

What is a Climate Audit?

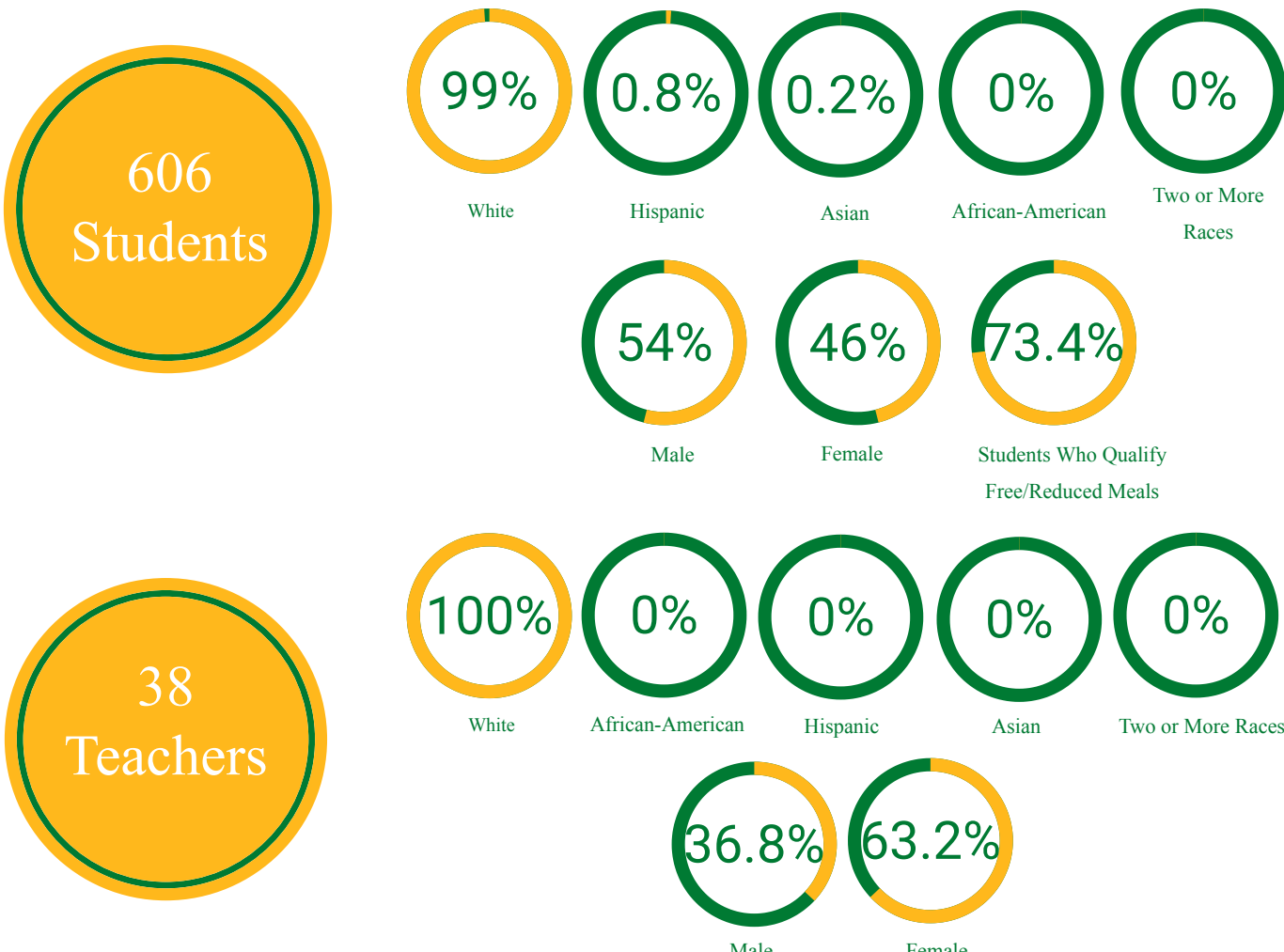
Research shows that there is a direct correlation between the quality of school life and learning outcomes for all students. It also shows that school stakeholders--primarily students, teachers, administrators, and families--are the most significant determinants of the norms, goals, values, organization, structure, and relationships that define school climate.

