



Jordan School District - Panorama Education

Key Insights from the Spring 2025 Student Survey





I. Introduction

Jordan School District works with Panorama Education to support student success and well-being through data measurement, tracking, and analysis. This report summarizes the Spring 2025 student survey data, highlighting key data insights. Using survey data, Jordan School District can monitor progress toward the [Strategic Plan Pillars and Portrait of a Graduate Characteristics](#).

Portrait of a Graduate Characteristics



Pillars



II. Survey Overview

Jordan administers the Panorama Education student survey to better understand students' self-perceptions of their social-emotional wellness and to inform strategies that support their development. The student survey measures:

1. **Self-Management**
2. **Social Awareness**
3. **Sense of Belonging**
4. **Emotion Regulation**
5. **Self-Efficacy**

In the Spring 2025 student survey, **16,562 Jordan School District students in grades 3 through 12 participated**, representing 47.9% of all eligible students. Between the Winter 2025 and Spring 2025 surveys, response rates fell by 4.6%, leading to the loss of 1,816 student perspectives from the dataset.

The survey data is presented using a "percent favorable" metric. For example: A score of "72% favorable" indicates that 72% of participants chose a positive response option. By combining this survey data with behavioral and academic information, the district creates a comprehensive view of student strengths, challenges, and areas for potential growth. This multi-faceted approach enables educators to develop more targeted and effective support strategies for their students.



III. Spring 2025 Survey Results

In Grades 3-6 (**Figure 1**, pg. 3), Self-Management scores highest with 80% favorable responses, ranking in the 80-99th percentile nationally, with a 1 point improvement since Winter 2024-25. Social Awareness follows at 72% favorable and in the 60-79th percentile. Sense of Belonging declined by 2 points since Winter 2024-25, now at 65% favorable and in the 60-79th percentile. Emotion Regulation remained consistent at 58% favorable, while Self-Efficacy improved by 1 point to 56% favorable.

Figure 1. Grades 3-6 (7,760 responses)		
Topic	Percent Favorable	Change
Self-Management	<div><div></div></div>	+1
Social Awareness	<div><div></div></div>	0
Sense of Belonging	<div><div></div></div>	-2
Emotion Regulation	<div><div></div></div>	0
Self-Efficacy	<div><div></div></div>	+1

Grades 7-12 results (**Figure 2**, pg. 3) mirror elementary results, though are less favorable. Self-Management again scores highest at 76% favorable (60-79th percentile), with a 4 point decline since Winter 24-25. Social Awareness followed at 69% (60-79th percentile), declining by 2 points. Emotion Regulation ranked third at 60% (80-99th percentile). Sense of Belonging scored 52% favorable (40-59th percentile) and Self-Efficacy was again the least favorable topic at 48% favorable (20-39th percentile) declining by 3 points since Winter 2024-25.

Figure 2. Grades 7-12 (8,802 responses)		
Topic	Percent Favorable	Change
Self-Management	<div><div></div></div>	-4
Social Awareness	<div><div></div></div>	-2
Emotion Regulation	<div><div></div></div>	-2
Sense of Belonging	<div><div></div></div>	-3
Self-Efficacy	<div><div></div></div>	-3

Relative to national benchmarks, elementary and secondary students report strength in Emotion Regulation, both in the 80-99th percentile. Areas for improvement continue to include Self-Efficacy and Sense of Belonging.



IV. Strength in Emotion Regulation

Emotion Regulation gauges how well students regulate their emotions.

While Emotion Regulation is not the most favorable topic reported by students overall, it stands out as the strongest area in terms of national comparisons. According to Panorama's national dataset of schools and districts, Jordan School District elementary students rank in the 90th percentile for Emotion Regulation, while secondary students are in the 99th percentile—demonstrating exceptional performance relative to peers nationwide.


Students report most favorably on the following Emotion Regulation questions:

- “How often are you able to control your emotions when you need to?”
 - Elementary: 65% favorable
 - Secondary: 69% favorable
- “When you get upset, how often can you get yourself to relax?”
 - Elementary: 61% favorable
 - Secondary: 60% favorable

These results highlight that, although Emotion Regulation may not have the highest raw favorability scores within the district, students' abilities in this area are among the best in the country.

Emotion Regulation directly supports the "Resilient Lifelong Learner" characteristic in Jordan School District's Portrait of a Graduate. Emotion Regulation skills—such as being able to control emotions when needed and relaxing after getting upset—are foundational for resilience. These abilities help students manage stress, recover from setbacks, and persist through difficulties, all of which are essential for lifelong learning and personal growth.

Resilient Lifelong Learners



When we are resilient lifelong learners, we...

