



Fall 2021

## Lake Washington School District

Key Insights from Student Social-Emotional Learning Surveys



## Key Insights from Student Social-Emotional Learning Surveys

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# Introduction

## *Background*

Since 2018, Lake Washington School District (LWSD) has worked with Panorama Education to support student social and emotional learning (SEL). LWSD uses Panorama’s assessment tools to measure and support student SEL competencies as well as help create a school environment where students thrive. Studies have found that adopting SEL supports positive school communities and improved academic outcomes.

## *Survey Content*

In Fall 2021, LWSD measured student self-perception of SEL competencies as well as school support of SEL. Feedback is collected from students in grades 3-12 on a range of topics. The topics measured on the surveys are listed below, categorized by student self-perception (Competency & Well-Being Measures) and student perception of school (Supports + Environment):

**Figure 1: Fall 2021 Student SEL Survey Topics**

<b>Competency &amp; Well-Being Measures</b>	<b>Supports + Environment</b>
<i>How did students perceive their own social-emotional skills?</i>	<i>What feedback did students have for their school?</i>
Challenging Feelings	Cultural Awareness and Action*
Emotion Regulation	School Safety
Positive Feelings	Sense of Belonging
Social Awareness	Teacher-Student Relationships
Supportive Relationships	

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\*Cultural Awareness and Action was only included for Grades 6-12.

*Survey Methodology*

**How many people took the survey?**

Figure 2 below shows the number of responses received on the Fall 2021 surveys. See pages 18-19 of the appendix for a demographic breakdown of respondents.

**Figure 2: Number of Survey Responses**

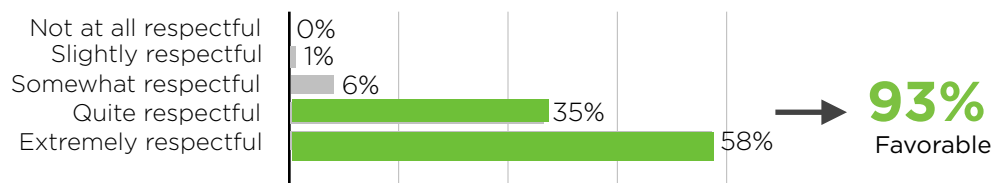
Fall 2021		
	# of Responses	Response Rate
Competency & Well-Being Measures	15,744	65%
Supports + Environment	14,978	61.9%

**How are results reported?**

*Percent Favorable*

Survey questions are scored using a method known as percent favorable. When a question is scored as “93% favorable,” this means that 93% 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 respectful is your teacher towards you?**



*National Percentile*

To help put results in context, Panorama compares each topic score to the average score for schools or districts in Panorama’s national dataset. For example, while one of your topic scores may appear low compared to another topic score, you may find that the score is higher than the average topic score for other schools in the nation. Use this comparison to find areas for celebration or improvement.

## **Executive Summary**

Key strengths and suggested areas of growth from the Fall 2021 survey results.

# Lake Washington School District Fall 2021 Survey Results

## STRENGTHS



### STUDENTS CONTINUE TO CITE STRONG, SUPPORTIVE RELATIONSHIPS WITHIN AND BEYOND SCHOOL

**93% of 3rd-5th students and 91% of 6th-12th students** report having a family member or other adult outside of school who they can count on to help them, no matter what.

**86% of 3rd-5th students and 70% of 6th-12th students** report having a teacher or other adult from school who they can count on to help them, no matter what.



### STUDENTS REPORT HIGH INSTANCES OF POSITIVE FEELINGS LIKE EXCITEMENT, HAPPINESS, AND LOVE

Question	% Favorable Scores <sup>1</sup>	
	Grades 3-5	Grades 6-12
During the past week, how often did you feel excited?	<b>86%</b>	<b>78%</b>
During the past week, how often did you feel happy?	<b>75%</b>	<b>59%</b>
During the past week, how often did you feel loved?	<b>66%</b>	<b>64%</b>



### WHILE STUDENTS REPORT RELATIVELY STRONG SCHOOL SAFETY SCORES, KEEP AN EYE ON THE DIRECTION IT IS HEADING



3rd-5th and 6th-12th graders both report near the **90th percentile<sup>2</sup> on School Safety**

3rd-5th graders report a **6 point decline** from Spring 2021 and 6th-12th graders report a **5 point decline**.

*Also consider the unique role the move from part remote to full in-person learning might play in this decline.*

<sup>1</sup>For example, percent favorable scores read as: 86% of students in grades 3-5 report that in the past week, they felt excited 'sometimes', 'frequently', or 'almost always'.

