



Final Results 2023

June 7, 2023

This work is supported by



PRESENTATION OVERVIEW

Why measuring student voice matters

Making meaningful use of the charts



This year's key changes to the survey and reports

Key **final** findings

Next steps

WHY IT MATTERS



Why measuring student voice
matters for students and schools



IMPORTANCE OF STUDENT VOICE

- Feedback is one of the **most effective reinforcers** for changing human behavior.
- When students have **amplified voices** they become equipped with decision-making skills at a young age and realize **their opinions matter**.
When adults listen to student voices we have a
- better chance to **improve our schools** by fostering commitment and collaboration.





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.



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.

KEY CHANGES IN 2023

- Total number of questions increased from 33 to 37
 - Social Emotional Learning - 13, Engagement - 12, and Belonging - 12
- Survey customizations for domains, gender and grade levels
 - School districts had the opportunity to select domains, gender options and grade levels to administer the survey to.

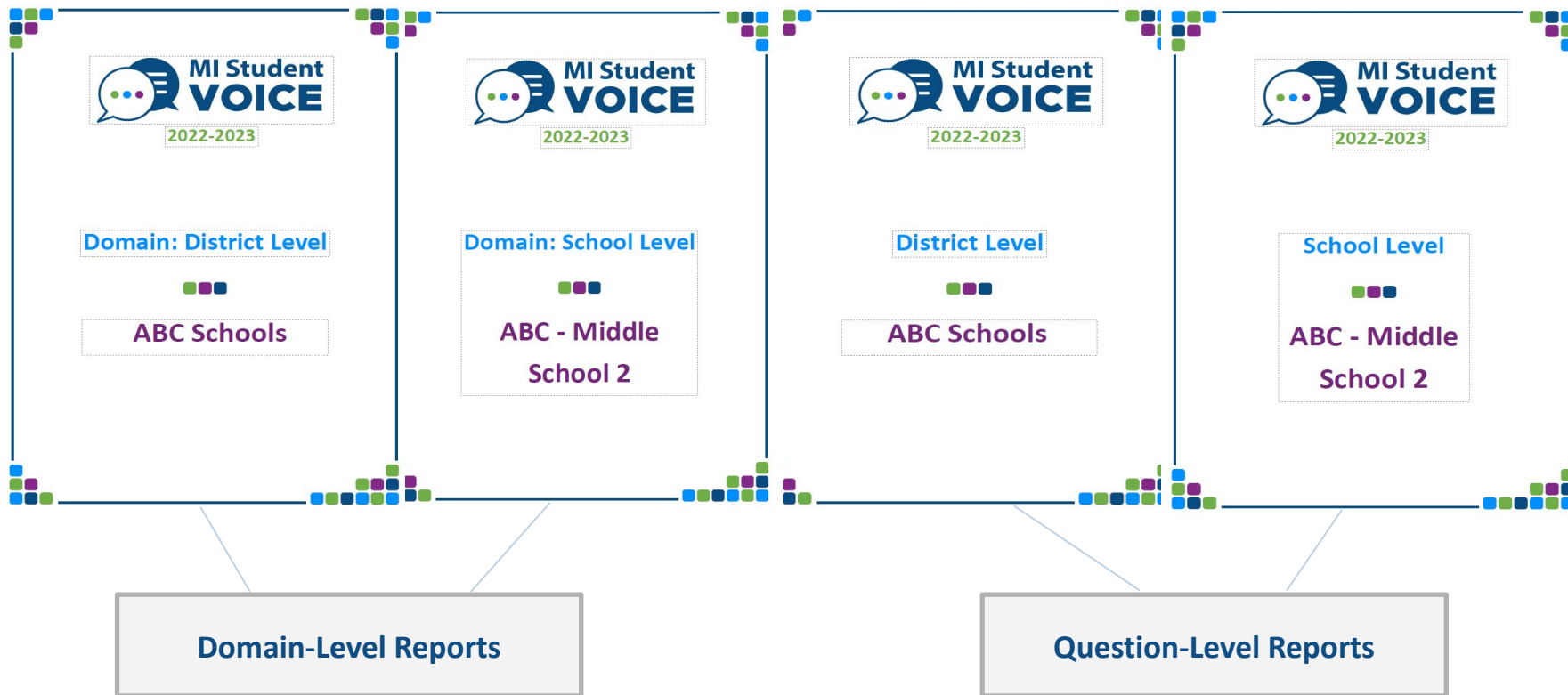


● ● ● KEY CHANGES IN 2023 ● ● ●

- All survey prompts are now expressed as questions.
- Response scales changed to perception scales (from **Not At All** to **Extremely**) and frequency scales (**Almost Never** to **Almost Always**). These are known as 5-point Likert scales.

Frequency Scale	Almost Never	Rarely	Sometimes	Often	Almost Always
Perception Scale	Not at All	Slightly	Somewhat	Quite	Extremely
Scale Scores	1	2	3	4	5

KEY REPORT CHANGES IN 2023



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Domain-Level Reports – We are providing a summary of student performance within each domain (Social Emotional Learning, Student Engagement, and Belonging).

- Allow us to know the number of responses in specific response categories for the whole domain. For example: From the total number of responses, what percentage of ‘Extremely/Almost Always’ responses do we have?
- Enable us to identify domains where students are not performing well before deep-diving into the actual questions/items.
- These are **not** meant to replace Question-Level Reports. **It is important to examine individual questions**, as questions considered as a group may mask low performance in specific areas.
- 2 domain-level reports – 1 for the school district and 1 per building/school

KEY REPORT CHANGES IN 2023

Question-Level Reports – We are providing a question-level report of student performance within each domain (Social Emotional Learning, Student Engagement, and Belonging).

- Allow report users to examine specific areas where improvements can be made.
- 2 Question/Item-Level Reports – 1 for the school district and 1 per building/school

*We updated chart colors to accommodate colorblind report users.



REFLECTIONS

- We are using Consortium data (all 2023 survey participants); this presents the **average picture**.
 - Very important that you **zoom in on your specific district and building data**.
- Consortium averages are also provided in the final reports.

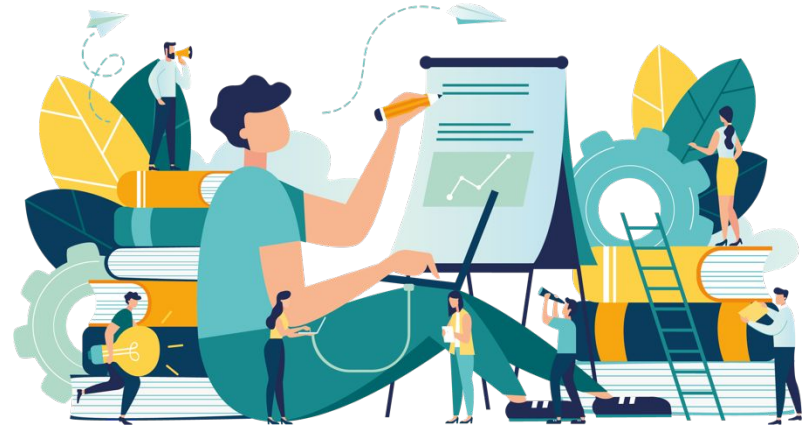
This gives you a sense of how your students are performing relative to everyone across the state.
- We have included Domain Changes to show how much the school/district has improved between last year and this year.



