



Spring 2022

Lake Washington School District

Key Insights from Students, Staff, and Families



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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) and promote a positive school climate and culture. 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 Spring 2022, LWSD measured student self-perception of SEL competencies as well as school support of SEL. Feedback is also collected from staff and families on a range of important school climate and culture topics. The topics measured on the surveys are listed below.

Figure 1: Spring 2022 Student SEL Survey Topics

Competency & Well-Being Measures	Supports + Environment
<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
Self-Efficacy	Teacher-Student Relationships
Self-Management	
Social Perspective-Taking*	
Social Awareness	
Supportive Relationships	

*Topic only included for Grades 6-12.

Figure 2: Staff Survey Topics

Belonging
Cultural Awareness and Action
Feedback and Coaching
Professional Learning about Equity
School Climate
School Leadership
Well-Being

Figure 3: Family Survey Topics

School Climate
School Fit
School Safety

Survey Methodology

How many people took the survey?

Figure 4 below shows the number of responses received on the Spring 2022 surveys. See pages 17-19 of the appendix for a demographic breakdown of respondents.

Figure 4: Number of Survey Responses

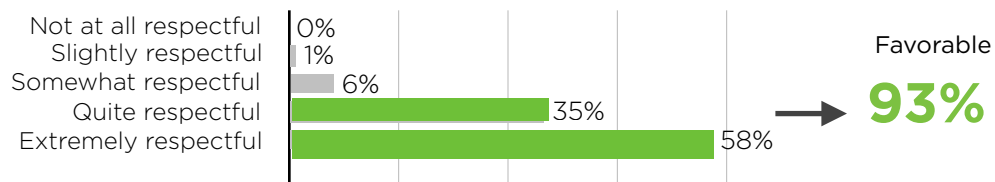
Spring 2022		
	# of Responses	Response Rate
Student Competency & Well-Being Measures	15,322	64.6%
Student Supports + Environment	15,713	66.3%
Instructional Staff	1,466	n/a
Non-Instructional Staff	565	n/a
Families	5,278	n.a

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

Report Scope

Lake Washington School District surveys students, staff, and families to document and act on stakeholder perceptions of various aspects related to the support and education of LWSD students. This report focuses on strengths and opportunities shared by students, staff, and families. Additional topics and subgroup information from the survey can be found among the interactive online reports.

Results Overview

Figure 5 displays the percent favorable scores for each survey topic. The most favorable topic for each group is highlighted in green; the least favorable in red. See pages 10-14 for a complete summary of results, including percent favorable scores, change in favorability from the Fall 2021 survey administration, and national percentile rankings.

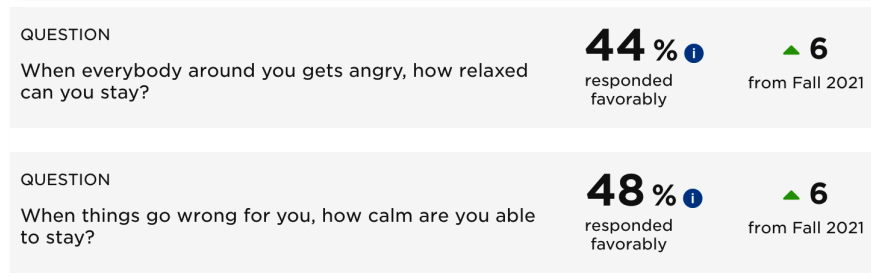
Figure 5: Summary of Spring 2022 LWSD Survey Results

	Student, 3-5	Student, 6-12	Instructional Staff	Non-Instructional Staff	Family
Challenging Feelings	64%	53%			
Cultural Awareness and Action (Adult Focus)	-	-	66%	68%	
Cultural Awareness and Action (Student Focus)	-	57%	65%	-	-
Emotion Regulation	51%	48%			
Feedback and Coaching	-	-	37%	44%	
Positive Feelings	69%	57%			
Professional Learning - Equity	-	-	47%	51%	
School Climate	-	-	57%	68%	70%
School Fit	-	-	-	-	62%
School Leadership	-	-	53%	68%	
School Safety	72%	68%	-	-	74%
Self-Efficacy	66%	50%			
Self-Management	78%	73%			
Sense of Belonging	68%	40%	60%	66%	
Social Awareness	73%	65%			
Social Perspective-Taking	-	43%	-	-	-
Supportive Relationships	88%	81%			
Teacher-Student Relations	77%	57%			
Well-Being	-	-	56%	69%	