<sup>2</sup>LWSD's School Safety score compared to the average score for schools or districts in Panorama's national dataset.

# Lake Washington School District Fall 2021 Survey Results

## AREAS OF GROWTH



**STUDENTS RECEIVING SPECIAL EDUCATION SERVICES CONTINUE TO REPORT BELOW AVERAGE FAVORABILITY ACROSS MOST SOCIAL-EMOTIONAL LEARNING TOPICS**

### Grades 6-12

#### Grades 3-5

	District Average	SPED Points below Average
Social Awareness	70%	-12
Challenging Feelings	64%	-10
Positive Feelings	71%	-9
Sense of Belonging	72%	-9
Teacher-Student	79%	-9
Emotion Regulation	46%	-9
Supportive Relationships	87%	-7
School Safety	73%	-6

	District Average	SPED Points below Average
Social Awareness	65%	-9
Emotion Regulation	47%	-6
School Safety	72%	-4
Positive Feelings	59%	-3
Supportive Relationships	80%	-2
Cultural Awareness	58%	-2
Challenging Feelings	54%	-1
Sense of Belonging	41%	-1
Teacher-Student	58%	+4



**STUDENTS REPORT A RISE IN CHALLENGING FEELINGS**

Question	Decrease in Favorability from Spring 2021	
	Grades 3-5	Grades 6-12
During the past week, how often did you feel mad/angry?	-9	-5
During the past week, how often did you feel sad?	-9	-6
During the past week, how often did you feel worried?	-7	-4



**6TH-12TH GRADE STUDENTS CONTINUE TO REPORT LOW SENSE OF BELONGING, PARTICULARLY AMONG THEIR CONNECTION TO ADULTS**

6th-12th graders report near the **20th percentile on Sense of Belonging.**



Just **23% of 6th-12th students** report favorably<sup>1</sup> when asked, "How connected do you feel to the adults at your school?"

<sup>1</sup>Percent favorable scores read as: 23% of students in grades 6-12 report that they feel 'quite connected' or 'extremely connected' to the adults at their school.

## **Results Overview**

A summary of results by survey.






- Student SEL: Competency and Well-Being Measures
- Student SEL: Supports + Environment



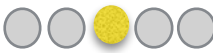




## SEL Competency & Well-Being Measures

*How did students perceive their own social-emotional learning?*

**Figure 3. SEL Competency & Well-Being Results (Grades 3-5)**

Grades 3-5					
Topic	Percent Favorable	National Percentile Ranking	Change since Spring 2021	Most Favorable Question	Least Favorable Question
Supportive Relationships	87%	 60th percentile	+1	"Do you have a family member or other adult outside of school who you can count on to help you, no matter what?" (93%)	"Do you have a friend from school who you can count on to help you, no matter what?" (83%)
Positive Feelings	71%	 70th percentile	-1	"During the past week, how often did you feel excited?" (86%)	"During the past week, how often did you feel safe?" (55%)
Social Awareness	70%	 70th percentile	n/a	"During the past 30 days...How much did you care about other people's feelings?" (89%)	"During the past 30 days...How clearly were you able to describe your feelings?" (49%)
Challenging Feelings	64%	 90th percentile	-7	"During the past week, how often did you feel lonely?" (67%)	"During the past week, how often did you feel worried?" (61%)
Emotion Regulation	46%	 50th percentile	n/a	"How often are you able to control your emotions when you need to?" (59%)	"When everybody around you gets angry, how relaxed can you stay?" (38%)

**Figure 4. SEL Competency & Well-Being Results (Grades 6-12)**

Grades 6-12					
Topic	Percent Favorable	National Percentile Ranking	Change since Spring 2021	Most Favorable Question	Least Favorable Question
Supportive Relationships	80%	 50th percentile	-1	"Do you have a family member or other adult outside of school who you can count on to help you, no matter what?" (91%)	"Do you have a teacher or other adult from school who you can be completely yourself around?" (59%)
Social Awareness	65%	 50th percentile	n/a	"During the past 30 days...How much did you care about other people's feelings?" (82%)	"During the past 30 days...How clearly were you able to describe your feelings?" (36%)
Positive Feelings	59%	 60th percentile	-1	"During the past week, how often did you feel excited?" (78%)	"During the past week, how often did you feel safe?" (46%)
Challenging Feelings	54%	 70th percentile	-4	"During the past week, how often did you feel frustrated?" (75%)	"During the past week, how often did you feel worried?" (40%)
Emotion Regulation	47%	 60th percentile	n/a	"How often are you able to control your emotions when you need to?" (63%)	"How often are you able to pull yourself out of a bad mood?" (37%)

Supportive Relationships: How supported students feel through their relationships with friends, family, and adults at school.

