



Spring 2025

Lake Washington School District

Key Insights from Students, Staff, and Families



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 2025, LWSD measured student self-perception of SEL competencies as well as school support of SEL. Feedback was 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 2025 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

Cultural Awareness and Action
Family Engagement
School Climate
School Safety

Survey Methodology

How many people took the survey?

Figure 4 below shows the number of responses received on the Spring 2025 surveys, compared to last year's responses. See pages 19-22 of the appendix for a demographic breakdown of respondents.

Figure 4: Number of Survey Responses

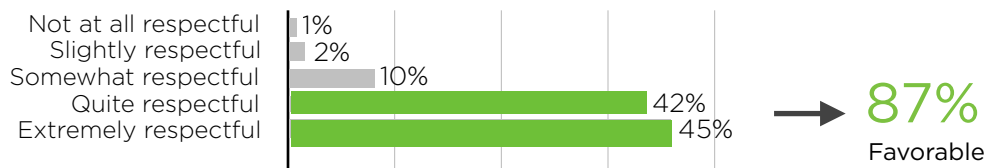
	Spring 2025		Spring 2024	
	# of Responses	Response Rate	# of Responses	Response Rate
Student Competency & Well-Being Measures	18,852	75.5%	17,570	73.3%
Student Supports + Environment	18,486	74.1%	17,108	71.4%
Instructional Staff	1,545	n/a	939	n/a
Non-Instructional Staff	608	n/a	392	n/a
Families	2,616	n/a	2,908	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 "87% favorable," this means that 87% 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?



Change over Time

Change over Time represents a topic or question score's percentage point movement up or down from a previous survey administration. Note: The Spring 2021 survey took place during remote learning, which led to unusual positive spikes in topics like School Safety.

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 previous survey administration, and national percentile rankings.

Figure 5: Summary of Spring 2025 LWSD Survey Results

	Student, 3-5 <i>n</i> =6,839	Student, 6-12 <i>n</i> =12,013	Instructional Staff <i>n</i> =1,545	Non-Instructional Staff <i>n</i> =608	Family <i>n</i> =2,616
Challenging Feelings	63%	55%	-	-	
Cultural Awareness and Action (Adult Focus)	-	-	68%	69%	
Cultural Awareness and Action (Student Focus)	-	63%	68%	-	55%
Emotion Regulation	54%	56%	-	-	
Family Engagement	-	-	-	-	69%
Positive Feelings	69%	63%	-	-	
School Climate	-	-	64%	71%	75%
School Leadership	-	-	64%	74%	
School Safety	69%	65%	-	-	69%
Self-Efficacy	61%	55%	-	-	
Self-Management	80%	73%	-	-	
Sense of Belonging	65%	52%	66%	70%	
Social Awareness	69%	65%	-	-	
Social Perspective-Taking	-	49%	-	-	
Supportive Relationships	89%	86%	-	-	
Teacher-Student Relations	73%	54%	-	-	

LWSD Strengths

Secondary Student Sense of Belonging

While Sense of Belonging remains among the lowest percent favorable topics for students, trends over time and national rankings prove it is a strength for LWSD's secondary students. Since survey inception in Spring 2020, 6-12 students report an 11 point improvement in Sense of Belonging (Figure 6). Relative to national benchmarks, particularly at similar school levels, Sense of Belonging is a clear strength for LWSD's secondary students (Figure 7).

Figure 6: Sense of Belonging Change over Time, since Spring 2020

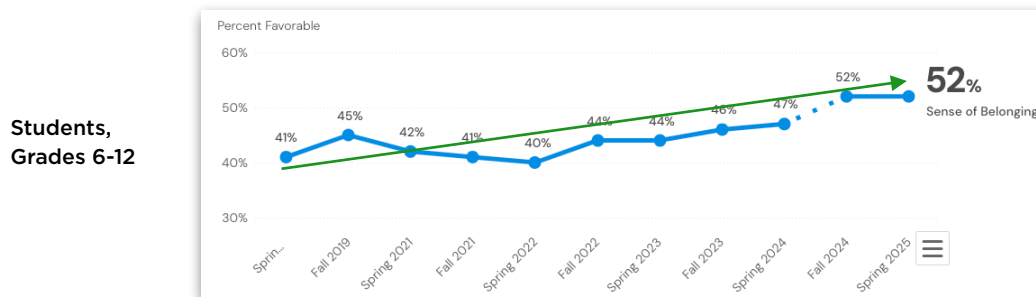


Figure 7: Sense of Belonging National Benchmarks (Grades 6-12)

	All Schools & Districts	Only middle schools	Only high schools
Students, 6-12	40th percentile	70th	90th

Elementary Student Self-Management and Emotion Regulation Skills

Self-Management and Emotion Regulation are closely intertwined, both involving the ability to control one's thoughts, emotions, and behaviors effectively. Students, particularly in the elementary grade levels, report strength in both skills, especially relative to national benchmarks (Figure 8). For Self-Management, students report most favorably about their ability to:

- Follow directions in class (84% favorable),
- Come to class prepared (83% favorable); and
- Pay attention in class (82% favorable).

