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Follow-Up Assessment of Conditions for Learning in the Cleveland Metropolitan School District

Final Report

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Executive Summary

In 2008, American Institutes for Research (AIR) conducted an audit to provide a comprehensive understanding of the quality and adequacy of human services (e.g., mental health counseling, social work supports) and to understand the extent to which three research-based conditions for learning—emotional and physical safety, student social and emotional competency, and the experience of student support—were evident in Cleveland Metropolitan School District (CMSD) schools. We recommended 10 strategies and related sets of activities to address the depth and complexity of the gaps identified in a sustainable manner designed to build on the city of Cleveland's and CMSD's strengths. The current assessment examined how CMSD implemented these strategies as well as how conditions for learning and related student and staff behaviors and beliefs have changed between 2007–08 and 2013–14.

The assessment addresses the following four core questions:

1. How has CMSD responded to the 10 sets of recommendations in the 2008 report following its initial assessment of conditions for learning?
2. How have conditions for learning changed since the 2007–08 school year?
3. What is the quality of implementation of key elements of Humanware—Promoting Alternative Thinking Strategies (PATHS), planning centers, and student support teams—and what capacity-related needs are evident?
4. What current gaps exist in conditions for learning and what would we recommend to improve supports to better address students' mental health needs and reduce aggressive behavior and violence?

To answer these questions, we analyzed existing quantitative data (e.g., attendance, behavior) and 7 years of data from the Conditions for Learning Survey, and collected new data through a survey of CMSD principals (with a 98% response rate), interviews of central office staff, and visits to eight schools. To understand progress and changes at the school level, we conducted interviews and focus groups at the four schools visited as part of the 2008 audit (Harvey Rice PreK–8, H. Barbara Booker PreK–8, Glenville High, Lincoln West High) and four additional schools (Patrick Henry PreK–8, William Cullen Bryant K–8, Collinwood High, John Marshall High). We selected the four additional schools because they demonstrated significant progress in improving both conditions for learning and student outcomes, and also had principals who reported relatively strong implementation of planning centers, student support teams, and in the case of schools with elementary grades, PATHS. We selected these four additional schools to better understand staff opinions about and attitudes toward Humanware in schools that may be doing it well and had more positive student outcomes.

CMSD has made substantial progress in prioritizing and addressing a number of recommendations from the 2008 audit. This has included progress in each of the 10 sets of strategies and their recommendations. Based on data we reviewed, CMSD has responded to and fully implemented 10 recommendations and partly implemented another 35. No progress was made on 11 recommendations. In particular, the district has:

- Developed a strong, collaborative Executive Leadership team to oversee Humanware and other initiatives.
- Developed staff buy-in for the importance of Humanware.

- Implemented a universal, systematic Humanware effort and sustained a focus on Humanware despite unanticipated financial challenges during the 2008 to 2012 period.
- Focused extensively on building universal strategies for improving social and emotional learning (SEL) through the implementation of a research-based SEL curriculum, PATHS, for prekindergarten through Grade 5 students in all district schools. CMSD has begun implementing class meetings in some grades.
- Expanded Tier 2 supports through the development of planning centers staffed by instructional aides, through which students can seek assistance in problem solving or can be referred for targeted support.
- Implemented student support teams (SSTs) as a Tier 3 resource in schools to provide a problem-solving group of school staff who meet weekly to address students' problems in a timely manner so they can be successful.
- Developed and implemented quality standards for screening and selecting school-based services.
- Focused intensively on improving conditions for learning through a data-based approach, which is used for continuous quality improvement, assessment, accountability, and performance review.
- Included conditions for learning in reform efforts and labor contracts.

Also, data from the Conditions for Learning Survey show marked improvements since the 2007–08 school year (for Grades 5–12) and 2008–09 school year (for Grades 2–4), particularly:

- Improved student ratings of physical safety in Grades 5–8
- Improved student ratings of student support in at all grade levels
- Improved student ratings of peer social and emotional competence in Grades 2–4 and Grades 9–12

This follow-up assessment identified areas for further improvement, though. Key gaps and areas of need to address students' mental health needs and reduce aggressive behavior and violence include the following:

- Improving Humanware monitoring and execution across all CMSD schools so that schools receive timely support.
- Enhancing the implementation quality of PATHS, planning centers, and student support teams—and building school capacity to implement these with quality.
- Expanding the penetration of CMSD's systematic efforts, which is constrained when adults do not buy in.
- Addressing unmet student mental health needs—and further building CMSD capacity to address these concerns including through provision of trauma-informed care.
- Implementing middle and high school SEL programming.
- Reducing high levels of exclusionary discipline.
- Enhancing teacher social and emotional skills and their understanding of child and youth development.

- Enhancing cultural and linguistic competence of school staff to engage with diverse students and families.

To continue its progress in transforming its school system and working to enhance conditions for learning, it is necessary that CMSD address these major areas of need. AIR's current recommendations cluster around five areas:

1. Furthering CMSD's vision by fostering the right environments in schools so that students have the conditions and supports they need to succeed.
2. Developing student and staff capacity to enhance conditions for learning.
3. Improving monitoring and execution of Humanware/SEL to ensure that school-based deployment of resources ensures positive conditions for learning and effective SEL for every student in every school.
4. Calibrating conditions for learning and SEL indicators for planning and performance monitoring and building school and community capacity to use these indicators.
5. Addressing mental health and disciplinary issues that limit students' opportunities to learn.

These recommendations can assist CMSD in addressing the identified areas of need.

I. Introduction

On October 10, 2007, a small model school in Cleveland funded by the Bill & Melinda Gates Foundation experienced a highly visible shooting. The Cleveland Metropolitan School District's (CMSD) first response to this tragic event was typical at that time: purchase metal detectors and increase security. Cleveland then diverged from the approaches used in many other cities and recognized the need to invest in people ("Humanware") rather than punitive and abrasive security measures. Leaders assumed the challenge of bringing about the district-wide reform necessary to achieve CMSD's mission to become a premiere school district**.**

Shortly after this incident, CMSD and the City of Cleveland selected the American Institutes for Research (AIR) to assess the quality and sufficiency of existing health and human services provided to CMSD students and to identify what would be needed to reach an appropriate and sustainable level of services that would result in the best possible human service "safety net" for CMSD students. With this charge, we designed and conducted a district-wide Humanware assessment in 2008 to understand the existing and perceived conditions for learning for students in CMSD schools, the services and human capital available within the community, and the contextual factors that may have had an impact on the effective delivery of services as well as on the gaps in providing the needed student supports.

Since then, CMSD has made improving conditions for learning within the district's schools a high priority. This report contains our follow-up assessment examining CMSD's progress in improving conditions for learning in its schools and addressing the recommendations in the 2008 report. The report includes recommendations for supporting CMSD's continued transformation and implementation of The Cleveland Plan, whose goal is to ensure that every child in Cleveland attends a high-quality school.

Conditions for Learning Assessment

In 2008, we conducted an audit to provide a comprehensive understanding of the quality and adequacy of human services (e.g., mental health counseling, social work supports) and to understand the extent to which three research-based conditions for learning—emotional and physical safety, the experience of student support, and student social and emotional competency —were evident in CMSD schools. Our approach to the assessment was guided by the research literature. For example, student support, emotional and physical safety, and academic achievement are linked (e.g., Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010; Spier, Cai, Kendziora, & Osher, 2007). From this assessment, we developed a set of findings and recommendations that CMSD used as a springboard to create and then implement a plan for improving student supports and learning conditions district-wide.[1]

Conceptual Framework. Our approach to the 2008 audit employed a three-tiered public health framework for collecting and using data on all children, youth, neighborhoods, and schools to:

[1] The full report with the original recommendations is available online at http://www.air.org/sites/default/files/downloads/report/AIR_Cleveland_8-20-0821_0.pdf.

(1) identify needs (including factors that place individuals at risk) and assets (including factors that buffer or moderate risk factors), (2) parse or triage resources, (3) plan interventions, and (4) monitor results (Dwyer & Osher, 2007; Dwyer, Osher, & Warger, 1998; Osher, Dwyer, & Jackson, 2004; U.S. Department of Education, 1994; U.S. Public Health Service, 1999, 2000a, 2000b). The three tiers consist of:

- **Universal promotion and prevention** for all members of a group (e.g., all students) at the school, district, or community level. Universal promotion focuses on enhancing individual and environmental strengths and assets to reduce the risk of later problems and to increase the opportunities for healthy development and thriving. Universal prevention addresses risk factors at the individual and environmental levels that could place individuals at risk of poor outcomes (e.g., academics, behavior).
- **Early intervention** for individuals who are known (by membership in a subgroup) or identified (by screening or other data collection) for a higher level of risk. Early intervention creates services and supports that address individual risk factors and build on protective factors for students at risk for severe academic or behavioral difficulties.
- **Intensive interventions** and treatment for individuals who are determined to be at the highest levels of risk or need. Intensive interventions provide coordinated, comprehensive, intensive, sustained, culturally appropriate, child- and family-focused services and supports.

We recommended 10 strategies and related sets of activities to address the depth and complexity of the gaps identified in a sustainable manner designed to build on Cleveland's and CMSD's strengths. The current assessment examined how Cleveland implemented these strategies as well as how conditions for learning and related student and staff behaviors and beliefs have changed between 2007–08 and 2013–14.

Report Organization

The report is organized into four sections. These include a review of assessment methods followed by the assessment findings, and a discussion of key strengths and gaps. The report concludes with recommendations intended to support CMSD's continued progress in improving conditions for learning district-wide. Appendices include supplementary analyses. We also include technical notes at the end of the report.

II. Assessment Questions and Methods

This assessment examined the current status of conditions for learning (safety, support, and peer social and emotional competence) and student support services within CMSD. We also assessed the extent to which its 2008 recommendations were implemented, assessed the quality of the existing interventions and supports, and examined current gaps in conditions for learning and supports for student mental health. The assessment addresses the following four core questions:

- How has CMSD responded to the 10 sets of recommendations in the 2008 report following the initial assessment of conditions for learning?
- How have conditions for learning changed since the 2007–08 school year?
- What is the quality of implementation of key elements of Humanware—PATHS, planning centers, and student support teams—and what capacity-related needs are evident?
- What current gaps exist in conditions for learning and what would we recommend to improve supports to better address students' mental health needs and reduce aggressive behavior and violence?

We carried out a comprehensive set of activities to answer these four core questions. These methods[2] included the following.

- Student-Level Data Analysis. We analyzed student data including (1) extant CMSD quantitative data (e.g., attendance, behavior) and (2) 7 years of data from the Conditions for Learning Survey.[3]
- Principal Survey. To obtain principal perspectives district-wide, we administered a survey of CMSD principals during the winter of 2013–14. Almost all principals completed the survey (with a 98% response rate).
- School Visits. To understand progress and changes at the school level, we visited eight schools during the spring of 2013 including the four schools visited as part of the 2008 audit (Harvey Rice PreK–8, H. Barbara Booker PreK–8, Glenville High, Lincoln West High) and four additional schools (Patrick Henry PreK–8, William Cullen Bryant K–8, Collinwood High, John Marshall High).

  We selected the four additional schools[4] because they demonstrated significant progress in improving both conditions for learning and student outcomes, and also had principals

[2] We intended to also use data from the Conditions for Teaching Survey that CMSD developed and piloted in 2014. However, the response rates were insufficient for the data to be used in our analyses.

[3] The Conditions for Learning Survey is a psychometrically validated instrument to measure student connection and conditions for learning with three versions: elementary school (Grades 2–4), middle school (Grades 5–8) and high school (Grades 9–12). The survey has four scales: safety (with emotional and physical safety subscales), student support, peer social–emotional competence, and academic challenge.

[4] The Cuyahoga River separates Cleveland in two, commonly referred to as an "east side" and a "west side" (those neighborhoods east and west of the river, respectively). Because of the demographic and cultural identity associated with these two areas of the city and their meaning to members of the Cleveland community, AIR selected these schools so that half came from Cleveland's west side and half from its east side.

who reported relatively strong implementation of planning centers, student support teams, and in the case of schools with elementary grades, PATHS. We selected these four additional schools to better understand staff opinions about and attitudes toward Humanware in schools that may be implementing it well and had more positive student outcomes. During school visits, we conducted interviews with key school staff (e.g., principals, members of student support teams, planning center instructional aides, security personnel), conducted focus groups with randomly selected teachers, and also conducted focus groups with randomly selected students. In the K–8 schools, we conducted two focus groups, one with students in Grades 3–5 and another with students in Grades 6–8.

- Central Office Interviews. To collect central office perspectives on progress in responding to the 2008 audit recommendations, we interviewed 13 central office staff during the spring of 2014, including five academic superintendents and the Humanware team.
- Technical Assistance Provider Interviews. We conducted two interviews of external technical assistance providers working with CMSD on its SEL implementation.

As with the original audit, we conducted two validation focus groups with students (May 2014) and teachers (May and September 2014). Attendance was low at the May 2014 teacher focus groups, so we repeated these again at the beginning of the 2014–15 school year. These focus groups allowed us to assess the validity of findings from the other data collection activities and expand on them as appropriate. These focus groups included participants from schools that were not selected for the school case studies. The next section presents our assessment findings.

III. Findings

This section summarizes findings organized by core question. The first part of this section synthesizes how CMSD has responded to the 10 sets of recommendations in the 2008 report. Next, we describe how conditions for learning have changed since the initial assessment, drawing on various data sources as well as two key student outcomes that we would expect to improve as conditions improve: student attendance and behavior. Third, we report findings on the implementation of three core Humanware components: Promoting Alternative Thinking Strategies (PATHS), student support teams, and planning centers. Together, these findings point to a number of strengths as well as areas of need to continue CMSD's transformation to becoming a premier school district.

Progress Responding to 2008 Recommendations

CMSD has made substantial progress in prioritizing and addressing a number of recommendations from the 2008 audit. This has included progress in each of the 10 strategies, which each have related recommendations. Based on data that we reviewed, CMSD has responded to and fully implemented 10 recommendations and partly implemented another 35. No progress was made on 11 recommendations. In particular, the district has:

- Developed a strong, collaborative Executive Leadership team to oversee Humanware and other initiatives.
- Developed staff buy-in for the importance of Humanware.
- Implemented a universal, systematic Humanware effort and sustained a focus on Humanware despite unanticipated financial challenges during the 2008 to 2012 period.
- Focused extensively on building universal strategies for improving SEL through the implementation of a research-based SEL curriculum, PATHS, for prekindergarten through Grade 5 students in all district schools. CMSD has begun implementing class meetings in some grades.
- Expanded Tier 2 supports through the development of planning centers staffed by instructional aides, through which students can seek assistance in problem solving or to which they can be referred for targeted support.
- Implemented student support teams (SSTs) as a Tier 3 resource in schools to provide a problem-solving group of school staff who meet weekly to address students' problems in a timely manner so they can be successful.
- Developed and implemented quality standards for screening and selecting school-based services.
- Focused on improving conditions for learning through a data-based approach, which is used for continuous quality improvement, assessment, accountability, and performance review.
- Included conditions for learning in reform efforts and labor contracts.

Table 1 summarizes CMSD progress in responding to each of the 2008 audit recommendations. We categorize progress, based on the data we collected, with three ratings: no change, partly implemented, and implemented. The accompanying descriptions summarize key information that led to these ratings. These descriptions include important nuances for "partly implemented" since this rating includes instances where some progress has been made, but it appears insufficient to have much impact; or it appears sufficient to have some or much impact.

Table 1: District Progress on Implementing 2008 Audit Recommendations

2008 Recommendations	Progress (No Change, Partly Implemented, Implemented)[5]	Description
Strategy 1:Improve Capacity to Assess, Plan, Deploy, and Monitor Humanware Resources		
Focus resources that go to schools	Partly implemented	Progress appears sufficient to have some impact. CMSD has developed a Wraparound Initiative for Academic Achievement that is targeting resources to some schools including increased access to social services, for those schools with the greatest student need. CMSD's portfolio model and increased school control of budgets are two additional examples of where CMSD is working to focus the delivery of resources to schools based on school need. This is an important strength. Furthermore, school psychologists were allocated based on need, and each school had an assigned mental health agency during the 2013–14 school year. However, financial/personnel challenges with staffing social workers lead to their removal around the 2005–06 school year, leaving many schools without these needed supports.
Ensure appropriate staffing ratios	Partly implemented	Progress appears insufficient to have much impact. During the 2013–14 school year, CMSD staffed approximately 85 school psychologists (all schools) and 65 guidance counselors (high school level only). Although the school psychologist staffing ratio is within minimal staffing standards (1 to 500 students), counselors (1 to 200 students) and school social workers (1 to 300 students) are not.

[5] *No change*: AIR did not find evidence that CMSD has addressed the 2008 recommendation; *Partly implemented*: CMSD has partly, but not fully, addressed the 2008 recommendation in ways that can be expected to have minimal, moderate, or large impact; *Implemented*: AIR found evidence that CMSD has responded in a manner that has accomplished what AIR originally recommended.

2008 Recommendations	Progress (No Change, Partly Implemented, Implemented)[5]	Description
Free up school psychologists and guidance counselors to counsel students	No change	School psychologists and guidance counselors do not appear to be doing more counseling; the former continue to be more focused on special education testing and the latter focused on course selection, college planning, and other duties as assigned (perhaps more so than during the 2008 audit).
Expand use of graduate social work and school psychology interns	Partly implemented	Progress appears insufficient to have much impact. CMSD has 1–7 interns in the psychology department annually, but no social work interns.
Use Medicaid Crisis Intervention resources to fund mobile crisis teams	No change	CMSD has not used Medicaid Crisis Intervention resources to fund mobile crisis teams, although it maintains a crisis response desk to respond to students in crisis in a timely manner.
Build structures to support change (Humanware and student support teams at school and district levels)	Implemented	CMSD has established a Humanware Team at the central office to support Humanware activities, although more capacity is needed in this area. Furthermore, all schools have student support teams, which replaced the district's IBA Team as a mechanism for addressing student needs. The levels of implementation and overall quality of student support teams currently vary.
Strategy 2: Improve School Policies, Procedures, Protocols, and Practices[6]		
Improve suspension procedures	Partly implemented	Progress appears sufficient to have some impact. CMSD has revised the code of conduct, improved its expulsion process, and reduced the number of student suspensions. However, more work is needed to improve suspension protocols and practices.
Eliminate right of removal	No change	The "right of removal" remains in the teacher contract and is now called the "right of educational intervention."
Eliminate transferring of students with problem behaviors	No change	Progress appears insufficient to have an impact. CMSD still conducts involuntary student transfers. Staff involved in these decisions consider the impact on the receiving school, try to find schools close to students' home neighborhoods, and work with planning centers to facilitate student transition. Also, although some central office staff reported that the number of involuntary student transfers has decreased in recent years, data suggest that the number of Article 15-10/11 Staff Assault involuntary transfers has increased from 170 in 2008–09 to 273 in 2013–14 even while

[6] In this section, we do not include "remove limits on where security personnel can go in schools." Since the 2008 report, we learned that these limits were part of the CTU contract, but not part of the safety and security contract so safety and security personnel have always been able to monitor all areas of school buildings.

2008 Recommendations	Progress (No Change, Partly Implemented, Implemented)[5]	Description
		student enrollment substantially decreased during this period.[7]
Improve alternative programming	Partly implemented	Progress appears sufficient to have some impact. CMSD has made important progress in expanding alternative programming in the district. The Wraparound Initiative for Academic Achievement is targeting supports to investment and community wraparound schools. Also, CMSD still accesses supports from the Positive Education Program for students with severe emotional–behavioral disturbance (EBD).
Examine 40-minute classes	Partly implemented	Progress appears sufficient to have some impact. Some high schools offer 90-minute block schedules, in addition to offering innovative programming.
Strategy 3: Improve School Climate		
Implement wearable identification tags for students and staff	Partly implemented	Progress appears sufficient to have some impact. All schools now have student identification tags that are also multifunctional and can be used at lunch and the media center. Furthermore, the identification cards of students in Grades 6–12 and who live a half mile or more away from their school will grant them access to public transportation from 5:30 to 8:00 p.m. Four buildings are also using the identification tags to manage student attendance during the 2014–15 school year. However, the identification tags were not implemented as originally recommended and were unlikely to affect connectedness (as intended) along with safety (as also intended.)
Improve the metal detector process	Implemented	CMSD trains all security staff on an annual basis, focusing on efficiency in the screening process. The district also now has a staff person trained to inspect and calibrate machines.
Employ class meetings in Grades K–4	Partly implemented	Progress on this recommendation has been sufficient to have some impact, but not systematically in Grades K–4. Class meetings are now mandatory for Grade 9 and staff have been trained on conducting class meetings. Some self-selected schools have also implemented class meetings in Grade 8. Class meetings are implemented in only a few K–4 classrooms.

[7] For other years, the number of involuntary transfers were: 160 for 2009–10, 133 for 2010–11, 208 for 2011–12, and 231 for 2012–13.

2008 Recommendations	Progress (No Change, Partly Implemented, Implemented)[5]	Description
Employ advisories in Grades 5–12	Partly implemented	Progress on this recommendation has not been sufficient to have an impact yet. CMSD is implementing a mixture of advisories and class meetings at several grade levels and at some schools.
Enhance services and supports for LGBTQ students	Partly implemented	Progress on this recommendation has been insufficient to have much impact. CMSD made some early progress by convening an LGBTQ workgroup of community stakeholders and adding LGBTQ-resources to the principal manual, but this has not been a focus of Humanware until this past school year.
Address unprofessional behavior of some security officers	Implemented	CMSD has expanded in-service (professional development) hours for security personnel and according to central office interviewees, has improved the quality and type of training provided to these staff.
Improve school bathroom cleanliness	Partly implemented	Progress appears sufficient to have some impact. Central office interviewees reported mixed perspectives on school bathroom cleanliness, with some improvement and some signs of no change based on their school visits.
Implement effective attendance management and follow-up processes	Partly implemented	Progress appears insufficient to have the intended impact, since insufficient resources focus on prevention and early intervention. Attendance continues to be a challenge in CMSD. To date, the district's Target 11 Attendance Initiative is in place to help parents/guardians monitor and support their child's school attendance. Target 11 helps parents track their child's attendance, with a goal to not exceed 11 days of absences (excused, unexcused, and out-of-school suspension) in an academic school year. However, there has not been progress on selective and targeted interventions for students with excessively high absence rates.
Consider implementing Achievement for Latinos Through Success (ALAS) and Check and Connect	No change	CMSD explored implementation of programs intended to enhance student connection to schools and reduce factors that place these students at risk for school dropout, although it has decided not to implement these programs.
Strategy 4: Provide Positive Behavioral Supports and Social and Emotional Learning		
Work with the American Federation of Teachers (AFT) to provide training in the use of proactive approaches for addressing behavior	Partly implemented	Progress appears insufficient to have much impact. Some schools received de-escalation training in previous school years.
Employ positive behavioral interventions	Partly implemented	Progress appears sufficient to have a great deal of impact in the elementary grades, but insufficient

2008 Recommendations	Progress (No Change, Partly Implemented, Implemented)[5]	Description
and support in a manner that has been intentionally refined to explicitly address SEL		for middle and high school grades. PATHS is now mandatory in grades PreK–5, with teachers receiving training to implement the curriculum with fidelity. CMSD has identified but not funded a middle school program. Overall, CMSD has not fully addressed this recommendation at the middle and high school levels.
Plan to make hall activities a common responsibility	Partly implemented	Progress appears insufficient to have much impact. Central office interviewees reported variable progress in making monitoring hall activities a common responsibility among school staff. We did not find evidence of systematic efforts and supports to do this aside from the roles of security personnel.
Revise the student code of conduct	Partly implemented	Progress appears sufficient to have some impact. CMSD has revised its code of conduct, but more work is needed so that it is more inclusive, and student and family friendly.
Enhance student respect and social and emotional learning	Implemented	CMSD has collaborated with CASEL and has established SEL competencies and standards. Furthermore, CMSD has implemented PATHS in Grades PreK–5, identified a middle school program, and is making good progress in its participation in the NoVo Foundation's SEL Collaborating Districts Initiative.
Consider service learning	Partly implemented	Progress appears sufficient to have some impact. Several central office interviewees noted that CMSD high schools currently offer service learning opportunities.
Consider implementing Positive Adolescent Choices Training (PACT)	No change	We did not find evidence of a violence prevention training curriculum such as PACT being implemented in CMSD schools.
Consider implementing evidence-based anger management programs (e.g., Skill Streaming)	Partly implemented	Progress appears insufficient to have much impact. While schools are not implementing anger management programs, some central office interviewees reported that mental health agencies are providing these services in some schools.
Adapt social and emotional learning and related cultural competency standards	Partly implemented	Progress appears sufficient to have a large impact. CMSD has made significant progress establishing SEL competencies. However, CMSD has not addressed cultural competency standards.
Strategy 5: Develop Warning and Response Systems		
Develop warning signs system	Partly implemented	Progress appears sufficient to have some impact. CMSD has implemented planning centers and student support teams district-wide, but several central office interviewees noted that school responses to student needs are still largely reactive rather than proactive. Also, CMSD is participating in a study examining the validity of its

2008 Recommendations	Progress (No Change, Partly Implemented, Implemented)[5]	Description
		early warning system intended to identify students at increased risk of dropping out of high school.
Conduct periodic screening for early warning signs	Partly implemented	CMSD has implemented student support teams district-wide with varying degrees of consistency and effectiveness. For example, several central office interviewees noted that school responses to student needs are still largely reactive rather than proactive. Furthermore, periodic screening of early warning signs is not currently underway except in some planning centers.
Improve intervention-based assessment (IBA) early interventions	Partly implemented	Progress appears sufficient to have some impact, but its impact is limited by the quality of implementation. CMSD has implemented student support teams in place of IBAs in all schools district-wide. Some schools are using interventions, but key informants noted that more is needed to enhance interventions for students needing additional supports. Additionally, school visits and validation focus groups indicated that student support teams did not always provide helpful interventions or suggestions in response to student referrals. Furthermore, we heard that student support teams may still be too special education driven in some schools.
Improved use of evidence-based intensive interventions (e.g., cognitive behavioral therapy, wraparound planning)	Partly implemented	Progress appears sufficient to have some impact. CMSD has moved forward with implementing a community wraparound strategy within its 13 investment schools and 4 community wraparound schools. However, evidence-based intensive interventions have not been systematically expanded in other schools. Furthermore, CMSD's Closing the Achievement Gap (CTAG) program provides a targeted intervention for ninth grade males who, based on certain risk factors, might be at risk for difficulty transitioning to the high school environment. CTAG provides various supports to these students including mentorship and life skills coaching.
Strategy 6: Enhance School-Agency Collaboration		
Enhance collaboration between schools and agencies	Implemented	Progress appears sufficient to have some impact. Although more mental health services for students are needed, as of the 2013–14 school year, CMSD was collaborating with six community-based mental health agencies to provide services to students in its schools. CMSD has also created a universal referral form for these agencies. The Humanware Team has supported coordination of these services. CMSD has also expanded health clinics in its schools. Furthermore, CMSD's CEO sits on the Cuyahoga County Family & Children

2008 Recommendations	Progress (No Change, Partly Implemented, Implemented)[5]	Description
		First Council.
Develop protocols to ensure effective and timely sharing of information	Implemented	Protocols have been established and a universal referral form is in place.
Develop a common framework for intervention	Implemented	CMSD has developed a framework for intervention that builds on universal SEL and use of planning centers and student support teams to respond to more intensive student needs.
Identify effective community groups that can support schools and neighborhood centers	Implemented	CMSD has worked with community-based mental health organizations to facilitate their collaboration with schools. In collaboration with MetroHealth, CMSD plans to open as many as 20 such school-based health centers in the next 2 years. Additionally, the Cleveland Coalition reflects new engagement of community groups to support CMSD schools
Collaborate and align with the Cleveland foundation's Youth Development Initiative	Implemented	Through its 2008 partnership with MyCom, CMSD has been able to increase services and continue services, even after the 2010 loss of funding from Title IV. Over the three-year partnership, services increased and new services were introduced.
Enhance collaboration with neighborhood collaboratives	No change	We did not find evidence that CMSD has enhanced collaboration with neighborhood collaboratives.
Improve assessment and educational opportunities for children and youth in neglected and delinquent facilities	No change	We did not find evidence that CMSD has improved and enhanced educational opportunities for children and youth in neglected and delinquent facilities.[8] The district wanted to expand administration of the Conditions for Learning Survey to residential facilities, but did not receive cooperation from these organizations to do so.
Strategy 7: Enhance Family-School Partnership		
Implement a three-tiered approach to family engagement	Partly implemented	Progress appears sufficient to have some impact. Following the 2008 audit, CMSD established school-based family liaisons in every school as part of its Family and Community Engagement (FACE) office. While these positions were not sustainable, CMSD has continued to maintain a FACE Team that is responsible for developing programs and strategies to support the meaningful district-wide engagement of families and community stakeholders in The Cleveland Plan. FACE works to expand the capacity of schools to partner with families and community-based organizations to support student achievement

[8] We did not visit the facilities, but we did not hear about services in these facilities in our central office interviews.

2008 Recommendations	Progress (No Change, Partly Implemented, Implemented)[5]	Description
		and school improvement. FACE also plans and hosts events to engage families in their schools. This includes a parent university. During the 2013–14 school year, CMSD began tracking parent participation in events and parent-teacher conferences through eSchoolPlus. Also, some schools (investment, new and innovative) have advisory councils comprised of parents, teachers, and community members.
Help parents/caregivers understand the important role they can play in supporting their child's education	Partly implemented	Progress appears sufficient to have some impact. CMSD has addressed this recommendation through FACE events and outreach to families, including family liaisons in previous school years.
Review outcomes of Families and Schools Together (FAST) and consider expansion	No change	Some schools have had FAST for many years, with approximately three schools participating during the 2013–14 school year. However, central office staff noted that it is labor and time intensive, so schools have been unwilling to commit to do it. Furthermore, with the loss of the family liaisons, there's neither an infrastructure nor a champion for FAST in the schools.
Strategy 8: Provide Focused Professional Development and Support		
Provide early warning signs training	Partly implemented	Progress appears sufficient to have some impact. Some CMSD staff training has addressed early warning signs, although this is not broad in scope as described in the 2008 report (e.g., for security staff and custodians). Furthermore, trainings on class meetings and PATHS may be contributing to greater staff awareness about early warning signs, identification of these needs, and referral to services.
Provide cultural competence training	Partly implemented	Progress appears sufficient to have some impact. Through its CTAG program, which includes a diversity component, the district put in place three diversity linkage coordinators beginning in 2012. Coordinator responsibilities include providing diversity training and supports to staff. However, many central office staff pointed to the need for cultural competency training for school staff on topics related to socio-cultural diversity (e.g., students/families who are African-American, Latino, lesbian or gay, living in poverty), suggesting that the penetration of these supports is not adequate yet.
Provide training in child development for elementary school staff	Partly implemented	Progress appears sufficient to have some impact. The PATHS curriculum provides some staff training in child development.
Provide training in	No change	We did not find evidence of adolescent

2008 Recommendations	Progress (No Change, Partly Implemented, Implemented)[5]	Description
adolescent development for those working in Grades 6–12		development training for staff working in Grades 6–12.
Offer in-school Humanware coaching	Partly implemented	Progress appears sufficient to have some impact in the elementary grades, but insufficient for other grade levels. While CMSD has not put in place Humanware coaches, it has supported coaches responsible for supporting implementation of PATHS, a core element of Humanware, in schools with elementary grades.
Strategy 9: Focus Funding Agency Resources[9]		
Identify and cost out a small set of strategies and programs that CMSD will support	Partly implemented	Progress appears sufficient to have some impact. CMSD has moved forward with implementing planning centers, 8th grade class meetings at self-selected schools, 9th grade class meetings, student support teams in all schools, and PATHS in schools with elementary grades. CMSD has also identified and costed out a middle school SEL program. However, funders have so far not been willing to fund Humanware services and SEL programming.
Implement quality standards	Partly implemented	Progress appears sufficient to have some impact. CMSD developed and implemented quality standards that schools are expected to follow when screening and selecting programs and interventions. However, these standards are not used to monitor implementation quality and inform improvement efforts.
Improve early childhood interventions to prevent development or exacerbation of behavioral problems	Partly implemented	Progress appears sufficient to have some impact. CMSD has expanded access to pre-Kindergarten programming in some schools.
Strategy 10: Collect and Analyze Key Data for Monitoring, Evaluation, and Quality Improvement[10]		
Improve data systems use and accountability	Partly implemented	Progress appears sufficient to have some impact. CMSD has improved its data system and use of data to monitor change at a district level. Through the school improvement planning process that CMSD has implemented, all schools are held accountable for using data (e.g., attendance, Conditions for

[9] This section does not include "encourage funding agencies to focus on outcomes-based grant making" since this recommendation focuses on funders rather than CMSD actions. This section also does not include "change the State of Ohio Medicaid regulations" since this recommendation was targeted to the state.

