



**Judicial
Watch®**
*Because no one
is above the law!*

May 17, 2021

VIA ELECTRONIC MAIL

Attn: Wellesley Public Schools
Central Administration
40 Kingsbury Street
Wellesley, MA 02481
records@wellesleyma.gov

Re: Massachusetts Public Records Law

Dear Assistant Superintendent,

During the week of March 15, 2021, the Wellesley Public Schools' Office of Diversity, Equity and Inclusion hosted a healing space for Asian and Asian American students (Grade 6-12), faculty, staff, and others in the BIPOC community. The event was conducted virtually via Zoom and was scheduled for an hour. In addition, students, faculty, and staff who identified only as white were not allowed to participate.

Following the event, Superintendent Lussier and other Wellesley Public Schools officials sent a message on March 19, 2021 stating, in part, "It's important to note that affinity spaces are not discriminatory. Hosting affinity spaces is part of a long-term, evidence-based district strategy."

Judicial Watch seeks to understand more about these Wellesley Public Schools' sponsored events and therefore, pursuant to the Massachusetts Public Records Law (M.G.L. c.66 and M.G.L. c.4 § 7), Judicial Watch seeks from the Wellesley Public Schools access to and a copy of the following public records within ten (10) business days:

- Records identifying the number of affinity spaces hosted by Wellesley Public Schools from September 1, 2020 to May 17, 2021;
- Records identifying the topics discussed during any affinity spaces hosted by Wellesley Public Schools from September 1, 2020 to May 17, 2021;
- Records inviting students, faculty, and staff to affinity spaces hosted by Wellesley Public Schools from September 1, 2020 to May 17, 2021;
- Records identifying and describing "long-term, evidence-based district strategy" discussed in Superintendent Lussier's March 19, 2021 message;

- Records, including policies and procedures, regarding the creation and use of “affinity spaces.”
- Analyses of whether affinity spaces excluding students, faculty, and staff who identify as a specific race or gender is consistent with state and federal law, including but not limited to the Equal Protection clause of the 14th Amendment of the U.S. Constitution, the Massachusetts Equal Rights Amendment, and the Massachusetts School Attendance Law.

The Massachusetts Public Records Law requires a response to this request within ten (10) business days. Where responsive records exist but are not available within this time, a written description of such records, together with a timetable for their inspection and copying, is requested. Additionally, to facilitate the production of responsive records within the statutory time limit, Judicial Watch is willing to accept records in electronic format. We will also accept the “rolling production” of records.

Judicial Watch requests that the responsive records be furnished without any charge or at a charge below \$150.00 because disclosure of the information contained in responsive records will contribute significantly to the public understanding of the operations or activities of the government. 5 U.S.C. § 552(a)(4)(A)(iii). Judicial Watch is a 501(c)(3), not-for-profit, educational organization, and, by definition, it has no commercial purpose. Nonetheless, in the event our request for a waiver of search and/or duplication costs is denied, Judicial Watch requests that it be contacted before any such costs are incurred in order to prioritize search and duplication efforts.

If you do not understand this request or any portion thereof, or if you feel you require clarification of this request or any portion thereof, please contact me immediately at (920) 917-3981 or at kbell@judicialwatch.org. Thank you for your cooperation.

Sincerely,

A handwritten signature in black ink, appearing to read 'KB' with a stylized flourish above the letters.

Kara Bell
Judicial Watch, Inc.

Dr. DAVID F. LUSSIER
Superintendent of Schools

MICHAEL M. LACAVA
Interim Assistant Superintendent, Teaching and Learning



CYNTHIA D. MAHR
Assistant Superintendent, Finance and Operations

June 1, 2021

VIA EMAIL

Kara Bell
Judicial Watch, Inc.
kbell@judicialwatch.org

Re: May 17, 2021 Public Records Request Response #1

Dear Ms. Bell:

On May 17, 2021¹, you made a request for:

- “Records identifying the number of affinity spaces hosted by Wellesley Public Schools from September 1, 2020 to May 17, 2021;
- Records identifying the topics discussed during any affinity spaces hosted by Wellesley Public Schools from September 1, 2020 to May 17, 2021;
- Records inviting students, faculty, and staff to affinity spaces hosted by Wellesley Public Schools from September 1, 2020 to May 17, 2021;
- Records identifying and describing “long-term, evidence-based district strategy” discussed in Superintendent Lussier’s March 19, 2021 message;
- Records, including policies and procedures, regarding the creation and use of “affinity spaces.”
- Analyses of whether affinity spaces excluding students, faculty, and staff who identify as a specific race or gender is consistent with state and federal law, including but not limited to the Equal Protection clause of the 14th Amendment of the U.S. Constitution, the Massachusetts Equal Rights Amendment, and the Massachusetts School Attendance Law.”

¹ For purposes of calculation of time, the request is received as of May 18, 2021, the first business day following the receipt of the request. See 950 CMR 32.03(3).

The Wellesley School Department (the “Department”) determined that there are approximately 5,900 potentially responsive records to the request in the form of emails, as well as a number of other documents. The Department is required by the Public Records Law, G.L. c. 66, § 10(b), to issue this 10-day response letter.

On June 1, 2021, the Department petitioned the Supervisor of Public Records for the ability to charge fees to segregate and redact the records at a cost of \$43.87/hour, pursuant to 950 CMR 32.06(4)(g) and (h) (the “Petition”). You received a copy of the Petition, which is attached to this 10-day response and incorporated herein, on June 1, 2021.

As you are aware, the records that you requested may contain information that is required, by law, to be redacted pursuant to the Family Education Rights Privacy Act, the Massachusetts Student Record Law, and the attorney-client privilege. Additionally, these records may contain information that may be subject to other exemptions of the Public Records Law, including but not limited to Exemption (c) (the privacy exemption) and Exemption (d) (the deliberative process exemption).² The Department is awaiting the Supervisor’s determination with respect to charging fees for segregating and redacting records pursuant to these exemptions.

The Supervisor has not yet responded to the Petition, but is required, by law, to respond within 5 business days of its receipt. Upon receipt of the response, the Department will update this response letter in the form of a fee estimate. Once you receive the fee estimate, and the Department receives payment of the fee, it will produce these records.

In the interim, if you would like to narrow the scope of your request (for example, limiting the time-frame or type of records sought) which may reduce the amount of time required to segregate and redact records (and thus reduce the cost to you) please let me know. One suggestion is to narrow the scope of the request to records sent by Dr. Charmie Curry, the director of diversity, equity and inclusion for the Wellesley Public Schools (there are approximately 76 emails).

To the extent that the Department has in its possession additional records responsive to your request, the Department has included such documentation with this response. Further, the Department responds as follows:

Records identifying the number of affinity spaces hosted by Wellesley Public Schools from September 1, 2020 to May 17, 2021: The Department states that between the period of September 1, 2020 and May 17, 2021, the Wellesley Public Schools provided opportunities for students and faculty alike to gather to discuss various topics based on affinity. There were five distinct opportunities, and one ongoing opportunity provided during this time period.

Records identifying and describing “long-term, evidence-based district strategy” discussed in Superintendent Lussier’s March 19, 2021 message: A document regarding the Wellesley Public School’s Equity Strategic Plan is attached.

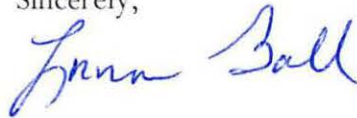
Records, including policies and procedures, regarding the creation and use of “affinity spaces”: A PDF of a power point presentation to the School Committee as well as Panorama Survey documentation is attached.

² These exemptions were described in further detail in the Petition.

Analyses of whether affinity spaces excluding students, faculty, and staff who identify as a specific race or gender is consistent with state and federal law, including but not limited to the Equal Protection clause of the 14th Amendment of the U.S. Constitution, the Massachusetts Equal Rights Amendment, and the Massachusetts School Attendance Law: The Department states that no such records exist.

You have a right to appeal this determination to the Supervisor of Records under *M.G.L. c.66, Section 10A(a)*, and the right to seek judicial review of an unfavorable decision by commencing a civil action in the superior court under subsection (c) of Section 10A.

