Cleveland High School for Digital Arts
Response Rate: 87%

CLEVELAND
METROPOLITAN
SCHOOL DISTRICT
Vision to Victory

October 2016 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, including your school's climate, perceived levels of student support, levels of challenge and perceptions about your students' social and emotional learning skills.

As CMSD moves through our Academic Transformation Plan, it is more important than ever that our schools and communities pay close attention to how our students feel about the conditions for learning in our schools! Research tells us that there is a strong relationship between these characteristics and academic achievement. The movement to new schools and introduction of new programs can only be helpful to our students if they feel good about the schools and programs they attend.

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.

Parents and faculty can help too. A number of tools are available to assist you with your planning. On the back page are a number of resources to consider, and the AAP planning toolkit available to your school through SchoolNet provides additional support as well.

Improvements in the conditions for learning in our schools will lead to improvements in achievement for our students, families, teachers, and administrators. And ongoing improvements in achievement are the evidence that we are indeed on the path to becoming a premier school district in the United States of America.

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.

Pages 6 and 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.

Response Rates by Grade:

Freshmen	86%
Sophomores	87%
Juniors	89%
Seniors	0%

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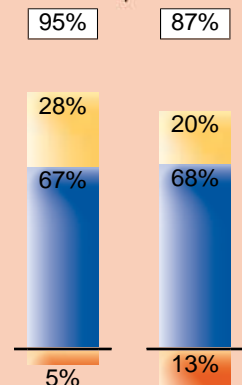
Percentage of students whose responses indicate that your school is performing adequately or better:

Safe and Respectful Climate	95%
Challenge	97%
Student Support	95%
Social and Emotional Learning	52%

Safe and Respectful Climate

Overall Results

Percent Adequate or Above

95%	87%

Your School	District Average
28%	20%
67%	68%
5%	13%

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: 28% of students report that the level of safety is excellent.

ADEQUATE: 67% of students report that the level of safety is adequate.

NEEDS IMPROVEMENT: 5% of students report that they do not feel safe.

Results by Groups of Students

Some groups of students feel less safe than others at your school. These groups include Multiracial students, White students and Juniors. *Some* groups of students feel safer than others at your school. These groups include Hispanic students and Sophomores.

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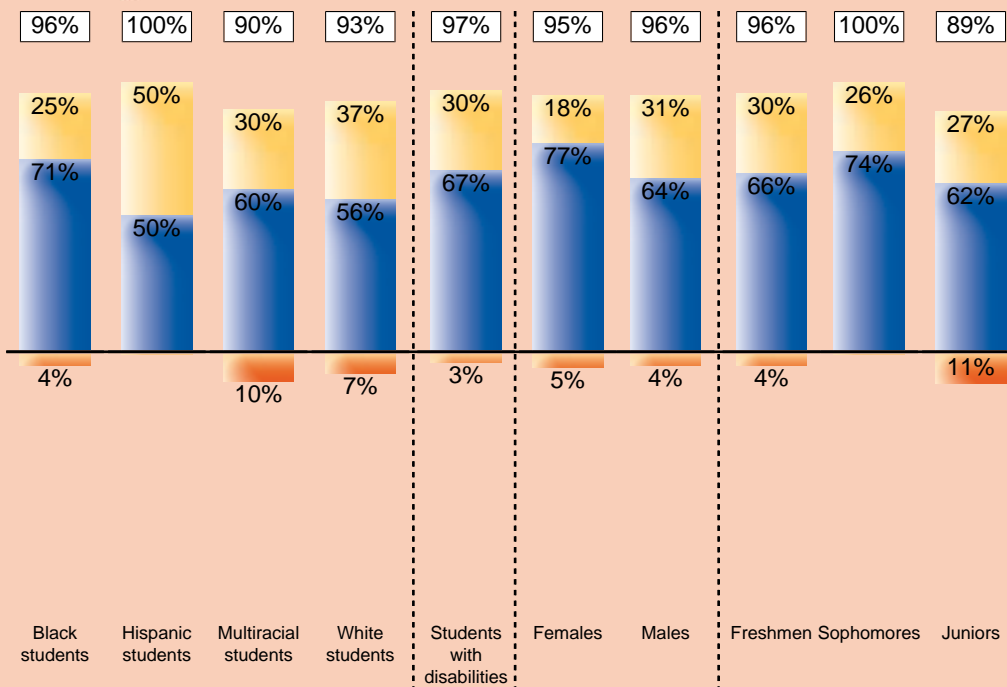
ADEQUATE
Students feel physically safe most of the time, but there October be *occasional* fights, thefts, or vandalism. They usually feel emotionally safe but October *occasionally* be teased, bullied, harassed, or put down by other students.

