



## October 2018 Conditions for Learning Survey

Dear Students, Parents, and School Faculty,

Enclosed are your school's results from the *Conditions For Learning* survey. This survey is an important component of your school's academic achievement planning because it helps you monitor your students' opinions about the *Humanware* of your school. The survey gathers student voice regarding your school's climate, perceived levels of student support, levels of challenge and perceptions about your students' social and emotional learning awareness.

Our district has made a conscious decision to pay attention to and address the social and emotional competencies of our students. As a part of the Cleveland Plan, social and emotional learning strategies, curriculums and routines have been built into our strategic plan. It is more important than ever that our schools and communities respond to how our students feel about the conditions for learning in our schools.

Research tells us that there is a strong relationship between embedding social and emotional learning core competencies and academic achievement. The competencies of self-awareness, social awareness, self-management, relationship building and responsible decision-making are skills that can be used throughout our students' lives.

Each school building uses the data from the *Conditions For Learning* survey to make decisions about how to adjust the support services for students in their schools. Schools also measure safety incidents, attendance rates, and other non-academic risk factors to evaluate the kinds of services and supports provided to our children.

The back page of the report includes a number of resources that can be used as teams create academic achievement plans for their schools. Parents can work collaboratively with school personnel to ensure that the conditions are being addressed in each school's environment. Improvements in these conditions will lead to improvements in achievement for our students, families, teachers, and administrators.

Sincerely,



Eric S. Gordon  
Chief Executive Officer  
Cleveland Metropolitan School District

### What is in this report?

Pages 2-5 of this report present your school's results on the four scales of the *Conditions For Learning* survey and compare those results with the district average.

Results are shown as the percentage of students whose responses fall into the excellent, adequate, and needs-improvement categories. Results are also shown for subgroups of students.

Page 6 provides information about your school's targets for excellence and trends over time for the Safe and Respectful Climate and Social and Emotional Learning scale measures.

Page 7 of this report present results for individual survey questions; these results should be interpreted with caution because individual items are not as trustworthy as scale scores.

As you work with your school community to make plans for school improvement, remember to focus on all students, even if the majority of students rated your school positively.

### What role can principals and school teams play?

When principals work together with staff, students, and parents on the conditions for learning in a school, powerful instructional communities are built. Principals can personally model the process of using data to make decisions about how to improve schoolwide and classroom practices.

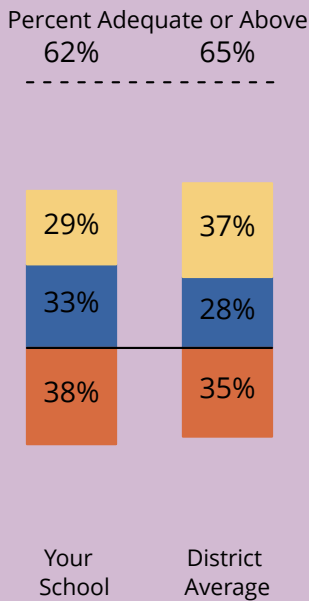
#### Response Rates by Grade:

2nd Graders	100%
3rd Graders	100%
4th Graders	100%

#### Percentage of students whose responses indicate that your school is performing adequately or better:

Safe and Respectful Climate	62%
Challenge	85%
Student Support	79%
Social and Emotional Learning	86%

## Overall Results



## What These Results Mean

The Safe and Respectful Climate scale measures two things: how physically safe students feel and how emotionally safe students feel. Students who attend safe schools are more likely to be academically engaged and are less likely to exhibit problem behaviors such as drug use or violence. Students are less likely to drop out of safe schools. Schools must provide a safe and secure environment for all students.

**EXCELLENT:** 29% of students report that the level of safety is excellent.

**ADEQUATE:** 33% of students report that the level of safety is adequate.

**NEEDS IMPROVEMENT:** 38% of students report that they do not feel safe.

## Results by Groups of Students

Some groups of students feel more safe than others at your school. These groups include 4th graders. Some groups of students feel less safe than others at your school. These groups include African-American students and 3rd graders.

## How to Interpret these Graphs

### EXCELLENT

Students feel physically safe in their classes, in the hallways and bathrooms, and outside around the school. They feel emotionally safe because students treat each other with respect, get along well together, and look out for each other.

