



Fall 2020

Lake Washington School District

Back-to-School Survey: Key Insights from Students, Families, and Staff



Key Insights from Students, Families, and Staff

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Introduction

Background

Since 2018, Lake Washington School District has worked with Panorama Education to streamline the collection and use of survey data to better understand stakeholder perceptions within schools and the district. Feedback is collected from students, staff, and families on a number of key topics. Student, family, and staff voices matter more than ever in today's unique school context. Given the circumstances of the 2020-21 school year, gathering feedback on remote learning is crucial, allowing Lake Washington School District to quickly respond to needs across academics, social-emotional learning, and access to resources.

Survey Content

In Fall 2020, Lake Washington School District ran a “Back-to-School” survey, the results of which are the focus of this report. Content included in this survey was developed by Panorama Education, who has helped thousands of schools run feedback survey programs to improve outcomes for over 10 million students. Panorama's [Distance/Hybrid Learning Surveys](#)¹ have been taken by tens and thousands of students, families, and staff since school building closures - including at the NYC Department of Education, Indianapolis Public Schools, and Ector County ISD.

Lake Washington School District administered five surveys in October/November 2020: a student survey (a 3rd-5th grade version and a 6th-12th grade version), a certificated/teacher survey, a classified/staff survey, and a family survey. The topics on each survey are listed in Figure 1 below.

Figure 1: Fall 2020 Back-to-School Survey Topics by Respondent Group

Student	Staff	Family
Academic Needs	Cultural Awareness and Action	Additional Family Assistance
Culture Awareness and Action ²	Learning Model	Additional Questions
Learning Model	Professional Learning about Equity	Cultural Awareness and Action
Raise Your Hand	Staff Professional Needs	Family-School Communication
Student Engagement	Staff Relationships	Learning Model
Student Relationships	Staff-School Communication	Student Needs
	Student Engagement ³	
	Student Needs	

¹<https://www.panoramaed.com/distance-learning-surveys>

²Cultural Awareness and Action is a topic only on the 6th-12th grade survey, not the 3rd-5th.

³Student Engagement is a topic only on certificated survey, not the classified survey.

Survey Methodology

How many people took the survey?

Figure 2 below shows the number of responses received on the Fall 2020 Back-to-School survey. See pages 20-24 of the appendix for a demographic breakdown of respondents.

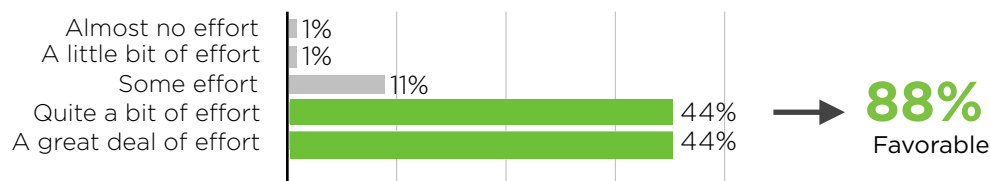
Figure 2: List of Surveyed Topics by Respondent Group

Topic	# of Responses
Students, Grades 3-5	6,554 responses
Students, Grades 6-12	10,757 responses
Certificated/Teacher	1,075 responses
Classified/Staff	470 responses
Family Members	4,495 responses

How are results reported?

Survey questions are scored using a method known as percent favorable. When a question is scored as “67% favorable,” this means that 67% of respondents selected a favorable answer choice. Questions are grouped thematically by topic. Topic scores are then calculated as an average of the percent favorable responses to each question within the topic.

Example Question: How much effort are you putting into your classes right now?









Executive Summary

Key strengths and suggested areas of growth from the
2020 Back-to-School survey results.

Lake Washington School District 2020 Back-to-School Survey Results

A summary of the district's strengths and suggested areas of growth, each supported by a snapshot of survey data. For a more in depth analysis, see Results Overview (pages 7-17).

