From Insight to Action
Aligning Data and Systems to Drive School Climate

New Haven Public Schools
December 12, 2022
Executive Summary

- Introduction & Survey Overview
- Alignment to New Haven’s Strategic Plan
- Key Insights from ‘21 -’22 Survey Data
- Questions
Proudly Supporting 25+ CT Partners!

Panorama’s mission is to radically improve education for every student.

• Partnering with 12 state agencies, and 1,500 districts, supporting over 15 million students

• Bringing together social-emotional learning, school climate, and stakeholder voice

• Empowering educators with the data and training and supports needed to make informed decisions
Climate, Culture and SEL Survey Program

**Students**
- Belonging & Relationships
- Diversity & Inclusion
- Climate, Culture & Safety
- SEL & Wellbeing

**Teachers & Staff**
- Belonging & Relationships
- Climate, Culture & Leadership
- Professional Learning
- SEL & Wellbeing

**Families**
- Climate, Culture & Safety
- Family Engagement
- Family Support & School Fit
- Diversity & Inclusion

Align your survey program to Safe School Climate goals and build administrator capacity to respond to stakeholder voice.
### Aligning to NHPS Strategic Plan

<table>
<thead>
<tr>
<th>Priority Area</th>
<th>Aligned Survey Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe School Environments</td>
<td>School Climate, Safety</td>
</tr>
<tr>
<td>Social &amp; Emotional Growth</td>
<td>Self Management, Social Awareness, Emotion Regulation</td>
</tr>
<tr>
<td>Equity &amp; Excellence</td>
<td>Diversity &amp; Inclusion, Cultural Awareness and Action, Professional Learning about Equity</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>Professional Learning, Feedback &amp; Coaching</td>
</tr>
<tr>
<td>Family Engagement</td>
<td>Family Efficacy, Family Support, School Fit</td>
</tr>
</tbody>
</table>
Survey Program Design and Development

Program Design

Survey Program Design Steps

- **Aligned to existing frameworks** such as Safe School Climate Plans and NHPS 20-24 Priority Areas
- **Convened a cross-functional team** of district leaders, union leaders, task force members, and other educators to surface key areas of need and consider alignment to district goals to determine survey topics

What We Heard & Goal Alignment

- **Youth and family engagement**: How can we create more aligned experiences for students and families?
- **Safety and Climate**: What does it look like to create a safe and supportive environment for all students and staff?
- **Talented Educators**: How can we continue to develop and support our staff at NHPS?

Program Overview

New for 2023

- **Comprehensive Professional Development** including strategic advising for district leaders, building workshops, and small group coaching to support school sites in goal-setting and planning next actions based on their data aligned to their Safe School Climate Plans.

Survey Administration Plan

- **Survey Coordinator Training** prior to launch
- **Survey scheduled to launch** March 1-31, 2023
- **Facilitating data inquiry** and action planning
- **Embedding within existing goal-setting frameworks**
- **Communicating** key results and action steps publicly with the New Haven community.
## Connecting to Student Outcomes

<table>
<thead>
<tr>
<th>Social-Emotional Learning and <strong>Attendance</strong></th>
<th>Social-Emotional Learning and <strong>Behavior</strong></th>
<th>Social-Emotional Learning and <strong>Coursework</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly engaged students are <strong>57% less likely</strong> to be chronically absent in school than students who report low engagement</td>
<td>Students who report low Social Awareness are <strong>2.5x more likely</strong> to have one or more behavior incidents than students who report high Social Awareness.</td>
<td>Students who report high Self-Management are <strong>75% less likely</strong> to face failing grades than students who report low Self-Management.</td>
</tr>
</tbody>
</table>

Analyzing student perceptions of their SEL skills, Panorama’s Research Team saw exciting correlations to student outcomes.
Spring 2022 Survey Insights
Improving Perceptions of Diversity and Inclusion

Compared to the 2021 survey results, schools are seeing growth in student perceptions of how diverse, integrated, and fair school is for students from different races, ethnicities, or cultures.

**Question:** How often do you spend time at school with students from different races, ethnicities, or cultures?
- **2021:** 77% responded favorably
- **Change:** 8 from 2020-2021

**Question:** How often do you have classes with students from different racial, ethnic, or cultural backgrounds?
- **2021:** 80% responded favorably
- **Change:** 3 from 2020-2021

**Question:** At your school, how often do students from different races, ethnicities, or cultures hang out with each other?
- **2021:** 78% responded favorably
- **Change:** 3 from 2020-2021

**Question:** At your school, how common is it for students to have close friends from different racial, ethnic, or cultural backgrounds?
- **2021:** 78% responded favorably
- **Change:** 1 from 2020-2021
A More Nuanced View on Bullying & Harassment

While overall, students reported low instances of bullying, a third of students reported being **verbally harassed** due to their **body type**.
### Student Experiences Varied Significantly by Gender

Students who identified as nonbinary, transgender, or genderqueer had significantly lower perceptions of school safety and belonging.