Sincerely,



Laura Ball

Administrative Assistant to the
Assistant Superintendent of Finance and Operations

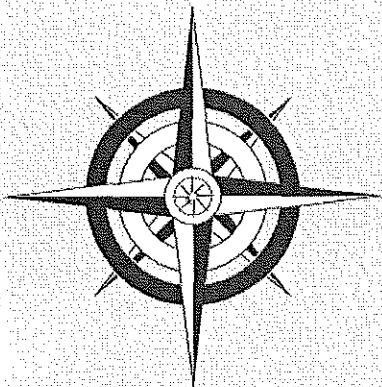
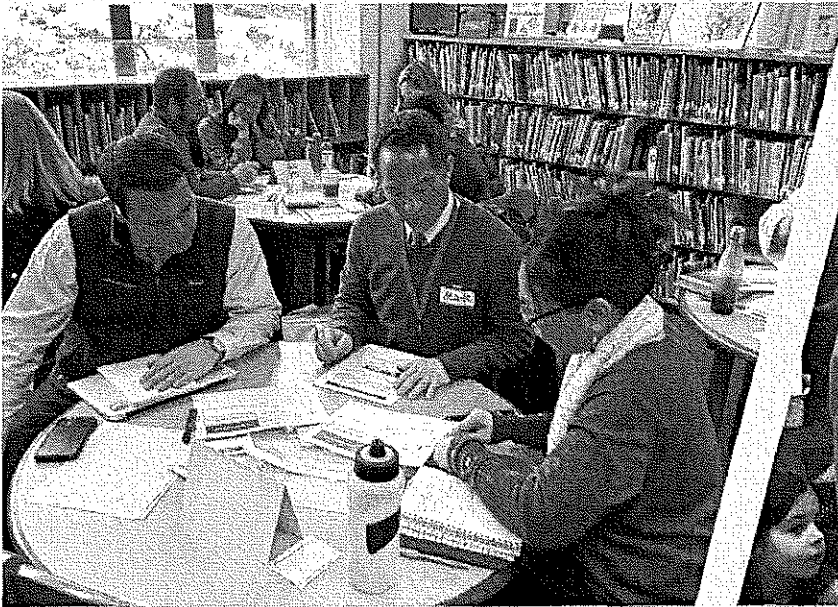
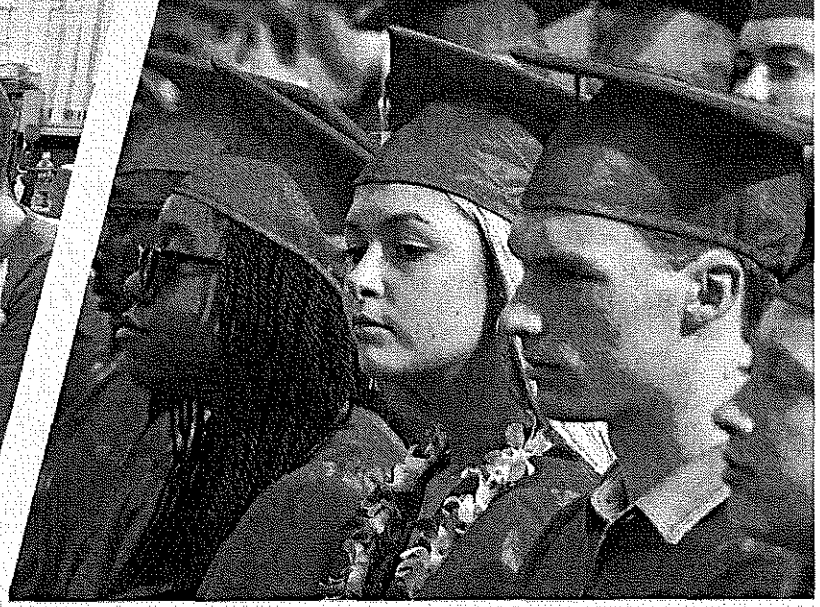
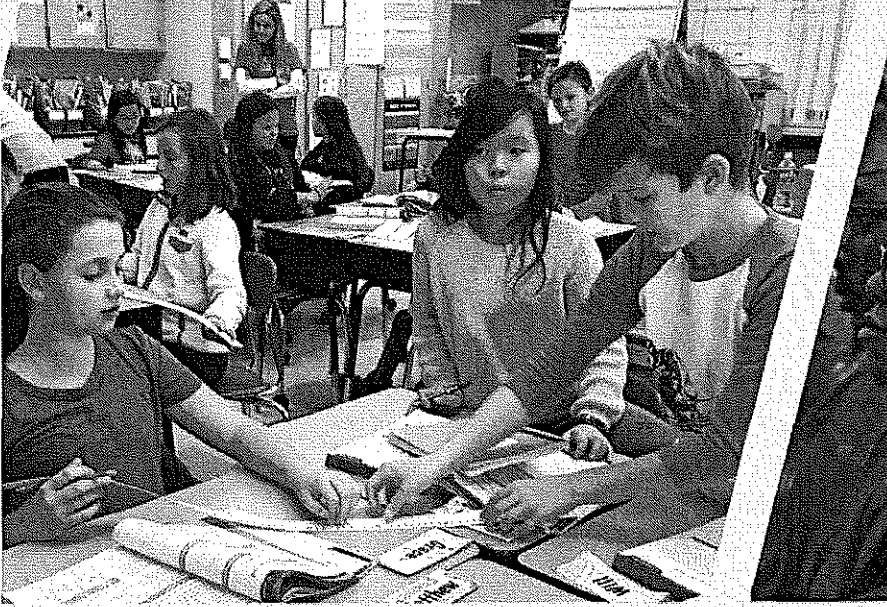
cc:

C. Mahr

Town Counsel

WPS Equity Strategic Plan

2020 - 2025 School Years



WELLESLEY PUBLIC SCHOOLS

Learning • Caring • Innovating

Dr. David Lussier, *Superintendent*

Michael LaCava, *Int. Asst. Superintendent, Teaching & Learning*

Cindy Mahr, *Asst. Superintendent, Finance & Operations*

Dr. Charmie Curry, *Director of Diversity, Equity & Inclusion*

WPS EQUITY STRATEGIC PLAN 2020-2025

Our Core Values

Academic Excellence

Commitment to Community

Respect for Human Differences

Cooperative and Caring Relationships

Diversity, Equity & Inclusion Mission:

We believe it is our moral responsibility to welcome, celebrate and affirm the full spectrum and intersections of human differences in, and beyond our community. We will create a culture that celebrates advocacy and pursues justice for all, especially those from historically marginalized communities. We will practice risk-taking, and challenge one another to continuously examine systems of privilege and bias, and work collectively to disrupt and dismantle inequity in all its forms.

The Equity strategic plan is a written expression of the Wellesley Public Schools' commitment to equity as an anchor and strategic priority of our District's strategic plan. The commitments and ensuing goals reflect a cross-departmental effort through the work of the Office of Diversity, Equity & Inclusion, Teaching & Learning, Human Resources, Student Services, METCO, among others.

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BRIGHT SPOTS

Invested Faculty & Staff



CHALLENGES

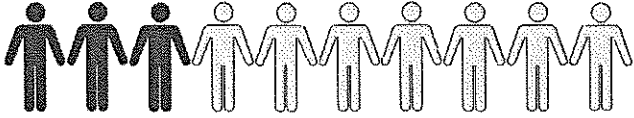
Significant Disproportionality & Persistent Opportunity, Achievement Gaps

"We accept all of our students no matter the background. We have built such a strong bond with students and families, that I hope we can all talk to each other about racism..."

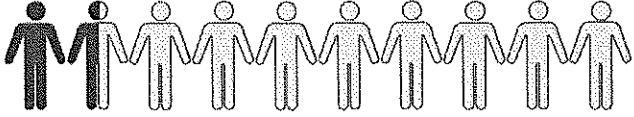
WPS Black and Hispanic students are 3 to 4 times as likely as their peers to be identified with a communication disability, an emotional disability, or a specific learning disability.

