



MI Student
VOICETM

Student Perception Survey

Raising voices to drive school quality

2024-2025

Question: District Level



Kentwood Public Schools





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Fairness

Inclusive Environment





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 report provides a question-level breakdown of results across your district.

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.





Understanding the Survey

Domains

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

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

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

Social-Emotional Learning

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

Student Engagement

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

Belonging

- Cultural awareness
- Fairness
- Inclusive environment





Social-Emotional Learning

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

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

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





Student Engagement

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

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





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

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





Belonging

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

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

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





Participation Rates

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

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

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

Scale

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

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

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

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

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





Next to each bar chart are several key insights.

- **Average:** The mean of responses for the school/district is calculated by adding all student responses for the question/domain and dividing by the total number of respondents (n).
- **% Positive:** The percent of positive responses (any student who answered 4 or 5) are added together.





Participation Rates

Grade Level	Responses	Student Count	Participation Rate
5th Grade	640	695	92.1%
6th Grade	574	696	82.5%
7th Grade	567	714	79.4%
8th Grade	505	677	74.6%
9th Grade	613	762	80.4%
10th Grade	576	786	73.3%
11th Grade	527	760	69.3%
12th Grade	459	708	64.8%
Total	4461	5798	76.9%

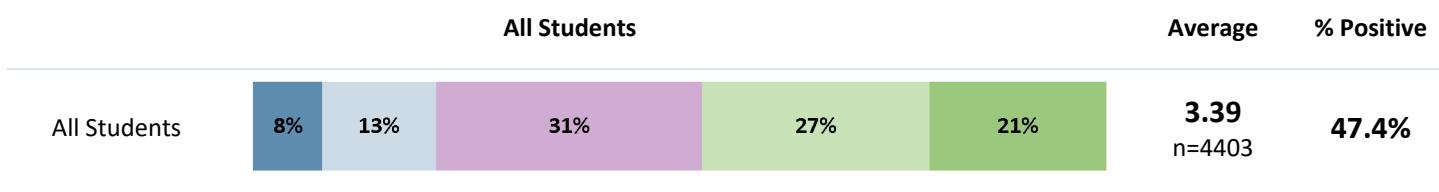




Do people in your school understand you as a person?

Social-Emotional Learning - Relationship Skills

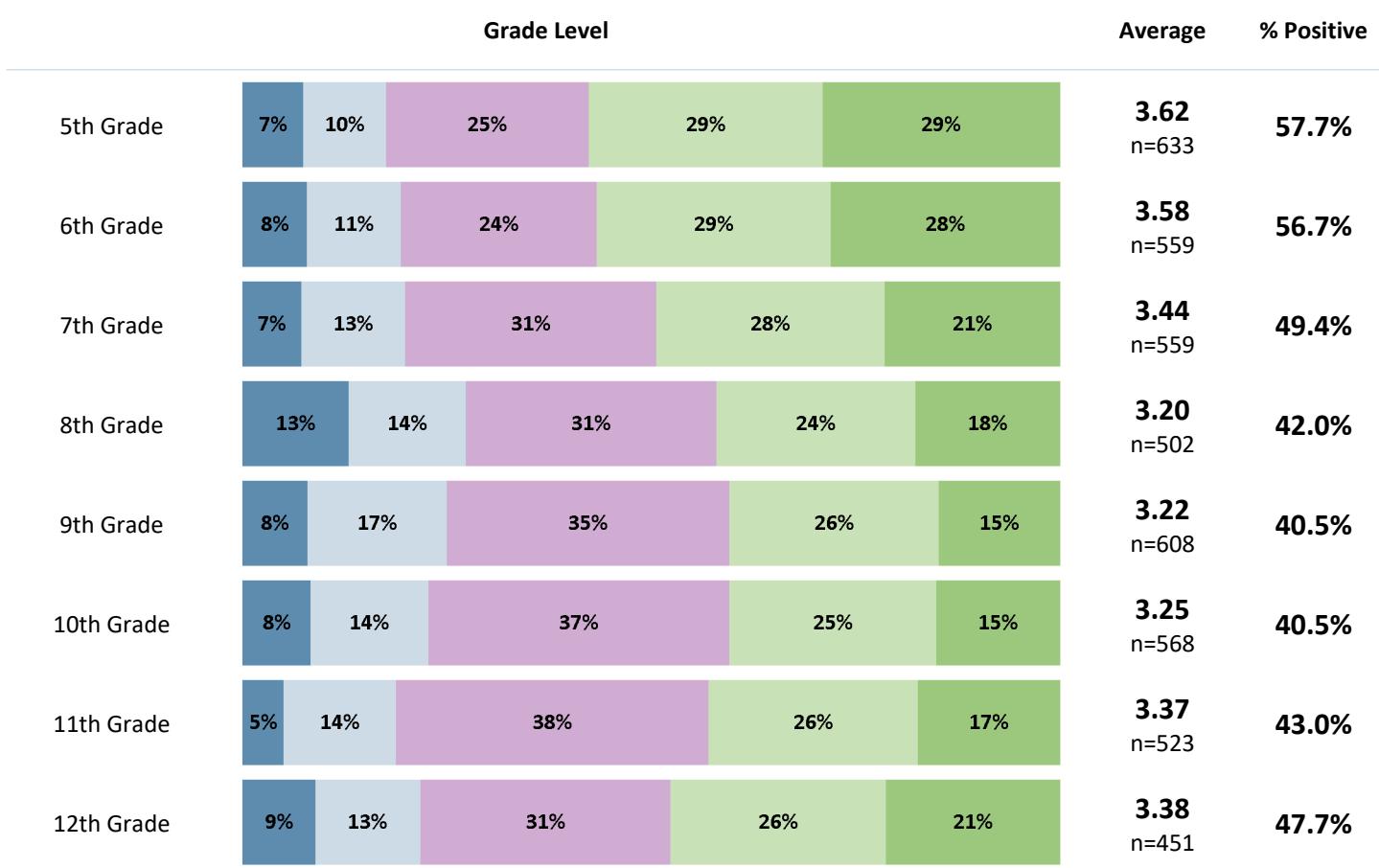
Almost Never Rarely Sometimes Often Almost Always



Do people in your school understand you as a person?

Social-Emotional Learning - Relationship Skills

Almost Never Rarely Sometimes Often Almost Always





Do people in your school understand you as a person?

Social-Emotional Learning - Relationship Skills

Almost Never

Rarely

Sometimes

Often

Almost Always

Gender

Average

% Positive



Do people in your school understand you as a person?

Social-Emotional Learning - Relationship Skills

Almost Never

Rarely

Sometimes

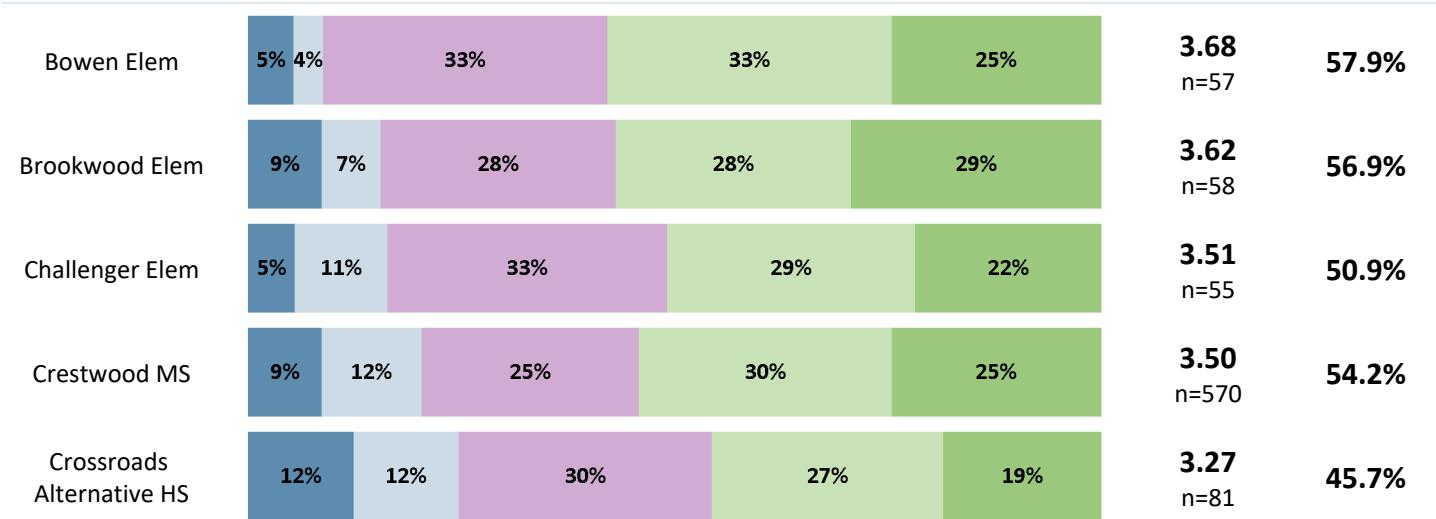
Often

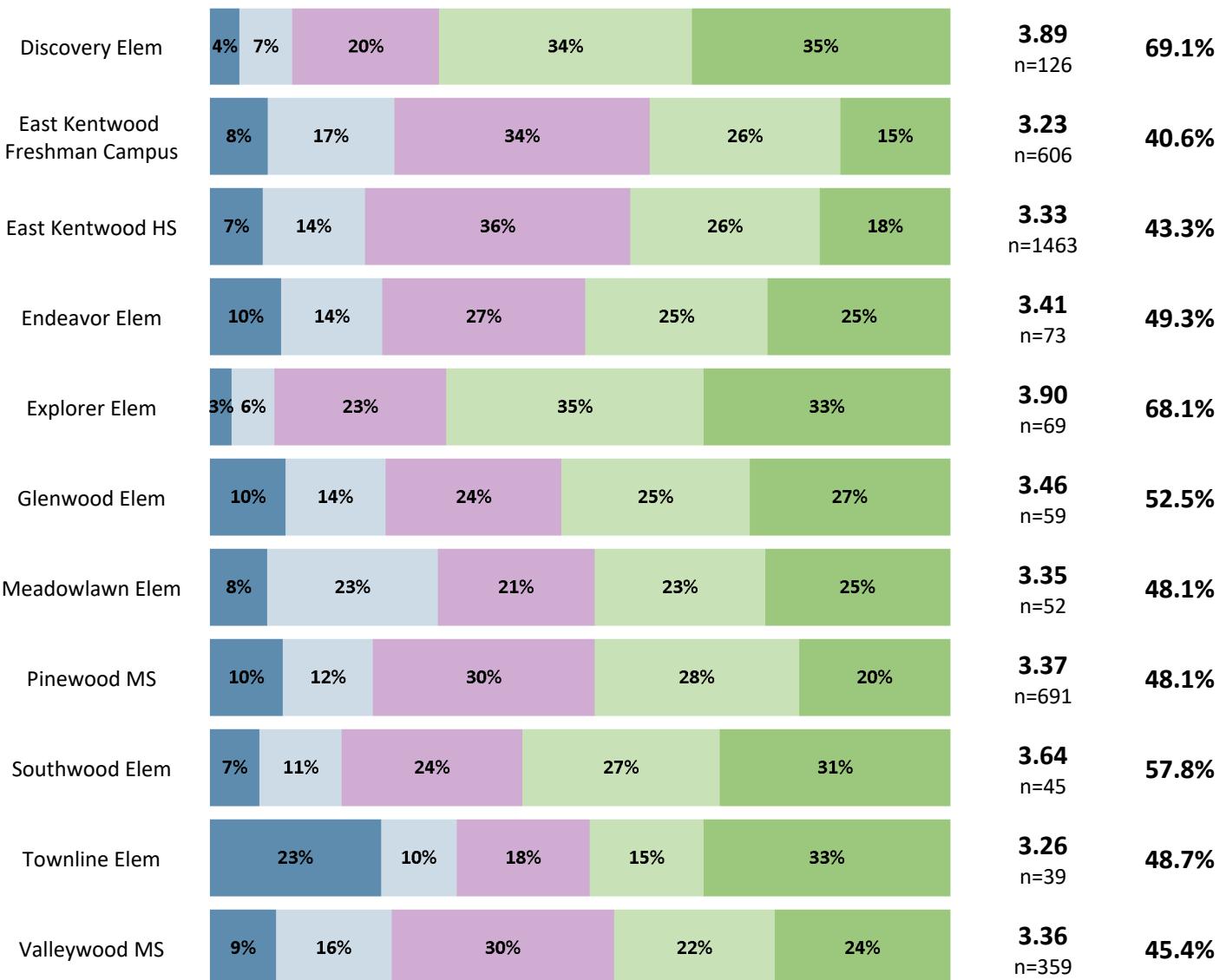
Almost Always

Building

Average

% Positive

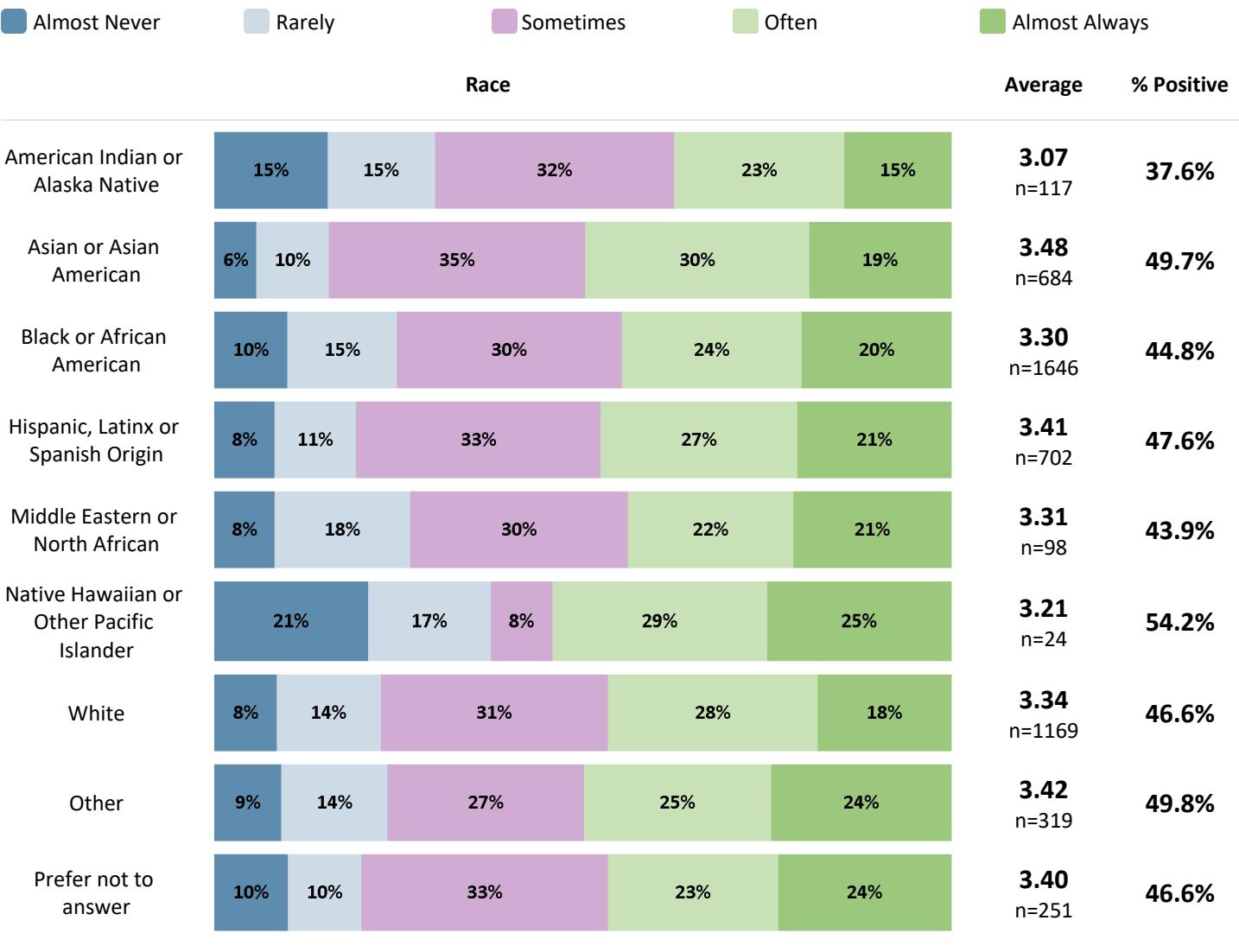






Do people in your school understand you as a person?

Social-Emotional Learning - Relationship Skills

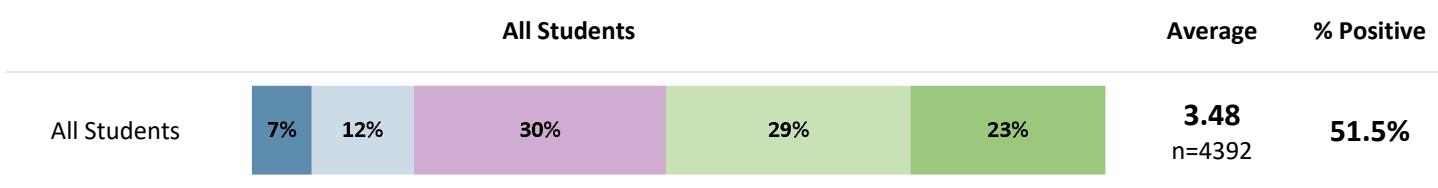




Do you feel connected to the students at your school?

Social-Emotional Learning - Relationship Skills

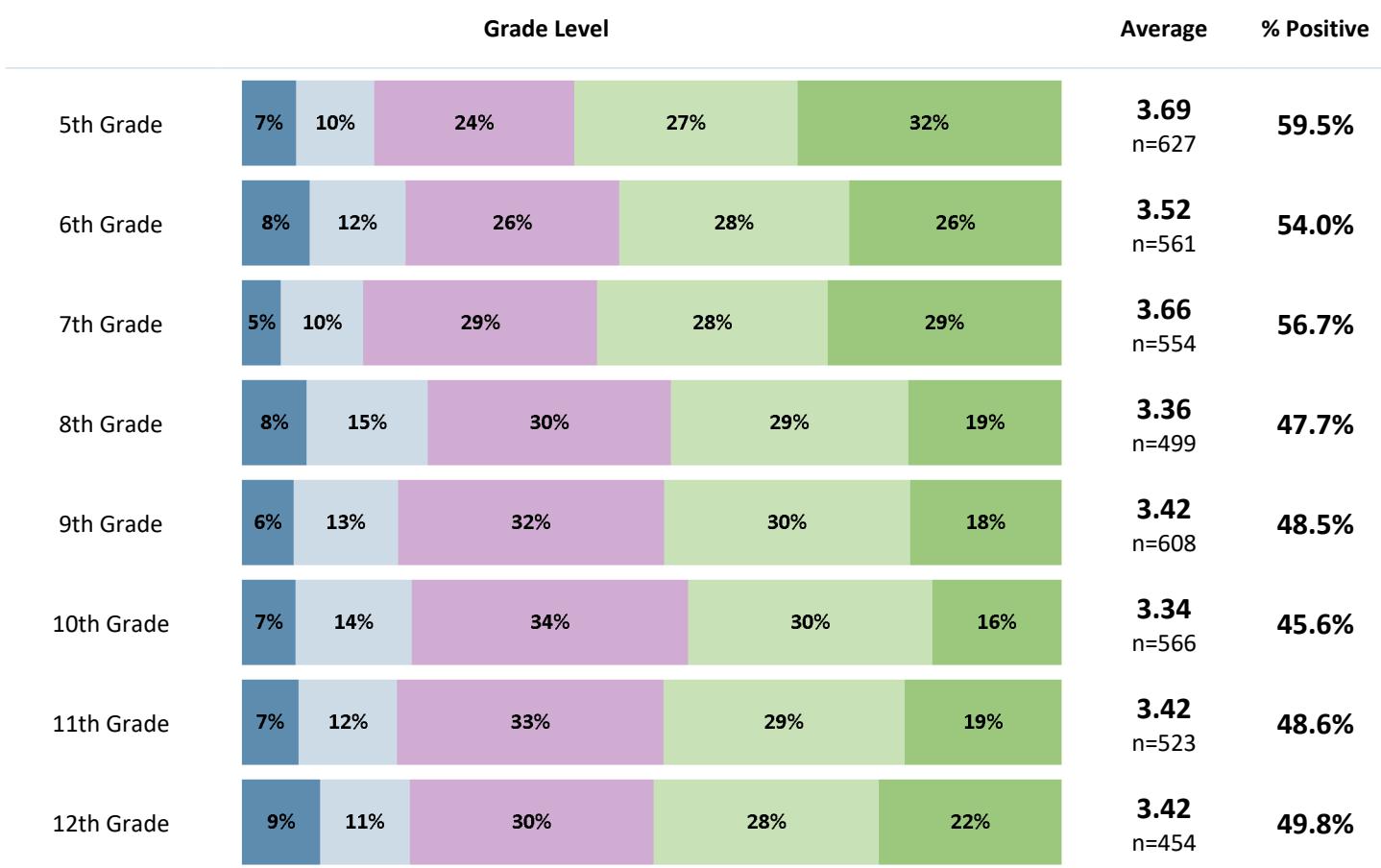
Almost Never Rarely Sometimes Often Almost Always



Do you feel connected to the students at your school?

Social-Emotional Learning - Relationship Skills

Almost Never Rarely Sometimes Often Almost Always





Do you feel connected to the students at your school?

Social-Emotional Learning - Relationship Skills

Almost Never

Rarely

Sometimes

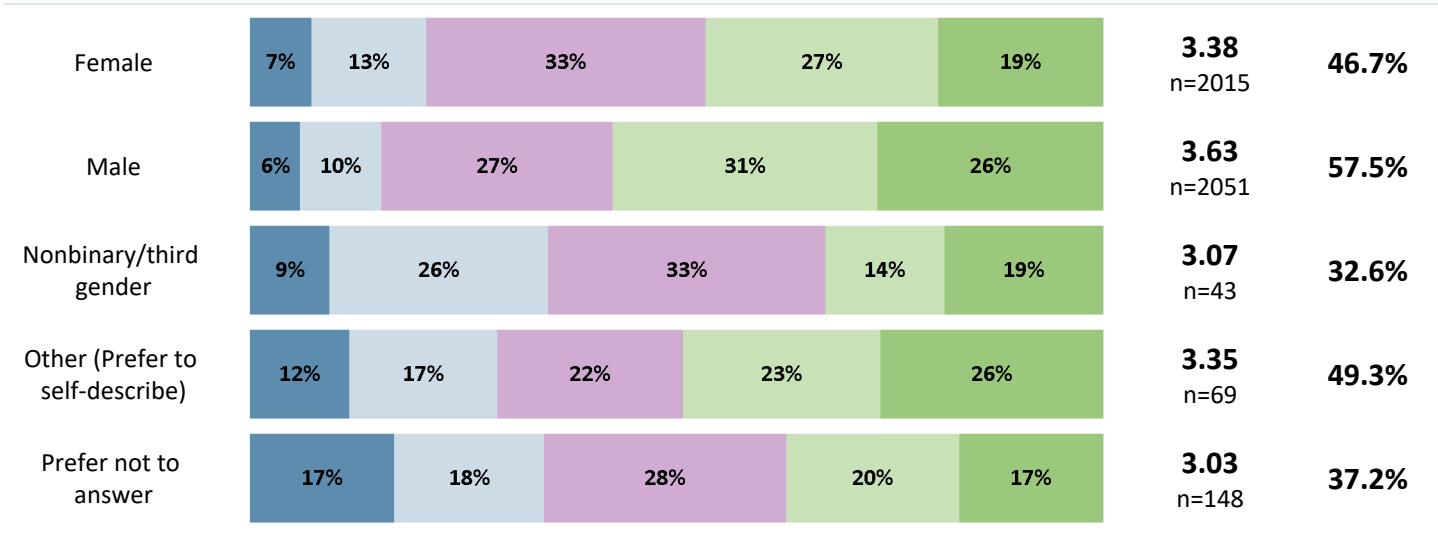
Often

Almost Always

Gender

Average

% Positive



Do you feel connected to the students at your school?

Social-Emotional Learning - Relationship Skills

Almost Never

Rarely

Sometimes

Often

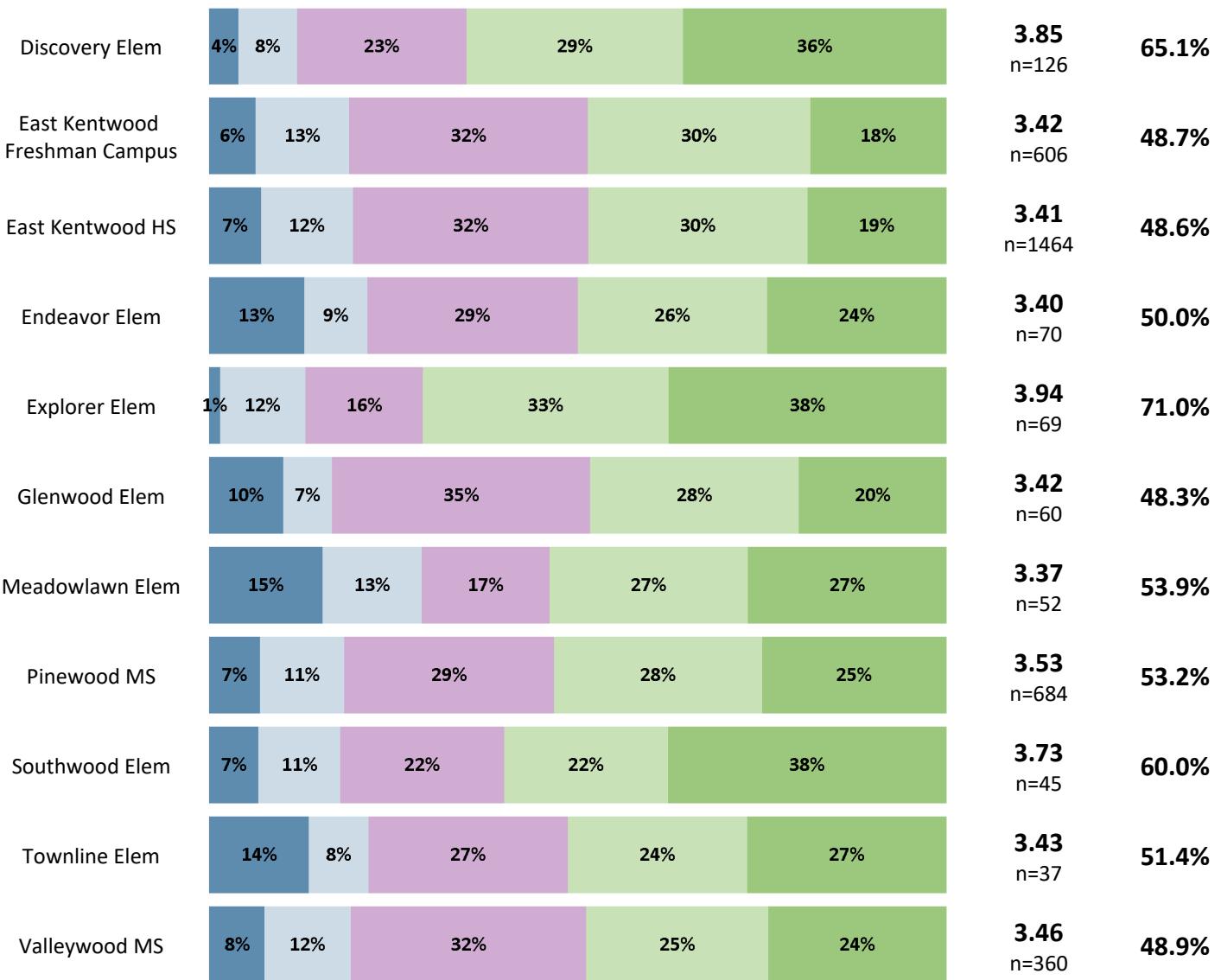
Almost Always

Building

Average

% Positive







Do you feel connected to the students at your school?

Social-Emotional Learning - Relationship Skills

Almost Never

Rarely

Sometimes

Often

Almost Always





Do you feel like you have a connection with at least one adult at your school?

Social-Emotional Learning - Relationship Skills

Almost Never

Rarely

Sometimes

Often

Almost Always

All Students

Average

% Positive

All Students

9%

10%

21%

25%

35%

3.66
n=4410

59.8%

Do you feel like you have a connection with at least one adult at your school?

Social-Emotional Learning - Relationship Skills

Almost Never

Rarely

Sometimes

Often

Almost Always

Grade Level

Average

% Positive

5th Grade

7%

8%

12%

20%

53%

4.03
n=635

72.6%

6th Grade

12%

12%

18%

24%

34%

3.57
n=565

58.2%

7th Grade

10%

9%

21%

25%

35%

3.65
n=558

59.9%

8th Grade

13%

13%

21%

23%

30%

3.45
n=500

53.0%

9th Grade

8%

13%

24%

26%

28%

3.53
n=608

54.6%

10th Grade

8%

11%

27%

24%

29%

3.54
n=568

53.2%

11th Grade

6%

9%

23%

31%

31%

3.73
n=522

62.5%

12th Grade

7%

8%

21%

30%

34%

3.75
n=454

63.7%





Do you feel like you have a connection with at least one adult at your school?

Social-Emotional Learning - Relationship Skills

Almost Never

Rarely

Sometimes

Often

Almost Always



Do you feel like you have a connection with at least one adult at your school?

Social-Emotional Learning - Relationship Skills

Almost Never

Rarely

Sometimes

Often

Almost Always







Do you feel like you have a connection with at least one adult at your school?

Social-Emotional Learning - Relationship Skills

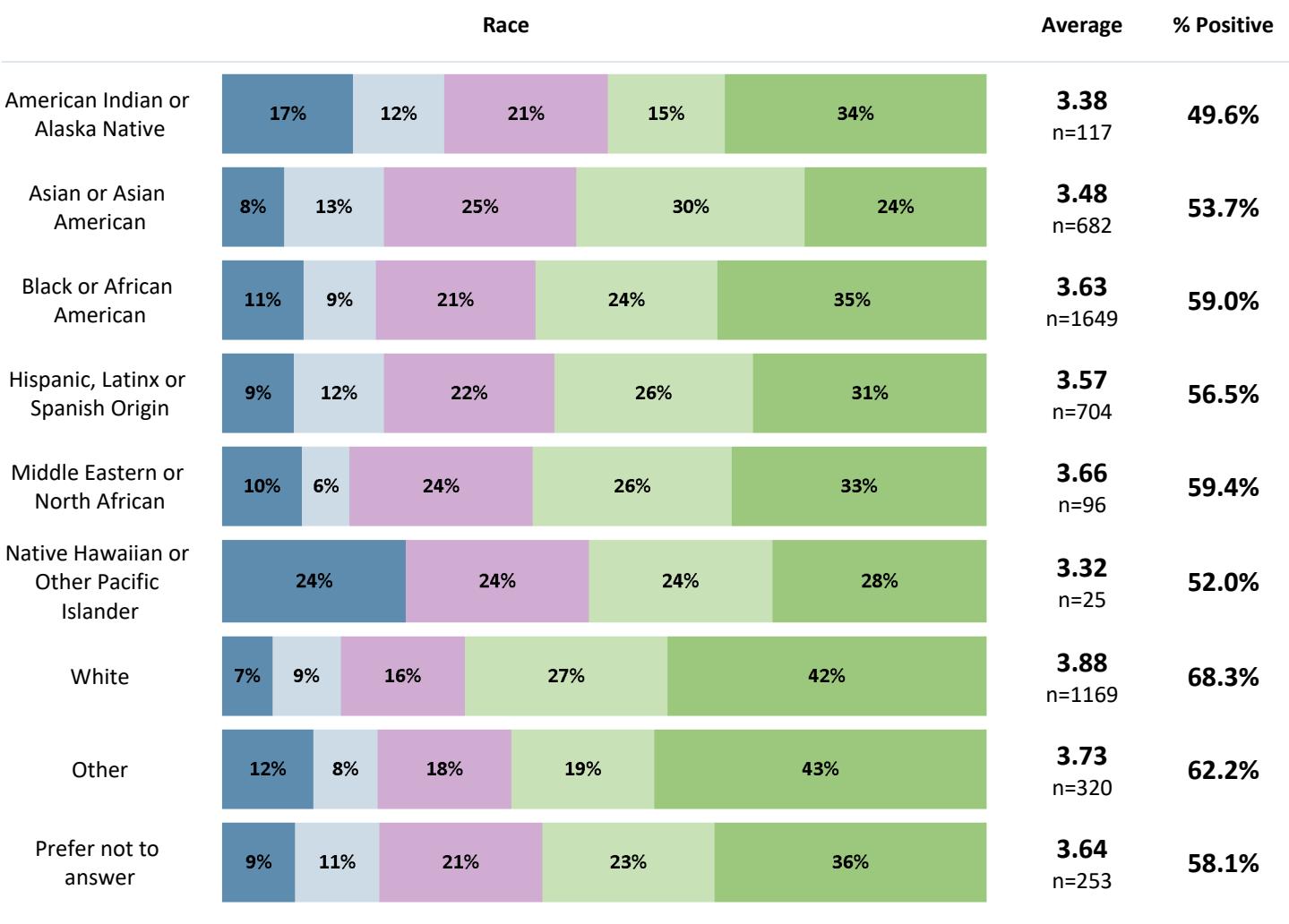
Almost Never

Rarely

Sometimes

Often

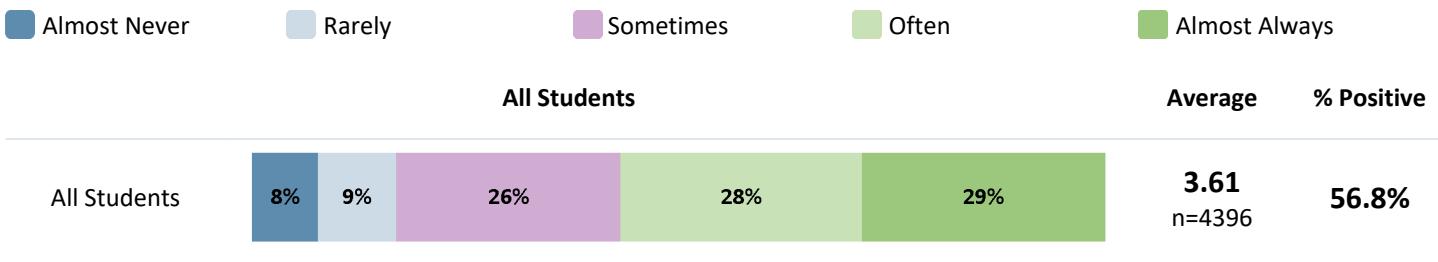
Almost Always





Do you feel like you belong at your school?

Social-Emotional Learning - Relationship Skills



Do you feel like you belong at your school?

Social-Emotional Learning - Relationship Skills





Do you feel like you belong at your school?

Social-Emotional Learning - Relationship Skills

Almost Never

Rarely

Sometimes

Often

Almost Always



Do you feel like you belong at your school?

Social-Emotional Learning - Relationship Skills

Almost Never

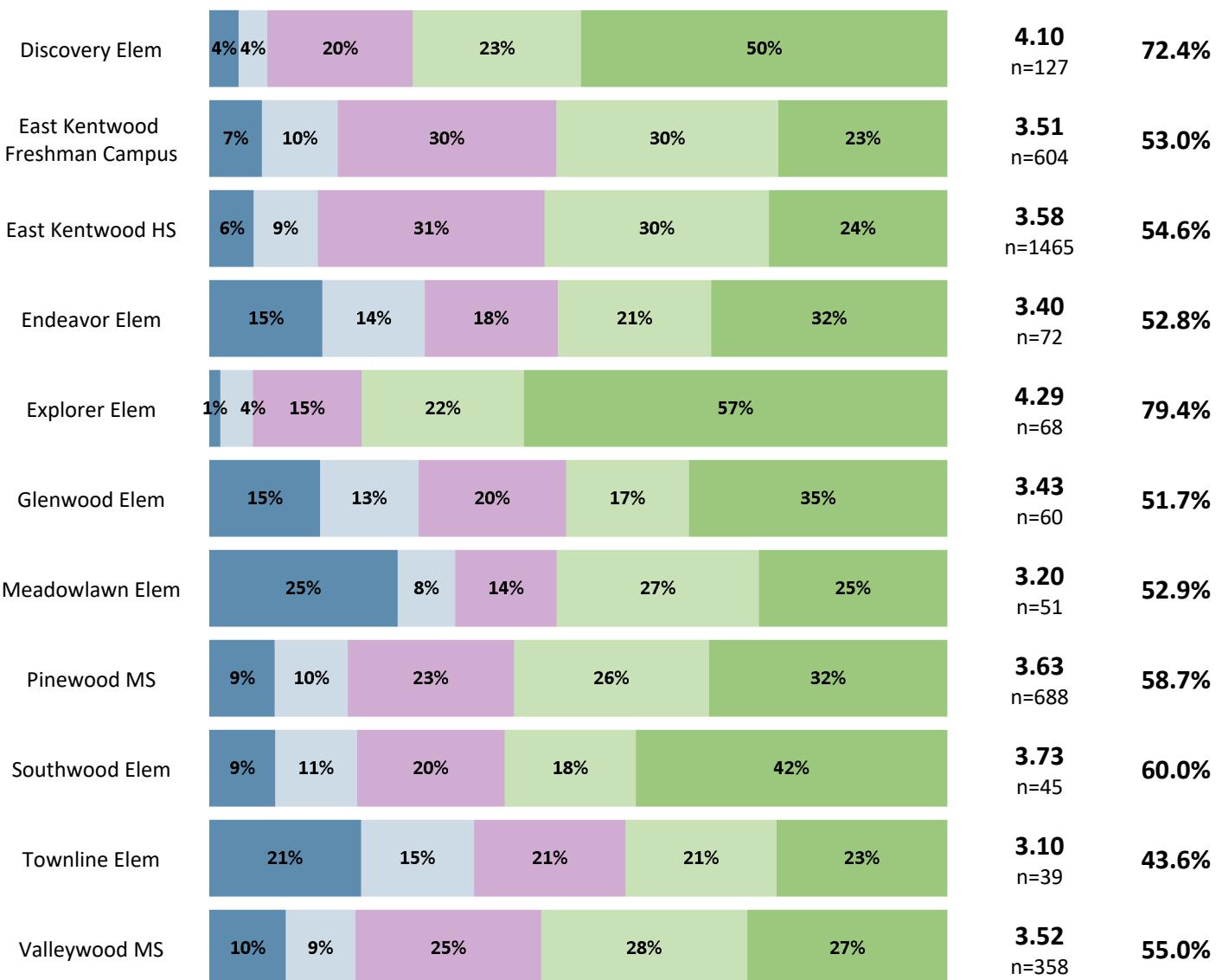
Rarely

Sometimes

Often

Almost Always

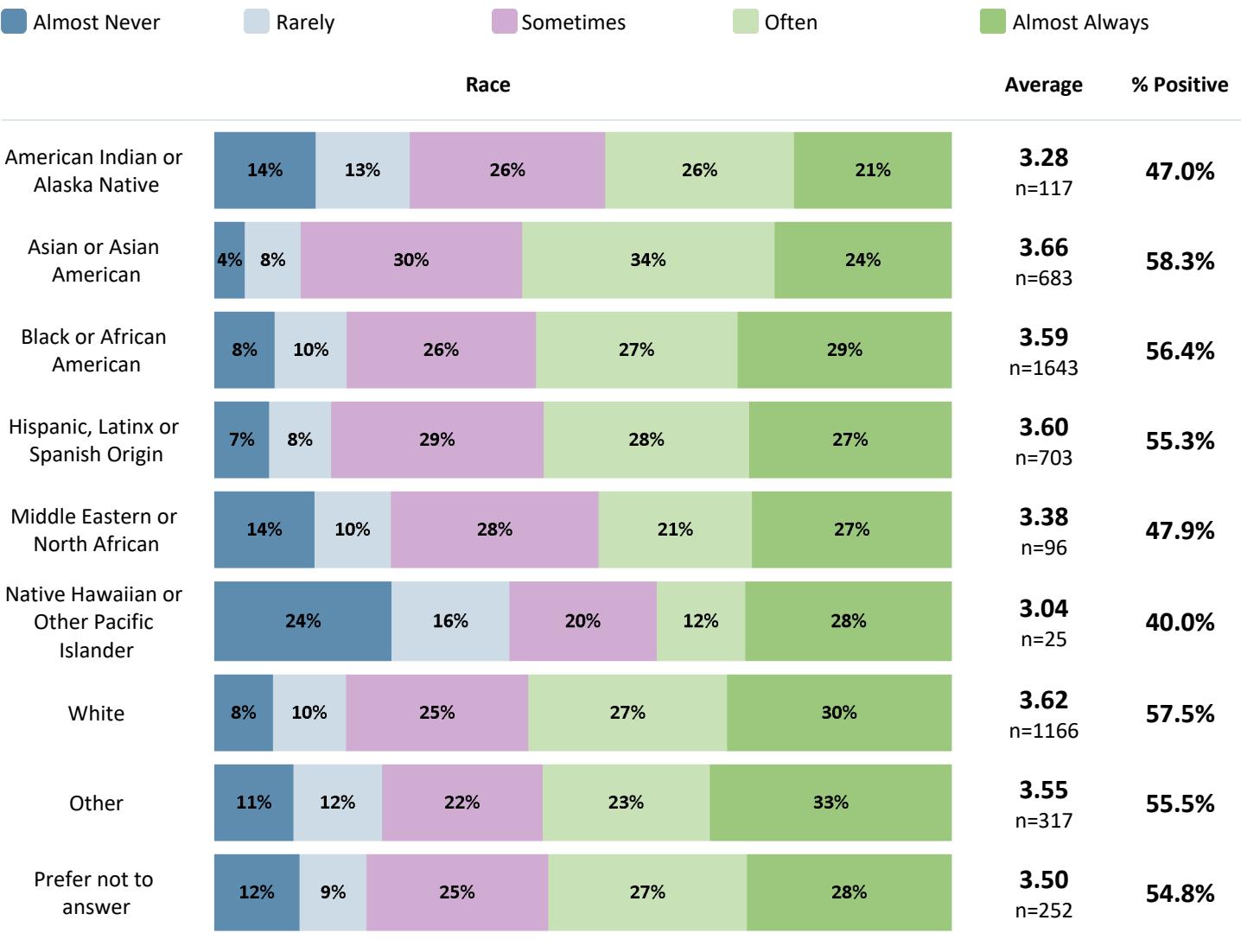






Do you feel like you belong at your school?

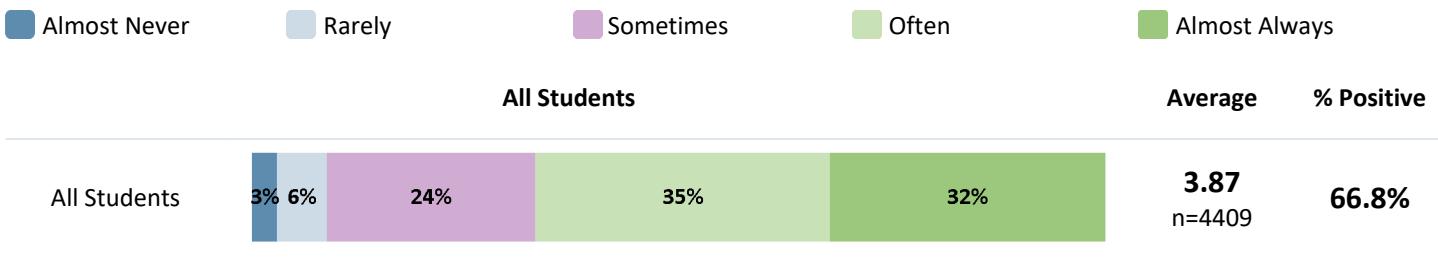
Social-Emotional Learning - Relationship Skills





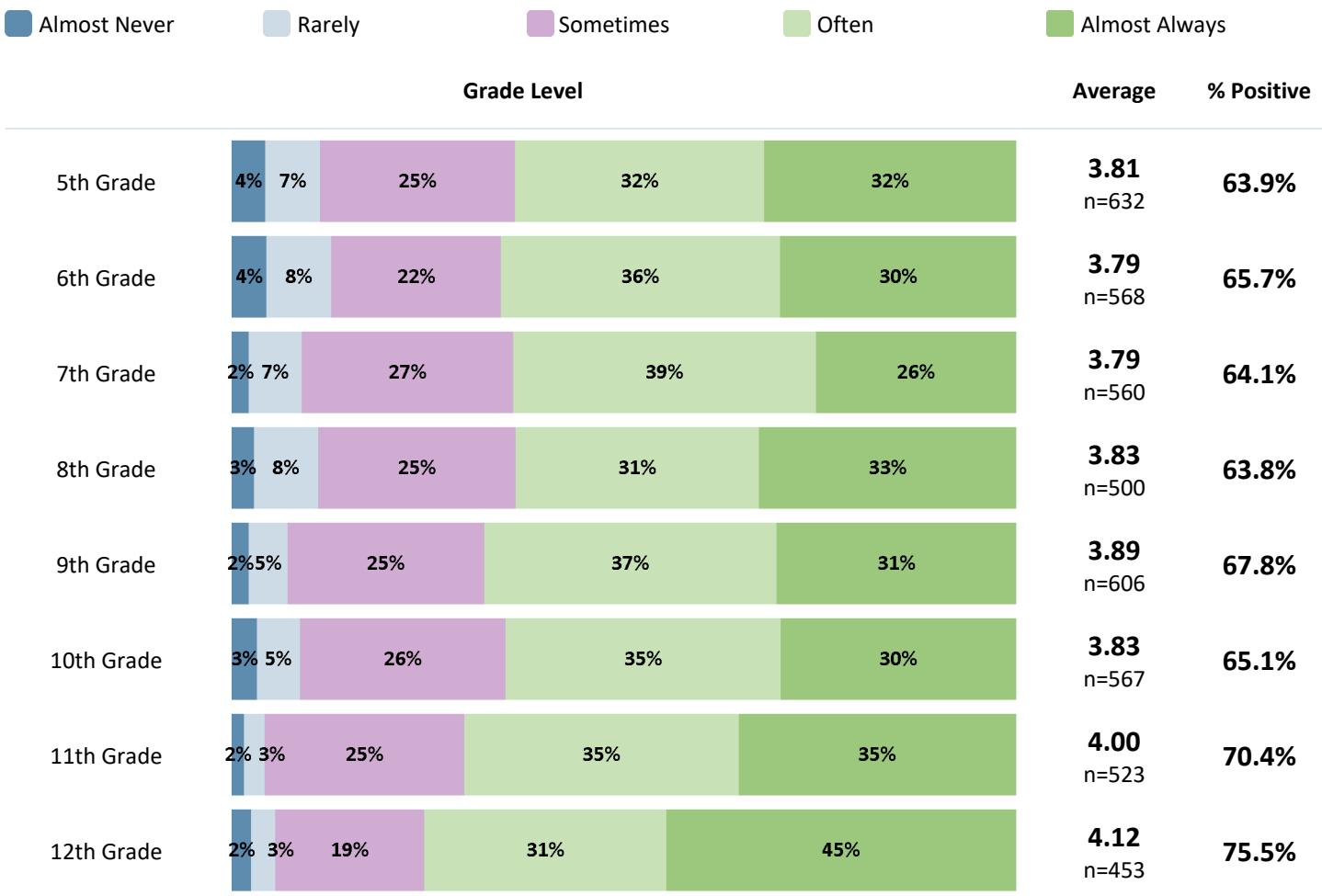
Do you think about how your actions affect others?

Social-Emotional Learning - Responsible Decision-Making



Do you think about how your actions affect others?

Social-Emotional Learning - Responsible Decision-Making





Do you think about how your actions affect others?

Social-Emotional Learning - Responsible Decision-Making

Almost Never

Rarely

Sometimes

Often

Almost Always



Do you think about how your actions affect others?

Social-Emotional Learning - Responsible Decision-Making

Almost Never

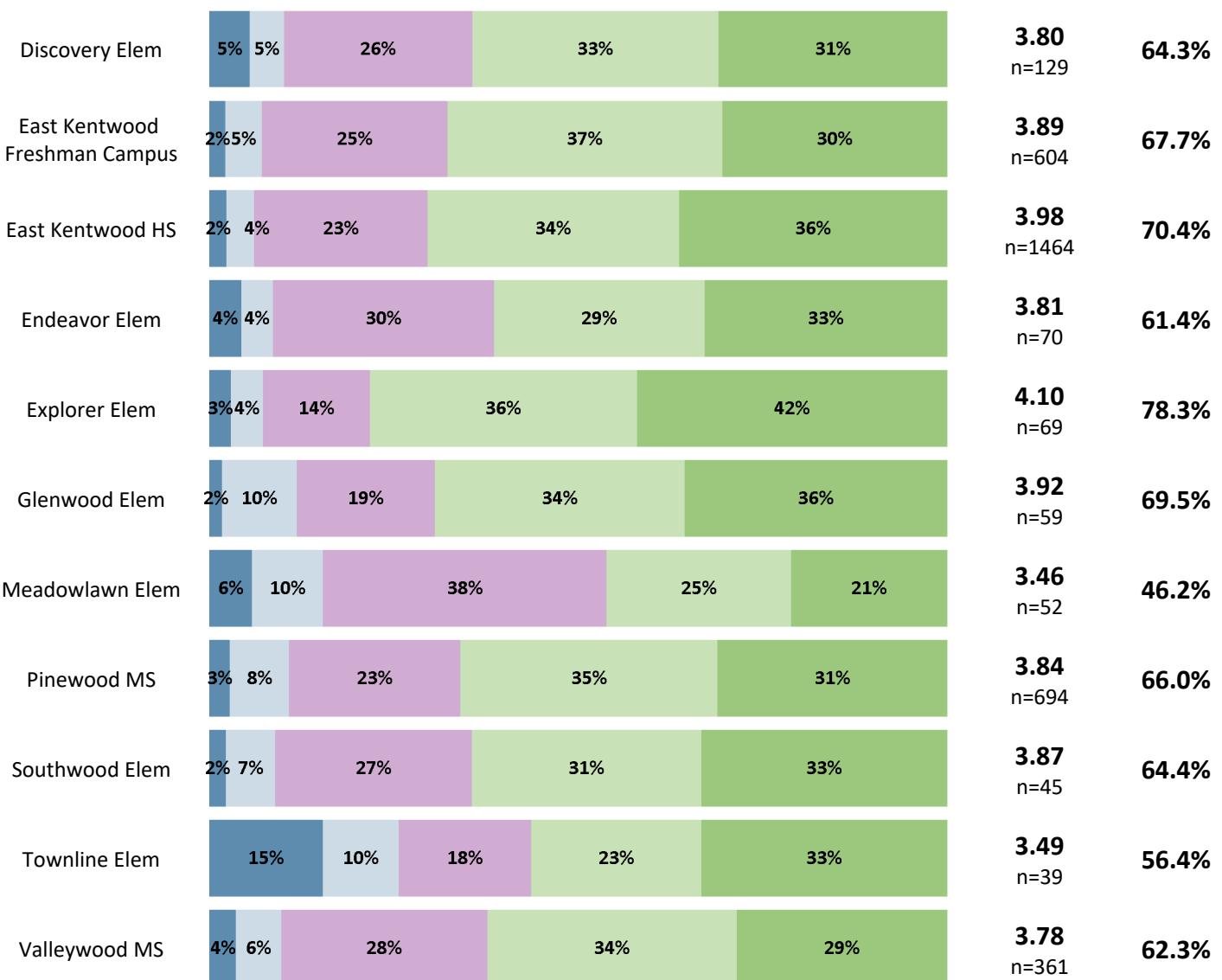
Rarely

Sometimes

Often

Almost Always







Do you think about how your actions affect others?

Social-Emotional Learning - Responsible Decision-Making

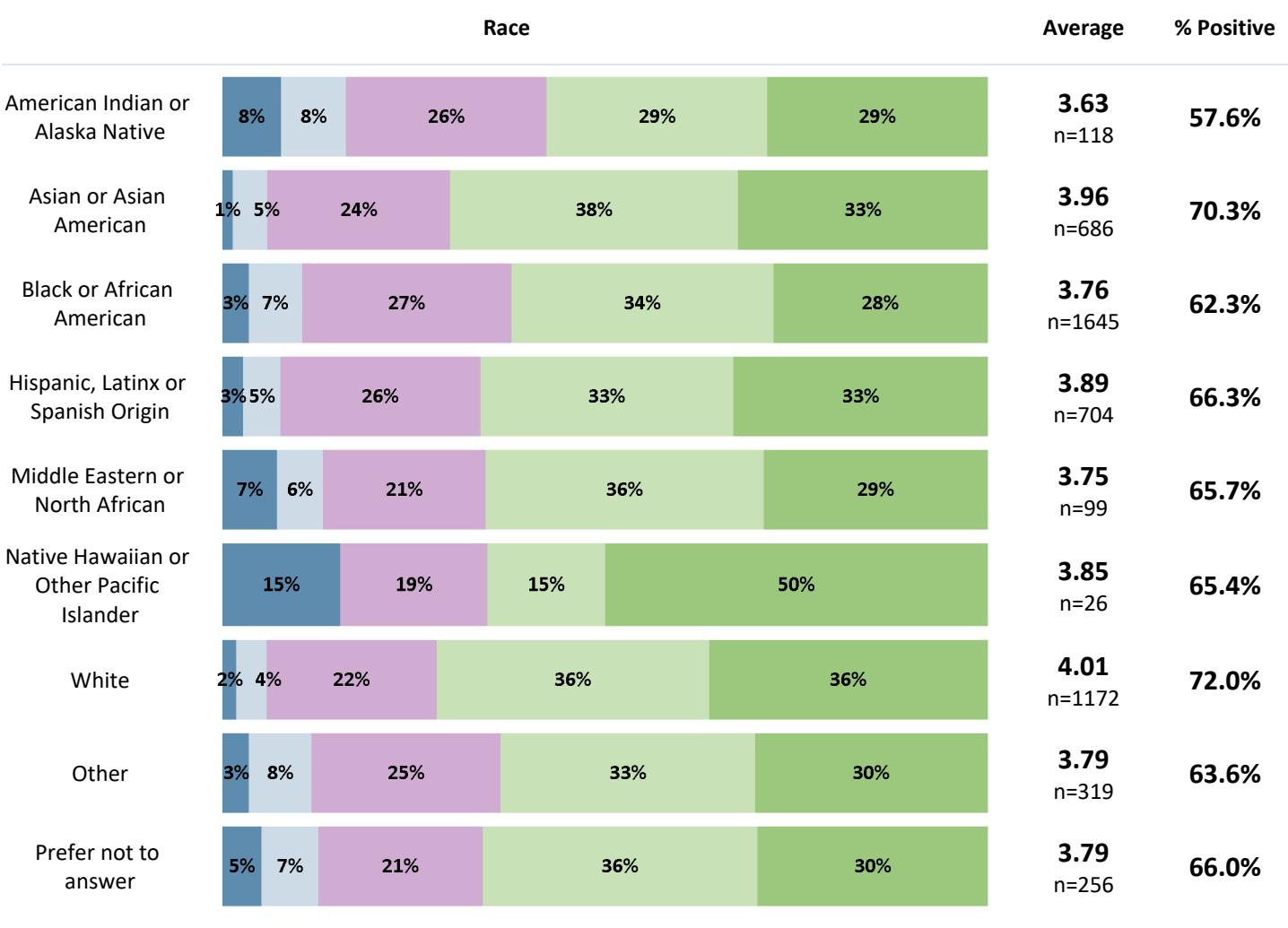
Almost Never

Rarely

Sometimes

Often

Almost Always





Do you look at information and facts before forming an opinion about something?

Social-Emotional Learning - Responsible Decision-Making

Almost Never

Rarely

Sometimes

Often

Almost Always

All Students

Average

% Positive

All Students

3%

7%

28%

35%

27%

3.76
n=4410

61.8%

Do you look at information and facts before forming an opinion about something?

Social-Emotional Learning - Responsible Decision-Making

Almost Never

Rarely

Sometimes

Often

Almost Always

Grade Level

Average

% Positive

5th Grade

4%

9%

28%

34%

25%

3.66
n=626

58.6%

6th Grade

5%

7%

31%

32%

26%

3.67
n=566

57.8%

7th Grade

3%

9%

29%

36%

22%

3.65
n=560

58.4%

8th Grade

2%

9%

29%

35%

25%

3.71
n=501

59.9%

9th Grade

2%

6%

29%

36%

28%

3.81
n=608

63.2%

10th Grade

3%

6%

28%

35%

28%

3.79
n=568

62.9%

11th Grade

2%

5%

29%

37%

27%

3.83
n=526

63.9%

12th Grade

3%

3%

22%

33%

38%

4.01
n=455

71.4%





Do you look at information and facts before forming an opinion about something?

Social-Emotional Learning - Responsible Decision-Making

Almost Never

Rarely

Sometimes

Often

Almost Always



Do you look at information and facts before forming an opinion about something?

Social-Emotional Learning - Responsible Decision-Making

Almost Never

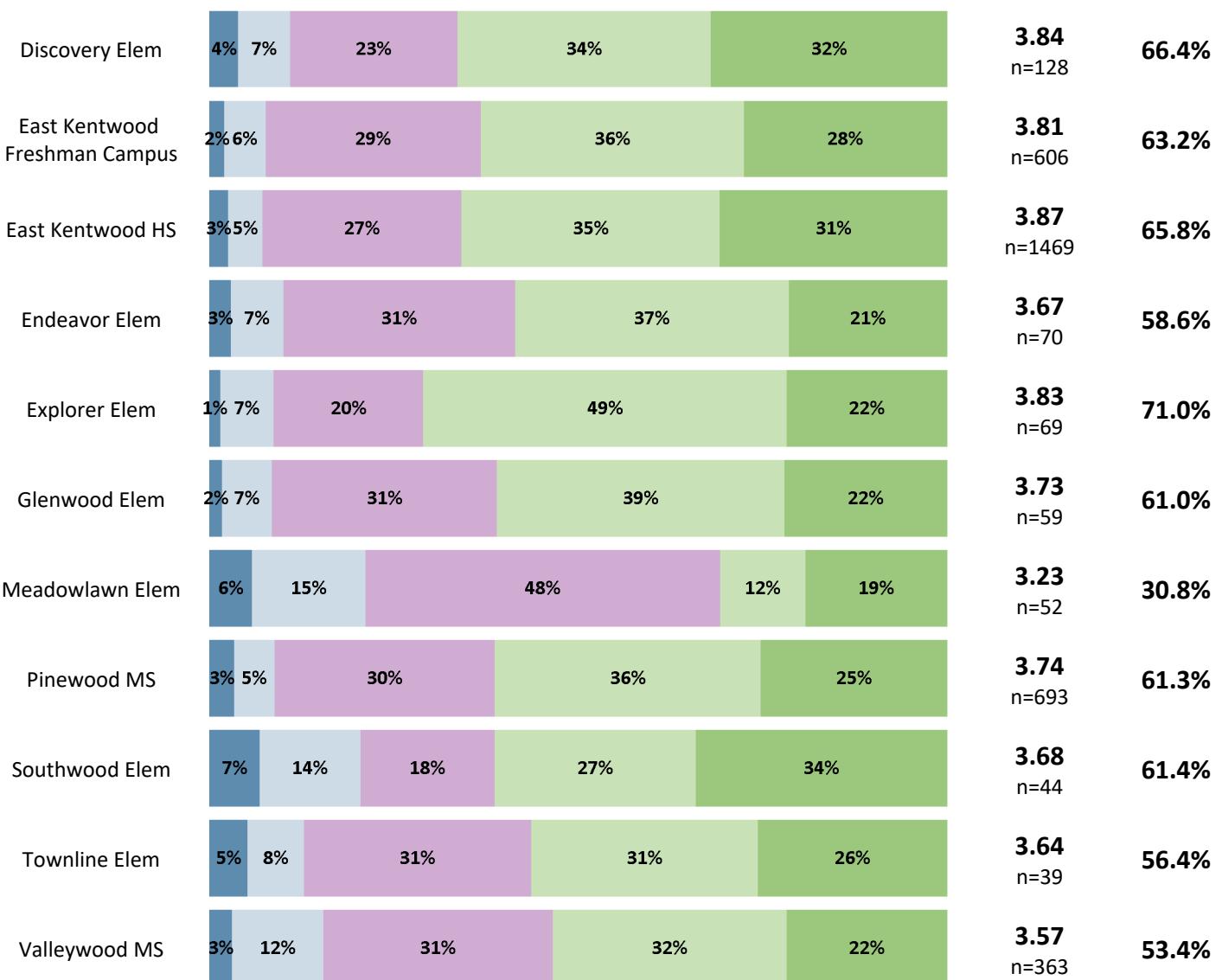
Rarely

Sometimes

Often

Almost Always







Do you look at information and facts before forming an opinion about something?

