STUDENT VOICE PROJECT 2020-21

Advisors

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Why is Student Voice important?

- Reaches out to students
- Gathers information that helps speak for the student body
- Gathers information to present to teachers
- Reaches out to teachers

Overall the Student Voice Project is a great connection between the student body and the teachers. Having this project allows better communication to take place in order to create an even better community at Malden High School.

There was a various number of themes addressed in the survey....

- Engagement
- Academic Challenge
- Culture
- **Belonging & Peer Collaboration**
- Relationships
- **College and Career Readiness**
- Distance Learning
- **Emotional and Mental Health**

Categories

01

Within Peer Belonging & Collaboration, we focused on the subcategory of **Race and Ethnicity**

The highest rated question in this category:
- "Most students at this school are nice to me"

The lowest rated question in this category:
- "How often do you work with other students for your classes, even when your teacher doesn't ask or tell you to?"

These are the rest of the statements asked with recorded data:
- I really feel like part of my school's community
- I can usually be myself around other students at this school
- How often do you work with other students for your classes because your teachers ask or tell you to?

01

Question	Your School - Oct 2020	Typical YouthTruth school	Typical MA school *
I really feel like part of my school's community.	42%	46%	60%
I can usually be myself around other students at this school.	51%	61%	67%
Most students at this school are friendly to me.	69%	64%	71%
How often do you work with other students for your classes because your teachers ask or tell you to?	50%	47%	39%
How often do you work with other students for your classes, even when your teacher doesn't ask or tell you to?	26%	38%	30%

Select Cohort: Typical MA school *   Show past results: 📖 Show/Hide columns

Student Focus Group Data

09

"It has been hard to feel that I am part of the school because everything is remote and it is hard to connect with others peers online."
- 9th grader

"I have been at the school for 4 years now and would say that 80% percent of the time I have felt part of the school community."
- 12th Grader

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Understanding the Problem

1

42% of students at MHS feel part of the school community.

2

60% of students in MA schools on average feel part of the school community.

This is an 18% difference between the average in MA and Malden High **but more importantly**, there is 58% at Malden High who **do not** feel part of the school's community.

Interpreting Our Findings

According to the data provided, it appears **Malden High consistently scores lower** than State and YouthTruth affiliated schools **in nearly every question**. The most alarming of these figures was the first question which asked if students "feel like [a] part of my school community," **only 42 percent agreed** with this statement, which shows that as a school community we have **failed** in creating an **all inclusive environmen**t for everyone.

Proposed Recommendations

Solution 1

Hold quarterly community building events for freshman academies.

Solution 2

Pair freshman with seniors for the 1st semester every school year.

Solution 3

Fostering community building in the classroom at the beginning of every school year

Category Overview

02

Within College and Career Readiness, we focused on the subcategory of **Race and Ethnicity**

The highest rated question in this category:
-   "My school has helped me develop the skills and knowledge for college level courses"

The lowest rated question in this category:
-   "My school has helped me figure out which careers match my interest"

These are the rest of the questions asked with recorded data:
-   My school has helped me develop the skills and knowledge for college level course
-   My school has helped me figure out which careers match my interest
-   My school has helped me with the steps in order to apply to college
-   My school has helped me understand the steps I need in order to get the job I want

My school has helped me figure out which careers and interest match my abilities.

Asians	Spanish origin	Black	White	Multi-race
32% SD/D		35% SD/D	39% SD/D	39% SD/D
	40% SD/D			
31% SA/A		30% SA/A	27% SA/A	21% SA/A
	26% SA/A			

My school has helped me understand the steps I need in order to apply for college.

Asians	Spanish origin	Black	White	Multi-race
26% SD/D		27% SD/D	34% SD/D	35% SD/D
	33% SD/D			
31% SA/A		39% SA/A	32% SA/A	27% SA/A
	31% SA/A			

Interpreting Our Findings

Students feel like they are gaining the preparation needed to develop the skills and knowledge needed for a college level course.

Disagreements outweighed the agreements when it comes to students finding their career matches.

Asians, Black, and other ethnicities disagreed when it comes to helping students with the steps college application process while White, Multi-race, and hispanic/latinos agreed.

When it comes to steps students need in order to get the job they want all subcategories outweighed agreements except black and other ethnic students.

