Supporting Social-Emotional Learning & Student Success
At Wisconsin School Districts

Thea Berthoff
tberthoff@panoramaed.com

Zeke Vainer
zvainer@panoramaed.com

Ryan Werb
rwerb@panoramaed.com
Panorama helps educators act on data to improve student outcomes.

Currently serving 900+ districts nationwide and 10 million students.
The Wisconsin Panorama Family
About Panorama Education

Our mission is to **radically improve student outcomes** by helping educators act on data and improve their practice.

**Feedback Surveys**
Students, Family, and Teacher/Staff surveys focused on school climate, distance learning and equity.

**Social-Emotional Learning**
Measurement at district, school, classroom, and individual student levels.

**Student Success**
MTSS data system, Credit Tracking, Early Warning System, Tiered Supports, and Intervention Tracking.
Panorama can support Wisconsin Districts... with creating a unified student support system through:

1. Measure
2. Understand
3. Act
## Aligning your measurement approach

<table>
<thead>
<tr>
<th>CASEL Domain</th>
<th>DPI Competency</th>
<th>Panorama Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self - Management</td>
<td>Emotional Development, Self-Concept</td>
<td>Self - Management, Grit</td>
</tr>
<tr>
<td>Self - Awareness</td>
<td>Emotional Development, Self-Concept</td>
<td>Self-Efficacy, Growth Mindset</td>
</tr>
<tr>
<td>Responsible Decision - Making</td>
<td>Social Competence</td>
<td>Self - Management, Social Awareness, Emotion Regulation</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>Emotional Development, Self - Concept, Social Competence</td>
<td>Social Awareness, Emotion Regulation</td>
</tr>
<tr>
<td>Relationship Skills</td>
<td>Social Competence</td>
<td>Social-Perspective-Taking</td>
</tr>
</tbody>
</table>
Why SEL with Panorama?

- **Measure What Matters** - Panorama’s SEL survey can be customized by selecting 4-7 topics while still maintaining validity.

- **SEL data at all levels of reporting** - View district and school-wide trends in addition to classroom and individual student reporting.

- **SEL through an equity lens** - Use Panorama’s equity dashboard to focus on SEL skills of different student groups (ELL status; gender; grade level; race; IEP).

- **SEL as part of school improvement** - Panorama’s team runs workshops with principals and counselors to action-plan around SEL data.
Which Core Student SEL Competencies are top-of-mind for you, in your role?

Student Skills & Competencies
- Self-Management
- Growth Mindset
- Self-Efficacy
- Social Awareness
- Emotion Regulation
- Grit (Goals and Challenges)
- Social Perspective-Taking
- Learning Strategies

Wellbeing
- Positive Feelings
- Challenging Feelings
- Supportive Relationships
Which Core Student SEL Competencies are top-of-mind for you, in your role?

- Self-Management
- Growth Mindset
- Self-Efficacy
- Grit / Goals & Challenges
- Social Awareness
- Social Perspective-Taking
- Emotion Regulation
- Classroom Effort
- Learning Strategies
Panorama’s Adult SEL Surveys

**Adult SEL**
- Belonging
- Teacher Self-Reflection
- Professional Learning About SEL
- Faculty Growth Mindset
- Teacher Efficacy

**Perceptions of the Learning Environment & Student Supports**
- Cultural Awareness & Action
- Professional Learning About Equity
- Educating All Students
- School Climate
- Professional Learning
- Feedback & Coaching
- Staff/Teacher-Leadership Relationships

**Professional Wellbeing**
- Positive Feelings
- Challenging Feelings
- Efficacy
- Satisfaction & Meaningfulness of Work
Easily collect survey responses

- Online surveys
- Accessible on mobile and tablet devices
- Available in Spanish, Mandarin, and Arabic and other languages
- Monitor participation with response rates in real-time
- Target: 15 minutes for students to take
Understand survey results from all levels

District, Schools, Classrooms, and Individuals
See how students perceive their Social Emotional competencies

From a district, school, and individual level

Student Self-Perception of SEL Competencies
How did students perceive their own social-emotional skills?

Grades 6-12
493 responses | show breakdown

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percent Favorable</th>
<th>Compared to</th>
<th>Change since Spring 2017 SEL Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Management</td>
<td>90%</td>
<td>others nationally</td>
<td>90th-99th percentile</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>81%</td>
<td>others nationally</td>
<td>80th-99th percentile</td>
</tr>
<tr>
<td>Goals and Challenges</td>
<td>67%</td>
<td>others nationally</td>
<td>80th-99th percentile</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>55%</td>
<td>others nationally</td>
<td>40th-59th percentile</td>
</tr>
<tr>
<td>Growth Mindset</td>
<td>51%</td>
<td>others nationally</td>
<td>40th-59th percentile</td>
</tr>
</tbody>
</table>

View all questions Take action with Playbook
Understand how to support each of your school’s unique needs.
Interactive District and School Level Reports

With National and District Benchmarks

Growth Mindset
Compared to Mid-Grade School - All FRPL - All Locale

61%
Your score
Compared to middle schools, your score is near the 90th percentile on this topic.