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 October stay at home because they do not feel safe at school.

Results by Groups of Students

Percent Adequate or Above

| Black students	Hispanic students	Multiracial students	White students	Students with disabilities	Females	Males	Freshmen	Sophomores	Juniors
96%	100%	90%	93%	97%	95%	96%	96%	100%	89%
25%	50%	30%	37%	30%	18%	31%	30%	26%	27%
71%	50%	60%	56%	67%	77%	64%	66%	74%	62%
4%	10%		7%	3%	5%	4%	4%		11%

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

CLEVELAND METROPOLITAN SCHOOL DISTRICT
Vision to Victory

Overall Results

Percent Adequate or Above
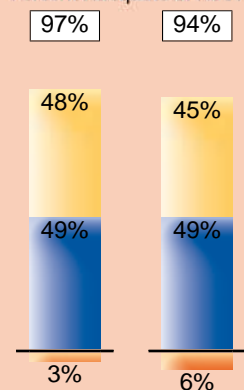
Your School
- 97%
- 48%
- 49%
- 3%

District Average
- 94%
- 45%
- 49%
- 6%

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: 48% of students report that their classes are challenging.

ADEQUATE: 49% of students report that the level of challenge is adequate.

NEEDS IMPROVEMENT: 3% of students think that the school is not challenging.

Results by Groups of Students

Some groups of students feel less challenged than others at your school. These groups include Hispanic students and Freshmen. *Some* groups of students feel more challenged than others at your school. These groups include Multiracial students and Juniors.

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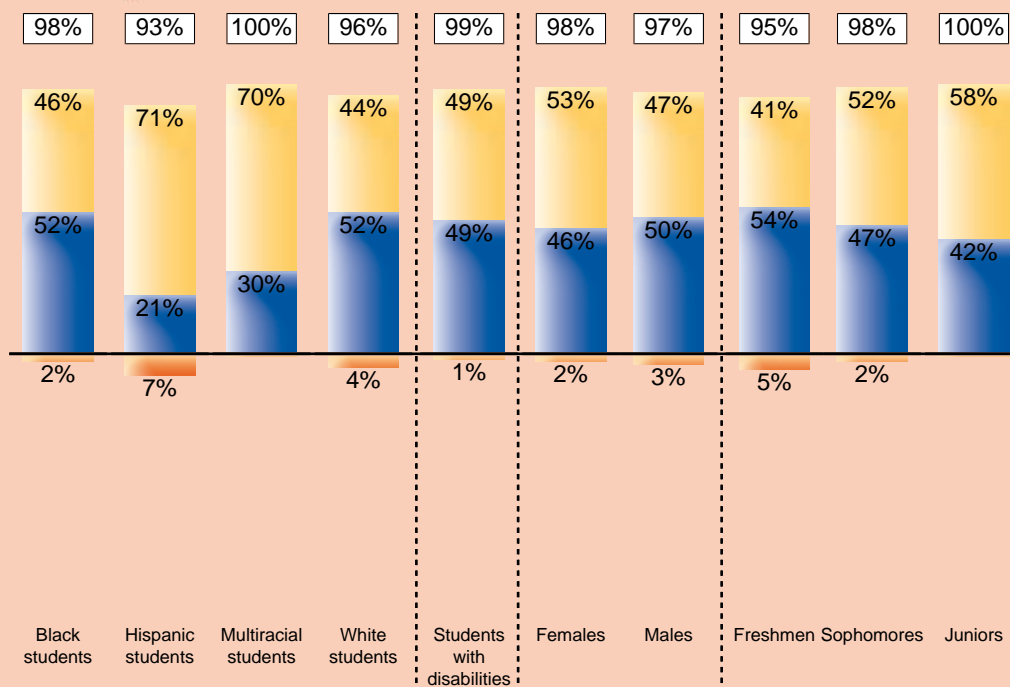
ADEQUATE
Students think that their teachers and other adults in the school expect *most* students to put in a high level of effort and be engaged in their course work. They think that *some* classes are interesting, challenging, and relevant, but other classes are routine and boring.

