



*Raising voices to drive school quality*



## Final Results

April 24, 2024

This work is supported by the

**MICHIGAN HEALTH**  
**ENDOWMENT FUND**



**MI Student Voice** is a suite of surveys used to provide a holistic picture of the student experience.



# WHY IT MATTERS



Why measuring student voice  
matters for students and schools



# ● ● ● 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.

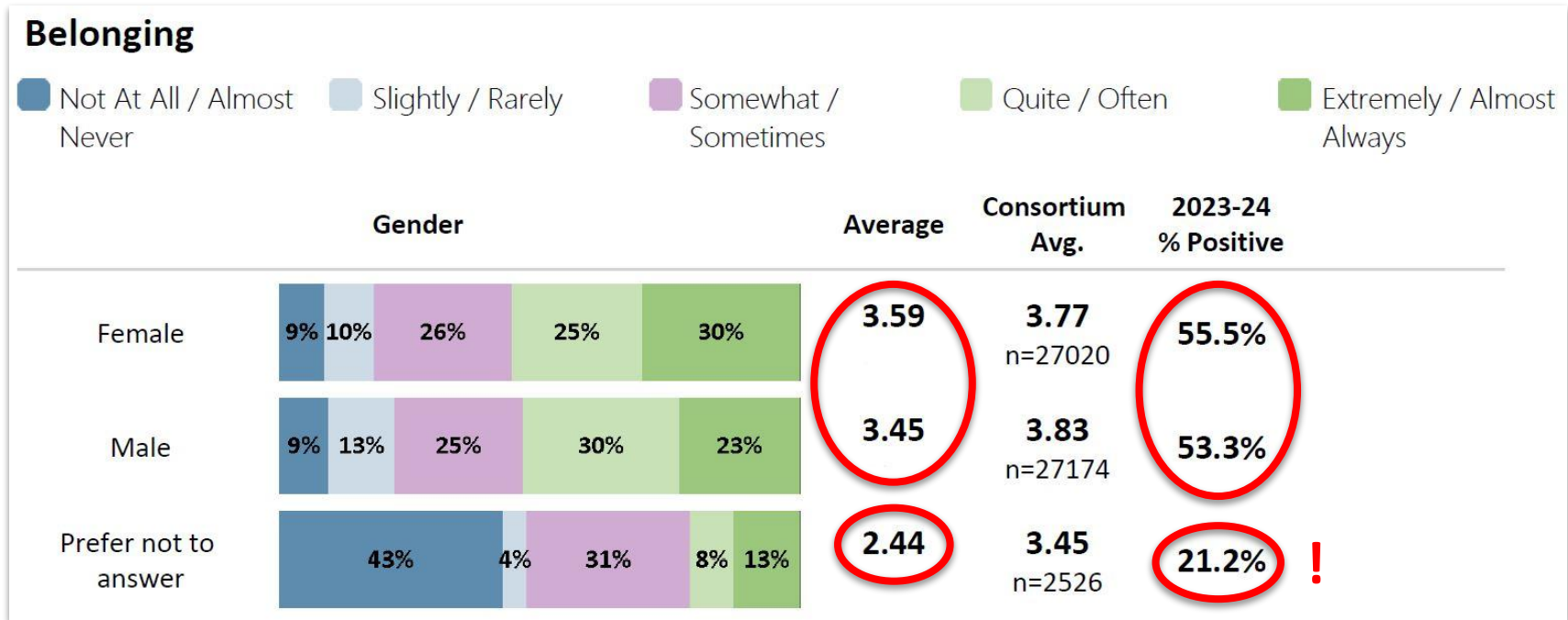
## SOCIAL-EMOTIONAL LEARNING

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



# ● ● ● WHAT CAN THE DATA TELL US? ● ● ●

In this example, we're seeing that students who prefer not to answer their gender identity have a substantially different experience in Belonging than any other identity. This example provides insight into why this work matters. We'll come back to this shortly to dig into the *why* behind the results.



# SURVEY PARTICIPATION IN 2024

## Student Perception Survey

- 108 districts
- 70,623 student voices
- Overall participation rate was 57.3%

## Educator Perception Survey

- 48 districts
- 2,843 educator voices

## Parent/Guardian Perception Survey

- 54 districts
- 8,002 parent/guardian voices

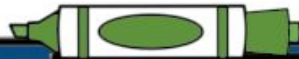
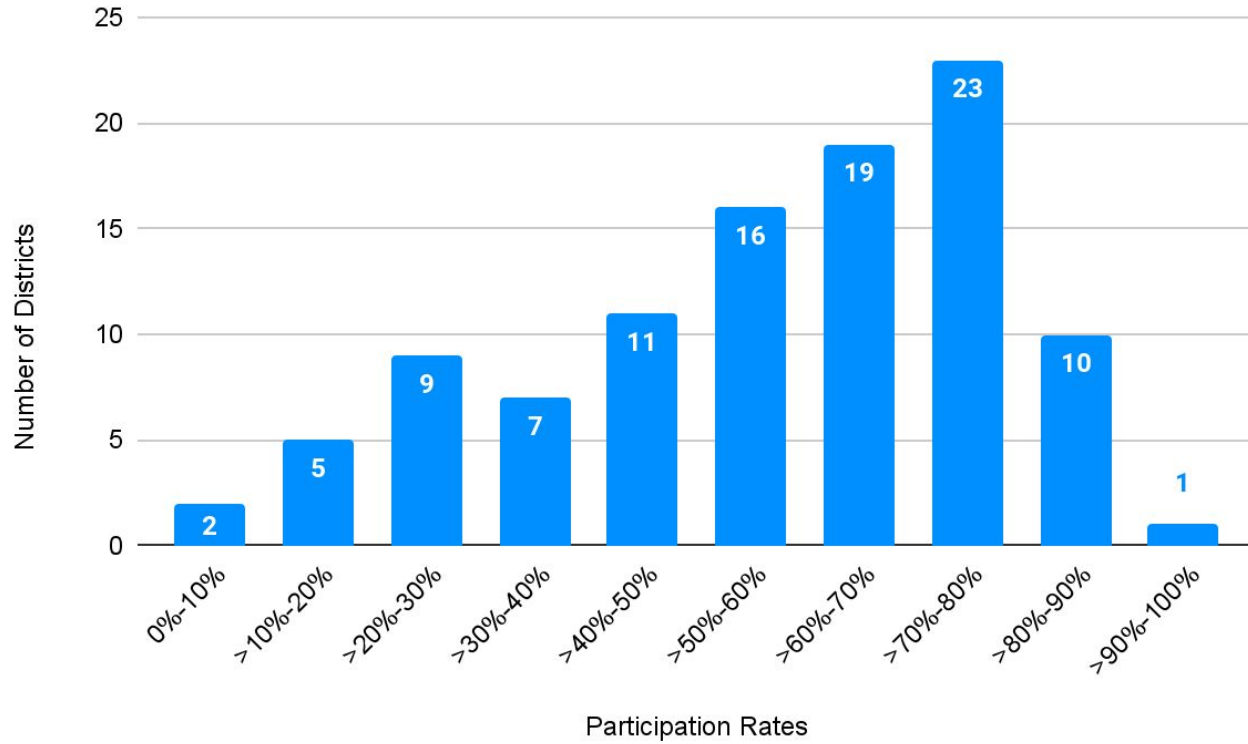


# 2024 PARTICIPATION BY GRADE

Grade Level	Responses	Student Count	Participation Rate
5th Grade	8,419	10,827	77.8%
6th Grade	9,457	12,959	73.0%
7th Grade	10,891	15,599	69.8%
8th Grade	10,373	15,359	67.5%
9th Grade	8,928	16,852	53.0%
10th Grade	8,195	17,313	47.3%
11th Grade	7,848	17,313	45.3%
12th Grade	5,490	15,216	36.1%
<b>Total</b>	<b>69,601</b>	<b>121,438</b>	<b>57.3%</b>



# 2024 PARTICIPATION RATES





# KEY CHANGES IN 2024

- Survey windows were elongated to 3 weeks (previously 2 weeks) and administration took place before state testing
- Modified seven questions for Social-Emotional Learning to improve the reliability and validity of the survey
- Modified four questions for Belonging domain to improve the reliability and validity of the survey
- Survey was translated into 10 languages: Arabic, Dari, Karen, Kinyarwanda, Pashto, Persian (Farsi), Somali, Spanish, Swahili, Tigrinya



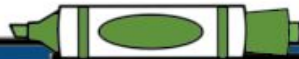
# STUDENT SURVEY REPORTS IN 2024

Districts receive **both** a **Domain-Level** Report and a **Question-Level** Report.