80% *WPS Faculty and Staff often think about what students of different races, ethnicities, or cultures experience.*

30.8% of African American/Black, Hispanic or Latinx students have an IEP



16.7% of White students have an IEP



"I have seen teachers with Black Lives Matter signs outside their classrooms, equality posters inside classrooms, and I am so appreciative."

Upperclassmen Enrollment in Advanced Placement courses*

70% of Asian students
51% of White students
42% of Hispanic students
16% of Black students

*In SY 2018-19

85% **WPS Faculty and Staff responded to first Panorama Survey on Educator/Staff experience**

How confident are you that colleagues can have honest conversations about race, even when uncomfortable?

"I am grateful to be working in a district that helps us be better teachers and citizens..."

22% **Faculty and Staff responded favorably**

*Fall 2020 Panorama Survey Data

IMPACT OF COVID19

The onset of COVID19 provided both challenges and opportunities for the District's equity work. It created a heightened awareness of inequities, as observed nationally, and acted as an additional catalyst to spur our efforts. As national and local data show, the onset of COVID19 hit Black/African-American and Hispanic communities particularly hard. Nationally, Asian American communities experienced significant anti-Asian racism as the result of the spread of the coronavirus. In WPS, these realities came to bear in how our families chose student placements - remote or hybrid - for the reopening of schools. The Remote Learning School (RLS) materialized as WPS' only majority-minority school, comprising more than 60 percent students of color at its opening.

The need for a hybrid/remote setting for health and safety concerns also complicated the launch of some of our key initiatives such as the roll out of equity facilitators across our schools. The process for hiring equity facilitators revealed significant skill gaps in educator capacity in leading equity-focused or race conversations among colleagues and students, which our fall 2020 Panorama educator and staff experience survey later confirmed. While WPS educators report high investment in the district's DE&I efforts, they also require significant support in their practice to lead the work with confidence and fidelity.

THEORY OF ACTION

IF we approach our commitment to diversity, equity and inclusion with a mindset of "equity by design"; invest in systems and infrastructure that support equity and shed light on inequity; amplify the voices of students and the most marginalized in our community; invest, with a posture of humility, in continuous learning and awareness of the impact of race on schooling; **THEN** we will become a district that closes opportunity and achievement gaps, that is free of the manifestations of bias and racism, and that is culturally sustaining, thereby improving the life outcomes for students, faculty and staff and the community.

STRATEGIC COMMITMENTS

- #1 | District Equity by Design**
- #2 | Invest in Equity-Centered Curriculum and Pedagogy**
- #3 | Eliminate Significant Disproportionality & Opportunity, Achievement Gaps**
- #4 | Amplify Student Voices**
- #5 | Diversify Our Staffing**
- #6 | Invest in Community Education on Equity**
- #7 | Wellesley METCO**

#1 | District Equity by Design

Goal: A commitment to creating and vetting district processes, policies, systems and structures to reflect an intentional commitment to equitable outcomes by design.

1a. Cultivate community ownership of the District's equity vision by utilizing protocols and structures to invite shared leadership and implementation of mission, vision, commitments and goals.

1b. Adopt Equity Planning Tool¹ to guide decision-making and to ensure that all decisions are made with intent to advance equity.

1c. Develop a central MTSS district dashboard based on Equity Progress Assessment² to keep track of key markers of equity progress such as: student assignments, Special Education placement, access to and enrollment in Advanced Placement coursework, SEL data, etc., all disaggregated by race/ethnicity.

1d. Clear and effective policies, systems, procedures, structures supporting equity are in place at all levels of the organization.

1e. Data are used strategically and frequently to plan, analyze district progress as it relates to achieving racial equity.

#2 | Invest in Equity-Centered Curriculum and Pedagogy

Goal: All WPS schools will demonstrate use of pedagogy and curriculum materials that elevate the experiences of the historically marginalized, and increase the ability of students to engage in anti-bias, antiracist practices, to respect differences and challenge inequities.

2a. Provide rigorous culturally responsive, anti-bias, antiracist curriculum and instruction in all content areas that fully considers the intersectional nature of student identity.

2b. Support educators and leaders by offering mentorship through peers and district coaching to help educators deliver high-quality, equitable learning opportunities to all students; hire an FTE district Equity Coach.

2c. Develop a unifying articulation of a WPS Vision for Effective, Equitable Instruction.

2d. Align educator and administrator supervision to all educators' understanding and application of culturally responsive practices and equity-centered pedagogy and practice.

2e. Ensure a unified scope and sequence for educator and leader learning on equity across WPS.

¹ Equity Planning Tool by [BlackPrint Education Consulting, LLC](#)

² Equity Progress Assessment by [Center for Understanding Equity](#)

#3 | Eliminate Significant Disproportionality & Achievement and Opportunity Gaps

Goal: Reduce the number of Black/African-American and Latinx students who are inappropriately referred to and are receiving Special Education services; narrow performance gaps that are predictable by race/ethnicity.

3a. Adopt rigorous Multi-Tiered Systems of Support (MTSS) frameworks across all levels.

3b. Ensure research-based curriculum is used in all content areas at every level.

3c. Implement data-driven instructional practices for all students.

3d. Achieve parity in the number of Black and Hispanic students enrolled in Advanced Placement courses.

#4 | Amplify Student Voices

Goal: We will amplify the voices of students, especially students who have experienced (and continue to experience) systematic marginalization, in order to cultivate student agency and advocacy.

4a. Develop and sustain a Diversity, Equity & Inclusion Student Advisory Council to amplify student voice on DEI issues.

4b. Provide opportunities for affinity spaces for students with shared identity

4b. Implement Panorama Equity & Inclusion survey to assess student experience as it relates to equity and inclusion in the school setting; use Panorama Survey to monitor student progress toward two competencies on WPS Profile of a Graduate: Respect Differences and Challenge Inequities.

#5 | Diversify Staffing

Goal: Hire and retain faculty and staff who share our equity commitment, and who mirror our student population.

5a. Audit talent practices, including, but not limited to, processes for development of hiring committees, exit interview data, to address potential impacts of unconscious bias.

5b. Hire, support, and retain workforce, particularly instructional and classroom positions, that mirrors the cultural, racial and linguistic diversity of our student population.

5c. Develop a racial equity hiring plan that articulates a vision for talent management practices that prioritize equity and articulate specific strategies for retaining BIPOC faculty/staff.

5d. Provide resources for affinity spaces for specialized populations within the wider Faculty/Staff (ie. ALANA, Admin Leaders of Color, LGBTQ+, White Educators for Antiracism, etc.).

#6 | Invest in Community Learning on Equity

Goal: We will develop and implement a community engagement model that prioritizes building adult capacity to authentically understand the issues of equity in order to be successful advocates and agents of change in the Wellesley Public Schools community.

6a. Design and implement a scope and sequence of required adult learning to support community understanding of principles of equity.

6b. Create and sustain a DE&I subcommittee as part of each PTO/PTSO. Each committee will collaborate on mission, vision and DEI focus areas that mirror the district's priorities.

6c. Develop plan for affinity spaces for parent/caregiver community.

6d. Implement Panorama Family Engagement survey to understand community on family efficacy, school climate, barriers to engagement, among other salient topics.

#7 | Wellesley METCO

Goal: Wellesley METCO will nurture and affirm positive racial identity development and inspire academic excellence in all students to ensure a dynamic experience for Boston resident students attending the Wellesley Public Schools.

7a. Hire and onboard a full-time high school academic coordinator to attend exclusively to the needs of the high school population.

7b. Develop and implement student experience surveys to understand, track the experience of Boston resident students at each of the levels.

7c. Develop an exit survey for 8th and 12th grade METCO students to track experiences during grade transition and at the conclusion of WPS careers

7d. Invest in the Family Friends Program as a means of nurturing and promoting authentic, cross-racial friendships that equally benefit Wellesley and Boston resident families.

7e. Invest in developing positive racial identity and belonging in all students by pursuing mentorship and student-focused affinity spaces.