LWSD Strengths

Emotion Regulation

While it remains among the least favorable topics for students, national percentile rankings prove Emotion Regulation to be a strength for LWSD. Compared to other schools in Panorama’s national dataset, students (3-5) rank near the 80th percentile and students (6-12) rank near the 70th percentile. Students also report improvement in Emotion Regulation from Fall 2021 to Spring 2022: students (3-5) report a 5 point improvement and students (6-12) report a 1 point improvement. Students (3-5) report the greatest improvement on the following questions:



Certain groups of students report more favorably than others when asked about their Emotion Regulation. The following groups of students report well above the LWSD average: **Grades 3-5** - Gender X (+14 above LWSD average); **Grades 6-12** - males (+6) .

However, the following groups report well below average: **Grades 3-5** - students in special education programs (-7 below LWSD average) and Black/African American students (-6); **Grades 6-12** - Gender X (-9), Black/African American students (-8), females (-7), students in special education programs (-6) .

Supportive Relationships

Students (3-5) and students (6-12) report most favorably about Supportive Relationships, at 88% favorable and 81% favorable, respectively. A compilation of survey data supports strong perceptions of relationships across stakeholders:

Figure 6: Question-Level Results, Related to Supportive Relationships

	Student, 3-5	Student, 6-12	Teachers	Family
Do you have a family member or other adult outside of school who you can count on to help you, no matter what?	93%	91%		
Do you have a teacher or other adult from school who you can count on to help you, no matter what?	86%	71%		
Do you have a friend from school who you can count on to help you, no matter what?	85%	85%		
How often do you see students helping each other without being prompted			63%	
Overall, how much respect do the teachers at your child’s school have for the children?				79%

LWSD Opportunities

Sense of Belonging

Sense of Belonging is the least favorable topic for students (6-12) and is among the least favorable topics for students (3-5) and staff. Compared to other schools across the country, students (6-12) report near the 10th percentile (Figure 7). Certain groups of students and staff report a lower Sense of Belonging than others (Figure 8).

Figure 7: Student (6-12) Sense of Belonging vs. National Dataset

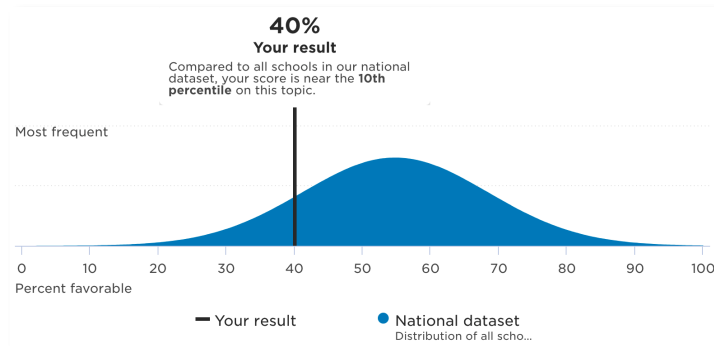


Figure 8: Groups Reporting >5 points below the LWSD Average, Sense of Belonging

	Points Below Average
9-12 grade teachers	-11
Gender X (6-12)	-8
10th graders	-8
Black/African Americans (6-12)	-7
Science teachers	-7
12th graders	-6
Students in Special Education (3-5)	-6

Secondary Student Self-Efficacy

At 50% favorable and near the 30th percentile compared to other schools and districts across the country, secondary students report room for improvement when it comes to Self-Efficacy, or how much they believe they can succeed in achieving academic outcomes. Students report just 29% favorably when asked, “How confident are you that you will remember what you learned in your current classes, next year?” Certain groups of secondary students report well below average on Self-Efficacy: Black/African Americans (-16 points below average), students in special education (-15), Hispanic/Latinos (-14), Gender X (-9), 10th graders (-8), multi-lingual learners (-7), and 11th graders (-7).

Feedback and Coaching (Staff)

Feedback and Coaching is the least favorable topic for instructional and non-instructional staff at 37% favorable (30th percentile) and 44% favorable (40th percentile), respectively. Staff members report least favorably when asked about the evaluation process and the frequency and amount of feedback received on their practice (Figure 9). Favorability on Feedback and Coaching declines rapidly as the number of years taught increases; it also declines with grade level taught as teachers in Pre-K and K-3 reporting well above average favorability and teachers in grades 9-12 reporting well below average favorability.

