MI Student VOICE

2022-2023

Domain: School Level

Godwin Heights Learning Center

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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 and 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 and Emotional Learning

- Belonging
- Relationships
- 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
- Policies and procedures

Social and Emotional Learning

Social and 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 are 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

Belonging refers to a student's experience involving a sense of connectedness towards their school (Allen et al., 2017). This domain is designed to help school districts develop a stronger understanding about students' sense of belonging by learning about their perspectives and experiences related to cultural awareness, fairness, an inclusive environment, and policies and procedures within the school.

A sense of belonging at school means feeling a sense of acceptance, respect, inclusion and support in a learning environment (Gray, 2021). There is substantial research showing a positive relationship between school belonging and academic achievement (Allen et al., 2017).

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 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).

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.

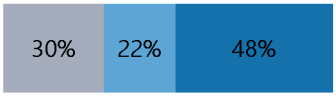
- **Average:** The mean of responses for the school/district is calculated by adding all student responses for the question/domain and dividing by the total number of respondents (*n*).
- **District Avg.:** The mean of responses for the entire district is calculated by adding all student responses in the district and dividing by the total number of respondents in the district (*n*).
- **ISD Avg.:** The mean of responses for all districts within the ISD is calculated by adding all student responses across the ISD and dividing by the total number of respondents in the ISD (*n*).
- **2021-22 % Positive:** If 2021-22 data is available for this question, then the percent of positive responses (any student who answered 4 or 5) are added together.
- **2022-23 % Positive:** Using the 2022-23 data, the percent of positive responses (any student who answered 4 or 5) are added together.
- **Change:** The percent change between 2021-22% Positive and 2022-23% Positive. A negative percentage shows a decrease in student experience in this subject. A positive percentage shows an increase in student experience.

MI Student VOICE Perception Survey by Domain - School

District: Godwin Heights Public Schools
School: Godwin Heights Learning Center
School Year: 2022-2023

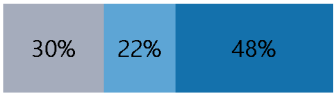
Domain: Social and Emotional Learning

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

Grade Level		Average	District Avg.	ISD Avg.	2021-22 % Positive	2022-23 % Positive	Change
10th Grade		4.17 n=2	3.59 n=65	3.52 n=1597		69.6%	

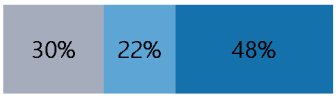
Domain: Social and Emotional Learning

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

Gender		Average	District Avg.	ISD Avg.	2021-22 % Positive	2022-23 % Positive	Change
Female		4.17 n=2	3.54 n=112	3.62 n=7017		69.6%	

Domain: Social and Emotional Learning

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

Race		Average	District Avg.	ISD Avg.	2021-22 % Positive	2022-23 % Positive	Change
Black or African American		4.17 n=2	3.61 n=63	3.53 n=3704		69.6%	

MI Student VOICE Perception Survey by Domain - School

District: Godwin Heights Public Schools
School: Godwin Heights Learning Center
School Year: 2022-2023

Domain: Student Engagement

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

Grade Level		Average	District Avg.	ISD Avg.	2021-22 % Positive	2022-23 % Positive	Change
10th Grade		4.33 n=2	3.87 n=65	3.60 n=1591		83.3%	

Domain: Student Engagement

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

Gender		Average	District Avg.	ISD Avg.	2021-22 % Positive	2022-23 % Positive	Change
Female		4.33 n=2	3.67 n=112	3.74 n=7025		83.3%	

Domain: Student Engagement

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

Race		Average	District Avg.	ISD Avg.	2021-22 % Positive	2022-23 % Positive	Change
Black or African American		4.33 n=2	3.79 n=63	3.72 n=3693		83.3%	

MI Student VOICE Perception Survey by Domain - School

District: Godwin Heights Public Schools
School: Godwin Heights Learning Center
School Year: 2022-2023

Domain: Belonging

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

Grade Level		Average	District Avg.	ISD Avg.	2021-22 % Positive	2022-23 % Positive	Change
10th Grade	17% 9% 13% 30% 30%	3.48 n=2	3.81 n=65	3.73 n=1468		60.9%	

Domain: Belonging

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

Gender		Average	District Avg.	ISD Avg.	2021-22 % Positive	2022-23 % Positive	Change
Female	17% 9% 13% 30% 30%	3.48 n=2	3.79 n=112	3.77 n=6928		60.9%	

Domain: Belonging

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

Race		Average	District Avg.	ISD Avg.	2021-22 % Positive	2022-23 % Positive	Change
Black or African American	17% 9% 13% 30% 30%	3.48 n=2	3.80 n=63	3.69 n=3565		60.9%	

MI Student VOICE

2022-2023

Website Coming Soon