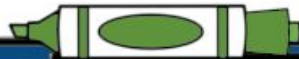
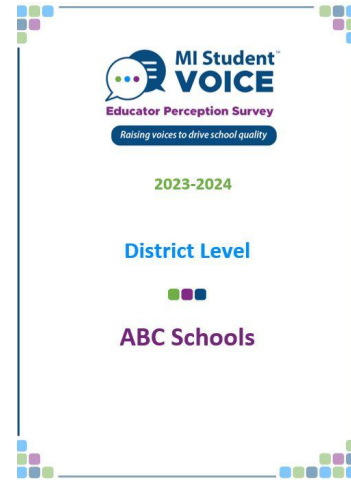
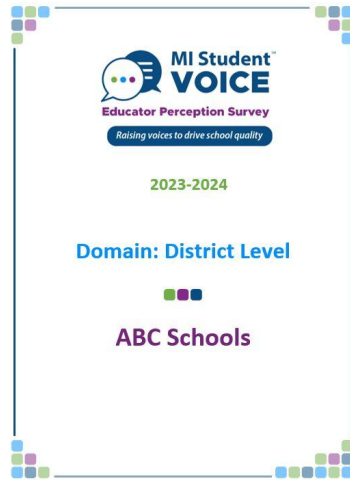
# PARENT/GUARDIAN SURVEY REPORTS IN 2024

Districts receive **both** a **Domain-Level** Report and a **Question-Level** Report.



# EDUCATOR SURVEY REPORTS IN 2024

Districts receive **both** a **Domain-Level** Report and a **Question-Level** Report,  
**but only at the District level to ensure anonymity of respondents.**



# DOMAIN-LEVEL REPORTS

We are providing a summary of student performance within each domain.

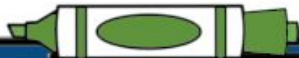
- Allows us to know the number of responses in specific categories for the whole domain. For example: From the total number of responses, what percentage of 'Extremely/Almost Always' responses do we have?
- Enables us to identify domains where students are not performing well before deep-diving into 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.



# QUESTION-LEVEL REPORTS

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

- Allows us to examine specific areas where improvements can be made.
- 2 question-level reports – 1 for the school district and 1 per building/school.

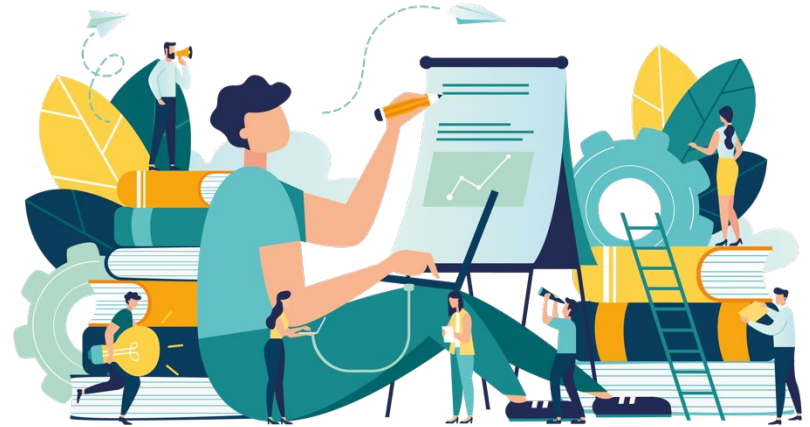


# REFLECTIONS

- We are using Consortium data (all 2024 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.



