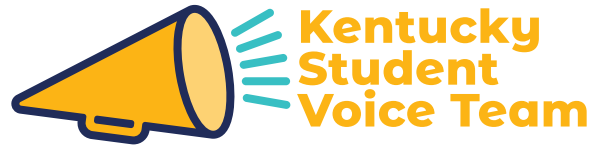


Robert D. Campbell Junior High School

STUDENT VOICE AUDIT



Second Edition

EXECUTIVE SUMMARY

The following describes the findings and recommendations presented in this report.

Successes to Celebrate

Throughout the course of our audit, the Student Voice Team found significant areas worth celebrating:

- Campbell is a place that embraces diversity. In the student survey results, there is no significant difference in response between students from differing ethnic and socioeconomic backgrounds.
- Students in this school overwhelmingly look up to the adults who lead it. Survey and roundtable results show a firm majority feel that both their principal and their teachers merit their respect.

Areas to Address

Our student investigators also identified some troubling trends:

- Bullying is a problem. Numerous students report witnessing dozens of fights in just one year at Campbell and a portion of students even report feeling unsafe in class.
- Campbell has an inconsistently applied discipline policy, one that many students do not trust and many teachers do not think is valid.
- There is some measurable disconnect between the way students and teachers feel about their interaction with each other.

The theme of stakeholder engagement permeates this report. Where we have identified space for improvement, we note that students are an under-utilized resource to help guide the search for solutions. Policy reform done *with* students rather than simply *to* them will result in a higher degree of ownership and a policy that better reflects the needs of the school population. It will also increase confidence and trust among students and model the democratic values so essential to building the capacity of current and future informed Kentucky citizens.



The Greater Clark
Foundation

AMBITION FOR A VIBRANT COMMUNITY

*This Audit was underwritten with a generous grant
from The Greater Clark Foundation.*

CONTENTS

Background	1
Methodology	2
Key Findings	3
Successes to Celebrate	4
Areas to Address: Bullying	6
Areas to Address: Discipline Policy	7
Areas to Address: Communication	8
Recommendations	9
Final Thoughts	11
Works Cited	12
Acknowledgments	13
About Us	14
Appendix A: Student Survey	16
Appendix B: Student Responses	22
Appendix C: Teacher Survey	26
Appendix D: Teacher Responses	34
Appendix E: Administrator Interview Questions	36
Appendix F: Teacher interview Questions	37
Appendix G: Student Roundtable Questions	38



The Student Voice Audit Team preparing for a day at Campbell.

BACKGROUND

Robert D. Campbell Junior High School (Campbell) in Winchester, Kentucky, is in its second year of operation. The school of 815 students and 36 teachers is housed in Clark County's old high school building and serves seventh and eighth grade students.

Campbell is the result of a 2014 merger between Conkwright Middle School and Clark Middle School, formerly the district's only middle schools. This merger generated a great deal of public attention: some in the community felt that the schools were better off remaining separate to prevent overcrowding, while others held that the merger and combination of resources would better benefit students.

Campbell's brief history creates unique challenges and opportunities. Several school policies are still in a molten phase as the school continues to test and refine them. This uncertainty becomes an opportunity for the school, positioning it to implement the recommendations in this report in the early stages of the development of the school's emerging identity.

The goal for the school's culture, explains Principal Dustin Howard, is for "every student to want to come to school and to feel safe and supported." He told us that his fervent wish for all of his students is that "there is at least one adult that they feel like knows them." In many ways, Principal Howard's sentiment underscores the school's stated mission, which is to create "an environment that fosters learning, independence, respect, and compassion."

The purpose of this audit is to leverage student voice to provide insight to school administrators on policies, culture, and relationships in order to improve the learning environment more broadly.

METHODOLOGY

This audit was conducted through a grant by The Greater Clark Community Foundation to test a method for improving schools that leverages students as untapped resources in the feedback and policy development loop.

The audit includes roundtable and individual discussions with students, teachers, and administrators; a series of classroom observations, and an opinion poll distributed to every student and teacher in the school.

As part of this work, we also facilitated and documented interviews with the principal, the school's two guidance counselors, and several teachers.

The opinion polls consisted of questions compiled from student surveys field-tested in several other states by the Rhode Island-based nonprofit What Kids Can Do. All students were given a paper version of the survey and asked to complete the document while in their assigned, state-testing groups.

The audit was conducted during the last month of the 2014-2015 school year and involved the full student body plus many teachers and administrators.

Disclosures

The audit did not include any surveying of parents. Some students and teachers were not represented in the survey due to non-responses.

After conducting in-house analysis using the disaggregated data, we determined that there is no significant difference between student responses based on race, ethnicity, gender, or socioeconomic status. Despite this, however, we focus almost exclusively on the aggregate data throughout the report. Given the sample size and the demographics, to disaggregate the data would risk making individual students and their responses discernable.

KEY FINDINGS

This section outlines some of the investigative team's major findings, focusing on successes worth celebrating and areas where improvement is most possible and efficacious. In both cases, student and staff stories as well as data from survey results and observations from the classroom are used as evidence to back the initial claim. Secondary research is included in these sections to provide context and additional evidence of potential impact.

The recommendations for improvement are derived from a combination of policy research and a basic belief in the benefits of stakeholder engagement.

An Emphasis on School Climate

The National School Climate Council explains that “school climate is based on patterns of people’s experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures” (qtd. in Thapa et al. 2) The organization also distinguishes what it means to have a positive school climate:

“A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributive, and satisfying life in a democratic society. This climate includes norms, values, and expectations that support people feeling socially, emotionally and physically safe. People are engaged and respected. Students, families and educators work together to develop, live, and contribute to a shared school vision. Educators model and nurture an attitude that emphasizes the benefits of, and satisfaction from, learning. Each person contributes to the operations of the school as well as the care of the physical environment.” (qtd. in Thapa et al. 2)

The focus on school climate reflects our aim to be intentional about looking at Campbell’s culture, policies, and relationships through the lens of student perspective and to evaluate whether and how the school is meeting its mission.

