



Raising voices to drive school quality



Planning Forward

This work is supported by the

MICHIGAN HEALTH
ENDOWMENT FUND

AGENDA

- MI Student Voice Perception Survey
 - ◆ History and utilization across the state
 - ◆ EPIC-MRA polling results
 - ◆ Statewide data and takeaways
- Developing the whole child



- Responding to the results
 - ◆ Planning Guide
 - ◆ Student Leadership Community
 - ◆ Instructional Rounds
- New work
 - ◆ MI Student Voice website
 - ◆ Annual Report



Raising voices to drive school quality

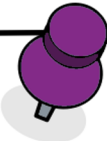


The *MI Student Voice Perception Survey* was developed by Michigan Superintendents in 2019 as a way to measure student experience.



The survey focuses on three critical **domains**:

Social-Emotional Learning
Student Engagement
Belonging



Results are given in a Domain-Level Report and Question-Level Report for both the overall district and each individual school within the district.

WHY IT MATTERS





Students are **major stakeholders** in our school community. The more we engage them to use their voice, the better **we can serve them.**



● ● ● WHY IT MATTERS ● ● ●

STUDENT ENGAGEMENT

Engaged students are **2.5x** more likely to say that they do well in school, and **4.5x** more likely to be hopeful about the future.

BELONGING

We must prepare our students to succeed in an increasingly diverse world.

SOCIAL-EMOTIONAL LEARNING

Builds **character, values** and **mindsets** for students to be successful later in life.



MICHIGAN VOTERS SUPPORT THIS WORK

75% of respondents felt that it will be *Extremely* or *Quite* important for their local public school district to join with other Michigan public school districts in adopting policies that have proven to increase the level of student engagement nationwide.

79% of respondents felt that engagement levels should be a part of evaluating student performance, such as class participation, team problem-solving, and leadership.

Important indicators of engagement according to respondents:

96% - Being alert and attentive in class.

93% - Asking students on a regular basis if they understand the classroom material.

91% - Participating in classroom discussions, asking questions, taking notes, and interacting with the teacher and other students about lessons.

Respondents graded their local school district on an A-F scale. Of those who offered reasons why they gave a grade of D, E, or F...

- **Teacher** quality was lacking, teachers are underpaid, or schools cannot find and keep quality teachers.
- School districts did not listen to **parents** or the community.
- Lack of **parental involvement** in their child's education.

BENEFITS OF USING THE SURVEY

- The need to focus on social emotional learning in addition to academics has been significantly heightened during the COVID-19 pandemic (Duckworth et al., 2021).
- Adjustments will be key during post-pandemic era. The academic success of students beyond the COVID-19 pandemic will be measured through adjustments schools are making and how these adjustments are affecting learning (Chang-Bacon, 2021).
- Support through professional development and implementation of research-based best practices with school districts. For example, SEL questions are developed around CASEL framework.
- Informing the district continuous improvement planning process by using the data to assess whole child needs to develop plans and coordinate funding.

