

Social Emotional Learning Survey Information

2021-2022

A report for the School Committee

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I. Overview

Shrewsbury has worked on several fronts to build and advance social emotional learning for our students along with a shared understanding of diversity, equity, inclusion and belonging. Our plan, as stated [here](#) in Dr. Sawyer's memo to the School Committee last June, is to take action in consultation with the larger community in order to gather data about the degree to which students and families experience belonging in Shrewsbury. For that reason, we elected to work with [Panorama](#), an education and technology company, to survey students at school, and families at home. Survey data has enabled us to gather quantitative and qualitative measures of our progress to date in ways that feel safe for students and families.

Overall, survey results have helped us to identify strengths, needs and trends as we seek to foster stronger connections between home and school and between students and adults in our school communities.

II. Panorama : A Tool for Monitoring Trends over Time

The district first worked with Panorama to pilot their Social Emotional Learning (SEL) survey tools. Thereafter, the company developed an additional tool to measure Equity and Inclusion topics. The survey tool components and related question sets may be reviewed in their entirety by clicking on the links that follow:

- [SEL survey](#) topics
- [Equity and Inclusion](#) survey topics

However, while there are many possible topics (question sets) available within the platform the district elected to seek feedback on topics related to our goals. For that reason, in Shrewsbury we only surveyed students on selected topics.

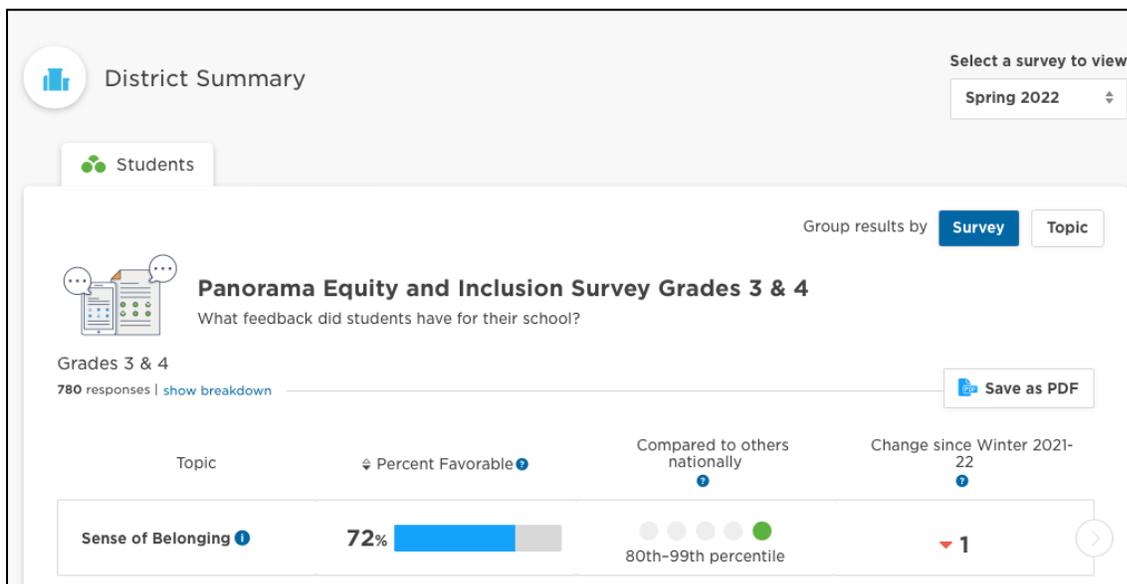
Shrewsbury's survey topics are depicted in the chart below.

Social Emotional Learning (SEL)	Diversity, Equity & Inclusion (DEI)
Social Awareness	Cultural Awareness & Action
Self Efficacy	Sense of Belonging
Emotional Regulation	

Field testing Panorama's survey tools showed promise, but it wasn't until June 2021 when we surveyed all students in a consistent way. Twice this year we administered the same survey questions in Grades 3 through 12. Why these grade spans? Panorama's survey tool is based on extensive research, and administration protocols are planned accordingly. Students in grades 3 and 4 took the Social Emotional Learning survey. In Grades 5 and above, students took a survey that asked questions related to both SEL and Diversity, Equity & Inclusion (DEI).

