

SOCIAL AND EMOTIONAL LEARNING

The Connection to Higher Achievement


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EARLY IMPLEMENTATION

- ▶ 10 Key Recommendations from AIR
 - ▶ SEL work is the PD professionals have been looking for
 - ▶ Prioritizing Work
 - ▶ Identifying Stakeholders and Structure
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SOCIAL EMOTIONAL LEARNING/HUMANWARE

- ▶ Hardware vs. Humanware
 - ▶ Creation of a Department in Central Administration
 - ▶ Weekly Meetings
 - ▶ Systematically Implement SEL Initiatives
 - ▶ Collaboration is Key
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HUMANWARE / SEL INITIATIVES

- ▶ SEL Standards
 - ▶ PATHS
 - ▶ Student Support Teams (SSTs)
 - ▶ Planning Centers
 - ▶ Classroom Meetings
 - ▶ SEL Lesson Writing Projects – Share My Lesson
 - ▶ WAVE Mediation
 - ▶ N.O.W. Anti-Bullying
 - ▶ Student Advisory Committees
 - ▶ Conditions for Learning
 - ▶ Conditions for Teaching
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SEL CURRICULUM

- ▶ Selection
 - ▶ Infrastructure – Pilot vs. System Wide
 - ▶ Student Mobility
 - ▶ Collaborative Leadership
 - ▶ Lesson Planning Project
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STUDENT SUPPORT TEAMS

- ▶ Every building meets once a week
 - ▶ Principal, Teacher, Mental Health Expert
 - ▶ Student Based Interventions
 - ▶ Building Based Interventions
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PLANNING CENTERS

- ▶ Complete shift away from In School Suspension rooms
 - ▶ Staffed by paraprofessionals trained monthly
 - ▶ Weekly meetings between the paraprofessional and a mental health expert
 - ▶ Support from Intervention Specialists for students with special needs
 - ▶ Teacher Referral, Administrator Referral, Student Referral
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CLASSROOM MEETINGS STUDENT ADVISORIES

- ▶ High School – Freshman Seminar
- ▶ Short 15 minute connections
- ▶ Greeting – Sharing – Activity
- ▶ Quarterly meetings of HS Students with the CEO
- ▶ Students review CFL Data and make recommendations

CONDITIONS FOR LEARNING CONDITIONS FOR TEACHING

- ▶ Student Surveys 3 times per year
 - ▶ Safe and Respectful Climate, Challenge, Student Support, Social and Emotional Learning
 - ▶ Negotiated building-wide stipends for improving on goals
 - ▶ Staff Survey – Planning Model
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May 2015 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:

2nd Graders	92%
3rd Graders	98%
4th Graders	97%

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:

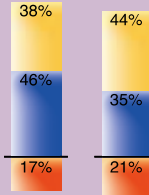
Safe and Respectful Climate	58%
Challenge	83%
Student Support	77%
Social and Emotional Learning	87%

Challenge

Overall Results

Percent Adequate or Above

83% 79%



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: 38% of students report that their classes are challenging.

ADEQUATE: 46% of students report that the level of challenge is adequate.

NEEDS IMPROVEMENT: 17% 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 4th Graders.

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.

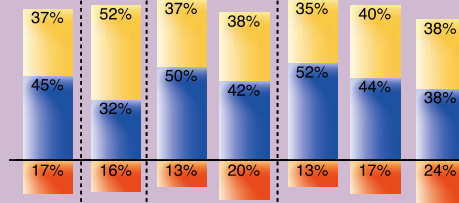
NEEDS IMPROVEMENT

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

83% 84% 87% 80% 88% 83% 76%



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

Your School's Performance on the Individual Questions

Safe and Respectful Climate
Emotional Safety Physical Safety

How safe do you feel:

	NO	SOMETIMES	YES
1. I feel safe outside around the school.	19	32	49
2. I feel safe in the hallways and bathrooms of the school.	18	27	56
3. I feel safe in my classroom.	3	14	83
4. Students at my school are bullied.	14	66	19

