



Fall 2022

## Lake Washington School District

Key Insights from Students 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 Fall 2022, LWSD measured student self-perception of SEL competencies as well as school support of SEL. Feedback was also collected from 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: Family Survey Topics**

Barriers to Engagement
Cultural Awareness and Action
Family Engagement

*Survey Methodology*

**How many people took the survey?**

Figure 3 below shows the number of responses received on the Fall 2022 surveys, compared with participation in the Spring 2022 survey administration. See pages 16-17 of the appendix for a demographic breakdown of respondents.

**Figure 3: Number of Survey Responses**

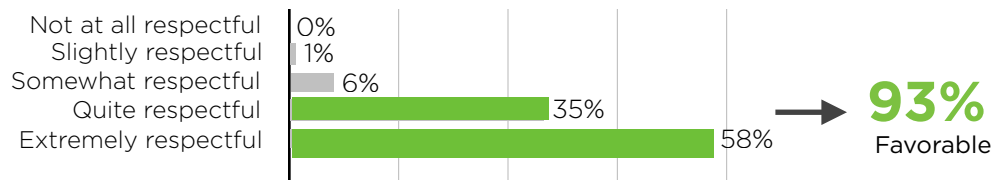
	<i>Spring 2022</i>		<b>Fall 2022</b>	
	<i># of Responses</i>	<i>Response Rate</i>	<b># of Responses</b>	<b>Response Rate</b>
<b>Student Competency &amp; Well-Being Measures</b>	15,322	64.6%	17,680	72.7%
<b>Student Supports + Environment</b>	15,713	66.3%	16,575	68.2%
<b>Families</b>	5,278	<i>n.a.</i>	3,149	<i>n.a.</i>

**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 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 and families. Additional topics and subgroup information from the survey can be found among the interactive online reports.

## Results Overview

Figure 4 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 10-13 for a complete summary of results, including percent favorable scores, change in favorability from the Spring 2022 survey administration, and national percentile rankings.

**Figure 4: Summary of Fall 2022 LWSD Survey Results**

	Student, 3-5	Student, 6-12	Family
Barriers to Engagement	-	-	80%
Challenging Feelings	64%	56%	-
Cultural Awareness and Action	-	62%	55%
Emotion Regulation	53%	52%	-
Family Engagement	-	-	24%
Positive Feelings	73%	61%	-
School Safety	71%	69%	-
Self-Efficacy	66%	56%	-
Self-Management	79%	77%	-
Sense of Belonging	74%	44%	-
Social Awareness	75%	69%	-
Social Perspective-Taking	-	50%	-
Supportive Relationships	88%	82%	-
Teacher-Student Relations	81%	61%	-

*LWSD Strengths*

**Secondary Student Growth in SEL Competency & Well-Being Measures**

Since Spring 2022, students in grades 6-12 report improvement across all SEL Competency and Well-Being Measures (Figure 5). The biggest improvements are seen in Social Perspective Taking (+7) and Self-Efficacy (+6). In particular, students report a 9-point improvement when asked “How hard do you try to understand your teachers’ point of view?” (Social Perspective-Taking) and a 7-point improvement when asked, “How confident are you that you can learn all the material presented in your classes?” (Self-Efficacy).

**Figure 5: Students (6-12) Change in Percent Favorable Scores since Spring 2022 (SEL Competency & Well-Being Measures)**

	Change since Spring 2022
Social Perspective-Taking	+7
Self-Efficacy	+6
Self-Management	+4
Social Awareness	+4
Positive Feelings	+4
Emotion Regulation	+4
Challenging Feelings	+3
Supportive Relationships	+1

**Grades 3-5 Social-Emotional Learning**

Grades 3-5 report in the 70th percentile or higher across all SEL Competency and Well-Being Measure as well as across all SEL Supports & Environment topics (Figure 6). Students report in the 90th percentile on 7 of the 10 topics.

Additionally, all topics except for School Safety improved in favorability from Spring 2022 to Fall 2022. School Safety declined by 1 point; notably, Sense of Belonging improved by 6 points. In particular, students report an 8-point increase in favorability from Spring 2022 when asked, “How much respect do students at your school show you?”.