Social-Emotional Learning - Responsible Decision-Making

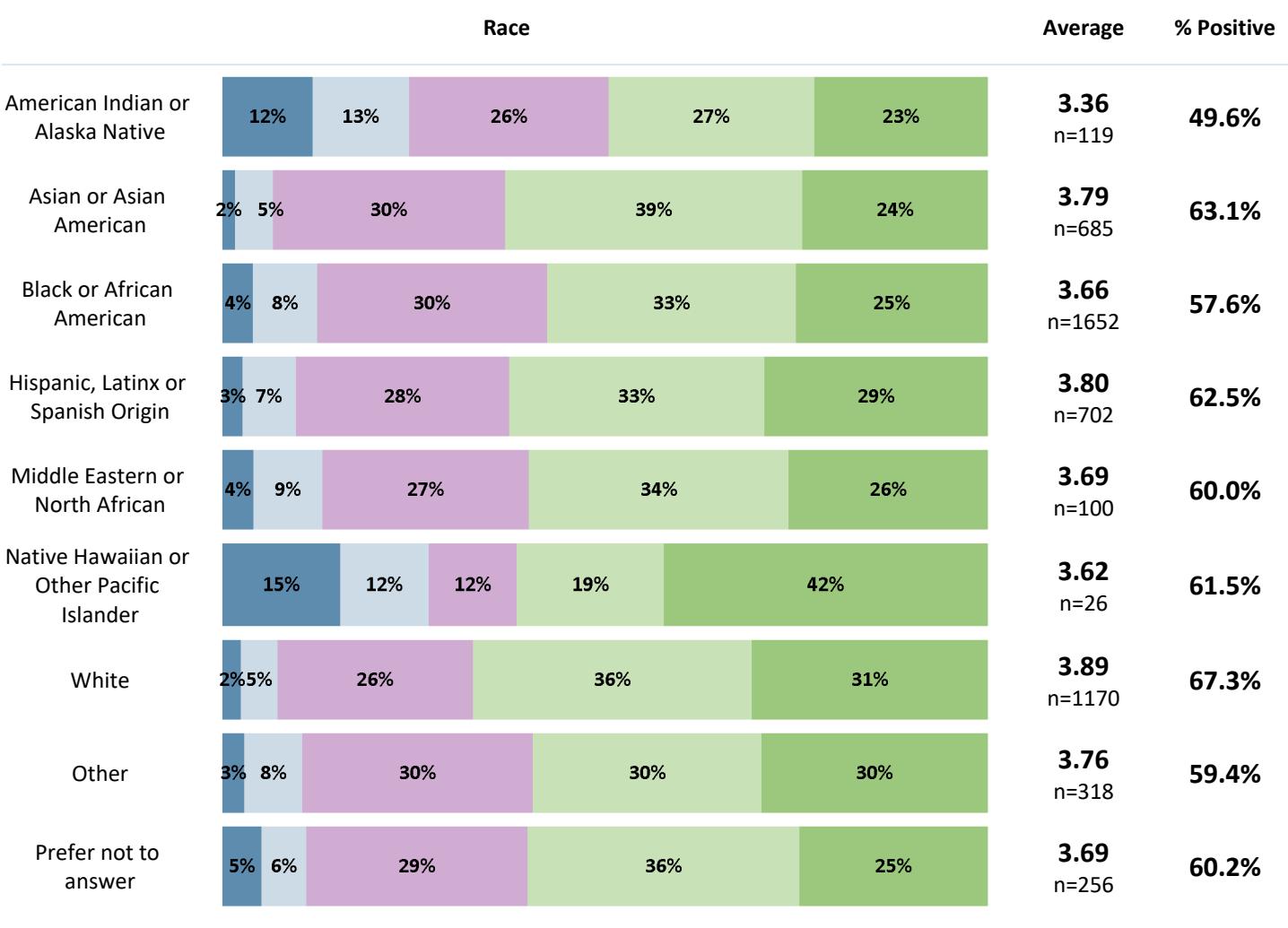
Almost Never

Rarely

Sometimes

Often

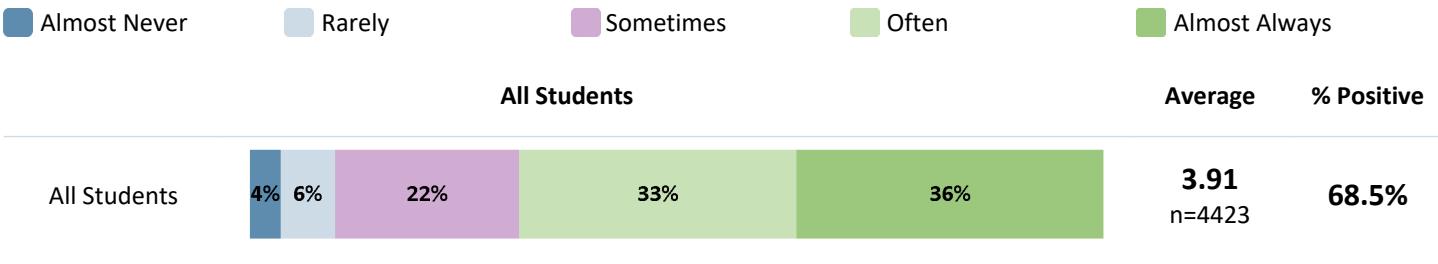
Almost Always





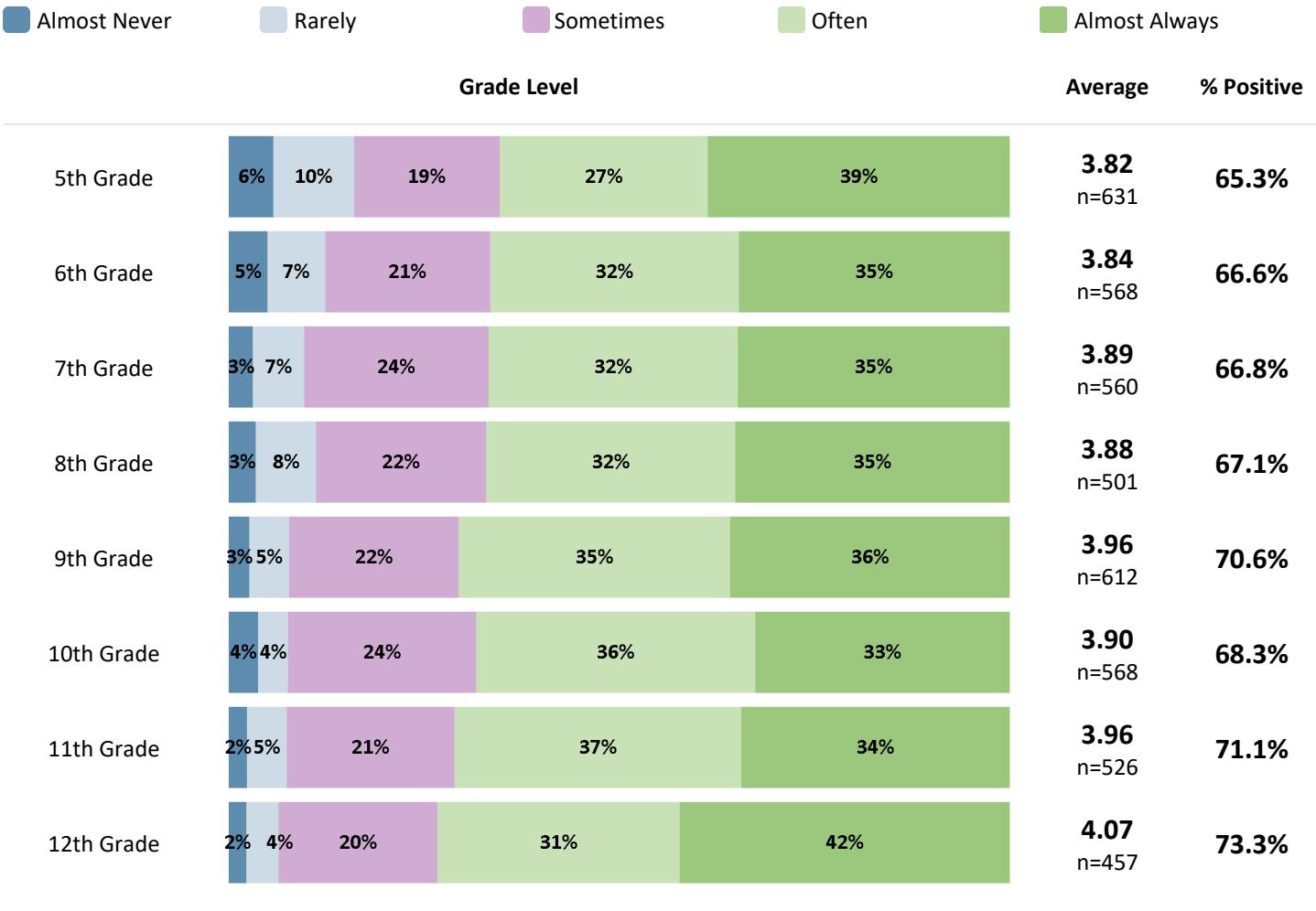
**Are you able to recognize signals from your body that help you understand how you feel?
For example, butterflies in your stomach signals that you may be nervous.**

Social-Emotional Learning - Self-Awareness



**Are you able to recognize signals from your body that help you understand how you feel?
For example, butterflies in your stomach signals that you may be nervous.**

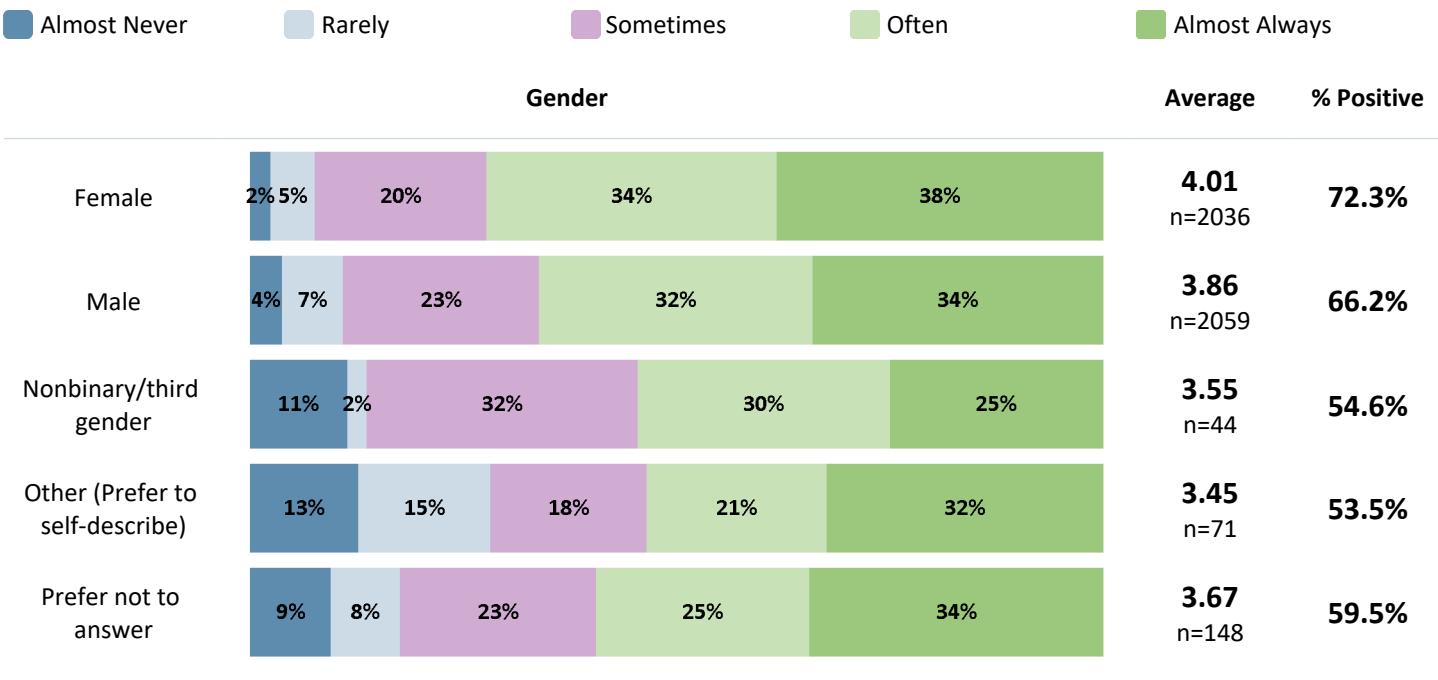
Social-Emotional Learning - Self-Awareness





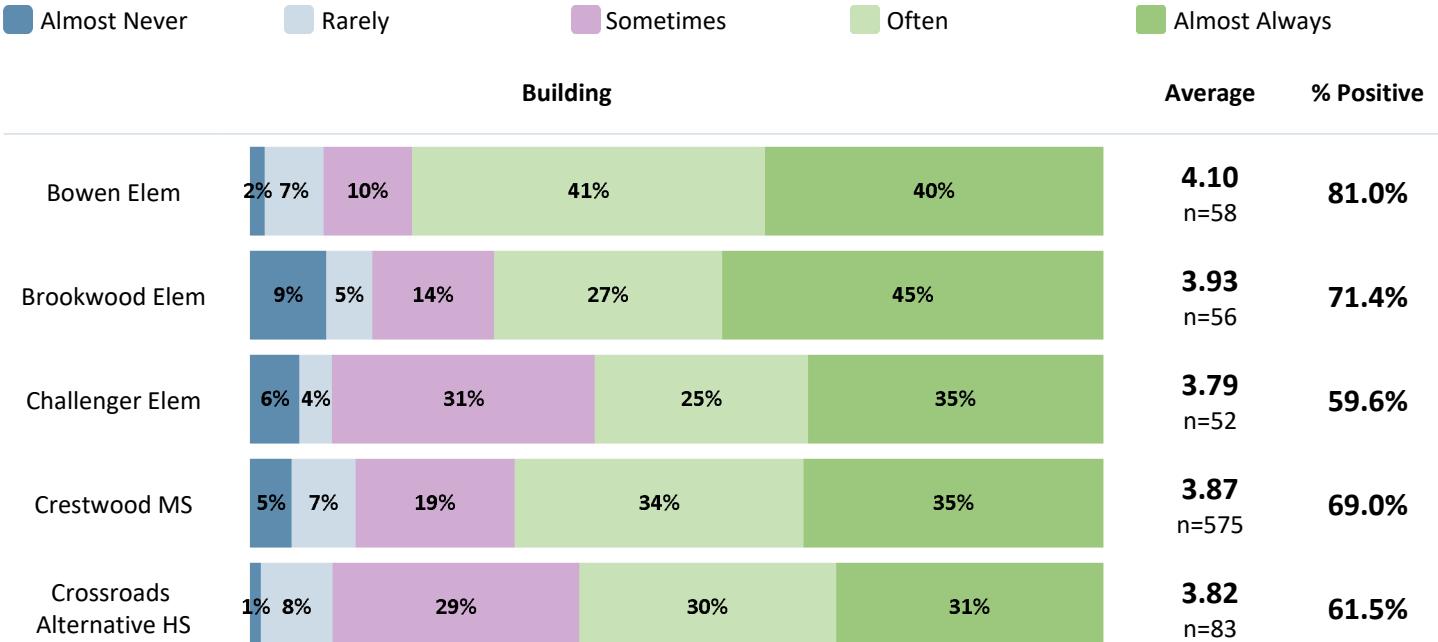
Are you able to recognize signals from your body that help you understand how you feel? For example, butterflies in your stomach signals that you may be nervous.

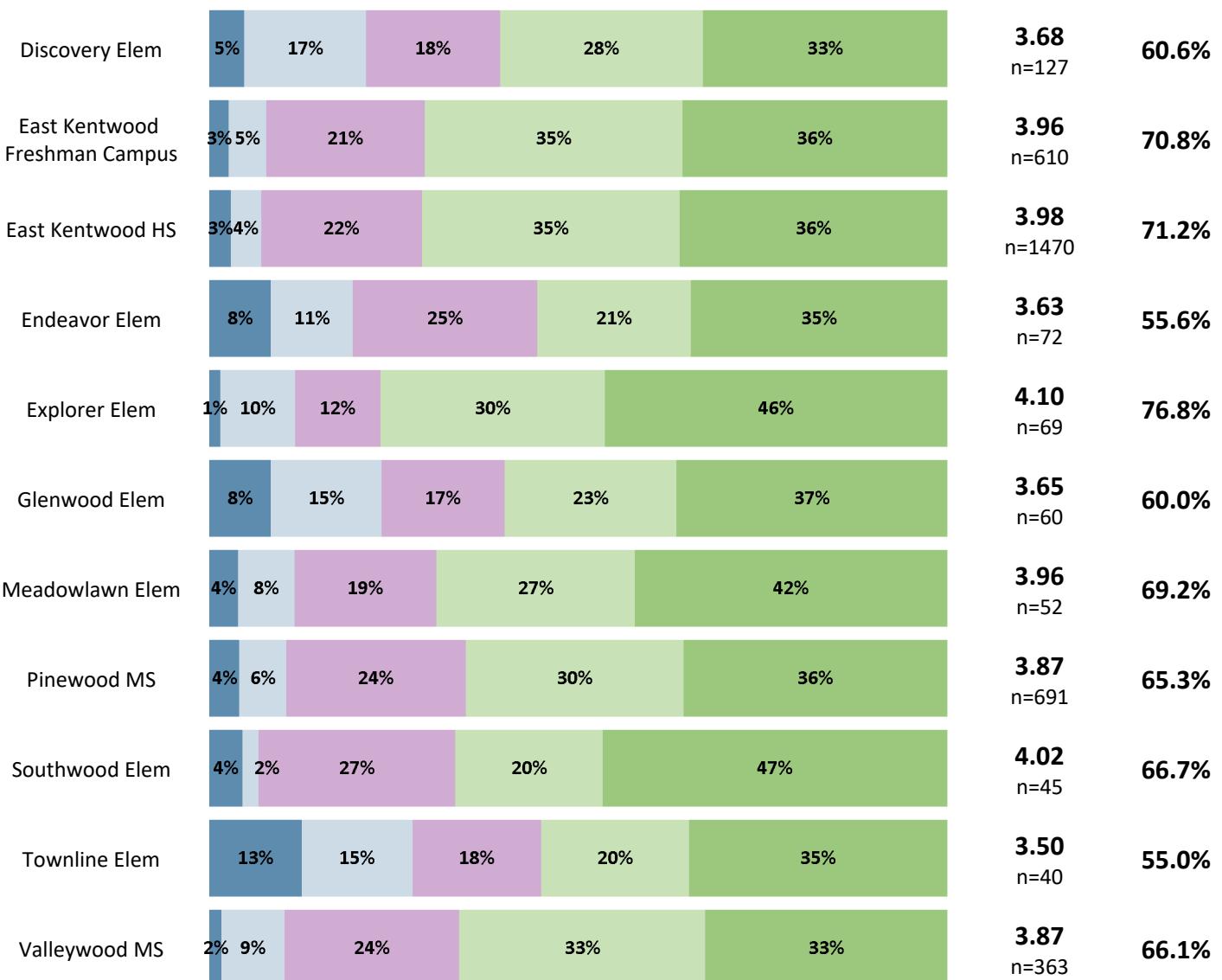
Social-Emotional Learning - Self-Awareness



Are you able to recognize signals from your body that help you understand how you feel? For example, butterflies in your stomach signals that you may be nervous.

Social-Emotional Learning - Self-Awareness



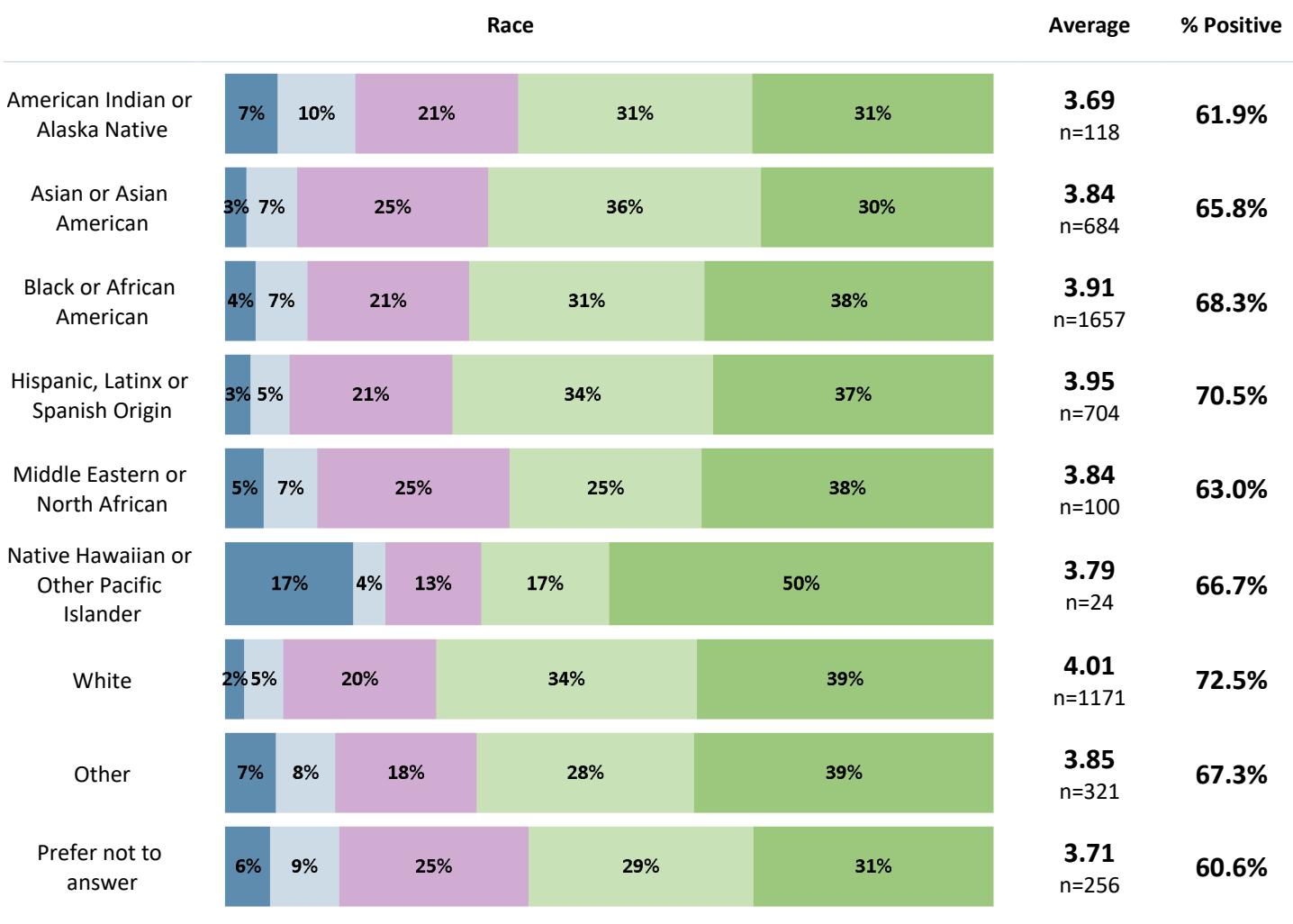




Are you able to recognize signals from your body that help you understand how you feel? For example, butterflies in your stomach signals that you may be nervous.

Social-Emotional Learning - Self-Awareness

Almost Never Rarely Sometimes Often Almost Always





Are you able to tell the difference between your thoughts on something and how you feel about it?

Social-Emotional Learning - Self-Awareness

Almost Never

Rarely

Sometimes

Often

Almost Always

All Students

Average

% Positive

All Students

3% 7%

28%

34%

28%

3.78
n=4403

62.2%

Are you able to tell the difference between your thoughts on something and how you feel about it?

Social-Emotional Learning - Self-Awareness

Almost Never

Rarely

Sometimes

Often

Almost Always

Grade Level

Average

% Positive

5th Grade

3% 9%

29%

34%

26%

3.70
n=625

59.5%

6th Grade

4% 8%

28%

33%

28%

3.74
n=565

60.9%

7th Grade

2% 8%

31%

32%

27%

3.73
n=558

59.0%

8th Grade

4% 8%

28%

34%

25%

3.68
n=496

59.5%

9th Grade

3% 6%

29%

33%

30%

3.82
n=608

63.0%

10th Grade

2% 7%

27%

39%

25%

3.78
n=571

64.1%

11th Grade

1% 4%

29%

37%

30%

3.89
n=525

66.1%

12th Grade

3% 4%

26%

30%

37%

3.94
n=455

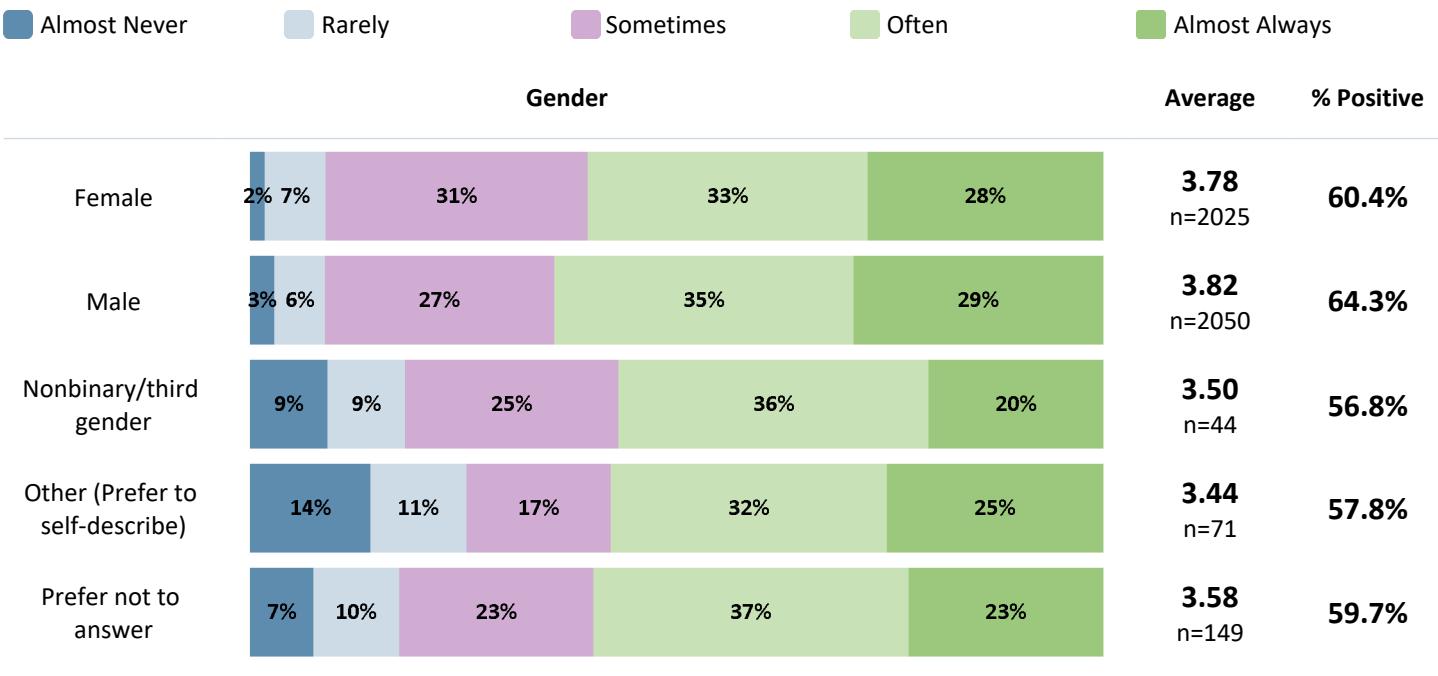
66.6%





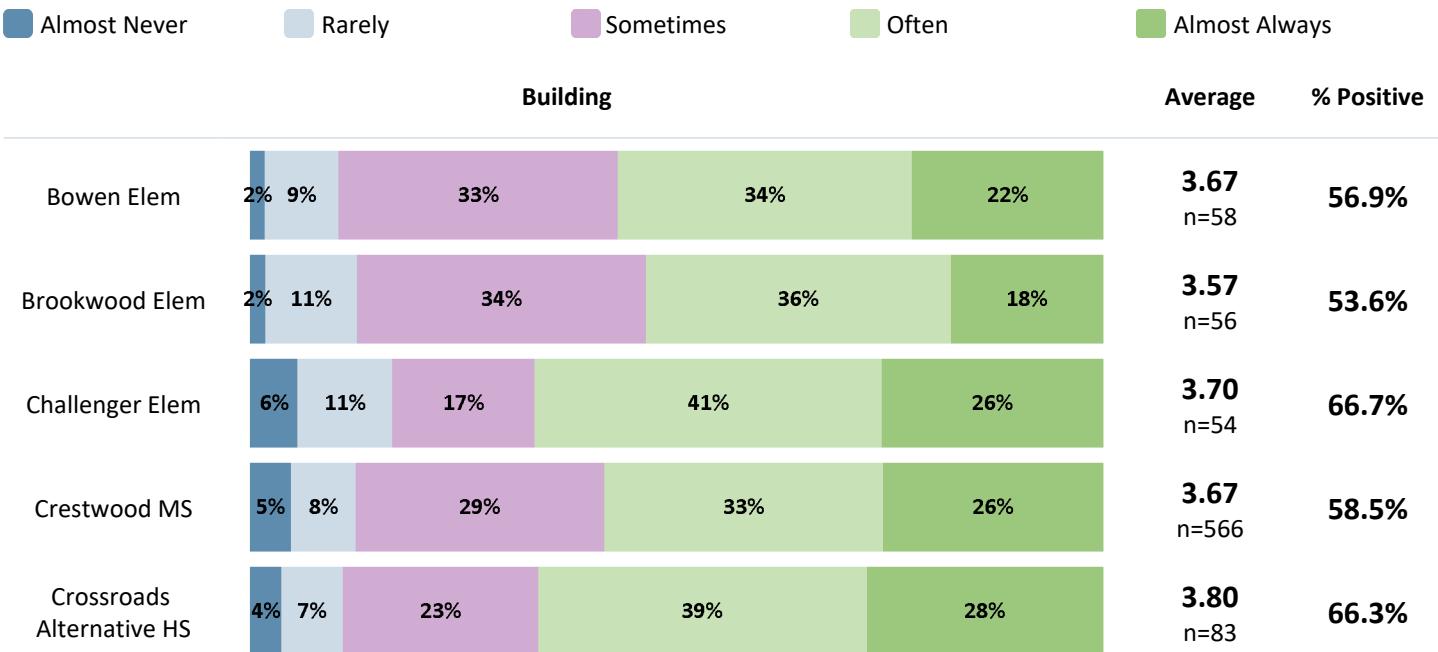
Are you able to tell the difference between your thoughts on something and how you feel about it?

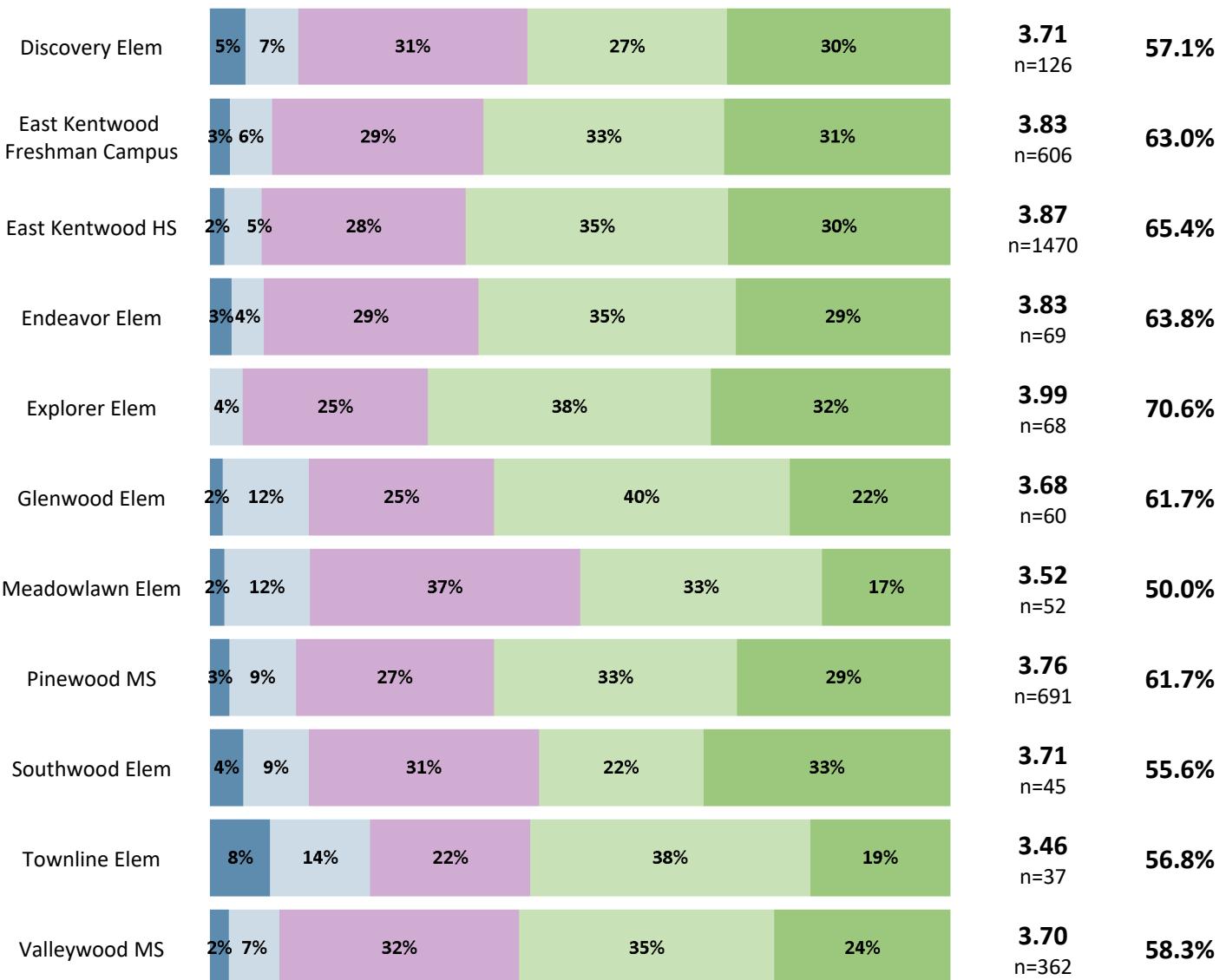
Social-Emotional Learning - Self-Awareness



Are you able to tell the difference between your thoughts on something and how you feel about it?

Social-Emotional Learning - Self-Awareness







Are you able to tell the difference between your thoughts on something and how you feel about it?

Social-Emotional Learning - Self-Awareness

Almost Never

Rarely

Sometimes

Often

Almost Always

Race

Average

% Positive

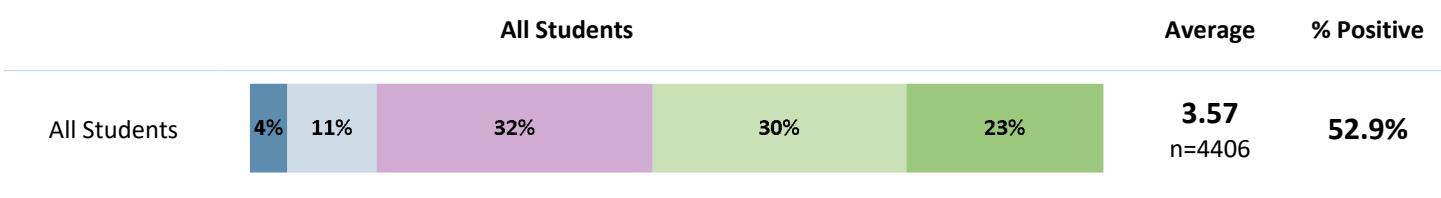




Are your thoughts mostly helpful? For example, thoughts that make you feel confident and happy, instead of thoughts that make you feel worried and sad.

Social-Emotional Learning - Self-Awareness

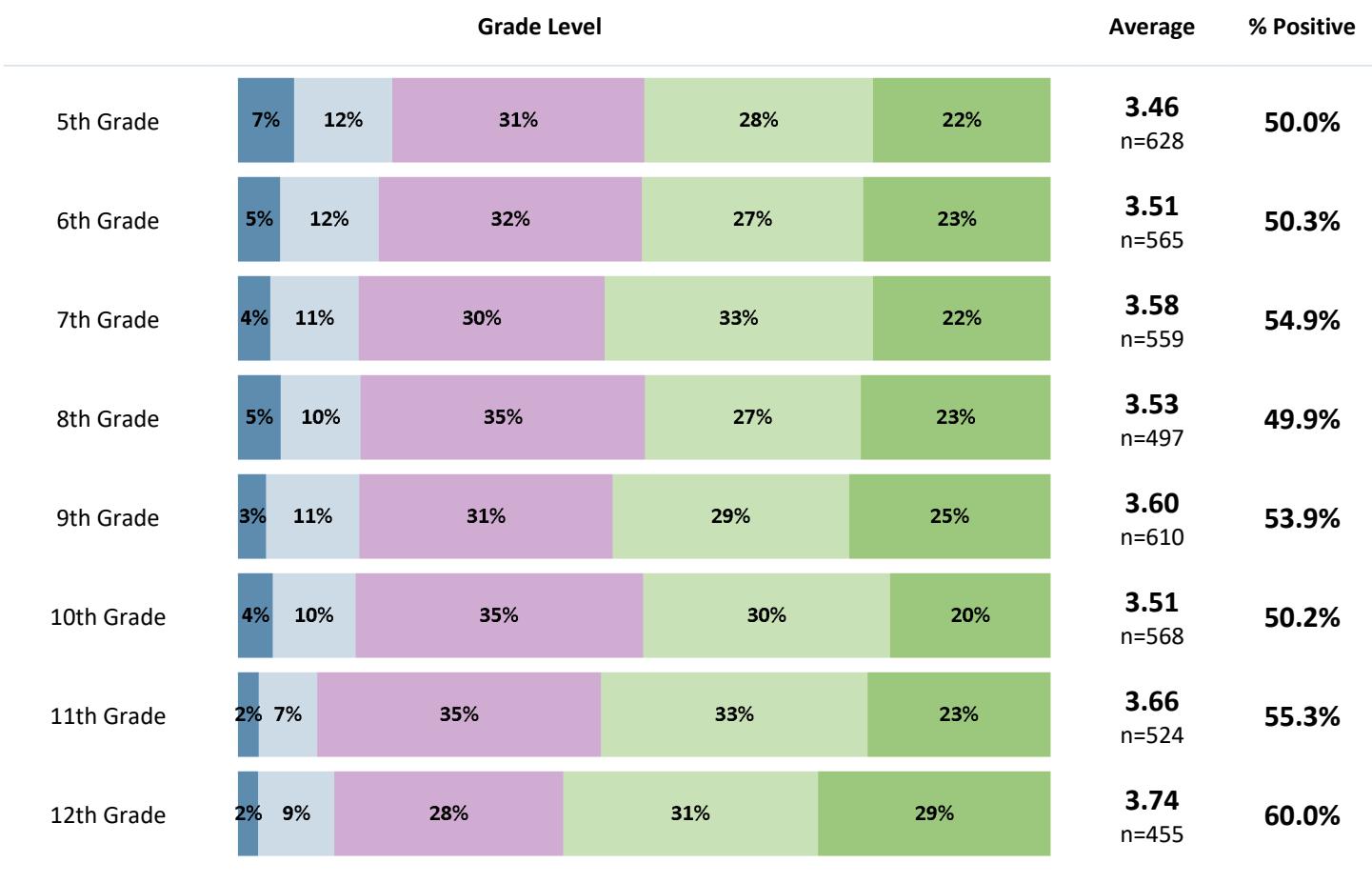
Almost Never Rarely Sometimes Often Almost Always



Are your thoughts mostly helpful? For example, thoughts that make you feel confident and happy, instead of thoughts that make you feel worried and sad.

Social-Emotional Learning - Self-Awareness

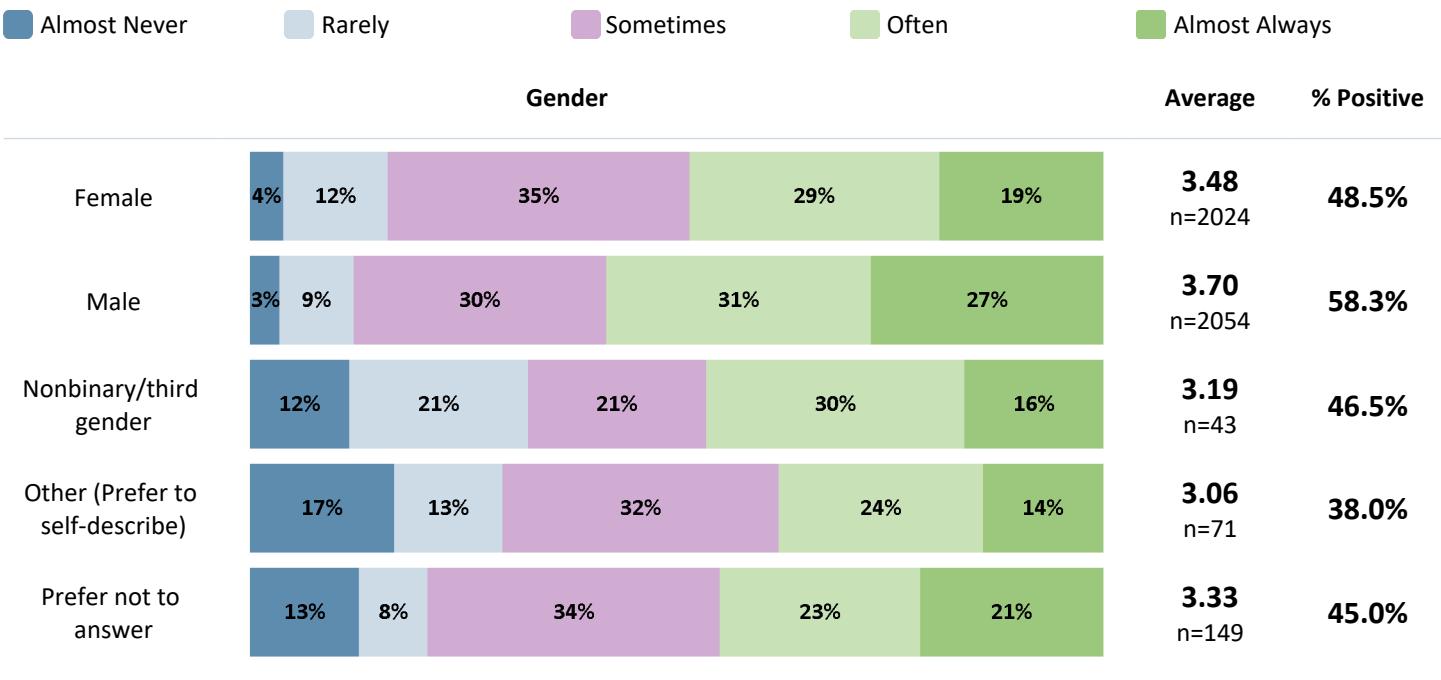
Almost Never Rarely Sometimes Often Almost Always





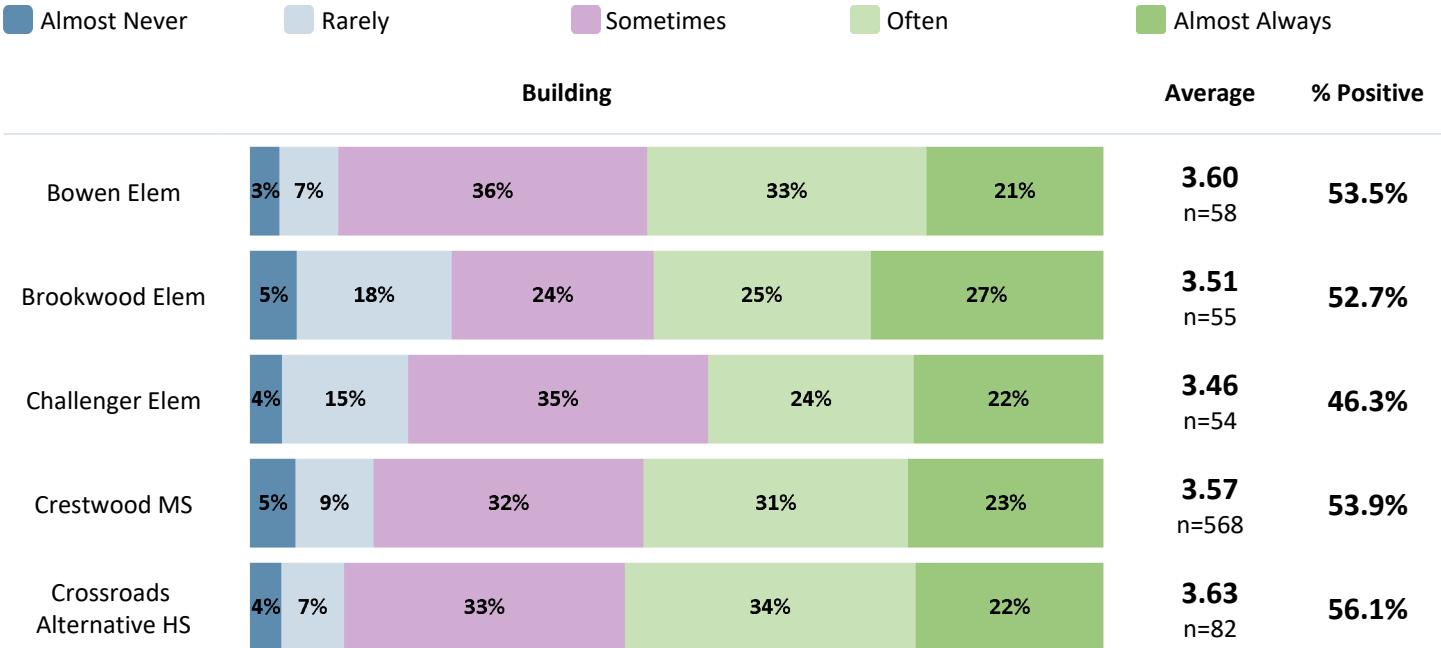
Are your thoughts mostly helpful? For example, thoughts that make you feel confident and happy, instead of thoughts that make you feel worried and sad.

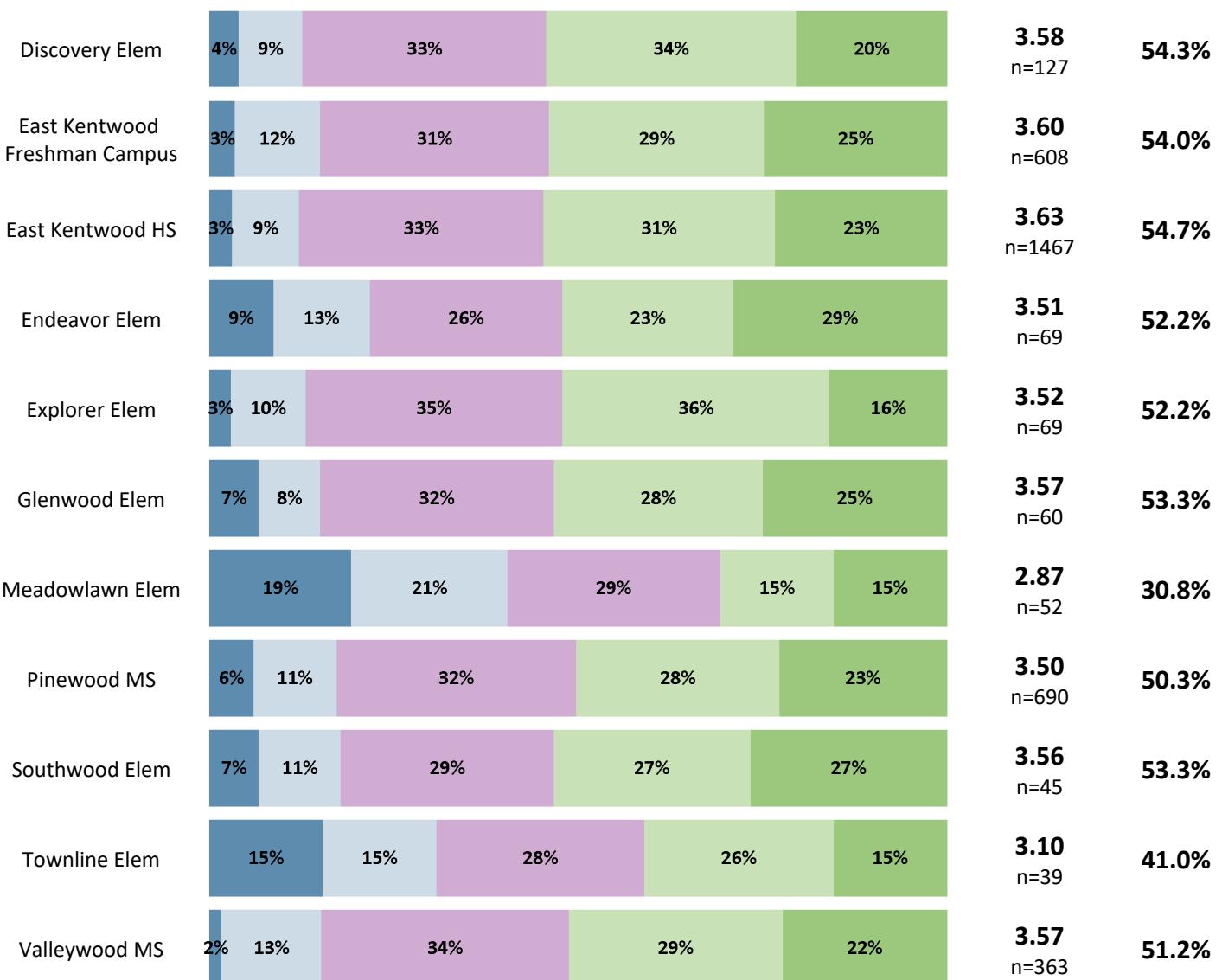
Social-Emotional Learning - Self-Awareness



Are your thoughts mostly helpful? For example, thoughts that make you feel confident and happy, instead of thoughts that make you feel worried and sad.

Social-Emotional Learning - Self-Awareness







Are your thoughts mostly helpful? For example, thoughts that make you feel confident and happy, instead of thoughts that make you feel worried and sad.

Social-Emotional Learning - Self-Awareness

Almost Never

Rarely

Sometimes

Often

Almost Always

Race

Average

% Positive





Are you able to stay calm when things are going wrong for you?

Social-Emotional Learning - Self-Management

Almost Never

Rarely

Sometimes

Often

Almost Always

All Students

Average

% Positive

All Students

4%

6%

29%

34%

27%

3.74
n=4445

60.9%

Are you able to stay calm when things are going wrong for you?

Social-Emotional Learning - Self-Management

Almost Never

Rarely

Sometimes

Often

Almost Always

Grade Level

Average

% Positive

5th Grade

5%

8%

39%

27%

21%

3.50
n=636

47.6%

6th Grade

5%

7%

27%

36%

24%

3.68
n=573

60.6%

7th Grade

3%

6%

31%

36%

24%

3.73
n=566

60.6%

8th Grade

4%

9%

28%

35%

24%

3.66
n=505

59.0%

9th Grade

3%

7%

27%

35%

28%

3.79
n=611

63.2%

10th Grade

3%

6%

28%

36%

26%

3.76
n=570

62.3%

11th Grade

3%

3%

27%

37%

30%

3.89
n=527

67.2%

12th Grade

4%

3%

24%

33%

37%

3.97
n=457

69.8%





Are you able to stay calm when things are going wrong for you?

Social-Emotional Learning - Self-Management

Almost Never

Rarely

Sometimes

Often

Almost Always



Are you able to stay calm when things are going wrong for you?

Social-Emotional Learning - Self-Management

Almost Never

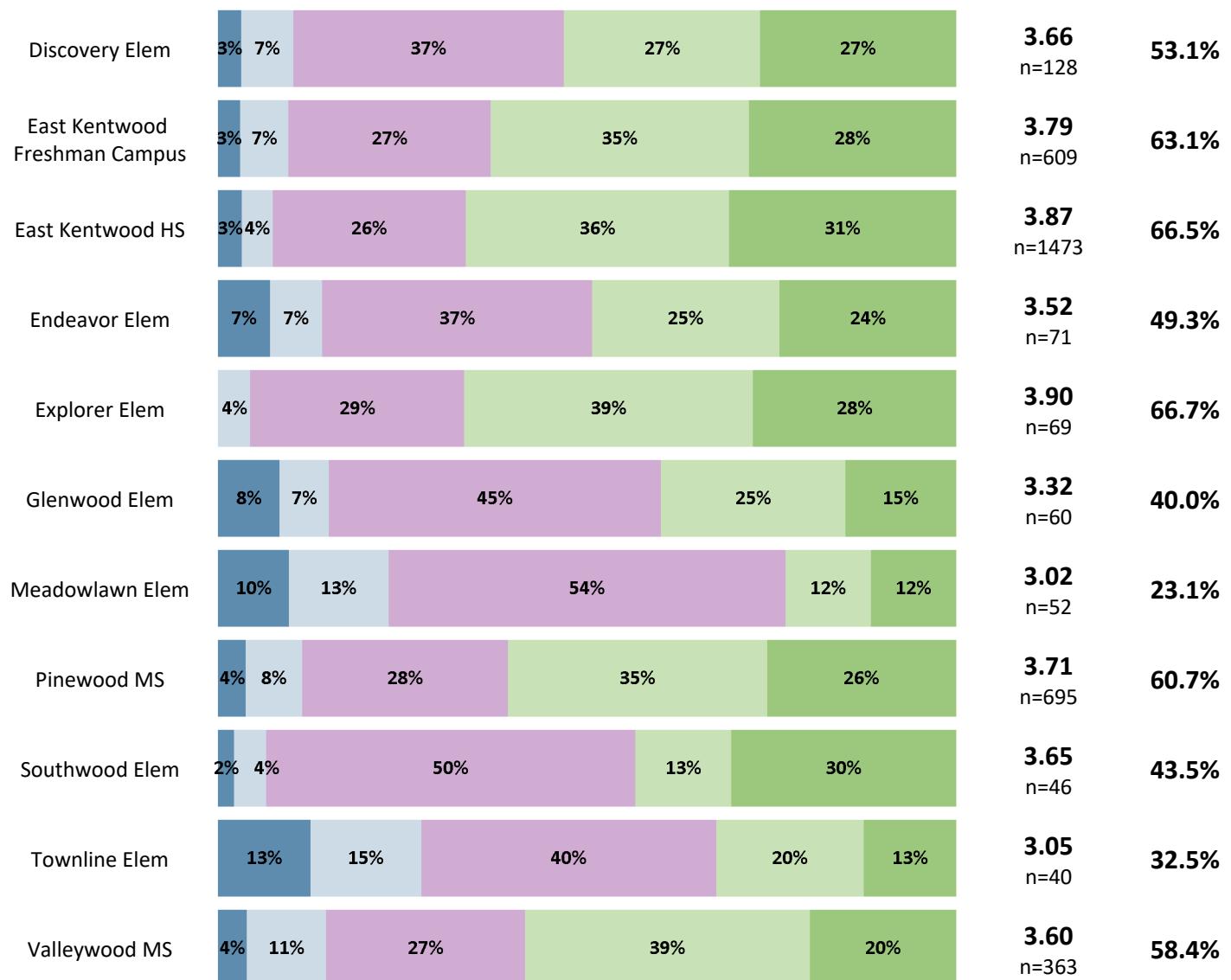
Rarely

Sometimes

Often

Almost Always







Are you able to stay calm when things are going wrong for you?

Social-Emotional Learning - Self-Management

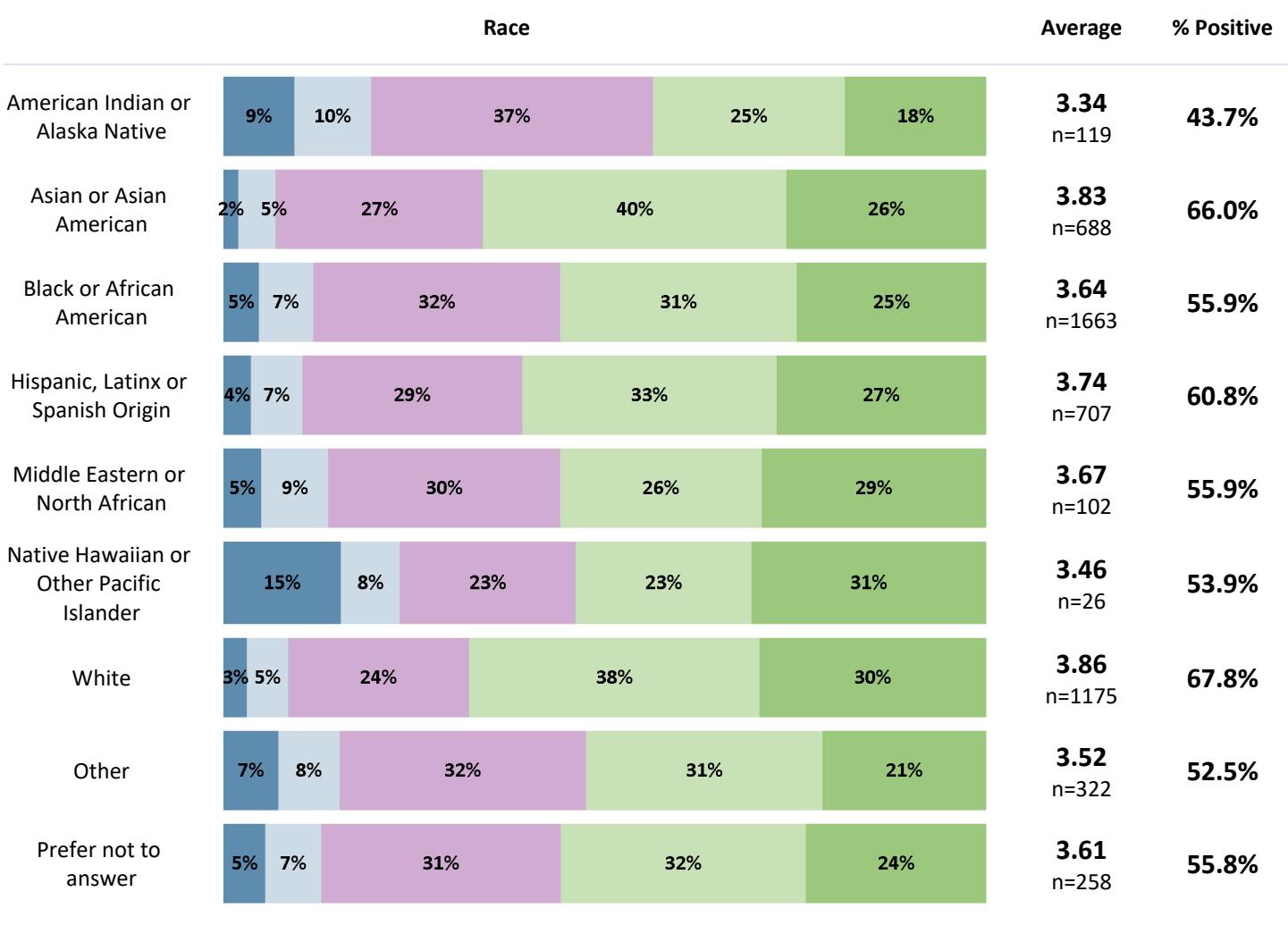
Almost Never

Rarely

Sometimes

Often

Almost Always





Are you able to control your emotions when you need to?

Social-Emotional Learning - Self-Management

Almost Never

Rarely

Sometimes

Often

Almost Always

All Students

Average

% Positive

All Students

3% 6%

23%

34%

34%

3.91
n=4424

68.2%

Are you able to control your emotions when you need to?

Social-Emotional Learning - Self-Management

Almost Never

Rarely

Sometimes

Often

Almost Always

Grade Level

Average

% Positive

5th Grade

4% 8%

28%

34%

26%

3.70
n=635

60.0%

6th Grade

3% 10%

25%

27%

36%

3.83
n=569

62.9%

7th Grade

3% 5%

25%

35%

32%

3.90
n=567

67.6%

8th Grade

3% 8%

22%

34%

33%

3.86
n=502

66.9%

9th Grade

2% 6%

20%

36%

36%

3.98
n=609

71.8%

10th Grade

3% 6%

21%

36%

35%

3.95
n=565

71.0%

11th Grade

2% 4%

21%

38%

36%

4.03
n=521

74.1%

12th Grade

2% 3%

21%

33%

41%

4.08
n=456

73.9%





Are you able to control your emotions when you need to?

Social-Emotional Learning - Self-Management

Almost Never

Rarely

Sometimes

Often

Almost Always



Are you able to control your emotions when you need to?

Social-Emotional Learning - Self-Management

Almost Never

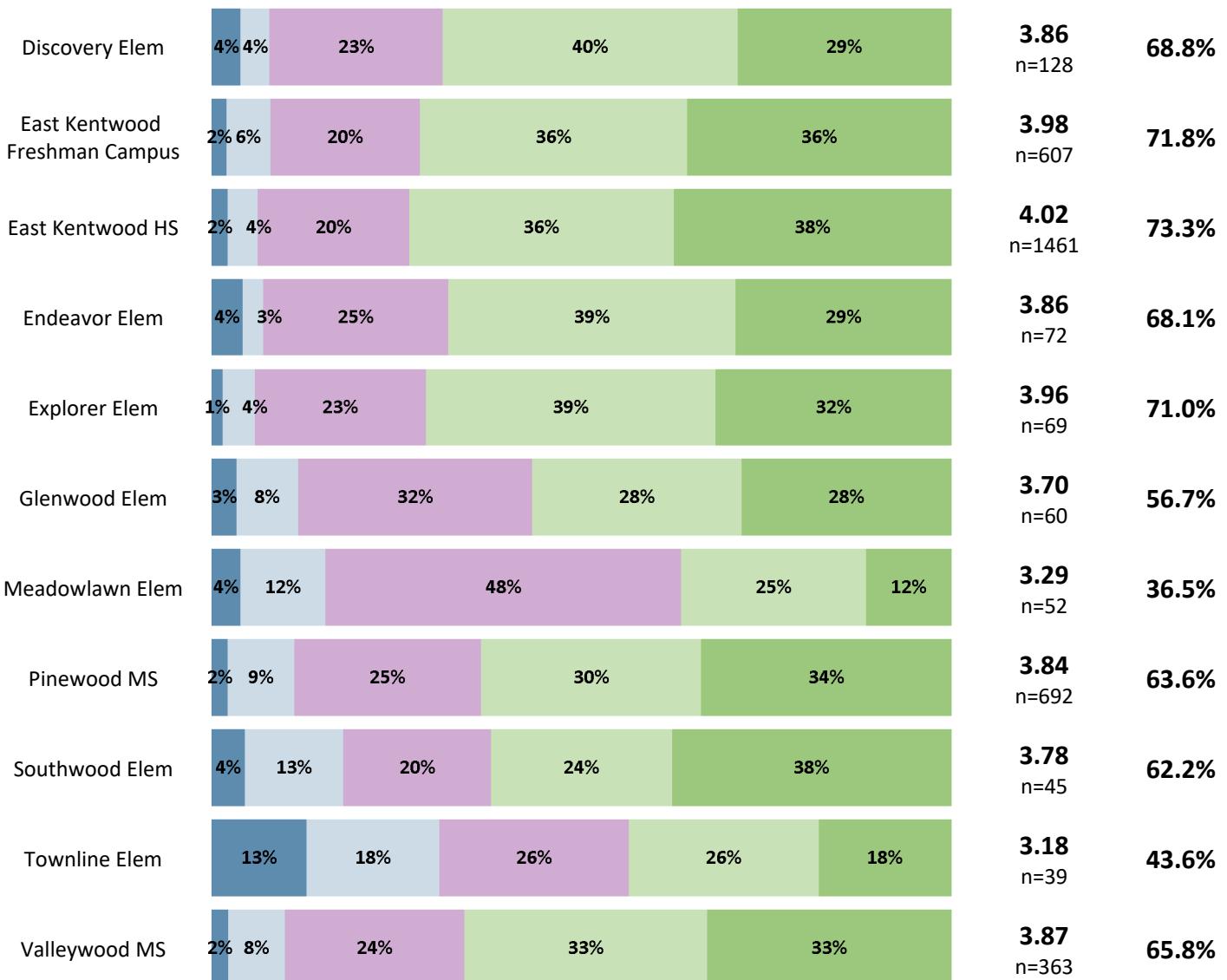
Rarely

Sometimes

Often

Almost Always







Are you able to control your emotions when you need to?