Understanding The Problem

College is what most students expect to achieve after the end of their time at high school, but many topics regarding College and Career Readiness are what students seem the most unsure about. College is something that isn't really discussed in casual conversations among students as it can be a topic that brings a lot of stress and overthinking to some. These topics haven't been normalized as many people either don't see themselves succeeding in college or even being able to have the support that they need to even go to college.

In the Student Focus Group meetings there was a rather mixed bag of data we had to work with. **Some students said that Malden High School was an environment where they felt would take them to college.** A lot of people take classes here at Malden High that can prepare them for certain fields in college, but others not so much. **Some students including sophomores and juniors said that they still aren't sure what they want to do yet**, and that thinking about **the future can oftentimes be scary and difficult.**

When looking at the overall grouping of students, it's clear that a good number of students either disagree or are uncertain on their answer, but when looking at the subgroup of Race and Ethnicities, **it's clear that this is an question that most students across many backgrounds either aren't sure about or disagree with as well**. Perhaps this says that as a school **we should encourage students to talk about college and careers after high school more often** than we already do?

Students Focus Group Data

Proposed Recommendations

Solution 1

Have more career workshops to give student a chance to figure what they want to do after high school.

Solution 2

Starting at each grade, students should be able to pick colleges to visit.

Solution 3

More college exposure and college fairs during free periods.

Category Overview

03

Within Emotional and Mental Health we focused on the subcategory of **Race and Ethnicity**

The highest rated question in this category:
- When I'm feeling upset, stressed or having problems... I know how some ways to cope with it.

The lowest rated question in this category:
- When I'm feeling upset, stressed or having problems... I know someone outside of school who I can talk to about it.

These are the rest of the questions asked with recorded data:
- When I'm feeling upset, stressed, or having problems, I know someone outside of school who I can talk to about it.
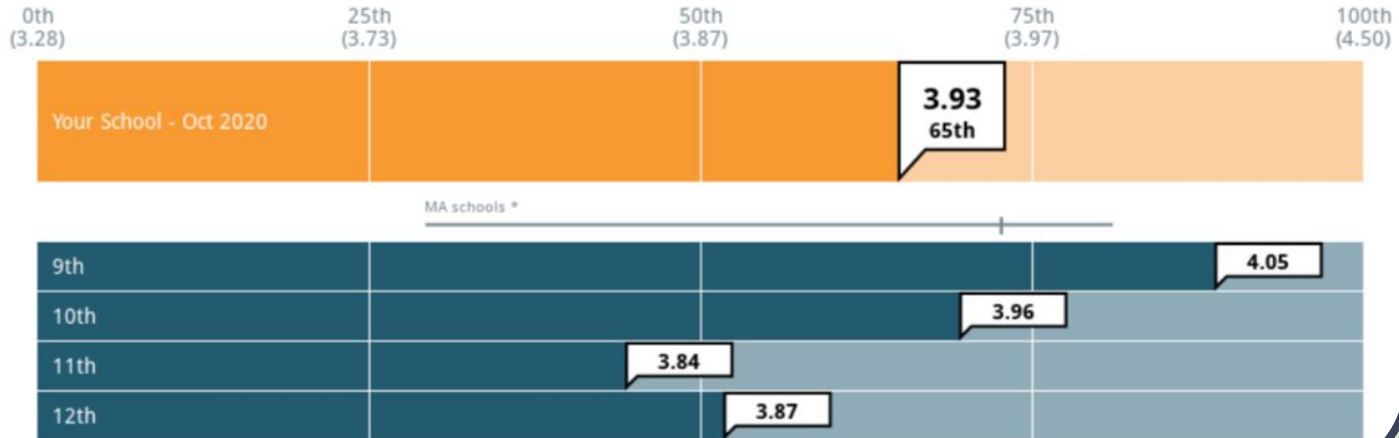- When I'm feeling upset, stressed, or having problems, my school has programs or services that can help me.
- When I'm feeling upset, stressed, or having problems, I know some ways to make myself feel better or cope with it.
- How happy have you been feeling this week?
- How relaxed have you been feeling this week?
- Overall, how are you feeling about your life?