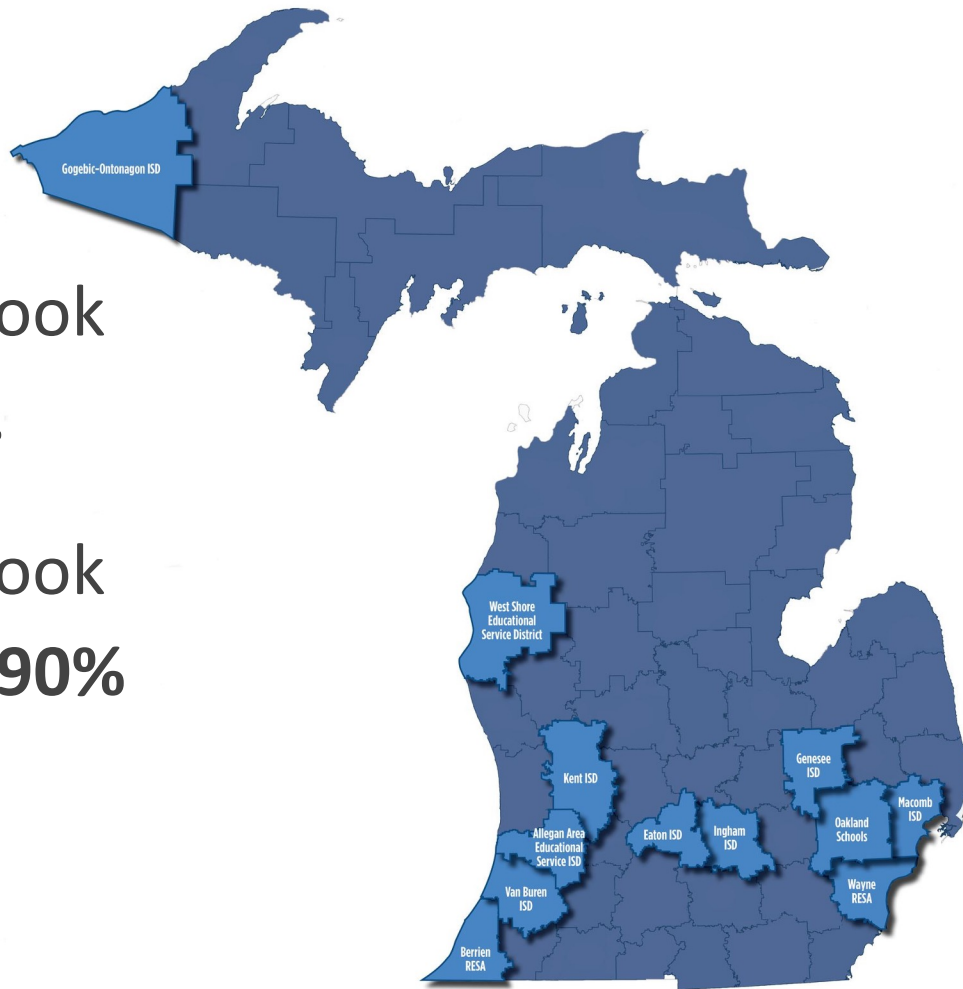
PARTICIPATING DISTRICTS





In 2022, **20** districts took part in the survey.

In 2023, **58** districts took part in the survey, a **190%** increase.