**Figure 6: Students (3-5) National Percentile Rankings**

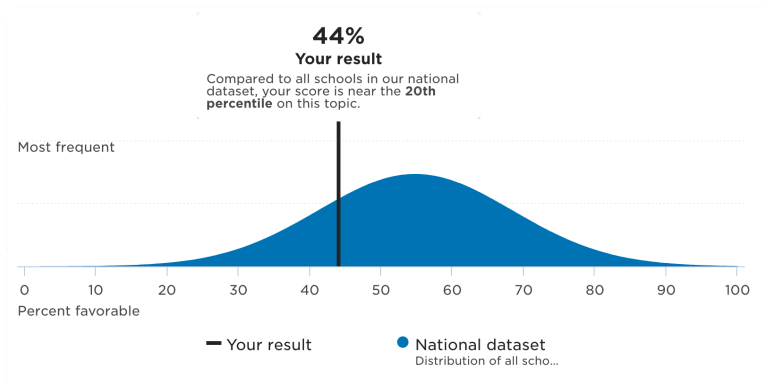
	National Percentile
Teacher-Student Relations	90th
Sense of Belonging	90th
School Safety	90th
Self-Management	90th
Social Awareness	90th
Emotion Regulation	90th
Challenging Feelings	90th
Self-Efficacy	80th
Positive Feelings	80th
Supportive Relationships	70th

*LWSD Opportunities*

**Secondary Sense of Belonging**

Sense of Belonging continues to be the least favorable topic for students (6-12). Compared to other schools across the country, students (6-12) report near the 20th percentile (Figure 7). Certain groups of students report a lower Sense of Belonging than others (Figure 8).

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



**Figure 8: Student Groups (6-12) Reporting >5 points below the LWSD Average, Sense of Belonging**

	Points Below Average
Gender X	-19
11th graders	-7
9th graders	-7
12th graders	-6

**Family Engagement**

At 24% favorable, Family Engagement is the least favorable topic reported by families. Just 18% of families report involvement with fundraising efforts at school and just 9% report frequently meeting with teachers at their child’s school. Reported Family Engagement varies considerably by family demographic groups. Black or African American families and Hispanic or Latino families report 5 points below the district average on Family Engagement and families of 7th grade students report particularly low engagement, 10 points below the district average.

### Students in Special Education Programs and Multilingual Learners

As shown in Figure 9 below, students across grade levels in Special Education and Multilingual Learner (ML) programs report consistently below average across SEL Competency and Well-Being Measures. Self-Efficacy sees one of the largest gaps between these groups and the district average: in grades 3-5, students in Special Education report 17 points below the district average on Self-Efficacy and ML students report 11 points below average. For grades 6-12, students in Special Education report 19 points below the district average on Self-Efficacy and ML students report 14 points below average.

**Figure 9: Multilingual Learners and Special Education Programs, Points Above/Below Average**

#### Grades 3-5

Group Name	Group Size	Challenging Feelings	Emotion Regulation	Positive Feelings	Self-Efficacy	Self-Management	Social Awareness	Supportive Relationships
All respondents	6,714	64%	53%	73%	66%	79%	75%	88%
Student Language Learner Status								
N	5,855	+2	0	0	+2	+2	+1	+1
Y	859	-9	-1	-3	-11	-8	-4	-3
Student Special Education Status								
N	6,154	+1	0	0	+2	+1	+1	+1
Y	560	-11	-10	-9	-17	-14	-12	-3

#### Grades 6-12

Group Name	Group Size	Challenging Feelings	Emotion Regulation	Positive Feelings	Self-Efficacy	Self-Management	Social Awareness	Supportive Relationships
All respondents	10,966	56%	52%	61%	56%	77%	69%	50%
Student Language Learner Status								
N	10,377	0	0	0	+1	+1	0	+1
Y	589	-3	-4	-6	-14	-9	-8	+3
Student Special Education Status								
N	10,270	0	0	0	+1	+1	+1	+1
Y	696	-3	-10	-7	-19	-13	-11	-5



## Results Overview








A summary of results by survey.

- Student SEL: Competency and Well-Being Measures
- Student SEL: Supports + Environment
- 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 Spring 2022	Most Favorable Question	Least Favorable Question
Supportive Relationships	88%	 70th percentile	0	"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?" (84%)
Self-Management	79%	 90th percentile	+1	"During the past 30 days...How often were you polite to adults?" (93%)	"During the past 30 days...How often did you remain calm, even when someone was bothering you or saying bad things?" (55%)
Social Awareness	75%	 90th percentile	+2	"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?" (57%)
Positive Feelings	73%	 80th percentile	+4	"During the past week, how often did you feel excited?" (89%)	"During the past week, how often did you feel safe?" (55%)
Self-Efficacy	66%	 80th percentile	0	"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?" (57%)
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	53%	 90th percentile	+2	"How often are you able to control your emotions when you need to?" (65%)	"When everybody around you gets angry, how relaxed can you stay?" (46%)

