



**Educator Perception Survey**

*Raising voices to drive school quality*

**2023-2024**

**District Level**



**Carney-Nadeau Public Schools**





---

## Table of Contents

Opening Letter

Understanding the Survey

  Educator Well-Being 

  Resources & School Support 

  School Climate 

  Belonging 



---



We are excited to share with you the results of the MI Educator Perception Survey that was recently administered in your district. The purpose of the survey is to create a holistic view of the student experience based on feedback from educators in the domains of educator well-being, resources and school support, school climate, 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 not only does student voice matter, but the voices of educators in the district as well. 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 your community's voices 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](http://mihealthfund.org).*





# Understanding the Survey

## Domains

The pilot MI Student Voice: Educator Perception Survey consists of four domains: Educator Well-Being, Resources & School Support, School Climate, and Belonging.

The Domain-level report shows an overview of domain responses while the Question-level report breaks down each domain into their individual questions.

## Scale

Educators 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 ( $n$ ).
- **% Positive:** The percent of positive responses (any student who answered 4 or 5) are added together.
- **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 ( $n$ ).

### Why is my data aggregated?

In the Student survey, responses are disaggregated by their demographic information. In this report, however, you will see a breakdown of respondent demographics first. Then all responses will be reported together for each question and domain to protect the anonymity of your educators.





## Demographics

Racial or Ethnic Heritage	
American Indian or Alaska Native	n = 1
Asian or Asian American	n = 1
Black or African American	n = 1
White	n = 16
Other	n = 1

What is your current primary role?	
Teacher	n = 13
Prefer not to answer	n = 2
Other (Prefer to self-describe)	n = 1

What is your highest degree earned?	
Bachelor's Degree	n = 10
Master's Degree	n = 3
Other (Please specify)	n = 1
Prefer not to answer	n = 1

If you are a teacher, please indicate which level you teach.	
Elementary	n = 6
Middle	n = 6
High	n = 3
Prefer not to answer	n = 4





### How long have you been employed in education?

Less than a year	n = 1
1-2 years	n = 1
3-5 years	n = 1
11-15 years	n = 2
16-20 years	n = 2
21-25 years	n = 2
Over 25 years	n = 3
Prefer not to answer	n = 3

### How long have you been employed in this district?

Less than a year	n = 2
1-2 years	n = 1
3-5 years	n = 3
6-10 years	n = 2
11-15 years	n = 1
16-20 years	n = 1
Over 25 years	n = 2
Prefer not to answer	n = 3





### How many years do you anticipate working in this district?

Less than a year	n = 1
1-2 years	n = 1
3-5 years	n = 1
6-10 years	n = 1
11-15 years	n = 1
21-25 years	n = 1
Over 25 years	n = 5
Prefer not to answer	n = 4



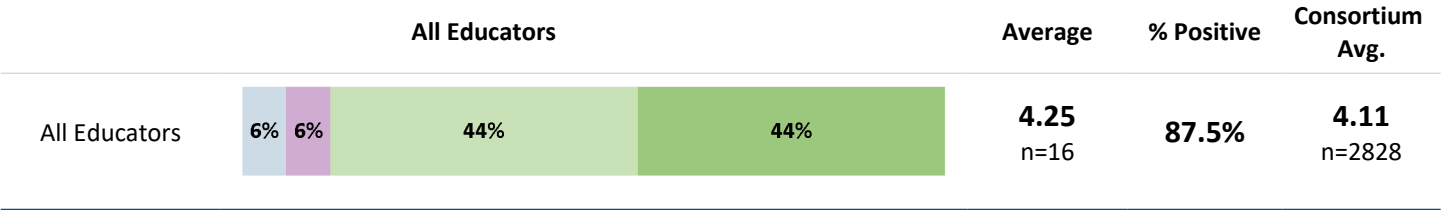




## Do you feel connected to the students at your school?

Educator Well-Being

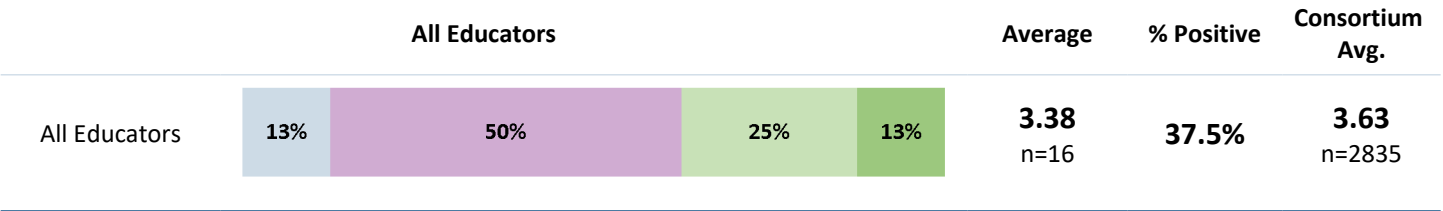
Not At All   Slightly   Somewhat   Quite   Extremely



## Do you feel connected to your colleagues at school?

Educator Well-Being

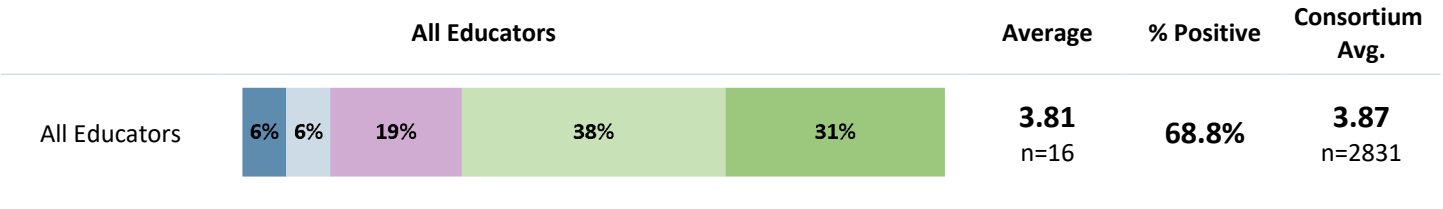
Not At All   Slightly   Somewhat   Quite   Extremely