Social-Emotional Learning - Self-Management

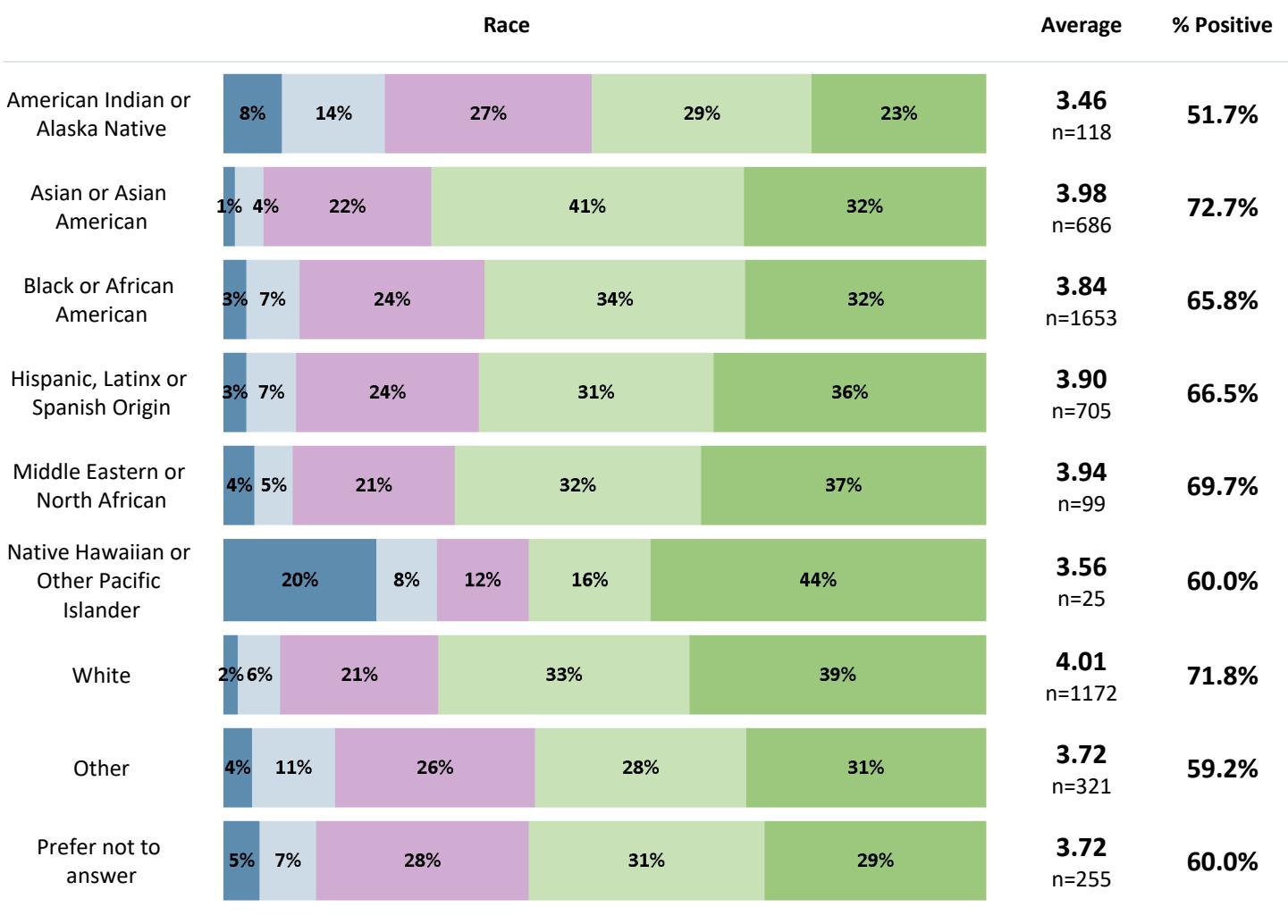
Almost Never

Rarely

Sometimes

Often

Almost Always





Are you able to stay calm when people around you are angry?

Social-Emotional Learning - Self-Management

Almost Never

Rarely

Sometimes

Often

Almost Always

All Students

Average

% Positive

All Students

3%

6%

21%

31%

39%

3.96

n=4421

70.2%

Are you able to stay calm when people around you are angry?

Social-Emotional Learning - Self-Management

Almost Never

Rarely

Sometimes

Often

Almost Always

Grade Level

Average

% Positive

5th Grade

6%

8%

16%

29%

42%

3.92

n=635

70.4%

6th Grade

4%

7%

19%

26%

44%

3.99

n=568

70.3%

7th Grade

2%

7%

18%

32%

40%

4.02

n=564

72.9%

8th Grade

4%

6%

21%

33%

36%

3.89

n=502

68.5%

9th Grade

3%

4%

20%

36%

37%

4.00

n=608

72.7%

10th Grade

2%

7%

25%

31%

35%

3.90

n=567

66.1%

11th Grade

2%

5%

24%

33%

36%

3.98

n=521

69.5%

12th Grade

3%

3%

23%

31%

40%

4.01

n=456

70.6%



Are you able to stay calm when people around you are angry?

Social-Emotional Learning - Self-Management

Almost Never

Rarely

Sometimes

Often

Almost Always

Gender

Average

% Positive



Are you able to stay calm when people around you are angry?

Social-Emotional Learning - Self-Management

Almost Never

Rarely

Sometimes

Often

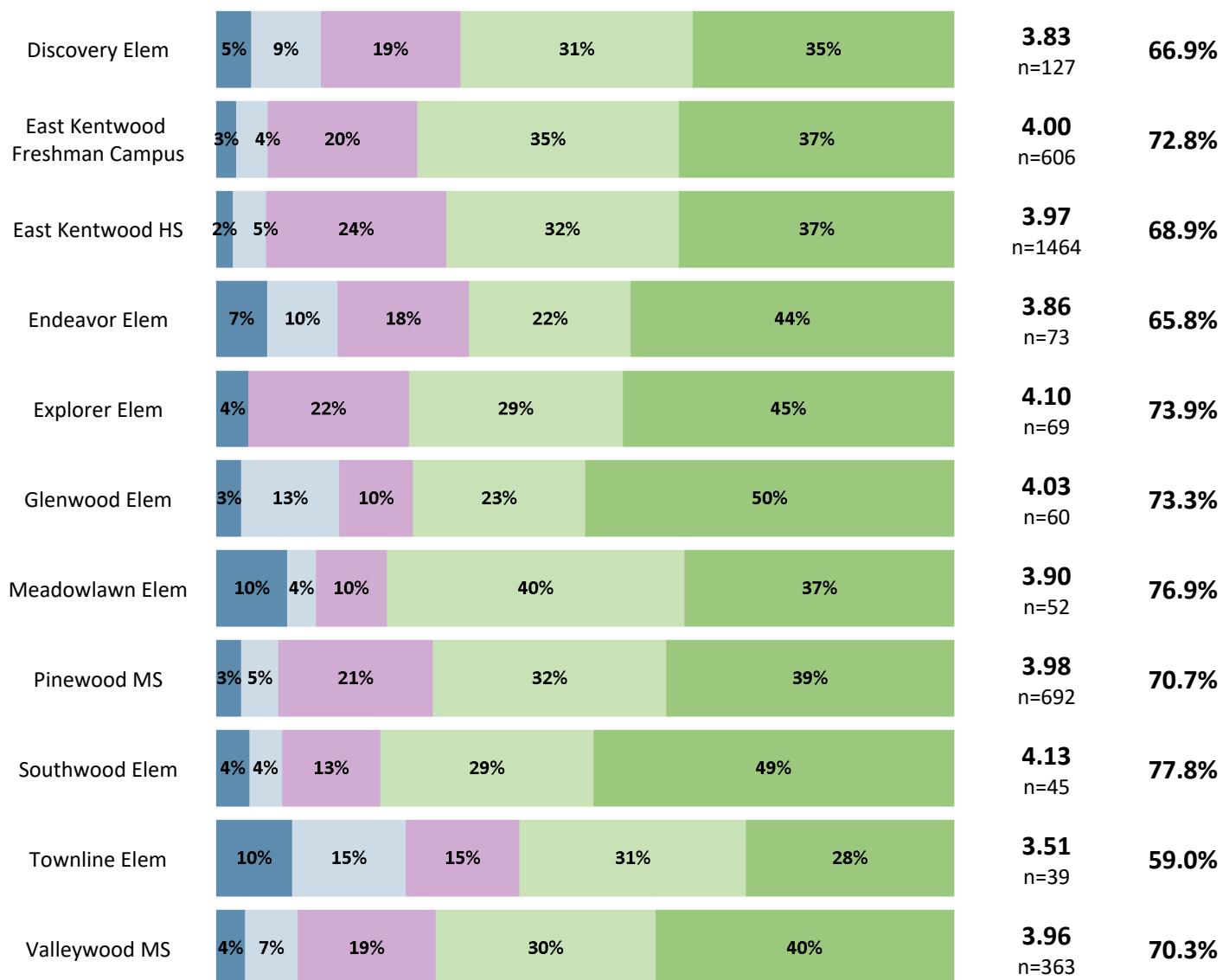
Almost Always

Building

Average

% Positive







Are you able to stay calm when people around you are angry?

Social-Emotional Learning - Self-Management





Do you care about other people's feelings?

Social-Emotional Learning - Social Awareness

Almost Never

Rarely

Sometimes

Often

Almost Always

All Students

Average

% Positive

All Students

3% 4%

19%

30%

43%

4.06
n=4431

73.5%

Do you care about other people's feelings?

Social-Emotional Learning - Social Awareness

Almost Never

Rarely

Sometimes

Often

Almost Always

Grade Level

Average

% Positive

5th Grade

3% 2%

16%

26%

53%

4.23
n=636

78.8%

6th Grade

4% 5%

19%

29%

42%

4.00
n=572

71.5%

7th Grade

3% 5%

17%

30%

46%

4.11
n=562

75.8%

8th Grade

5% 6%

20%

30%

39%

3.92
n=503

69.2%

9th Grade

2% 5%

18%

33%

42%

4.08
n=607

74.8%

10th Grade

5% 5%

21%

31%

38%

3.93
n=571

69.0%

11th Grade

2% 4%

21%

33%

39%

4.03
n=526

72.6%

12th Grade

2% 4%

19%

29%

47%

4.15
n=454

75.8%





Do you care about other people's feelings?

Social-Emotional Learning - Social Awareness

Almost Never

Rarely

Sometimes

Often

Almost Always

Gender

Average

% Positive



Do you care about other people's feelings?

Social-Emotional Learning - Social Awareness

Almost Never

Rarely

Sometimes

Often

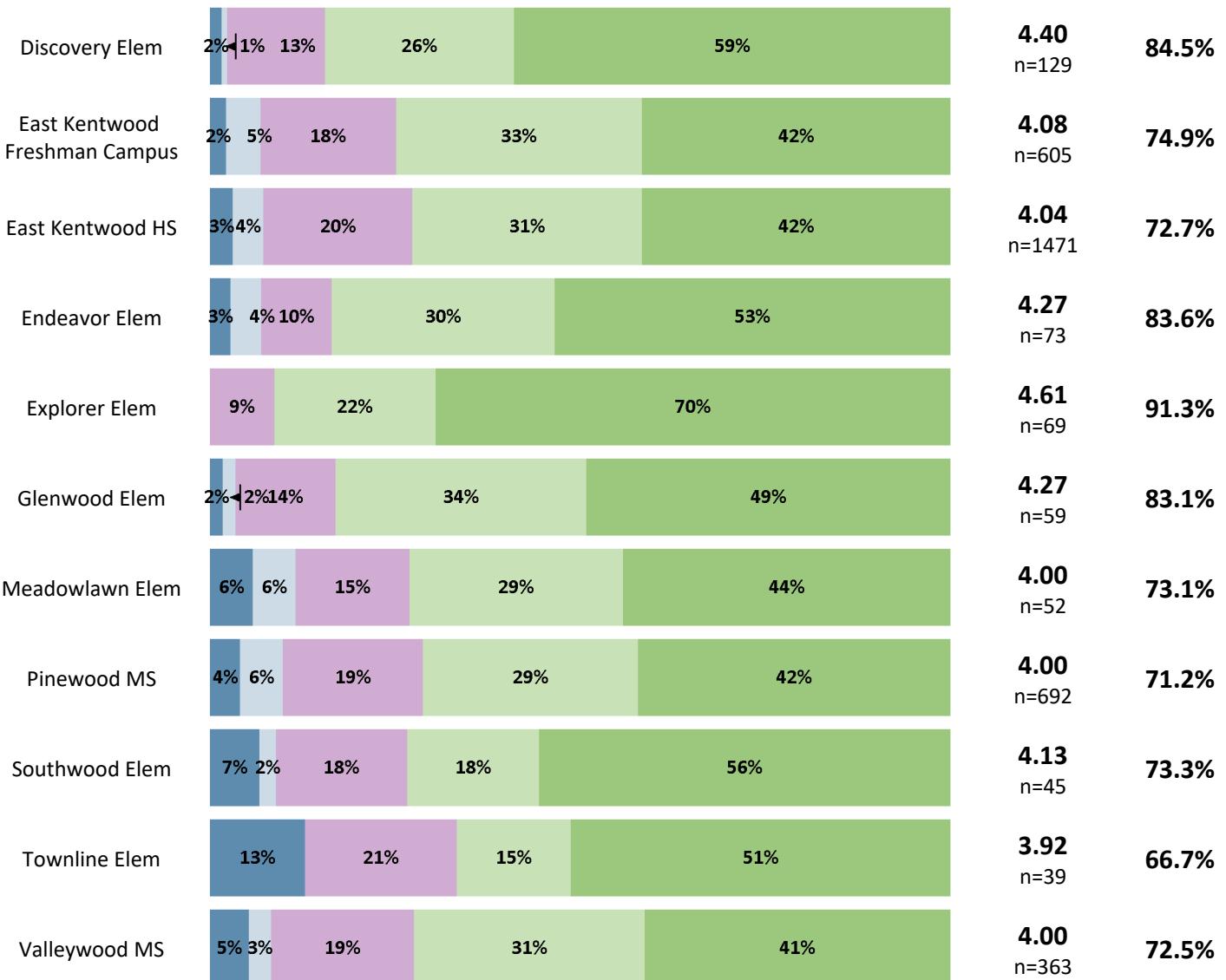
Almost Always

Building

Average

% Positive







Do you care about other people's feelings?

Social-Emotional Learning - Social Awareness

Almost Never

Rarely

Sometimes

Often

Almost Always





Do you respect other people's point of view, even if they disagree with you?

Social-Emotional Learning - Social Awareness

Almost Never

Rarely

Sometimes

Often

Almost Always

All Students

Average

% Positive

All Students

3% 4%

23%

37%

33%

3.94
n=4420

69.9%

Do you respect other people's point of view, even if they disagree with you?

Social-Emotional Learning - Social Awareness

Almost Never

Rarely

Sometimes

Often

Almost Always

Grade Level

Average

% Positive

5th Grade

3% 6%

20%

31%

39%

3.95
n=636

69.8%

6th Grade

4% 4%

22%

35%

34%

3.92
n=569

69.4%

7th Grade

2% 5%

27%

38%

28%

3.86
n=560

66.1%

8th Grade

3% 6%

23%

41%

28%

3.85
n=501

68.9%

9th Grade

2% 3%

25%

39%

31%

3.94
n=609

70.0%

10th Grade

3% 5%

25%

36%

32%

3.89
n=567

67.6%

11th Grade

3% 2%

22%

39%

34%

3.99
n=523

73.0%

12th Grade

2% 2%

20%

35%

41%

4.10
n=455

75.4%





Do you respect other people's point of view, even if they disagree with you?

Social-Emotional Learning - Social Awareness

Almost Never

Rarely

Sometimes

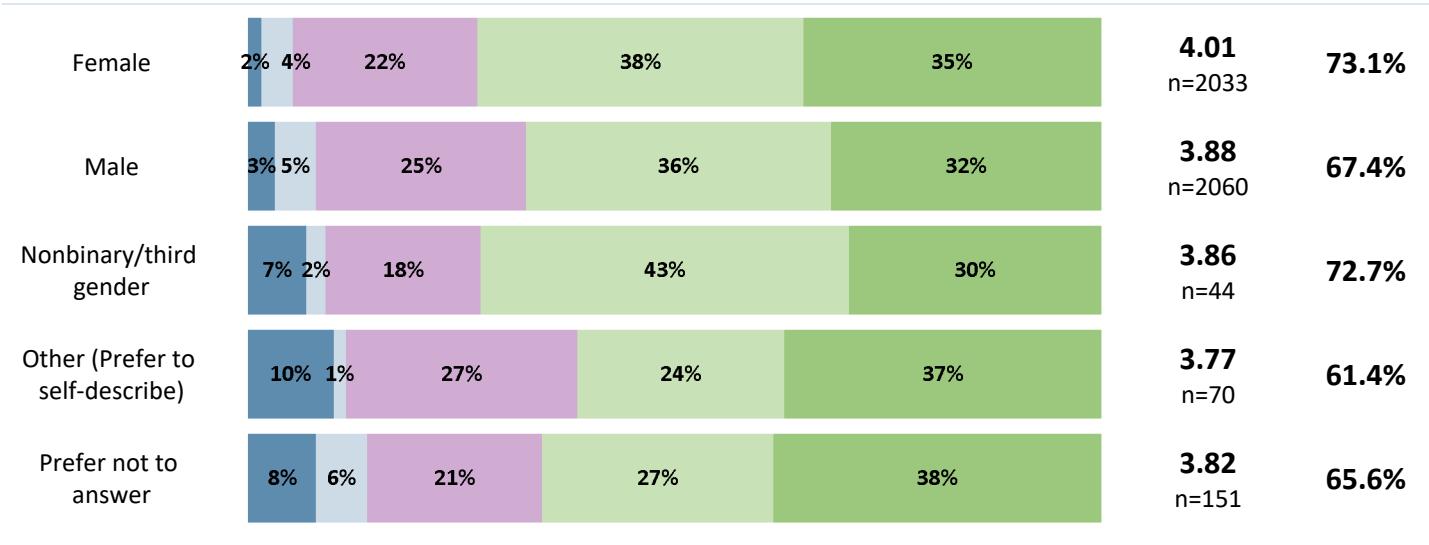
Often

Almost Always

Gender

Average

% Positive



Do you respect other people's point of view, even if they disagree with you?

Social-Emotional Learning - Social Awareness

Almost Never

Rarely

Sometimes

Often

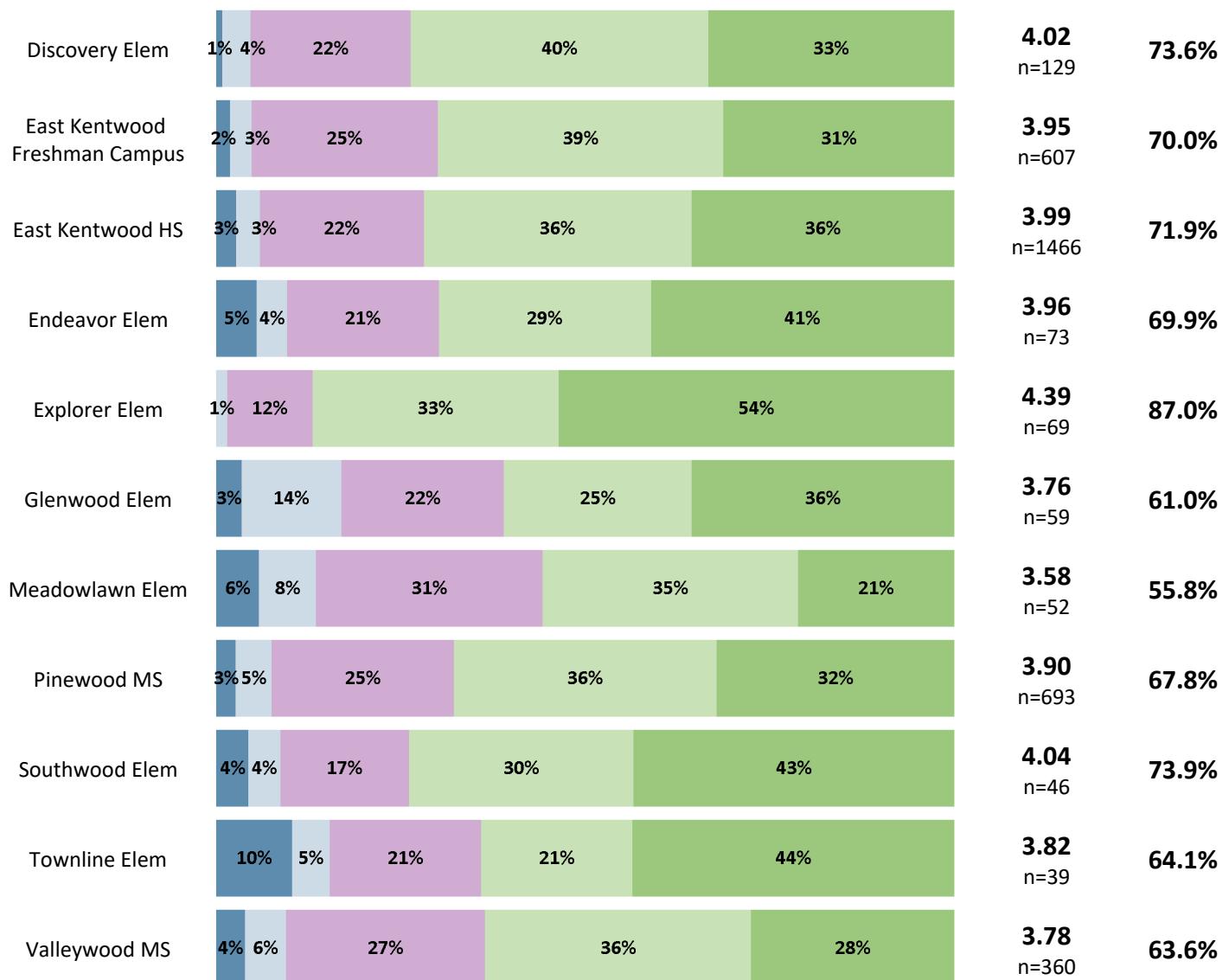
Almost Always

Building

Average

% Positive







Do you respect other people's point of view, even if they disagree with you?

Social-Emotional Learning - Social Awareness

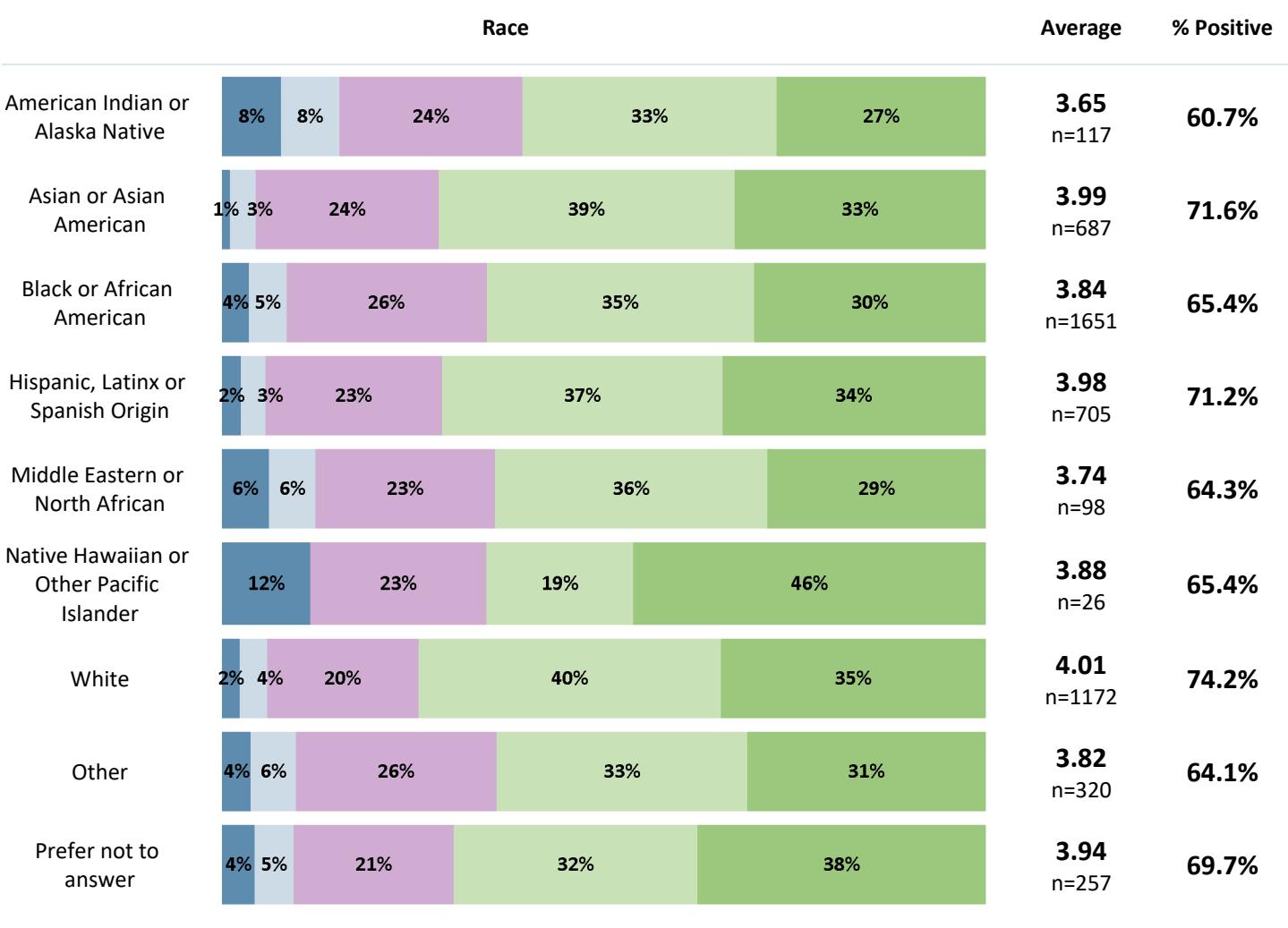
Almost Never

Rarely

Sometimes

Often

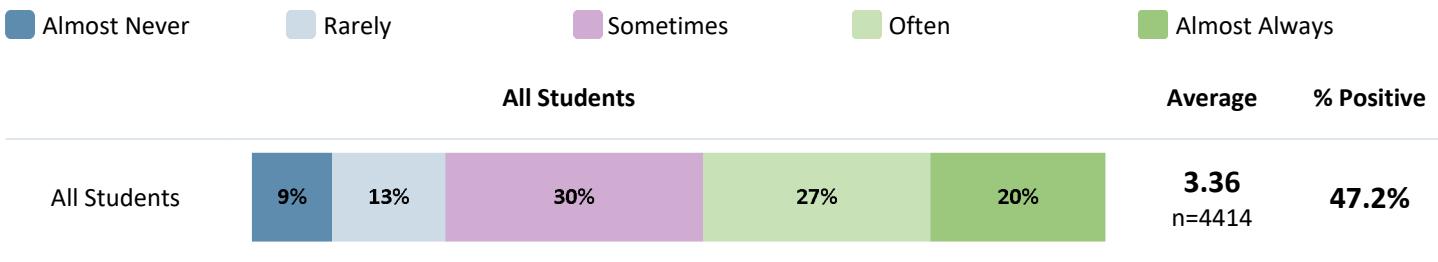
Almost Always





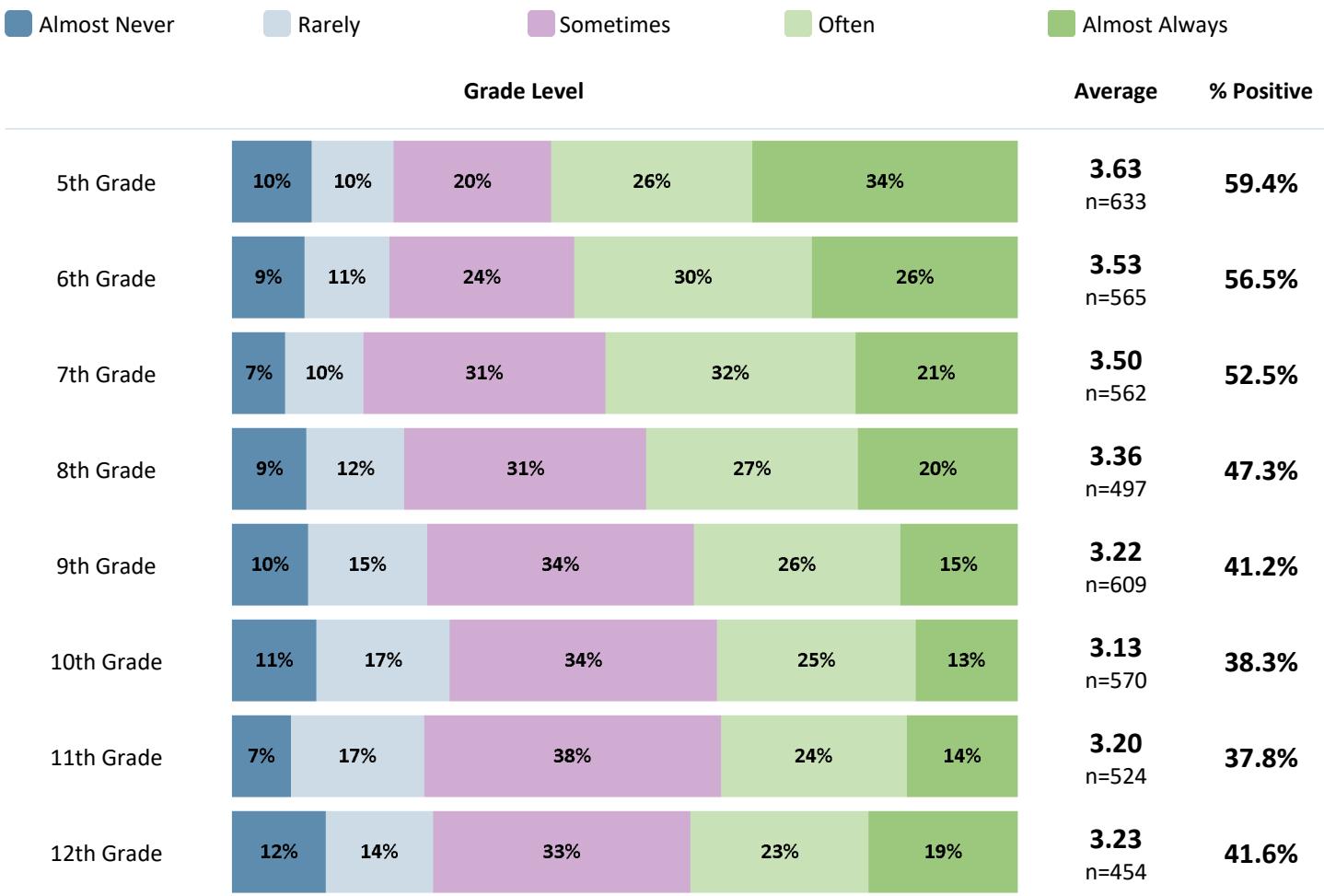
Do your teachers talk about how your actions affect others?

Student Engagement - Classroom Climate



Do your teachers talk about how your actions affect others?

Student Engagement - Classroom Climate





Do your teachers talk about how your actions affect others?

Student Engagement - Classroom Climate

Almost Never

Rarely

Sometimes

Often

Almost Always

Gender

Average

% Positive

Gender	Almost Never	Rarely	Sometimes	Often	Almost Always	Average	% Positive
Female	10%	14%	31%	25%	19%	3.29 n=2030	44.3%
Male	8%	12%	30%	29%	21%	3.42 n=2057	49.8%
Nonbinary/third gender	7%	26%	33%	19%	16%	3.12 n=43	34.9%
Other (Prefer to self-describe)	10%	15%	22%	25%	28%	3.46 n=68	52.9%
Prefer not to answer	8%	14%	26%	21%	31%	3.53 n=150	52.0%

Do your teachers talk about how your actions affect others?

Student Engagement - Classroom Climate

Almost Never

Rarely

Sometimes

Often

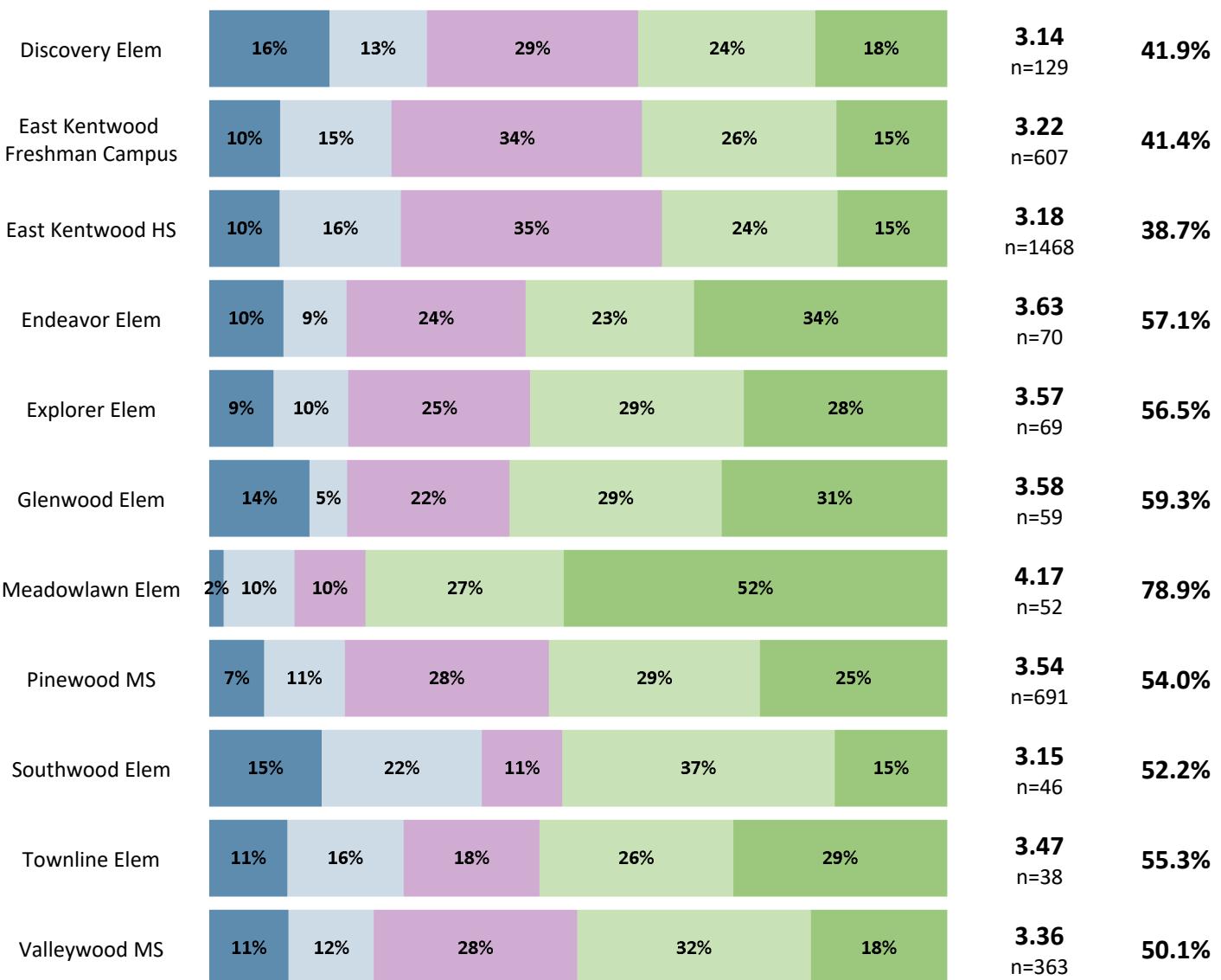
Almost Always

Building

Average

% Positive

Building	Almost Never	Rarely	Sometimes	Often	Almost Always	Average	% Positive
Bowen Elem	4%	4%	16%	23%	54%	4.21 n=57	77.2%
Brookwood Elem	3%	12%	14%	17%	53%	4.05 n=58	70.7%
Challenger Elem	11%	5%	16%	25%	42%	3.82 n=55	67.3%
Crestwood MS	8%	11%	29%	30%	22%	3.46 n=570	51.6%
Crossroads Alternative HS	18%	9%	28%	26%	20%	3.20 n=82	45.1%





Do your teachers talk about how your actions affect others?

Student Engagement - Classroom Climate

Almost Never

Rarely

Sometimes

Often

Almost Always

	Race					Average	% Positive
	Almost Never	Rarely	Sometimes	Often	Almost Always		
American Indian or Alaska Native	8%	15%	29%	27%	20%	3.36 n=118	47.5%
Asian or Asian American	8%	10%	34%	30%	18%	3.41 n=687	47.9%
Black or African American	9%	14%	29%	27%	22%	3.38 n=1655	48.5%
Hispanic, Latinx or Spanish Origin	11%	13%	30%	26%	20%	3.33 n=703	46.8%
Middle Eastern or North African	16%	13%	25%	24%	22%	3.21 n=97	45.4%
Native Hawaiian or Other Pacific Islander	25%	13%	8%	33%	21%	3.13 n=24	54.2%
White	8%	16%	32%	28%	17%	3.30 n=1168	44.8%
Other	11%	13%	26%	24%	26%	3.41 n=320	50.0%
Prefer not to answer	10%	12%	30%	25%	23%	3.38 n=257	47.9%





Do your teachers talk about ways to resolve disagreements?

Student Engagement - Classroom Climate

Almost Never

Rarely

Sometimes

Often

Almost Always

All Students

Average

% Positive

All Students

7%

12%

30%

29%

22%

3.46

n=4387

50.5%

Do your teachers talk about ways to resolve disagreements?

Student Engagement - Classroom Climate

Almost Never

Rarely

Sometimes

Often

Almost Always

Grade Level

Average

% Positive

5th Grade

6%

10%

18%

31%

35%

3.81

n=630

66.4%

6th Grade

6%

11%

26%

30%

27%

3.61

n=561

57.0%

7th Grade

4%

10%

24%

36%

25%

3.66

n=560

60.7%

8th Grade

10%

13%

30%

30%

17%

3.31

n=498

47.0%

9th Grade

8%

13%

35%

27%

17%

3.32

n=600

44.0%

10th Grade

8%

13%

37%

26%

14%

3.25

n=568

40.9%

11th Grade

6%

15%

37%

24%

17%

3.31

n=519

41.6%

12th Grade

9%

12%

36%

24%

19%

3.30

n=451

42.4%



Do your teachers talk about ways to resolve disagreements?

Student Engagement - Classroom Climate

Almost Never

Rarely

Sometimes

Often

Almost Always

Gender

Average

% Positive

Gender	Almost Never	Rarely	Sometimes	Often	Almost Always	Average	% Positive
Female	7%	13%	32%	28%	20%	3.41 n=2016	48.0%
Male	7%	11%	29%	30%	24%	3.53 n=2046	53.5%
Nonbinary/third gender	14%	11%	30%	25%	20%	3.27 n=44	45.5%
Other (Prefer to self-describe)	18%	13%	25%	19%	24%	3.18 n=67	43.3%
Prefer not to answer	6%	15%	30%	31%	19%	3.41 n=150	49.3%

Do your teachers talk about ways to resolve disagreements?

Student Engagement - Classroom Climate

Almost Never

Rarely

Sometimes

Often

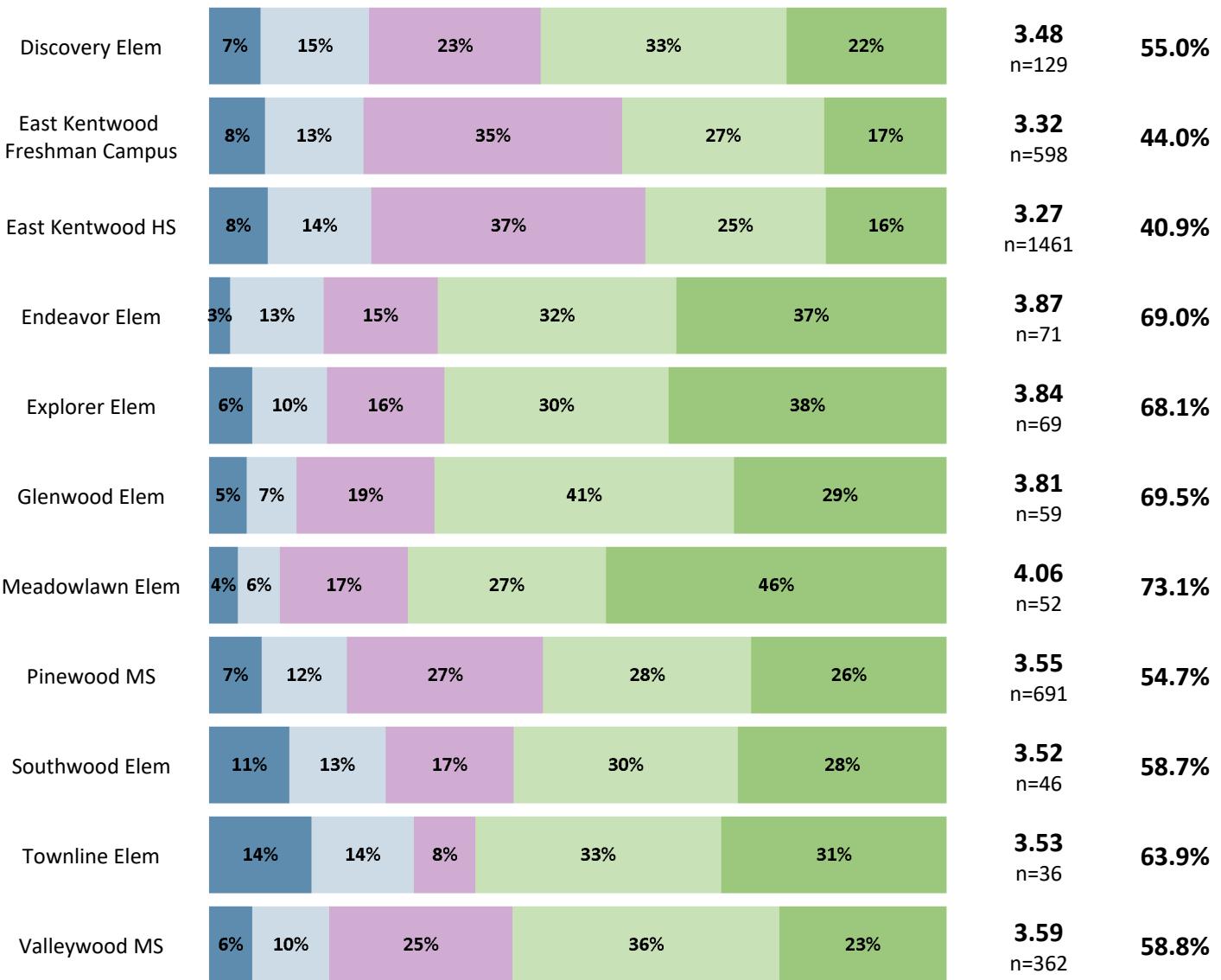
Almost Always

Building

Average

% Positive

Building	Almost Never	Rarely	Sometimes	Often	Almost Always	Average	% Positive
Bowen Elem	4%	2%	20%	29%	46%	4.13 n=56	75.0%
Brookwood Elem	2%	5%	21%	17%	55%	4.19 n=58	72.4%
Challenger Elem	4%	7%	19%	33%	37%	3.93 n=54	70.4%
Crestwood MS	7%	11%	28%	34%	20%	3.48 n=566	53.5%
Crossroads Alternative HS	8%	8%	30%	33%	22%	3.53 n=79	54.4%





Do your teachers talk about ways to resolve disagreements?

Student Engagement - Classroom Climate

Almost Never

Rarely

Sometimes

Often

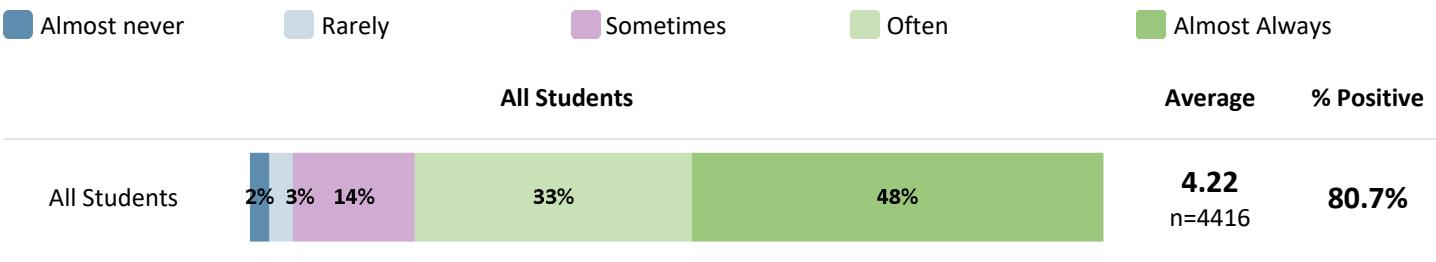
Almost Always





Do your teachers encourage you to do your best?

Student Engagement - Classroom Rigor



Do your teachers encourage you to do your best?

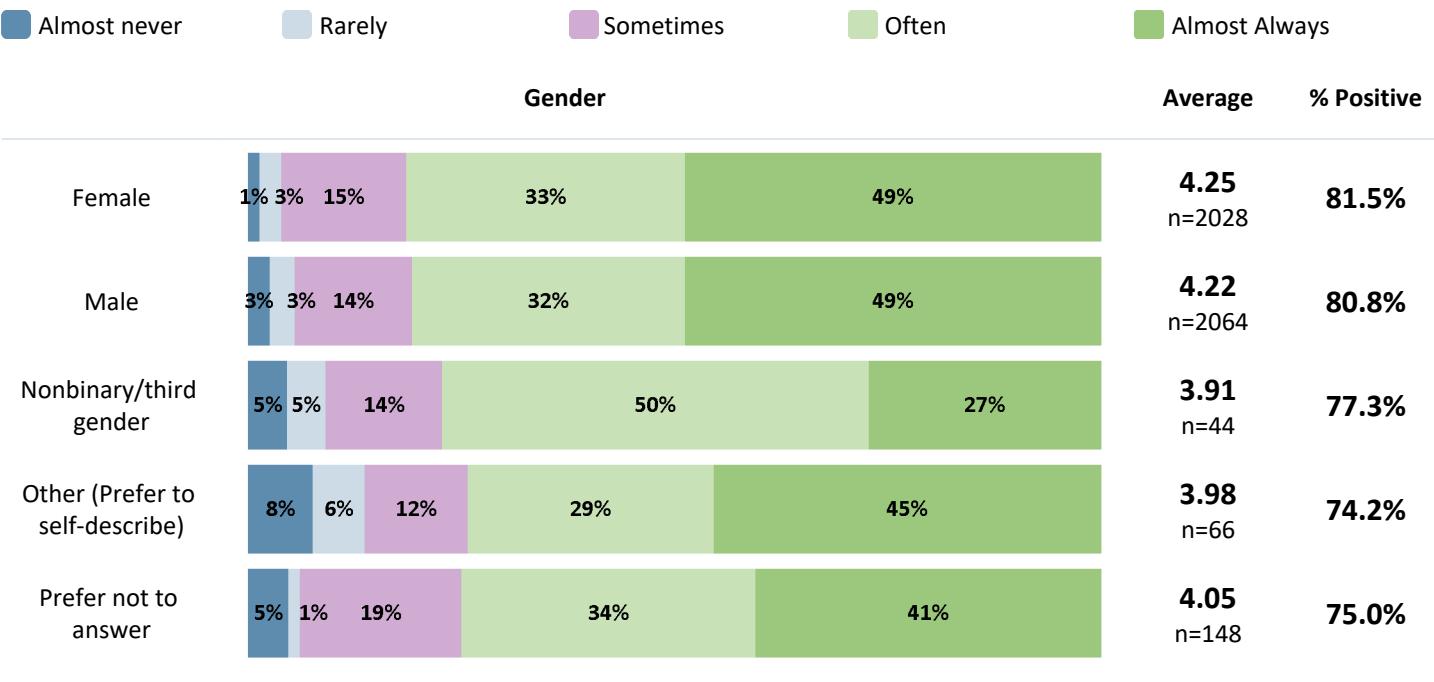
Student Engagement - Classroom Rigor





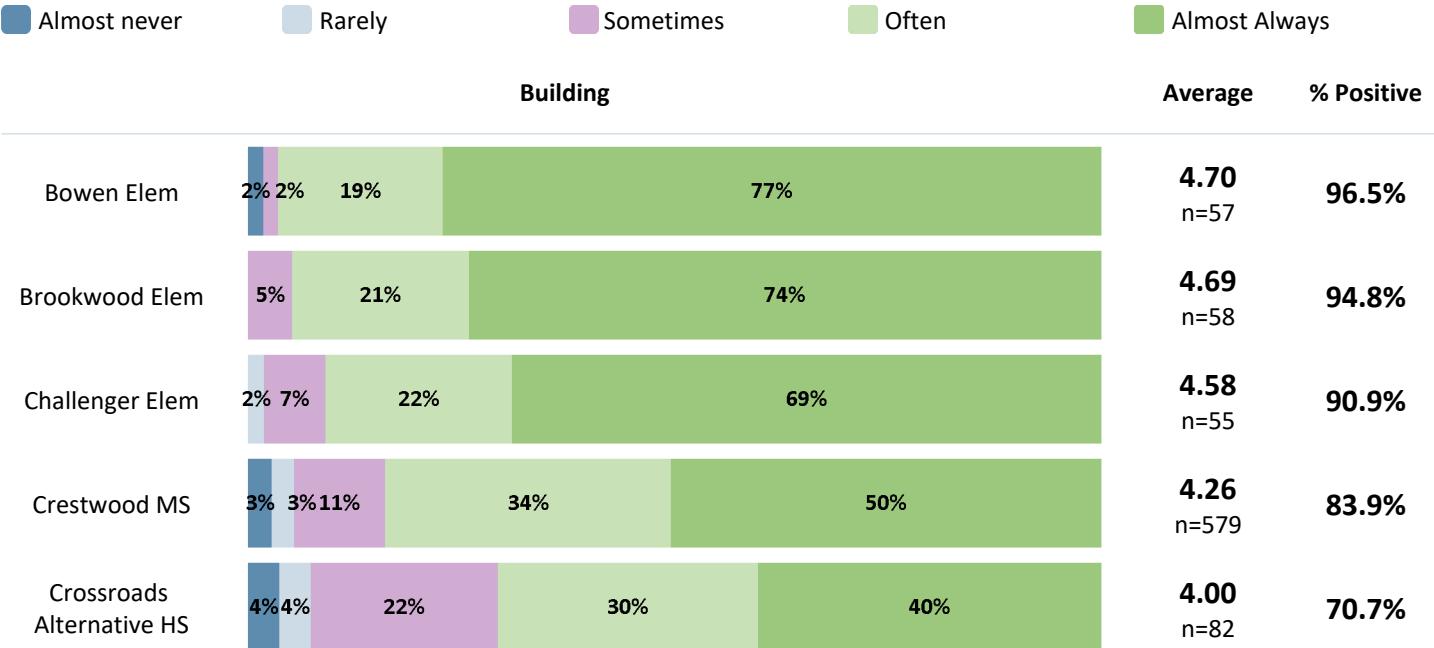
Do your teachers encourage you to do your best?

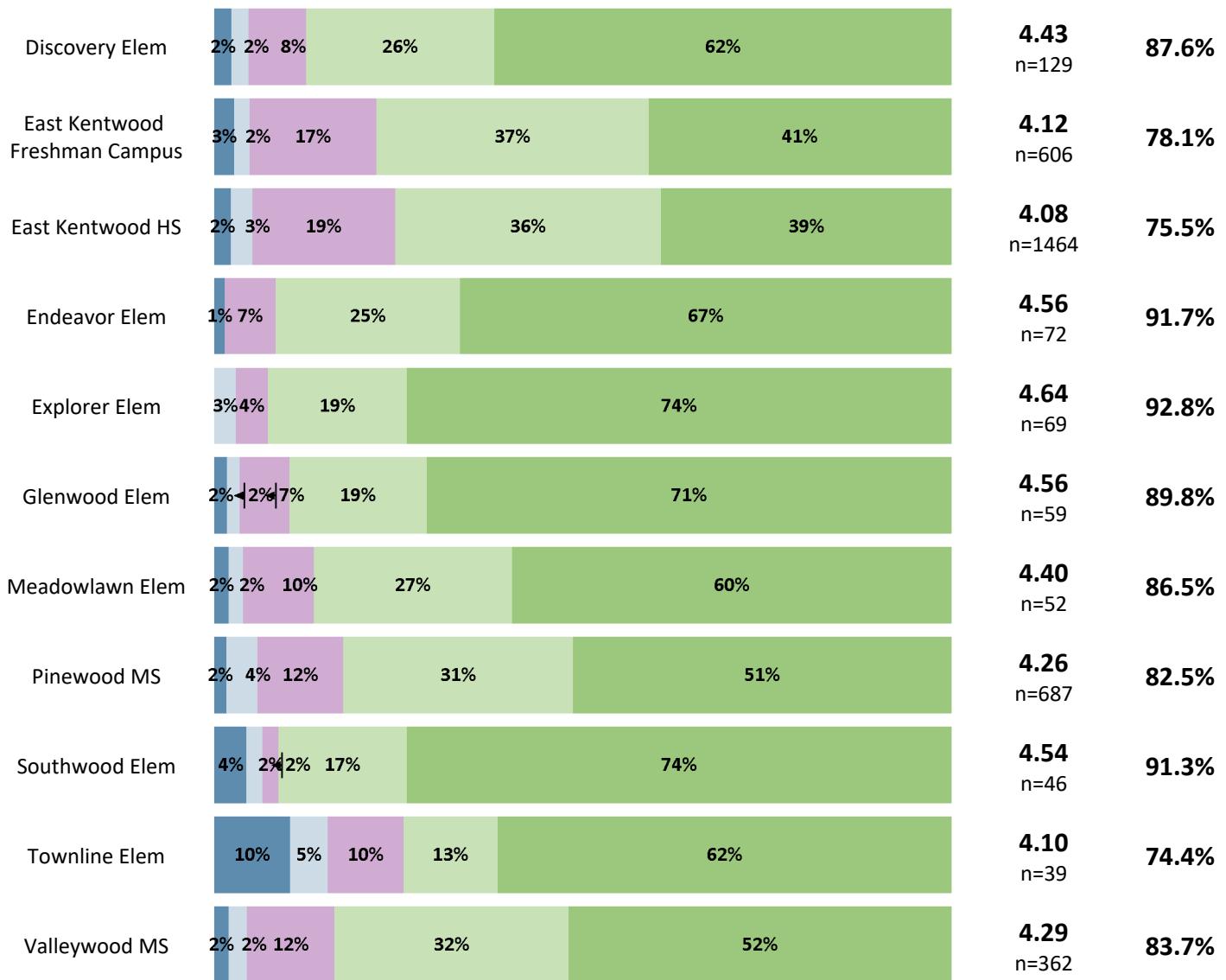
Student Engagement - Classroom Rigor



Do your teachers encourage you to do your best?

Student Engagement - Classroom Rigor







Do your teachers encourage you to do your best?

Student Engagement - Classroom Rigor

Almost never

Rarely

Sometimes

Often

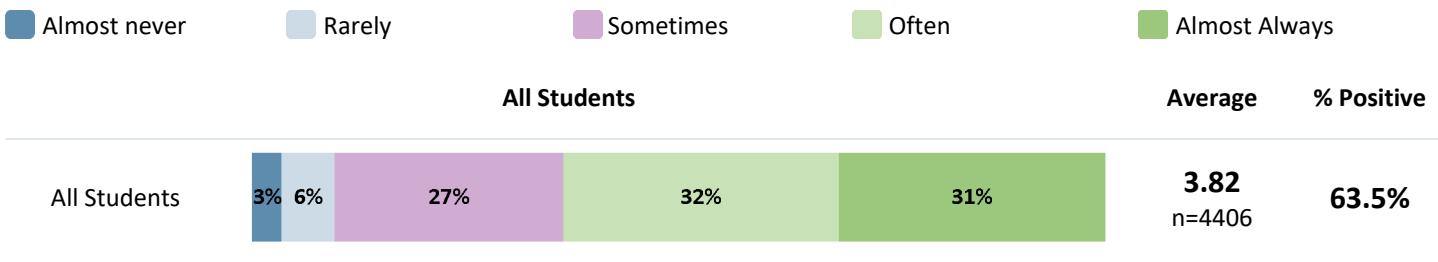
Almost Always





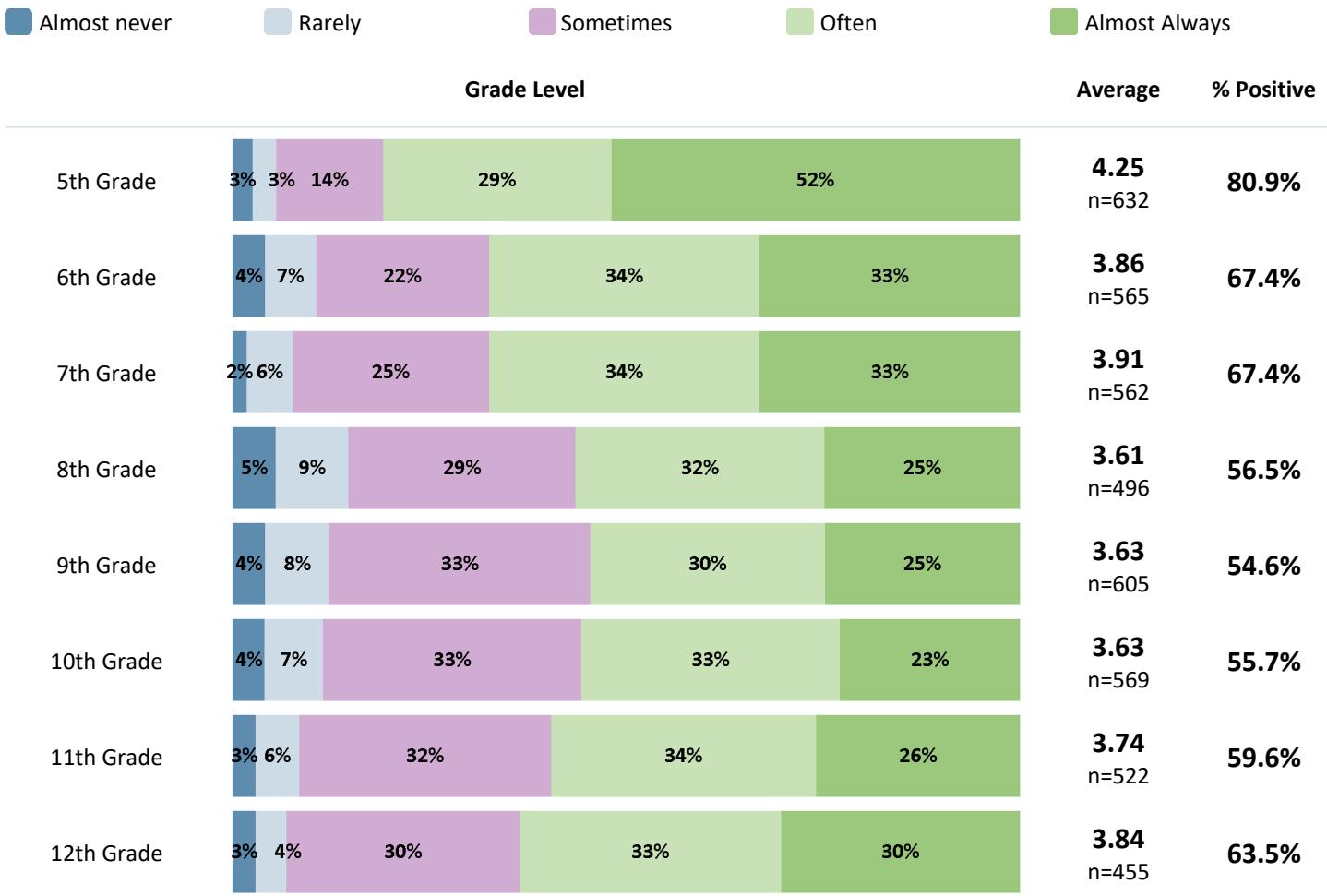
Do your teachers take time to make sure you understand the lesson?

Student Engagement - Classroom Rigor



Do your teachers take time to make sure you understand the lesson?

Student Engagement - Classroom Rigor





Do your teachers take time to make sure you understand the lesson?

Student Engagement - Classroom Rigor

Almost never

Rarely

Sometimes

Often

Almost Always



Do your teachers take time to make sure you understand the lesson?