Diversity, Equity & Inclusion Update

A Presentation to the Wellesley School Committee | February 2, 2021



WELLESLEY PUBLIC SCHOOLS
Learning • Caring • Innovating

Objectives

- Overview and Update
- Strategic Plan Preview
- Questions

Overview and Update

“ Because inequity is so deeply embedded within educational systems, identifying and dismantling inequities must be a deeply embedded precept of leadership. Equity will never be achieved if it is approached as a stand-alone initiative or add-on project.”

The Leadership Academy

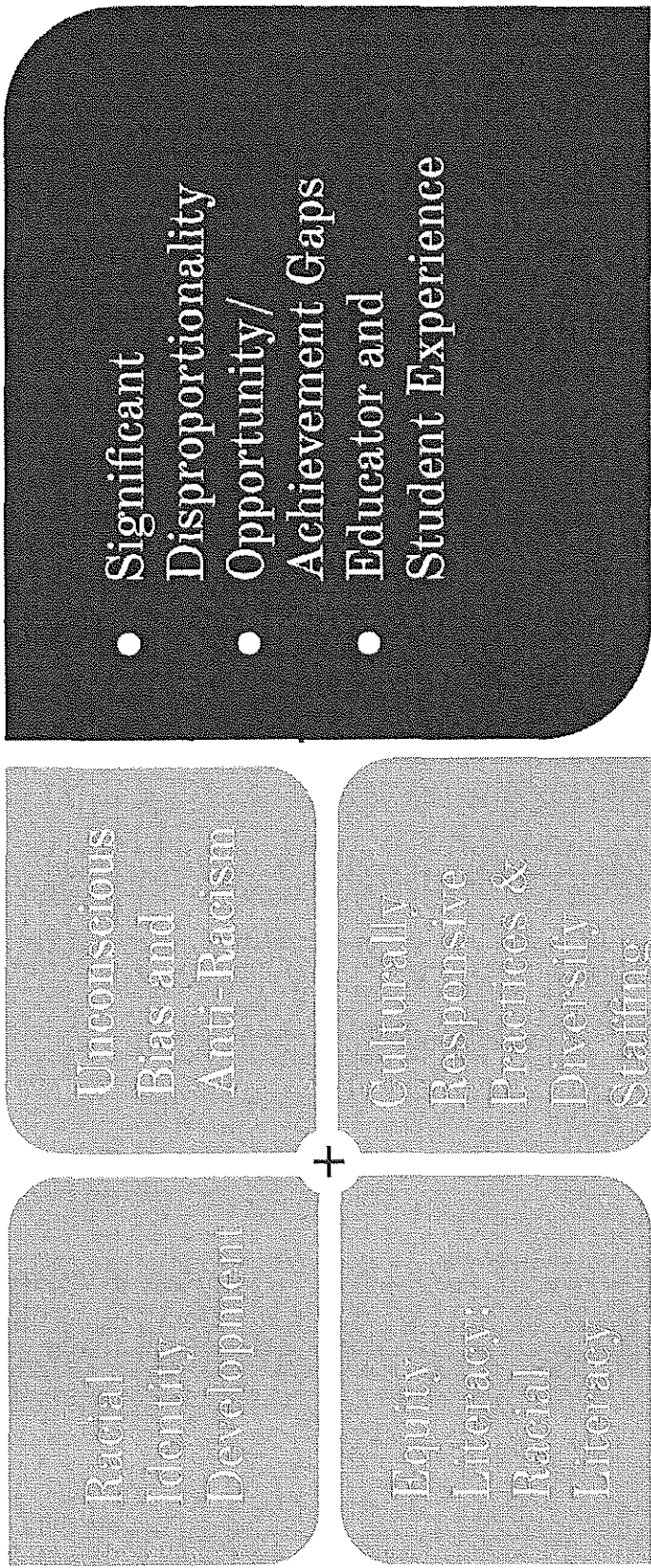
Overview and Update

— — —

Mission

We believe it is our moral responsibility to welcome, celebrate and affirm the full spectrum and intersections of human differences in, and beyond our community. We will create a culture that celebrates advocacy and pursues justice for all, especially those from historically marginalized communities. We will practice risk-taking, and challenge one another to continuously examine systems of privilege and bias, and work collectively to disrupt and dismantle inequity in all its forms.

Overview and Update



- Significant Disproportionality Opportunity/Achievement Gaps
- Educator and Student Experience

Overview and Update

URGENCY

Laser focus on
improving student
outcomes, experiences

01

AGILITY

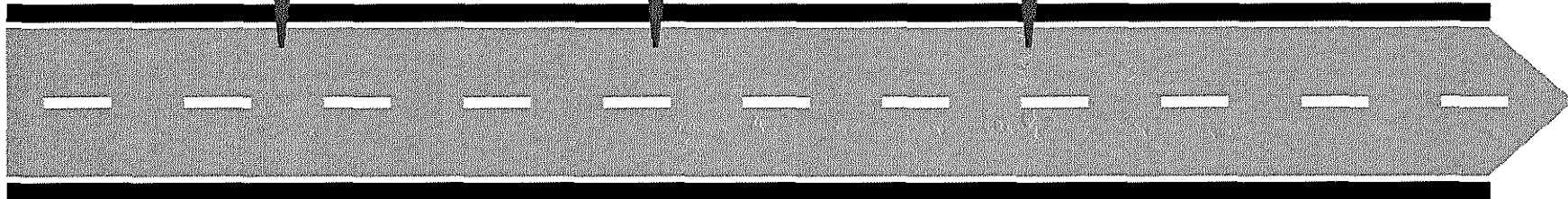
The global pandemic
has changed schooling
landscape

02

COHERENCE

Shared understanding,
shared goals, shared
ownership for outcomes

03



Overview and Update

How Do We Define Equity*?

Outcomes are not correlated with race, ethnicity, sexuality, gender, or ability.

Fairness and justice NOT sameness

Identifying and eliminating racism, sexism, heterosexism, transphobia, ableism, and other forms of bias and discrimination

Fairly distributing (and sometimes redistributing) access, opportunity, and participation

**EdChange, Equity Literacy Framework*

Overview and Update

Equity Work in SY20-21

KEY PARTNERSHIPS

- DESE
- Panorama
- Courageous Conversation

Leader Capacity

- Courageous Conversation
- Culturally Responsive Leadership
- DE&I Leadership Council

Educator Capacity

- Equity Facilitators
- Equity Literacy Coursework
- DE&I Leadership Council

Student Capacity

- DE&I Student Advisory Council
- 24/7 Respect
- Affinity Spaces

Are our efforts resisting or maintaining the status quo?