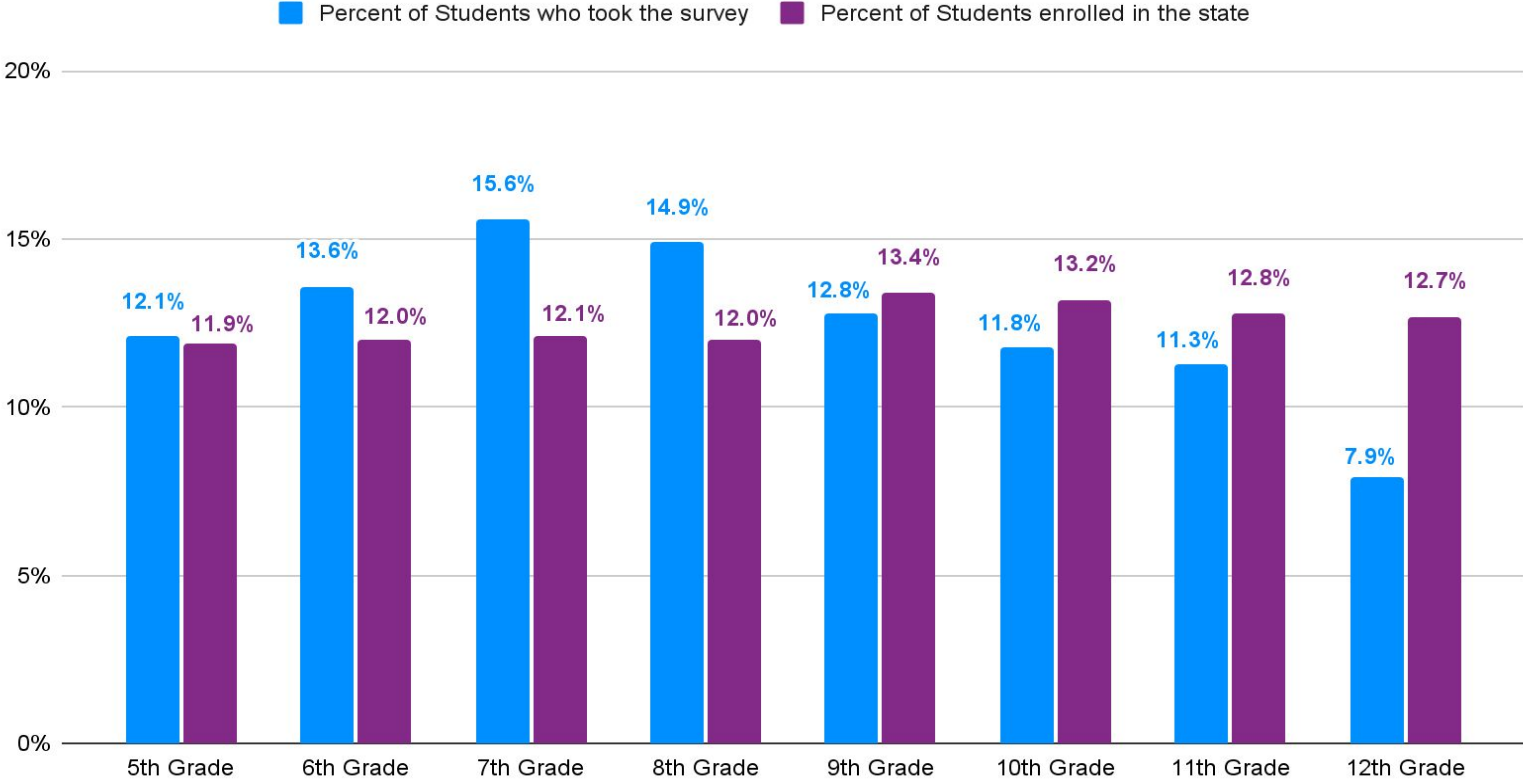
# FINDINGS





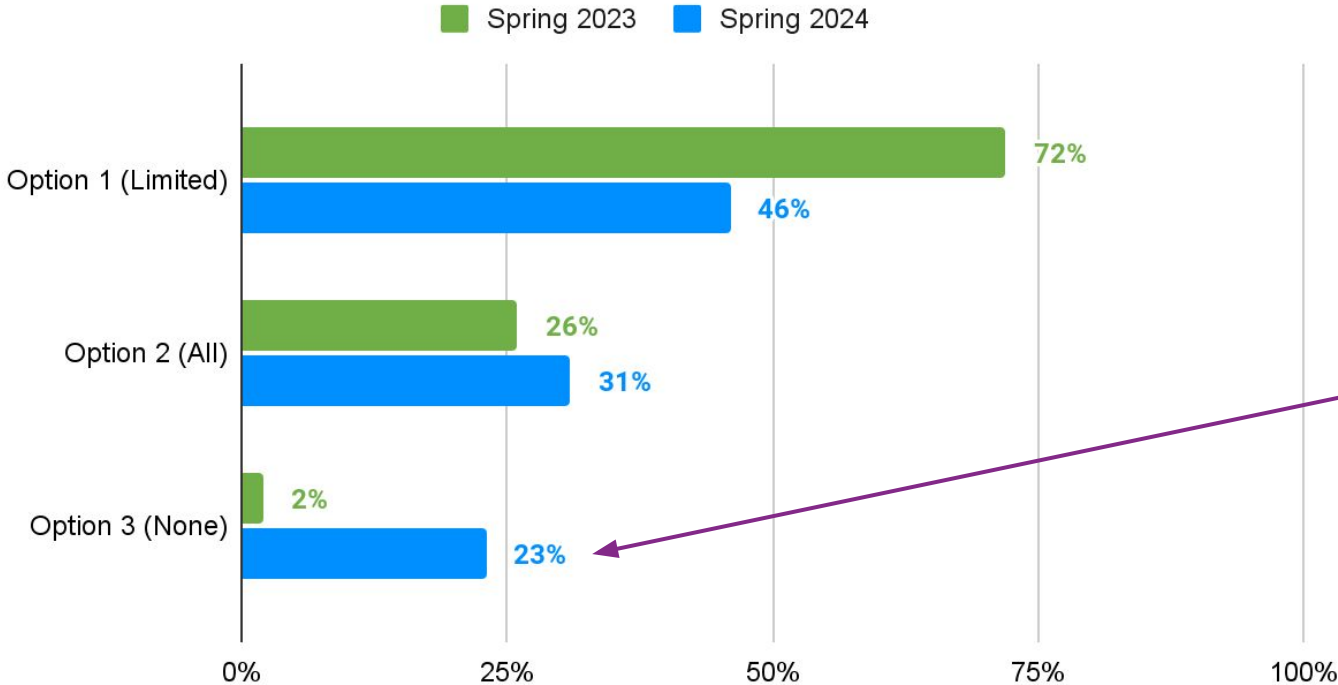
# Are our student responses representative of the state population by grade level?

## Grade Level Surveyed vs State Enrollment



# Survey Demographics

## Gender Identity Customizations

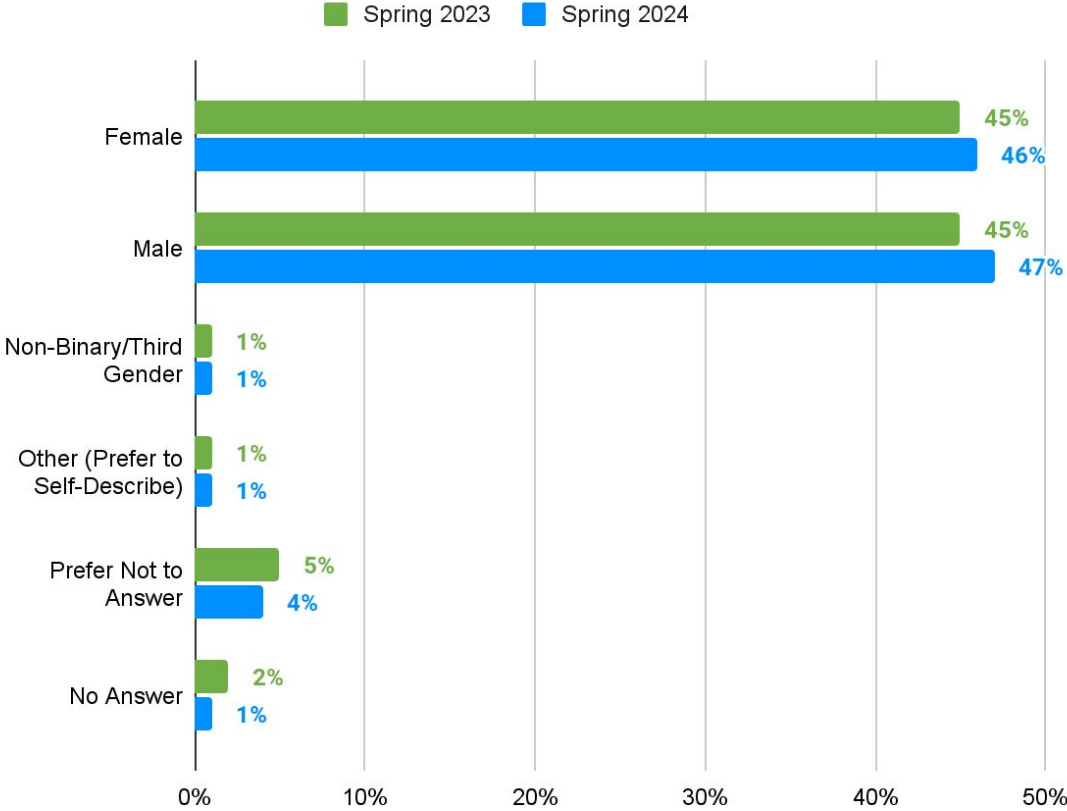


We saw a big increase in districts who wanted the Gender Identity question removed.

*Option 1 (Limited): Female, Male, Prefer not to answer*  
*Option 2 (All): Female, Male, Non-Binary/Third Gender, Other (Prefer to self-describe), Prefer not to answer*  
*Option 3 (None): Question was not asked*