This Magoffin High School audit was conducted by students from the Prichard Committee Student Voice Team over the 2017-18 school year, and it is comprised of three elements:

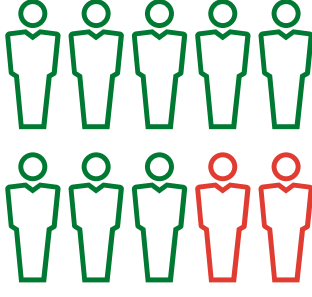
1. Roundtables and interviews with students, teachers, and administrators;
2. A series of classroom and general school observations; and
3. A Panorama opinion survey completed by 399 students, 28 teachers, and 41 parents or guardians.

This snapshot document is part of a more comprehensive report and also part of a larger effort to improve the education experience for all students.

Magoffin High School Demographics

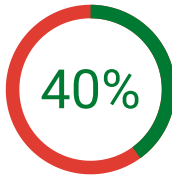


Student - Teacher Relationships



Over 8 out of 10 students feel at least half of their teachers are consistently respectful towards them.

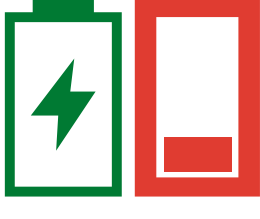
Still...



When teachers ask how they are doing, only 40% of students feel most are really interested in your answer.

"They look at us like we're their students, and it's their job to teach us. If we don't get a concept, they're willing to take their lunch, their planning, after school to help us with the content."

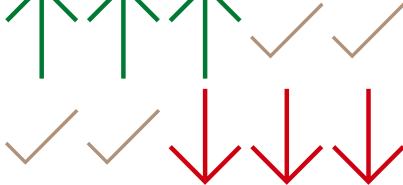
Environment



52% of students feel a positive energy at school.

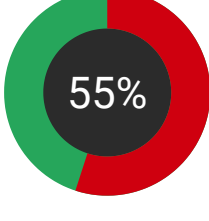


Just slightly over half of students (53%) say the rules for students are fair at school.

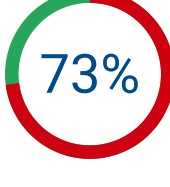


But more than 3 out of 10 students (34%) say other student behavior hurts their learning.

Safety and Belonging



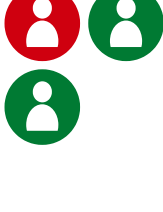
55% of students said it was at least "somewhat likely" that someone from their school will bully them online.



73% of students report students getting in physical fights more than "once in a while"; 28% report them being "frequent".



7 out of 10 (71%) of students feel they at least "somewhat belong" in their school.



1 out of 3 (34%) students feel they matter to others in school just "a little" or "not at all".

Student Engagement



Almost 8 out of 10 (78%) students are "somewhat" to "extremely" interested in their classes

85% of students believe it is important to do well in classes.



30% of students are only "slightly" (18%) to "not at all" (12%) eager to participate in class.

But almost 1 out of every 5 (19%) of students feel "not at all excited" about going to classes.



Not one teacher here I have anything bad to say about. They have taught me everything I need to know from that class, they've made it, like, I'm not going to say easy, but they've made it where I can learn and excel in their class."

Student Voice

Things MHS Students Like:



Ideas for Improvement:

I feel like that everybody in the school deserves a chance to know me. They don't take that time before they label me.

If I had to change something, I would have more pep rallies because it just brings the school like, together.

Some, but typically the students that I see who struggle the most, probably have the least support.

Maybe an ideal environment would be perhaps having students where every parent was concerned about the wellbeing of their children and every parent was willing to do what it takes to make sure their kids were at school, make sure their kids were prepared for school, and make sure their kids' priority was school.

So, what now?

A few ideas to get you going.

Engage Everyone in Solutions.

Teachers

Support for teacher agency has created a sense of teacher buy-in.

Consider ways to improve the involvement of students in a similar way.



Students

Student apathy and disengagement decrease as the avenues for participation increase.

Support students to create strategies and platforms for directly influencing their own education experience.



Parents

Initial parent engagement wanes over time.

Co-design with parents specific strategies for greater engagement.

Focus on the Least Heard.

Some students expressed frustration with a lack of attention towards the threats of bullying.



Increasing the sense of belonging means creating a culture in which disrespect is not tolerated.

Teachers, parents, and students can all be involved in developing policies to address the problems posed by a perceived lack of respect.



Be intentional about soliciting and responding to the concerns of students who may be more marginalized in creating the safest, most inclusive, most engaging school possible.