FINDINGS

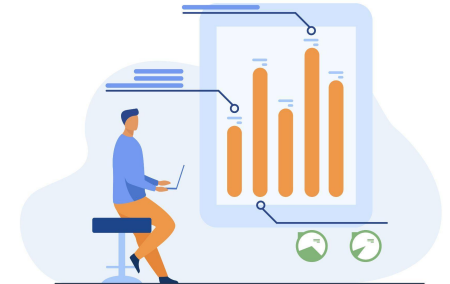


Highlights from 2023 survey
administration



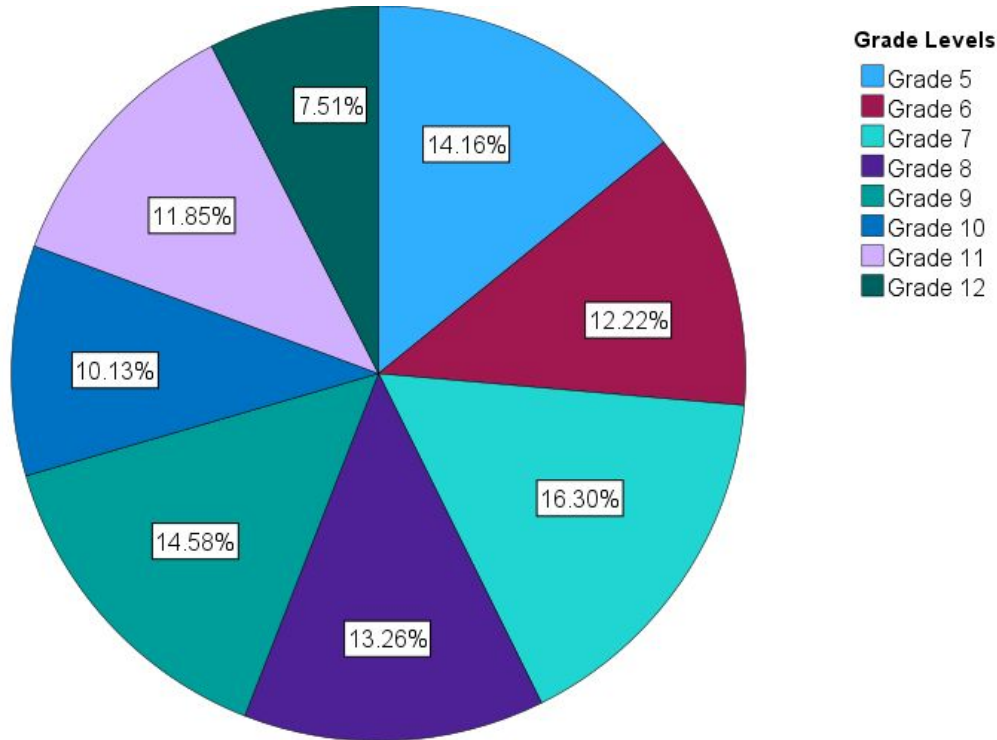
SCHOOL DISTRICT DEMOGRAPHICS

- 58 school districts across the state administered the survey
 - Current results are from 33,366 students across the 58 school districts that participated in all three spring 2023 administration windows (from March 17 - May 15)
- District survey participation rates range from 20.8% to 82.0%



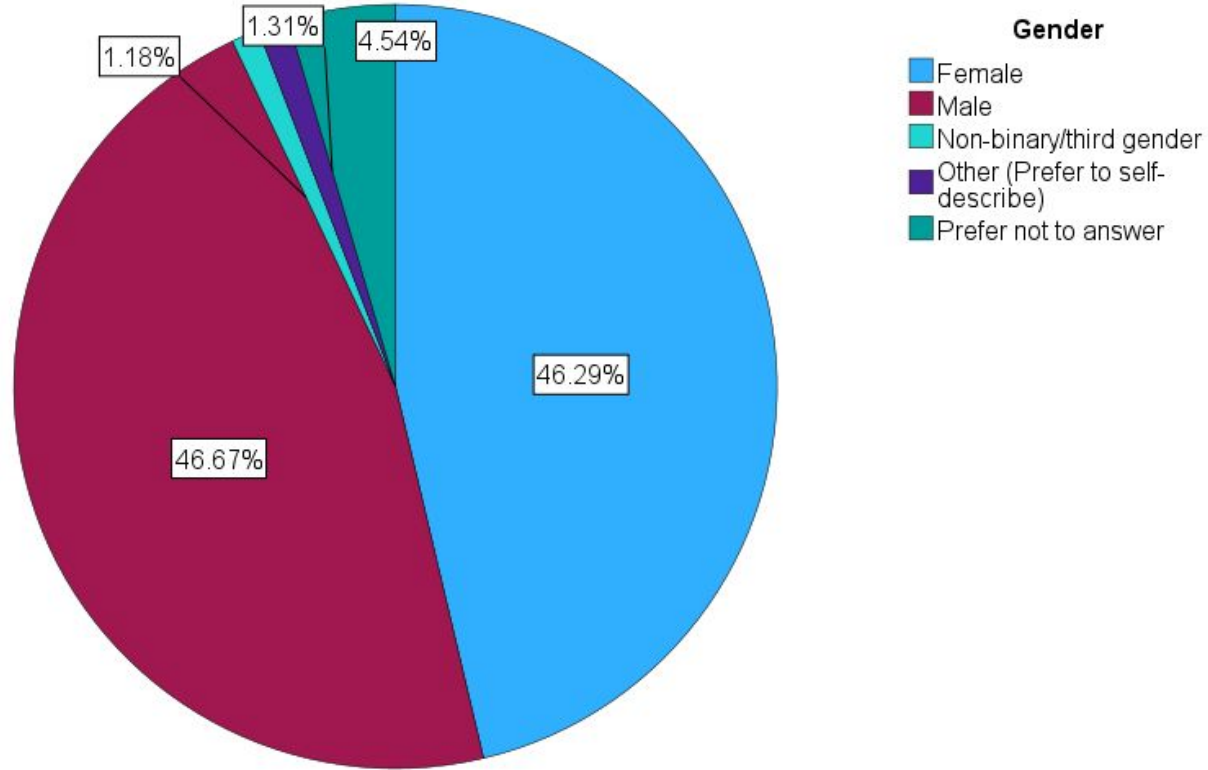
Distribution of responses vary by grade level