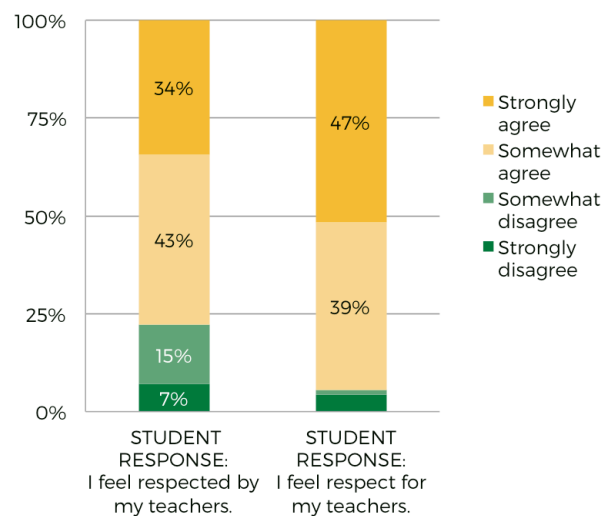
SUCCESSSES TO CELEBRATE

Based on a number of different data points, Campbell is well on its way to creating a positive and constructive school climate.

- Most students in Campbell look up to adults in the school and respect them. Over 80% of students surveyed claim to respect the adults in their school, and 59% of students report feeling like there are more than two adults in the school that they can go to with a problem.

Graph 1

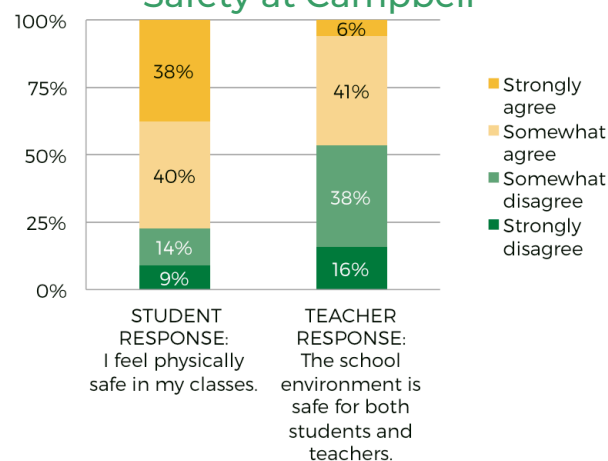
Student-Teacher Respect



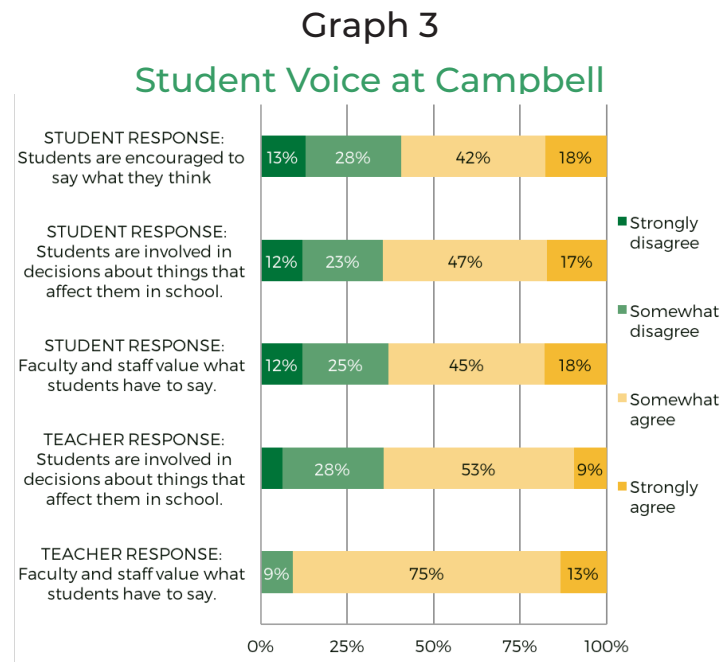
- Most students in Campbell feel safe in their classes. According to our survey nearly 78% report “feeling safe in class.”

Graph 2

Safety at Campbell



- Most students in Campbell are engaged in their learning and feel like their perspectives matter. A full 63% of students feel like their voices are valued by teachers and administrators.



While these statistics suggest Campbell is headed in the right direction as far as school climate goes, there is another narrative behind the numbers. While more than 63% of students report feeling like their voices are valued, 37% do not.

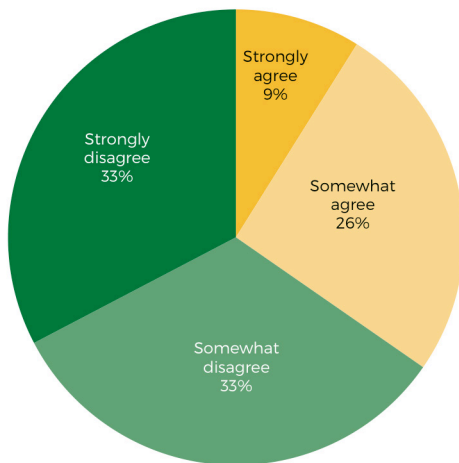


Student Voice Auditor Jamie Smith conducts a roundtable with students.

Areas to Address BULLYING

“The National School Climate Assessment’s study of thousands of schools across the country shows that the adults in the school community (e.g. school personnel and parents/guardians) typically believe that bullying and social violence are a ‘mild’ to ‘moderately severe’ problem while students consistently report that it is a ‘severe’ problem” (qtd. in Thapa et al. 4).

Graph 4
**Bullying is Not a Problem
at Campbell Jr.**



This study also describes the case at Campbell.

While not a single teacher we surveyed described bullying as a major issue, when students were asked to describe an important issue that needs to be addressed at Campbell, 230 explicitly mentioned it. Furthermore in our survey, 66% of students disagreed with the statement: “bullying is not much of a problem in my school.”

Of students claiming to have considered dropping out of school or skipping class, 44% said that feeling unsafe in class was a factor, with 22% saying it was a strong one.