Figure 9: Question-level Results, Feedback and Coaching

	Instructional	Non-Instructional
How much do you learn from the [teacher] evaluation processes at your school?	30%	39%
How often do you receive feedback on your teaching/work?	29%	42%
How much feedback do you receive on your teaching/work?	29%	31%

Results Overview








A summary of results by survey.

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

SEL Competency & Well-Being Measures

How did students perceive their own social-emotional learning?







Figure 10. SEL Competency & Well-Being Results (Grades 3-5)

Grades 3-5					
Topic	Percent Favorable	National Percentile Ranking	Change since Fall 2021	Most Favorable Question	Least Favorable Question
Supportive Relationships	88%	 70th 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?" (85%)
Self-Management	78%	 80th percentile	n/a	"During the past 30 days...How often were you polite to adults?" (94%)	"During the past 30 days...How often did you remain calm, even when someone was bothering you or saying bad things?" (54%)
Social Awareness	73%	 80th percentile	+3	"During the past 30 days...How much did you care about other people's feelings?" (90%)	"During the past 30 days...How clearly were you able to describe your feelings?" (51%)
Positive Feelings	69%	 60th percentile	-2	"During the past week, how often did you feel excited?" (85%)	"During the past week, how often did you feel safe?" (55%)
Self-Efficacy	66%	 80th percentile	n/a	"How sure are you that you can learn all the topics taught in your class?" (76%)	"How sure are you that you can do the hardest work that is assigned in your class?" (56%)
Challenging Feelings	64%	 90th percentile	0	"During the past week, how often did you feel lonely?" (67%)	"During the past week, how often did you feel worried?" (62%)
Emotion Regulation	51%	 80th percentile	+5	"How often are you able to control your emotions when you need to?" (64%)	"When everybody around you gets angry, how relaxed can you stay?" (44%)

SEL Competency & Well-Being Measures

How did students perceive their own social-emotional learning?




Figure 11. SEL Competency & Well-Being Results (Grades 6-12)





Grades 6-12					
Topic	Percent Favorable	National Percentile Ranking	Change since Fall 2021	Most Favorable Question	Least Favorable Question
Supportive Relationships	81%	 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?" (91%)	"Do you have a teacher or other adult from school who you can be completely yourself around?" (61%)
Self-Management	73%	 60th percentile	n/a	"During the past 30 days...How often were you polite to adults?" (92%)	"During the past 30 days...How often did you get your work done right away, instead of waiting until the last minute?" (44%)
Social Awareness	65%	 50th percentile	0	"During the past 30 days...How much did you care about other people's feelings?" (78%)	"During the past 30 days...How clearly were you able to describe your feelings?" (34%)
Positive Feelings	57%	 60th percentile	-2	"During the past week, how often did you feel excited?" (78%)	"During the past week, how often did you feel safe?" (43%)
Challenging Feelings	53%	 60th percentile	-1	"During the past week, how often did you feel frustrated?" (73%)	"During the past week, how often did you feel worried?" (38%)
Self-Efficacy	50%	 30th percentile	n/a	"How confident are you that you can complete all the work that is assigned in your classes?" (62%)	"How confident are you that you will remember what you learned in your classes, next year?" (29%)
Emotion Regulation	48%	 70th percentile	+1	"How often are you able to control your emotions when you need to?" (65%)	"How often are you able to pull yourself out of a bad mood?" (39%)
Social Perspective-Taking	43%	 40th percentile	n/a	"How much do you try to understand your teachers' motivation for doing different classroom activities?" (50%)	"How much effort have you put into figuring out what your teachers' goals are?" (34%)

SEL Supports + Environment

What feedback did students have for their school?

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










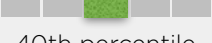





Grades 3-5					
Topic	Percent Favorable	Change since Spring 2021	National Percentile Ranking	Most Favorable Question	Least Favorable Question
Teacher-Student Relationships	77%	-2	 80th percentile	"How respectful is your teacher towards you?" (91%)	"If you walked into class upset, how concerned would your teacher be?" (62%)
School Safety	72%	-1	 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?" (47%)
Sense of Belonging	68%	-4	 80th percentile	"How much support do the adults at your school give you?" (75%)	"How well do people at your school understand you as a person?" (60%)

Grades 6-12					
Topic	Percent Favorable	Change since Spring 2021	National Percentile Ranking	Most Favorable Question	Least Favorable Question
School Safety	68%	-4	 80th percentile	"How often do you worry about violence at your school?" (82%)	"How often are people disrespectful to others at your school?" (34%)
Cultural Awareness and Action	57%	-1	 40th percentile	"How often do you think about what someone of a different race, ethnicity, or culture experiences?" (78%)	"How comfortable are you sharing your thoughts about race-related topics with other students at your school?" (38%)
Teacher-Student Relationships	57%	-1	 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?" (43%)
Sense of Belonging	40%	-1	 10th percentile	"Overall, how much do you feel like you belong at your school?" (51%)	"How connected do you feel to the adults at your school?" (24%)

Staff

What feedback did teachers & staff have for their school?