58.4% average
participation
rate



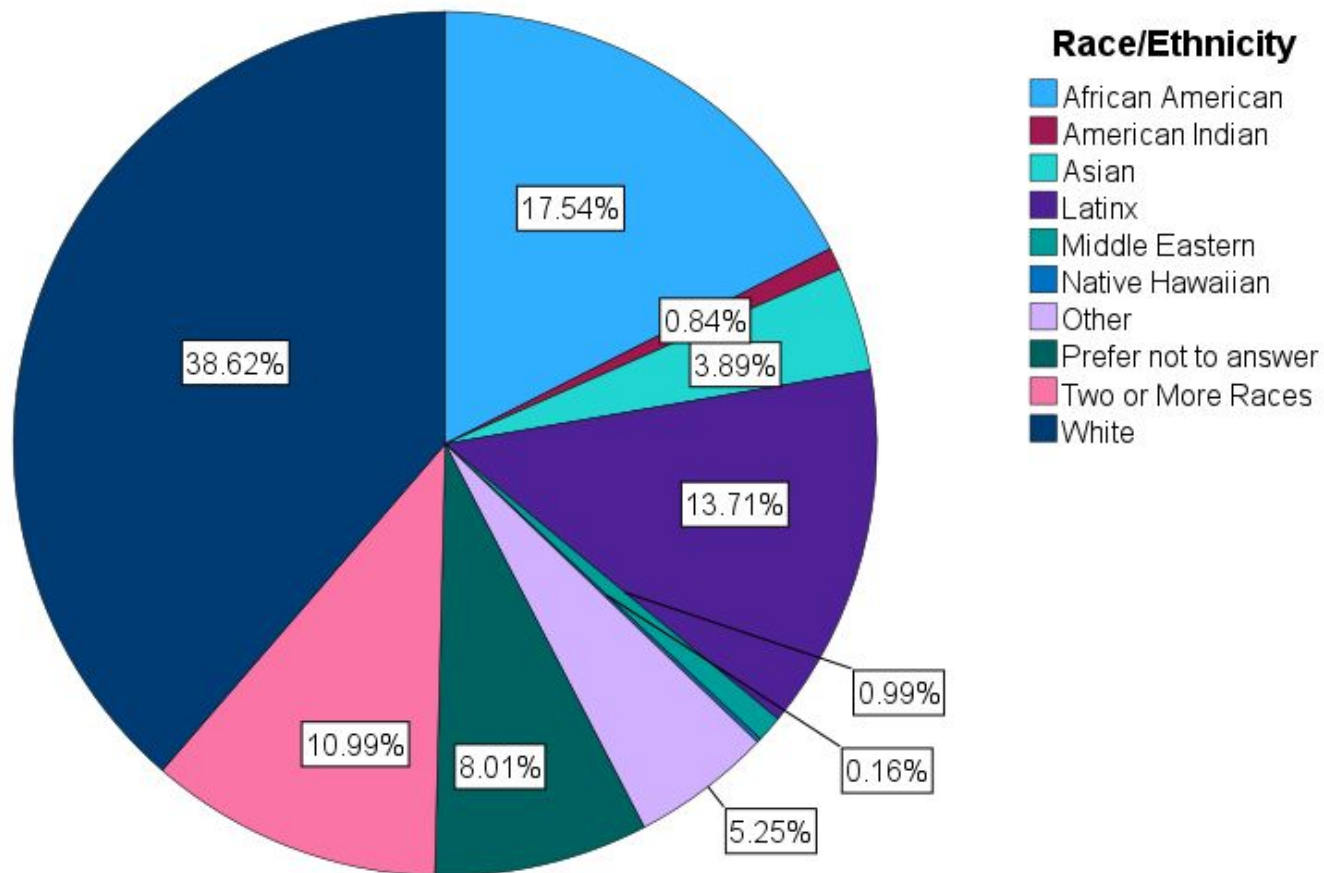
District
participation rates
ranged from
20.8% to 82.0%

Distribution of students by gender

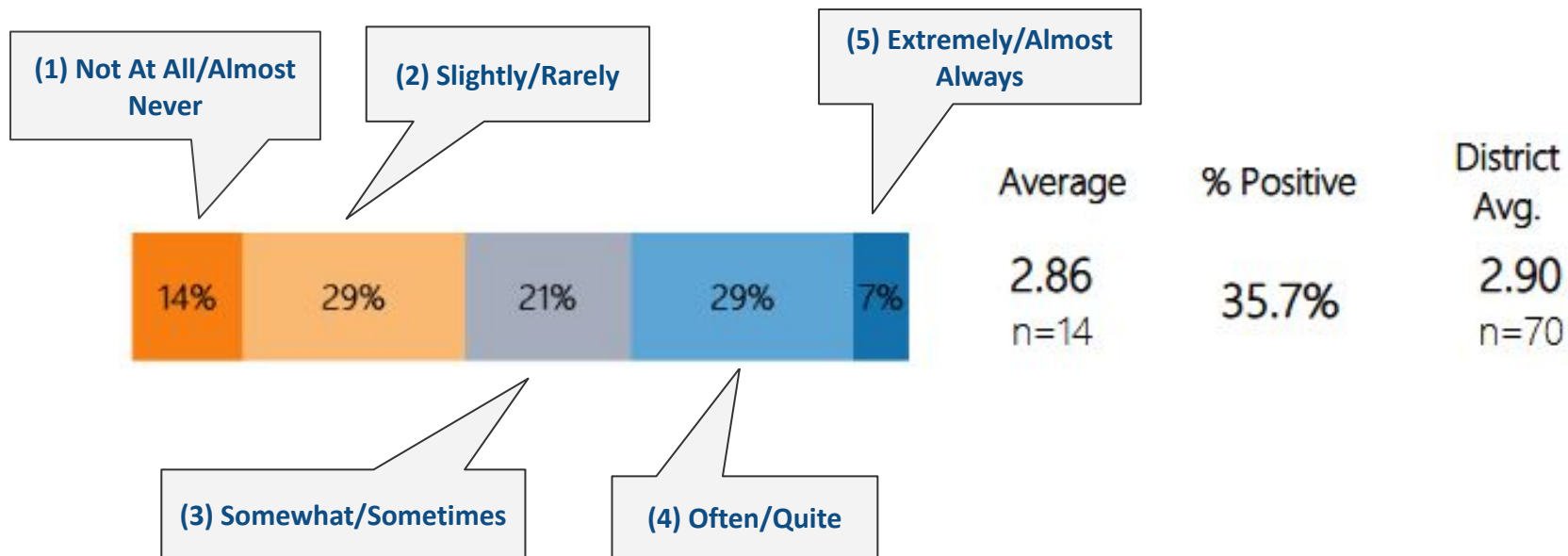


Last year, we had 47% male, 47% female, 3% non-binary and 3% other

Survey sample demographics mirror population demographics



● ● ● READING THE CHARTS ● ● ●



● ● ● READING THE CHARTS ● ● ●

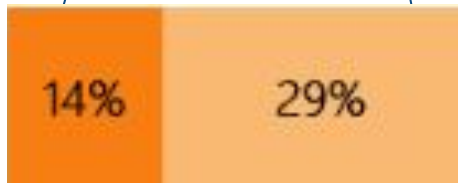
The blue parts of the bar chart show
positive responses
(Often/Quite and Extremely/Almost Always)



We will be adding the percentages in the blue
boxes to find the percent of responses with
high frequencies and high perceptions

READING THE CHARTS

The left end of the bar chart shows
negative responses
(Not At All /Almost Never and Slightly/Rarely)



Adding the percentages in the left end of the
charts will allow us to find the percent of
responses with negative perceptions/frequencies.