Bullying affects student engagement and lowers commitment to schoolwork. A body of research underscores that bully-victim behavior is toxic; it undermines K-12 students’ capacity to learn and develop in healthy ways. Wolke , Woods, Bloomfield, and Karstadt write in their report, “when students

bully and/or are victimized repeatedly, it dramatically increases the likelihood that they will develop significant psychosocial problems over time” (qtd. in Thapa et al. 4).

Bullying seems to adversely affect the witnesses, too. “A recent study of more than 2,000 students (ages 12 to 16) found that those who witnessed bullying reported more feelings of depression, anxiety, hostility and inferiority than either the bullies or victims themselves,” write Rivers, Poteat, Noret, and Ashurst (qtd. in Thapa et al. 4).

Worth noting too is that peer intimidation increasingly occurs in virtual spaces that by design are out of the purview of school staff but can have a profound impact on school climate. Nationwide, at least one out of three adolescents reports being seriously threatened online, and 60 percent of teens say they have participated in online bullying. And indeed, online bullying was cited numerous times by Campbell students with whom we spoke. Because of the less-visible nature of bullying, it is even more imperative that students themselves are involved in resolving issues related to it.

Areas to Address

DISCIPLINE POLICY

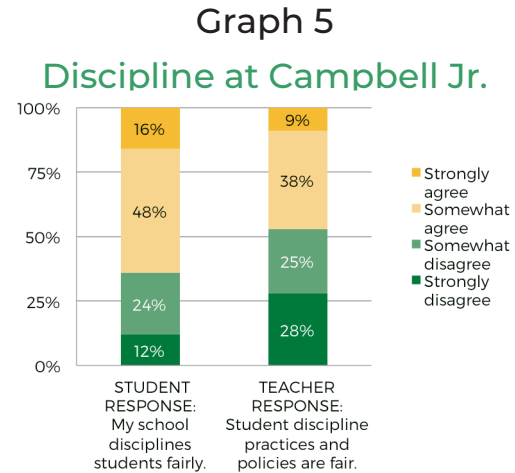
“Another study [...] showed that consistent enforcement of school discipline (structure) and availability of caring adults (support) were associated with school safety” (Thapa et al. 4).

By this definition, the discipline policy at Campbell is problematic.

- More than a third of students believe the discipline policy is unfair.
- More than half of teachers at Campbell think the discipline policy is unfair.
- Only 27% of students rate their teachers' ability to keep discipline in the classroom as excellent.
- When asked the open-ended question of what is the biggest problem in their school, 79 students answered “discipline.”

Research has also shown that in schools where students perceive a better structure and school discipline policy and more positive student-teacher relationships, there are lower associations with the “probability and frequency of subsequent behavioral problems” (Thapa et al. 6).

An effective discipline policy not only increases school safety, but also strengthens the trust and relationship between various stakeholders within the school system.



Student Voice Auditor Nicole Fielder interviews a teacher.

Areas to Address COMMUNICATION

“Positive student–teacher relationships serve as a resource for students at risk of school failure, whereas conflict or disconnection between students and adults may compound that risk” (qtd. in Hamre and Pianta 49).

There is a disconnect between students and teachers at Campbell. This disconnect manifests itself chiefly in how teachers and students both perceive and understand one another, within and beyond the classroom

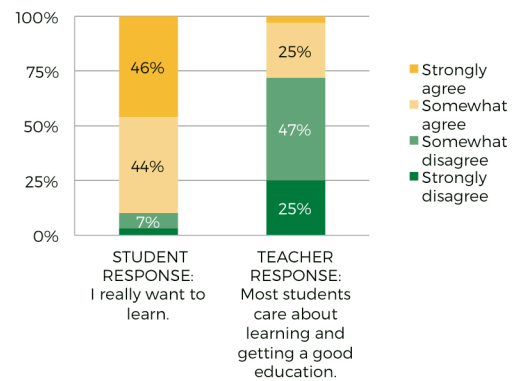
When polled, 91% of students at Campbell say they “really want to learn” while only 27% of teachers agree with the statement “most students care about learning and getting a good education.”

When polled, only 38% of students agreed with that statement “most of my teachers understand what my life is like outside of school” while close to 84% of teachers agreed with the statement that “teachers know about their students’ lives outside of school.”

Given the evidence that quality student teacher relationships have a significant impact on school climate, and by extension, education outcomes, the flow of information between teachers and students at Campbell is a concern worthy of addressing.

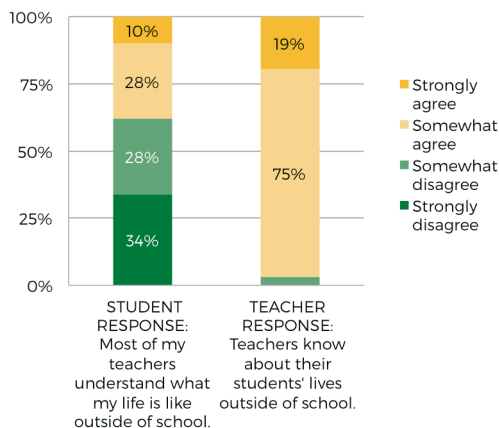
Graph 6

Students’ Value of Learning



Graph 7

Understanding of Outside Lives



“Middle school teachers who convey emotional warmth and acceptance as well as make themselves available regularly for personal communication with students foster the positive relational processes characteristic of support. These supportive relationships help maintain students’ interests in academic and social pursuits, which in turn lead to better grades and more positive peer relationships.” (qtd. in Hamre and Pianta 49)

RECOMMENDATIONS

All three of Campbell's key school climate challenges, in the areas of student bullying, discipline policy and youth and adult communication, can be addressed through a strategic approach that supports students and staff to work together as problem-solving partners.

We recommend Principal Howard work with Campbell's constituents to create a space to have focused, facilitated, solution-oriented dialogue about these three issues.

