

Panorama and VOCAL Surveys

School Committee Presentation
May 7, 2024



Wellesley Public Schools

Learning • Caring • Innovating

Presentation Overview

- Connection to Student Opportunity Act (SOA) and WPS 5-Year Strategic Plan
- Panorama overview
- Sense of belonging
- Staff, family, student surveys
- Voices of Climate and Learning (VOCAL) Survey
- Belongingness steps



Connection to SOA and WPS 5-Year Strategic Plan

- Student Opportunity Act (SOA)
 - Students and Families as Valued Partners
 - Create opportunities and systems for students and families to effectively participate as partners in authentic decision-making, with supports as needed
- WPS 5-Year Strategic Plan
 - Strengthen, support, and sustain the workforce at every level
 - Cultivate an inclusive culture and climate that attracts a diverse pool of applicants and builds workforce belonging
 - Community engagement and communication of progress
 - Expand and strengthen opportunities for School Committee, Superintendent and other school and district leaders to engage in two-way conversations with parents, caregivers, students, and staff throughout the district to encourage dialogue and feedback



Strategies to Improve Student Sense of Belonging

Students with a strong sense of belonging are more likely to be engaged in school and to perform well academically.

Promising strategies include:

- Maintain and communicate high expectations for students
- Building a caring classroom and school community
- Seek and leverage knowledge of students' backgrounds
- Cultivate cross-cultural communication
- Promote and develop student agency over their school experiences

(Source: Institute of Education Sciences, Regional Education Laboratory Midwest)






Panorama Overview

Panorama in WPS

- Surveys administered
 - Staff - Fall 2020, 2021, 2022, 2023
 - Students - Spring 2022, 2023, 2024
 - Families - Winter 2023, 2024



Who Responded to Which Survey Topics?

Who we surveyed	Families 	Students <i>Grades 6-12</i> 	Staff <i>Instructional & Non-instructional Staff</i> 
What we asked	<ul style="list-style-type: none">● Family survey topics<ul style="list-style-type: none">○ Barriers to Engagement○ School Fit○ School Safety○ Family Engagement	<ul style="list-style-type: none">● Student survey topics<ul style="list-style-type: none">○ Sense of Belonging○ School Engagement○ School Expectations	<ul style="list-style-type: none">● Staff survey topics<ul style="list-style-type: none">○ Sense of Belonging○ Educating All Students○ Cultural awareness and action (adult and student focus)○ Faculty Growth Mindset○ Professional Learning about Equity

Voices We Heard in the Survey (2023-24)



452
Caregivers
(5.5%)



1,605
6-12 Students
(71.5%)



462
Staff
(53.3%)



Panorama Survey Participation

School Year	2020-21	2021-22	2022-23	2023-24
Staff	681	523	493	447
Students	–	1830	1769	1604
Caregivers	–	–	426	452



Family Survey Topics

- **Barriers to engagement** - factors that create challenges for families to interact with or become involved with their child's school
- **School safety** - perceptions of student physical and psychological safety at school
- **School fit** - families' perceptions of how well a school matches their child's developmental needs
- **Family engagement** - the degree to which families engage with their child's school



Educator & Staff Experience Survey Topics

- **Belonging** - how much staff feel that they are valued members of the school community
- **Educating all students** - faculty perceptions of their readiness to address issues of diversity
- **Cultural awareness and action (adult focus)** - how well a school supports faculty and staff in learning about, discussing, and confronting issues of race, ethnicity, and culture
- **Cultural awareness and action (student focus)** - how well a school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture
- **Faculty growth mindset** - perceptions of whether teaching can improve over time
- **Professional learning about equity** - perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff



Student Survey Topics

- **School expectations** - how much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class
- **School belonging** - how much students feel that they are valued members of the school community
- **School engagement** - how attentive and invested students are in school



Sense of Belonging

Sense of belonging

How much people feel that they are valued members of the community



Sense of belonging caregiver survey responses (2023-24)

