Fall 2024
Lake Washington School District
Key Insights from Students

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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 2024, LWSD measured student self-perception of SEL competencies as well as school support of SEL. The topics measured on the surveys are listed below.

Figure 1: Fall 2024 Student SEL Survey Topics

Competency & Well-Being Measures	Supports + Environment
How did students perceive their own social-emotional skills?	*What feedback did students have for their school?*
Challenging Feelings	Cultural Awareness and Action*
Emotion Regulation	School Safety
Positive Feelings	Sense of Belonging
Self-Efficacy	Teacher-Student Relationships
Self-Management	
Social Awareness	
Social Perspective-Taking*	
Supportive Relationships	

Topic only included for Grades 6-12.

Survey Responses

Figure 2 below shows the number of responses received on the Fall 2024 surveys, in comparison to last year's survey responses. See page 15 of the appendix for a demographic breakdown of respondents.
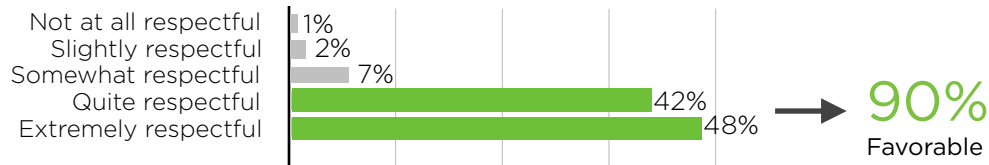
Figure 2: Number of Survey Responses

	Fall 2024		Fall 2023	
	# of Responses	Response Rate	*# of Responses*	*Response Rate*
Student Competency & Well-Being Measures	19,084	76.3%	*19,318*	*80.6%*
Student Supports + Environment	18,616	74.5%	*19,226*	*80.2%*

Percent Favorable

Survey questions are scored using a method known as percent favorable. When a question is scored as "90% favorable," this means that 90% 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 are your teachers towards you?

Not at all respectful	1%
Slightly respectful	2%
Somewhat respectful	7%
Quite respectful	42%
Extremely respectful	48%

→ **90%** Favorable

Change over Time and Survey Content Updates

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.

This year, Panorama updated survey question wording to be more accessible for students, which may also influence your scores. You may see some larger than typical shifts in change over time. *These changes will be flagged as such throughout this report.*

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 to document and act on stakeholder perceptions of various aspects related to the support and education of LWSD students. This report focuses on the strengths and areas of opportunity shared by students. Additional topics and subgroup information from the survey can be found among the interactive online reports.

Results Overview

Figure 3 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 12-14 for a complete summary of results, including percent favorable scores, change in favorability from the Spring 2024 survey administration, and national percentile rankings.

Figure 3: Summary of Fall 2024 LWSD Survey Results

	Student, 3-5 *n= 6,738*	Student, 6-12 *n= 12,346*
Challenging Feelings	64%	57%
Cultural Awareness and Action		61%
Emotion Regulation	52%	55%
Positive Feelings	69%	64%
School Safety	69%	68%
Self-Efficacy	57%	55%
Self-Management	80%	77%
Sense of Belonging	66%	52%
Social Awareness	68%	66%
Social Perspective-Taking		50%
Supportive Relationships	88%	85%
Teacher-Student Relations	74%	55%

LWSD Strengths

Secondary Sense of Belonging Trend

Although it is still one of the least favorable topics reported by secondary students, Sense of Belonging continues on a positive trajectory for students in grades 6-12. Since Spring 2022, secondary students have reported gradual, but consistent, year-over-year improvement in Sense of Belonging, growing from 40% favorable in Spring 2022 to 52% favorable in Fall 2024 (Figure 4). National percentile rankings have also improved over time: in Spring 2022, 6-12 students ranked in the 10th percentile for Sense of Belonging and in current year, Fall 2024, they report near the 40th percentile.