Student Engagement - Classroom Rigor

Almost never

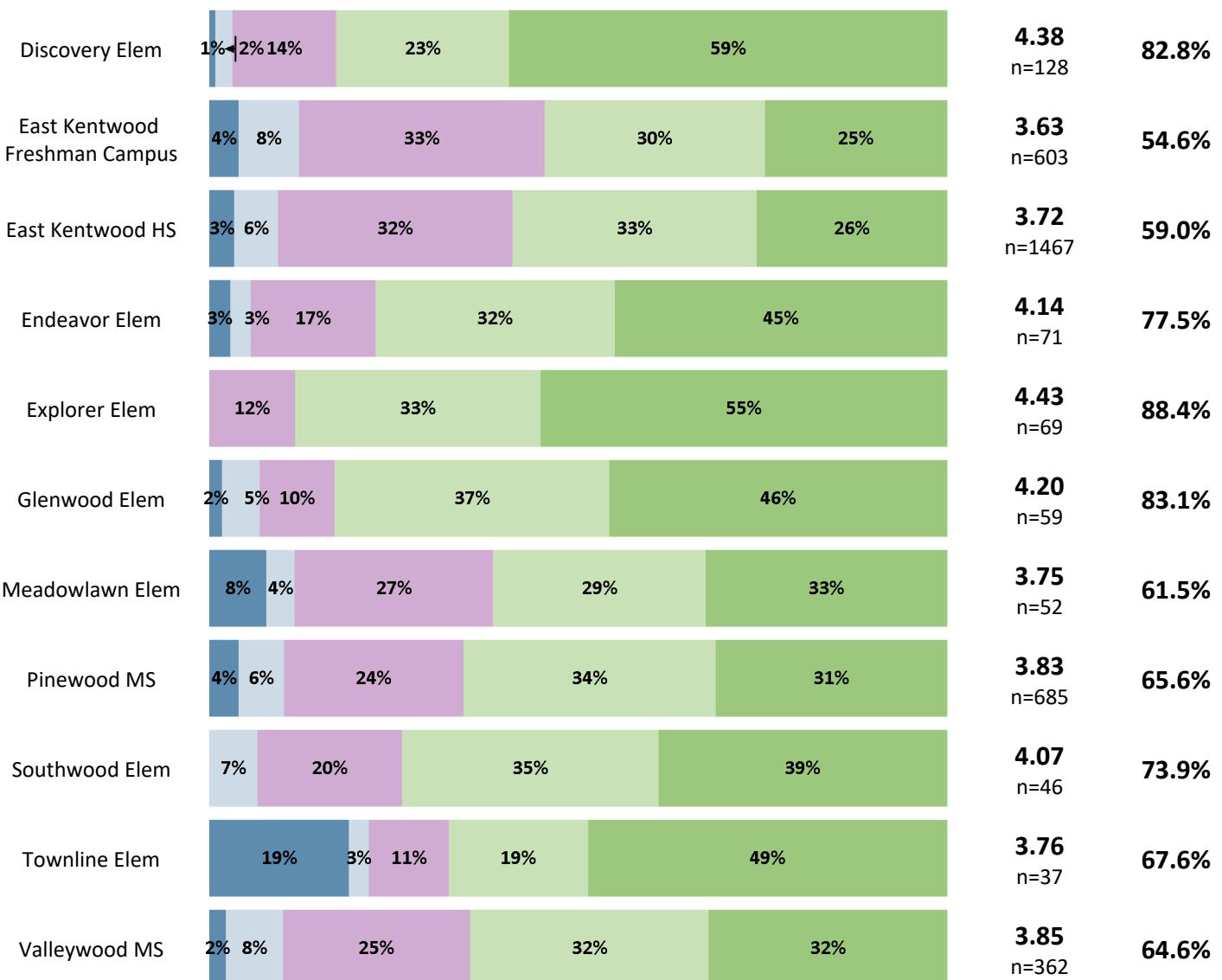
Rarely

Sometimes

Often

Almost Always







Do your teachers take time to make sure you understand the lesson?

Student Engagement - Classroom Rigor

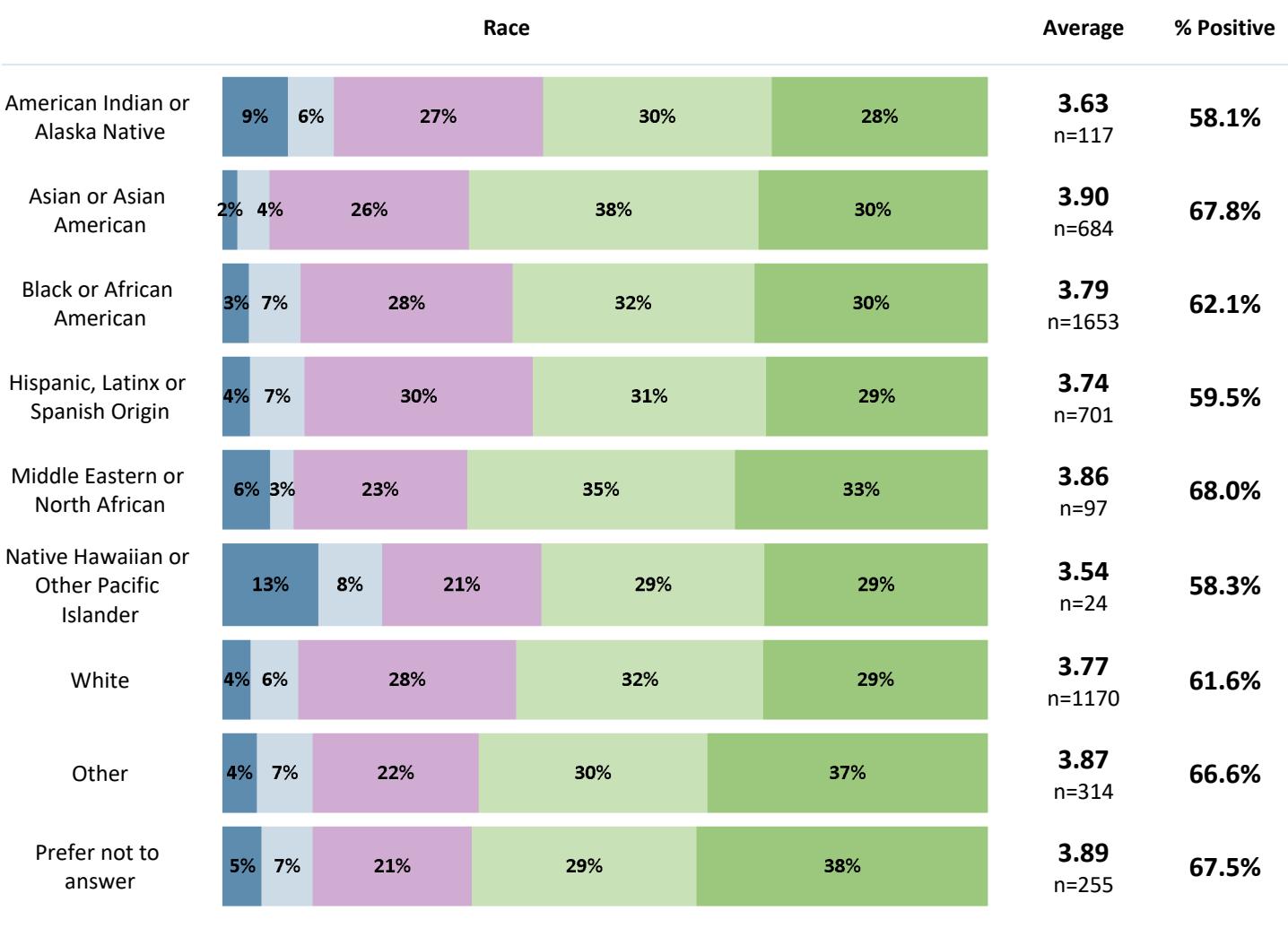
Almost never

Rarely

Sometimes

Often

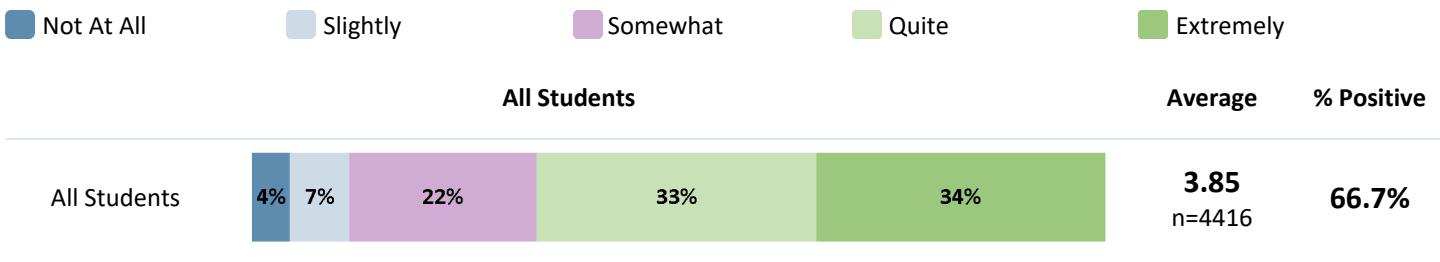
Almost Always





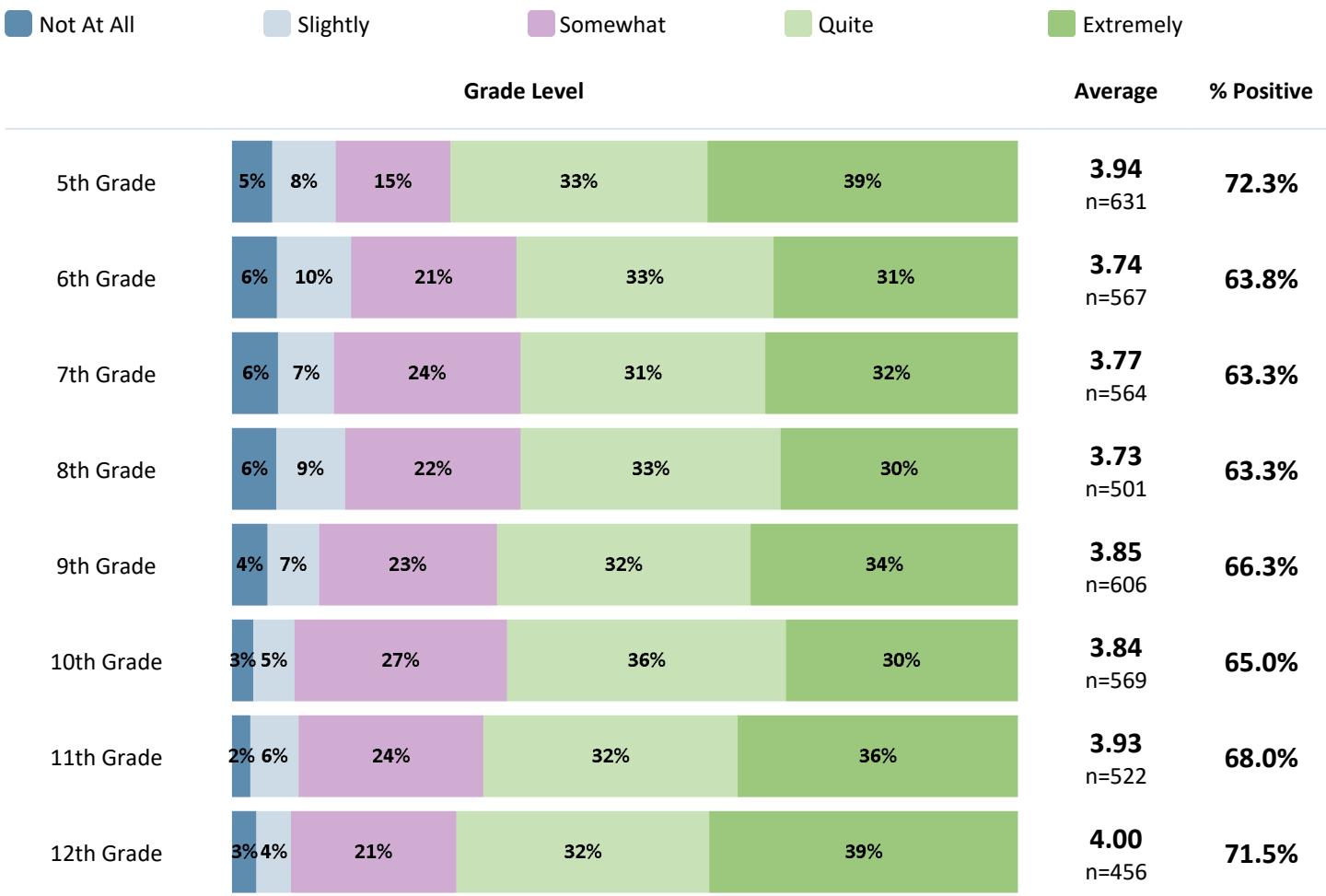
Do you feel like you can get smarter with hard work?

Student Engagement - Growth Mindset



Do you feel like you can get smarter with hard work?

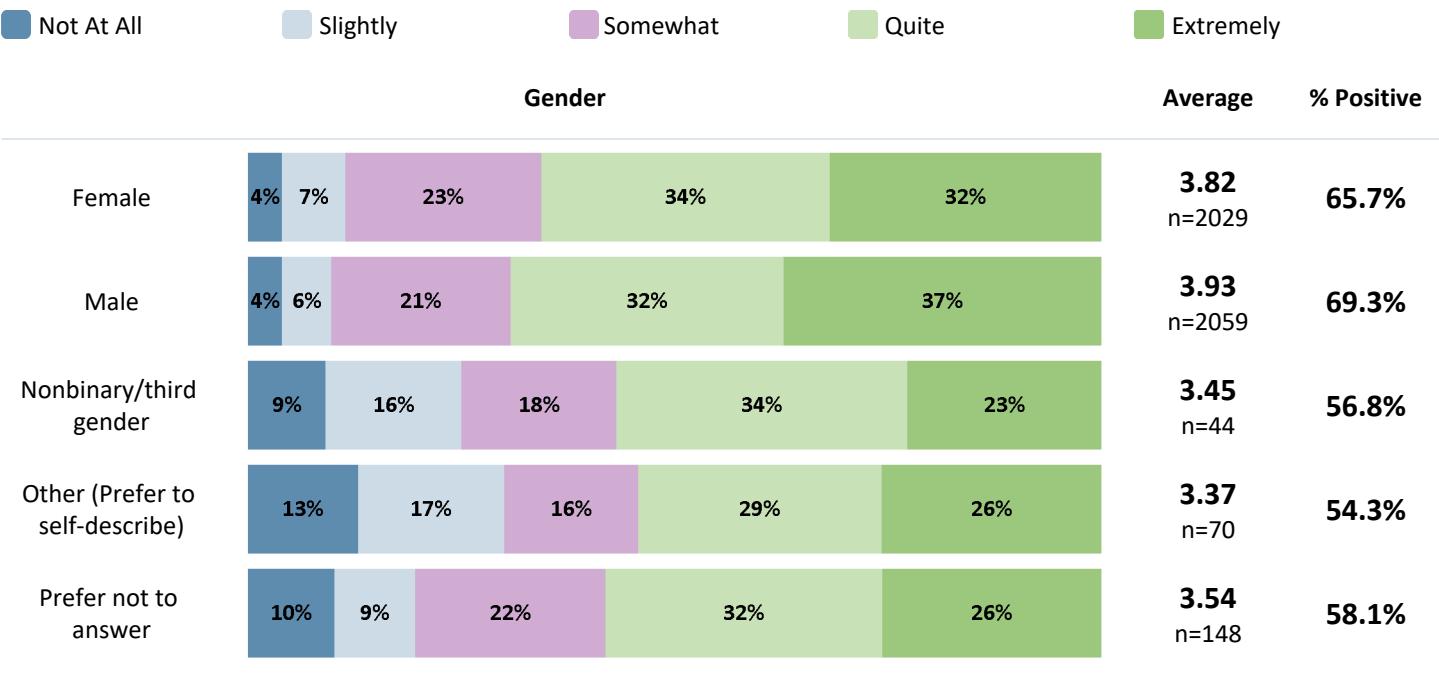
Student Engagement - Growth Mindset





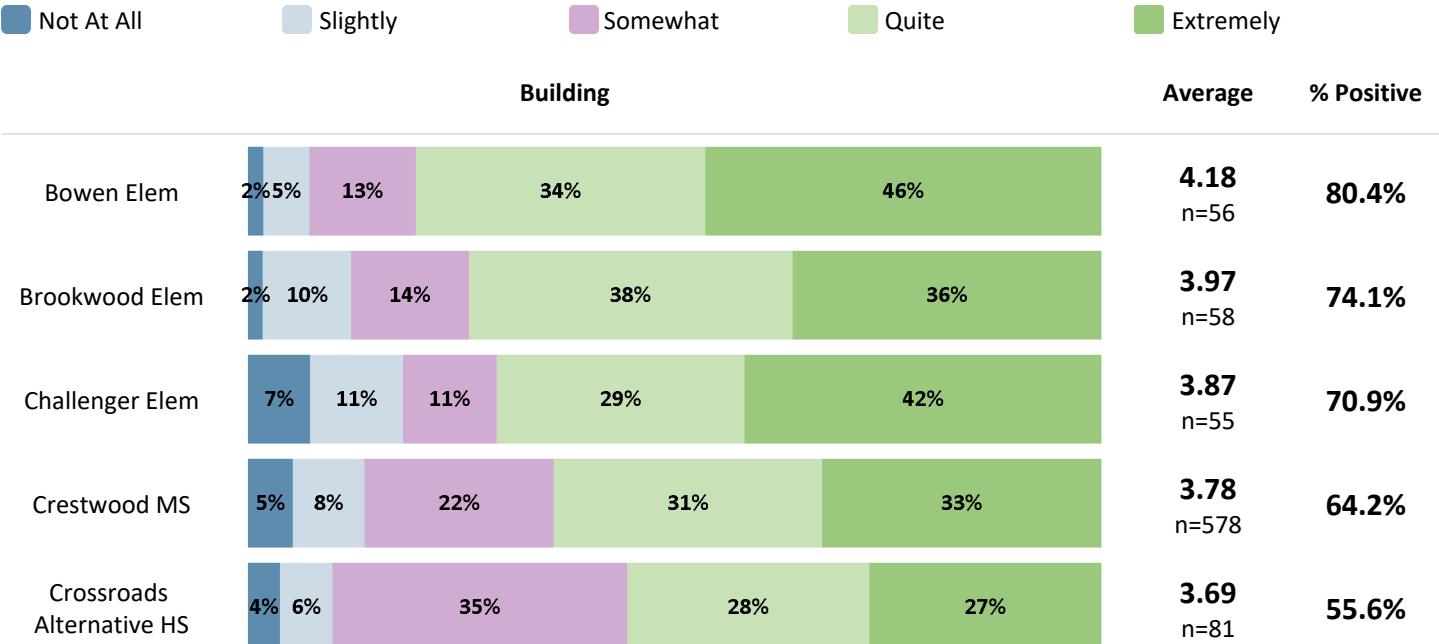
Do you feel like you can get smarter with hard work?

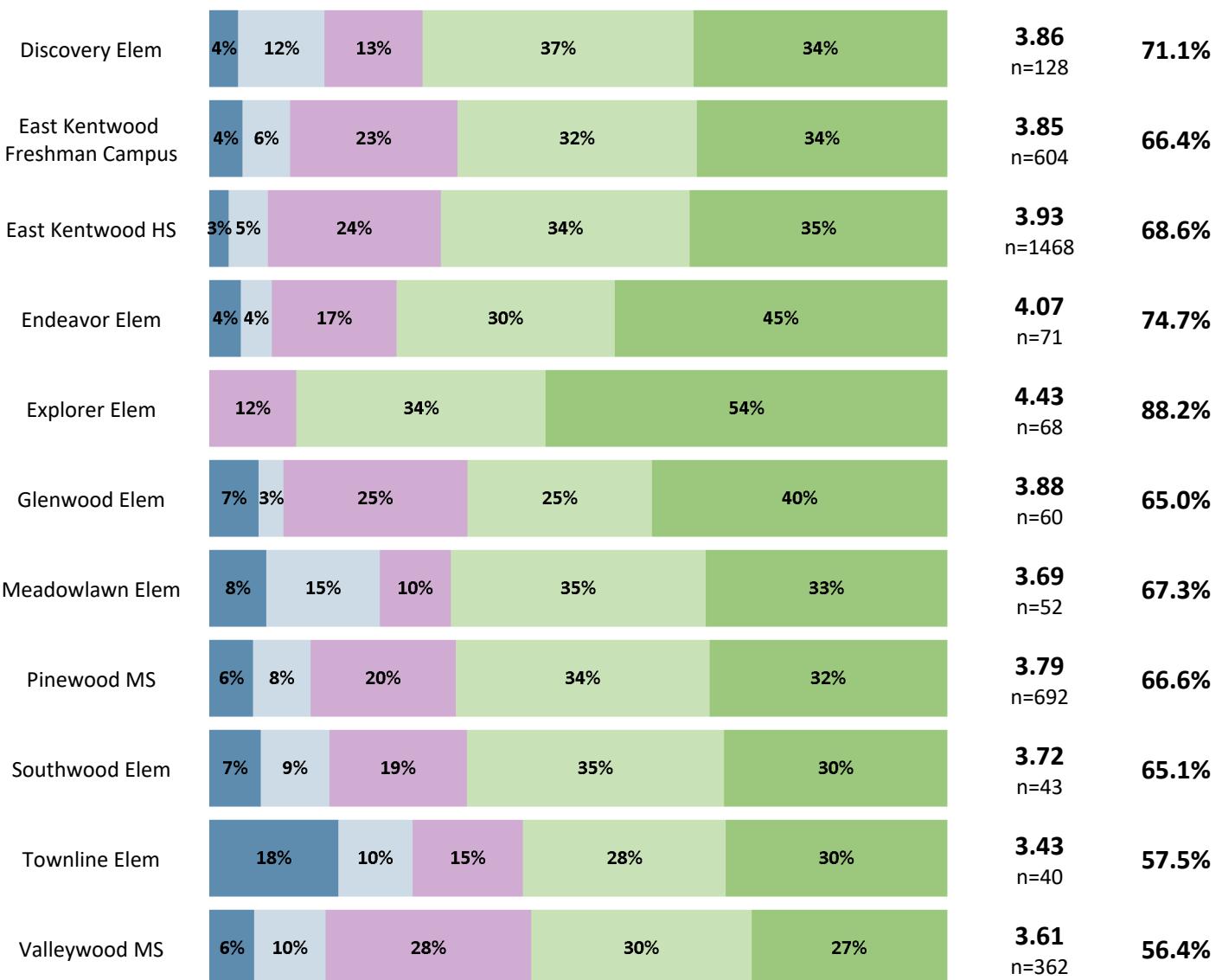
Student Engagement - Growth Mindset



Do you feel like you can get smarter with hard work?

Student Engagement - Growth Mindset







Do you feel like you can get smarter with hard work?

Student Engagement - Growth Mindset

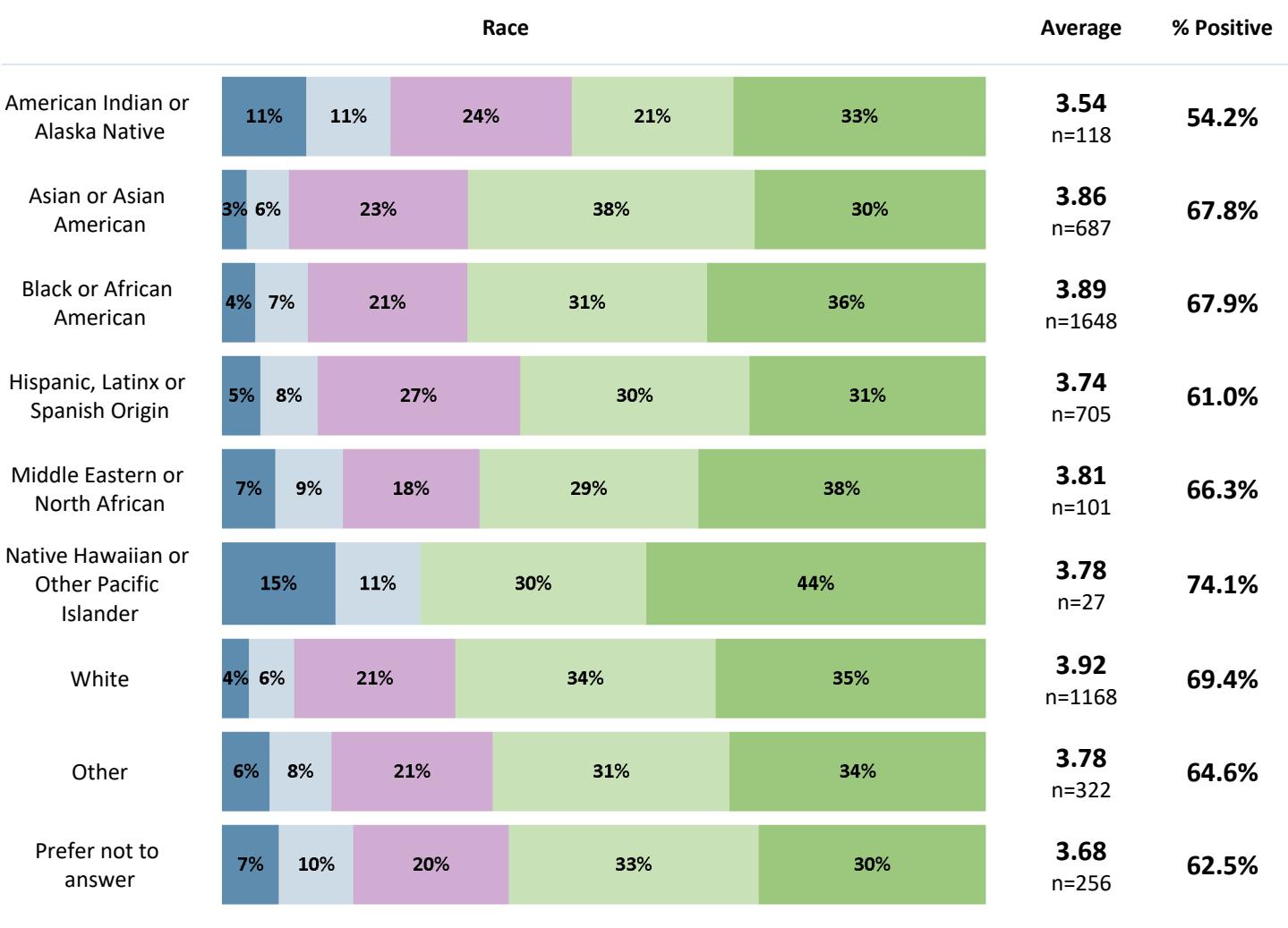
Not At All

Slightly

Somewhat

Quite

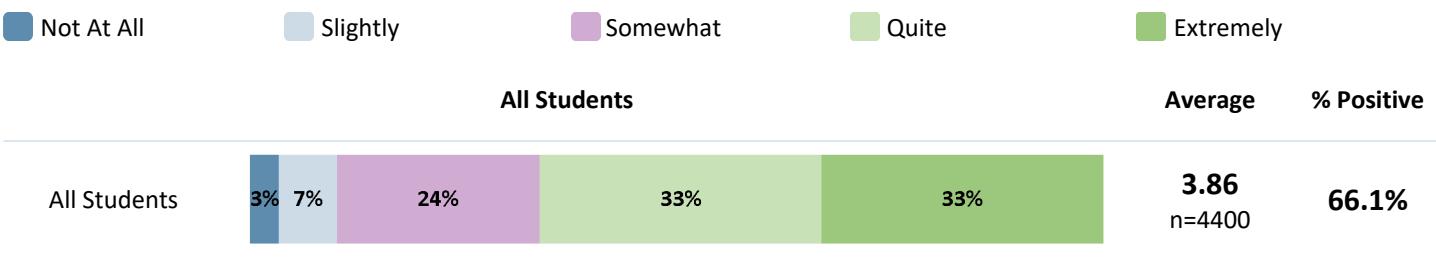
Extremely





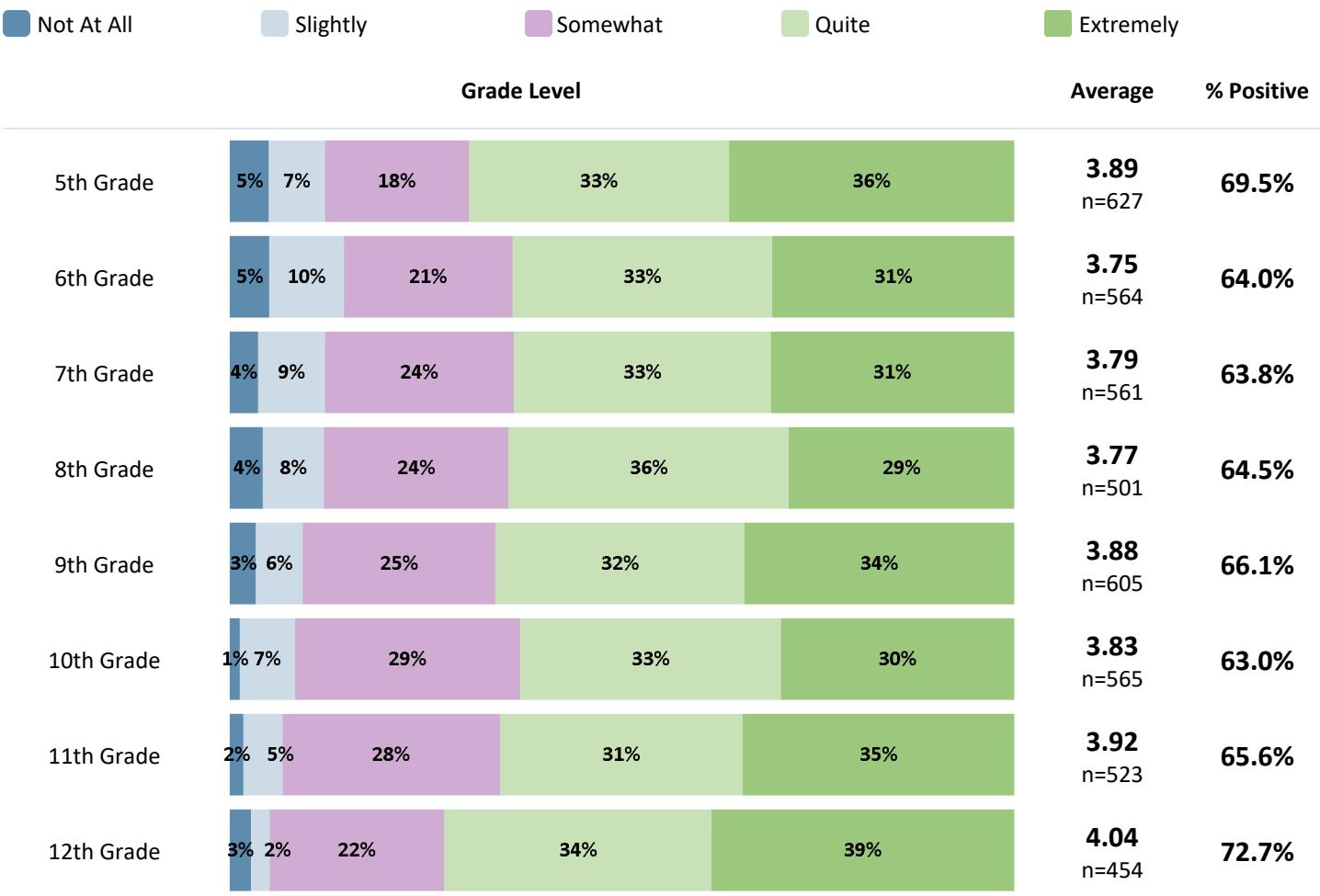
Do you feel like you are capable of learning anything?

Student Engagement - Growth Mindset



Do you feel like you are capable of learning anything?

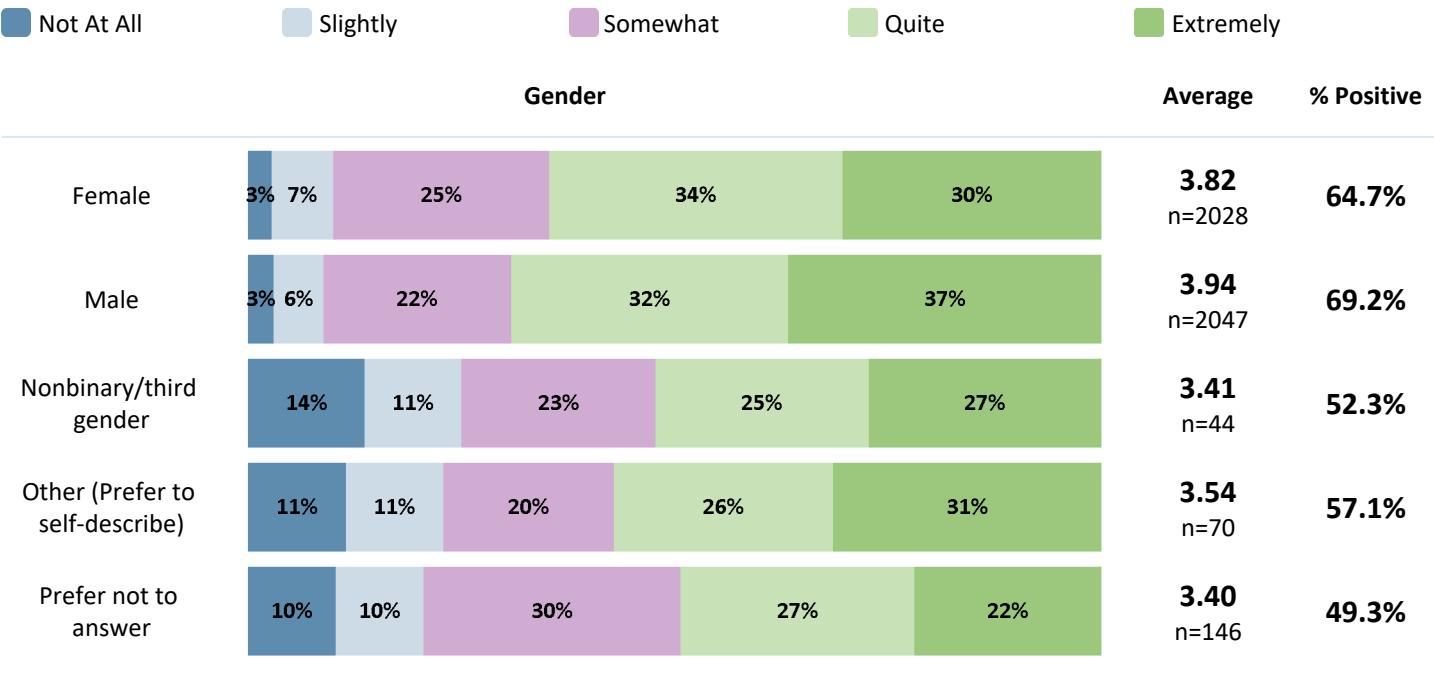
Student Engagement - Growth Mindset





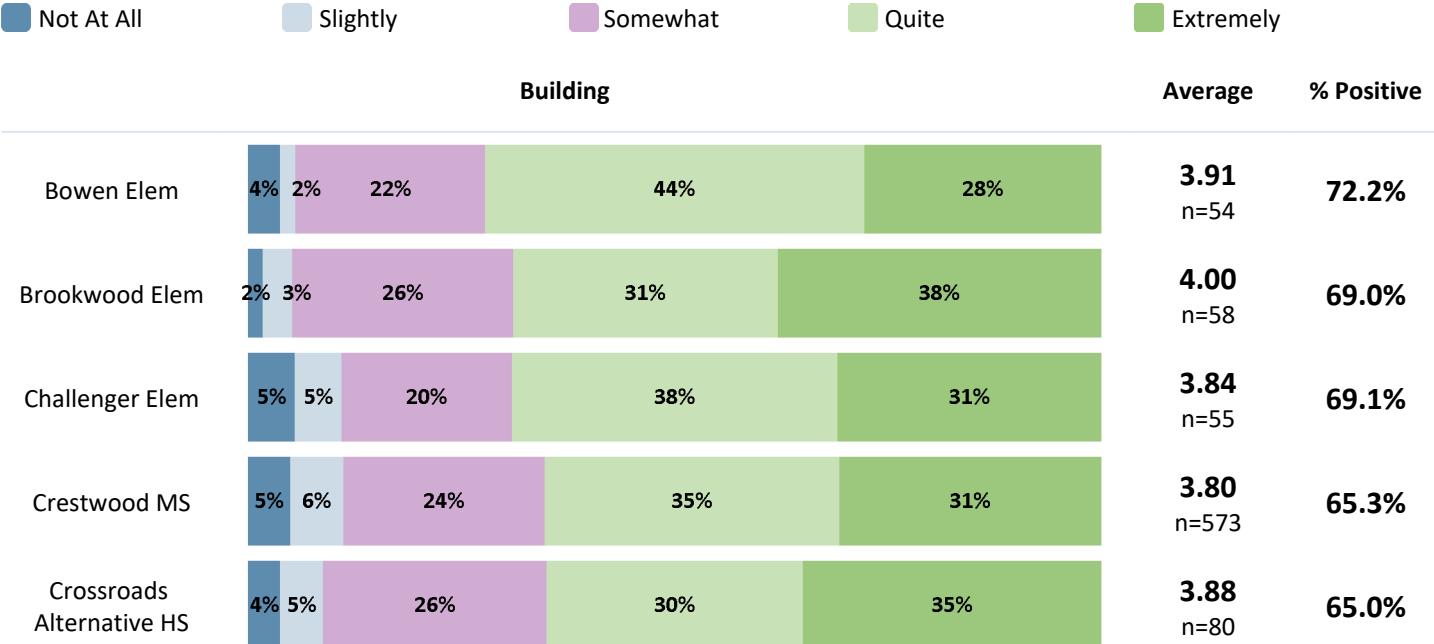
Do you feel like you are capable of learning anything?

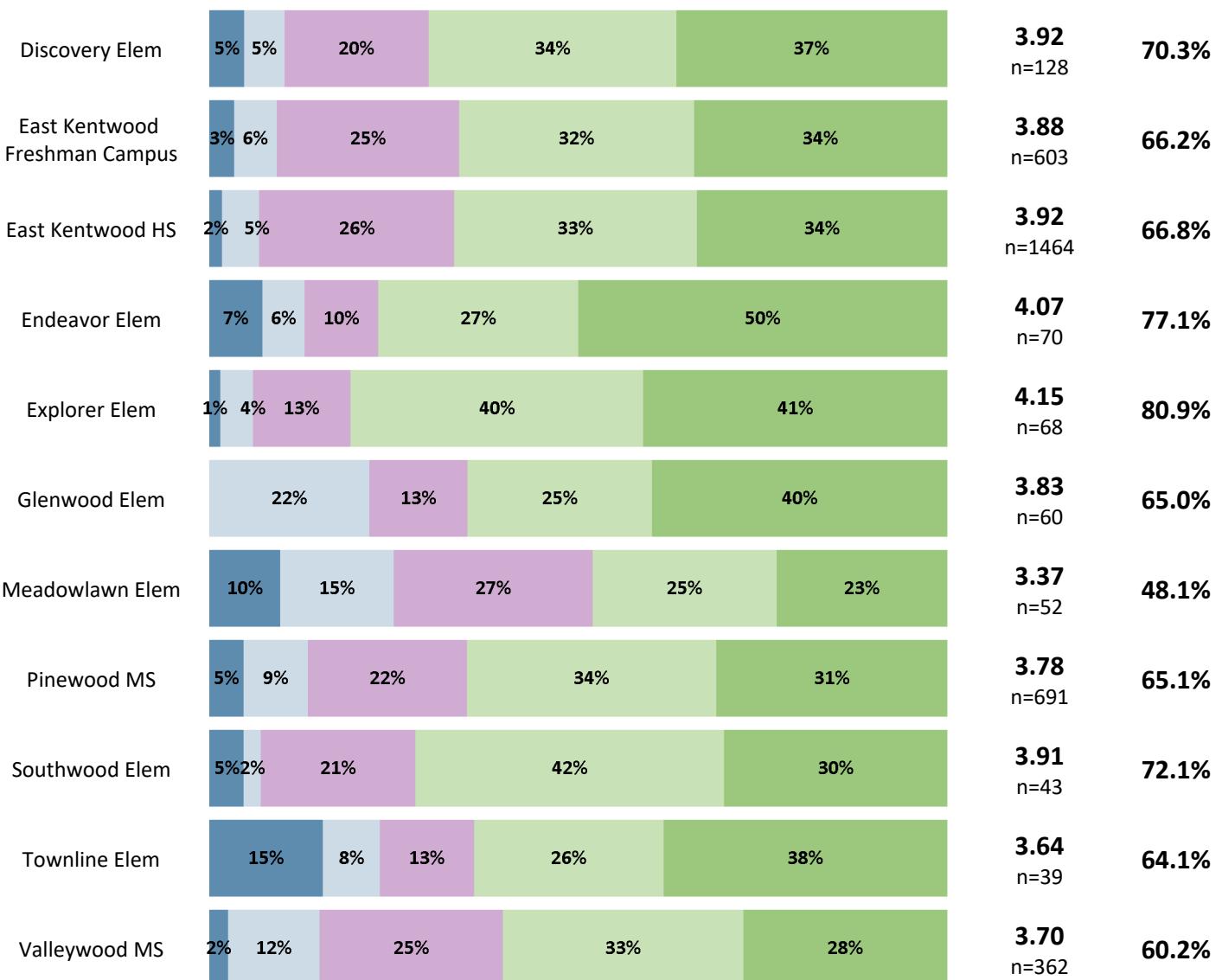
Student Engagement - Growth Mindset



Do you feel like you are capable of learning anything?

Student Engagement - Growth Mindset

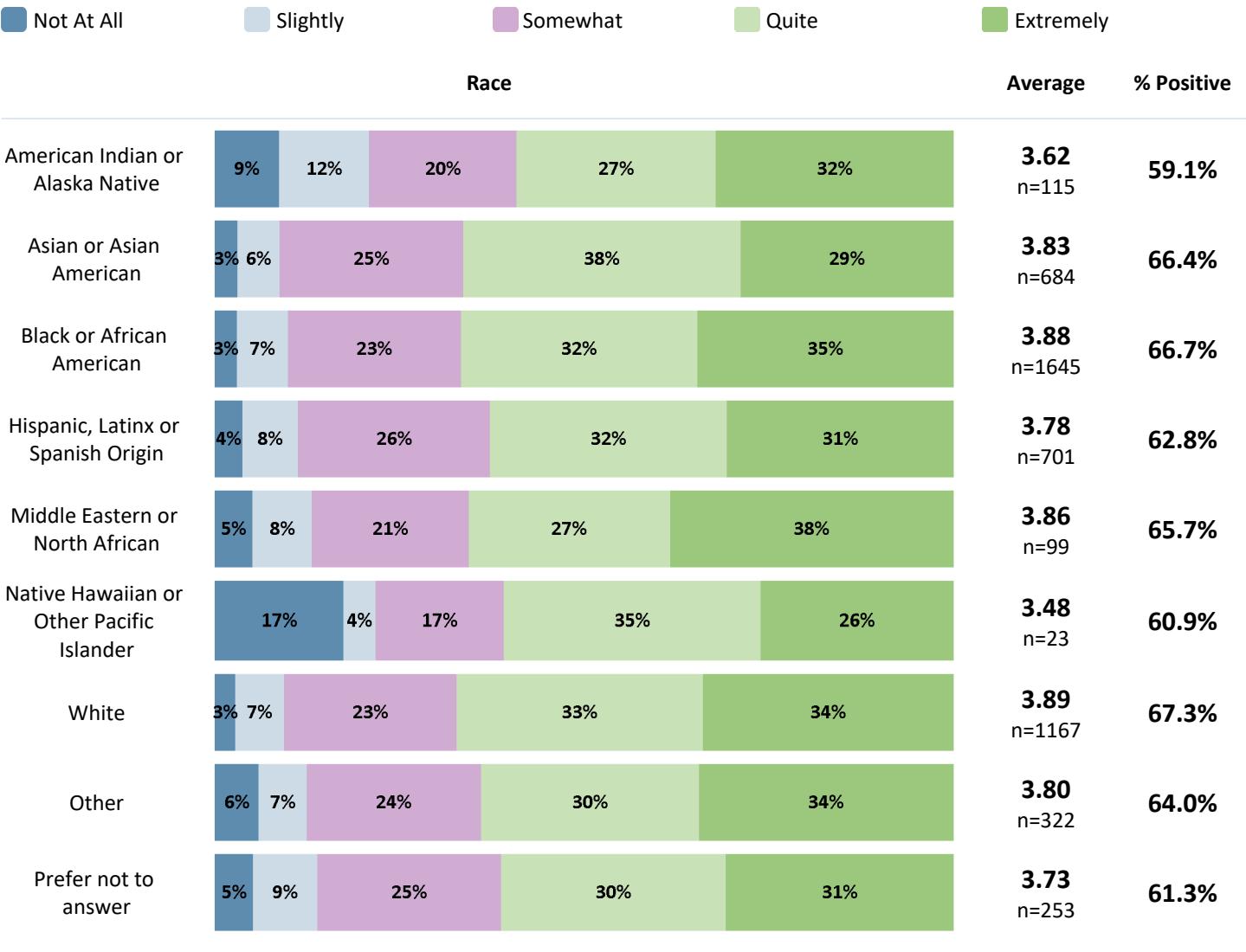






Do you feel like you are capable of learning anything?

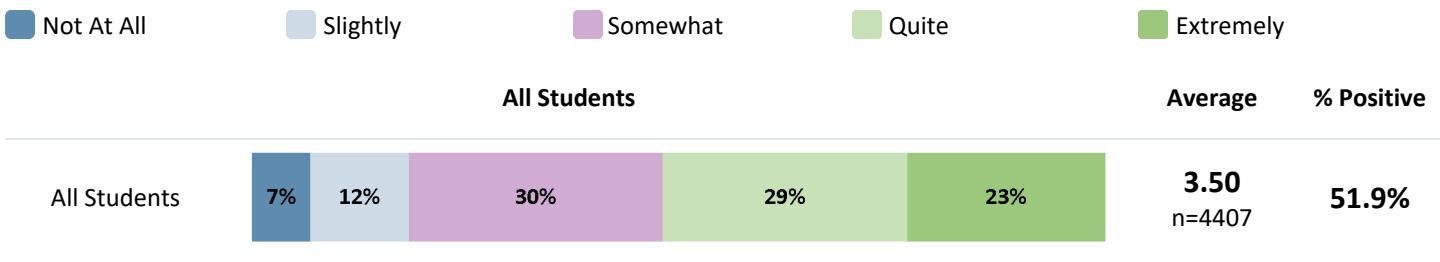
Student Engagement - Growth Mindset





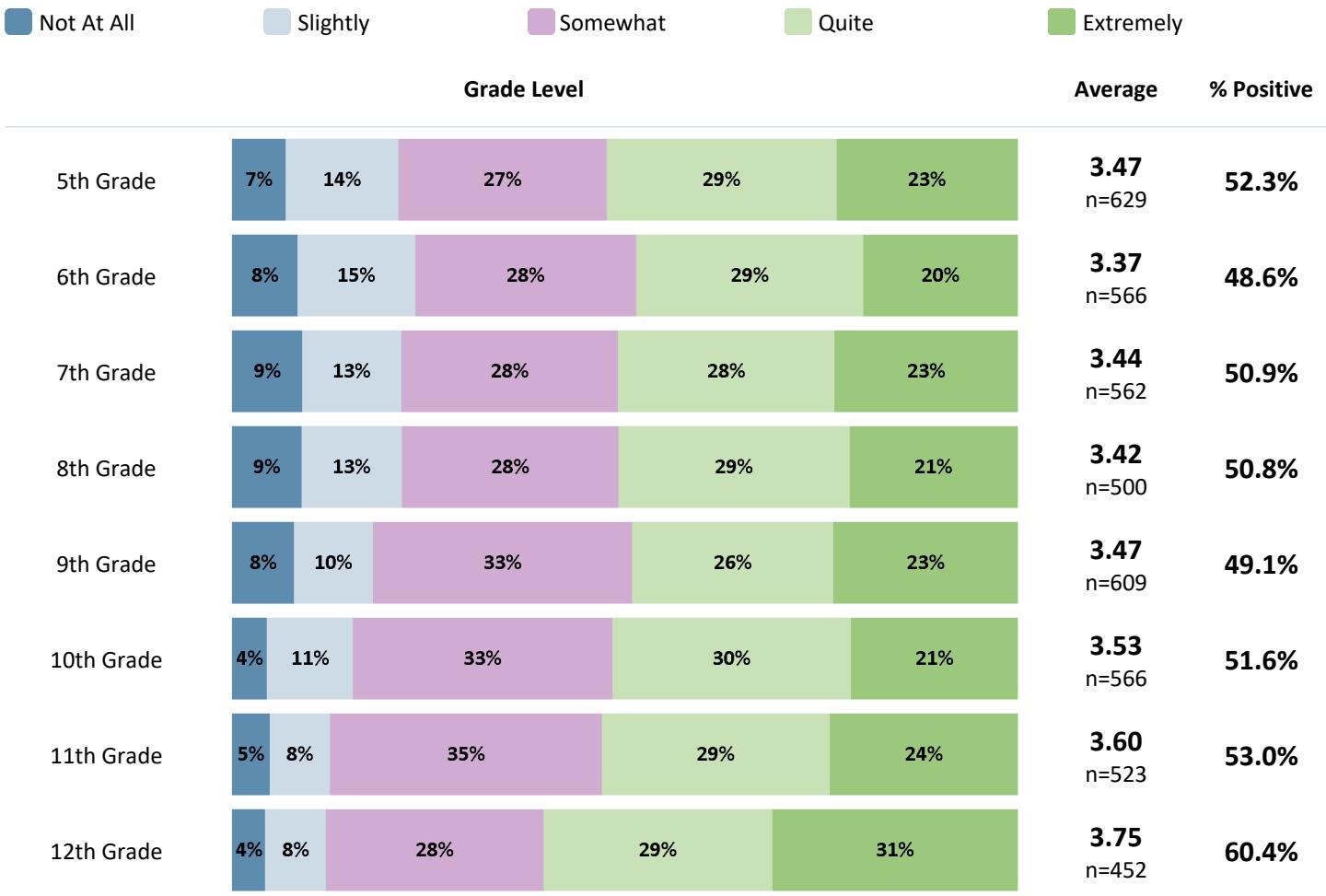
Do you feel like you can do well on all your tests, even if they are hard?

Student Engagement - Growth Mindset



Do you feel like you can do well on all your tests, even if they are hard?

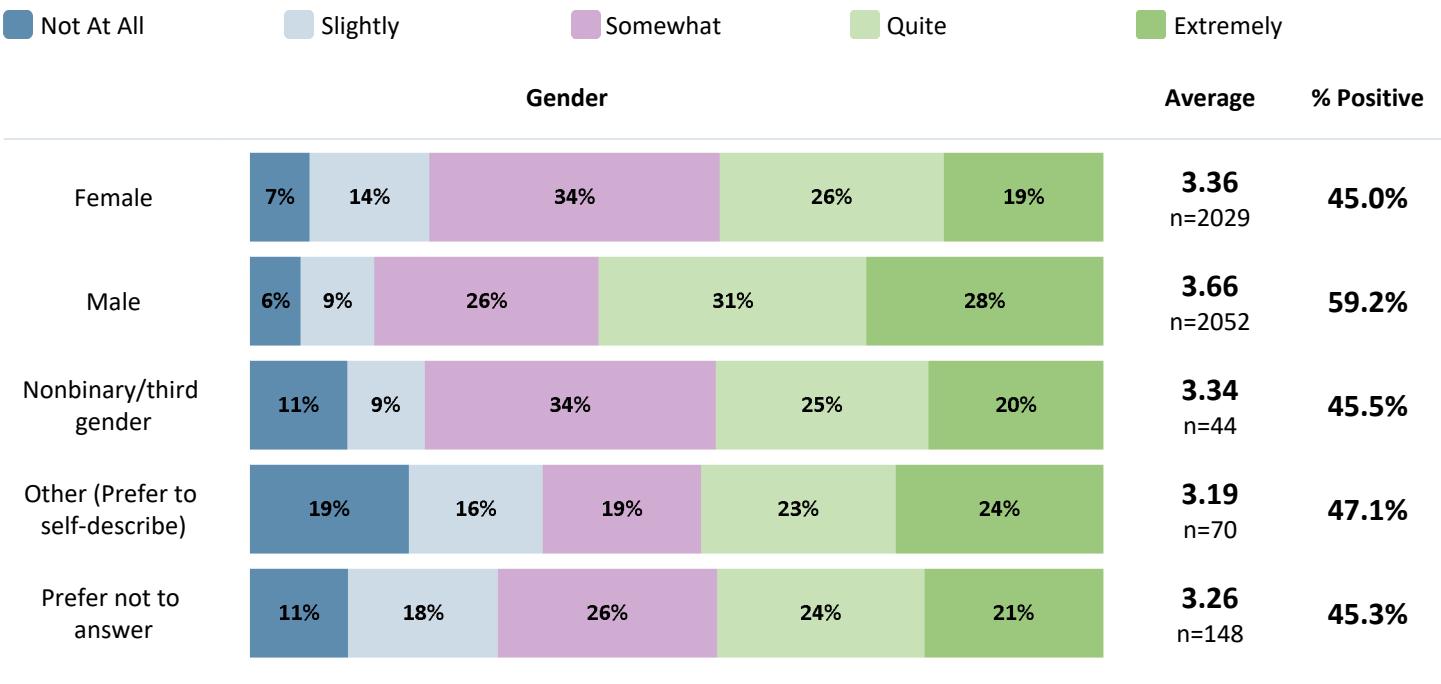
Student Engagement - Growth Mindset





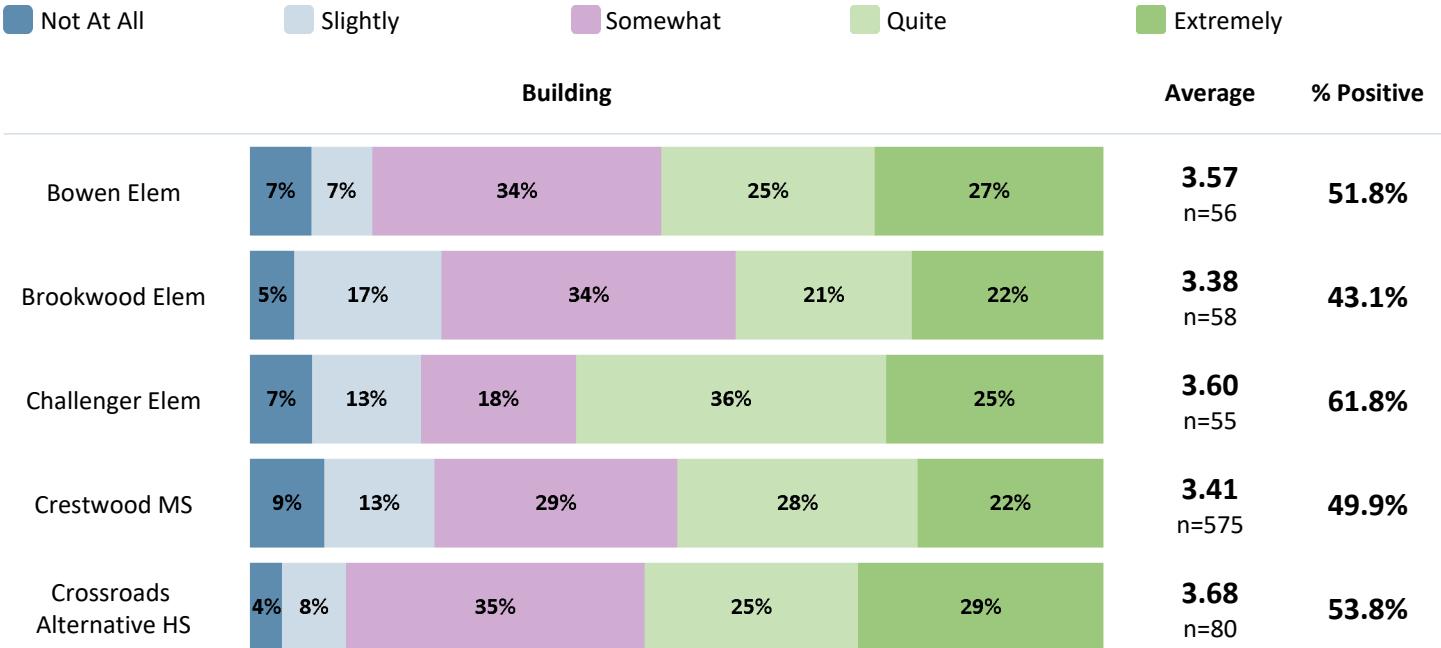
Do you feel like you can do well on all your tests, even if they are hard?

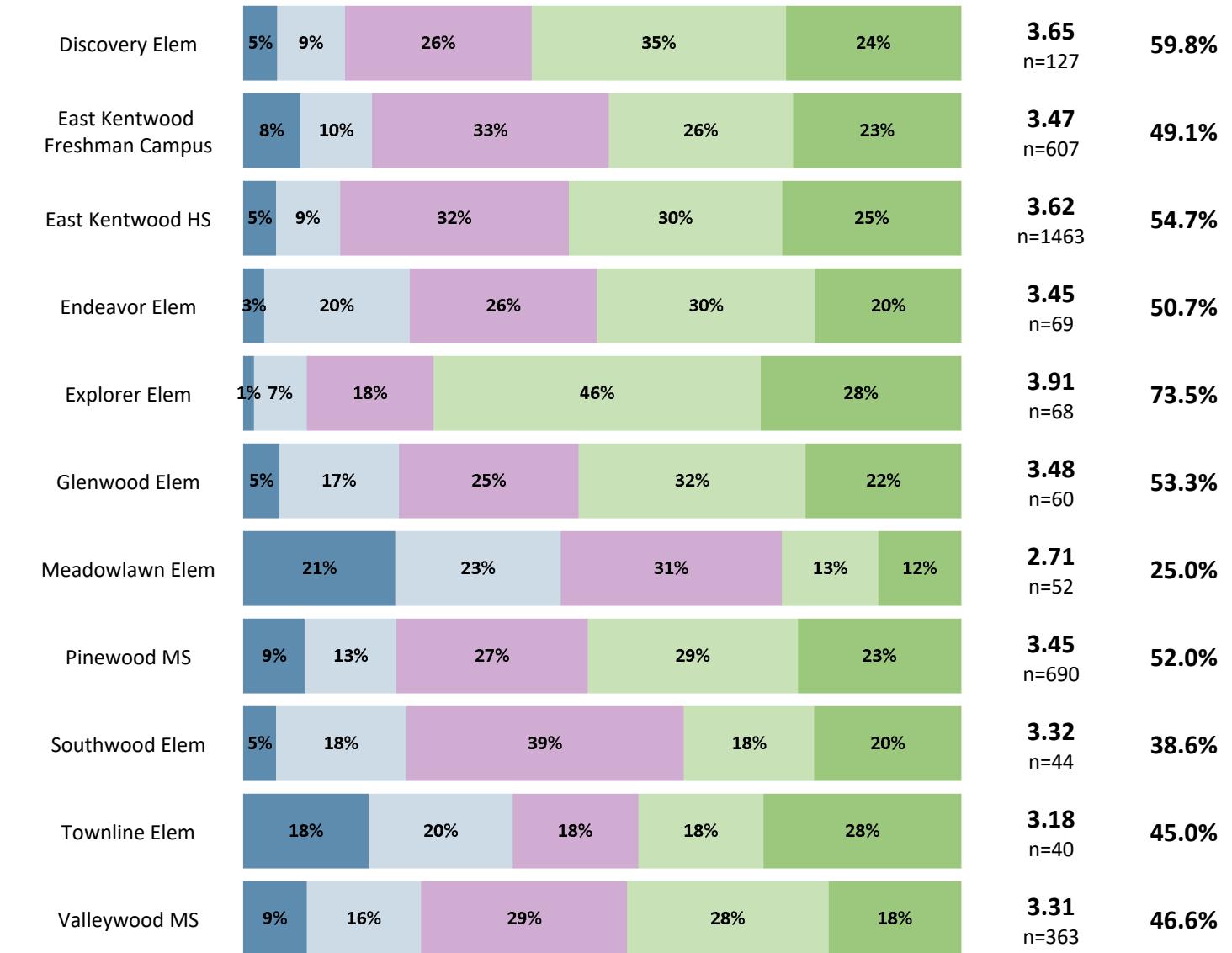
Student Engagement - Growth Mindset



Do you feel like you can do well on all your tests, even if they are hard?

Student Engagement - Growth Mindset







Do you feel like you can do well on all your tests, even if they are hard?

Student Engagement - Growth Mindset

Not At All

Slightly

Somewhat

Quite

Extremely

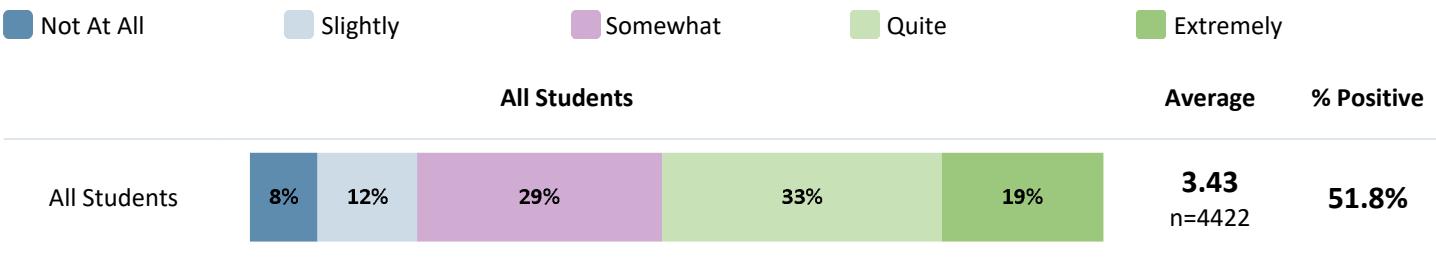
	Race					Average	% Positive
	Not At All	Slightly	Somewhat	Quite	Extremely		
American Indian or Alaska Native	18%	15%	27%	18%	21%	3.09 n=117	39.3%
Asian or Asian American	7%	11%	34%	31%	17%	3.41 n=686	48.1%
Black or African American	8%	11%	30%	29%	22%	3.46 n=1647	51.1%
Hispanic, Latinx or Spanish Origin	7%	13%	33%	26%	21%	3.41 n=701	46.9%
Middle Eastern or North African	7%	7%	30%	23%	33%	3.68 n=100	56.0%
Native Hawaiian or Other Pacific Islander	17%	9%	35%	26%	13%	3.09 n=23	39.1%
White	5%	10%	29%	30%	26%	3.62 n=1168	56.1%
Other	11%	13%	24%	27%	25%	3.41 n=322	51.6%
Prefer not to answer	6%	17%	26%	28%	22%	3.44 n=253	50.6%





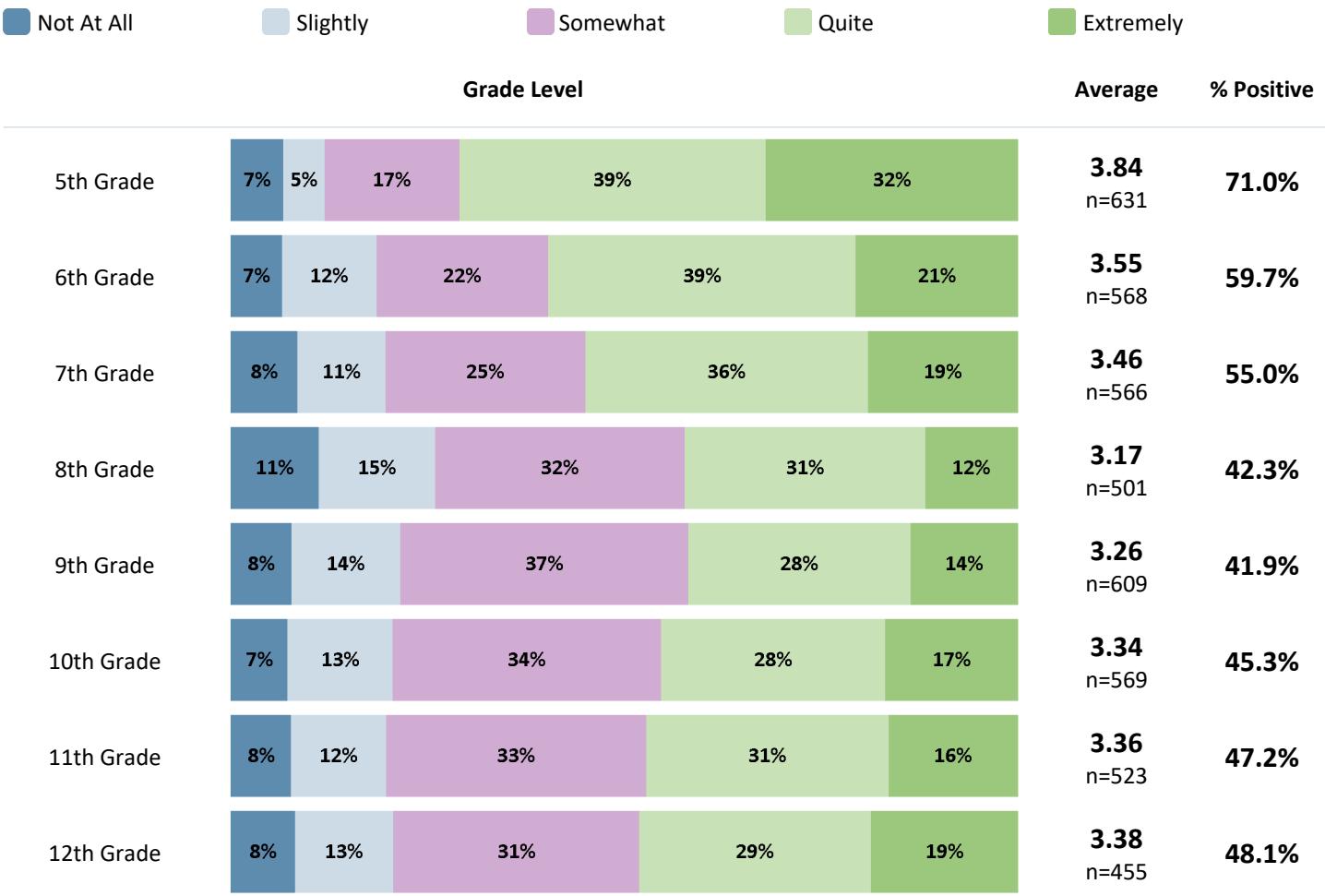
Would your teachers be concerned if you walked into your class upset?