Panorama's student surveys are structured so that they may be completed in 10-15 minutes, meaning that we are able to receive a wealth of data in a minimal amount of time. In addition, because Panorama works with so many districts across the country we can compare our results with those of other districts with similar profiles.

Panorama has a user-friendly dashboard, and survey results can be viewed in different formats. The snapshot below, for example, shows the feedback our third and fourth graders shared most recently, as compared with survey results from the winter administration.



Most importantly, the company’s survey methods help to ensure that we collect valid and reliable information. Learning to use this information effectively requires a better understanding of the data.

III. What does the Data Show?

As you likely know, families may choose to opt their child(ren) out of taking surveys at school. For this reason, response rates vary across schools and grade spans. In general, response rates are higher in the lower grades. The information below depicts district response rates for Spring 2022.

Spring 2022: All Survey Results			
Name	Panorama Equity and Inclusion Survey Grades 3 & 4	Panorama Equity and Inclusion Survey Grades 5-12 (2)	Panorama Student SEL: Competency & Well-Being Measures
 Shrewsbury Public Schools	91.1% - 780/856	72.7% - 2698/3711	83.6% - 3810/4558

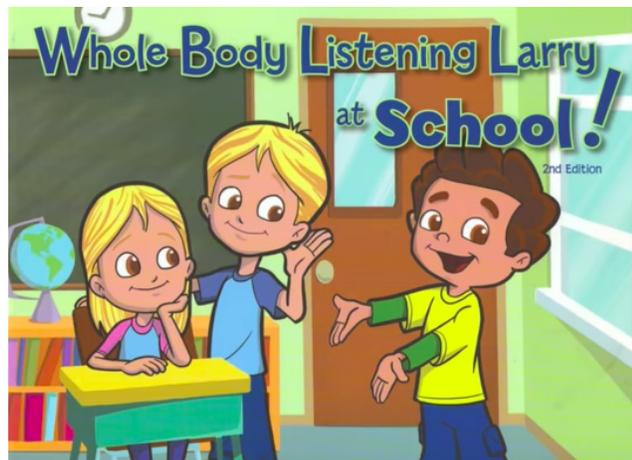
SOCIAL EMOTIONAL LEARNING STUDENT SURVEY RESULTS

Measures of SEL Competencies & Well-Being by Grade Span

Grades 3-5

Topic	Spring 2021 <i>Percent Favorable</i>	Winter 2021 <i>Percent Favorable</i>	Spring 2022 <i>Percent Favorable</i>	Comparison <i>As Compared to Other US Schools</i>	Change
Social Awareness	78%	77%	76%	80th-99th percentile	-1%
Self-Efficacy	70%	66%	70%	80th-99th percentile	+4%
Emotional Regulation	57%	53%	56%	80th-99th percentile	+3%

There are several areas of strength to note for this grade span. Student responses to 18 different questions are represented in the overall topic scores shown above. Areas of strength included student confidence in their ability to learn, the ability to care for others' feelings and manage disagreements with peers respectfully. Areas of need include naming and managing emotions. Importantly, the most recent student scores in the areas of Emotional Regulation show growth from winter survey results.

