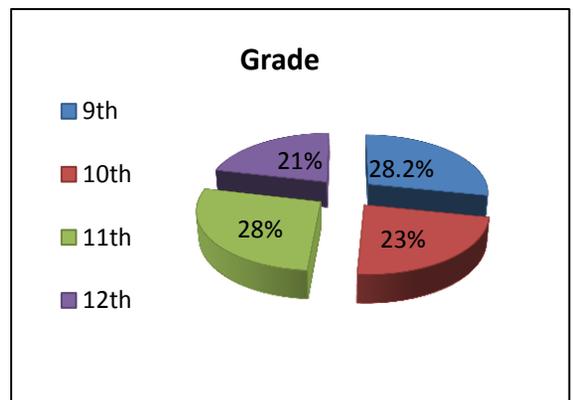
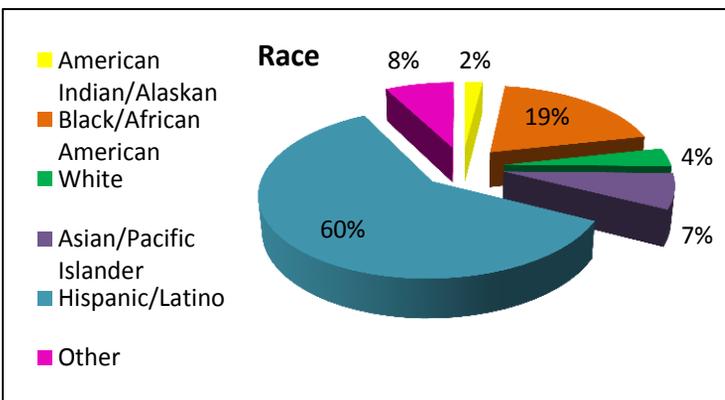


Since 2010, Young Voices has been supporting students across the state to have an authentic voice in the redesign of their high schools. Youth conduct research, surveying a majority of students and also leading focus groups, where they ask their peers what should be done to increase graduation and attendance rates. They use this data to create policy recommendations to make their schools more student-centered places that effectively engage students, and work closely with school leadership to implement these policies.

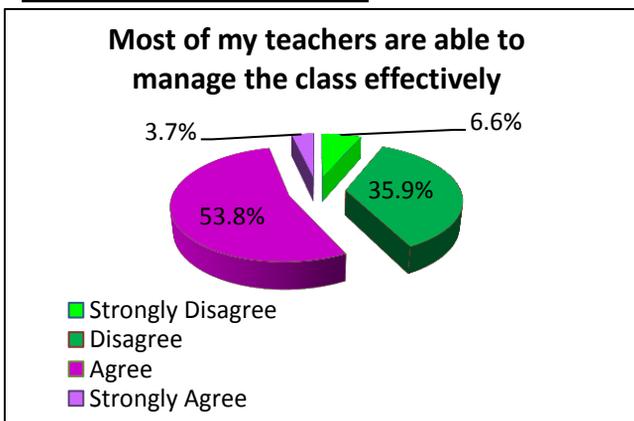
This is a new resource for policy-makers---comprehensive data collected by students themselves, from extensive dialogue with their peers, giving new information on what can be done to increase attendance and graduation rates. Students themselves, the ones who experience the impacts of education policies on a daily basis, have become policy experts who offer data-driven recommendations to key decision-makers at the school and district level.

This report includes data collected by Young Voices youth at two Providence high schools, JSEC and Alvarez. A combined 635 students were surveyed, and youth facilitated in-depth focus group discussions with a total of 128 students. Based on the data, the youth have made a series of policy recommendations that can increase graduation and attendance rates across the district.

Demographics



Climate and Culture

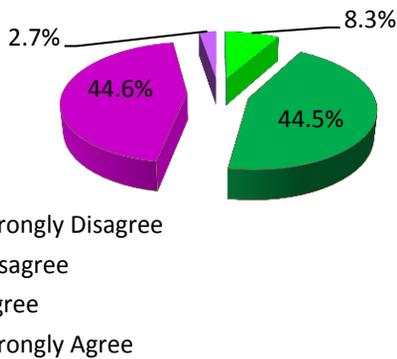


"I don't think it's fair. If a kid keeps getting into trouble based on their actions, then I think yes, however many kids get different types of punishments based on their relationships with teachers."

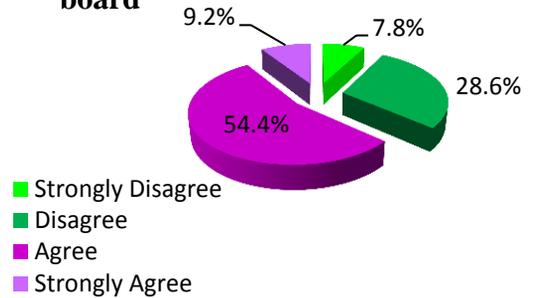
"I kind of notice in class when the teacher says something mean, the students start to rebel against them. It turns the whole classroom from a learning environment to a power struggle between the students and the teachers."

Teaching and Learning

Most students are involved and engaged in their classes



Most of my teachers use a variety of teaching techniques in addition to lecturing and writing on the board



“Most of my classes I feel supported but in some classes, I don’t. I can go to them with a problem and they don’t give me the help I need and I can ask them for help multiple times and to the point where I have to ask other students for help.”

“All the teachers don’t teach to everyone’s learning ability. Every individual has their own ability or way to learn. They need different techniques.”

“My English teacher always challenges us to do more than the required work...She wants us to have a college writing level.”

Policy Recommendations:

Climate and Culture

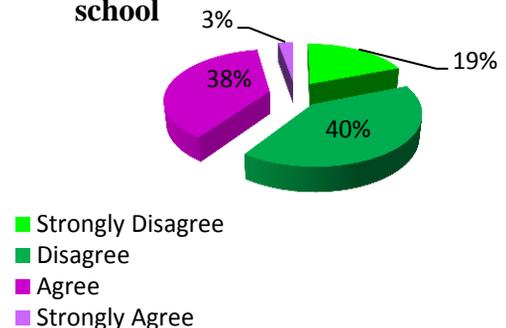
Students identified discipline as a major issue negatively impacting school culture. Providence Schools should implement more consistent and effective discipline policies, including Restorative Practices, which have been successfully used by other RI districts like Central Falls to improve graduation rates.

Hands-on Learning

Students made clear they want more engaging teaching techniques. Providence Schools should support teachers to use a variety of teaching methods in addition to lecture-style, including small group work and hands-on projects that build 21st Century skills. Extended Learning Opportunities (ELO), where students earn academic credit for rigorous learning outside of the classroom, should be expanded to more Providence schools.

Student Voice

Student voices is recognized in our school



“Not a lot of people want to hear your opinion.”

Student Voice

Students want to have a real voice in school decision-making, and want school leaders to be more accessible. PPSD should financially support student leadership efforts at the high schools, and ensure authentic student participation in school decision-making bodies.