



Spring 2026

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 partnered with Panorama Education to strengthen student social-emotional learning (SEL) and foster a supportive, inclusive school climate. Through Panorama’s research-based assessment tools, LWSD regularly measures student SEL competencies and uses insights to guide programs that help every learner develop resilience, empathy, and a sense of belonging. This work aligns with broader educational studies showing that effective SEL practices contribute to more positive school communities and improved academic achievement.

Survey Content

In Spring 2026, 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 2026 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	Engagement
Positive Feelings	Inclusion
Self-Efficacy	School Safety
Self-Management	Sense of Belonging
Social Perspective-Taking*	Teacher-Student Relationships
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 2026 surveys, compared to last year's responses. See pages 18-20 of the appendix for a demographic breakdown of respondents.

Figure 4: Number of Survey Responses

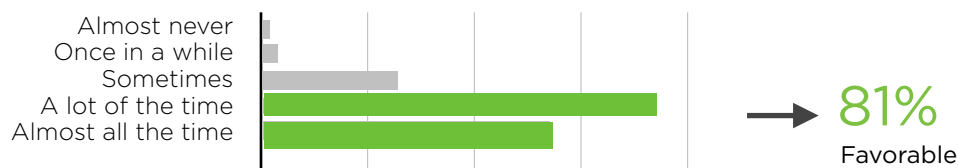
	Spring 2026		Spring 2025	
	# of Responses	Response Rate	# of Responses	Response Rate
Student Competency & Well-Being Measures	16,837	67.5%	18,852	75.5%
Student Supports + Environment	16,602	65.8%	18,486	74.1%
Instructional Staff	1,156	n/a	1,545	n/a
Non-Instructional Staff	414	n/a	608	n/a
Families	2,064	n/a	2,616	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 "81% favorable," this means that 81% 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 (LWSD) conducts surveys of students, staff, and families to gather meaningful feedback about the learning experience and overall school climate. These surveys capture stakeholder perceptions related to student support, teaching and learning, and community engagement. This report highlights key strengths and areas for growth identified across student, staff, and family responses. Additional topics, subgroup analyses, and detailed dashboards are available in 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 2026 LWSD Survey Results

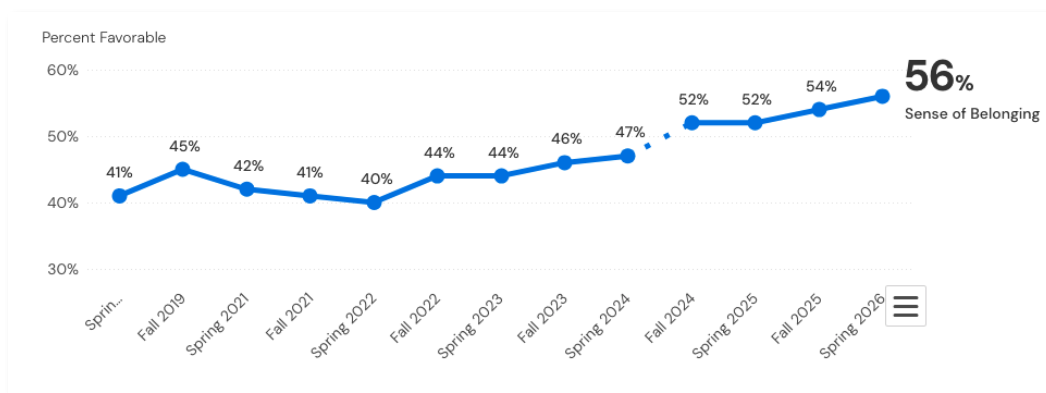
	Student, 3-5 n=6,182	Student, 6-12 n=10,655	Instructional Staff n=1,156	Non- Instructional Staff n=414	Family n=2,064
Challenging Feelings	63%	58%	-	-	-
Cultural Awareness and Action (Adult Focus)	-	-	67%	66%	-
Cultural Awareness and Action (Student Focus)	-	65%	68%	-	55%
Emotion Regulation	55%	60%	-	-	-
Engagement	49%	39%	-	-	-
Family Engagement	-	-	-	-	72%
Inclusion	76%	71%	-	-	-
Positive Feelings	69%	66%	-	-	-
School Climate	-	-	60%	65%	79%
School Leadership	-	-	59%	68%	-
School Safety	68%	66%	-	-	75%
Self-Efficacy	61%	59%	-	-	-
Self-Management	80%	75%	-	-	-
Sense of Belonging	63%	56%	63%	67%	-
Social Awareness	68%	69%	-	-	-
Social Perspective-Taking	-	51%	-	-	-
Supportive Relationships	89%	87%	-	-	-
Teacher-Student Relations	71%	57%	-	-	-