## Do you feel like you belong at your school?

Educator Well-Being

Not At All   Slightly   Somewhat   Quite   Extremely

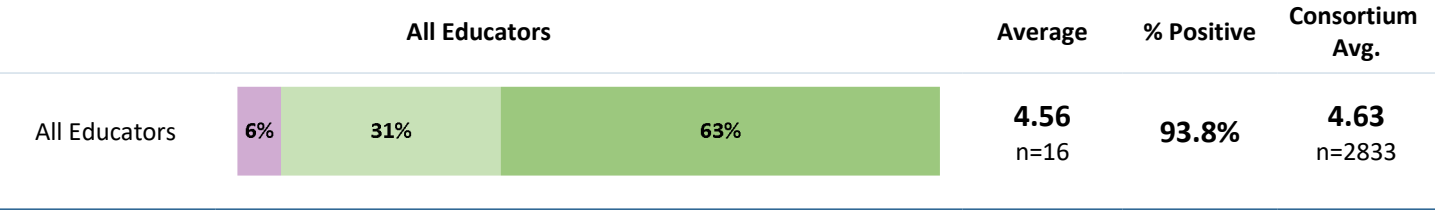




## Does your job matter to you?

Educator Well-Being

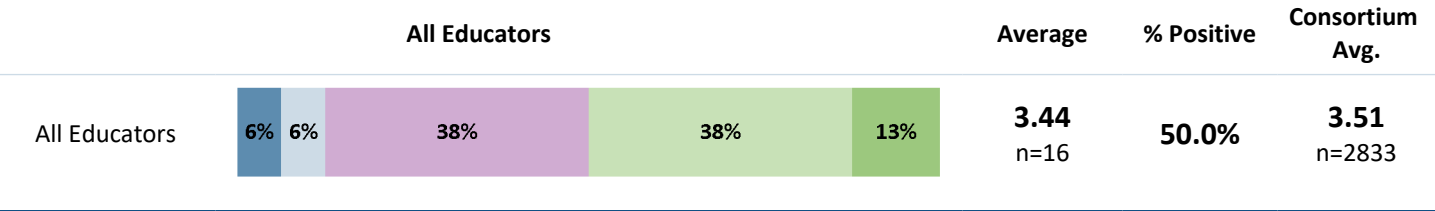
Not At All   Slightly   Somewhat   Quite   Extremely



## Do your school leaders understand you as a person?

Educator Well-Being

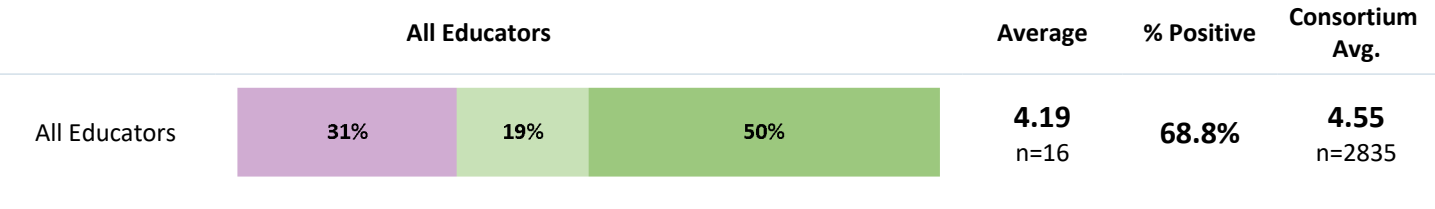
Not At All   Slightly   Somewhat   Quite   Extremely



## Do you get along well with other staff members at your school?

Educator Well-Being

Almost Never   Rarely   Sometimes   Often   Almost Always





## Do other adults in your school respect your point of view, even when they disagree with you?

Educator Well-Being

Almost Never   Rarely   Sometimes   Often   Almost Always

	All Educators				Average	% Positive	Consortium Avg.
All Educators	6%	38%	31%	25%	3.69 n=16	56.3%	4.10 n=2831

## How well are your current instructional resources working to support your students' achievement and growth?

Resources & School Support

Not At All   Slightly   Somewhat   Quite   Extremely

	All Educators				Average	% Positive	Consortium Avg.
All Educators	6%	50%	44%		3.38 n=16	43.8%	3.62 n=2795

## Are you comfortable integrating technology in your curriculum environment?

Resources & School Support

Not At All   Slightly   Somewhat   Quite   Extremely

	All Educators				Average	% Positive	Consortium Avg.
All Educators	19%	63%	19%		4.00 n=16	81.3%	4.07 n=2800





Do you feel like your school's leadership values a positive environment for students, teachers, or staff?

Resources & School Support

Not At All   Slightly   Somewhat   Quite   Extremely

	All Educators				Average	% Positive	Consortium Avg.
All Educators	6%	19%	56%	19%	3.88 n=16	75.0%	3.90 n=2828

Do you feel like the culture of your school supports collaboration between colleagues?

Resources & School Support

Not At All   Slightly   Somewhat   Quite   Extremely

	All Educators				Average	% Positive	Consortium Avg.
All Educators	13%	50%	25%	13%	3.38 n=16	37.5%	3.62 n=2825

Do you have high quality instructional resources to support your students' learning?