#### School Safety

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonbinary</td>
<td>73%</td>
<td>11%</td>
</tr>
<tr>
<td>All respondents</td>
<td>84%</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Sense of Belonging

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transgender (your gender identity is not the same as your sex assigned at birth)</td>
<td>30%</td>
<td>-8</td>
</tr>
<tr>
<td>All respondents</td>
<td>38%</td>
<td></td>
</tr>
</tbody>
</table>

Below is a list of terms that people often use to describe their gender. Please check all those terms that apply to you.

<table>
<thead>
<tr>
<th>Gender Identity</th>
<th>Male</th>
<th>Female</th>
<th>Nonbinary</th>
<th>Cisgender</th>
<th>Transgender</th>
<th>Genderqueer</th>
<th>Not Sure/Questioning</th>
<th>Another gender identity not used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1,093</td>
<td>1,163</td>
<td>92</td>
<td>216</td>
<td>66</td>
<td>27</td>
<td>360</td>
<td>85</td>
</tr>
<tr>
<td>Female</td>
<td>-1</td>
<td>0</td>
<td>-1</td>
<td>0</td>
<td>-5</td>
<td>+1</td>
<td>0</td>
<td>-3</td>
</tr>
<tr>
<td>Nonbinary</td>
<td>0</td>
<td>1</td>
<td>-3</td>
<td>-3</td>
<td>-11</td>
<td>-9</td>
<td>-4</td>
<td>-13</td>
</tr>
<tr>
<td>Cisgender (your gender is the same as your sex assigned at birth)</td>
<td>+9</td>
<td>+2</td>
<td>-11</td>
<td>+5</td>
<td>0</td>
<td>-9</td>
<td>-4</td>
<td>-21</td>
</tr>
<tr>
<td>Transgender (your gender is not the same as your sex assigned at birth)</td>
<td>-5</td>
<td>-2</td>
<td>-12</td>
<td>-8</td>
<td>-4</td>
<td>-21</td>
<td>-4</td>
<td>-13</td>
</tr>
<tr>
<td>Genderqueer</td>
<td>+1</td>
<td>-9</td>
<td>-21</td>
<td>-4</td>
<td>+3</td>
<td>-2</td>
<td>-4</td>
<td>-3</td>
</tr>
<tr>
<td>Not Sure/Questioning</td>
<td>0</td>
<td>-5</td>
<td>-4</td>
<td>+2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Another gender identity not used</td>
<td>+3</td>
<td>-2</td>
<td>-13</td>
<td>-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
While teachers had more favorable perceptions than students, both students and teachers reported significantly lower Sense of Belonging in 2022 than 2021.
Moving Forward

Where do we go from here?
2023 Project Timeline

- **January**: Survey content finalized and survey coordinators trained.
- **February**: Partnership planning and survey design.
- **March**: Launch surveys districtwide.
- **April**: Facilitate data-inquiry and action planning workshops and coaching sessions with schools. Communicate key themes and insights with district leaders and share results with school leaders.
- **May**: Rollout results publicly via the NHPS website.
- **June**:
## Goal-Setting and Success Metrics

<table>
<thead>
<tr>
<th>Project</th>
<th>Engagement</th>
<th>Growth</th>
<th>Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will we measure success for this project?</td>
<td>Who are the primary users of Panorama data?</td>
<td>What goal-setting frameworks will we align to?</td>
<td>How will we share progress with our Board of Trustees?</td>
</tr>
<tr>
<td>e.g. 85% of students and staff participate in BOY and EOY surveys.</td>
<td>e.g. Every school team uses Panorama to track MTSS interventions.</td>
<td>e.g. District and School Improvement Plans, Strategic Plans, etc.</td>
<td>e.g. We will increase Sense of Belonging from X% to Y% by 2026.</td>
</tr>
</tbody>
</table>

Set measurable goals at each stage of our partnership lifecycle to drive engagement and build alignment in implementation.
Potential Next Steps

- Align goals that will be informed by stakeholder voice and student outcome data
- Outline what indicators are used to measure progress toward goals these goals
- Communicate and build buy-in for goals and scorecard indicators with district and school leaders
- Align expectations for how district and school teams will mobilize around ongoing data insights to achieve goals
Questions? + Thank you!