LWSD Strengths

Continued Growth in Secondary Student Sense of Belonging

Sense of Belonging remains one of the lowest percent favorable topics for secondary students, yet multi-year trends and national benchmarks continue to highlight it as a relative strength for LWSD. Since 2019, grade 6–12 students have sustained double-digit gains in Sense of Belonging, including a 4-point increase since Spring 2025. When compared to other middle schools, LWSD’s Sense of Belonging ranks in the 80th percentile, and when compared to other high schools, it ranks in the 90th percentile, indicating that district supports are helping more students feel connected to their school communities over time.

Figure 6: Sense of Belonging (Grades 6-12) Change over Time



Elementary Inclusion and Supportive Relationships

Elementary students demonstrate strong inclusion and supportive relationship skills. In Spring 2026, 76% of grades 3–5 students reported positive experiences of Inclusion, with 89% saying they understand that different abilities and disabilities are a positive and normal part of who people are and 65% feeling prepared to stand up for peers who are treated unfairly because of their abilities.

In addition, 89% of students reported strong Supportive Relationships, including 85% who can count on a teacher or other adult at school and 86% who can count on a friend at school to help them “no matter what,” underscoring a caring and connected elementary school community.

Staff Perceptions are Strong Relative to National Norms

Instructional and non-instructional staff continue to rate most survey topics at or above the 50th national percentile, even with some declines in perceptions from Spring 2025 to Spring 2026. Staff are most favorable about Cultural Awareness and Action, where results fall in the 99th percentile, as illustrated in Figure 7 on page 7, which displays national percentile rankings by topic.

Figure 7: Staff National Benchmarks

Instructional		Non-Instructional
Topic	National Percentile Ranking	National Percentile Ranking
Cultural Awareness and Action (Adult)	99th percentile	99th percentile
Cultural Awareness and Action (Student)	99th percentile	n/a
Belonging	40th percentile	50th percentile
School Climate	50th percentile	60th percentile
School Leadership	50th percentile	70th percentile

Increased Family Perceptions of School Climate, Safety and Engagement

Families continue to report positive perceptions of LWSD's partnership with them, with meaningful gains since last year. In Spring 2026, Family Engagement rose to 72% favorable (up 3 points), while School Climate increased to 79% favorable (up 4 points) and School Safety to 75% favorable (up 6 points). Families especially highlight feeling:

- welcomed by the district (83% favorable),
- that teachers and staff work hard to build trusting relationships (74% favorable), and
- that students feel a sense of belonging at school (70% favorable).

These improvements indicate that families see LWSD as increasingly responsive, inclusive, and proactive in fostering safe, positive learning environments.

LWSD Opportunities

Secondary Student Experience and Engagement

For secondary students, Spring 2026 results point to specific opportunities to strengthen classroom engagement and day-to-day relationships with adults at school. While Sense of Belonging (56% favorable) and Teacher-Student Relationships (57% favorable) have inched up 1–2 points since the last survey and sit around the national median, many students still do not report feeling consistently understood, respected, or supported by adults.

Engagement also remains a particular challenge, highlighted by:

- just 30% of students report being excited about going to their classes,
- 40% say they are interested in their classes,
- 32% feel excited to participate, and
- just 34% talking about class ideas when they are not in school.

Together, these patterns highlight opportunities to enhance the relevance of classroom learning and to deepen everyday connections between students and teachers, with the goal of more secondary students feeling invested in and energized by their school experience.

