

## What is a Climate Audit?

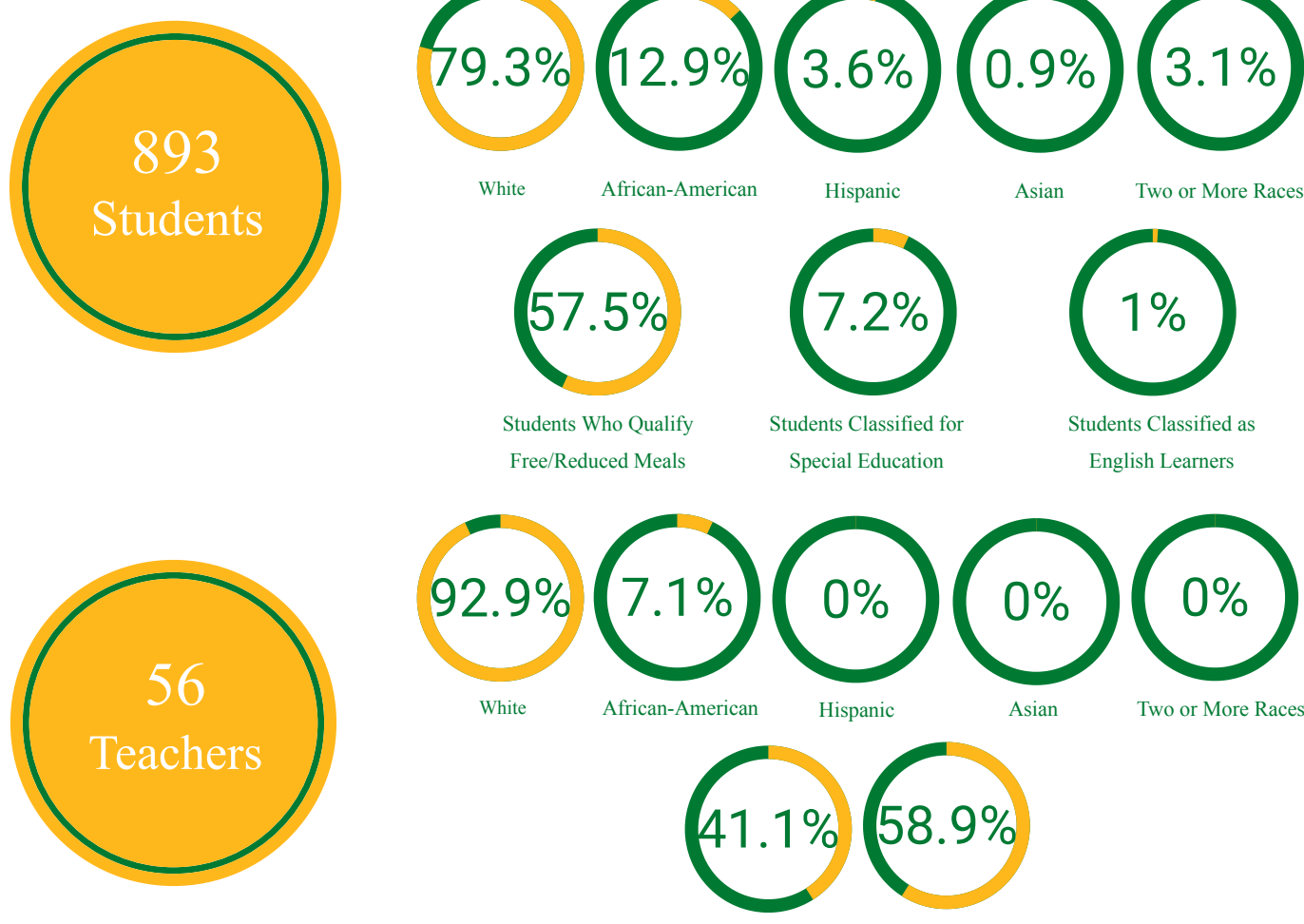
Research shows that there is a direct correlation between the quality of school life and learning outcomes for all students. It also shows that school stakeholders--primarily students, teachers, administrators, and families--are the most significant determinants of the norms, goals, values, organization,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

This Franklin-Simpson 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:

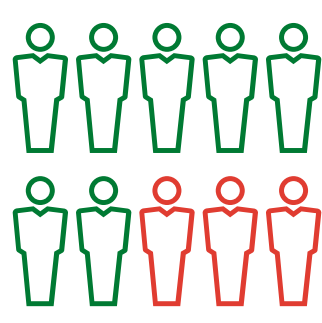
1. Roundtables and interviews with students, teachers, and administrators;
2. A series of classroom and general school observations; and
3. A Panorama opinion survey completed by 635 students, 41 teachers, and 88 parents or guardians.