# Survey Demographics

## Demographics: Gender Identity

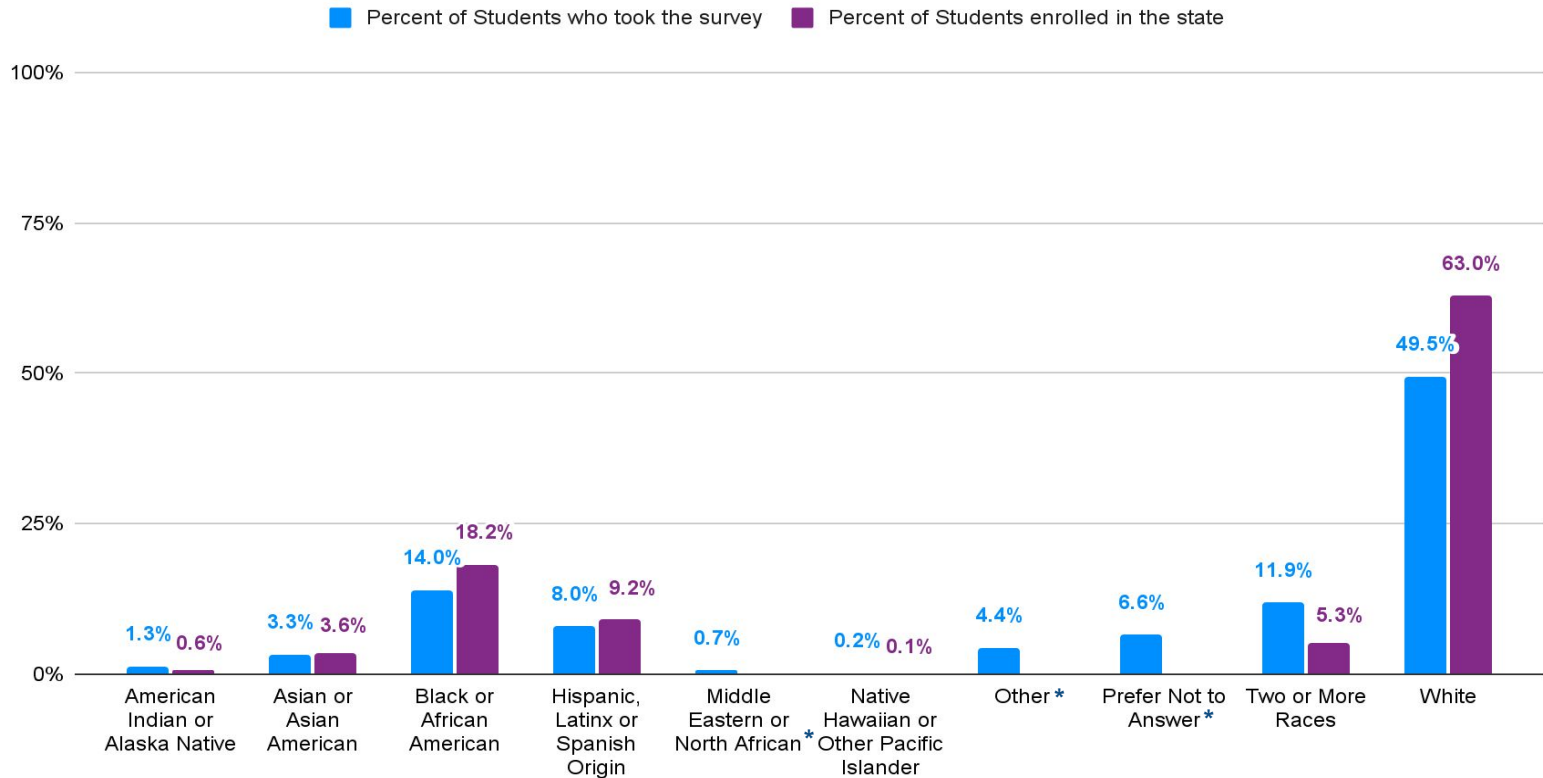


Of the 70,058 students who answered the survey, 9,328 were not asked about their Gender Identity. This chart represents the 60,730 students who were asked this question.

Michigan reports that the student population is 49% Female and 51% Male in Grades 5-12 in the 2023-2024 school year.

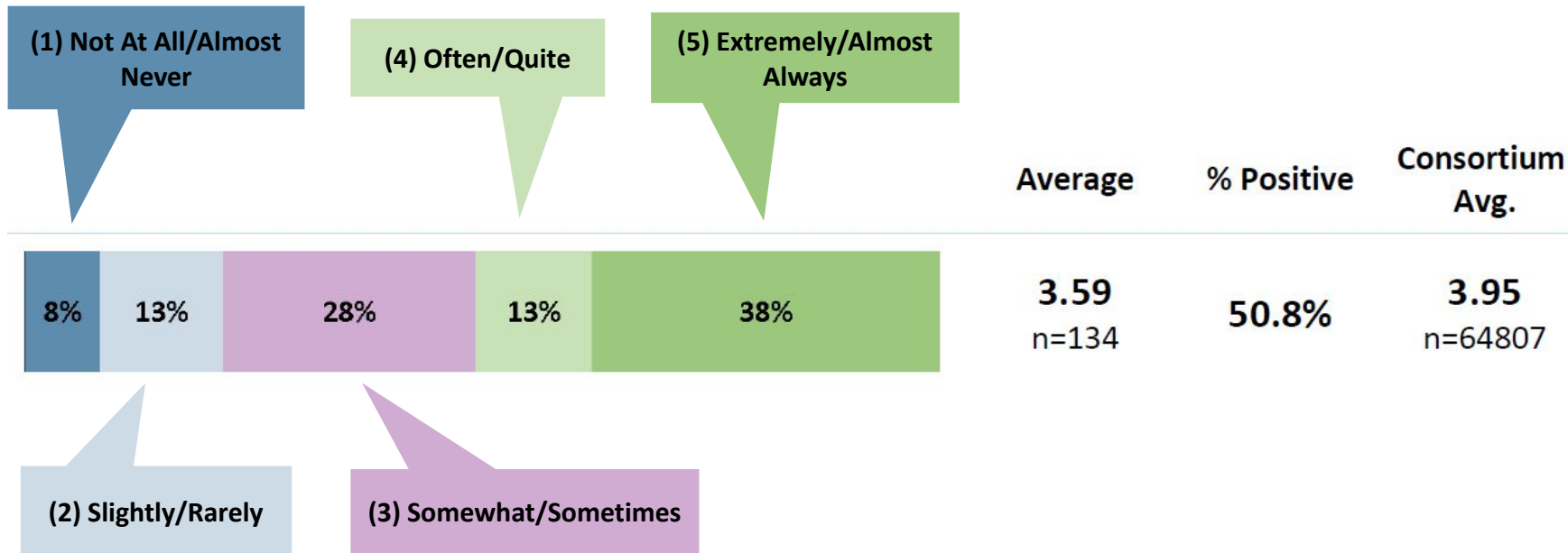
# Are our student responses representative of the state population by race/ethnicity?

## Race/Ethnicity of Surveyed Students vs Statewide Student Race/Ethnicity



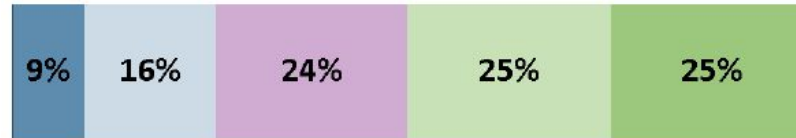
*\*The state does not collect the categories, “Middle Eastern or North African,” “Other,” or “Prefer Not to Answer.”*

# READING THE CHARTS



# READING THE CHARTS

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



We will be adding the percentages in the green 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?