Figure 8: Select National Benchmarks, Grades 3-5

	All Schools & Districts	Only elementary schools
Emotion Regulation (3-5)	90th percentile	n/a
Self-Management (3-5)	90th percentile	90th

Improved Instructional and Non-Instructional Satisfaction across Topics

Since Spring 2024, both instructional and non-instructional staff report strong improvement across *all* surveyed topics. Both staff groups report in the 50th percentile or higher on all topics compared to national benchmarks. School Leadership sees the greatest improvement, with instructional staff reporting a 9 point improvement and non-instructional staff reporting a 10 point improvement since Spring 2024.

Figure 9: Self-Efficacy National Benchmarks

Topic	Instructional		Non-Instructional	
	Change since Spring 2024	National Percentile Ranking	Change since Spring 2024	National Percentile Ranking
Cultural Awareness and Action (Adult)	+1	70th percentile	+2	70th percentile
Cultural Awareness and Action (Student)	+1	70th percentile	n/a	n/a
Belonging	+3	50th percentile	+4	60th percentile
School Climate	+7	60th percentile	+8	70th percentile
School Leadership	+9	60th percentile	+10	80th percentile

Family Engagement

Families members report high engagement (75% favorable), highlighting acceptance, effective communication and involvement strategies between the schools and families. Since Spring 2024, families report a 6 point improvement in Family Engagement. The questions that see the largest improvements include:

Figure 10: Family Engagement, Question-Level Change since Spring 2024

Question	Growth since Spring 2024
My home culture and home language are valued by the school.	+8
I know about programs available at school or the district to help my child succeed.	+7
At this school district, staff and parents are able to overcome cultural barriers.	+7
Teachers and/or staff at this school district work hard to build trusting relationships with families.	+6

LWSD Opportunities

Secondary Teacher-Student Relationships

Since Spring 2021, Teacher-Student Relationships for grades 6-12 have declined from 66% favorable in Spring 2021 to 54% in Spring 2025. The questions that see the largest decline in favorability from Spring 2021 to Spring 2025 include:

- How respectful are your teachers towards you? 96% → 78% favorable (*formerly, How many of your teacher are respectful towards you?*)
- If you were upset when you came into class, how many of your teachers would be concerned? 63% → 40% favorable (*formerly If you walked into class upset, how many of your teachers would be concerned?*)

Compared to national benchmarks, grades 6-12 report in the 20th percentile on Teacher-Student Relationships, and only slightly higher when compared to just middle and high schools (Figure 11). Finally, certain demographic groups of 6-12 students report a lower perception of Teacher-Student Relationships than others:

- Female students report 4 points less favorably than males
- 9th grade students report 4 points below the LWSD average
- Black or African American students report 5 points below the LWSD average
- Hispanic/Latino students report 4 points below average

Figure 11: Teacher-Student Relationships National Benchmarks (Grades 6-12)

	All Schools & Districts	Only middle schools	Only high schools
Students, 6-12	20th percentile	30th	30th

Student Challenging Feelings' Trend over Time

The Challenging Feelings topic measures how frequently students feel challenging emotions, feelings such as anger, loneliness, worry, and sadness, among others. Since Spring 2021, students report declining favorability on Challenging Feelings, indicating a higher incidence of feeling these challenging emotions. The emotions that have experienced the biggest decline in favorability, or rise in occurrence, from Spring 2021 to Spring 2025, are shown in Figure 12 below.