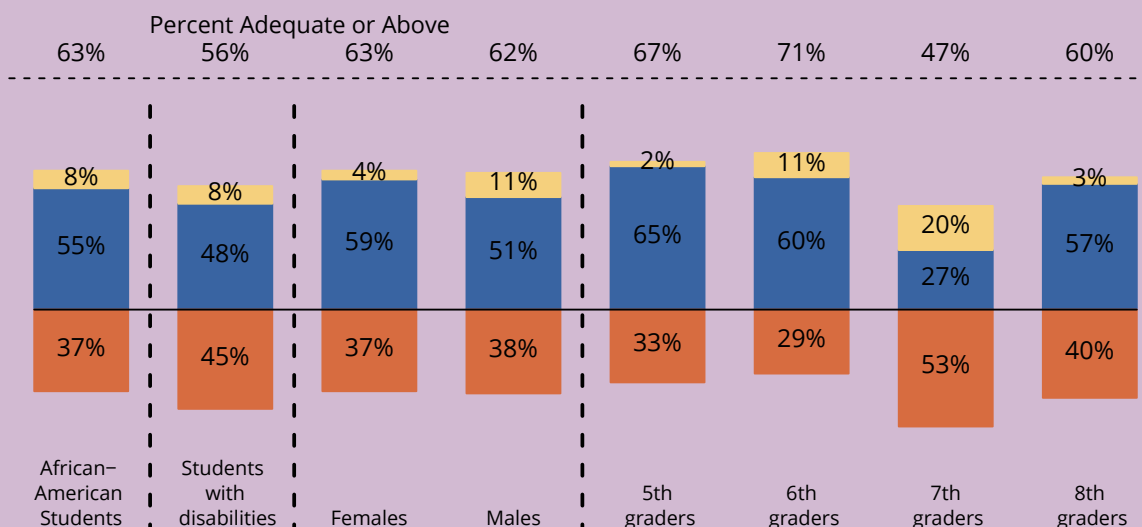
### ADEQUATE

Students feel physically safe most of the time, but there may be occasional fights, thefts, or vandalism. They usually feel emotionally safe but may occasionally be teased, bullied, harassed, or put down by other students.

### NEEDS IMPROVEMENT

Students do not feel physically safe because there are regular problems with fights, thefts, or vandalism. They do not feel emotionally safe because they are often teased, picked on, or bullied. They may stay at home because they do not feel safe at school.

## Results by Groups of Students

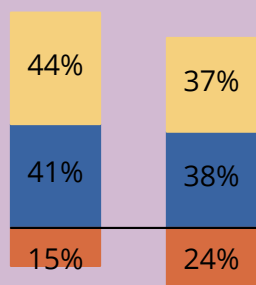


Results are not reported for White students, Native American students, Asian/Pacific Islander students, Hispanic students, Multiracial students, and English language learners because there were fewer than 10 students in each of these groups in your school.

## Challenge

### Overall Results

Percent Adequate or Above  
85% 75%



Your  
School

District  
Average

### What These Results Mean

The Challenge scale measures how much students perceive that teachers and other adults in the school encourage them to think, work hard, do their best, and connect what they are learning in school to life outside of school. A challenging curriculum, presented in a way that is relevant to students, will promote student achievement.

**EXCELLENT:** 44% of students report that their classes are challenging.

**ADEQUATE:** 41% of students report that the level of challenge is adequate.

**NEEDS IMPROVEMENT:** 15% of students think that the school is not challenging.

### Results by Groups of Students

Some groups of students feel more challenged than others at your school. These groups include Females. Some groups of students feel less challenged than others at your school. These groups include Students with disabilities and Males.

### How to Interpret these Graphs

#### EXCELLENT

Students think that their teachers and other adults in the school expect *all* students to put in a high level of effort and be engaged in their course work. Students think that *most* classes are interesting, challenging, and relevant.