$9 + 16 = 25\%$  of the students would be slightly/not at all excited

# REVISITING THE EXAMPLE

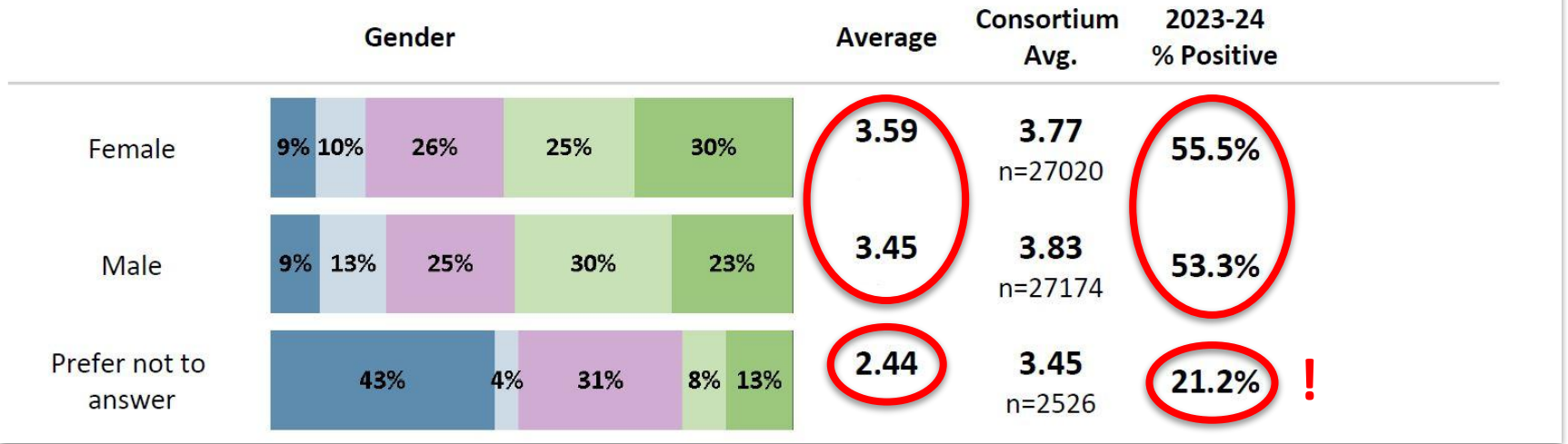




# WHAT IS CAUSING THIS LOW SCORE?

Coming back to the example, we can see in the Domain report that students who preferred not to answer their gender identity scored **extremely low**. What is causing this?

## Belonging

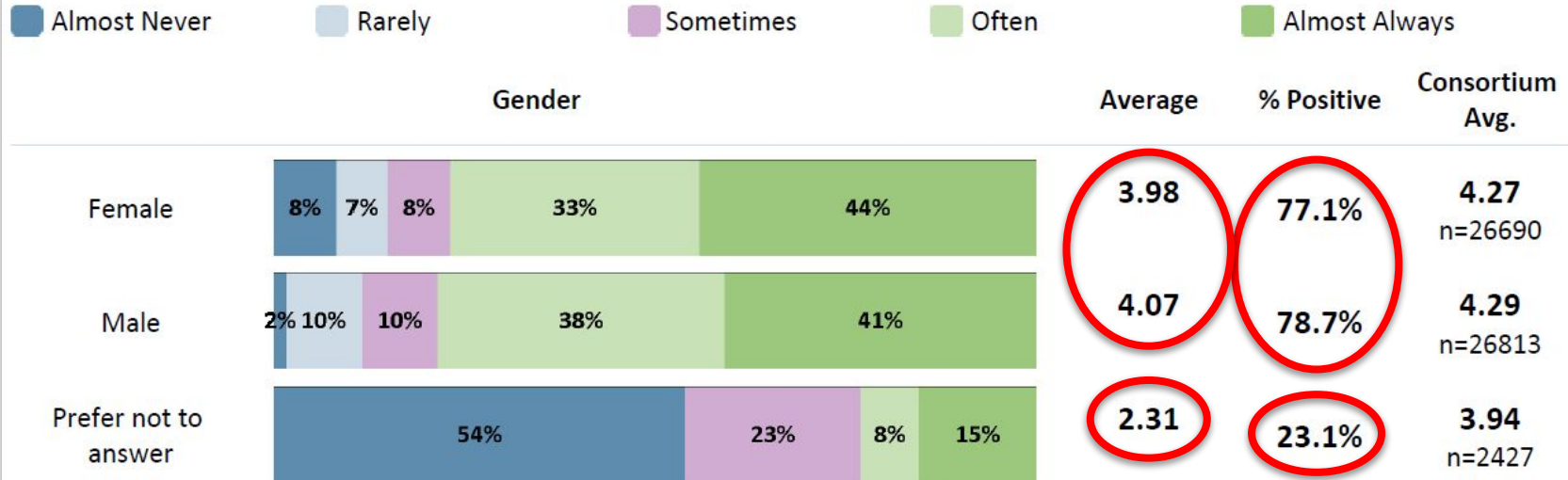


# WHAT IS CAUSING THIS LOW SCORE?

Drilling down into the **question-level** report, we can see that there are two main questions driving this score so low.

**Do adults at your school treat people from all cultures, backgrounds, races/ethnicities, religions, abilities, etc. fairly?**

*Belonging - Fairness*

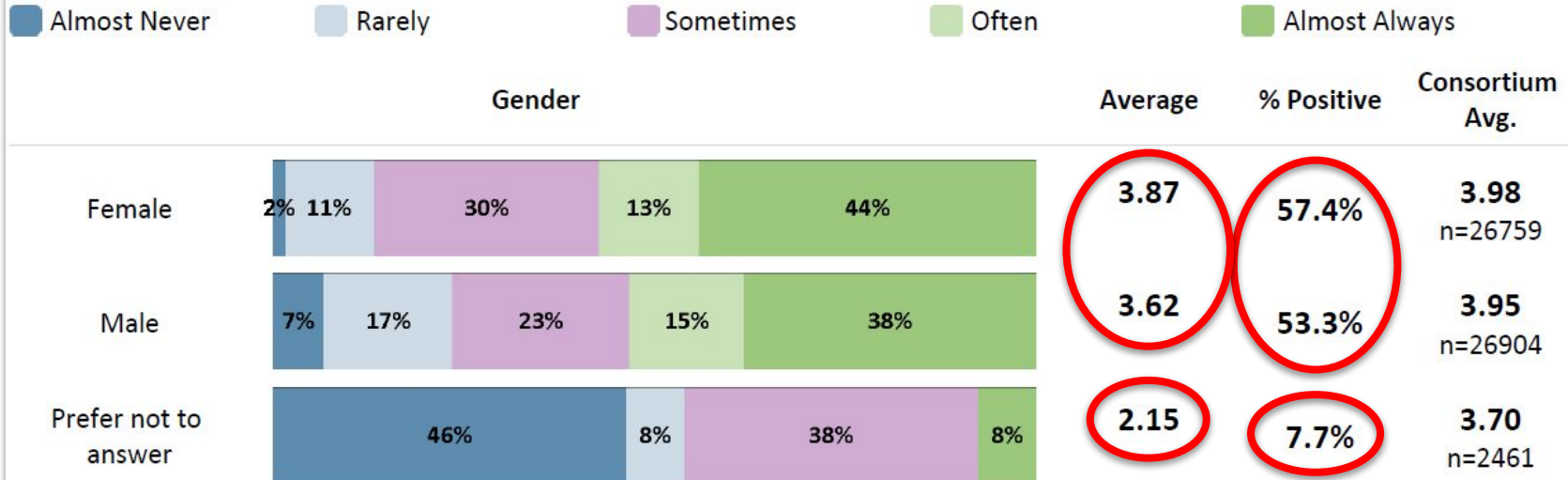


# WHAT IS CAUSING THIS LOW SCORE?

Drilling down into the **question-level** report, we can see that there are two main questions driving this score so low.