Figure 12: Challenging Emotions, Question-Level Change since Spring 2021

Decline from Spring 2021 to Spring 2025

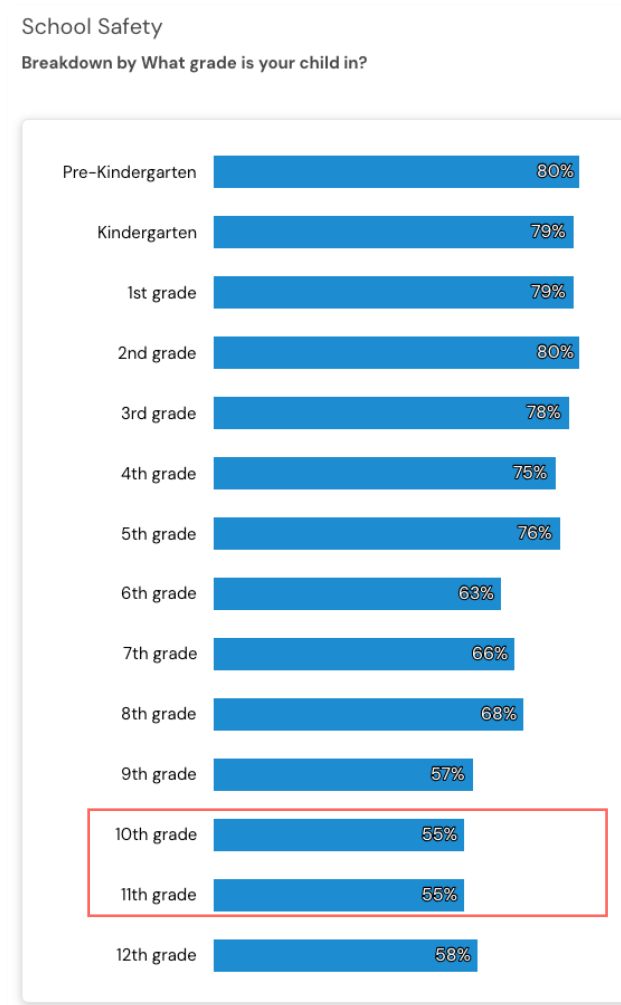
Question	Grades 3-5	Grades 6-12
During the past week, how often did you feel mad/angry?	-11	-6
During the past week, how often did you feel sad?	-10	-3
During the past week, how often did you feel worried?	-7	-4

Family Perception of School Safety

At 69% favorable and near the 20th percentile compared to schools and districts across the country, family members' perceptions of School Safety prove to be a clear area of opportunity for LWSD. Families respond least favorably when asked, "How often do you worry about violence at your child's school?", with just 51% of families answering almost never or once in a while.

Family perceptions of School Safety generally decline with student grade level with families of students in 10th and 11th grades reporting the least favorably of all, at 55% favorable.

Figure 13: School Safety % Favorable, by Student Grade Level (Family Survey)



Next Steps

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 Teacher-Student Relationships

- **Anchor Efforts on a Specific Question:** Narrow improvement efforts by focusing on a single question or two within the topic. For example, *How respectful are your teachers towards you?* and *If you were upset when you came into class, how many of your teachers would be concerned?*, see the largest declines in favorability over time, so consider prioritizing efforts on these questions.
- **Target Support:** Certain demographic groups of 6-12 students report a lower perception of Teacher-Student Relationships than others. Consider targeting supports for building relationships with these students in particular:
 - Female students report 4 points less favorably than males
 - 9th grade students report 4 points below the LWSD average
 - Black or African American students report 5 points below the LWSD average
 - Hispanic/Latino students report 4 points below average

Student Challenging Feelings Recommendations

- **Celebrate Success:** While student favorability of Challenging Feelings has declined over time, it remains a strength relative to national benchmarks with grades 3-5 reporting in the 90th percentile and grades 6-12 in the 70th percentile.
- **However, keep an eye on the trend over time:** Since Spring 2021, 3-5 students report a 8 point decline in Challenging Feelings' favorability and 6-12 students report a 3 point decline. Students report experiencing anger, sadness, and worry with increasing frequency.

Family Perception of School Safety

- **Target Support by Child Grade Level:** Family perceptions of School Safety gradually decline with student grade level, with families of 10th and 11th grade students reporting the least favorably. Consider specific Safety supports and resources for students and families of these grade levels in particular.

- **Establish Family Focus Groups:** Understanding the driving factors behind the low perceptions of School Safety will be key to developing an improvement plan. The data here is a good starting point to dive deeper: establish focus groups of families to better understand key factors and develop next steps with family 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.

Close the Loop

Schools and districts across the country realize the greatest success when efforts are made to ‘close the feedback loop’ - that is, letting students, staff, and the broader community engage with the feedback data they provided. While a “you said, we did” approach is common, many are moving towards a tone that is more about collaboration and shared improvement.