Staff Perceptions Decline Across Topics

Across both instructional and non-instructional groups, staff report declines on most topics from Spring 2025 to Spring 2026, signaling a district-wide opportunity to strengthen adult experience and support. Even as results remain at or above the national median, declines in favorability on School Climate, Belonging, and School Leadership suggest increasing concerns about workload, communication, and day-to-day collaboration. The following questions asked of staff members see the largest declines from Spring 2025 to Spring 2026:

Figure 8: Change in Question Favorability since Spring 2025

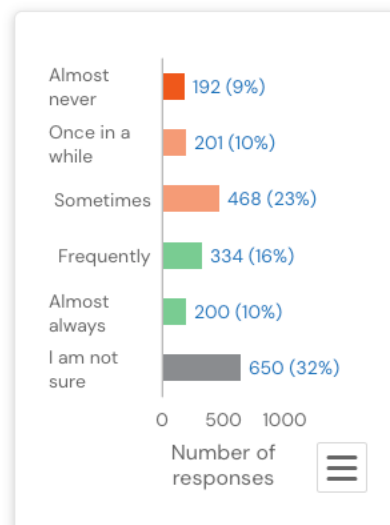
Question	Instructional	Non-Instructional
How positive are the attitudes of your colleagues?	-9	-7
How clearly do your school leaders identify their goals for teachers/staff?	-8	-6
Overall, how positive is the working environment at your school?	-7	-12
Overall, how positive is the influence of the school leaders on the quality of your teaching/work?	-7	-7
How knowledgeable are your school leaders about what is going on in teacher's classrooms/the school?	-6	-7

Family Perceptions of Safety and Cultural Awareness

Family feedback in Spring 2026 points to several opportunities to deepen trust and partnership, even as overall results remain positive. Families report strong School Climate (79% favorable, up 4 points) and increased perceptions of School Safety (75% favorable, up 6 points), yet 40% still worry about violence at their child’s school at least “sometimes.”

Cultural Awareness and Action also emerges as an area of opportunity: just 52% of families feel confident that adults at their child’s school can have honest conversations about race, and only 38% believe adults often discuss major race-related news events with students, with nearly one-third saying they are not sure how often these conversations occur. Together, these results highlight opportunities to more clearly communicate safety practices, responses to incidents, and available supports, and to further engage families in ongoing dialogue about school climate and race-related topics.

Figure 9: Family Answer Distribution to “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?”



Next Steps

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

Secondary Student Experience and Engagement

- **Anchor efforts on specific items** within the Engagement and Teacher-Student Relationships topics (for example, items related to excitement about classes, interest in learning, and feeling understood or supported by adults) to help focus improvement goals.
- **Examine Engagement and relationship results by grade level and student group** to identify where perceptions are least favorable and where additional support for relevance, connection, and voice in learning may be most impactful.

Staff Perceptions Across Topics

- **Use the question-level declines** since Spring 2025 (for example, attitudes of colleagues, clarity of leaders' goals, overall working environment, and leaders' influence on teaching and work) to guide school- and department-level conversations about adult experience.
- **Consider targeted inquiry with staff groups and roles** that show the largest drops in favorability to better understand drivers related to workload, communication, collaboration, and leadership visibility.

Family Perceptions of Safety and Cultural Awareness

- **Review School Safety questions** where a sizable portion of families still report worry about violence, difficulty getting help when bullying occurs, or concern about online bullying, and explore patterns by school level or student group.
- **Engage families in more detailed feedback about Cultural Awareness and Action**—especially confidence in adults' ability to talk about race and how often race-related news is addressed in schools—to inform future communication and family-school partnership efforts.

Close the Loop

Schools and districts often see the greatest gains when they intentionally “close the loop” with stakeholders by sharing what was heard and how it will inform future work. Continuing to communicate survey findings with students, staff, and families—and inviting them into co-designing next steps—can reinforce a culture of collaboration and shared improvement across LWSD.

Results Overview

A summary of results by survey.

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

SEL Competency & Well-Being Measures

How did students perceive their own social-emotional learning?

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

Grades 3-5					
Topic	Percent Favorable	National Percentile Ranking	Change since Fall 2025	Most Favorable Question	Least Favorable Question
Supportive Relationships	89%	 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?" (95%)	"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	-1	"During the past week, how often did you feel excited?" (85%)	"During the past week, how often did you feel safe?" (52%)
Social Awareness	68%	 80th percentile	0	"During the past two weeks, how much did you care about other people's feelings?" (80%)	"During the past two weeks, how clearly were you able to describe your feelings?" (48%)
Challenging Feelings	63%	 90th percentile	-1	"During the past week, how often did you feel lonely?" (67%)	"During the past week, how often did you feel mad?" (60%)
Self-Efficacy	61%	 90th percentile	+5	"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	55%	 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?" (50%)

SEL Competency & Well-Being Measures

How did students perceive their own social-emotional learning?