Figure 4: Sense of Belonging (6-12), Change over Time, since Spring 2022
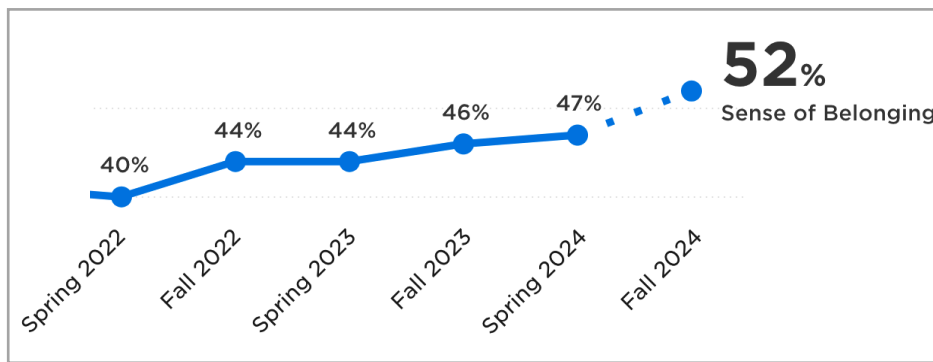
Student Perceptions of Self-Management

Self-Management, which measures student perceptions of how well they manage their thoughts, emotions, and behaviors in different situations, is among the strongest of SEL skills reported by elementary and secondary students alike. Compared to other schools and districts across the country, elementary students report in the 90th percentile and secondary students report in the 80th percentile. The most favorable Self-Management questions reported by students are shown in Figure 5 below.

Figure 5: Self-Management, Question-Level Percent Favorable Responses

Question	Student, 3-5	Student, 6-12
During the past two weeks, how often did you follow directions in class?	85%	90%
During the past two weeks, how often did you come to class prepared?	83%	85%
During the past two weeks, how often did you allow others to speak without interrupting them?	82%	82%

Elementary Emotion Regulation

At 52% favorable, Emotion Regulation is the least favorable topic reported by elementary students. Less than half of elementary students report favorably when asked the following Emotion Regulation questions: "How often are you able to pull yourself out of a bad mood?" and "When things go wrong for you, how calm are you able to stay?". As shown in Figure 6 below, multilingual learners and students in special education programs report less favorable Emotion Regulation skills than their peers.

Figure 6: Student (3-5) Emotion Regulation
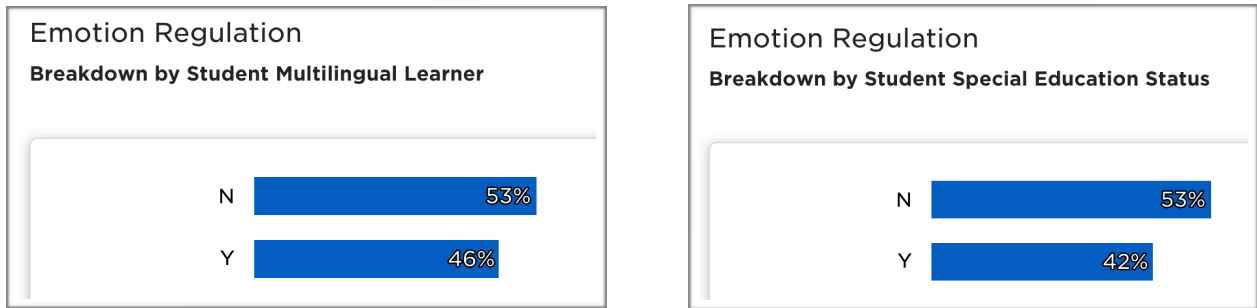
Student Self-Efficacy

Both students in grades 3-5 and grades 6-12 report large declines in Self-Efficacy, or how much they believe they can succeed in academic outcomes. Both dropping to the 50th percentile, students in grades 3-5 report an 11 point decline and students in grades 6-12 report a 4 point decline in Self-Efficacy since Spring 2024. While Self-Efficacy is one topic effected by the readability content updates, it is important to understand the large shift in scores, both in context of the updates as well as other potential factors.

