Planning Forward

This work is supported by the
MICHIGAN HEALTH ENDOWMENT FUND

AGENDA

➔ MI Student Voice Perception Survey

- ◆ History and utilization across the state
- ◆ EPIC-MRA polling results
- ◆ Statewide data and takeaways

➔ Developing the whole child

MI Student VOICE™

Raising voices to drive school quality

➔ Responding to the results

- ◆ Planning Guide
- ◆ Student Leadership Community
- ◆ Instructional Rounds

➔ New work

- ◆ MI Student Voice website
- ◆ Annual Report

MI Student VOICE

Raising voices to drive school quality

The *MI Student Voice Perception Survey* was developed by Michigan Superintendents in 2019 as a way to measure student experience.
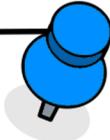
The survey focuses on three critical **domains**:

Social-Emotional Learning

Student Engagement

Belonging
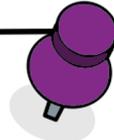
Results are given in a Domain-Level Report and Question-Level Report for both the overall district and each individual school within the district.

WHY IT
MATTERS

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

WHY IT MATTERS

STUDENT ENGAGEMENT

Engaged students are **2.5x** more likely to say that they do well in school, and **4.5x** more likely to be hopeful about the future.

BELONGING

We must prepare our students to succeed in an increasingly diverse world.

SOCIAL-EMOTIONAL LEARNING

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

MICHIGAN VOTERS SUPPORT THIS WORK

75% of respondents felt that it will be *Extremely* or *Quite* important for their local public school district to join with other Michigan public school districts in adopting policies that have proven to increase the level of student engagement nationwide.

79% of respondents felt that engagement levels should be a part of evaluating student performance, such as class participation, team problem-solving, and leadership.

Important indicators of engagement according to respondents:

96% - Being alert and attentive in class.

93% - Asking students on a regular basis if they understand the classroom material.

91% - Participating in classroom discussions, asking questions, taking notes, and interacting with the teacher and other students about lessons.

Respondents graded their local school district on an A-F scale. Of those who offered reasons why they gave a grade of D, E, or F...

● **Teacher** quality was lacking, teachers are underpaid, or schools cannot find and keep quality teachers.

● School districts did not listen to **parents** or the community.

● Lack of **parental involvement** in their child's education.

BENEFITS OF USING THE SURVEY

- The need to focus on social emotional learning in addition to academics has been significantly heightened during the COVID-19 pandemic (Duckworth et al., 2021).

- Adjustments will be key during post-pandemic era. The academic success of students beyond the COVID-19 pandemic will be measured through adjustments schools are making and how these adjustments are affecting learning (Chang-Bacon, 2021).

- Support through professional development and implementation of research-based best practices with school districts. For example, SEL questions are developed around CASEL framework.

- Informing the district continuous improvement planning process by using the data to assess whole child needs to develop plans and coordinate funding.

PARTICIPATING
DISTRICTS

In 2022, **20** districts took part in the survey.

In 2023, **58** districts took part in the survey, a **190% increase**.
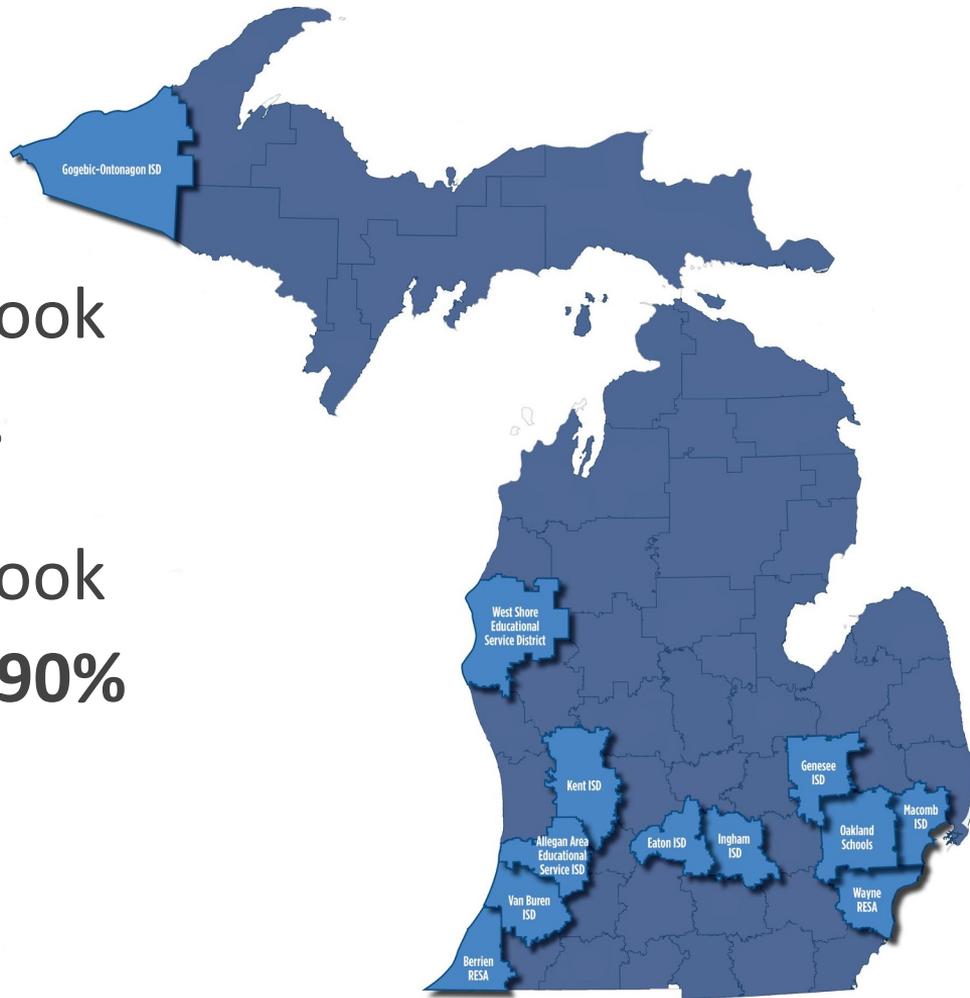
RESPONDENT TURNOUT