# 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 Spring 2022	Most Favorable Question	Least Favorable Question
Supportive Relationships	82%	 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 teacher or other adult from school who you can be completely yourself around?" (64%)
Self-Management	77%	 80th percentile	+4	"During the past 30 days...How often were you polite to adults?" (94%)	"During the past 30 days...How often did you get your work done right away, instead of waiting until the last minute?" (52%)
Social Awareness	69%	 60th percentile	+4	"During the past 30 days...How much did you care about other people's feelings?" (81%)	"During the past 30 days...How clearly were you able to describe your feelings?" (43%)
Positive Feelings	61%	 80th percentile	+4	"During the past week, how often did you feel excited?" (81%)	"During the past week, how often did you feel safe?" (45%)
Challenging Feelings	56%	 80th percentile	+3	"During the past week, how often did you feel frustrated?" (75%)	"During the past week, how often did you feel worried?" (40%)
Self-Efficacy	56%	 50th percentile	+6	"How confident are you that you can complete all the work that is assigned in your classes?" (69%)	"How confident are you that you will remember what you learned in your classes, next year?" (34%)
Emotion Regulation	52%	 80th percentile	+4	"How often are you able to control your emotions when you need to?" (68%)	"How often are you able to pull yourself out of a bad mood?" (44%)
Social Perspective-Taking	50%	 60th percentile	+7	"How hard do you try to understand your teachers' point of view?" (57%)	"How much effort have you put into figuring out what your teachers' goals are?" (43%)

## SEL Supports + Environment

What feedback did students have for their school?

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



<b>Grades 3-5</b>					
Topic	Percent Favorable	Change since Spring 2022	National Percentile Ranking	Most Favorable Question	Least Favorable Question
Teacher-Student Relationships	81%	+4	 90th percentile	"How respectful is your teacher towards you?" (94%)	"If you walked into class upset, how concerned would your teacher be?" (70%)
Sense of Belonging	74%	+6	 90th percentile	"How much support do the adults at your school give you?" (80%)	"How well do people at your school understand you as a person?" (66%)
School Safety	71%	-1	 90th percentile	"How likely is it that someone from your school will bully you online?" (89%)	"How often are people disrespectful to others at your school?" (50%)

<b>Grades 6-12</b>					
Topic	Percent Favorable	Change since Spring '22	National Percentile Ranking	Most Favorable Question	Least Favorable Question
School Safety	69%	+1	 80th percentile	"How often do you worry about violence at your school?" (81%)	"How often are people disrespectful to others at your school?" (36%)
Cultural Awareness and Action	62%	+5	 70th percentile	"How often do you think about what someone of a different race, ethnicity, or culture experiences?" (82%)	"How comfortable are you sharing your thoughts about race-related topics with other students at your school?" (43%)
Teacher-Student Relationships	61%	+4	 40th percentile	"How many of your teachers are respectful towards you?" (92%)	"If you came back to visit class three years from now, how many of your teachers would be excited to see you?" (49%)
Sense of Belonging	44%	+4	 20th percentile	"Overall, how much do you feel like you belong at your school?" (56%)	"How connected do you feel to the adults at your school?" (28%)

## Family Members

*What feedback did family members have for their school?*

**Figure 13. Family-School Relationships Survey Results**

Topic	Percent Favorable	National Percentile Ranking	Most Favorable Question	Least Favorable Question
Barriers to Engagement	80%	 30th percentile	<p>“How big of a problem is the following issue for becoming involved with your child’s current school: negative memories of your own school experience?” (92%)</p>	<p>“How big of a problem is the following issue for becoming involved with your child’s current school: how busy your schedule is?” (39%)</p>
Cultural Awareness and Action	55%	n/a	<p>“To the best of your knowledge, how often is your child given opportunities to learn about people from different races, ethnicities, or cultures?” (65%)</p>	<p>“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?” (45%)</p>
Family Engagement	24%	 60th percentile	<p>“In the past year, how often have you discussed your child’s school with other parents from the school?” (40%)</p>	<p>“How often do you meet in person with teachers at your child’s school?” (9%)</p>

## 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.

### *Secondary Sense of Belonging Recommendations*

- **Target Support:** Certain groups of secondary students report lower than others when it comes to Sense of Belonging. Gender X, 9th, 11th, and 12th grade students report well below the secondary student average. What supports can be implemented for these groups of students in particular?