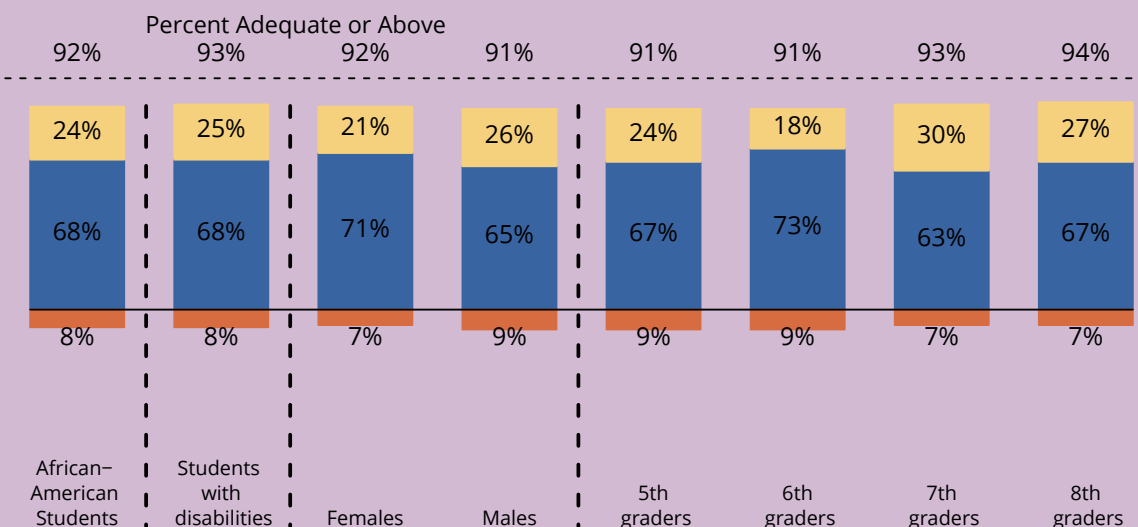
#### ADEQUATE

Students think that their teachers and other adults in the school expect *most* students to put in a high level of effort and be engaged in their course work. They think that *some* classes are interesting, challenging, and relevant, but other classes are routine and boring.

#### NEEDS IMPROVEMENT

Students think that their teachers and other adults in the school expect *few* students to perform at a high level. Students think that classes are often boring and are disconnected from their lives outside the classroom. Students think that teachers do not expect them to work hard or attend class everyday.

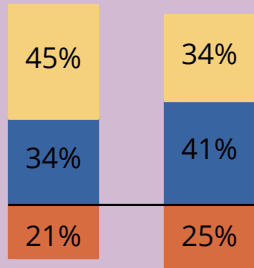
### Results by Groups of Students



Results are not reported for White students, Native American students, Asian/Pacific Islander students, Hispanic students, Multiracial students, and English language learners because there were fewer than 10 students in each of these groups in your school.

## Overall Results

Percent Adequate or Above  
79% 75%



Your School

District Average

## What These Results Mean

The Student Support scale measures how much students feel listened to, cared about, and helped by teachers and other adults in the school. Strong relationships between teachers and students lead to higher academic achievement, even for students who have previously done poorly in school or come from disadvantaged backgrounds.

**EXCELLENT:** 45% of students report that the level of support is excellent.

**ADEQUATE:** 34% of students report that the level of support is adequate.

**NEEDS IMPROVEMENT:** 21% of students report that the level of support needs improvement.

## Results by Groups of Students

Some groups of students feel more supported than others at your school. These groups include 2nd graders. Some groups of students feel less supported than others at your school. These groups include African-American students, Students with disabilities, Males, and 3rd graders.

## How to Interpret these Graphs

### EXCELLENT

Students think that *most* of their teachers and other adults in the school listen to them, care about them, and treat them fairly. Students report that teachers notice when they are having trouble and readily provide extra help when it is needed.