● ● ● RESPONDENT TURNOUT ● ● ●

2022 Responses: 12,069

2023 Responses: 33,366

**176.5% increase
in student voices**



SURVEY CHANGES

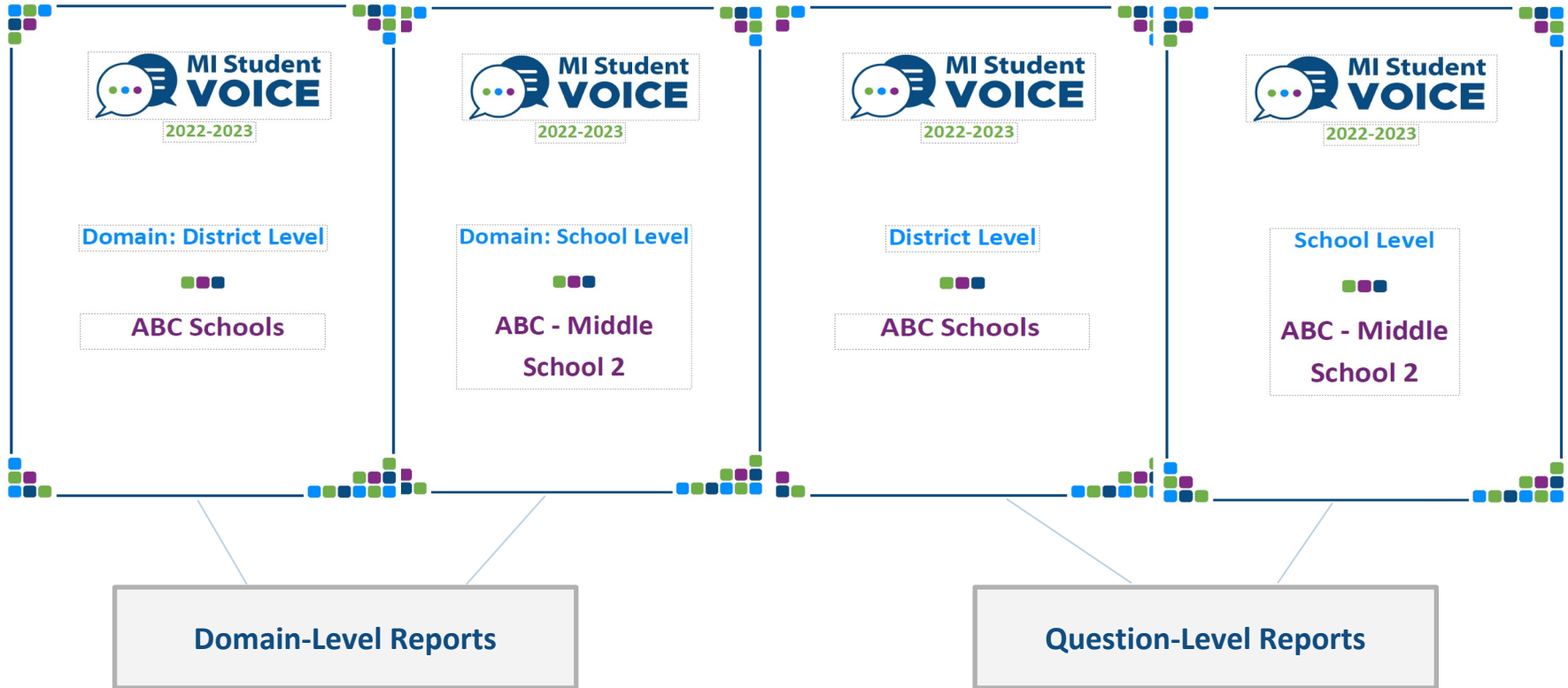


KEY CHANGES IN 2023

- Survey customizations - schools districts were able to decide which **domains**, **gender identities**, and **grade levels** they wanted to offer.
- Total number of questions increased from 33 to 37.
 - Social-Emotional Learning: 13
 - Student Engagement: 12
 - Belonging: 12
- All survey prompts are now expressed as questions.