STRENGTHS	AREAS OF GROWTH																																																																						
<div> COMMUNICATION</div> <p><i>"How clear has communication from school leadership been about the school's learning model?": 71% of classified staff & 61% of certificated staff said quite or extremely clear.</i></p> <p>80% of family members say it is easy to get in contact with your child's teachers when needed & 73% say they are quite or extremely satisfied with the frequency of communication from teachers.</p>	<div> PEER-TO-PEER RELATIONSHIPS</div> <p><i>Just 37% of 3rd-5th graders & 12% of 6th-12th graders said they feel quite or extremely connected to other students at their school right now.</i></p> <p>85% of certificated staff, 82% of classified staff, & 70% of families are concerned about their students' peer relationships right now.</p>																																																																						
<div> AVAILABLE RESOURCES</div> <p><i>"When you have online schoolwork, how often do you have the technology (laptop, tablet, computer, etc.) you need?"</i></p> <p>87% of 3rd-5th graders & 96% of 6th-12th graders said often or almost always.</p>	<div> SOCIAL AND EMOTIONAL WELL-BEING OF STUDENTS</div> <p>85% of certificated staff, 84% of classified staff, & 70% of families are concerned about their students' social-emotional and behavioral well-being right now.</p>																																																																						
<div> STUDENT EFFORT</div> <p>87% of 3rd-5th graders & 80% of 6th-12th graders say they are putting in quite a bit or a great deal of effort into their classes right now.</p> <p>93% of teachers say most or almost all students regularly participated in synchronous classes last week.</p>	<div><div> DISPARITY AMONG ELL, SPED, AND RACE STUDENT GROUPS</div><p>As an example, students receiving SPED services in 3rd-5th (top chart) and 6th-12th grades (bottom) respond well below non-SPED peers on most topics.</p><div><table><tr><th>Group Name</th><th>Group Size</th><th>Academic Needs</th><th>Social Awareness and Learning Model</th><th>Raise Your Hand</th><th>Student Engagement</th><th>Student Relationship</th></tr><tr><td>All respondents</td><td>6,554</td><td>72%</td><td>56%</td><td>86%</td><td>68%</td><td>55%</td></tr><tr><td colspan="7">Student Special Education Status</td></tr><tr><td>N</td><td>6,057</td><td>0</td><td>+1</td><td>+1</td><td>+1</td><td>0</td></tr><tr><td>Y</td><td>497</td><td>-7</td><td>-5</td><td>-10</td><td>-14</td><td>-3</td></tr></table><table><tr><th>Group Name</th><th>Group Size</th><th>Academic Needs</th><th>Social Awareness and Learning Model</th><th>Raise Your Hand</th><th>Student Engagement</th><th>Student Relationship</th></tr><tr><td>All respondents</td><td>10,757</td><td>73%</td><td>32%</td><td>48%</td><td>53%</td><td>57%</td></tr><tr><td colspan="7">Student Special Education Status</td></tr><tr><td>N</td><td>10,123</td><td>+1</td><td>0</td><td>-1</td><td>+1</td><td>0</td></tr><tr><td>Y</td><td>634</td><td>-4</td><td>-4</td><td>-10</td><td>0</td><td>+4</td></tr></table></div></div>	Group Name	Group Size	Academic Needs	Social Awareness and Learning Model	Raise Your Hand	Student Engagement	Student Relationship	All respondents	6,554	72%	56%	86%	68%	55%	Student Special Education Status							N	6,057	0	+1	+1	+1	0	Y	497	-7	-5	-10	-14	-3	Group Name	Group Size	Academic Needs	Social Awareness and Learning Model	Raise Your Hand	Student Engagement	Student Relationship	All respondents	10,757	73%	32%	48%	53%	57%	Student Special Education Status							N	10,123	+1	0	-1	+1	0	Y	634	-4	-4	-10	0	+4
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Results Overview

A summary of results by survey group -
students (3rd-5th grade), students (6th-12th grade),
certificated/teachers, classified/staff,
and family members.

Students, Grades 3-5

Students in grades 3-5 were asked for feedback on a number of topics; a summary of the 6,554 district-wide responses is presented in Figure 3 below.

Figure 3. Summary of Fall 2020 Student (Grades 3-5) Survey Results

Topic	Percent Favorable	Most Favorable Question	Least Favorable Question
Raise Your Hand	86% favorable	"Would you like to talk privately with a teacher, counselor, or other adult from your school about how you are doing or for extra support?": 86% said no (only question on this topic)	
Academic Needs	72% favorable	"When you have online schoolwork, how often do you have the technology (laptop, tablet, computer, etc.) you need?": 87% said often or almost always	"How sure are you that you can do well in school right now?": 66% said quite or extremely sure & "How happy are you with how much time you spend in specials or enrichment (art, music, PE, etc.)?": 66% said quite or extremely happy
Student Engagement	68% favorable	"How much effort are you putting into your classes right now?": 87% said quite a bit or a great deal of effort	"How difficult or easy is it for you to stay focused on your schoolwork right now?": 57% said slightly, somewhat, or very easy
Learning Model	56% favorable	"How happy are you with the amount of time you spend speaking with your teacher?": 73% said quite or extremely happy	"How happy are you with the amount of time you spend speaking with your friends from school?": 46% said quite or extremely happy
Student Relationships	55% favorable	"Are there adults at your school you can go to for help if you need it right now?": 79% said yes	"How connected do you feel to other students at your school right now?": 37% said quite or extremely connected

In addition to the data presented in the table above, a number of other key observations are made examining the 3rd-5th grade student data:

- **English language learners report less favorably** on most topics, especially when it comes to Raise Your Hand and Student Engagement.

Group Name	Group Size	Academic Needs	Learning Model	Raise Your Hand	Student Engagement	Student Relationships
All respondents	6,554	72%	56%	86%	68%	55%
Student Language Learner Status						
N	6,097	0	0	+1	0	0
Y	457	-8	+6	-17	-11	+2

74% of language learners say they **have the technology they need for online schoolwork** compared to 89% of non-language learners.

- **Students in Special Education report less favorably** than their peers on all topics.