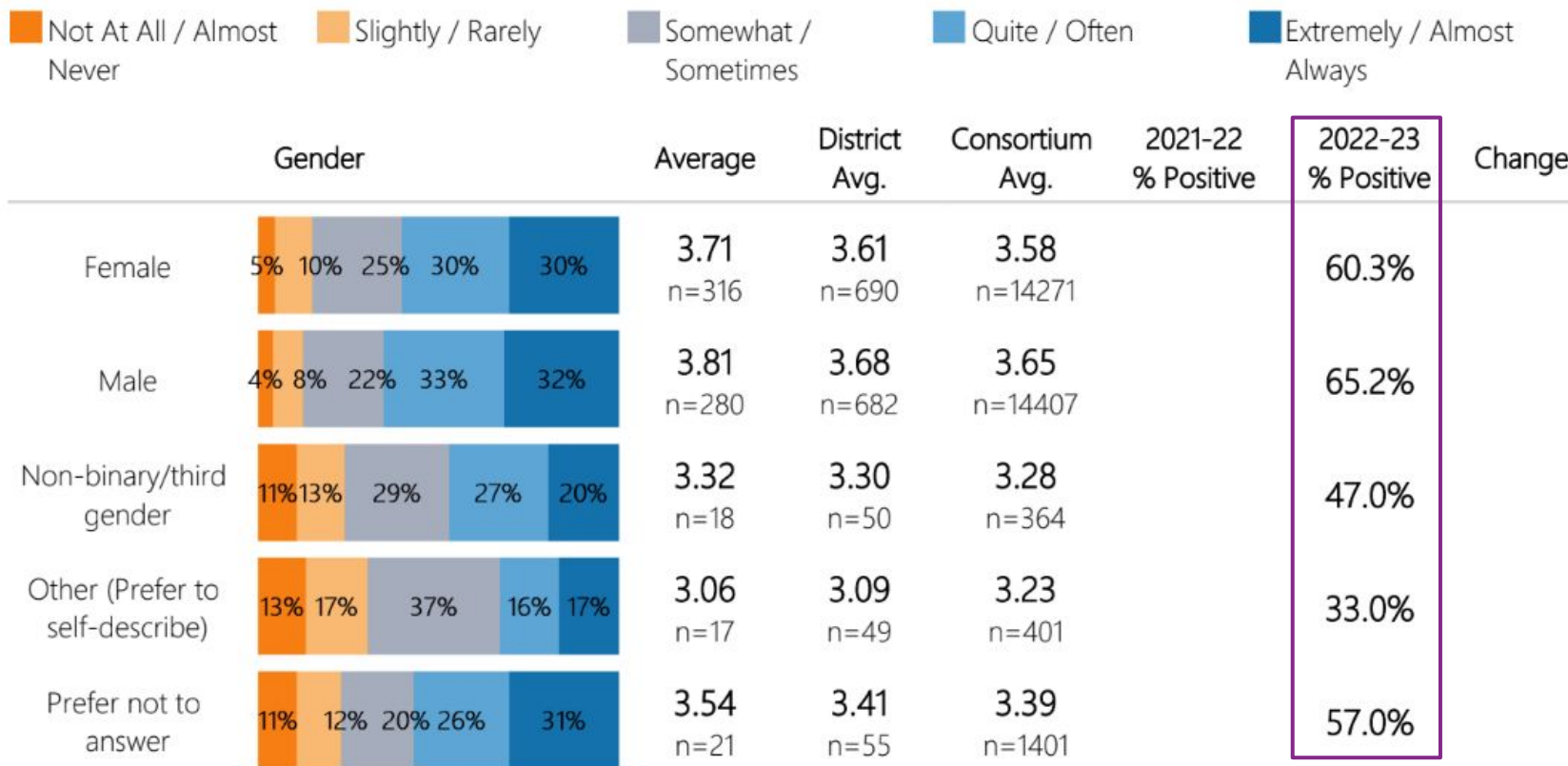
For Example:

Would you be excited to
have your teachers
again?

$14 + 29 = 43\%$ of the
students would be
slightly/not at all
excited

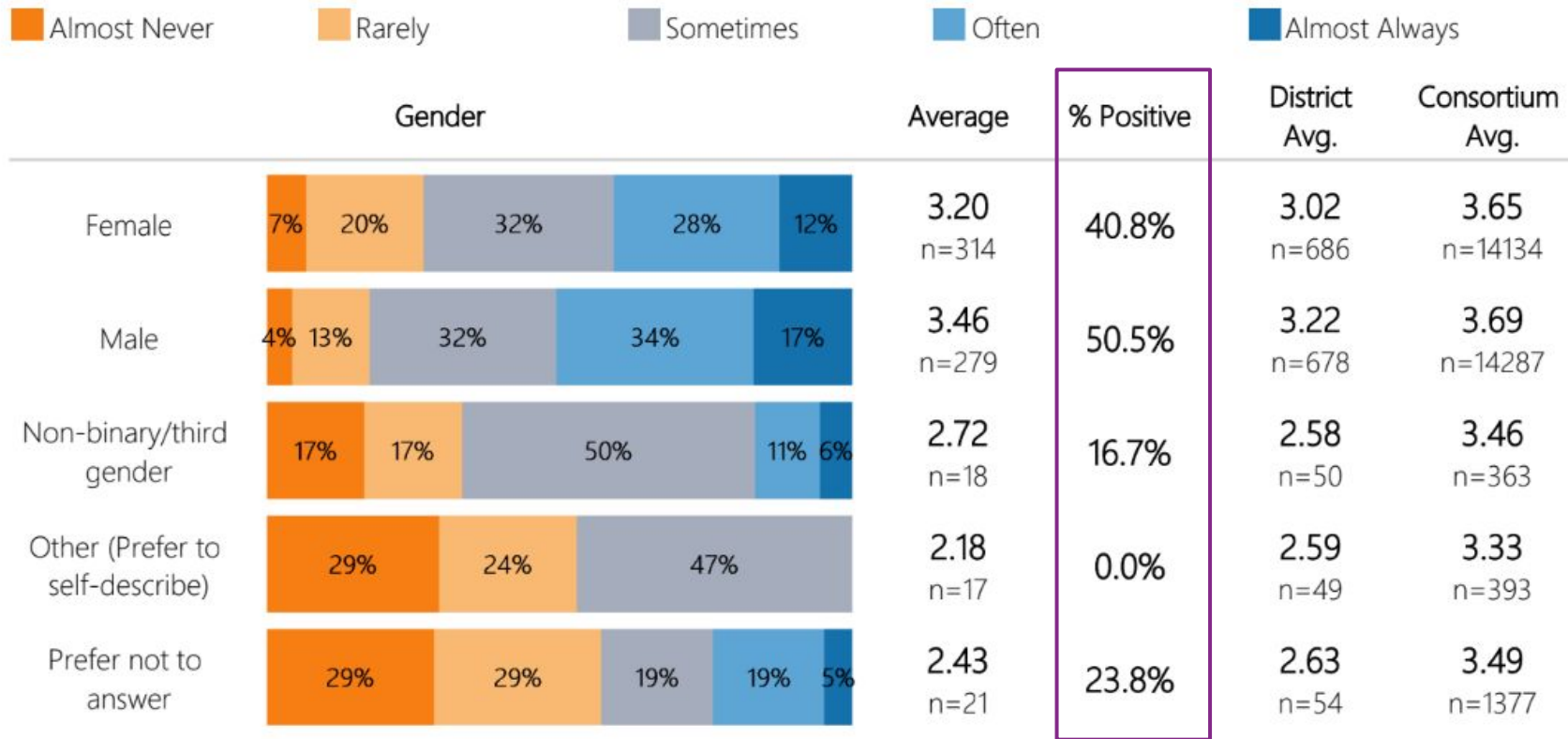
Very important to look into your own cases and examine question-level reports

