![Mikayla's Voice logo]

Mikayla's Voice External Consultation Data Summary
2020-2021 Programming Year

Overview

During the 2020-2021 academic year, Mikayla's Voice collected student data with 2,445 (570 paper, 1875 electronic) surveys prior to their assemblies and with 670 (339 paper, 331 electronic) surveys following their assemblies. Only surveys that could definitively be associated with one of the participating schools were included in this count. Surveys were determined to be pre- or post-assembly based on their date of completion. These surveys were designed to be a brief, efficient way to gather information on students' perspectives on school climate at baseline and post-intervention. In addition, Mikayla's Voice collected school-level data from 10 of the participating schools' leaders, in order to better contextualize their programming and the schools served[1].

Student Survey Data

The tables below summarize data from the first question on the student survey, "How do you feel about your school?" For both the electronic and paper surveys, there were trends to indicate that students felt better about their schools following the Mikayla's Voice intervention. For the electronic surveys, this trend for improved feeling about school was statistically significant: $\chi^2(5) = 11.91$, $p < .05$.   This trend was not statistically significant for the paper surveys, likely due to 1) the smaller sample size and 2) the higher levels of school climate among those who took the paper survey, at both pre-test and post-test. Additionally, the data indicated that there was a statistically significant difference in reported feelings about school across the grade levels ($\chi^2(15) = 190.16$, $p < .001$), with better feelings about school reported by the lower grade levels. The stepwise decrease in liking of school brings attention to an unintended but important finding that is consistent with the previous year; namely, that the upper elementary and early middle school grades might particularly benefit from the Mikayla's Voice programming from a preventive standpoint, with a goal to prevent the decline in liking of school that occurs in the secondary school years. There was not an interaction effect of intervention timepoint by grade, meaning that the improvement in feelings about school across time seen among the electronic surveys was consistent across all grade levels. Therefore, although causation cannot be determined in this analysis, there is preliminary evidence to suggest that the Mikayla's Voice intervention is linked with improved feelings about school for students across grades K-12.

---

[1] Note: The School District of Philadelphia did not return any data and thus is not included in the results of this report.

Summary of Students' Responses to "How do you feel about your school?" by Time

	😍	😃	😐	🙁	😢
Pre-test Electronic	24.3%	39.6%	23.6%	6.1%	3.8%
Post-test Electronic	30.8%	36.9%	18.7%	5.4%	3.6%
Pre-test Paper	46.9%	30.0%	16.8%	2.9%	3.4%
Post-test Paper	48.7%	28.9%	15.9%	2.9%	3.5%

Summary of Students' Responses to "How do you feel about your school?" by Grade Level

	😍	😃	😐	🙁	😢
Grades K-2	40.9%	37.8%	13.8%	3.9%	3.6%
Grades 3-5	23.7%	41.8%	25.0%	5.9%	3.6%
Grades 6-8	7.4%	45.8%	34.7%	9.3%	2.8%
Grades 9-12	7.2%	36.5%	36.5%	12.6%	7.2%

The tables below summarize data from the second question on the student survey, "Do you have a friend at school?" For both the electronic and paper surveys, there were trends to indicate that students were more likely to have a friend following the Mikayla's Voice intervention. For the electronic surveys, this trend was statistically significant: $\chi^2(1) = 4.51$, $p < .05$. This trend was not statistically significant for the paper surveys, likely due to 1) the smaller sample size and 2) the higher percentages of students with friends among those who took the paper survey, at both pre-test and post-test. Additionally, the data indicated that there was a statistically significant difference in reported friends across the grade levels ($\chi^2(3) = 23.68$, $p < .001$), with the students in the middle school grades being the most likely to have a friend at school, and the students in high school being the least likely to have a friend at school. There was not an interaction effect of intervention timepoint by grade, meaning that the improvement in friendship seen among the electronic surveys was consistent across all grade levels. Therefore, although causation cannot be determined in this analysis, there is preliminary evidence to suggest that the Mikayla's Voice intervention is linked with increased likelihood of having a friend for students across grades K-12.