Group Name	Group Size	Academic Needs	Learning Model	Raise Your Hand	Student Engagement	Student Relationships
All respondents	6,554	72%	56%	86%	68%	55%
Student Special Education Status						
N	6,057	0	+1	+1	+1	0
Y	497	-7	-5	-12	-14	-3

59% of students receiving Special Education services report some **difficulty in staying focused on schoolwork** right now compared to 42% of students not receiving services.

- **Survey results vary by student race groups**, with Asian students reporting above average on all topics and other groups - including American Indian/Alaskan Natives, Black/African Americans, and Hispanic/Latinos of any race - reporting mostly below average.

Group Name	Group Size	Academic Needs	Learning Model	Raise Your Hand	Student Engagement	Student Relationships
All respondents	6,554	72%	56%	86%	68%	55%
Student Race						
American Indian/Alaskan Na...	12	-12	-12	-3	-1	-8
Asian	2,714	+3	+5	+1	+4	+1
Black/African American	114	-9	-1	-15	-10	0
Hispanic/Latino of any race...	508	-6	+2	-7	-6	+1
Two or More Races	518	-1	0	-1	0	0
White	2,682	-2	-4	+1	-3	-2
Confidentiality protected	6	-5	-6	-3	-3	-11

Students, Grades 6-12

Students in grades 6-12 were asked for feedback on a number of topics; a summary of the 10,757 district-wide responses is presented in Figure 4 below.

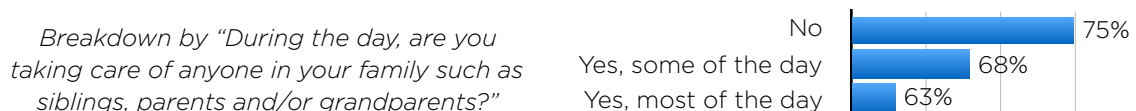
Figure 4. Summary of Fall 2020 Student (Grades 6-12) Survey Results

Topic	Percent Favorable	Most Favorable Question	Least Favorable Question
Raise Your Hand	93% favorable	"Would you like to talk privately with a teacher, counselor, or other adult from your school about how you are doing or for extra support?": 93% said no (only question on this topic)	
Academic Needs	73% favorable	"When you have online schoolwork, how often do you have the technology (laptop, tablet, computer, etc.) you need?": 96% said often or almost always	"How sure are you that you can do well in school right now?": 58% said quite or extremely sure & "How happy are you with how much time you spend in specials or enrichment (art, music, PE, etc.)?": 59% said quite or extremely happy
Student Engagement	57% favorable	"How much effort are you putting into your classes right now?": 80% said quite a bit or a great deal of effort	"How difficult or easy is it for you to stay focused on your schoolwork right now?": 40% said slightly, somewhat, or very easy
Learning Model	48% favorable	"How satisfied are you with the amount of time you spend speaking with your teachers?": 61% said quite or extremely satisfied	"How satisfied are you with the amount of time you spend speaking with your friends from school?": 24% said quite or extremely satisfied
Student Relationships	38% favorable	"Are there adults at your school whom you can go to for help if you need it right now?": 81% said yes	"How connected do you feel to other students at your school right now?": 12% said quite or extremely connected
Cultural Awareness and Action	32% favorable	"How well does your school help students speak out against racism?": 43% said quite or extremely well & "How often do you think about what someone of a different race, ethnicity, or culture experiences?": 43% said frequently or almost always	"How often do students at your school have important conversations about race, even when they might be uncomfortable?": 9% said frequently or almost always

In addition to the data presented in the table above, a number of other key observations are made examining the 6th-12th grade student Back-to-School survey data:

- **Students who report taking care of family members during the day report less favorably when it comes to Academic Needs and Raise Your Hand.**

% Favorable Responses to "Are you getting all the help you need with your schoolwork right now?"



- **Gifted students report 9 points more favorably** than not-gifted peers when it comes to Academic Needs. In particular:

*When asked, “How sure are you that you can **do well in school right now?**”, 74% of gifted students respond favorably compared to just 55% of non-gifted students.*

- **English language learners** report less favorably than peers across all topics except for Student Relationships, where they report 4 points above average.

Group Name	Group Size	Academic Needs	Cultural Awareness and Action	Learning Model	Raise Your Hand	Student Engagement	Student Relationships
All respondents	10,757	73%	32%	48%	93%	57%	38%
Student Language Learner Status							
N	10,403	0	0	-1	+1	0	0
Y	354	-7	0	-2	-14	-3	+3

*21% of language learners **would like to talk privately with a teacher, counselor, or other adult** from school about how they are doing or for extra support compared to just 6% of non-language learners.*

- **Students in Special Education report below average on most topics**, particularly Academic Needs and Raise Your Hand. In particular:

*When asked, “How sure are you that you can **do well in school right now?**”, 59% of non-Special Education students respond favorably compared to just 43% of Special Education students.*

- Favorability across topics generally **declines with student grade level**, particularly Student Engagement.