KEY REPORT CHANGES IN 2023



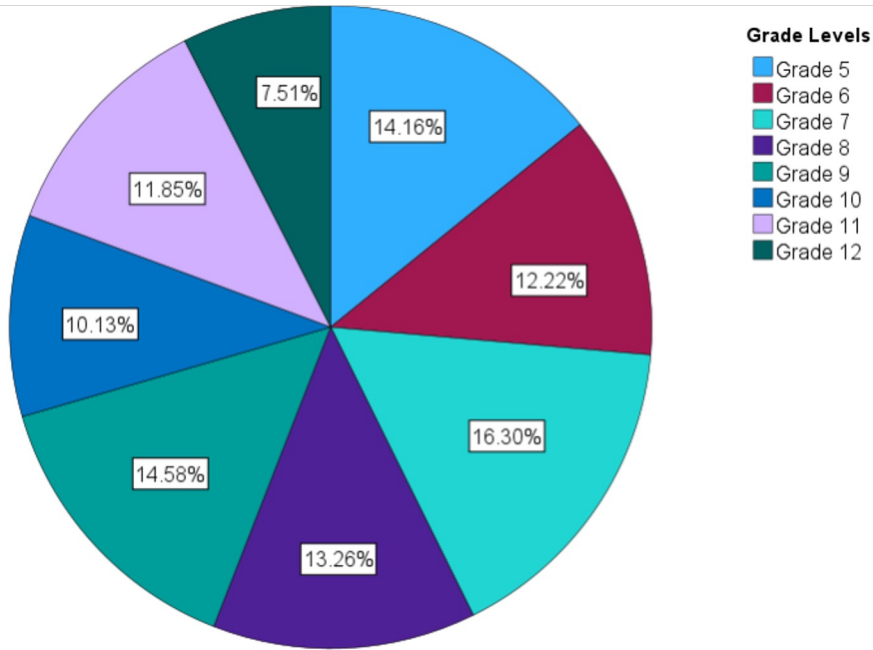
FINDINGS



Highlights from 2023 survey
administration

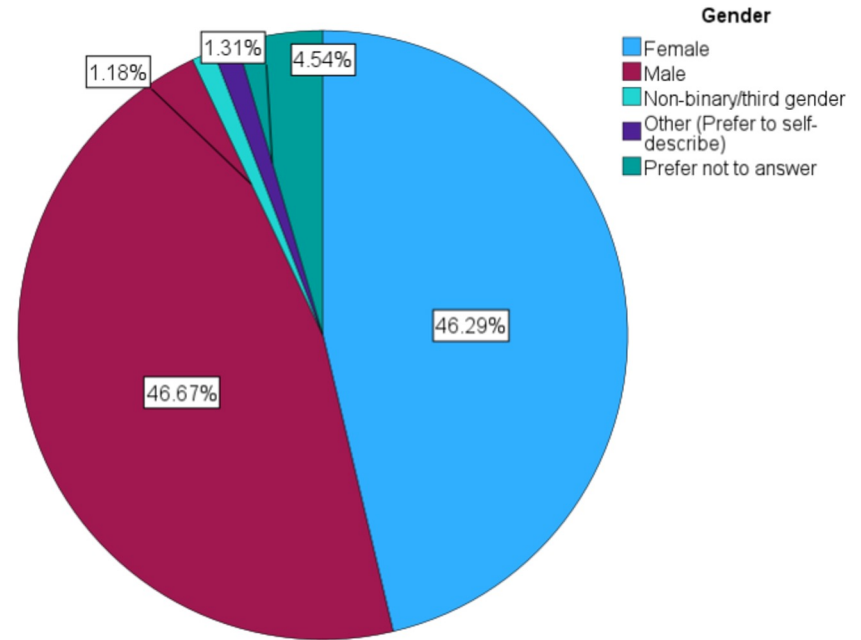


Distribution of responses vary by grade level



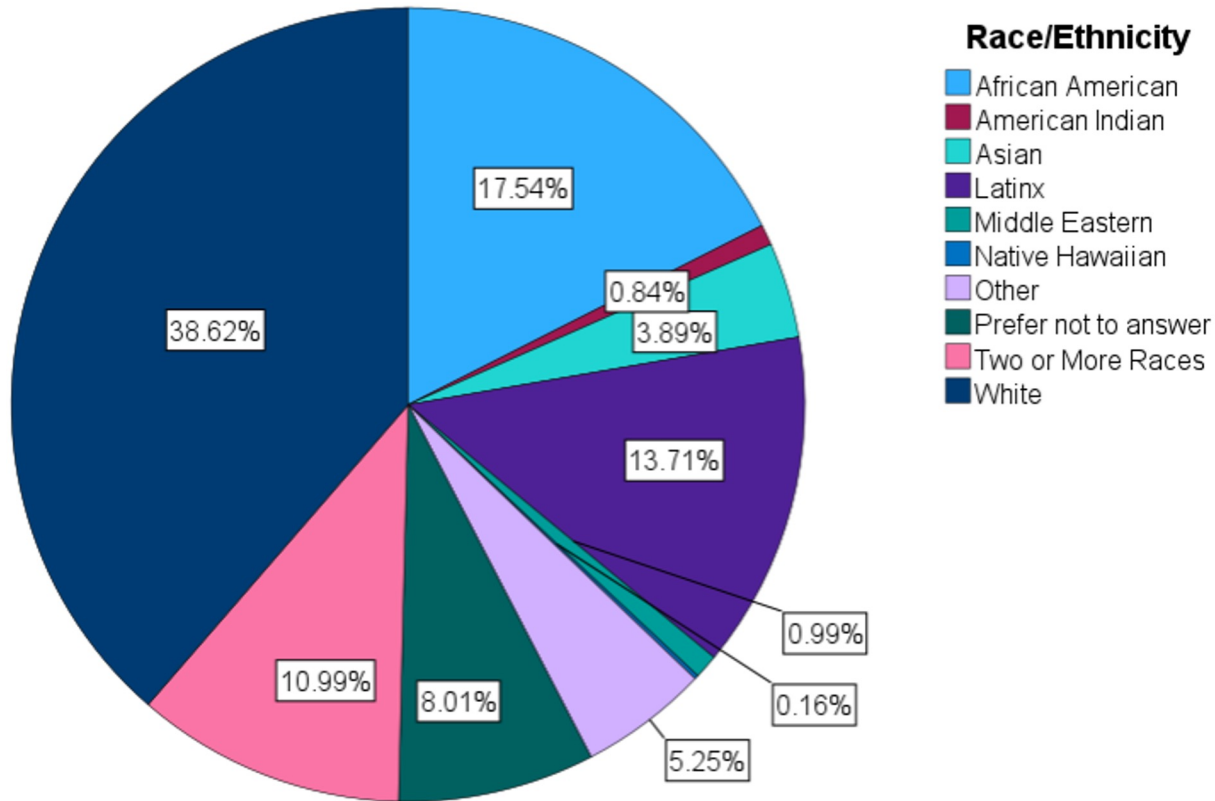
58.4% average participation rate

District participation rates ranged from **20.8%** to **82.0%**



Last year, we had **47%** male, **47%** female, **3%** non-binary and **3%** other

Survey sample demographics mirror population demographics



KEY DATA TAKEAWAYS

SOCIAL-EMOTIONAL LEARNING

- Gaps exist in Social and Emotional Learning – relationship skills and responsible decision making seem to be the major issues:
 - On average, White students have higher SEL scores than Black or African American students or Hispanic students.
 - Non-binary students and students that prefer to self-describe their gender have lower SEL scores than male or female students.
- About 1 in every 5 students have low Social and Emotional learning skills.



KEY DATA TAKEAWAYS

STUDENT ENGAGEMENT

- Student Engagement is higher in elementary grades than in middle or high school – Classroom Climate seems to be the problem.
 - Growth Mindset is notably higher in elementary grades compared to high school grades. It is also significantly **lower** in students who identify as non-binary and those who prefer to self-describe.

BELONGING

- On average, students in elementary grades have a higher sense of Belonging than students in high school – Relationships and Cultural Awareness are the issues.



MAKING RESULTS ACTIONABLE





“It’s not our job to tell students how they feel. It *is* our job to create ways of thinking, cultures, and personal relationships that make school a place of genuine belonging for every child.” (Walton, 2021)



DEVELOPING THE WHOLE CHILD



Educational Climate & Culture

The Student Perception Survey provides districts with first-hand knowledge of their students' experiences with school engagement, equity and belonging, and mental wellness.



Behavioral and Emotional Health

The Michigan Profile for Healthy Youth (MiPHY) is administered in grades 7, 9, and 11 to assess students' health risk behaviors including substance use, violence, physical activity, nutrition, sexual behavior and emotional health. The survey also measures risk and protective factors most predictive of alcohol, tobacco, and other drug use and violence.