Resources & School Support

Almost Never   Rarely   Sometimes   Often   Almost Always

	All Educators				Average	% Positive	Consortium Avg.
All Educators	19%	25%	50%	6%	3.44 n=16	56.3%	3.76 n=2795

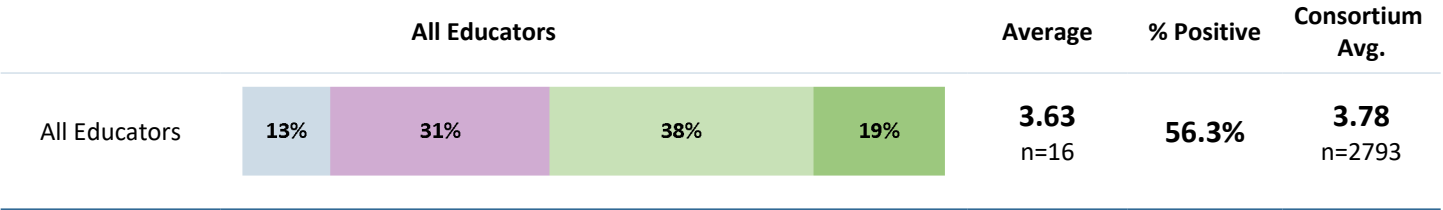




## Do you have enough instructional resources to positively affect student performance?

Resources & School Support

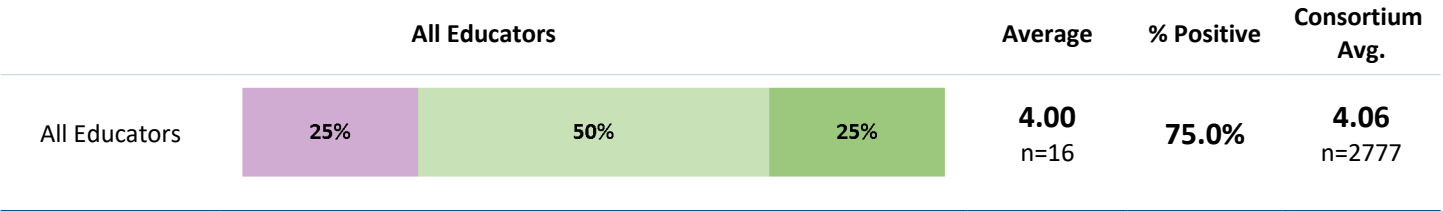
Almost Never   Rarely   Sometimes   Often   Almost Always



## Are you able to give quality feedback on students' work?

Resources & School Support

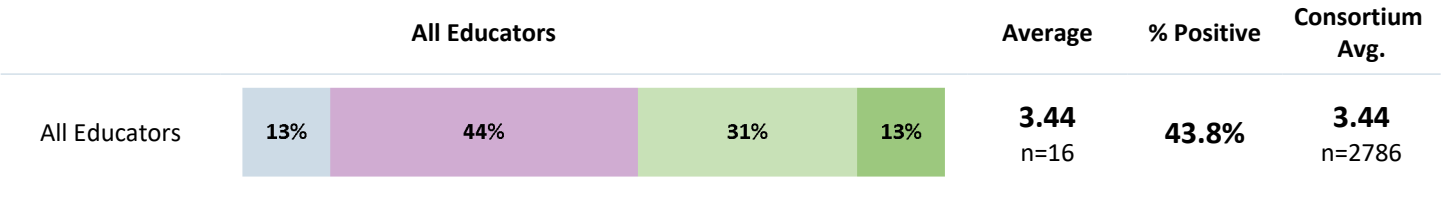
Almost Never   Rarely   Sometimes   Often   Almost Always



## Are the parents of your students supportive towards their children's learning?

Resources & School Support

Almost Never   Rarely   Sometimes   Often   Almost Always

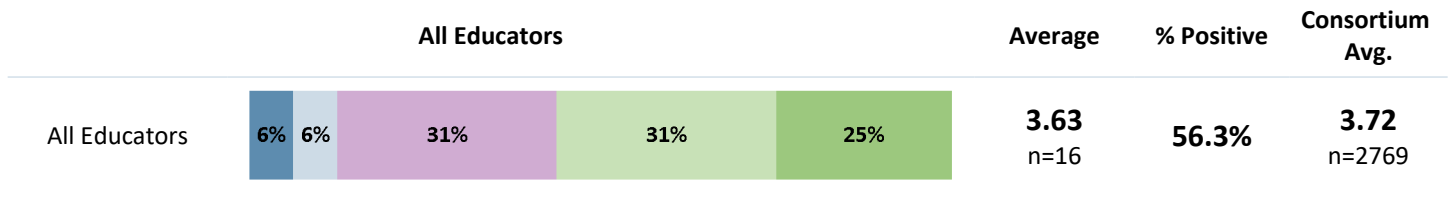




## Do you communicate with parents about how they can help their children learn?

Resources & School Support

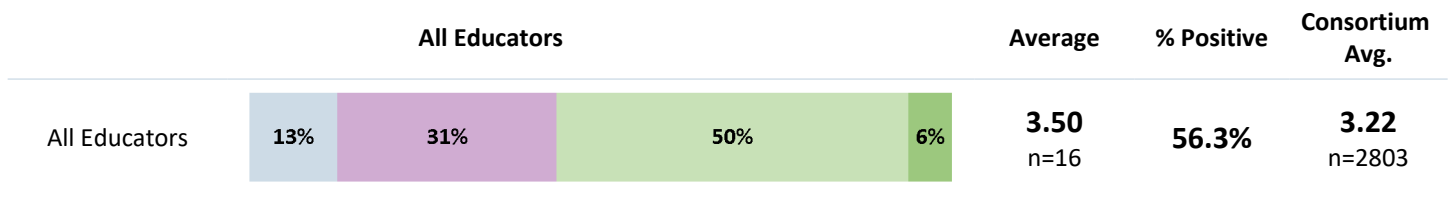
Almost Never Rarely Sometimes Often Almost Always



## Do you receive specific professional learning opportunities that are tailored to your instructional needs?

Resources & School Support

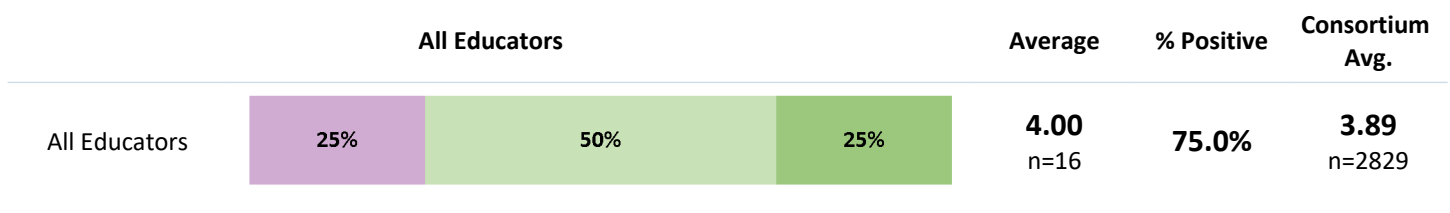
Almost Never Rarely Sometimes Often Almost Always



## Do the actions of your school's leadership demonstrate that they have the best interest of the school most of the time?