Student Engagement - Teacher Relationships



Would your teachers be concerned if you walked into your class upset?

Student Engagement - Teacher Relationships





Would your teachers be concerned if you walked into your class upset?

Student Engagement - Teacher Relationships

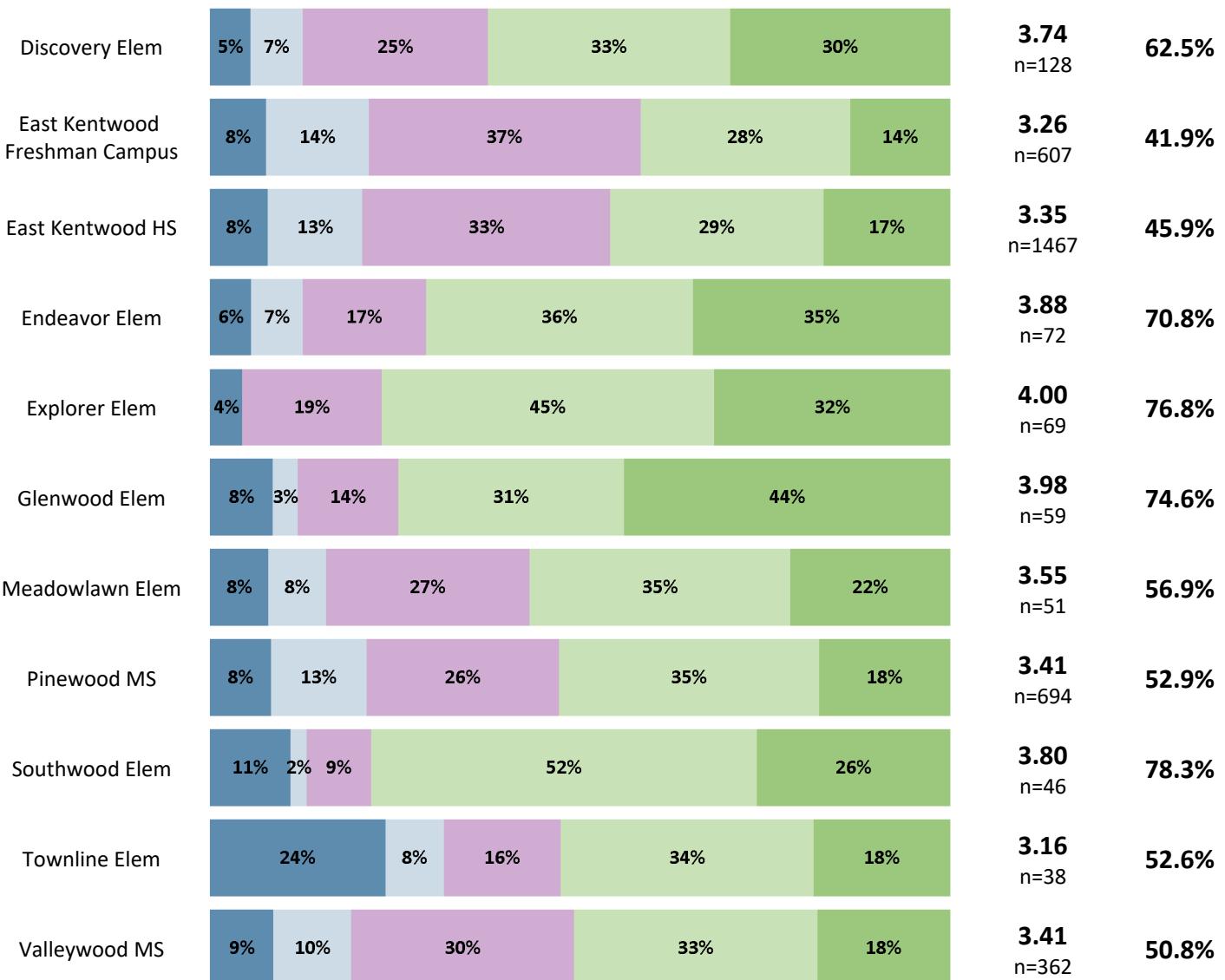
	Not At All	Slightly	Somewhat	Quite	Extremely	Average	% Positive
	Gender						
Female	7%	13%	29%	31%	19%	3.43 n=2030	50.5%
Male	8%	10%	28%	34%	19%	3.46 n=2062	53.3%
Nonbinary/third gender	14%	7%	23%	41%	16%	3.39 n=44	56.8%
Other (Prefer to self-describe)	17%	14%	20%	25%	23%	3.22 n=69	47.8%
Prefer not to answer	14%	10%	27%	30%	19%	3.29 n=150	48.7%

Would your teachers be concerned if you walked into your class upset?

Student Engagement - Teacher Relationships

	Not At All	Slightly	Somewhat	Quite	Extremely	Average	% Positive
	Building						
Bowen Elem	4%	4%	11%	39%	43%	4.14 n=56	82.1%
Brookwood Elem	2%	5%	16%	53%	24%	3.93 n=58	77.6%
Challenger Elem	4%	7%	7%	39%	43%	4.09 n=54	81.5%
Crestwood MS	9%	13%	24%	37%	17%	3.39 n=579	53.7%
Crossroads Alternative HS	6%	10%	22%	41%	21%	3.61 n=82	62.2%

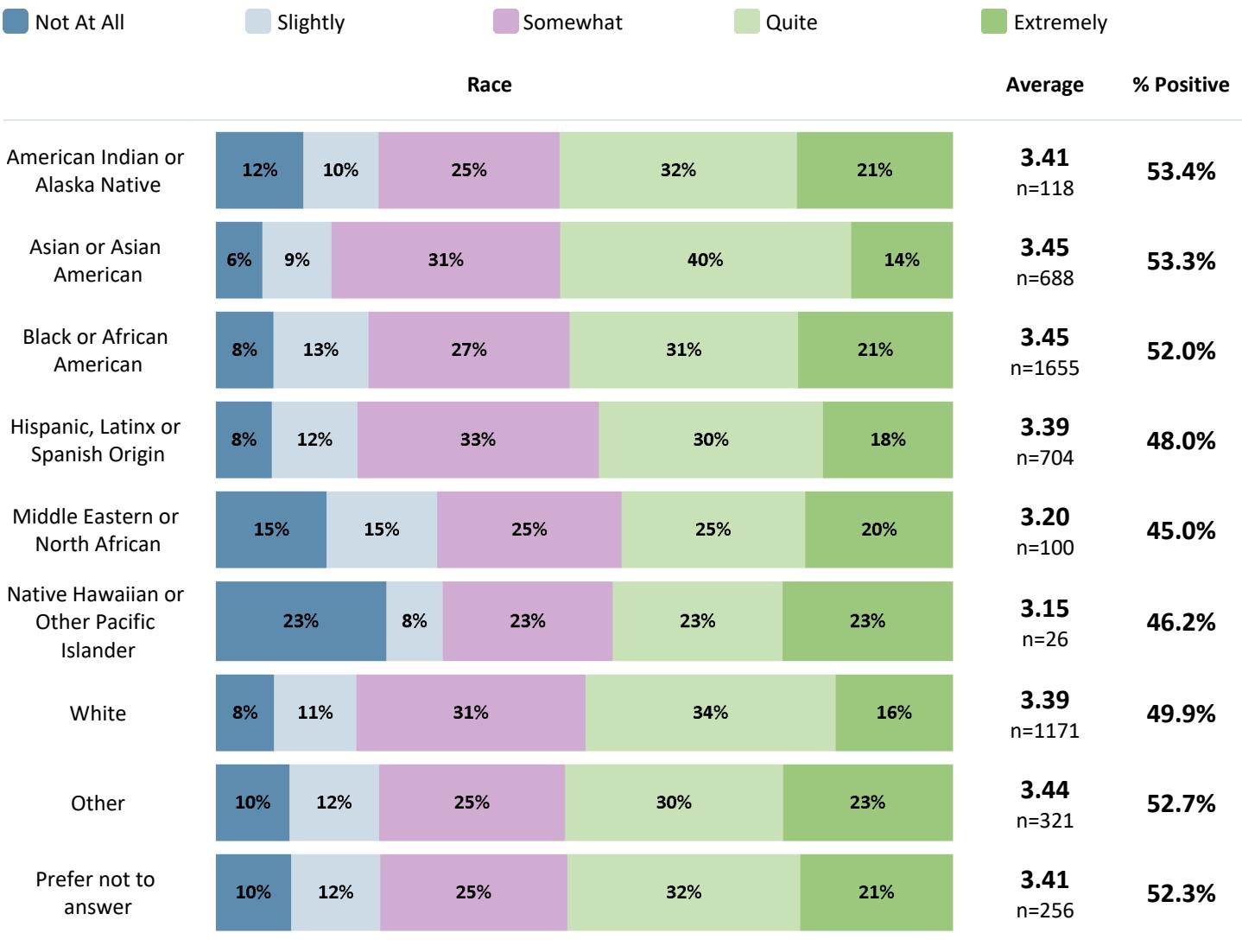






Would your teachers be concerned if you walked into your class upset?

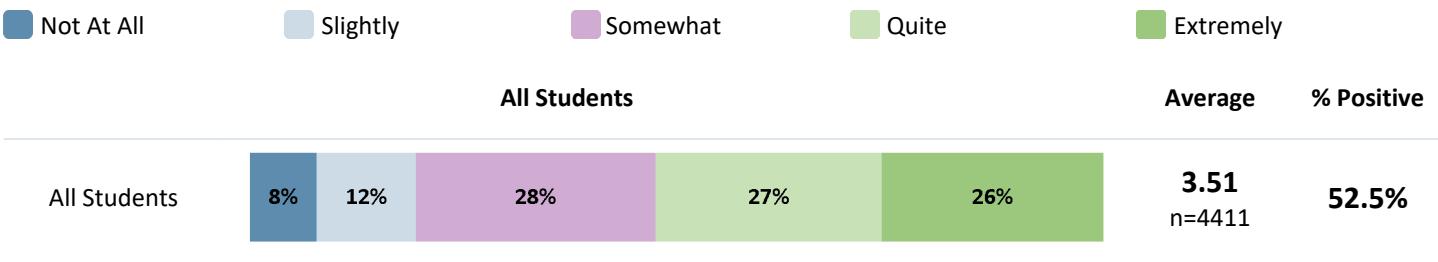
Student Engagement - Teacher Relationships





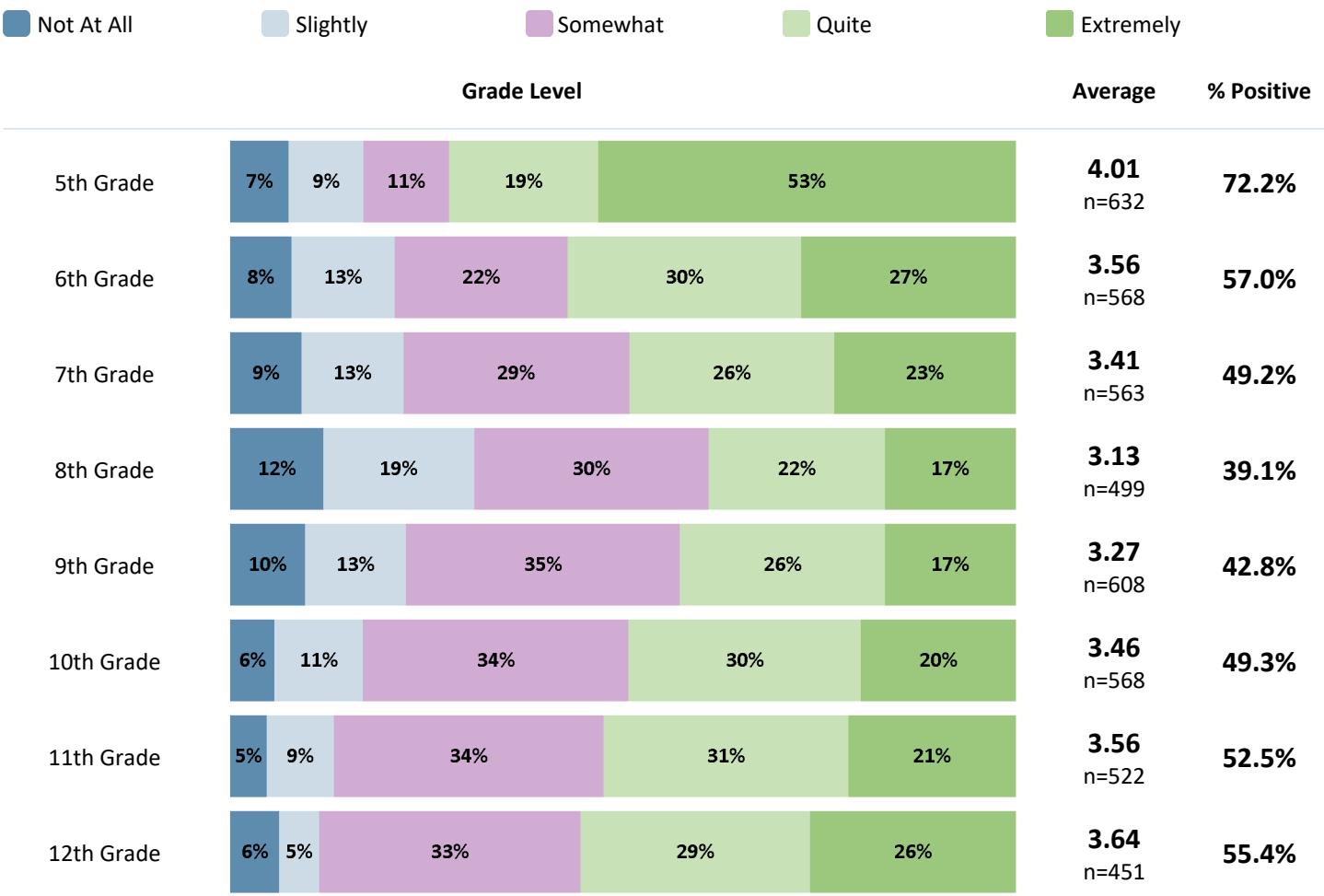
Would you be excited to have your teachers again?

Student Engagement - Teacher Relationships



Would you be excited to have your teachers again?

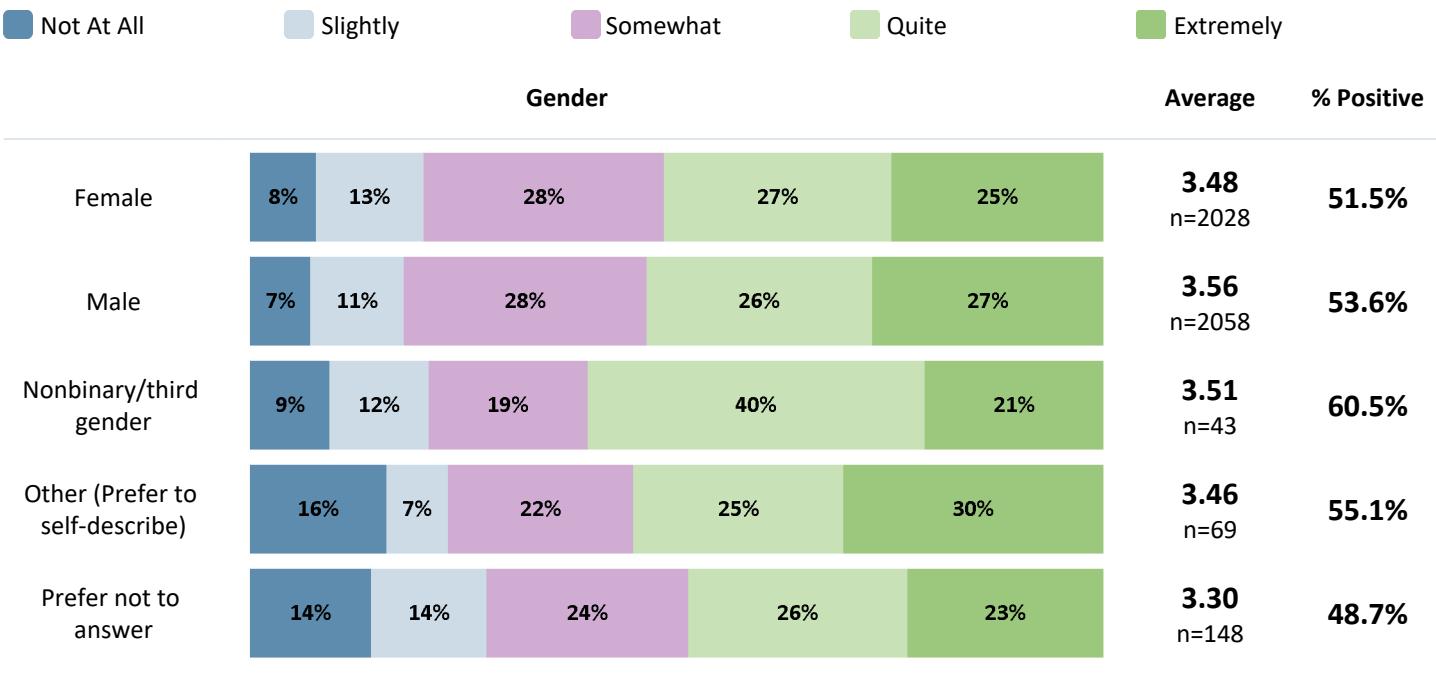
Student Engagement - Teacher Relationships





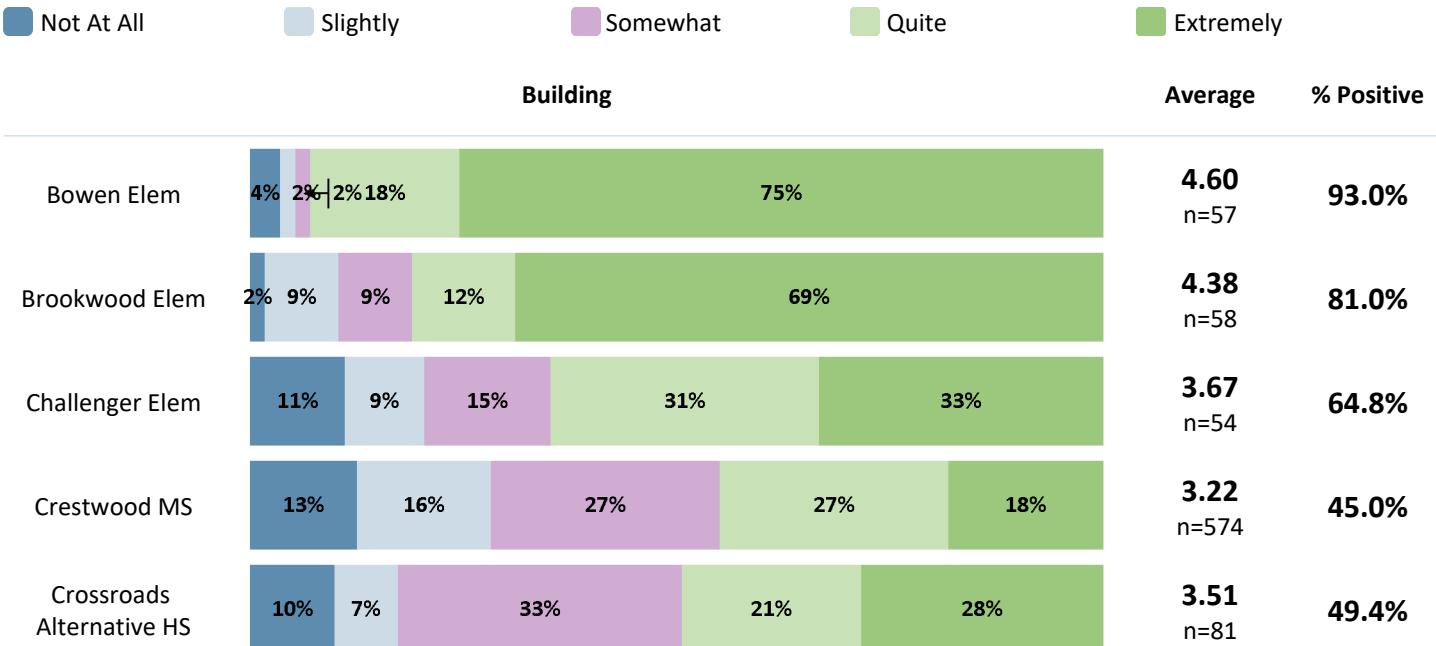
Would you be excited to have your teachers again?

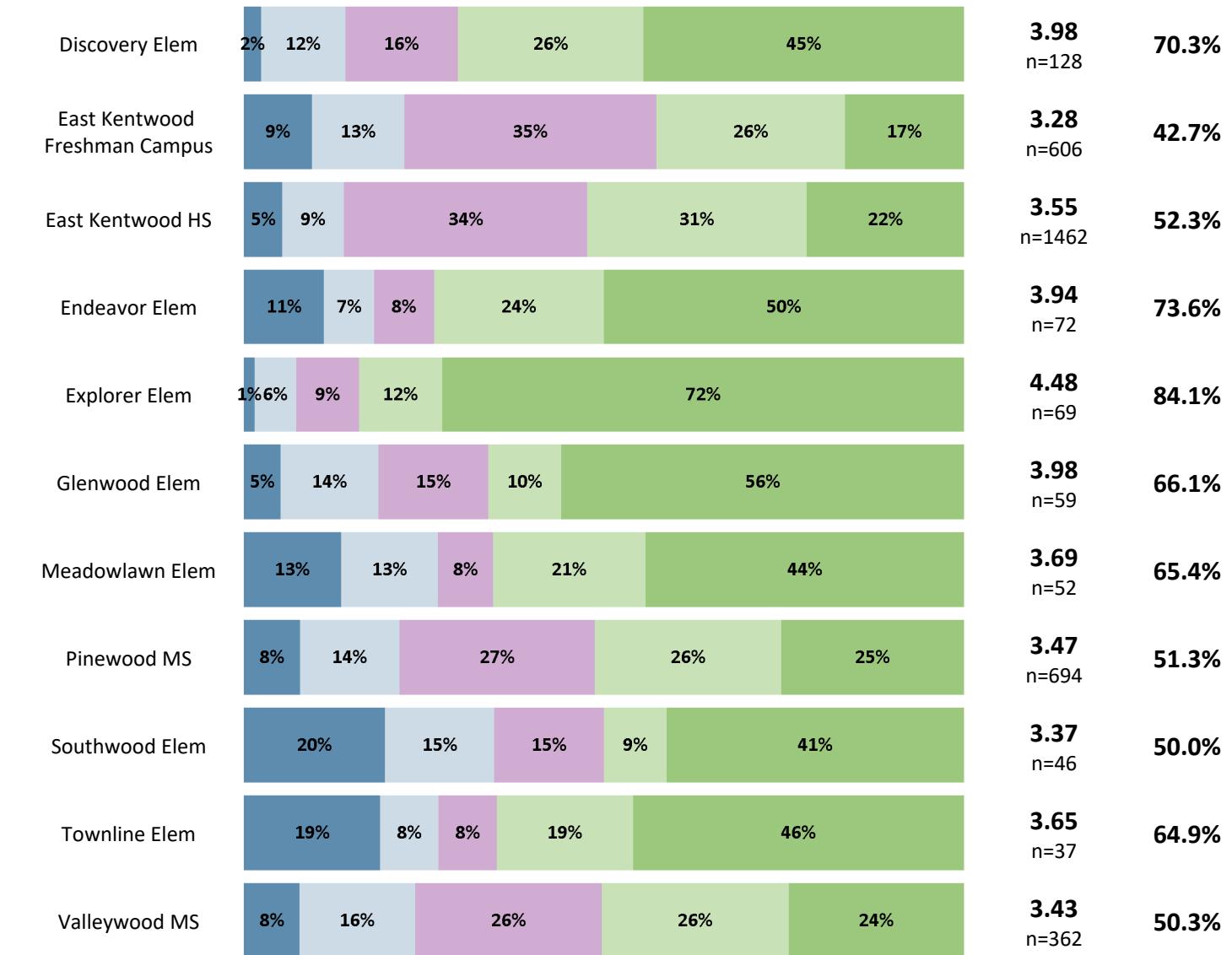
Student Engagement - Teacher Relationships



Would you be excited to have your teachers again?

Student Engagement - Teacher Relationships







Would you be excited to have your teachers again?

Student Engagement - Teacher Relationships

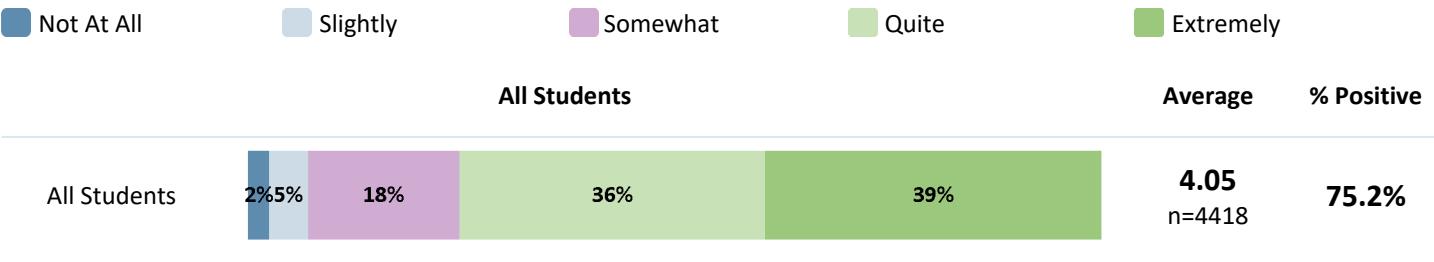
	Not At All	Slightly	Somewhat	Quite	Extremely	Average	% Positive
	Race						
American Indian or Alaska Native	18%	13%	28%	19%	22%	3.15 n=116	41.4%
Asian or Asian American	5%	10%	32%	31%	22%	3.53 n=687	52.4%
Black or African American	10%	13%	28%	24%	25%	3.41 n=1650	49.1%
Hispanic, Latinx or Spanish Origin	7%	11%	30%	26%	25%	3.51 n=703	51.6%
Middle Eastern or North African	12%	11%	29%	21%	26%	3.38 n=99	47.5%
Native Hawaiian or Other Pacific Islander	13%	13%	25%	29%	21%	3.33 n=24	50.0%
White	6%	12%	28%	30%	25%	3.57 n=1169	55.1%
Other	11%	13%	24%	21%	31%	3.47 n=320	51.6%
Prefer not to answer	11%	10%	22%	25%	33%	3.58 n=255	57.3%





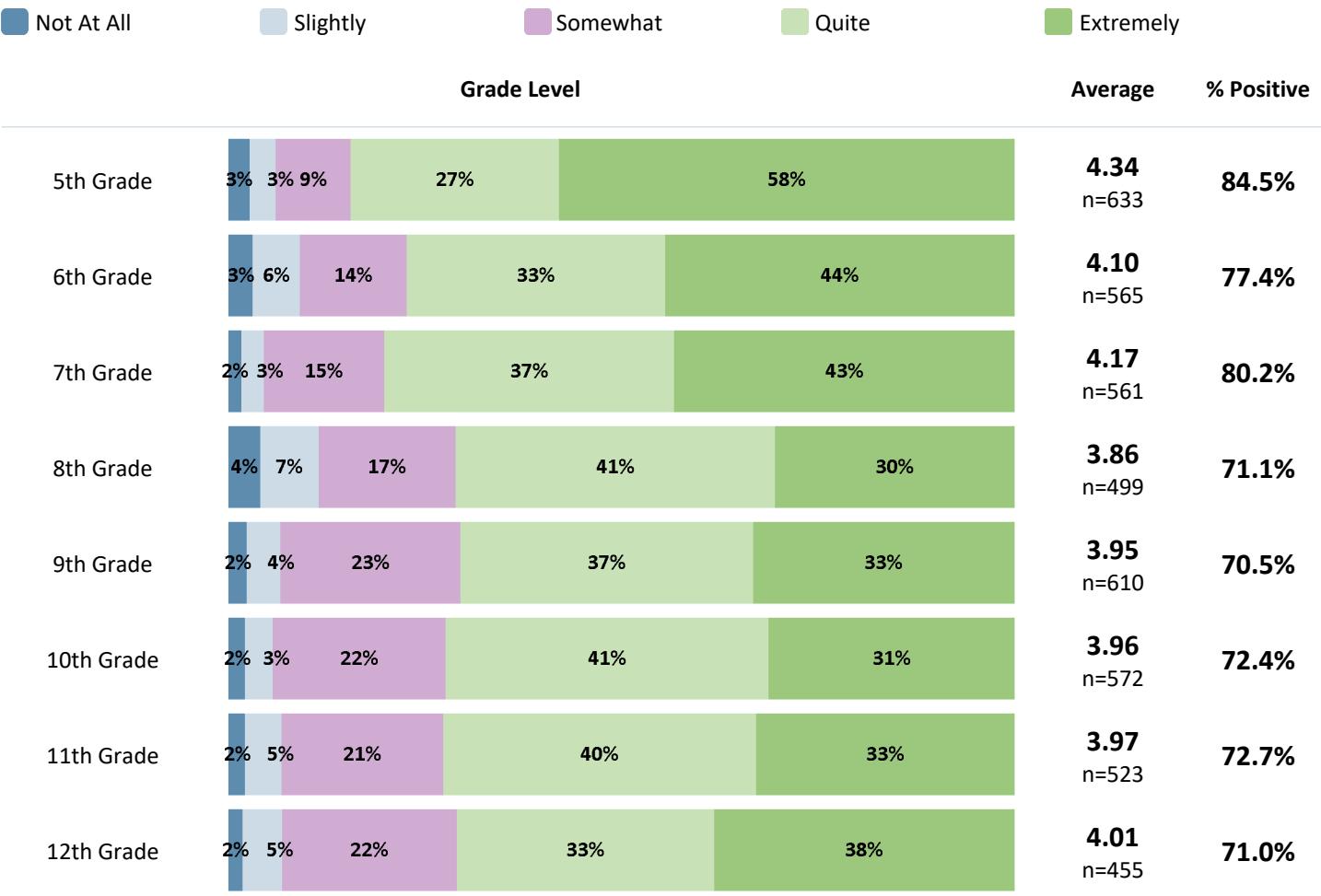
Do your teachers respect you?

Student Engagement - Teacher Relationships



Do your teachers respect you?

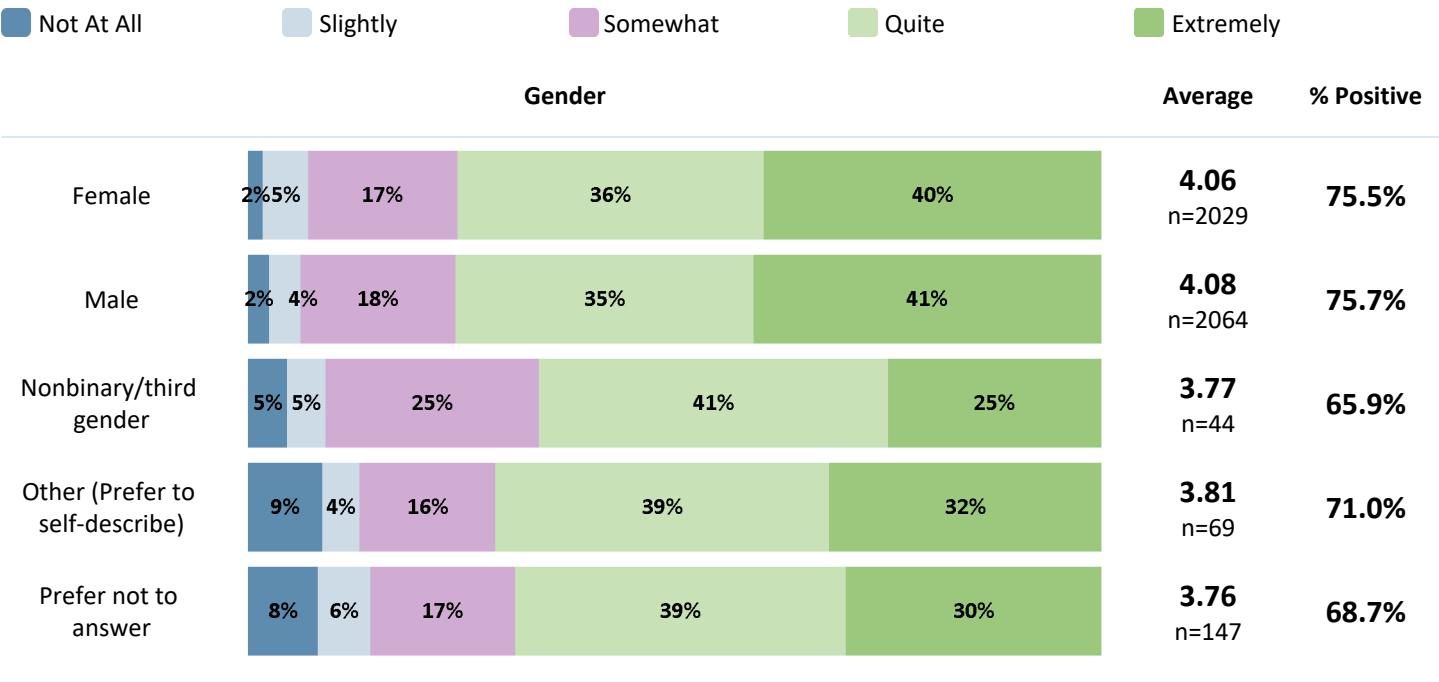
Student Engagement - Teacher Relationships





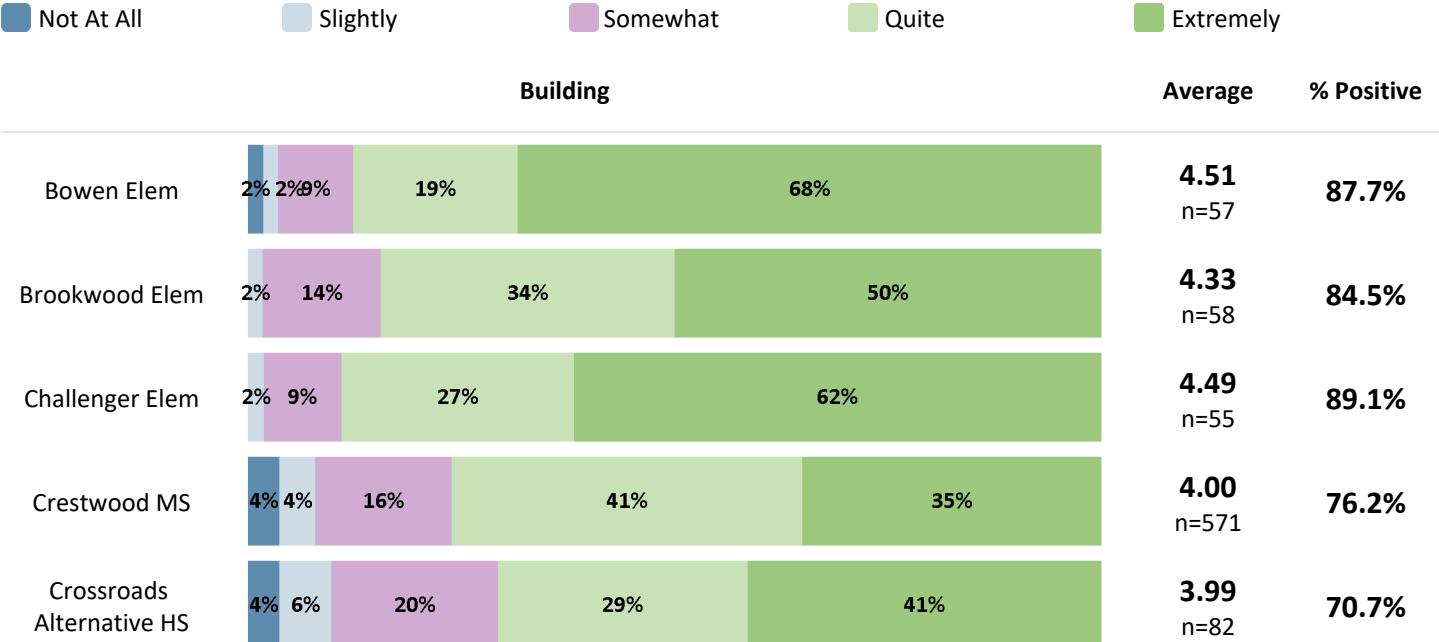
Do your teachers respect you?

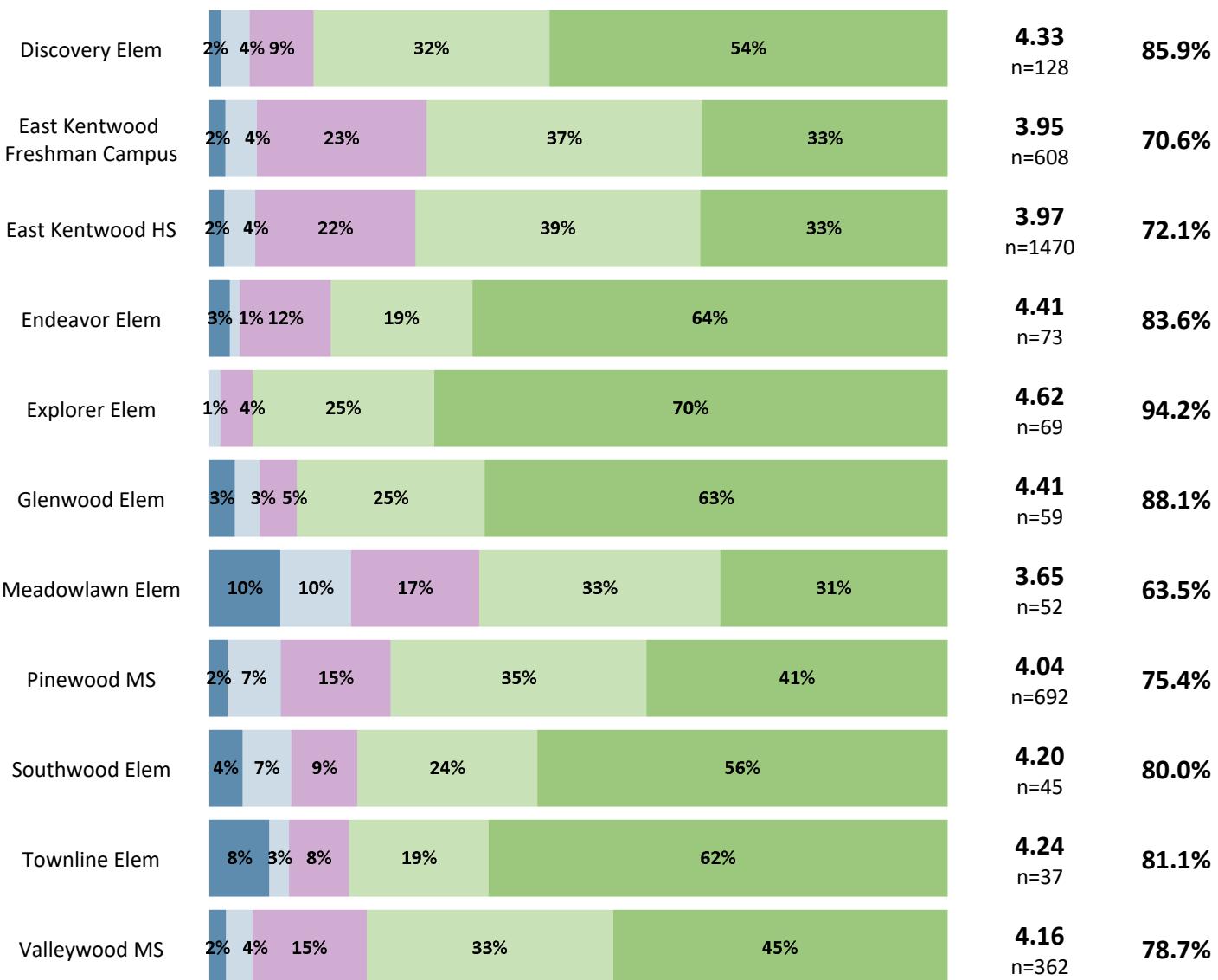
Student Engagement - Teacher Relationships



Do your teachers respect you?

Student Engagement - Teacher Relationships







Do your teachers respect you?

Student Engagement - Teacher Relationships

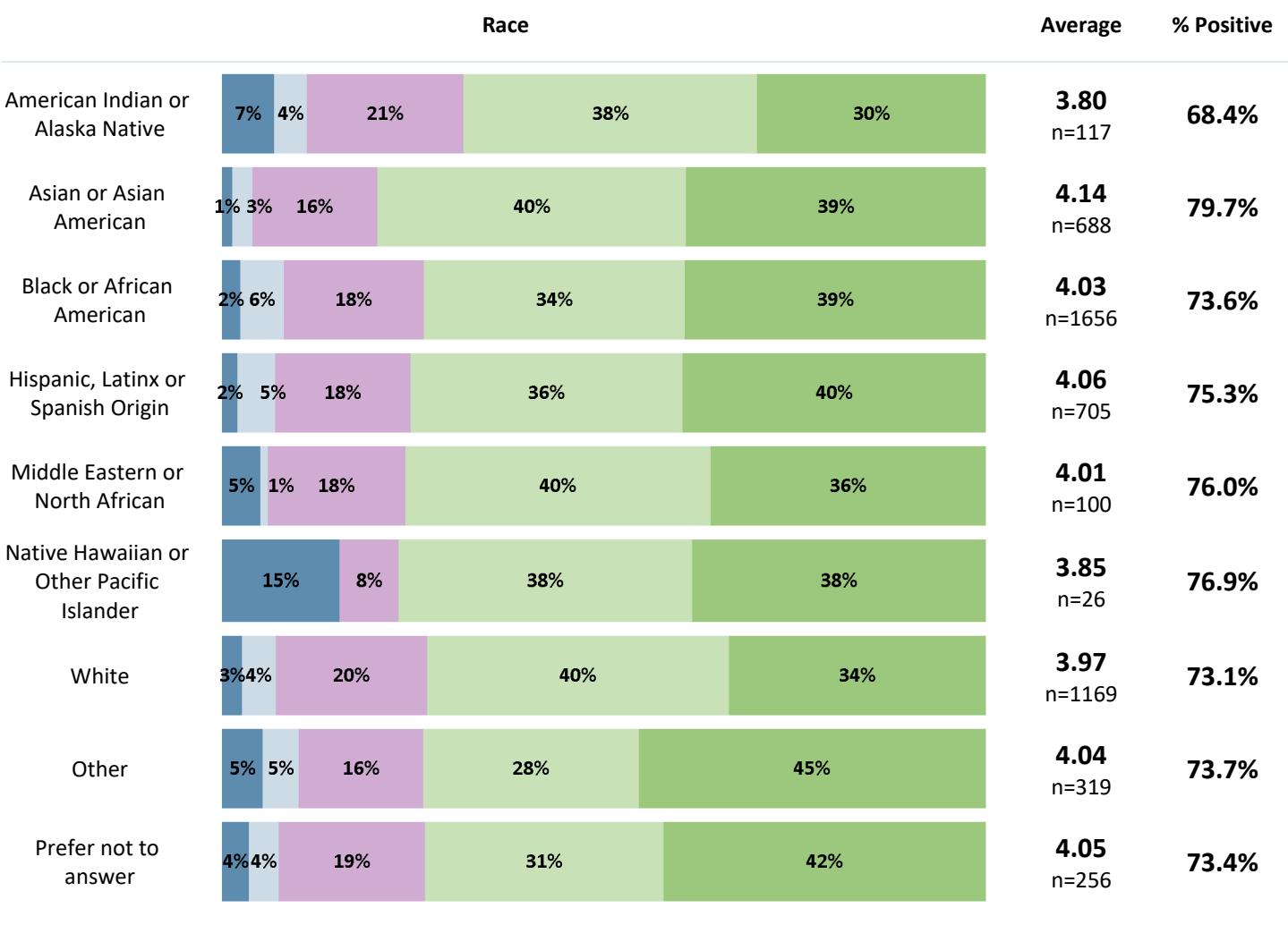
Not At All

Slightly

Somewhat

Quite

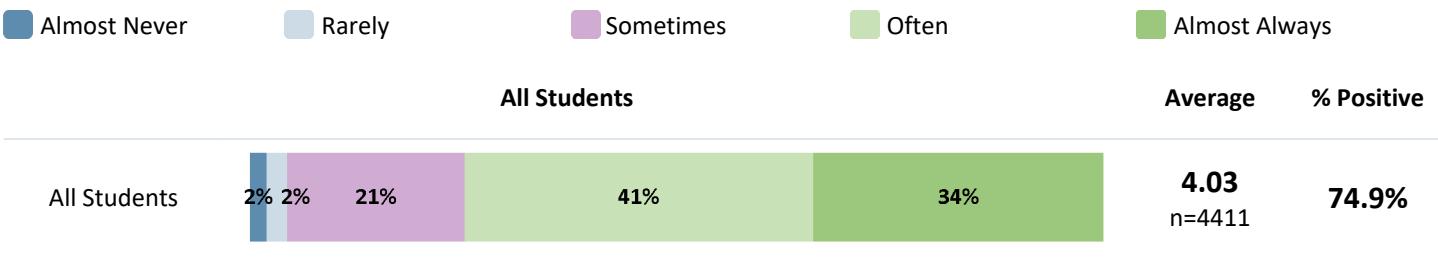
Extremely





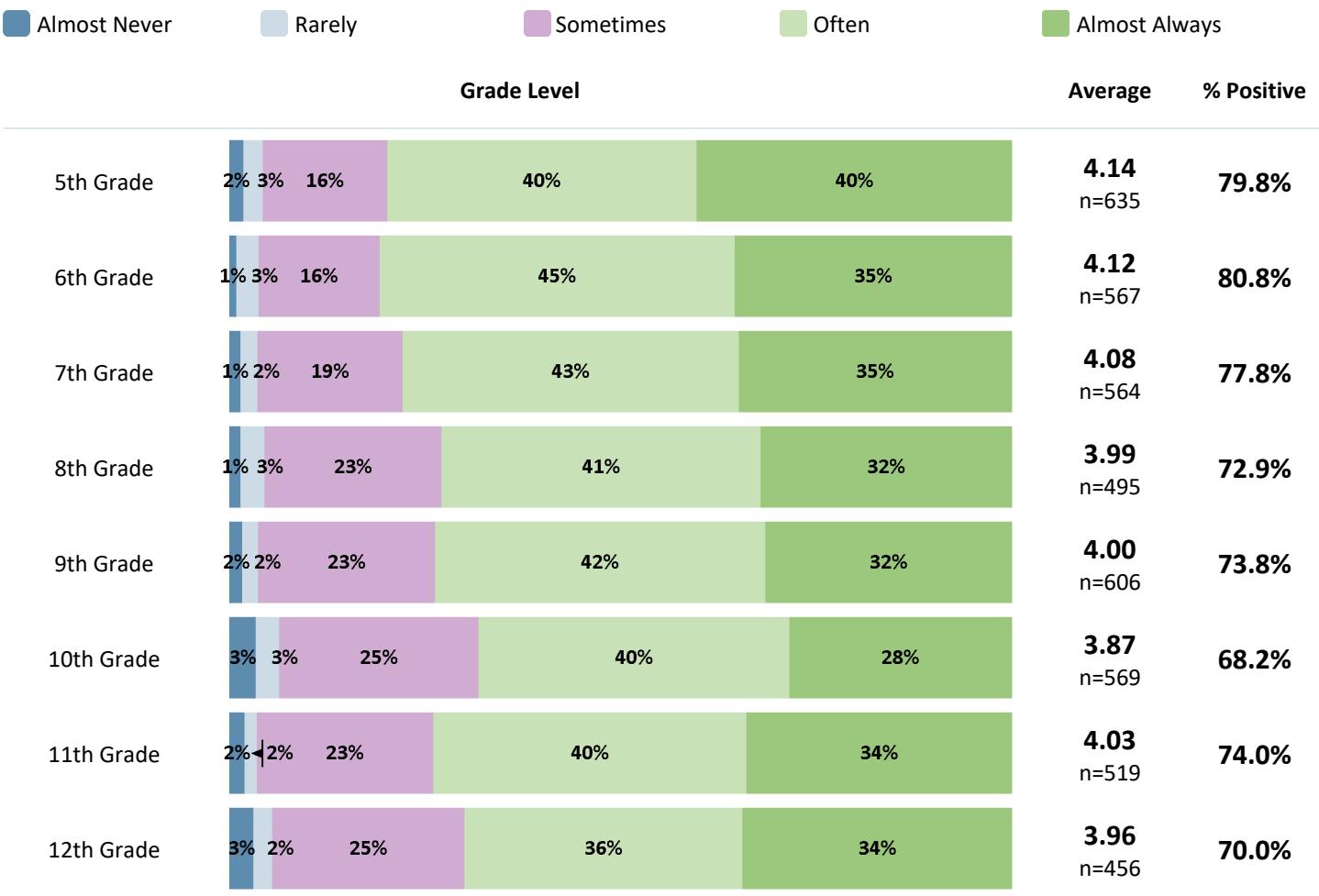
Do you put effort into paying attention in class?

Student Engagement - Valuing of Subject



Do you put effort into paying attention in class?

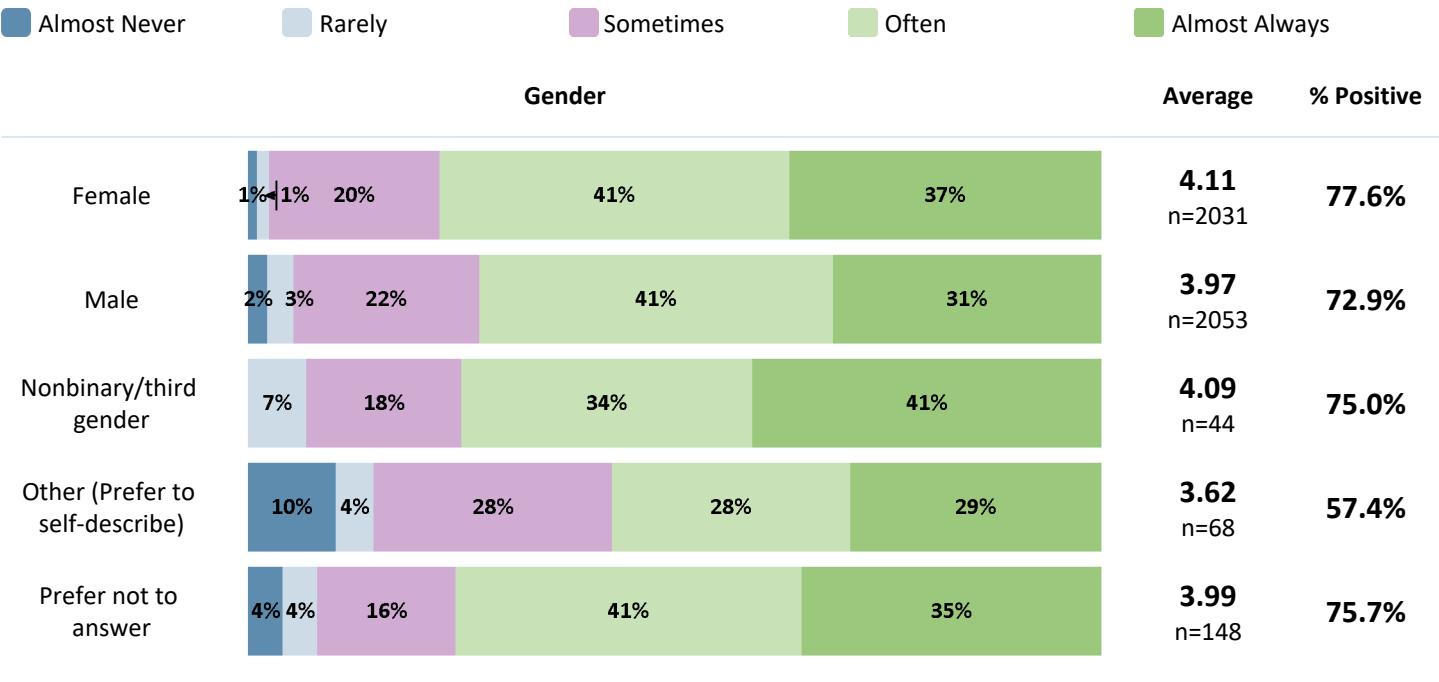
Student Engagement - Valuing of Subject





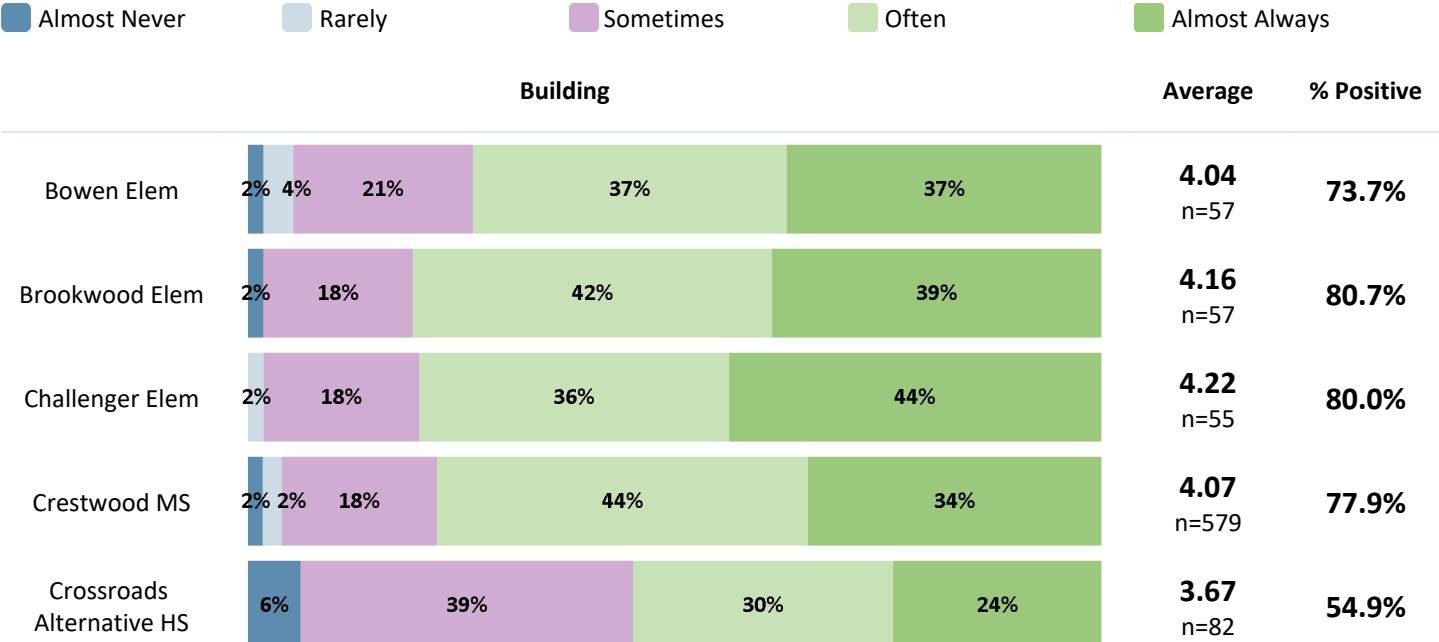
Do you put effort into paying attention in class?

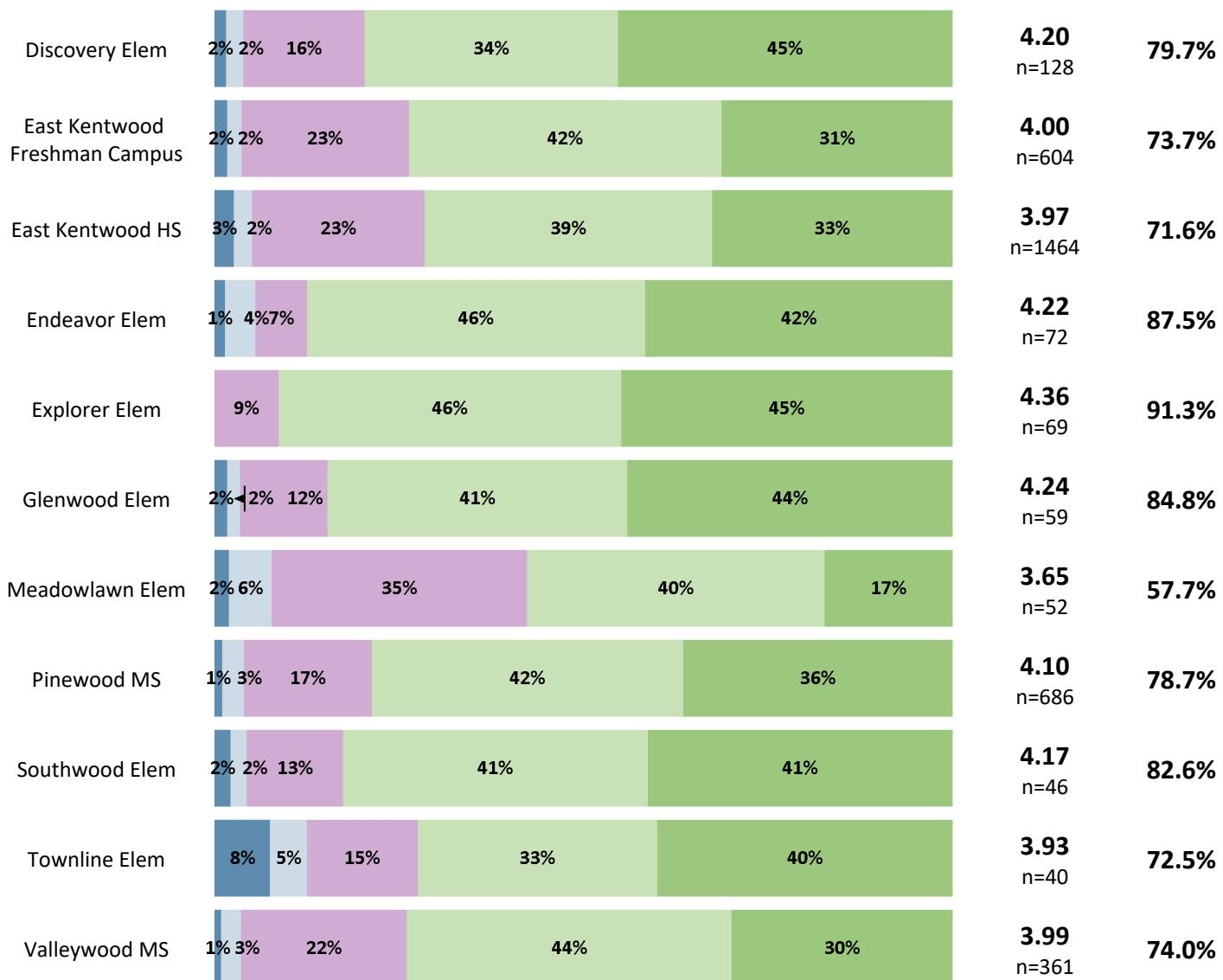
Student Engagement - Valuing of Subject



Do you put effort into paying attention in class?

Student Engagement - Valuing of Subject







Do you put effort into paying attention in class?

Student Engagement - Valuing of Subject





Do you put effort into learning at school?

Student Engagement - Valuing of Subject

Almost Never

Rarely

Sometimes

Often

Almost Always

All Students

Average

% Positive

All Students

2%

3%

19%

37%

39%

4.10
n=4410

76.6%

Do you put effort into learning at school?