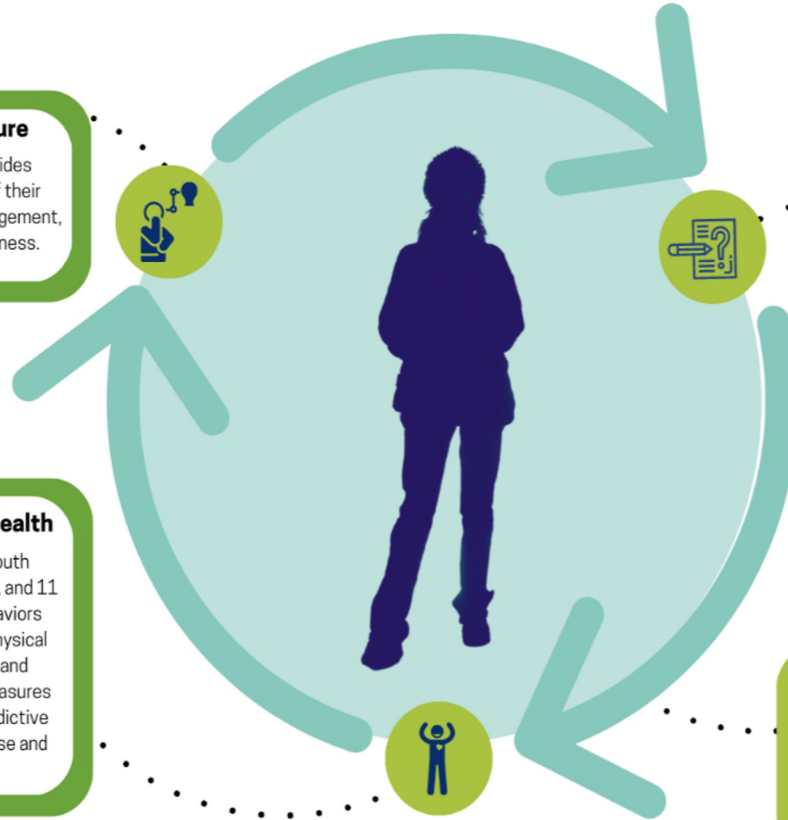
Summative Assessment

The Michigan Student Test of Educational Progress, or M-STEP, is used in grades 3 through 8 and 11 to assess how well students are mastering state standards which outline what students should know and be able to do in order to be prepared to enter the workplace, career education training and college.



Formative Assessment

Benchmark and Interim Assessments establishes baseline achievement data, identifies patterns in learning and measures progress of state standards.



LINKING DISTRICT- AND ISD-LEVEL ACTION PLANNING

District-Level Action Planning

Commitment to...

- using student voice to drive change
- utilize data to inform continuous improvement through building and district item analysis to prioritize growth areas
- prioritization of initiatives and intervention addressed through an interconnected system



ISD-Level Action Planning

- Creates a system to better understand district needs through data analysis
- Provides opportunities for partnership to target professional learning, consultation, coaching, and technical assistance opportunities
- Allows ISD to target countywide efforts

SOCIAL-EMOTIONAL LEARNING EXAMPLE



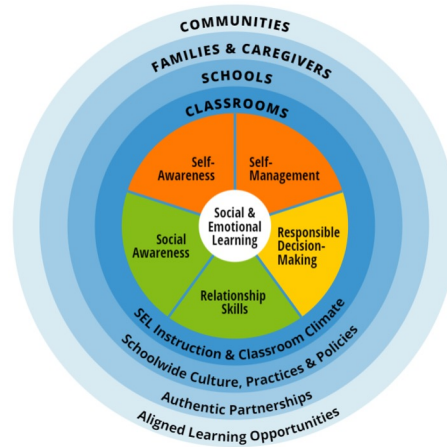
DATA ANALYSIS DRIVES CONTINUOUS IMPROVEMENT

1

Kent ISD's team aligned SEL questions to the CASEL/MDE competencies.

2

Prioritize questions that did **not** result in at least 50% of students across all grade levels indicating positive results. Break down those questions by race/ethnicity, gender identity, and school building.



3

Provide additional considerations based on local district data.

Michigan Department of Education Early Childhood to Grade 12 Social and Emotional Learning (SEL) Competencies and Indicators

Currently, Michigan has Content State Standards that focus on academics. However, there is little that attend to the other aspects of learning for children/students. SEL competencies help complete the academic process for all youth, infants to school-aged, through graduation. In combination with the Michigan Health Education Standards, SEL competencies help support a well-rounded education that teaches to the whole child. When caregivers and schools focus on the development of the whole child, utilizing SEL competencies to guide instruction and interactions with children and students, academic achievement improves, as well as the skills needed for college and career readiness. Furthermore, a focus on SEL helps create an environment that enables teachers to teach and students to learn which research shows is necessary for school and life success.