Resources & School Support

Almost Never Rarely Sometimes Often Almost Always

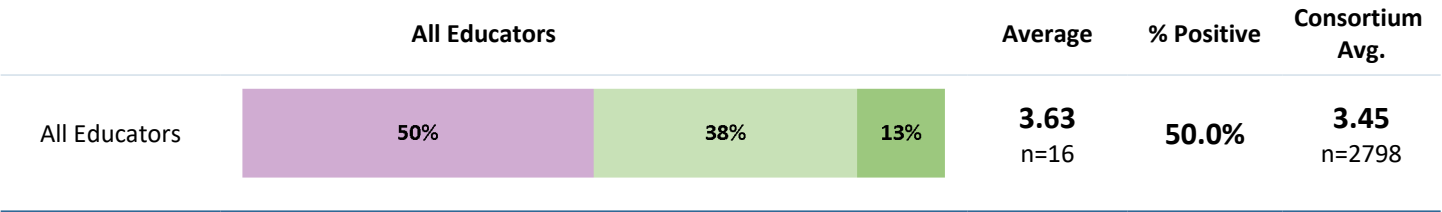




## Does your school leadership give feedback on your instruction?

Resources & School Support

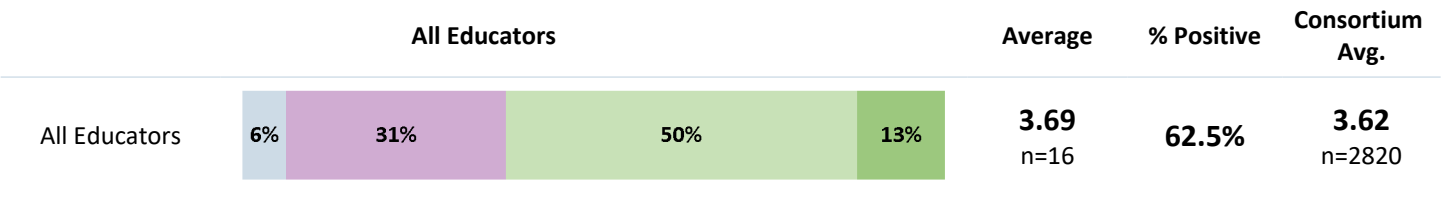
Almost Never   Rarely   Sometimes   Often   Almost Always



## Does the influence of your school leadership have a positive impact on the quality of your work?

Resources & School Support

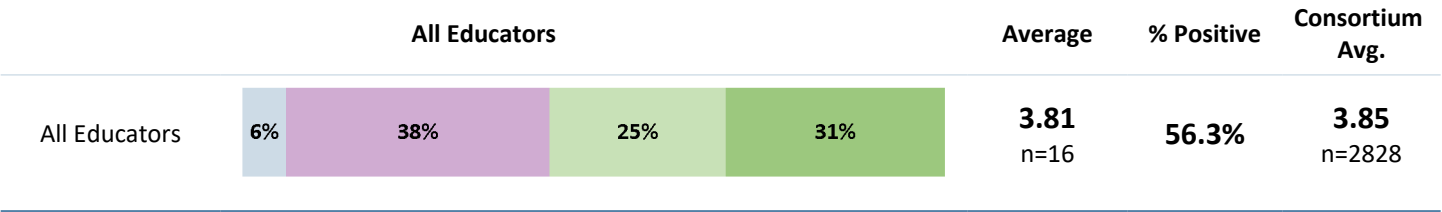
Almost Never   Rarely   Sometimes   Often   Almost Always



## Is your school leadership supportive when you face challenges at work?

Resources & School Support

Almost Never   Rarely   Sometimes   Often   Almost Always

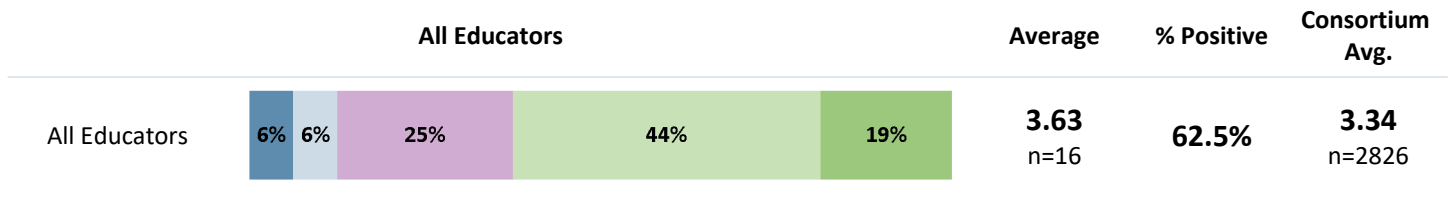




## Is your school leadership effective in handling student discipline and behavioral problems?

Resources & School Support

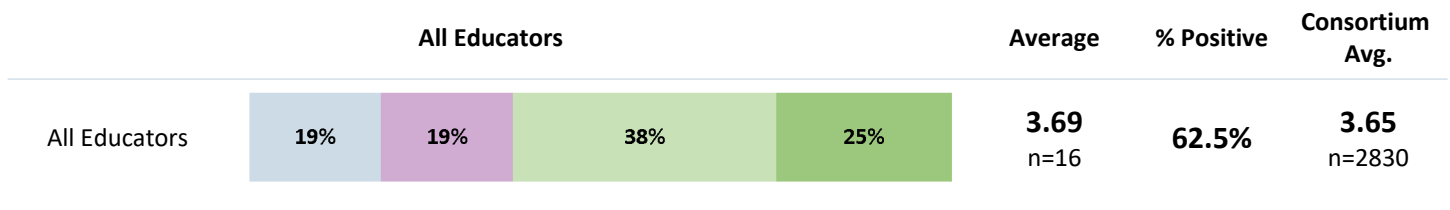
Almost Never Rarely Sometimes Often Almost Always