More specifically, to address the first two concerns related to bullying and discipline, we recommend Principal Howard convene two separate "blue-ribbon panels" of students, teachers and other staff, co-chaired by an adult and student and producing a final report consisting of findings and recommendations, presented to the entire school community.

One panel should be charged specifically with defining, identifying and field-testing strategies to reduce bullying in Campbell. The development of a school-wide, anti-bullying effort that reflects the recommendations of the panel would demonstrate the value and potential of students in serving as partners in improving school climate.

Similarly, a second panel should conduct a series of focus groups to provide feedback on the effectiveness of elements of the school's discipline policy.

Students can provide a critical perspective on discipline policy implementation that neither teachers nor administrators can. A strong, consistent, and trusted discipline policy is also necessary to increase student safety and reduce behavioral problems.

We recommend that both panels:

- Meet during school to avoid barriers for students who must take the bus to and from school.
- Be intentional about including students from a range of grade and academic levels. Doing so would address one of the concerns we heard repeatedly regarding the perception and mistrust of traditional student leaders: "only popular people are in student council." Reaching out to more marginalized students for this work might also address another finding revealed by our student poll indicating that while more than 63% of students report feeling like their voices are valued, 37% do not.

We also recommend that Principal Howard help institutionalize the fledgling Student Voice Committee and support the group to meet during school with the goal of addressing a series of issues faced by Campbell students as identified by the school-wide poll and solicit feedback from other students on issues of concern not yet identified.

For this committee, we recommend school staff:

- Nominate and encourage students to apply for group membership.
- Pay special attention to other areas of concern identified by the student survey such as dress code and technology policy.
- Consider using an enrichment block for convening the students.
- Ensure a highly-skilled adult works with one or more students to facilitate the conversations.
- Look for students who: may openly question authority or the fairness of policies and come from a range of peer groups.

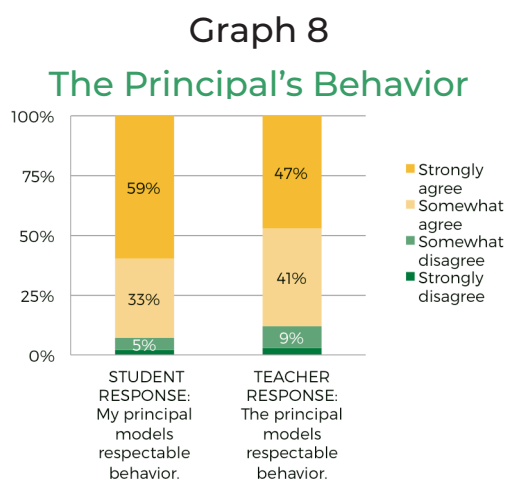
Students should be engaged as co-developers in any policy that affects them as directly and significantly as these three school climate areas. By engaging students from the beginning in the creation and revision of these policies, both the solutions themselves and the willingness of students to implement them will be greater.



Student Voice Auditor Gentry Fitch conducts a roundtable with students.

FINAL THOUGHTS

The Student Voice Team was impressed by many of the elements we observed at Campbell. The school's administrators, staff, and students were welcoming hosts and unified in their willingness to share candid insights in the hopes of improving their school environment. We were struck by the transparency and humility of Principal Howard in particular and grateful for the easy communication and access he provided to our investigators.



We sincerely hope the student voice model made possible by the Campbell community results in a school climate that strengthens adult and youth partnerships as the backbone of a dynamic learning environment. We also hope that this initiative serves to inspire other schools within and beyond Kentucky to tap into the student body as a significant asset to make our education system the best it can possibly be.

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Lead Student Voice Auditor Andrew Brennen analyzes data with policy expert Susan Weston.

ABOUT US

The Student Voice Team, consisting of over 60 self-selected youth from across the state, works to amplify, elevate, and integrate students as full partners in the effort to improve Kentucky schools. We were founded in 2012 at the Prichard Committee.

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The Student Voice Audit Team at Campbell.

Appendix A

STUDENT SURVEY DATA

This Appendix contains the data from the Student Survey. A total of 713 students responded to the survey. "Did Not Answer" indicates the student left the question blank.

Thinking about your school, how much do you agree or disagree with the following?				
Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Did Not Answer
Students in my school treat one another with respect.				
21	293	259	140	0
2.95%	41.09%	36.33%	19.64%	0.00%
My school disciplines students fairly.				
113	341	173	86	0
15.85%	47.83%	24.26%	12.06%	0.00%
My school respects all races and cultures.				
340	248	84	37	4
47.69%	34.78%	11.78%	5.19%	0.56%
My principal models respectful behavior.				
421	236	39	17	0
59.05%	33.10%	5.47%	2.38%	0.00%
Faculty and staff value what students have to say.				
127	324	176	84	2
17.81%	45.44%	24.68%	11.78%	0.28%
Students in my school care about learning and getting a good education.				
35	300	251	126	1
4.91%	42.08%	35.20%	17.67%	0.14%
Classes in my school are challenging.				
160	386	119	47	1
22.44%	54.14%	16.69%	6.59%	0.14%

Thinking about your school, how much do you agree or disagree with the following?				
Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Did Not Answer
Students are involved in decisions about things that affect them in school.				
123	334	167	83	6
17.25%	46.84%	23.42%	11.64%	0.84%
Most of my teachers are enthusiastic about teaching and communicate this to students.				
160	350	154	47	2
vv	49.09%	21.60%	6.59%	0.28%
I feel that I am accepted and liked at school.				
222	327	108	55	1
31.14%	45.86%	15.15%	7.71%	0.14%
I feel respected by my teachers.				
243	305	108	53	4
34.08%	42.78%	15.15%	7.43%	0.56%
I feel respect for my teachers.				
332	276	71	27	7
46.56%	38.71%	9.96%	3.79%	0.98%
Students in my school help one another even if they are not friends				
46	204	260	200	3
6.45%	28.61%	36.47%	28.05%	0.42%
Bullying is not much of an issue at my school.				
61	185	233	234	0
8.56%	25.95%	32.68%	32.82%	0.00%
Students are encouraged to say what they think.				
127	296	197	91	2
17.81%	41.51%	27.63%	12.76%	0.28%