SEL Competencies¹

- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting unwanted or inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

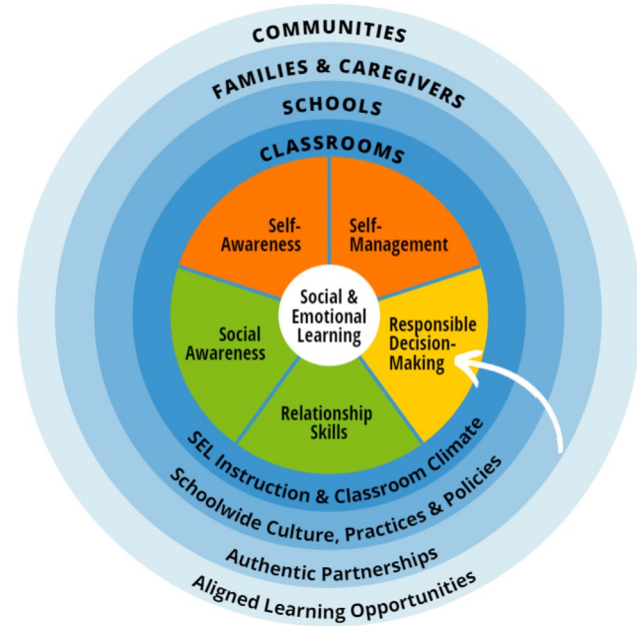
¹ Collaborative for Academic, Social, and Emotional Learning. (2015). Social and emotional learning core competencies. Chicago, IL: Author. Retrieved from casel.org/social-and-emotional-learning/core-competencies/



CASEL/MDE SEL COMPETENCIES & INDICATORS

RESPONSIBLE DECISION-MAKING

- **Uses personal, ethical, safety, and cultural factors in making decisions**
- Develop, implement, and model effective decision-making skills to deal responsibly with daily academic and social situations
- Play a developmentally appropriate role in classroom management and positive school climate



GUIDING QUESTIONS AND RESOURCES FOR DISCUSSION

- What systems and district-wide practices do you utilize to create a positive and healthy school climate for every student in your community?
- What would you expect to see, hear, and/or feel in a classroom where Social-Emotional Learning is prioritized?
 - What support do you provide so staff can prioritize SEL in classrooms?
- What social-emotional and behavioral health supports are provided in your district?
 - How do you identify students who require additional support?
 - How do you collect data to determine if supports are effective?

1) Standards: [Michigan Department of Education Early Childhood to Grade 12 Social and Emotional Learning \(SEL\) Competencies and Indicators](#)

2) Website: [Systemic Implementation of Social-Emotional Learning](#)

3) Tool: [Kent ISD SEL Curriculum & Intervention Resource](#)



MI Student Voice Perception Survey Planning Guide for Closing Gaps



Raising voices to drive school quality



Scan for more info or visit
bit.ly/perception_actionplanning

Using Guiding Questions and Recommended Resources to create an action plan to address needs for...

- Social-Emotional Learning
- Belonging
- Student Engagement

Determine what supports are needed for...

- Technical Assistance
- Coaching/Consultation
- Professional Learning Communities
- Communities of Practice

GUIDING QUESTIONS

- How is student engagement defined in the district and who is responsible for it?
- What other sources of data do you have that measures student engagement and how do they align?
- How is student engagement prioritized in the district?



RECOMMENDED RESOURCES

- **Engaging Children Excerpt: Chapter 1** (see page 9-1 *Participation, Motivation and Engagement*)
- **Inventory of Potential Sources for Student Engagement**
- **Article: The Future of Learning Lies In Engagement**



GUIDING QUESTIONS

- What systems and strategies are you utilizing to ensure student belonging?
- How have you intentionally addressed inequities among students?
- Do you see any links between your discipline data and access to rigorous coursework?
- What strategies are being implemented to involve student voice throughout the school year?