Group Name	Group Size	Academic Needs	Cultural Awareness and Action	Learning Model	Raise Your Hand	Student Engagement	Student Relationships
All respondents	10,757	73%	32%	48%	93%	57%	38%
6	1,929	+5	-2	+3	-1	+13	+5
7	1,942	+4	-2	+3	+1	+8	+5
8	1,848	+3	0	+3	+1	+2	+3
9	1,644	-1	+1	-1	+2	-3	-6
10	1,485	-5	0	-6	+1	-10	-4
11	1,052	-7	+3	-7	-2	-12	-5
12	857	-6	+3	-8	-3	-15	-3

*58% of 6th graders report ease in **staying focused** on schoolwork right now compared to just 26% of 10th graders, 25% of 11th graders, and 24% of 12th graders.*

- **Survey results vary by student race groups**, with Asian students reporting above average on all topics and other groups - including Black/African Americans, Hispanic/Latinos of any race, and Native Hawaiian/Other Pacific Islanders - reporting mostly below average.

Certificated/Teacher

Certificated staff/teachers were asked for feedback on a number of topics; a summary of the 1,075 district-wide responses is presented in Figure 5 below.

Figure 5. Summary of Fall 2020 Certificated/Teacher Survey Results

Topic	Percent Favorable	Most Favorable Question	Least Favorable Question
Student Engagement	67% favorable	"In the past week, how many of your students regularly participated in your synchronous classes?": 93% said <i>most or almost all students</i>	"Would it be beneficial for students to have access to recordings of synchronous class time?": 27% said <i>no</i>
Staff Professional Needs	65% favorable	"How helpful has leadership at your school been in resolving challenges so far this year?": 65% said <i>quite or extremely helpful (only scored question in this topic)</i>	
Professional Learning About Equity	55% favorable	"When it comes to promoting culturally responsive practices, how helpful are your colleagues' ideas for improving your practice?": 60% said <i>quite or extremely helpful</i>	"Overall, how much do you learn about promoting racial or cultural equity from the leaders at your school?": 49% said <i>learn quite a bit or a tremendous amount</i>
Cultural Awareness and Action	47% favorable	"How often do you think about what students of different races, ethnicities, or cultures experience?": 86% said <i>frequently or almost always</i>	"When there are major news events related to race, how often do adults at your school talk about them with students?": 23% said <i>frequently or almost always</i>
Staff-School Communication	46% favorable	"How clear has communication from school leadership been about the school's learning model?": 61% said <i>quite or extremely clear</i>	"How clear is the process for requesting COVID-related medical leave time from work?": 31% said <i>quite or extremely clear</i>
Staff Relationships	28% favorable	"Compared to past years, how much harder or easier is it to connect with families right now?": 51% said <i>about the same or slightly, somewhat, or much easier</i>	"Compared to past years, how much harder or easier is it to form relationships with your students right now?": 10% said <i>about the same or slightly, somewhat, or much easier</i>
Learning Model	23% favorable	"How confident are you that you can motivate your students to learn in the current model?": 32% said <i>quite or extremely confident</i>	"How confident are you that you can help your students who need the most academic support in the current learning model?": 14% said <i>quite or extremely confident</i>
Student Needs	23% favorable	"How concerned are you about students' relationships with adults at school right now?": 37% said <i>quite or extremely concerned</i>	"How concerned are you about students' social-emotional and behavioral well-being right now?" & "How concerned are you about students' peer relationships right now?": 15% said <i>not at all or slightly concerned</i>

In addition to the data presented in Figure 5 (page 12), a number of other key observations are made examining the certificated/teacher Back-to-School survey data:

- **Teachers who have taught at the school between 6 and 10 years report below average favorability across all topics**, especially Staff Professional Needs: *just 54% of teachers (6-10 years at the school) say leadership at school has been helpful in resolving challenges this year compared to 72% of peer teachers who've taught for less than 1 year or 1-2 years).*
- **Favorability varies by role:** staff members and administrators report more favorably than teachers when it comes to Staff Professional Needs but less favorably than teachers when it comes to Student Needs.

Group Name	Group Size	Cultural Awareness and Action	Learning Model	Professional Learning About Equity	Staff Professional Needs	Staff Relationships	Staff-School Communication	Student Engagement	Student Needs
All respondents	1,075	47%	23%	55%	65%	28%	46%	67%	23%
Teacher	977	0	+1	0	-1	+1	0	0	0
Staff member	84	0	-11	-1	+11	-8	+8	+1	-11
Administrator	7	+7	+13	-5	+10	+3	-19	0	-8

Q: How clear has communication from school leadership been about the school's learning model?

A: **Staff members - 72%** say quite or extremely clear

Teachers - 60% say quite or extremely clear
Administrators - 40% say quite or extremely clear

- **Favorability also varies significantly by subject taught.**

Group Name	Group Size	Cultural Awareness and Action	Learning Model	Professional Learning About Equity	Staff Professional Needs	Staff Relationships	Staff-School Communication	Student Engagement	Student Needs
All respondents	1,075	47%	23%	55%	65%	28%	46%	67%	23%
What subject do you primarily teach?									
Math	72	-6	+3	+2	-5	+1	+8	-21	-7
Science	62	-11	-6	-9	0	-4	-8	-17	-4
History and Social Studies	49	+11	-2	+4	-6	-4	-3	-27	+5
Foreign Language	23	-2	-3	+10	-8	+1	0	+1	-9
English and Language Arts	96	+4	-1	-4	+5	-6	+4	-2	0
Art	17	-2	-2	-3	-36	-4	-7	+16	-9
Multiple Subjects	401	+1	+4	+3	+2	+4	0	+4	+4
Other	257	-1	-3	-1	+5	0	0	+1	-4

Student Engagement varies the most of all topics - math, science, history and social studies all report well below average favorability when it comes to Student Engagement while art reports 16 points above average.