Domain: Social and Emotional Learning



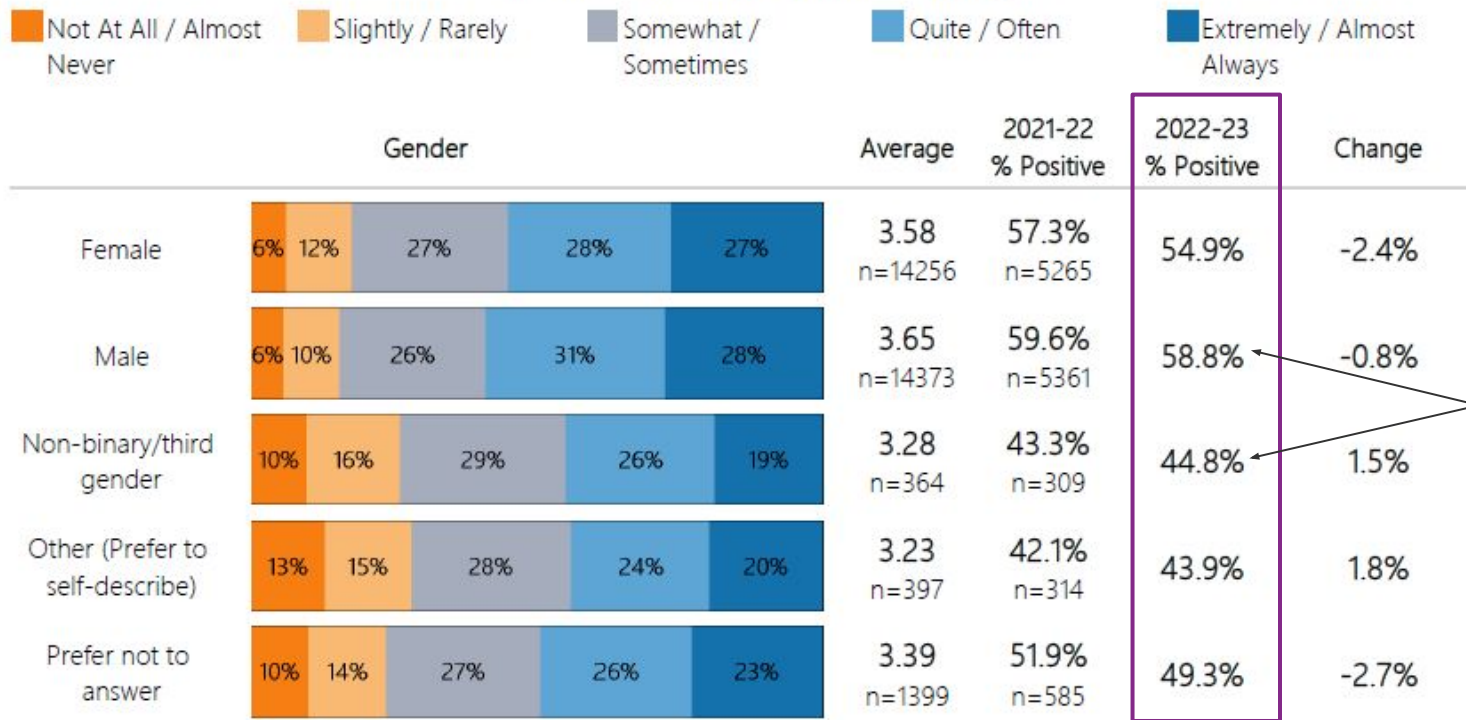
The differences are very clear at question-level and building-level...

Question: Do people in your school understand you as a person?



Non-binary students, students who prefer to self describe, and students that prefer not to answer about gender have lower SEL scores than male and female students

Domain: Social and Emotional Learning



**14% gap
between male
students and
non-binary
students**

Making relationships seems to be a problem for all gender groups except male; more for non-binary students

Domain: Social and Emotional Learning

Sub Domain: Relationships

Question: Do you feel connected to the students at your school?