**Do you have classes with students from different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?**

*Belonging - Inclusive Environment*



That example is **why this work matters.**

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

If we didn't have this information, we wouldn't know where we're **struggling.**



# CONSORTIUM FINDINGS



Now let's look at the Consortium as a whole and see where we're all struggling



# Gaps exist between White/Asian students and all other races/ethnicities in SEL

## Social-Emotional Learning

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

Race						Average	2022-23 % Positive	2023-24 % Positive	Change
American Indian or Alaska Native	7%	10%	25%	29%	29%	3.64 n=2929	52.5% n=1138	58.2%	5.7%
Asian or Asian American	5%	8%	24%	34%	30%	3.76 n=3293	58.6% n=1567	63.2%	4.6%
Black or African American	6%	10%	28%	29%	27%	3.60 n=12592	50.8% n=8994	55.5%	4.7%
Hispanic, Latinx or Spanish Origin	5%	10%	27%	31%	27%	3.65 n=8570	53.6% n=5546	58.0%	4.4%
Middle Eastern or North African	8%	9%	23%	30%	31%	3.67 n=1148	55.2% n=596	60.7%	5.5%
Native Hawaiian or Other Pacific Islander	11%	10%	24%	27%	28%	3.52 n=568	51.2% n=278	55.3%	4.1%
White	4%	8%	23%	34%	31%	3.81 n=39875	60.5% n=14931	64.9%	4.5%
Other	7%	10%	25%	29%	29%	3.62 n=4886	54.2% n=2347	57.7%	3.5%
Prefer not to answer	6%	10%	25%	29%	30%	3.67 n=4495	56.5% n=2079	58.9%	2.4%

There's approximately a 10% gap between White students and Black or African American students in SEL.

# Male students continue to have high SEL skills

## Social-Emotional Learning

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

	Gender					Average	2022-23 % Positive	2023-24 % Positive	Change
Female	4%	9%	26%	31%	30%	3.73 n=27668	55.3% n=14876	60.9%	5.5%
Male	4%	8%	24%	34%	31%	3.80 n=27962	59.1% n=14932	64.7%	5.6%
Non-binary/third gender	10%	15%	29%	26%	20%	3.32 n=441	44.8% n=418	46.3%	1.5%
Other (Prefer to self-describe)	12%	12%	26%	26%	23%	3.37 n=766	44.4% n=446	49.5%	5.1%
Prefer not to answer	10%	12%	27%	27%	25%	3.47 n=2561	50.8% n=1545	52.1%	1.4%

All groups of students improved - 18% gap between male students and non-binary students.

# ONLY 4 or 5 out of 10 students in Grades 7-12 feel understood

## Do people in your school understand you as a person?

Social-Emotional Learning - Relationship Skills



Students in lower grade levels feel that they are more understood than students in higher grades.



# ONLY 3 out of 10 students who prefer to self-describe their gender feel understood

## Do people in your school understand you as a person?

Social-Emotional Learning - Relationship Skills

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



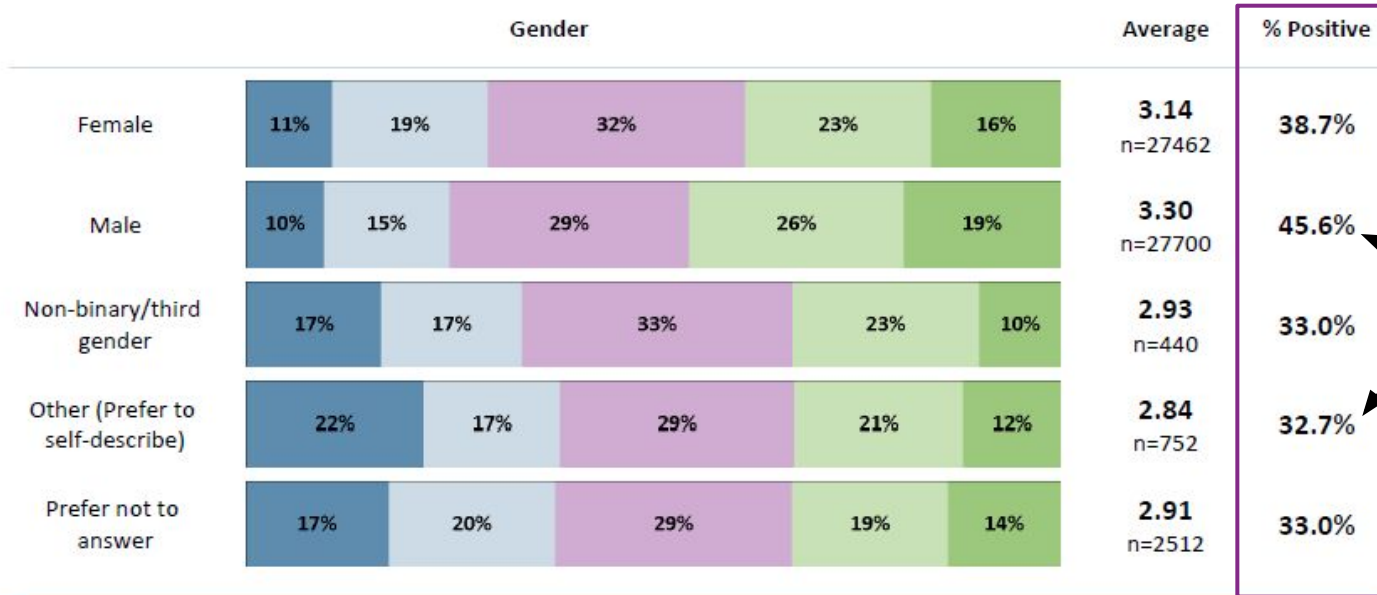
7 to 8 students in every 10 students who prefer to self-describe their gender or prefer not to answer feel less understood.

# Making relationships seems to be a problem for all gender identity groups

## Do you feel connected to the adults at your school?

Social-Emotional Learning - Relationship Skills

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

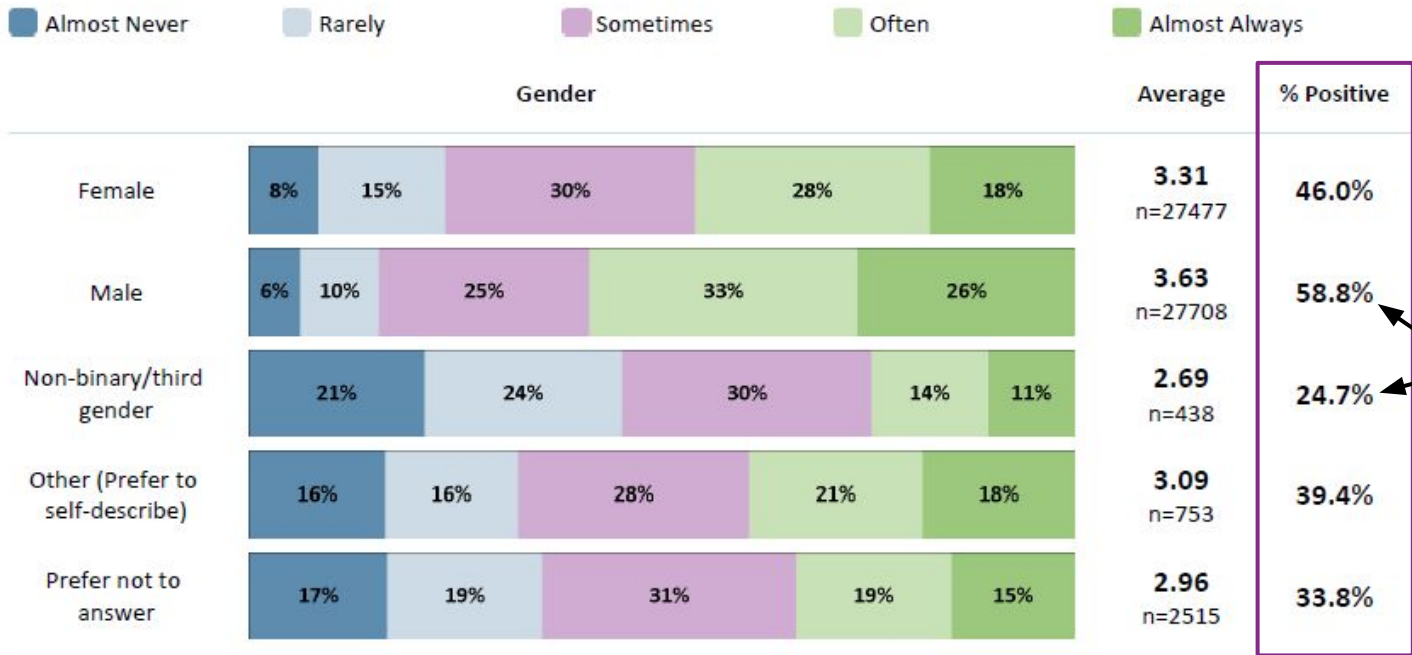


13% gap between male students and students who prefer to self describe their gender.