[10] This section does not include "agencies providing mental health services implement a management information system to monitor individual progress and results," since this recommendation was directed at agencies rather than CMSD.

2008 Recommendations	Progress (No Change, Partly Implemented, Implemented)[5]	Description
		Learning Survey) to inform efforts to build more positive conditions for learning. More work is needed to ensure timely utilization of data, however, to ensure a greater impact.
Develop a school–community dashboard to monitor progress toward goals	Partly implemented	Progress appears insufficient to have much impact. Cuyahoga County, the City of Cleveland, and CMSD have not developed a school-community dashboard to monitor progress toward its goals. However, CMSD has recently developed network and site-level dashboards with key academic and social data reports. The consistency and depth of utilization of these reports and the district and site levels seemingly varies, however.
Hold principals accountable for CFL results	Implemented	Principals and schools are expected to make progress on conditions for learning results.
Adapt the CFL toolkit for the district and agencies	No change	CMSD has not adapted the toolkit.
Monitor and evaluate the quality of, and outcomes realized through, all Humanware activities	Partly implemented	Progress appears sufficient to have some impact. While more capacity building at the school and district levels is needed, CMSD's Humanware Team supports monitoring of Humanware activities including PATHS, planning centers, class meetings, and student support teams.

Conditions for Learning

This section of the report focuses on three of CMSD's current conditions for learning, noting changes in these conditions since the 2007–08 school year (for Grades 5–12) and 2008–09 school year (for Grades 2–4).[11] The following three figures illustrate trends in conditions for learning across grade levels since the 2008 audit.[12] These data show marked improvements in a number of areas, particularly:

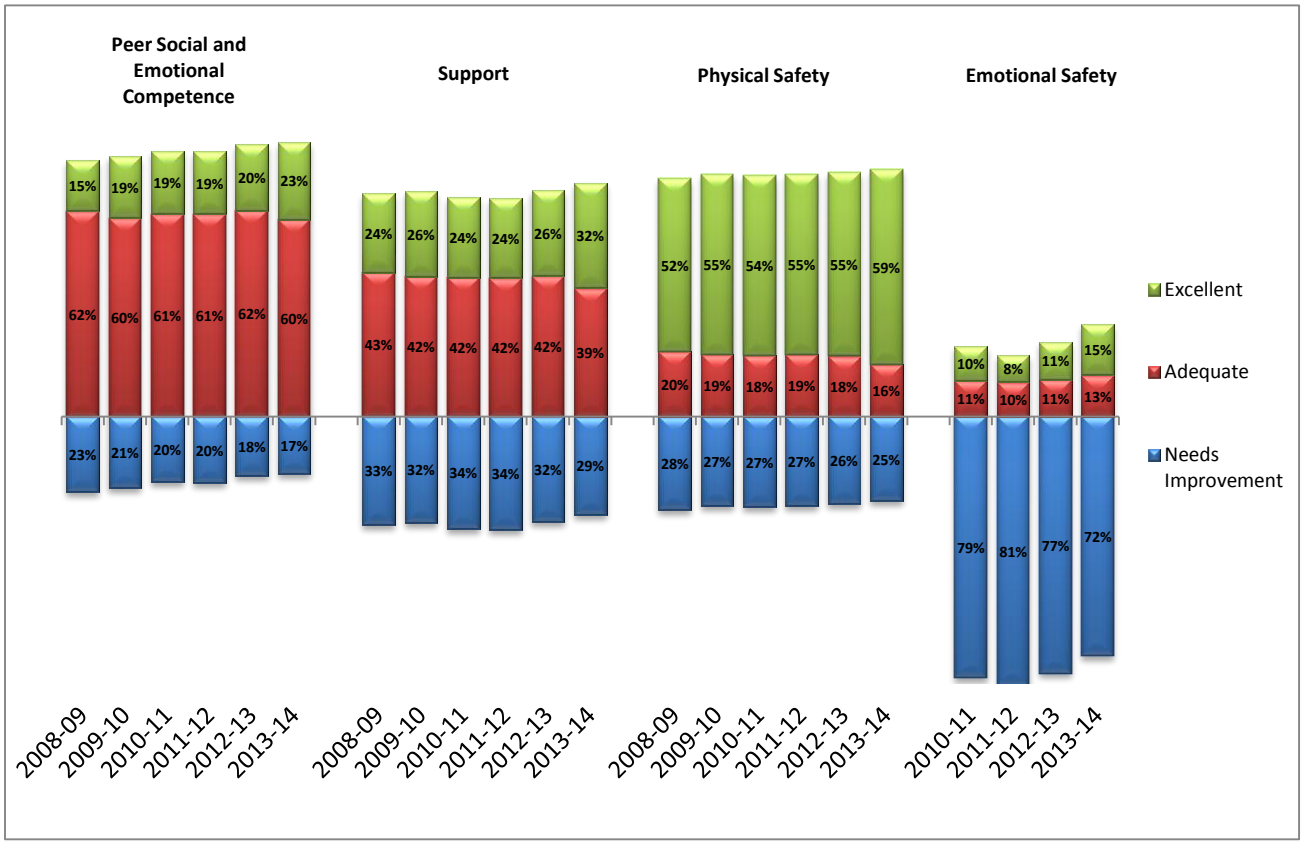
- Improved student ratings of physical safety in Grades 5–8
- Improved student ratings of student support in at all grade levels
- Improved student ratings of peer social and emotional competence in Grades 2–4 and Grades 9–12

Figure 1 provides aggregate district data for Grades 2–4, Figure 2 provides data for Grades 5–8, and Figure 3 provides data for Grades 9–12. Appendix A includes results by student

[11] Unless otherwise noted, all findings are statistically significant ($p < .05$).
[12] The Conditions for Learning Survey for students in Grades 2 to 4 was first administered during the 2008–09 school year, so that is the baseline year. In contrast, for Grades 5–8 and Grades 9–12, the survey was first administered during the 2007–08 school year.

demographic (e.g., race/ethnicity). Appendix A also provides the "needs improvement" results for each school, based on the years of available data from 2007–08 to 2013–14.

Figure 1: Trends in Conditions for Learning, Grades 2–4 (2008–09 to 2013–14)[13]



[13] In the case of emotional safety, baseline data are available beginning in 2010–11.

Figure 2: Trends in Conditions for Learning, Grades 5–8 (2007–08 to 2013–14)

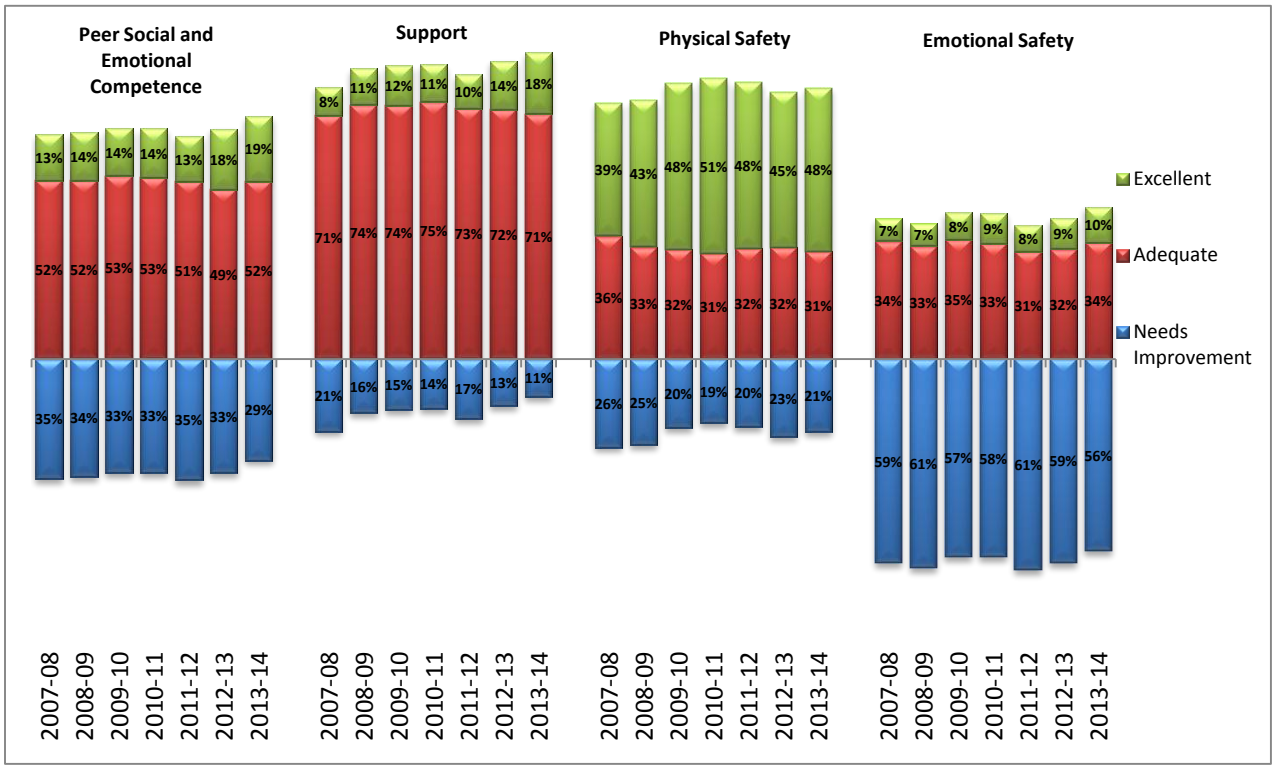
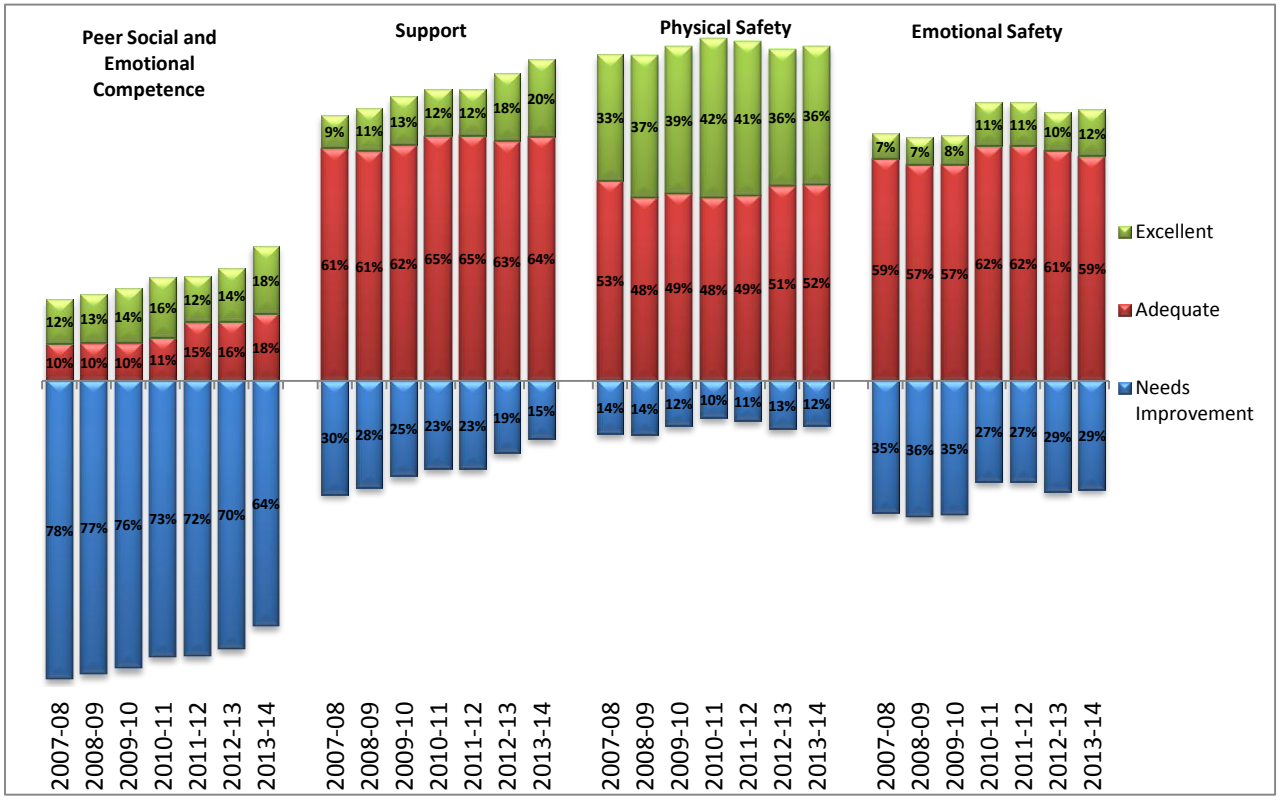


Figure 3: Trends in Conditions for Learning, Grades 9–12 (2007–08 to 2013–14)



The scatterplots in Appendix B plot all schools in terms of the percentage of students who provided ratings that indicated their schools were "adequate" or "excellent" during the baseline year and the percentage of students who provided these ratings during the 2013–14 school year. The scatterplots illustrate the following results:[14]

- Of 64 schools with Grades 2–4, peer social and emotional competence improved in 44 schools (69%), emotional safety improved in 43 schools (67%), physical safety improved in 37 schools (58%), and student support improved in 32 school (50%).
- Of 62 schools with Grades 5–8, student support improved in 55 schools, a large majority (89%); peer social and emotional competence improved in 42 schools (68%); physical safety improved in 41 schools (66%); and emotional safety improved in 33 schools (53%).
- Of 17 schools with Grades 9–12, student support improved in all schools (100%); peer social and emotional competence improved in 15 schools, a large majority (88%); emotional safety improved in 8 schools (47%); and physical safety improved in 7 schools (41%).

In most cases the case study schools performed better during the 2013–14 school year than they did during the baseline year.

Additionally, we assessed the extent to which results explain the variance in school performance indices, as both the state and district use the index as an important school performance metric (see Appendix C, which includes technical notes for these analyses). Using data from the 2012–13 school year, our analyses found that:

- For Grades 2–4, conditions for learning scale categories explain 63.3% of the variance in school performance indices; when added to the model, attendance increases this percentage to 74.8%. Emotional and physical safety are especially relevant (and statistically significant) in these grades.
- For Grades 5–8, conditions for learning scale categories explain 59.3% of the variance in school performance indices; when added to the model, attendance increases this percentage to 67.1%. Emotional safety is especially relevant (and statistically significant) in these grades.
- For Grades 9–12, conditions for learning scale categories explain 79.3% of the variance in school performance indices; when added to the model, attendance increases this percentage to 83.9%.

This same analysis was replicated using a combination of data over each of 5 academic years and produced similar findings. This suggests that an important relationship exists between conditions for learning and student performance on the Ohio Achievement Assessments and Ohio Graduate Tests, as measured by the school performance indices.

[14] These data are based on schools that existed during the baseline year as well as the most current school year. Other schools are excluded.

To further interpret conditions for learning, we conducted a network analysis, comparing CMSD's school networks (growth, refocus, repurpose, school improvement grant, investment, transformation) based on the percentage of students within each network who identified the conditions for learning at their school as "adequate" or "excellent." Our analyses found the following statistically significant results:

- For Grades 2–4, a larger percentage (by at least 10 percentage points) of students in transformation network schools provided ratings that indicated their schools were "adequate" or "excellent" on student support, physical safety, and emotional safety compared to students in most other networks.[15]
- For Grades 5–8, a larger percentage of students in transformation network schools provided ratings that indicated their schools were "adequate" or "excellent" on emotional safety and peer social and emotional competence compared to students in the other networks.
- For Grades 9–12, a larger percentage of students in transformation network schools provided ratings that indicated their schools were "adequate" or "excellent" on emotional safety and peer social and emotional competence compared to students in the other networks.

Appendix D provides the complete results for each grade level.

In the remainder of this section, we provide findings specific to safety and its two subscales (physical and emotional safety), student support, and perceptions of peer social and emotional competence. Then, we report findings related to student disciplinary incidents and student attendance, two areas where we would expect to see improvement as conditions for learning improve in CMSD schools. Each unit begins with key findings followed by examples of key supporting evidence. Data from various sources (principal survey, CFL student survey, extant quantitative data) are integrated where available and applicable. We denote instances where changes in "excellent" ratings were at least 5 percentage points over the period. Appendix E provides the complete results from the principal survey. Appendix F provides detailed analyses of the school visit data.

Physical Safety

Students, principals, and other school staff tended to report feeling physically safe at school. This is an improvement over the 2007–08 school year. Based on the CFL surveys, student ratings of physical safety improved slightly at all three grade levels between the 2008–09 and 2013–14 school years. Students in Grades 9–12 continued to have more positive views of their schools' physical safety, compared to students in Grades 2–4 (which had the lowest percentage of students rating their schools "adequate" or "excellent" in this area) and Grades 5–8. However, there are some differences in how White students viewed their school's physical safety compared to Black and Hispanic/Latino students in the K–8 schools.

[15] This difference was not statistically significant for physical safety and student support in the case of SIG network schools.

Principals reported feeling physically safe and largely agreed the district is on the right track in this area. Among the eight case study schools, most participants reported that their school's physical safety had either improved or was unchanged from prior school years[16], but concerns about physical safety remained. Key informants pointed to various factors either supporting some or impeding physical safety in their schools such as students fighting (4 schools), building layout (4 schools) increased gang activity (3 schools), increased fire alarm pulling (1 school), theft (1 school), and weapons (1 school).

Evidence

CFL Survey: Grades 2–4

- Between the 2008–09 and 2013–14 school years, the percentage of students providing ratings that indicated physical safety at their school was "adequate" or "excellent" increased from 72% to 75%.[17] This increase was most evident among White students (5 percentage points). Also, the overall percentage of students providing ratings that indicated physical safety was "excellent" increased 7 percentage points to 59%.
- During the 2013–14 school year, White students (84%) were more likely to provide ratings that indicated physical safety at their school was "adequate" or "excellent" compared to Black (71%) and Hispanic/Latino students (77%).

CFL Survey: Grades 5–8

- Between the 2007–08 and 2013–14 school years, the percentage of students providing ratings that indicated physical safety at their school was "adequate" or "excellent" increased from 75% to 79%. This increase was most evident among Black and Hispanic/Latino students (4 percentage points), females (5 percentage points), and students with disabilities (6 percentage points). Also, the overall percentage of students providing ratings that indicated physical safety was "excellent" increased 9 percentage points to 48%.
- During the 2013–14 school year, White (83%) and Hispanic/Latino (82%) students were more likely to provide ratings that indicated physical safety at their school was "adequate" or "excellent" compared to Black (77%) students.

CFL Survey: Grades 9–12

- Between the 2007–08 and 2013–14 school years, the percentage of students providing ratings that indicated physical safety at their school was "adequate" or "excellent" increased from 86% to 88%. This increase was most pronounced among students with disabilities (6 percentage points) and among females (3 percentage points).

[16] In some cases, these perspectives were based on participant experiences and reflections over the previous five years. In other instances, because staff (or students) were new to their schools, they commented on the last few years.

[17] All changes in CFL results and differences by subgroup are statistically significant ($p < .05$) unless otherwise noted.

- During the 2013–14 school year, some differences by student demographic group were evident, but none where the difference was at least 5 percentage points.

Principal Survey[18]

- A large majority of principals "agreed" or "strongly agreed:"
  - Their school is on the right track to ensure that every student is physically safe (66% agreed, 28% strongly agreed).
  - Teachers work to ensure their school is physically safe (67% agreed, 25% strongly agreed).
  - The district is on the right track to ensure that every student is physical safe (69% agreed, 14% strongly agreed).
- Majorities indicated that "almost always" or "always:"
  - They feel physically safe at their school (36% almost always, 55% always).
  - School entrances are monitored throughout the day (35% almost always, 39% always).
  - School entrance security devises are always operational during the school day (27% almost always, 57% always).
  - Security personnel are effective (38% almost always, 25% always).
  - Their academic superintendent is concerned about ensuring the school is physically safe (36% almost always, 40% always).

Emotional Safety

Emotional safety, which received low ratings in 2008, continued to be a challenge in the district, although there were improvements since the baseline year. Student ratings of emotional safety improved slightly at all three grade levels, but remained a concern. This was especially evident at the elementary school level where fewer than 1 in 4 students rated their school "adequate" or "excellent" in emotional safety. Most principals also noted that bullying is at least "sometimes" a problem in their schools. Still, they generally had highly favorable opinions about school and district efforts to ensure students are respected by their peers. Feedback tended to be more positive in seven of the case study schools and the validation focus groups than in the principal survey, although some concerns about student bullying were reported.

Evidence

CFL Survey: Grades 2–4

- Between the 2010–11 and 2013–14 school years, the percentage of students providing ratings that indicated emotional safety at their school was "adequate" or "excellent" increased from 21% to 28%. This increase was most evident among White students (9

[18] This is the first year that AIR administered a survey of CMSD principals. Therefore, there is no comparison point reported in these survey findings.

percentage points) and males (7 percentage points). Also, the overall percentage of students providing ratings that indicated emotional safety was "excellent" remained very low, but increased 5 percentage points to 15%.

- During the 2013–14 school year, White (39%) and Hispanic/Latino (38%) students were more likely than Black students (22%) to providing ratings that indicated emotional safety at their school was "adequate" or "excellent."

CFL Survey: Grades 5–8

- Between the 2007–08 and 2013–14 school years, the percentage of students providing ratings that indicated that emotional safety at their school was "adequate" or "excellent" increased from 41% to 44%. This increase was most evident among Hispanic/Latino students (9 percentage points), females (4 percentage points), and students with disabilities (7 percentage points).
- During the 2013–14 school year, Hispanic/Latino (55%) students were more likely to provide ratings that indicated emotional safety at their school was "adequate" or "excellent" compared to White (48%) and Black (38%)[19] students. Furthermore, males (48%) were also more likely than females (40%) to provide these ratings.

CFL Survey: Grades 9–12

- Between the 2007–08 and 2013–14 school years, the percentage of students providing ratings that indicated emotional safety at their school was "adequate" or "excellent" increased from 66% to 71%. This increase was most evident among Hispanic/Latino (9 percentage points), Black (6 percentage points), and female (8 percentage points) students. Also, the overall percentage of students providing ratings that indicated emotional safety as "excellent" remained very low, but increased 5 percentage points to 12%.
- During the 2013–14 school year, Hispanic/Latino (77%) were more likely than White (70%) and Black (70%) students to provide ratings that indicated that emotional safety at their school was "adequate" or "excellent." Differences were also evident based on gender and disability status: 74% of males compared to 68% of females provided ratings that indicated emotional safety was at least "adequate;" 72% of students without disabilities compared to 69% of students with disabilities provided ratings that indicated emotional safety was "adequate" or "excellent."

Principal Survey

- A majority of principals indicated that bullying is "sometimes" (68%), "almost always" (5%), or "always" (4%) a problem at their school.
- A majority "agreed" or "strongly agreed:"
  - Their school is on the right track to ensure that every student develops positive relationships with their peers (80% agreed, 8% strongly agreed).

[19] The difference between White and Black students is also significant in this category.

  - Teachers work to ensure students are respected by their peers (64% agreed, 25% strongly agreed).
- A majority indicated that their academic superintendent is concerned about ensuring that (1) students are respected by their peers (almost always, 33%, always 34%) and (2) students develop positive relationships with peers (35% almost always, always 32%). Still, 11% and 12% of principals, respectively, responded that their academic superintendent is "rarely or never" concerned with these issues.

Student Support

Student perception of support from adults and their connectedness improved in CMSD's schools since the 2008 audit. Student ratings of support from adults improved at the high school level in particular. Students in Grades 5–8 continued to have more positive perceptions of support, compared to students in Grades 2–4 (which had the lowest percentage of students rating their schools "adequate" or "excellent" in this area) and Grades 9–12. Some differences by student race/ethnicity and gender were evident, though. Although key informants for the school case studies noted challenges in their schools regarding student–teacher relationships in their schools, they tended to have favorable opinions about student support. Furthermore, principals largely had favorable perspectives about student support in their schools and the district. In addition, self-reported quality of planning centers and SST implementation were associated with student perception of support and connection at the high school level only.

Evidence

CFL Survey: Grades 2–4

- Between the 2008–09 and 2013–14 school years, the percentage of students providing ratings that indicated that student support at their school was "adequate" or "excellent" increased from 67% to 71%. This increase was most evident among White and Hispanic/Latino students (6 percentage points), as well as students with disabilities (5 percentage points). Also, the overall percentage of students rating student support as "excellent" increased 8 percentage points to 32%.
- Differences in the 2012–13 results varied by student characteristic: Hispanic/Latino (76%) and White students (78%) were more likely to provide ratings that indicated student support was "adequate" or "excellent" at their school compared to Black (67%) students during the 2013–14 school year. This was also true for females (73%) compared to males (68%).

CFL Survey: Grades 5–8

- Between the 2007–08 and 2013–14 school years, the percentage of students providing ratings that indicated student support at their school was "adequate" or "excellent" increased from 79% to 89%. This pattern of increase over the 7-year period was evident across all student subgroups. Also, the overall percentage of students providing ratings that indicated student support was "excellent" remained low, but increased 10 percentage points to 18%.

- During the 2013–14 school year, ratings varied by student characteristic: Hispanic/Latino students (93%) were more likely to provide ratings that indicated student support was "adequate" or "excellent" than White (88%) and Black (88%) students. Also, students with disabilities (94%) were more likely to provide ratings that indicated student support was "adequate" or "excellent" compared to students without disabilities (88%).

CFL Survey: Grades 9–12

- Between the 2007–08 and 2013–14 school years, there was a large improvement in student ratings of student support for Grades 9–12. The percentage of students providing ratings that indicated student support at their school was "adequate" or "excellent" increased from 70% to 84% over this period. Also, the overall percentage of students providing ratings that indicated student support was "excellent" increased 11 percentage points to 20%.
- During the 2013–14 school year, ratings varied by student characteristic, but differences of 5 percentage points or greater were not evident.
- For high schools with medium or high principal-reported levels of planning center implementation quality, the percentage of students providing ratings that indicated student support was "adequate" or "excellent" in their schools was 9 percentage points higher in 2012–13 than in 2008–09. Similarly, for medium or high-quality implementation of SSTs, the percentage of students providing ratings that indicated student support was "adequate" or "excellent" in their schools was 7 percentage points higher in 2012–13.

Principal Survey

- A large majority of principals responded that:
  - Their school is on the right track to ensure that every student has at least one adult in the school who cares about them (63% agreed, 26% strongly agreed).
  - Teachers work to ensure that students feel cared about by adults in the school (69% agreed, 21% strongly agreed).
  - Teachers and students treat one another with respect (62% almost always, 5% always).
  - The district is on the right track to ensure that every student is connected to at least one caring adult in their school (69% agreed, 8% strongly agreed).
- A majority of principals indicated that their academic superintendent is concerned about ensuring students feel cared about by adults in the school (38% almost always, 38% always).

Peer Social and Emotional Competence

In K–8 schools, student ratings of peer social and emotional competence were largely positive, and improved in Grades 2–4 where the percentage of students rating their schools "adequate" or "excellent" in this area was highest. In contrast, students in Grades 9–12 continued to view peer social and emotional competence in their schools as an area needing significant improvement.

Additionally, principals had largely favorable opinions about social and emotional learning (SEL) in their schools, although there is an opportunity for improvement in the effectiveness and coordination of SEL supports.

Evidence

CFL Survey: Grades 2–4

- Between the 2008–09 and 2013–14 school years, the percentage of students providing ratings that indicated peer social and emotional competence at their school was "adequate" or "excellent" increased from 77% to 83%. This increase was evident for all student subgroups but least evident for Black students (4 percentage points). Also, the percentage of students providing ratings that indicated peer social and emotional competence was "excellent" increased 8 percentage points to 23%.
- During the 2013–14 school year, Hispanic/Latino (89%) and White (88%) students were more likely to provide ratings that indicated peer social and emotional competence was "adequate" or "excellent" at their school compared to Black (80%) students. Also, students with disabilities (87%) were more likely to provide these ratings compared to those without disabilities (82%).

CFL Survey: Grades 5–8

- Between the 2007–08 and 2013–14 school years, the percentage of students providing ratings that indicated peer social and emotional competence at their school was "adequate" or "excellent" increased from 65% to 71%. This increase was most evident among Hispanic/Latino students (7 percentage points), males (7 percentage points), and students with disabilities (6 percentage points). Also, the overall percentage of students providing ratings that indicated peer social and emotional competence was "excellent" remained low, but increased 6 percentage points to 19%.
- During the 2013–14 school year, differences were evident by student characteristic: Hispanic/Latino students (78%) were more likely to provide ratings that indicated peer social and emotional competence at their school was "adequate" or "excellent" compared to Black (69%) and White (68%) students. Also, males (74%) were more likely to provide ratings that indicated peer social and emotional competence at their school was "adequate" or "excellent" compared to females (67%), as were students with disabilities (79%) compared to students without disabilities (68%).

CFL Survey: Grades 9–12

- Between the 2007–08 and 2013–14 school years, the percentage of students providing ratings that indicated peer social and emotional competence at their school was "adequate" or "excellent" increased from 22% to 36%. This increase was evident for all student subgroups. Also, the overall percentage of students providing ratings that indicated peer social and emotional competence was "excellent" remained low, but increased 6 percentage points to 18%.
- During the 2013–14 school year, differences were again evident by student characteristic: Black (36%) and Hispanic/Latino (39%) students were more likely than White students

(30%) to provide ratings that indicated peer social and emotional competence at their school was "adequate" or "excellent" during the 2013–14 school year. Furthermore, this percentage was higher for males (38%) compared to females (33%), and higher for students with disabilities (39%) compared to students without disabilities (34%).

Principal Survey

- A large majority "agreed" or "strongly agreed" that:
  - Their school is on the right track to ensure that every student understands their emotions (68% agreed, 11% strongly agreed), effectively manages their emotions (69% agreed, 9% strongly agreed), and understands what positive relationships look like (70% agreed, 11% strongly agreed).
  - Teachers look out for students' social and emotional needs (67% agreed, 19% strongly agreed).
  - Their school is able to meet students' SEL needs through a combination of supports from district, school, and agency staff (63% agreed, 9% strongly agreed).
  - Supports to address students' SEL at their school are effective (55% agreed, 7% strongly agreed) and coordinated (55% agreed, 9% strongly agreed).
  - The school district is on the right track to support every student's SEL (68% agreed, 7% strongly agreed).
- Majorities of principals indicated that their academic superintendent is concerned about ensuring that (1) students understand their emotions (32% almost always, 29% always); (2) students effectively manage their emotions (37% almost always, 28% always), and (3) students understand what positive relationships look like (34% almost always, 33% always); however, 10% to 13% of principals responded that their academic superintendent is "rarely or never" concerned about these issues.

