

MI Student Voice Perception Survey – Social and Emotional Learning Brief

Basis Policy Research

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This research brief uses data from the spring 2023 administration of the MI Student Voice perception survey to examine the connection between the learning environment, social and emotional learning focused instruction, and social and emotional competence.

Key findings include:

- Students reporting positive learning environments are almost six times as likely to report demonstrating social and emotional competence as compared to students reporting negative learning environments.
- Students reporting more frequent discussions on responsible decision-making and conflict resolution are 2.5 times more likely to report demonstrating social and emotional competence as compared to students reporting less frequent discussions on these topics.
- Black, Multiracial, and Hispanic students are almost two-thirds as likely to report positive learning environments as compared to White students.

Recommendations include:

- Dedicate time and space for teachers to focus on individual social and emotional skills.
- Support the implementation of instructional practices that promote students' social and emotional competence.
- Use the Kent ISD Student Perception Planning Guide when analyzing district- and school-level results.
- Implement district-/school-wide frameworks for promoting positive learning environments.

Introduction

What is 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], 2023). According to CASEL (2023), a focus on SEL helps cultivate skills in five interrelated areas (henceforth titled the “CASEL 5”), including:

- **Self-awareness:** Understanding individual emotions, interests, and values and how they influence personal behavior.

- **Self-management:** The capacity to manage individual emotions, thoughts, and behaviors in different contexts and under difficult situations.
- **Social awareness:** Understanding the perspectives of and having compassion for others, including peers from diverse backgrounds and cultures.
- **Relationships skills:** Having proficiency in developing and sustaining healthy and supportive relationships with peers.
- **Responsible decision making:** The ability to make thoughtful and positive choices about individual behavior and social exchanges.

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, 2023). Furthermore, when the Michigan Department of Education endorsed CASEL’s SEL Competencies in 2017, they asserted that “SEL is implicit throughout content standards (CS) and builds necessary skills to effectively achieve CS” (MDE, 2017).

Why is social-emotional learning beneficial?

The implementation of SEL programs is associated with improvements in students’ social and emotional competence, academic performance, and well-being (Taylor et al., 2017). For instance, a meta-analysis of 213 school-based SEL programs found that participating students demonstrated an 11-percentile point gain in achievement as compared to students who did not participate in an SEL program (Durlak, 2011). 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 stressors, disruptions, and hardships associated with the COVID-19 pandemic have negatively impacted students’ mental health, social connections, and emotional well-being (Duckworth et al., 2021; Rosanbaum, 2021).

How can teachers and schools support social-emotional learning?

Prior research has shown that students develop social and emotional competence when teachers and schools provide opportunities to learn and apply skills associated with the CASEL 5 (Durlak et al., 2011; Yoder, 2014). Classroom-based approaches used to support the development of social and emotional competence include: (a) direct instruction focused on social and emotional skills and attitudes, (b) providing opportunities to practice social and emotional skills, (c) integrating cooperating learning and project-based learning, and (d) integrating SEL into pre-existing academic curriculum (CASEL, 2023). Further, SEL instruction is enhanced when implemented in safe and supportive learning environments where teachers have developed positive and caring relationships with students (Williford & Wolcott, 2015).

Given the importance of SEL on students' academic performance and emotional health and the role the learning environment and classroom instruction have on students' development of social and emotional competence, the MI Student Voice survey included SEL- and learning environment-focused questions on the statewide student perception survey. The questions gauge students' (a) development of SEL knowledge, skills, and attitudes, (b) exposure to discussions on responsible decision-making and conflict resolution, and (c) perceptions of the learning environment. The Kent Intermediate School District (Kent ISD), through a grant funded from the Michigan Health Endowment Fund, contracted with Basis Policy Research (Basis) to analyze survey results and produce three research briefs covering topics of interest to Kent ISD. The current brief explores the relationship between the learning environment, the frequency of discussions on responsible decision-making and conflict resolution, and development of social and emotional competence. Findings from this brief will inform local district implementation and reinforcement of SEL-related instruction and interventions.

Research Questions

This research brief examines the following research questions:

1. How do Michigan students perceive their own social and emotional competence? How do these perceptions differ by gender, race/ethnicity, or grade-level?
2. To what extent does the learning environment support students' development of social and emotional competence?
3. Do students report stronger social and emotional competence if their teachers have more frequent discussions with them on responsible decision-making and conflict resolution?

Methods

Sample. This research brief draws on data from the spring 2023 administration of the MI Student Voice perception survey. Fifty-six districts in Michigan participated in the survey. At the conclusion of the survey window, 33,233 students in grades 5 through 12 completed the survey. We restricted the sample to 26,990 students who had non-missing district and school data and who had completed all survey questions. The sample of students included in this report are enrolled in 50 districts across Michigan. Appendix A describes the sample, including response rates by participating districts.

Measures. This research brief uses concepts or constructs (henceforth titled “factors”) derived from the MI Student Voice perception survey validation report. In the validation report, Basis researchers applied an exploratory factor analysis (EFA) to examine patterns in students’ survey responses. This statistical technique explores relationships between survey items and groups items with common themes into underlying factors. Factors derived from an EFA include multiple questions that “hang together” because of similar patterns of responses. For example, students’ understanding of and empathizing with peers’ perspectives is a factor one cannot measure directly. However, one can measure whether students report (a) caring about other people’s feelings, (b) thinking how their actions affect others, and (c) respecting other people’s point of view even when they disagree. The items all relate to the underlying factor of “social awareness”. The five factors derived from the validation report and used in this research brief include:

- **Learning Environment:** Survey items associated with this factor include teachers’ respect towards students, teachers’ encouragement of students, the adequacy of resources schools provide, the time teachers take to help students understand the material, and how excited students would be to have their teachers again (See Appendix B, Table B1, Rows 2-11).
- **Growth Mindset:** This factor consists of three items gauging students’ perceptions of their ability to improve academically, including whether students are capable of learning anything, can do well on tests despite the level of difficulty, and can get smarter with hard work (See Appendix B, Table B1, Rows 17-19).
- **Social Awareness:** The four items related to this factor inquire about whether students care about other people’s feelings, think about how their actions affect others, respect other people’s point of view, and would be willing to report students or adults who treat others poorly (See Appendix B, Table B1, Rows 26-29).
- **Self-Management:** This factor consists of three items gauging how easily students can remain calm when things go wrong, control their emotions, and stay relaxed when others are angry (See Appendix B, Table B1, Rows 31-34).
- **Discussing Responsible-Decision Making and Conflict Resolution:** Survey items associated with this factor address the frequency teachers talk about how student actions affect others or ways to resolve disagreements (See Appendix B, Table B1, Rows 36-37).

Additionally, Basis researchers constructed a measure of **social and emotional competence**. This measure includes survey items related to growth mindset, social awareness, and self-management factors. We believe items associated with these factors could serve as a proxy measure for social and emotional

competence because they are aligned to at least three of the five components of social and emotional learning (CASEL, 2023). However, we recognize a more complete social and emotional competence measure would include items associated with self-awareness, relationship skills, and responsible decision-making (CASEL, 2023). We will reconstruct this measure if additional items aligned to the CASEL 5 are included in future iterations of the MI Student Voice perception survey.

Analytic Strategy. Below we describe the analytic strategy used to answer the research questions included in this brief.

RQ 1 | How do Michigan students perceive their own social and emotional competence? How do these perceptions differ by gender, race/ethnicity, or grade-level?

Basis researchers employed a three-step approach to answer this research question. First, we constructed a measure of social and emotional competence. We classified students as reporting social and emotional competence (11 items) if they selected the top two answer choices (e.g., “agree or strongly agree”, “quite or extremely”, “frequently or almost always”) on at least half the survey items associated with the respective measures.

Second, we explored descriptive trends in the percentage of students reporting social and emotional competence. Finally, we used logistic regression to determine whether different student subgroups (e.g., gender, race/ethnicity, grade-levels) were more likely to report social and emotional competence. We use predicted probabilities and odds ratios to report on results from the logistic regressions models. More details on the methods along with results of the logistic regression analyses are provided in Appendix A.

RQ 2 | To what extent does the learning environment support students’ development of social and emotional competence?

We employed a two-step approach to answer this research question. First, we constructed a measure of positive learning environments. We classified students as experiencing positive learning environments (10 items) if they selected the top two answer choices on at least half the survey items associated with this measure. Next, we used logistic regression to determine whether experiencing a positive learning environment was a significant predictor of demonstrating social and emotional competence after controlling for student demographic characteristics.

RQ 3 | Do students report stronger social and emotional competence if their teachers have more frequent discussions with them on responsible decision-making and conflict resolution?

We employed the same two-step approach previously described (see RQ 2) to answer this research question. First, we constructed a measure of frequent discussions on responsible decision-making and conflict resolution. We classified students as having more frequent discussions on these topics (2 items) if they selected the top two answer choices on at least half the survey items associated with this measure. We then used logistic regression to determine whether more frequent discussions on responsible decision-making and conflict resolution was a significant predictor of demonstrating social and emotional competence after controlling for student demographic characteristics.

Results

RQ 1 | How do Michigan students perceive their own social and emotional competence? How do these perceptions differ by gender, race/ethnicity, or grade-level?

This section compares the likelihood that different student subgroups report social and emotional competence. We use the predicted probability and odds ratio estimates from a series of multivariate logistic regression models to answer this research question (see Appendix C, Figures C1-7 for complete results).

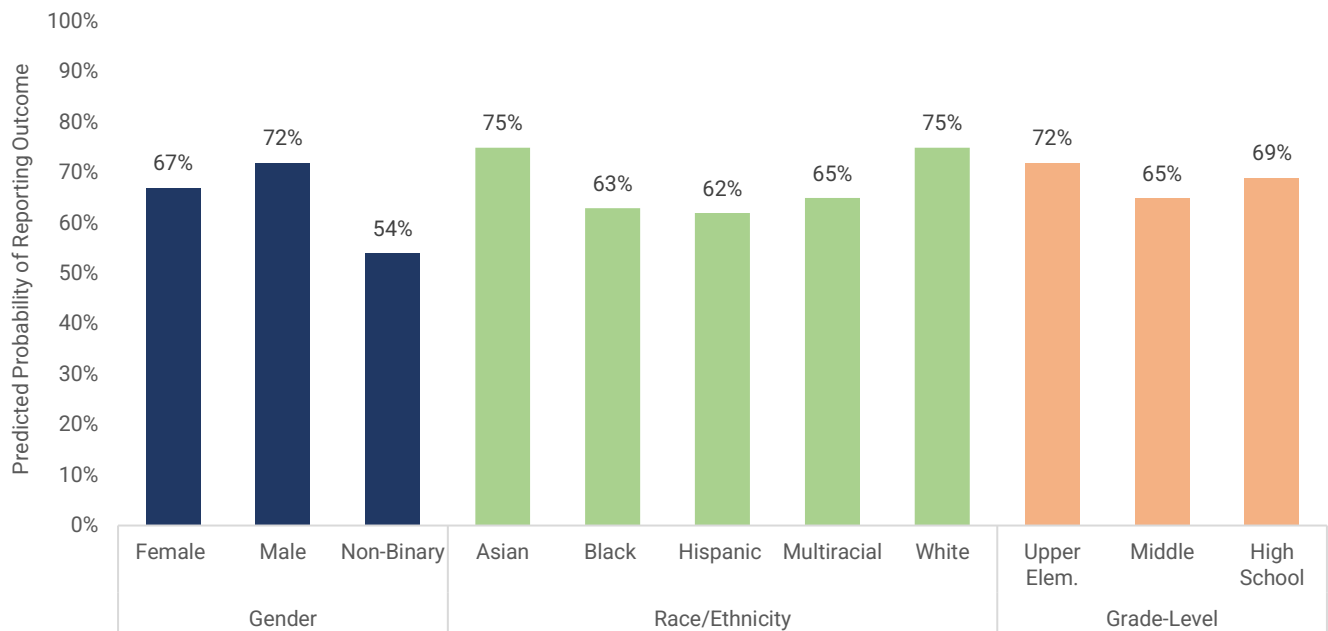
Sixty-eight percent of students report demonstrating social and emotional competence.