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 2024	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 teacher or other adult from school who you can count on to help you, no matter what?" (85%)
Self-Management	80%	 90th percentile	0	"During the past two weeks, how often did you follow directions in class?" (84%)	"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	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%)
Social Awareness	69%	 60th percentile	+1	"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?" (50%)
Challenging Feelings	63%	 90th percentile	-1	"During the past week, how often did you feel lonely?" (68%)	"During the past week, how often did you feel worried?" (61%)
Self-Efficacy	61%	 70th percentile	+4	"How sure are you that you can learn all the subjects taught in your classes?" (74%)	"How sure are you that you can do the hardest schoolwork that is given to you?" (45%)
Emotion Regulation	54%	 90th percentile	+2	"How often are you able to control your emotions when you need to?" (64%)	"When things go wrong for you, how calm are you able to stay?" (49%)

SEL Competency & Well-Being Measures

How did students perceive their own social-emotional learning?

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

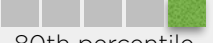
Grades 6-12					
Topic	Percent Favorable	National Percentile Ranking	Change since Fall 2024	Most Favorable Question	Least Favorable Question
Supportive Relationships	86%	 80th percentile	+1	"Do you have a family member or other adult outside of school who you can count on to help you, no matter what?" (93%)	"Do you have a teacher or other adult from school who you can be completely yourself around?" (72%)
Self-Management	73%	 60th percentile	-4	"During the past two weeks, how often did you follow directions in class" (87%)	"During the past two weeks, how often did you get your work done right away, instead of waiting until the last minute?" (48%)
Social Awareness	65%	 50th percentile	-1	"During the past two weeks, how much did you care about other people's feelings?" (72%)	"During the past two weeks, how clearly were you able to describe your feelings?" (47%)
Positive Feelings	63%	 80th percentile	-1	"During the past week, how often did you feel excited?" (85%)	"During the past week, how often did you feel safe?" (43%)
Emotion Regulation	56%	 90th percentile	+1	"How often are you able to control your emotions when you need to?" (67%)	"How often are you able to pull yourself out of a bad mood?" (51%)
Challenging Feelings	55%	 70th percentile	-2	"During the past week, how often did you feel frustrated?" (76%)	"During the past week, how often did you feel worried?" (40%)
Self-Efficacy	55%	 50th percentile	0	"How sure are you that you can learn all the subjects taught in your classes?" (69%)	"How sure are you that you will remember what you learned in your current classes, next year?" (36%)
Social Perspective-Taking	49%	 60th percentile	-1	"How much do you try to understand your teachers' motivation for doing different classroom activities?" (54%)	"When your teachers seems to be in a worse mood than usual, how hard do you try to understand the reasons why?" (44%)

SEL Supports + Environment

What feedback did students have for their school?

Figure 16. SEL Supports + Environment Results (Grades 3-5 and 6-12)

Grades 3-5					
Topic	Percent Favorable	Change since Fall 2024	National Percentile Ranking	Most Favorable Question	Least Favorable Question
Teacher-Student Relationships	73%	-1	 80th percentile	"How respectful is your teacher towards you?" (87%)	"If you walked into class upset, how concerned would your teacher be?" (62%)
School Safety	69%	0	 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?" (43%)
Sense of Belonging	65%	-1	 80th percentile	"How much support do the adults at your school give you?" (71%)	"How much respect do students at your school show you?" (58%)

Grades 6-12					
Topic	Percent Favorable	Change since Fall 2024	National Percentile Ranking	Most Favorable Question	Least Favorable Question
School Safety	65%	-3	 70th percentile	"How often do you worry about violence at your school?" (78%)	"How often are people disrespectful to others at your school?" (30%)
Cultural Awareness and Action	63%	+2	 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	54%	-1	 20th percentile	"How respectful are your teachers towards you?" (78%)	"If you were upset when you came into class, how concerned would your teachers be?" (40%)
Sense of Belonging	52%	0	 40th percentile	"When you are at school, how much do you feel like you belong?" (58%)	"How well do people at your school understand the kind of person you are?" (45%)

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 2024)	National Percentile Ranking	Percent Favorable (Change since Spring 2024)	National Percentile Ranking
Cultural Awareness and Action (Adult)	68% (+1)	 70th percentile	69% (+2)	 70th percentile
Cultural Awareness and Action (Student)	68% (+1)	 70th percentile	n/a	n/a
Belonging	66% (+3)	 50th percentile	70% (+4)	 60th percentile
School Climate	64% (+7)	 60th percentile	71% (+8)	 70th percentile
School Leadership	64% (+9)	 60th percentile	74% (+10)	 80th percentile

Family Members

What feedback did family members have for their school?