However, art teachers respond well below average when asked about Staff Professional Needs: just 29% of art teachers say leadership at school has been quite or extremely helpful in resolving challenges this year compared to the district average response of 65%.

- Mirroring student responses, **favorability across topics generally declines with grade level primarily taught.**
 - **9th grade teachers in particular report least favorable of all grade levels** when it comes to Cultural Awareness and Action, Learning Model, and Student Needs. 84% of 9th grade teachers are concerned about students' relationships with adults at school right now compared to a district-wide average of 63%.
 - 10th, 11th, and 12th grade teachers report 12, 13, and 15 points, respectively, below average when asked about Staff Professional Needs.

Classified/Staff

Classified/staff were asked for feedback on a number of topics; a summary of the 470 district-wide responses is presented in Figure 6 below.

Figure 6. Summary of Fall 2020 Classified/Staff Survey Results

Topic	Percent Favorable	Most Favorable Question	Least Favorable Question
Staff Professional Needs	71% favorable	"How helpful has leadership at your school been in resolving challenges so far this year?": 71% <i>said quite or extremely helpful (only scored question in this topic)</i>	
Staff-School Communication	56% favorable	"How clear has communication from school leadership been about the school's learning model?": 71% <i>said quite or extremely clear</i>	"How clear is the process for requesting COVID-related medical leave time from work?": 42% <i>said quite or extremely clear</i>
Professional Learning About Equity	54% favorable	"To what degree have school leaders helped you advance equity and inclusion practices in your classroom?": 59% <i>said quite or extremely helpful</i>	"Overall, how much do you learn about promoting racial or cultural equity from the leaders at your school?": 47% <i>said learn quite a bit or a tremendous amount</i>
Cultural Awareness and Action	51% favorable	"How often do you think about what students of different races, ethnicities, or cultures experience?": 72% <i>said frequently or almost always</i>	"When there are major news events related to race, how often do adults at your school talk about them with students?": 31% <i>said frequently or almost always</i>
Learning Model	33% favorable	"How difficult or easy is it to support other people in your life (family, friends, loved ones, etc.) with the current learning model?": 37% <i>said slightly, somewhat, or very easy</i>	"What kind of effect is the current learning model having on your social-emotional well-being?": 29% <i>said a slightly, somewhat, or very positive effect</i>
Staff Relationships	29% favorable	"Compared to past years, how much harder or easier is it to connect with families right now?": 38% <i>said about the same or slightly, somewhat, or much easier</i>	"Compared to past years, how much harder or easier is it to form relationships with your students right now?": 22% <i>said about the same or slightly, somewhat, or much easier</i>
Student Needs	24% favorable	"How concerned are you about students' relationships with adults at school right now?": 39% <i>said quite or extremely concerned</i>	"How concerned are you about students' social-emotional and behavioral well-being right now?": 16% <i>said not at all or slightly concerned</i> & "How concerned are you about students' peer relationships right now?": 18% <i>said not at all or slightly concerned</i>

In addition to the data presented in Figure 6 (page 14), a number of other key observations are made examining the classified/staff Back-to-School survey data:

- As with certificated staff, **favorability varies by classified role**: administrators respond well below average across all topics.

Group Name	Group Size	Cultural Awareness and Action	Learning Model	Professional Learning About Equity	Staff Professional Needs	Staff Relationships	Staff-School Communication	Student Needs
All respondents	470	51%	33%	54%	71%	29%	56%	24%
What is your role?								
Teacher	31	-4	-5	-5	-3	-1	0	+5
Staff member	420	+1	+1	+1	+2	+1	0	0
Administrator	10	-8	-8	-24	-27	-9	-13	-1

Q: How helpful has leadership at school been in resolving challenges so far this year?

A: **Staff members - 73%** say quite or extremely helpful

Teachers - 68% say quite or extremely helpful

Administrators - 44% say quite or extremely helpful

- **Male classified staff members and those who prefer to self-describe gender report well below average on a number of topics** including Cultural Awareness and Action, Professional Learning about Equity, Staff Professional Needs, and Staff-School Communication.
- **Number of years taught/worked in education as well as staff member race/ethnicity groups** reveal areas of strength as well as areas of growth.