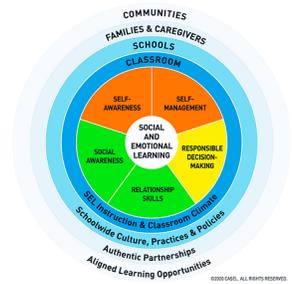


Grades 6-12

Topic	Spring 2021 <i>Percent Favorable</i>	Winter 2021 <i>Percent Favorable</i>	Spring 2022 <i>Percent Favorable</i>	Comparison <i>As Compared to Other US Schools</i>	Change
Social Awareness	76%	75%	73%	60th-79th percentile	-2%
Self-Efficacy	62%	58%	60%	60th-79th percentile	+2%
Emotional Regulation	57%	55%	55%	80th-99th percentile	0%

Students in this grade span answered 19 questions related to SEL topics. Both 2021 Winter survey results and 2022 Spring results indicated a decline in scores for all three Social

Emotional Learning topics as compared with Spring 2021. The latest survey results (Spring 2022) show improvement in the area of Self-Efficacy, with 2% more students reporting favorable results. For example, 85% of students responded favorably to the question *During the past 30 days, how well did you get along with students that are different from you?* with 79% of students in this grade span responding that they were able to be respectful of others when disagreement arose. It's also worth noting that although our lowest scoring topic is Emotional Regulation, our students' scores are near the 90th percentile when compared with similar schools across the country. Finally, one area of need depicted in the data is describing and managing feelings.



SOCIAL EMOTIONAL LEARNING STUDENT SURVEY RESULTS

Measures of SEL Competencies & Well-Being by Demographic

Analyzing survey responses by student subgroups within our schools is just as important as analyzing the overall data by grade span. When planning action steps, it's helpful to view respondents' answers through the lenses of race, gender and socioeconomic status. For example, English learners and female learners responded more favorably than other groups to questions related to the topic of Social Awareness. Across grade spans, students' responses to questions on the topic of Emotional Regulation depict significant differences for economically disadvantaged students, students with disabilities, and Black students.

Grades 3-5: Spring 2022 Results

Percent Favorable by Subgroup

Subgroup	Topic: Social Awareness	Self-Efficacy	Emotional Regulation
All Students Gr 3-5	76%	70%	56%
ELL Status	76%	67%	53%
Economically Disadvantaged	73%	59%	48%
Special Education Status	67%	54%	49%
Male	73%	71%	57%
Female	79%	70%	55%

Subgroup	Topic: Social Awareness	Self-Efficacy	Emotional Regulation
All Students Gr 3-5	76%	70%	56%
Asian	78%	79%	61%
Black	70%	61%	48%
White	75%	65%	53%
Confidentiality Protected	70%	70%	44%

Grades 6-12: Spring 2022 Results

Percent Favorable by Subgroup

Subgroup	Topic Social Awareness	Self-Efficacy	Emotional Regulation
All Students Gr 6-12	73%	60%	55%
ELL Status	66%	51%	48%
Economically Disadvantaged	69%	48%	49%
Special Education Status	66%	45%	46%
Male	71%	64%	63%
Female	76%	55%	48%

Subgroup	Topic Social Awareness	Self-Efficacy	Emotional Regulation
All Students Gr 6-12	73%	60%	55%
Asian	76%	70%	61%
Black	62%	51%	47%
White	73%	54%	53%

Confidentiality Protected	69%	50%	47%
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Disaggregating data by subgroup (and not just by grade span or grade level) enables us to fine-tune SEL instruction and whole-school efforts to foster cultures of belonging for all students. Monitoring changes in survey results within subgroups over time will help educators to identify and tailor effective strategies to specific student groups.

EQUITY & INCLUSION STUDENT SURVEY RESULTS

The Equity and Inclusion survey was designed for students in Grade 6 and above. However, given our commitment to fostering school communities of belonging districtwide, we added this topic to the Elementary survey this year.

Survey Results by Grade Span

Grades 3 & 4

Topic	Spring 2021 <i>Percent Favorable</i>	Winter 2021 <i>Percent Favorable</i>	Spring 2022 <i>Percent Favorable</i>	Comparison <i>Spring 2022 data As Compared to Other US Schools</i>	Change
Sense of Belonging	N/A*	73%	72%	80th-99th percentile	-1%

Please note: We didn't administer the Equity and Inclusion survey to Elementary students in 2021.

