

# Executive Briefing

Ardasley School District

November 12, 2024



# Our Agenda



*This evening, we will...*

- **Review** Panorama survey measures;
- **Discuss** glows & grows; and
- **Identify** resources & next steps.

# About Panorama Education

## Our Mission

Radically improve education for every student

## Our Team

Educators, software developers, designers, and researchers

## Our Community

15 million students in 21,000 schools in 1500+ school districts across the country!

SEL is the process through which **all young people and adults** acquire and apply the knowledge, skills, and attitudes to:

- develop healthy identities
- manage emotions and achieve personal and collective goals
- feel and show empathy for others
- establish and maintain supportive relationships
- make responsible and caring decisions



SEL and Attendance	SEL and Behavior	SEL and Coursework
<p>Highly engaged students are <b>57% less likely to be chronically absent</b> in school than students who report low engagement.</p>	<p>Students who report low Social Awareness are <b>2.5x more likely to have one or more behavior incidents.</b></p>	<p>Students who report high Self Management are <b>75% less likely to face failing grades.</b></p>

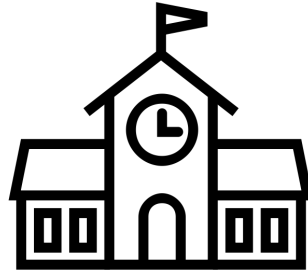


# Survey Overview

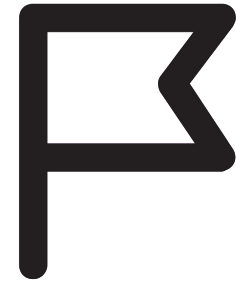




**901  
Student  
Voices**



**Across 6  
Grade Levels**



**3 Topics &  
2 Free Response**

# Student Survey



TOPIC	Fall '22	Spring '24
<b>Diversity &amp; Inclusion</b> How diverse, integrated, and fair school is for students from different races, ethnicities, or cultures	80%	81%
<b>Cultural Awareness &amp; Action</b> How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school	52%	51%
<b>Sense of Belonging</b> How much students feel that they are valued members of the school community	47%	47%

# Student Voice:

What do you wish your teachers knew about your experiences of race, ethnicity, or culture at school?

## AMS Examples:

- I'm not sure, because at my school they are **very informed** about the different experiences, and they are **very accepting** to anything new surrounding the topic of race, ethnicity, or culture.
- I think **my teachers know a lot about my experiences** of race, ethnicity and culture.
- I wish they knew that some people even though it is not directly to me hear them making **rude comments / jokes** about religion or other people.

## AHS Examples:

- We all have **different experiences**.
- I never had negative experiences with race or culture at school, the **teachers are supportive**.
- Just to **open up more discussions** and allow for students to feel comfortable to express their opinions and their feelings. No one wants to feel invalidated for their thoughts, but they also don't want to be silenced.
- I wish my teachers knew that **students don't really want to talk about concepts like race**, and that they don't need to explicitly involve race in their classes.

# Student Voice:

What is the most important thing your school can keep doing to support students of different races, ethnicities, and cultures?

## AMS Examples:

- Our school does a very good job of treating everybody equally.
- I also think the school should meet with students once a month or so...**ask them about how their experience has been**, and what they have noticed has been going on in the student community, especially in regards to racism and discrimination that may be occurring behind the scenes.
- Maybe **speak about events regarding racial tensions** so we are more educated about it, instead of letting us learn from the news, which may bias our opinions.

## AHS Examples:

- The most important thing my school does to **support these different cultures** and ethnicities is by doing **clubs** to support them for their different cultures.
- Keep an open **classroom that invites all ideas and topics** without criticism or judgment.
- **Address the problem** then and there - don't waste time .



# Glows & Grows



# GLOW

## Diversity & Inclusion

This topic had the highest favorability across question items with *limited variance* across student groups.

QUESTION

How often do you spend time at school with students from different races, ethnicities, or cultures?