Sixty-eight percent of students participating in the MI Student Voice perception survey (n=26,990) reported social and emotional competence. Of the sub-domains comprising social and emotional competence, 80 percent reported having strong social awareness while 69 percent reported strong self-management and 63 percent reported having a strong growth mindset. Further, we do not report on year over year trends in the percentage of students reporting social and emotional competence due to the measure in the respective years including different survey items. Finally, we include descriptive statistics of students reporting social and emotional competence, strong growth mindset, social awareness, and self-management by gender, race/ethnicity, and grade-level in Appendix B, Table B2.

Students from historically marginalized groups are less likely to report demonstrating social and emotional competence.

Figure 1 displays the predicted probability that different student subgroups report social and emotional competence. The colored bars represent the predicted probability of reporting social and emotional competence for students by gender (blue bar), race and ethnicity (green bar), and grade-level (orange bar) categories. Results in Figure 1 indicate that the predicted probability of Black or African American (henceforth titled “Black”), Hispanic or Latinx (henceforth titled “Hispanic”), and Multiracial students reporting social and emotional competence is between 62 to 65 percent as compared to 75 percent for White and Asian students. Consequently, Black, Hispanic, and Multiracial students are approximately two-thirds as likely to report demonstrating social and emotional competence as compared to White students (see Appendix C, Figure C1). Other prominent findings in Figure 1 include the predicted probability of reporting social and emotional competence is 74 percent for male students as compared to between 54 to 67 percent for non-binary or third gender and female students. Consequently, male students are approximately 1.3 times more likely to report demonstrating social and emotional competence as compared to Female students (see Appendix C, Figure C1). We include the predicted probabilities and odds ratio estimates for the three factors comprising social and emotional competence – social awareness, self-management, and growth mindset – in Figures C2-7, Appendix C.

Figure 1: The predicted probability of reporting social and emotional competence for different student subgroups.



Note: The probabilities shown in this figure are estimated using a multivariate logistic regression model that includes gender, race/ethnicity, and grade-level covariates.

Source: MI Student Voice perception survey; author’s analysis.

RQ 2 | To what extent does the learning environment support students’ development of social and emotional competence?

We answer this research question in two parts. First, we compare the likelihood that different student subgroups report positive learning environments. We then tested whether reporting positive learning environments is a statistically significant predictor of whether or not students report demonstrating social and emotional competence. We use the predicted probability and odds ratio estimates from a series of multivariate logistic regression models to answer this research question (see Appendix B, Tables B4 for complete results).

Black, Multiracial, and Hispanic students are less likely to report positive learning environments.

Figure 2 displays the predicted probability that different student subgroups report experiencing positive learning environments. The interpretation of results for gender (blue bars), race/ethnicity (green bars), and grade-level (orange bars) subgroups in Figure 2 is the same as the aforementioned section. Results in Figure 2 indicate that the predicted probability of White and Asian students reporting positive learning environments is between 76 to 79 percent as compared to between 66 to 71 percent for Black, Multiracial, and Hispanic students. This translates into Black, Multiracial, and Hispanic students being almost two-thirds as likely to report positive learning environments as compared to White students (see Appendix C, Figure C8). We also find that male students (75 percent) are more likely to report positive learning environments as compared to female (70 percent) and non-binary or third gender students (64 percent). Consequently, male students are 1.3 times more likely to report positive learning environments as

compared to female students (see Appendix C, Figure C8). Finally, upper elementary students (82 percent) are more likely to report positive learning environments as compared to middle (68 percent) and high school (68 percent) students. This translates into middle and high school students being approximately one-half as likely to report positive learning environments as compared to upper elementary students (see Appendix C, Figure C8).

Figure 2: The predicted probability of reporting positive learning environments for different student subgroups.



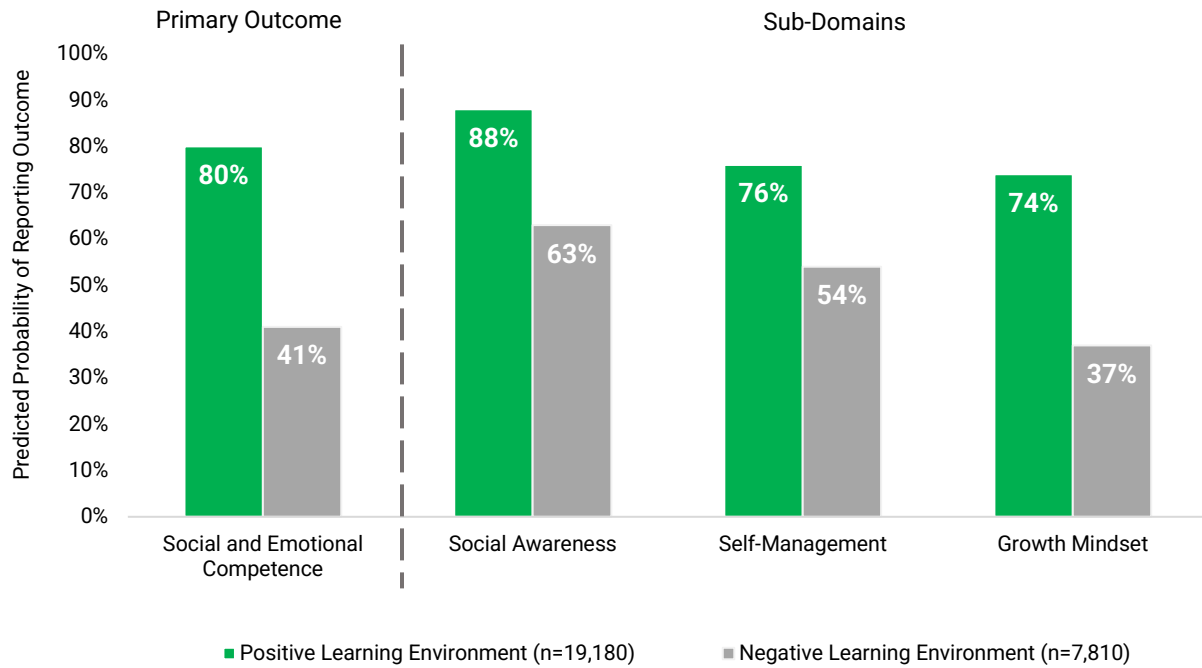
Note: The probabilities shown in this figure are estimated using a multivariate logistic regression model that includes gender, race/ethnicity, and grade-level covariates.

Source: MI Student Voice perception survey; author’s analysis.

Positive learning environments increase the likelihood students’ report social and emotional competence.

Figure 3 displays the predicted probability of reporting social and emotional competence for students reporting positive and negative learning environments. Results indicate that students who report positive learning environments are more likely to report social and emotional competence as compared to their peers who report negative learning environments. The predicted probability of reporting social and emotional competence is 80 percent for students who report positive learning environments as compared to 41 percent for students who report negative learning environments (see Figure 3 below). Consequently, students indicating positive learning environments are almost six times more likely to report social and emotional competence (see Appendix C, Figure C10); these results were statistically significant. Similarly, the predicted probability of reporting strong social awareness, self-management, and growth mindset is between 74 to 88 percent for students who report positive learning environments. These students are between 4.2 to 4.9 times more likely to report having strong social awareness, self-management, and growth mindset as compared to students who report negative learning environments (see Appendix C, Figure C10); these results were also statistically significant.

Figure 3: The predicted probability of reporting social and emotional competence, strong social awareness, self-management, and growth mindset for students reporting positive learning environments.

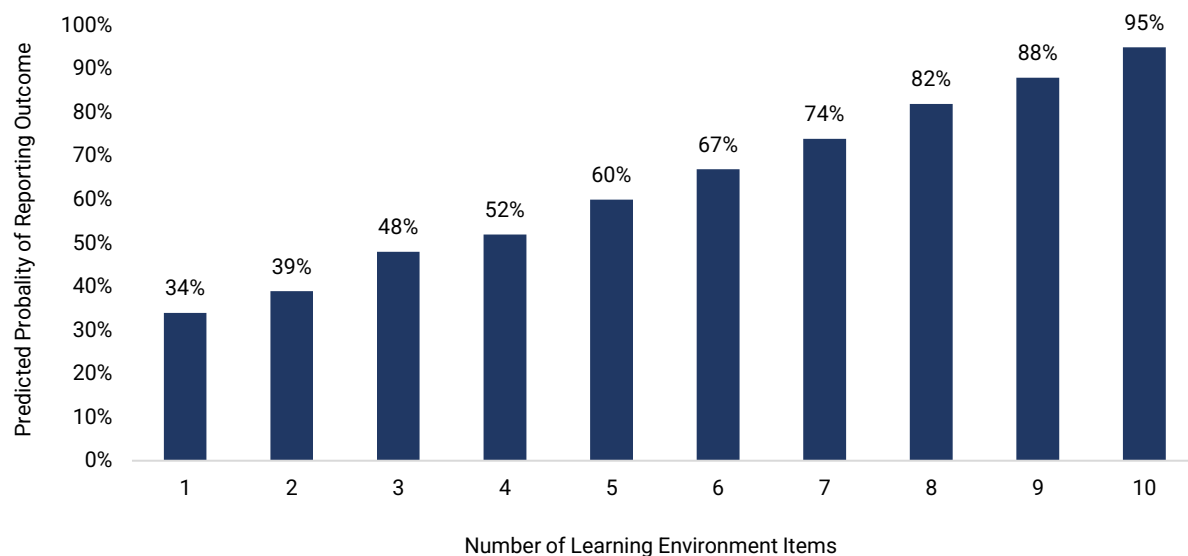


Note: The probabilities show in this figure are estimated using a multivariate logistic regression model that includes gender, race/ethnicity, and grade-level covariates.

Source: MI Student Voice perception survey; author’s analysis.