Questions that factored into this topic included:

- How well do people at your school understand you as a person?
- How connected do you feel to the adults at your school?
- How much respect do students in your school show you?
- How much do you matter to others at this school? and
- Overall how much do you feel like you belong at your school?

Overall it's gratifying to see that 74% of our youngest students surveyed responded favorably to feeling connected to the adults at their schools. Further, 78% responded favorably to feeling they belong in their school. It will be important to continue to foster peer relationships,

however. In contrast to the other responses, 71% of students indicated that they felt they 'mattered to others'. Specifically, 65% of students in grades 3 and 4 responded favorably to feeling respected by other students in their school.

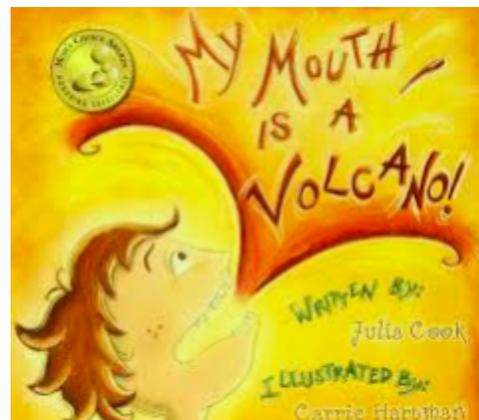
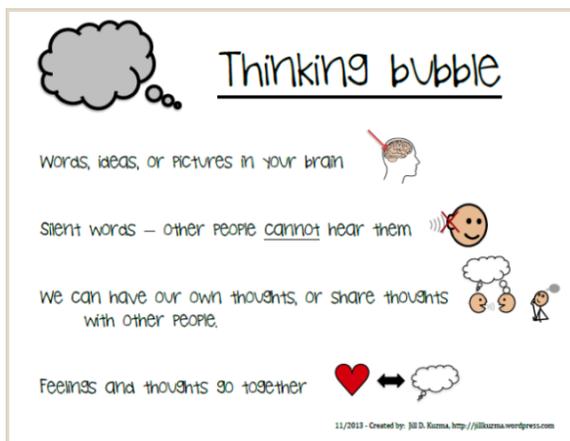
Grades 5-12

Students in Grades 5-12 were asked about two topics related to Equity and Inclusion. Students answered five questions related to Sense of Belonging. In addition there are eight Cultural Awareness and Action questions related to this one topic.

Topic	Spring 2021 <i>Percent Favorable</i>	Winter 2021 <i>Percent Favorable</i>	Spring 2022 <i>Percent Favorable</i>	Comparison <i>Spring 2022 data As Compared to Other US Schools</i>	Change
Cultural Awareness & Action	66%	61%	65%	80th-99th percentile	+4%
Sense of Belonging	54%	51%	52%	40th-59th percentile	+1%

Spring 2022 results indicate that 62% of students responded favorably to the specific question of whether they feel that they belong at their school. In contrast, 42% of students responded positively to feeling connected to *adults* at their school. While it's developmentally appropriate for adolescents to seek connection with their peers, this data suggests that there's more work to be done to strengthen relationships between students and educators. Importantly, results suggest that student to student relationships would benefit from support of school climate

considerations. 48% of students surveyed responded favorably when asked, *How well do people at your school understand you as a person?* Most concerning is the fact that only 51% of



students at this grade span responded favorably to the question *How much do you matter to others at this school?*

Overall more students responded favorably to Cultural Awareness & Action topic questions, with strengths noted in student reflections about experiences about learning about major events related to race and the ways in which adults at school encourage students to think more deeply about race-related topics. However, when asked about their comfort in sharing thoughts about race-related topics, only 49% of students surveyed responded favorably. Specifically, half of the students at this grade span felt that students at their school can have honest conversations about race. Finally, when asked, *How well does your school help students speak out against racism?* 56% of students surveyed responded favorably.