## Does your school feel like a learning community where ideas and suggestions for improvement are encouraged?

School Climate

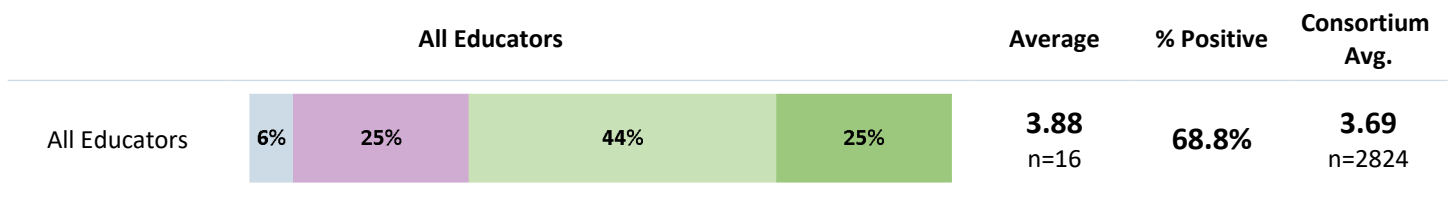
Almost Never Rarely Sometimes Often Almost Always



## Is your school leadership clear with their communication about expectations for teachers and staff?

School Climate

Almost Never Rarely Sometimes Often Almost Always



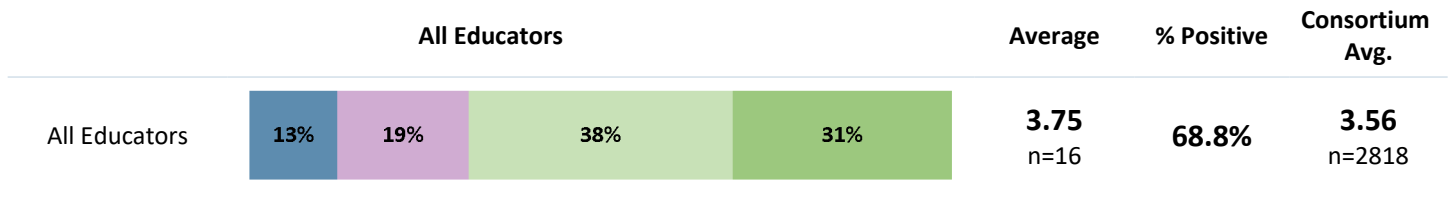




## Do you have opportunities to contribute to the development of goals in your school?

*School Climate*

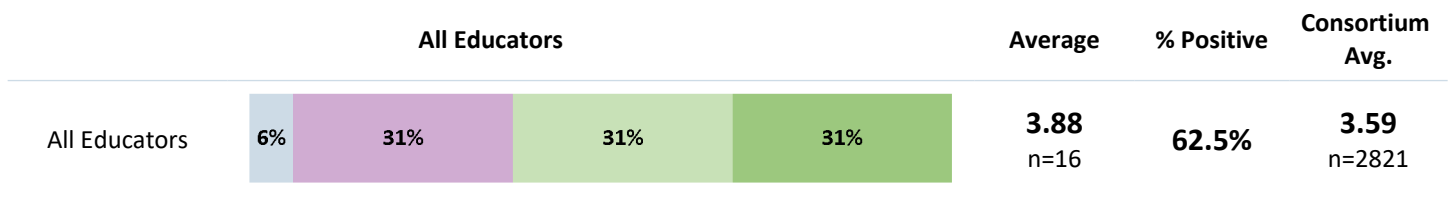
Almost Never   Rarely   Sometimes   Often   Almost Always



## Do you see students helping each other without being prompted to do so?

*School Climate*

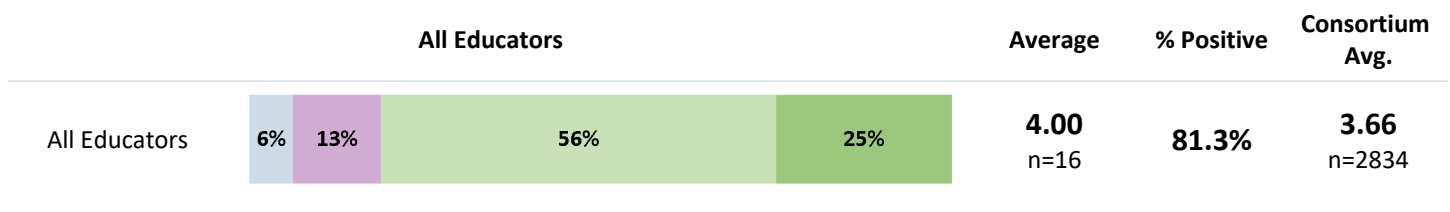
Almost Never   Rarely   Sometimes   Often   Almost Always



## How enthusiastic do you feel about being at school on most days?

*School Climate*

Not At All   Slightly   Somewhat   Quite   Extremely





## How positive are the attitudes of other teachers or staff in your school?

School Climate

Not At All   Slightly   Somewhat   Quite   Extremely

	All Educators				Average	% Positive	Consortium Avg.
All Educators	6%	6%	56%	31%	3.13 n=16	31.3%	3.33 n=2831