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 every class.

Results by Groups of Students

Percent Adequate or Above

| Group	Excellent	Adequate	Needs Improvement	Total
Black students	46%	52%	2%	98%
Hispanic students	71%	21%	7%	93%
Multiracial students	70%	30%		100%
White students	44%	52%	4%	96%
Students with disabilities	49%	49%	1%	99%
Females	53%	46%	2%	98%
Males	47%	50%	3%	97%
Freshmen	41%	54%	5%	95%
Sophomores	52%	47%	2%	98%
Juniors	58%	42%		100%

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

CLEVELAND METROPOLITAN SCHOOL DISTRICT
Vision to Victory

Overall Results

Percent Adequate or Above
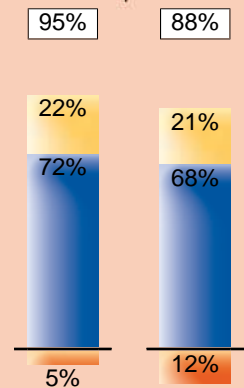
Your School	District Average
95%	88%
22%	21%
72%	68%
5%	12%

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: 22% of students report that the level of support is excellent.

ADEQUATE: 72% of students report that the level of support is adequate.

NEEDS IMPROVEMENT: 5% of students report that the level of support needs improvement.

Results by Groups of Students

Some groups of students feel less supported than others at your school. These groups include Multiracial students and Freshmen. *Some* groups of students feel more supported than others at your school. These groups include Hispanic students and Juniors.

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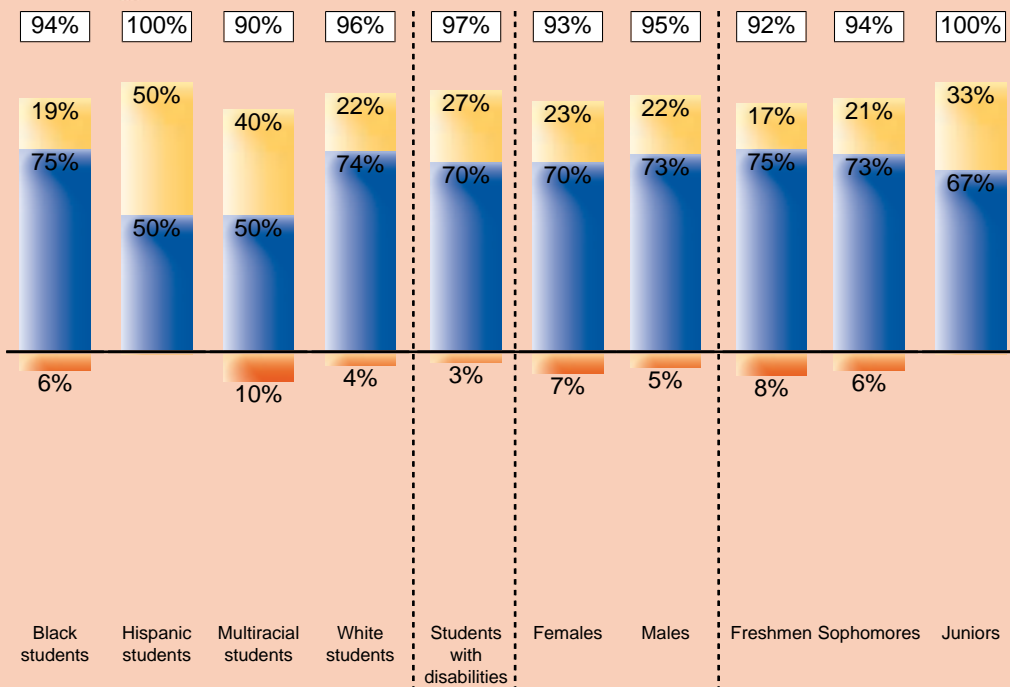
ADEQUATE
Students think that their teachers and other adults in the school *sometimes* listen to them, care about them, and treat them fairly. Students report that teachers sometimes provide extra help when it is needed.