SOCIAL-EMOTIONAL LEARNING

GUIDING QUESTIONS

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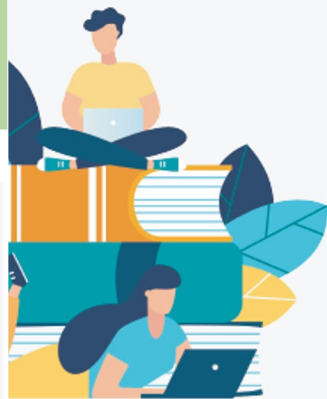
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CES

Source page
 Equities with a Generation of Community Schools
 Addressing Systemic Inequities and Educational Disparities
 Addressing Inequities
 Investment within education that benefits students and
 In Education



CONNECTION TO CONTINUOUS IMPROVEMENT - MICIP

Kent ISD's *Continuous Improvement Department* uses the MI Student Voice Perception Survey to support Kent County schools on MICIP (Michigan Integrated Continuous Improvement Process), **specifically in the Assess Needs area.**

First an analysis of questions and responses takes place. Then findings are included in each school district's data story.



CREATING YOUR DATA STORY - MICIP

- Build your team, including partners and stakeholders
- Assess Needs – Analyze the data, write a data story, and determine root cause
- Plan – Through the use of the [Hexagon Tool](#), identify strategies and activities which utilize partnership to address needs
- Develop, Implement, Monitor, and Adjust the Plan
- Communicate progress with stakeholders





Student Leadership Community

Established in 2022, the Student Leadership Community is comprised of 1-2 high school students from each Kent County school. This influential group meets throughout the school year providing opportunities for leadership development, advocacy, networking, participation in special events, and most importantly, outlets for students to share their thoughts and ideas about their educational experience.

● ● ● OPPORTUNITIES FOR STUDENTS ● ● ●

- Podcasts
- Panel discussions
- Media interviews
- Presentations
- Letters/Writing
- Videos



LISTEN. LEARN. LEAD.



- Update the community about the *State of the Student*
- Elevate student voice
- Advance key initiatives of school districts and Kent ISD

KENT ISD'S PARTNERSHIP WITH THE LEADERSHIP ACADEMY

Since 2003, The Leadership Academy has supported 12,000 schools and system leaders who work in 300 school systems across 39 states and serve 9 million students. In fall of 2023, Kent ISD will partner with The Leadership Academy to support MI Student Voice Perception Survey activities.



Empowering leaders. Transforming schools for every student.



THE LEADERSHIP ACADEMY

ACTIVITIES

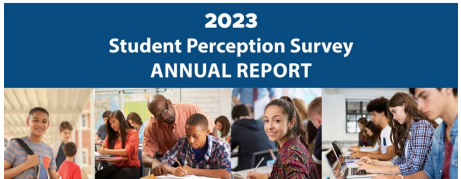
- Leverage The Leadership Academy's existing *Culturally Responsive Classroom Walkthrough Guide*
- Review the MI Student Voice Perception Survey along with the last two years of results
- Co-develop a classroom walkthrough with Kent ISD that aligns with the survey
- Engage four MI Student Voice Perception Survey participating districts in classroom walkthrough experiences
- Debrief findings and make recommendations for future work





Annual Report

Available today! Overview of work on behalf of MI Student Voice Perception Survey to date.



Suite of Surveys

Pilot testing both an Educator and Parent survey in the 2023/2024 school year.



Website

www.MIStudentVoice.org

Launched today!



About

In Michigan, there is currently no uniform measurement of students' wellbeing nor a common way to evaluate student engagement and the impact of related services and interventions for students beyond standardized test scores.

Yet the research is crystal clear about the significant role that student engagement and student belonging has on student success. Engaged students are 2.5 times more likely to say they do well in school and 4.5 times more likely to be hopeful about the future.¹

In 2019, a group of superintendents in Kent County, Michigan called for the creation of a common survey that could provide a holistic picture of student experience including student engagement, social-emotional learning and belonging. This led to the development of the MI Student Voice Perception Survey, which was administered in 20 school districts across the state in 2022. In spring 2023, 58 districts administered the survey in their schools statewide for a total of 33,366 students – a 176% increase in students who took the survey.



Statewide Advisory Committee

Working to assemble a statewide advisory committee to support this critical work.