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

Grades 6-12					
Topic	Percent Favorable	National Percentile Ranking	Change since Fall 2025	Most Favorable Question	Least Favorable Question
Supportive Relationships	87%	 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?" (94%)	"Do you have a teacher or other adult from school who you can be completely yourself around?" (74%)
Self-Management	75%	 70th percentile	-2	"During the past two weeks, how often did you follow directions in class" (88%)	"During the past two weeks, how often did you get your work done right away, instead of waiting until the last minute?" (51%)
Social Awareness	69%	 90th percentile	+1	"During the past two weeks, how much did you care about other people's feelings?" (76%)	"During the past two weeks, how clearly were you able to describe your feelings?" (52%)
Positive Feelings	66%	 60th percentile	+1	"During the past week, how often did you feel excited?" (87%)	"During the past week, how often did you feel safe?" (46%)
Emotion Regulation	60%	 99th 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?" (55%)
Self-Efficacy	59%	 90th percentile	+3	"How sure are you that you can learn all the subjects taught in your classes?" (71%)	"How sure are you that you will remember what you learned in your current classes, next year?" (40%)
Challenging Feelings	58%	 80th percentile	0	"During the past week, how often did you feel frustrated?" (78%)	"During the past week, how often did you feel worried?" (43%)
Social Perspective-Taking	51%	 80th percentile	+1	"How much do you try to understand your teachers' motivation for doing different classroom activities?" (56%)	"When your teachers seems to be in a worse mood than usual, how hard do you try to understand the reasons why?" (46%)

SEL Supports + Environment

What feedback did students have for their school?

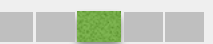
Figure 12. SEL Supports + Environment Results (Grades 3-5)

Grades 3-5					
Topic	Percent Favorable	Change since Fall 2025	National Percentile Ranking	Most Favorable Question	Least Favorable Question
Inclusion	76%	n/a	n/a	"Do you understand that people can have different abilities and disabilities, and that these differences are a positive and normal part of who they are?" (89%)	"How prepared do you feel to talk about disability and stand up for others when someone is treated unfairly because of their abilities?" (65%)
Teacher-Student Relationships	71%	-2	 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	68%	0	n/a	"How likely is it that someone from your school will bully you online?" (89%)	"How often are people disrespectful to others at your school?" (41%)
Sense of Belonging	63%	-2	 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%)
Engagement	49%	n/a	 80th percentile	"How focused are you on the activities in your classes?" (69%)	"When you are not in school, how often do you talk about ideas from your classes?" (32%)

SEL Supports + Environment

What feedback did students have for their school?

Figure 13. SEL Supports + Environment Results (Grades 6-12)

Grades 6-12					
Topic	Percent Favorable	Change since Fall 2025	National Percentile Ranking	Most Favorable Question	Least Favorable Question
Inclusion	71%	n/a	n/a	"Do you understand that people can have different abilities and disabilities, and that these differences are a positive and normal part of who they are?" (81%)	"How prepared do you feel to talk about disability and stand up for others when someone is treated unfairly because of their abilities?" (64%)
School Safety	66%	-3	n/a	"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	65%	+2	 99th percentile	"How often do you think about what someone of a different race, culture, or ethnicity experiences?" (83%)	"How comfortable are you sharing your thoughts about race-related topics with other students at your school?" (49%)
Teacher-Student Relationships	57%	+1	 40th percentile	"How respectful is your teacher towards you?" (79%)	"If you walked into class upset, how concerned would your teacher be?" (44%)
Sense of Belonging	56%	+2	 60th percentile	"When you are at school, how much do you feel like you belong?" (62%)	"How well do people at your school understand the kind of person you are?" (48%)
Engagement	39%	n/a	 50th percentile	"How focused are you on the activities in your classes?" (57%)	"How excited are you about going to your classes?" (30%)

Staff

What feedback did teachers & staff have for their school?

Figure 14. Staff Results, Instructional and Non-Instructional

Topic	<u>Instructional</u>		<u>Non-Instructional</u>	
	Percent Favorable (Change since Spring 2025)	National Percentile Ranking	Percent Favorable (Change since Spring 2025)	National Percentile Ranking
Cultural Awareness and Action (Student)	68% (0)	 99th percentile	n/a	n/a
Cultural Awareness and Action (Adult)	67% (-1)	 99th percentile	66% (-3)	 99th percentile
Belonging	63% (-3)	 40th percentile	67% (-3)	 50th percentile
School Climate	60% (-4)	 50th percentile	65% (-6)	 60th percentile
School Leadership	59% (-5)	 50th percentile	68% (-6)	 70th percentile

Family Members

What feedback did family members have for their school?