Group Name	Group Size	Cultural Awareness and Action	Learning Model	Professional Learning About Equity	Staff Professional Needs	Staff Relationships	Staff-School Communication	Student Needs
All respondents	470	51%	33%	54%	71%	29%	56%	24%
For how many years have you taught/worked in education?								
Less than 1 year	11	-11	-10	-14	+11	+5	-3	+1
1-2 years	57	+1	+11	+7	-3	+12	-4	-1
3-5 years	118	+2	-10	+2	-1	+1	+2	+4
6-10 years	90	+1	-3	0	+6	-11	-1	-6
11 or more years	184	-1	+7	-4	-1	+1	-1	+1

Group Name	Group Size	Cultural Awareness and Action	Learning Model	Professional Learning About Equity	Staff Professional Needs	Staff Relationships	Staff-School Communication	Student Needs
All respondents	470	51%	33%	54%	71%	29%	56%	24%
What is your race or ethnicity?								
Asian	54	-2	+5	0	+8	+1	+11	-3
Hispanic or Latino	14	+21	-8	+6	-14	+1	-1	+12
White	344	0	-1	0	+1	-1	-1	-1
Other	17	+3	-9	-10	-8	+12	+9	-2
Confidentiality protected	16	-7	+30	-2	-2	+19	-2	+15

Family Members

Family members were asked for feedback on a number of topics; a summary of the 4,495 district-wide responses is presented in Figure 7 below.

Figure 7. Summary of Fall 2020 Family Survey Results

Topic	Percent Favorable	Most Favorable Question	Least Favorable Question
Additional Family Assistance	84% favorable	"How concerned are you about your family's housing situation?": 97% said not at all or slightly concerned	"How concerned are you about managing your daily schedule with your child's current school schedule?": 56% said not at all or slightly concerned
Family-School Communication	74% favorable	"When you need to, how difficult or easy is it to get in contact with your child's teacher(s)?": 80% said slightly, somewhat, or very easy	"How comfortable do you feel communicating with your child's school?": 68% said quite or extremely comfortable
Learning Model	50% favorable	"How difficult or easy is it for your child to use the distance learning tools (Classroom Teams, learning applications, etc.)?": 57% said slightly, somewhat, or very easy	"How satisfied are you with the way learning is structured at your child's school right now?": 44% said quite or extremely satisfied
Cultural Awareness and Action	46% favorable	"When there are major news events related to race, how important do you think it is for adults at your child's school to talk about them with students? ": 57% said quite or extremely important	"To the best of your knowledge, when there are major news events related to race, how often do adults at your child's school talk about them with students?": 32% said frequently or almost always
Student Needs	42% favorable	"How concerned are you about your child's physical health right now?": 58% said not at all or slightly concerned & "How concerned are you about your child's relationships with adults at school right now?": 56% said not at all or slightly concerned	"How concerned are you about your child's social-emotional and behavioral well-being right now?": 30% said not at all or slightly concerned & "How concerned are you about your child's peer relationships right now?": 30% said not at all or slightly concerned

In addition to the data presented in Figure 7, a number of other observations are made examining the family Back-to-School survey data:

- Mirroring student data, families of **students with an IEP or receiving special education services report below average** on Additional Family Assistance, Learning Model and Student Needs.

Q: How difficult or easy is it for your child to use the distance learning tools?

A: **No IEP/SPED - 59%** say easy
Yes IEP/SPED - 48% say easy

Q: How concerned are you about your child's social-emotional and behavioral well-being right now?

A: **No IEP/SPED - 31%** say not concerned
Yes IEP/SPED - 23% say not concerned

- Also mirroring student data, families of **students who are English language learners report below average** on most topics, most notably on Additional Questions where families are asked about Community Resources:

Group Name	Group Size	Additional Family Assistance	Additional Questions	Cultural Awareness and Action	Family-School Communication	Learning Model	Student Needs
All respondents	4,495	84%	92%	46%	74%	50%	42%
Is your child currently enrolled in an English Language Learning program?							
No	3,963	+1	+1	-1	0	+1	+1
Yes	405	-6	-13	+2	+1	-3	-1

21% of language learning families **would like connection to community resources** compared to just 7% of non-language learning families.

- Favorability of Family-School Communication gradually declines with student grade level.**

Points Above/Below District Average (Family-School Communication)

Avg	Pre-K	K	1st	2nd	3rd	4th	5th
74%	+7	+7	+8	+4	+7	+10	+8
6th	7th	8th	9th	10th	11th	12th	
-10	-9	-11	-13	-18	-17	-12	







- Topic favorability **varies significantly by family member reported race/ethnicity.**

Group Name	Group Size	Additional Family Assistance	Additional Questions	Cultural Awareness and Action	Family-School Communication	Learning Model	Student Needs
All respondents	4,495	84%	92%	46%	74%	50%	42%
What is your race or ethnicity?							
American Indian or Alaska ...	7	-18	+8	-11	+2	-12	-14
Asian	1,141	+3	-8	0	+2	+9	+5
Black or African American	26	+3	-12	-11	+3	+7	+11
Hispanic or Latino	169	-5	-3	+14	+5	+9	0
Native Hawaiian or Other Pa...	18	+5	+8	+17	+4	+9	-1
White	2,594	+1	+4	-1	0	-2	-1
Two or More Races/Ethnicit...	211	-6	-3	-7	-9	-7	+1
Race not listed	149	-7	-4	-3	-11	-16	-7

Next Steps

The strengths and suggested areas of growth presented on page 6 of this report and recapped in Figure 8 below can be a good starting point when considering next steps to take from the results.

