Tukwila SCHOOL DISTRICT
*a world of possibility*

2025-2026 Climate Survey

# From Voice to Action

*Listening to Scholars, Families & Staff to Strengthen Our Schools*

## Why We Listen

Listening is the first step. Action is the commitment.

Our climate surveys elevate the perspectives of scholars, families, and staff to help us understand how our community experiences our schools and district. Together with our Scholar Voice work, Strategic Plan, and Anti-Racist Goals, these results help us identify strengths, examine inequities, and strengthen the conditions in which every scholar can feel seen, valued, supported, and prepared to thrive.

173 Scholars | 23 Families | 77 Staff participated

### Scholars

*Their experience of our schools*

- **73%** Teaching & Learning
- **64%** Relationships & Belonging
- **60%** Leadership & School Culture
- **61%** Safety
- **74%** Student Mindset & Engagement
- **75%** Future Orientation

### Families

*Their experience of our schools and partnership*

- **71%** Communication & Partnership
- **55%** Clear Expectations & Academic Focus
- **52%** Leadership & Equity
- **66%** Supportive Learning Environment
- **64%** Student Experience & Engagement
- **48%** Family Engagement & Support

### Staff

*Their experience of our schools, systems and practices*

- **32%** District Support for Improvement
- **62%** Focused Professional Development
- **51%** Cultural Responsiveness
- **58%** Effective Leadership

**Note:** Percentages reflect favorable responses (Agree + Strongly Agree). Results reflect the perspectives of survey participants and should be considered alongside other district, school, and community data.



## Our Data. Our Commitments.

Scholar Voice • Strategic Plan • Anti-Racist Goals

| Our Commitment | Use Climate Data To Ask... |
|---|---|
| Scholar Voice | What are scholars telling us about safety, belonging, relationships, academic experiences, discipline, and preparedness—and where do we need to listen more deeply? |
| Strategic Plan | Where do these results affirm progress toward our district priorities, and where do they identify conditions we need to strengthen? |
| Anti-Racist Goals | Where might experiences differ across identities and communities? What systems, practices, policies, or adult behaviors should we examine to interrupt inequity and strengthen belonging? |

### LISTEN → LEARN

- What are people telling us?
- Where should we listen more deeply?
- Whose experiences should we examine?

### ACT → REPORT BACK

- What existing priority does this connect to?
- What is within our influence to change?
- How will we know whether it worked?
- How will we communicate back?