Student Behavior

The number of disciplinary incidents for every 100 students decreased from 48 during the 2008–09 school year to 37 during the 2012–13 school year, but this reduction was not observed for the most serious types of incidents. Notably, we found an association between medium- or high-quality implementation of PATHS, planning centers, and student support teams (as reported by principals), and decreases in the number of student suspensions. Furthermore, we examined the correlation between conditions for learning results and the rates of disciplinary incidents (i.e., number of incidents/student enrollment). The results (see Appendix G) show that for Grades 2–4 and Grades 9–12, there are positive correlations between the percentage of students providing ratings that indicated their schools "need improvement" and particular disciplinary incident rates. Specifically, we found:

- Where rates of Disobedient/Disruptive behaviors were higher, students in Grades 2–4 reported "needs improvement" at higher levels on overall safety, emotional safety, student support, and peer social and emotional competence.

- Where rates of Fighting/Violence behaviors were higher, students in Grades 2–4 reported "needs improvement" at higher levels on overall safety, emotional safety, student support, and peer social and emotional competence.

- Where rates of Serious Bodily Injury behaviors were higher, students in Grades 2–4 reported "needs improvement" at higher levels on overall safety and emotional safety.

- Where rates of Disobedient/Disruptive behaviors were higher, students in Grades 9–12 reported "needs improvement" at higher levels on overall safety, physical safety, and emotional safety.

- Where rates of Fighting/Violence behaviors were higher, students in in Grades 9–12 reported "needs improvement" at higher levels on physical safety.

- Where rates of Harassment/Intimidation behaviors were higher, students in in Grades 9–12 reported "needs improvement" at higher levels on overall safety, physical safety, and emotional safety.

- Where rates of Serious Bodily Injury behaviors were higher, students in in Grades 9–12 reported "needs improvement" at higher levels on overall safety, physical safety, and emotional safety.

This suggests that in schools with higher incident rates, students had higher concerns about conditions for learning.

Evidence

Extant Data

During the 2008–09 school year, high schools reported an average of 74 disciplinary incidents for every 100 students. By the 2012–13 school year, that number decreased to 42. However, a more modest reduction was observed for the most serious types of incidents. For instance, the change in the average number of incidents that involved fighting or violence, harassment or intimidation, or serious bodily injury went from an average of 15 such incidents for every 100 students during the 2008–09 school year to an average of 12 such incidents for every 100 students during the 2012–13 school year.[20] Outcomes were associated with implementation quality. Examples include the following:

- For schools with medium- or high-level SST implementation, the number of suspensions *decreased* from an average of 248 per school to an average of 183 per school, a decrease of 26.3%.
- For schools with a medium- or high-level of planning center implementation, the number of suspensions *decreased* from an average of 271 per school to an average of 188 per school, a decrease of 30.6%.

[20] Schools were excluded from these analyses if they did not report any incidents for one of the school years.

- For schools with ratings of medium or high on two or more of the Humanware strategies (PATHS, planning centers, SSTs), the number of suspensions *decreased* from an average of 240 per school to an average of 172 per school, a decrease of 28.2%.

Additionally, the correlations between conditions for learning results and the rates of discipline incidents (i.e., number of incidents/student enrollment) found the following statistically significant positive relationships with the percentage of students providing ratings that indicated their schools "need improvement":

- Grades 2–4: disobedient/disruptive (all scales), fighting/violence (emotional safety, student support, peer social and emotional competence), serious bodily injury (emotional safety)
- Grades 9–12: disobedient/disruptive (emotional and physical safety), harassment/intimidation (emotional safety, physical safety), serious bodily injury (emotional safety, physical safety)

Student Attendance

The attendance rate[21] district-wide increased slightly between 2008–09 and 2012–13 from 85.7% to 86.0%. The largest change occurred at the high school level, where attendance rates increased nearly two percentage points over that period. There were no substantive differences in district-wide attendance rates during the 2008–09 school year and the 2012–13 school year for students in Grades 1–8. Also, the only observed differences in school attendance rates among student subgroups occurred in Grades 9–12 based on gender (females: 82%, males: 80%) and disability status (with a disability: 78%, without a disability: 82%). There were no substantial differences in attendance rates among Black, Hispanic/Latino, and White students, regardless of grade level.

Additionally, many key informants across all eight schools pointed to student tardiness and absenteeism as an ongoing challenge in their schools. However, some informants reported attendance increases (in four schools). In four schools, some respondents reported an increase in student attendance. Respondents in six schools discussed strategies they are currently implementing to address the high rates of tardiness and absenteeism. Factors affecting student attendance or schools' ability to effectively improve it varied, but included concerns such as a high caseload for the attendance liaison, the time required to process truancy cases, parental/family concerns, lack of assigned scheduling for students, and lack of student investment in their education.

Implementation of Humanware Strategies

This section of the report focuses on the quality of CMSD's implementation of Humanware strategies in response to the 2008 audit. This section presents key findings on the implementation of Promoting Alternative Thinking Strategies (PATHS), planning centers, and student support

[21] We found inconsistencies in the attendance data for the 2013–14 school year from CMSD. These inconsistencies could not be reconciled in time for inclusion in the analyses here. We found more than 375 students in the data for which their grade level was identified as Grade 8, but their school was identified as one of the high schools in the district.

teams (SSTs). We include the school visit data in this section since that is a core data source for these findings.

Promoting Alternative Thinking Strategies (PATHS)

In the four K–8 case study schools, there were mixed perspectives about the quality of PATHS implementation, with some strengths and some challenges evident across the schools. Key informants highlighted concerns related to PATHS implementation such as time constraints that keep teachers from being able to fully implement PATHS in their classrooms and, at one school, lack of full teacher buy-in. Also, at two schools, teachers noted that PATHS alone is not enough to counteract the school's environment (e.g., behavior of older students) or the child's home environment.

Furthermore, an evaluation of PATHS implementation during the 2010–11 and 2011–12 school years (Faria, Kendziora, Brown, O'Brien, & Osher, 2013), which the NoVo Foundation funded, found that although training was extremely well-received, other implementation challenges emerged, such as insufficient coaching, teacher dissatisfaction with the coaching experience, and relatively low numbers of PATHS lessons delivered. Although teachers valued the direct teaching of social and emotional skills to their students and generally liked the PATHS materials and strategies, they found it challenging to find time for the lessons and expressed concerns about whether PATHS was appropriate for all of their students. Teachers expressed a desire for greater levels of support in implementing PATHS. Analyses also linked teacher-reported implementation with teacher-reported student outcomes, finding that as teacher-reported implementation of PATHS increased (positive ratings of training, experience of coaching, and overall levels of implementation), so did their ratings of students' social and emotional competence and attention. Also, in Year 2 of the evaluation, students in classrooms with higher PATHS implementation had smaller increases in aggression from fall to spring than students in classrooms with lower PATHS implementation, suggesting that PATHS may be a protective factor against increases in aggression during the school year.

Additionally, the PATHS evaluation examined how PATHS implementation was connected with conditions for learning as rated by students in Grades 2–4 in all CMSD elementary schools. Although there was no documented relationship between PATHS and conditions for learning in Year 1, in Year 2 of the evaluation, as teachers' reports of implementation of PATHS increased, so too did students' report of teachers' expectations in their school, supportive teachers in their school, their peers' social competence, and safety within the school. These findings suggested that during Year 2, schools with better implementation of PATHS also had better conditions for learning.

Evidence

School Visits: Original Case Study Schools

- Perspectives on PATHS varied across the two original K–8 case study schools. At one school, perceptions of PATHS were largely positive, with key informants sharing examples of how PATHS has been implemented in the school (e.g., students "turtling" in the planning center). For example, one school leader shared that *"I think it's a high-quality program when it's put in place with fidelity. It's successful in our younger*

children; it's not successful with our older children." Another school leader in this school commented that they "*like the program, I think it's what our kids need because it teachers them how to be social, you know, individuals. What to do properly. … They don't know it and unless we teacher it to them, they're never going to get it*." Despite some implementation challenges, teachers noted students "*love it*" and PATHS can be "*very effective*."

- Inadequate monitoring and time constraints limited PATHS implementation, however. One school leader commented that PATHS was low quality in the other K–8 school with none of the school's teachers "*teaching the lessons the way they should.*" This was attributed to a combination of factors including lack of buy-in for a few teachers, time constraints, and lack of leadership monitoring of it. As the interviewee shared, "*I have to take ownership in that too. There's a saying here in the district, what gets done is what, whatever is monitored and I don't monitor it the way that I know I should*." Some teachers also commented that PATHS works for most students, "*but for some, they go, 'I don't care'*." Another teacher commented that they used PATHS "*a lot*" during the first half of the school year, but "*ran out of time with all the other curriculum that I was trying to fit in*" so it "*got lost*" in the latter part of the school year. Other teachers echoed this concern about time constraints, due to issues such as standardized testing.

School Visits: New Case Study Schools

- Similarly, perspectives on PATHS varied across the two new K–8 case study schools. At one of these schools, key informants reported that PATHS was being implemented well with most teachers working to infuse it into their curriculum. A school leader at this school noted that some teachers "*really love it*." At the other K–8 school, teachers raised concerns about PATHS' fidelity and that it is inadequate to fully address student needs, in particular impulsive student behavior.
- For example, one teacher shared that "*I think it's better than not having a program, but it, just, there's definite weaknesses and it also depends on the teacher that's doing the lessons*." Another comment shared in one teacher focus group pertained to the effects of younger students being exposed to inappropriate behavior of older students in the school: "*They could teach a PATHS lesson in Kindergarten and then walk their kids [upstairs] and see the 8th grade going nuts in the hallway. … They're in the same building with 8th graders who might be cussing non-stop and picking on each other and pushing*" each other. Another teacher at this school shared that, "*I think it's faithfully being implemented by the teachers, maybe not directly from the book, but I think teachers implement it. I just don't think it's strongly accepted by the kids. We don't have them long enough to change that mentality and they already come to us at five or six years of age so they've already unfortunately learned things at home and you know the famous babysitter of the TV takes over and the shows that they watch, the things that they watch, and the violence that they see transcends into their lives."*

Planning Centers

More than two thirds of principals "agreed" or "strongly agreed" that planning centers are an effective resource to address student needs. During visits to the eight case study schools, opinions about the quality of the planning centers were mixed. Most key informants from seven

schools rated the quality of their planning centers as "mixed" or "medium" and noted a number of concerns. In five schools, participants' negative reactions seemed fueled by differences in their views about the planning center's purpose and what some teachers thought it should be (in-school suspension). Some teachers did not consider the planning center a place of punishment like they wanted, but more of a "*party center*" or a "*holding center*." Also, at six schools (including all four original case study schools) there were concerns about the staff capacity to serve students in the centers. Although the planning centers were not considered as effective as they could be, some participants felt that the quality of their center had improved from the prior year. Furthermore, at one school, key informants thought their school had a high-quality center because of the aide responsible for it. Lastly, implementation supports were identified in four schools, with participants reporting that planning center staff (3 schools), regular professional development (2 schools), and SST meetings (1 school) were all helpful to implementing the planning centers.

Evidence

Principal Survey

- Almost all principals (95%) "agreed" or "strongly agreed" that they are knowledgeable about the purpose of their school's planning center and they are pleased their school has it (81%). Also, a large majority (68%) "agreed" or "strongly agreed" that planning centers are an effective resource to address student needs, although 29% "disagreed" or "strongly disagreed" with this statement.

School Visits: Original Case Study Schools

- According to key informants, processes for students accessing the planning centers varied. In one high school, students could self-refer to the planning center. In the two K–8 schools, only teachers or administrators could refer students to the planning centers. In the second high school, responses conflicted—one respondent stated students can refer themselves, while another respondent noted that students had to have a referral signed by an administrator. Two schools were using an online referral system. As one respondent stated: "*We use a database called WebX1 where teachers can go in and refer the kid and then they can go back and see what actions have been taken. So it's actually pretty cool you can search by student and filter out to see like what are the infractions, is there a specific time of day, is it a specific teacher, like what's going on kid by kid*."
- Most key informants in the original case study schools did not describe a set of procedures for the referral process. However, three key informants provided some information on this topic. One indicated that there is a generic form that is filled out, but did not specify where or to whom this form would go after it is completed. Another key informant stated that teachers would fill out a recommendation to the principal, who would then decide on the student's placement. A third indicated that the planning center staff can type in the information from the referrals that the students provide, but did not specify where the referral originated or through whose approval it was sent.
- Opinions about the quality of the planning centers in the four original case study schools tended to be mixed, with several concerns raised such as:

  - Inadequate center staffing (at all four schools). For example, respondents at one school thought the planning center was run well, but that it could be "*an overwhelming job*" since the PCIA was also serving as the WAVE mediator. This contributes to "*problems*" in trying to respond to student needs.
  - Teachers using the planning center as a form of in-school suspension at one of the K–8 schools and both high schools. For example, a school leader at one school shared that "*I have not seen staff specifically request for a student to go to the planning center. I've seen staff send a student with a referral to an administrator, I think with the assumption that we will send them to the planning center or keep them. I think when a staff sends a kid it's just, 'I need this kid out of my room so I can teach the other kids'*."
  - Lack of follow-up from the planning center; for example, sometimes homework that is sent with a student never returns to the classroom (at one K–8 school).
  - Planning centers not making a difference in student outcomes (including at one of the K–8 schools and both high schools).
  - Students being "coddled" at the K–8 schools. For example, one interviewee shared the following: *"I think there's a little too much coddling happening and not enough of the conflict mediation and skills. So instead of like solving it, it's putting a bandaid on it*."

- Despite these concerns, key informants in both of the K–8 schools and one high school tended to think that the quality of their planning center was improving. Also, one key informant at one of the K–8 schools stated that their planning center was run well and they had seen positive outcomes come from it.
- Some key informants recommended adding staff to the centers (at both K–8 schools and one high school) and changing the culture of the center so it provides structured discipline (at one of the K–8 schools).

School Visits: New Case Study Schools

- According to key informants, processes for students accessing the planning centers varied. In the two K–8 schools, students could self-refer to go to the planning center. In both high schools, only teachers or administrators could refer students to the planning centers. Generally, key informants in the new case study schools indicated that teachers fill out a referral form to send to the planning center if they want to refer a student. Then, either the planning center aide or an administrator decides whether the student is placed in the center.
- Similar to the original case study schools, in 3 of the 4 new case study schools, key informants' opinions about the quality of their school's planning center tended to be mixed. For example, some key informants stated that their planning center was run well and was helpful, providing a valuable support in the school. Key informants in these three schools thought their planning centers were "*improvin*g," or were "*helpful*," but needed further improvement.
- Concerns similar to those in the original case study schools emerged, in particular that the centers were used as in-school suspension (at both high schools). For example, one teacher shared that "*it's used for the wrong purpose. People use it as a suspension room*

as opposed to… . The planning center was supposed to be a safe haven a place where [students] could go and kind of get that out of their system. Talk with somebody who helps them work through some things, and then they could come on back to the classroom." A school leader also shared the following: "*our teachers think that that is in-school suspension. That is not in-school suspension. They don't understand ,although we explain it to them, they've gotten multiple trainings on it, they still want that to be where a kid, he's being punished, he goes in there, he sits with his hands folded he be quiet and he face the front of the room. That's not the type of program that PCIA room is for and they don't understand that*. "

- Other concerns included:
  - At one high school, key informants commented about a lack of coordination or organization with the planning centers (e.g., student homework sent with the student to the planning center never being returned). At one of the high schools, there were concerns about the planning center coddling students.
  - Inadequate staffing at two schools.
- In contrast, key informants at one of the K–8 schools widely thought their school had a high-quality planning center because it was "*professionally run*" since the planning center aide was helpful and able to keep students on track with their school work and behavior. In contrast, participants from one school rated the quality of their planning centers as "high." Key informants also felt that the aide made a genuine connection with students while also being able to discipline them and encourage them to finish their work. Additionally, the center at this school was no longer used as a form of in-school suspension.
- Some key informants in the new case study schools recommended the following to improve planning center quality:
  - Training staff on proper use of the planning center (i.e., not using it as in-school suspension) and how to properly fill out referral forms (three schools)
  - More resources, such as school supplies and computers to accommodate all students (one school)
  - More staff to assist with the center (one school)
  - Using a planning period to address planning center issues (one school)

Student Support Teams

Perspectives on the quality of SST implementation varied, with principals and central office staff tending to have largely favorable feedback on the SSTs. For example, the principal survey found high levels of agreement about the effectiveness of SSTs. However, school visits revealed a number of concerns with SST implementation in both the original and new case study schools with one of the new case study schools reporting high-quality SST implementation and the other seven schools reporting mixed perspectives. Concerns across the schools spanned several areas such as: a sense that the SST process is cumbersome, teachers do not fully buy into the process (e.g., they do not properly fill out referrals or conducting interventions as part of the SST process), and inadequate staff capacity to effectively respond to the SST caseload.

Evidence

Principal Survey

- Almost all principals (98%) "agreed" or "strongly agreed" that they are knowledgeable about the purpose of their school's SST, their SSTs meet weekly (88%), and they are pleased their school has it (91%). Also, a large majority "agreed" or "strongly agreed" that SSTs are an effective resource to address student needs (87%), although 11% "disagreed" or "strongly disagreed" with this statement.

School Visits: Original Case Study Schools

- According to key informants, in most schools a teacher (or other staff member) refers a student to the SST. The staff member responsible for initially responding to the referrals differed by school; in two schools this was a designated person. Key informants reported that their school's SST meetings followed a set schedule—the frequency of which depended on the school, but was often weekly—to discuss the referrals that were in the pipeline.
- In the four original case study schools, most key informants believed that their school's SST was of either "medium" or "mixed" quality. Concerns about SST implementation included the following:
  - Lack of time or staff (e.g., to hold SST meetings or to handle referrals) (3 schools).
  - The amount of "*red tape*" involved when referring a student (such as documentation and putting interventions in place). For example, one teacher shared the following: "*We have to document this and then after we do that then we have to do an exemption. 'Have you tried this?" And by that time, four or five months have passed—and remember they're still in the classroom and they're not going anywhere, so at that same level. And then when that comes back, then you have to wait again because now you have the process of getting the parents to come in, who you can't contact or no answer … and next thing you know, school is over. So there's a whole year sitting as a matter of fact I have a student who I am retaining because of that, I had no choice and I started in September*" (3 schools).
  - Teachers not providing the appropriate information or documentation on referral forms, or not conducting interventions with students before referring them to the SST (2 schools).
  - New staff not yet acclimated to the SST processes (2 schools).
  - Lack of parental involvement, especially when parents are needed to sign off on services or to consult with teachers (2 schools).
- Still, key informants in three of the schools noted that SST staff were helpful in supporting students' needs. In two of these schools, key informants thought their SSTs were improving. At one school, a member of the SST noted that teachers are starting to understand the SST process more and conduct the proper interventions before referring students to the SST. They shared the following: "*I think it is getting stronger. I think teachers are understanding more that they have to be players on the team, it's not just a team that fixes problems, 'you drop them off and we fix them.' They've gotten much more familiar with, 'oh wait, accommodations, well we don't do that in our room. And we're*

like 'well, yes you do.' We call it differentiated instruction, happens in every classroom, and if you aren't familiar with it we will be happy to explain. So we've been doing that a lot in the last couple years."

- In three of the schools, key informants made several recommendations to enhance coordination of their school's SST:
  - Less "*red tape*" and paperwork (one school)
  - More staff to handle referrals (one school)
  - Professional development for teachers and staff on the use and function of SSTs (one school)

School Visits: New Case Study Schools

- In most of the four new case study schools, a teacher (or other staff member) refers a student to the SST. The staff responsible for processing and handling the student referrals differed based on the school, and only one school reported having a designated person who handled the referrals. Similar to the original case study schools, the SSTs followed a set meeting schedule. One school also reported having a formal system with regular "integrity checks" to monitor how teachers are implementing interventions.
- In the four new case study schools, key informants were divided in their opinions about the quality of their school's SST. In two of these schools, key informants thought the quality of the SST to be mixed and provided the following reasons:
  - The SST was improving, but there was a lack of staff and support to handle the amount of student referrals, which negatively affected its effectiveness.
  - Teachers were not conducting interventions with students before referring them to the SST.
- In a third school, key informants thought the quality of the SST was low for several reasons:
  - Teachers were not conducting interventions with students before referring them to the SST, or their documentation in their referrals was not helpful.
  - The paperwork for the SST was considered to be overwhelming.
  - Teachers used the SST to "*manage classroom behavior*" instead of taking steps to conduct interventions with students before referring to SST.
- As one school leader shared, *"Referrals from teachers have not been helpful because at first nobody referred anyone because … they had to do the interventions."*
- In contrast, in the fourth new case study school, key informants thought the quality of the SST was high. Informants believed that the SST gave them helpful interventions to implement with their students, was well coordinated, and was able to function properly with teachers taking the proper steps (documentation, interventions) before referring a student to the SST. This school reported using an electronic system to track students referred to the SST. This system helped to email related reminders and coordinate the SST. As one key informant shared about the SST, *"It's outstanding. … It's all electronic. … [You can enter] all of your interventions, what you're doing, and you just pull this up and its nice little drop boxes."* This interviewee also stated that the teachers were now

buying into the idea of the SST and taking the appropriate steps before they refer a student to it: *"I think now after we've been doing it for a little bit, our teachers really have gotten used to the idea that it's [the SST] to help a kid, not just identify him as special ed[ucation], and that was a big difference to change people's minds about that."*

- Participants from all four new case study schools identified several additional barriers to SST implementation, including:
  - Teachers not providing complete information on referral forms.
  - Lack of time or staff (e.g., to hold SST meetings or to handle referrals). For example, one member of a school's SST shared that *"It's hard … we're short staffed and we don't have a lot of time to collaborate."*
- Recommendations to enhance SST coordination from key informants from three schools including the following:
  - Faster turnaround and follow-through from SSTs so that more students could be identified in a shorter period of time (1 school).
  - More staff to deal with workload (1 school).
  - Teachers filling out referral forms correctly and conducting interventions before referring to SST (1 school).
  - Professional development for teachers and staff on the use and function of SST which could include having teachers put more information about *why* a student is being referred to an SST and providing teachers with information about what SSTs are and how to gain access to the process, as well as case studies on how to handle certain issues in the classroom that may otherwise lead to SST referrals (1 school).

IV. Major Needs and Recommendations

The previous sections presented key findings on changes in conditions for learning since the 2008 audit, along with data on the implementation quality of PATHS, planning centers, and SSTs. Two other areas are important to address as part of this follow-up assessment: student mental health needs, and CMSD's capacity to address them; and exclusionary discipline practices. After reviewing data related to these three areas, we summarize key areas of need and then make recommendations for continuing CMSD's progress.

Student Mental Health and Experience of Traumatic Events

Principals and school visit key informants noted concerns about mental health and trauma in their schools and the capacity of their schools to effectively address these needs. Many school visit key informants were concerned about students' mental health in all eight schools, with key informants in five of these schools raising concerns about unmet student needs. Furthermore, according to principals, many CMSD students have life experiences that are potentially traumatic. The findings suggest significant levels of student mental health and trauma-related needs. Although these needs may be due in whole or part to how the Great Recession has impacted family stress and mobility, improved strategies are required to address these needs.

Evidence

Principal Survey

A majority of principals indicated that during the current school year, their students had experienced what research (Evans, Li, & Whipple, 2013; Kwon & Wickrama, 2014) shows are potentially traumatizing events:

- "Some" (36%) or "quite a few" (37%) students have a caregiver who has been incarcerated.
- "Some" (47%) or "quite a few" (26%) students had a close family member die.
- "Some" (34%) or "quite a few" (38%) students have witnessed violence at home.
- "Quite a few" (44%) or "most or all" (22%) students have witnessed violence in the community.

- When asked whether these experiences affect students' *achievement* at school, more than half responded "quite a bit" or "significantly" for each experience. For example a majority responded that witnessing violence at home affected student *achievement* "quite a bit" (27%) or "significantly" (35%), with a larger percentage indicating this experience affects student *behavior* at school "quite a bit" (33%) or "significantly" (36%).
- Almost half of principals "disagreed" (41%) or "strongly disagreed" (5%) that their school is able to support students who have experienced challenges outside of school.
- Opinions about whether their schools facilitate positive collaboration with the community (e.g., social service providers) were also mixed: 12% of principals responded "rarely or never," 28% responded "sometimes," and 49% responded "almost always."

Exclusionary Discipline Practices

Furthermore, while there has been a decrease in exclusionary discipline, there appear to be disparities. Analyses of the most currently available disciplinary data from the U.S. Department of Education's Office for Civil Rights provided more specific details about behavioral outcomes and the extent to which student subgroups experienced exclusionary school discipline during the 2011–2012 school year. These data suggest disparities in exclusionary discipline for Black and Latino students:

- The risk for one out-of-school suspension was 8.63 per 100 Black male students, compared to 5.69 for Latino males and 4.52 for White males. The risk for one out-of-school suspension was 7.27 per 100 Black female students, compared to 4.54 for Latino females and 3.25 for White females.
- The risk for more than one out-of-school suspension was 5.66 per 100 Black male students, compared to 2.04 for Latino males and 2.10 for White males. The risk for more than one out-of-school suspension was 3.39 per 100 Black female students, compared to 2.27 for Latino females and 1.39 for White females.
- The risk for expulsion was 0.98 per 100 Black male students, compared to 0.56 for Latino males and 0.50 for White males. The risk for expulsion was 0.61 per 100 Black female students, compared to 0.14 for Latino females and 0.27 for White females.

Key Gaps and Recommendations

As noted earlier in the report, CMSD has made much progress in addressing the 2008 audit findings and working to improve conditions for learning for CMSD students and their families. Initially, progress was hampered by three factors: (1) lack of prioritization of Humanware efforts by some district and school staff and leaders; (2) limited general and Humanware-specific capacity at the district and school level; and (3) limited financial resources. The following areas represent key gaps and areas of need to create safe, supportive schools, address students' mental health needs, and reduce aggressive/violent student behavior:

- Improving Humanware monitoring and execution across all CMSD schools so that schools receive timely support.
- Enhancing the implementation quality of PATHS, planning centers, and student support teams—and building school capacity to implement these with quality.
- Expanding the penetration of CMSD's systematic efforts, which is constrained when adults do not buy in.
- Addressing unmet student mental health needs—and further building CMSD capacity to address these concerns including through provision of trauma-informed care.
- Implementing middle and high school SEL programming.
- Reducing high levels of exclusionary discipline.
- Enhancing teacher social and emotional skills and their understanding of child and youth development.
- Enhancing cultural and linguistic competence of school staff to engage with diverse students and families.

To continue its progress in transforming its schools system and working to enhance conditions for learning, it is necessary that CMSD address these major areas of need. Our recommendations, which follow, address these needs and are intended to guide CMSD in responding to these areas of need. Many of these recommendations build on and deepen CMSD's Humanware efforts since the 2008 audit. These recommendations cluster around five areas:

- Furthering CMSD's vision by fostering the right environments in schools so that students have the conditions and supports they need to succeed
- Developing student and staff capacity to enhance conditions for learning
- Improving monitoring and execution of Humanware/SEL
- Calibrating conditions for learning and SEL indicators for planning and performance monitoring and building school community capacity to use these indicators
- Addressing issues that limit students' opportunities to learn

Each strategic recommendation includes related tactical recommendations in a table indicating the actor(s) responsible for addressing it. These actors include central office leadership, the central office's Humanware Team, principals and school teams, other school staff (e.g., teachers, PCIAs), and community-based providers. These overarching recommendations can further efforts to enhance conditions for learning.

Overarching Recommendation 1: Further CMSD's Vision for a More Inclusive, Student-Centered District in Ways That Enhance School Environments and Support Student Success

CMSD has made significant progress implementing numerous practices and programming/interventions to support student success and foster more positive school environments. More is needed to further CMSD's improvements in becoming a district with more student-centered schools with appropriate supports for its students and families. Also, additional efforts are needed to build school capacity to improve student attendance and engagement and to reduce the use of exclusionary discipline.

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
1A. Revise Student Code of Conduct to Enhance Focus on Restoration and Lessen Focus on Punishment. Through a transformative process, revise the code of conduct to better align with CMSD's vision of a more inclusive, student-centered district. Ensure it is as positive and proactive as possible to maximize student engagement in self-discipline and for staff to engage in more proactive and positive disciplinary practices that are consistent with federal	●		●	●	

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
recommendations regarding discipline and restorative practice.					
1B. Reduce Student Tardiness, Absenteeism, and Dropout Through a Student-Centered Approach. Collect, monitor, and address data on chronic absenteeism. Assess current efforts to reduce student tardiness and absenteeism and identify and pursue opportunities to enhance current practices. Move away from a "lock out" approach that results in students missing instruction and move toward an approach that identifies and addresses why students are tardy. Additionally, as recommended in the 2008 audit report, consider implementing an evidence-based dropout prevention and attendance promotion intervention such as Check and Connect. Alternatively, intentionally develop a CMSD intervention that is consistent with the principles of good dropout prevention/attendance promotion programs. Importantly, also review what CTAG is doing to prevent school dropout to further enhance and, where it is working, potentially expand its efforts to other student populations.	●		●	●	●
1C. Assess and Address Major Barriers to School-Level Implementation of Planning Centers. Collect anonymous data from a sample of teachers and from students who access planning centers to assess whether and how the centers are helpful or could be enhanced. For example, do students experience the planning center as punitive or as a helpful support? For teachers, are PCIAs communicating with them about students? Are teachers providing students' work in a timely fashion? Are students referred to the planning centers for reasons consistent with the district's vision for these supports? Use this information to enhance the quality of planning center implementation in all schools.	●	●	●	●	
1D. Redefine Counselors' Roles and Responsibilities. Collaboratively revisit and redefine the roles and responsibilities of high school counselors in a manner that builds collective capacity to meet students' individual and collective academic and social and emotional support needs. This can include, for example, individual and group counseling, career and college counseling, high-level family counseling, leadership roles on SSTs, serving as point persons in collaborations with community-based mental health services, individual academic and social goal setting, progress monitoring, and follow-ups.	●		●		
1E. Build District-wide Capacity for Trauma-Informed School Practices and Mental Health Care. Collaborate with school staff, county and city child- and family-serving systems, and mental health providers, to build and support CMSD staff skills to proactively support students with an understanding of student and family experience of trauma and its effects on student behavior and well-being. Collaborate	●	●	●	●	●

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
with mental health providers working in CMSD schools to build their capacity to respond to and address trauma-related needs of students and families. Additionally, free up psychologists so that they are available to provide more trauma-informed counseling and other supports to students.					
1F. Expand Targeted Supports for LGBTQ Students and Allies. To ensure that all students are safe and supported in CMSD schools, implement supports for lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students and their allies such as gay-straight alliances and safe spaces in schools. Ensure students have access to affirming LGBTQ resources (e.g., in counselors' offices) and school staff have access to resources to build their knowledge and skills about this population including how the challenges they experience can impact conditions for learning as well as their academic progress and social and emotional well-being. Also, provide related trainings to school staff such as teachers, school nurses, PCIAs, and guidance counselors, and expand school leader awareness of and accountability for practices that create safe, supportive schools for LGBTQ students, their families, and families with LGBT parents or caregivers.	●	●	●	●	●

Overarching Recommendation 2: Develop Student and Staff Capacity to Further Enhance Conditions for Learning

CMSD has made significant progress developing student social and emotional competencies at the elementary school level through PATHS implementation district-wide. Similar student programming is now needed in Grades 6 and above to develop the social and emotional competencies of students and attend to academics. We also recommend expanding professional development for CMSD staff to develop their competencies for addressing the whole child, working with culturally diverse students and families, managing the stress that comes with their job, and interacting with colleagues and students in positive, strengths-based ways. Additionally, we recommend expanding dropout prevention and attendance promotion interventions to further support students at risk for academic problems, dropout, and antisocial behavior.