Figure 18. Family-School Relationships Survey Results

Topic	Percent Favorable (Change since Spring 2024)	National Percentile Ranking	Most Favorable Question	Least Favorable Question
School Climate	75% (n/a)	n/a	"Overall, how much respect do you think the teachers at your child's school have for the children?" (76%)	"Overall, how much respect do you think the children at your child's school have for the staff?" (74%)
Family Engagement	69% (+6)	n/a	"The school district is welcoming to me and my family." (79%)	"The school district encourages feedback from parents and the community." (63%)
School Safety	69% (-5)	 20th percentile	"Overall, how unsafe does your child feel at school?" (84%)	"How often do you worry about violence at your child's school?" (51%)
Cultural Awareness and Action	55% (+5)	n/a	"To the best of your knowledge, how often is your child given opportunities to learn about people from different races, ethnicities, or cultures?" (70%)	"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?" (40%)

Appendix

A breakdown of student demographic groups.

Appendix

Demographic Breakdown: Student

Grades 3-5

Student Gifted Status

N	5,385	79%
Y	1,454	21%

Student Multilingual Learner

N	5,864	86%
Y	975	14%

Student Gender

m	3,484	51%
Confidentiality protected: f and X 	3,355	49%

Student Grade Level

3	2,301	34%
4	2,281	33%
5	2,257	33%

Student Race

American Indian or Alaska Native	10	< 1%
Asian	3,048	45%
Black or African American	152	2%
Hispanic/Latino	705	10%
Native Hawaiian or Other Pacific Islander	10	< 1%
Two or More Races	546	8%
White	2,368	35%

Grades 6-12

Student Gifted Status

N	10,143	84%
Y	1,870	16%

Student Multilingual Learner

N	11,326	94%
Y	687	6%

Student Gender

X	72	< 1%
f	5,850	49%
m	6,091	51%

Student Grade Level

6	2,265	19%
7	2,152	18%
8	2,057	17%
9	1,883	16%
10	1,626	14%
11	1,231	10%
12	799	7%

Student Race

American Indian or Alaska Native	21	< 1%
Asian	4,956	41%
Black or African American	286	2%
Hispanic/Latino	1,131	9%
Native Hawaiian or Other Pacific Islander	17	< 1%
Two or More Races	1,006	8%
White	4,596	38%

Appendix

Demographic Breakdown: Staff

Instructional

For how many years have you taught at your current school? (optional)

Subgroup with no data	187	12%
Less than 1 year	179	12%
1-2 years	146	9%
3-5 years	313	20%
6-10 years	394	26%
11 or more years	326	21%

For how many years have you taught?

Subgroup with no data	42	3%
Less than 1 year	41	3%
1-2 years	71	5%
3-5 years	198	13%
6-10 years	376	24%
11 or more years	817	53%

Non-Instructional

For how many years have you worked in education? (optional)

Subgroup with no data	44	7%
Less than 1 year	28	5%
1-2 years	47	8%
3-5 years	126	21%
6-10 years	140	23%
11 or more years	223	37%

For how many years have you worked at your current school? (optional)

Subgroup with no data	53	9%
Less than 1 year	86	14%
1-2 years	91	15%
3-5 years	151	25%
6-10 years	124	20%
11 or more years	103	17%

Appendix

Demographic Breakdown: Family

What grade is your child in?

Subgroup with no data	39	1%
Pre-Kindergarten	21	< 1%
Kindergarten	181	7%
1st grade	181	7%
2nd grade	246	9%
3rd grade	266	10%
4th grade	234	9%
5th grade	212	8%
6th grade	223	9%
7th grade	178	7%
8th grade	168	6%
9th grade	198	8%
10th grade	192	7%
11th grade	167	6%
12th grade	110	4%

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

Subgroup with no data	41	2%
Chinese	120	5%
English	1,721	66%
Korean	21	< 1%
Russian	43	2%
Spanish	94	4%
Other/multiple languages	562	21%
Confidentiality protected ⓘ	14	< 1%

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

Subgroup with no data	37	1%
Yes	381	15%
No	2,198	84%

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

Subgroup with no data	29	1%
Yes	199	8%
No	2,388	91%



Lake Washington School District

Prepared by
Panorama Education

Learn more at panoramaed.com.