Thinking about your school, how much do you agree or disagree with the following?				
Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Did Not Answer
I feel physically safe in my classes.				
268	284	98	61	2
37.59%	39.83%	13.74%	8.56%	0.28%
Most of my teachers understand what my life is like outside of school.				
74	200	197	240	2
10.38%	28.05%	27.63%	33.66%	0.28%

How well do each of the following statements describe you as a student?				
Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Did Not Answer
I really want to learn.				
332	313	46	20	2
46.56%	43.90%	6.45%	2.81%	0.28%
I participate regularly in class.				
350	294	48	18	3
49.09%	41.23%	6.73%	2.52%	0.42%
I often need extra help with schoolwork.				
153	235	222	101	2
21.46%	32.96%	31.14%	14.17%	0.28%
It's often hard to pay attention in class because I'm worrying about problems outside of school.				
120	165	192	235	1
16.83%	23.14%	26.93%	32.96%	0.14%

How would you assess your teachers overall on each of the following?				
Excellent	Good	Fair	Poor	Did Not Answer
Knowing their subjects well.				
289	320	83	18	3
40.53%	44.88%	11.64%	2.52%	0.42%
Believing all children can learn.				
304	262	111	32	4
42.64%	36.75%	15.57%	4.49%	0.56%
Maintaining discipline in the classroom.				
192	262	178	78	3
26.93%	36.75%	24.96%	10.94%	0.42%
Teaching individual students according to their different needs and abilities.				
185	244	157	122	5
25.95%	34.22%	22.02%	17.11%	0.70%

How much would the following help you learn?			
Would Help a Lot	Would Help Some	Would Help Little	Did Not Answer
More examples of how the things I learn in school matter in the real world			
379	276	55	3
53.16%	38.71%	7.71%	0.42%
More challenging classes			
160	320	229	1
22.44%	44.88%	32.12%	0.14%
More one-on-one attention from teachers			
299	320	229	1
41.94%	39.55%	17.95%	0.56%

Question 5: How often do your teachers speak with you one-on-one about the following?			
Regularly	Occasionally	Never	Did Not Answer
Your academic performance: noticing when it's good, offering suggestions if/when it's not-so-good.			
141	442	126	4
19.78%	61.99%	17.67%	0.56%
Your behavior in class: recognizing your good behavior, helping you redirect your behavior if/when it's difficult.			
212	349	149	3
29.73%	48.95%	20.90%	0.42%
Your understanding: checking to see if you have questions about what's being taught in class, homework, and other assignments.			
256	337	117	3
35.90%	47.27%	16.41%	0.42%
Interests and things that are important to you.			
162	305	239	7
22.72%	42.78%	33.52%	0.98%
Your plans for college or work after high school.			
166	288	246	13
23.28%	40.39%	34.50%	1.82%

Getting help with a problem				
More than 3	2-3	1	0	Did Not Answer
How many adults at school do you feel you could talk to if you had a problem (involving something in or outside school)?				
150	276	164	119	4
21.04%	38.71%	23.00%	16.69%	0.56%
How many peers?				
389	174	80	46	24
54.56%	24.40%	11.22%	6.45%	3.37%

Have you ever skipped class or school?		
Yes	No	Did Not Answer
156	553	4
21.88%	77.56%	0.56%

Have you ever considered dropping out of school?		
Yes	No	Did Not Answer
71	637	5
9.96%	89.34%	0.70%

If you answered "yes" to question #7 or #8, please indicate how much each of the following was an influence. (If you answered "no," you can skip this section.)			
A strong influence	Somewhat of an influence	Not an influence	Did Not Answer
You did not feel prepared for class.			
11	16	26	660
1.54%	2.24%	3.65%	92.57%
You felt you'd fallen too far behind in your schoolwork as a whole.			
9	19	27	658
1.26%	2.66%	3.79%	92.29%
You were not getting along with a teacher.			
16	15	23	659
2.24%	2.10%	3.23%	92.43%
You did not feel safe at school.			
12	11	31	659
1.68%	1.54%	4.35%	92.43%
You did not feel safe traveling to and from school.			
6	8	40	659
0.84%	1.12%	5.61%	92.43%

School was boring.			
28	19	7	659
3.93%	2.66%	0.98%	92.43%
You had family responsibilities.			
17	16	20	660
2.38%	2.24%	2.81%	92.57%

Demographics						
Gender						
Female		Male			Did Not Answer	
330		346			37	
46.28%		48.53%			5.19%	
Grade						
Seventh		Eighth			Did Not Answer	
327		347			39	
45.86%		48.67%			5.47%	
Race						
Asain	African American	Hispanic	Indian	Mixed	White	Did Not Answer
7	43	32	1	29	553	48
0.98%	6.03%	4.49%	0.14%	4.07%	77.56%	6.73%
Language most often spoken at home						
English		Non-English			Did Not Answer	
646		21			46	
90.60%		2.95%			6.45%	
Free and Reduced Lunch						
Yes		No			Did Not Answer	
325		331			57	
45.58%		46.42%			7.99%	

Appendix B

STUDENT RESPONSES

This Appendix contains an analysis of the frequency of student responses to questions ten and eleven.

Think of the best teachers you have had.
What are the qualities that made them good teachers?