Equity & Inclusion Survey Results by Demographic

Grades 3 & 4: Spring 2022 Results

Percent Favorable by Subgroup

Subgroup	Topic: Sense of Belonging
All Students Gr 3 & 4	72%
ELL Status	70%
Economically Disadvantaged	70%
Special Education Status	66%
Male	69%
Female	74%

Subgroup	Topic: Sense of Belonging
All Students	72%
Asian	73%
Black	63%
White	71%
Confidentiality Protected	70%

In reviewing results by student subgroups as shown above, attending to the experiences that Black students and students with disabilities are having at school will be important as we aspire to reach our goal of fostering learning environments where ALL students succeed.



Grades 5-12: Spring 2022 Results

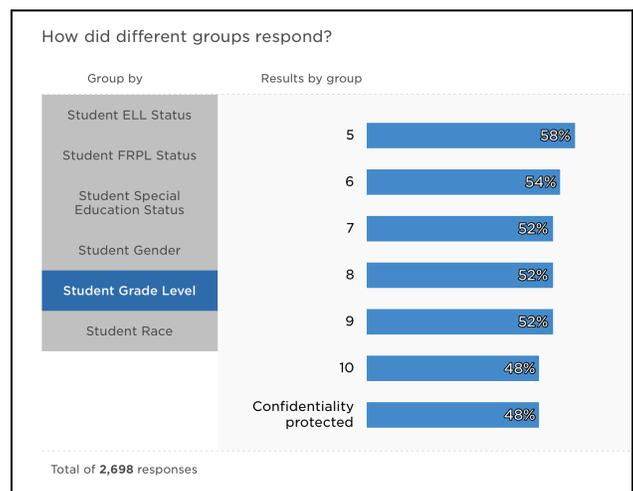
Percent Favorable by Subgroup

Subgroup	Topic Sense of Belonging	Cultural Awareness & Action
All Students Gr 5-12	52%	65%
ELL Status	55%	65%
Economically Disadvantaged	45%	61%
Special Education Status	47%	61%
Male	56%	65%
Female	49%	64%

Subgroup	Topic Sense of Belonging	Cultural Awareness & Action
All Students Gr 5-12	52%	65%
Asian	57%	67%
Black	39%	54%
White	51%	64%
Confidentiality Protected	44%	59%

Disparities in results by student subgroups persist in grades 5-12 as well. For example the chart above shows that economically disadvantaged students, female students and Black students indicate less of a sense of belonging.

In debriefing the survey results, district leaders also noted a concerning trend in grade level results,



namely that students feel less belonging as they progress through the grades. Student subgroup responses to questions in the Cultural Awareness and Action topic for this grade span were more similar across groups than data related to Belonging topic questions. Data for most student subgroups fell within the 61-65% favorable range. That said, 67% of Asian students responded favorably, rating the topic higher, and only 54% of Black students surveyed responded positively.

FAMILY SURVEY RESULTS

Overall 2021 Results by Topic

For the first time this year the district used the Panorama Family survey tool to elicit feedback from parents, guardians and caregivers. In an effort to align our work with district goals we chose topics that asked questions about whether our schools are inclusive and welcoming. Specifically, the three topics addressed by the winter survey were Barriers to Engagement, School Climate, and School