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
2A. Implement Second Step with Quality at the Middle School Levels, Building on Lessons Learned from PATHS Implementation. CMSD has already identified Second Step as its middle school SEL intervention. Fund and implement it with fidelity in Grades 6–8, building on the lessons learned from PATHS implementation. Develop quality metrics that principals are expected to report to the Humanware team. Also, develop a strategy for using Second Step to expand SEL in middle school lesson planning and instruction.	●	●	●	●	
2B. Implement Social and Emotional Programming at the High School Level. Vet, select, and implement developmentally appropriate social and emotional programming for students in Grades 9–12, infusing the programming into class meetings and planning centers.	●	●	●	●	
2C. Expand the Use of Class Meetings. Incrementally expand class meetings to elementary and middle grades in a developmentally appropriate manner. Build upon CMSD's recent efforts to develop educator guidance, tools, and resources aimed at integrating the class meetings approach into core content area lesson planning and instruction.	●	●	●	●	
2D. Enhance Cultural and Linguistic Competence of School Staff. Through formal and informal professional development opportunities, develop and support the capacity of the workforce to interact with students and families from diverse cultural, racial/ethnic, and socio-economic backgrounds.	●		●		
2E. Enhance Social and Emotional Wellness and Skills of School Staff. Through formal and informal professional development opportunities, develop social and emotional skills of the CMSD workforce to enhance staff wellness along with staff–staff and staff–student interactions and relationships. This should include training in child and youth development for staff working in middle and high school grades.	●		●	●	
2F. Train Literacy Coaches on Integrating SEL, School Climate, and Academics. CMSD has made valuable progress integrating SEL into its scope and sequence. Coaching is necessary to build the capacity of educators to fluently integrate SEL and academics and to realize the benefits of that integration. Consider building the capacity of literacy coaches to work with teachers to integrate SEL, school climate, and academics through training and other supports. This can help to reinforce and expand connections teachers are making to integrate SEL into their instruction.	●			●	

Overarching Recommendation 3: Improve Monitoring and Execution of Humanware/SEL to Ensure That School-Based Deployment of Resources Ensures Positive Conditions for Learning and Effective Social and Emotional Learning for Every Student in Every School

Although steps have been taken to emphasize the importance of implementing each Humanware/SEL intervention (PATHS, SSTs, planning centers) and strategy (e.g., analyzing and responding to Conditions for Learning Survey data) with fidelity, more is needed. A cultural shift is underway in CMSD, with more school staff buying into and implementing Humanware/SEL. However, academic superintendents, principals, and teachers still need to become more fluent in how to access student supports in a timely manner. Academic superintendents, principals, and teachers also need to more systematically understand that these supports are not ancillary to learning, but are necessary supports for deeper learning, student success, and school improvement. Failure to fully access and implement these supports with quality can contribute to student challenges, including increased special education referrals, and school failure. The following recommendations provide core strategies for enhancing this fidelity by building upon the potential strengths of existing processes and structures.

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
3A. Expand Humanware Management Team's Access to Academic Superintendents and School Leaders. To support monitoring of Humanware implementation in CMSD schools, it is important that the Humanware Management Team have more regular, easier access to the academic superintendents and school leaders through standing data-driven, network-level strategic planning meetings focused on the most recent available network and site-level data. This increased access should provide opportunities for the team to work with academic superintendents and school leaders to support progress in building positive conditions for learning in ways that also support academics. Increased accessibility and data-driven discussions are particularly important for new academic superintendents and school leaders. Furthermore, this expanded access should support the team's efforts to better monitor and support Humanware implementation.	●	●			

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
3B. Expand Responsibility and Accountability for Humanware Monitoring and Execution at the School Level. The Humanware Management Team does not have the capacity it needs to consistently monitor Humanware implementation across the school district, in every school and at regular intervals throughout the school year. CMSD can expand this capacity by broadening responsibility and accountability for Humanware monitoring to include the academic superintendents, clarifying roles and expectations in the process. Academic superintendents and school leaders should have sufficient, consistent tools and time to carry out this monitoring. This includes deepening the expertise of academic superintendents and principals and school staff to support and monitor Humanware/SEL fidelity through use of quality standards and data-driven discussions during district and site-level leadership meetings, supervisory discussions, and professional development activities to integrate SEL with academics. Additionally, it is important to put in place metrics for measuring progress in school-level monitoring of Humanware.	●	●	●	●	
3C. Reinforce Expectations for Humanware/SEL Fidelity. CMSD has made important progress setting expectations for Humanware/SEL, such as integration of CFL data into site-level goals. To further support the cultural shift underway in CMSD, senior leadership and school principals should regularly reinforce with schools (1) the importance of student support (Humanware) and social and emotional learning generally as well as (2) staff expectations and guidelines for implementing PATHS, SSTs, and planning centers with fidelity, in particular. This should occur throughout the year. Additionally, all key CMSD leadership and school leaders should regularly communicate with educators about the purposes, processes, and collective expectations for doing things well and implementing all Humanware/SEL components with fidelity, emphasizing how these support academic performance.	●		●		
3D. Review, Modify, and Establish Systematic Humanware Communication Practices. Review current practices and frequency of Humanware/SEL top-down communication, assess its effectiveness, and expand practices that can systematically reinforce expectations/ guidelines and improve Humanware/SEL fidelity across CMSD schools.	●	●			

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
3E. Revise School Walk-Through Protocols. Expand, deepen, and integrate the Humanware/SEL model schools checklist and fidelity indicators into academic superintendent, principal, and peer walk-through tools and protocols. This will ensure that objective implementation data and more nuanced understandings, grounded in quality standards, can be collected through this process. Also, develop a mechanism to efficiently analyze the implementation data gathered through academic superintendent walk-throughs and Humanware team site visits. Central office staff can use findings from these analyses to provide proactive, timely, and targeted technical assistance and professional development to schools identified as struggling with specific Humanware/SEL components. Principals and other school leaders can use these data to support school staff.	●	●	●	●	
3F. Enhance Student Support Team Quality. CMSD's integration of SST referrals and follow-up documentation into SchoolNet is an opportunity to centralize and facilitate a more efficient process for SST coordination and progress monitoring. In addition to ensuring district-wide roll out and appropriately trained staff for the SchoolNet integration, other efforts are needed to move SST quality to the next level. A time-bound workgroup should be established to assess/revise SST procedures, protocols, and guidance tools to address concerns about time and human resource constraints. This workgroup should include representatives of the relevant school-based stakeholders. It should assist SSTs in: ▪ Reviewing data for more students during the set SST meeting time (50 minutes weekly); ▪ Establishing and maintaining feedback loops—between meetings as a team and with referring teachers and families; and ▪ Identifying how SSTs can be more systematic and proactive in identifying early warning signs for academic or behavioral concerns.	●	●	●	●	

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
3G. Reassess and Address Gaps in Student Support Team Interventions. Reassess and clearly delineate available academic and social supports that address trends among students referred to SSTs (at both the K–8 and 9–12 school levels). Importantly, address any identified gaps in interventions to better address students' needs through the general education program. This should include developing a mechanism(s) for SSTs and other school-based personnel to identify appropriate interventions that can be implemented effectively to improve targeted results in schools.	●	●	●		
3H. Improve Reporting and Use of Data on School-Level Implementation. Review and revise monitoring forms as needed to ensure actionable feedback from principals and other school leadership. These forms should align with clearly defined quality standards for PATHS, planning center, and SST implementation. These forms should include clear criteria to ensure reliability and validity of principal feedback. Second, work with principals to ensure that implementation feedback on planning centers, SSTs, and other interventions are reported to the central office as requested. For example, fewer than 10 schools submitted SST "check-in" documentation as requested by the Humanware team during the 2013–14 school year.	●	●	●	●	
3I. Support Humanware/SEL Monitoring and Quality Improvement Efforts by Engaging Youth Experience and Voice. Tap into the potential power of the Student Advisory Committee by deepening their engagement in analyzing the implications of conditions for learning and other data, and continuing to incorporate their input on Humanware/SEL strategies to address areas of need. This should include their involvement in suggesting ways that school- and district-based interventions can improve conditions for learning.	●	●	●	●	

Overarching Recommendation 4: Calibrate Conditions for Learning and Social and Emotional Learning Indicators and Build Capacity to Use These Indicators

As Cleveland moves to more site-based decision making, there are both opportunities for Humanware improvements as well as risks of backsliding. Although conditions for learning and academic data will help CMSD monitor school progress, it may be important to develop additional metrics to ensure the best results. The recommendations that follow provide guidance for expanding the use of metrics.

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
4A. Calibrate and Use Indicators for Planning and Performance Monitoring. CMSD has become increasingly data driven in its use of conditions for learning data and has innovated by using data in recent years. These data should be calibrated empirically so that they can be used for setting targets and benchmarks. CMSD should calibrate conditions for learning and SEL indicators for planning and performance monitoring, as well as support their use. Furthermore, CMSD staff and students should receive training and support so that they can use these indicators for planning and monitoring. This process should include adapting the Conditions for Learning Survey so that it can address the conditions for learning in residential facilities that serve CMSD children and youth.	●	●			
4B. Develop a Conditions for Learning Toolkit for Schools and Agencies. A web-based toolkit, such as that developed for the Conditions for Learning Survey in Chicago, can support the effective identification and use of interventions by local school teams.	●	●			
4C. Develop Metrics to Monitor School Humanware Progress. Consider developing other metrics to monitor school Humanware progress to support monitoring in a decentralized CMSD. CMSD should convene a workgroup with support from an external resource to consider whether additional metrics are needed.	●	●			
4D. In Collaboration with Cleveland and Cuyahoga County, Develop a School and Community Dashboard. As noted in the 2008 audit report, all Cleveland schools and agencies should monitor quality though a dashboard that includes indicators on how children and youth are doing socially, emotionally, and academically. The indicators should link both to community aspirations for Cleveland's children and youth, Cleveland's plan for transforming schools, and to the mandates and goals of the participating agencies. CMSD should work with the city and county to develop a school and community age 0–16 dashboard to help monitor and coordinate school and community inputs that affect results for Cleveland's children and youth. To ensure excellence, agencies and CMSD should identify a small number of key	●	●			

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
metrics (many of which the agencies have in common) and focus on inputs, outputs, and outcomes.					

Overarching Recommendation 5: Address Mental Health and Disciplinary Issues That Limit Students' Opportunities to Learn

As previously noted, CMSD has made important progress in implementing practices that support student success. Additional efforts are needed to build school capacity to address their mental health needs. Furthermore, while student behavior has improved, significant disciplinary disparities as well as involuntary transfers persist.

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
5A. Enhance Quality of and Expand Access to Mental Health Services. Unmet student mental health needs are an ongoing challenge in CMSD. Collaboratively revisit and better codify partnerships with (a) community-based mental health providers and (b) city-wide social support organizations through the Family & Children First Council and its members to establish an authentic, high-quality, data-driven system of care. This should include referral thresholds and processes, data sharing, progress monitoring, individual goal-setting, and service exit criteria, for example. This is particularly critical for K–8 schools that lack school counselors, which can impact the availability of quality, timely social–behavioral supports delivered by trained professionals. Furthermore, as recommended in the 2008 audit, expand use of public resources, such as by accessing Medicaid Crisis Intervention resources, to fund mobile crisis teams.	●	●	●	●	●
5B. Continue Using CMSD Quality Standards for Selecting and Working with Mental Health Providers. CMSD created, vetted, and established quality standards for selecting external providers working with schools. As Cleveland moves to more site-based choice in selecting mental health providers to address student needs, use these quality standards to ensure that these school-level decisions effectively address student needs. Also, the Humanware team and academic superintendents should monitor these decisions to ensure that the quality standards are consistently applied. Furthermore, the Humanware team and school leadership teams should collect, analyze, and use data on the dosage and effectiveness of these services to work with providers on improving service quality.		●	●		
5C. Reduce Overall Disciplinary Rates and Practices that Exclude Students from Instruction. There is still a punitive mentality among some administrators and teachers. The base rate of discipline is high. CMSD should examine practices of districts (e.g., Baltimore, Chicago, Los Angeles) with socio-economic stresses similar to Cleveland, but that have dramatically reduced student suspensions. CMSD should ensure that students are not punished for issues related to their experience of trauma or mental health challenges. This includes involuntary student transfers. We recommend collecting data on the	●	●	●	●	●

Recommendations	Central Office Leadership	Humanware Team	Principals and School Teams	Other School Staff	Community-Based Providers
reasons for these transfers to assess whether some teachers and schools with the same student demographics use it more frequently and, if so, why. Use this information to examine both risks created by the right of educational intervention (formerly right of removal) and to provide better supports to students and teachers to eliminate its use.					
5D. Reduce Disciplinary Disparities, in Particular among African American Males and Students with Disabilities. In addition to reducing the base rate of student removal from learning, it is important to address disparities. Students removed from class/school in CMSD are more likely to be Black males and students with disabilities. CMSD should use data to identify disparities and monitor progress in removing those disparities by disaggregating data, conducting analyses to assess differential risk, and identify targets for disparities reduction. Analyze disciplinary data to understand and then address the bigger drivers of exclusionary and punitive discipline (e.g., more prudent use of the most subjective and over utilized Level II behavioral infractions). Additionally, as The Council of State Governments has recommended and some urban school districts have done, remove subjective student offenses from CMSD's disciplinary practices. For example, revise the code to clarify which behaviors rise to the level of legitimate classroom disruptions and problem behaviors.	●	●	●	●	●
5E. Examine Data on Involuntary Transfers. Examine involuntary transfer data to assess what is occurring (e.g., whether there are some schools that tend to do it more than other schools with similar demographics). Conduct a retrospective analysis of some students to find out what interventions were tried before the transfers and why they were not successful.	●				

V. Conclusion

CMSD has dedicated itself to improving schools and prioritizing conditions for learning at a level seen by few school districts in the United States. Yet, such an effort cannot be fully realized in just 6 years, particularly when general organizational capacity is low, specific Humanware capacity at the school level varies, implementation at the school level varies and often is less than high quality, monitoring is inadequate, and data are not used for continuous improvement. Over the past few years the district has improved it general organizational capacity and has implemented a number of strategies to monitor progress and use data collaboratively and effectively, such as the multiple administrations of the Conditions for Learning Survey. More is needed, though to create safe, supportive schools, address students' mental health needs, and reduce aggressive/violent student behavior.

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Appendix A: Supplementary Conditions for Learning Survey Results

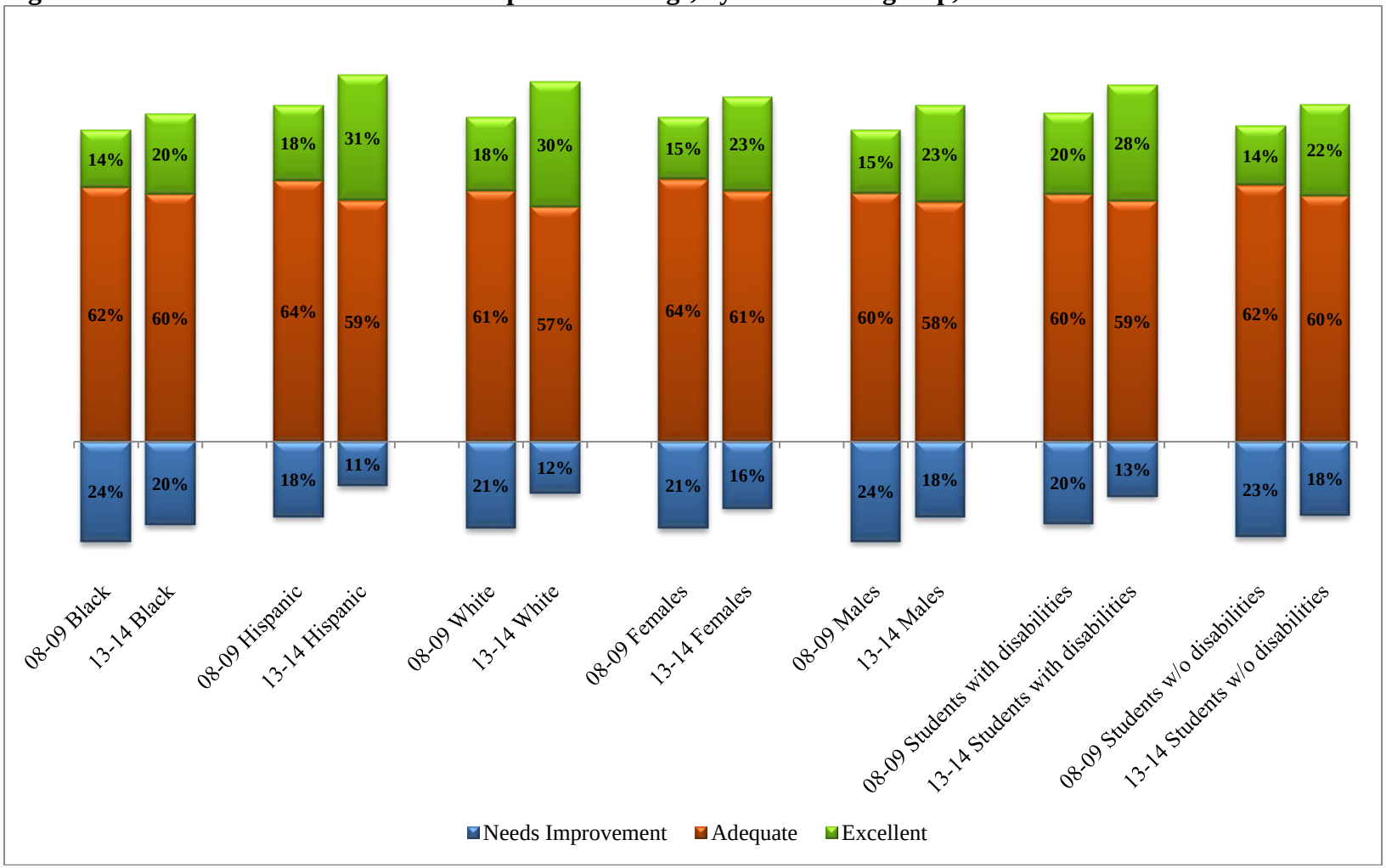
This appendix provides supplementary Conditions for Learning Survey results. First, the figures that follow survey results for the baseline year and during the most recent collection year for:

- Student race/ethnicity (Black, Hispanic/Latino, White)
- Student sex (female, male)
- Student disability status (with, without)

We tested for statistically significant differences. This included differences in the percentage of individual subgroups of students who provided ratings that indicated their schools were "adequate" or "excellent" across years (e.g., Black students at baseline vs. Black students in 2013–14) as well as across subgroups for the most recent year that data were collected (e.g., Black students in 2013–14 versus White students in 2013–14). Each figure is accompanied by a note that describes statistically significant differences. The baseline year for Grades 5–12 is the 2007–08 school year. The baseline year differs for students in Grades 2-4 (2008–09 instead of 2007–08) and again for the emotional safety subscale for students in Grades 2–4 (2010–11).

Following the figures are tables showing "needs improvement" for each grade level and scale.

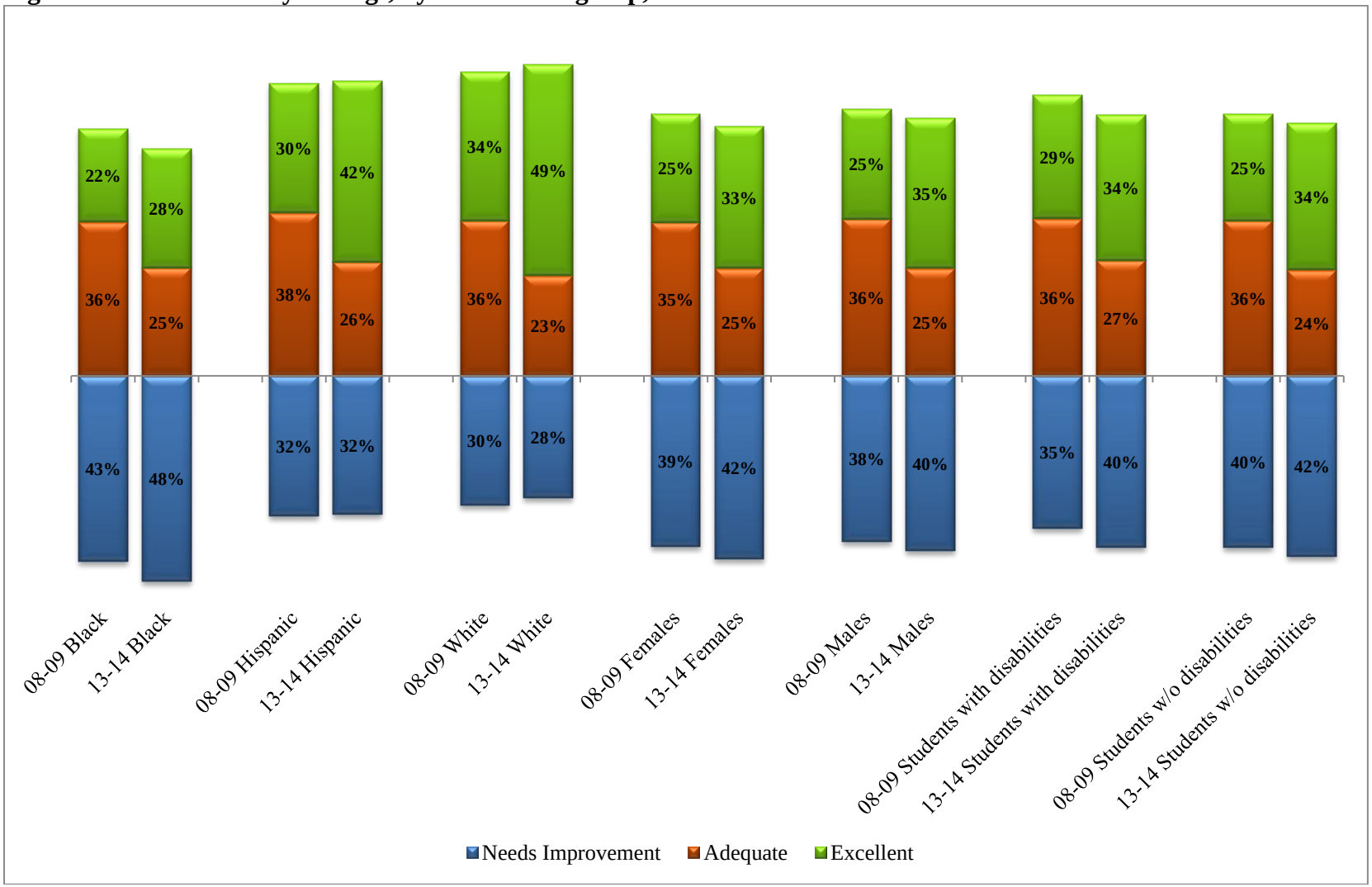
Figure A1: Peer Social and Emotional Competence Ratings, by Student Subgroup, Grades 2–4[22]



Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, Hispanic/Latino students, White students, females, males, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Blacks vs. Whites, Blacks vs. Hispanics/Latinos, males vs. females, and students with disabilities vs. students without disabilities.

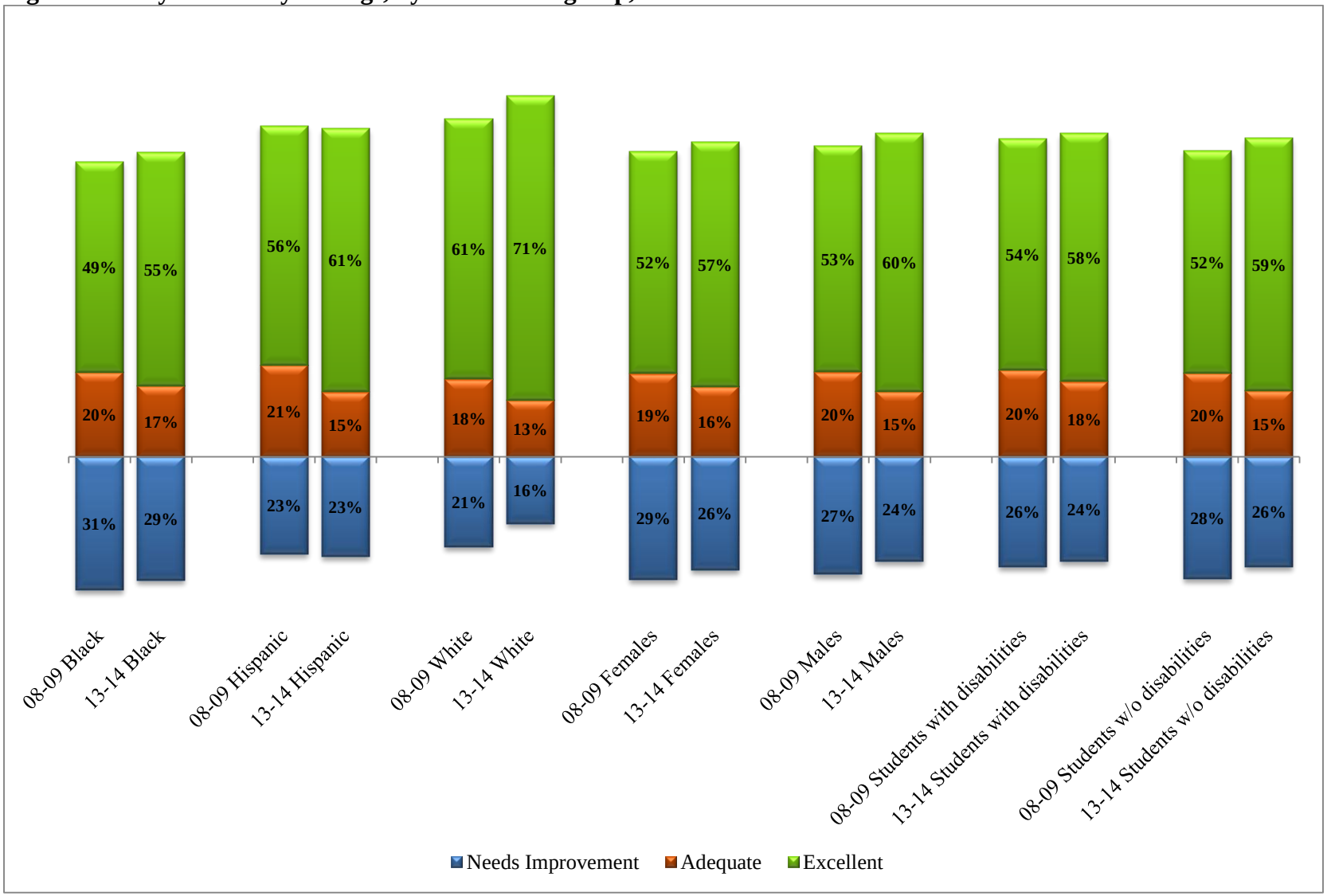
[22] In this and other figures, in some instances the percentages for a particular student subgroup do not add up to 100% due to rounding.

Figure A2: Overall Safety Ratings, by Student Subgroup, Grades 2–4



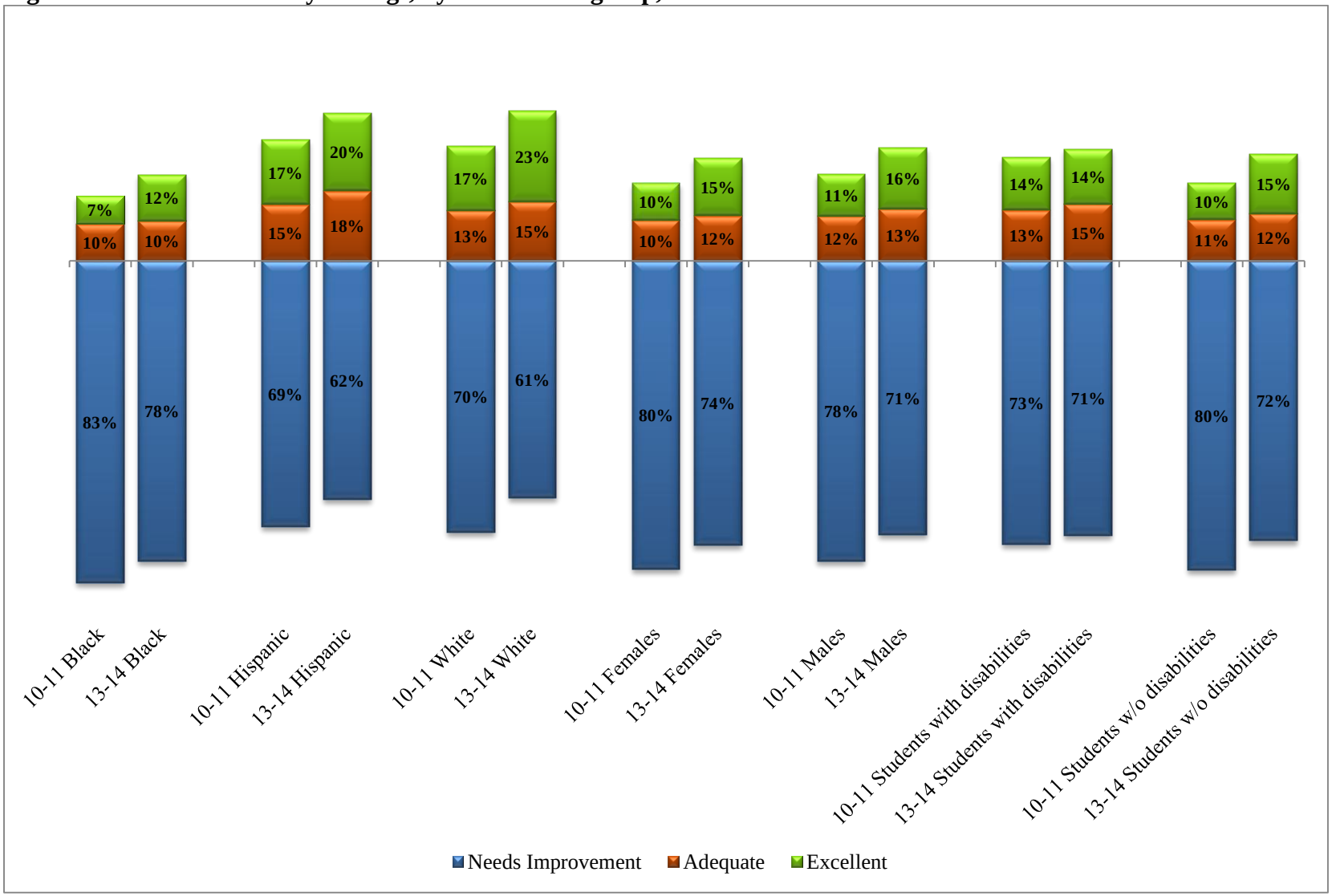
Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, females, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Blacks vs. Whites and Blacks vs. Hispanics/Latinos.