- **72%** of respondents to the **family survey** answered favorably (their students feel tremendous belonging or quite a bit of belonging)
 - Highest rates of belonging were grades K-5
 - Breakdown by Student Race
 - Asian: 74%
 - Multi-racial: 83%
 - White: 61%
 - Black and Hispanic: 33%
 - Winter 2023 (65%)
 - Breakdown by Student Race
 - Asian: 51%
 - Multi-racial: 36%
 - White: 53%

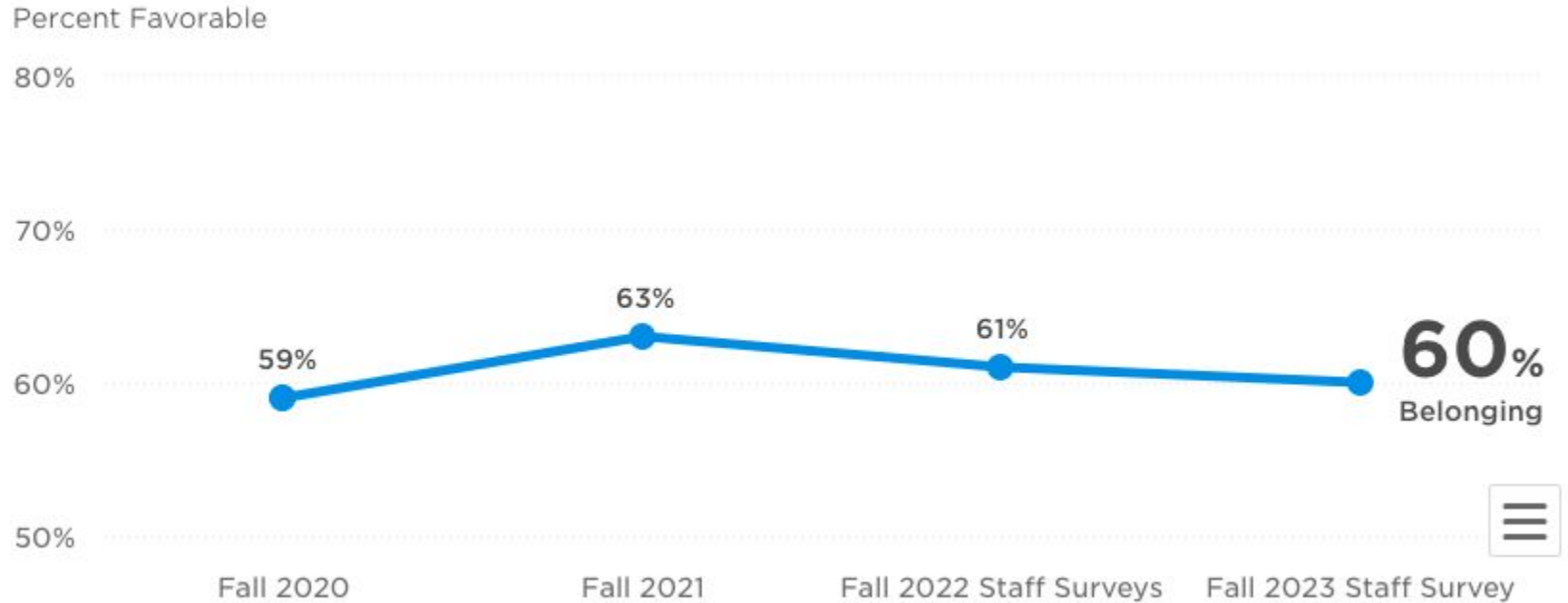


Sense of belonging educator survey responses (2023-24)

- **60%** of respondents to the **educator survey** feel that they belong at their school completely or belong quite a bit
 - Breakdown by Race/Ethnicity
 - Asian: 33%
 - Hispanic or Latino: 67%
 - White: 64%
 - Two or more races: 10%
 - Other: 55%
 - Fall 2022 (64%)
 - Breakdown by Race/Ethnicity
 - Asian: 17%
 - Black: 0%
 - Hispanic or Latino: 40%
 - White: 66%
 - Two or more races: 50%
 - Other: 56%



