



**Spring 2023**

## **Lake Washington School District**

Key Insights from Students, Staff, and Families



## Key Insights from Students, Staff, and Families

<b>Introduction</b> .....	3
<b>Executive Summary</b> .....	5
<b>Results Overview</b>	
Students.....	13
Staff.....	16
Families.....	17
<b>Appendix</b> .....	18

# 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 2023, 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 2023 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
School Climate
School Leadership

**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 2023 surveys, in comparison to last year’s survey responses. See pages 19-22 of the appendix for a demographic breakdown of respondents.

**Figure 4: Number of Survey Responses**

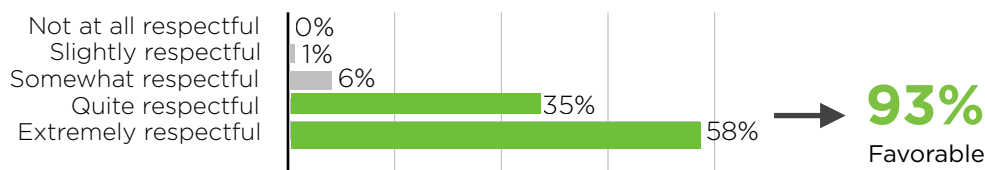
	Spring 2023		Spring 2022	
	# of Responses	Response Rate	# of Responses	Response Rate
<b>Student Competency &amp; Well-Being Measures</b>	16,355	68.2%	15,322	64.6%
<b>Student Supports + Environment</b>	15,694	65.4%	15,713	66.3%
<b>Instructional Staff</b>	1,334	n/a	1,466	n/a
<b>Non-Instructional Staff</b>	589	n/a	565	n/a
<b>Families</b>	3,773	n/a	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.

**Example Question: How respectful is your teacher towards you?**



*Change over Time*

Change over Time represents a topic or question score’s percentage point movement up or down from a previous survey administration. Of note, the survey administration of Spring 2021 took place during a unique period of remote learning. Schools and districts across the country, LWSD included, saw unprecedented positive spikes in topics like School Safety during this virtual learning environment.

*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 13-17 for a complete summary of results, including percent favorable scores, change in favorability from the Fall 2022 survey administration, and national percentile rankings.

**Figure 5: Summary of Spring 2023 LWSD Survey Results**

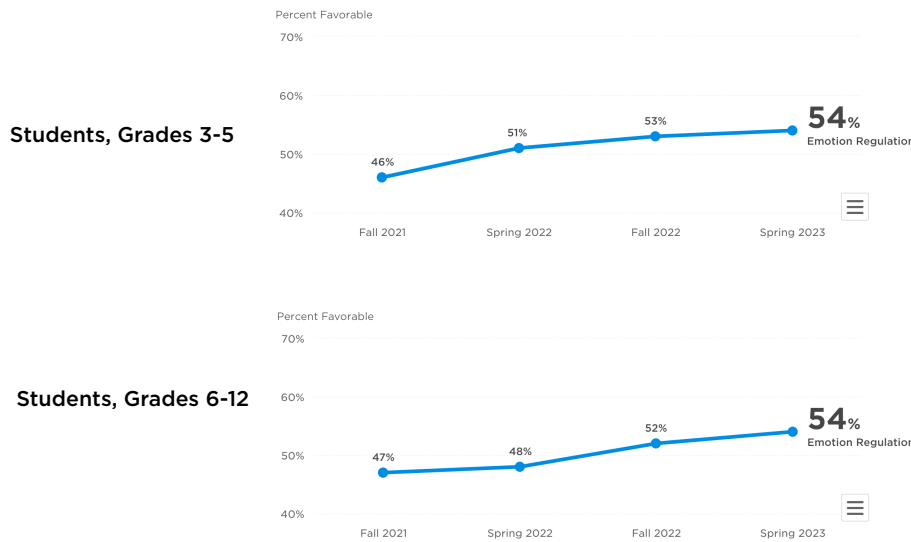
	Student, 3-5 <i>n=6,714</i>	Student, 6-12 <i>n=9,641</i>	Instructional Staff <i>n=1,334</i>	Non-Instructional Staff <i>n=589</i>	Family <i>n=3,773</i>
Challenging Feelings	63%	55%			
Cultural Awareness and Action (Adult Focus)			67%	71%	
Cultural Awareness and Action (Student Focus)		63%	67%		
Emotion Regulation	54%	54%			
Positive Feelings	71%	61%			
School Climate			60%	68%	68%
School Fit					59%
School Leadership			60%	70%	
School Safety	69%	64%			70%
Self-Efficacy	68%	57%			
Self-Management	79%	76%			
Sense of Belonging	70%	44%	64%	69%	
Social Awareness	75%	69%			
Social Perspective-Taking		50%			
Supportive Relationships	89%	83%			
Teacher-Student Relations	80%	59%			