- Take ownership of our learning and ongoing personal development.
- Understand the value of productive struggle and view challenges as opportunities to learn.
- Pursue personal growth through setting, monitoring, and achieving goals.
- Practice habits that strengthen mental and emotional well-being and equip us to rebound after setbacks or failures.
- Exhibit flexibility and adaptability when faced with change or unfamiliar situations.

PreK-3rd Grade
"I am eager to learn and try new things."

4th-6th Grade
"I can learn from my mistakes and try again when I fail."

7th-9th Grade
"I set goals for myself and work hard to achieve them."

10th-12th Grade
"I am committed to my personal development and am not deterred by setbacks."



V. Sense of Belonging: Area for Continued Growth

Sense of Belonging measures the extent to which students feel personally accepted, respected, included, and supported by others in their school environment.

Sense of Belonging remains an area for improvement among both elementary and secondary students. This Spring, 65% of elementary students reported a favorable Sense of Belonging—a 2-point decline from the Winter 2024-25 survey administration—placing them in the 60th-79th percentile compared to national benchmarks. Among secondary students, 52% reported a favorable Sense of Belonging, representing a 3-point drop since Winter and positioning them in the 40th-59th percentile nationally.

The survey questions showing the most significant declines since the Winter 2024-25 administration include:

- "When you are at school, how much do you feel like you belong?"
 - Elementary: 4-point decline
 - Secondary: 4-point decline
- "How well do people at your school understand the kind of person you are?"
 - Elementary: 3-point decline
 - Secondary: 4-point decline
- "How much support do the adults at your school give you?"
 - Elementary: No change
 - Secondary: 4-point decline

Fostering a strong Sense of Belonging continues to be a key focus of Jordan School District's strategic plan. Given its critical role in student success both in and out of the classroom, prioritizing efforts to improve students' sense of belonging is essential moving forward.





VI. Self-Efficacy: Spring 2025 Student Survey Results and Key Findings

Self-Efficacy measures how much students believe they can succeed in achieving academic outcomes.

Self-Efficacy remains the least favorable topic reported by students in recent surveys. Given the persistent gaps and recent declines, particularly among secondary students and certain subgroups, it is crucial to continue focusing on strategies to improve Self-Efficacy. Self-Efficacy is a key factor in academic motivation, resilience, and overall student success and is crucial to many of Jordan School District's Strategic Plan Pillars.

Pillar	Connection to Self-Efficacy
High-Quality instruction	Increases engagement and achievement in academic pursuits.
Culture of Belonging	Fosters confidence and a sense of inclusion among all students.
Opportunities for all Learners	Enables students to pursue and maximize new opportunities.

Elementary Student Self-Efficacy Highlights

- 57% favorable responses, placing them near the 50th percentile.
- Subgroup disparities:
 - Hispanic/Latino students: 12 points below the district average
 - LEP (Limited English Proficiency) students: 12 points below the district average
 - Students in special education programs: 12 points below the district average
 - Female students: 8 points below their male peers

Secondary Student Self-Efficacy Highlights

- 48% favorable responses, placing them in just the 20th percentile.
- Decline since Winter 2024-25: A 3-point decrease in Self-Efficacy, with the largest drop (-6 points) on the question: *"How sure are you that you can complete all the schoolwork that is given to you?"*
- Subgroup disparities:
 - Hispanic/Latino students: 9 points below the district average
 - LEP students: 13 points below the district average
 - Students in special education programs: 12 points below the district average

Potential Next Steps

- Targeted interventions for identified subgroups
- Professional development for staff on fostering Self-Efficacy
- Regular monitoring and support for students showing lower Self-Efficacy



VII. Conclusion

The Spring 2025 Panorama Education student survey provides valuable insights into the social-emotional strengths and challenges of Jordan School District students. The data highlights notable achievements in Emotion Regulation, with students performing at or above national benchmarks, particularly in secondary grades. This strength supports the district's vision of developing resilient lifelong learners, as outlined in the **Strategic Plan Pillars and Portrait of a Graduate**.

At the same time, the survey continues to underscore ongoing challenges in Sense of Belonging and Self-Efficacy. Both areas have experienced recent declines, with significant disparities among key student groups, including Hispanic/Latino students, students with limited English proficiency, students in special education, and female students in elementary grades. These findings point to the need for continued focus and targeted action to ensure all students feel supported, capable, and connected within their school communities. To build on these insights, it will be important to encourage strong student participation in upcoming surveys so that all voices are reflected in the data and can inform meaningful action.

Through ongoing collaboration, data-driven decision-making, and a steadfast commitment to student well-being, Jordan School District will continue to foster an environment where every learner can thrive academically, socially, and emotionally.

To dive deeper into district level data or to access and analyze trends for your school, visit <https://mystudents.panoramaed.com>.

For a step-by-step walkthrough on navigating and interpreting your survey results, check out this [34-minute video](#) or explore [additional resources](#) from Panorama Academy.