Alternatively, we explored whether the predicted probability of reporting social and emotional competence increases with the number of learning environment items to which students responded favorably to. Results in Figure 4 indicate that the predicted probability of reporting social and emotional competence increases with the number of learning environment items to which students respond favorably to. For instance, the predicted probability of reporting social and emotional competence for students responding favorably to a single learning environment item is 34 percent as compared to 95 percent for students responding favorably to all items.

Figure 4: The predicted probability of reporting social and emotional competence by the number of learning environment items to which students responded favorably to.



Note: The probabilities shown in this figure are estimated using a multivariate logistic regression model that includes gender, race/ethnicity, and grade-level covariates.

Source: MI Student Voice perception survey; author’s analysis.

RQ 3 | Do students report stronger social and emotional competence if their teachers have more frequent discussion with them on responsible decision-making and conflict resolution?

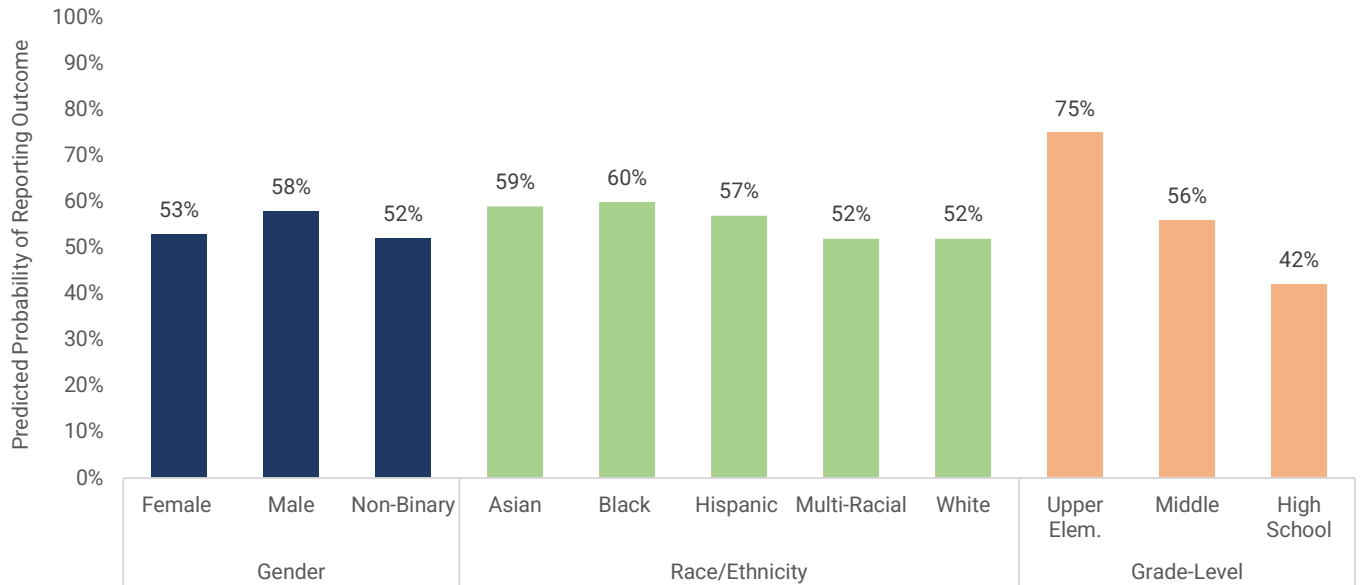
We answer this research question in two parts. First, we compare the likelihood that different student subgroups report more frequent discussions on responsible decision-making and conflict resolution. We then tested whether reporting more frequent discussions on these topics is a statistically significant predictor of whether or not students report social and emotional competence. We use the predicted probability and odds ratio estimates from a series of multivariate logistic regression models to answer this research question (see Appendix B, Tables B4 & 6 for complete results).

Upper elementary students are more likely to report frequent discussions on responsible decision-making and conflict resolution.

Figure 5 displays the predicted probability that different student subgroups would report more frequent discussions on responsible decision-making and conflict resolutions. The interpretation of results for gender (blue bars), race/ethnicity (green bars), and grade-level (orange bars) subgroups in Figure 5 is the same as the aforementioned sections. Results in Figure 5 indicate that the predicted probability of Hispanic, Asian, and Black students reporting more frequent discussions on responsible decision-making and conflict resolution is between 57 to 60 percent as compared to 52 percent for White and Multiracial students. Consequently, Black and Hispanic students are between 1.2 to 1.3 times more likely to report more frequent discussions on responsible decision-making and conflict resolution as compared to White students (see Appendix C, Figure C9). We also find that male students (58 percent) are more likely to report frequent discussions on responsible decision-making and conflict resolution as compared to female (53 percent) and non-binary or third gender (52 students). Consequently, male students are 1.2 times more

likely to report frequent discussions on these topics as compared to female students (see Appendix C, Figure C9). Finally, upper elementary students (75 percent) are more likely to report frequent discussions on responsible decision-making and conflict resolution as compared to middle (56 percent) and high school (42 percent) students. This translates into middle and high school students being between one- and two-fifths as likely to report frequent discussions on these topics as compared to upper elementary students (see Appendix C, Figure C9).

Figure 5: The predicted probability of reporting more frequent discussions on responsible decision-making and conflict resolution for different student subgroups.



Note: The probabilities shown in this figure are estimated using a multivariate logistic regression model that includes gender, race/ethnicity, and grade-level covariates.

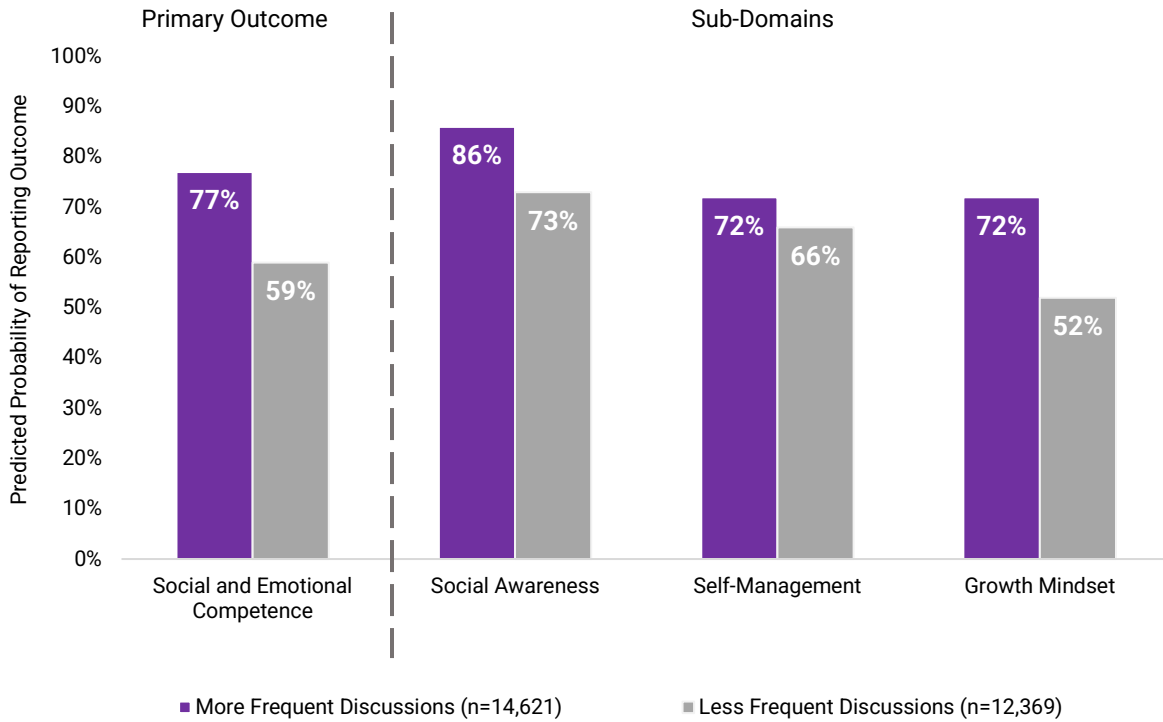
Source: MI Student Voice perception survey; author’s analysis.

Students reporting more frequent discussions on responsible decision-making and conflict resolution are more likely to report social and emotional competence.

Next, we tested whether reporting more frequent discussions on responsible decision-making and conflict resolution is a statistically significant predictor of whether or not students report social and emotional competence. Students who report more frequent discussions are more likely to report social and emotional competence as compared to their peers who report less frequent discussions. Results in Figure 6 indicate that the predicted probability of reporting social and emotional competence is 77 percent for students who report more frequent discussions on responsible decision-making and conflict resolution as compared to 59 percent for students who report less frequent discussions on these topics. Consequently, students indicating more frequent discussions on responsible decision-making and conflict resolution are 2.5 times more likely to report social and emotional competence (see Appendix C, Figure C11); these results were statistically significant. Similarly, the predicted probability of reporting strong social awareness, self-management, and growth mindset is between 72 to 86 percent for students who report more frequent discussions on responsible decision-making and conflict resolution. These students are between 1.5 to 2.5 times more likely to report demonstrating strong social awareness, self-management, and growth mindset

as compared to students who report less frequent discussions on responsible decision-making and conflict resolution (see Appendix C, Figure C11); these results were also statistically significant.

Figure 6: The predicted probability of reporting social and emotional competence, strong social awareness, self-management, and growth mindset for students reporting more frequent discussions on responsible decision-making and conflict resolution.



Note: The probabilities show in this figure are estimated using a multivariate logistic regression model that includes gender, race/ethnicity, and grade-level covariates.

Source: MI Student Voice perception survey; author’s analysis.

Discussion and Recommendations

This research brief has sought to understand the connection between the learning environment, frequency of discussions on responsible decision-making and conflict resolution, and social and emotional competence. We found that experiencing positive learning environments and having more frequent discussions on responsible decision-making and conflict resolution increases the likelihood that students report social and emotional competence. Students reporting positive learning environments are almost six times as likely to report social and emotional competence as compared to students reporting negative learning environments. Further, students reporting more frequent discussions on responsible decision-making and conflict resolution are 2.5 times more likely to report social and emotional competence as compared to students reporting less frequent discussions. While these results demonstrate the promise of positive learning environments and discussions on responsible decision-making and conflict resolution, certain student groups are less likely to report experiencing positive learning environments and having discussions on these topics. For instance, Black, Multiracial, and Hispanic students are almost two-thirds as likely to report positive learning environments as compared to White students. Further, middle and high school students are between one- to two-fifths as likely to report more frequent discussions on responsible decision-making and conflict resolution as compared to upper elementary students. Consequently, Black, Multiracial, and Hispanic students are almost two-thirds as likely to report social and emotional competence as compared to White students. Considering these findings, we suggest Kent ISD consider the following six recommendations. The first five recommendations focus on steps districts and schools could take to close SEL-related gaps while the sixth recommendation focuses on directions for future research. The final three recommendations in the district and school section were included in last year's SEL research brief but warrant inclusion here given their continued applicability.

District and School Recommendations

1 | Dedicate time and space for teachers to focus on individual social and emotional skills.