### *Family Engagement Recommendations*

- **Create opportunities:** Just 18% of families report involvement with fundraising efforts at school and just 9% report frequently meeting with teachers at their child's school. What opportunities can be created at school to increase these participation numbers in particular?
- **Target Support:** Certain groups of families report well below average when it comes to Family Engagement. Black or African American families and Hispanic or Latino families report 5 points below the district average on Family Engagement and families of 7th grade students report particularly low engagement, 10 points below the district average. What supports can be implemented for these family groups in particular?

### *Special Education and ML Recommendations*

- **Target Self-Efficacy of these student groups:** Self-Efficacy sees one of the largest gaps between these groups and the district average: in grades 3-5, students in Special Education report 17 points below the district average on Self-Efficacy and ML students report 11 points below average. For grades 6-12, students in Special Education report 19 points below the district average on Self-Efficacy and ML students report 14 points below average. Panorama's Playbook offers a wealth of classroom strategies to improve student Self-Efficacy and can be tailored to these student groups in particular.

### *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 demographic groups.

# Appendix

## Demographic Breakdown: Student

### Grades 3-5

#### Student Gifted Status

N	5,187	77%
Y	1,527	23%

#### Student Language Learner Status

N	5,855	87%
Y	859	13%

#### Student Special Education Status

N	6,154	92%
Y	560	8%

#### Student Gender

m	3,497	52%
f	3,217	48%

#### Student Grade Level

3	2,152	32%
4	2,281	34%
5	2,281	34%

#### Student Race

American Indian/Alaskan Native	12	< 1%
Asian	2,896	43%
Black/African American	138	2%
Hispanic/Latino of any race(s)	658	10%
Native Hawaiian/Other Pacific Islander	12	< 1%
Two or More Races	555	8%
White	2,443	36%

### Grades 6-12

#### Student Gifted Status

N	9,730	89%
Y	1,236	11%

#### Student Language Learner Status

N	10,377	95%
Y	589	5%

#### Student Special Education Status

N	10,270	94%
Y	696	6%

#### Student Gender

X	69	< 1%
f	5,367	49%
m	5,530	50%

#### Student Grade Level

6	2,101	19%
7	2,119	19%
8	2,011	18%
9	1,687	15%
10	1,413	13%
11	934	9%
12	701	6%

#### Student Race

American Indian/Alaskan Native	16	< 1%
Asian	3,805	35%
Black/African American	248	2%
Hispanic/Latino of any race(s)	1,115	10%
Two or More Races	922	8%
White	4,843	44%
Confidentiality protected	17	< 1%



# Appendix

## Demographic Breakdown: Family

**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	19	< 1%
0-2	1,546	49%
3-5	1,087	35%
6-8	370	12%
9-11	86	3%
12-14	28	< 1%
15 or more	12	< 1%

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

Subgroup with no data	26	< 1%
C	85	3%
B	959	30%
A	2,068	66%
Confidentiality protected	10	< 1%

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

Subgroup with no data	45	1%
Chinese	183	6%
English	1,993	63%
Korean	25	< 1%
Russian	33	1%
Spanish	120	4%
Other/multiple languages	723	23%
Confidentiality protected	26	< 1%

**What is your race or ethnicity?**

Subgroup with no data	56	2%
Asian	1,176	37%
Black or African American	37	1%
Hispanic or Latino	194	6%
White	1,314	42%
Two or More Races/Ethnicities	181	6%
Other	180	6%
Confidentiality protected	10	< 1%

**What grade is your child in?**

Subgroup with no data	40	1%
Pre-Kindergarten	25	< 1%
Kindergarten	232	7%
1st grade	250	8%
2nd grade	284	9%
3rd grade	319	10%
4th grade	289	9%
5th grade	297	9%
6th grade	248	8%
7th grade	231	7%
8th grade	212	7%
9th grade	197	6%
10th grade	228	7%
11th grade	168	5%
12th grade	128	4%

**What is your child's race or ethnicity?**

Subgroup with no data	60	2%
Asian	1,066	34%
Black or African American	45	1%
Hispanic or Latino	169	5%
White	1,198	38%
Two or More Races/Ethnicities	415	13%
Other	171	5%
Confidentiality protected	24	< 1%

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

Subgroup with no data	39	1%
Yes	413	13%
No	2,696	86%

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

Subgroup with no data	30	< 1%
Yes	284	9%
No	2,834	90%



## **Lake Washington School District**

Prepared by  
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