Figure 8. Recap of District Strengths and Suggested Areas of Growth based on the 2020 Back to School Survey Results

STRENGTHS		AREAS OF GROWTH	
	COMMUNICATION		PEER-TO-PEER RELATIONSHIPS
	AVAILABLE RESOURCES		SOCIAL AND EMOTIONAL WELL-BEING OF STUDENTS
	STUDENT EFFORT		DISPARITY AMONG ELL, SPED, AND RACE STUDENT GROUPS

In conjunction with the strengths and growths suggested above as well as the results overviews presented in pages 8-17, it is important to also examine the survey results in their entirety as a community and as an individual. Each data user will notice and wonder different details based on their role within the community, their experiences, as well as their interests and biases.

Your own analysis of survey results will ultimately lead to you to take action. Different schools, different families, different teachers and different students will have different pathways to change so it is important to consider which levers may be the most effective within your community.

Finally, don't forget about what is working; utilize what is working well - communication, resources, student effort, among many others - to boost areas of growth. Students, staff, and families all report a number of areas to be celebrated and built upon in these unique times of learning.

"I think a lot of teachers have found good ways to structure their classes effectively, and have figured out how to use class time well. One example is psychology class that I really like. We do introductions, then do some content or watch a video, then we have discussions along with powerpoint slides and a bit of notes. Then, we cover the new homework and leave."

-6th-12th grade student

"Our school has a really cool plan to engage our community in equity discussions and I think we should continue with that."

-Certificated staff member

"It is evident that the teachers are driven to provide both academic & SEL education to the best of their ability."

-Family member

Appendix

A breakdown of respondent demographic groups.

Appendix

Demographic Breakdown: Student, Grades 3-5

If I could choose, I would like to be learning from:

Subgroup with no data	127	2%
Mostly in-person learning	3,735	57%
A mix of in-person and distance learning	1,816	28%
Mostly distance learning	876	13%

What language do you mostly speak at home?

Subgroup with no data	78	1%
Arabic	82	1%
Chinese	260	4%
English	3,492	53%
French	23	0%
German	17	0%
Italian	12	0%
Korean	67	1%
Russian	135	2%
Spanish	200	3%
Tagalog	11	0%
Vietnamese	26	0%
Language not listed	1,174	18%
We speak multiple languages at home	977	15%

During the day, are you taking care of anyone in your family such as siblings, parents and/or grandparents?

Subgroup with no data	61	1%
No	3,839	59%
Yes, for part of the day	2,059	31%
Yes, for most of the day	595	9%

Student Gifted Status

N	5,117	78%
Y	1,437	22%

Student Language Learner Status

N	6,097	93%
Y	457	7%

Student Special Education Status

N	6,057	92%
Y	497	8%

Student Gender

f	3,209	49%
m	3,345	51%

Student Grade Level

3	2,117	32%
4	2,228	34%
5	2,209	34%

Student Race

American Indian/Alaskan Native	12	0%
Asian	2,714	41%
Black/African American	114	2%
Hispanic/Latino of any race(s)	508	8%
Two or More Races	518	8%
White	2,682	41%
Confidentiality protected	6	0%

Appendix

Demographic Breakdown: Student, Grades 6-12

What language do you mostly speak at home?

Subgroup with no data	78	1%
Arabic	72	1%
Chinese	236	2%
English	6,664	62%
French	31	0%
German	20	0%
Italian	18	0%
Korean	68	1%
Russian	199	2%
Spanish	359	3%
Tagalog	30	0%
Vietnamese	38	0%
Language not listed	1,212	11%
We speak multiple languages at home	1,732	16%

If I could choose, I would like to be learning from:

Subgroup with no data	96	1%
Mostly in-person learning	5,096	47%
A mix of in-person and distance learning	3,625	34%
Mostly distance learning	1,940	18%

During the day, are you taking care of anyone in your family such as siblings, parents and/or grandparents?

Subgroup with no data	99	1%
No	8,224	76%
Yes, for part of the day	2,026	19%
Yes, for most of the day	408	4%

Student Gifted Status

N	9,497	88%
Y	1,260	12%

Student Language Learner Status

N	10,403	97%
Y	354	3%

Student Special Education Status

N	10,123	94%
Y	634	6%

Student Gender

Subgroup with no data	2,286	21%
f	4,353	40%
m	4,118	38%

Student Grade Level

6	1,929	18%
7	1,942	18%
8	1,848	17%
9	1,644	15%
10	1,485	14%
11	1,052	10%
12	857	8%

Student Race

American Indian/Alaskan Native	15	0%
Asian	3,546	33%
Black/African American	207	2%
Hispanic/Latino of any race(s)	1,038	10%
Native Hawaiian/Other Pacific Islander	7	0%
Two or More Races	875	8%
White	5,069	47%

Appendix

Demographic Breakdown: Certificated/Teacher

For how many years have you taught at this school?

Subgroup with no data	54	5%
Less than 1 year	115	11%
1-2 years	166	15%
3-5 years	312	29%
6-10 years	229	21%
11 or more years	199	19%

What is your race or ethnicity?