Strategic Plan Preview

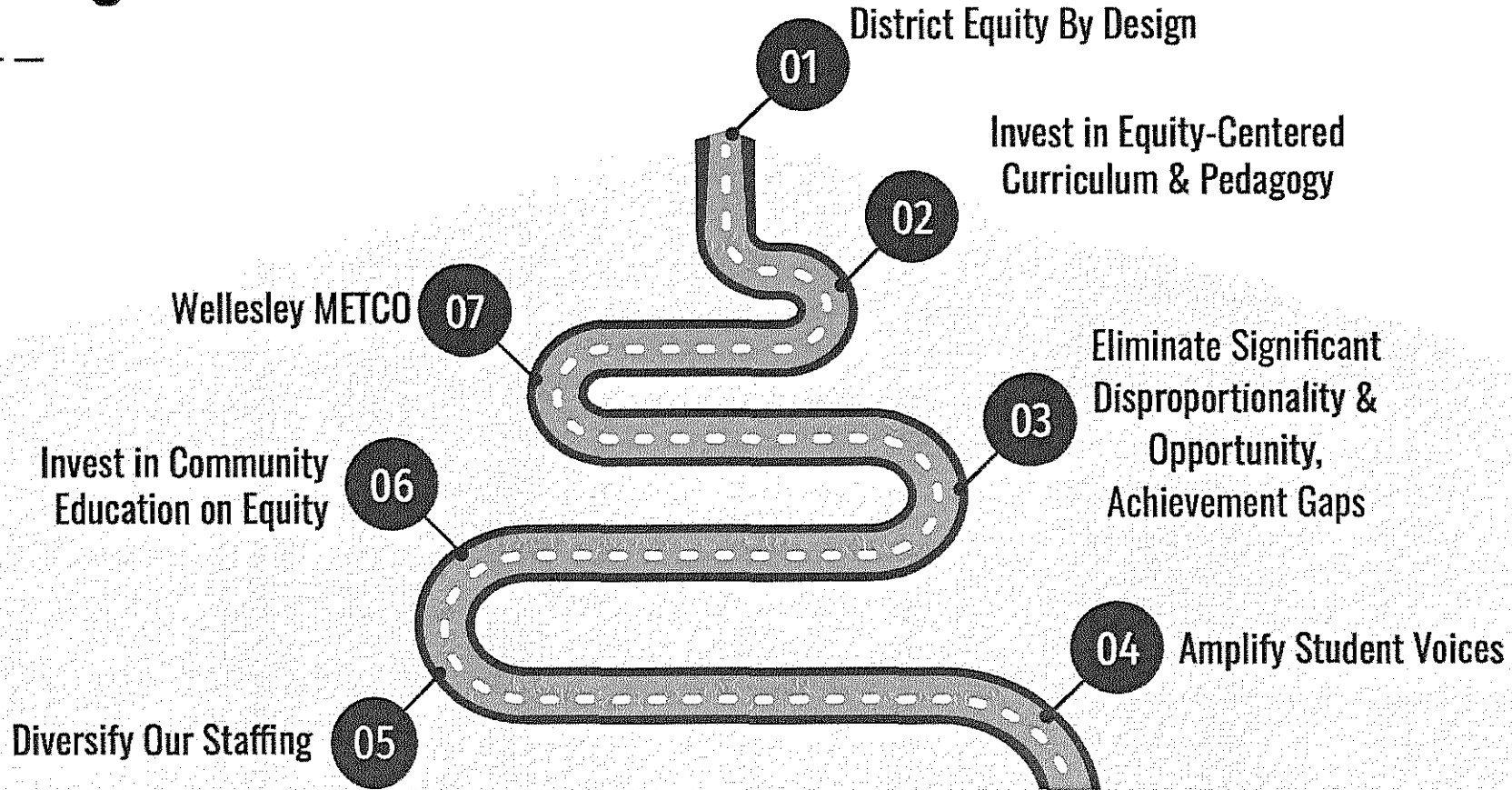
The following is a preview of our five-year equity strategic plan, illustrating seven core commitments.

Strategic Plan Preview

Theory of Action

IF we approach our commitment to diversity, equity and inclusion with a mindset of “equity by design”; invest in systems and infrastructure that support equity and shed light on inequity; amplify the voices of students and the most marginalized in our community; invest, with a posture of humility, in continuous learning and awareness of the impact of race on schooling; **THEN** we will become a district that closes opportunity and achievement gaps, that is free of the manifestations of bias and racism, and that is culturally sustaining, thereby improving the life outcomes for students, faculty and staff, and the community.

Strategic Plan Preview



Questions

THANK YOU!

Contact Us

Web: www.wellesleyps.org/dei

Email: dei@wellesleyps.org

Twitter: @WellesleyDEI

— — —

Belonging

*Do BIPOC and White faculty
and staff feel that they are
valued members of the
school community at the
same rates?*

social distancing classroom teachers school year
connections colleagues department whs pandemic
remote learning school little time
other staff members many people
small circle

remote learning school



Belonging

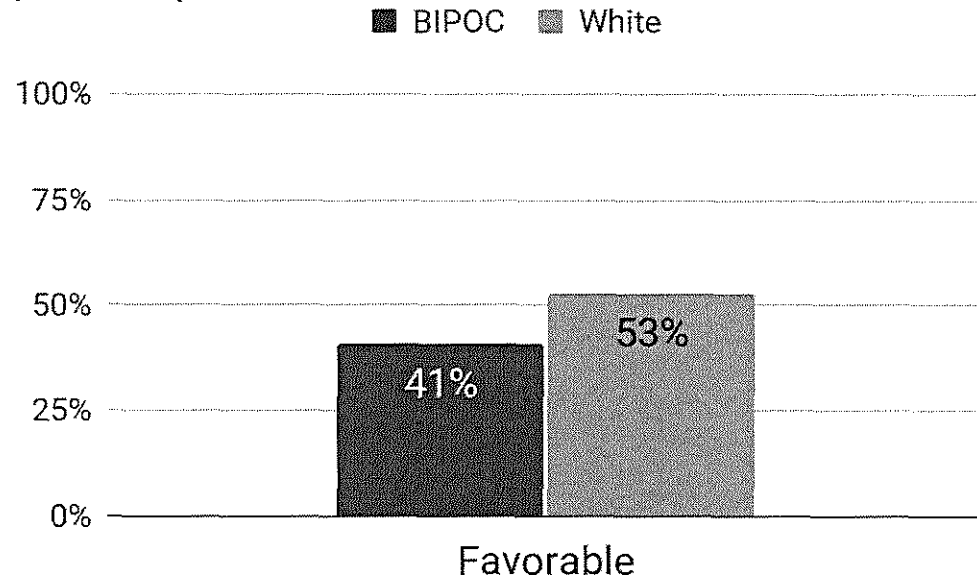
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How well do your colleagues at school understand you as a person?

41% of BIPOC staff and 53% of White staff felt their colleagues at their schools understood them as a person.

12-point difference between groups

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



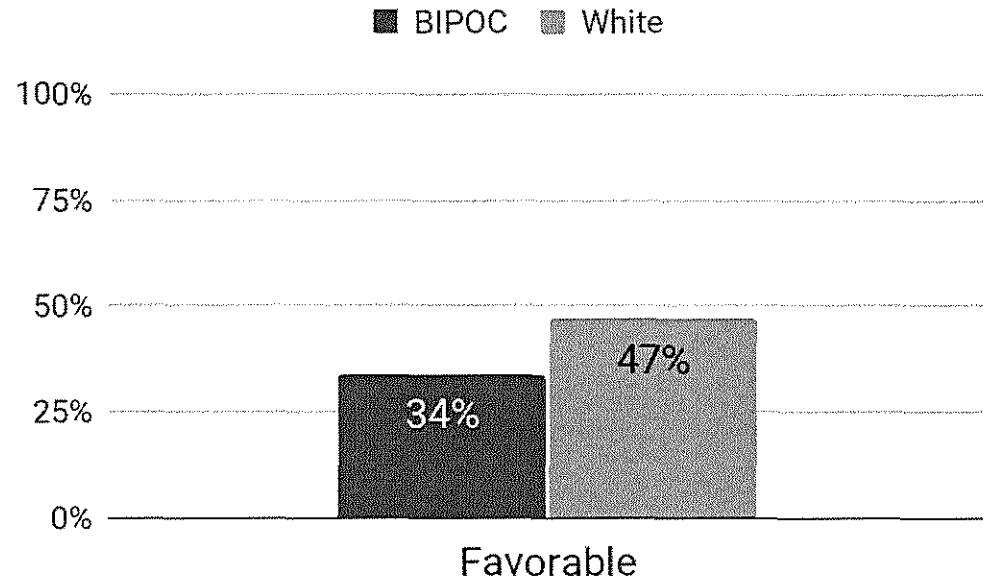
Belonging

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

34% of BIPOC staff and 47% of White staff felt connected to other adults at their schools.