2022 Responses: 12,069

2023 Responses: 33,366

**176.5% increase
in student voices**

MI Student™
VOICE
Raising voices to drive school quality

KEY REPORT CHANGES IN 2023

Domain-Level Reports

Question-Level Reports

14
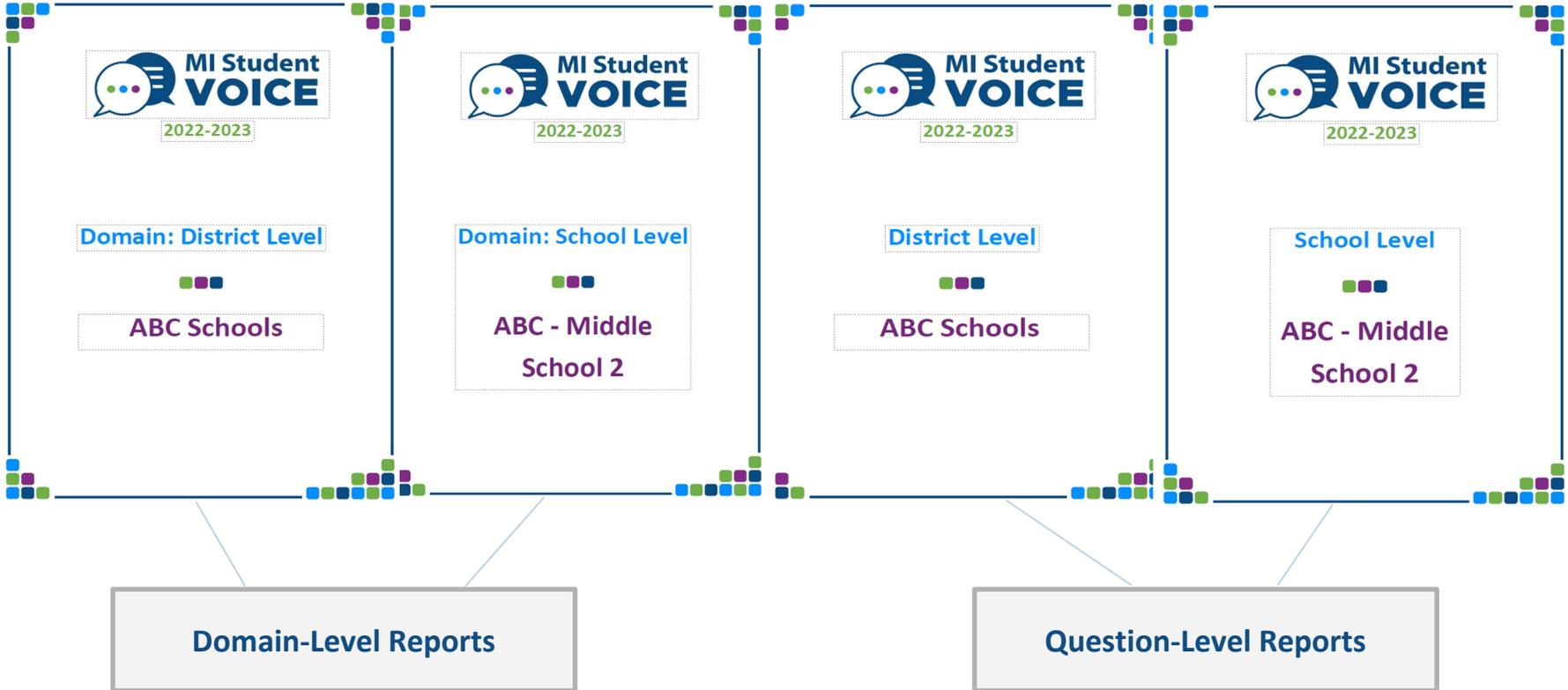
MAKING RESULTS ACTIONABLE

"It's not our job to tell students how they feel. It *is* our job to create ways of thinking, cultures, and personal relationships that make school a place of genuine belonging for every child." (Walton, 2021)

DEVELOPING THE WHOLE CHILD

Educational Climate & Culture

The Student Perception Survey provides districts with first-hand knowledge of their students' experiences with school engagement, equity and belonging, and mental wellness.

Behavioral and Emotional Health

The Michigan Profile for Healthy Youth (MiPHY) is administered in grades 7, 9, and 11 to assess students' health risk behaviors including substance use, violence, physical activity, nutrition, sexual behavior and emotional health. The survey also measures risk and protective factors most predictive of alcohol, tobacco, and other drug use and violence.

Summative Assessment

The Michigan Student Test of Educational Progress, or M-STEP, is used in grades 3 through 8 and 11 to assess how well students are mastering state standards which outline what students should know and be able to do in order to be prepared to enter the workplace, career education training and college.

Formative Assessment

Benchmark and Interim Assessments establishes baseline achievement data, identifies patterns in learning and measures progress of state standards.

LINKING DISTRICT- AND ISD-LEVEL ACTION PLANNING

District-Level Action Planning

Commitment to…

- using student voice to drive change

- utilize data to inform continuous improvement through building and district item analysis to prioritize growth areas

