



Student Perception Survey

Raising voices to drive school quality

2023-2024

Domain: District Level



Baraga Area Schools





Table of Contents

Opening Letter

Understanding the Survey

Participation Rates

  **Social-Emotional Learning** 

  **Student Engagement** 

  **Belonging** 







We are excited to share with you the results of the *MI Student Voice Perception Survey* that was recently administered in your district. The purpose of the survey is to measure student perceptions based on your district selections in the domains of social and emotional learning, engagement, and belonging.

This final report provides a breakdown of results across your district administration selection, as well as a comprehensive aggregate report for comparison purposes.

We thank you for your partnership and shared belief that students who are engaged, feel a connection and belonging in school and have social-emotional needs that are being met, is crucial to creating a supportive school culture that promotes academic success and overall well-being.

Our team looks forward to working with you to elevate student voice to support the success and well-being of students across the state.

This work is supported by the Michigan Health Endowment Fund which works to improve the health and wellness of Michigan residents, and reduce the cost of healthcare with a special focus on children and seniors. You can find more information about the Health Fund at mihealthfund.org.





Understanding the Survey

Domains

The MI Student Voice Perception Survey consists of three domains that districts could choose from: Social-Emotional Learning, Student Engagement, and Belonging.

The Domain-level report shows an overview of domain responses categorized by grade, gender identity, and race/ethnicity.

The Question-level report breaks down each domain into their subdomains as shown below. Responses are then categorized by grade, gender identity, and race/ethnicity.

Social-Emotional Learning

- Relationship skills
- Responsible decision-making
- Self-Awareness
- Self-Management
- Social-Awareness

Student Engagement

- Classroom climate
- Classroom rigor
- Growth mindset
- Teacher relationships
- Valuing the subject

Belonging

- Cultural awareness
- Fairness
- Inclusive environment





Social-Emotional Learning

Social-Emotional Learning (SEL) is the “process through which students acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions” (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2022). A focus on SEL helps cultivate skills in five interrelated areas (henceforth titled the “CASEL 5”), including: self-awareness, self-management, social awareness, relationship skills, and responsive decision-making (CASEL, 2022). The CASEL 5 “can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts. Many school districts, states, and countries have used the CASEL 5 to establish preschool to high school learning standards and competencies that articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers” (CASEL, 2022).

Implementing SEL programs is associated with improvements in students’ social and emotional competence, academic performance, and well-being (Taylor et al., 2017). Students are also better positioned for future success and civic engagement when districts and schools purposefully implement and reinforce skills associated with social and emotional competency (Jagers et al., 2019). Finally, the need for implementing SEL programs has grown in light of recent research indicating that students who attended school remotely amid the pandemic reported lower levels of social and emotional well-being as compared to peers who attended school in person (Duckworth et al., 2021).

Given the (a) adverse effects of the pandemic on students’ social and emotional well-being and (b) importance of SEL development on short- and long-term outcomes, the MI Student Voice Perception Survey has SEL-focused questions to gauge students’ development of SEL knowledge, skills, and attitudes.





Student Engagement

Student Engagement (SE) comprises of intellectual urgency, emotional resonance, perspective bending, and sense of the aesthetic. The Kent Intermediate School District (Kent ISD) Teaching and Learning Department defines these four components as follows:

- Engagement is born of intellectual urgency. Engaged children often tell us through talk and action that they “have to know more about” a topic. They are willing to put time and considerable effort into learning more. They drive the learning with their own questions. Often, conflict is embedded in the experiences, concepts, and stories in which children are deeply engaged. We’re drawn to conflict and lean toward a resolution. Children are intrigued by conflict and may want to act to mitigate a problem in their community or the world. They believe that they just have to apply more attention to this text or idea.
- Engagement is often born of an emotional resonance to ideas—engaged children can describe experiences when a concept is imprinted in the heart as well as the mind. They are far more likely to remember the idea when a strong emotion is tied to a concept they’re learning or a text they’re reading. They may want to share their emotional reactions through writing, conversation, or art.
- Engagement is deepened by perspective bending—engaged children are aware of how others’ knowledge, emotions, and beliefs shape their own. When children talk and write about their beliefs, they are more engaged; they have a stake in the learning. They may be open to changing their thinking or beliefs when challenged and particularly relish the idea that their ideas can impact other learners. Their beliefs may bend, but rarely break.
- Engagement is often connected to a learner’s sense of the aesthetic—engaged children can describe moments when they find something beautiful or extraordinary, captivating, hilarious, or unusually meaningful. They may speak of a book or illustration, a painting, or an idea in science or math that seems to have been created just for them. They are drawn back to view it, discuss it, read it again and again. They claim the idea as somehow their own.