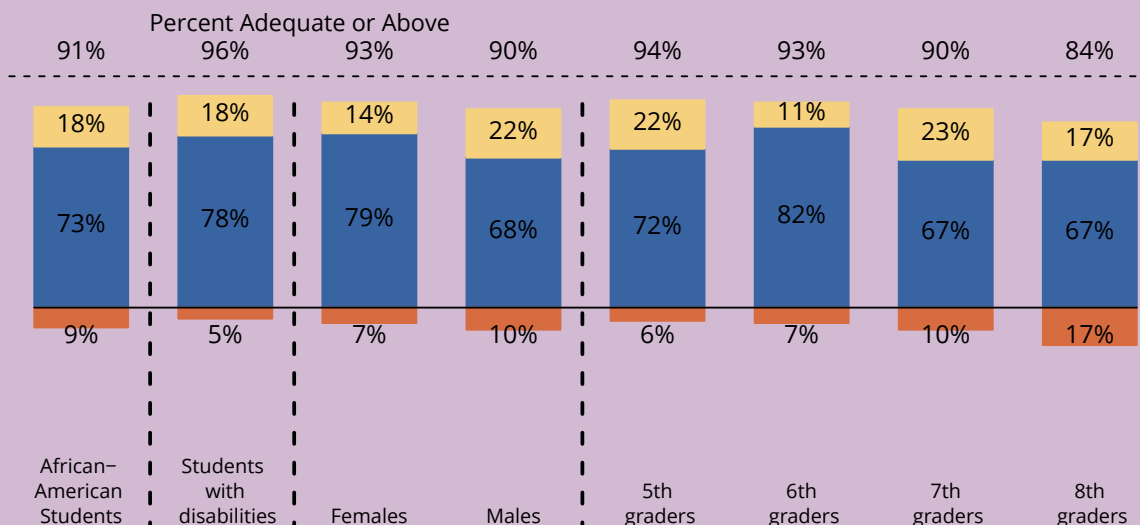
### ADEQUATE

Students think that their teachers and other adults in the school *sometimes* listen to them, care about them, and treat them fairly. Students report that teachers sometimes provide extra help when it is needed.

### NEEDS IMPROVEMENT

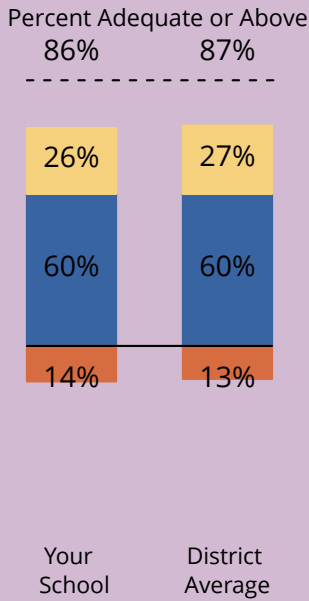
Students think that *most* teachers and other adults in the school do not listen to them, care about them, or treat them with fairly. Students report that it is hard to get extra help when needed.

## Results by Groups of Students



Results are not reported for White students, Native American students, Asian/Pacific Islander students, Hispanic students, Multiracial students, and English language learners because there were fewer than 10 students in each of these groups in your school.

## Overall Results



## What These Results Mean

The Social and Emotional Learning scale measures students' perception of their peers' social and problem-solving skills. Developing students' social and emotional learning skills improves their grades, attendance, behavior, and attitudes toward school. Students with good social and emotional skills are less likely to drop out of school.

**EXCELLENT:** 26% of students report that *most* of their peers have excellent social and emotional skills.

**ADEQUATE:** 60% of students report that *most* of their peers have adequate social and emotional skills.

**NEEDS IMPROVEMENT:** 14% of students report that their peers' social and emotional skills need improvement.

## Results by Groups of Students

*Some* groups of students have more positive perceptions of other students' social and emotional skills. These groups include 2nd graders. *Some* groups of students have more negative perceptions of other students' social and emotional skills. These groups include African-American students and 3rd graders.

## How to Interpret these Graphs

### EXCELLENT

Students report that *most* students in the school have good social skills, want to do well in school, and work well in teams. These students resolve conflicts peacefully, solve problems creatively, and think cheating is wrong. They do their best, even when their school work is difficult.