Sense of belonging educator historical survey responses



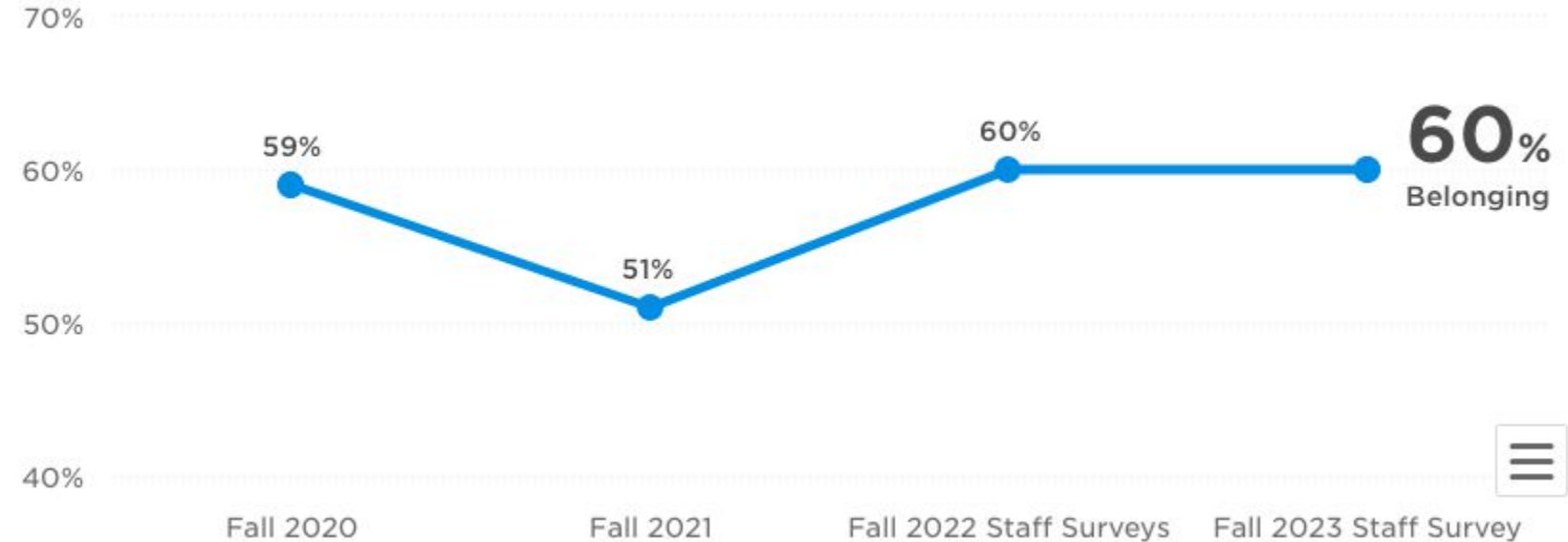
Sense of belonging staff survey responses (2023-24)

- **68%** of respondents to the **staff survey** feel that they belong at their school completely or belong quite a bit
 - Fall 2022 (75%)



Sense of belonging staff historical survey responses

Percent Favorable



Sense of belonging student survey responses (2023-24)

- **65%** of **WMS** respondents to the **student survey** answered favorably (completely belong or belong quite a bit)
 - Breakdown by Student Race
 - Asian: 54%
 - Black: 45%
 - Hispanic: 55%
 - Multi-racial: 57%
 - White: 72%
 - Winter 2023 (64%)
 - Breakdown by Student Race
 - Asian: 56%
 - Black: 40%
 - Hispanic: 70%
 - Multi-racial: 68%
 - White: 68%



Sense of belonging student survey responses (2023-24)