Students who are more motivated to learn and engaged in school have higher academic achievement and drop out at lower rates as compared to students who are less engaged in school (Klem & Connell, 2004). In light of the relationship between SE and academic achievement, creating a more positive, engaging experience for students is a promising approach to improving the academic performance of all learners (Appleton et al. 2008).

Given the importance of SE on short- and long-term outcomes, the MI Student Voice Perception Survey has SE-focused questions. The questions solicit students' perceptions of student-teacher relationships, teacher encouragement, personal motivation, and growth mindset.





Belonging

The *Belonging* domain is designed to help school districts develop a robust understanding of supportive learning environments and students' sense of belonging through learning about their diverse perspectives and experiences related to cultural awareness, fairness, promoting an inclusive environment, and policies and procedures within the school.

Belonging refers to the extent in which students personally feel accepted, included, and supported at school - a valued member of the school community. A sense of belonging includes overall feelings, a connectedness of mattering and membership in school-based experiences and relationships with teachers and peers. "Belonging is a universal human need that is fundamentally linked to learning and well-being" (Healey & Stroman, 2021, as cited in Baumeister & Leary, 1995). A student's learning environment and their confidence about performing in that environment are connected (Blad, 2017). Research states that students with a strong sense of belonging are more likely to feel understood, supported in their learning environments, respected, engaged in school, and academically perform well.

Given the importance of these topics for school improvement plans, it is crucial for stakeholders to continually monitor the implementation of inclusion efforts in local districts and schools. Focusing on implementation will provide stakeholders with insight into why differences might exist between districts and schools, where application deviates from expectations, and what barriers may impede local implementation. Understanding implementation challenges and barriers will provide stakeholders with useful data that could be used to inform how resources and supports are used to successfully apply these efforts in local districts and schools. According to Panorama, without this data, schools cannot truly benchmark their progress towards ensuring that each and every student feels included and equipped to succeed (Panorama Education, 2022).





Participation Rates

Participation rates are provided based on Responses compared to Student Count. This is the total percentage of students in the school/district that participated in the survey.

- **Responses:** The total number of students who participated in the survey.
- **Student Count:** The total number of students in the school/district according to the audited Fall Count in *mischooldata.org*.
- **Participation Rate:** Responses ÷ Student Count

Survey accuracy increases as participation rates increase. Rates around 50% are considered good whereas rates below 30% are not as reliable.

Scale

Students answered questions using two different scales: Frequency Scale and Perception Scale.

A frequency scale measures the rate at which something occurs. The five-point scale is associated with a numerical value in order to find the average response to each question and domain. The higher the average, the better the student experience.

- | | | |
|------------------|-------------------|---------------|
| (1) Almost Never | (2) Rarely | (3) Sometimes |
| (4) Often | (5) Almost Always | |

A perception scale measures how a student feels about a subject. The five-point scale is associated with a numerical value in order to find the average response to each question and domain. The higher the average, the better the student experience.

- | | | |
|----------------|---------------|--------------|
| (1) Not At All | (2) Slightly | (3) Somewhat |
| (4) Quite | (5) Extremely | |





Next to each bar chart are several key insights.

- **Average:** The mean of responses for the school/district is calculated by adding all student responses for the question/domain and dividing by the total number of respondents (n).
- **Consortium Avg.:** The mean of responses for all participating districts within the consortium is calculated by adding all student responses across the state and dividing by the total number of respondents in the state (n).
- **2022-23 % Positive:** If 2022-23 data is available for this question, then the percent of positive responses (any student who answered 4 or 5) are added together.
- **2023-24 % Positive:** Using the 2023-24 data, the percent of positive responses (any student who answered 4 or 5) are added together.
- **Change:** The percent change between 2022-23% Positive and 2023-24% Positive. A negative percentage shows a decrease in student experience in this subject. A positive percentage shows an increase in student experience.





Participation Rates

Grade Level	Responses	Student Count	Participation Rate
5th Grade	20	19	105.3%
6th Grade	23	26	88.5%
7th Grade	16	20	80.0%
8th Grade	22	22	100.0%
9th Grade	15	29	51.7%
10th Grade	7	17	41.2%
11th Grade	14	22	63.6%
12th Grade	24	30	80.0%
Total	141	185	76.2%

108 districts are included in the "Consortium Average."