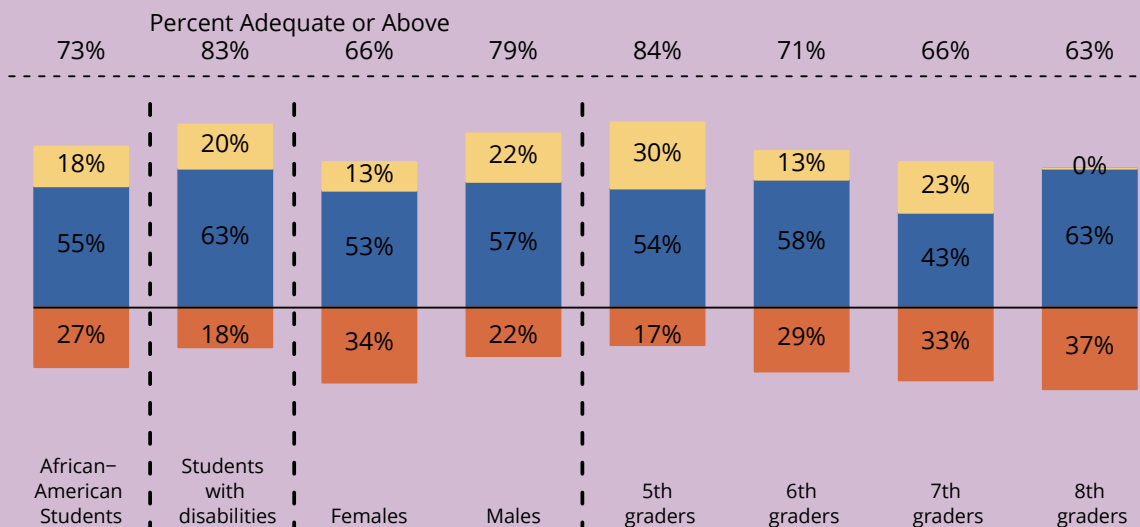
### ADEQUATE

Students report that *some* students in the school have good social skills, want to do well in school, and work well in teams. These students *sometimes* resolve conflicts peacefully and solve problems creatively. They may give up when their school work is difficult.

### NEEDS IMPROVEMENT

Students *do not* rate their peers as socially skilled. They report that other students do not care about doing well in school. Students have trouble resolving conflicts and solving problems. They think it is OK to cheat. They often give up when their school work is difficult.

## Results by Groups of Students



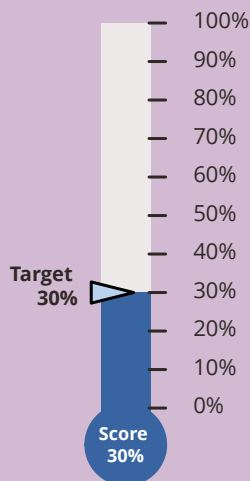
Results are not reported for White students, Native American students, Asian/Pacific Islander students, Hispanic students, Multiracial students, and English language learners because there were fewer than 10 students in each of these groups in your school.

# Targets for Excellence and Progress Over Time

## Safe and Respectful Climate

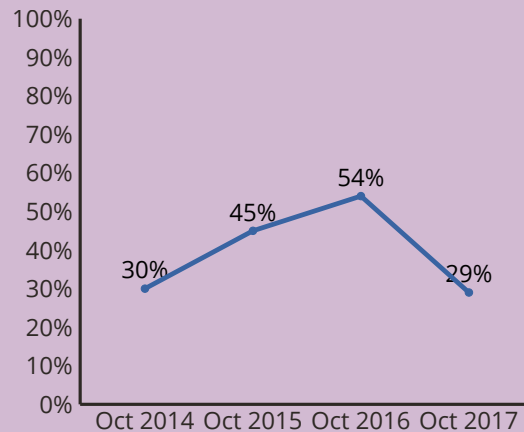
The Safe and Respectful Climate scale measures how physically safe and how emotionally safe students feel. The Targets for Excellence represent your school's goal for this year regarding the percentage of students whose responses indicate that the school environment is "excellent" in safety. These targets were developed to give schools a specific goal to use as a benchmark for improvement and were developed based on your school's prior performance and the reported perceptions of students in other schools like yours. Your school's Target for Excellence in Safe and Respectful Climate is 30%. The thermometer to the left displays your current score and how close that score is to your school's target score for this year. The line graph to the right shows the percentage of students reporting excellent safety conditions from multiple time points to demonstrate how your school has progressed in this area over time.

Targets for Excellence



Note: If Target or Score are missing, data were not available.

Trend Scores Over Time

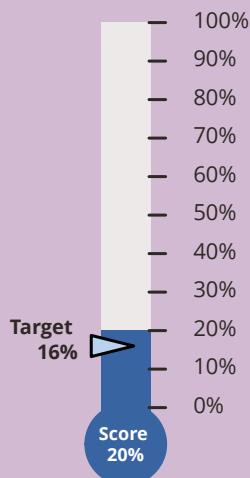


Note: 'NA' is shown if data were not available for that year.

