### Indicator 3.C: Student Voice and Feedback



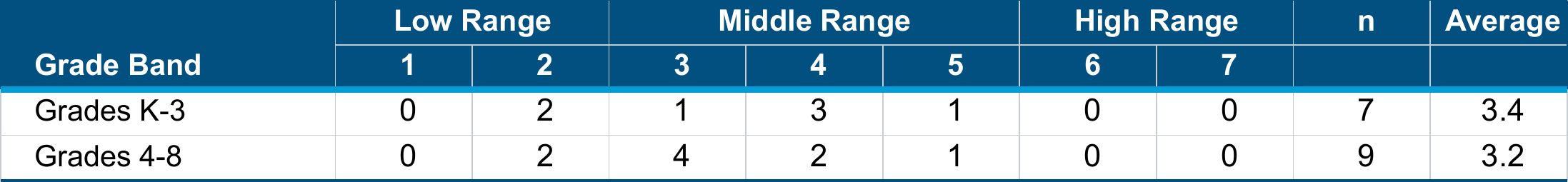
Systems and processes for incorporating student perspectives have been established, and school leadership and staff have begun to incorporate student perspectives into decision making. Students have regular opportunities to provide feedback to school leadership, but school leadership and staff are still developing practices to ensure student feedback is used to support and inform continuous improvement of school practices, including teaching, learning, interventions, and school climate.

#### OVERALL RATING SUMMARY:

Consistent with an established rating, school leadership and staff have established systems for incorporating student voice into decision making through the student council. Students have regular opportunities for feedback through mechanisms like student surveys and informal comments made to teachers. However, Classroom Assessment Scoring System (CLASS) scores in the low-middle range suggest opportunities for student voice may not be consistently integrated within or across classrooms.

#### CLASSROOM OBSERVATIONS: REGARD FOR STUDENT PERSPECTIVE

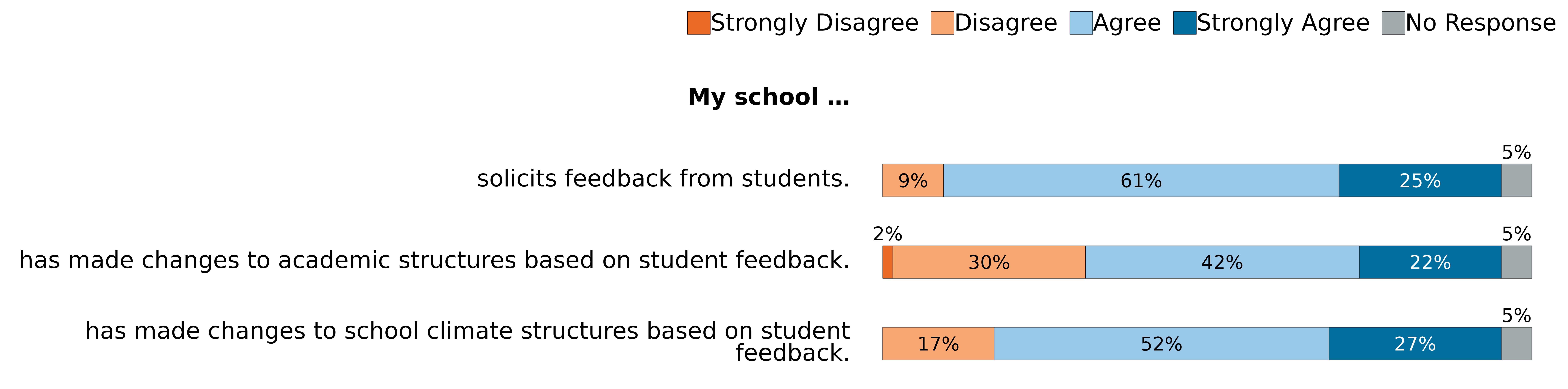
Upper grades classrooms at this school averaged in the **middle** range. The teacher exhibits control at times, but at other times follows the students’ lead and gives them some choices and opportunities to follow their interests. There are some opportunities for students to exercise autonomy, but student choice is limited. The teacher may assign students responsibility in the classroom but in a limited way. The teacher dominates the discussion at times, but at other times allows students to share ideas, although only at a minimal level or for a short period of time.



∗The school average is a weighted average calculation of the observation scores. Weighted Average =

Indicator 3.C: Student Voice and Feedback (CONT.)

**STAFF SURVEY RESPONSE:**



#### STAFF PERSPECTIVES:

* The majority of staff survey respondents (86%) agreed or strongly agreed that the school solicits feedback from students. School leaders indicated that the school gathers student feedback through formal surveys conducted three times per year; informal surveys to gather feedback on celebrations, behavioral rules, and items at the student store; and noting informal comments students share with teachers.
* Evidence of Learning Conditions (EJC): Most staff survey respondents agreed or strongly agreed that the school has made changes to academic structures (63%) and school climate structures (79%) based on student feedback. However, school leaders held varying perspectives regarding the extent to which the school has used student feedback to make changes to teaching, curricula, schedules, behavior policies, and school initiatives.
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