13-point difference between groups

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



Belonging

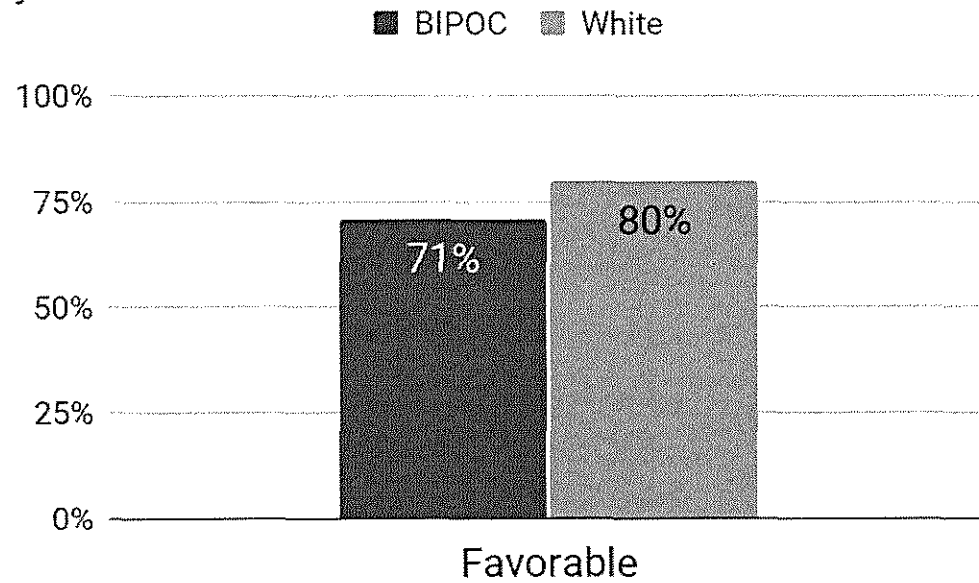
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How much respect do colleagues in your school show you?

71% of BIPOC staff and 80% of White staff felt respected by their colleagues in their schools.

9-point difference between groups

How much respect do colleagues in your school show you?



Belonging

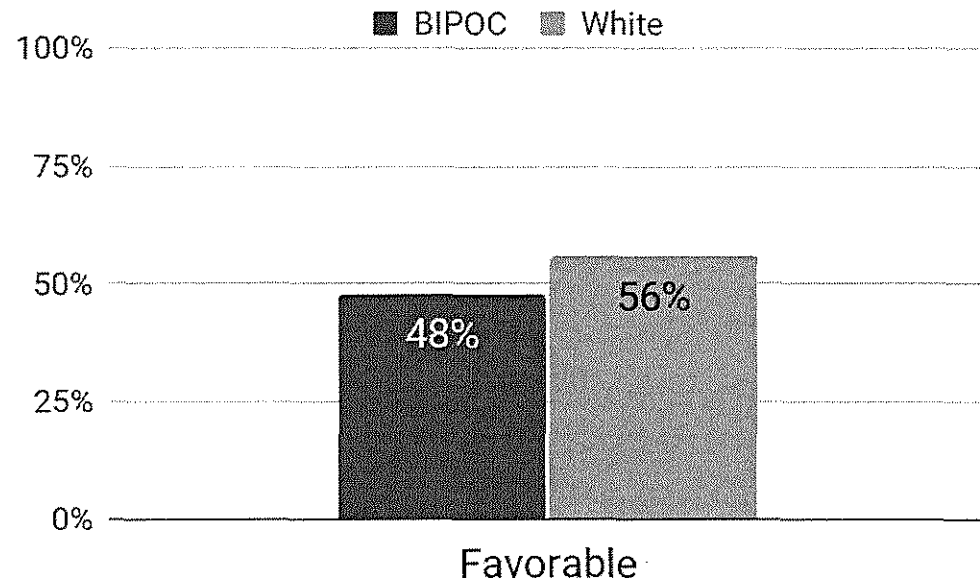
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How much do you matter to others at your school?

48% of BIPOC staff and 56% of White staff felt like they matter to others at their schools.

8-point difference between groups

How much do you matter to others at your school?



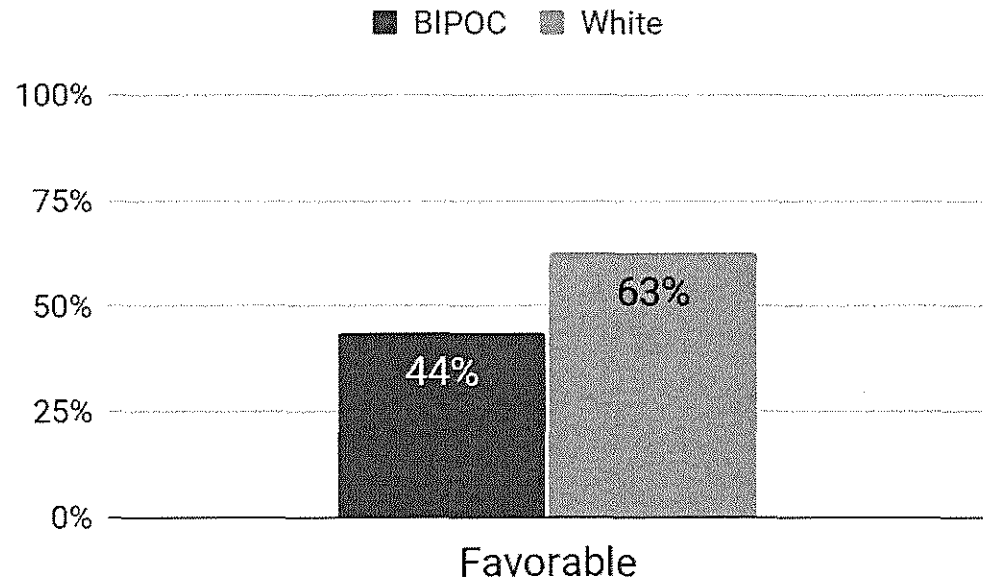
Belonging

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

44% of BIPOC staff and 63% of White staff felt like they belonged at their schools overall.

19-point difference between groups

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



Cultural Awareness & Action (Adults)

Do BIPOC and White faculty and staff feel their schools support staff and faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture at the same rates?

building awareness questions people world lessons
different places mistakes do **race** color **conversations** culture topics time **work** **discussions** **ethnicity** **experiences**
community many teachers opportunities

Cultural Awareness and Action (Adult Focus)

How often do school leaders encourage you to teach about people from different races, ethnicities, or cultures?

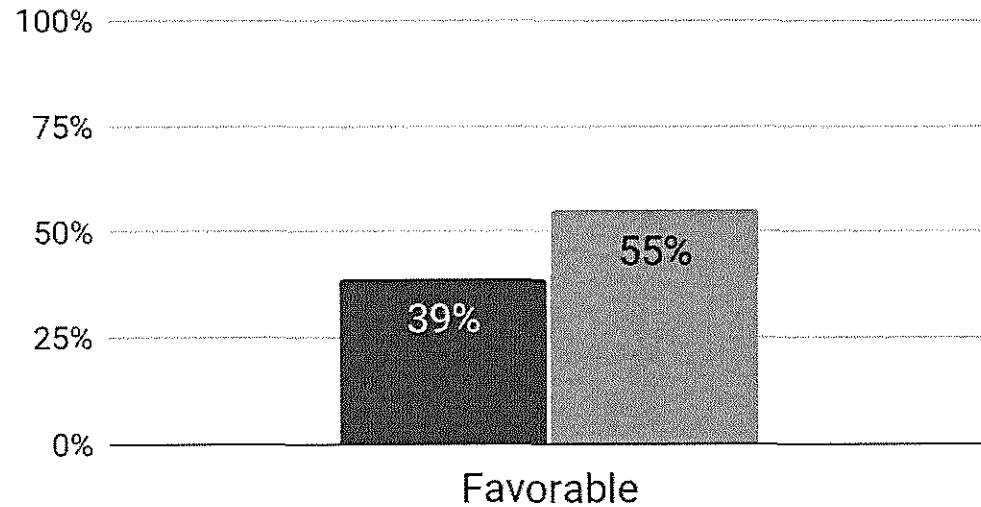
39% of BIPOC educators and 55% of White educators felt encouraged to teach about people from different backgrounds.

16-point difference between groups

Only asked of staff with classroom roles.

How often do school leaders encourage you to teach about people from different [backgrounds]?

■ BIPOC ■ White



Registration now live for Panorama's Virtual Summit: A Resilient Reopening with Dr. Karen Mapp!