Figure A3: Physical Safety Ratings, by Student Subgroup, Grades 2–4



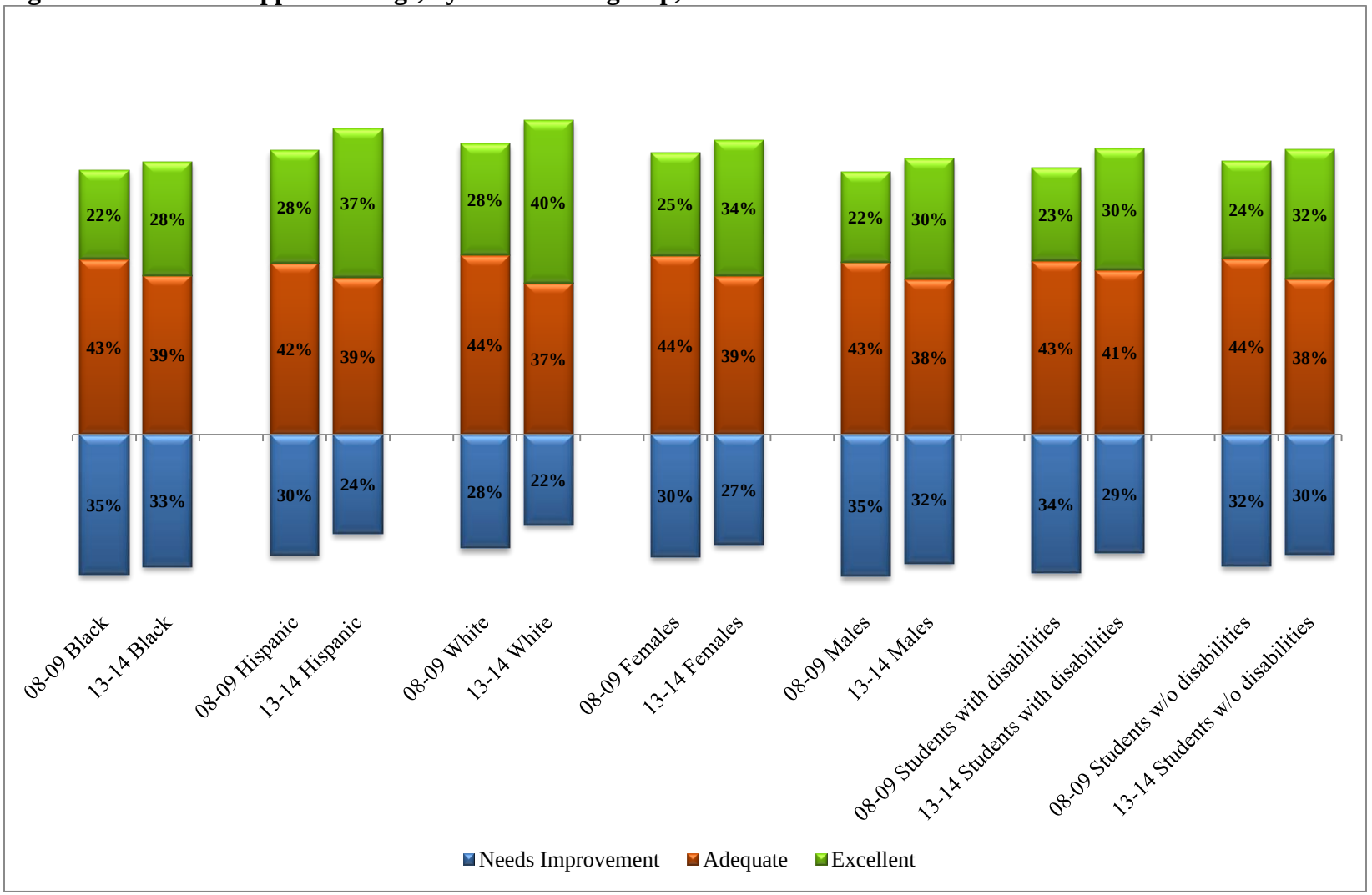
Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, White students, females, males, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Blacks vs. Whites, Hispanics/Latinos vs. Whites and Blacks vs. Hispanics/Latinos.

Figure A4: Emotional Safety Ratings, by Student Subgroup, Grades 2–4



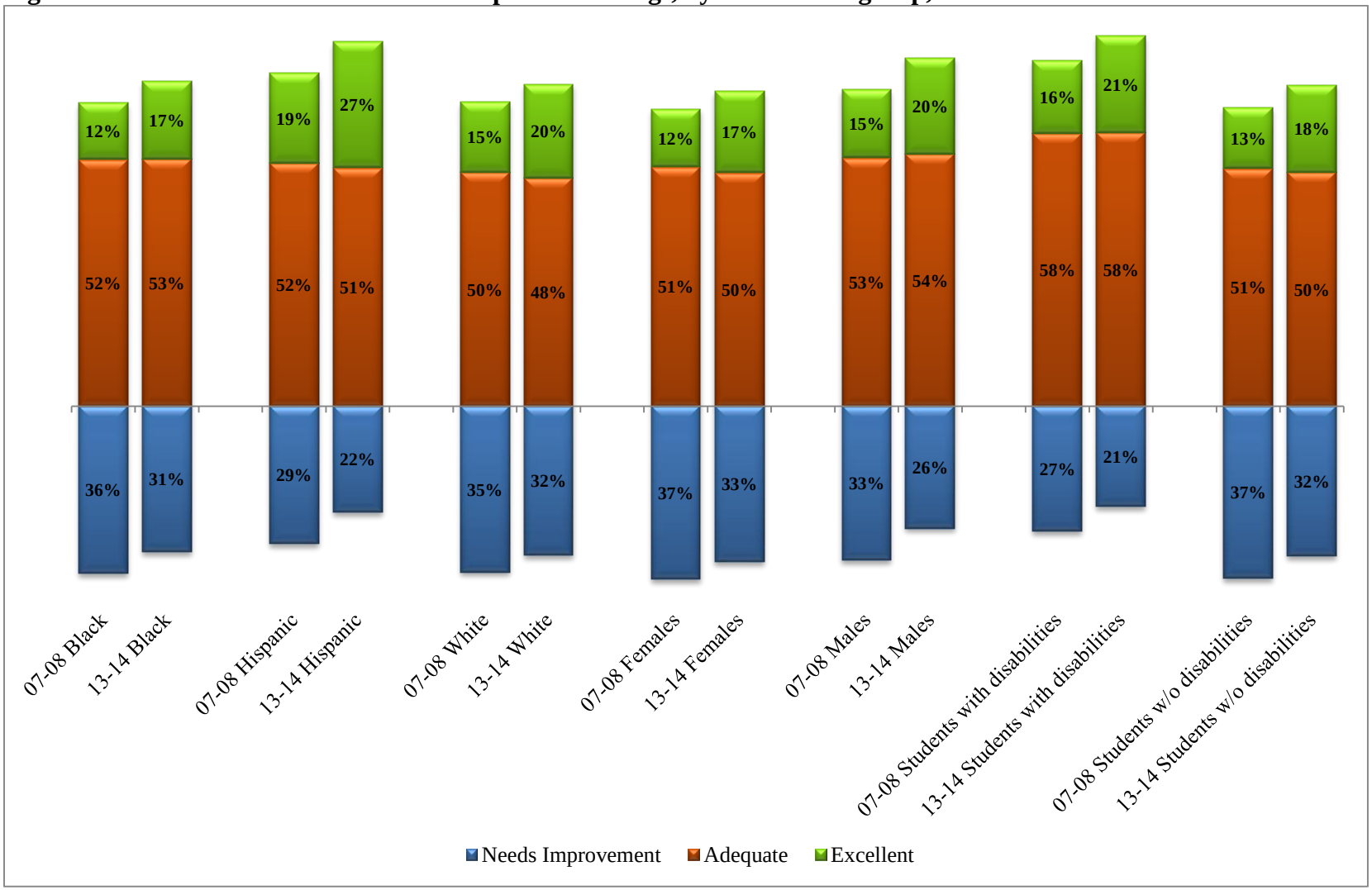
Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, Hispanic/Latino students, White students, females, males, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Blacks vs. Whites, Blacks vs. Hispanics/Latinos, and males vs. females.

Figure A5: Student Support Ratings, by Student Subgroup, Grades 2–4



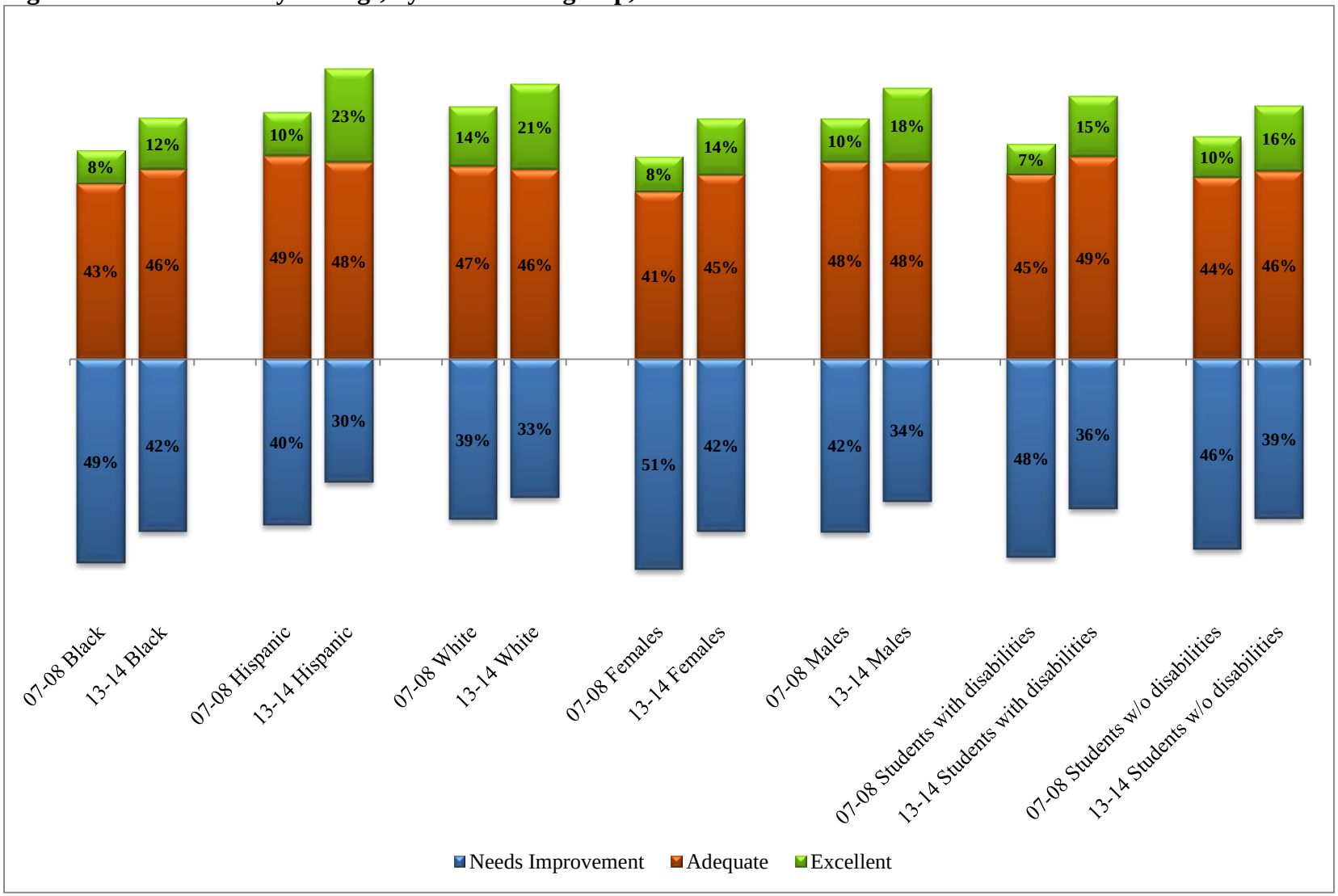
Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, Hispanic/Latino students, White students, females, males, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Blacks vs. Whites, Blacks vs. Hispanics/Latinos, and males vs. females.

Figure A6: Peer Social and Emotional Competence Ratings, by Student Subgroup, Grades 5–8



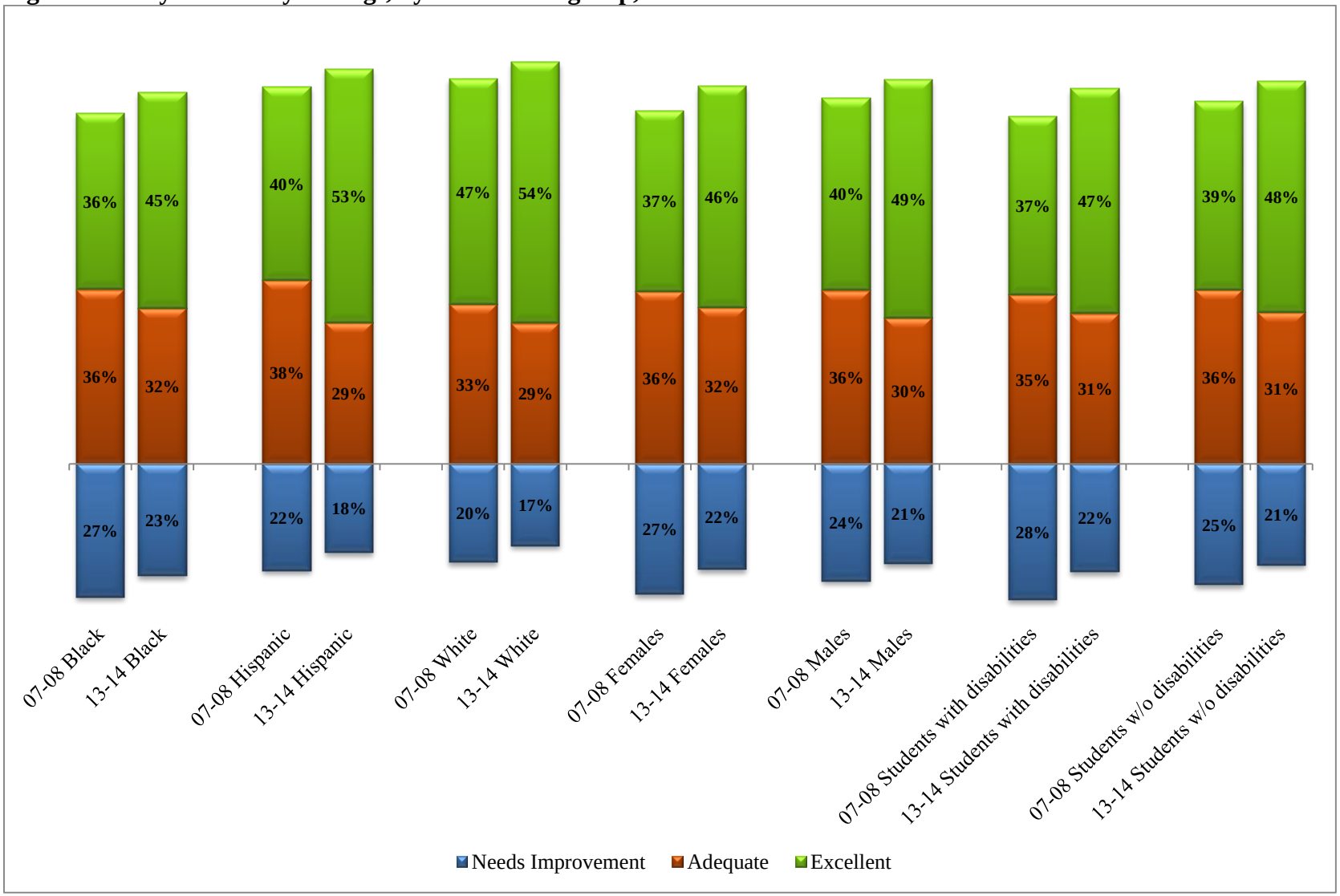
Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, Hispanic/Latino students, White students, females, males, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Hispanics/Latinos vs. Whites, Blacks vs. Hispanics/Latinos, males vs. females, and students with disabilities vs. students without disabilities.

Figure A7: Overall Safety Ratings, by Student Subgroup, Grades 5–8



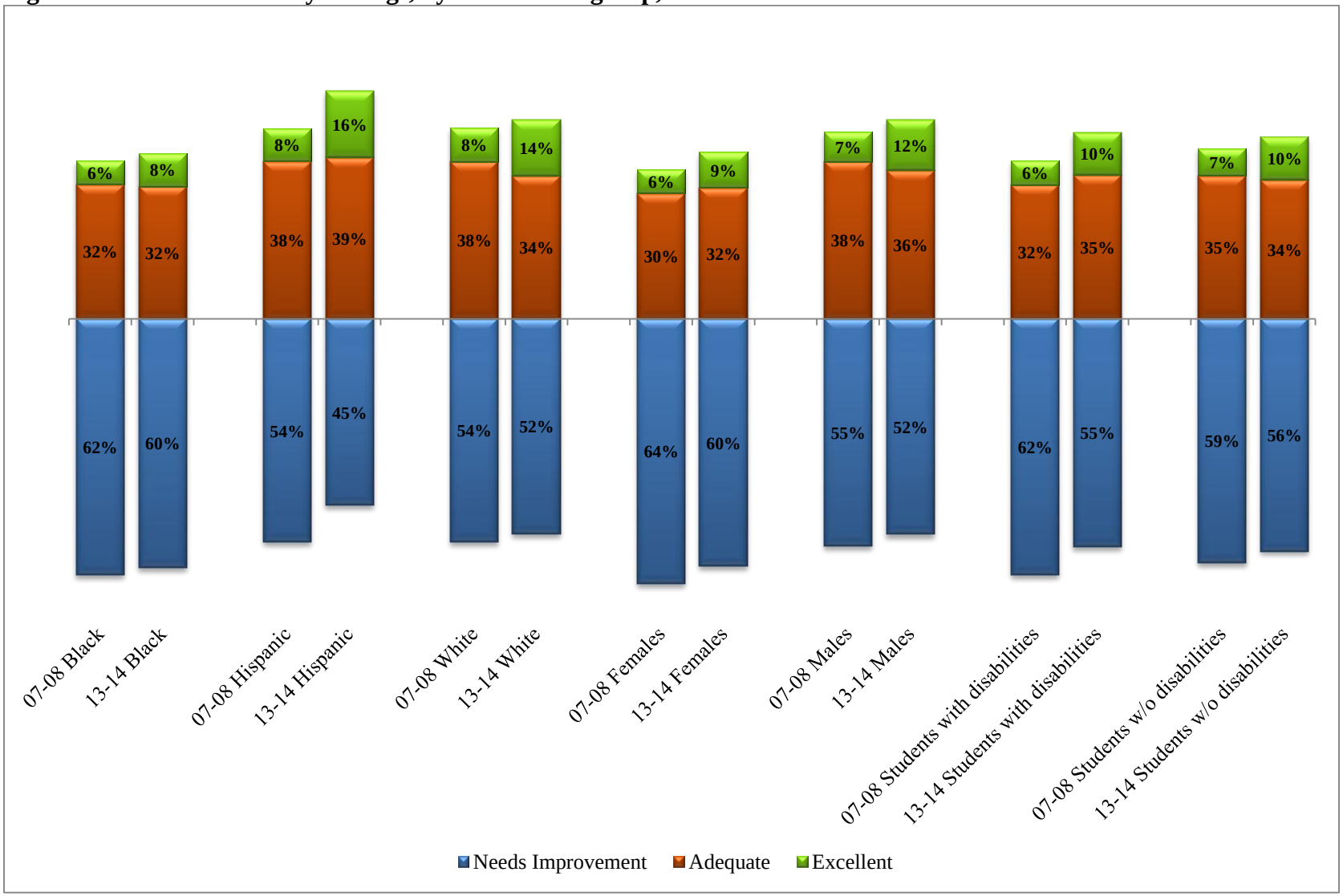
Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, Hispanic/Latino students, White students, females, males, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Blacks vs. Whites, Hispanics/Latinos vs. Whites, Blacks vs. Hispanics/Latinos, and males vs. females.

Figure A8: Physical Safety Ratings, by Student Subgroup, Grades 5–8



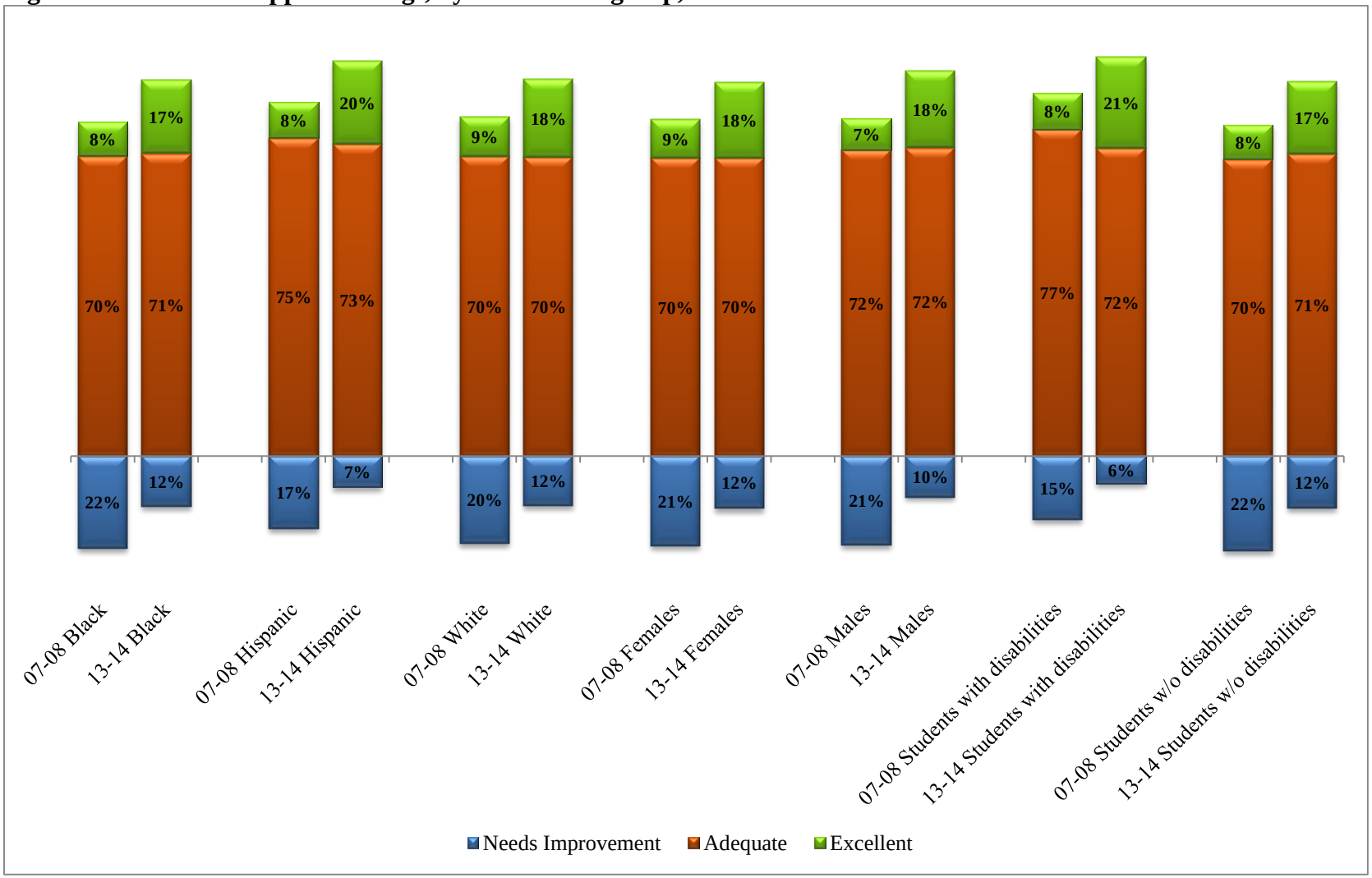
Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, Hispanic/Latino students, White students, females, males, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Blacks vs. Whites, and Blacks vs. Hispanics/Latinos.

Figure A9: Emotional Safety Ratings, by Student Subgroup, Grades 5–8



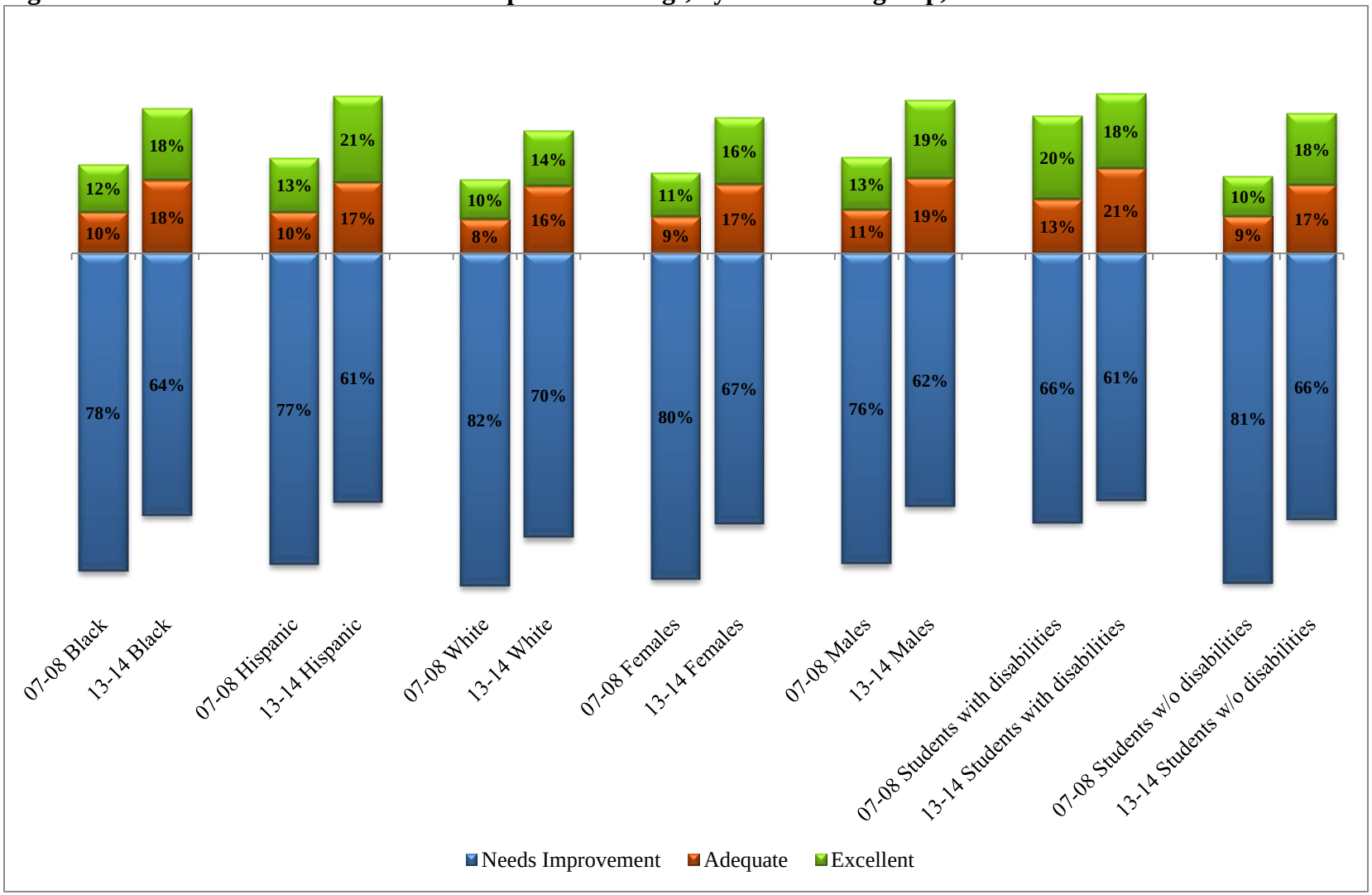
Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, Hispanic/Latino students, females, males, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Blacks vs. Whites, Hispanics/Latinos vs. Whites, Blacks vs. Hispanics/Latinos, and males vs. females.

Figure A10: Student Support Ratings, by Student Subgroup, Grades 5–8



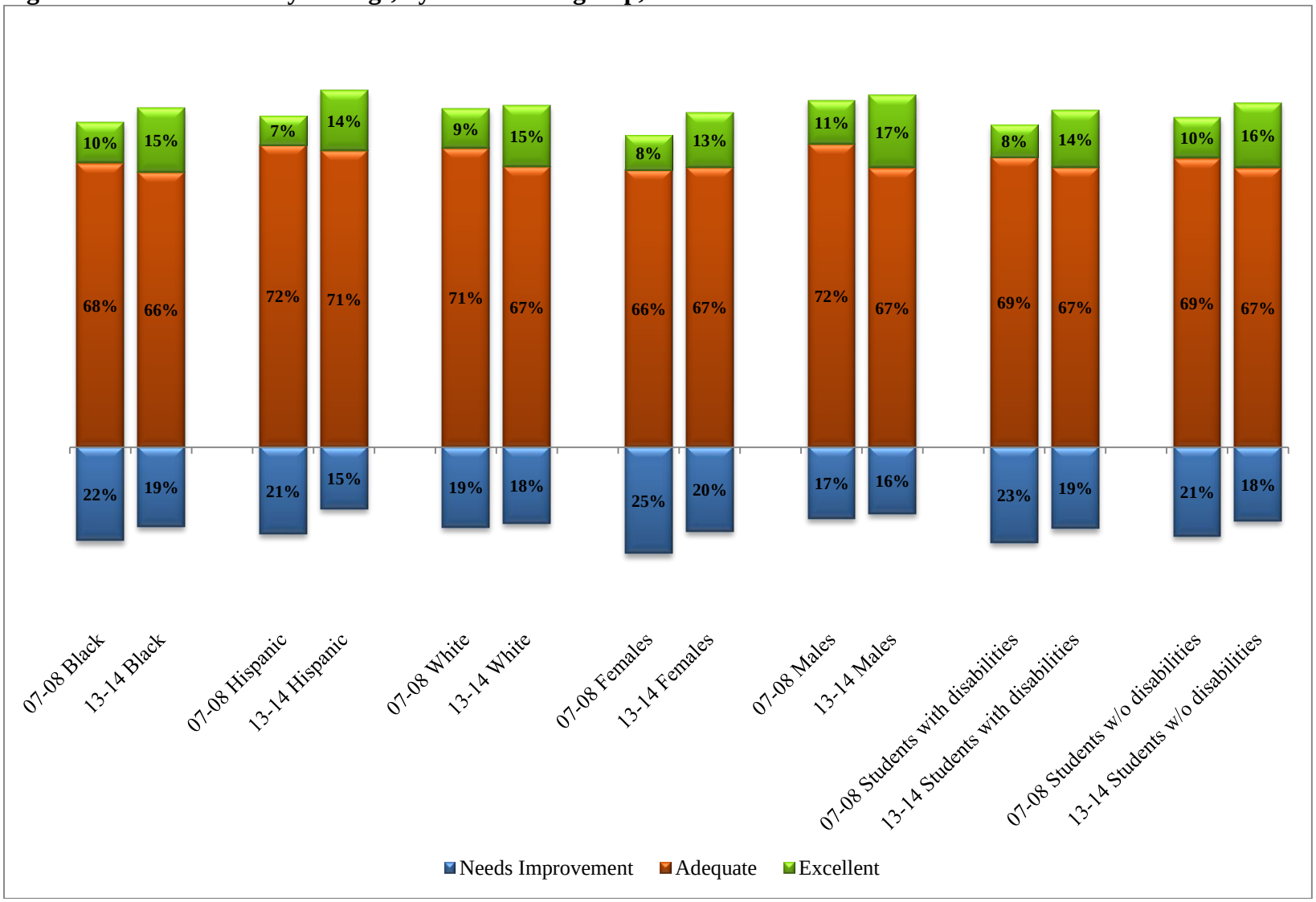
Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, Hispanic/Latino students, White students, females, males, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Hispanics/Latinos vs. Whites, Blacks vs. Hispanics/Latinos, males vs. females, and students with disabilities vs. students without disabilities.