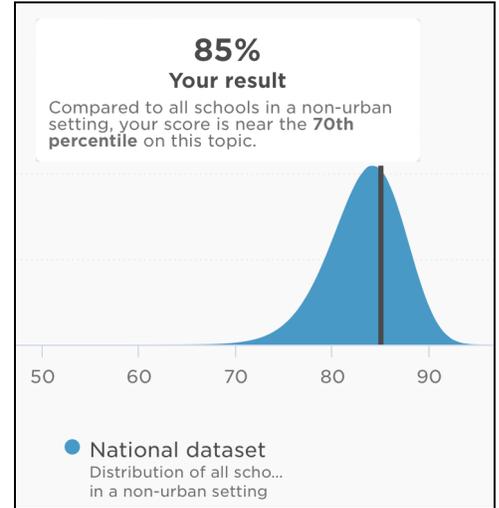
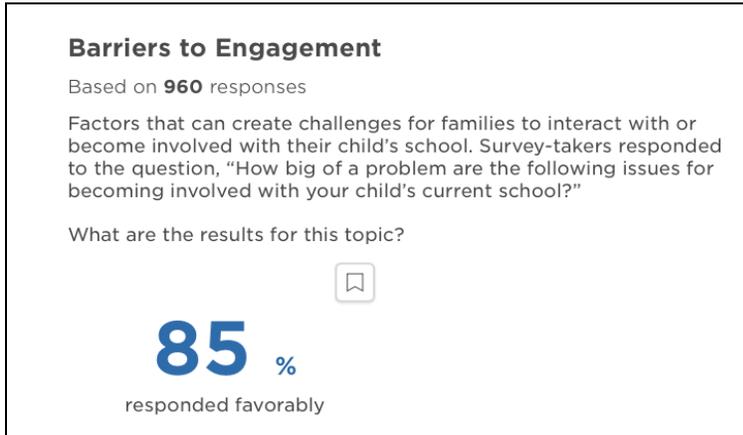
Fit. We surveyed families at all nine schools and received 960 responses. With approximately 4000 families in the district, that response rate is roughly 24%.

The overall results can be seen in the chart below.

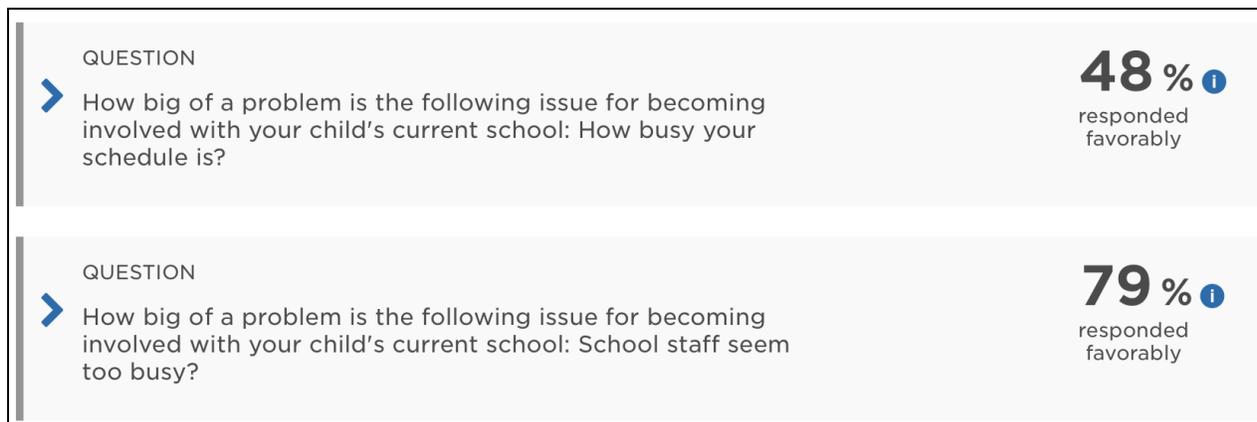
Topic	Percent Favorable	Comparison Nationally
Barriers to Engagement	85%	60th-79th percentile
School Climate	76%	80th-99th percentile
School Fit	70%	N/A*

*Please note: In the interest of keeping the survey to 15 minutes for families as well as students we only surveyed families on select questions from that topic. For that reason we cannot compare our results to national norms.