**87%**  
responded favorably

**▲ 3**  
from Fall 2022 School Climate Survey

QUESTION

How often do you have classes with students from different racial, ethnic, or cultural backgrounds?

**87%**  
responded favorably

**0**  
from Fall 2022 School Climate Survey

QUESTION

How fairly do adults at your school treat people from different races, ethnicities, or cultures?

**82%**  
responded favorably

**0**  
from Fall 2022 School Climate Survey

QUESTION

At your school, how often do students from different races, ethnicities, or cultures hang out with each other?

**80%**  
responded favorably

**▲ 2**  
from Fall 2022 School Climate Survey

QUESTION

At your school, how common is it for students to have close friends from different racial, ethnic, or cultural backgrounds?

**74%**  
responded favorably

**▼ 1**  
from Fall 2022 School Climate Survey

QUESTION

How fairly do students at your school treat people from different races, ethnicities, or cultures?

**74%**  
responded favorably

**0**  
from Fall 2022 School Climate Survey

# GROW

## Sense of Belonging

This topic has the most opportunities for growth, as well as greater variance across student groups.

QUESTION

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

**58%** ⓘ  
responded favorably

▼ **2**  
from Fall 2022 School Climate Survey

QUESTION

How much respect do students in your school show you?

**55%** ⓘ  
responded favorably

**0**  
from Fall 2022 School Climate Survey

QUESTION

How much do you matter to others at this school?

**46%** ⓘ  
responded favorably

▲ **1**  
from Fall 2022 School Climate Survey

QUESTION

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

**45%** ⓘ  
responded favorably

▼ **1**  
from Fall 2022 School Climate Survey

QUESTION

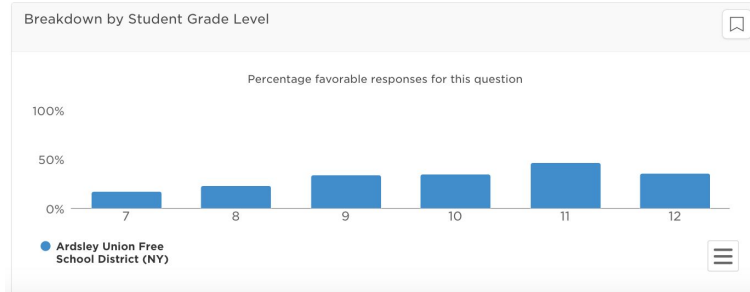
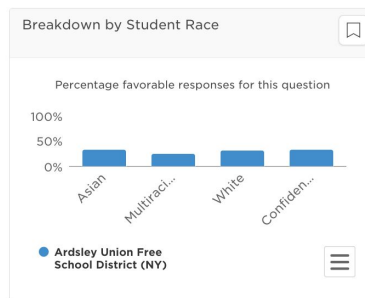
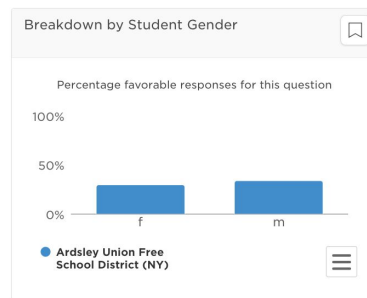
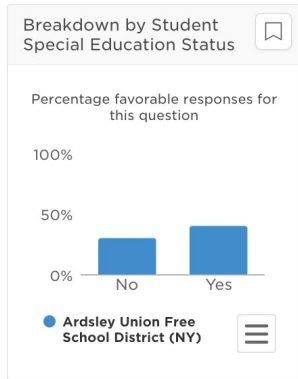
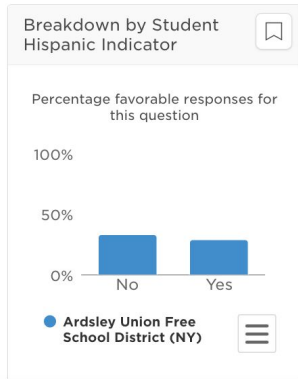
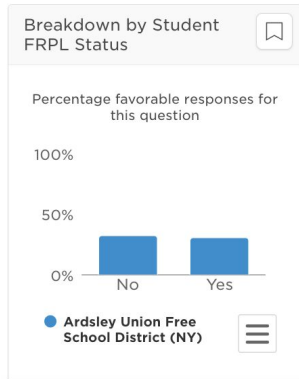
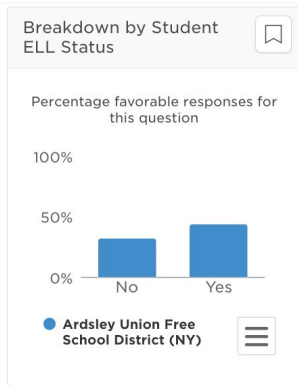
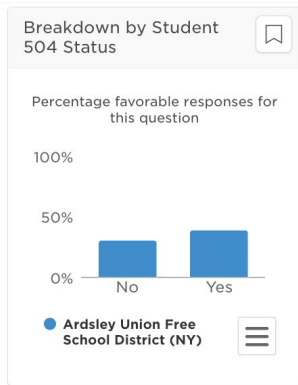
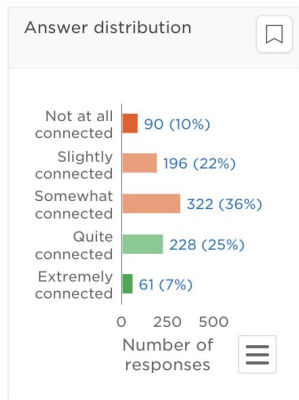
How connected do you feel to the adults at your school?