Subgroup with no data	60	6%
American Indian or Alaska Native	6	1%
Asian	50	5%
Hispanic or Latino	16	1%
White	865	80%
Two or More Races/Ethnicities	45	4%
Other	26	2%
Confidentiality protected	7	1%

What is your role?

Subgroup with no data	7	1%
Teacher	977	91%
Staff member	84	8%
Administrator	7	1%

What subject do you primarily teach?

Subgroup with no data	98	9%
Math	72	7%
Science	62	6%
History and Social Studies	49	5%
Foreign Language	23	2%
English and Language Arts	96	9%
Art	17	2%
Multiple Subjects	401	37%
Other	257	24%

What grade level do you primarily teach?

Subgroup with no data	172	16%
Pre-kindergarten	14	1%
Kindergarten	73	7%
1st grade	100	9%
2nd grade	72	7%
3rd grade	89	8%
4th grade	69	6%
5th grade	63	6%
6th grade	64	6%
7th grade	58	5%
8th grade	61	6%
9th grade	67	6%
10th grade	73	7%
11th grade	61	6%
12th grade	39	4%

What is your gender?

Subgroup with no data	24	2%
Male	165	15%
Female	872	81%
Prefer to self-describe	14	1%

For how many years have you taught/worked in education?

Subgroup with no data	34	3%
Less than 1 year	28	3%
1-2 years	38	4%
3-5 years	179	17%
6-10 years	257	24%
11 or more years	539	50%

Appendix

Demographic Breakdown: Classified/Staff

What is your role?

Subgroup with no data	9	2%
Teacher	31	7%
Staff member	420	89%
Administrator	10	2%

What is your gender?

Subgroup with no data	16	3%
Male	36	8%
Female	412	88%
Prefer to self-describe	6	1%

For how many years have you taught/worked in education?

Subgroup with no data	10	2%
Less than 1 year	11	2%
1-2 years	57	12%
3-5 years	118	25%
6-10 years	90	19%
11 or more years	184	39%

For how many years have you worked at this school?

Subgroup with no data	14	3%
Less than 1 year	49	10%
1-2 years	103	22%
3-5 years	126	27%
6-10 years	88	19%
11 or more years	90	19%

What is your race or ethnicity?

Subgroup with no data	25	5%
Asian	54	11%
Hispanic or Latino	14	3%
White	344	73%
Other	17	4%
Confidentiality protected	16	3%

Appendix

Demographic Breakdown: Family

Did your child participate in any learning activities this summer?

Subgroup with no data	97	2%
No	3,195	71%
Yes	1,203	27%

Does your child have an Individualized Education Plan (IEP) or receive special education services?

Subgroup with no data	117	3%
No	3,786	84%
Yes	592	13%

What is your gender?

Subgroup with no data	120	3%
Female	3,574	80%
Male	760	17%
Prefer to self-describe	41	1%

What is your child's gender?

Subgroup with no data	146	3%
Female	2,054	46%
Male	2,195	49%
Prefer to self-describe	100	2%

What is your child's race or ethnicity?

Subgroup with no data	221	5%
American Indian or Alaska Native	24	1%
Asian	980	22%
Black or African American	31	1%
Hispanic or Latino	136	3%
Native Hawaiian or Other Pacific Islander	14	0%
White	2,366	53%
Two or More Races/Ethnicities	589	13%
Race not listed	134	3%

Is your child currently enrolled in an English Language Learning program?

Subgroup with no data	127	3%
No	3,963	88%
Yes	405	9%

What language do you mostly speak at home?

Subgroup with no data	117	3%
Arabic	14	0%
Chinese	106	2%
English	3,217	72%
French	12	0%
German	20	0%
Korean	17	0%
Russian	75	2%
Spanish	91	2%
Language not listed	328	7%
We speak multiple languages at home	488	11%
Confidentiality protected	10	0%

What grade is your child in?

Subgroup with no data	77
Pre-kindergarten	16
Kindergarten	444
1st grade	514
2nd grade	435
3rd grade	414
4th grade	423
5th grade	388
6th grade	287
7th grade	294
8th grade	304
9th grade	256
10th grade	277
11th grade	184
12th grade	182

What is your race or ethnicity?

Subgroup with no data	180
American Indian or Alaska Native	7
Asian	1,141
Black or African American	26
Hispanic or Latino	169
Native Hawaiian or Other Pacific Islander	18
White	2,594
Two or More Races/Ethnicities	211
Race not listed	149

If you have an elementary school student, what is the primary environment they are in while completing synchronous learning?

Subgroup with no data	1,577	35%
With adult family member supporting student in learning throughout the day	738	16%
With adult family member sometimes supporting learning (while balancing this with other obligations)	1,743	39%
With a paid tutor supporting learning throughout the day	68	2%
With an older sibling providing support for learning	36	1%
In a learning pod with other students, led by parents	25	1%
In a learning pod with other students, led by a tutor	30	1%
In a daycare, structured to provide support for remote learning	109	2%
In a daycare not designed to support remote learning	21	0%
Other	148	3%



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