## Social and Emotional Learning

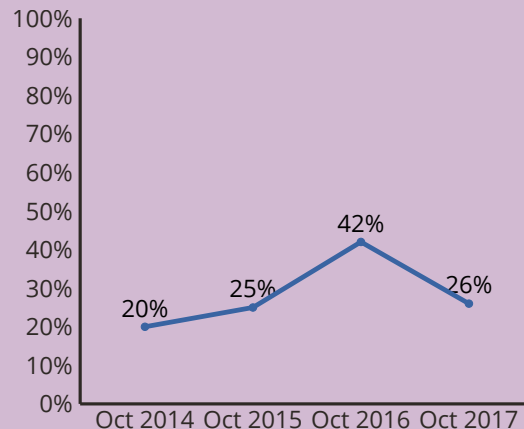
The Social and Emotional Learning (SEL) scale measures students' perception of their peers' social and problem solving skills. The Targets for Excellence represent your school's goal for this year regarding the percentage of students whose responses indicate that the school environment is "excellent" in SEL. These targets were developed to give schools a specific goal to use as a benchmark for improvement and were developed based on your school's prior performance and the reported perceptions of students in other schools like yours. Your school's Target for Excellence in SEL is 16%. The thermometer to the left displays your current score and how close that score is to your school's target score for this year. The line graph to the right shows the percentage of students reporting excellent SEL conditions from multiple time points to demonstrate how your school has progressed in this area over time.

Targets for Excellence



Note: If Target or Score are missing, data were not available.

Trend Scores Over Time



Note: 'NA' is shown if data were not available for that year.

## Your School's Performance on the Individual Questions

This table shows the percentage of students in your school who provided each response to each questions on the survey. The most frequent response is indicated in bold. *Note: These questions should be reviewed along with your school's results on each scale.*

### Safe and Respectful Climate

#### Physical Safety

How safe do you feel:	No	Sometimes	Yes
1. I feel safe outside around the school.	21	26	<b>53</b>
2. I feel safe in the hallways and bathrooms of the school.	11	24	<b>65</b>
3. I feel safe in my classroom.	4	13	<b>82</b>
4. Students at my school are bullied.	22	<b>55</b>	23

#### Emotional Safety

How much do you agree with the following statements:	No	Sometimes	Yes
5. Most students in my school treat each other with respect.	18	38	<b>44</b>
6. Students at my school are teased, picked on, made fun of, or called names.	16	40	<b>44</b>

### Challenge

How much do you agree with the following statements about your school:	No	Sometimes	Yes
1. I am bored in school.	40	<b>47</b>	13
<b>My teachers:</b>	<b>No</b>	<b>Sometimes</b>	<b>Yes</b>
2. Want us to talk with others about the things we are studying.	10	16	<b>74</b>
3. Ask me to explain my answers	4	13	<b>83</b>
How much do you agree with the following statements:	No	Sometimes	Yes
4.The homework I get from teachers helps me learn.	2	6	<b>92</b>
<b>My teachers:</b>	<b>No</b>	<b>Sometimes</b>	<b>Yes</b>
5. Give me work that is interesting.	8	37	<b>56</b>

### Student Support

Teachers and other staff in this school:	No	Sometimes	Yes
1.Teachers and other staff in this school are fair to all students.	7	37	<b>56</b>
2. Teachers and other staff in this school are willing to give students help.	6	21	<b>74</b>
How much do you agree with the following statements about your school:	No	Sometimes	Yes
3. I wish I went to a different school.	<b>58</b>	31	11
<b>My Teachers:</b>	<b>No</b>	<b>Sometimes</b>	<b>Yes</b>
4. My teachers really care about me.	<b>60</b>	17	23
5. My teachers treat some students better than others.	<b>60</b>	17	23
6. My teachers notice if I have trouble learning something.	5	14	<b>80</b>
7. My teachers help me do better on my school work.	4	11	<b>85</b>

### Social and Emotional Learning

Most students in my school:	No	Sometimes	Yes
1. Stop and think before they get too angry.	<b>43</b>	35	23
2. Do their part when we work together on a group project.	12	35	<b>53</b>
3. Do their best, even when their school work is hard.	5	27	<b>68</b>
4. Get mad when they disagree with people.	15	<b>45</b>	39
5. Try to talk to other students if they are having a problem with them.	20	31	<b>50</b>

# Moving Forward on Improving Conditions for Learning

## Safe and Respectful Climate

### Moving Forward

Employ a comprehensive, three-level approach to discipline designed to protect teachers and students from issues and influences that detract from teaching and learning.