- **54%** of **WHS** respondents to the **student survey** answered favorably (completely belong or belong quite a bit)
 - Breakdown by Student Race
 - Asian: 41%
 - Black: 38%
 - Hispanic: 31%
 - Multi-racial: 46%
 - White: 61%
 - Winter 2023 (56%)
 - Breakdown by Student Race
 - Asian: 40%
 - Black: 13%
 - Hispanic: 29%
 - Multi-racial: 53%
 - White: 64%



Family Survey Selected Responses

Family Survey: “How big of a problem is the following issue for becoming involved with your child’s current school: You feel unsure about how to communicate with the school?”

- **81%** of respondents answered they did not find this to be a problem, or only a small problem to becoming involved with the school
 - Breakdown by Student Race
 - Asian: 68%
 - Multiracial: 83%
 - White: 75%
 - Winter 2023 (78%)



Family Survey Open Response: “What recommendations would you make to the school for how to improve communications with parents?”

- Establish expected cadence of communication
- Centralized place for communication
- Increased proactive communication



Family Survey: “How big of a problem is the following issue for becoming involved with your child’s current school: You do not feel a sense of belonging within your child’s school community?”

- **83%** of respondents **answered** not at all a problem or a small problem
 - Breakdown by Student Race
 - Asian: 74%
 - Multiracial: 100%
 - White: 79%
 - Winter 2023 (78%)



Student Survey Selected Responses

Student Survey: “How connected do you feel to the adults in your school?”

- **23%** of **WMS** respondents answered favorably (extremely connected or quite connected)
 - Breakdown by Student Race
 - Asian: 27%
 - Black: 24%
 - Hispanic: 13%
 - Multiracial: 13%
 - White: 24%
 - Spring 2023 (27%)
 - Breakdown by Student Race
 - Asian: 27%
 - Black: 19%
 - Hispanic: 27%
 - Multiracial: 21%
 - White: 28%



Student Survey: “How connected do you feel to the adults in your school?”

- **24%** of **WHS** respondents answer favorably (extremely connected or quite connected)
 - Breakdown by Student Race
 - Asian: 21%
 - Black: 18%
 - Hispanic: 12%
 - Multiracial: 25%
 - White: 26%
 - Spring 2023
 - Breakdown by Student Race
 - Asian: 18%
 - Black: 13%
 - Hispanic: 17%
 - Multiracial: 19%
 - White: 26%



Student Survey: “How excited are you about going to your classes?”

- **15%** of **WMS** students indicate they are extremely excited or quite excited to go to class
 - Breakdown by Student Race
 - Asian: 20%
 - Black: 8%
 - Hispanic: 13%
 - Multiracial: 9%
 - White: 15%
 - Spring 2023 (18%)
 - Breakdown by Student Race
 - Asian: 27%
 - Black: 16%
 - Hispanic: 27%
 - Multiracial: 17%
 - White: 15%



Student Survey: “How excited are you about going to your classes?”

- **13%** of **WHS** students indicate they are extremely excited or quite excited to go to class
 - Breakdown by Student Race
 - Asian: 14%
 - Black: 9%
 - Hispanic: 15%
 - Multiracial: 15%
 - White: 13%
 - Spring 2023 (14%)
 - Breakdown by Student Race
 - Asian: 16%
 - Black: 16%
 - Hispanic: 8%
 - Multiracial: 20%
 - White: 14%



Voices of Climate and Learning (VOCAL) Survey

Voices of Climate and Learning (VOCAL) Survey Overview

- Designed to provide schools with information on student perceptions of three dimensions of school climate: engagement, safety, and environment
- VOCAL is based on the conceptual framework of the US Department of Education's School Climate Surveys
- VOCAL helps the state meet requirements included in the Massachusetts Act Relative to Bullying
- Students in grades 4, 5, 8, and 10 participate as part of MCAS administration in the spring
- VOCAL data should be considered along with attendance rates, chronic absenteeism, discipline, graduation rates, SEL, and curriculum