How much do you agree with the following:

	NO	SOMETIMES	YES
5. Most students in my school treat each other with respect.	18	46	35
6. Students at my school are teased, picked on, made fun of, or called names.	10	50	41

Challenge

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

	NO	SOMETIMES	YES
1. I am bored in school.	38	52	10
My teachers:	NO	SOMETIMES	YES
2. Want us to talk with others about things we are studying.	7	25	68
3. Ask me to explain my answers.	1	24	75

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

	NO	SOMETIMES	YES
4. The homework I get from my teachers helps me learn.	3	9	88
My teachers:	NO	SOMETIMES	YES
5. Give me work that is interesting.	8	37	54

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.	4	50	46
2. Teachers and other staff in this school are willing to give students help.	1	27	72

How much do you agree with the following

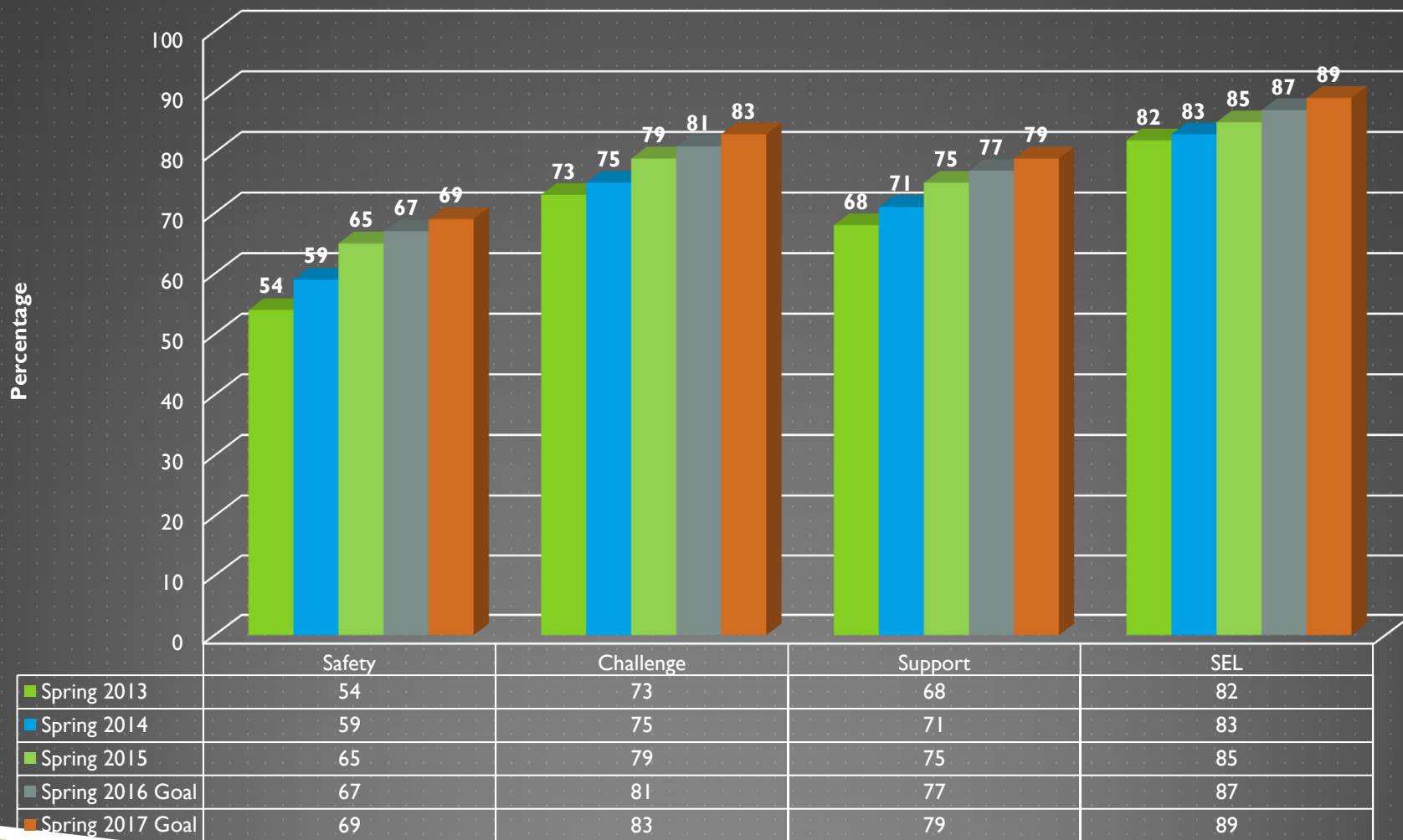
	NO	SOMETIMES	YES
3. I wish I went to a different school.	56	33	11
My teachers:	NO	SOMETIMES	YES
4. My teachers really care about me.	2	14	84
5. My teachers treat some students better than others.	52	29	19
6. My teachers notice if I have trouble learning something.	8	27	65
7. My teachers help me do better on my school work.	5	20	75