Figure 13. Staff Results, Instructional and Non-Instructional

Topic	<u>Instructional</u>		<u>Non-Instructional</u>	
	Percent Favorable	National Percentile Ranking	Percent Favorable	National Percentile Ranking
Cultural Awareness and Action (Adult)	66%	 70th percentile	68%	 80th percentile
Cultural Awareness and Action (Student)	65%	 60th percentile	n/a	n/a
Belonging	60%	 40th percentile	66%	 60th percentile
School Climate	57%	 40th percentile	68%	 60th percentile
Well-Being	56%	 30th percentile	69%	 70th percentile
School Leadership	53%	 40th percentile	68%	 70th percentile
Professional Learning about Equity	47%	 60th percentile	51%	 70th percentile
Feedback and Coaching	37%	 30th percentile	44%	 40th percentile

Family Members

What feedback did family members have for their school?

Figure 14. Family-School Relationships Survey Results

Topic	Percent Favorable	National Percentile Ranking	Most Favorable Question	Least Favorable Question
School Safety	74%	 30th percentile	“Overall, how unsafe does your child feel at school?” (87%)	“How often do you worry about violence at your child’s school?” (55%)
School Climate	70%	 50th percentile	“Overall, how much respect do you think the children at your child’s school have for the staff?” (79%)	“How motivating are the classroom lessons at your child’s school?” (51%)
School Fit	62%	 30th percentile	“Given your child’s cultural background, how good a fit is their school?” (75%)	“How well do the activities offered at your child’s school match their interests?” (49%)

Next Steps

Areas of Focus

The three areas of opportunity previously presented are a good starting point when considering next steps. In addition to the data presented in this report, it is important to consider district-, school-, and community-level context in conjunction with the findings when determining next steps.

Sense of Belonging Recommendations

- **Target Support:** Certain groups of students and staff report lower than others when it comes to Sense of Belonging. Gender X, 10th graders, and Black/African American students report well below the secondary student average. What supports can be implemented for these groups of students in particular? Teachers of grades 9-12 and science teachers also report well below the instructional staff average. What supports can be implemented to target the Belonging of these teachers in particular?

Secondary Self-Efficacy Recommendations

- **Target Support:** Certain groups of secondary students report well below average when it comes to Self-Efficacy: Black/African Americans (-16 points below average), students in special education (-15), Hispanic/Latinos (-14), Gender X (-9), 10th graders (-8), multi-lingual learners (-7), and 11th graders (-7). What supports can be implemented for these groups of students in particular?
- **Visit Panorama's Playbook:** Visit [Playbook](#) to view tried and true classroom strategies for improving student sense of Self-Efficacy.

Feedback and Coaching Recommendations

- **Look to District Leaders:** Staff perceptions of Feedback and Coaching vary widely by school, with the most favorable school reporting at 70% favorable and the least favorable school reporting just 16% favorable. Look to the schools with the most favorable Feedback and Coaching numbers for best strategies.

Close the Loop

Finally, schools & districts across the country realize the greatest success when efforts are made to 'close the feedback loop,' or let students, staff and the broader community engage with the feedback data that they provided. While a 'you said, we did' approach is common, many are moving towards a tone that is more about collaboration and discussion, with the community being part of the discussion on 'where to go from here.' Consider distributing a community link to share results with the broader community.

Appendix

A breakdown of student demographic groups.