(DESE: VOCAL 2023 Summary)



VOCAL Dimensions

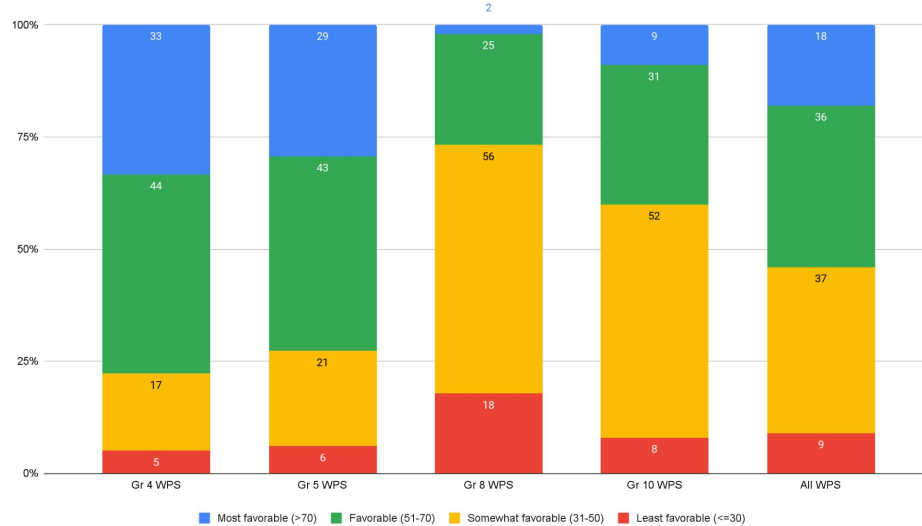
Engagement	Safety	Environment
The extent students feel adults/students value diversity, manage dynamics of differences, and avoid stereotypes	The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students	The extent that students feel the instructional environment is collaborative, relevant, challenging, and supportive of learning
The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers	The extent that students feel physically safe within the school environment	The extent that students have access to support systems that effectively support their social, emotional, and mental health well-being
The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life	The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying	The extent that discipline is fair, applied consistently and evenly, and a shared responsibility among staff, teachers, and students

(DESE: VOCAL 2023 Summary)

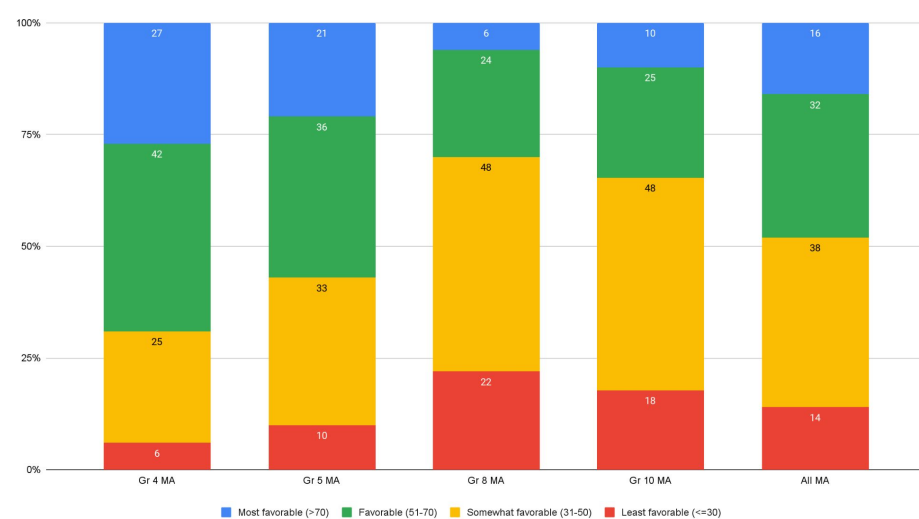


Percent of students responding within each school climate category: WPS compared to state