Social and
Emotional Learning

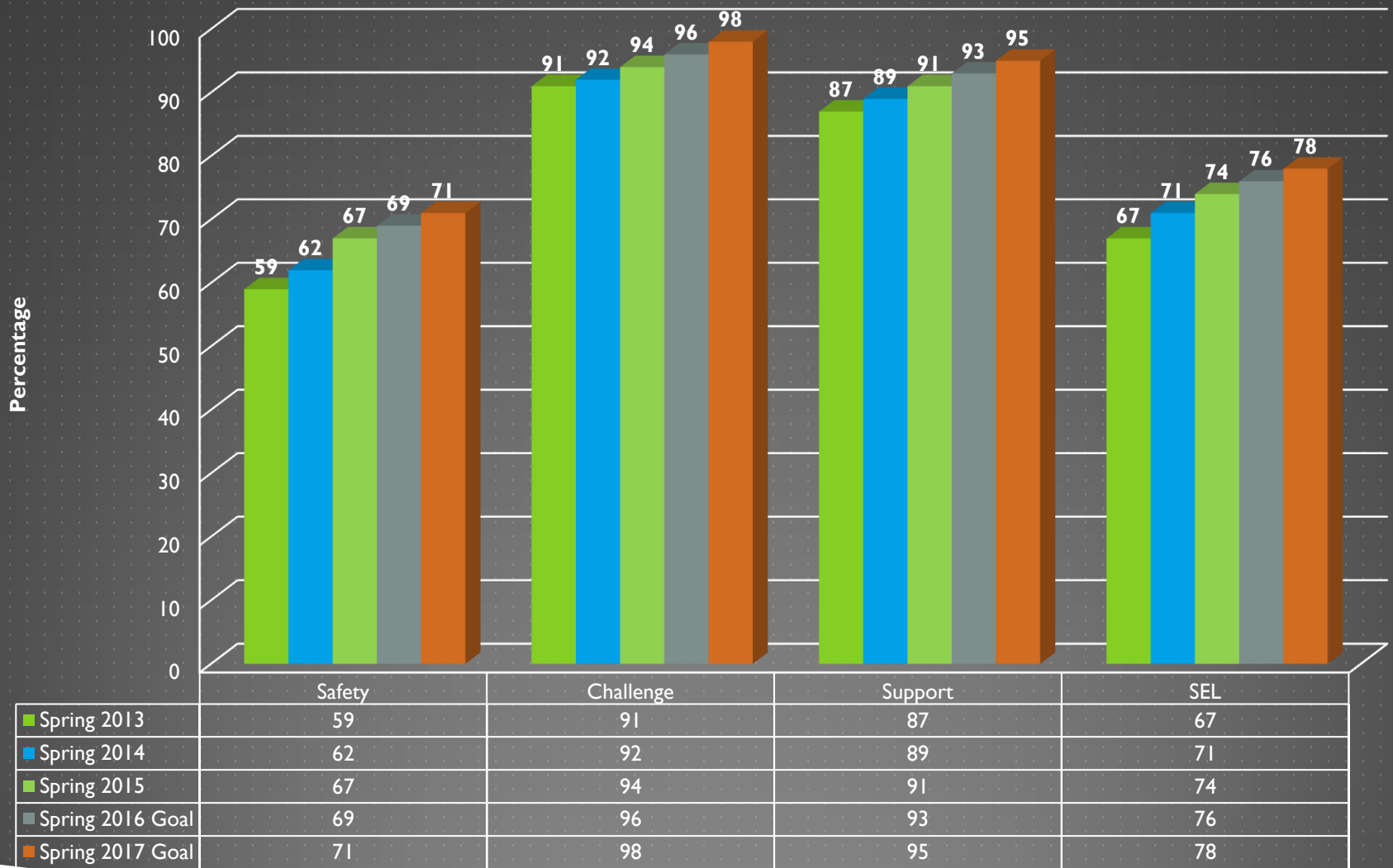
Most students in my school:

	NO	SOMETIMES	YES
1. Stop and think before they get too angry.	37	50	13
2. Do their part when we work together on a group project.	4	49	47
3. Do their best, even when their school work is hard.	3	54	43
4. Get mad when they disagree with people.	20	52	28
5. Try to talk to other students if they are having a problem with them.	19	43	38

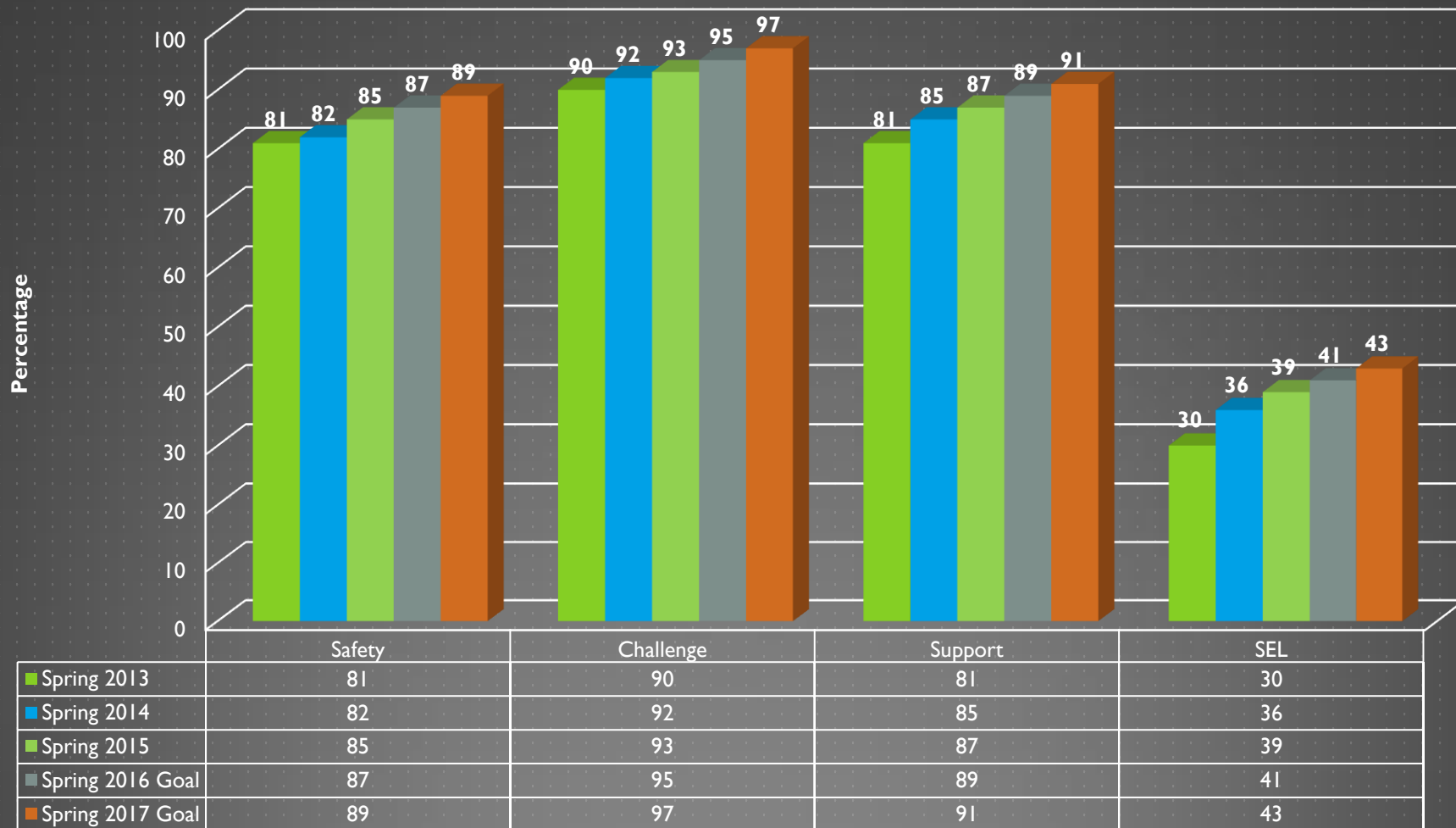
CMUSD Historical CFL 2-4 Grade Data With Goals