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.

## Franklin-Simpson High School Demographics



## Student - Teacher Relationships



7 out of 10 students feel most of their teachers are respectful towards them.

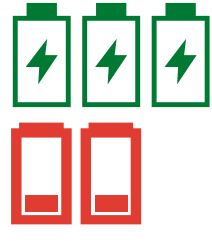
Yet...



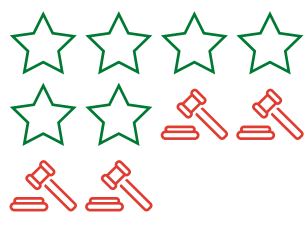
16% of students feel that none of their teachers would be concerned if they walked into class upset.

"I think all of my teachers, whenever I'm having a really bad day, they can notice."

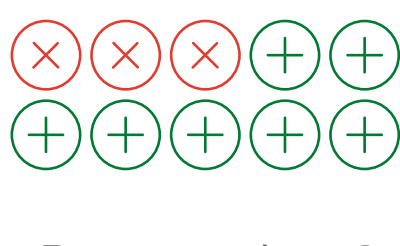
## Environment



3 out of 5 students feel a positive energy at school.

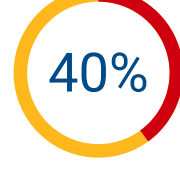


Almost 6 out of 10 students (57%) say the rules for students are fair at school.



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

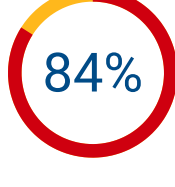
## Safety and Belonging



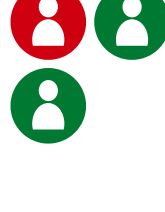
40% of students worry about violence in school at least some of the time.



7 out of 10 students feel misunderstood as a person at school.

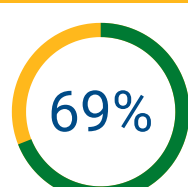


84% of students feel that people are disrespectful more than "once in a while".



Nearly 1 out of 3 (29%) students feels they matter to others in school just "a little" or "not at all".

## Student Engagement

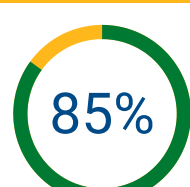


69% of students say they are "somewhat" to "extremely" interested in their classes.



Almost 7 out of 10 (65%) students believe school will be useful in the future.

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



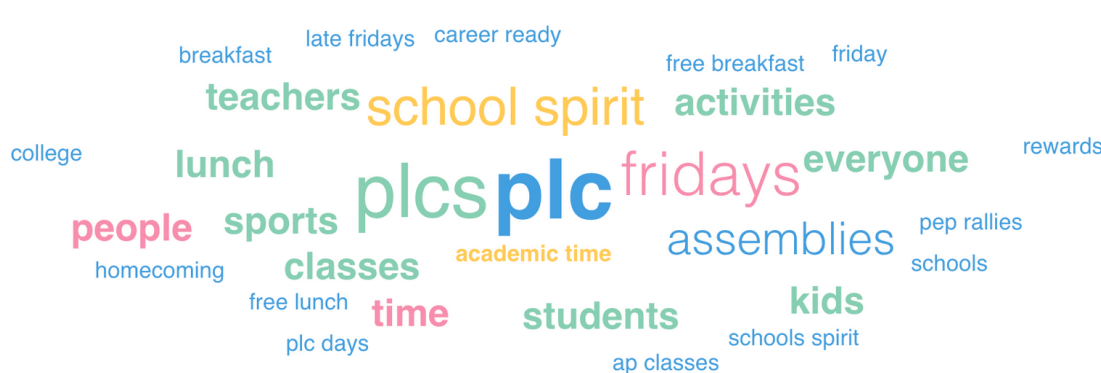
But 1 out of every 4 students feel "not at all excited" about going to classes.



“This isn't the kind of school that you dread going to every day. You don't really want to stay home or fake sick. When I come here in the mornings, I'm still in a good mood. I feel happy, and I feel safe in this school.”

## Student Voice

### Things FSHS Students Like:



### Ideas for Improvement:

“The school could become more friendly and make it more enjoyable and easier to learn for the kids that are wanting to learn.”

Show more understanding about students' lives inside and outside of school.

“Improve the dress code because it is unfair to the girls because it is more strict on them.”

Make lunch longer because it takes 5 minutes to get to the lunch room and then 10 minutes to get your food, and then you only have 10 minutes left.

“Take kids out of classes who are a hassle and interrupt learning.”

“Offer more diverse teaching styles.”

## 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 your school 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 adults in your school could make it a safer, more inclusive, and more engaging environment for all students? Where should they start?