Appendix

Demographic Breakdown: Student

Grades 3-5

Student Gender Identity

F	3,104	48%
M	3,307	51%
X	17	< 1%

Student Highly Capable Status

N	5,029	78%
Y	1,399	22%

Student Special Education Status

N	5,940	92%
Y	488	8%

Student Grade Level

3	2,137	33%
4	2,110	33%
5	2,181	34%

Student Race

Asian	2,655	41%
Black/African American	129	2%
Hispanic/Latino of any race(s)	600	9%
Two or More Races	555	9%
White	2,470	38%
Confidentiality protected	19	< 1%

Grades 6-12

Student Gender Identity

F	4,346	49%
M	4,484	50%
X	64	< 1%

Student Highly Capable Status

N	7,682	86%
Y	1,212	14%

Student Multilingual Learner Status

N	8,456	95%
Y	438	5%

Student Special Education Status

N	8,336	94%
Y	558	6%

Student Grade Level

6	1,865	21%
7	1,776	20%
8	1,790	20%
9	1,299	15%
10	978	11%
11	790	9%
12	396	4%

Student Race

#N/A	11	< 1%
Asian	2,982	34%
Black/African American	192	2%
Hispanic/Latino of any race(s)	886	10%
Two or More Races	755	8%
White	4,050	46%
Confidentiality protected	18	< 1%

Appendix

Demographic Breakdown: Staff

Instructional

For how many years have you taught?

Subgroup with no data	176	12%
Less than 1 year	38	3%
1-2 years	84	6%
3-5 years	217	15%
6-10 years	307	21%
11 or more years	644	44%

What is your race or ethnicity?

Subgroup with no data	241	16%
Asian	82	6%
Hispanic or Latino	19	1%
White	1,016	69%
Two or More Races/Ethnicities	75	5%
Other	23	2%
Confidentiality protected	10	< 1%

What subject do you primarily teach?

Subgroup with no data	316	22%
Math	76	5%
Science	67	5%
History and Social Studies	44	3%
Foreign Language	29	2%
English and Language Arts	135	9%
Art	20	1%
Multiple Subjects	497	34%
Other	282	19%

What grade level do you primarily teach?

Subgroup with no data	241	16%
Pre-Kindergarten	21	1%
K-3	470	32%
4-5	176	12%
6-8	274	19%
9-12	284	19%

Non-Instructional

For how many years have you worked in education?

Subgroup with no data	42	7%
Less than 1 year	38	7%
1-2 years	42	7%
3-5 years	117	21%
6-10 years	133	24%
11 or more years	193	34%

What is your race or ethnicity?

Subgroup with no data	68	12%
Asian	72	13%
Hispanic or Latino	25	4%
White	349	62%
Two or More Races/Ethnicities	26	5%
Confidentiality protected	25	4%

Appendix

Demographic Breakdown: Family

On average, what grades do you expect your child to earn in school?

Subgroup with no data	58	1%
C	206	4%
B	1,643	31%
A	3,339	63%
Confidentiality protected	32	< 1%

In an average day, how many hours of "screen time" (time in front of computers, television, texting, video games, etc.) does your child spend?

Subgroup with no data	26	< 1%
0-2	2,473	47%
3-5	1,944	37%
6-8	589	11%
9-11	172	3%
12-14	48	< 1%
15 or more	26	< 1%

Please indicate the primary language you speak with your child currently. (Please check only one).

Subgroup with no data	52	< 1%
Chinese	227	4%
English	3,696	70%
French	14	< 1%
German	10	< 1%
Korean	33	< 1%
Russian	83	2%
Spanish	141	3%
Vietnamese	15	< 1%
Other/multiple languages	994	19%
Confidentiality protected	13	< 1%

What is your race or ethnicity?

Subgroup with no data	94	2%
American Indian or Alaska Native	12	< 1%
Asian	1,799	34%
Black or African American	35	< 1%
Hispanic or Latino	267	5%
Native Hawaiian or Other Pacific Islander	13	< 1%
White	2,567	49%
Two or More Races/Ethnicities	293	6%
Other	198	4%

What grade is your child in?

Subgroup with no data	41	< 1%
Pre-Kindergarten	45	< 1%
Kindergarten	389	7%
1st grade	503	10%
2nd grade	549	10%
3rd grade	552	10%
4th grade	516	10%
5th grade	407	8%
6th grade	415	8%
7th grade	390	7%
8th grade	349	7%
9th grade	346	7%
10th grade	310	6%
11th grade	285	5%
12th grade	181	3%

What is your child's race or ethnicity?

Subgroup with no data	111	2%
Asian	1,661	31%
Black or African American	46	< 1%
Hispanic or Latino	232	4%
White	2,381	45%
Two or More Races/Ethnicities	618	12%
Other	199	4%
Confidentiality protected	30	< 1%

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

Subgroup with no data	66	1%
Yes	444	8%
No	4,768	90%

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

Subgroup with no data	47	< 1%
Yes	717	14%
No	4,514	86%



Lake Washington School District

Prepared by
Panorama Education

Learn more at panoramaed.com.