Summary of Students' Responses to "Do you have a friend at school?" by Time

	👍	👎
Pre-test Electronic	89.8%	10.2%
Post-test Electronic	93.7%	6.3%
Pre-test Paper	95.8%	4.2%
Post-test Paper	96.5%	3.5%

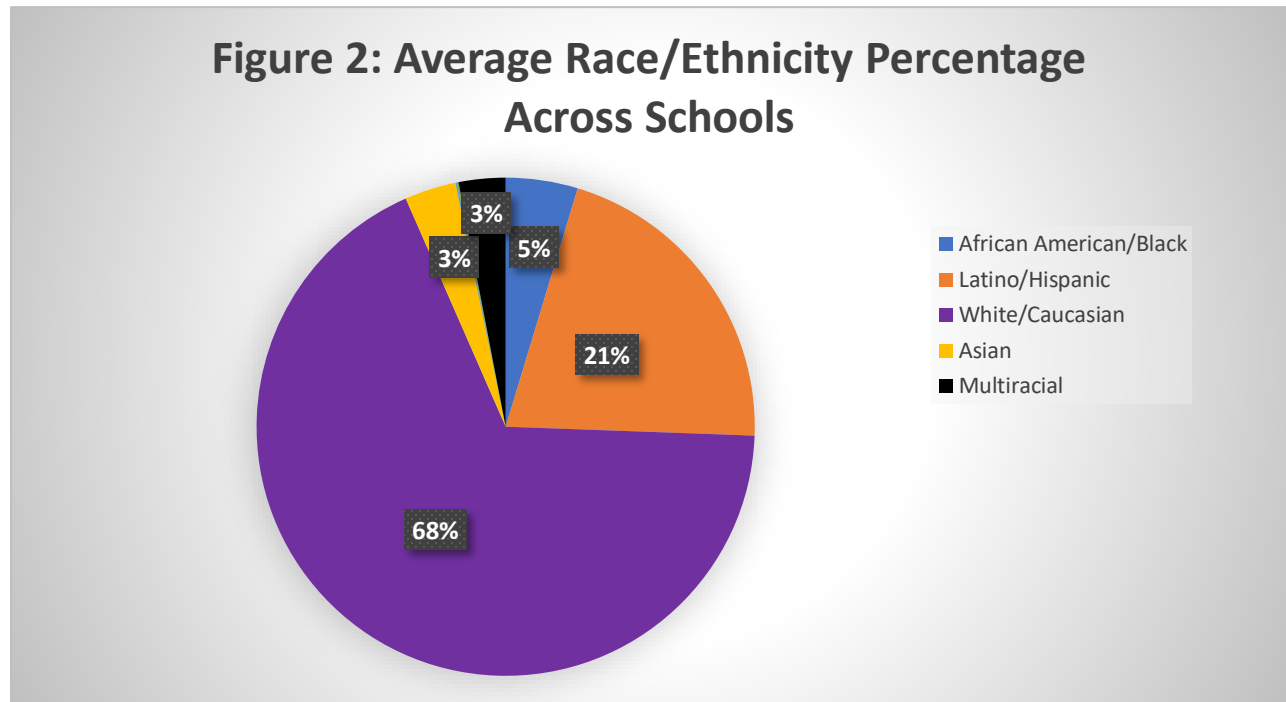Summary of Students' Responses to "Do you have a friend at school?" by Grade Level

	👍	👎
Grades K-2	89.6%	10.4%
Grades 3-5	91.3%	8.7%
Grades 6-8	95.3%	4.7%
Grades 9-12	81.2%	18.8%

School Survey Data

In the Spring of 2021 Mikayla's Voice distributed a survey to school administrators in order to gather data about the student population served and behavioral and attendance trends for the school year. Mikayla's Voice served a diverse group of schools, with the percentage of economically disadvantaged students in each school ranging from 12% to 95%; more information is presented in Figure 1 below.