## How effective do you think you are at managing disruptive students?

School Climate

Not At All   Slightly   Somewhat   Quite   Extremely

	All Educators					Average	% Positive	Consortium Avg.
All Educators	6%	13%	19%	44%	19%	3.56 n=16	62.5%	3.90 n=2797

## How comfortable are you with helping the most academically challenged students to learn in your classroom?

School Climate

Not At All   Slightly   Somewhat   Quite   Extremely

	All Educators				Average	% Positive	Consortium Avg.
All Educators	6%	25%	50%	19%	3.81 n=16	68.8%	3.93 n=2784





## How respectful is your school's leadership towards you?

School Climate

Not At All   Slightly   Somewhat   Quite   Extremely

	All Educators				Average	% Positive	Consortium Avg.
All Educators	6%	13%	38%	44%	4.19 n=16	81.3%	4.16 n=2831

## How respectful are your colleagues towards you?

School Climate

Not At All   Slightly   Somewhat   Quite   Extremely

	All Educators				Average	% Positive	Consortium Avg.
All Educators	19%	19%	25%	38%	3.81 n=16	62.5%	4.24 n=2831

## How respectful are your students towards you?

School Climate

Not At All   Slightly   Somewhat   Quite   Extremely

	All Educators				Average	% Positive	Consortium Avg.
All Educators	13%	19%	63%	6%	3.63 n=16	68.8%	3.75 n=2816

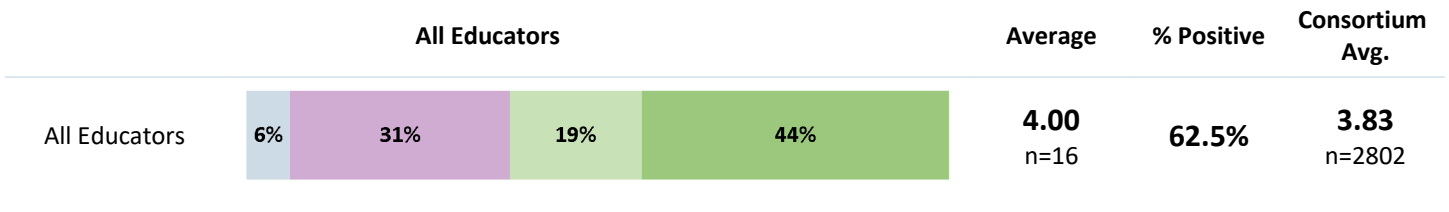




## How respectful are the parents towards you?

*School Climate*

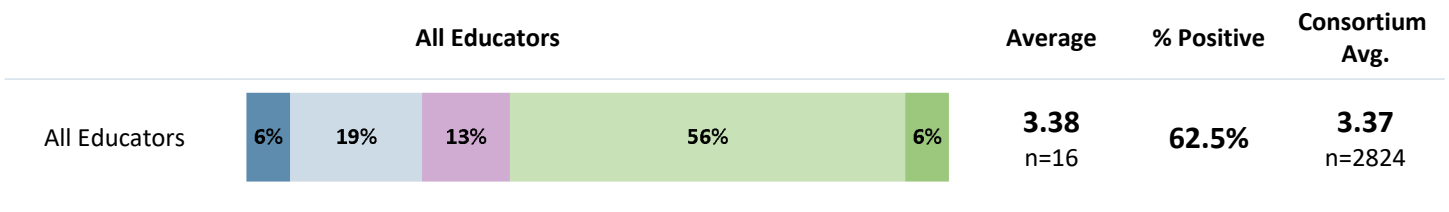
Not At All   Slightly   Somewhat   Quite   Extremely



## How comfortable do teachers or staff feel in raising issues and concerns that are important to them with school leadership?

*School Climate*

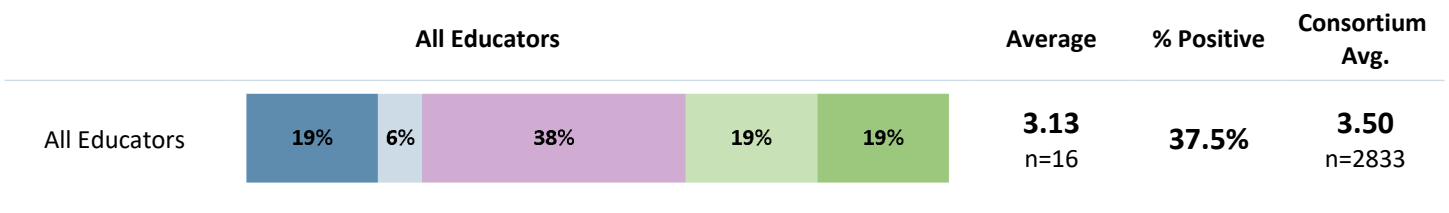
Not At All   Slightly   Somewhat   Quite   Extremely



## How confident do you feel that there is an atmosphere of trust and mutual respect among adults within your school?

*School Climate*

Not At All   Slightly   Somewhat   Quite   Extremely





## How confident are you that students are safe in your school?

School Climate

Not At All   Slightly   Somewhat   Quite   Extremely

	All Educators			Average	% Positive	Consortium Avg.
All Educators	13%	56%	31%	4.19 n=16	87.5%	3.93 n=2833

## How likely are you to recommend this school to parents seeking a place for their child?

School Climate

Not At All   Slightly   Somewhat   Quite   Extremely

	All Educators					Average	% Positive	Consortium Avg.
All Educators	6%	6%	13%	25%	50%	4.06 n=16	75.0%	3.82 n=2824

## How likely are you to return to this school next year?

School Climate

Not At All   Slightly   Somewhat   Quite   Extremely

	All Educators			Average	% Positive	Consortium Avg.
All Educators	13%	31%	56%	4.31 n=16	87.5%	4.34 n=2826





## How effective do you think you are at engaging with students who are less motivated to learn?

*School Climate*

Not At All   Slightly   Somewhat   Quite   Extremely

	All Educators				Average	% Positive	Consortium Avg.
All Educators	19%	19%	50%	13%	3.56 n=16	62.5%	3.83 n=2799

## Do adults treat people from all cultures, backgrounds, races/ethnicities, religions, abilities, etc. in your school with respect?