Most frequent

Percent favorable

Your score
National dataset Distribution of middle...

Additional notes:
10/10 DLT meeting
We're doing great with Growth Mindset!

I bookmarked this because it is:
- Encouraging
- Surprising
- Interesting
- Concerning
- Confusing
- Frustrating

All your notes can only be viewed by you.
Set Goals, Track Progress with Equity in Mind

With National and District Benchmarks

Growth Mindset

Based on 697 responses

Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

CASEL Competency

Self-Awareness

How have results changed over time?

Percent Favorable

<table>
<thead>
<tr>
<th>70%</th>
<th>60%</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>53%</td>
<td>61%</td>
<td></td>
</tr>
</tbody>
</table>

Growth Mindset

Spring 2017 SEL Surveys

Fall 2017 SEL Surveys
Understand differences in students’ SEL across subgroups

How did different groups respond?

<table>
<thead>
<tr>
<th>Group by</th>
<th>Results by group</th>
</tr>
</thead>
<tbody>
<tr>
<td>After-school program participation</td>
<td>0.0 - 1.99</td>
</tr>
<tr>
<td>Chronically absent</td>
<td>2.0 - 2.49</td>
</tr>
<tr>
<td><strong>Current Term GPA</strong></td>
<td>2.5 - 2.99</td>
</tr>
<tr>
<td></td>
<td>3.0 - 4.0</td>
</tr>
<tr>
<td>ELL Status</td>
<td></td>
</tr>
<tr>
<td>FRPL Status</td>
<td></td>
</tr>
<tr>
<td>Student Gender</td>
<td></td>
</tr>
<tr>
<td>Gifted/talented status</td>
<td></td>
</tr>
<tr>
<td>Student Grade Level</td>
<td></td>
</tr>
<tr>
<td>Student Race</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subgroup Name</th>
<th>Goals and Challenges</th>
<th>Growth Mindset</th>
<th>Self-Efficacy</th>
<th>Self-Management</th>
<th>Social Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>All respondents</td>
<td>55%</td>
<td>56%</td>
<td>54%</td>
<td>71%</td>
<td>37%</td>
</tr>
</tbody>
</table>

What is your gender?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-1</td>
<td>+1</td>
</tr>
<tr>
<td></td>
<td>-1</td>
<td>+2</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td></td>
<td>+3</td>
<td>-3</td>
</tr>
<tr>
<td></td>
<td>-3</td>
<td>+3</td>
</tr>
</tbody>
</table>

What is your grade level?

<table>
<thead>
<tr>
<th>Grade</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+3</td>
<td>0</td>
<td>+2</td>
<td>-3</td>
<td>-3</td>
<td>+1</td>
<td>+2</td>
</tr>
<tr>
<td></td>
<td>+2</td>
<td>-1</td>
<td>+3</td>
<td>-7</td>
<td>+2</td>
<td>+7</td>
<td>+5</td>
</tr>
<tr>
<td></td>
<td>-3</td>
<td>-1</td>
<td>+1</td>
<td>-6</td>
<td>-5</td>
<td>-2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>-1</td>
<td>+1</td>
<td>+7</td>
<td>-2</td>
<td>0</td>
<td>-4</td>
<td>-4</td>
</tr>
</tbody>
</table>
With Panorama, **Wisconsin Districts** will be able to...

access a **Playbook of resources in response to survey results**: 

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**Teaching Tolerance**

*Teaching Tolerance* is a project of the Southern Poverty Law Center and is dedicated to reducing prejudice, improving inter-group relations, and supporting equitable school experiences for our nation’s children. Teaching Tolerance provides free educational materials, a self-titled magazine, and award-winning film and curriculum kits.

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**Featured Move**

*Responding to Hate & Bias at School: A Guide for School Leaders***

This guide helps school and district leaders proactively plan responses in the event of a hate crime or other incident on their campus.
Dig deeper into a student’s profile

Barbara Adams
Fall 2017 SEL Surveys

What is this report?
You and your teacher recently answered a survey in class that asked questions about how you think and feel. Take a look at the topics below and consider the ways you can build on your strengths and work to improve on your areas for growth.