- prioritization of initiatives and intervention addressed through an interconnected system

ISD-Level Action Planning

- Creates a system to better understand district needs through data analysis

- Provides opportunities for partnership to target professional learning, consultation, coaching, and technical assistance opportunities

- Allows ISD to target countywide efforts

23

SOCIAL-EMOTIONAL LEARNING EXAMPLE

DATA ANALYSIS DRIVES CONTINUOUS IMPROVEMENT

1   Kent ISD's team aligned SEL questions to the CASEL/MDE competencies.

2   Prioritize questions that did **not** result in at least 50% of students across all grade levels indicating positive results. Break down those questions by race/ethnicity, gender identity, and school building.
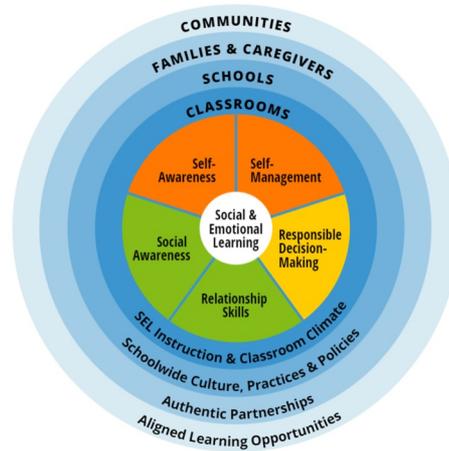
3   Provide additional considerations based on local district data.

CASEL/MDE SEL COMPETENCIES & INDICATORS

RESPONSIBLE DECISION-MAKING

- **Uses personal, ethical, safety, and cultural factors in making decisions**

- Develop, implement, and model effective decision-making skills to deal responsibly with daily academic and social situations

- Play a developmentally appropriate role in classroom management and positive school climate
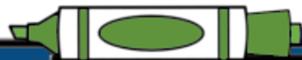
GUIDING QUESTIONS AND RESOURCES FOR DISCUSSION

- What systems and district-wide practices do you utilize to create a positive and healthy school climate for *every* student in your community?

- What would you expect to see, hear, and/or feel in a classroom where Social-Emotional Learning is prioritized?

  - What support do you provide so staff can prioritize SEL in classrooms?

- What social-emotional and behavioral health supports are provided in your district?

  - How do you identify students who require additional support?

  - How do you collect data to determine if supports are effective?