Teachers need time and space to attend to individual social and emotional skills before effectively modeling and facilitating positive student interactions and supporting students' development of social and emotional competence (Jennings et al., 2019). Consequently, CASEL (2023) recommends providing all staff members with initial and ongoing professional learning to implement SEL-related programs and practices. Recommended professional learning includes school, district or statewide [communities of practice](#), [personal SEL assessment and reflection](#), and [learning modules](#) addressing SEL research, embedding SEL schoolwide, creating a professional culture based on SEL, integrating SEL into a culturally responsible classroom, and identifying and selecting evidence-based SEL programs.

2 | Support the implementation of instructional practices that promote students' social and emotional competence.

In a review of existing literature addressing the relationship between instructional practices, positive learning environments, and students' social and emotional competence, Yoder (2014) and colleagues (2021) identified 10 instructional practices occurring most frequently in SEL programs promoting these outcomes. These practices reflect principles associated with culturally responsive sustaining practices, trauma-informed instruction, healing-centered engagement, and adult SEL and are inclusive of the different environments in which students learn and develop. The individual practices are associated with (a) promoting SEL in affirming learning environments and (b) promoting learning design and instruction.

Practices That Promote SEL in Affirming Learning Environments

- **Warmth and Support:** Strategies include asking academic and nonacademic questions, support student challenges or concerns, model desired behaviors, provide the forum for students to share their learning, provide opportunities for students to encourage peers, and promote a culture of asking questions and taking risks.
- **Responsibility and Choice:** Providing opportunities for students to make decisions about their learning, including co-constructing classroom norms and procedures, identifying topics of interest, and offering lesson and activity options for students to choose.
- **Youth-Centered Problem Solving:** Allowing students to manage individual actions and have a voice in what takes place in the learning environment. Practices include teachers and students co-defining behaviors reflective of their identities and teachers focusing on facilitating interactions rather than behavior.
- **Power of Language:** Language promoting social and emotional competence includes praise, recognition of effort, and focuses on how to monitor and regulate individual behavior.

Practices That Promote Learning Design and Instruction

- **Cooperative Learning:** Providing opportunity for students to work together are most effective when the task includes positive interdependence, individual accountability, promotes peer successes, application of interpersonal and social skills, and group processing and debriefing.
- **Group Discussions:** Providing ample opportunities for students to discuss content, elaborate individual thinking, and build upon peer thinking.
- **Self-Reflection and Self-Assessment:** Providing students the opportunity to actively reflect on their work and consider ways of improving their work based on individual self-assessment.
- **Balanced Instruction:** Balancing the amount of time spent on direct and active instruction, as well as balancing time for individual and collaborative learning.
- **Expectations and Rigor:** Engaging students in meaningful and challenging work while simultaneously articulating belief in students' ability to succeed.
- **SEL Competence Building – Modeling, Practicing, Feedback, Coaching:** Modeling prosocial behaviors, encourage positive behaviors, coach students on the use of positive behaviors, provide feedback on how students are interacting with peers, and guide students through conflict-resolution strategies when proceeding through a typical instructional cycle (i.e., objectives of lesson, introduction of new material, group and individual practice, conclusion).

A more detailed description of the 10 instructional practices, including relevant classroom examples, can be found on pages 11-32 in [Instructional Practices That Integrate Equity-Centered Social, Emotional, and Academic Learning](#).

3 | Use the Kent ISD Student Perception Planning Guide when analyzing district- and school-level results.

Kent ISD developed a [Student Perception Planning Guide](#) for districts and schools to use when analyzing local survey results. The planning guide provides guiding questions, recommended resources, and Kent ISD technical assistance associated with SEL. Districts and schools could use the guiding questions when analyzing SEL-related survey data to consider *why* certain results are present in the data. For instance, if the data reveals that Hispanic males are less likely to report feeling like they belong at school or feel connected to the adults at the school, a district or school could use the guiding questions to consider “what policies have we used in support of creating a positive school climate for each student?” Depending on how a district responds to this question, they could consult the recommended resources section of the planning guide or consult Kent ISD technical assistance when developing a strategy to address this gap in the data.

4 | Implement district-/school-wide frameworks for promoting positive learning environments.

This report found that students reporting positive learning environments are six times as likely to report social and emotional competence as compared to students reporting negative learning environments. However, we found that Black, Multiracial, and Hispanic students are almost two-thirds as likely to report positive learning environments as compared to White students. Thus, findings suggest there is room for growth across districts and schools in promoting positive learning environments. We recommend districts consider implementing or continuing to implement research-based systems or frameworks that have been shown to promote positive learning environments, including Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS). Districts currently using these frameworks could access the [resources](#) available from the Michigan’s MTSS Technical Assistance Center, leverage Kent ISD-provided [MTSS technical assistance](#), or consult the [PBIS Tiered Fidelity Inventory](#) to support implementation. A district could use the latter resource to assess the quality of PBIS implementation and identify elements of the framework that need prioritization for improvement.

5 | Incorporate SEL learning for all students into an existing system or framework.

Prior research has shown that schools implementing SEL programs without broader district support are less likely to achieve the desired positive effects (Ruby and Doolittle, 2010). High quality implementation involves all aspects of the district, including personnel hiring, professional learning, district policies, family engagement, and systems for continuous improvement (Schwartz et al., 2022). Past research has also cited a district-driven SEL vision, a multi-year implementation plan, coordination across central office departments, and collection of SEL-related implementation and outcome data as supporting SEL programs. These findings imply that districts need to consider whether the systems currently in place will enable the teaching of SEL to all students. Finally, districts implementing SEL programs can assess their current framework against the six elements CASEL identified as helping districts sustain long-term implementation. The six elements include:

1. Leaders model, cultivate, and elevate shared vision for SEL;

2. Core district priorities connect SEL to all departments and individuals so everyone is invested;
3. Schools have resources and pathways, as well as room to innovate and customize SEL for their communities;
4. SEL informs and shapes adult learning and staff culture and climate;
5. Students, families, and communities are co-creators of the SEL vision, plans, and practices;
6. External and internal communities of practice strengthen implement.

Further description of the six elements that make SEL last is included in CASEL's [recent report](#) on ten years of social and emotional learning in U.S. school districts. Districts can also consult the [ten indicators of schoolwide SEL](#) (Figure 1, Page 5) to determine what else is needed locally to promote students' access to SEL instruction.

Future Research Recommendations

6 | Consider adding additional items associated with social and emotional competence.

One limitation of the current report is the measure used to assess social and emotional competence does not capture all the elements of this construct. For instance, the social and emotional competence measure includes items focused on growth mindset, social awareness, and self-management. However, a more comprehensive measure of social and emotional competence would also include items focused on self-awareness and relationship skills. Thus, we recommend the survey team consider the items needed to fully capture social and emotional competence, crosswalk this with the items currently included in the survey and include additional items as needed in future iterations of the survey.

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Appendices

Appendix A: Methods

Data Sources. This research brief draws on data from the spring 2023 administration of the MI Student Voice perception survey. The Kent Intermediate School District (Kent ISD) developed the survey using validated items from publicly available instruments. Survey items sought to inquire about students’ experiences at school, including perceptions of engagement, social-emotional learning, and belonging. Appendix D includes a copy of the survey instrument. Kent ISD administered the survey through Qualtrics.

Sample. Fifty-six districts in Michigan administered the survey in spring 2023. At the conclusion of the survey window, 33,233 students in grades 5 through 12 completed the survey. Table A1 provides an overview of survey responses by participating district. We restricted the sample to 26,990 (81 percent of responses) students with non-missing district and school data and completed all survey questions. The analytic sample by district ranged from 0 to 95 percent of students completing the survey.

Table A1: Survey Responses by Participating Districts

District Name	Full Sample	Analytic Sample	% Analytic Sample
Advanced Technology Academy	96	60	63%
Avondale School District	1,333	1,192	89%
Beecher Community School District	43	36	84%
Berrien Springs Public Schools	374	0	0%
Buchanan Community Schools	353	312	88%
Caledonia Community Schools	741	626	84%
Coloma Community Schools	379	345	91%
Comstock Park Public Schools	123	117	95%
Countryside Academy	172	144	84%
Dansville Schools	260	226	87%
Dearborn Heights School District #7	472	412	87%
Decatur Public Schools	130	123	95%
Detroit Edison Public School Academy	492	442	90%
East Lansing School District	398	358	90%
Eau Claire Public Schools	255	236	93%
Flint Cultural Center Academy	92	75	82%
Garden City Public Schools	624	527	84%
George Washington Carver Academy	20	17	85%
Godfrey-Lee Public Schools	320	278	87%
Godwin Heights Public Schools	252	205	81%
Gogebic-Ontonagon ISD	65	0	0%
Grand Blanc Community Schools	1,367	1,235	90%
Grand Rapids Public Schools	3,807	3,332	88%
Grandville Public Schools	1,428	0	0%
Grosse Ile Township Schools	531	488	92%
Henry Ford Academy	341	312	91%
International Academy of Flint	168	140	83%
Kelloggsville Public Schools	415	351	85%
Kenowa Hills Public Schools	1,120	986	88%

District Name	Full Sample	Analytic Sample	% Analytic Sample
Kent City Community Schools	207	171	83%
Kent ISD	233	217	93%
Kentwood Public Schools	4,083	3,553	87%
Madison Academy	130	115	88%
Maple Valley Schools	173	157	91%
Martin Public Schools	70	63	90%
Mason Public Schools (Ingham)	1,396	1,197	86%
New Paradigm College Prep	32	23	72%
New Paradigm Glazer-Loving Academy	42	34	81%
Northview Public Schools	1,201	1,093	91%
Redford Union Schools, District No. 1	561	484	86%
Rockford Public Schools	931	815	88%
Romulus Community Schools	463	377	81%
South Lake Schools	370	310	84%
South Redford School District	890	788	89%
Sparta Area Schools	164	0	0%
Summit Academy North	518	461	89%
Taylor School District	424	335	79%
The New Standard Academy	228	194	85%
Thornapple Kellogg School District	268	240	90%
Van Buren Public Schools	572	515	90%
Walkerville Public Schools	22	0	0%
Watervliet School District	182	159	87%
West Shore Educational Service District	228	216	95%
Westwood Community School District	427	0	0%
Wyandotte, School District of the City of	1,543	1,382	90%
Wyoming Public Schools	1,704	1,516	89%
Total	33,233	26,990	81%

The percentage of students in grades 5 to 12 ranges from between 8 to 16 percent of the sample. Ninety percent of students identify as male or female while seven percent preferred not to answer or left the response blank. Further, 38 percent of students in the analytic sample are White while Hispanic, Latinx, or Spanish origin, Multiracial, and Black or African Students comprise 46 percent of the sample. Students were identified as Multiracial if they selected more than one race and ethnicity included in the survey. Table A2 provides descriptive statistics for students in the analytic sample.