Fun: “fun” 143 times

“Knowing content, knowing students, fun, made it easy to understand”

“Fun to hang around with, understands us”

“They tried to make learning fun and wanted to build a relationship with each and every student”

“She gave work a fun and enjoyable thing to do and equal treatment to everyone in the classroom”

“They don’t just sit there, they make the lessons fun and interesting. They actually try”

“They are enthusiastic about their teaching”

Caring: “Care” mentioned 96 times “understand” mentioned 100 times

“The kind of teacher that you can sit down and have a conversation with”

“Respect for students, caring if we learn”

“Showed interest in my well being, outside of school”

“One on One time understanding their subject and good explaining”

“They knew that each student needed to be taught differently”

“They cared for me and made me feel comfortable talking to them. They talk to the people I have problems with”

“They care about your life in/out of school”

“Smart, caring kindhearted, doesn’t give up on anyone”

“The best teachers I have had showed interest in all of their students success, did their job without seeming like it was a burden and took the time to learn more about their students as individuals”

“Sense of humor, willingness to teach and be taught, persistent wants best for the kids no matter the cost”

“They were kind, respectful, understanding, cared about the students, helpful, thought important things and would show the importance of what they thoughts”

“They noticed when someone was bothering me”

Good Listener: “listen” mentioned 47 times “respect” mentioned 71 times

“They listen to what students have to say”

“They respect all of us the same and don’t get attitude when a dumb question is asked”

“They were kind but controlled the class and knew what they were talking about”

“Dedicated, they put in a lot of effort to help you feel and if you are comfortable with them”

“Helpful, respectful, nice, listens if you have problems or need help in class”

“They actually listened to what I had to say and cared”

Question 11: What do you think are the most important issues that need to be addressed in your school?

Discipline/Rule enforcement: “fighting” mentioned 79 times “discipline” mentioned 48 times

“Fighting and video surveillance needs to be installed in the rooms so people can observe what is happening in the classroom”

“Enforcement of discipline one-on-one with a teacher”

“The way teachers act sometimes to kids can be disrupt class and they yell at everyone”

“If someone is not following the school rules then the teachers need to do something about it”

“I don’t matter what color you are you should get in trouble like the others”

“Bullying, classrooms, and getting away with things”

“Discipline, showing no favoritism, punishing all who did wrong and not ones who did nothing wrong along with them”

“Treating students equally”

Communication

“Lack of communication, lack of proper planning or celebration”

“I believe that teachers should be able to talk to their kids on a personal level”

“Teachers need to help students more”

“Understanding students”

“The school needs to less trust issues with student and staff”

Bullying/Respect “bullying” mentioned 230 times “respect” mentioned 71 times

“Attitude from students, bullying, respect for others”

“Bullying, calling names, and people calling people the N word”

“People do not always show respect for teachers so it makes it harder to learn”

“Racial comments, judgements, teacher pets, bullying”

“It is definitely respect problems”

"Bullying, there needs to be a good system so those who need it can know about it and revise it"

"Bullying and fights are respect for both students and teachers"

"Teachers talk bad about other teachers and teachers starting off the class being very rude"

Cleanliness "clean" "bugs" "dirty" mentioned 39 times

"The cleanliness of the school is terrible We had bed bugs and other undealt with issues"

"Bugs, rooms and bathrooms are always dirty, falling apart/chaos, discipline students, windows broken so cannot open, AC doesn't work"

"Health of school, vermin, mold etc. FIGHT"

"How gross it is, its really dirty and there bugs everywhere"

Appendix C

TEACHER SURVEY DATA

This Appendix contains the data from the Teacher Survey. A total of 32 teachers responded to the survey. "Did Not Answer" indicates the teacher left the question blank.

How much do you agree or disagree with the following statements about your school?				
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Did Not Answer
Teachers treat one another with respect.				
1	1	24	6	0
3.13%	3.13%	75.00%	18.75%	0.00%
Teachers know about their students' lives outside of school.				
0	5	24	3	0
0.00%	15.63%	75.00%	9.38%	0.00%
Teachers help each other and work together.				
0	4	21	7	0
0.00%	12.50%	65.63%	21.88%	0.00%
Students and teachers treat each other with respect.				
7	10	15	0	0
21.88%	31.25%	46.88%	0.00%	0.00%
Student discipline practices and policies are fair.				
9	8	12	3	0
28.13%	25.00%	37.50%	9.38%	0.00%
The principal models respectful behavior.				
1	3	13	15	0
3.13%	9.38%	40.63%	46.88%	0.00%
Faculty and staff value what students have to say.				
0	3	24	4	1
0.00%	9.38%	75.00%	12.50%	3.13%

How much do you agree or disagree with the following statements about your school?				
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Did Not Answer
The faculty and staff respect all races and cultures.				
0	2	13	17	0
0.00%	6.25%	40.63%	53.13%	0.00%
Most students care about learning and getting a good education.				
8	15	8	1	0
25.00%	46.88%	25.00%	3.13%	0.00%
The school environment is safe for both students and teachers.				
5	12	13	2	0
15.63%	37.50%	40.63%	6.25%	0.00%
Students are involved in decisions about things that affect them in school.				
2	9	17	3	1
6.25%	28.13%	53.13%	9.38%	3.13%
Most teachers are enthusiastic about teaching and communicate this to students.				
1	7	21	3	0
3.13%	21.88%	65.63%	9.38%	0.00%
Teachers are respectful of parents.				
0	2	17	13	0
0.00%	6.25%	53.13%	40.63%	0.00%
Teachers welcome contact from parents.				
0	3	15	14	0
0.00%	9.38%	46.88%	43.75%	0.00%

How well do you think your school is preparing your students for the following.					
Not at All	Not Very Well	Somewhat Well	Very Well	Extremely Well	Did Not Answer
To go to college.					
1	5	18	6	2	0
3.13%	15.63%	56.25%	18.75%	6.25%	0.00%
To get good jobs.					
1	6	20	5	0	0
3.13%	18.75%	62.50%	15.63%	0.00%	0.00%
To know how to learn.					
1	8	15	6	1	1
3.13%	25.00%	46.88%	18.75%	3.13%	3.13%
To be good citizens.					
1	9	19	2	1	0
3.13%	28.13%	59.38%	6.25%	3.13%	0.00%
To get along well with others.					
2	11	16	2	1	0
6.25%	34.38%	50.00%	6.25%	3.13%	0.00%

Thinking about the teachers at your school (overall), how much do you agree or disagree with the following statements?				
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Did Not Answer
They have high expectations for all students.				
1	5	19	7	0
3.13%	15.63%	59.38%	21.88%	0.00%
The curriculum appropriately challenges most students.				
0	4	19	9	0
0.00%	12.50%	59.38%	28.13%	0.00%