Almost Never

Rarely

Sometimes

Often

Almost Always



30% gap between male students and non-binary students

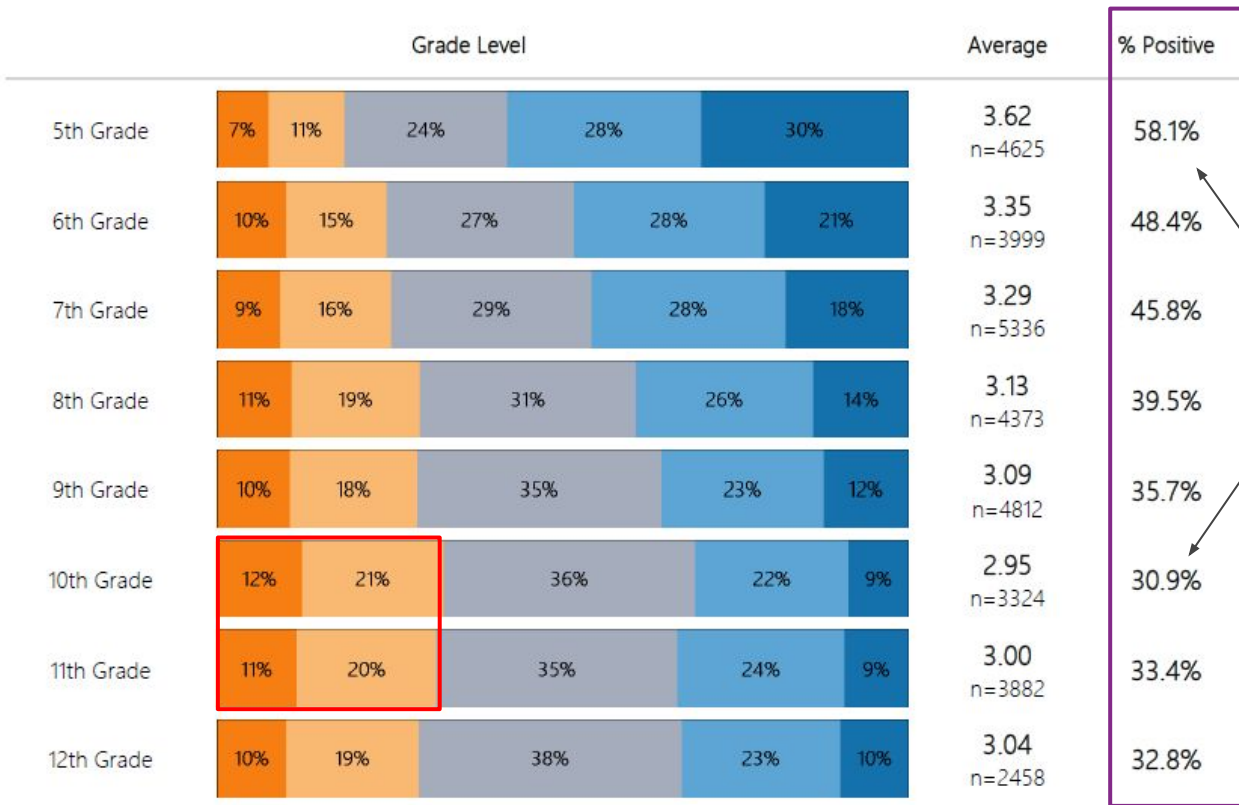
Gaps are more pronounced in making relationships (again)

Domain: Social and Emotional Learning

Sub Domain: Relationships

Question: Do people in your school understand you as a person?

■ Almost Never
 ■ Rarely
 ■ Sometimes
 ■ Often
 ■ Almost Always



**27% gap
between 5th
grade and 10th
grade students**

Gaps exist between white or Asian students and all other races/ethnicities in SEL

Domain: Social and Emotional Learning



10% gap between White students and Black or African American students

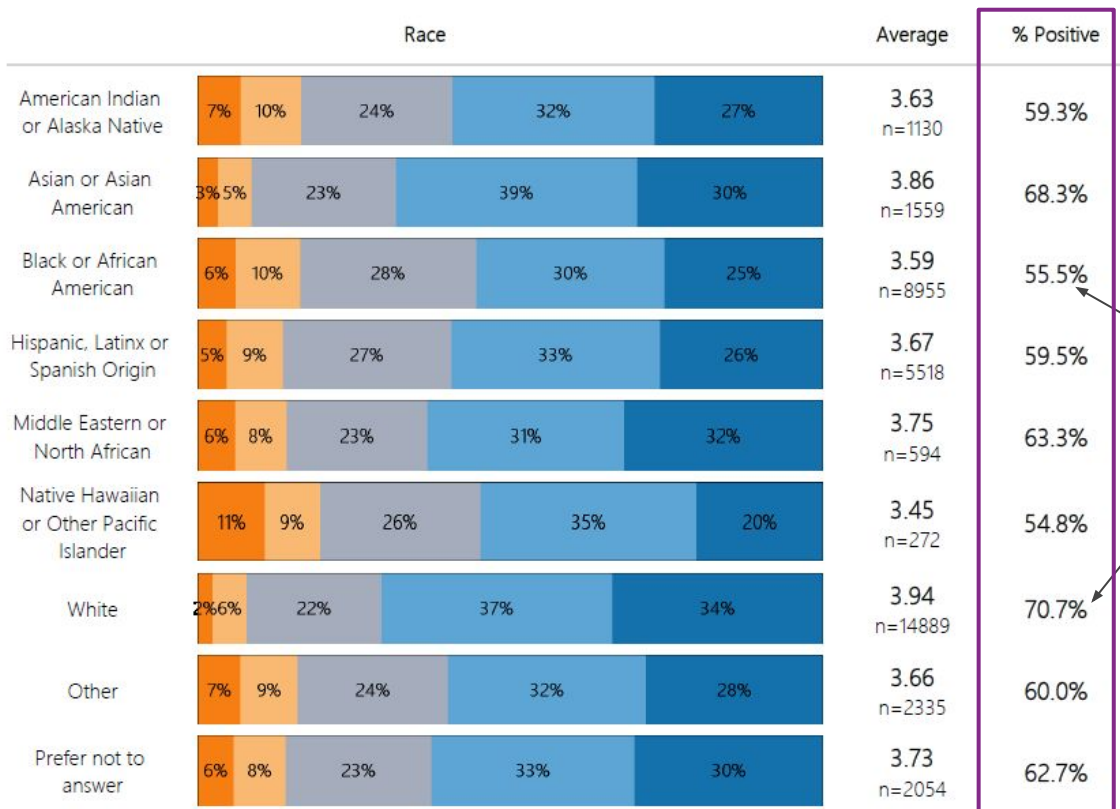
Wider gaps for Responsible Decision Making (SEL)