Table A2: Descriptive Statistics for Students in Analytic Sample

Demographic Characteristic	n count	% of Sample
Grade Level		
5 th Grade	3,489	13%
6 th Grade	3,149	12%
7 th Grade	4,221	16%
8 th Grade	3,541	13%
9 th Grade	4,167	15%
10 th Grade	2,846	11%
11 th Grade	3,423	13%
12 th Grade	2,154	8%
Gender		

Demographic Characteristic	n count	% of Sample
Female	12,220	45%
Male	12,217	45%
Non-Binary/Third Gender	328	1%
Other (Prefer to Self-Describe)	328	1%
Prefer Not to Answer	1,124	4%
Blank/Missing	773	3%
Race and Ethnicity		
American Indian or Alaska Native	215	1%
Asian or Asian American	943	3%
Black or African American	5,718	21%
Hispanic, Latinx or Spanish Origin	3,348	12%
Middle Eastern or North African	262	1%
Multiracial	3,438	13%
Native Hawaiian or Pacific Islander	35	< 1%
Other	1,336	4%
Prefer Not to Answer	1,502	6%
White	10,193	38%

Measures. This research brief uses concepts or constructs (henceforth titled “factors”) derived from the MI Student Voice perception survey validation report. In the validation report, Basis researchers applied an exploratory factor analysis (EFA) to examine patterns in students’ survey responses. This statistical technique explores relationships between survey items and groups items with common themes into underlying factors. Factors derived from an EFA include multiple questions that “hang together” because of similar patterns of responses. For example, students’ understanding of and empathizing with peers’ perspectives is a factor you cannot measure directly. However, you can measure whether students report (a) caring about other people’s feelings, (b) thinking how their actions affect others, and (c) respecting other people’s point of view even when they disagree. The items all relate to the underlying factor of “social awareness”. The five factors derived from the validation report and used in this research brief include:

- **Learning Environment:** Survey items associated with this factor include teachers’ respect towards students, teachers’ encouragement of students, the adequacy of resources schools provide, the time teachers take to help students understand the material, and how excited students would be to have their teachers again (See Appendix B, Table B1, Rows 2-11).
- **Growth Mindset:** This factor consists of three items gauging students’ perceptions of their ability to improve academically, including whether students are capable of learning anything, can do well on tests despite the level of difficulty, and can get smarter with hard work (See Appendix B, Table B1, Rows 17-19).
- **Social Awareness:** The four items related to this factor inquire about whether students care about other people’s feelings, think about how their actions affect others, respect other people’s point of view, and would be willing to report students or adults who treat others poorly (See Appendix B, Table B1, Rows 26-29).

- **Self-Management:** This factor consists of three items gauging how easily students can remain calm when things go wrong, control their emotions, and stay relaxed when others are angry (See Appendix B, Table B1, Rows 31-34).
- **Discussing Responsible-Decision Making and Conflict Resolution:** Survey items associated with this factor address the frequency teachers talk about how student actions affect others or ways to resolve disagreements (See Appendix B, Table B1, Rows 36-37).

Additionally, Basis researchers constructed a measure of **social and emotional competence**. This measure includes survey items related to growth mindset, social awareness, and self-management factors. We believe items associated with these factors could serve as a proxy measure for social and emotional competence because they are aligned to at least three of the five components of social and emotional learning (CASEL, 2023). However, we recognize a more complete social and emotional competence measure would include items associated with self-awareness, relationship skills, and responsible decision-making (CASEL, 2023). We will reconstruct this measure if additional items aligned to the CASEL 5 are included in future iterations of the MI Student Voice perception survey.

Analytic Strategy. Below we describe the analytic strategy used to answer the research questions included in this brief.

RQ 1 | How do Michigan students perceive their own social and emotional competence? How do these perceptions differ by gender, race/ethnicity, or grade-level?

Basis researchers employed a three-step approach to answer this research question. First, we constructed a measure of social and emotional competence. We classified students as reporting social and emotional competence (11 items) if they selected the top two answer choices (e.g., “agree or strongly agree”, “quite or extremely”, “frequently or almost always”) on at least half the survey items associated with the respective measures.

Second, we explored descriptive trends in the percentage of students reporting social and emotional competence. Finally, we used logistic regression to determine whether different student subgroups (e.g., gender, race/ethnicity, grade-levels) were more likely to report positive learning environments, greater exposure to SEL instruction, and demonstrating social and emotional competence. We use predicted probabilities and odds ratios to report on results from the logistic regressions models. More details on the methods along with results of the logistic regression analyses are provided in Appendix A.

RQ 2 | To what extent does the learning environment support students’ development of social and emotional competence?

We employed a two-step approach to answer this research question. First, we constructed a measure of positive learning environments. We classified students as experiencing positive learning environments (10 items) if they selected the top two answer choices on at least half the survey items associated with this measure. Next, we used logistic regression to determine whether experiencing a positive learning environment was significant predictors of demonstrating social and emotional competence after controlling for student demographic characteristics

RQ 3 | Do students' report stronger social and emotional competence if their teachers have more frequent discussions with them on responsible decision-making and conflict resolution?

We employed the same two-step approach previously described (see RQ 2) to answer this research question. First, we constructed a measure of frequent discussions on responsible decision-making and conflict resolution. We classified students as having more frequent discussions on these topics (2 items) if they selected the top two answer choices on at least half the survey items associated with this measure. We then used logistic regression to determine whether more frequent discussions on responsible decision-making and conflict resolution was a significant predictor of demonstrating social and emotional competence after controlling for student demographic characteristics.

Appendix B: Additional Tables

Table B1: MI Voice Student Survey Factor Loadings

Question Text	Question Number	Factor Loading
Factor 1: Learning Environment		Alpha = 0.89
Are your teachers respectful towards you?	Q_38_1	0.88
Do your teachers encourage you to do your best?	Q_42_1	0.76
Does your school provide enough resources for all students to do well?	Q_111_1	0.75
Do your teachers take time to make sure you understand the lesson?	Q_42_3	0.72
Would you be excited to have your teachers again?	Q_38_3	0.71
Does your school make all types of people feel welcomed and included?	Q_111_4	0.69
Are you given the same chances as other students to do well in school?	Q_107_4	0.68
Would your teachers be concerned if you walked into your class upset?	Q_38_2	0.63
Is your school a place where you are able to try and do your best?	Q_107_5	0.53
Do you feel connected to the adults at your school?	Q_52_2	0.44
Factor 2: Peer Connectedness		Alpha = 0.80
Do you feel connected to the students at your school?	Q_52_3	0.90
Do people in your school understand you as a person?	Q_52_1	0.82
Do you feel like you belong at your school?	Q_52_4	0.73
Factor 3: Growth Mindset		Alpha = 0.79
Do you feel like you are capable of learning anything?	Q_47_2	0.86
Do you feel like you can do well on all your tests, even if they are hard?	Q_47_3	0.82
Do you feel like you can get smarter with hard work?	Q_47_1	0.76
Factor 4: Academic Engagement		Alpha = 0.71
Do you wait until last minute to get your work finished?	Q_50_3	-0.80
Do you put effort into paying attention in class?	Q_46_2	0.76
Do you put effort into learning at school?	Q_46_4	0.71
Do you come to class prepared?	Q_50_1	0.58
Factor 5: Social Awareness		Alpha = 0.70
Do you care about other people's feelings?	Q_51_1	0.81
Do you think about how your actions affect others?	Q_51_3	0.76
Do you respect other people's point of view, even if they disagree with you?	Q_51_2	0.71
If you saw students or adults at your school being treated poorly because of their gender, race, ethnicity or culture, would you be willing to report it?	Q_37_2	0.54
Factor 6: Self-Management		Alpha = 0.74
Are you able to stay calm when things are going wrong for you?	Q_49_6	0.81
Are you able to control your emotions when you need to?	Q_49_8	0.79
Are you able to stay calm when people around you are angry?	Q_49_5	0.76
Are you able to ignore distractions to pay attention in class?	Q_114_1	0.47

Factor 7: Discussions on Responsible Decision-Making and Conflict Resolution		Alpha = 0.75
Do your teachers talk about how your actions affect others?	Q_41_2	0.82
Do your teachers talk about ways to resolve disagreements?	Q_41_1	0.74
Factor 8: Fair and Inclusive Environment		Alpha: 0.76
Do adults at your school treat people from different races, ethnicities, or cultures fairly?	Q_31_2	0.91
Do students at your school treat people from different races, ethnicities, or cultures fairly?	Q_31_1	0.90
Factor 9: Diverse School Environment		Alpha = 0.64
Do you have classes with students from different racial, ethnic, religious, or cultural backgrounds?	Q_30_1	0.84
Do students from different backgrounds hang out with each other at school or during school-related activities?	Q_30_2	0.80
Factor 10: Cultural Awareness		Alpha = 0.54
Do students at your school have conversations with each other about race?	Q_27_1	0.81
Are you encouraged to think more deeply about race-related topics with other students at your school?	Q_27_2	0.80

Source: MI Student Voice perception survey data; author's analysis.

Table B2: Percentage of students reporting social and emotional competence, growth mindset, social awareness, and self-management by student sub-groups.

Sample	Social and Emotional Competence	Growth Mindset	Social Awareness	Self-Management
All	68%	63%	80%	69%
Grade Level				
Upper Elementary	71%	68%	85%	66%
Middle School	65%	60%	77%	68%
High School	69%	62%	79%	72%
Gender				
Female	66%	58%	85%	63%
Male	72%	69%	76%	77%
Non-Binary/Third Gender	56%	44%	85%	51%
Race and Ethnicity				
Asian or Asian American	75%	68%	84%	74%
Black or African American	64%	64%	74%	66%
Hispanic, Latinx or Spanish Origin	63%	58%	76%	68%
Multiracial	65%	60%	77%	67%
White	74%	65%	86%	74%

Table B3: Percentage of students reporting positive learning environment and discussing responsible decision-making and conflict resolution by student sub-groups.

Sample	Learning Environment	Discussing Responsible Decision-Making and Conflict Resolution
All	71%	54%
Grade Level		
Upper Elementary	81%	75%
Middle School	68%	55%
High School	68%	42%
Gender		
Female	69%	52%
Male	74%	57%
Non-Binary/Third Gender	63%	47%
Race and Ethnicity		
Asian or Asian American	79%	59%
Black or African American	66%	59%
Hispanic, Latinx or Spanish Origin	71%	55%
Multiracial	65%	50%
White	75%	51%

Source: MI Student Voice perception survey; author's analysis.

Table B4: The likelihood students report demonstrating social and emotional competence as a function of reporting positive learning environments and more frequent discussions on responsible decision-making and conflict resolution.