Figure A11: Peer Social and Emotional Competence Ratings, by Student Subgroup, Grades 9–12



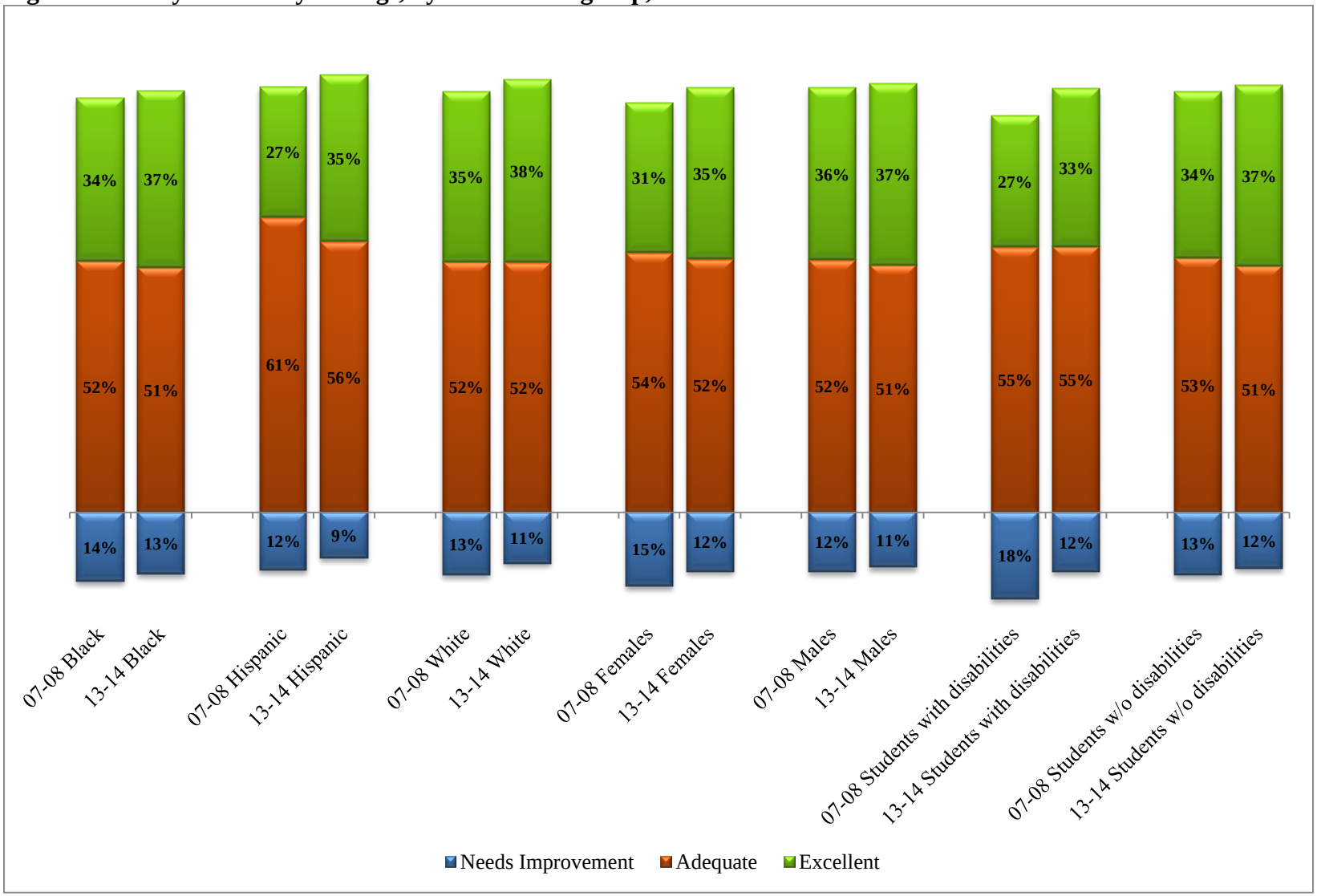
Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, Hispanic/Latino students, White students, females, males, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Blacks vs. Whites, Hispanics/Latinos vs. Whites, males vs. females, and students with disabilities vs. students without disabilities.

Figure A12: Overall Safety Ratings, by Student Subgroup, Grades 9–12



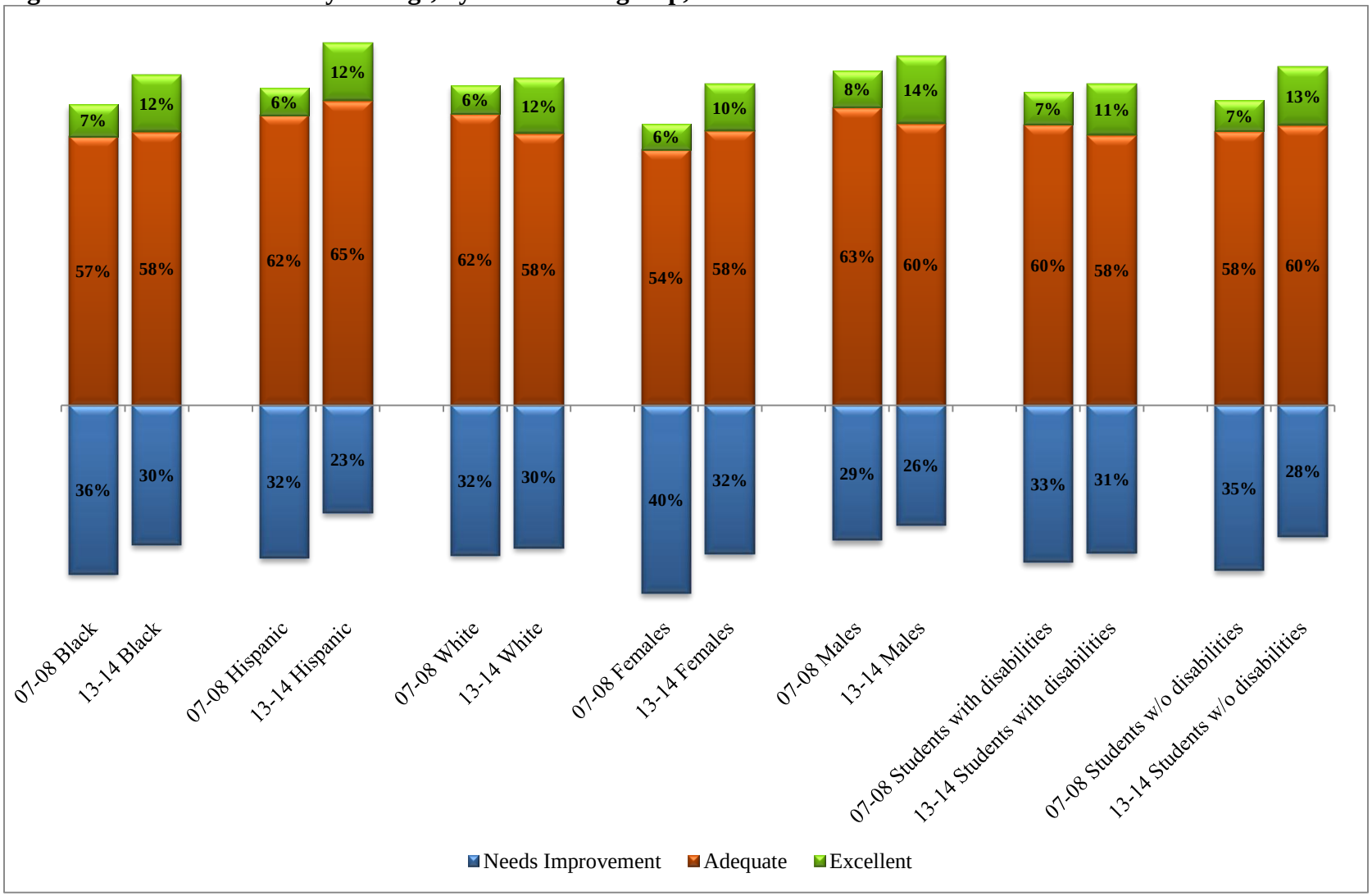
Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, Hispanic/Latino students, females, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Blacks vs. Hispanics/Latinos, and males vs. females.

Figure A13: Physical Safety Ratings, by Student Subgroup, Grades 9–12



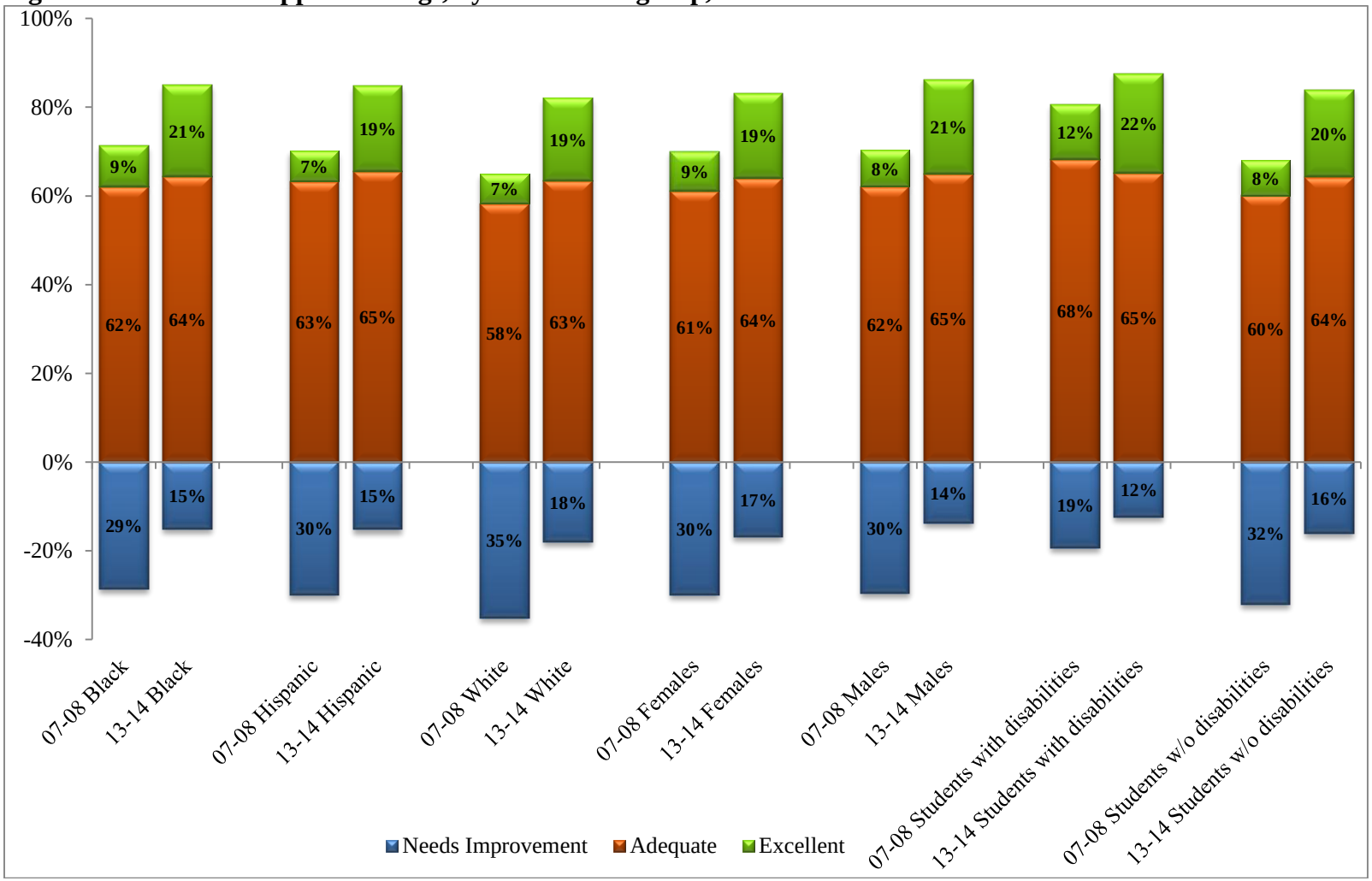
Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, females, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Blacks vs. Hispanics/Latinos.

Figure A14: Emotional Safety Ratings, by Student Subgroup, Grades 9–12



Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, Hispanic/Latino students, females, males, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Hispanics/Latinos vs. Whites, Blacks vs. Hispanics/Latinos, males vs. females, and students with disabilities vs. students without disabilities.

Figure A15: Student Support Ratings, by Student Subgroup, Grades 9–12



Note: Statistically significant differences from the baseline to the 2013–14 school year within subgroup: Black students, Hispanic/Latino students, White students, females, males, students with disabilities, and students without disabilities. Statistically significant differences across subgroups for the 2013–14 school year: Blacks vs. Whites, males vs. females, and students with disabilities vs. students without disabilities.

Table A1: Grades 2–4—Emotional Safety "Needs Improvement," by School and Year

Emotional Safety											
2011			2012			2013			2014		
School	N	Needs Improvement	School	N	Needs Improvement	School	N	Needs Improvement	School	N	Needs Improvement
ADLAI E. STEVENSON SCHOOL	69	79.71%	ADLAI E. STEVENSON SCHOOL	94	86.17%	ADLAI E. STEVENSON SCHOOL	119	79.83%	ADLAI E. STEVENSON SCHOOL	98	83.67%
ALMIRA SCHOOL	115	89.57%	ALMIRA SCHOOL	93	87.10%	ALMIRA SCHOOL	83	93.98%	ALMIRA SCHOOL	99	72.73%
ANDREW J. RICKOFF SCHOOL	136	91.91%	ANDREW J. RICKOFF SCHOOL	138	93.48%	ANDREW J. RICKOFF SCHOOL	153	84.31%	ANDREW J. RICKOFF SCHOOL	139	84.89%
ANTON GRDINA SCHOOL	98	93.88%	ANTON GRDINA SCHOOL	101	88.12%	ANTON GRDINA SCHOOL	73	95.89%	ANTON GRDINA SCHOOL	81	87.65%
ARTEMUS WARD SCHOOL	122	79.51%	ARTEMUS WARD SCHOOL	141	75.18%	ARTEMUS WARD SCHOOL	145	68.97%	ARTEMUS WARD SCHOOL	120	73.33%
BENJAMIN FRANKLIN SCHOOL	197	65.99%	BENJAMIN FRANKLIN SCHOOL	186	64.52%	BENJAMIN FRANKLIN SCHOOL	188	58.51%	BENJAMIN FRANKLIN SCHOOL	165	65.45%
BOLTON SCHOOL	122	89.34%	BOLTON SCHOOL	98	90.82%	BOLTON SCHOOL	80	92.50%	BOLTON SCHOOL	74	75.68%
BUCKEYE-WOODLAND SCHOOL	91	82.42%	BUCKEYE-WOODLAND SCHOOL	82	86.59%	BUCKEYE-WOODLAND SCHOOL	57	78.95%	BUCKEYE-WOODLAND SCHOOL	78	74.36%
BUHRER @ KENTUCKY SCHOOL	108	46.30%	BUHRER @ KENTUCKY SCHOOL	114	50.88%	BUHRER @ KENTUCKY SCHOOL	117	56.41%	BUHRER @ KENTUCKY SCHOOL	118	44.07%
Campus International at CSU Cole Center	37	48.65%	Campus International at CSU Cole Center	84	71.43%	Campus International at CSU Cole C	150	36.67%	Campus International at CSU Cole Cente	177	19.77%
CAPTAIN ARTHUR ROTH SCHOOL	64	76.56%	[redacted]						[redacted]		
CARL & LOUIS STOKES CENTRAL ACADEM'	154	88.31%	CARL & LOUIS STOKES CENTRAL ACADEMY	121	98.35%	CARL & LOUIS STOKES CENTRAL	125	86.40%			
CASE SCHOOL	123	85.37%	CASE SCHOOL	105	84.76%	CASE SCHOOL	108	85.19%	CASE SCHOOL	93	90.32%
CHARLES A. MOONEY SCHOOL	181	74.03%	CHARLES A. MOONEY SCHOOL	117	75.21%	CHARLES A. MOONEY SCHOOL	118	74.58%	CHARLES A. MOONEY SCHOOL	113	64.60%
CHARLES DICKENS SCHOOL	97	83.51%	CHARLES DICKENS SCHOOL	115	86.09%	CHARLES DICKENS SCHOOL	116	83.62%	CHARLES DICKENS SCHOOL	90	73.33%
CHARLES W. ELIOT SCHOOL	128	85.16%	CHARLES W. ELIOT SCHOOL	100	92.00%	CHARLES W. ELIOT SCHOOL	101	87.13%	CHARLES W. ELIOT SCHOOL	84	86.90%
CLARA E. WESTROPP SCHOOL	180	83.89%	CLARA E. WESTROPP SCHOOL	130	70.77%	CLARA E. WESTROPP SCHOOL	103	78.64%	CLARA E. WESTROPP SCHOOL	102	75.49%
CLARK ELEMENTARY SCHOOL	175	73.71%	CLARK ELEMENTARY SCHOOL	154	84.42%	CLARK ELEMENTARY SCHOOL	172	82.56%	CLARK ELEMENTARY SCHOOL	179	77.09%
CLEVELAND SCHOOL OF THE ARTS, DIKE C	205	84.88%	CLEVELAND SCHOOL OF THE ARTS, DIKE CAM	220	90.91%	CLEVELAND SCHOOL OF THE AR	182	81.32%	CLEVELAND SCHOOL OF THE ARTS, D	154	85.71%
DANIEL E. MORGAN SCHOOL	88	69.32%	DANIEL E. MORGAN SCHOOL	82	85.37%	DANIEL E. MORGAN SCHOOL	89	76.40%	DANIEL E. MORGAN SCHOOL	98	87.76%
DENISON SCHOOL	187	73.80%	DENISON SCHOOL	206	85.44%	DENISON SCHOOL	201	84.58%	DENISON SCHOOL	148	87.84%
DOUGLAS MACARTHUR SCHOOL	94	64.89%	DOUGLAS MACARTHUR SCHOOL	102	56.86%	DOUGLAS MACARTHUR SCHOOL	102	46.08%	DOUGLAS MACARTHUR SCHOOL	97	28.87%
EARLY CHILDHOOD CENTER	40	80.00%	EARLY CHILDHOOD CENTER	31	70.97%	EARLY CHILDHOOD CENTER	20	95.00%	[redacted]		
EAST CLARK @ MARGARET SPELLACY	117	87.18%	EAST CLARK @ MARGARET SPELLACY	123	91.87%	EAST CLARK @ MARGARET SPEL	89	79.78%	EAST CLARK @ MARGARET SPELLAC	89	74.16%
EMILE B. DESAUZE CONTEMPORARY ACAD	67	82.09%	[redacted]						[redacted]		
Euclid Park	99	93.94%	Euclid Park	86	84.88%	Euclid Park	94	79.79%	Euclid Park	100	79.00%
FRANKLIN D. ROOSEVELT SCHOOL	189	79.37%	FRANKLIN D. ROOSEVELT SCHOOL	131	82.44%	FRANKLIN D. ROOSEVELT SCHOO	118	83.05%	FRANKLIN D. ROOSEVELT SCHOOL	96	87.50%
FULLERTON SCHOOL	109	81.65%	FULLERTON SCHOOL	90	93.33%	FULLERTON SCHOOL	68	85.29%	FULLERTON SCHOOL	49	95.92%
Garfield	116	59.48%	Garfield	141	72.34%	Garfield	159	67.30%	Garfield	153	62.09%
GEORGE WASHINGTON CARVER SCHOOL (	112	93.75%	GEORGE WASHINGTON CARVER SCHOOL @ ,	161	87.58%	GEORGE WASHINGTON CARVER	124	89.52%	GEORGE WASHINGTON CARVER SCH	104	92.31%
GIDDINGS SCHOOL	70	92.86%	[redacted]						[redacted]		
H. BARBARA BOOKER SCHOOL	119	90.76%	H. BARBARA BOOKER SCHOOL	107	85.98%	H. BARBARA BOOKER SCHOOL	99	88.89%	H. BARBARA BOOKER SCHOOL	95	69.47%
HANNAH GIBBONS-NOTTINGHAM SCHOOL	82	89.02%	HANNAH GIBBONS-NOTTINGHAM SCHOOL	75	81.33%	HANNAH GIBBONS-NOTTINGHAM	77	90.91%	HANNAH GIBBONS-NOTTINGHAM SCH	50	72.00%
HARVEY RICE @ JESSE OWENS	122	87.70%	HARVEY RICE @ JESSE OWENS	97	92.78%	HARVEY RICE @ JESSE OWENS	88	79.55%	HARVEY RICE @ JESSE OWENS	60	91.67%
IOWA-MAPLE SCHOOL	108	82.41%	IOWA-MAPLE SCHOOL	107	95.33%	IOWA-MAPLE SCHOOL	102	86.27%	IOWA-MAPLE SCHOOL	92	83.70%
JOSEPH M. GALLAGHER SCHOOL	218	72.94%	JOSEPH M. GALLAGHER SCHOOL	185	81.62%	JOSEPH M. GALLAGHER SCHOOL	171	79.53%	JOSEPH M. GALLAGHER SCHOOL	172	73.26%
KENNETH W. CLEMENT SCHOOL	72	84.72%	KENNETH W. CLEMENT SCHOOL	63	88.89%	KENNETH W. CLEMENT SCHOOL	55	87.27%	Kenneth W. Clement Boys Leadership Ac	49	30.61%
LOUIS AGASSIZ SCHOOL	123	62.60%	LOUIS AGASSIZ SCHOOL	100	55.00%	LOUIS AGASSIZ SCHOOL	91	53.85%	LOUIS AGASSIZ SCHOOL	82	53.66%
LOUISA MAY ALCOTT SCHOOL	110	45.45%	LOUISA MAY ALCOTT SCHOOL	83	65.06%	LOUISA MAY ALCOTT SCHOOL	100	49.00%	LOUISA MAY ALCOTT SCHOOL	108	34.26%
LUIS MUNOZ MARIN	202	75.25%	LUIS MUNOZ MARIN	176	83.52%	LUIS MUNOZ MARIN	195	85.13%	LUIS MUNOZ MARIN	185	63.78%
MARION C. SELTZER ELEMENTARY SCHOO	147	76.87%	MARION C. SELTZER ELEMENTARY SCHOOL	139	83.45%	MARION C. SELTZER ELEMENTAR	144	84.72%	MARION C. SELTZER ELEMENTARY SC	131	77.86%
MARION-STERLING SCHOOL	148	95.27%	MARION-STERLING SCHOOL	145	97.24%	MARION-STERLING SCHOOL	101	91.09%	MARION-STERLING SCHOOL	98	97.96%
MARY B. MARTIN SCHOOL	90	76.67%	MARY B. MARTIN SCHOOL	105	82.86%	MARY B. MARTIN SCHOOL	110	89.09%	MARY B. MARTIN SCHOOL	120	83.33%
MARY M. BETHUNE SCHOOL	105	79.05%	MARY M. BETHUNE SCHOOL	92	82.61%	MARY M. BETHUNE SCHOOL	98	88.78%	MARY M. BETHUNE SCHOOL	95	81.05%
MCKINLEY SCHOOL	80	70.00%	MCKINLEY SCHOOL	88	85.23%	MCKINLEY SCHOOL	84	58.33%	MCKINLEY SCHOOL	69	66.67%
MEMORIAL SCHOOL	125	87.20%	MEMORIAL SCHOOL	132	83.33%	MEMORIAL SCHOOL	119	89.08%	MEMORIAL SCHOOL	101	81.19%
MICHAEL R. WHITE SCHOOL	125	92.80%	MICHAEL R. WHITE SCHOOL	112	90.18%	MICHAEL R. WHITE SCHOOL	100	96.00%	MICHAEL R. WHITE SCHOOL	84	89.29%
MILES PARK SCHOOL	137	90.51%	MILES PARK SCHOOL	139	84.89%	MILES PARK SCHOOL	147	83.67%	MILES PARK SCHOOL	146	87.67%
MILES SCHOOL	96	88.54%	MILES SCHOOL	71	98.59%	MILES SCHOOL	16	81.25%	MILES SCHOOL	65	84.62%
MOUND SCHOOL	75	90.67%	MOUND SCHOOL	120	89.17%	MOUND SCHOOL	113	86.73%	MOUND SCHOOL	109	84.40%
NATHAN HALE SCHOOL @ MT. PLEASANT	94	84.04%	NATHAN HALE SCHOOL @ MT. PLEASANT	85	82.35%	NATHAN HALE SCHOOL @ MT. PL	103	83.50%	NATHAN HALE SCHOOL @ MT. PLEAS.	90	83.33%
NEWTON D. BAKER SCHOOL	123	78.05%	NEWTON D. BAKER SCHOOL	101	85.15%	NEWTON D. BAKER SCHOOL	106	79.25%	NEWTON D. BAKER SCHOOL	90	30.00%
OLIVER H. PERRY ELEMENTARY SCHOOL	100	83.00%	OLIVER H. PERRY ELEMENTARY SCHOOL	81	80.25%	OLIVER H. PERRY ELEMENTARY S	90	81.11%	OLIVER H. PERRY ELEMENTARY SCH	82	82.93%
ORCHARD SCHOOL OF SCIENCE	118	66.95%	ORCHARD SCHOOL OF SCIENCE	93	83.87%	ORCHARD SCHOOL OF SCIENCE	81	72.84%	ORCHARD SCHOOL OF SCIENCE	97	69.07%
PATRICK HENRY SCHOOL @ STEPHEN E. H	91	90.11%	PATRICK HENRY SCHOOL @ STEPHEN E. HOV	95	93.68%	PATRICK HENRY SCHOOL @ STE	98	89.80%	PATRICK HENRY SCHOOL @ STEPHEI	83	89.16%
PAUL L. DUNBAR SCHOOL	49	59.18%	PAUL L. DUNBAR SCHOOL	40	62.50%	PAUL L. DUNBAR SCHOOL	39	64.10%	PAUL L. DUNBAR SCHOOL	50	66.00%
PAUL REVERE SCHOOL	131	87.79%	PAUL REVERE SCHOOL	115	88.70%	PAUL REVERE SCHOOL	96	83.33%	PAUL REVERE SCHOOL	90	86.67%
RIVERSIDE SCHOOL	179	57.54%	RIVERSIDE SCHOOL	158	58.86%	RIVERSIDE SCHOOL	132	62.88%	RIVERSIDE SCHOOL	121	45.45%
ROBERT H. JAMISON SCHOOL	107	91.59%	ROBERT H. JAMISON SCHOOL	104	88.46%	ROBERT H. JAMISON SCHOOL	88	84.09%	ROBERT H. JAMISON SCHOOL	64	87.50%
ROBINSON G. JONES @ N. HAWTHORNE S(	103	73.79%	ROBINSON G. JONES @ N. HAWTHORNE SCH	73	82.19%	ROBINSON G. JONES @ N. HAWT	98	76.53%	ROBINSON G. JONES @ N. HAWTHOR	124	62.90%
SCRANTON SCHOOL	136	55.88%	SCRANTON SCHOOL	125	68.80%	SCRANTON SCHOOL	110	71.82%	SCRANTON SCHOOL	91	51.65%
SUNBEAM SCHOOL	60	75.00%	SUNBEAM SCHOOL	62	75.81%	SUNBEAM SCHOOL	57	82.46%	SUNBEAM SCHOOL	44	79.55%
Thomas Jefferson International Newcomers Ac	46	21.74%	Thomas Jefferson International Newcomers Acad	60	30.00%	Thomas Jefferson International New	72	47.22%	Thomas Jefferson International Newcome	101	47.52%
TREMONT MONTESSORI SCHOOL	139	77.70%	TREMONT MONTESSORI SCHOOL	179	75.42%	TREMONT MONTESSORI SCHOOL	167	65.27%	TREMONT MONTESSORI SCHOOL	163	74.85%
UNION SCHOOL	58	77.59%	[redacted]						[redacted]		
VALLEY VIEW BOYS LEADERSHIP ACADEM'	67	64.18%	VALLEY VIEW BOYS LEADERSHIP ACADEMY	75	92.00%	VALLEY VIEW BOYS LEADERSHIP	63	79.37%	VALLEY VIEW BOYS LEADERSHIP ACA	48	91.67%
WADE PARK @ HARRY E. DAVIS SCHOOL	94	90.43%	WADE PARK @ HARRY E. DAVIS SCHOOL	120	88.33%	WADE PARK @ HARRY E. DAVIS S	105	91.43%	WADE PARK @ HARRY E. DAVIS SCH	105	85.71%
WALTON ELEMENTARY SCHOOL	155	82.58%	WALTON ELEMENTARY SCHOOL	119	88.24%	WALTON ELEMENTARY SCHOOL	107	78.50%	WALTON ELEMENTARY SCHOOL	106	77.36%
WARNER GIRLS LEADERSHIP ACADEMY	127	72.44%	WARNER GIRLS LEADERSHIP ACADEMY	133	78.20%	WARNER GIRLS LEADERSHIP AC/	131	87.79%	WARNER GIRLS LEADERSHIP ACADEI	118	64.41%
WATTERSON-LAKE SCHOOL	101	89.11%	WATTERSON-LAKE SCHOOL	97	89.69%	WATTERSON-LAKE SCHOOL	70	78.57%	WATTERSON-LAKE SCHOOL	78	71.79%
WAVERLY SCHOOL	103	83.50%	WAVERLY SCHOOL	104	90.38%	WAVERLY SCHOOL	82	65.85%	WAVERLY SCHOOL	75	82.67%
Whitney M. Young Leadership Academy	54	70.37%	Whitney M. Young Leadership Academy	42	71.43%	Whitney M. Young Leadership Acad	26	53.85%	Whitney M. Young Leadership Academy	33	78.79%
WILBUR WRIGHT SCHOOL	143	76.92%	WILBUR WRIGHT SCHOOL	98	59.18%	WILBUR WRIGHT SCHOOL	55	56.36%	WILBUR WRIGHT SCHOOL	101	59.41%
WILLIAM CULLEN BRYANT SCHOOL	92	60.87%	WILLIAM CULLEN BRYANT SCHOOL	110	59.09%	WILLIAM CULLEN BRYANT SCHOO	114	52.63%	WILLIAM CULLEN BRYANT SCHOOL	111	50.45%
WILLOW SCHOOL	70	77.14%	WILLOW SCHOOL	57	84.21%	WILLOW SCHOOL	57	85.96%	WILLOW SCHOOL	80	77.50%
Willson	82	76.83%	Willson	111	73.87%	Willson	114	75.44%	Willson	108	76.85%
WOODLAND HILLS SCHOOL	95	93.68%	[redacted]						[redacted]		
[redacted]									Alfred A. Benesch School	81	86.42%