**32%** ⓘ  
responded favorably

▲ **5**  
from Fall 2022 School Climate Survey

# How connected do you feel to the adults at your school?

*Just over 1/3 of students reported they feel “somewhat connected,” while the greatest variance was seen across ELL status and grade levels.*



# Student Group Data across Topics

Group Name	Group Size	Cultural Awareness and Action	Diversity and Inclusion	Sense of Belonging
<b>All respondents</b>	901	51%	81%	47%
<b>Student Race</b>				
Asian	211	-2	-1	-2
Multiracial	56	-5	+1	-1
White	588	+2	+1	+2
Confidentiality protected:	46	-9	-15	-11

Group Name	Group Size	Cultural Awareness and Action	Diversity and Inclusion	Sense of Belonging
<b>All respondents</b>	901	51%	81%	47%
<b>Student Hispanic Indicator</b>				
No	771	-1	0	+1
Yes	130	+2	-3	-4
<b>Student Special Education Status</b>				
No	803	-1	-1	0
Yes	98	+3	+3	0
<b>Student Gender</b>				
Female	420	-2	-1	-4
Male	481	+2	0	+3



# Resources & Next Steps



# Evidence-based & Research-backed Strategies

## Playbook

What are strategies for improving **Sense of Belonging**?

**Turn Science Labs Into Competitions**

James Schafer



**Gather Students in the Morning and Afternoon**

Sam Santos Thomas



**Display “Visual Anchors” Around the Room**

Sam Santos Thomas



**Have a Healthy Competition in Class**

Anne Claire Tejtetl Nornhold



**Extend Lessons Beyond a Subject’s Standards**

Anne Claire Tejtetl Nornhold



[See more on Playbook →](#)

# Middle School

## What we've done:

- Shared data with the broader community
- Classroom activities
- School-wide activities

## Next Steps:

- Form student focus groups
- Focus on activities that foster connections within the classroom and school

# High School

## What we've done:

- Survey and data analysis
- Student Voice
- Clubs and Co-Curricular work

## Next Steps:

- Enhance strategies driven by data
- Expand student led initiatives
- Strengthen club and co-curricular engagement

# Q&A