CMSD Historical CFL 5-8 Grade Data With Goals



CMSD Historical CFL 9-12 Data With Goals



SYSTEM WIDE IMPLEMENTATION

▶ Benefits

- ▶ All children deserve SEL Curriculum
- ▶ Helps to address student and staff mobility
- ▶ Creates a common language

SYSTEM WIDE IMPLEMENTATION

▶ Challenges


- ▶ Training
- ▶ Materials
- ▶ Overcoming the “One More Thing” Mindset

SYSTEM WIDE IMPLEMENTATION

▶ Successes

- ▶ Student growth
- ▶ Consistency
- ▶ Connections for students and staff
- ▶ Connections to Literacy, Evaluation systems, Differentiated Compensation


FOUNDATIONS

- ▶ Buy-In
 - ▶ Training
 - ▶ Scope and Sequence
 - ▶ Academic Achievement Plans (AAPs)
- 


COMMUNICATION

- ▶ Newsletter
- ▶ Guided Questions for Team Time
- ▶ Ongoing Training and Materials


FINANCIAL STRUGGLES

- ▶ Layoffs
 - ▶ Large Class Sizes
 - ▶ Loss of PATHS Coaches
 - ▶ School Closings
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COLLECTIVE BARGAINING AGREEMENT

- ▶ Added SEL Language and Initiatives into our Contract
 - ▶ Identifies SEL Work as a Working Condition in Cleveland
 - ▶ Sustainability
 - ▶ Differentiated Compensation for CFL Gains
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MOVING FORWARD

- ▶ PATHS Model Schools
 - ▶ PATHS Affiliate Trainers
 - ▶ SEL Model Schools
 - ▶ Classroom Supports
 - ▶ Sharing Best Practices
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LESSONS LEARNED

- ▶ Collaboration is Key. All stakeholders need to have buy-in and a voice.
- ▶ AIR has found positive gains for students
- ▶ Teachers and Administrators are embracing the curriculum but will will require high levels of support to transform teaching
- ▶ Data from both students and staff members will continue to be analyzed so that leadership teams at each building can make concrete plans to improve both student academic skills and SEL skills.

PARTNERS

- ▶ American Institute for Research (AIR)
 - ▶ PATHS Education Worldwide
 - ▶ CASEL – Collaborative for Academic, Social and Emotional Learning
 - ▶ NoVo Foundation
 - ▶ AFT – American Federation of Teachers
 - ▶ Cleveland Metropolitan School District
 - ▶ Cleveland Teachers Union
 - ▶ First Book
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FINAL THOUGHTS

- ▶ Create the Vision
 - ▶ Timelines
 - ▶ Own the work
 - ▶ Manage the moving parts
 - ▶ Engage stakeholders
- 