

What is a Climate Audit?

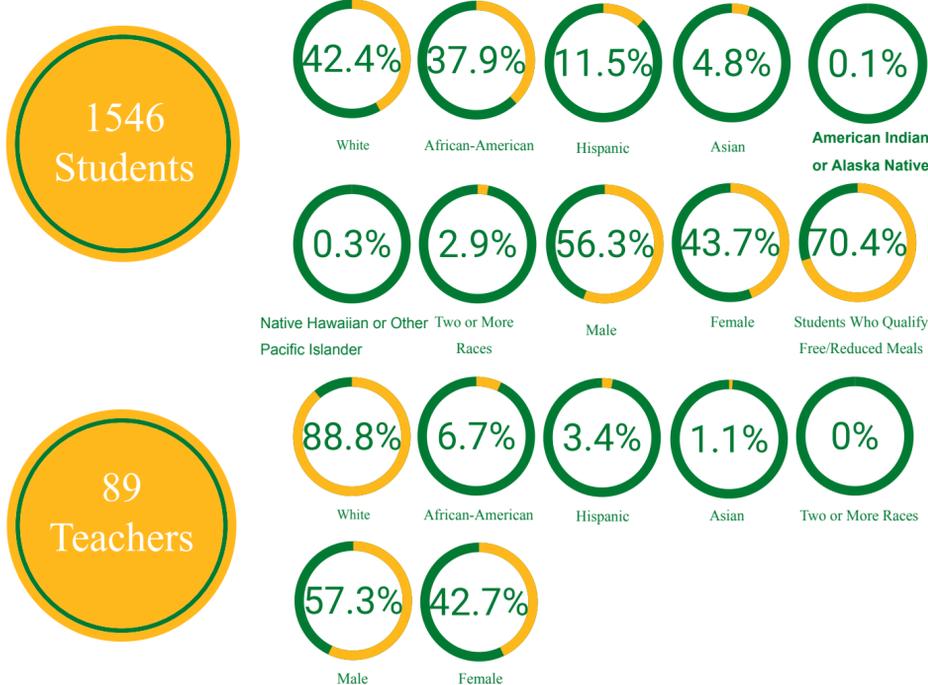
Research shows that there is a direct correlation between the quality of school life and learning outcomes for all students. It also shows that school stakeholders--primarily students, teachers, administrators, and families--are the most significant determinants of the norms, goals, values, organization,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

This Fern Creek 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:

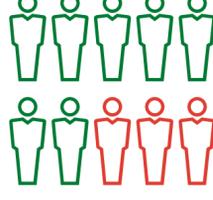
1. Roundtables and interviews with students, teachers, and administrators;
2. A series of classroom and general school observations; and
3. A Panorama opinion survey completed by 523 students, with separate surveys for teachers, and parents or guardians.

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.

Fern Creek High School Demographics



Student - Teacher Relationships

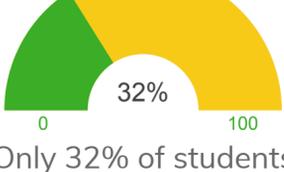


7 out of 10 (72%) of students feel most or all of their teachers treat them with respect.

But... **48%** If a student walked into class upset, 48% of students believe only a "few" or "none" of their teachers would be concerned.

They don't give you a chance to be who you really are. [Teachers] want to see what their paper determines of you, and your grade defines you."

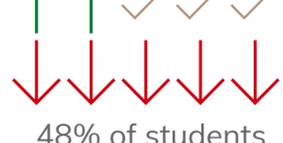
Environment



Only 32% of students believe the physical space at their school is pleasant.

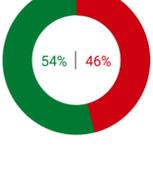


Exactly half of students say the rules for them are fair at school.



48% of students believe the behavior of other students hurts their learning; just 17% say it helps.

Safety and Belonging



46% of students said people at their school understand them very "little" or "not at all" as a person.



64% of students report it is "not at all" to only "slightly" likely someone from school will bully them online.



Over 8 out of 10 (84%) of students report others are "sometimes" to "almost always" disrespectful to others at their school.



67% of students feel they belong "somewhat" to "not at all" at their school; 34% of those answered "somewhat belong", and 33% answered "little" or "no" belonging.

Student Engagement



Over 8 out of 10 (82%) students believe doing well in class is "quite" to "extremely" important.

But only 14% of students are more than "somewhat" excited to go to class.



While a majority of students express some enthusiasm, 26% of students are "not at all" excited about going to class.

Only 1 out of 4 students are at least "quite" eager to participate in class.



All they really care about is just trying to pass us, They'll try to say they care about teaching but they say 'we just want you to pass', 'we just want you to pass'...like there are teachers who tell kids 'just come to this class and I'll give you, I'll even give you a bad grade just so I can pass you.

Student Voice

Areas of Concern:

Teachers see a referral and a suspension as the only way to discipline somebody, and then students come back and do the same thing. And that's been like that for years, and I don't think they see that it's been making no difference.

You can tell just by the way they look at you. If you bring something up about race or sexuality or politics, they'll just say 'ok' and just roll their eyes and give a nasty look.

There's too many kids and not enough attention per student. One of my teachers does a pretty good job of listening to me and taking the time. I don't like doing under-level work.

At this school, I wanted to resolve a situation with another student, and I feel like I can't really talk to a lot of staff because they're always gonna put you in trouble, and there always has to be a consequence. I don't feel comfortable always talking to staff about my problems.

So, what now?

A few ideas to get you going.

Focus on the Least Heard. Engage Everyone in Solutions.

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.

Questions to Consider:



- Does anything in this report particularly surprise or resonate with you?
- What else would you like to know about this school's climate beyond this snapshot?
- Do you feel the way a majority of other students in this report do about your school climate? Why do you think that is?
- What obligation, if any, do students who do feel safe, included, and engaged in school have to create a better environment for those who do not?
- Are there any specific ways you or other students you know could improve the learning environment for students who feel unsafe or disconnected from school?
- Are there any specific ways older people in your school could make it a safer, more inclusive, and more engaging environment for all students? Where should they start?