Student Engagement - Valuing of Subject

Almost Never

Rarely

Sometimes

Often

Almost Always

Grade Level

Average

% Positive

5th Grade

2%

2%

12%

33%

50%

4.28
n=635

83.6%

6th Grade

1%

2%

17%

38%

42%

4.18
n=568

79.9%

7th Grade

1%

3%

18%

38%

40%

4.12
n=564

77.5%

8th Grade

1%

4%

18%

39%

39%

4.09
n=496

77.0%

9th Grade

2%

2%

20%

39%

37%

4.06
n=606

75.4%

10th Grade

3%

2%

24%

39%

31%

3.94
n=562

70.8%

11th Grade

1%

3%

21%

38%

36%

4.06
n=523

74.8%

12th Grade

2%

2%

24%

36%

37%

4.04
n=456

72.4%





Do you put effort into learning at school?

Student Engagement - Valuing of Subject

Almost Never

Rarely

Sometimes

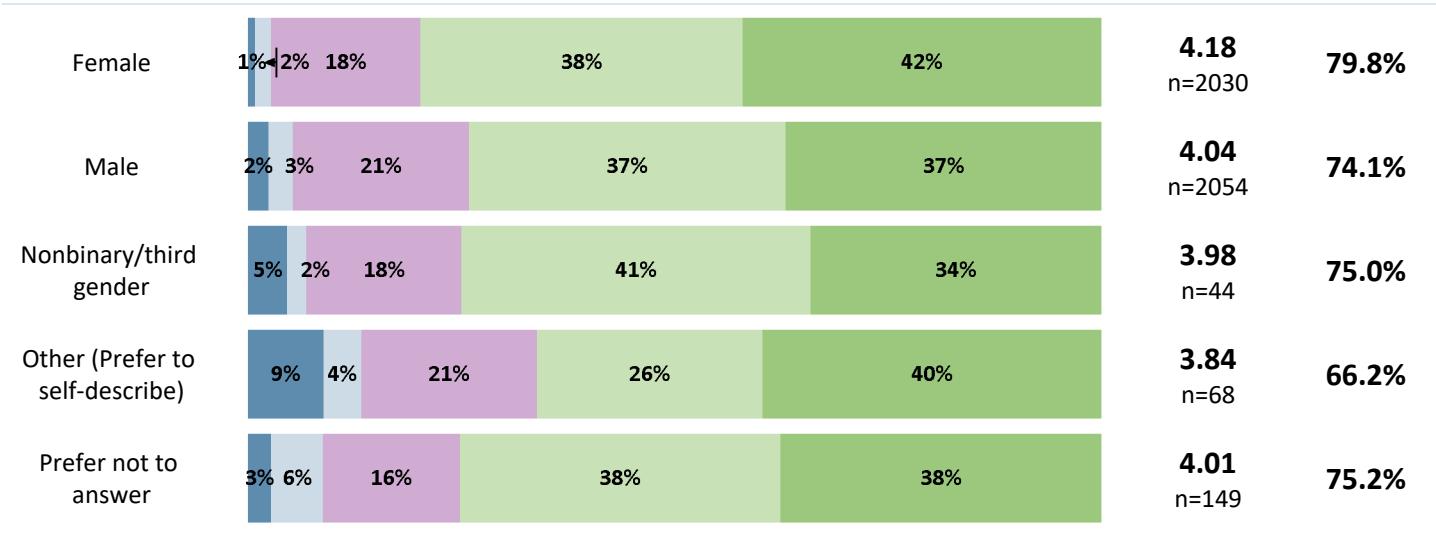
Often

Almost Always

Gender

Average

% Positive



Do you put effort into learning at school?

Student Engagement - Valuing of Subject

Almost Never

Rarely

Sometimes

Often

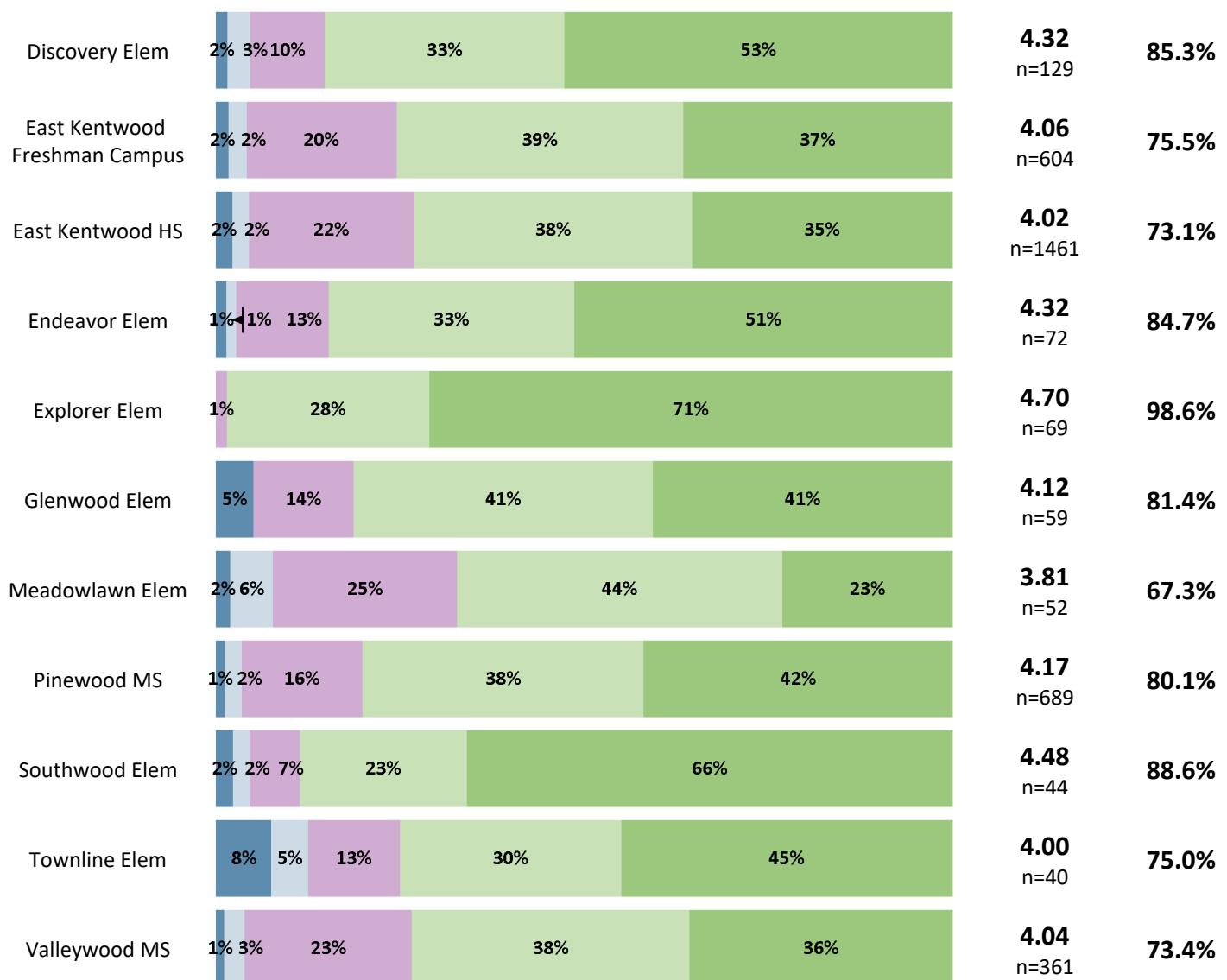
Almost Always

Building

Average

% Positive







Do you put effort into learning at school?

Student Engagement - Valuing of Subject

Almost Never

Rarely

Sometimes

Often

Almost Always

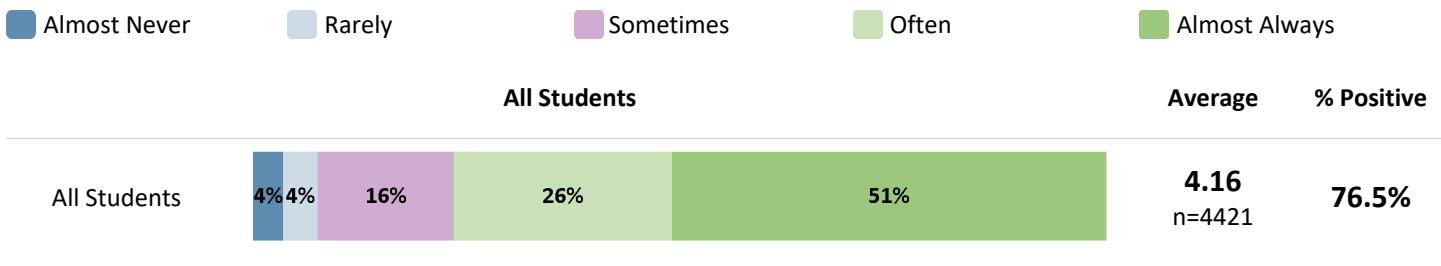
	Race						Average	% Positive
		Almost Never	Rarely	Sometimes	Often	Almost Always		
American Indian or Alaska Native		5%	6%	22%	30%	37%	3.88 n=116	67.2%
Asian or Asian American		2%	1%	20%	42%	35%	4.07 n=687	77.2%
Black or African American		2%	3%	21%	38%	37%	4.07 n=1650	75.3%
Hispanic, Latinx or Spanish Origin		2%	3%	22%	37%	36%	4.03 n=701	73.6%
Middle Eastern or North African		2%	1%	15%	40%	42%	4.19 n=100	82.0%
Native Hawaiian or Other Pacific Islander		11%	7%	4%	44%	33%	3.81 n=27	77.8%
White		2%	2%	18%	36%	43%	4.15 n=1165	78.2%
Other		3%	2%	17%	32%	45%	4.14 n=320	77.5%
Prefer not to answer		2%	3%	19%	34%	43%	4.13 n=258	76.7%





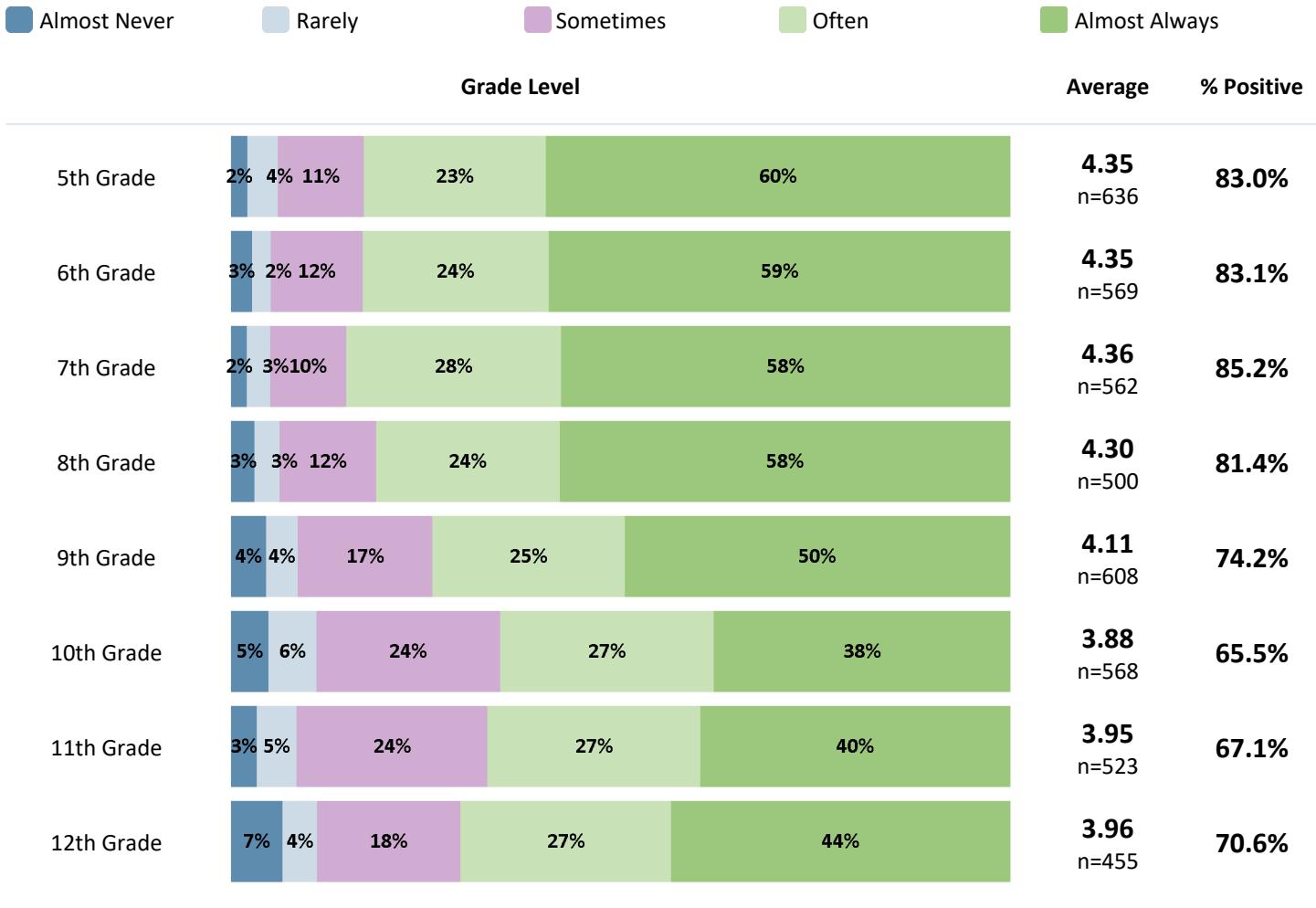
Do you hang out with students from different cultures, backgrounds, races/ethnicities, religions, abilities, etc. at school or school-related events?

Belonging - Cultural Awareness



Do you hang out with students from different cultures, backgrounds, races/ethnicities, religions, abilities, etc. at school or school-related events?

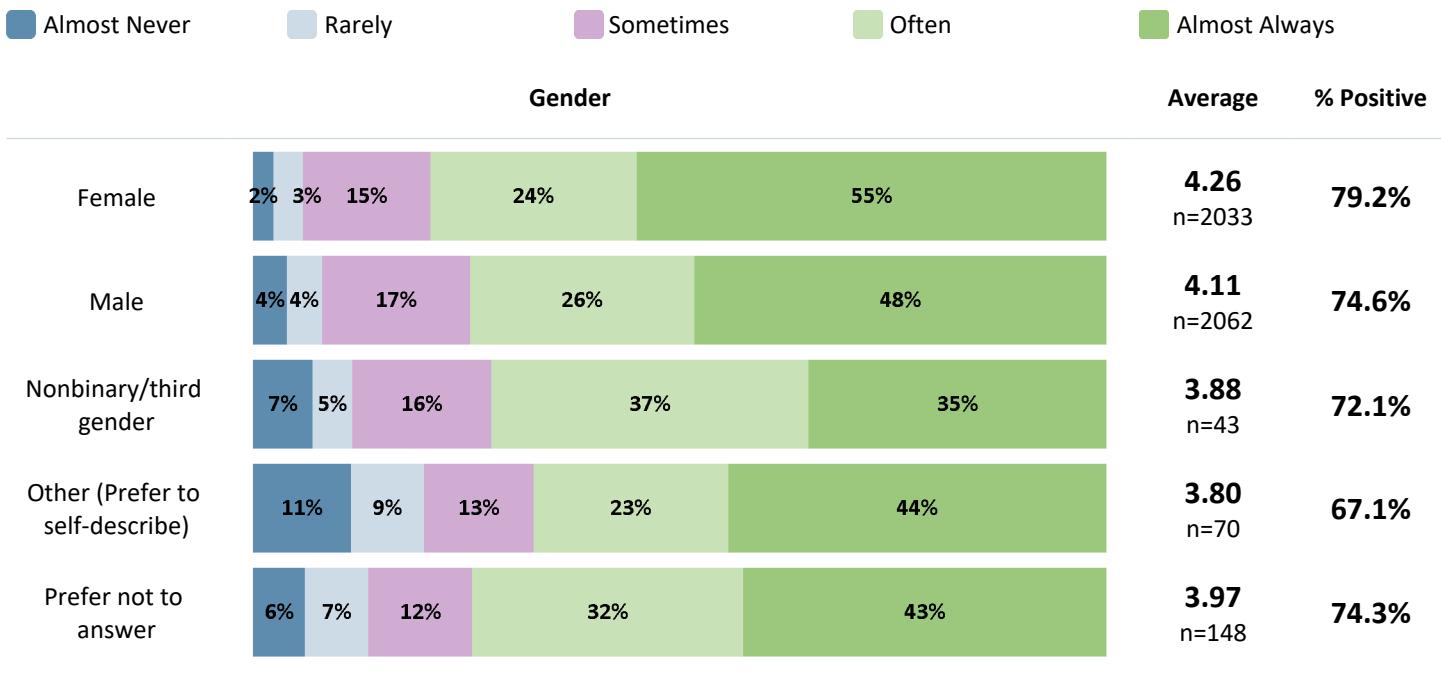
Belonging - Cultural Awareness





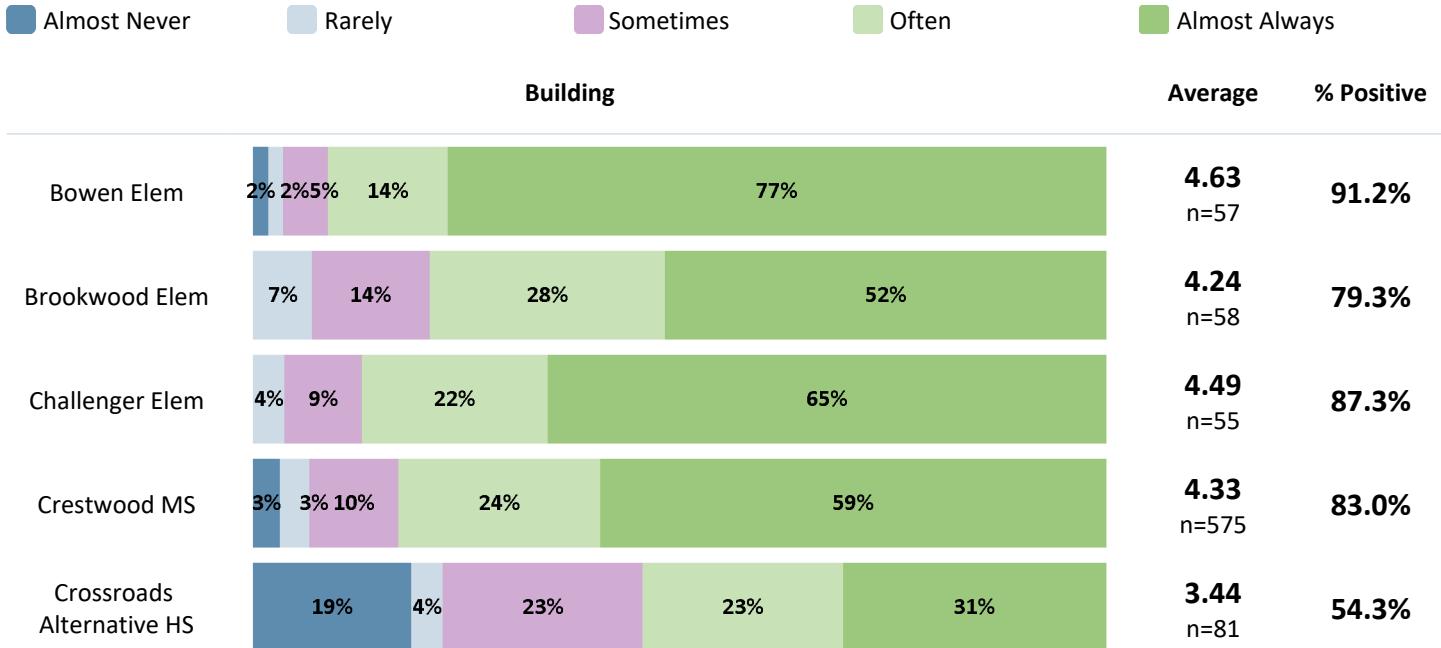
Do you hang out with students from different cultures, backgrounds, races/ethnicities, religions, abilities, etc. at school or school-related events?

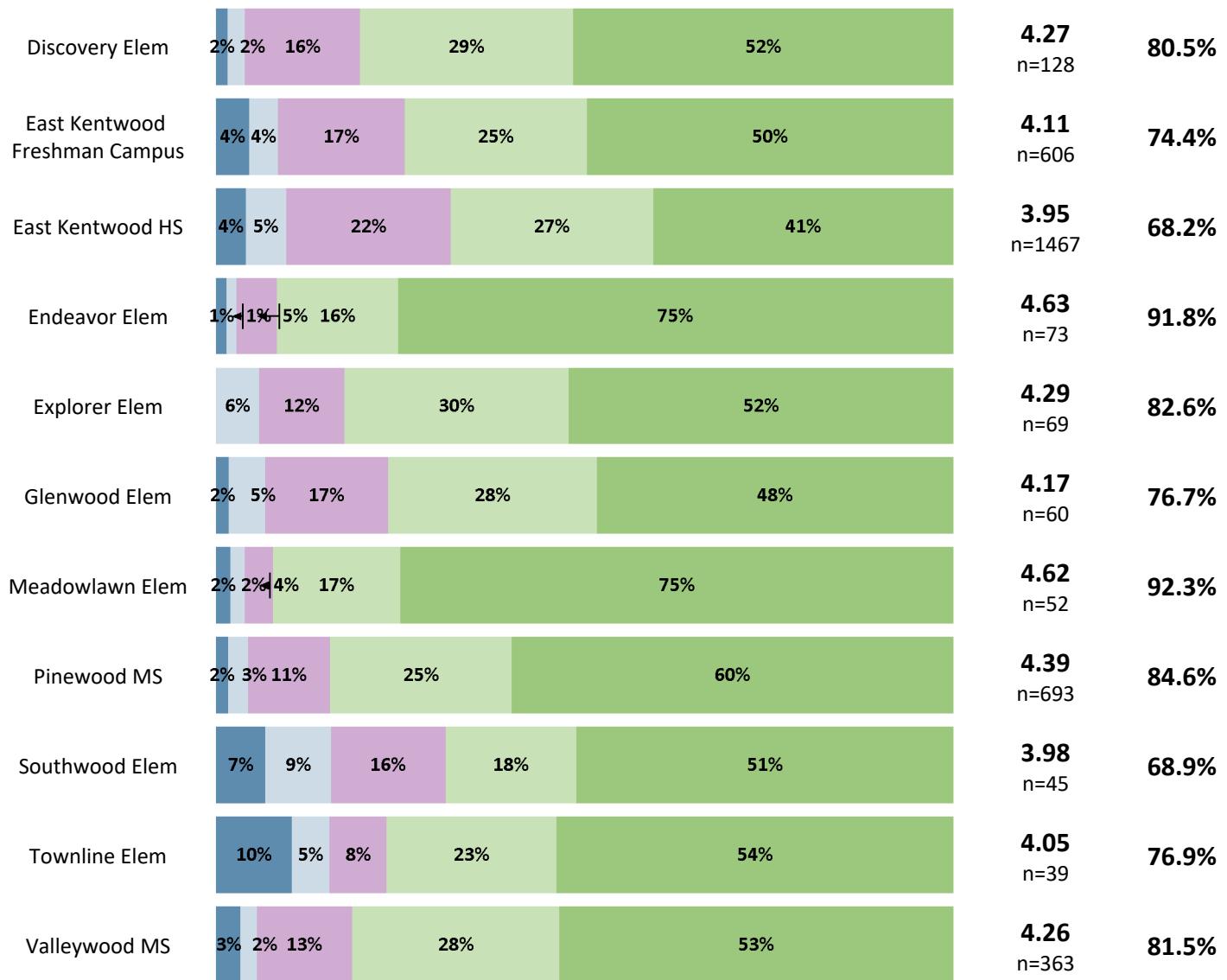
Belonging - Cultural Awareness



Do you hang out with students from different cultures, backgrounds, races/ethnicities, religions, abilities, etc. at school or school-related events?

Belonging - Cultural Awareness







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Belonging - Cultural Awareness

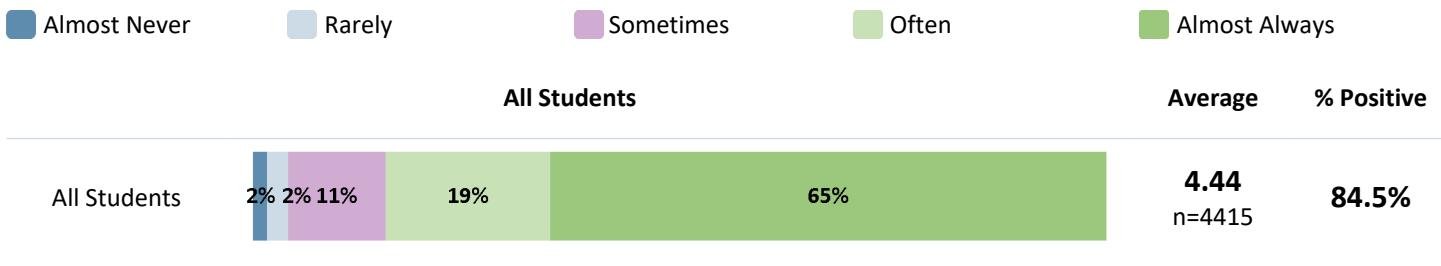
Almost Never Rarely Sometimes Often Almost Always





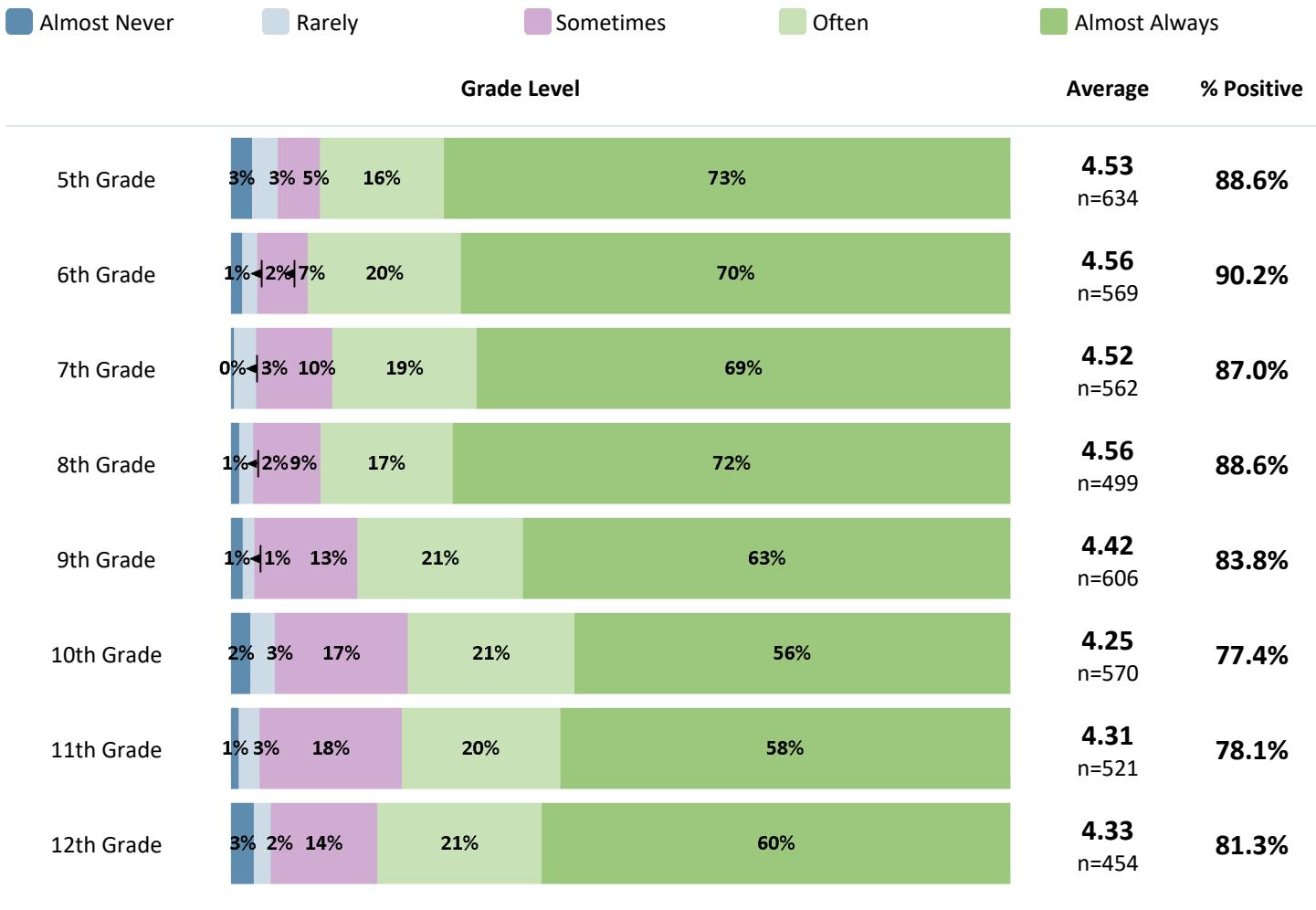
Do you have classes with students from different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

Belonging - Cultural Awareness



Do you have classes with students from different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

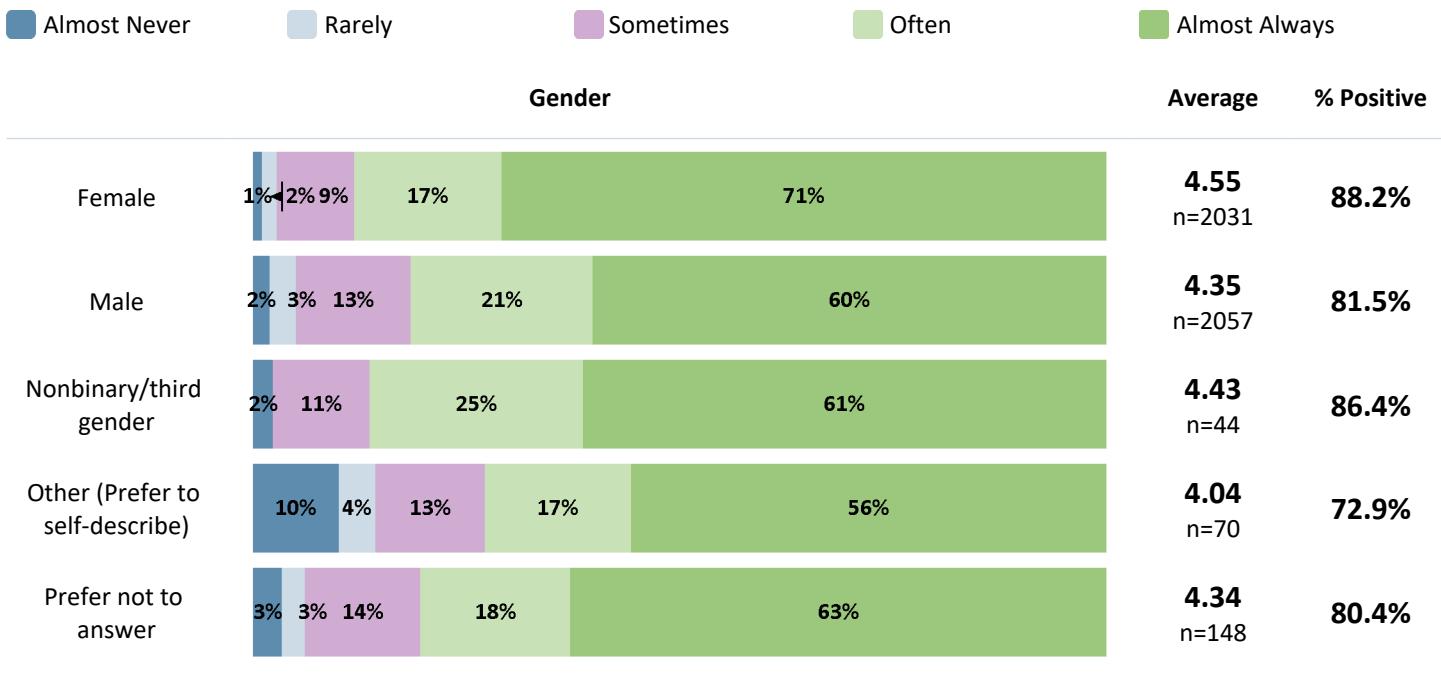
Belonging - Cultural Awareness





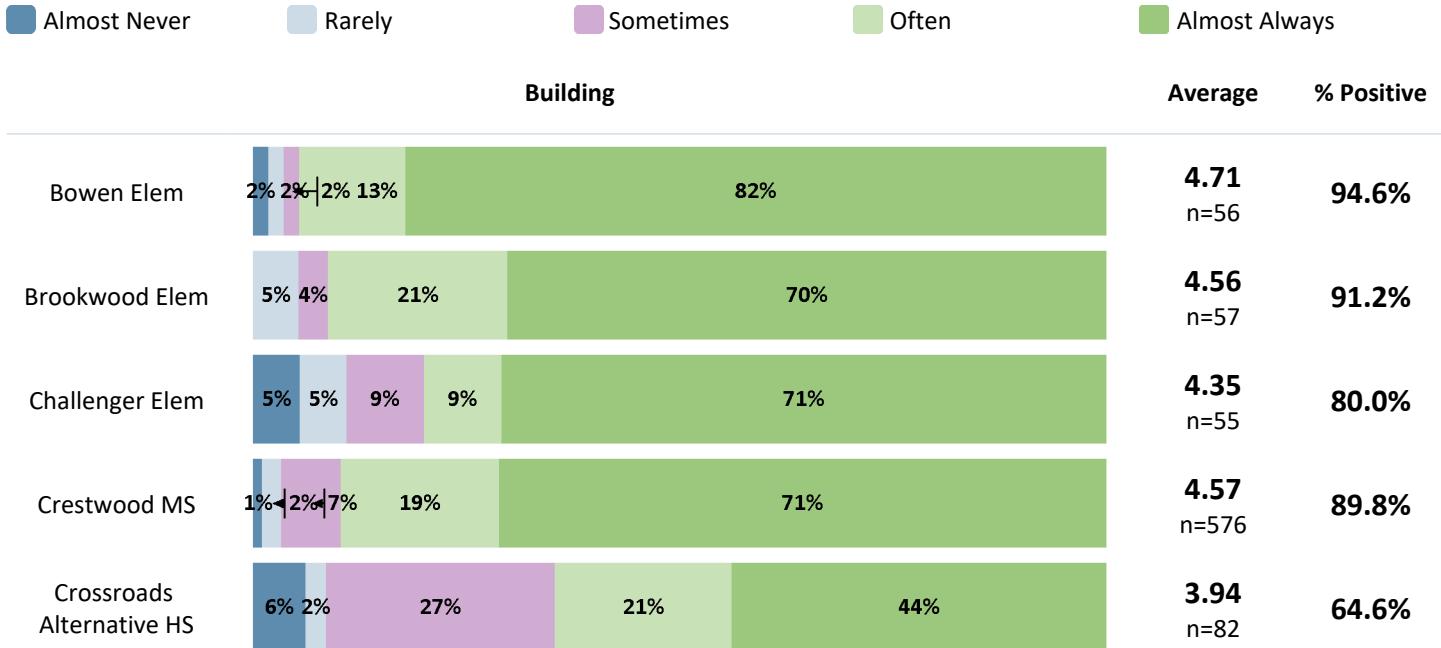
Do you have classes with students from different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

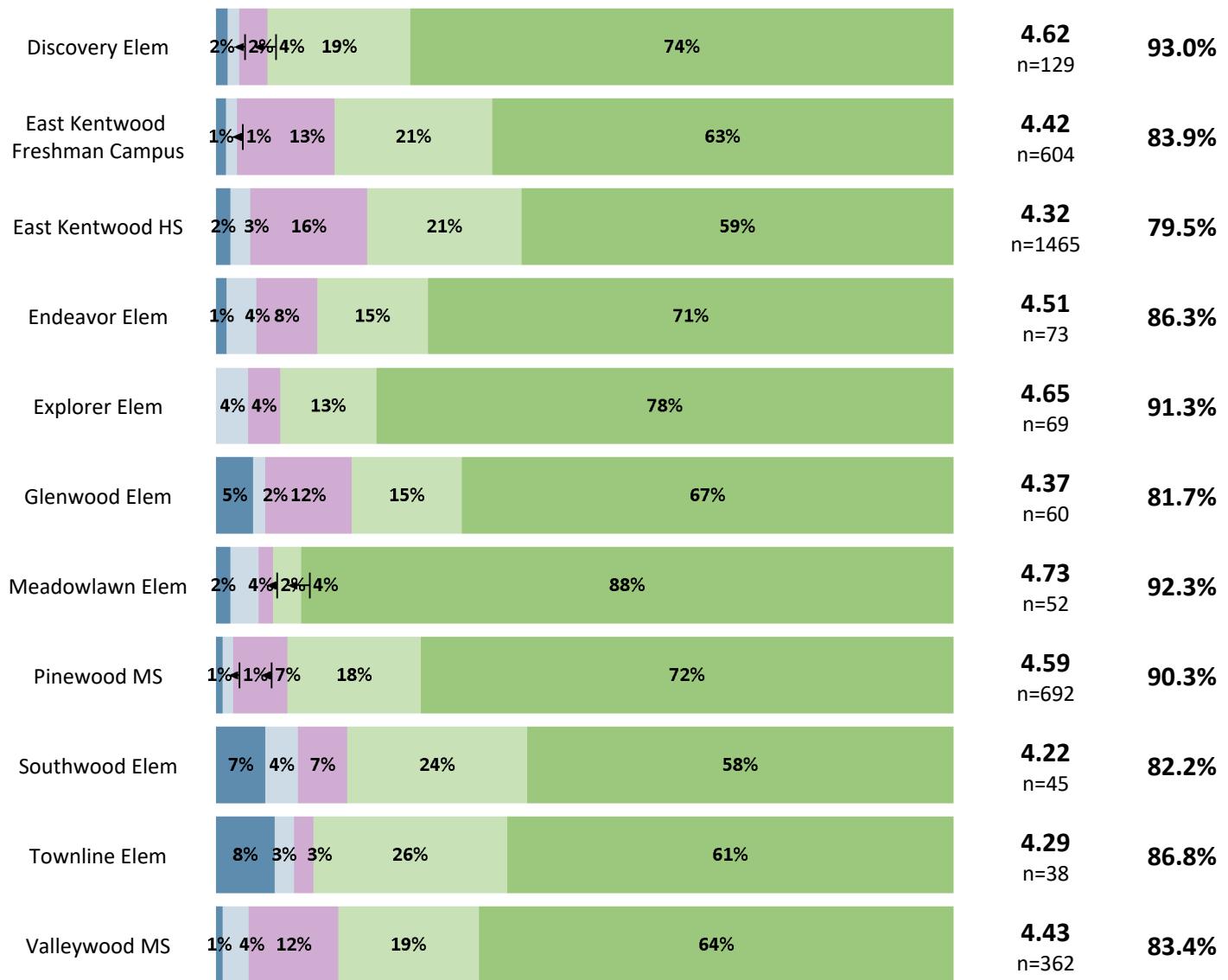
Belonging - Cultural Awareness



Do you have classes with students from different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

Belonging - Cultural Awareness

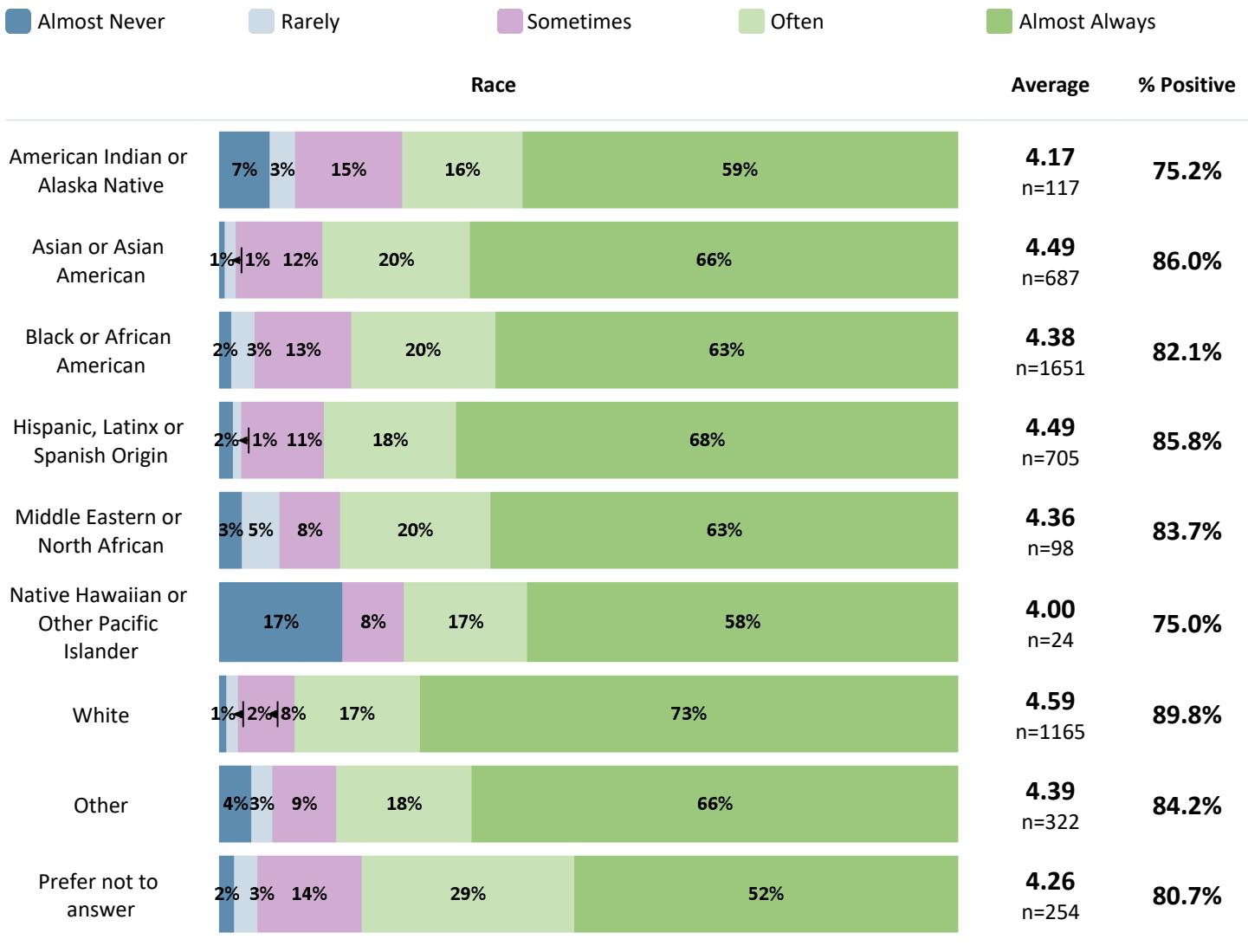






Do you have classes with students from different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

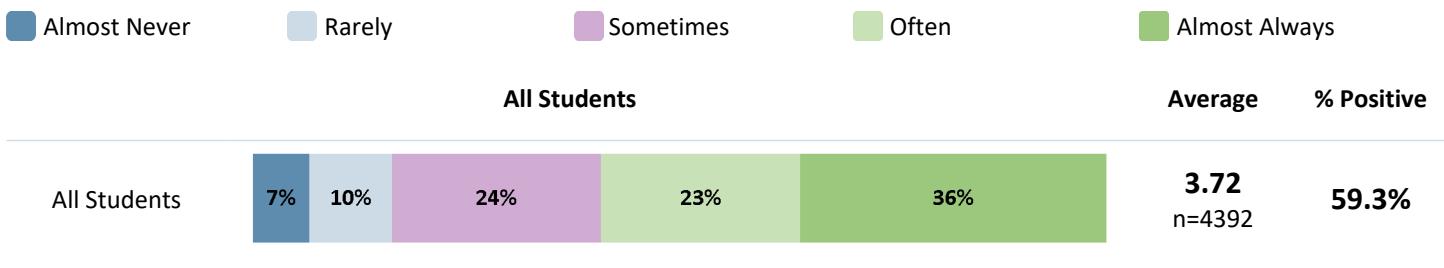
Belonging - Cultural Awareness





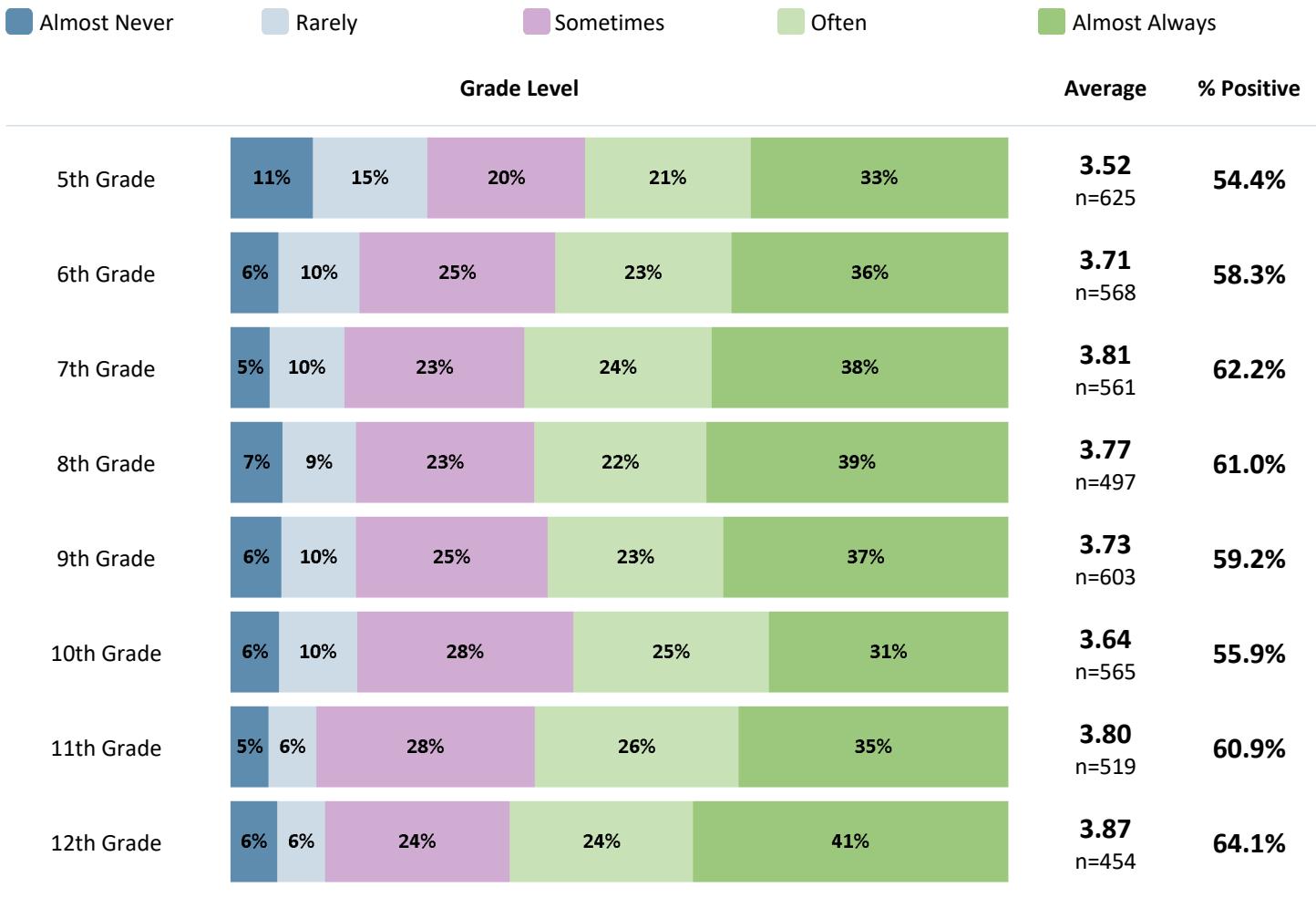
Do you have open conversations with other students about different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

Belonging - Cultural Awareness



Do you have open conversations with other students about different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

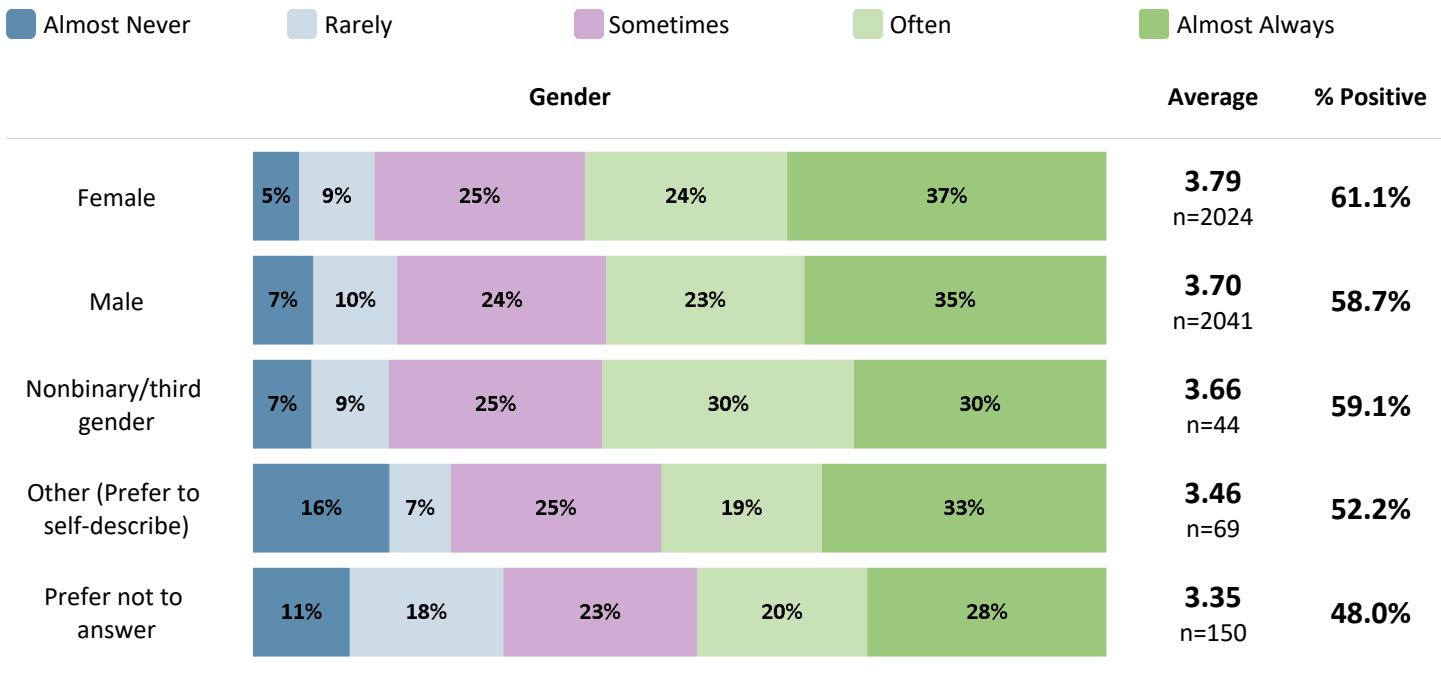
Belonging - Cultural Awareness





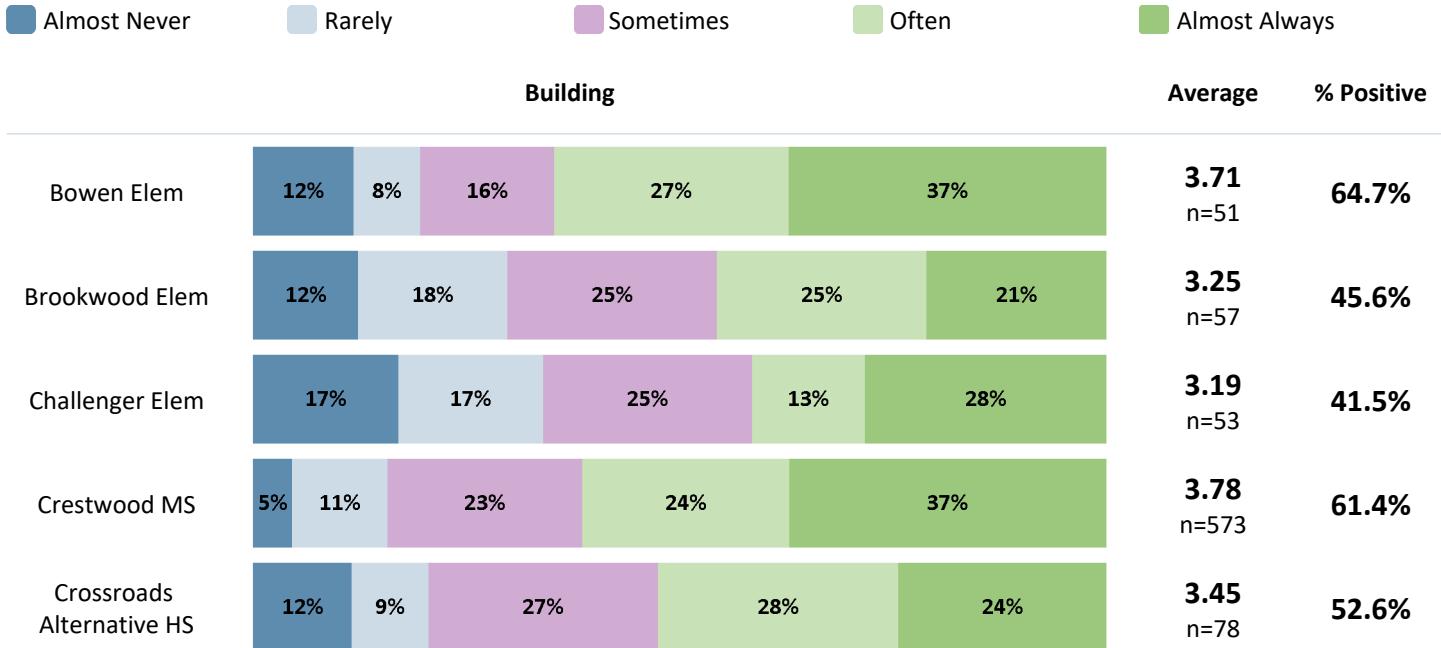
Do you have open conversations with other students about different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

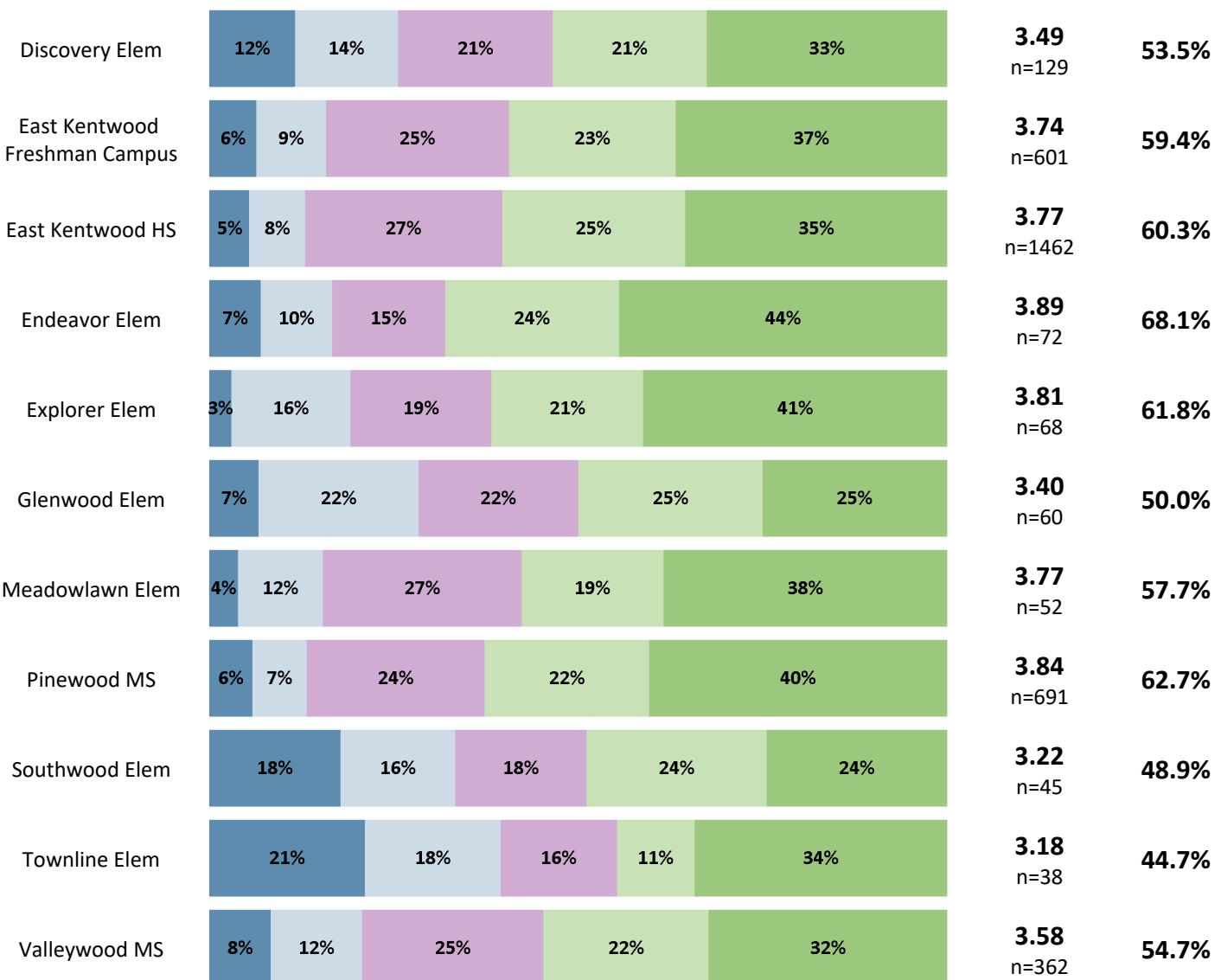
Belonging - Cultural Awareness



Do you have open conversations with other students about different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

Belonging - Cultural Awareness







Do you have open conversations with other students about different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

Belonging - Cultural Awareness

Almost Never

Rarely

Sometimes

Often

Almost Always

Race

Average

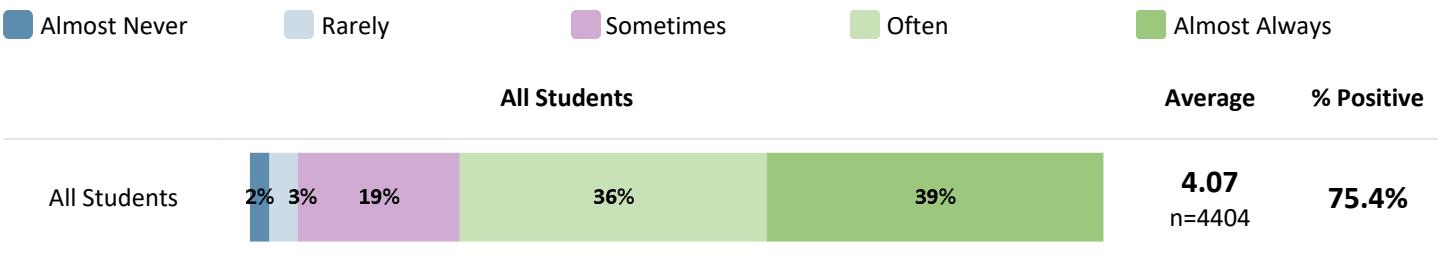
% Positive





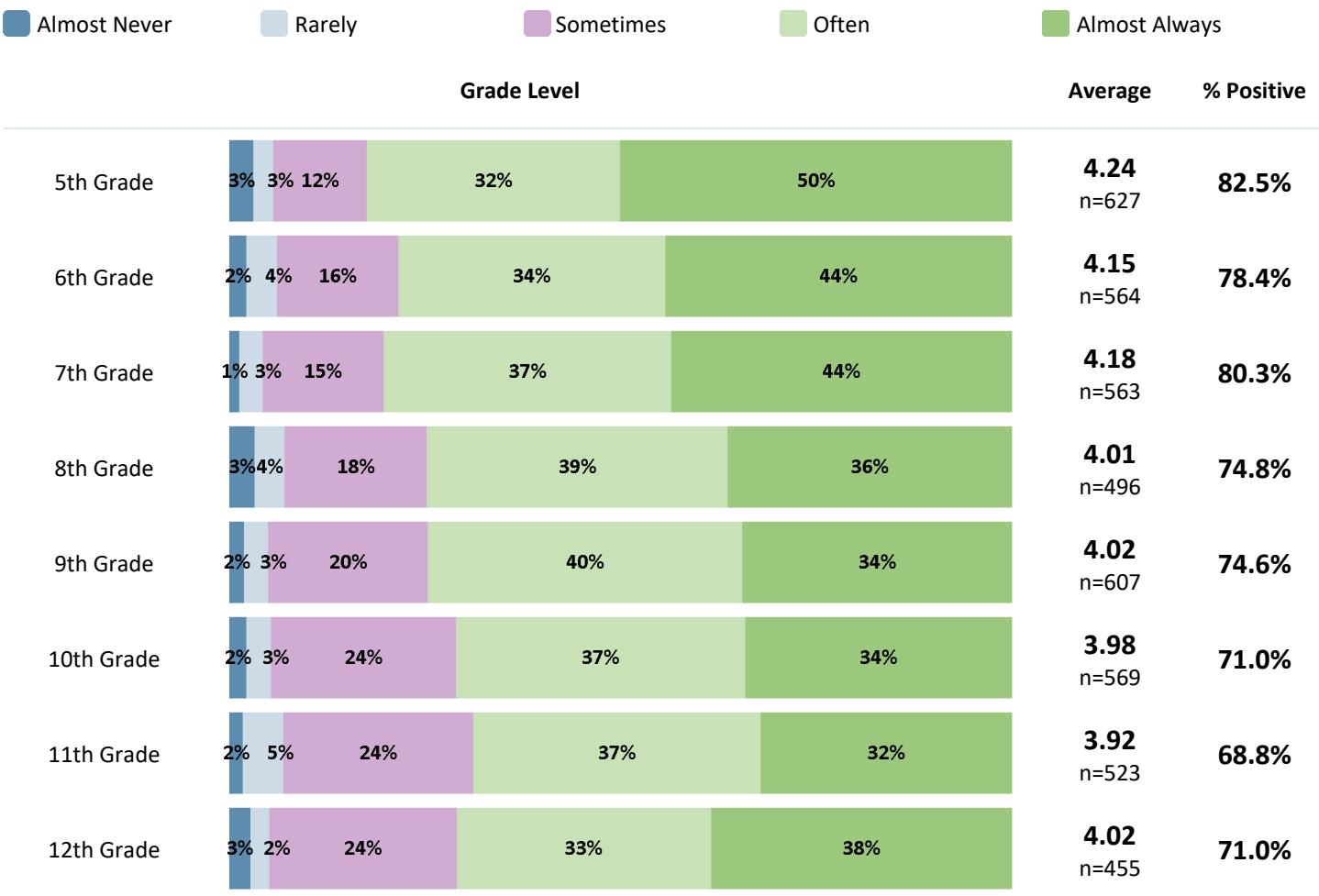
Are resources at your school shared fairly across all students?