Thinking about the teachers at your school (overall), how much do you agree or disagree with the following statements?				
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Did Not Answer
They are very committed to teaching.				
1	2	16	13	0
3.13%	6.25%	50.00%	40.63%	0.00%
They are interested in what's best for all the students.				
1	1	18	12	0
3.13%	3.13%	56.25%	37.50%	0.00%
They think about students as individuals.				
1	1	17	13	0
3.13%	3.13%	53.13%	40.63%	0.00%

How often do you have individual discussions with any of your students about the following topics?					
Never	Rarely	Sometimes	Often	Very Often	Did Not Answer
Disrupting class.					
0	1	4	15	12	0
0.00%	3.13%	12.50%	46.88%	37.50%	0.00%
Good academic performance.					
1	0	7	16	8	0
3.13%	0.00%	21.88%	50.00%	25.00%	0.00%
Not completing homework assignments.					
1	3	10	11	6	1
3.13%	9.38%	31.25%	34.38%	18.75%	3.13%
Poor academic performance					
1	2	7	15	7	0
3.13%	6.25%	21.88%	46.88%	21.88%	0.00%

How often do you have individual discussions with any of your students about the following topics?					
Never	Rarely	Sometimes	Often	Very Often	Did Not Answer
Plans for college or work after high school.					
0	2	16	8	6	0
0.00%	6.25%	50.00%	25.00%	18.75%	0.00%
Interests and things important to them.					
0	0	6	21	5	0
0.00%	0.00%	18.75%	65.63%	15.63%	0.00%
Their worries					
0	2	16	13	1	0
0.00%	6.25%	50.00%	40.63%	3.13%	0.00%

Thinking about a typical school day, how much do you agree or disagree with the following statements?				
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Did Not Answer
I'm passionate about teaching.				
0	1	8	23	0
0.00%	3.13%	25.00%	71.88%	0.00%
I like my students.				
0	1	14	17	0
0.00%	3.13%	43.75%	53.13%	0.00%
I feel frustrated/unappreciated in my job.				
6	4	15	7	0
18.75%	12.50%	46.88%	21.88%	0.00%
I feel successful at my job.				
2	3	19	8	0
6.25%	9.38%	59.38%	25.00%	0.00%

Thinking about a typical school day, how much do you agree or disagree with the following statements?				
Big Problem	Somewhat of a problem	A moderate problem	Not a problem	Did not answer
Students with discipline problems.				
21	7	3	1	0
65.63%	21.88%	9.38%	3.13%	0.00%
Students with problems (hunger, poverty, or troubled family lives).				
12	9	10	1	0
37.50%	28.13%	31.25%	3.13%	0.00%
Not having enough time to get to know students as individuals.				
6	10	11	5	0
18.75%	31.25%	34.38%	15.63%	0.00%

How you would grade the teachers in your school (overall) on each of the following aspects of teaching?				
Excellent	Good	Fair	Poor	Did Not Answer
Knowing their subject areas.				
15	15	1	0	1
46.88%	46.88%	3.13%	0.00%	3.13%
Believing all children can learn.				
9	19	2	1	1
28.13%	59.38%	6.25%	3.13%	3.13%
Caring about students.				
11	20	0	0	1
34.38%	62.50%	0.00%	0.00%	3.13%

How you would grade the teachers in your school (overall) on each of the following aspects of teaching?				
Excellent	Good	Fair	Poor	Did Not Answer
Maintaining discipline in the classroom.				
1	13	14	3	1
3.13%	40.63%	43.75%	9.38%	3.13%
Teaching individual students according to their different needs and abilities				
4	18	7	2	1
12.50%	56.25%	21.88%	6.25%	3.13%

How you would describe your preparation in the following areas?				
More than Adequate	Adequate	Less than Adequate	Not Sure	Did Not Answer
Being able to teach all the subjects in your curriculum.				
22	8	2	0	0
68.75%	25.00%	6.25%	0.00%	0.00%
Being able to implement curriculum and performance standards.				
19	12	1	0	0
59.38%	37.50%	3.13%	0.00%	0.00%
Being prepared to manage a real classroom.				
18	10	3	0	1
56.25%	31.25%	9.38%	0.00%	3.13%
Addressing the needs of English as a Second Language students or students with different ethnic or cultural backgrounds.				
1	18	12	1	0
3.13%	56.25%	37.50%	3.13%	0.00%
Helping students to develop good character.				
12	18	2	0	0
37.50%	56.25%	6.25%	0.00%	0.00%

Demographics				
Gender				
Female		Male		Did Not Answer
24		7		1
75.00%		21.88%		3.13%
Race				
Caucasian	African-American	Asian	Other	Did Not Answer
28	1	0	1	2
87.50%	3.13%	0.00%	3.13%	6.25%
Teaching Experience				
1-5 years	6-10 years	11-20 years	More than 20	Did Not Answer
10	5	12	3	2
87.50%	3.13%	0.00%	3.13%	6.25%

Appendix D

TEACHER RESPONSES

This Appendix contains an analysis of the frequency of teacher responses to the short-answer questions.

What do you think are the most important issues that need to be addressed in this school?

Discipline: mentioned in 78% of responses

"Lack of discipline, lack of student consequences (In school suspension more than detention) student accountability, too many students- allows students to "fall through the cracks"

"Inconsistent consequences."

"Student behavior, there are no real consequences for misbehavior, accountability- students know they will still pass to the next grade even if they don't make passing grades"

Cleanliness: mentioned in 19% of responses

"Outdated and inadequate building, dirty building"

"Cleanliness, classrooms are often not even swept, let alone cleaned. Full of ants, bed bugs, etc. Bathrooms are filthy"

3. Respect/Communication between and amongst students and staff (mentioned in 48% of responses)

"Students respect for teacher/administration/peers, administration support in all aspects"

"No Follow through with valid, serious concerns brought to admin by staff. Communication"

"Purposeful interaction between students and teachers as mentors"

"Communication amongst staff"

Think of the best students you've had.
What are the qualities that made them good learners?