Supportive Relationships is the most favorable topic for students, grades 3-5 and grades 6-12. The vast majority of students cite having family members, friends, and teachers/other adults who they can count on to help them, no matter what.

However, one group that might need additional support when it comes to Supportive Relationships is students in special education programs, who respond 7 points below the district average in grades 3-5 and 2 points below average in grades 6-12.

Positive Feelings: How frequently students feel positive emotions.

Students across grade levels report overwhelmingly favorably when asked how often they felt excited in the past week (Grades 3-5: 86%; Grades 6-12: 78%). The majority of students also reported favorably when asked how often they felt happy and loved.

However, students report less favorably when asked how often they felt safe. Just 55% of 3-5 graders and 46% of 6-12 graders report almost always feeling safe in the past week. Feelings of safety declined considerably from Spring 2021; grades 3-5 report a 9 point decline in favorability and grades 6-12 report an 8 point decline.

Again, consider the experiences of students in special education students, who report 9 points below the district average in grades 3-5 and 3 points below average in grades 6-12. 11th grade students also report particularly low instances of positive feelings at 8 points below average.

Social Awareness: How well students consider the perspectives of others and empathize with them.

Students report a wide range of favorability when it comes to Social Awareness. While the majority of students report favorably when asked how much they cared about other people’s feelings (3-5: 89%, 6-12: 82%), students respond less favorably when asked how clearly they were able to describe their own feelings (3-5: 49%, 6-12: 36%). Certain groups of students, as shown in Figure 5, report well below average when it comes to Social Awareness.

**Figure 5. Social Awareness Topic Score - Points Below District Average**

American Indian/Alaska Native (6-12)	-6
English Learners (6-12)	-8
Students in SPED (6-12)	-9
Students in SPED (3-5)	-12

*Challenging Feelings: How frequently students feel challenging emotions.*

Challenging Feelings is among the least favorable topics for students and saw significant declines in favorability from Spring 2021. The questions in Figure 6 below saw the biggest declines. What factors might be leading to this decline in favorability/increase in instances of challenging feelings?

**Figure 6. Challenging Feelings, Question-Level Change over Time**

Question	Decrease from Spring 2021	
	Grades 3-5	Grades 6-12
During the past week, how often did you feel mad/angry?	-9	-5
During the past week, how often did you feel sad?	-9	-6
During the past week, how often did you feel worried?	-7	-4

Challenging Feelings also sees significant variability among different student groups. Figure 7 shows groups that reported significantly above the district average as well as those that reported significantly below the district average.

**Figure 7. Challenging Feelings Topic Score - Points Above/Below District Average**

6th grade	+8
Male (6-12)	+7
Gifted (3-5)	+7
Female (6-12)	-6
Hispanic/Latino (3-5)	-7
Black/African American (3-5)	-8
12th grade	-8
English Learners (3-5)	-9
11th grade	-10
SPED (3-5)	-10




*Emotion Regulation: How well students regulate their emotions.*





Emotion Regulation is the least favorable topic reported by students. In particular, students report least favorably when asked about their ability to stay calm and relaxed in difficult situations. When asked, “When everybody around you gets angry, how relaxed can you stay?”, just 38% of 3-5 grade students and 40% of 6-12 grade students report favorably.

## SEL Supports + Environment

What feedback did students have for their school?

**Figure 8. SEL Supports + Environment Results (Grades 3-5 and 6-12)**

<b>Grades 3-5</b>					
Topic	Percent Favorable	Change since Spring 2021	National Percentile Ranking	Most Favorable Question	Least Favorable Question
Teacher-Student Relationships	79%	-1	 90th percentile	"How respectful is your teacher towards you?" (93%)	"If you walked into class upset, how concerned would your teacher be?" (65%)
School Safety	73%	-6	 90th percentile	"How likely is it that someone from your school will bully you online?" (90%)	"How often are people disrespectful to others at your school?" (55%)
Sense of Belonging	72%	-1	 90th percentile	"How much support do the adults at your school give you?" (78%)	"How well do people at your school understand you as a person?" (63%)