LWSD Strengths

**Student Emotion Regulation**

While it remains among the lowest percent favorable topics for students, national rankings prove Emotion Regulation to be a strength for LWSD. Compared to other schools in Panorama’s national dataset, students, grades 3-5 and 6-12, rank near the 90th percentile. Students report consistent year-over-year improvement in Emotion Regulation from Fall 2021 to Spring 2023: students (3-5) report a 8 point improvement and students (6-12) report a 7 point improvement since Fall 2021 (Figure 6).

**Figure 6: Emotion Regulation Change over Time, since Fall 2021**



**Staff Belonging Improvement**

Staff Belonging, or how much faculty and staff feel that they are valued members of the school community, has improved notably from the last staff survey administration in Spring 2022. Non-instructional staff report a 3 point improvement while instructional staff report a 4 point improvement in Belonging from last year to this year. The questions that see the biggest gains are shown in Figure 7 below.

**Figure 7: Staff Belonging, Question-Level Change over Time, since Spring 2022**

Question	Growth from Spring 2022 to Spring 2023	
	Instructional	Non-Instructional
How connected do you feel to other adults at your school?	+7	+3
Overall, how much do you feel like you belong at your school?	+5	+6

### Student Self-Efficacy

Student perception of Self-Efficacy, or how much students believe they can succeed in achieving academic outcomes, has notable improvement from Spring 2022 to Spring 2023, particularly among secondary students. Since Spring 2022, students (3-5) report a 2 point improvement and students (6-12) report a 7 point improvement. Secondary students report important gains on the question, “When complicated ideas are presented in class, how confident are you that you can understand them?”, which increased by 7 points, from 52% favorable in Spring 2022 to 59% in Spring 2023. Relative to national benchmarks, particularly similar school levels, Self-Efficacy is also a clear strength for LWSD (Figure 8).

**Figure 8: Self-Efficacy National Benchmarks**

*National Ranking Compared to...*

	All Schools & Districts	Only elementary schools	Only middle schools	Only high schools
Students, 3-5	90th percentile	90th	99th	-
Students, 6-12	50th	-	80th	99th

### Student and Staff Cultural Awareness and Action

Students and staff are asked about Cultural Awareness and Action, or how often students learn about, discuss, and confront issues of race, ethnicity, and culture in school. Cultural Awareness and Action, both adult- and student-focused, are the most favorable topics reported by staff. Students (6-12) report near the 80th percentile compared to schools and districts across the country.

**Figure 9: Cultural Awareness and Action, Spring 2023 Topic-Level % Favorable Scores (Change since Fall 2022)**

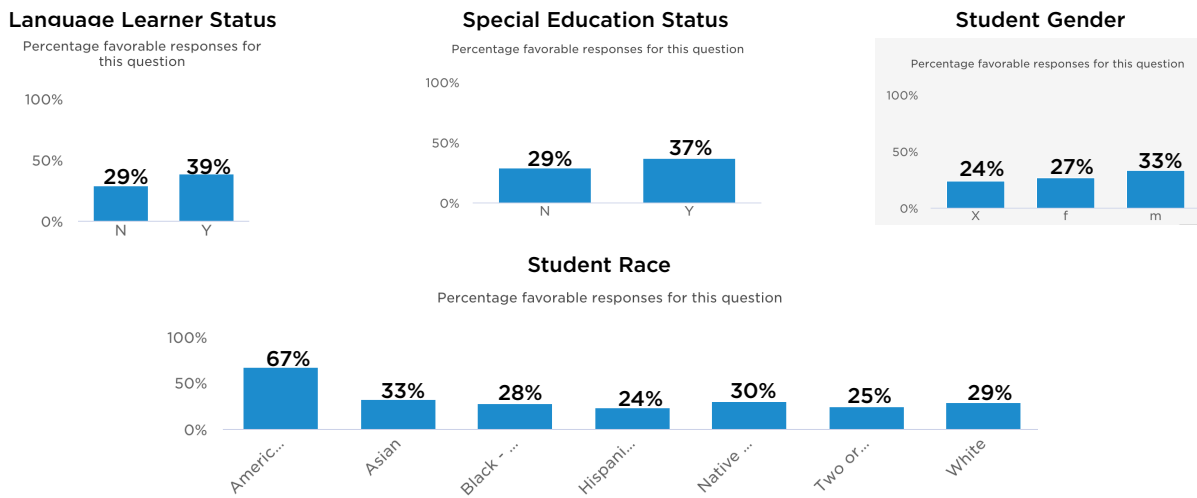
	Students (6-12)	Instructional Staff	Non-instructional
Cultural Awareness and Action (Student-Focus)	63% (+1)	67% (+2)	-
Cultural Awareness and Action (Adult-Focus)	-	67% (+1)	71% (+3)