Figure 15. Family-School Relationships Survey Results

Topic	Percent Favorable (Change since Spring 2025)	National Percentile Ranking	Most Favorable Question	Least Favorable Question
School Climate	79% (+4)	n/a	“Overall, how much respect do you think the children at your child’s school have for the staff?” (79%)	“Overall, how much respect do you think the teachers at your child’s school have for the children?” (78%)”
School Safety	75% (+6)	 60th percentile	“Overall, how unsafe does your child feel at school?” (88%)	“How often do you worry about violence at your child’s school?” (60%)
Family Engagement	72% (+3)	n/a	“The school district is welcoming to me and my family.” (83%)	“The school district encourages feedback from parents and the community.” (67%)
Cultural Awareness and Action	55% (0)	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?” (69%)	“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?” (38%)

Appendix

A breakdown of student demographic groups.

Appendix

Demographic Breakdown: Student

Grades 3-5

Student Gifted Status

FALSE	4,442	72%
N	14	< 1%
TRUE	1,726	28%

Student Other Demographic

Subgroup with no data	14	< 1%
FALSE	5,341	86%
TRUE	827	13%

Student Gender

m	3,149	51%
Confidentiality protected: f and X 	3,033	49%

Student Grade Level

3	1,991	32%
4	2,118	34%
5	2,073	34%

Student Race

Asian	2,781	45%
Black or African American	148	2%
Hispanic/Latino	653	11%
Two or More Races	502	8%
White	2,079	34%
Confidentiality protected: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander 	19	< 1%

Grades 6-12

Student Gifted Status

FALSE	9,042	85%
Confidentiality protected: TRUE and N 	1,613	15%

Student Other Demographic

Subgroup with no data	8	< 1%
FALSE	10,089	95%
TRUE	558	5%

Student Gender

X	45	< 1%
f	5,129	48%
m	5,481	51%

Student Grade Level

6	1,855	17%
7	1,932	18%
8	1,766	17%
9	1,800	17%
10	1,512	14%
11	1,059	10%
12	731	7%

Student Race

American Indian or Alaska Native	21	< 1%
Asian	4,849	46%
Black or African American	230	2%
Hispanic/Latino	898	8%
Native Hawaiian or Other Pacific Islander	12	< 1%
Two or More Races	895	8%
White	3,750	35%

Appendix

Demographic Breakdown: Staff

Instructional

For how many years have you taught?

Subgroup with no data	38	3%
Less than 1 year	23	2%
1-2 years	47	4%
3-5 years	135	12%
6-10 years	239	21%
11 or more years	674	58%

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

Subgroup with no data	167	14%
Less than 1 year	134	12%
1-2 years	91	8%
3-5 years	217	19%
6-10 years	284	25%
11 or more years	263	23%

Non-Instructional

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

Subgroup with no data	45	11%
Less than 1 year	16	4%
1-2 years	18	4%
3-5 years	84	20%
6-10 years	103	25%
11 or more years	148	36%

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

Subgroup with no data	48	12%
Less than 1 year	55	13%
1-2 years	35	8%
3-5 years	113	27%
6-10 years	88	21%
11 or more years	75	18%

Appendix

Demographic Breakdown: Family

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

Subgroup with no data	17	< 1%
Yes	208	10%
No	1,839	89%

What grade is your child in?

Subgroup with no data	22	1%
Pre-Kindergarten	48	2%
Kindergarten	181	9%
1st grade	183	9%
2nd grade	205	10%
3rd grade	223	11%
4th grade	266	13%
5th grade	204	10%
6th grade	112	5%
7th grade	122	6%
8th grade	105	5%
9th grade	120	6%
10th grade	117	6%
11th grade	93	5%
12th grade	63	3%

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

Subgroup with no data	30	1%
Chinese	154	7%
English	1,281	62%
Korean	22	1%
Russian	31	2%
Spanish	103	5%
Other/multiple languages	432	21%
Confidentiality protected ⓘ	11	< 1%

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

Subgroup with no data	22	1%
Yes	353	17%
No	1,689	82%



Lake Washington School District

Prepared by
Panorama Education

Learn more at panoramaed.com.