Figure 1: Average Socioeconomic Data Across Schools

- Economically Disadvantaged 46%
- Not Economically Disadvantaged 54%
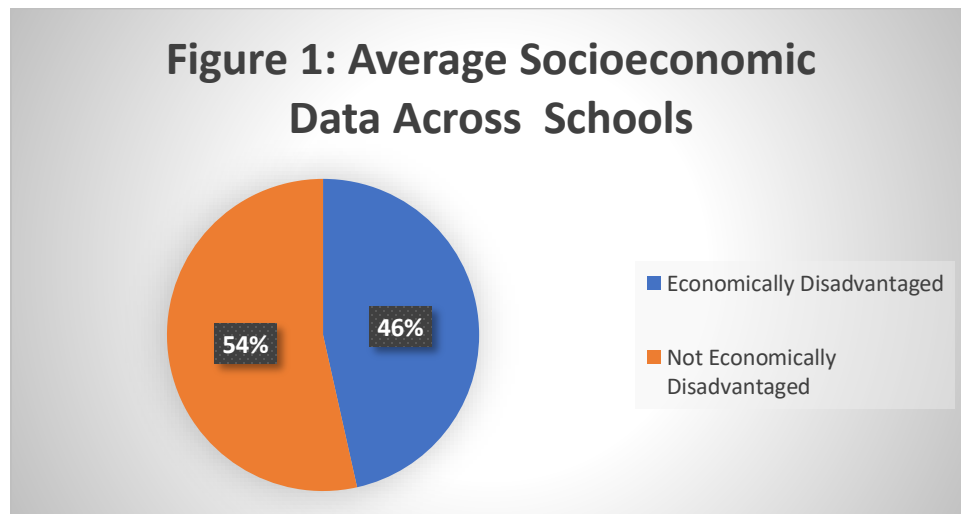
The percentage of White/Caucasian students per school ranged from 6% to 98%; see Figure 2 below for more information on racial/ethnic diversity across schools.

Figure 2: Average Race/Ethnicity Percentage Across Schools

- African American/Black
- Latino/Hispanic
- White/Caucasian
- Asian
- Multiracial

The percentage of students receiving special education services ranged from 10% to 31%. The number of office disciplinary referrals ranged from 0-11 in Marking Period 1, 0-5 in Marking Period 2, 0-18 in Marking Period 3, and from 0-40 in Marking Period 4. Suspensions ranged from 0 to 1 in Marking Periods 1 and 2, 0-5 in Marking Period 3, and from 0-12 in Marking Period 4. Attendance rates were generally high, ranging from 82% to 100% when reported. However, several schools did not report behavioral and/or attendance data and there was variability across schools and across the school year in instructional modality (online, in person, or hybrid) due to shifts in instruction related to the COVID-19 pandemic, which calls into question the comparability of these data across schools and across time.

School administrators were also asked for their feedback on the Mikayla's Voice program in a series of open-ended questions. All open-ended feedback received was positive; below are some excerpts from the open-ended feedback:

> "This program was loved by all who participated, students, teachers, and staff. I would recommend it to others in a heartbeat! Thank you for allowing us to participate. We would love to participate in other programs like this in the future."

"Our 3rd grade had a fantastic experience with the program this school year. We are looking forward to having the artwork installed for students to view."

"Thank you for working with us this year! I am excited to reveal the amazing artwork created through this program."

"Despite having to participate in the program virtually, the interaction with the staff involved in the program was warm and welcoming. Our students truly enjoyed the experience. We would be interested in trying to bring the program to our elementary division."

"The program tied into some of our SEL monthly concepts…I received a lot of positive feedback from the students/staff after the assembly concluded. We still have the 'Wheels of Friendship' on display in our hallway."
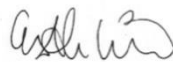

Summary and Recommendations

Preliminary statistical evidence supports: 1) an increase in liking for school and 2) an increase in the likelihood of having a friend following the Mikayla's Voice intervention across grades K-12. For the next programming year, it would be beneficial to be able to link students' surveys at pre-test and post-test with a unique student ID if possible, as this would assist with studying change over time. If that is not possible, having student-level data is still beneficial in terms of statistical power to run analyses. In addition, as schools return back to face-to-face instruction, it will continue to be useful to consider trends in behavioral and attendance data across time for the academic year 2021-22; these sorts of comparisons were challenging in the context of the 2020-21 academic year given the variability in instructional modality both within and between schools.

Report prepared by:

Bridget V. Dever, PhD
Associate Professor of School Psychology
Lehigh University

Esther R. Lindström, PhD
Assistant Professor of Special Education
Lehigh University

LEHIGH UNIVERSITY | College of Education