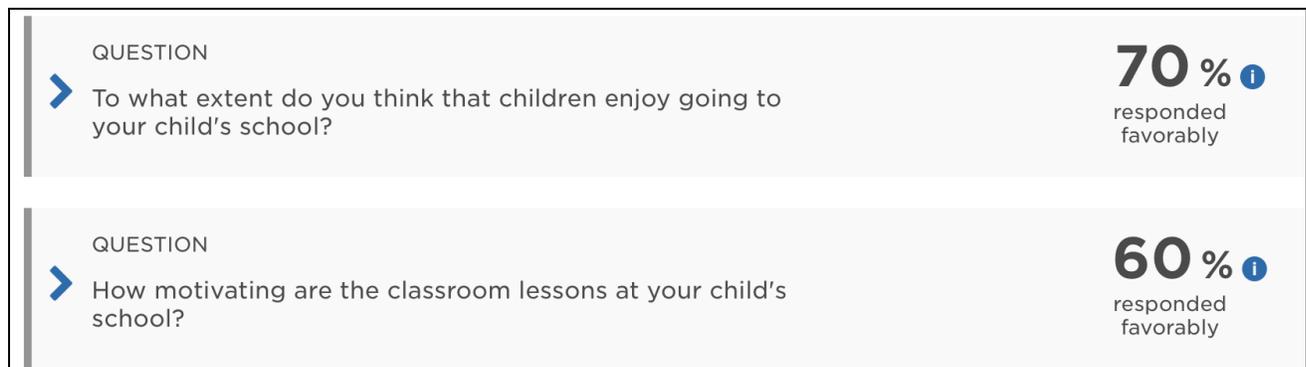
District leaders were pleased to note several positive results.



At the same time, family survey results also speak to the complexity of managing school and family obligations. Our lowest scores in the topic of Barriers to Engagement are depicted below:



Additionally, while responses to school climate questions were generally positive, family survey data suggests we have some work to do when it comes to engaging and motivating students. Our lowest scoring questions for School Climate are pictured below:



Moreover, 69% of respondents responded positively when asked if the learning styles of their child(ren)'s teachers matched their child(s) learning style. Finally, 70% of families surveyed responded favorably when asked about how well their child(s) school matched their child's needs. However, feedback from parents and caregivers is helpful in confirming areas of future focus. For example, results from some of the family survey questions connect to student survey results for Self-Efficacy, with only 59% of parents responding favorably to the question, *How comfortable is your child in asking for help from school adults?*

Overall 2021 Family Survey Results by Demographic Group

Topics			
Group	Barriers to Engagement <i>Percentage Responding Favorably</i>	School Climate <i>Percentage Responding Favorably</i>	School Fit <i>Percentage Responding Favorably</i>
All Respondents	85%	76%	70%
Asian	85%	84%	76%
Hispanic or Latino	82%	79%	71%
White	85%	73%	68%
2+ Races / Ethnicities	83%	76%	71%
Other	73%	66%	58%
Confidentiality Protected	80%	67%	62%
Male	83%	80%	75%
Female	85%	75%	69%

Looking at the family survey results through a demographic lens provides an interesting perspective on the results. It's important to note however that 2021 was the first year we conducted the survey and we received fewer responses than is typical.

IV. Next Steps

Having gathered this information, we are now charged with sharing our findings with district leaders and other stakeholders, and adjusting practice based on the feedback we've received from our students and their families.

Data fuels continuous improvement, and these findings prompt our continued focus. In the coming year we will:

- Purposefully integrate Panorama data analysis alongside other data
- Reinforce Social Emotional Learning (SEL) lessons and related action steps affirmed by survey results
- Continue to focus on inclusive learning practices and
- Partner with stakeholders in the community to match resources to emerging needs

Fortunately there are a number of structures at work within Shrewsbury to engage stakeholder groups. Parent advisory groups, PTOs and School Councils will be helpful in supporting district leaders as we look to act with this additional information in mind.

V. Conclusion

James Baldwin famously said, "Not everything that is faced can be changed, but nothing can be changed until it is faced." Understanding the degree of belonging experienced by the members of our school communities is the first step in moving closer to realizing our goal of becoming an inclusive, anti-racist school district.