Hardworking, motivated, excited to learn: mentioned in 88% of responses

"Instilling a desire to work"

"Willing to listen, hard workers, know when to have fun and when to work"

"They are curious, they see potential to know more about what we are learning beyond what is being taught"

"Ask questions, study on their own time/review material in the evenings, never give up, respect themselves/others"

Respectful: mentioned in 32% of responses

"Manages impulsivity, upholds expectations, respect and responsibilities"

"Respect for the learning environment, respect for the teacher and other students, puts forth effort to listen and follow lessons. Puts forth sufficient effort to participate in lessons and complete work."

Strong parental support: mentioned in 24% of responses

"Eager to learn, support at home, high expectations by parents"

Appendix E

ADMINISTRATOR INTERVIEW QUESTIONS

This Appendix contains questions we used for interviews with the Administration at Campbell.

We are new to the Campbell Junior High School campus. What would you like to tell us about your school? What are some things we should know? How would you generally describe this place?

What would you say works pretty or exceptionally well here? What are some of Campbell's greatest strengths? To what or to whom do you attribute those strengths?

Any unique challenges to this school? Are there any glaring, recurring problems you notice within or beyond the classrooms?

How would you describe the general relationships between teachers and students in this school? Administration and students?

How about the relationships among students with each other? Do people get along for the most part or do you notice tension?

What do you think of when you hear the phrase, "student voice?" Can we come up with a working definition?

A recent study by the Gates Foundation found that students can provide the single best way to measure whether a teacher is effective or not. Do you believe it? Why or why not?

What role, if any, should student voice have within the classrooms of Campbell Junior High School? Should students have a say in what or how teachers teach or how schools are run?

Do you encourage teacher to allow for students to have a say in what or how they are taught? Do you ever solicit feedback from students about what or how they're learning?

Do you ever solicit student feedback in the planning on events, or creation of new school policies?

What about beyond the classroom? What role should students and teachers play in providing feedback on how their school works?

Is there a student government or council here? If so, can you describe how it works and whether or not you think it's effective? How about a school newspaper?

Any small or big examples you can point to of students making a difference in the way things are run at this school? SBDM's? Principal's council?

Appendix F

TEACHER INTERVIEW QUESTIONS

This Appendix contains questions we used for interviews with teachers at Campbell.

We are new to the Campbell Junior High School campus. What would you like to tell us about your school? What are some things we should know? How would you generally describe this place?

What would you say works pretty or exceptionally well here? What are some of Campbell's greatest strengths? To what or to whom do you attribute those strengths?

Any unique challenges to this school? Are there any glaring, recurring problems you notice within or beyond the classrooms?

How would you describe the general relationships between adults and students in this school?

How about the relationships among students with each other? Do people get along for the most part or do you notice tension?

What do you think of when you hear the phrase, "student voice?" Can we come up with a working definition?

A recent study by the Gates Foundation found that students can provide the single best way to measure whether a teacher is effective or not. Do you believe it? Why or why not?

What role, if any, should student voice have within the classrooms of Campbell Junior High School? Should students have a say in what or how teachers teach or how schools are run?

Do you provide any opportunity in your own classroom for students to have a say in what or how they are taught? Do you ever solicit feedback from students about what or how they're learning? Are you encouraged or discouraged from doing so by administration?

What about beyond the classroom? Should teachers have a say in how their schools work? Should students have a say in how their schools work? Why or why not?

If you could send your students and principal a message about student voice at Campbell Junior High, what might you tell them?

Appendix G

STUDENT ROUNDTABLE QUESTIONS

This Appendix contains an explanation of our work and the questions we used for roundtables with students at Campbell.

Explanation

We are members of the Student Voice Team and are here today at Campbell Junior High as part of a three-month project to conduct a student voice audit. What that means is that we are talking to students, teachers, administrators and parents in your school community to try to get a sense of whether and how students play decision-making roles that affect their education experience and whether there are opportunities to strengthen that.

First, we are going to go around once. Please say and spell your name and your grade for our audio recording. After that, we will lead a conversation in which we will ask you to respond freely but also use full sentences whenever possible. This will allow us to more easily quote you in our final report.

Questions

We are new to the Campbell Junior High School campus. What would you like to tell us about your school? What are some things we should know? How would you generally describe this place?

What would you say works pretty or exceptionally well here? What are some of Campbell's greatest strengths? To what or to whom do you attribute those strengths?

Any unique challenges to this school? Are there any glaring, recurring problems you notice within or beyond the classrooms? What don't you like about

How would you describe the general relationships between adults and students in this school?

How about the relationships among students with each other? Do people get along for the most part or do you notice tension?

What do you think of when you hear the phrase, "student voice?" Can we come up with a working definition?

A recent study by the Gates Foundation found that students can provide the single best way to measure whether a teacher is effective or not. Do you believe it? Why or why not?

What role, if any, should student voice have within the classrooms of Campbell Junior High School? Should students have a say in what or how teachers teach or how schools are run?

Do you see any instances in your own classes of students having a say in what or how teachers teach? Do you or your peers ever offer feedback to teachers about what or how they're teaching? Are you encouraged or discouraged from doing so?

What about beyond the classroom? Should students have a say in how their schools work?

Why or why not?

Is there a student government or council here? If so, can you describe how it works and whether or not you think it's effective? How about a school newspaper?

Do you think students have anything to contribute to decisions about how schools are run?

Any small or big examples you can point to of students making a difference in the way things are run at this school?

If you could send your teachers and principal a message about student voice at Campbell Junior High, what might you tell them?

Second Edition

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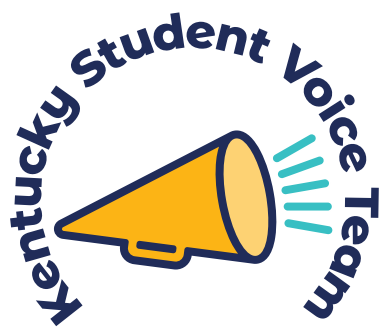
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