<table>
<thead>
<tr>
<th>Skill</th>
<th>You said...</th>
<th>Your teacher said...</th>
<th>Try this!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 2017 SEL Surveys</td>
<td>Post 2017 SEL Surveys</td>
<td>Post 2017 SEL Surveys</td>
</tr>
<tr>
<td><strong>Self-Management</strong></td>
<td>4.1</td>
<td>3</td>
<td>Become a focus buddy with a classmate who sits near you. Ask your buddy to encourage you to stay focused if they see you get distracted.</td>
</tr>
<tr>
<td>Students with strong self-management are calm and focused on their work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grit</strong></td>
<td>4.0</td>
<td>3.3</td>
<td>Name a challenge by thinking of something that stops you from doing your best. Make a plan to beat that challenge and share the plan with a friend or family member.</td>
</tr>
<tr>
<td>Students with grit keep trying even when things get hard.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Awareness</strong></td>
<td>4.0</td>
<td>4</td>
<td>When a teacher or peer does something well in class, give them a compliment. Try to give at least 1 compliment each day!</td>
</tr>
<tr>
<td>Students with a strong social awareness get along well with classmates and teachers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Growth Mindset</strong></td>
<td>3.8</td>
<td></td>
<td>View hard tasks as great chances to learn. When you hear yourself say “This is hard!” remind yourself that the harder something is, the more you can grow by doing it.</td>
</tr>
<tr>
<td>Students with a growth mindset know that if they work hard they can learn anything.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self-Efficacy</strong></td>
<td>3.8</td>
<td>2.5</td>
<td>When you have a hard task to do, think about another time that you did a great job on something that was hard. Remember how you felt at the beginning, what you did to succeed, and how you felt after you had finished.</td>
</tr>
<tr>
<td>Students with strong self-efficacy believe they can do a good job on their work.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Introducing Panorama Student Success

INTEGRATE
Connect with district systems to sync grades, attendance, assessments, SEL & behavior data

ANALYZE
Calculate “On Track” & “At Risk” indicators for each student automatically, updated daily

MONITOR
Provide school & district leaders with dashboards for district-wide trends

INTERVENE
Provide educators with powerful, student-level tools to take action and plan interventions
Spotlight:
Sheboygan Area School District
Meet Sheboygan Area School District

- Serving 10,300 students in 26 schools

- Vision: All students will be productive and responsible citizens in a competitive world.

“Success for ALL, no matter what it takes”

Kathy Hoppe
Director of Student and Instructional Services,
Sheboygan Area School District

Nic Collins
Principal,
Horace Mann Middle School,
Sheboygan Area School District
Panorama Journey

Where did this work begin?

Where are we now?

Where are we going?
The Shift to Virtual Learning

- Central System for Virtual Principal Collaboration
- Intervention Groups to improve virtual attendance
- Focus on student connectedness and SEL
Collaboration with School Leaders

- Starting SEL with Middle School Principals
- Better support the whole child
- One team in each building to identify student groups based on data
2020 SEL Pilot

- Initial results showed only 30% of students felt connected to adults
- Only 40% felt connected to anyone in the school
Data → Action
Support Staff and Family Collaboration in Panorama Student Success
Tracking Student Supports in Panorama Student Success
Ensuring ‘All Students are Our Students’ in Panorama Student Success
Key takeaways and the importance of a whole child data system

“
To rebuild thriving schools, we need to prioritize safe, supportive, culturally sustaining, and equitable learning environments that promote the social and emotional competencies of both students and adults.

"
What are your questions?

Thank you!
## Sample Topic: Sense of Belonging

**How much students feel that they are valued members of the school community**

### Grades 6-12

<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well do people at your school understand you as a person?</td>
<td>Do not understand at all</td>
</tr>
<tr>
<td>How connected do you feel to the adults at your school?</td>
<td>Not at all connected</td>
</tr>
<tr>
<td>How much respect do students in your school show you?</td>
<td>No respect at all</td>
</tr>
<tr>
<td>How much do you matter to others at this school?</td>
<td>Do not matter at all</td>
</tr>
<tr>
<td>Overall, how much do you feel like you belong at your school?</td>
<td>Do not belong at all</td>
</tr>
</tbody>
</table>
With Panorama, TSC will be able to...

access a Playbook of resources in response to SEL results:
Appendix
With Panorama, you will be able to...

**better understand and respond to:**

**Student SEL Skills:**
- Self-Management
- Growth Mindset
- Self-Efficacy
- Grit
- Social Awareness

**Environmental Factors:**
- Sense of Belonging
- Teacher-Student Relationships
- School Safety
- Diversity & Inclusion
- School Climate

**Teacher Skills, Supports:**
- Teacher Self-Reflection
- Professional Learning
- Resources for Student Support
- Sense of Belonging
- Teacher Well-Being