- Incorporate positive behavioral approaches with Tier 1 interventions like Student Support Teams, District Support Staff, and the District's social behavior program.
- Offer early intervention with support from Tier 2 interventions like Student Support Teams, District Support Staff and Neighborhood Agencies.
- Provide strengths-based individualized supports for students with greater levels of need with Tier 3 interventions like Student Support Teams, School based Mental Health Services (County Mental Health Board), Department of Children and Family Services, Tapestry, Mobile Crisis Team and Juvenile Court.
- Provide focused professional development on adolescent development, culturally responsive ways to interact with students in a calm and respectful manner, classroom behavior management, de-escalation techniques, and conflict resolution

## Challenge

### Moving Forward

Employ action steps to address school and classroom level practices and student characteristics.

- Guaranteed and viable curriculum: Identify essential content for all students. Ensure that the essential content includes the following: adequate instructional time, sequence learning logistically, monitor teaching and protect the instructional time.
- Instructional strategies: Provide teachers with a framework for using research based strategies.
- Classroom curriculum design: Have teachers identify types of knowledge related to content being taught in a variety of ways and emphasize the most critical aspects of the content.
- Learned intelligence and background knowledge: Engage students in hands on activities that increase students' life experiences, emphasize vocabulary development and provide direct instruction for the vocabulary that is essential for understanding the content.

## Student Support

### Moving Forward

- Coordinate in-school support and align it with community social and health services.
- Involve students in the interpretation of the *Conditions For Learning* survey results and in the school's development of strategies to positively impact the results.
- Provide focused professional development to all staff in disciplines that build on existing connections between and among students, faculty, staff, administration, and families.
- Provide professional development in ways to connect with and demonstrate care to students.
- Use advisories effectively to connect with students individually and collectively.

## Social and Emotional Learning

### Moving Forward

Focus on the student's strengths. Follow up with consequences for misbehavior. Ask students how they feel. Find ways to stay calm when angry. Avoid humiliating or mocking the student. Give students choices and respect their wishes. Ask questions that help students solve problems on their own. Teachers and parents can use these strategies both at school and at home to encourage cooperative and service learning. Match student needs with resources in the school or community. Teach school staff to also promote the application of these skills throughout the school day.

### Resources

- Keep Schools Safe ([www.keepschoolssafe.org](http://www.keepschoolssafe.org))
- SaferSanerSchools ([www.saferanerschools.org](http://www.saferanerschools.org))
- Committee for Children ([www.cfchildren.org](http://www.cfchildren.org))
- National PTA ([www.pta.org](http://www.pta.org))
- U.S. Department of Education parents section ([www2.ed.gov/parents](http://www2.ed.gov/parents))
- The National Center on Safe Supportive Learning Environments (<https://safesupportivelearning.ed.gov/topic-research/safety>)

### Resources

- Intervention Central ([www.interventioncentral.org](http://www.interventioncentral.org))
- American Association of School Administrators ([www.aasa.org](http://www.aasa.org))
- What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/>)
- Ohio Department of Education ([www.ode.state.oh.us](http://www.ode.state.oh.us))
- CMSD Student Support Team (SST) Manual
- The National Center on Safe Supportive Learning Environments (<https://safesupportivelearning.ed.gov/topic-research/engagement>)

### Resources

- National Association of School Psychologists ([www.nasponline.org](http://www.nasponline.org))
- School Social Work Association of America ([www.sswaa.org](http://www.sswaa.org))
- National Association of School Nurses ([www.nasn.org](http://www.nasn.org))
- New York City Department of Education ([www.schools.nyc.gov/school-life/support](http://www.schools.nyc.gov/school-life/support))
- American Counseling Association ([www.counseling.org](http://www.counseling.org))
- The National Center on Safe Supportive Learning Environments (<https://safesupportivelearning.ed.gov/topic-research/>) environment

### Resources

- CASEL: Collaborative for Academic, Social, and Emotional Learning ([www.casel.org](http://www.casel.org))
- Edutopia ([www.edutopia.org/social-emotional-learning](http://www.edutopia.org/social-emotional-learning))
- National School Climate Center ([www.schoolclimate.org](http://www.schoolclimate.org))
- Promoting Alternative Thinking Strategies Program ([www.channing-bete.com/prevention-programs/paths/paths.html](http://www.channing-bete.com/prevention-programs/paths/paths.html))
- The National Center on Safe Supportive Learning Environments (<https://safesupportivelearning.ed.gov/hot-topics/social-emotional-learning>)