Domain: Social and Emotional Learning

Sub Domain: Responsible decision-making

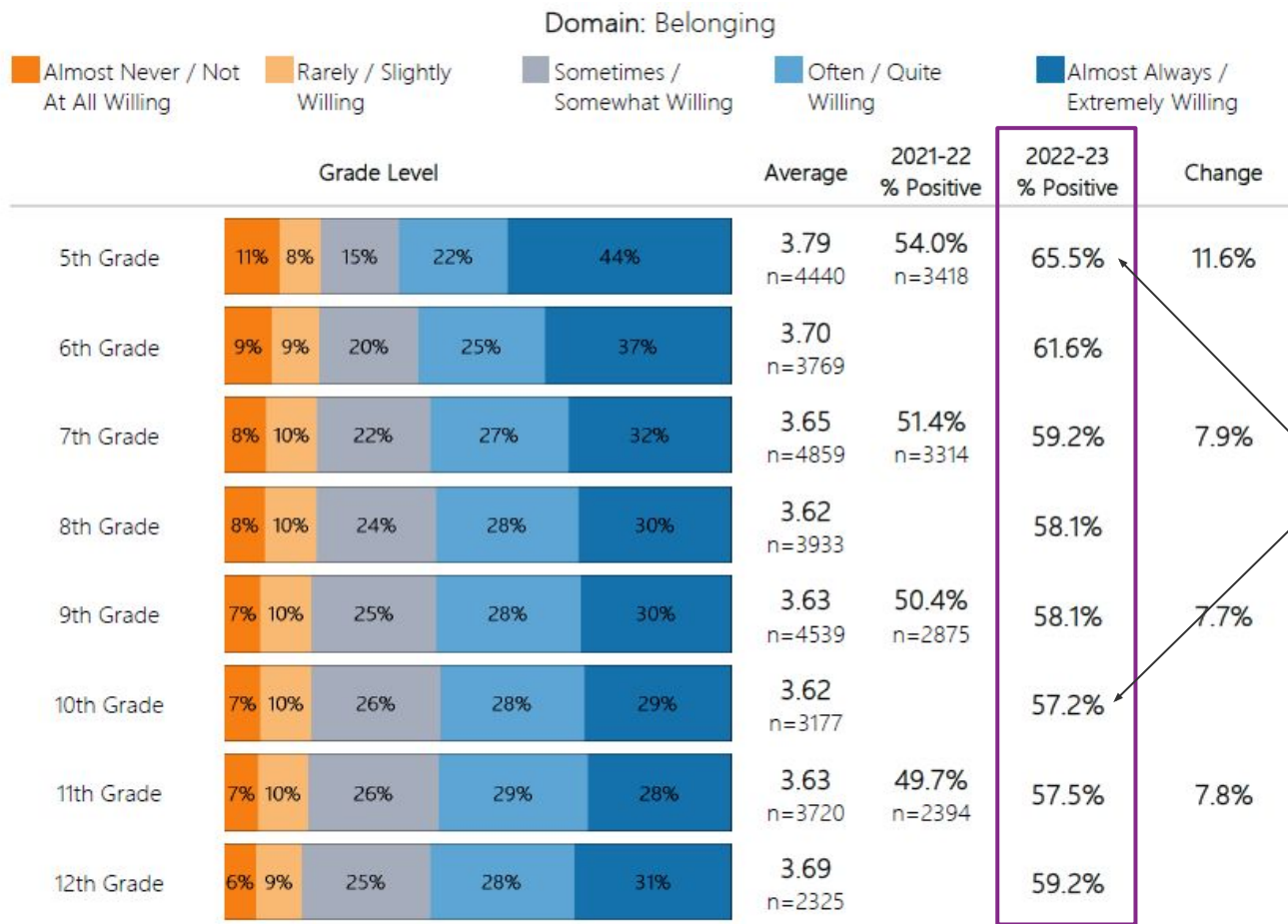
Question: Do you think about how your actions affect others?

■ Almost Never
 ■ Rarely
 ■ Sometimes
 ■ Often
 ■ Almost Always



15% gap between White students and Black or African American students

Gaps exist across grade levels for Belonging



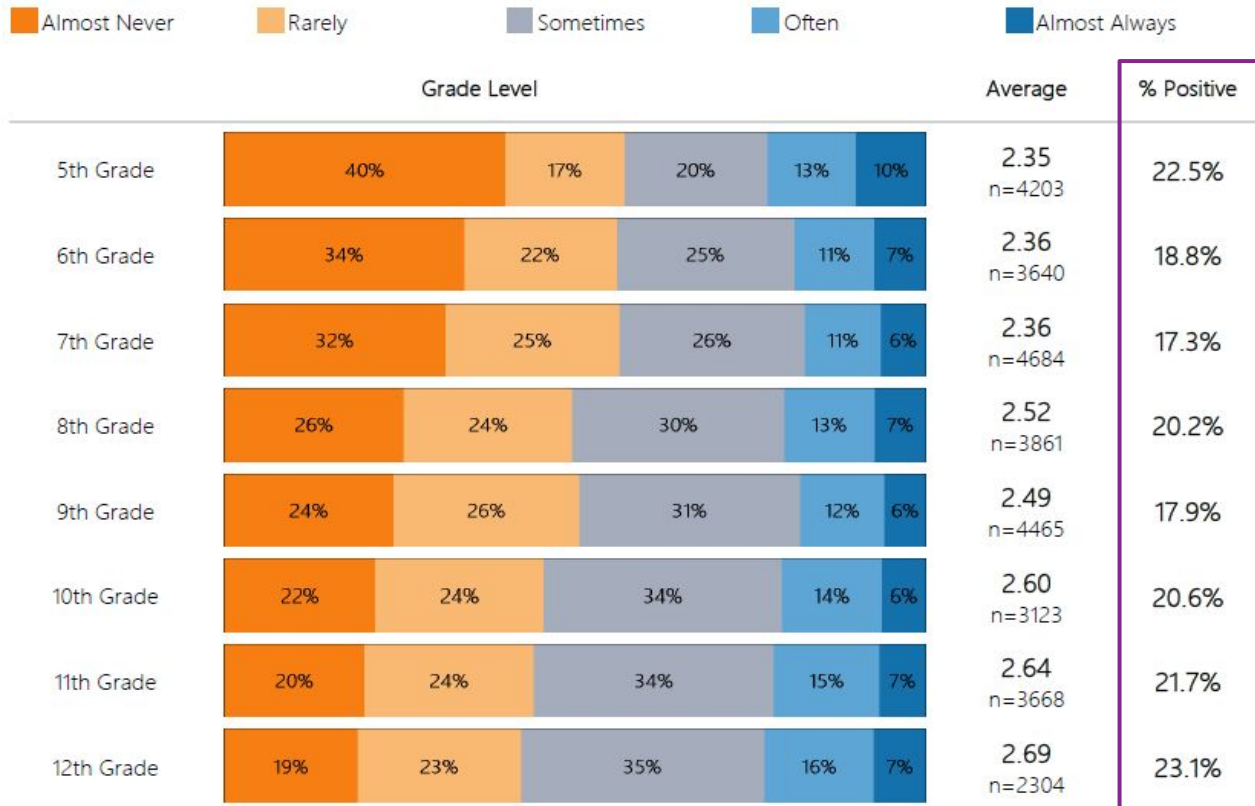
**8% gap
between 5th
grade and
10th grade**