Variables	Social Emotional Competence			
	Model 1	Model 2	Model 3	Model 4
<i>Focal Predictor</i>				
Positive Learning Environment	5.85*** (0.17)	5.78*** (0.18)		
More Frequent Discussions on Responsible Decision-Making and Conflict Resolution			2.29*** (0.06)	2.48*** (0.07)
<i>Gender</i>				
Male		1.18*** (0.04)		1.22*** (0.04)
Non-Binary/Third Gender		0.58*** (0.07)		0.56*** (0.07)
<i>Race/Ethnicity</i>				
Black or African American Students		0.66*** (0.03)		0.53*** (0.02)
Multiracial Students		0.72*** (0.03)		0.61*** (0.03)
Hispanic Students		0.57*** (0.03)		0.53*** (0.02)
Asian Students		0.94 (0.08)		0.94 (0.08)
<i>Grade-Band</i>				
Middle School		0.96 (0.04)		0.89** (0.03)
High School		1.19*** (0.05)		1.21*** (0.04)
Constant	0.6767*** (0.016)	0.7911*** (0.037)	1.4262*** (0.026)	1.7480*** (0.074)
Observations	26,990	26,217	26,990	26,217

Note: The odds ratios are estimates using logistic regression models. The reference groups we compare results against include Female, White, and Upper elementary students.

[* p <.05, ** p<.01, ***p<.001]

Source: MI Student Voice perception survey; author's analysis.

Table B5: The likelihood students report strong growth mindset, self-awareness, and self-management as a function of reporting positive learning environments.

Variables	Growth Mindset		Self-Awareness		Self-Management	
	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2
<i>Focal Predictor</i>						
Learning Environment	5.06*** (0.15)	4.89*** (0.15)	4.17*** (0.13)	4.24*** (0.14)	2.78*** (0.079)	2.81*** (0.084)
<i>Gender</i>						
Male		1.58*** (0.05)		0.46*** (0.02)		1.97*** (0.06)
Non-Binary/Third Gender		0.56*** (0.07)		0.96 (0.16)		0.56*** (0.07)
<i>Race/Ethnicity</i>						
Black or African American Students		1.11** (0.04)		0.48*** (0.02)		0.72*** (0.03)
Multiracial Students		0.91 (0.04)		0.57*** (0.03)		0.78*** (0.04)
Hispanic Students		0.75*** (0.03)		0.51*** (0.03)		0.76*** (0.03)
Asian Students		1.09 (0.09)		0.83~ (0.08)		0.96 (0.08)
<i>Grade-Band</i>						
Middle School		0.82*** (0.03)		0.72*** (0.03)		1.26*** (0.05)
High School		0.89** (0.03)		0.81*** (0.04)		1.56*** (0.06)
Constant	0.56*** (0.013)	0.49*** (0.01)	1.65*** (0.04)	4.60*** (0.25)	1.14*** (0.03)	0.78*** (0.04)
Observations	26,990	26,217	26,990	26,217	26,990	26,217

Note: The odds ratios are estimates using logistic regression models. The reference groups we compare results against include Female, White, and Upper elementary students.

[* p <.05, ** p<.01, ***p<.001]

Source: MI Student Voice perception survey; author's analysis.

Table B6: The likelihood students report strong growth mindset, self-awareness, and self-management as a function of reporting more frequent discussions on responsible decision-making and conflict resolution.

Variables	Growth Mindset		Self-Awareness		Self-Management	
	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2
<i>Focal Predictor</i>						
Discussions on Responsible Decision-Making and Conflict Resolution	2.46*** (0.06)	2.43*** (0.07)	2.27*** (0.07)	2.46*** (0.08)	1.41*** (0.04)	1.55*** (0.04)
<i>Gender</i>						
Male		1.58*** (0.043)		0.50*** (0.017)		1.99*** (0.06)
Non-Binary/Third Gender		0.55*** (0.06)		0.89 (0.14)		0.55*** (0.06)
<i>Race/Ethnicity</i>						
Black or African American Students		0.87*** (0.03)		0.40*** (0.02)		0.63*** (0.02)
Multiracial Students		0.78*** (0.03)		0.50*** (0.03)		0.70*** (0.03)
Hispanic Students		0.68*** (0.03)		0.46*** (0.02)		0.71*** (0.03)
Asian Students		1.06 (0.08)		0.82* (0.08)		0.96 (0.08)
<i>Grade-Band</i>						
Middle School		0.79*** (0.03)		0.70*** (0.03)		1.17*** (0.04)
High School		0.95 (0.03)		0.87** (0.04)		1.51*** (0.05)
Constant	1.07*** (0.02)	1.14** (0.047)	2.71*** (0.06)	7.48*** (0.40)	1.07*** (0.02)	1.03 (0.03)
Observations	26,990	26,217	26,990	26,217	26,990	26,217

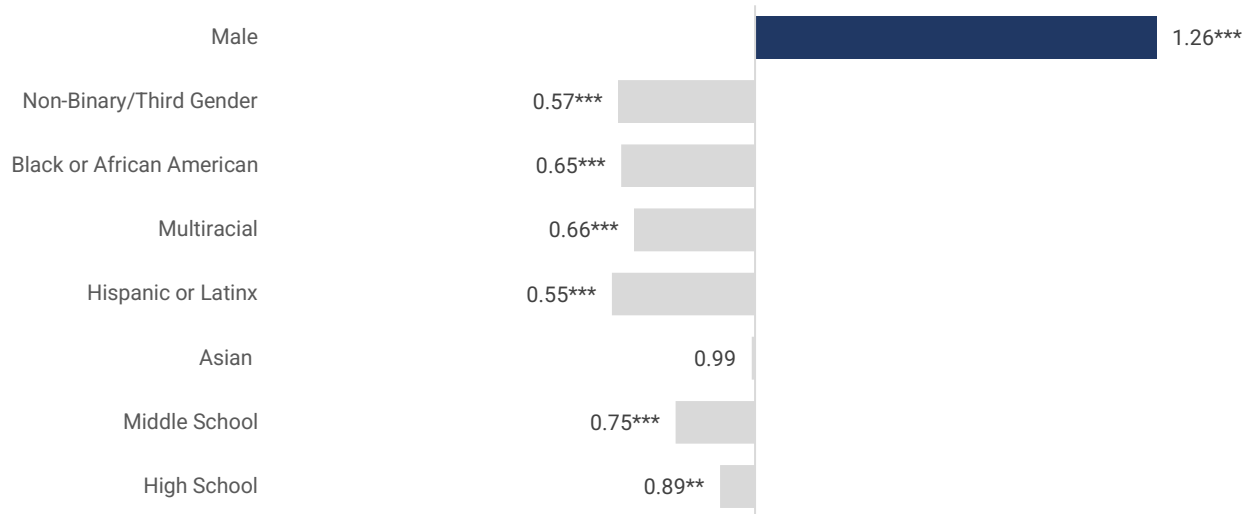
Note: The odds ratios are estimates using logistic regression models. The reference groups we compare results against include female, White, and upper elementary students.

[* p <.05, ** p<.01, ***p<.001]

Source: MI Student Voice perception survey; author's analysis.

Appendix C: Additional Figures

Figure C1: The likelihood student subgroups report demonstrating social and emotional competence.

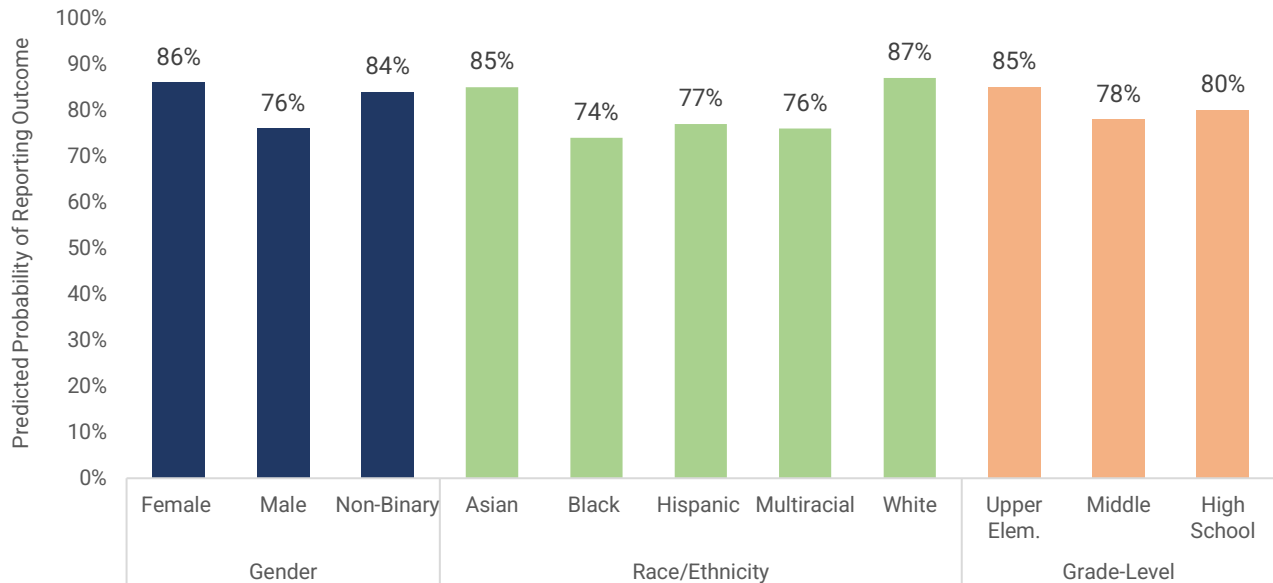


Note: The odds ratios are estimates using logistic regression models. The odds ratios reported are from a baseline model that controlled for available student characteristics. The reference groups we compare results against include female, White, and upper elementary students.

[* p <.05, ** p<.01, ***p<.001]

Source: MI Student Voice perception survey; author’s analysis.

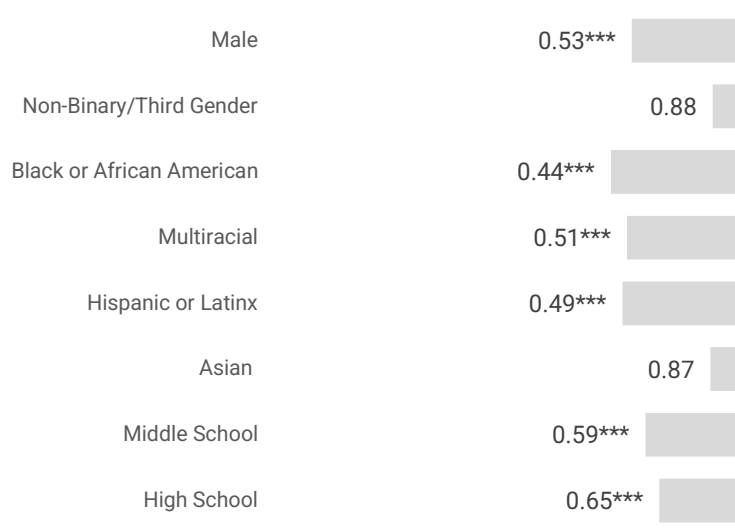
Figure C2: The predicted probability of reporting strong social awareness for different student subgroups.



Note: The probabilities shown in this figure are estimated using a multivariate logistic regression model that includes gender, race/ethnicity, and grade-level covariates.

Source: MI Student Voice perception survey; author’s analysis.

Figure C3: The likelihood student subgroups report strong social awareness.