Learn More

PANORAMA SURVEYS

Create safe, engaging school communities

Promote positive school climate by collecting valid and reliable feedback about what matters most — from belonging and teacher-student relationships to engagement and school safety.

[Request a Demo](#)

[Download 360° Surveys](#)

We help schools and districts understand feedback from their stakeholders in 4 key areas

See



Question Bank: Student Check-ins

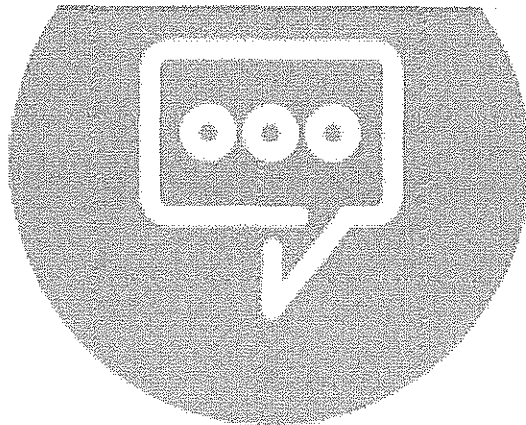
80 Questions to Check in on Students

Identify students who need help right now—academically, socially, and emotionally.

[Download question bank](#)

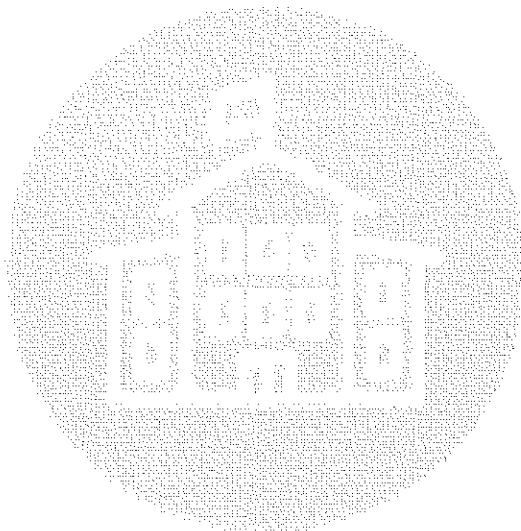
Registration now live for Panorama's Virtual Summit: A Resilient Reopening with Dr. Karen Mapp!

Learn More



Student Voice

Capture student feedback through surveys about teaching, learning, and classroom experiences



School Climate

Understand the factors that foster safe, social, and positive learning environments at school



Question Bank: Student Check-ins
80 Questions to Check in on Students
Download for Free

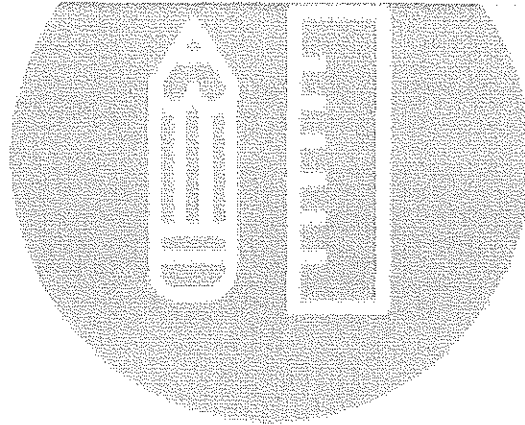
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Identify students who need help right now—academically, socially, and emotionally.

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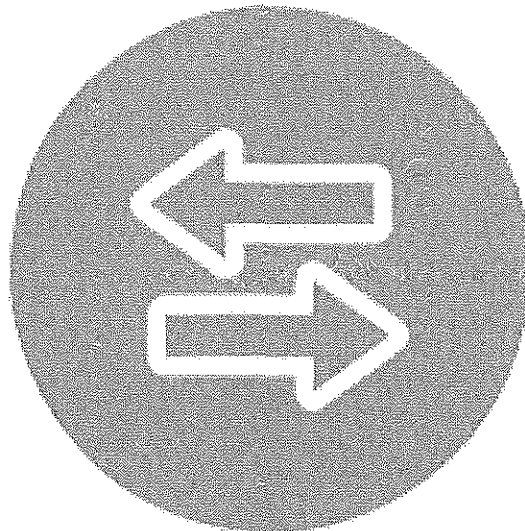
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Teacher & Staff Voice

Support productive and professional conversations between teachers, staff, and school leaders




Family & Community Engagement

Promote healthy family-school relationships and engage stakeholders in your community

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valid and reliable perception



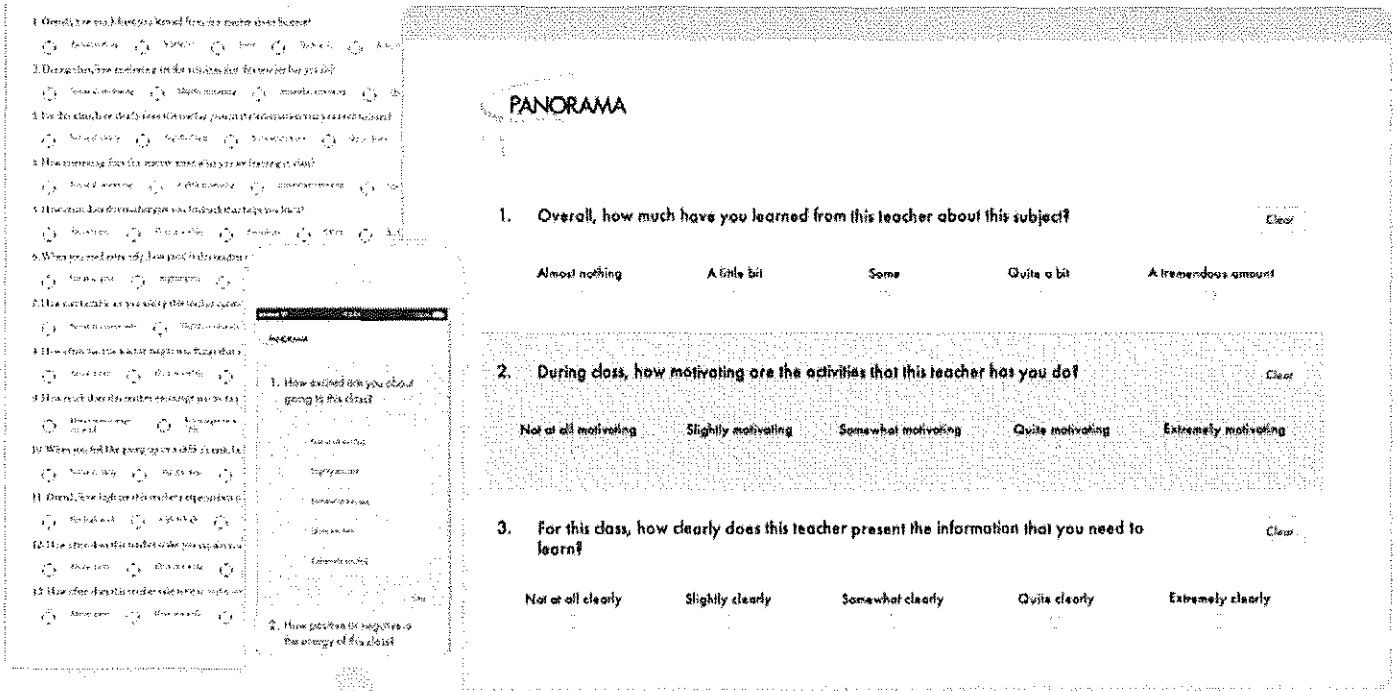
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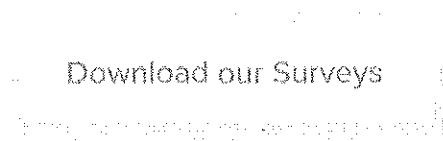
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to gather feedback from students, family members, and teachers and staff.

With our online platform, build and share your survey seamlessly. Get unlimited responses, create your own custom questions, and ensure secure data collection with one-time access codes.