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

Results by Groups of Students

Percent Adequate or Above

|	Black students	Hispanic students	Multiracial students	White students	Students with disabilities	Females	Males	Freshmen	Sophomores	Juniors
Total	94%	100%	90%	96%	97%	93%	95%	92%	94%	100%
Excellent	19%	50%	40%	22%	27%	23%	22%	17%	21%	33%
Adequate	75%	50%	50%	74%	70%	70%	73%	75%	73%	67%
Needs Improvement	6%		10%	4%	3%	7%	5%	8%	6%	

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

Social and Emotional Learning

Overall Results

Percent Adequate or Above

52%	45%

29%	23%
23%	22%
48%	55%
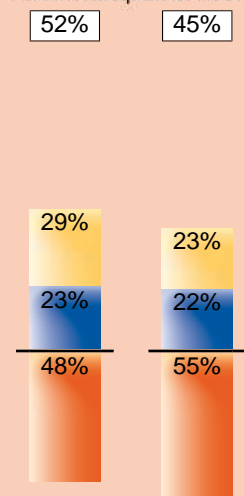
Your School	District Average

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: 29% of students report that *most* of their peers have excellent social and emotional skills.

ADEQUATE: 23% of students report that their peers have adequate social and emotional skills.

NEEDS IMPROVEMENT: 48% of students report that their peers' social and emotional skills need improvement.

Results by Groups of Students

Some groups of students have more negative perceptions of other students' social and emotional skills. These groups include Black students, Multiracial students and Sophomores. *Some* groups of students have more positive perceptions of other students' social and emotional skills. These groups include Hispanic students, White students and Juniors.

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 October 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
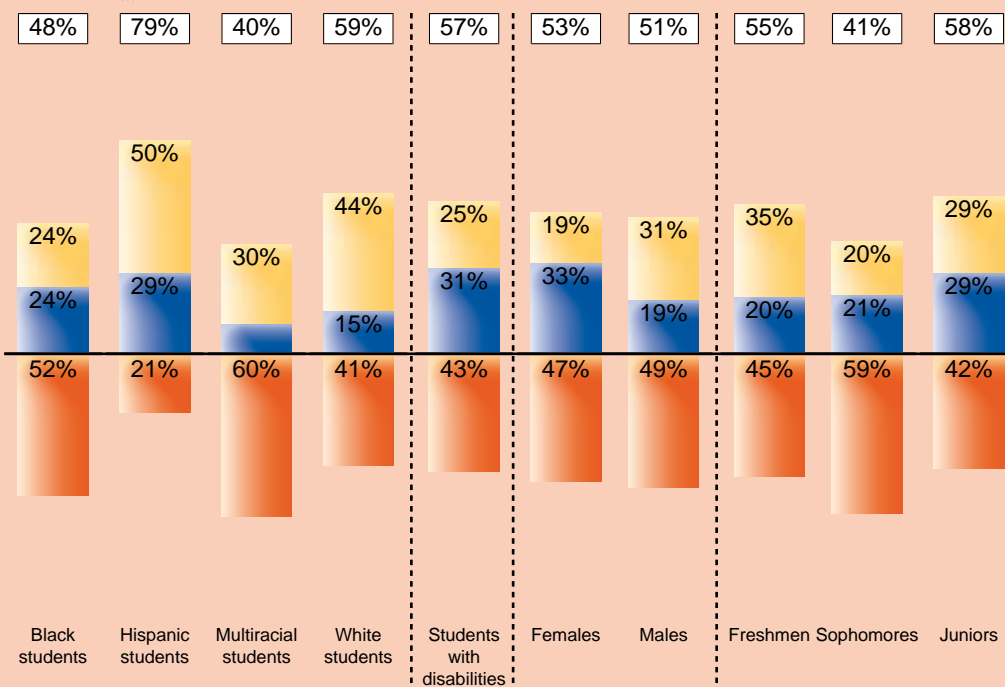
Percent Adequate or Above