Belonging - Fairness



Are resources at your school shared fairly across all students?

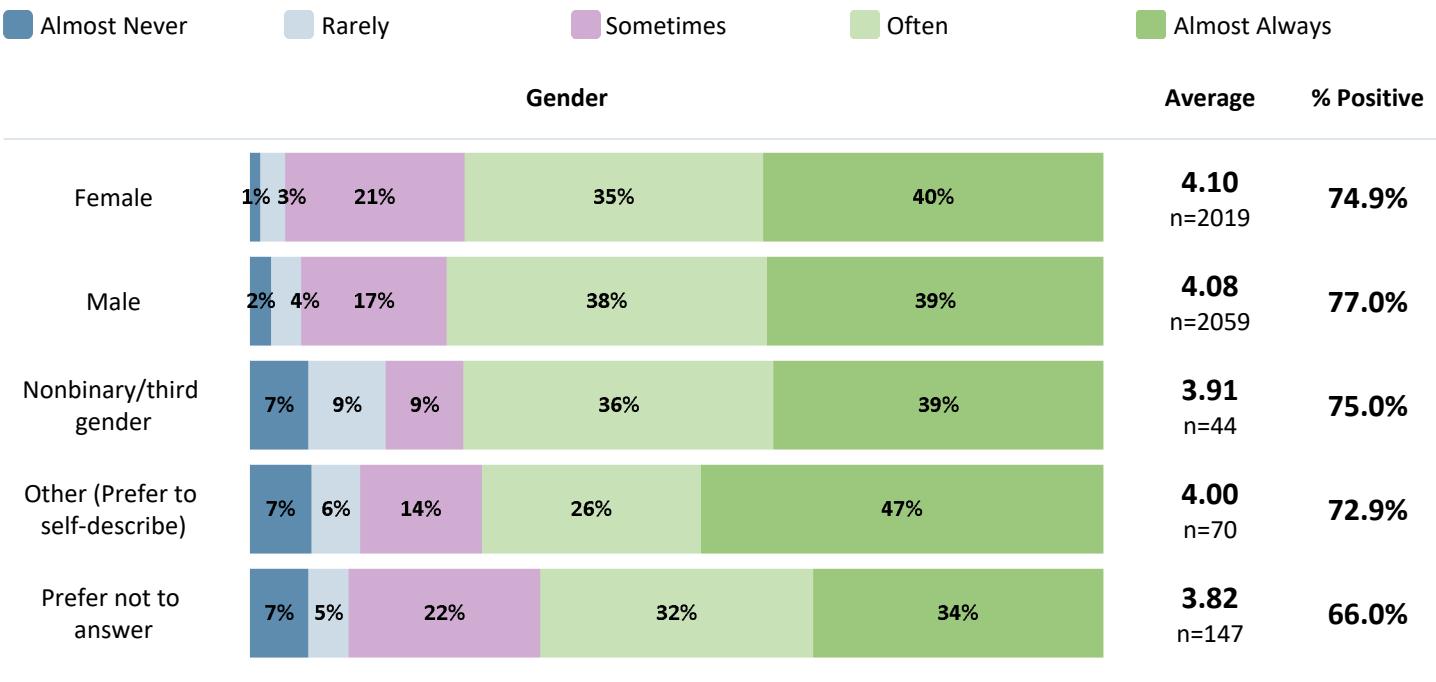
Belonging - Fairness





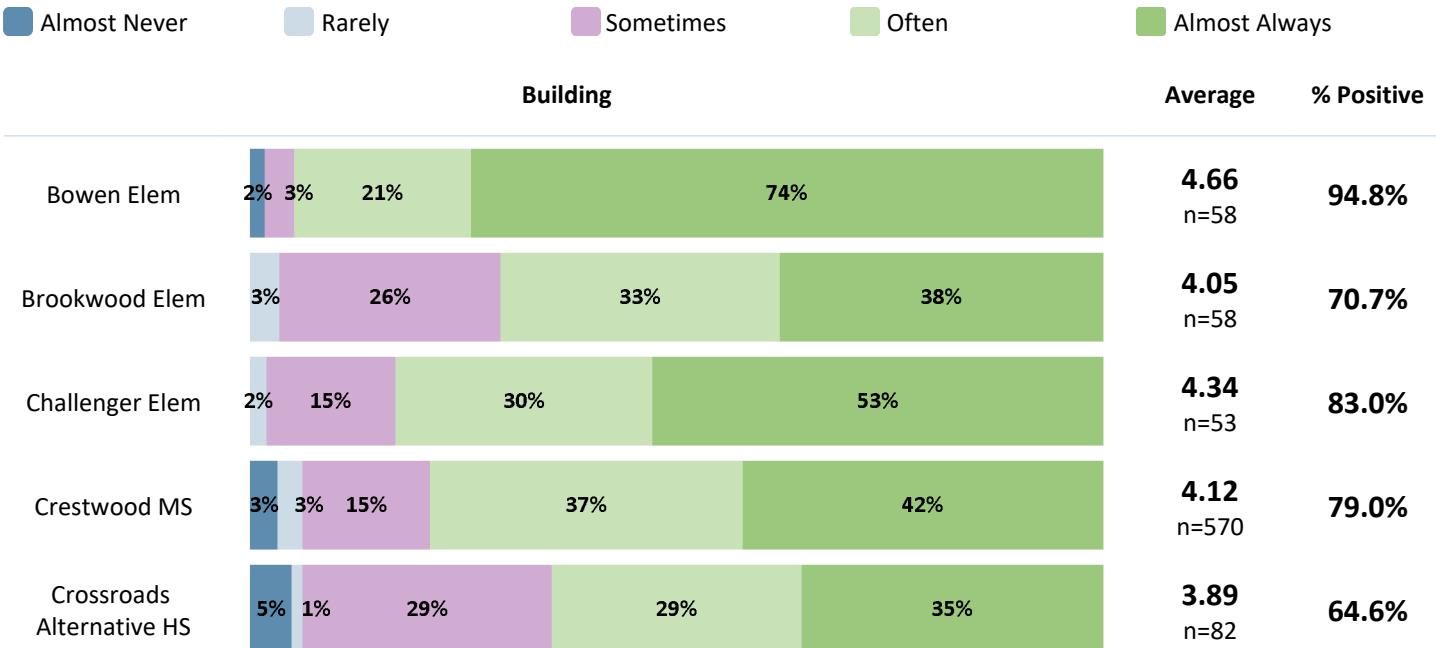
Are resources at your school shared fairly across all students?

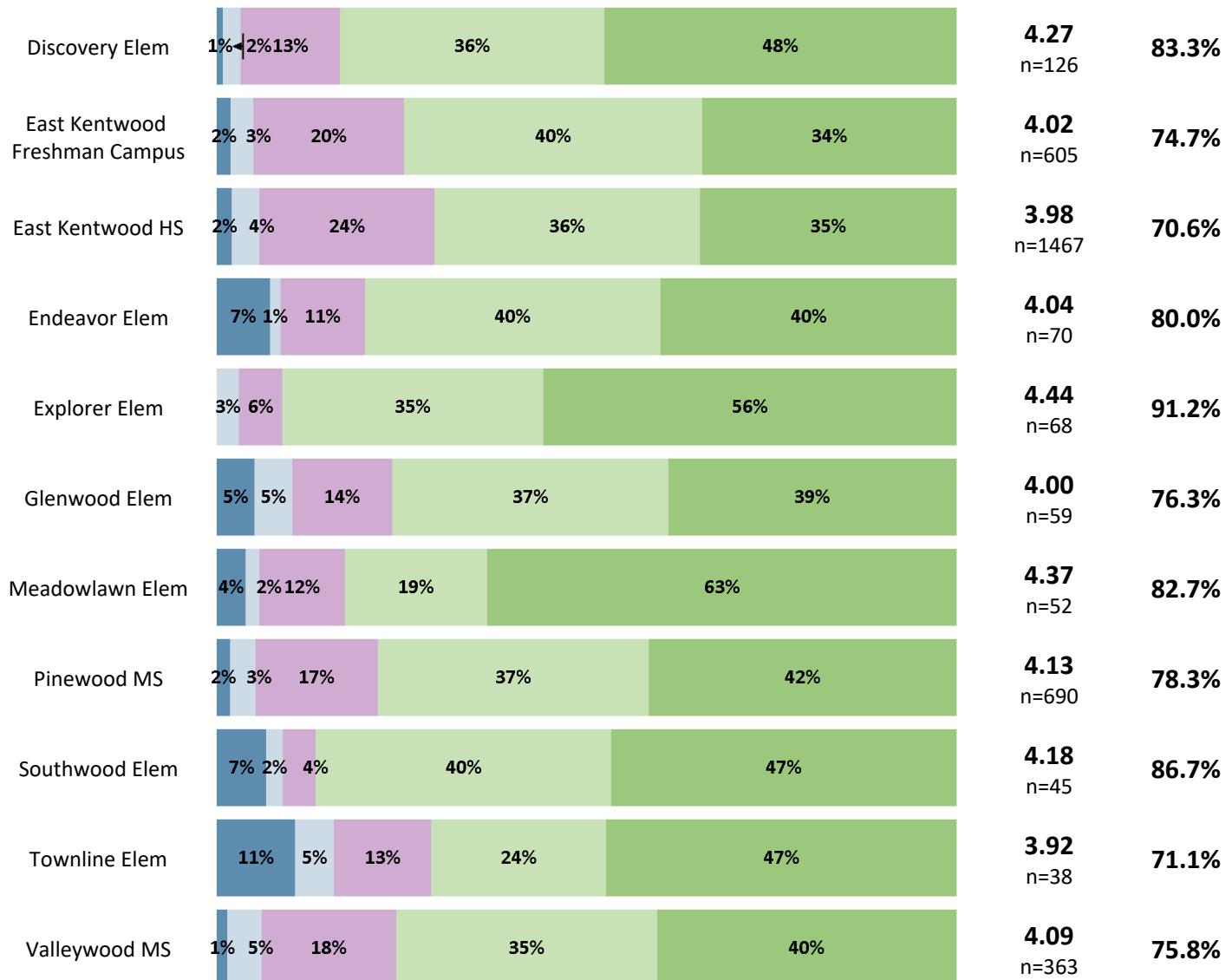
Belonging - Fairness



Are resources at your school shared fairly across all students?

Belonging - Fairness







Are resources at your school shared fairly across all students?

Belonging - Fairness

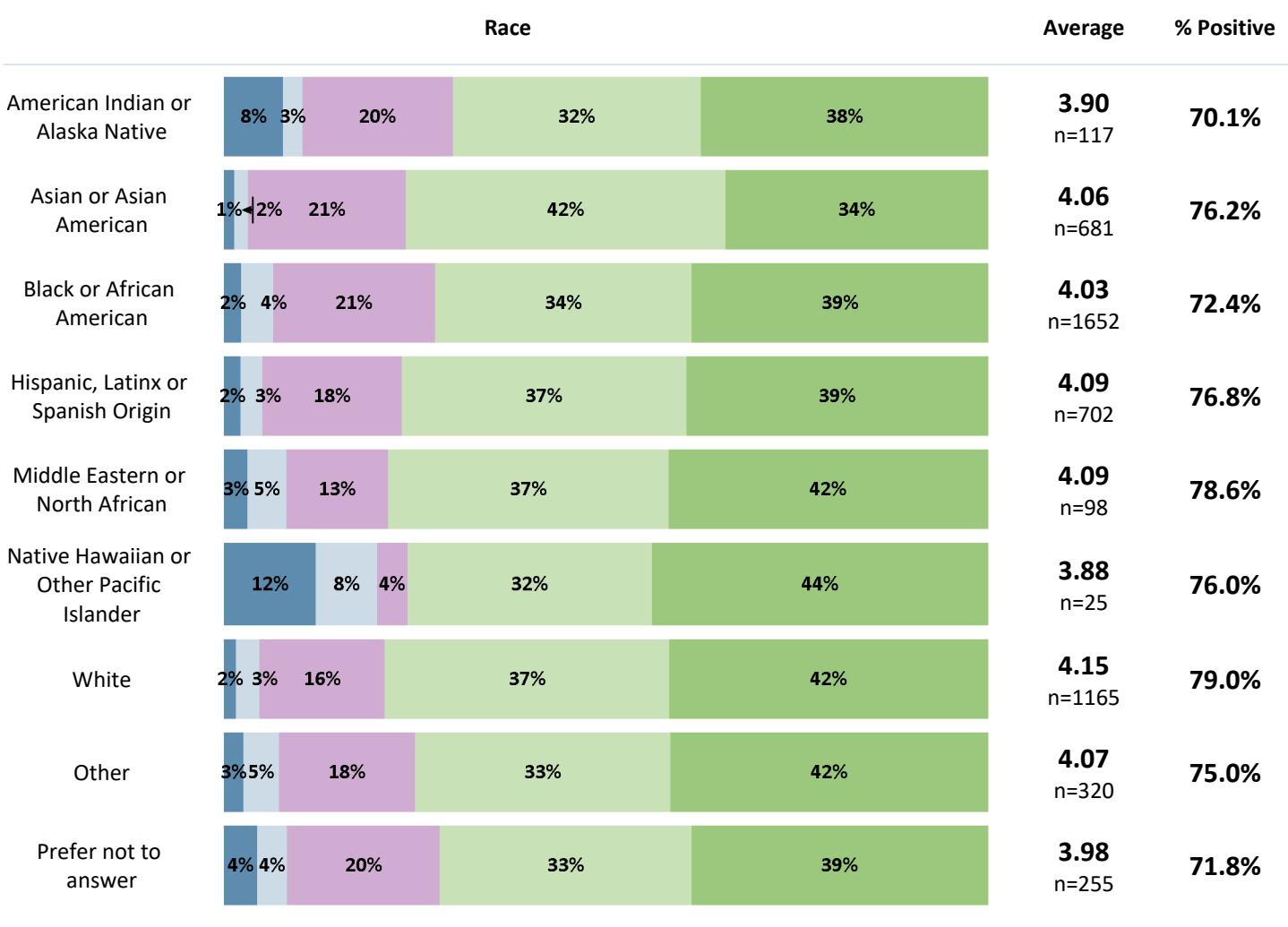
Almost Never

Rarely

Sometimes

Often

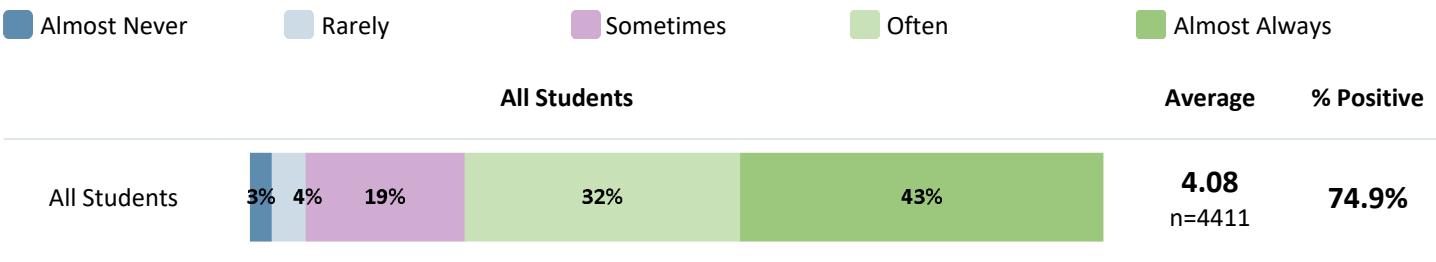
Almost Always





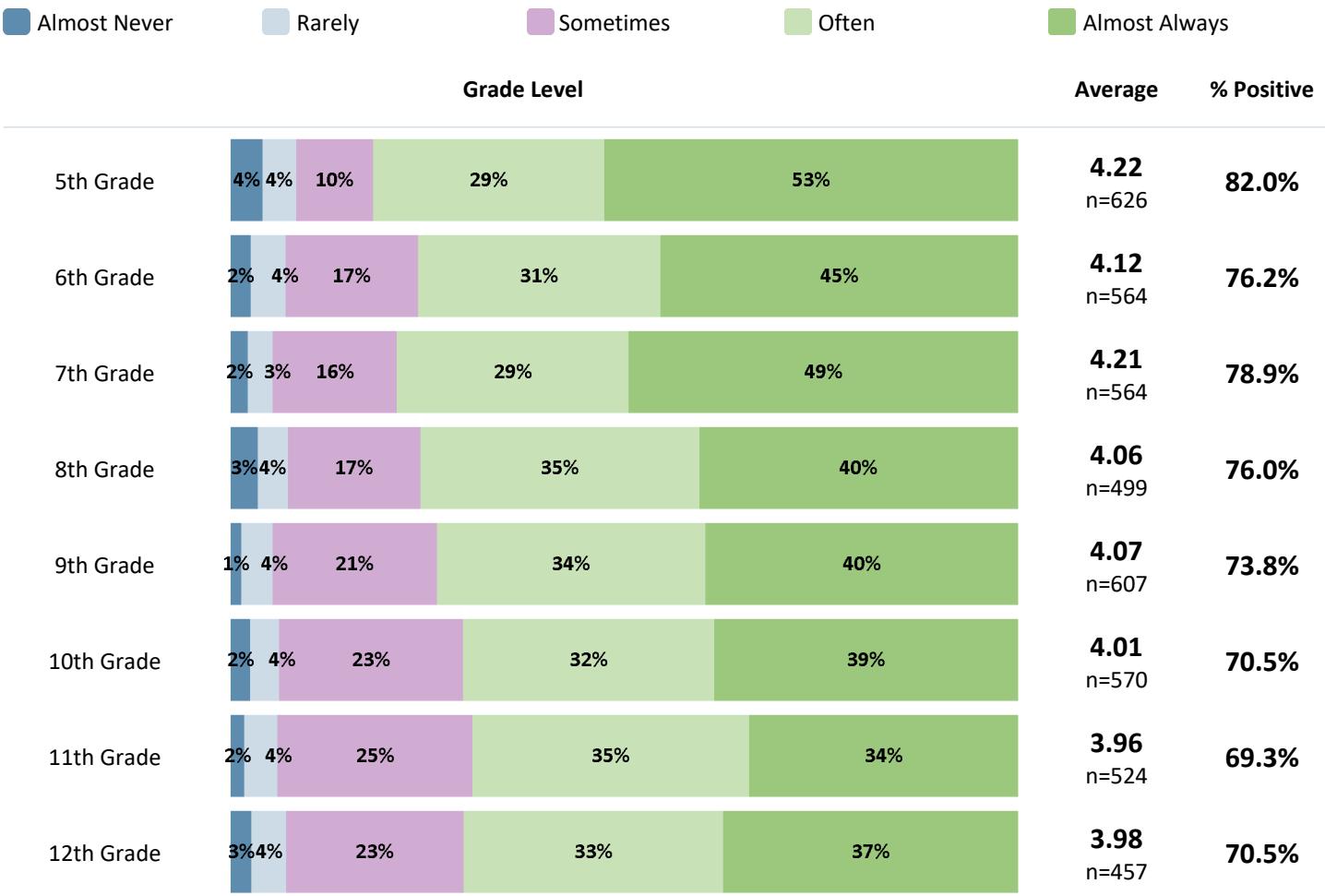
Are you given the same chances as other students to do well in school?

Belonging - Fairness



Are you given the same chances as other students to do well in school?

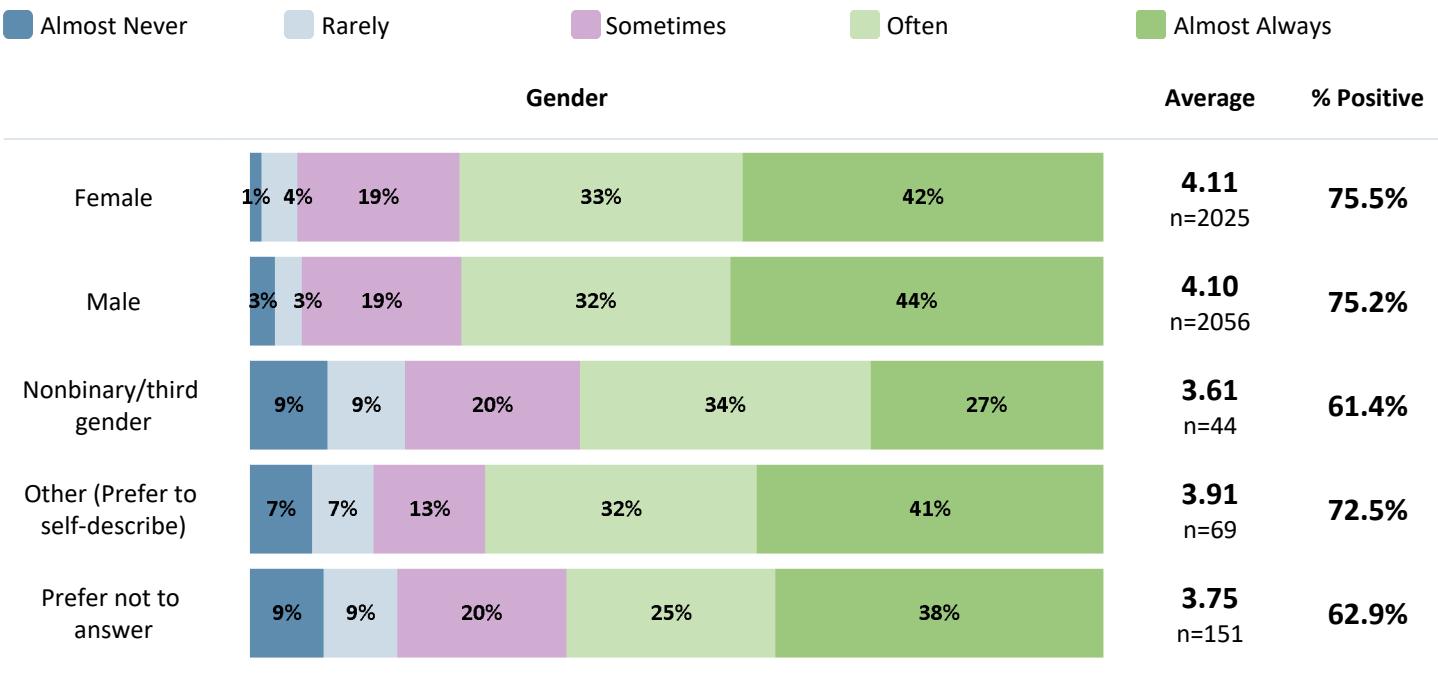
Belonging - Fairness





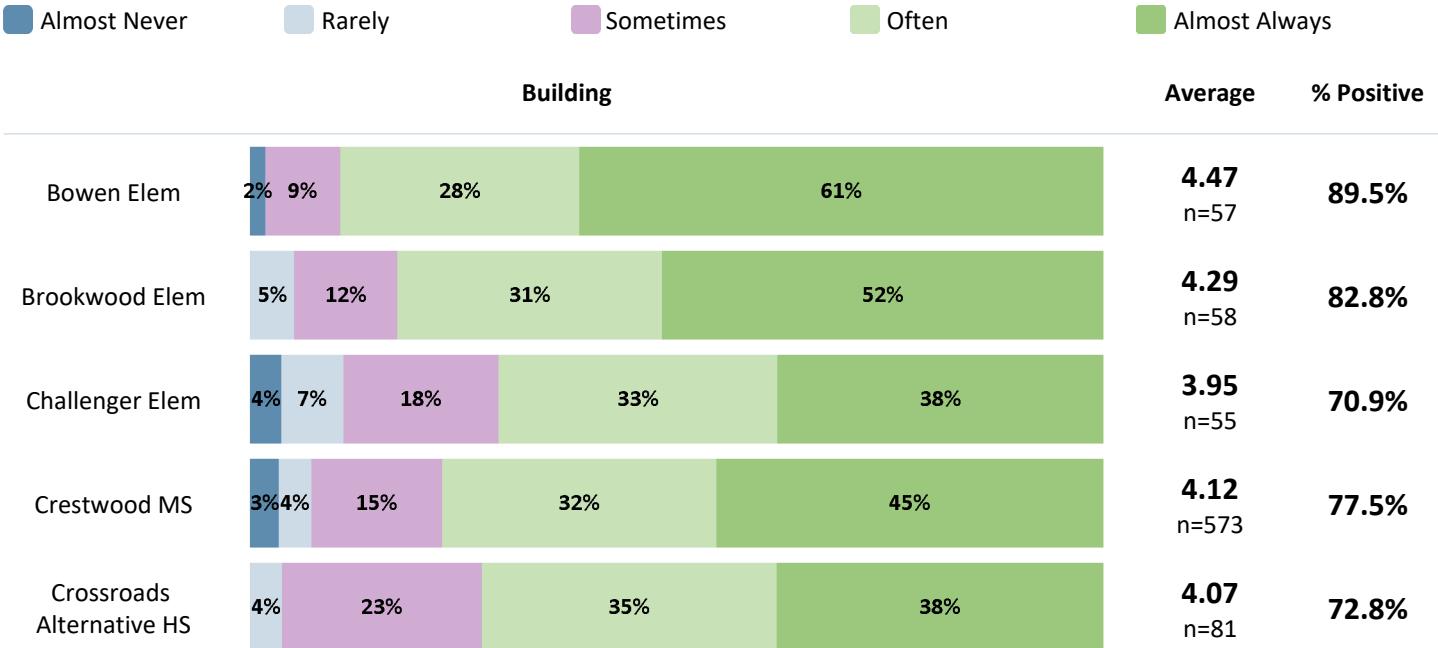
Are you given the same chances as other students to do well in school?

Belonging - Fairness



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Belonging - Fairness







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Belonging - Fairness

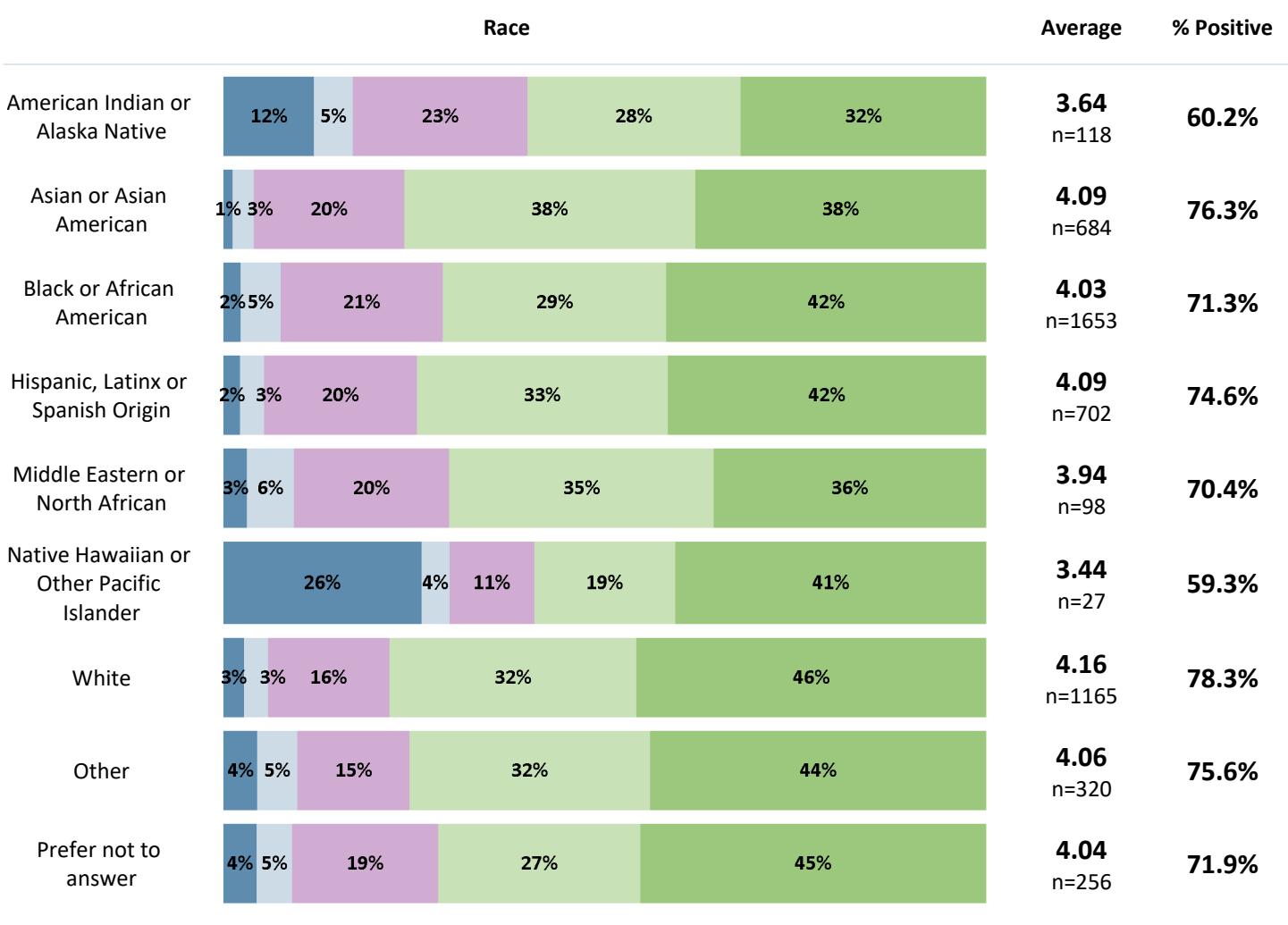
Almost Never

Rarely

Sometimes

Often

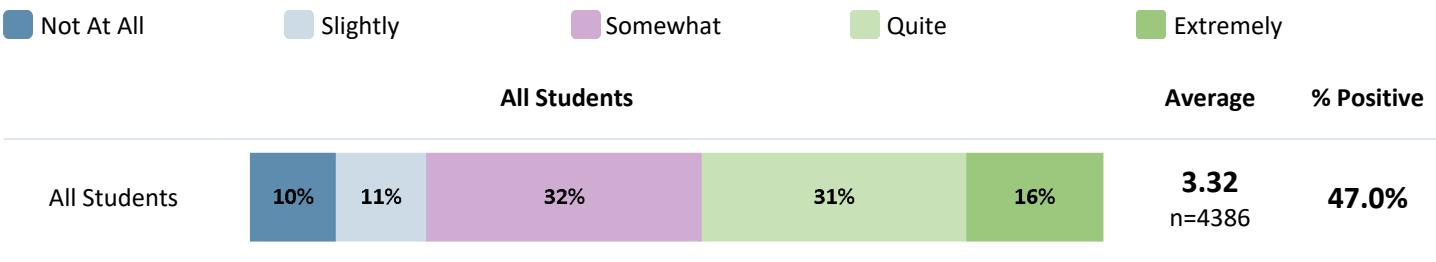
Almost Always





Are you satisfied with how discipline is handled at your school?

Belonging - Fairness



Are you satisfied with how discipline is handled at your school?

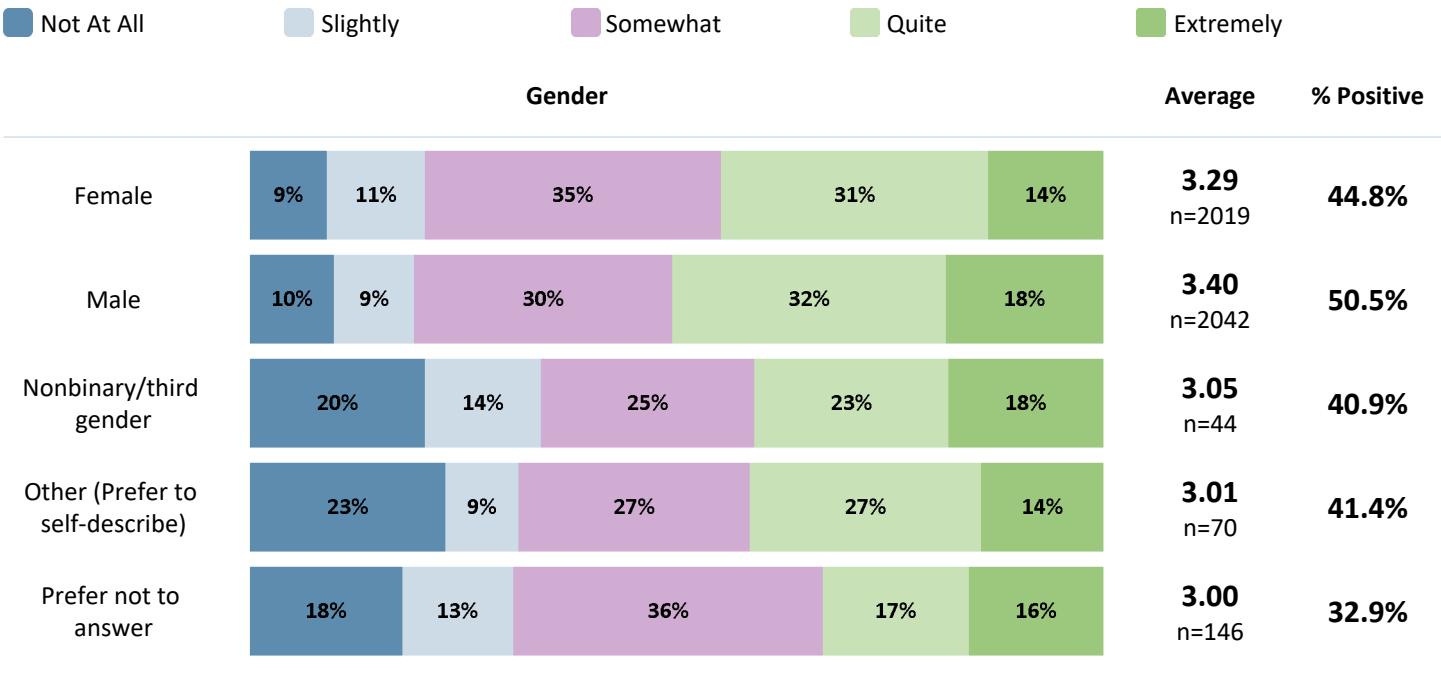
Belonging - Fairness





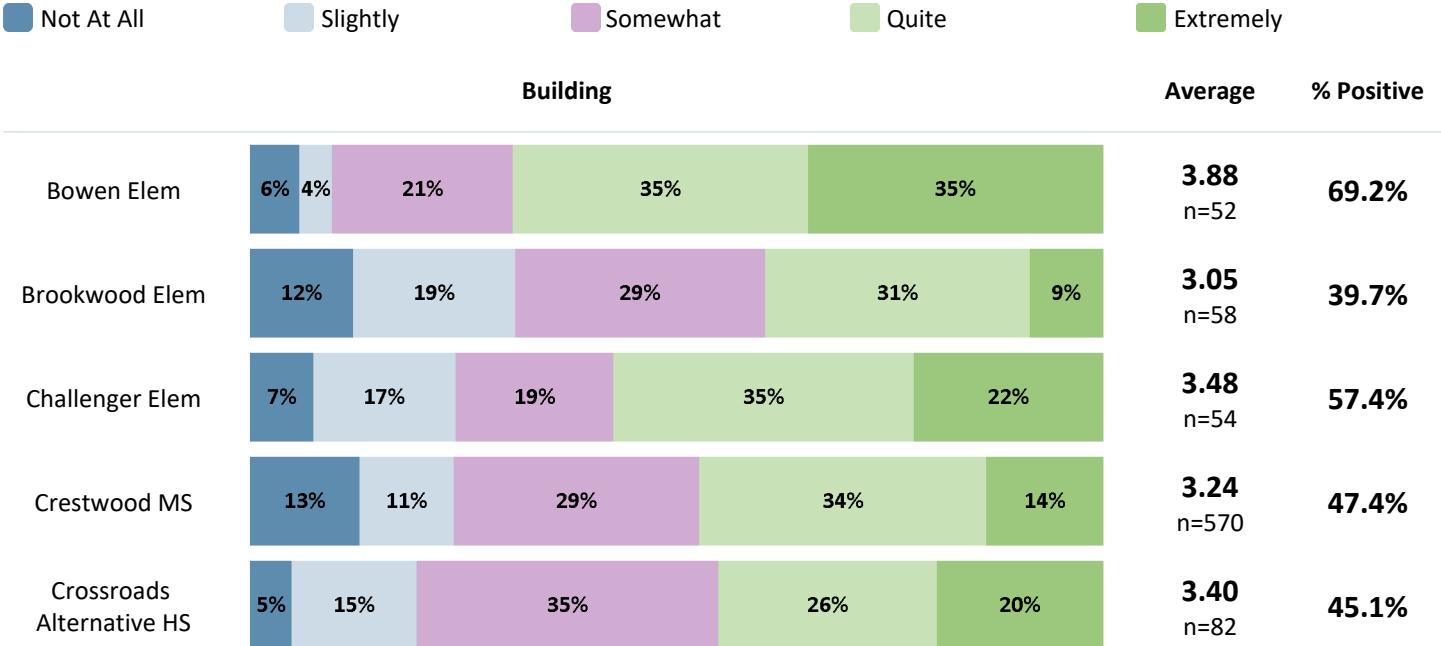
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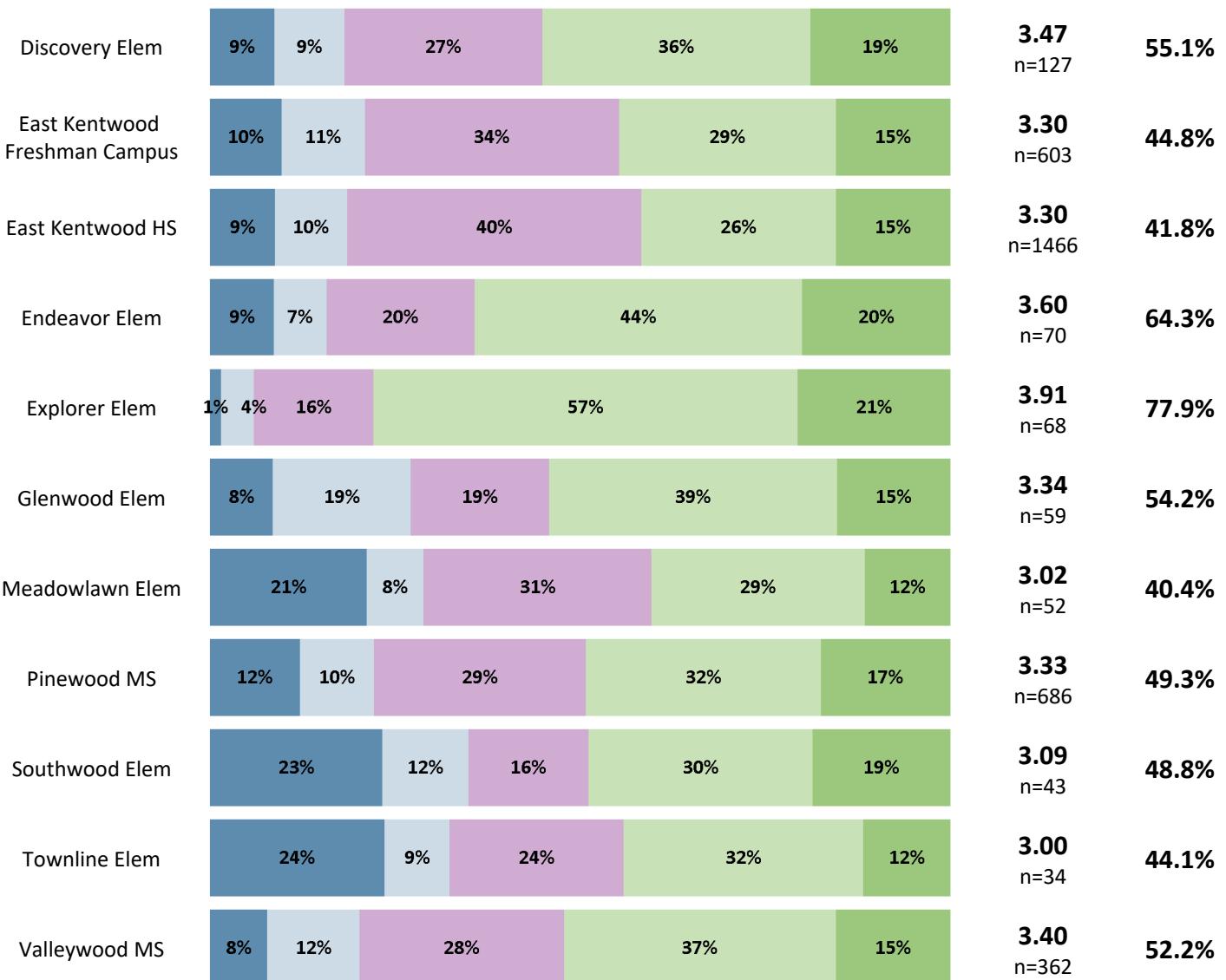
Belonging - Fairness



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Belonging - Fairness

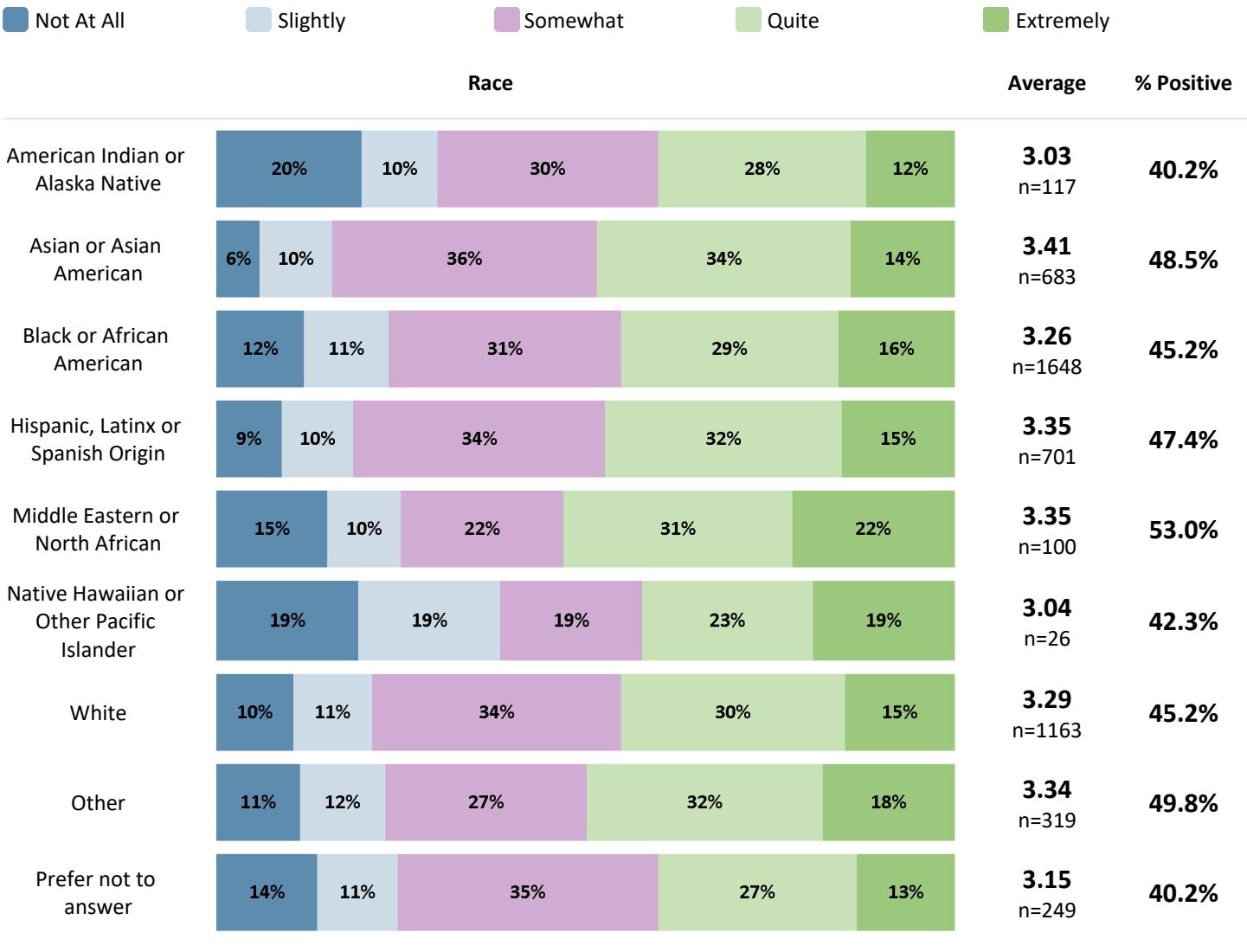






Are you satisfied with how discipline is handled at your school?

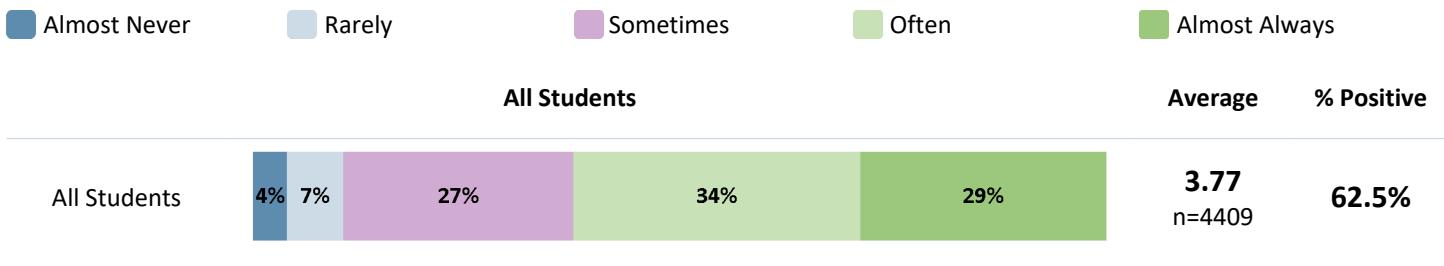
Belonging - Fairness





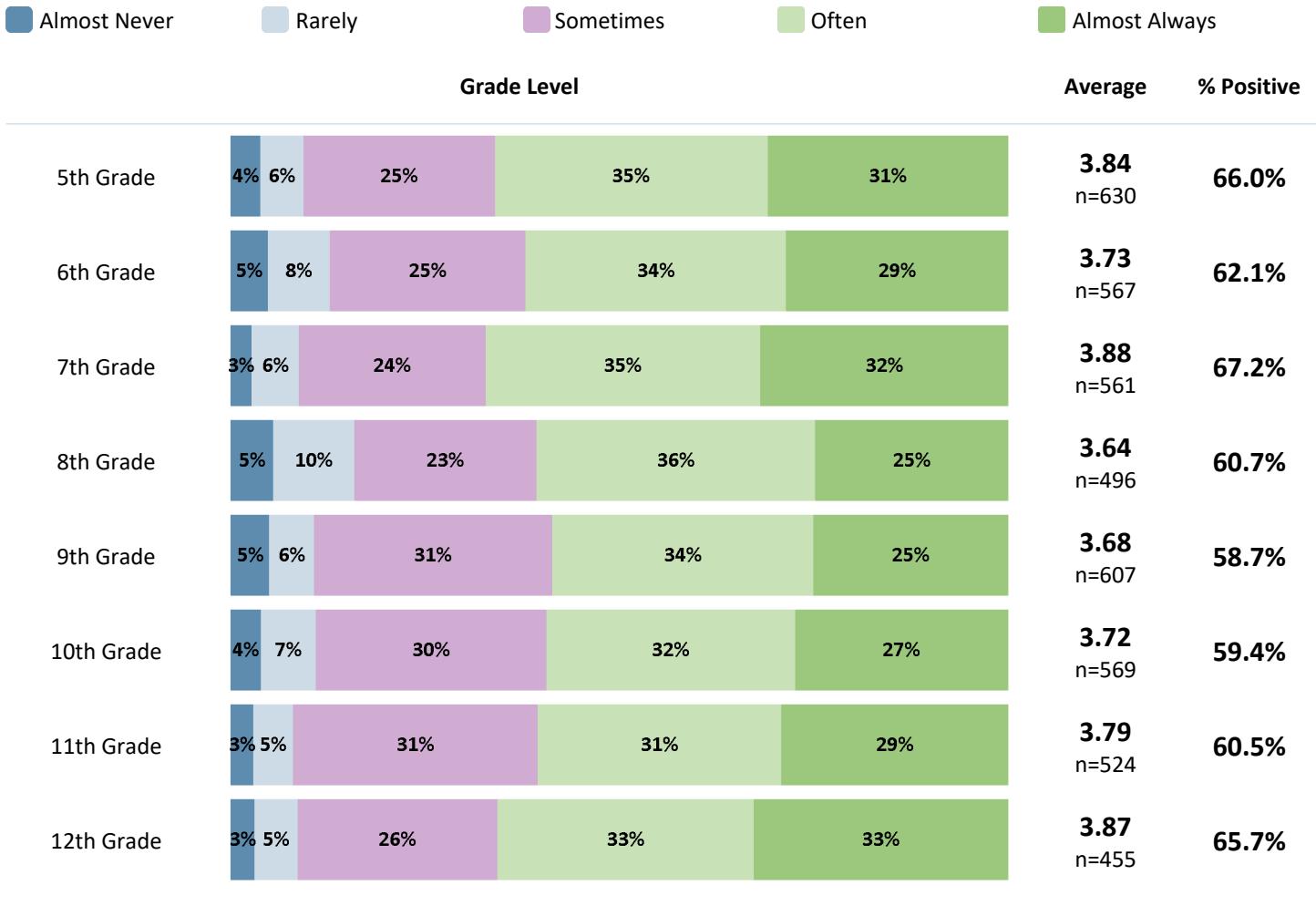
Do students at your school treat people from all cultures, backgrounds, races/ethnicities, religions, abilities, etc. fairly?

Belonging - Fairness



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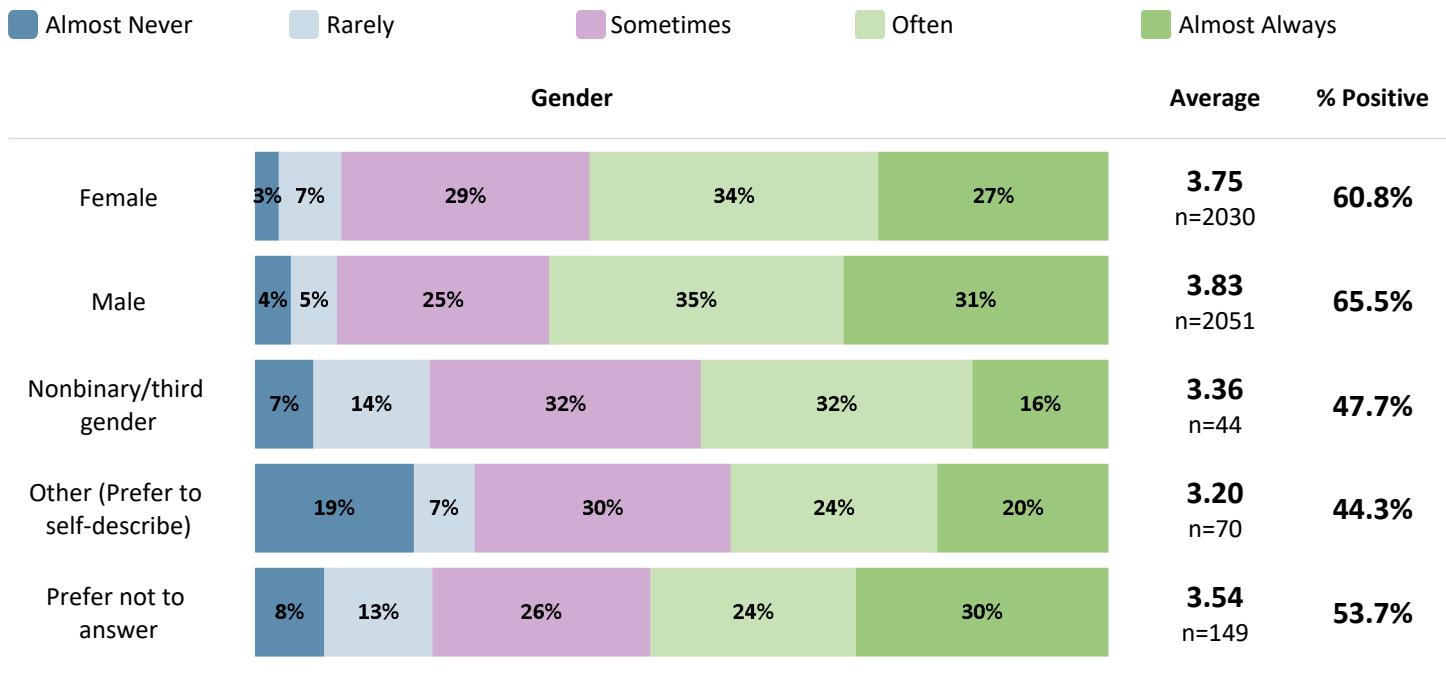
Belonging - Fairness





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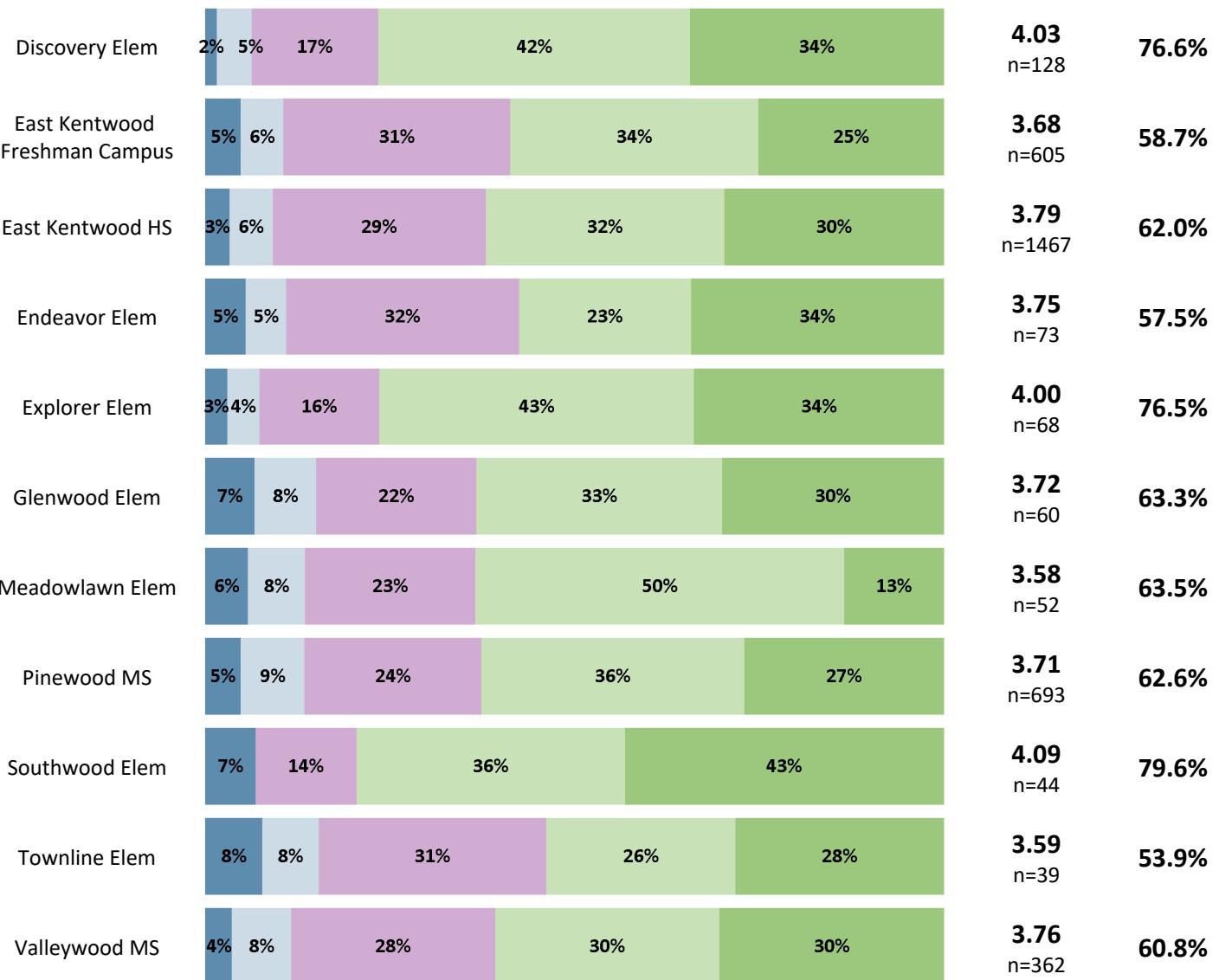
Belonging - Fairness



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Belonging - Fairness



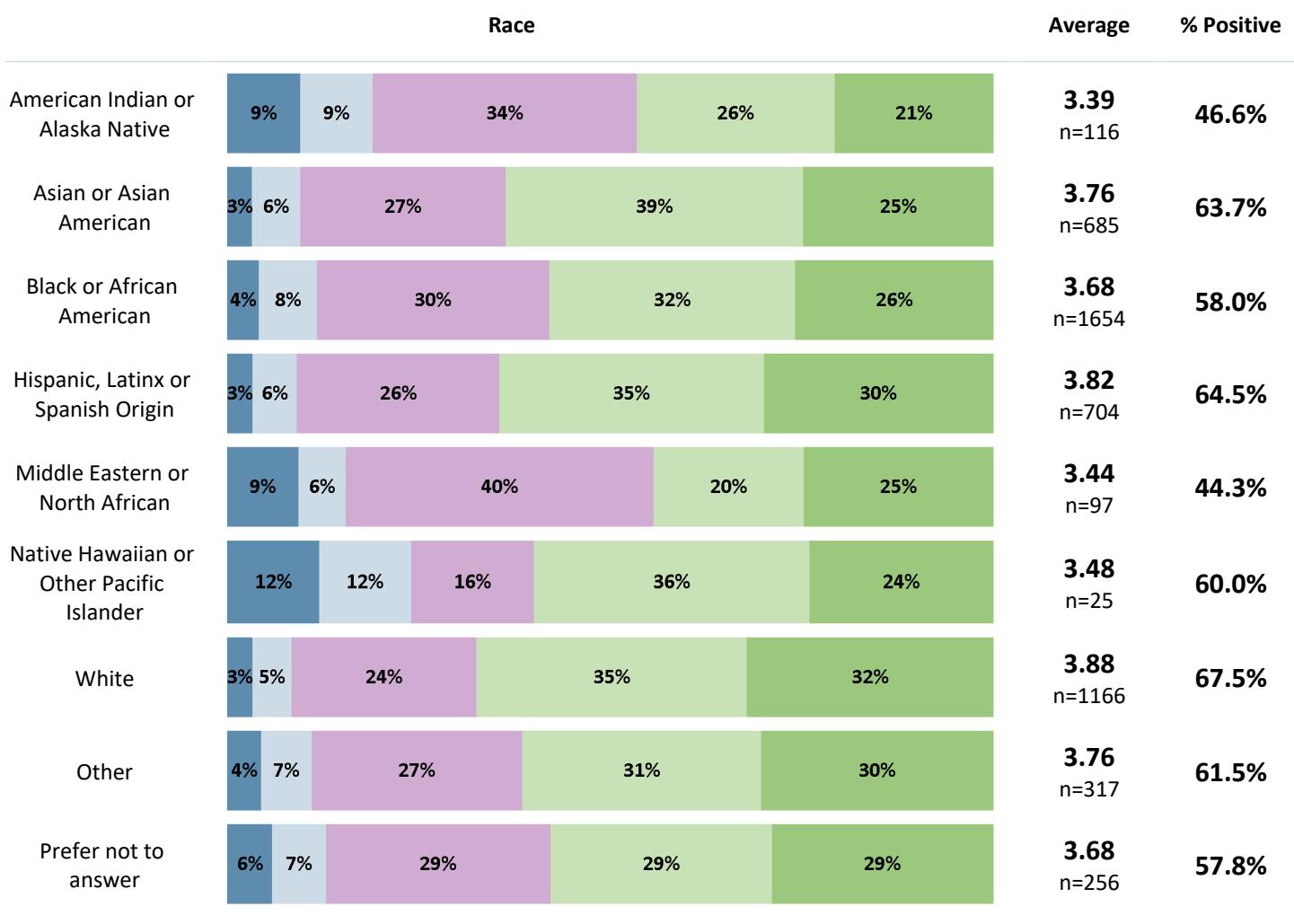




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Belonging - Fairness

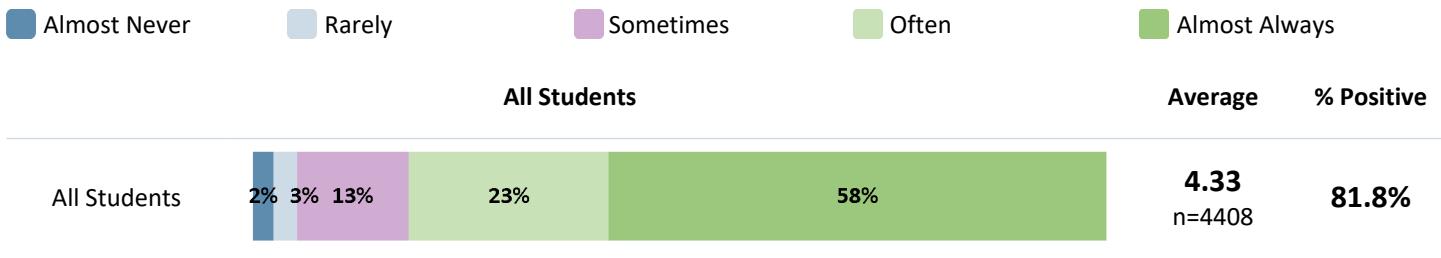
Almost Never Rarely Sometimes Often Almost Always





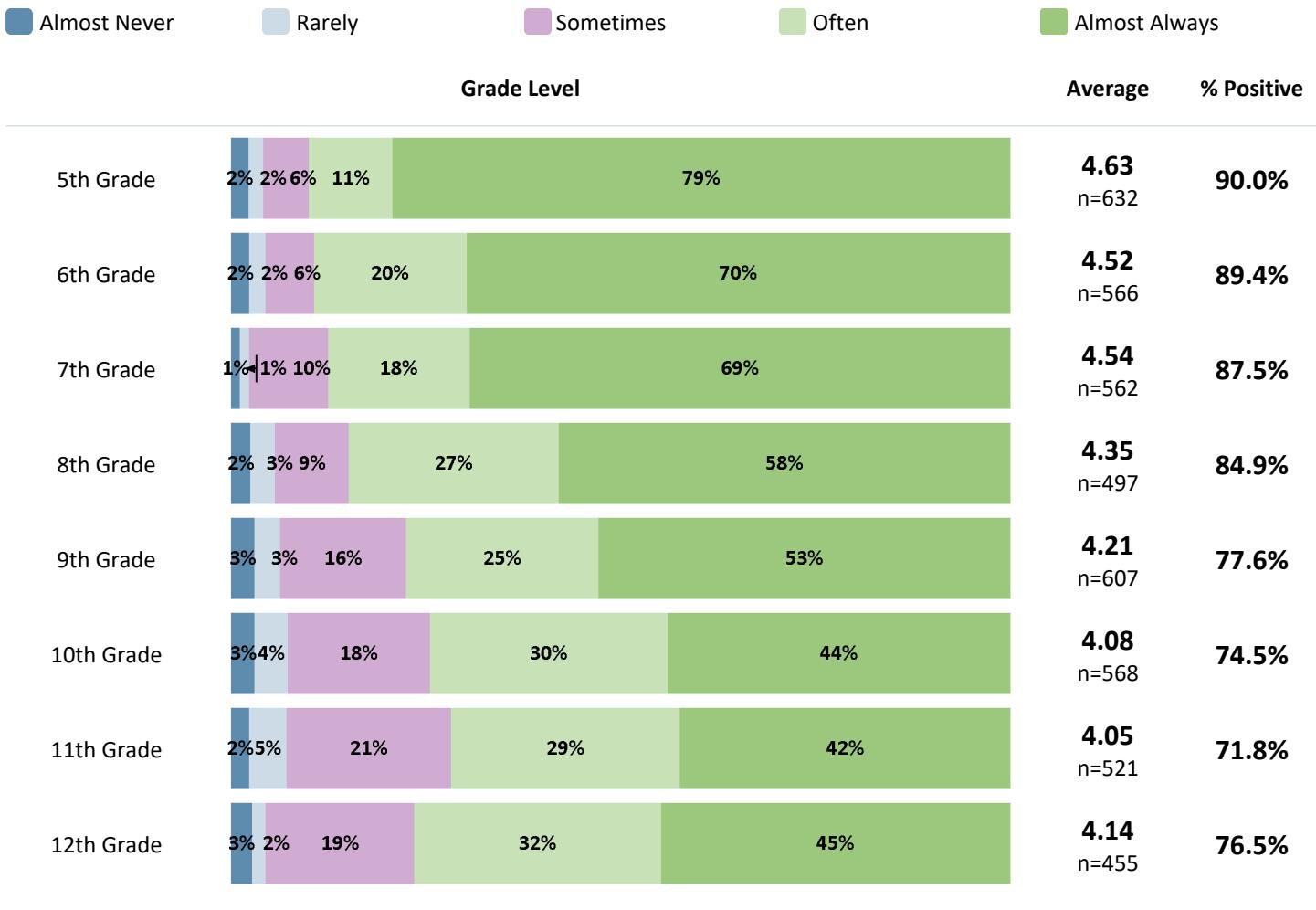
Do teachers at your school treat people from all cultures, backgrounds, races/ethnicities, religions, abilities, etc. fairly?