<b>Grades 6-12</b>					
Topic	Percent Favorable	Change since Spring 2021	National Percentile Ranking	Most Favorable Question	Least Favorable Question
School Safety	72%	-5	 90th percentile	"How often do you worry about violence at your school?" (85%)	"How often are people disrespectful to others at your school?" (38%)
Cultural Awareness and Action	58%	-1	 50th percentile	"How often do you think about what someone of a different race, ethnicity, or culture experiences?" (80%)	"How comfortable are you sharing your thoughts about race-related topics with other students at your school?" (40%)
Teacher-Student Relationships	58%	-8	 30th percentile	"How many of your teachers are respectful towards you?" (91%)	"If you came back to visit class three years from now, how many of your teachers would be excited to see you?" (44%)
Sense of Belonging	41%	-1	 20th percentile	"Overall, how much do you feel like you belong at your school?" (54%)	"How connected do you feel to the adults at your school?" (23%)

Teacher-Student Relationships: How strong the social connection is between teachers and students within and beyond the classroom.

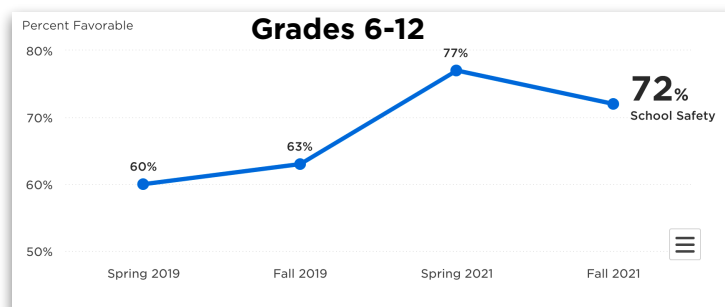
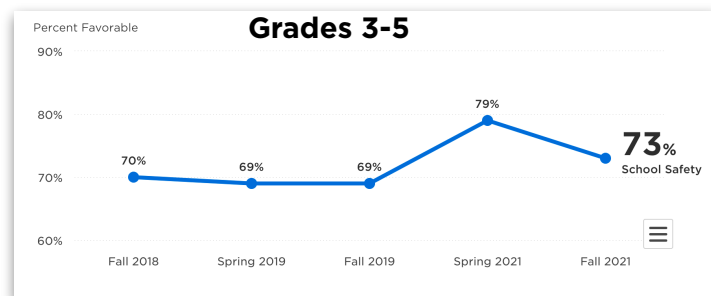
The vast majority of students report that their teachers are respectful towards them (3-5: 93%, 6-12: 91%). However, it is important to note the decline over time, despite the high favorability scores. For grades 6-12, students report a 8 point decline in favorability from Spring 2021. In particular, the questions presented in Figure 9 saw the biggest declines. As noted with other comparisons to Spring 2021 data, consider the unique role the move from part remote to full in-person learning might play in this decline.

**Figure 9. Teacher-Student Relationships, Question-Level Change over Time**

	Decrease from Spring 2021
Question	Grades 6-12
If you walked into class upset, how many of your teachers would be concerned?	-13
When your teachers ask how you are doing, how many of them are really interested in your answer?	-10

School Safety: Perceptions of student physical and psychological safety at school.

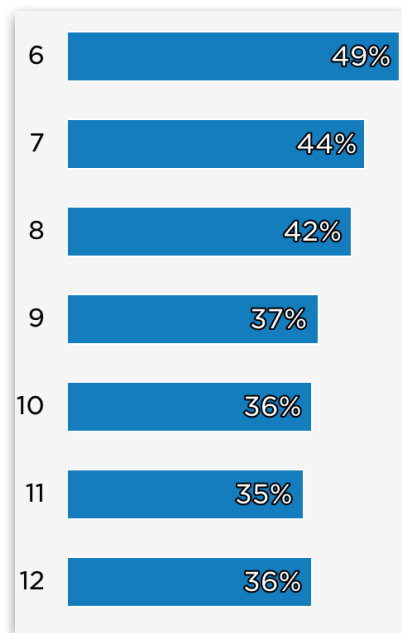
School Safety saw significant declines in favorability from Spring 2021. However, it is also important to look at trends over a greater length of time, as shown in Figure 10 below. Since Spring 2019, students report overall improvements in School Safety, though sharp declines are seen from Spring 2021 to Fall 2021. Consider what might have led to this decline and what steps can the district take to reverse course?



Sense of Belonging: How much students feel that they are valued members of the school community.

Sense of Belonging is the lowest reported topics by students in grades 3-5 and 6-12. In particular, Sense of Belonging significantly declines as students get older as shown in Figure 11 below. Furthermore, students report least favorably when asked how connected they feel to the adults at school. Just 23% of grade 6-12 students report favorably, a decline of 4 points from Spring 2021.