# Making relationships seems to be a problem for all gender identity groups

## Do you feel connected to the students at your school?

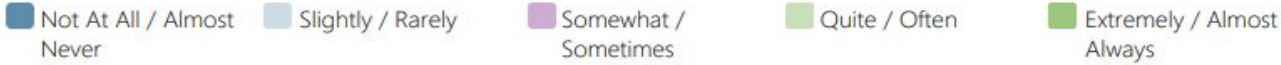
Social-Emotional Learning - Relationship Skills



34% gap between male students and non-binary/third gender students.

# Elementary grade levels have the highest sense of Belonging

## Belonging



Grade Level	Stacked Bar Chart					Average	2022-23 % Positive	2023-24 % Positive	Change
5th Grade	5%	7%	17%	26%	45%	4.00 n=7842	65.5% n=4440	71.4%	5.9%
6th Grade	5%	7%	19%	29%	39%	3.90 n=8681	61.6% n=3769	68.3%	6.7%
7th Grade	5%	8%	22%	30%	35%	3.82 n=9850	59.2% n=4859	65.3%	6.0%
8th Grade	6%	9%	23%	31%	32%	3.74 n=9506	58.1% n=3933	62.5%	4.4%
9th Grade	6%	8%	25%	31%	30%	3.71 n=8617	58.1% n=4539	61.0%	2.9%
10th Grade	6%	9%	26%	31%	27%	3.65 n=7915	57.2% n=3177	58.5%	1.3%
11th Grade	6%	9%	26%	30%	28%	3.65 n=7455	57.5% n=3720	58.6%	1.1%
12th Grade	7%	10%	26%	30%	27%	3.61 n=5239	59.2% n=2325	57.3%	-2.0%

14% gap between 5<sup>th</sup> grade and 12<sup>th</sup> grade

12th grade sense of belonging is low and is not getting better.

# More work needed in creating inclusive environments in schools

Do you have open conversations with other students about different cultures, backgrounds, races/ethnicities, abilities, etc.?

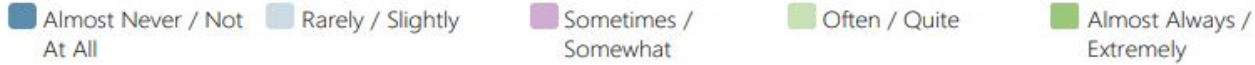
*Belonging - Inclusive Environment*



**On average,  
only 2 out of 5  
students have open  
conversations with  
each other about  
diversity.**

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

## Student Engagement



Grade Level	Grade Level					Average	2022-23 % Positive	2023-24 % Positive	Change
5th Grade	4%	6%	15%	29%	45%	4.04 n=8346	74.8% n=4696	74.0%	-0.7%
6th Grade	5%	8%	20%	32%	36%	3.85 n=8974	66.3% n=4054	67.4%	1.1%
7th Grade	5%	10%	23%	32%	30%	3.71 n=10617	60.4% n=5409	62.1%	1.6%
8th Grade	6%	10%	25%	33%	27%	3.64 n=10005	56.9% n=4393	59.3%	2.4%
9th Grade	6%	11%	26%	32%	25%	3.60 n=8910	56.0% n=4835	57.3%	1.4%
10th Grade	6%	11%	27%	32%	24%	3.57 n=8065	54.6% n=3353	56.0%	1.4%
11th Grade	6%	10%	26%	32%	25%	3.61 n=7821	55.7% n=3929	57.5%	1.7%
12th Grade	6%	9%	25%	33%	27%	3.65 n=5473	58.9% n=2488	59.6%	0.8%

20% gap between 5<sup>th</sup> grade and 10<sup>th</sup> grade: 75% vs. 55%!

# Are teacher relationships driving student engagement scores lower?

## Would you be excited to have your teachers again?

Student Engagement - Teacher Relationships

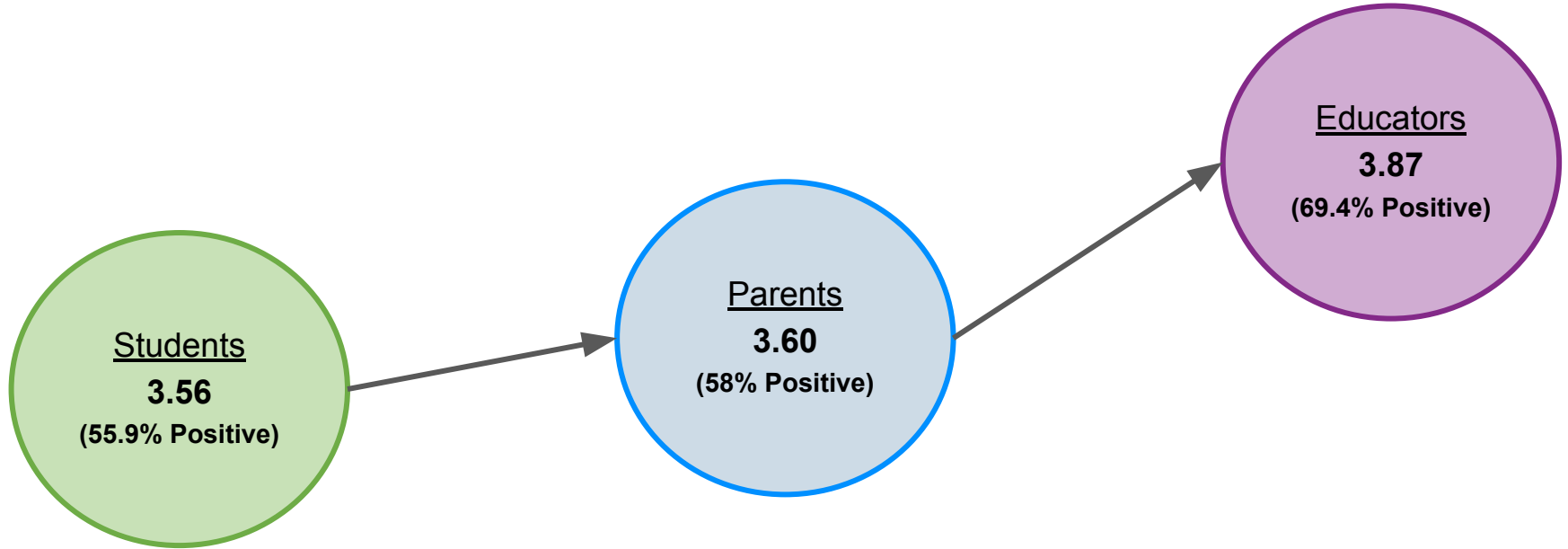


On average, only  $\frac{1}{2}$  of students would be excited to have their teachers again.

## Anchor points between surveys leads to greater insights

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“Do you feel like you belong at your school?” / “Do you feel that there is a sense of belonging at this school?”