48%	79%	40%	59%	57%	53%	51%	55%	41%	58%

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

	Black students	Hispanic students	Multiracial students	White students	Students with disabilities	Females	Males	Freshmen	Sophomores	Juniors
Excellent	24%	50%	30%	44%	25%	19%	31%	35%	20%	29%
Adequate	24%	29%	15%	15%	31%	33%	19%	20%	21%	29%
Needs Improvement	52%	21%	60%	41%	43%	47%	49%	45%	59%	42%

Your School's Performance on the Individual Questions

This table shows the percentage of students in your school who provided each response to each question 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:

	NOT SAFE	SOMEWHAT SAFE	MOSTLY SAFE	VERY SAFE
1. Outside around the school?	6	29	**45**	20
2. In the hallways and bathrooms of the school?	2	13	**50**	36
3. In your classes?	1	8	44	**47**

How much do you agree with the following statements about your school:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
4. I worry about crime and violence in school.	28	**54**	14	4
5. I feel safe when security is present.	6	17	**61**	15
6. I sometimes stay home because I don't feel safe at school.	**57**	37	4	3
7. Students at this school are often bullied.	19	**54**	23	4
8. Students at this school are often threatened.	23	**49**	25	3
9. Students at this school are often bullied because of certain characteristics (for example, their race, religion, weight or sexual orientation).	25	**47**	21	7

Emotional Safety

Most students in my school:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
10. Don't really care about each other.	16	**54**	27	3
11. Like to put others down.	17	**54**	23	6
12. Don't get along together very well.	15	**57**	26	2
13. Just look out for themselves.	12	**46**	35	7
14. Treat each other with respect.	5	24	**57**	14

How much do you agree with the following statements about your school:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
15. Students at this school are often teased or picked on.	12	**49**	35	4

Challenge

My teachers:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Often connect what I am learning to life outside the classroom.	5	22	**55**	18
2. Encourage students to share their ideas about things we are studying in class.	5	11	**57**	28
3. Often require me to explain my answers.	2	9	**54**	35
4. Often assign homework that helps me learn.	5	13	**56**	26
5. Think all students can do challenging school work.	3	14	**51**	32

How much do you agree with the following:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
6. When students in this school already know the material that is being taught, the teacher gives them more-advanced assignments.	6	31	**47**	16
7. In my classes, we often discuss different interpretations of things we read.	5	15	**58**	23
8. Students in this school are expected to take four years of math.	3	11	**61**	25
9. Students in this school are expected to take four years of science.	2	15	**61**	22
10. Students in this school are expected to take more than two years of a foreign language.	6	22	**52**	20
11. Students in this school are encouraged to take advanced classes, such as honors, Advanced Placement (AP), or International Baccalaureate (IB), or classes that lead to professional certification.	10	29	**47**	14

How much do you agree with the following statements about this class:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
12. The topics we are studying are interesting and challenging.	7	15	**61**	16
13. This class really makes me think.	5	9	**64**	21
14. I am usually bored in this class.	16	**37**	29	18

This school year, how often have your teachers given you an assignment to:

	NEVER	1 OR 2 TIMES	3 OR 4 TIMES	5 OR MORE TIMES
15. Write a research paper of 5 or more pages using multiple sources of information.	14	**36**	35	14
16. Write a paper in which you defended your own point of view or ideas.	12	**34**	**34**	20
17. Make a formal presentation to a class about something you read or researched.	16	**36**	33	15

Student Support

My teachers:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Really care about me.	3	7	**60**	30
2. Help me make up work after an excused absence.	5	15	**53**	27
3. Give me feedback on my assignments that helps me improve my work.	2	8	**56**	34