Table A2: Grades 2–4—Physical Safety "Needs Improvement," by School and Year

Physical Safety																				
2009			2010			2011			2012			2013			2014					
School	N	Needs Improvement	School	N	Needs Improvement	School	N	Needs Improvement	School	N	Needs Improvement	School	N	Needs Improvement	School	N	Needs Improvement	School	N	Needs Improvement
ADLAI E. STEVENSON SCHOOL	84	29.76%	ADLAI E. STEVENSON SCHOOL	80	36.25%	ADLAI E. STEVENSON SCHOOL	69	28.99%	ADLAI E. STEVENSON SCHOOL	94	23.40%	ADLAI E. STEVENSON SCHOOL	119	27.73%	ADLAI E. STEVENSON SCHOOL	98	35.71%			
ALBERT B. HART SCHOOL	92	32.61%	ALBERT B. HART SCHOOL	80	36.25%	[redacted]														
ALEXANDER GRAHAM BELL SCHOOL	134	23.88%	ALEXANDER GRAHAM BELL SCHOOL	104	12.50%															
ALMIRA SCHOOL	134	20.90%	ALMIRA SCHOOL	96	25.00%	ALMIRA SCHOOL	115	34.78%	ALMIRA SCHOOL	93	32.26%	ALMIRA SCHOOL	83	26.51%	ALMIRA SCHOOL	99	34.34%			
ANDREW J. RICKOFF SCHOOL	160	30.63%	ANDREW J. RICKOFF SCHOOL	148	29.73%	ANDREW J. RICKOFF SCHOOL	136	37.50%	ANDREW J. RICKOFF SCHOOL	138	44.93%	ANDREW J. RICKOFF SCHOOL	153	33.99%	ANDREW J. RICKOFF SCHOOL	139	35.97%			
ANTON GRDINA SCHOOL	137	33.58%	ANTON GRDINA SCHOOL	141	33.33%	ANTON GRDINA SCHOOL	98	41.84%	ANTON GRDINA SCHOOL	101	36.63%	ANTON GRDINA SCHOOL	73	45.21%	ANTON GRDINA SCHOOL	81	28.40%			
ARTEMUS WARD SCHOOL	123	19.51%	ARTEMUS WARD SCHOOL	136	16.91%	ARTEMUS WARD SCHOOL	122	14.75%	ARTEMUS WARD SCHOOL	141	19.15%	ARTEMUS WARD SCHOOL	145	28.97%	ARTEMUS WARD SCHOOL	120	25.00%			
AUDUBON SCHOOL	112	38.39%	AUDUBON SCHOOL	88	51.14%	[redacted]														
BENJAMIN FRANKLIN SCHOOL	192	17.19%	BENJAMIN FRANKLIN SCHOOL	190	11.58%	BENJAMIN FRANKLIN SCHOOL	197	15.74%	BENJAMIN FRANKLIN SCHOOL	186	11.29%	BENJAMIN FRANKLIN SCHOOL	188	10.64%	BENJAMIN FRANKLIN SCHOOL	165	15.76%			
BOLTON SCHOOL	96	38.54%	BOLTON SCHOOL	72	51.39%	BOLTON SCHOOL	122	38.52%	BOLTON SCHOOL	98	44.90%	BOLTON SCHOOL	80	52.50%	BOLTON SCHOOL	74	29.73%			
BROOKLAWN SCHOOL	86	29.07%	BROOKLAWN SCHOOL	65	20.00%	[redacted]														
BUCKEYE-WOODLAND SCHOOL	82	32.93%	BUCKEYE-WOODLAND SCHOOL	70	18.57%	BUCKEYE-WOODLAND SCHOOL	91	35.16%	BUCKEYE-WOODLAND SCHOOL	82	30.49%	BUCKEYE-WOODLAND SCHOOL	57	24.56%	BUCKEYE-WOODLAND SCHOOL	78	17.95%			
BUHRER @ KENTUCKY SCHOOL	142	18.31%	BUHRER @ KENTUCKY SCHOOL	113	15.93%	BUHRER @ KENTUCKY SCHOOL	108	6.48%	BUHRER @ KENTUCKY SCHOOL	115	10.43%	BUHRER @ KENTUCKY SCHOOL	117	10.26%	BUHRER @ KENTUCKY SCHOOL	118	3.39%			
CAPTAIN ARTHUR ROTH SCHOOL	84	25.00%	CAPTAIN ARTHUR ROTH SCHOOL	54	33.33%	CAPTAIN ARTHUR ROTH SCHOOL	64	34.38%	[redacted]											
CARL & LOUIS STOKES CENTRAL ACADEMY	143	47.55%	CARL & LOUIS STOKES CENTRAL ACADEMY	123	36.59%	CARL & LOUIS STOKES CENTRAL ACADEI	154	38.96%	CARL & LOUIS STOKES CENTRAL ACADEMY	121	52.89%	CARL & LOUIS STOKES CENTRAL ACADEMY	125	32.80%	[redacted]					
CASE SCHOOL	114	36.84%	CASE SCHOOL	103	24.27%	CASE SCHOOL	123	26.02%	CASE SCHOOL	105	21.90%	CASE SCHOOL	108	20.37%	CASE SCHOOL	93	25.81%			
CHARLES A. MOONEY SCHOOL	155	40.65%	CHARLES A. MOONEY SCHOOL	151	25.17%	CHARLES A. MOONEY SCHOOL	181	23.20%	CHARLES A. MOONEY SCHOOL	117	20.51%	CHARLES A. MOONEY SCHOOL	118	29.66%	CHARLES A. MOONEY SCHOOL	113	13.27%			
CHARLES DICKENS SCHOOL	73	38.36%	CHARLES DICKENS SCHOOL	74	24.32%	CHARLES DICKENS SCHOOL	97	28.87%	CHARLES DICKENS SCHOOL	115	14.78%	CHARLES DICKENS SCHOOL	116	23.28%	CHARLES DICKENS SCHOOL	90	26.67%			
CHARLES H. LAKE SCHOOL @ LOUIS PASTEUR	37	45.95%	CHARLES W. ELIOT SCHOOL	64	35.94%	CHARLES W. ELIOT SCHOOL	128	30.47%	CHARLES W. ELIOT SCHOOL	100	31.00%	CHARLES W. ELIOT SCHOOL	101	36.63%	CHARLES W. ELIOT SCHOOL	84	29.76%			
CHARLES W. ELIOT SCHOOL	74	43.24%	CLARA E. WESTROPP SCHOOL	148	18.24%	CLARA E. WESTROPP SCHOOL	180	24.44%	CLARA E. WESTROPP SCHOOL	130	19.23%	CLARA E. WESTROPP SCHOOL	103	26.21%	CLARA E. WESTROPP SCHOOL	101	29.70%			
CLARA E. WESTROPP SCHOOL	186	16.13%	[redacted]																	
CLARK ELEMENTARY SCHOOL	173	20.81%	CLARK ELEMENTARY SCHOOL	170	17.06%	CLARK ELEMENTARY SCHOOL	175	21.14%	CLARK ELEMENTARY SCHOOL	154	18.83%	CLARK ELEMENTARY SCHOOL	172	27.33%	CLARK ELEMENTARY SCHOOL	179	18.99%			
CLEVELAND SCHOOL OF THE ARTS, DIKE CAMPUS	141	17.73%	CLEVELAND SCHOOL OF THE ARTS, DIKE CAMPUS	149	19.46%	CLEVELAND SCHOOL OF THE ARTS, DIKE	205	28.29%	CLEVELAND SCHOOL OF THE ARTS, DIKE CAM	220	33.18%	CLEVELAND SCHOOL OF THE ARTS, DIKE CAMPUS	182	32.97%	CLEVELAND SCHOOL OF THE ARTS, DIKE	155	52.90%			
DANIEL E. MORGAN SCHOOL	128	30.47%	DANIEL E. MORGAN SCHOOL	104	19.23%	DANIEL E. MORGAN SCHOOL	88	27.27%	DANIEL E. MORGAN SCHOOL	82	23.17%	DANIEL E. MORGAN SCHOOL	89	8.99%	DANIEL E. MORGAN SCHOOL	98	37.76%			
DENISON SCHOOL	226	34.96%	DENISON SCHOOL	197	38.58%	DENISON SCHOOL	187	33.16%	DENISON SCHOOL	206	34.47%	DENISON SCHOOL	201	37.31%	DENISON SCHOOL	148	27.03%			
DOUGLAS MACARTHUR SCHOOL	56	16.07%	DOUGLAS MACARTHUR SCHOOL	81	17.28%	DOUGLAS MACARTHUR SCHOOL	94	13.83%	DOUGLAS MACARTHUR SCHOOL	102	5.88%	DOUGLAS MACARTHUR SCHOOL	102	11.76%	DOUGLAS MACARTHUR SCHOOL	97	7.22%			
EARLY CHILDHOOD CENTER	45	8.89%	EARLY CHILDHOOD CENTER	52	15.38%	EARLY CHILDHOOD CENTER	40	37.50%	EARLY CHILDHOOD CENTER	31	16.13%	EARLY CHILDHOOD CENTER	20	5.00%	[redacted]					
EAST CLARK @ MARGARET SPELLACY	118	31.36%	EAST CLARK @ MARGARET SPELLACY	126	30.95%	EAST CLARK @ MARGARET SPELLACY	117	35.04%	EAST CLARK @ MARGARET SPELLACY	122	29.51%	EAST CLARK @ MARGARET SPELLACY	89	28.09%	EAST CLARK @ MARGARET SPELLACY	89	30.34%			
EMILE B. DESAUZE CONTEMPORARY ACADEMY	94	41.49%	EMILE B. DESAUZE CONTEMPORARY ACADEMY	69	28.99%	EMILE B. DESAUZE CONTEMPORARY AC/	67	37.31%	[redacted]											
EMPIRE COMPUTECH SCHOOL	71	22.54%	EMPIRE COMPUTECH SCHOOL	68	29.41%	[redacted]														
FOREST HILL PARKWAY SCHOOL	110	47.27%	FOREST HILL PARKWAY SCHOOL	77	44.16%	[redacted]														
FRANKLIN D. ROOSEVELT SCHOOL	98	27.55%	FRANKLIN D. ROOSEVELT SCHOOL	113	39.82%	FRANKLIN D. ROOSEVELT SCHOOL	189	30.69%	FRANKLIN D. ROOSEVELT SCHOOL	130	36.92%	FRANKLIN D. ROOSEVELT SCHOOL	118	33.05%	FRANKLIN D. ROOSEVELT SCHOOL	96	26.04%			
FULLERTON SCHOOL	129	32.56%	FULLERTON SCHOOL	82	42.68%	FULLERTON SCHOOL	109	34.86%	FULLERTON SCHOOL	90	44.44%	FULLERTON SCHOOL	68	29.41%	FULLERTON SCHOOL	49	40.82%			
GEORGE WASHINGTON CARVER SCHOOL @ ALFRED	116	22.41%	GEORGE WASHINGTON CARVER SCHOOL @ ALFRED A.	132	29.55%	GEORGE WASHINGTON CARVER SCHOO	112	28.57%	GEORGE WASHINGTON CARVER SCHOOL @ A	161	29.81%	GEORGE WASHINGTON CARVER SCHOOL @ ALFR	124	27.42%	GEORGE WASHINGTON CARVER SCHOC	104	45.19%			
GIDDINGS SCHOOL	89	33.71%	GIDDINGS SCHOOL	60	28.33%	GIDDINGS SCHOOL	70	40.00%	[redacted]											
GRACEMOUNT SCHOOL	141	21.99%	GRACEMOUNT SCHOOL	155	35.48%	[redacted]														
H. BARBARA BOOKER SCHOOL	75	30.67%	H. BARBARA BOOKER SCHOOL	106	28.30%	H. BARBARA BOOKER SCHOOL	119	34.45%	H. BARBARA BOOKER SCHOOL	107	35.51%	H. BARBARA BOOKER SCHOOL	99	34.34%	H. BARBARA BOOKER SCHOOL	95	22.11%			
HANNAH GIBBONS-NOTTINGHAM SCHOOL	76	25.00%	HANNAH GIBBONS-NOTTINGHAM SCHOOL	71	26.76%	HANNAH GIBBONS-NOTTINGHAM SCHO	82	20.73%	HANNAH GIBBONS-NOTTINGHAM SCHOOL	75	33.33%	HANNAH GIBBONS-NOTTINGHAM SCHOOL	77	33.77%	HANNAH GIBBONS-NOTTINGHAM SCHC	50	26.00%			
HARVEY RICE @ JESSE OWENS	62	32.26%	HARVEY RICE @ JESSE OWENS	83	38.55%	HARVEY RICE @ JESSE OWENS	122	35.25%	HARVEY RICE @ JESSE OWENS	97	29.90%	HARVEY RICE @ JESSE OWENS	89	22.47%	HARVEY RICE @ JESSE OWENS	60	30.00%			
HENRY W. LONGFELLOW SCHOOL	70	21.43%	HENRY W. LONGFELLOW SCHOOL	76	28.95%	[redacted]														
IOWA-MAPLE SCHOOL	96	35.42%	IOWA-MAPLE SCHOOL	79	36.71%	IOWA-MAPLE SCHOOL	108	27.78%	IOWA-MAPLE SCHOOL	107	33.64%	IOWA-MAPLE SCHOOL	102	28.43%	IOWA-MAPLE SCHOOL	92	29.35%			
JOHN D. ROCKEFELLER SCHOOL	71	36.62%	JOHN D. ROCKEFELLER SCHOOL	55	43.64%	[redacted]														
JOHN W. RAPER SCHOOL	106	32.08%	JOHN W. RAPER SCHOOL	94	32.98%	[redacted]														
JOSEPH F. LANDIS SCHOOL	91	30.77%	JOSEPH F. LANDIS SCHOOL	104	28.85%	[redacted]														
JOSEPH M. GALLAGHER SCHOOL	183	25.14%	JOSEPH M. GALLAGHER SCHOOL	222	34.23%	JOSEPH M. GALLAGHER SCHOOL	218	24.31%	JOSEPH M. GALLAGHER SCHOOL	185	24.86%	JOSEPH M. GALLAGHER SCHOOL	171	26.32%	JOSEPH M. GALLAGHER SCHOOL	172	27.33%			
KENNETH W. CLEMENT SCHOOL	51	29.41%	KENNETH W. CLEMENT SCHOOL	94	19.15%	KENNETH W. CLEMENT SCHOOL	72	25.00%	KENNETH W. CLEMENT SCHOOL	63	19.05%	KENNETH W. CLEMENT SCHOOL	55	9.09%	Kenneth W. Clement Boys Leadership A	49	4.08%			
LOUIS AGASSIZ SCHOOL	109	18.35%	LOUIS AGASSIZ SCHOOL	115	22.61%	LOUIS AGASSIZ SCHOOL	123	21.95%	LOUIS AGASSIZ SCHOOL	100	22.00%	LOUIS AGASSIZ SCHOOL	91	4.40%	LOUIS AGASSIZ SCHOOL	82	19.51%			
LOUISA MAY ALCOTT SCHOOL	100	13.00%	LOUISA MAY ALCOTT SCHOOL	109	9.17%	LOUISA MAY ALCOTT SCHOOL	110	4.55%	LOUISA MAY ALCOTT SCHOOL	83	4.82%	LOUISA MAY ALCOTT SCHOOL	100	12.00%	LOUISA MAY ALCOTT SCHOOL	108	5.56%			
LUIS MUNOZ MARIN	211	20.85%	LUIS MUNOZ MARIN	184	29.35%	LUIS MUNOZ MARIN	202	24.26%	LUIS MUNOZ MARIN	175	26.86%	LUIS MUNOZ MARIN	195	34.87%	LUIS MUNOZ MARIN	185	37.30%			
MARION C. SELTZER ELEMENTARY SCHOOL	156	22.44%	MARION C. SELTZER ELEMENTARY SCHOOL	139	26.62%	MARION C. SELTZER ELEMENTARY SCHO	147	29.25%	MARION C. SELTZER ELEMENTARY SCHOOL	139	35.25%	MARION C. SELTZER ELEMENTARY SCHOOL	144	25.69%	MARION C. SELTZER ELEMENTARY SCHC	131	26.72%			
MARION-STERLING SCHOOL	127	43.31%	MARION-STERLING SCHOOL	141	41.13%	MARION-STERLING SCHOOL	148	42.57%	MARION-STERLING SCHOOL	144	43.75%	MARION-STERLING SCHOOL	101	28.71%	MARION-STERLING SCHOOL	98	43.88%			
MARY B. MARTIN SCHOOL	80	37.50%	MARY B. MARTIN SCHOOL	86	26.74%	MARY B. MARTIN SCHOOL	90	22.22%	MARY B. MARTIN SCHOOL	105	20.00%	MARY B. MARTIN SCHOOL	110	40.91%	MARY B. MARTIN SCHOOL	120	25.00%			
MARY M. BETHUNE SCHOOL	110	31.82%	MARY M. BETHUNE SCHOOL	94	31.91%	MARY M. BETHUNE SCHOOL	105	29.52%	MARY M. BETHUNE SCHOOL	92	22.83%	MARY M. BETHUNE SCHOOL	98	35.71%	MARY M. BETHUNE SCHOOL	95	40.00%			
MCKINLEY SCHOOL	87	20.69%	MCKINLEY SCHOOL	84	20.24%	MCKINLEY SCHOOL	80	21.25%	MCKINLEY SCHOOL	88	14.77%	MCKINLEY SCHOOL	84	9.52%	MCKINLEY SCHOOL	68	25.00%			
MEMORIAL SCHOOL	138	28.26%	MEMORIAL SCHOOL	133	27.07%	MEMORIAL SCHOOL	125	41.60%	MEMORIAL SCHOOL	132	20.45%	MEMORIAL SCHOOL	119	23.53%	MEMORIAL SCHOOL	101	28.71%			
MICHAEL R. WHITE SCHOOL	104	35.58%	MICHAEL R. WHITE SCHOOL	94	27.66%	MICHAEL R. WHITE SCHOOL	125	37.60%	MICHAEL R. WHITE SCHOOL	112	33.04%	MICHAEL R. WHITE SCHOOL	100	39.00%	MICHAEL R. WHITE SCHOOL	84	50.00%			
MILES PARK SCHOOL	123	15.45%	MILES PARK SCHOOL	129	19.38%	MILES PARK SCHOOL	137	32.85%	MILES PARK SCHOOL	139	27.34%	MILES PARK SCHOOL	147	29.25%	MILES PARK SCHOOL	146	26.71%			
MILES SCHOOL	70	41.43%	MILES SCHOOL	82	43.90%	MILES SCHOOL	96	38.54%	MILES SCHOOL	71	50.70%	MILES SCHOOL	16	25.00%	MILES SCHOOL	65	43.08%			
MOUND SCHOOL	67	47.76%	MOUND SCHOOL	76	48.68%	MOUND SCHOOL	75	37.33%	MOUND SCHOOL	120	40.83%	MOUND SCHOOL	113	30.97%	MOUND SCHOOL	110	34.55%			
NATHAN HALE SCHOOL @ MT. PLEASANT	95	40.00%	NATHAN HALE SCHOOL @ MT. PLEASANT	67	26.87%	NATHAN HALE SCHOOL @ MT. PLEASAN	94	26.60%	NATHAN HALE SCHOOL @ MT. PLEASANT	85	27.06%	NATHAN HALE SCHOOL @ MT. PLEASANT	103	30.10%	NATHAN HALE SCHOOL @ MT. PLEASAI	90	28.89%			
NEWTON D. BAKER SCHOOL	180	10.56%	NEWTON D. BAKER SCHOOL	101	18.81%	NEWTON D. BAKER SCHOOL	123	20.33%	NEWTON D. BAKER SCHOOL	101	21.78%	NEWTON D. BAKER SCHOOL	106	20.75%	NEWTON D. BAKER SCHOOL	90	10.00%			
OLIVER H. PERRY ELEMENTARY SCHOOL	123	30.08%	OLIVER H. PERRY ELEMENTARY SCHOOL	105	34.29%	OLIVER H. PERRY ELEMENTARY SCHOOL	100	31.00%	OLIVER H. PERRY ELEMENTARY SCHOOL	81	37.04%	OLIVER H. PERRY ELEMENTARY SCHOOL	91	27.47%	OLIVER H. PERRY ELEMENTARY SCHOOL	82	39.02%			
ORCHARD SCHOOL OF SCIENCE	132	26.52%	ORCHARD SCHOOL OF SCIENCE	91	16.48%	ORCHARD SCHOOL OF SCIENCE	118	19.49%	ORCHARD SCHOOL OF SCIENCE	93	20.43%	ORCHARD SCHOOL OF SCIENCE	81	29.63%	ORCHARD SCHOOL OF SCIENCE	97	15.46%			
PATRICK HENRY SCHOOL @ STEPHEN E. HOWE	79	56.96%	PATRICK HENRY SCHOOL @ STEPHEN E. HOWE	93	34.41%	PATRICK HENRY SCHOOL @ STEPHEN E.	91	26.37%	PATRICK HENRY SCHOOL @ STEPHEN E. HOW	94	20.21%	PATRICK HENRY SCHOOL @ STEPHEN E. HOWE	98	37.76%	PATRICK HENRY SCHOOL @ STEPHEN E.	83	39.76%			
PAUL L. DUNBAR SCHOOL	63	28.57%	PAUL L. DUNBAR SCHOOL	79	26.58%	PAUL L. DUNBAR SCHOOL	49	10.20%	PAUL L. DUNBAR SCHOOL	40	15.00%	PAUL L. DUNBAR SCHOOL	39	20.51%	PAUL L. DUNBAR SCHOOL	50	18.00%			
PAUL REVERE SCHOOL	93	30.11%	PAUL REVERE SCHOOL	103	32.04%	PAUL REVERE SCHOOL	131	35.11%	PAUL REVERE SCHOOL	115	41.74%	PAUL REVERE SCHOOL	96	43.75%	PAUL REVERE SCHOOL	90	28.89%			
RIVERSIDE SCHOOL	177	11.30%	RIVERSIDE SCHOOL	133	6.77%	RIVERSIDE SCHOOL	179	6.70%	RIVERSIDE SCHOOL	158	10.76%	RIVERSIDE SCHOOL	132	19.70%	RIVERSIDE SCHOOL	121	5.79%			
ROBERT FULTON SCHOOL	77	37.66%	ROBERT FULTON SCHOOL	66	39.39%	[redacted]														
ROBERT H. JAMISON SCHOOL	150	40.00%	ROBERT H. JAMISON SCHOOL	122	26.23%	ROBERT H. JAMISON SCHOOL	107	33.64%	ROBERT H. JAMISON SCHOOL	104	44.23%	ROBERT H. JAMISON SCHOOL	88	51.14%	ROBERT H. JAMISON SCHOOL	64	35.94%			
ROBINSON G. JONES @ N. HAWTHORNE SCHOOL	102	12.75%	ROBINSON G. JONES @ N. HAWTHORNE SCHOOL	94	6.38%	ROBINSON G. JONES @ N. HAWTHORNE	103	18.45%	ROBINSON G. JONES @ N. HAWTHORNE SCHC	73	23.29%	ROBINSON G. JONES @ N. HAWTHORNE SCHOOL	98	25.51%	ROBINSON G. JONES @ N. HAWTHORNI	124	16.13%			
SCRANTON SCHOOL	149	17.45%	SCRANTON SCHOOL	54	5.56%	SCRANTON SCHOOL	136	21.32%	SCRANTON SCHOOL	125	20.80%	SCRANTON SCHOOL	110	26.36%	SCRANTON SCHOOL	91	14.29%			
SUNBEAM SCHOOL	54	12.96%	SUNBEAM SCHOOL	35	28.57%	SUNBEAM SCHOOL	60	26.67%	SUNBEAM SCHOOL	62	32.26%	SUNBEAM SCHOOL	57	26.32%	SUNBEAM SCHOOL	44	25.00%			
TREMONT MONTESSORI SCHOOL	126	27.78%	TREMONT MONTESSORI SCHOOL	133	22.56%	TREMONT MONTESSORI SCHOOL	139	30.22%	TREMONT MONTESSORI SCHOOL	179	26.82%	TREMONT MONTESSORI SCHOOL	167	15.57%	TREMONT MONTESSORI SCHOOL	163	15.95%			
UNION SCHOOL	55	34.55%	UNION SCHOOL	56	16.07%	UNION SCHOOL	58	20.69%	[redacted]											
VALLEY VIEW BOYS LEADERSHIP ACADEMY	42	11.90%	VALLEY VIEW BOYS LEADERSHIP ACADEMY	57	15.79%	VALLEY VIEW BOYS LEADERSHIP ACADEI	67	10.45%	VALLEY VIEW BOYS LEADERSHIP ACADEMY	75	17.33%	VALLEY VIEW BOYS LEADERSHIP ACADEMY	63	12.70%	VALLEY VIEW BOYS LEADERSHIP ACADE	48	10.42%			
WADE PARK @ HARRY E. DAVIS SCHOOL	46	26.09%	WADE PARK @ HARRY E. DAVIS SCHOOL	90	34.44%	WADE PARK @ HARRY E. DAVIS SCHOOL	94	34.04%	WADE PARK @ HARRY E. DAVIS SCHOOL	120	30.83%	WADE PARK @ HARRY E. DAVIS SCHOOL	105	31.43%	WADE PARK @ HARRY E. DAVIS SCHOO	105	36.19%			
WALTON ELEMENTARY SCHOOL	188	29.26%	WALTON ELEMENTARY SCHOOL	134	32.84%	WALTON ELEMENTARY SCHOOL	155	39.35%	WALTON ELEMENTARY SCHOOL	119	27.73%	WALTON ELEMENTARY SCHOOL	107	25.23%	WALTON ELEMENTARY SCHOOL	106	33.02%			
WARNER GIRLS LEADERSHIP ACADEMY	72	26.39%	WARNER GIRLS LEADERSHIP ACADEMY	118	16.95%	WARNER GIRLS LEADERSHIP ACADEMY	127	22.83%	WARNER GIRLS LEADERSHIP ACADEMY	133	24.06%	WARNER GIRLS LEADERSHIP ACADEMY	131	22.14%	WARNER GIRLS LEADERSHIP ACADEMY	118	14.41%			
WATTERSON-LAKE SCHOOL	165	21.21%	WATTERSON-LAKE SCHOOL	140	21.43%	WATTERSON-LAKE SCHOOL	101	24.75%	WATTERSON-LAKE SCHOOL	96	31.25%	WATTERSON-LAKE SCHOOL	70	17.14%	WATTERSON-LAKE SCHOOL	78	8.97%			
WAVERLY SCHOOL	117	27.35%	WAVERLY SCHOOL	93	29.03%	WAVERLY SCHOOL	103	29.13%	WAVERLY SCHOOL	104	24.04%	WAVERLY SCHOOL	84	19.05%	WAVERLY SCHOOL	75	30.67%			
WILBUR WRIGHT SCHOOL	146	34.25%	WILBUR WRIGHT SCHOOL	128	15.63%	WILBUR WRIGHT SCHOOL	143	16.78%	WILBUR WRIGHT SCHOOL	98	13.27%	WILBUR WRIGHT SCHOOL	55	36.36%	WILBUR WRIGHT SCHOOL	101	20.79%			
WILLIAM CULLEN BRYANT SCHOOL	135	20.00%	WILLIAM CULLEN BRYANT SCHOOL	102	14.71%	WILLIAM CULLEN BRYANT SCHOOL	92	9.78%	WILLIAM CULLEN BRYANT SCHOOL	110	15.45%	WILLIAM CULLEN BRYANT SCHOOL	114	5.26%	WILLIAM CULLEN BRYANT SCHOOL	111	14.41%			
WILLOW SCHOOL	59	27.12%	WILLOW SCHOOL	69	26.09%	WILLOW SCHOOL	70	25.71%	WILLOW SCHOOL	57	33.33%	WILLOW SCHOOL	57	21.05%	WILLOW SCHOOL	79	27.85%			
WOODLAND HILLS SCHOOL	98	33.67%	WOODLAND HILLS SCHOOL	73	28.77%	WOODLAND HILLS SCHOOL	95	47.37%	[redacted]											
[redacted]						Thomas Jefferson International Newcon	46	6.52%	Thomas Jefferson International Newcomers A	60	45.00%	Thomas Jefferson International Newcomers Acac	71	43.66%	Thomas Jefferson International Newcor	101	36.63%			
[redacted]						Whitney M. Young Leadership Academy	54	22.22%	Whitney M. Young Leadership Academy	42	7.14%	Whitney M. Young Leadership Academy	26	30.77%	Whitney M. Young Leadership Academy	33	33.33%			
[redacted]			Garfield	103	17.48%	Garfield	116	18.97%	Garfield	141	12.77%	Garfield	159	18.24%	Garfield	153	18.30%			
[redacted]						Euclid Park	99	26.26%	Euclid Park	86	12.79%	Euclid Park	94	19.15%	Euclid Park	100	20.00%			
[redacted]						Willson	82	26.83%	Willson	111	27.03%	Willson	114	26.32%	Willson	108	19.44%			
[redacted]						Campus International at CSU Cole Cente	37	21.62%	Campus International at CSU Cole Center	84	20.24%	Campus International at CSU Cole Center	150	10.00%	Campus International at CSU Cole Cent	177	5.65%			
[redacted]						[redacted]									Alfred A. Benesch School	81	25.93%			

Table A3: Grades 2–4—Peer Social and Emotional Competence "Needs Improvement," by School and Year