LWSD Opportunities

**Student Sense of Belonging**

Sense of Belonging continues to be the least favorable topic for students (6-12) and is among the least favorable topics for students (3-5). Compared to other schools across the country, students (6-12) report near the 20th percentile. Secondary students report least favorably on the question, “How connected do you feel to the adults at your school?”: just 30% of 6-12 students report favorably. Consider targeting this particular question when considering steps to improve students’ Sense of Belonging. Certain groups of students report less favorably than others when asked how connected they feel to adults at school. Four demographic factors in particular - English learner status, special education status, gender, and student race - see the most disparity in percent favorable responses to this Sense of Belonging question.

**Figure 10: Subgroup responses to Sense of Belonging Question: “How connected do you feel to the adults at your school?”**



**School Safety’s Trend over Time**

Student perception of School Safety over time shows two distinct trends: one before Spring 2021 and one after Spring 2021. Before Spring 2021, student perception of Safety gradually improved year-over-year, peaking for both grades 3-5 and 6-12 in Spring 2021 at 79% and 77%, respectively. Since Spring 2021, students have reported gradual year-over-year declines, down to 69% favorable for grades 3-5 and 64% favorable for grades 6-12 in Spring 2023. The questions that have experienced the biggest decline from Spring 2021 to Spring 2023 are shown in Figure 11 below.

**Figure 11: School Safety, Question-Level Change over Time, since Spring 2021**

Question	Decline from Spring 2021 to Spring 2023	
	Grades 3-5	Grades 6-12
How often are people disrespectful to others at your school?	-27	-29
At your school, how unfairly do the adults treat the students?	n/a	-16
How likely is it that someone from your school will bully you online?	-4	-14



### Secondary Teacher-Student Relationships

Though not the least favorable topic, take note of Teacher-Student Relationships for grades 6-12, which has experienced a slow but gradual 7 point decline from 66% favorable in Spring 2021 to 59% in Spring 2023. The questions that have experienced the biggest decline in this period are summarized in Figure 12.

In addition, certain demographic groups of 6-12 students report a lower perception of Teacher-Student Relationships than others. Students who identify as gender x report 11 points below the LWSD average on Teacher-Student Relationships; grade 10 and 11 students report 5 points below the LWSD average; Hispanic/Latino students report 7 points below the LWSD average. Consider targeting supports for building relationships with these students in particular.

**Figure 12: Teacher-Student Relationships, Question-Level Change over Time, since Spring 2021**

Decline from Spring 2021 to Spring 2023

Question	Grades 6-12
If you walked into class upset, how many of your teachers would really be concerned?	-15
How many of your teachers are respectful towards you?	-7

### Family Perception of School Fit

At 59% favorable and near the 20th percentile compared to schools and districts across the country, family members’ perceptions of School Fit prove to be a clear area of opportunity for LWSD. School Fit measures family perceptions of how well a school matches their child’s developmental needs. Families respond least favorably when asked, “How well do the activities offered at your child’s school match their interests?”: just 46% of families say the activities match their child’s interests quite or extremely well.

Perceptions of School Fit vary among family demographic groups. Perceptions gradually decline with student grade level, at 70% favorable for families of Kindergarten students and down to 46% favorable for families of 12th grade students. Perceptions also vary by child’s race, as shown in Figure 13 below, with families of Black students reporting least favorably at 15 points below the district average.

**Figure 13: Family Survey Results, by Child’s Race or Ethnicity**

Group Name	Group Size	School Climate	School Fit	School Safety
All respondents	3,773	68%	59%	70%
What is your child's race or ethnicity?				
American Indian or Alaska N...	16	+4	-2	+3
Asian	1,114	+9	+7	+7
Black or African American	49	-10	-15	-3
Hispanic or Latino	176	+5	0	-4
Native Hawaiian or Other Pa...	11	-10	-8	+12
White	1,679	-3	-1	-2
Two or More Races/Ethnicit...	466	-5	-3	+1
Other	174	-9	-7	-4

### *Next Steps*

The four 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.