Belonging - Fairness



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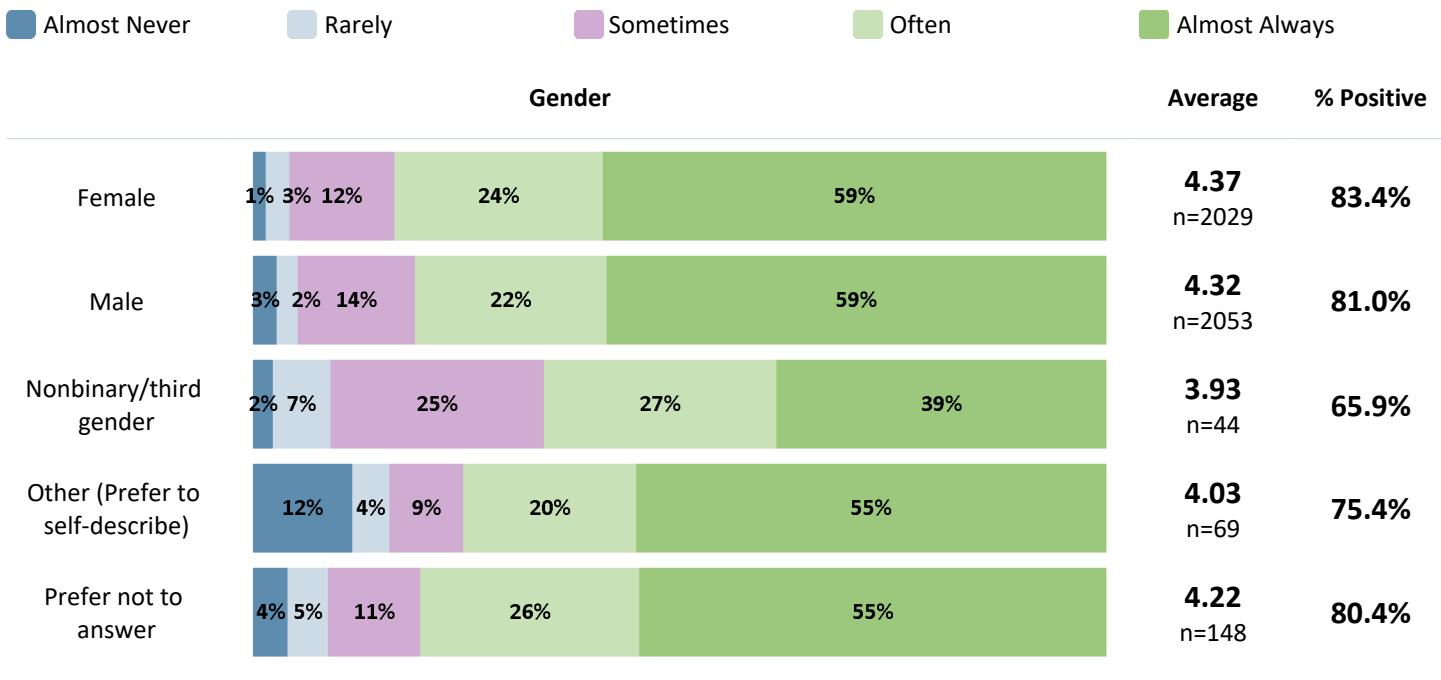
Belonging - Fairness





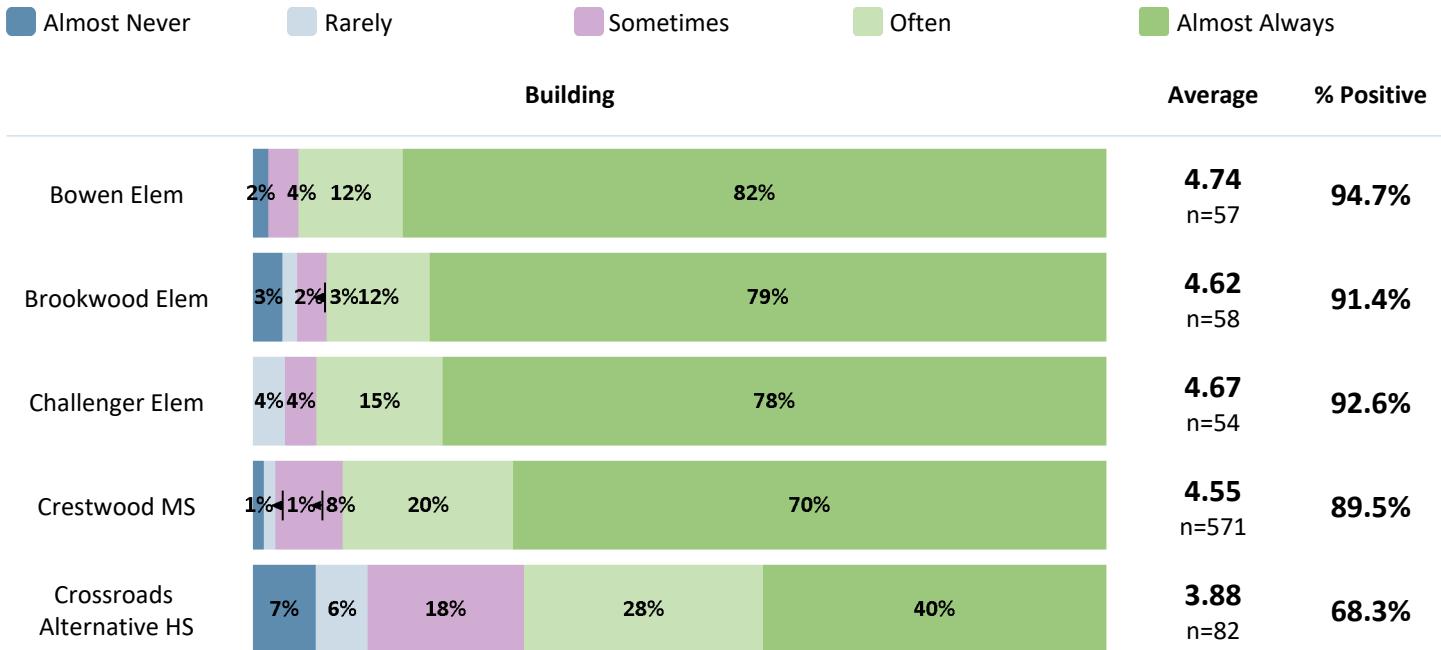
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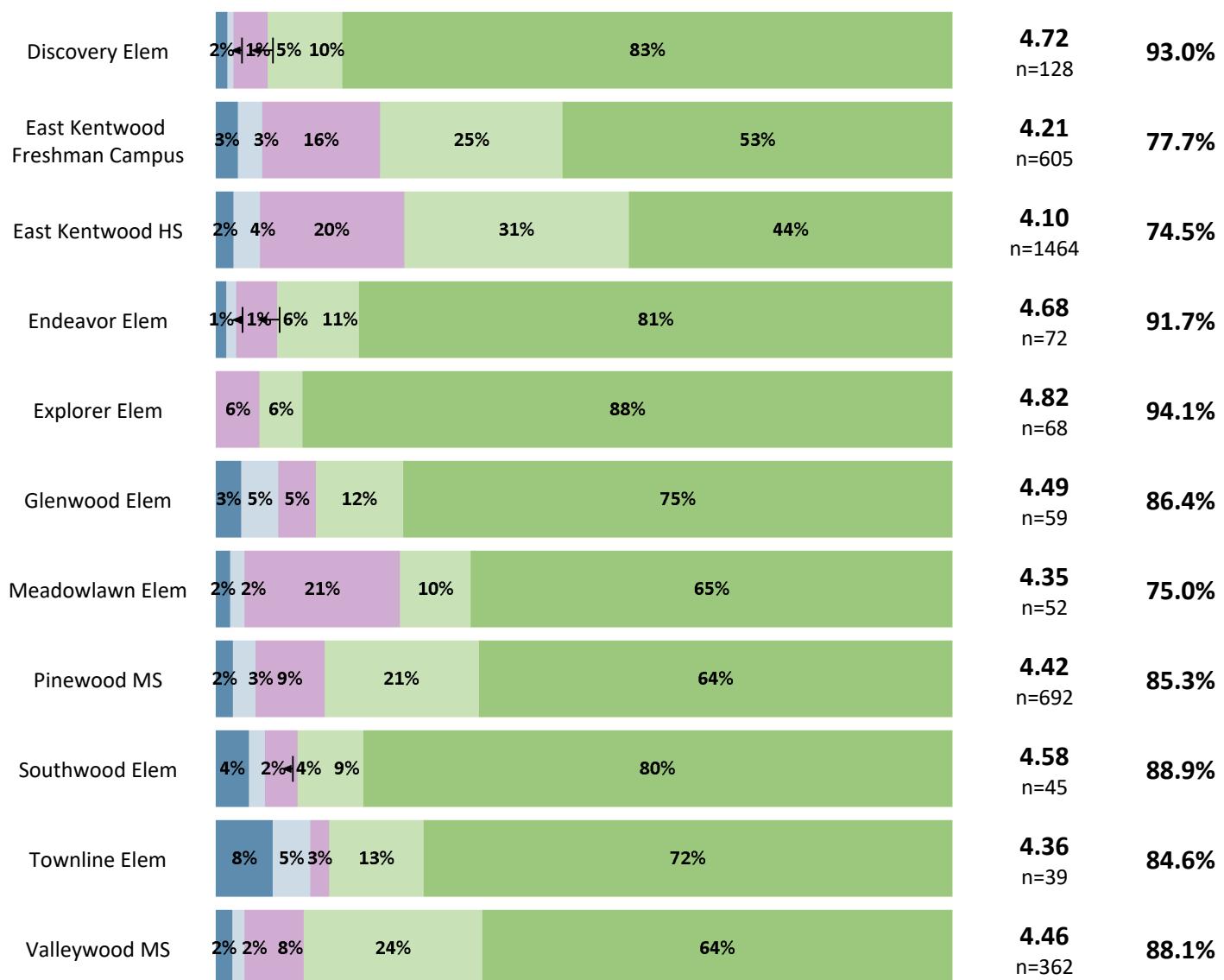
Belonging - Fairness



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Belonging - Fairness







Do teachers at your school treat people from all cultures, backgrounds, races/ethnicities, religions, abilities, etc. fairly?

Belonging - Fairness

Almost Never

Rarely

Sometimes

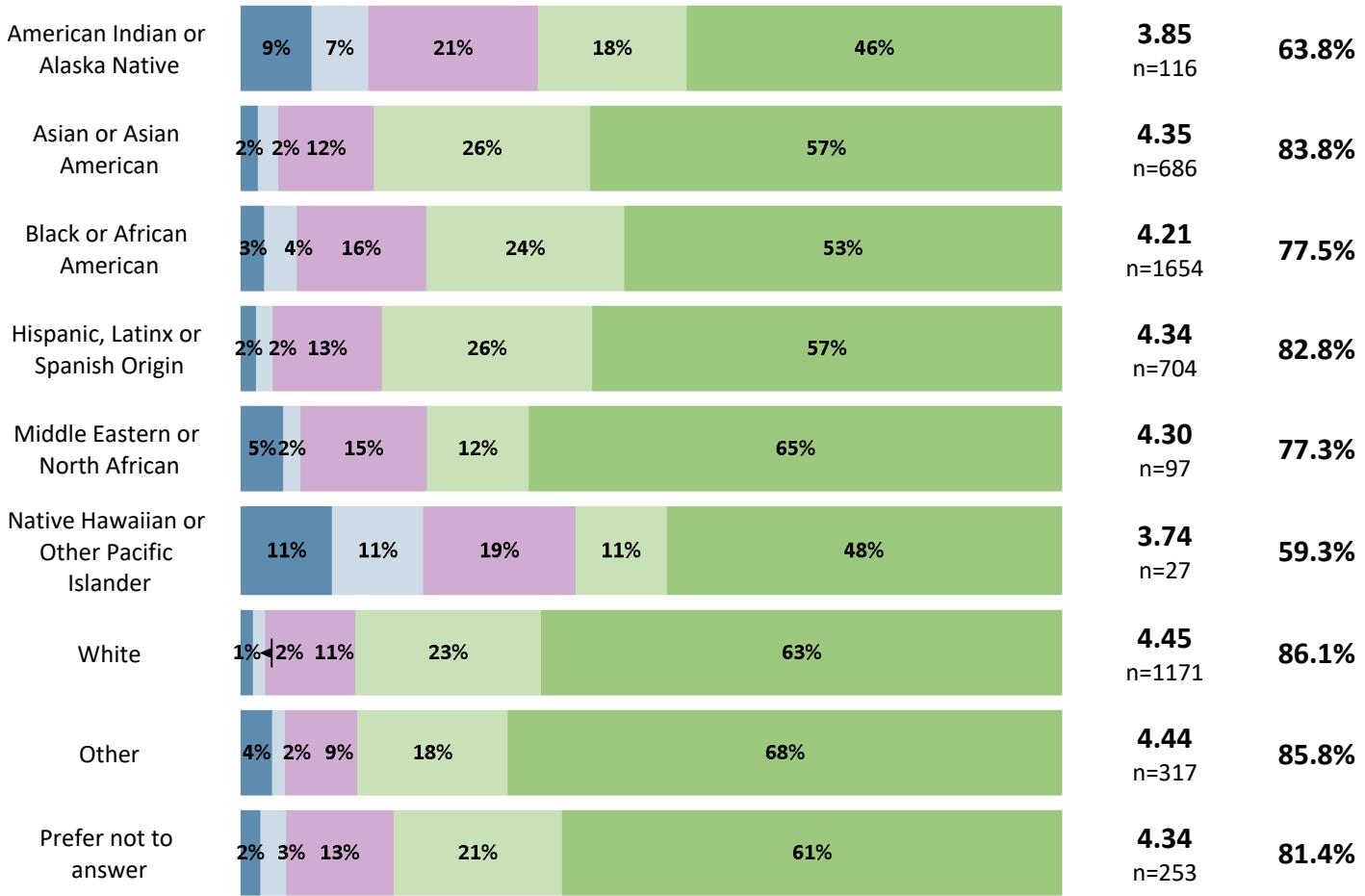
Often

Almost Always

Race

Average

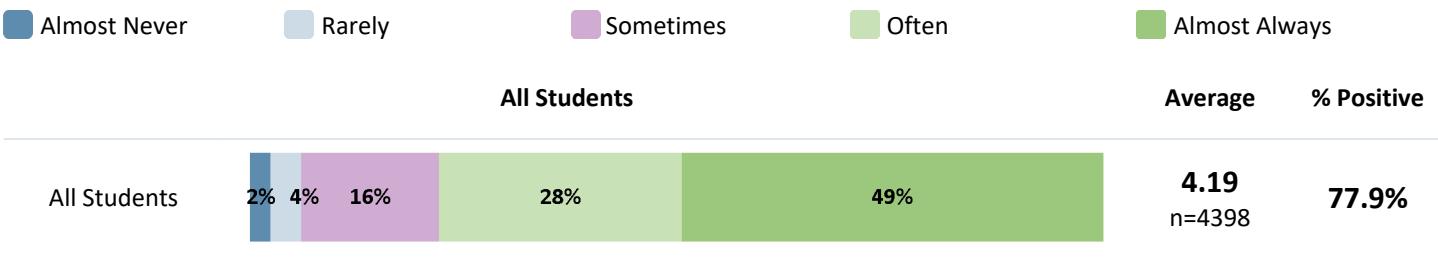
% Positive





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

Belonging - Inclusive Environment



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

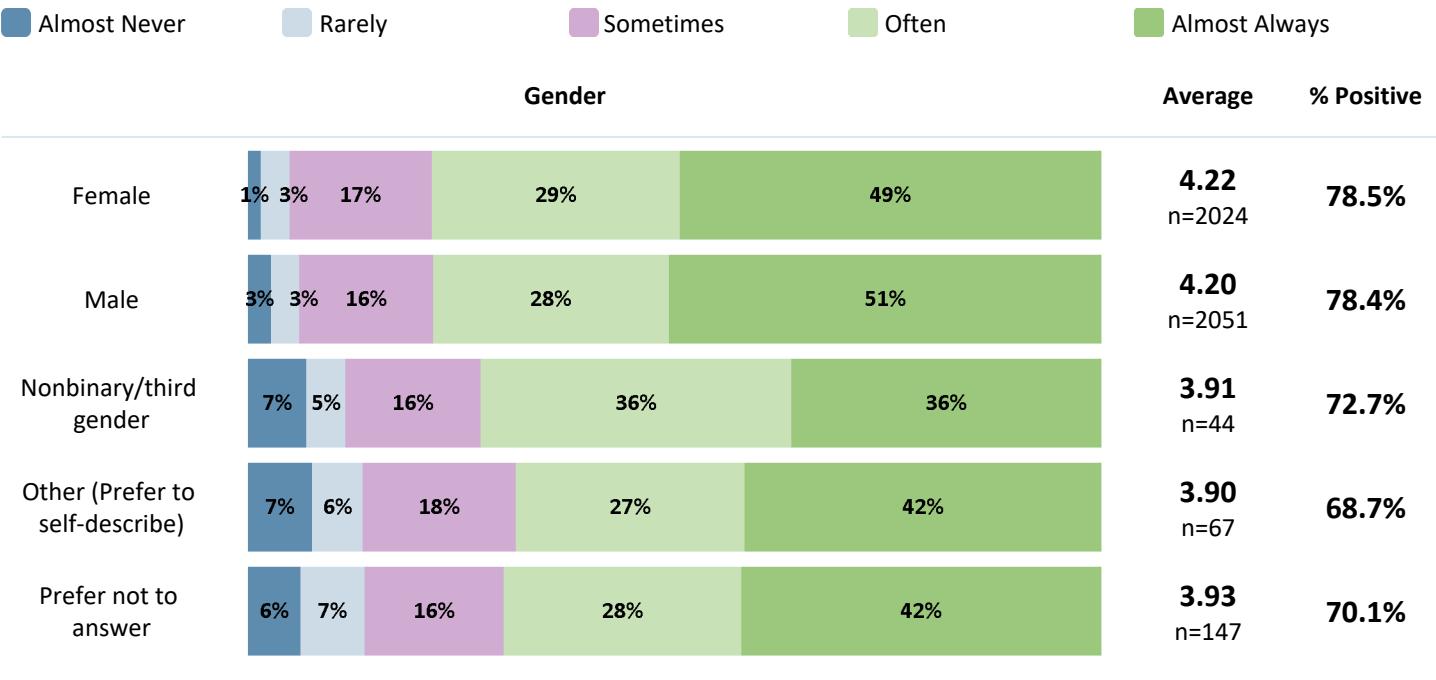
Belonging - Inclusive Environment





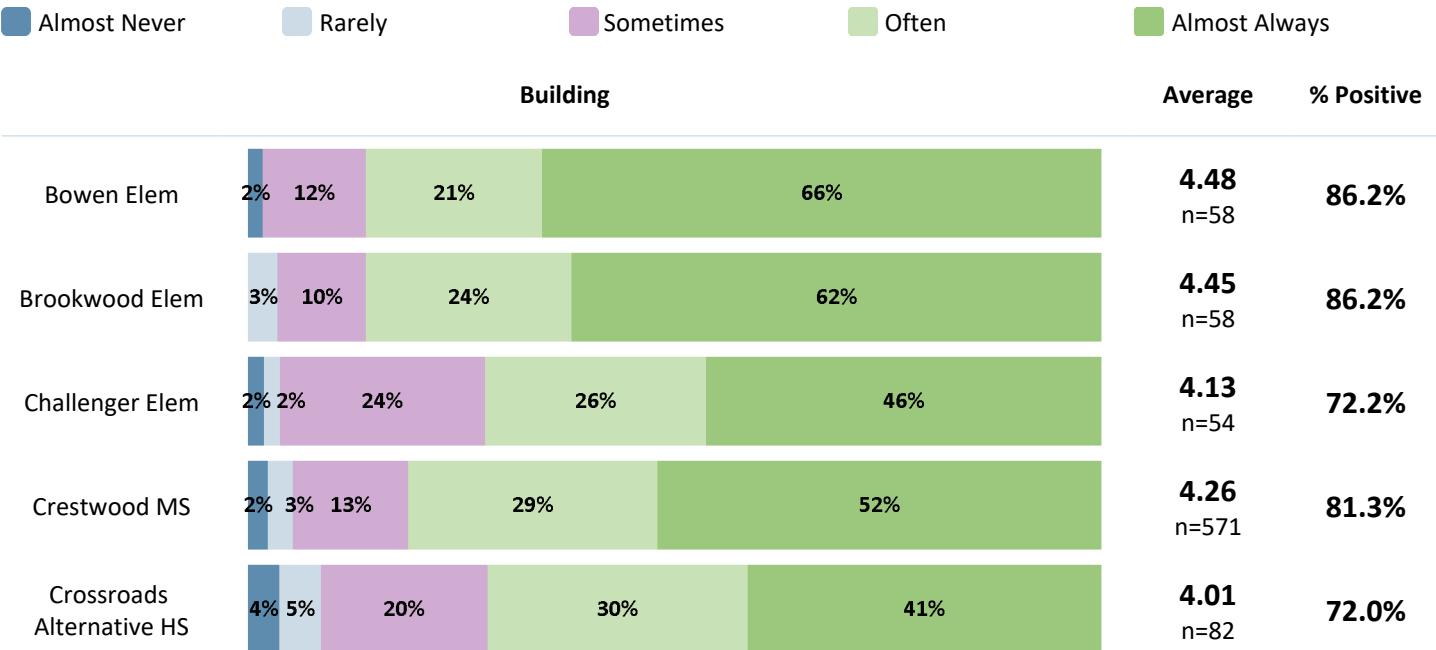
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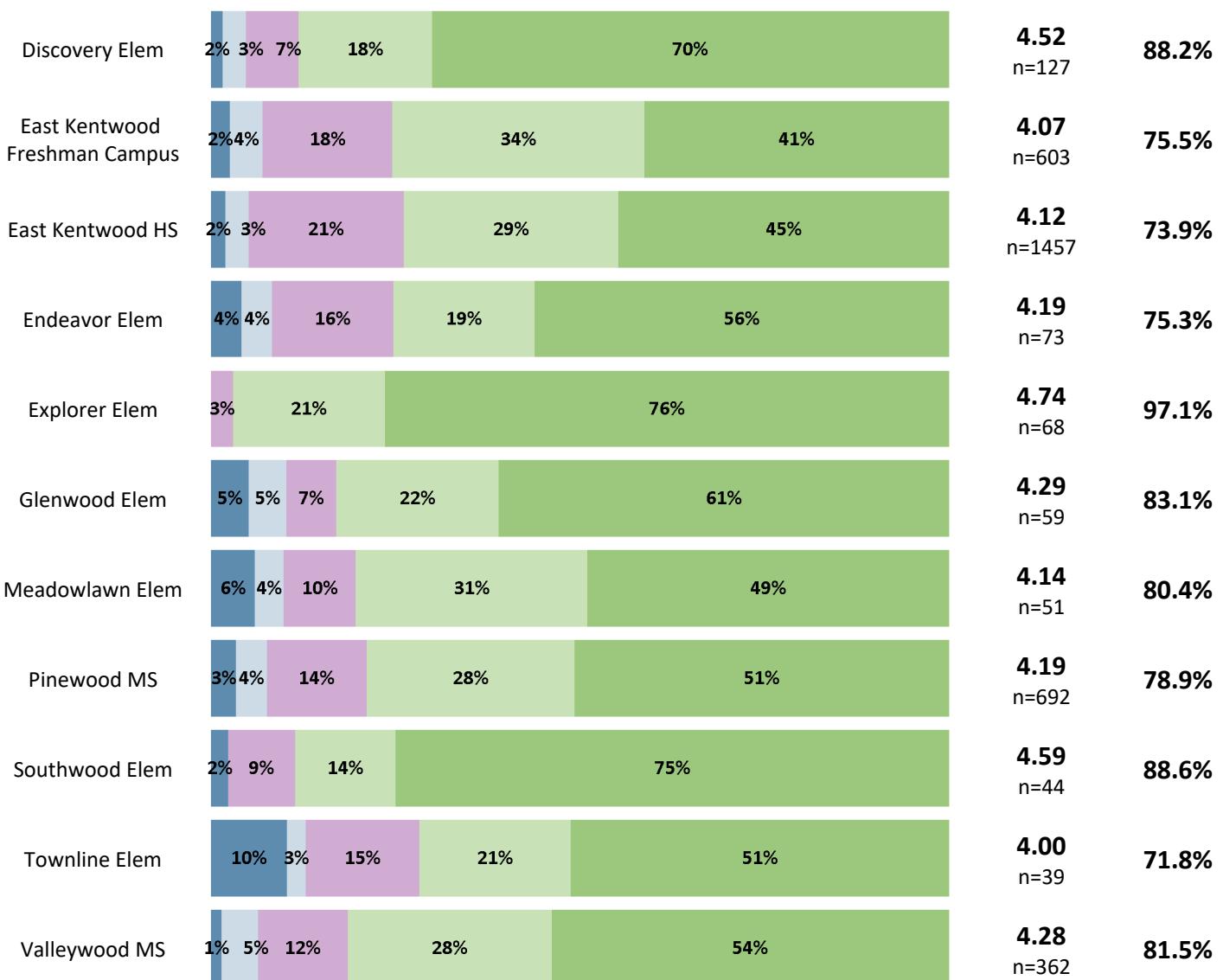
Belonging - Inclusive Environment



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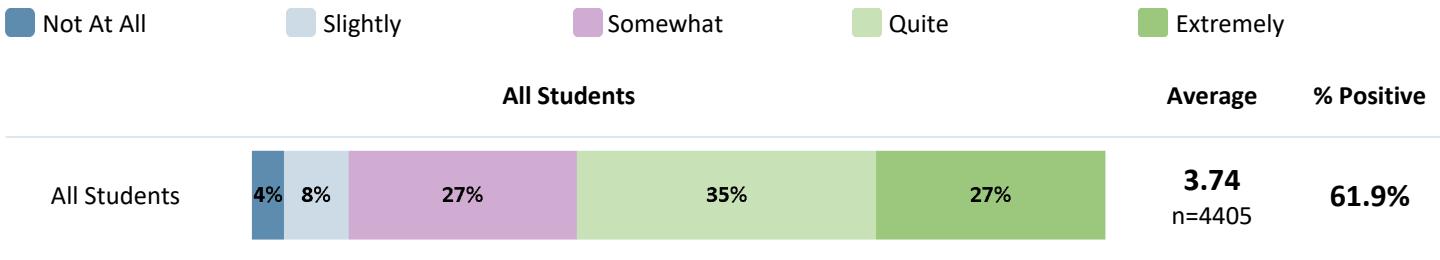
Almost Always





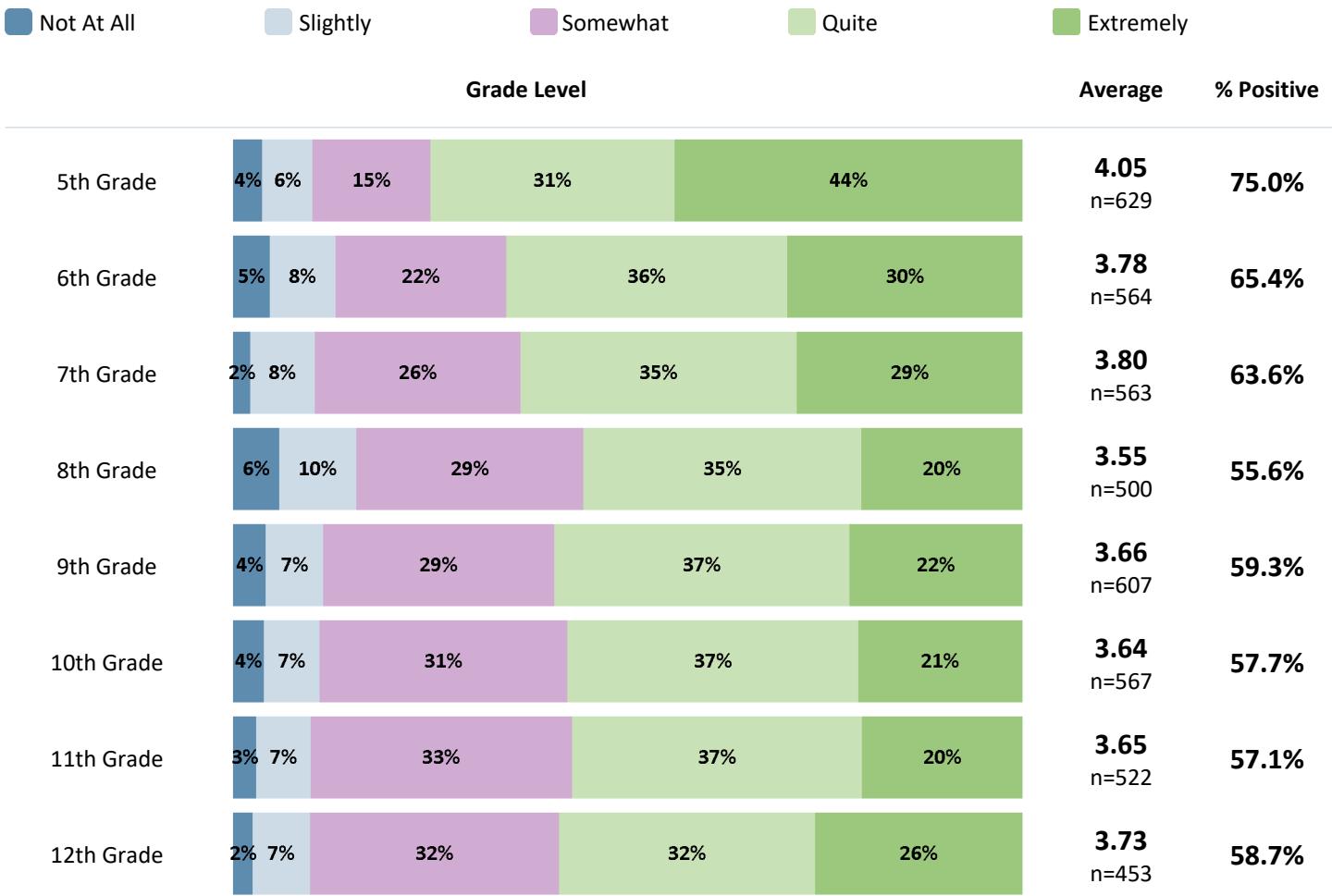
Does your school feel like a place where you are able to try and do your best?

Belonging - Inclusive Environment



Does your school feel like a place where you are able to try and do your best?

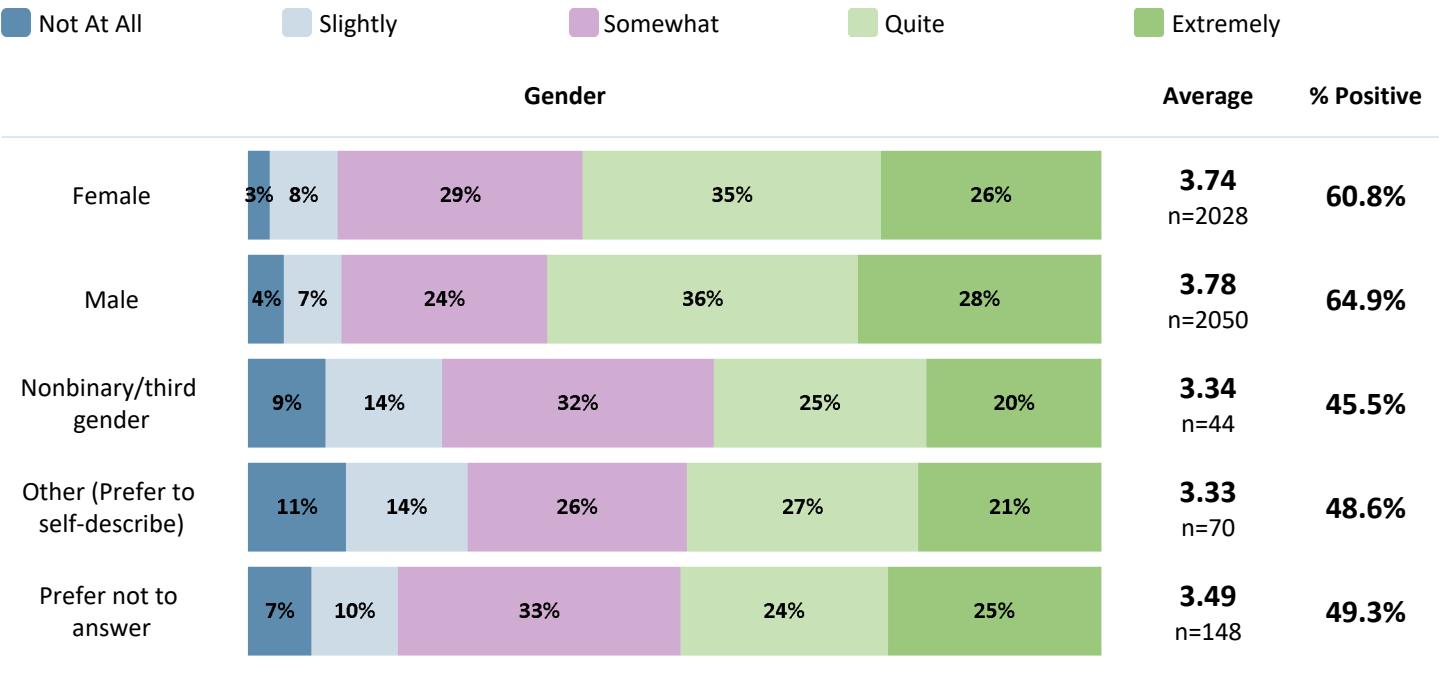
Belonging - Inclusive Environment





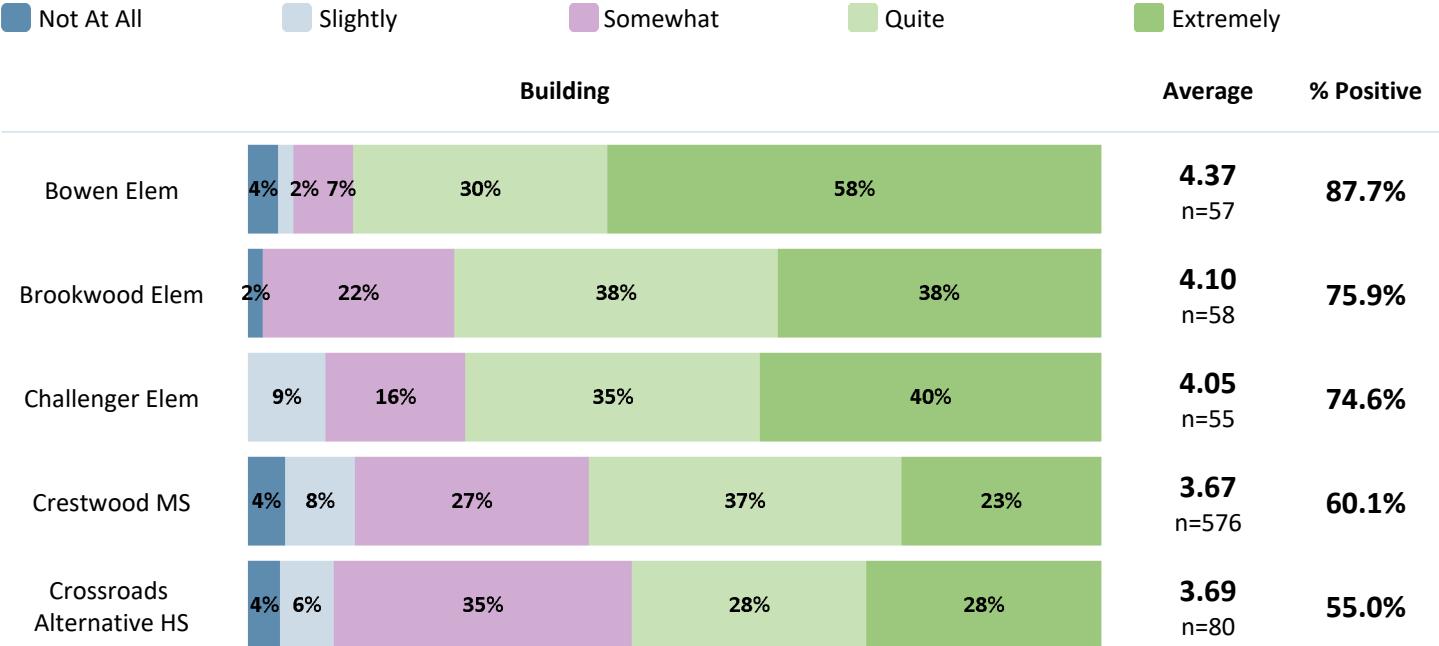
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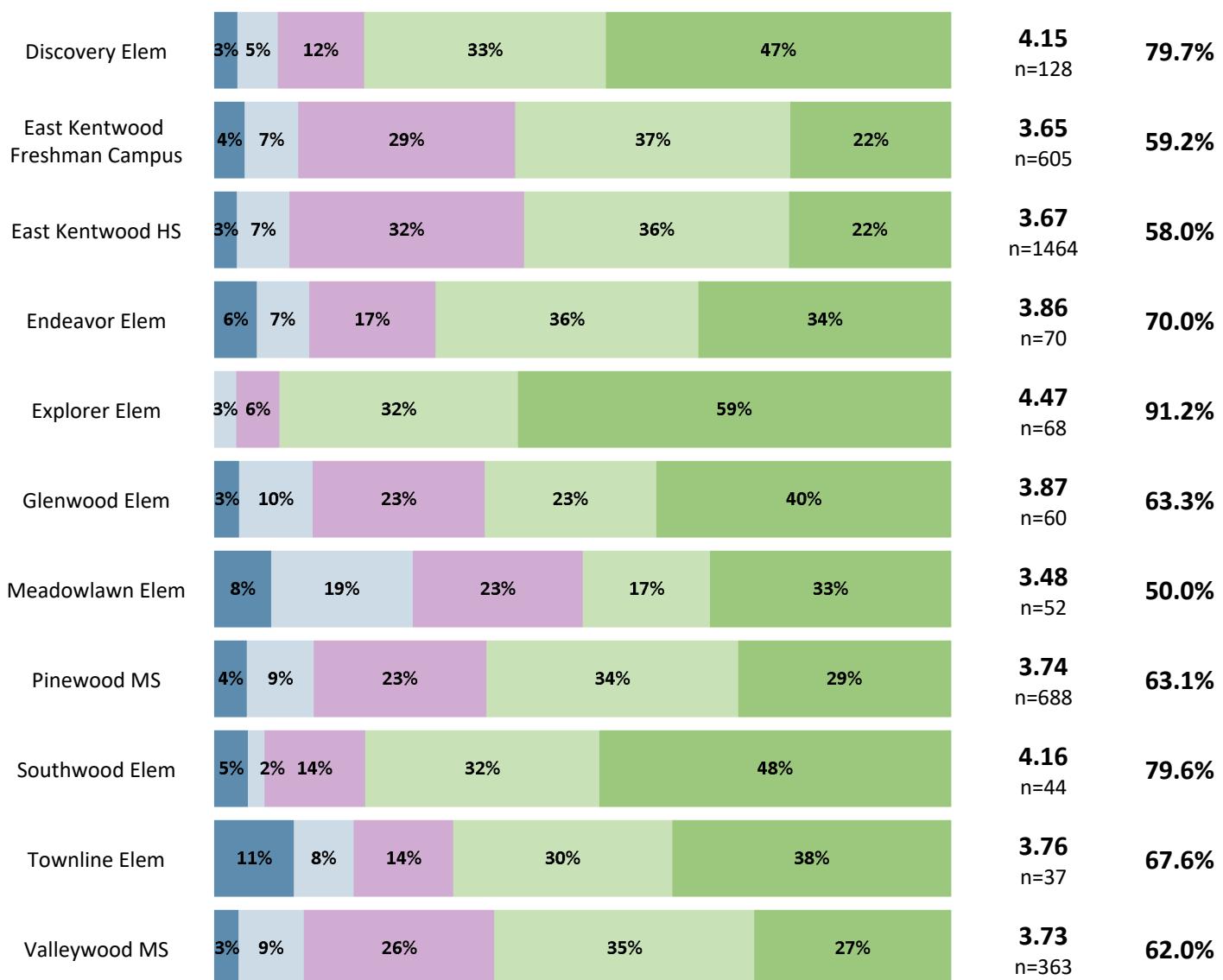
Belonging - Inclusive Environment



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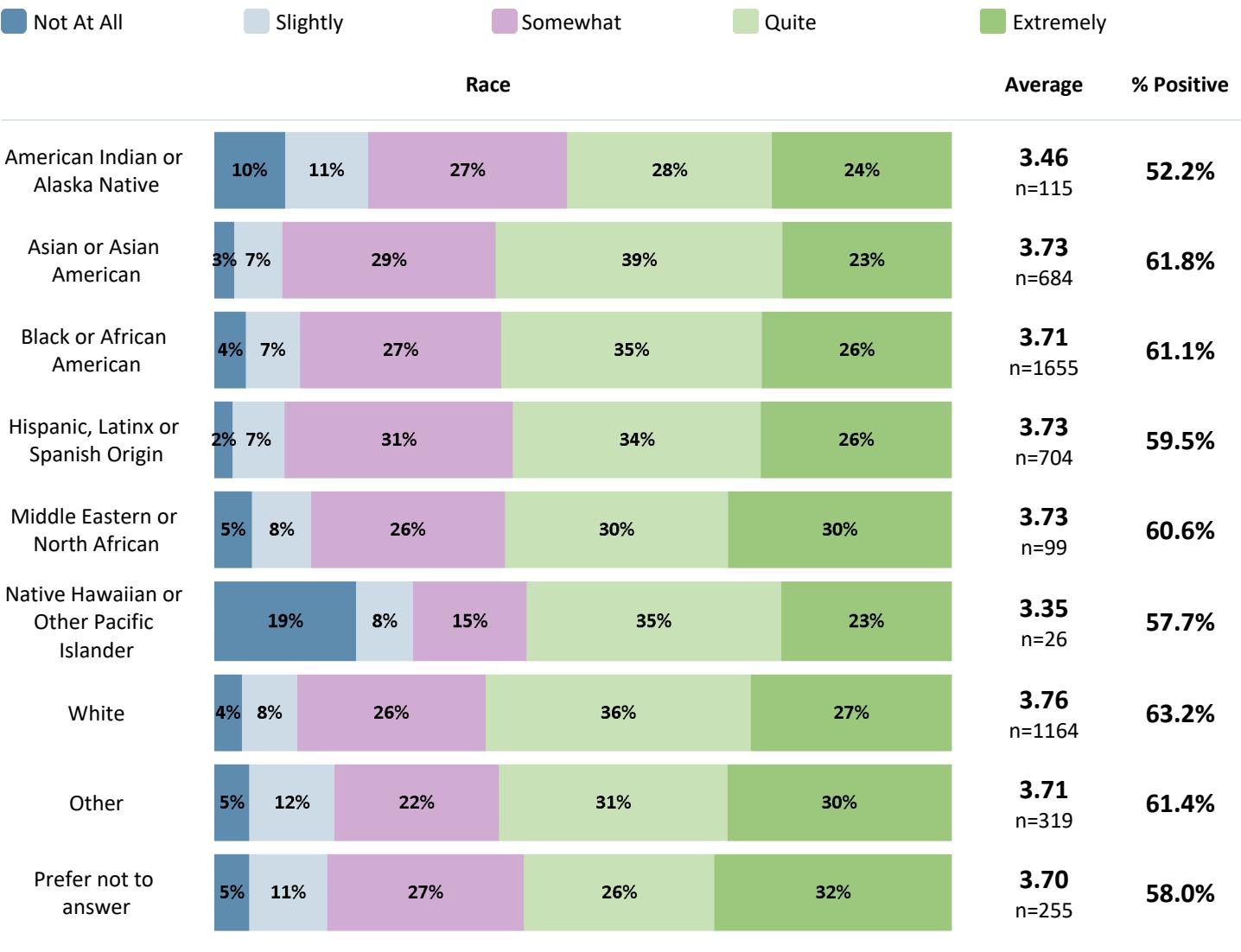






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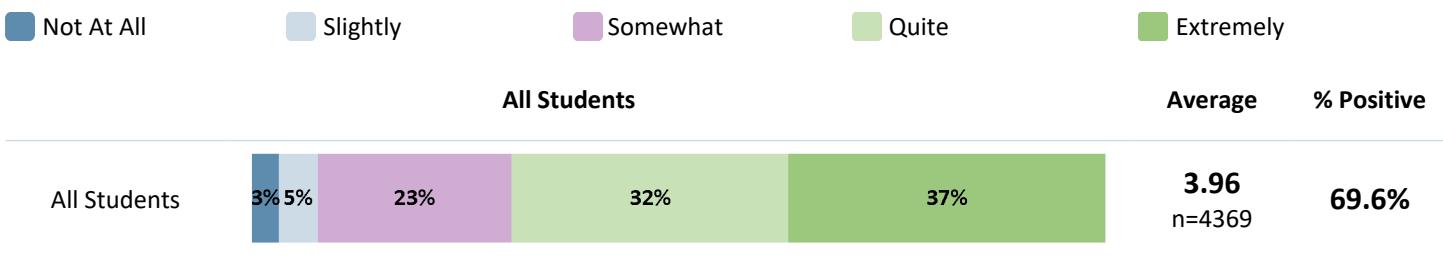
Belonging - Inclusive Environment





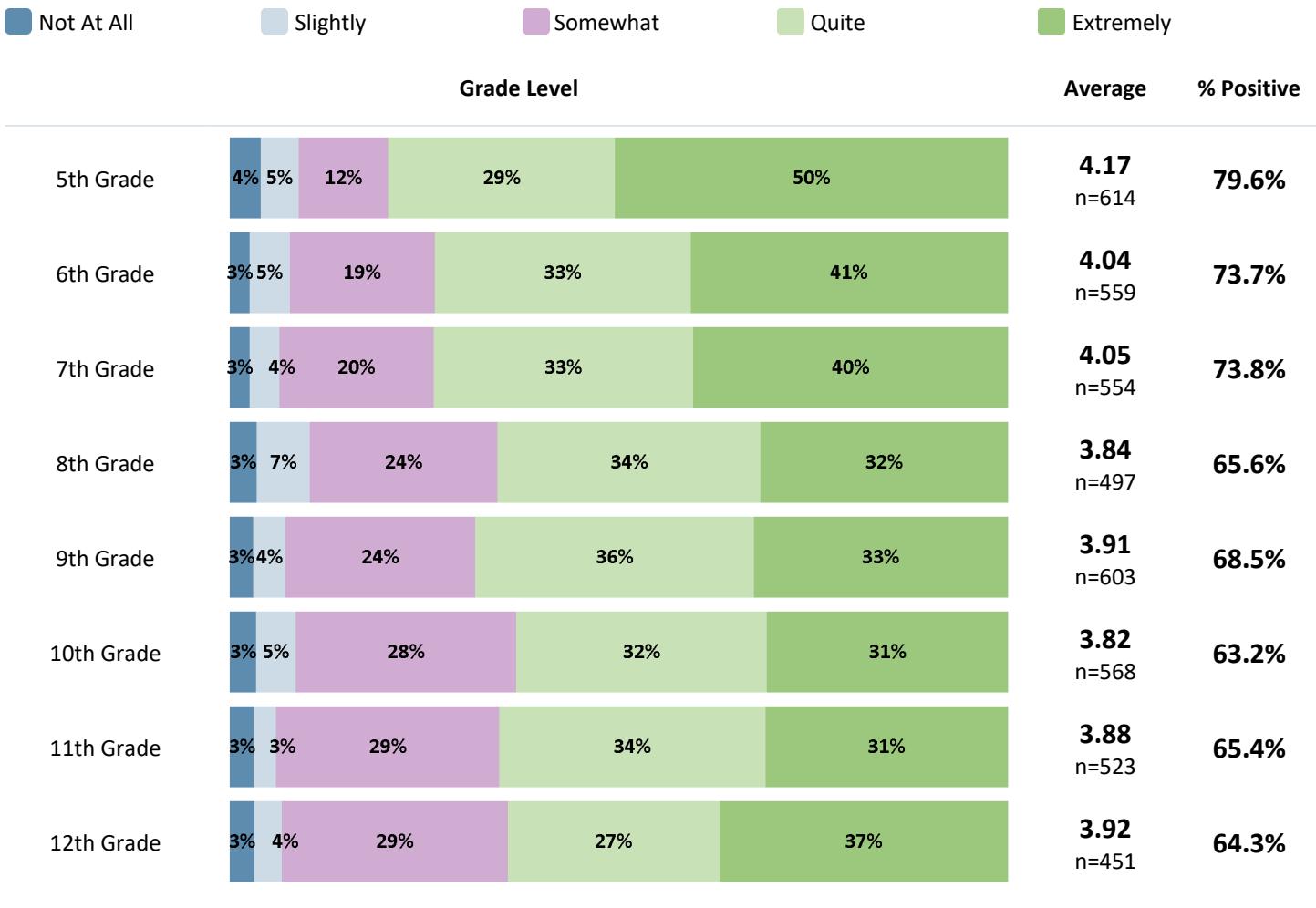
Does your school prepare you to be open to different viewpoints from other cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

Belonging - Inclusive Environment



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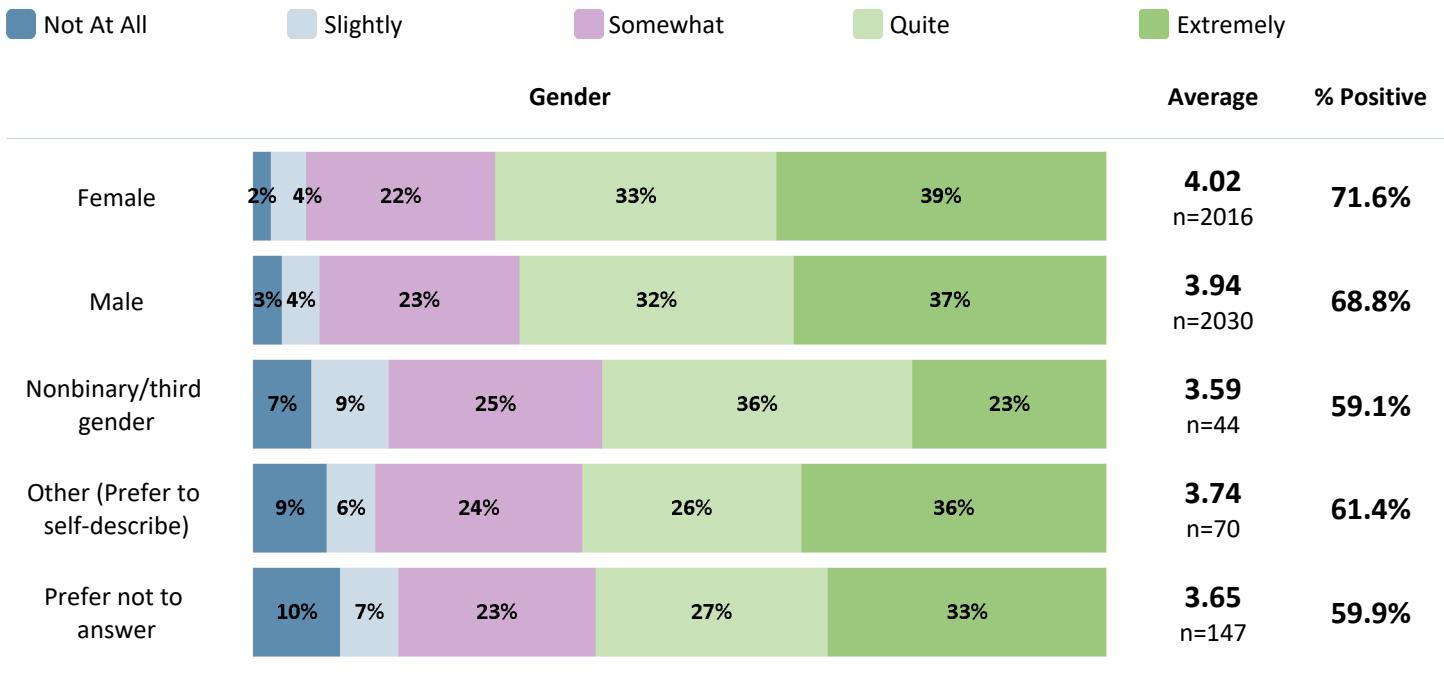
Belonging - Inclusive Environment





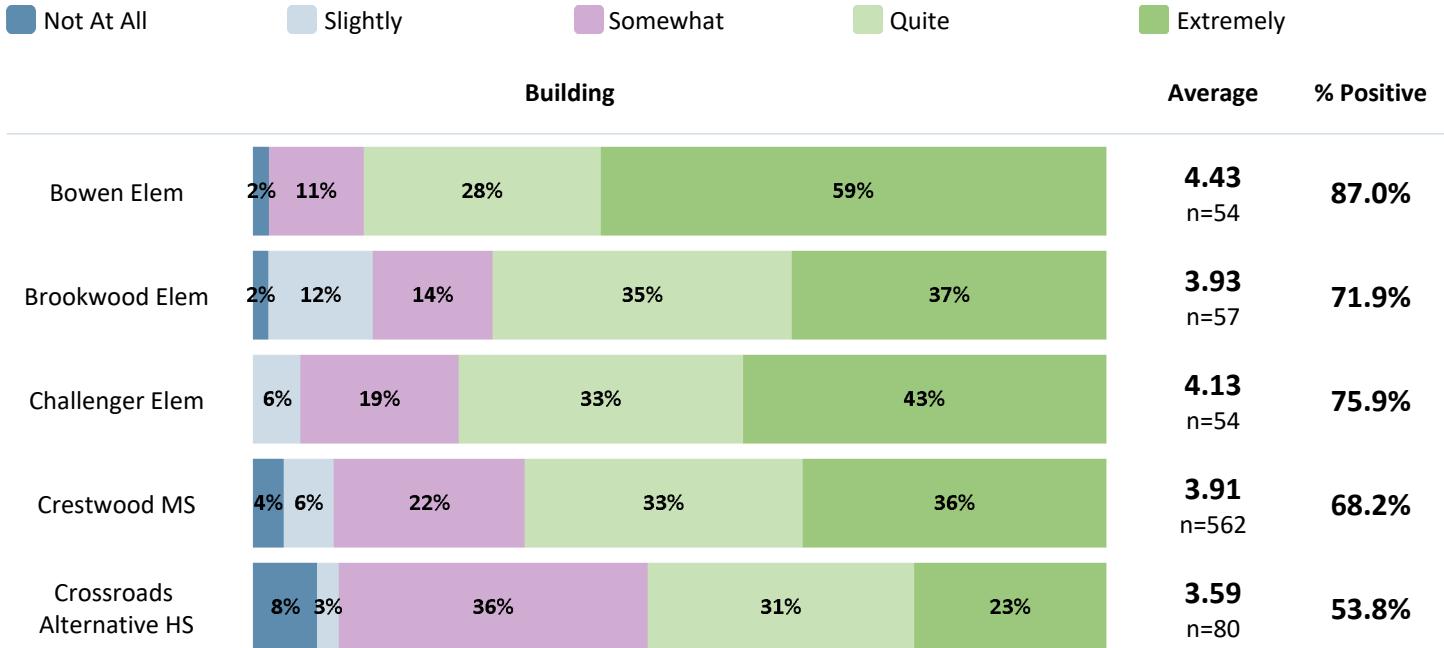
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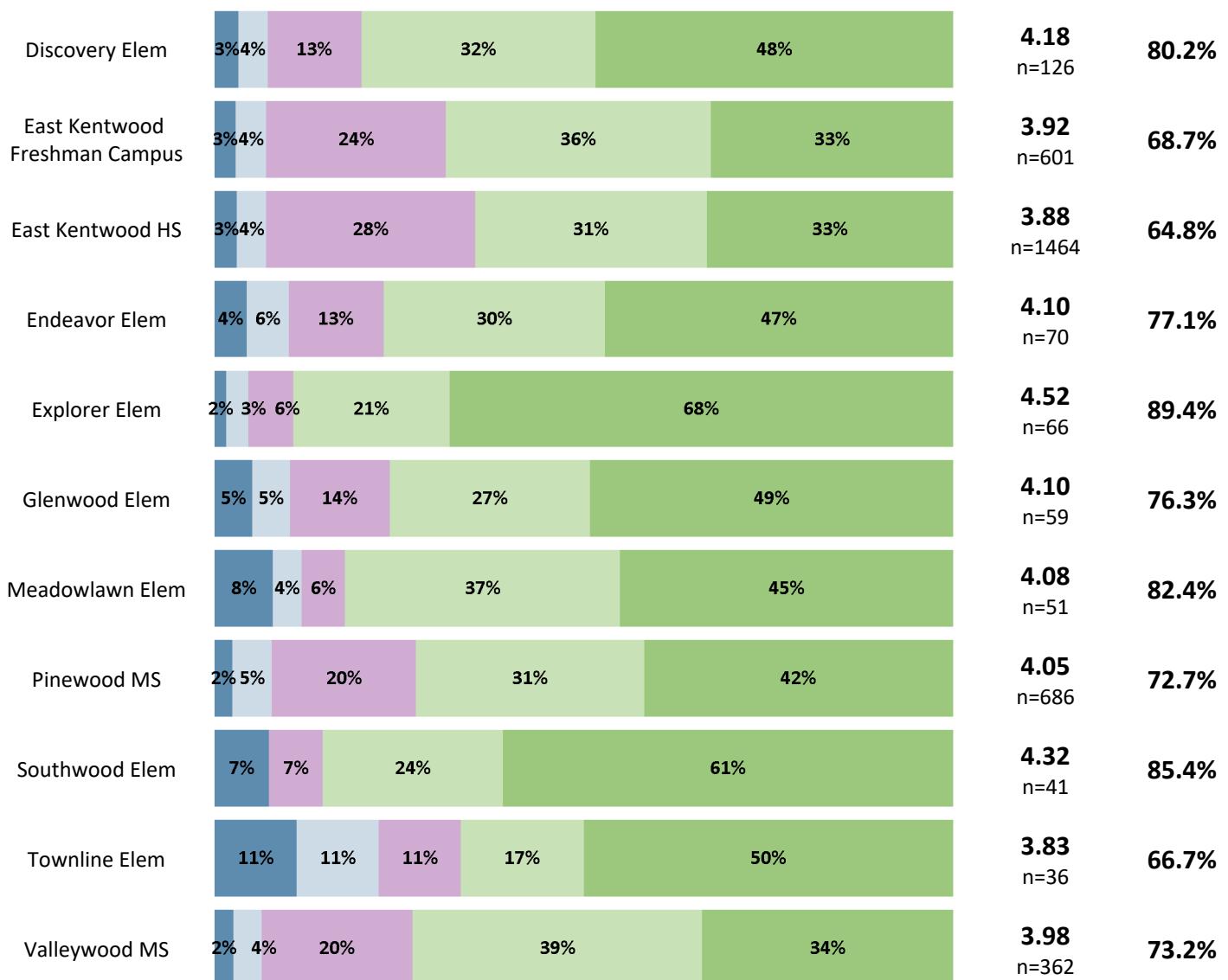
Belonging - Inclusive Environment



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MI Student VOICE

2024-2025

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