Social-Emotional Learning

Almost Never Rarely Sometimes Often Almost Always

	All Students	Average	Consortium Avg.	2022-23 % Positive	2023-24 % Positive	Change
All Students	<div><div>5%</div><div>7%</div><div>24%</div><div>31%</div><div>32%</div></div>	3.78 n=141	3.74 n=69430		63.4%	

Social-Emotional Learning

Almost Never Rarely Sometimes Often Almost Always

	Grade Level	Average	Consortium Avg.	2022-23 % Positive	2023-24 % Positive	Change
5th Grade	<div><div>3%</div><div>3%</div><div>18%</div><div>24%</div><div>52%</div></div>	4.17 n=20	3.80 n=8541		75.2%	
6th Grade	<div><div>6%</div><div>4%</div><div>21%</div><div>31%</div><div>39%</div></div>	3.93 n=23	3.76 n=9299		69.5%	
7th Grade	<div><div>9%</div><div>7%</div><div>31%</div><div>25%</div><div>28%</div></div>	3.56 n=16	3.74 n=10836		52.9%	
8th Grade	<div><div>2%</div><div>9%</div><div>27%</div><div>41%</div><div>22%</div></div>	3.72 n=22	3.71 n=10061		62.6%	
9th Grade	<div><div>8%</div><div>14%</div><div>22%</div><div>34%</div><div>22%</div></div>	3.48 n=15	3.71 n=8958		55.9%	
10th Grade	<div><div>11%</div><div>8%</div><div>24%</div><div>25%</div><div>32%</div></div>	3.59 n=7	3.72 n=7968		57.1%	
11th Grade	<div><div>2%</div><div>10%</div><div>43%</div><div>26%</div><div>19%</div></div>	3.50 n=14	3.74 n=7866		44.8%	
12th Grade	<div><div>3%</div><div>7%</div><div>17%</div><div>37%</div><div>36%</div></div>	3.95 n=24	3.78 n=5450		72.7%	





Social-Emotional Learning

Almost Never Rarely Sometimes Often Almost Always

Building						Average	Consortium Avg.	2022-23 % Positive	2023-24 % Positive	Change
Baraga School	5%	7%	24%	31%	32%	3.78 n=141	3.74 n=69412		63.4%	

Social-Emotional Learning

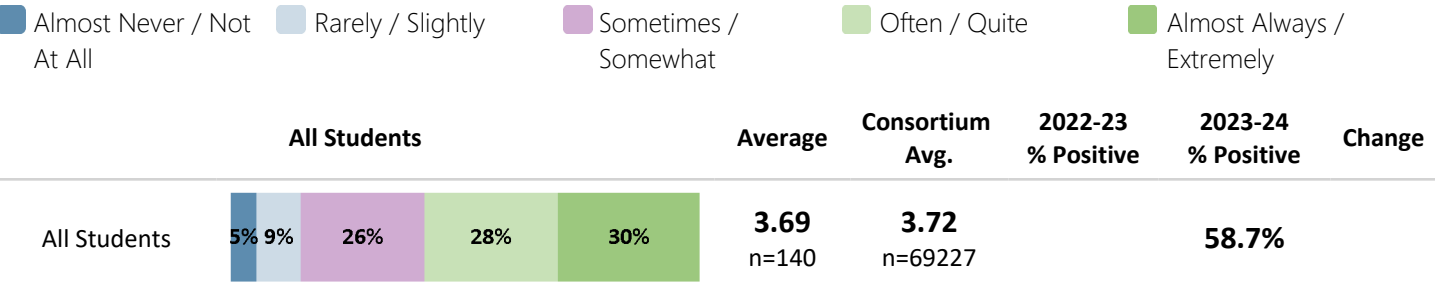
Almost Never Rarely Sometimes Often Almost Always

Race						Average	Consortium Avg.	2022-23 % Positive	2023-24 % Positive	Change
American Indian or Alaska Native	6%	8%	28%	31%	27%	3.66 n=47	3.64 n=2958		58.1%	
Black or African American	10%	8%	32%	33%	17%	3.39 n=8	3.60 n=12609		50.0%	
Hispanic, Latinx or Spanish Origin	4%	10%	36%	34%	17%	3.51 n=8	3.65 n=8598		51.0%	
Native Hawaiian or Other Pacific Islander		27%	18%	27%	27%	3.55 n=1	3.52 n=571		54.6%	
White	3%	7%	24%	33%	33%	3.85 n=88	3.81 n=40284		65.5%	
Other	9%	10%	23%	25%	34%	3.64 n=14	3.62 n=4912		58.1%	
Prefer not to answer	3%	3%	25%	33%	36%	3.95 n=14	3.68 n=4571		68.7%	