### *Student Sense of Belonging Recommendations*

- **Anchor Efforts on a Specific Question:** Narrow improvement efforts by focusing on a single question or two within the topic. For example, “How connected do you feel to the adults at your school?”, is one of the least favorable questions and also sees a wide range of percent favorable responses by student groups. Consider implementing supports for this question specifically and perhaps even specifically for the groups of students identified in Figure 10 on page 8.

### *School Safety Recommendations*

- **Establish Student Focus Groups:** Understanding the driving factors behind the declining perceptions of School Safety will be key to developing an improvement plan. The data here is a good starting point to dive deeper: peer-to-peer respect, or lack thereof, and online bullying are key components to the declining safety numbers among students. Establish focus groups of students to better understand these key factors and develop next steps with stakeholder buy-in.
- **Consider Adding Teacher/Staff Perspective:** To make data around School Safety as well-rounded and actionable as possible, consider adding a School Safety topic to the Teacher/Staff survey program.

### *Secondary Teacher-Student Relationships*

- **Target Support:** Certain demographic groups of 6-12 students report a lower perception of Teacher-Student Relationships than others. Students who identify as gender x report 11 points below the LWSD average on Teacher-Student Relationships; grade 10 and 11 students report 5 points below the LWSD average; Hispanic/Latino students report 7 points below the LWSD average. Consider targeting supports for building relationships with these students in particular.

### *Family Perception of School Fit*

- **Look to District Leaders:** Family perceptions of School Fit vary widely by school, with the most favorable school reporting at 82% favorable and the least favorable school reporting just 39% favorable. Look to the schools with the most favorable numbers for best strategies.
- **Target Support by Child Grade Level and Race:** Family perceptions gradually decline with student grade level, at 70% favorable for families of Kindergarten students and down to 46% favorable for families of 12th grade students.

Perceptions also vary by child's race, with families of Black students reporting least favorably at 15 points below the district average. Consider targeting School Fit supports with these families/students in particular.

- **Establish Family Focus Groups:** Understanding the driving factors behind the low perceptions of School Fit will be key to developing an improvement plan. The data here is a good starting point to dive deeper: the activities offered that match student interest, or lack thereof, is a key component to the low favorability. Establish focus groups of families to better understand these key factors and develop next steps with family buy-in.

### *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 and, finally, consider hosting Panorama's school-based consultations and workshops so that school leaders and teachers have time and space to dig into and act on data.

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

Grades 3-5					
Topic	Percent Favorable	National Percentile Ranking	Change since Fall 2022	Most Favorable Question	Least Favorable Question
Supportive Relationships	89%	 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?" (94%)	"Do you have a friend from school who you can count on to help you, no matter what?" (86%)
Self-Management	79%	 90th percentile	0	"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	0	"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?" (55%)
Positive Feelings	71%	 80th percentile	-2	"During the past week, how often did you feel excited?" (86%)	"During the past week, how often did you feel safe?" (55%)
Self-Efficacy	68%	 90th percentile	+2	"How sure are you that you can learn all the topics taught in your class?" (78%)	"How sure are you that you can do the hardest work that is assigned in your class?" (58%)
Challenging Feelings	63%	 90th percentile	-1	"During the past week, how often did you feel lonely?" (66%)	"During the past week, how often did you feel worried?" (61%)
Emotion Regulation	54%	 90th percentile	+1	"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?" (48%)

# SEL Competency & Well-Being Measures

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




**Figure 15. SEL Competency & Well-Being Results (Grades 6-12)**


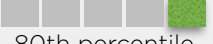


Grades 6-12					
Topic	Percent Favorable	National Percentile Ranking	Change since Fall 2022	Most Favorable Question	Least Favorable Question
Supportive Relationships	83%	 70th percentile	+1	"Do you have a family member or other adult outside of school who you can count on to help you, no matter what?" (92%)	"Do you have a teacher or other adult from school who you can be completely yourself around?" (66%)
Self-Management	76%	 80th percentile	-1	"During the past 30 days...How often were you polite to adults?" (93%)	"During the past 30 days...How often did you get your work done right away, instead of waiting until the last minute?" (48%)
Social Awareness	69%	 60th percentile	0	"During the past 30 days...How much did you care about other people's feelings?" (79%)	"During the past 30 days...How clearly were you able to describe your feelings?" (45%)
Positive Feelings	61%	 80th percentile	0	"During the past week, how often did you feel excited?"(81%)	"During the past week, how often did you feel safe?" (43%)
Self-Efficacy	57%	 50th percentile	+1	"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%)
Challenging Feelings	55%	 70th percentile	-1	"During the past week, how often did you feel frustrated?" (74%)	"During the past week, how often did you feel worried?" (39%)
Emotion Regulation	54%	 90th percentile	+2	"How often are you able to control your emotions when you need to?" (70%)	"How often are you able to pull yourself out of a bad mood?" (46%)
Social Perspective-Taking	50%	 70th percentile	0	"How much do you try to understand your teachers' motivation for doing different classroom activities?" (56%)	"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 16. SEL Supports + Environment Results (Grades 3-5 and 6-12)**