Figure 7: Self-Efficacy Question-Level Changes (with Content Updates)

	Change from Spring 2024 to Fall 2024	
Question (Content Update)	**Student, 3-5**	**Student, 6-12**
How sure are you that you can do the hardest schoolwork that is given to you? *(Spring 2024: How sure are you that you can complete all the work that is assigned in your classes?)*	-16	-9
When complicated ideas are discussed in class, how sure are you that you can understand them? *(No change)*	-13	-4
How sure are you that you can complete all the school work that is given to you? *(Spring 2024: How sure are you that you can learn all the topics taught in your class?)*	-12	-9

Next Steps

The 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.

Elementary Emotion Regulation Recommendations

- **Anchor Efforts on Specific Questions:** Narrow improvement efforts by focusing on a single question or two within the topic. "How often are you able to pull yourself out of a bad mood?" and "When things go wrong for you, how calm are you able to stay?", are the least favorable Emotion Regulation questions for grades 3-5.

- **Target Supports for Student Groups:** Multilingual learners and students in special education programs report less favorable Emotion Regulation skills than their peers. Consider targeted supports for these two groups in particular.

Self-Efficacy Recommendations

- **Continue to Look to School Leaders:** Student perceptions of Self-Efficacy vary widely by school, with the most favorable 6-12 school reporting at 73% favorable and the least favorable 6-12 school reporting at just 40% favorable. Look to the schools with the most favorable numbers for best strategies.

- **Visit Panorama Playbook for Classroom Strategies:** Make **Panorama's Playbook** available to school leaders and teachers; here you can find 'moves' or strategies to use in the classroom specifically related to building student Self-Efficacy.

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

SEL Competency & Well-Being Measures

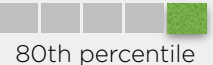*How did students perceive their own social-emotional learning?*

Figure 8. SEL Competency & Well-Being Results (Grades 3-5)

Grades 3-5					
Topic	Percent Favorable	National Percentile Ranking	Change since Spring 2024	Most Favorable Question	Least Favorable Question
Supportive Relationships	88%	60th 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?" (94%)	"Do you have a friend from school who you can count on to help you, no matter what?" (85%)
Self-Management *	80%	90th percentile	+1	"During the past two weeks, how often did you follow directions in class?" (85%)	"During the past two weeks, how often did you get your work done right away, instead of waiting until the last minute?" (71%)
Positive Feelings	69%	70th percentile	-1	"During the past week, how often did you feel excited?" (86%)	"During the past week, how often did you feel safe?" (53%)
Social Awareness*	68%	60th percentile	-7	"During the past two weeks, how much did you care about other people's feelings?" (81%)	"During the past two weeks, how clearly were you able to describe your feelings?" (49%)
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%)
Self-Efficacy*	57%	50th percentile	-11	"How sure are you that you can learn all the subjects taught in your classes?" (72%)	"How sure are you that you can do the hardest schoolwork that is given to you?" (41%)
Emotion Regulation*	52%	80th percentile	-3	"How often are you able to control your emotions when you need to?" (62%)	"When things go wrong for you, how calm are you able to stay?" (46%)
*	*Those topics marked with an asterisk were impacted by updated survey content, which may influence scores. Larger than typical shifts in change over time are expected.*				

SEL Competency & Well-Being Measures

How did students perceive their own social-emotional learning?

Figure 9. SEL Competency & Well-Being Results (Grades 6-12)