1) Standards: Michigan Department of Education Early Childhood to Grade 12 Social and Emotional Learning (SEL) Competencies and Indicators

2) Website: Systemic Implementation of Social-Emotional Learning

3) Tool: Kent ISD SEL Curriculum & Intervention Resource

MI Student Voice Perception Survey Planning Guide for Closing Gaps

MI Student VOICE
Student Perception Survey
Raising voices to drive school quality

Scan for more info or visit
bit.ly/perception_actionplanning

Using Guiding Questions and Recommended Resources to create an action plan to address needs for…

- Social-Emotional Learning
- Belonging
- Student Engagement

Determine what supports are needed for…

- Technical Assistance
- Coaching/Consultation
- Professional Learning Communities
- Communities of Practice

GUIDING QUESTIONS

- How is student engagement defined in the district and who is responsible for it?
- What other sources of data do you have that measures student engagement and how do they align?
- How is student engagement prioritized in the district?

RECOMMENDED RESOURCES

- **Engaging Children Excerpt: Chapter 1** *(see page 9-1 Participation, Motivation and Engagement)*
- **Inventory of Potential Sources for Student Engage**
- Article: **The Future of Learning Lies in Engagement**

GUIDING QUESTIONS

- What systems and strategies are you utilizing to ensure student belonging?
- How have you intentionally addressed inequities among students?
- Do you see any links between your discipline data and access to rigorous coursework?
- What strategies are being implemented to involve student voice throughout the school year?

CES

- urce page
- ties with a Generation of Community Schools
- quities
- g Systemic Inequities and Educational Disparities
- ddress Inequities
- ovement within education that benefits students and

- n Education

SOCIAL-EMOTIONAL LEARNING

GUIDING QUESTIONS

1. What systems and district wide practices do you utilize to create a positive and healthy school climate for every student in your community?
2. What would you expect to see, hear, and/or feel in a classroom where Social-Emotional Learning is prioritized?
   - What support do you provide so staff can prioritize SEL in classrooms?
3. What social-emotional and behavioral health supports are provided in your district?
   - How do you identify students who require additional support?
   - How do you collect data to determine if supports are effective?

RECOMMENDED RESOURCES

1. Standards: **Michigan Department of Education Early Childhood to Grade 12 Social and Emotional Learning (SEL) Competencies and Indicators**
2. Website: **Systemic Implementation of Social-Emotional Learning**
3. Tool: **Kent ISD SEL Curriculum & Intervention Resource**

CONNECTION TO
CONTINUOUS IMPROVEMENT - MICIP

Kent ISD's *Continuous Improvement Department* uses the MI Student Voice Perception Survey to support Kent County schools on MICIP (Michigan Integrated Continuous Improvement Process), **specifically in the Assess Needs area**.

First an analysis of questions and responses takes place. Then findings are included in each school district's data story.
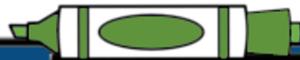
CREATING YOUR DATA STORY - MICIP

- Build your team, including partners and stakeholders
- <mark>Assess Needs – Analyze the data, write a data story, and determine root cause</mark>
- Plan – Through the use of the [Hexagon Tool](), identify strategies and activities which utilize partnership to address needs
- Develop, Implement, Monitor, and Adjust the Plan
- Communicate progress with stakeholders
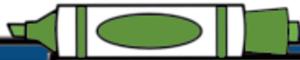
Student Leadership Community

Established in 2022, the Student Leadership Community is comprised of 1-2 high school students from each Kent County school. This influential group meets throughout the school year providing opportunities for leadership development, advocacy, networking, participation in special events, and most importantly, outlets for students to share their thoughts and ideas about their educational experience.

OPPORTUNITIES FOR STUDENTS

- Podcasts
- Panel discussions
- Media interviews

- Presentations
- Letters/Writing
- Videos

LISTEN. LEARN. LEAD.

- Update the community about the *State of the Student*
- Elevate student voice
- Advance key initiatives of school districts and Kent ISD

NEW!

Annual Report

Available today! Overview of work on behalf of MI Student Voice Perception Survey to date.

MI Student VOICE
Raising voices to drive school quality

2023 Student Perception Survey ANNUAL REPORT

Suite of Surveys

Pilot testing both an Educator and Parent survey in the 2023/2024 school year.

Website

www.MIStudentVoice.org

Launched today!

About

In Michigan, there is currently no uniform measurement of students' wellbeing nor a common way to evaluate student engagement and the impact of related services and interventions for students beyond standardized test scores.

Yet the research is crystal clear about the significant role that student engagement and student belonging has on student success. Engaged students are 2.5 times more likely to say they do well in school and 4.5 times more likely to be hopeful about the future.[1]

In 2019, a group of superintendents in Kent County, Michigan called for the creation of a common survey that could provide a holistic picture of student experience including student engagement, social-emotional learning and belonging. This led to the development of the MI Student Voice Perception Survey, which was administered in 20 school districts across the state in 2022. In spring 2023, 58 districts administered the survey in their schools statewide for a total of 33,366 students – a 176% increase in students who took the survey.

Statewide Advisory Committee

Working to assemble a statewide advisory committee to support this critical work.