How much do you agree with the following:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
4. Adults in this school are often too busy to give students extra help.	17	**50**	25	8
5. Adults in this school apply the same rules to all students equally.	8	15	**48**	28
6. I wish I went to a different school.	30	**46**	15	9
7. I can get extra help at school outside of my regular classes.	6	15	**60**	19
8. An adult at this school has helped me plan for life after high school.	9	28	**40**	23
9. Notices if I have trouble learning something.	10	13	**55**	23
10. Will help me improve my work if I do poorly on an assignment.	6	12	**51**	30
11. Talked to a teacher about a problem you were having in class.	26	**40**	25	10
12. Talked to an adult at school about something that was bothering you.	**39**	**39**	13	9
13. Talked to an adult at school about something outside of school that is important to you.	**42**	30	18	10
14. Talked to a counselor at school in depth about planning for college.	**55**	25	15	6

Social and Emotional Learning

Most students in my school:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Stop and think before doing anything when they get angry.	13	**45**	32	10
2. Get into arguments when they disagree with people.	7	32	**47**	15
3. Think it's OK to cheat if other students are cheating.	14	**50**	28	7
4. Try to work out their disagreements with other students by talking to them.	6	39	**46**	9
5. Do their share of the work when we have group projects.	8	17	**64**	11
6. Do all their homework.	12	38	**42**	8
7. Give up when they can't solve a problem easily.	10	**56**	28	7
8. Try to do a good job on school work even when it is not interesting.	3	21	**61**	15
9. Think it's OK to fight if someone insults them.	9	**46**	28	18
10. Say mean things to other students when they think the other students deserve it.	6	36	**47**	11
11. Do their best, even when their school work is difficult.	2	20	**58**	19

Moving Forward on Improving Conditions for Learning

CLEVELAND METROPOLITAN SCHOOL DISTRICT
Vision to Victory

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.

1. Incorporate positive behavioral approaches with Tier 1 interventions like Student Support Teams, District Support Staff, and the District's social behavior program.
2. Offer early intervention with support from Tier 2 interventions like Student Support Teams, District Support Staff and Neighborhood Agencies.
3. 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.

Resources
- Keep Schools Safe (www.keepschoolssafe.org)
- SaferSanerSchools (www.safersanerschools.org)
- Committee for Children (www.cfchildren.org)
- National PTA (www.pta.org)
- U.S. Department of Education parents section (www2.ed.gov/parents)
- The National Center on Safe Supportive Learning Environments (safesupportivelearning.ed.gov/topic-research/safety))

Challenge

Moving Forward

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

1. 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.
2. Instructional strategies: Provide teachers with a framework for using research-based strategies.
3. 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.
4. 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.

Resources
- Intervention Central (www.interventioncentral.org)
- American Association of School Administrators (www.aasa.org)
- What Works Clearinghouse (www.whatworks.ed.gov)
- Ohio Department of Education (www.ode.state.oh.us)
- CMSD Student Support Team (SST) Manual
- The National Center on Safe Supportive Learning Environments (safesupportivelearning.ed.gov/topic-research/engagement))

Student Support

Moving Forward

1. Coordinate in-school support and align it with community social and health services.
2. 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.
3. Provide focused professional development to all staff in disciplines that build on existing connections between and among students, faculty, staff, administration, and families.
4. Provide professional development in ways to connect with and demonstrate care to students.
5. Use advisories effectively to connect with students individually and collectively.

Resources
- National Association of School Psychologists (www.nasponline.org)
- School Social Work Association of America (www.sswaa.org)
- National Association of School Nurses (www.nasn.org)
- New York City Department of Education (schools.nyc.gov/studentsupport)
- American Counseling Association (www.counseling.org)
- The National Center on Safe Supportive Learning Environments (safesupportivelearning.ed.gov/search?keywords=innovation%20spotlights))

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
- CASEL: Collaborative for Academic, Social, and Emotional Learning (www.casel.org)
- Edutopia (www.edutopia.org/social-emotional-learning)
- National School Climate Center (www.schoolclimate.org)
- Promoting Alternative THinking Strategies Program (www.channing-bete.com/prevention-programs/paths/paths.html)
- The National Center on Safe Supportive Learning Environments (http://safesupportivelearning.ed.gov/search?keywords=social and emotional learning))