*Belonging*

Almost Never   Rarely   Sometimes   Often   Almost Always

	All Educators				Average	% Positive	Consortium Avg.
All Educators	6%	6%	38%	50%	4.31 n=16	87.5%	4.36 n=2831

## Do students treat people from all cultures, backgrounds, races/ethnicities, religions, abilities, etc. in your school with respect?

*Belonging*

Almost Never   Rarely   Sometimes   Often   Almost Always

	All Educators				Average	% Positive	Consortium Avg.
All Educators	13%	27%	27%	33%	3.80 n=15	60.0%	3.73 n=2825

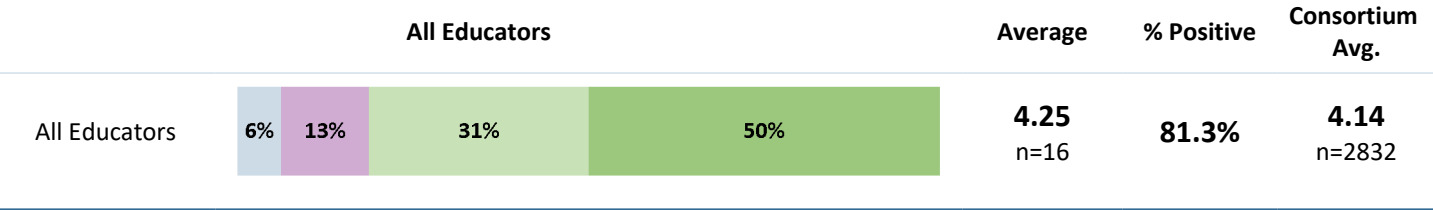




Does your school make all types of people feel welcomed and included?

Belonging

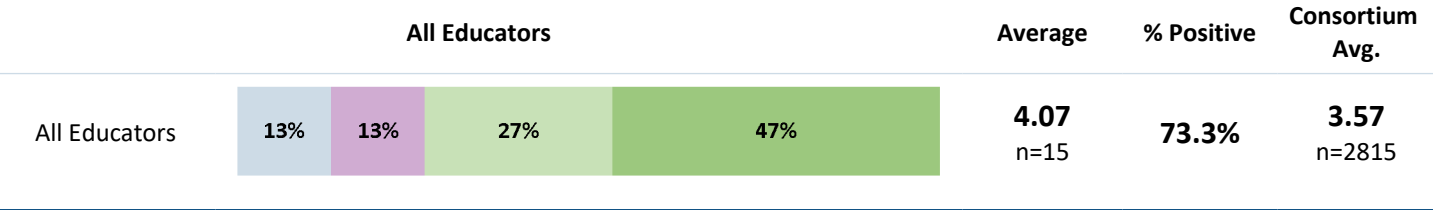
Almost Never   Rarely   Sometimes   Often   Almost Always



How confident are you that students at your school can have open and honest conversations with one another about different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

Belonging

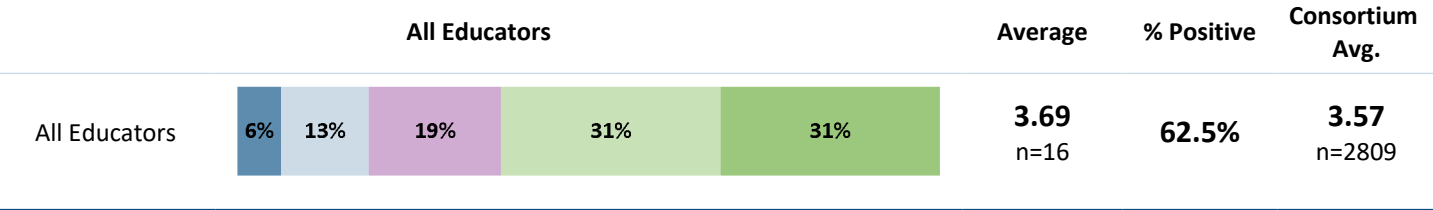
Not At All   Slightly   Somewhat   Quite   Extremely



How well does your school prepare students to be open and respectful of diverse perspectives from different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

Belonging

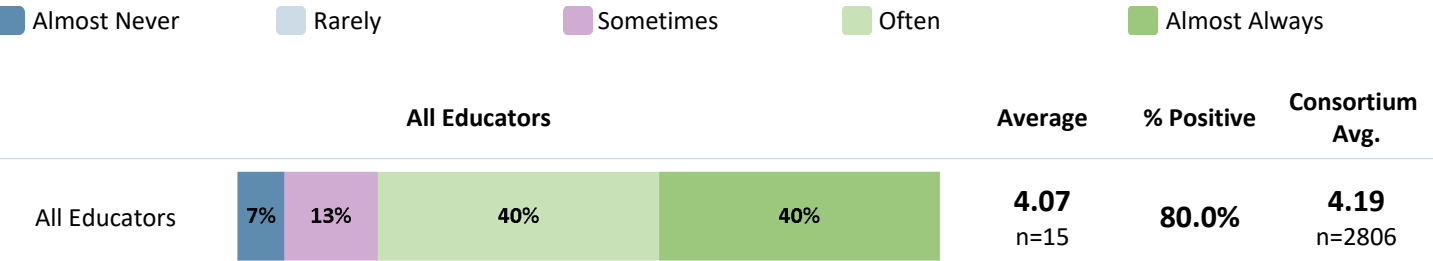
Not At All   Slightly   Somewhat   Quite   Extremely