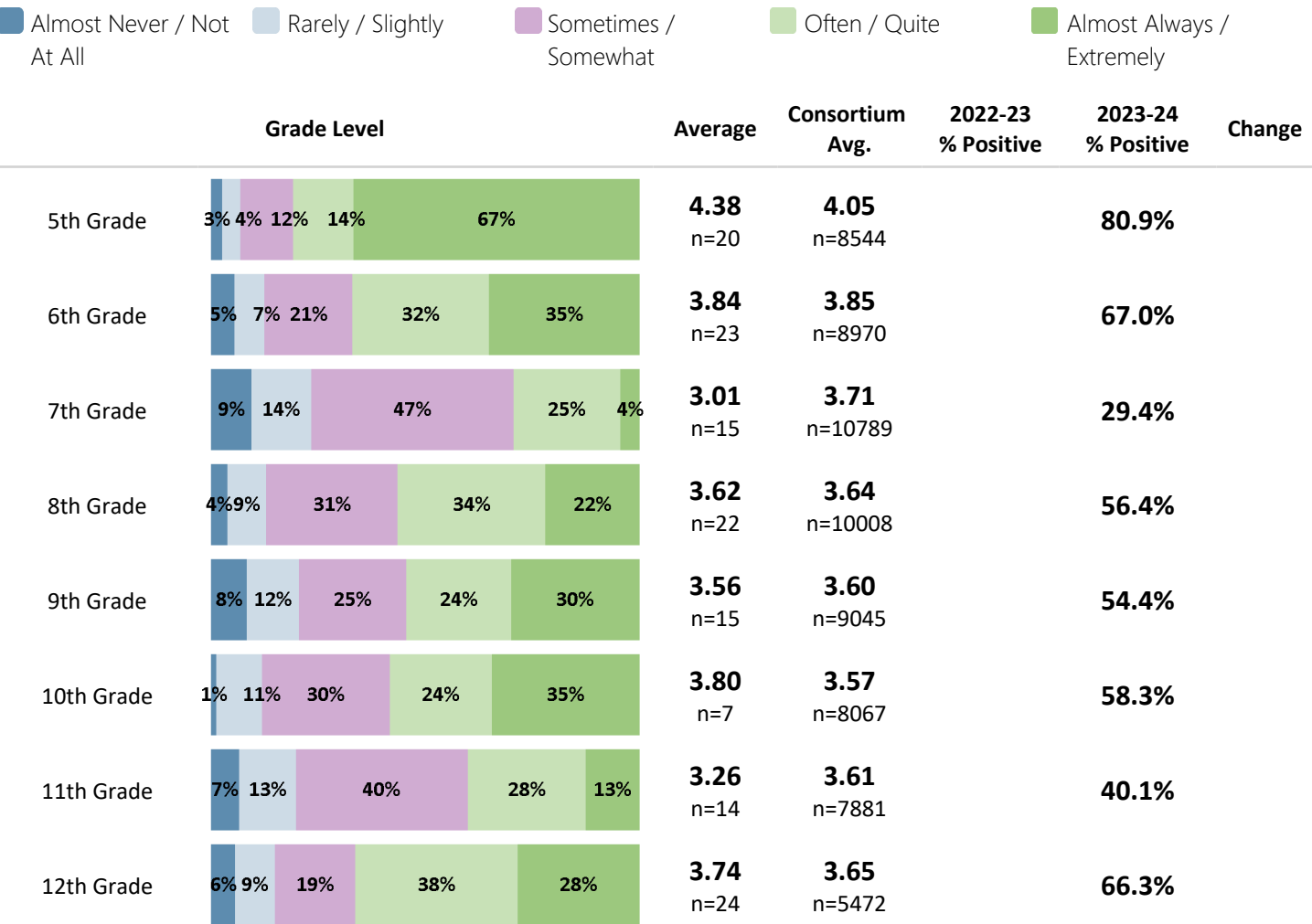




Student Engagement

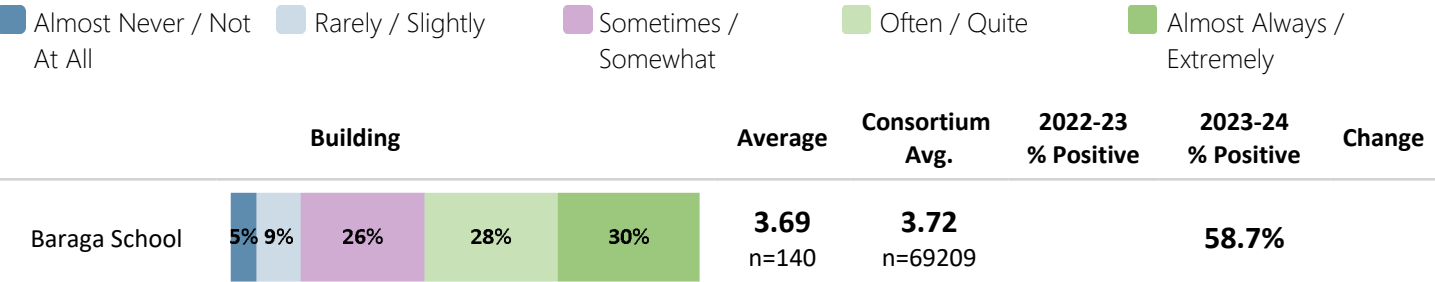


Student Engagement

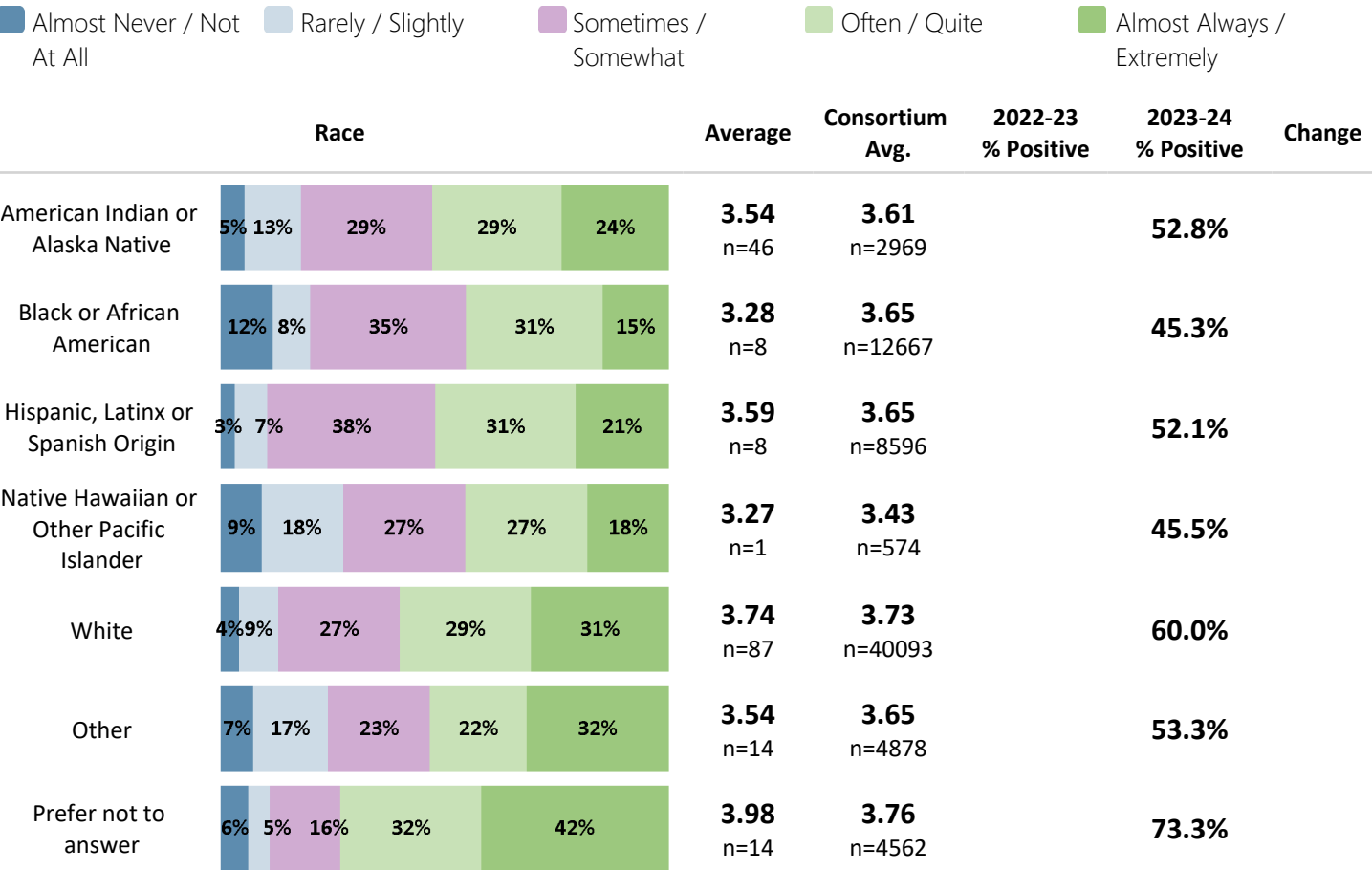




Student Engagement




Student Engagement






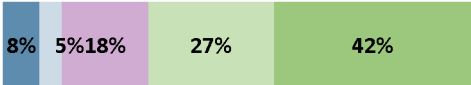

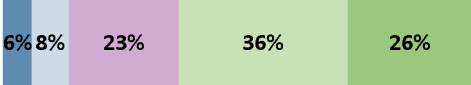
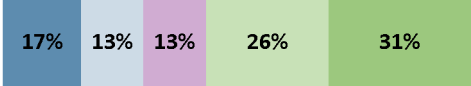
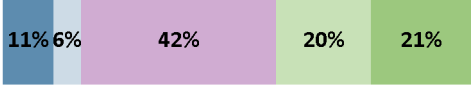


Belonging

Not At All / Almost Never Slightly / Rarely Somewhat / Sometimes Quite / Often Extremely / Almost Always

	All Students	Average	Consortium Avg.	2022-23 % Positive	2023-24 % Positive	Change
All Students		3.76 n=140	3.77 n=66120		62.9%	

Belonging

Not At All / Almost Never Slightly / Rarely Somewhat / Sometimes Quite / Often Extremely / Almost Always

	Grade Level	Average	Consortium Avg.	2022-23 % Positive	2023-24 % Positive	Change
5th Grade		4.44 n=20	4.00 n=8040		86.2%	
6th Grade		3.91 n=23	3.90 n=8678		69.0%	