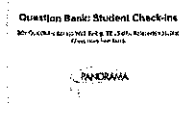
Panorama Student Survey

Capture student perceptions using the Panorama Student Survey, which features topics like Student Engagement, Pedagogical Effectiveness, School Climate, and Safety.



Family-School Relationships

Engage parents, guardians, and family members using the Family-School Relationships Survey, which includes Family Engagement.



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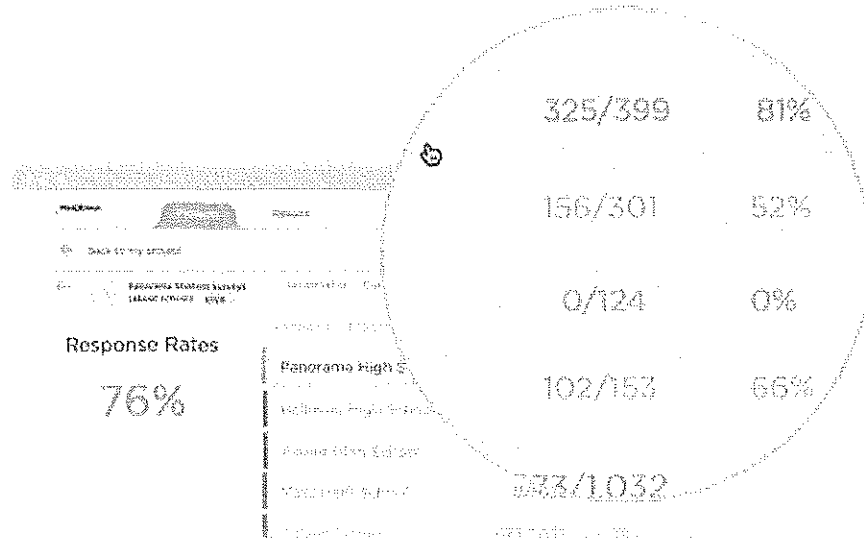
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Panorama Teacher & Staff Survey

Get feedback from teachers and staff members with the Panorama Teacher Survey, which includes topics like Well-Being, Feedback and Coaching, School Leadership, and Professional Learning.



Monitor response rates in real-time

Track the progress of your surveys by monitoring response rates in real-time. Send targeted reminder emails to only those that haven't completed your survey.



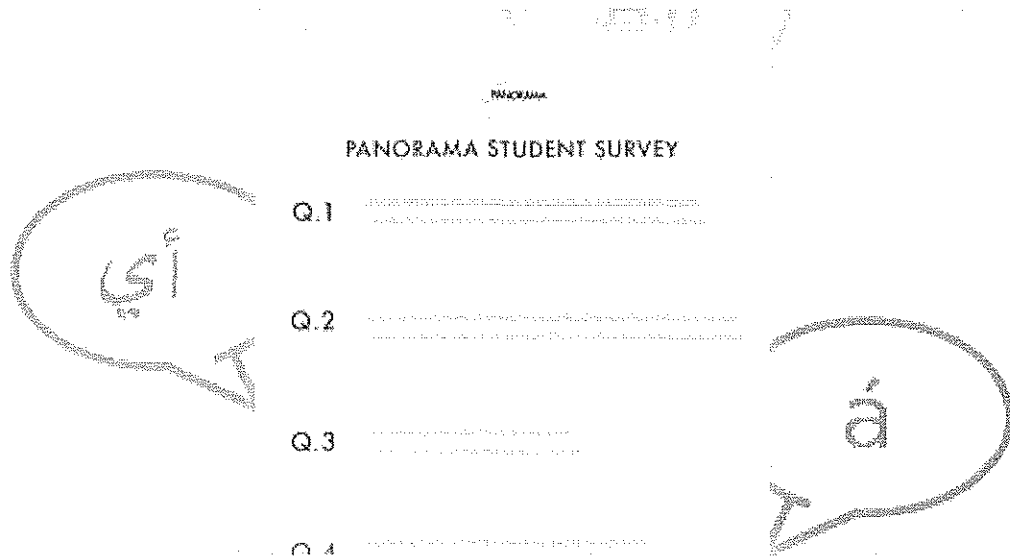
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Surveys supported in 30+ languages

Reach every member of your school community with support for surveys in 30+ languages, including translations of our research-backed surveys.

Panorama surveys help you see the whole child

With Panorama, schools and districts can transform survey results into insights using our best-in-class data analytics. Explore your data with inquiry tools that highlight trends over time, gaps between subgroups, strengths and areas for growth.

View your survey results at a glance

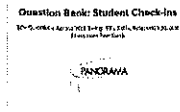
See your high-level results across each topic on your survey to identify strengths and areas for growth against your school or district average.

Identify experience gaps between

Disaggregate your data by subgroups—custom data attributes—to understand

Understand the voice of your community

Visualize the voice of your stakeholders by turning open-ended text responses into interactive



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PANORAMA Panorama Public Schools

School Summary

Students Teachers & Staff Family Members All Respondents



Student Survey

What feedback did students have for their school?

Grades 6-12

483 student responses | show breakdown

Save as PDF

Topic	Percent Favorable	Compared to others nationally	Change since Spring 2017 Feedback Surveys
School Rigorous Expectations	70%	20th-39th percentile	▲ 1
School Belonging	61%	60th-79th percentile	▲ 3 Greatest increase
School Teacher-Student Relationships	59%	20th-39th percentile	▼ 5
School Safety	58%	40th-59th percentile	▲ 2
School Engagement	55%	60th-79th percentile	▲ 2
School Climate	50%	0th-19th percentile	▼ 8

View all questions

Take action with Playbook

Compare student survey

See how your survey results compare to our national dataset of thousands of schools



Question Bank: Student Check-in

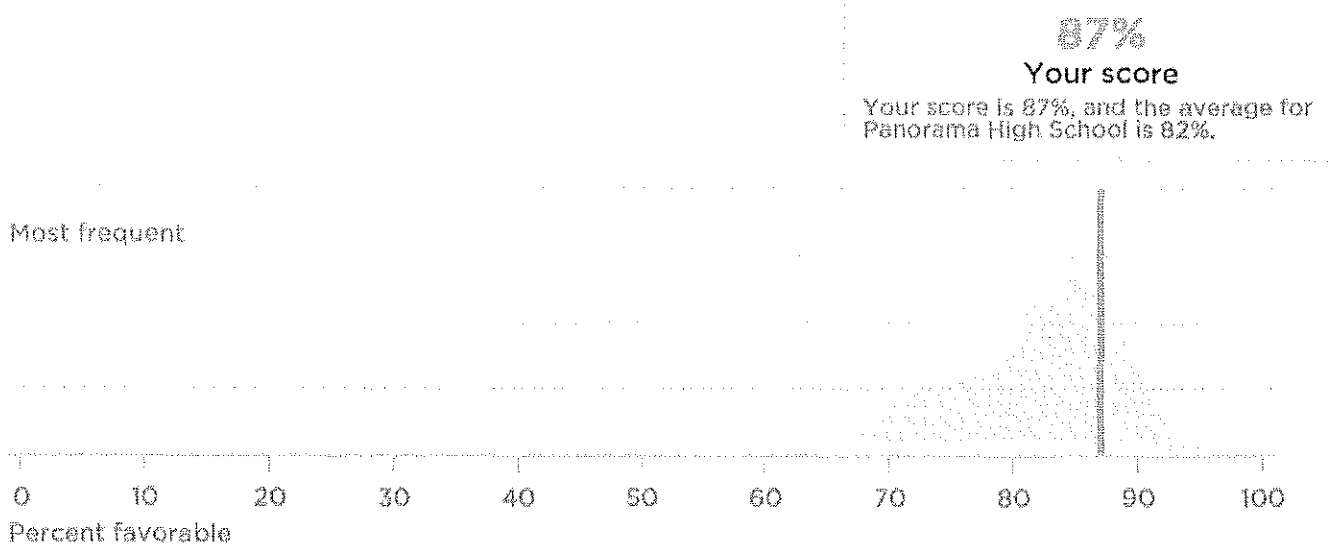
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By Catherine Johnson and Dr. Sarah Freeman-Allen
Panorama Education

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