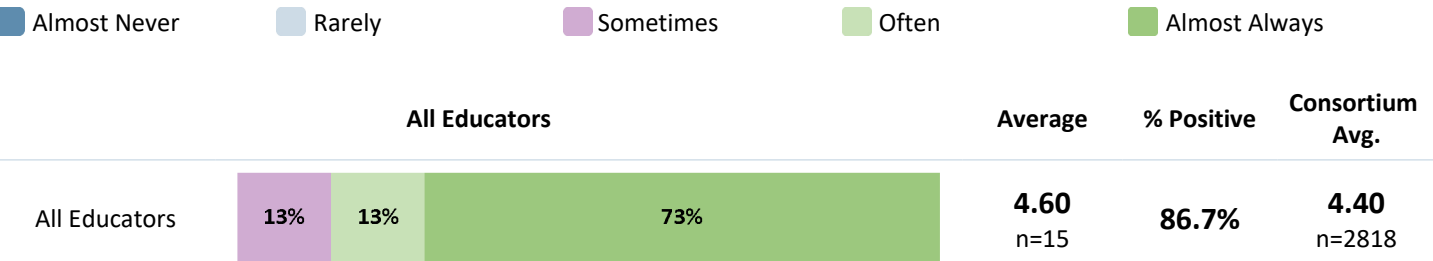
Do you provide experiences to students from all cultures, backgrounds, races/ethnicities, religions, abilities, etc. to help them be successful in your school?

Belonging



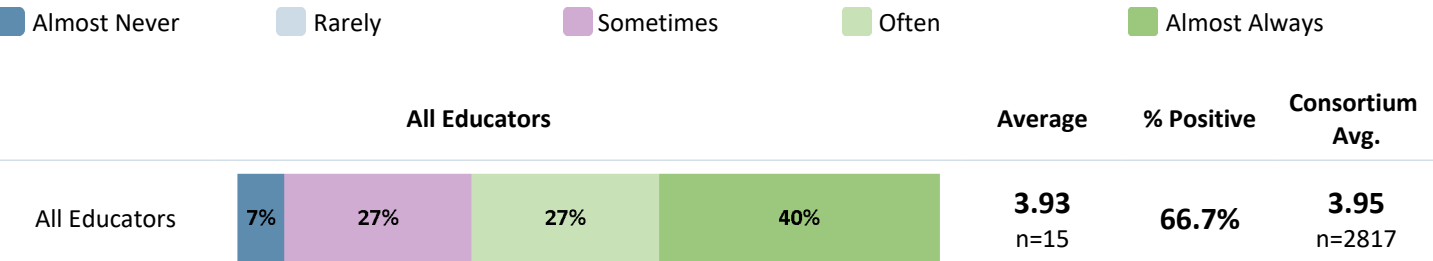
Do students from all cultures, backgrounds, races/ethnicities, religions, abilities, etc. have the same opportunities to do well in your school?

Belonging



Does your school provide enough resources for students from all cultures, backgrounds, races/ethnicities, religions, abilities, etc. to do well?

Belonging

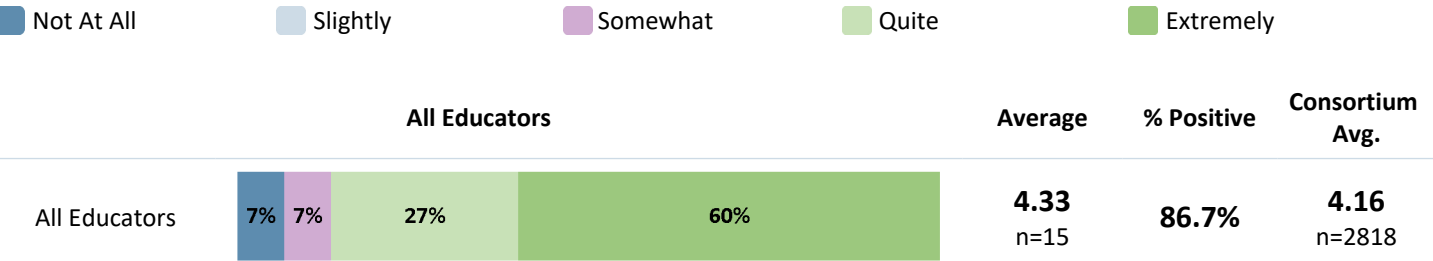






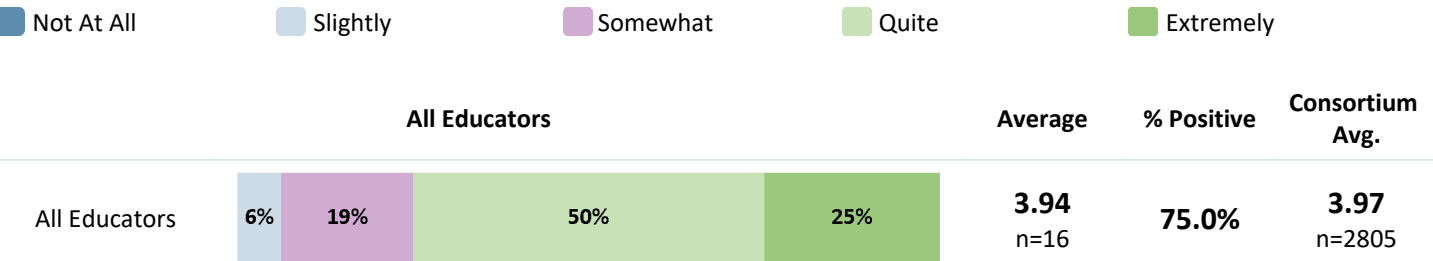
Is your school a place where students from all cultures, backgrounds, races/ethnicities, religions, abilities, etc. are able to try and do their best?

Belonging



Do you feel that you are well prepared to teach or work with students from all cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

Belonging





# MI Student **VOICE**

2023-2024

Visit our Website



[MIStudentVoice.org](https://MIStudentVoice.org)