7th Grade		3.43 n=15	3.82 n=10020		45.8%	
8th Grade		3.69 n=22	3.74 n=9511		62.6%	
9th Grade		3.41 n=15	3.71 n=8750		56.7%	
10th Grade		3.36 n=7	3.65 n=7917		41.7%	
11th Grade		3.47 n=14	3.65 n=7515		48.8%	
12th Grade		3.83 n=24	3.61 n=5238		66.9%	





Belonging

Not At All / Almost Never Slightly / Rarely Somewhat / Sometimes Quite / Often Extremely / Almost Always

	Building	Average	Consortium Avg.	2022-23 % Positive	2023-24 % Positive	Change
Baraga School	<div><div>7%</div><div>8%</div><div>23%</div><div>29%</div><div>34%</div></div>	3.76 n=140	3.77 n=66102		62.9%	

Belonging

Not At All / Almost Never Slightly / Rarely Somewhat / Sometimes Quite / Often Extremely / Almost Always

	Race	Average	Consortium Avg.	2022-23 % Positive	2023-24 % Positive	Change
American Indian or Alaska Native	<div><div>7%</div><div>10%</div><div>25%</div><div>31%</div><div>27%</div></div>	3.62 n=46	3.66 n=2849		58.7%	
Black or African American	<div><div>15%</div><div>6%</div><div>27%</div><div>28%</div><div>23%</div></div>	3.39 n=8	3.68 n=12432		51.6%	
Hispanic, Latinx or Spanish Origin	<div><div>3%</div><div>14%</div><div>30%</div><div>29%</div><div>24%</div></div>	3.57 n=8	3.75 n=8319		53.1%	
Native Hawaiian or Other Pacific Islander	<div><div>18%</div><div>45%</div><div>18%</div><div>18%</div></div>	3.36 n=1	3.44 n=565		36.4%	
White	<div><div>5%</div><div>8%</div><div>23%</div><div>29%</div><div>34%</div></div>	3.78 n=87	3.80 n=37915		63.4%	
Other	<div><div>13%</div><div>9%</div><div>23%</div><div>20%</div><div>34%</div></div>	3.55 n=14	3.71 n=4680		54.8%	
Prefer not to answer	<div><div>5%</div><div>2%</div><div>17%</div><div>35%</div><div>40%</div></div>	4.02 n=14	3.73 n=4297		75.5%	





MI Student VOICE

2023-2024

Visit our Website



MIStudentVoice.org