Topic	Percent Favorable	National Percentile Ranking	Change since Spring 2024	Most Favorable Question	Least Favorable Question
Grades 6-12					
Supportive Relationships	85%	80th 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 teacher or other adult from school who you can be completely yourself around?" (70%)
Self-Management *	77%	80th percentile	+1	"During the past two weeks, how often did you follow directions in class?" (90%)	"During the past two weeks, how often did you get your work done right away, instead of waiting until the last minute?" (54%)
Social Awareness*	66%	50th percentile	-4	"During the past two weeks, how carefully did you listen to other people's opinions?" (74%)	"During the past two weeks, how clearly were you able to describe your feelings?" (47%)
Positive Feelings	64%	90th percentile	-1	"During the past week, how often did you feel excited?" (85%)	"During the past week, how often did you feel safe?" (44%)
Challenging Feelings	57%	80th percentile	+1	"During the past week, how often did you feel frustrated?" (76%)	"During the past week, how often did you feel worried?" (42%)
Emotion Regulation*	55%	90th percentile	-2	"How often are you able to control your emotions when you need to? (67%)	"When things go wrong for you, how calm are you able to stay?" (49%)
Self-Efficacy*	55%	50th percentile	-4	"How sure are you that you can learn all the subjects taught in your classes?" (70%)	"How sure are you that you will remember what you learned in your current classes, next year?" (37%)
Social Perspective-Taking	50%	70th percentile	-1	"How much do you try to understand your teachers' motivation for doing different classroom activities?" (56%)	"When your teachers seem to be in a worse mood than usual, how hard do you try to understand the reasons why?" (44%)
*	*Those topics marked with an asterisk were impacted by updated survey content, which may influence scores. Larger than typical shifts in change over time are expected.*				

SEL Supports + Environment

What feedback did students have for their school?

Figure 10. SEL Supports + Environment Results (Grades 3-5 and 6-12)

Topic	Percent Favorable	Change since Spring 2024	National Percentile Ranking	Most Favorable Question	Least Favorable Question
Grades 3-5					
Teacher-Student Relationships*	74%	-5	80th percentile	"How respectful are your teachers towards you?" (90%)	"If you were upset when you came into class, how concerned would your teachers be?" (61%)
School Safety	69%	+1	80th 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?" (46%)
Sense of Belonging*	66%	-4	80th percentile	"How much support do the adults at your school give you?" (72%)	"How much respect do students at your school show you?" (60%)
Grades 6-12					
School Safety	68%	+4	80th percentile	"How often do you worry about violence at your school?" (80%)	"How often are people disrespectful to others at your school?" (33%)
Cultural Awareness and Action	61%	-2	n/a	"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?" (43%)
Teacher-Student Relationships*	55%	-6	30th percentile	"How respectful are your teachers towards you?" (81%)	"If you were upset when you came into class, how concerned would your teachers be?" (39%)
Sense of Belonging*	52%	+5	40th percentile	"When you are at school, how much do you feel like you belong?" (59%)	"How well do people at your school understand the kind of person you are?" (45%)
*	*Those topics marked with an asterisk were impacted by updated survey content, which may influence scores. Larger than typical shifts in change over time are expected.*				

Appendix

Demographic Breakdown: Student

Grades 3-5

Student Gifted Status

N	5,314	79%
Y	1,424	21%

Student Multilingual Learner

N	5,842	87%
Y	896	13%

Student Special Education Status

N	6,175	92%
Y	563	8%

Student Gender

m	3,441	51%
Confidentiality protected: f and X ⓘ	3,297	49%

Student Grade Level

3	2,269	34%
4	2,290	34%
5	2,179	32%

Student Race

Asian	3,002	45%
Black or African American	146	2%
Hispanic/Latino	697	10%
Native Hawaiian or Other Pacific Islander	13	< 1%
Two or More Races	550	8%
White	2,318	34%
Confidentiality protected: American Indian or Alaska Native and Not Provided ⓘ	12	< 1%

Grades 6-12

Student Gifted Status

N	11,052	90%
Y	1,294	10%

Student Multilingual Learner

N	11,682	95%
Y	664	5%

Student Special Education Status

N	11,559	94%
Y	787	6%

Student Gender

X	68	< 1%
f	5,972	48%
m	6,306	51%

Student Grade Level

6	2,321	19%
7	2,240	18%
8	2,159	17%
9	1,785	14%
10	1,592	13%
11	1,257	10%
12	992	8%

Student Race

American Indian or Alaska Native	23	< 1%
Asian	5,224	42%
Black or African American	258	2%
Hispanic/Latino	1,157	9%
Two or More Races	997	8%
White	4,672	38%
Confidentiality protected: Native Hawaiian or Other Pacific Islander and Not Provided ⓘ	15	< 1%

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Prepared by
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