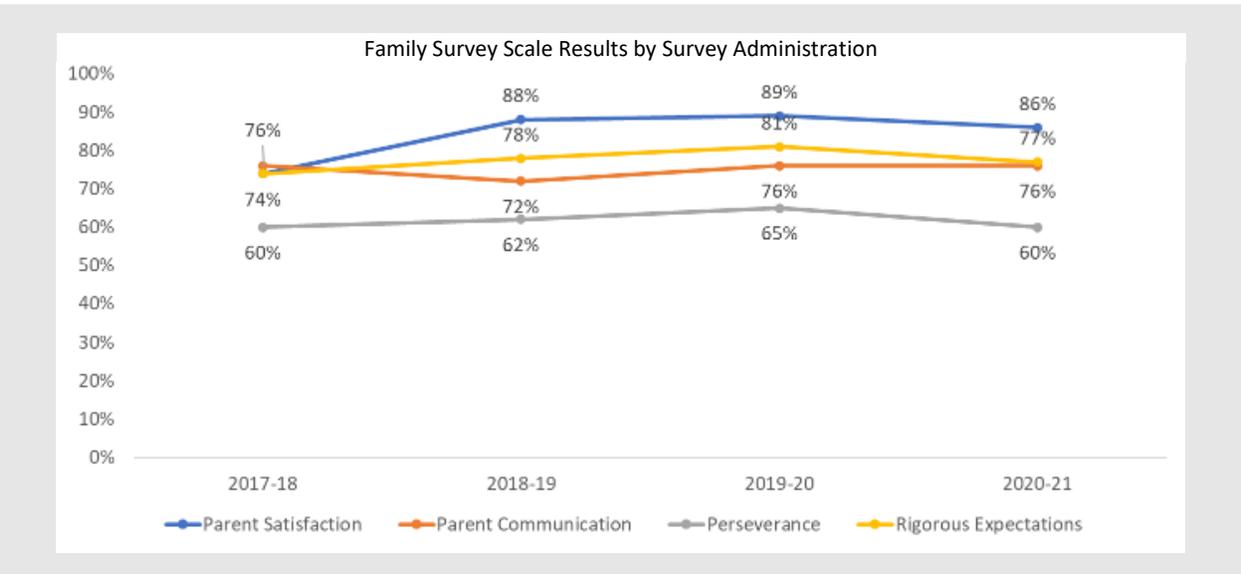


Five Takeaways from the DCPS Spring 2021 Panorama Family Survey

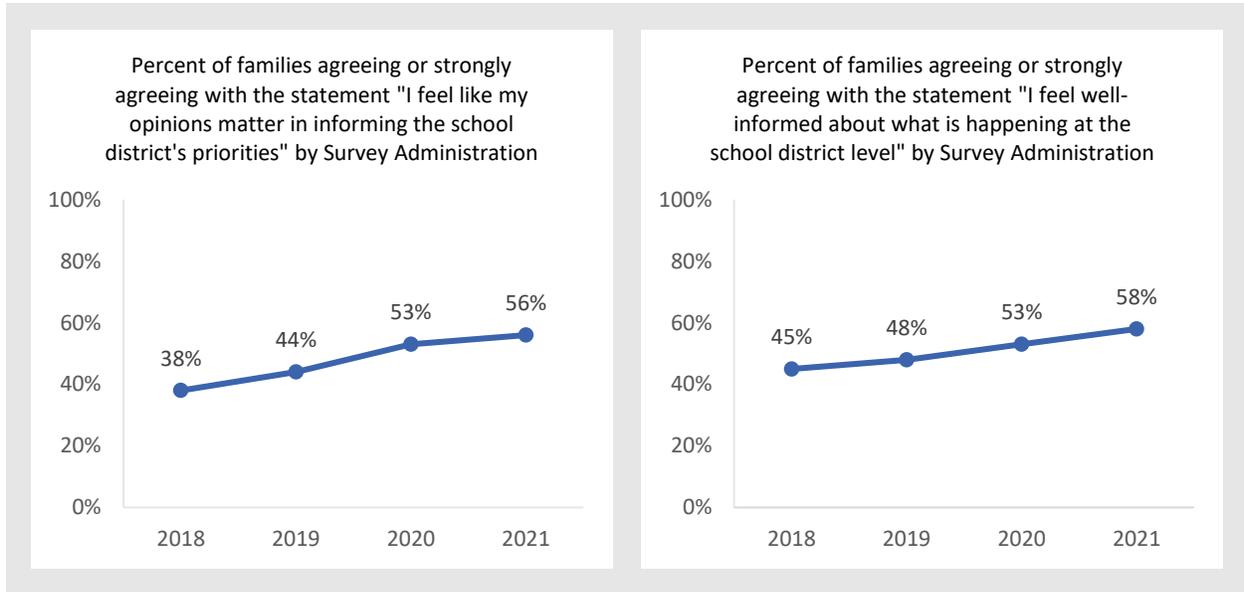
1. While fewer families responded than in winter 2020, the number of responses was still significantly higher than in 2019 or earlier.



2. The Family Survey saw slight decreases on most scales, though some of the changes may primarily result from the unique circumstances of virtual learning.



3. Favorability on the Parent Communication scale stayed constant from 2020, despite the challenges of communication during the pandemic, and favorability on questions about district communication continued the upward trend of the last several years.



4. Responses from families of children in lower grades were more favorable than those from families of children in higher grades on all scales except Perseverance.

Grade	Parent Communication	Parent Satisfaction	Perseverance	Rigorous Expectations
All respondents (n=9522)	76%	85%	60%	77%
PK3 (n=358)	77%	80%	53%	81%
PK4 (n=505)	77%	89%	56%	83%
Kindergarten (n=734)	78%	89%	56%	81%
Grade 1 (n=726)	76%	89%	57%	79%
Grade 2 (n=671)	77%	91%	56%	77%
Grade 3 (n=838)	76%	89%	57%	79%
Grade 4 (n=790)	77%	89%	59%	80%
Grade 5 (n=701)	79%	90%	63%	81%
Grade 6 (n=674)	77%	78%	60%	75%
Grade 7 (n=593)	76%	84%	59%	75%
Grade 8 (n=579)	73%	82%	61%	69%
Grade 9 (n=638)	75%	74%	62%	75%
Grade 10 (n=621)	75%	86%	65%	75%
Grade 11 (n=471)	74%	82%	68%	74%
Grade 12 (n=392)	73%	83%	67%	74%

5. Most racial/ethnic groups saw some decrease in favorability from 2020 on most Family Survey scales, with White families showing the largest decreases across all four scales.