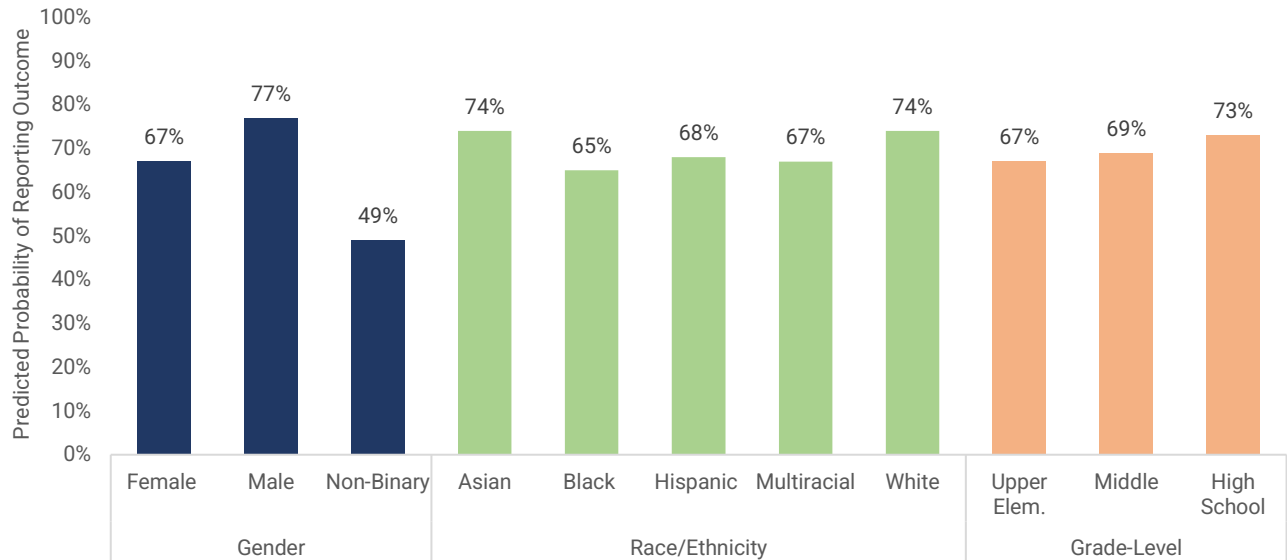


Note: The odds ratios are estimates using logistic regression models. The odds ratios reported are from a baseline model that controlled for available student characteristics. The reference groups we compare results against include female, White, and upper elementary students.

[* p < .05, ** p < .01, *** p < .001]

Source: MI Student Voice perception survey; author’s analysis.

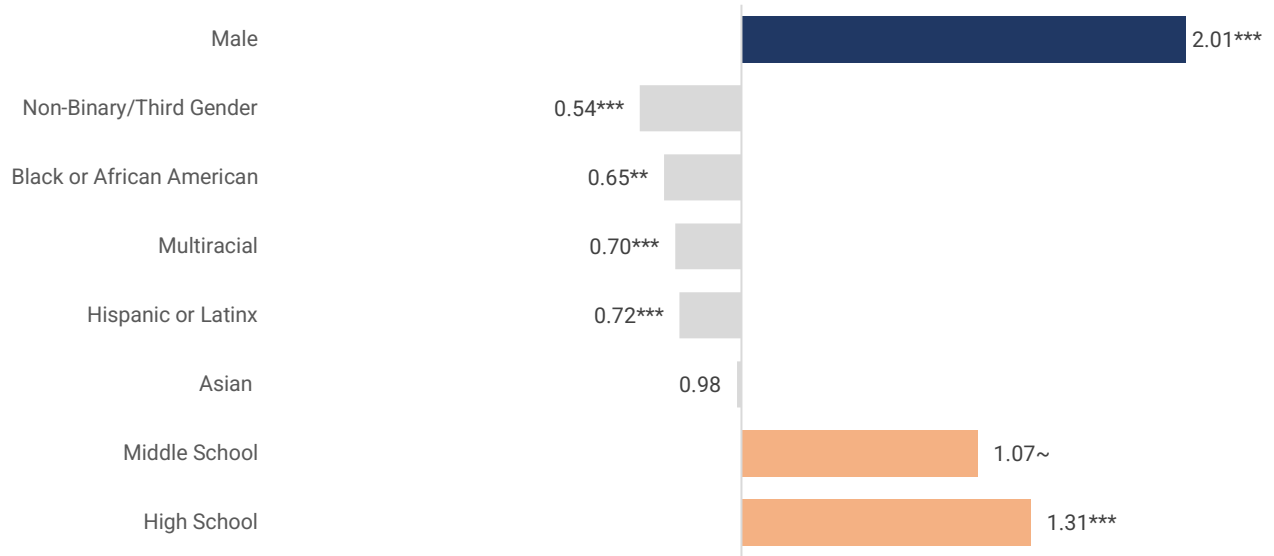
Figure C4: The predicted probability of reporting strong self-management for different student subgroups.



Note: The probabilities shown in this figure are estimated using a multivariate logistic regression model that includes gender, race/ethnicity, and grade-level covariates.

Source: MI Student Voice perception survey; author’s analysis.

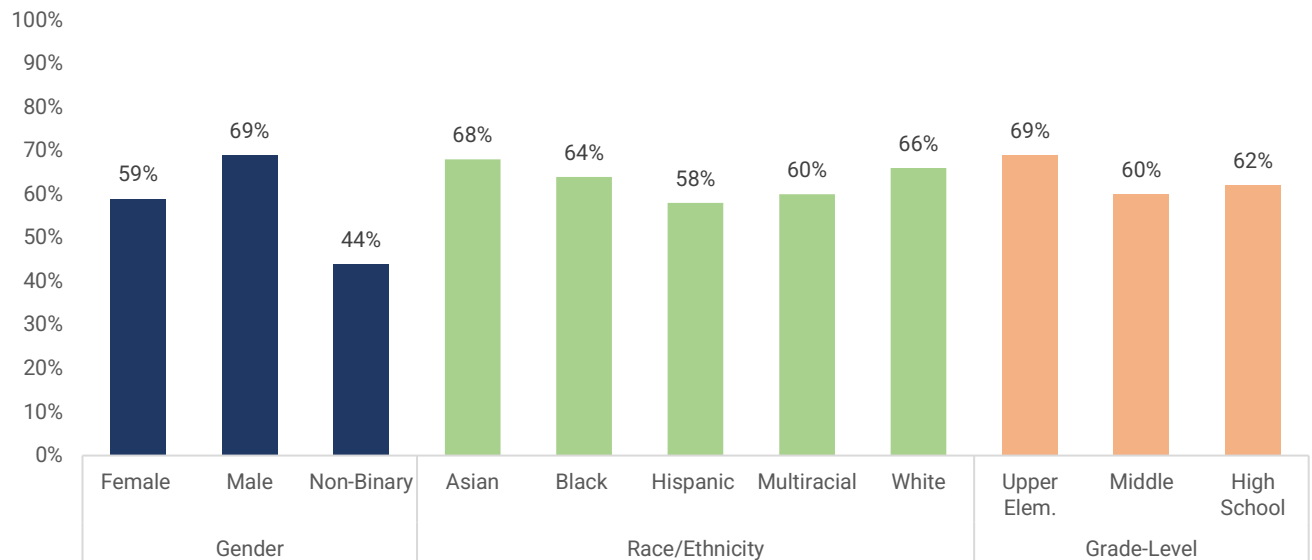
Figure C5: The likelihood student subgroups report strong self-management.



Note: The odds ratios are estimates using logistic regression models. The odds ratios reported are from a baseline model that controlled for available student characteristics. The reference groups we compare results against include female, White, and upper elementary students. [* p <.05, ** p<.01, ***p<.001]

Source: MI Student Voice perception survey; author’s analysis.

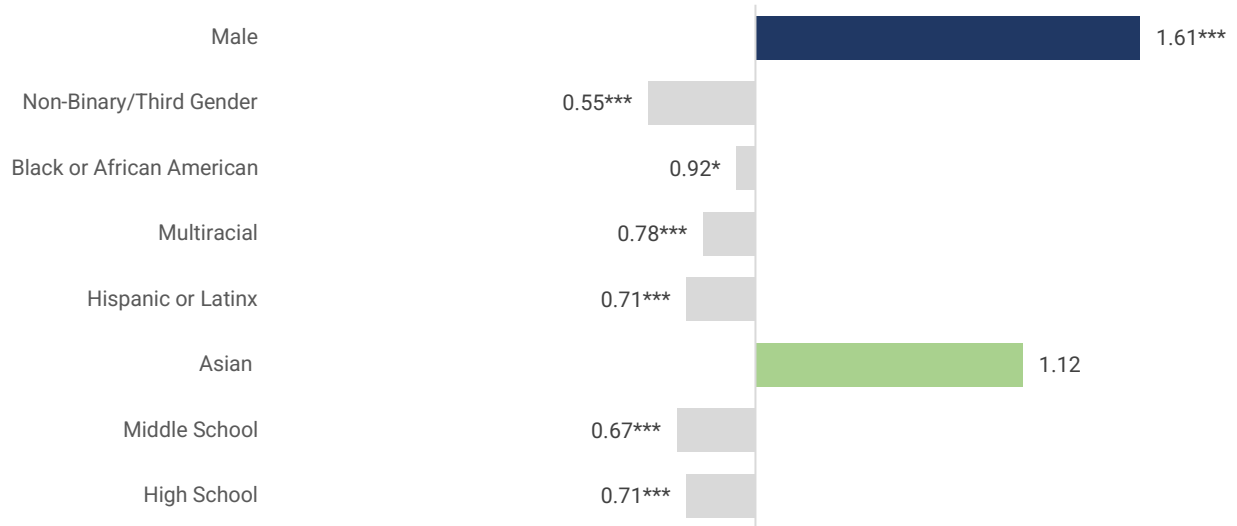
Figure C6: The predicted probability of reporting strong growth mindset for different student subgroups.



Note: The probabilities shown in this figure are estimated using a multivariate logistic regression model that includes gender, race/ethnicity, and grade-level covariates.

Source: MI Student Voice perception survey; author’s analysis.