**Figure 11. Sense of Belonging % Favorable Scores, by Student Grade Level**



Cultural Awareness and Action: How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school.







In the 50th percentile compared to other schools across the country, students in grades 6-12 report mixed feelings when it comes to Cultural Awareness and Action. While 80% of students report frequently or almost always thinking about what someone of a different race, ethnicity, or culture experiences, just 40% of students feel comfortable sharing their thoughts about race-related topics with other students at school.

In addition, students report a 7 point decline in favorability from Spring 2021 when asked the following question: “When there are major news events related to race, how often do adults at your school talk about them with students?”.

## Next Steps

The strengths and suggested areas of growth presented on pages 6-7 of this report and recapped in Figure 12 below can be a good starting point when considering next steps to take from the results.

**Figure 12. Recap of District Strengths and Suggested Areas of Growth based on the Fall 2021 Student SEL Survey Results**

STRENGTHS		AREAS OF GROWTH	
	STUDENTS CONTINUE TO CITE STRONG, SUPPORTIVE RELATIONSHIPS WITHIN AND BEYOND SCHOOL		STUDENTS RECEIVING SPECIAL EDUCATION SERVICES CONTINUE TO REPORT BELOW AVERAGE FAVORABILITY ACROSS MOST SOCIAL-EMOTIONAL LEARNING TOPICS
	STUDENTS REPORT HIGH INSTANCES OF POSITIVE FEELINGS LIKE EXCITEMENT, HAPPINESS, AND LOVE		STUDENTS REPORT A RISE IN CHALLENGING FEELINGS
	WHILE STUDENTS REPORT RELATIVELY STRONG SCHOOL SAFETY SCORES, KEEP AN EYE ON THE DIRECTION IT IS HEADING		6TH-12TH GRADE STUDENTS CONTINUE TO REPORT LOW SENSE OF BELONGING, PARTICULARLY AMONG THEIR CONNECTION TO ADULTS

In conjunction with the strengths and growths suggested above as well as the results overviews presented in pages 9-15, 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.

Panorama Education offers a wealth of resources around the social-emotional learning and well-being of students and adults, alike. A good starting point might be this [Mindfulness Strategies for Adult and Student Well-Being slide deck](http://pan-ed.com/mindfulness-presentation)<sup>1</sup> that can be shared across the district. The goal of this presentation is to cultivate self-awareness and self-regulation skills by practicing mindfulness strategies as a community.

Finally, don't forget about what is working; utilize what is working well - strong, supportive relationships, significant year-to-year school safety and cultural awareness and action improvements, and relatively low incidences of challenging feelings- to boost areas of growth. Students report a number of areas to be celebrated and built upon in these unique times of connection and learning.

<sup>1</sup><http://pan-ed.com/mindfulness-presentation>



## **Appendix**

A breakdown of student demographic groups.

# Appendix

## Demographic Breakdown: Student, Grades 3-5

Student Gifted Status			Student Grade Level		
N	4,934	77%	3	2,132	33%
Y	1,450	23%	4	2,068	32%
			5	2,184	34%
Student Language Learner Status			Student Race		
N	5,949	93%	#N/A	17	0%
Y	435	7%	Asian	2,743	43%
			Black/African American	132	2%
Student Special Education Status			Hispanic/Latino of any race(s)	565	9%
N	5,893	92%	Two or More Races	525	8%
Y	491	8%	White	2,384	37%
			Confidentiality protected	18	0%
Student Gender					
x	16	0%			
f	3,054	48%			
m	3,314	52%			

# Appendix

## Demographic Breakdown: Student, Grades 6-12

Student Gifted Status			Student Grade Level		
N	8,265	88%	6	1,696	18%
Confidentiality protected	1,095	12%	7	1,586	17%
<b>Student Language Learner Status</b>			8	1,543	16%
N	9,090	97%	9	1,483	16%
Y	270	3%	10	1,223	13%
<b>Student Special Education Status</b>			11	1,037	11%
N	8,648	92%	12	792	8%
Y	712	8%	<b>Student Race</b>		
<b>Student Gender</b>			American Indian/Alaskan Native	15	0%
x	35	0%	Asian	3,101	33%
f	4,524	48%	Black/African American	191	2%
m	4,801	51%	Hispanic/Latino of any race(s)	924	10%
			Two or More Races	754	8%
			White	4,354	47%
			Confidentiality protected	21	0%



**Lake Washington School District**

Prepared by  
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