Cultural awareness is a problem across all grade levels

Domain: Belonging

Sub Domain: Cultural awareness

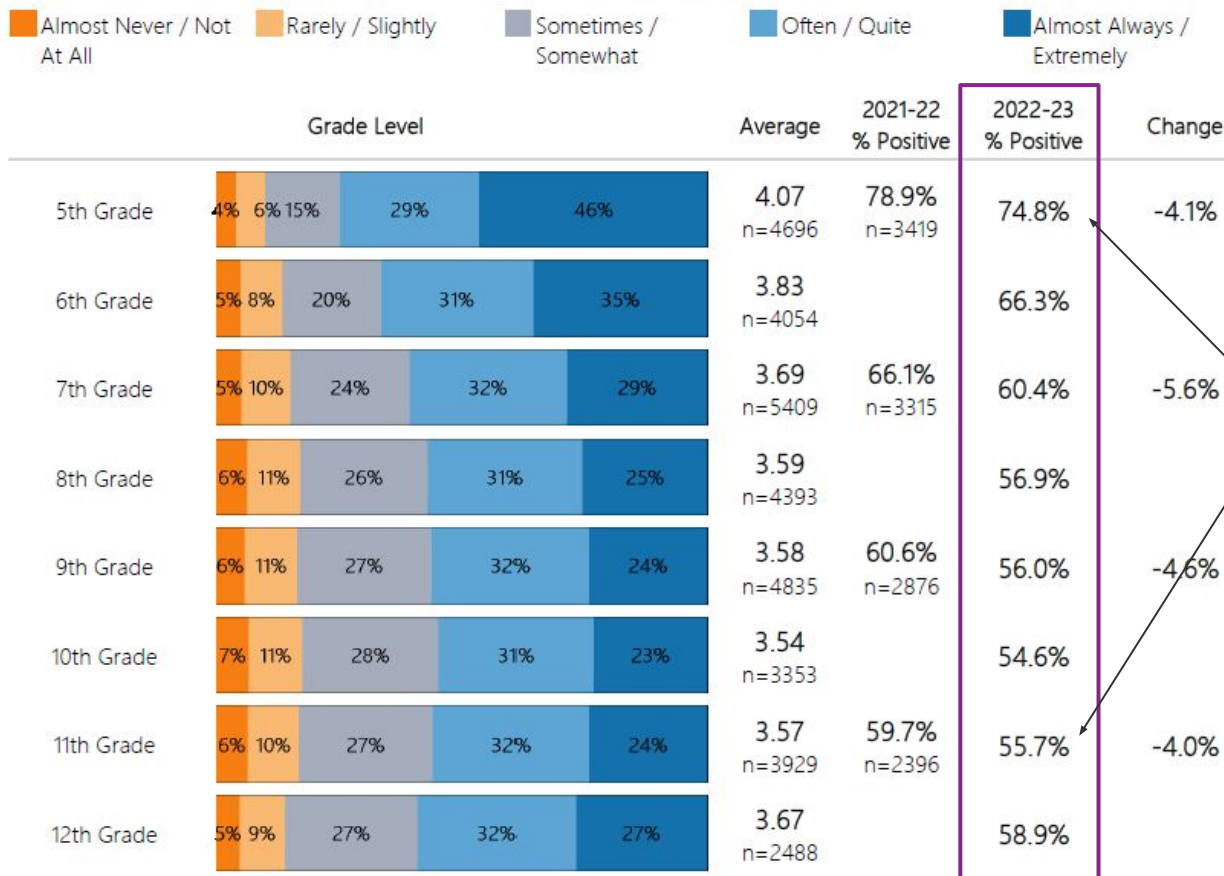
Question: Are you encouraged to think more deeply about race-related topics with other students at your school?



Low positive responses across grade levels

Students are more engaged in lower grade levels compared to high school

Domain: Student Engagement



**19% gap
between 5th
grade and
11th grade:
75% vs. 56%**

Is Classroom Climate driving low scores for your high school students?

Domain: Student Engagement

Sub Domain: Classroom climate

Question: Do your teachers talk about how your actions affect others?

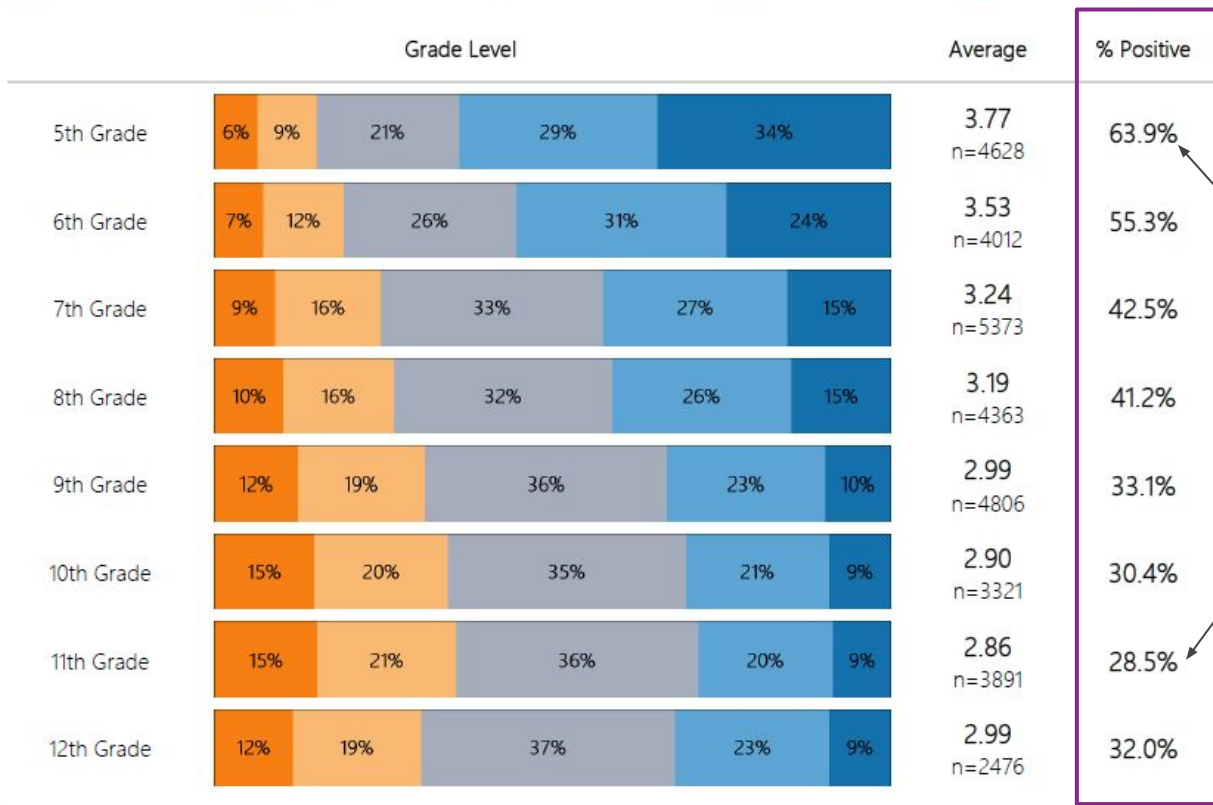
Almost Never

Rarely

Sometimes

Often

Almost Always



**35% gap between
5th grade and 11th
grade:
64% vs. 29%**

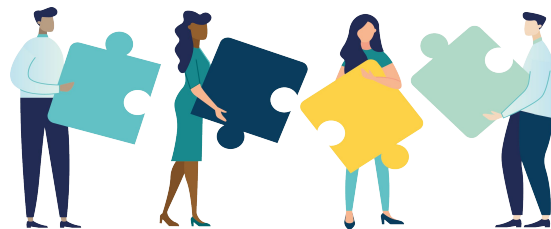
KEY DATA TAKEAWAYS (FINAL)

- 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.
- On average, students in elementary grades have a higher sense of Belonging than students in high school – relationships and cultural awareness are the issues.
- Student Engagement is higher in elementary grades than in middle or high school – Classroom Climate seems to be the problem.

COMING SOON

- Conference in early Fall to cover the following topics:

- How districts are using survey results in MICIP
- Share post-administration toolkit
- Share best practices to make the data actionable



- Final Report Briefs for each of the three domains coming up in Summer and Fall.
- We plan to have a suite of surveys for students, teachers/staff and parents. Pilot testing will be done in the upcoming school year (2023-24).

THANKS!



Do you have any questions?

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