03
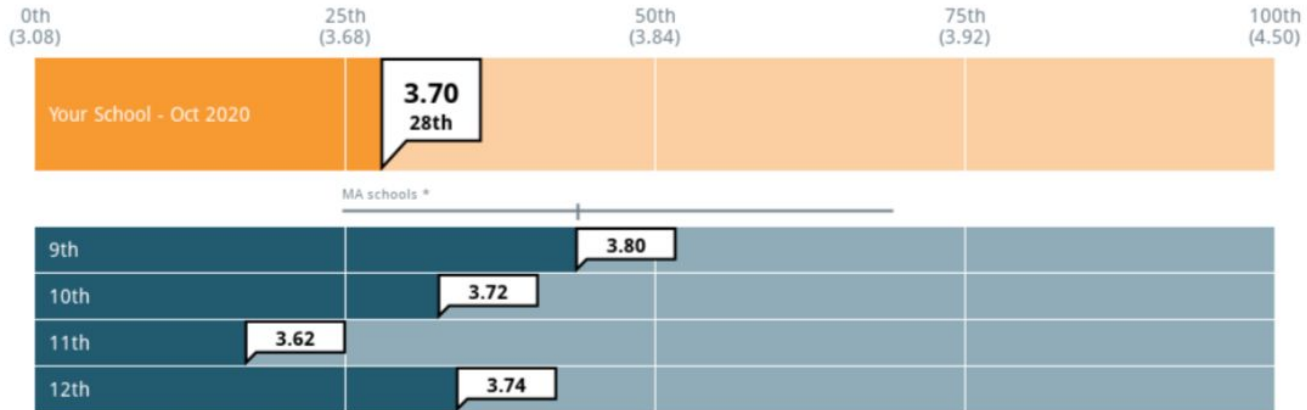
When I'm feeling upset, stressed, or having problems, I know some ways to make myself feel better or cope with it. - Overall

■ Strongly disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Strongly agree

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Your School - Oct 2020		5%	21%	46%	27%
Average of MA schools *	4%		19%	45%	29%
Average of YouthTruth schools	4%	5%	22%	42%	28%

Cohort: Average of MA schools *

Past results: ● On ○ Off

Understanding the Problem

Over 60% of students every grade level reported that they know somebody outside of school they can talk to.

Less than 40% of students in every grade level reported that they know of any school programs that can help them cope with stress.

Over 70% of students in every grade reported that they knew some way to cope with stress.

In the past year and a half, students' lives have changed dramatically due to the pandemic. Between the change in lifestyle, government restrictions, school closures and the start of online learning, students have experienced increased levels of stress. Students whose only safe place was school, students who have at-risk relatives whom they tend to, students who have learning disabilities or need more support all had their mental health severely impacted.

Students Focus Group Data

In the Student Focus Groups, we had the chance to work with a 10th & 11th graders and learned many things about how the students dealt with their emotional and mental health such as:

Exercising and playing sports

Having a teacher to talk to about anything they may be struggling with.

Planning out breaks in between study sessions to increase productivity

Talking to family members and friends

Student Focus Quotes

"Too much homework, some teachers aren't flexible with late work, so when you fall behind it, it impacts your grade."

"Beginning it was easy, but now I have work piling up."

"Students and teachers are friendly, and you feel welcome."

"Homework is a big part of my mental health."

"And teachers are always there to help"

"Sometimes I'm too shy to reach out."

"Finding a balance between taking care of yourself, and getting work done."

Upon analyzing the data from the YouthTruth student survey and the data from out student focus groups, we found that:

- A lot of students thought that online learning was easy in the beginning but it got increasingly harder as the school year progressed. We found some of the roots of this sentiment to be:
    - The amount of work given out by teachers.
    - The lack of connection between students and staff.
    - The new learning environment paired with the new school (mainly amongst 9th graders).

- It was hard to manage their time to be able to get work done in a timely manner and find time for themselves.

- Students feel like teachers are friendly and are very open to talk and help students, the hard part is connecting with them when you don't know them.

Interpreting Our Findings

Proposed Recommendations

Solution 1

Hold more student led and teacher led focus groups, for a way of communicating and helping each other.

Solution 2

Holding monthly sessions to help focus on mental health and emotional health as well as teach ways of coping with stress (mandatory).

Solution 3

Continue SVP in coming years to keep addressing the problems that exist and the ones that may come up in the future.

Being able to participate, in this project as members opened our eyes to what **students at the school are capable of**. Students should be in meetings rooms and be part of groups that **decide their futures** in school. This also helped us realize that students can be going through a lot more than we can imagine and are **stronger than they think they are**.

Reflection