2023 VOCAL Climate Category Responses - WPS



2023 VOCAL Climate Category Responses - State



Grade 4 State Items with Highest Favorable Response Rates (2023)

- My teachers care about me as a person (Engagement)
 - WPS - 97%
 - State - 96%
- If I tell my teacher my classmate is being bullied, my teacher will help that person (Safety)
 - WPS - 97%
 - State - 94%
- My teachers are proud of me when I work hard in school (Environment)
 - WPS - 97%
 - Students who fall into "Other" racial/ethnic category - 87%
 - State - 97%



Grade 5 State Items with Highest Favorable Response Rates (2023)

- My teachers care about me as a person (Engagement)
 - WPS - 96%
 - State - 94%
- Teachers support (help) students who come to class upset (Safety)
 - WPS - 95%
 - Hispanic/Latino students - 100%
 - State - 91%
- My teachers are proud of me when I work hard in school (Environment)
 - WPS - 95%
 - Hispanic/Latino students - 88%
 - State - 94%



Grade 8 State Items with Highest Favorable Response Rates (2023)

- Adults working at this school treat all students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual orientation (Engagement)
 - WPS - 89%
 - African American/Black students - 57%
 - State - 89%
- If I tell a teacher or other adult that someone is being bullied, the teacher/adult will do something to help (Safety)
 - WPS - 90%
 - Hispanic/Latino students - 79%
 - State - 85%
- My teachers believe that all students can do well in their learning (Environment)
 - WPS - 94%
 - SWD - 75%
 - State - 91%



Grade 10 State Items with Highest Favorable Response Rates (2023)

- Students are open to having friends who come from different backgrounds (for example, friends from different races, cultures, family incomes, or religions, or friends of a different sex, or sexual orientation) (Engagement)
 - WPS - 94%
 - Hispanic/Latino students - 86%, SWD - 87%
 - State - 93%
- If I tell a teacher or other adult that someone is being bullied, the teacher/adult will do something to help (Safety)
 - WPS - 95%
 - Hispanic/Latino students - 85%
 - State - 89%
- My teachers set high expectations for my work (Environment)
 - WPS - 95%
 - Hispanic/Latino students - 86%, SWD - 86%
 - State - 88%



Belongingness Steps

Takeaways

- Increasing participation rates
- Continued and increased engagement with results



WPS Investments

- PK-5 Responsive Classroom
- K-8 Second Step Curriculum
- WMS and WHS advisory meetings
- Middle School grade-level assemblies with follow-up advisory lessons
- Multilingual learners home visits and training
- Professional development
 - School Mental Health Leadership Institute (SMHLI) professional development
 - Relationship mapping
 - Professional Development Day 2023 Keynote Speaker
 - Classroom walkthroughs
 - NEMNET diversity recruitment and retention
- DEI Student Advisory Council (WMS and WHS)
- Expanded mentoring efforts
- Stay interviews



Areas of Continued Focus

- Ensuring high expectations teaching and learning for all students (WPS Strategic Plan Priority 1)
 - Multi-tiered system of supports is designed and implemented to meet all students' academic, behavioral and social-emotional needs
 - Data teams and processes fully implemented
 - Focused supports to provide equity, eliminate opportunity and achievement gaps
 - Relationship mapping
 - Opportunities for student voice and choice are expanded through diverse and engaging learning experiences in and out of school
 - Culturally and linguistically sustaining teaching and learning
- Strengthen, support and sustain the workforce at every level (WPS Strategic Plan Priority 2)
 - Cultivate an inclusive culture and climate that attracts a diverse pool of applicants and builds workforce belonging
 - Support educators as instructional leaders at all levels
 - Invest in the development and growth of existing staff at all levels
- Building community partnerships and enhancing engagement (WPS Strategic Plan Priority 3)
 - Enhance communications and information provided to caregivers and community
 - Increased dialogue and feedback with students and staff
 - Improved relationships with community members, particularly with historically marginalized groups