<b>Grades 3-5</b>					
Topic	Percent Favorable	Change since Fall 2022	National Percentile Ranking	Most Favorable Question	Least Favorable Question
Teacher-Student Relationships	80%	-1	 90th percentile	"How respectful is your teacher towards you?" (91%)	"If you walked into class upset, how concerned would your teacher be?" (69%)
Sense of Belonging	70%	-4	 90th percentile	"How much support do the adults at your school give you?" (77%)	"How well do people at your school understand you as a person?" (63%)
School Safety	69%	-2	 80th percentile	"How likely is it that someone from your school will bully you online?" (87%)	"How often are people disrespectful to others at your school?" (44%)

<b>Grades 6-12</b>					
Topic	Percent Favorable	Change since Fall 2022	National Percentile Ranking	Most Favorable Question	Least Favorable Question
School Safety	64%	-5	 70th percentile	"How often do you worry about violence at your school?" (76%)	"How often are people disrespectful to others at your school?" (29%)
Cultural Awareness and Action	63%	+1	 80th percentile	"How often do you think about what someone of a different race, ethnicity, or culture experiences?" (83%)	"How comfortable are you sharing your thoughts about race-related topics with other students at your school?" (44%)
Teacher-Student Relationships	59%	-2	 40th percentile	"How many of your teachers are respectful towards you?" (89%)	"If you came back to visit class three years from now, how many of your teachers would be excited to see you?" (48%)
Sense of Belonging	44%	0	 20th percentile	"Overall, how much do you feel like you belong at your school?" (55%)	"How connected do you feel to the adults at your school?" (30%)

## Staff

What feedback did teachers & staff have for their school?

**Figure 17. Staff Results, Instructional and Non-Instructional**


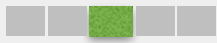

Topic	<u>Instructional</u>		<u>Non-Instructional</u>	
	Percent Favorable (Change since Spring 2022)	National Percentile Ranking	Percent Favorable (Change since Spring 2022)	National Percentile Ranking
Cultural Awareness and Action (Adult)	67% (+1)	 70th percentile	71% (+3)	 80th percentile
Cultural Awareness and Action (Student)	67% (+2)	 70th percentile	n/a	n/a
Belonging	64% (+4)	 50th percentile	69% (+3)	 60th percentile
School Climate	60% (+3)	 50th percentile	68% (0)	 60th percentile
School Leadership	60% (+7)	 50th percentile	70% (+2)	 70th percentile



## Family Members

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

**Figure 18. Family-School Relationships Survey Results**

Topic	Percent Favorable	National Percentile Ranking	Most Favorable Question	Least Favorable Question
School Safety	70%	 20th percentile	"To what extent are drugs a problem at your child's school?" (84%)	"How often do you worry about violence at your child's school?" (48%)
School Climate	68%	 40th percentile	"Overall, how much respect do you think the children at your child's school have for the staff?" (77%)	"How motivating are the classroom lessons at your child's school?" (50%)
School Fit	59%	 20th percentile	"Given your child's cultural background, how good a fit is their school?" (72%)	"How well do the activities offered at your child's school match their interests?" (46%)

## **Appendix**

A breakdown of student demographic groups.