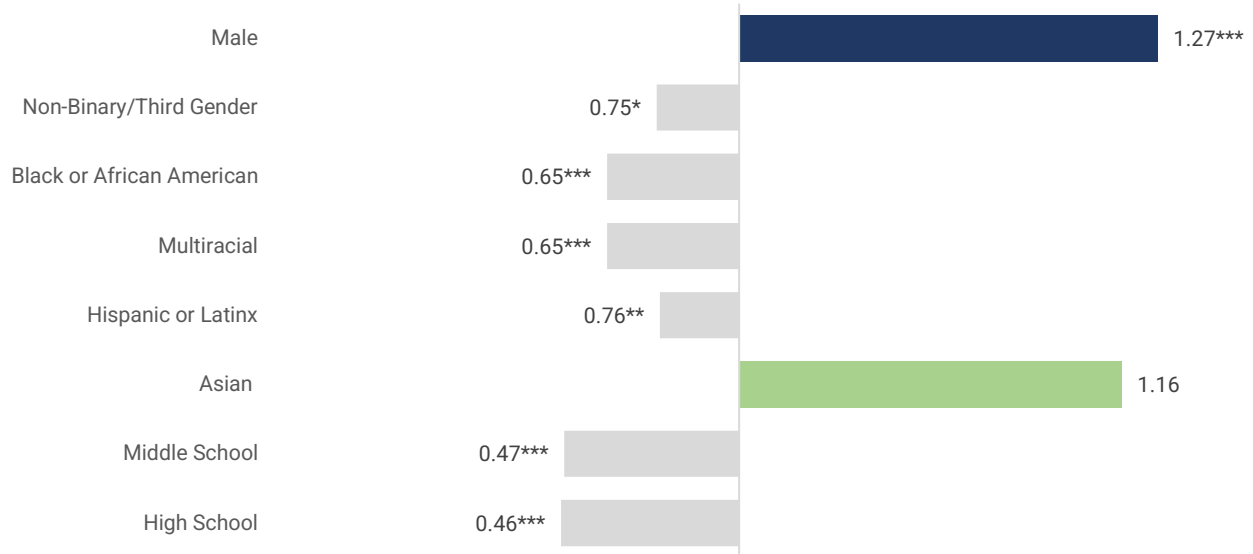
Figure C7: The likelihood student subgroups report strong growth mindset.



Note: The odds ratios are estimates using logistic regression models. The odds ratios reported are from a baseline model that controlled for available student characteristics. The reference groups we compare results against include female, White, and upper elementary students. [* p <.05, ** p<.01, ***p<.001]

Source: MI Student Voice perception survey; author’s analysis.

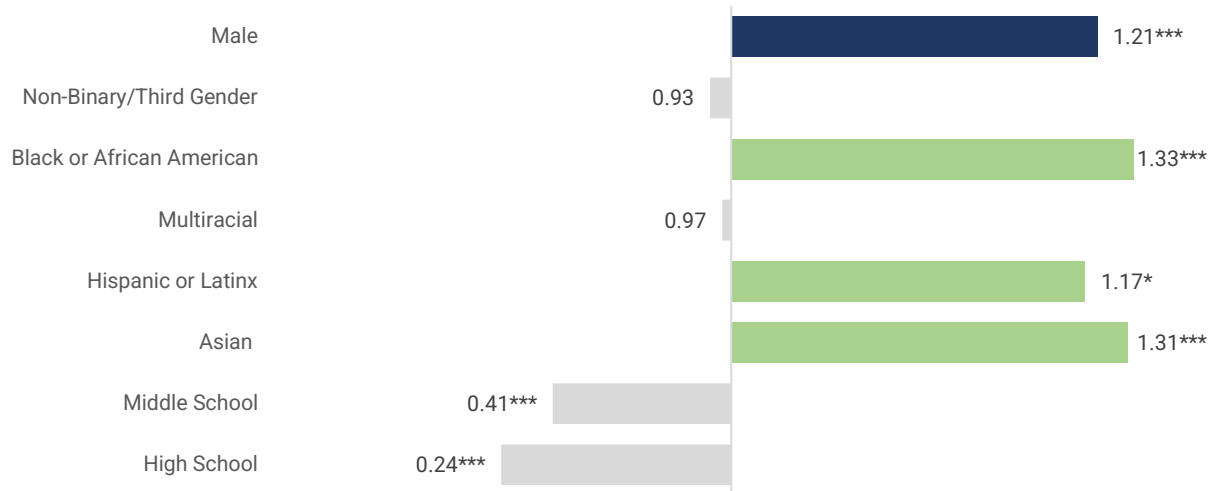
Figure C8: The likelihood student subgroups report positive learning environments.



Note: The odds ratios are estimates using logistic regression models. The odds ratios reported are from a baseline model that controlled for available student characteristics. The reference groups we compare results against include female, White, and upper elementary students. [* p <.05, ** p<.01, ***p<.001]

Source: MI Student Voice perception survey; author’s analysis.

Figure C9: The likelihood student subgroups more frequent discussions on responsible decision-making and conflict resolution.



Note: The odds ratios are estimates using logistic regression models. The odds ratios reported are from a baseline model that controlled for available student characteristics. The reference groups we compare results against include female, White, and upper elementary students. [* p <.05, ** p<.01, ***p<.001]

Source: MI Student Voice perception survey; author’s analysis.

Figure C10: The likelihood of reporting social and emotional competence, strong growth mindset, strong social awareness, and strong self-management as function of reporting positive learning environments.



Note: The odds ratios are estimates using logistic regression models. Separate models were run for each outcome included in Figure C10. The odds ratios reported are from a baseline model that controlled for available student characteristics. [* p <.05, ** p<.01, ***p<.001]

Source: MI Student Voice perception survey; author’s analysis.

Figure C11: The likelihood of reporting social and emotional competence, strong growth mindset, strong social awareness, and strong self-management as function of reporting more frequent discussions on responsible decision-making and conflict resolution.



Note: The odds ratios are estimates using logistic regression models. Separate models were run for each outcome included in Figure C10. The odds ratios reported are from a baseline model that controlled for available student characteristics.

[* p <.05, ** p<.01, ***p<.001]

Source: MI Student Voice perception survey; author’s analysis.

Appendix D: MI Student Voice Perception Survey Instrument

Student Perception Survey 2023

Thank you for participating in the Student Perception Survey. Survey results will help us learn about your experiences and perceptions of school.

Participating in this survey is voluntary and will not affect your grade. Your answers are very important and will help us make school a better place for you and your classmates. Please read each question carefully and answer it based on what you really believe.

Your answers are private. Responses from the survey will never be reported by name or class. Pick the response that best describes what you want to say.

Leave any question blank that you do not feel comfortable answering. **If you don't know the answer to a question, please leave it blank rather than guessing.** Make sure you check all your answers before continuing to the next page.

Once you finish the survey, your answers can't be changed.

The survey takes 10-15 minutes, please take your time.

Thank you for participating.

What is your grade level?

Social and Emotional Learning

Q1 How would you rate the following on a scale of "Almost Never" to "Almost Always"?

	Almost Never	Rarely	Sometimes	Often	Almost Always
Are you able to stay calm when things are going wrong for you?	1	2	3	4	5
Are you able to control your emotions when you need to?	1	2	3	4	5
Are you able to stay calm when people around you are angry?	1	2	3	4	5

Q2 How would you rate the following on a scale of "Almost Never" to "Almost Always"?

	Almost Never	Rarely	Sometimes	Often	Almost Always
Do you come to class prepared?	1	2	3	4	5
Do you wait until last minute to get your work finished?	1	2	3	4	5

Q3 How would you rate the following on a scale of "Not at all" to "Extremely"?

	Not at all	Slightly	Somewhat	Quite	Extremely
Are you able to ignore distractions to pay attention in class?	1	2	3	4	5

Q4 How would you rate the following on a scale of "Almost Never" to "Almost Always"?

	Almost Never	Rarely	Sometimes	Often	Almost Always
Do you care about other people's feelings?	1	2	3	4	5
Do you respect other people's point of view, even if they disagree with you?	1	2	3	4	5
Do you think about how your actions affect others?	1	2	3	4	5

Q5 How would you rate the following on a scale of "Almost Never" to "Almost Always"?

	Almost Never	Rarely	Sometimes	Often	Almost Always
Do people in your school understand you as a person?	1	2	3	4	5
Do you feel connected to the adults at your school?	1	2	3	4	5
Do you feel connected to the students at your school?	1	2	3	4	5
Do you feel like you belong at your school?	1	2	3	4	5

Student Engagement

Q6 How would you rate the following on a scale of "Not at all" to "Extremely"?

	Not at all	Slightly	Somewhat	Quite	Extremely
Are your teachers respectful towards you?	1	2	3	4	5
Would your teachers be concerned if you walked into your class upset?	1	2	3	4	5
Would you be excited to have your teachers again?	1	2	3	4	5

Q7 How would you rate the following on a scale of "Almost Never" to "Almost Always"?

	Almost Never	Rarely	Sometimes	Often	Almost Always
Do your teachers talk about how your actions affect others?	1	2	3	4	5
Do your teachers talk about ways to resolve disagreements?	1	2	3	4	5

Q8 How would you rate the following on a scale of "Almost Never" to "Almost Always"?

	Almost never	Rarely	Sometimes	Often	Almost Always
Do your teachers encourage you to do your best?	1	2	3	4	5
Do your teachers take time to make sure you understand the lesson?	1	2	3	4	5

Q9 How would you rate the following on a scale of "Almost Never" to "Almost Always"?

	Almost Never	Rarely	Sometimes	Often	Almost Always
Do you put effort into paying attention in class?	1	2	3	4	5
Do you put effort into learning at school?	1	2	3	4	5

Q10 How would you rate the following on a scale of "Almost Never" to "Almost Always"?

	Almost Never	Rarely	Sometimes	Often	Almost Always
Do you feel like you can get smarter with hard work?	1	2	3	4	5
Do you feel like you are capable of learning anything?	1	2	3	4	5
Do you feel like you can do well on all your tests, even if they are hard?	1	2	3	4	5

Belonging

Q11 How would you rate the following on a scale of "Almost Never" to "Almost Always"?

	Almost Never	Rarely	Sometimes	Often	Almost Always
Do students at your school have conversations with each other about race?	1	2	3	4	5
Are you encouraged to think more deeply about race-related topics with other students at your school?	1	2	3	4	5

Q12 How would you rate the following on a scale of "Almost Never" to "Almost Always"?

	Almost Never	Rarely	Sometimes	Often	Almost Always
Do you have classes with students from different racial, ethnic, religious, or cultural backgrounds?	1	2	3	4	5
Do students from different backgrounds hang out with each other at school or during school-related activities?	1	2	3	4	5

Q13 How would you rate the following on a scale of "Almost Never" to "Almost Always"?

	Almost Never	Rarely	Sometimes	Often	Almost Always
Do students at your school treat people from different races, ethnicities, or cultures fairly?	1	2	3	4	5
Do adults at your school treat people from different races, ethnicities, or cultures fairly?	1	2	3	4	5

Q14 How would you rate the following on a scale of "Almost Never" to "Almost Always"?

	Almost Never	Rarely	Sometimes	Often	Almost Always
Do experiences at your school help you to do well as a student?					
Are you given the same chances as other students to do well in school?					
Is your school a place where you are able to try and do your best?					

Q15 How would you rate the following on a scale of "Almost Never" to "Almost Always"?

	Almost Never	Rarely	Sometimes	Often	Almost Always
Does your school provide enough resources for all students to do well?					
Does your school make all types of people feel welcomed and included?					

Q16 How would you rate the following on a scale of "Not at all" to "Extremely"?

	Not at all willing	Slightly willing	Somewhat willing	Quite willing	Extremely willing
If you saw students or adults at your school being treated poorly because of their gender, race, ethnicity or culture would you be willing to report it?					