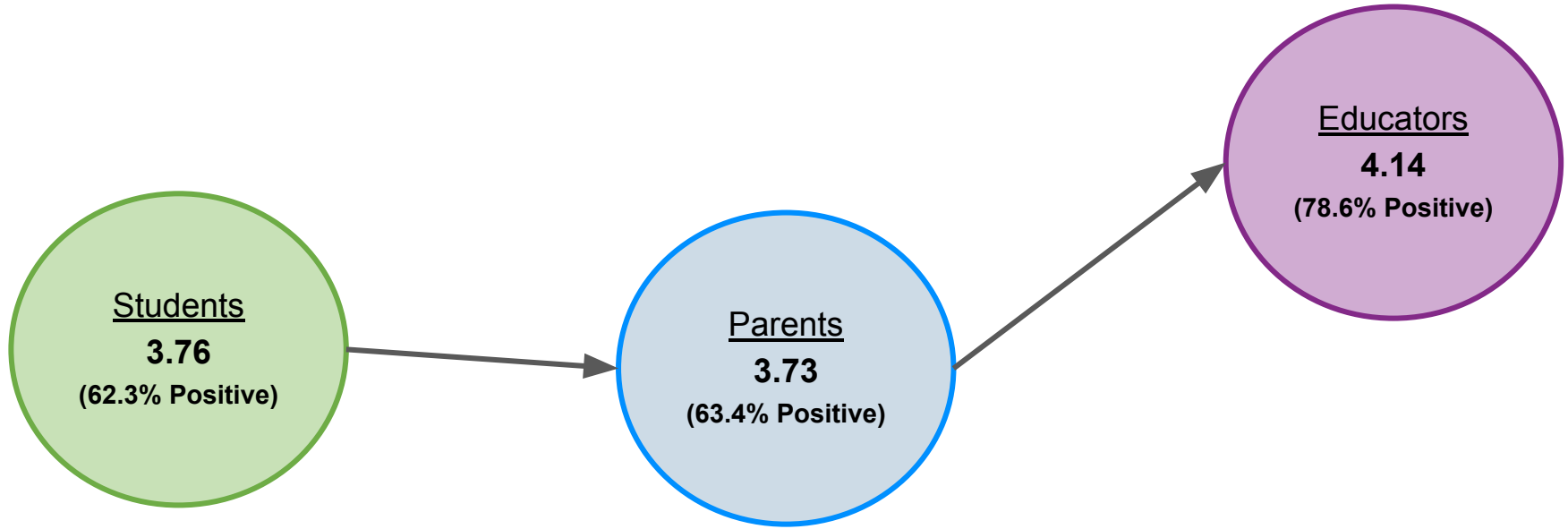




## Anchor points between surveys leads to greater insights

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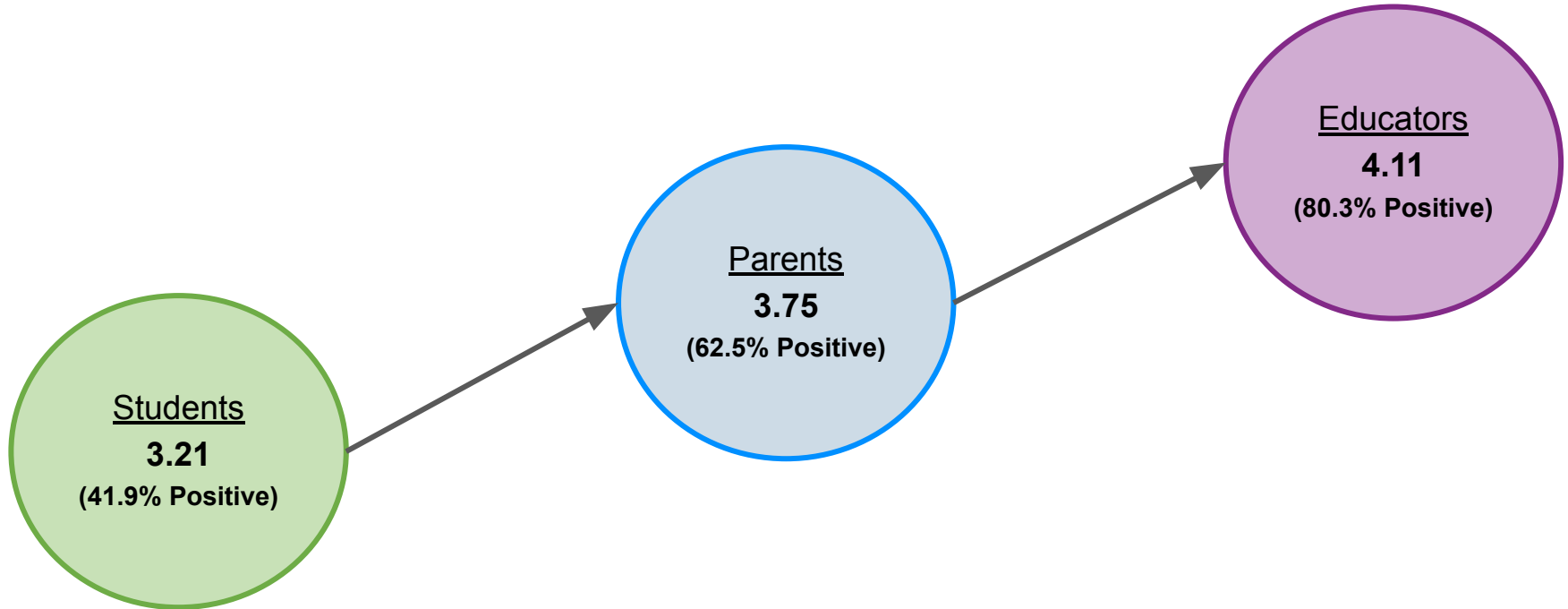
“Does your school make all types of students feel welcomed and included?” / “Do you believe that students from all cultures, backgrounds, races/ ethnicities, religions, abilities, etc. are welcomed and included at this school?”



## Anchor points between surveys leads to greater insights

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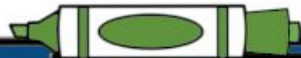
“Do you feel connected to the adults at your school?” / “Do you feel connected to the students at your school?” / “Do you feel that your child has a connection with teachers/staff at school?”



# KEY DATA TAKEAWAYS

## SOCIAL-EMOTIONAL LEARNING

- Gaps continue to exist in Social-Emotional Learning – relationship skills seem to be the major issue:
  - On average, White students have higher SEL scores than Black or African American students or Hispanic students.
  - Non-binary/third gender students and students that prefer to self-describe their gender have lower SEL scores than male or female students.
- Making connections with adults and even other students seems to be an issue.



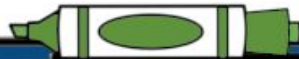
# KEY DATA TAKEAWAYS

## STUDENT ENGAGEMENT

- Student Engagement scores continue to be higher than Belonging and in SEL. However, engagement varies by grade level.
  - Teacher-student relationships is an area for improvement.

## BELONGING

- Students in elementary grades have a higher sense of Belonging than students in high school – More work needed in creating inclusive environments in schools



# ● ● ● NEXT STEPS ● ● ●

Results can be accessed on the [MIStudentVoice.org](https://MIStudentVoice.org) website via your personal login.



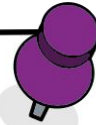
## Website Updates

Check out the *Resources* tab on the website for new research from Basis Policy Research and Kent ISD. Website updates will be ongoing as we dig into our new results.



## Ongoing Research

The technical team recently presented research on the survey at AERA (*American Educational Research Assn.*) in Philadelphia. The paper, “The Voices of the Many Outweigh the Voices of the Few,” won an award and is now published on the website.



## Next Year

Be on the lookout for our Spring 2025 Interest Form! Signing up adds you to our contact list to receive updates as survey development progresses.

# THANK YOU!



Do you have any questions?

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