# Appendix

## Demographic Breakdown: Student

### Grades 3-5

#### Student Gifted Status

N	5,460	81%
Y	1,254	19%

#### Student Language Learner Status

N	5,760	86%
Y	954	14%


#### Student Gender

m	3,484	52%
Confidentiality protected: f and X 	3,230	48%

#### Student Grade Level

3	2,159	32%
4	2,325	35%
5	2,230	33%

#### Student Race

American Indian - Alaska Native	13	< 1%
Asian	2,854	43%
Black - African American	133	2%
Hispanic/Latino of any Race	679	10%
Two or More Races	561	8%
White	2,461	37%
Confidentiality protected: Native Hawaiian - Pacific Islander and Unknown Race 	13	< 1%

### Grades 6-12

#### Student Gifted Status

Subgroup with no data	4	< 1%
N	8,418	87%
Y	1,219	13%

#### Student Language Learner Status

N	9,115	95%
Y	526	5%

#### Student Gender

X	59	< 1%
f	4,658	48%
m	4,924	51%

#### Student Grade Level

6	2,053	21%
7	1,993	21%
8	1,838	19%
9	1,340	14%
10	1,133	12%
11	735	8%
12	549	6%

#### Student Race

American Indian - Alaska Native	15	< 1%
Asian	3,795	39%
Black - African American	204	2%
Hispanic/Latino of any Race	902	9%
Native Hawaiian - Pacific Islander	11	< 1%
Two or More Races	777	8%
White	3,937	41%

# Appendix

## Demographic Breakdown: Staff

### Instructional

#### For how many years have you taught?

Subgroup with no data	65	5%
Less than 1 year	36	3%
1-2 years	65	5%
3-5 years	183	14%
6-10 years	324	24%
11 or more years	661	50%

#### For how many years have you taught at your current school?

Subgroup with no data	83	6%
Less than 1 year	139	10%
1-2 years	151	11%
3-5 years	358	27%
6-10 years	318	24%
11 or more years	285	21%

#### What is your race or ethnicity?

Subgroup with no data	122	9%
Asian	81	6%
Hispanic or Latino	31	2%
White	979	73%
Two or More Races/Ethnicities	72	5%
Other	39	3%
Confidentiality protected: Black or African American, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander	10	< 1%

#### What grade level do you primarily teach?

Subgroup with no data	236	18%
Pre-Kindergarten	18	1%
Kindergarten	64	5%
1st grade	106	8%
2nd grade	64	5%
3rd grade	101	8%
4th grade	83	6%
5th grade	89	7%
6th grade	73	5%
7th grade	94	7%
8th grade	78	6%
9th grade	93	7%
10th grade	106	8%
11th grade	86	6%
12th grade	43	3%

# Appendix

## Demographic Breakdown: Staff

### Non-Instructional

#### For how many years have you worked in education?

Subgroup with no data	11	2%
Less than 1 year	34	6%
1-2 years	73	12%
3-5 years	110	19%
6-10 years	151	26%
11 or more years	210	36%

#### What is your race or ethnicity?

Subgroup with no data	32	5%
Asian	101	17%
White	376	64%
Two or More Races/Ethnicities	30	5%
Other	23	4%
Confidentiality protected ⓘ	27	5%

#### For how many years have you worked at your current school?

Subgroup with no data	11	2%
Less than 1 year	88	15%
1-2 years	136	23%
3-5 years	142	24%
6-10 years	123	21%
11 or more years	89	15%

# Appendix

## Demographic Breakdown: Family

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

Subgroup with no data	88	2%
American Indian or Alaska Native	16	< 1%
Asian	1,114	30%
Black or African American	49	1%
Hispanic or Latino	176	5%
Native Hawaiian or Other Pacific Islander	11	< 1%
White	1,679	45%
Two or More Races/Ethnicities	466	12%
Other	174	5%

### What grade is your child in?

Subgroup with no data	28	< 1%
Pre-Kindergarten	37	< 1%
Kindergarten	310	8%
1st grade	355	9%
2nd grade	366	10%
3rd grade	430	11%
4th grade	390	10%
5th grade	344	9%
6th grade	275	7%
7th grade	301	8%
8th grade	218	6%
9th grade	226	6%
10th grade	217	6%
11th grade	172	5%
12th grade	104	3%

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

Subgroup with no data	42	1%
Chinese	160	4%
English	2,608	69%
Korean	28	< 1%
Russian	57	2%
Spanish	99	3%
Other/multiple languages	759	20%
Confidentiality protected ⓘ	20	< 1%

### What is your race or ethnicity?

Subgroup with no data	66	2%
Asian	1,216	32%
Black or African American	38	1%
Hispanic or Latino	196	5%
White	1,800	48%
Two or More Races/Ethnicities	245	6%
Other	189	5%
Confidentiality protected: Native Hawaiian or Other Pacific Islander and American Indian or Alaska Native ⓘ	23	< 1%

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

Subgroup with no data	45	1%
Yes	351	9%
No	3,377	90%

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

Subgroup with no data	44	1%
Yes	575	15%
No	3,154	84%



## **Lake Washington School District**

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