Peer Social and Emotional Competence																				
2009			2010			2011			2012			2013			2014					
School	N	Needs Improvement	School	N	Needs Improvement	School	N	Needs Improvement	School	N	Needs Improvement	School	N	Needs Improvement	School	N	Needs Improvement			
ADLAI E. STEVENSON SCHOOL	84	11.90%	ADLAI E. STEVENSON SCHOOL	80	36.25%	ADLAI E. STEVENSON SCHOOL	69	17.39%	ADLAI E. STEVENSON SCHOOL	94	20.21%	ADLAI E. STEVENSON SCHOOL	118	16.10%	ADLAI E. STEVENSON SCHOOL	98	16.33%			
ALBERT B. HART SCHOOL	92	33.70%	ALBERT B. HART SCHOOL	80	27.50%	[redacted]														
ALEXANDER GRAHAM BELL SCHOOL	134	20.15%	ALEXANDER GRAHAM BELL SCHOOL	104	15.38%															
ALMIRA SCHOOL	135	22.96%	ALMIRA SCHOOL	96	29.17%	ALMIRA SCHOOL	115	25.22%	ALMIRA SCHOOL	93	21.51%	ALMIRA SCHOOL	83	25.30%	ALMIRA SCHOOL	99	22.22%			
ANDREW J. RICKOFF SCHOOL	161	29.19%	ANDREW J. RICKOFF SCHOOL	148	23.65%	ANDREW J. RICKOFF SCHOOL	136	30.88%	ANDREW J. RICKOFF SCHOOL	138	29.71%	ANDREW J. RICKOFF SCHOOL	153	20.92%	ANDREW J. RICKOFF SCHOOL	139	23.02%			
ANTON GRDINA SCHOOL	137	35.04%	ANTON GRDINA SCHOOL	141	22.70%	ANTON GRDINA SCHOOL	98	28.57%	ANTON GRDINA SCHOOL	101	35.64%	ANTON GRDINA SCHOOL	73	26.03%	ANTON GRDINA SCHOOL	81	23.46%			
ARTEMUS WARD SCHOOL	123	21.14%	ARTEMUS WARD SCHOOL	136	19.12%	ARTEMUS WARD SCHOOL	122	14.75%	ARTEMUS WARD SCHOOL	141	12.77%	ARTEMUS WARD SCHOOL	145	20.00%	ARTEMUS WARD SCHOOL	120	20.00%			
AUDUBON SCHOOL	114	34.21%	AUDUBON SCHOOL	88	21.59%	[redacted]														
BENJAMIN FRANKLIN SCHOOL	192	17.19%	BENJAMIN FRANKLIN SCHOOL	190	8.42%	BENJAMIN FRANKLIN SCHOOL	197	9.14%	BENJAMIN FRANKLIN SCHOOL	186	10.22%	BENJAMIN FRANKLIN SCHOOL	187	10.70%	BENJAMIN FRANKLIN SCHOOL	165	14.55%			
BOLTON SCHOOL	96	33.33%	BOLTON SCHOOL	72	43.06%	BOLTON SCHOOL	122	32.79%	BOLTON SCHOOL	98	37.76%	BOLTON SCHOOL	80	32.50%	BOLTON SCHOOL	74	18.92%			
BROOKLAWN SCHOOL	86	31.40%	BROOKLAWN SCHOOL	65	15.38%	[redacted]														
BUCKEYE-WOODLAND SCHOOL	82	19.51%	BUCKEYE-WOODLAND SCHOOL	70	28.57%	BUCKEYE-WOODLAND SCHOOL	91	26.37%	BUCKEYE-WOODLAND SCHOOL	82	20.73%	BUCKEYE-WOODLAND SCHOOL	57	15.79%	BUCKEYE-WOODLAND SCHOOL	77	14.29%			
BUHRER @ KENTUCKY SCHOOL	142	11.97%	BUHRER @ KENTUCKY SCHOOL	113	8.85%	BUHRER @ KENTUCKY SCHOOL	108	3.70%	BUHRER @ KENTUCKY SCHOOL	115	4.35%	BUHRER @ KENTUCKY SCHOOL	117	5.13%	BUHRER @ KENTUCKY SCHOOL	118	2.54%			
CAPTAIN ARTHUR ROTH SCHOOL	85	25.88%	CAPTAIN ARTHUR ROTH SCHOOL	54	5.56%	CAPTAIN ARTHUR ROTH SCHOOL	64	14.06%	[redacted]											
CARL & LOUIS STOKES CENTRAL ACADEMY	143	29.37%	CARL & LOUIS STOKES CENTRAL ACADEMY	123	29.27%	CARL & LOUIS STOKES CENTRAL ACADEMY	154	20.13%	CARL & LOUIS STOKES CENTRAL ACADEMY	121	36.36%	CARL & LOUIS STOKES CENTRAL ACADEMY	125	20.00%	[redacted]						
CASE SCHOOL	114	32.46%	CASE SCHOOL	103	13.59%	CASE SCHOOL	123	21.95%	CASE SCHOOL	105	22.86%	CASE SCHOOL	108	22.22%	CASE SCHOOL	93	25.81%			
CHARLES A. MOONEY SCHOOL	155	23.23%	CHARLES A. MOONEY SCHOOL	151	14.57%	CHARLES A. MOONEY SCHOOL	181	14.92%	CHARLES A. MOONEY SCHOOL	117	7.69%	CHARLES A. MOONEY SCHOOL	118	18.64%	CHARLES A. MOONEY SCHOOL	113	6.19%			
CHARLES DICKENS SCHOOL	73	32.88%	CHARLES DICKENS SCHOOL	74	18.92%	CHARLES DICKENS SCHOOL	97	14.43%	CHARLES DICKENS SCHOOL	115	27.83%	CHARLES DICKENS SCHOOL	116	19.83%	CHARLES DICKENS SCHOOL	89	20.22%			
CHARLES H. LAKE SCHOOL @ LOUIS PASTEUR	37	21.62%	[redacted]																	
CHARLES W. ELIOT SCHOOL	74	18.92%	CHARLES W. ELIOT SCHOOL	64	39.06%	CHARLES W. ELIOT SCHOOL	128	25.78%	CHARLES W. ELIOT SCHOOL	100	34.00%	CHARLES W. ELIOT SCHOOL	101	26.73%	CHARLES W. ELIOT SCHOOL	84	16.67%			
CLARA E. WESTROPP SCHOOL	186	16.67%	CLARA E. WESTROPP SCHOOL	149	15.44%	CLARA E. WESTROPP SCHOOL	180	19.44%	CLARA E. WESTROPP SCHOOL	130	9.23%	CLARA E. WESTROPP SCHOOL	102	12.75%	CLARA E. WESTROPP SCHOOL	101	27.72%			
CLARK ELEMENTARY SCHOOL	174	24.14%	CLARK ELEMENTARY SCHOOL	170	16.47%	CLARK ELEMENTARY SCHOOL	175	15.43%	CLARK ELEMENTARY SCHOOL	154	21.43%	CLARK ELEMENTARY SCHOOL	171	18.71%	CLARK ELEMENTARY SCHOOL	179	15.08%			
CLEVELAND SCHOOL OF THE ARTS, DIKE CAMPUS	142	21.83%	CLEVELAND SCHOOL OF THE ARTS, DIKE CAMPUS	149	13.42%	CLEVELAND SCHOOL OF THE ARTS, DIKE	205	27.80%	CLEVELAND SCHOOL OF THE ARTS, DIKE CAM	220	30.00%	CLEVELAND SCHOOL OF THE ARTS, DIKE CAMPUS	180	36.11%	CLEVELAND SCHOOL OF THE ARTS, DIKE	151	28.48%			
DANIEL E. MORGAN SCHOOL	128	25.78%	DANIEL E. MORGAN SCHOOL	102	21.57%	DANIEL E. MORGAN SCHOOL	88	13.64%	DANIEL E. MORGAN SCHOOL	82	32.93%	DANIEL E. MORGAN SCHOOL	89	16.85%	DANIEL E. MORGAN SCHOOL	98	19.39%			
DENISON SCHOOL	226	30.97%	DENISON SCHOOL	197	28.43%	DENISON SCHOOL	187	25.13%	DENISON SCHOOL	206	30.58%	DENISON SCHOOL	201	25.37%	DENISON SCHOOL	147	23.13%			
DOUGLAS MACARTHUR SCHOOL	56	16.07%	DOUGLAS MACARTHUR SCHOOL	81	22.22%	DOUGLAS MACARTHUR SCHOOL	94	8.51%	DOUGLAS MACARTHUR SCHOOL	102	4.90%	DOUGLAS MACARTHUR SCHOOL	102	9.80%	DOUGLAS MACARTHUR SCHOOL	97	4.12%			
EARLY CHILDHOOD CENTER	45	15.56%	EARLY CHILDHOOD CENTER	52	25.00%	EARLY CHILDHOOD CENTER	40	10.00%	EARLY CHILDHOOD CENTER	31	6.45%	EARLY CHILDHOOD CENTER	20	20.00%	[redacted]						
EAST CLARK @ MARGARET SPELLACY	118	23.73%	EAST CLARK @ MARGARET SPELLACY	126	26.98%	EAST CLARK @ MARGARET SPELLACY	117	23.93%	EAST CLARK @ MARGARET SPELLACY	123	24.39%	EAST CLARK @ MARGARET SPELLACY	89	11.24%	EAST CLARK @ MARGARET SPELLACY	89	19.10%			
EMILE B. DESAUZE CONTEMPORARY ACADEMY	94	32.98%	EMILE B. DESAUZE CONTEMPORARY ACADEMY	69	15.94%	EMILE B. DESAUZE CONTEMPORARY AC	67	29.85%	[redacted]											
EMPIRE COMPUTECH SCHOOL	71	14.08%	EMPIRE COMPUTECH SCHOOL	69	15.94%	[redacted]														
FOREST HILL PARKWAY SCHOOL	110	24.55%	FOREST HILL PARKWAY SCHOOL	77	29.87%	[redacted]														
FRANKLIN D. ROOSEVELT SCHOOL	98	26.53%	FRANKLIN D. ROOSEVELT SCHOOL	113	22.12%	FRANKLIN D. ROOSEVELT SCHOOL	189	18.52%	FRANKLIN D. ROOSEVELT SCHOOL	131	17.56%	FRANKLIN D. ROOSEVELT SCHOOL	118	24.58%	FRANKLIN D. ROOSEVELT SCHOOL	96	23.96%			
FULLERTON SCHOOL	129	27.91%	FULLERTON SCHOOL	82	40.24%	FULLERTON SCHOOL	109	30.28%	FULLERTON SCHOOL	90	38.89%	FULLERTON SCHOOL	67	26.87%	FULLERTON SCHOOL	48	45.83%			
GEORGE WASHINGTON CARVER SCHOOL @ ALFRED	117	19.66%	GEORGE WASHINGTON CARVER SCHOOL @ ALFRED A.	132	12.88%	GEORGE WASHINGTON CARVER SCHOO	112	21.43%	GEORGE WASHINGTON CARVER SCHOOL @ A	161	21.74%	GEORGE WASHINGTON CARVER SCHOOL @ ALFR	122	19.67%	GEORGE WASHINGTON CARVER SCHOC	104	27.88%			
GIDDINGS SCHOOL	89	16.85%	GIDDINGS SCHOOL	60	33.33%	GIDDINGS SCHOOL	70	22.86%	[redacted]											
GRACEMOUNT SCHOOL	141	23.40%	GRACEMOUNT SCHOOL	155	34.84%	[redacted]														
H. BARBARA BOOKER SCHOOL	75	33.33%	H. BARBARA BOOKER SCHOOL	106	33.96%	H. BARBARA BOOKER SCHOOL	119	24.37%	H. BARBARA BOOKER SCHOOL	107	28.97%	H. BARBARA BOOKER SCHOOL	99	27.27%	H. BARBARA BOOKER SCHOOL	95	15.79%			
HANNAH GIBBONS-NOTTINGHAM SCHOOL	76	32.89%	HANNAH GIBBONS-NOTTINGHAM SCHOOL	71	23.94%	HANNAH GIBBONS-NOTTINGHAM SCHO	82	24.39%	HANNAH GIBBONS-NOTTINGHAM SCHOOL	75	18.67%	HANNAH GIBBONS-NOTTINGHAM SCHOOL	77	18.18%	HANNAH GIBBONS-NOTTINGHAM SCHC	47	12.77%			
HARVEY RICE @ JESSE OWENS	62	17.74%	HARVEY RICE @ JESSE OWENS	83	33.73%	HARVEY RICE @ JESSE OWENS	122	27.05%	HARVEY RICE @ JESSE OWENS	97	19.59%	HARVEY RICE @ JESSE OWENS	88	18.18%	HARVEY RICE @ JESSE OWENS	60	20.00%			
HENRY W. LONGFELLOW SCHOOL	70	22.86%	HENRY W. LONGFELLOW SCHOOL	76	22.37%	[redacted]														
IOWA-MAPLE SCHOOL	96	22.92%	IOWA-MAPLE SCHOOL	79	21.52%	IOWA-MAPLE SCHOOL	108	12.96%	IOWA-MAPLE SCHOOL	107	26.17%	IOWA-MAPLE SCHOOL	101	15.84%	IOWA-MAPLE SCHOOL	92	18.48%			
JOHN D. ROCKEFELLER SCHOOL	71	33.80%	JOHN D. ROCKEFELLER SCHOOL	55	36.36%	[redacted]														
JOHN W. RAPER SCHOOL	105	31.43%	JOHN W. RAPER SCHOOL	94	29.79%	[redacted]														
JOSEPH F. LANDIS SCHOOL	91	17.58%	JOSEPH F. LANDIS SCHOOL	104	20.19%	[redacted]														
JOSEPH M. GALLAGHER SCHOOL	183	15.85%	JOSEPH M. GALLAGHER SCHOOL	222	13.51%	JOSEPH M. GALLAGHER SCHOOL	218	12.39%	JOSEPH M. GALLAGHER SCHOOL	185	17.30%	JOSEPH M. GALLAGHER SCHOOL	170	7.06%	JOSEPH M. GALLAGHER SCHOOL	172	11.05%			
KENNETH W. CLEMENT SCHOOL	51	21.57%	KENNETH W. CLEMENT SCHOOL	94	28.72%	KENNETH W. CLEMENT SCHOOL	72	37.50%	KENNETH W. CLEMENT SCHOOL	63	41.27%	KENNETH W. CLEMENT SCHOOL	55	14.55%	Kenneth W. Clement Boys Leadership A	48	4.17%			
LOUIS AGASSIZ SCHOOL	109	13.76%	LOUIS AGASSIZ SCHOOL	115	20.00%	LOUIS AGASSIZ SCHOOL	123	15.45%	LOUIS AGASSIZ SCHOOL	100	8.00%	LOUIS AGASSIZ SCHOOL	91	10.99%	LOUIS AGASSIZ SCHOOL	82	15.85%			
LOUISA MAY ALCOTT SCHOOL	100	3.00%	LOUISA MAY ALCOTT SCHOOL	109	9.17%	LOUISA MAY ALCOTT SCHOOL	110	8.18%	LOUISA MAY ALCOTT SCHOOL	83	2.41%	LOUISA MAY ALCOTT SCHOOL	100	15.00%	LOUISA MAY ALCOTT SCHOOL	107	11.21%			
LUIS MUNOZ MARIN	212	16.04%	LUIS MUNOZ MARIN	184	25.00%	LUIS MUNOZ MARIN	202	14.36%	LUIS MUNOZ MARIN	176	15.34%	LUIS MUNOZ MARIN	195	13.33%	LUIS MUNOZ MARIN	185	11.89%			
MARION C. SELTZER ELEMENTARY SCHOOL	156	19.23%	MARION C. SELTZER ELEMENTARY SCHOOL	139	20.14%	MARION C. SELTZER ELEMENTARY SCHO	147	14.97%	MARION C. SELTZER ELEMENTARY SCHOOL	139	21.58%	MARION C. SELTZER ELEMENTARY SCHOOL	140	15.00%	MARION C. SELTZER ELEMENTARY SCHC	129	15.50%			
MARION-STERLING SCHOOL	127	29.13%	MARION-STERLING SCHOOL	141	30.50%	MARION-STERLING SCHOOL	148	31.76%	MARION-STERLING SCHOOL	145	31.72%	MARION-STERLING SCHOOL	101	17.82%	MARION-STERLING SCHOOL	98	26.53%			
MARY B. MARTIN SCHOOL	80	27.50%	MARY B. MARTIN SCHOOL	86	18.60%	MARY B. MARTIN SCHOOL	90	17.78%	MARY B. MARTIN SCHOOL	105	13.33%	MARY B. MARTIN SCHOOL	110	12.73%	MARY B. MARTIN SCHOOL	119	16.81%			
MARY M. BETHUNE SCHOOL	111	25.23%	MARY M. BETHUNE SCHOOL	94	39.36%	MARY M. BETHUNE SCHOOL	105	23.81%	MARY M. BETHUNE SCHOOL	92	17.39%	MARY M. BETHUNE SCHOOL	97	29.90%	MARY M. BETHUNE SCHOOL	95	29.47%			
MCKINLEY SCHOOL	87	20.69%	MCKINLEY SCHOOL	84	19.05%	MCKINLEY SCHOOL	80	8.75%	MCKINLEY SCHOOL	88	17.05%	MCKINLEY SCHOOL	84	16.67%	MCKINLEY SCHOOL	69	21.74%			
MEMORIAL SCHOOL	137	20.44%	MEMORIAL SCHOOL	133	18.80%	MEMORIAL SCHOOL	125	26.40%	MEMORIAL SCHOOL	132	18.18%	MEMORIAL SCHOOL	116	14.66%	MEMORIAL SCHOOL	100	20.00%			
MICHAEL R. WHITE SCHOOL	104	18.27%	MICHAEL R. WHITE SCHOOL	94	17.02%	MICHAEL R. WHITE SCHOOL	125	20.00%	MICHAEL R. WHITE SCHOOL	112	17.86%	MICHAEL R. WHITE SCHOOL	100	36.00%	MICHAEL R. WHITE SCHOOL	84	20.24%			
MILES PARK SCHOOL	123	9.76%	MILES PARK SCHOOL	129	18.60%	MILES PARK SCHOOL	137	33.58%	MILES PARK SCHOOL	139	21.58%	MILES PARK SCHOOL	147	17.69%	MILES PARK SCHOOL	146	13.70%			
MILES SCHOOL	70	28.57%	MILES SCHOOL	82	26.83%	MILES SCHOOL	96	29.17%	MILES SCHOOL	71	22.54%	MILES SCHOOL	16	31.25%	MILES SCHOOL	64	34.38%			
MOUND SCHOOL	67	28.36%	MOUND SCHOOL	76	23.68%	MOUND SCHOOL	75	32.00%	MOUND SCHOOL	120	17.50%	MOUND SCHOOL	112	28.57%	MOUND SCHOOL	109	27.52%			
NATHAN HALE SCHOOL @ MT. PLEASANT	96	25.00%	NATHAN HALE SCHOOL @ MT. PLEASANT	67	22.39%	NATHAN HALE SCHOOL @ MT. PLEASAN	94	36.17%	NATHAN HALE SCHOOL @ MT. PLEASANT	85	10.59%	NATHAN HALE SCHOOL @ MT. PLEASANT	102	13.73%	NATHAN HALE SCHOOL @ MT. PLEASAI	90	34.44%			
NEWTON D. BAKER SCHOOL	180	15.56%	NEWTON D. BAKER SCHOOL	101	14.85%	NEWTON D. BAKER SCHOOL	123	17.07%	NEWTON D. BAKER SCHOOL	101	14.85%	NEWTON D. BAKER SCHOOL	105	18.10%	NEWTON D. BAKER SCHOOL	89	6.74%			
OLIVER H. PERRY ELEMENTARY SCHOOL	122	27.87%	OLIVER H. PERRY ELEMENTARY SCHOOL	105	21.90%	OLIVER H. PERRY ELEMENTARY SCHOOL	100	23.00%	OLIVER H. PERRY ELEMENTARY SCHOOL	81	17.28%	OLIVER H. PERRY ELEMENTARY SCHOOL	88	17.05%	OLIVER H. PERRY ELEMENTARY SCHOOL	82	40.24%			
ORCHARD SCHOOL OF SCIENCE	132	20.45%	ORCHARD SCHOOL OF SCIENCE	91	17.58%	ORCHARD SCHOOL OF SCIENCE	118	14.41%	ORCHARD SCHOOL OF SCIENCE	93	21.51%	ORCHARD SCHOOL OF SCIENCE	81	16.05%	ORCHARD SCHOOL OF SCIENCE	95	12.63%			
PATRICK HENRY SCHOOL @ STEPHEN E. HOWE	79	30.38%	PATRICK HENRY SCHOOL @ STEPHEN E. HOWE	93	15.05%	PATRICK HENRY SCHOOL @ STEPHEN E.	91	31.87%	PATRICK HENRY SCHOOL @ STEPHEN E. HOW	95	25.26%	PATRICK HENRY SCHOOL @ STEPHEN E. HOWE	98	23.47%	PATRICK HENRY SCHOOL @ STEPHEN E.	83	26.51%			
PAUL L. DUNBAR SCHOOL	63	31.75%	PAUL L. DUNBAR SCHOOL	79	25.32%	PAUL L. DUNBAR SCHOOL	49	14.29%	PAUL L. DUNBAR SCHOOL	40	2.50%	PAUL L. DUNBAR SCHOOL	39	15.38%	PAUL L. DUNBAR SCHOOL	50	12.00%			
PAUL REVERE SCHOOL	93	23.66%	PAUL REVERE SCHOOL	103	22.33%	PAUL REVERE SCHOOL	131	19.85%	PAUL REVERE SCHOOL	115	14.78%	PAUL REVERE SCHOOL	96	26.04%	PAUL REVERE SCHOOL	90	22.22%			
RIVERSIDE SCHOOL	177	11.86%	RIVERSIDE SCHOOL	133	6.02%	RIVERSIDE SCHOOL	179	3.35%	RIVERSIDE SCHOOL	158	4.43%	RIVERSIDE SCHOOL	132	9.09%	RIVERSIDE SCHOOL	121	13.22%			
ROBERT FULTON SCHOOL	77	18.18%	ROBERT FULTON SCHOOL	66	24.24%	[redacted]														
ROBERT H. JAMISON SCHOOL	150	41.33%	ROBERT H. JAMISON SCHOOL	122	28.69%	ROBERT H. JAMISON SCHOOL	107	18.69%	ROBERT H. JAMISON SCHOOL	104	20.19%	ROBERT H. JAMISON SCHOOL	88	27.27%	ROBERT H. JAMISON SCHOOL	63	17.46%			
ROBINSON G. JONES @ N. HAWTHORNE SCHOOL	102	23.53%	ROBINSON G. JONES @ N. HAWTHORNE SCHOOL	94	8.51%	ROBINSON G. JONES @ N. HAWTHORNE	103	16.50%	ROBINSON G. JONES @ N. HAWTHORNE SCHC	73	23.29%	ROBINSON G. JONES @ N. HAWTHORNE SCHOOL	98	18.37%	ROBINSON G. JONES @ N. HAWTHORNI	124	10.48%			
SCRANTON SCHOOL	149	7.38%	SCRANTON SCHOOL	54	16.67%	SCRANTON SCHOOL	136	8.09%	SCRANTON SCHOOL	125	13.60%	SCRANTON SCHOOL	110	4.55%	SCRANTON SCHOOL	91	7.69%			
SUNBEAM SCHOOL	54	14.81%	SUNBEAM SCHOOL	35	11.43%	SUNBEAM SCHOOL	60	16.67%	SUNBEAM SCHOOL	62	22.58%	SUNBEAM SCHOOL	56	10.71%	SUNBEAM SCHOOL	44	15.91%			
TREMONT MONTESSORI SCHOOL	126	17.46%	TREMONT MONTESSORI SCHOOL	133	26.32%	TREMONT MONTESSORI SCHOOL	139	17.99%	TREMONT MONTESSORI SCHOOL	179	20.11%	TREMONT MONTESSORI SCHOOL	167	16.77%	TREMONT MONTESSORI SCHOOL	162	22.84%			
UNION SCHOOL	55	36.36%	UNION SCHOOL	56	17.86%	UNION SCHOOL	58	22.41%	[redacted]											
VALLEY VIEW BOYS LEADERSHIP ACADEMY	42	26.19%	VALLEY VIEW BOYS LEADERSHIP ACADEMY	57	24.56%	VALLEY VIEW BOYS LEADERSHIP ACADEI	67	11.94%	VALLEY VIEW BOYS LEADERSHIP ACADEMY	75	22.67%	VALLEY VIEW BOYS LEADERSHIP ACADEMY	62	22.58%	VALLEY VIEW BOYS LEADERSHIP ACADE	48	18.75%			
WADE PARK @ HARRY E. DAVIS SCHOOL	46	19.57%	WADE PARK @ HARRY E. DAVIS SCHOOL	90	35.56%	WADE PARK @ HARRY E. DAVIS SCHOOL	94	22.34%	WADE PARK @ HARRY E. DAVIS SCHOOL	120	35.83%	WADE PARK @ HARRY E. DAVIS SCHOOL	105	27.62%	WADE PARK @ HARRY E. DAVIS SCHOO	105	20.95%			
WALTON ELEMENTARY SCHOOL	188	15.96%	WALTON ELEMENTARY SCHOOL	134	19.40%	WALTON ELEMENTARY SCHOOL	155	18.71%	WALTON ELEMENTARY SCHOOL	119	14.29%	WALTON ELEMENTARY SCHOOL	107	4.67%	WALTON ELEMENTARY SCHOOL	106	11.32%			
WARNER GIRLS LEADERSHIP ACADEMY	72	11.11%	WARNER GIRLS LEADERSHIP ACADEMY	118	24.58%	WARNER GIRLS LEADERSHIP ACADEMY	127	24.41%	WARNER GIRLS LEADERSHIP ACADEMY	133	23.31%	WARNER GIRLS LEADERSHIP ACADEMY	131	22.14%	WARNER GIRLS LEADERSHIP ACADEMY	118	6.78%			
WATTERSON-LAKE SCHOOL	165	22.42%	WATTERSON-LAKE SCHOOL	140	17.14%	WATTERSON-LAKE SCHOOL	101	10.89%	WATTERSON-LAKE SCHOOL	97	30.93%	WATTERSON-LAKE SCHOOL	69	14.49%	WATTERSON-LAKE SCHOOL	78	11.54%			
WAVERLY SCHOOL	116	23.28%	WAVERLY SCHOOL	94	22.34%	WAVERLY SCHOOL	103	22.33%	WAVERLY SCHOOL	104	16.35%	WAVERLY SCHOOL	76	9.21%	WAVERLY SCHOOL	75	13.33%			
WILBUR WRIGHT SCHOOL	147	29.25%	WILBUR WRIGHT SCHOOL	128	8.59%	WILBUR WRIGHT SCHOOL	143	9.79%	WILBUR WRIGHT SCHOOL	98	6.12%	WILBUR WRIGHT SCHOOL	55	5.45%	WILBUR WRIGHT SCHOOL	101	8.91%			
WILLIAM CULLEN BRYANT SCHOOL	135	20.74%	WILLIAM CULLEN BRYANT SCHOOL	102	13.73%	WILLIAM CULLEN BRYANT SCHOOL	92	13.04%	WILLIAM CULLEN BRYANT SCHOOL	110	13.64%	WILLIAM CULLEN BRYANT SCHOOL	113	7.96%	WILLIAM CULLEN BRYANT SCHOOL	110	11.82%			
WILLOW SCHOOL	59	25.42%	WILLOW SCHOOL	69	13.04%	WILLOW SCHOOL	70	21.43%	WILLOW SCHOOL	57	28.07%	WILLOW SCHOOL	57	14.04%	WILLOW SCHOOL	77	11.69%			
WOODLAND HILLS SCHOOL	98	18.37%	WOODLAND HILLS SCHOOL	73	31.51%	WOODLAND HILLS SCHOOL	95	34.74%	[redacted]											
[redacted]			[redacted]			Thomas Jefferson International Newcon	46	0.00%	Thomas Jefferson International Newcomers A	60	3.33%	Thomas Jefferson International Newcomers Acac	70	7.14%	Thomas Jefferson International Newcor	101	2.97%			
[redacted]			[redacted]			Euclid Park	99	18.18%	Euclid Park	86	19.77%	Euclid Park	93	17.20%	Euclid Park	100	18.00%			
[redacted]			[redacted]			Whitney M. Young Leadership Academy	54	37.04%	Whitney M. Young Leadership Academy	42	19.05%	Whitney M. Young Leadership Academy	26	23.08%	Whitney M. Young Leadership Academy	33	36.36%			
[redacted]			Garfield	103	16.50%	Garfield	116	12.07%	Garfield	141	10.64%	Garfield	159	15.09%	Garfield	153	11.76%			
[redacted]			[redacted]			Campus International at CSU Cole Cente	37	8.11%	Campus International at CSU Cole Center	84	10.71%	Campus International at CSU Cole Center	149	10.74%	Campus International at CSU Cole Cente	176	6.25%			
[redacted]			[redacted]			Willson	82	28.05%	Willson	111	19.82%	Willson	112	16.96%	Willson	108	12.96%			
[redacted]			[redacted]			[redacted]			[redacted]			[redacted]			Alfred A. Benesch School	80	20.00%			

Table A4: Grades 2–4—Student Support "Needs Improvement," by School and Year

Student Support																				
2009			2010			2011			2012			2013			2014					
School	N	Needs Improvement	School	N	Needs Improvement	School	N	Needs Improvement	School	N	Needs Improvement	School	N	Needs Improver	School	N	Needs Improvement			
ADLAI E. STEVENSON SCHOOL	84	33.33%	ADLAI E. STEVENSON SCHOOL	80	53.75%	ADLAI E. STEVENSON SCHOOL	69	44.93%	ADLAI E. STEVENSON SCHOOL	94	31.91%	ADLAI E. STEVENSON SCHOOL	118	31.36%	ADLAI E. STEVENSON SCHOOL	98	34.69%			
ALBERT B. HART SCHOOL	92	36.96%	ALBERT B. HART SCHOOL	80	36.25%	[redacted]														
ALEXANDER GRAHAM BELL SCHOOL	134	29.85%	ALEXANDER GRAHAM BELL SCHOOL	104	17.31%															
ALMIRA SCHOOL	135	27.41%	ALMIRA SCHOOL	96	37.50%	ALMIRA SCHOOL	115	40.87%	ALMIRA SCHOOL	93	33.33%	ALMIRA SCHOOL	83	32.53%	ALMIRA SCHOOL	99	29.29%			
ANDREW J. RICKOFF SCHOOL	161	39.13%	ANDREW J. RICKOFF SCHOOL	148	50.00%	ANDREW J. RICKOFF SCHOOL	136	44.12%	ANDREW J. RICKOFF SCHOOL	138	44.20%	ANDREW J. RICKOFF SCHOOL	153	35.95%	ANDREW J. RICKOFF SCHOOL	139	43.88%			
ANTON GRDINA SCHOOL	137	33.58%	ANTON GRDINA SCHOOL	141	43.26%	ANTON GRDINA SCHOOL	98	50.00%	ANTON GRDINA SCHOOL	101	46.53%	ANTON GRDINA SCHOOL	73	32.88%	ANTON GRDINA SCHOOL	81	33.33%			
ARTEMUS WARD SCHOOL	123	27.64%	ARTEMUS WARD SCHOOL	136	21.32%	ARTEMUS WARD SCHOOL	122	22.95%	ARTEMUS WARD SCHOOL	141	29.79%	ARTEMUS WARD SCHOOL	145	34.48%	ARTEMUS WARD SCHOOL	120	35.83%			
AUDUBON SCHOOL	114	35.96%	AUDUBON SCHOOL	88	43.18%	[redacted]														
BENJAMIN FRANKLIN SCHOOL	192	22.92%	BENJAMIN FRANKLIN SCHOOL	190	15.26%	BENJAMIN FRANKLIN SCHOOL	197	22.34%	BENJAMIN FRANKLIN SCHOOL	186	15.05%	BENJAMIN FRANKLIN SCHOOL	187	22.46%	BENJAMIN FRANKLIN SCHOOL	165	26.67%			
BOLTON SCHOOL	96	44.79%	BOLTON SCHOOL	72	70.83%	BOLTON SCHOOL	122	54.10%	BOLTON SCHOOL	98	60.20%	BOLTON SCHOOL	80	43.75%	BOLTON SCHOOL	74	28.38%			
BROOKLAWN SCHOOL	86	40.70%	BROOKLAWN SCHOOL	65	44.62%	[redacted]														
BUCKEYE-WOODLAND SCHOOL	82	46.34%	BUCKEYE-WOODLAND SCHOOL	70	42.86%	BUCKEYE-WOODLAND SCHOOL	91	48.35%	BUCKEYE-WOODLAND SCHOOL	82	41.46%	BUCKEYE-WOODLAND SCHOOL	57	21.05%	BUCKEYE-WOODLAND SCHOOL	77	24.68%			
BUHRER @ KENTUCKY SCHOOL	142	16.90%	BUHRER @ KENTUCKY SCHOOL	113	12.39%	BUHRER @ KENTUCKY SCHOOL	108	9.26%	BUHRER @ KENTUCKY SCHOOL	115	13.91%	BUHRER @ KENTUCKY SCHOOL	117	15.38%	BUHRER @ KENTUCKY SCHOOL	118	7.63%			
CAPTAIN ARTHUR ROTH SCHOOL	85	36.47%	CAPTAIN ARTHUR ROTH SCHOOL	54	31.48%	CAPTAIN ARTHUR ROTH SCHOOL	64	54.69%	[redacted]											
CARL & LOUIS STOKES CENTRAL ACADEMY	143	34.27%	CARL & LOUIS STOKES CENTRAL ACADEMY	123	42.28%	CARL & LOUIS STOKES CENTRAL ACADEMY	154	31.17%	CARL & LOUIS STOKES CENTRAL ACADEMY	121	57.85%	CARL & LOUIS STOKES CENTRAL ACADEMY	125	36.80%	[redacted]					
CASE SCHOOL	114	41.23%	CASE SCHOOL	103	33.01%	CASE SCHOOL	123	40.65%	CASE SCHOOL	105	41.90%	CASE SCHOOL	108	34.26%	CASE SCHOOL	93	35.48%			
CHARLES A. MOONEY SCHOOL	155	32.26%	CHARLES A. MOONEY SCHOOL	151	29.14%	CHARLES A. MOONEY SCHOOL	181	30.39%	CHARLES A. MOONEY SCHOOL	117	31.62%	CHARLES A. MOONEY SCHOOL	118	37.29%	CHARLES A. MOONEY SCHOOL	113	20.35%			
CHARLES DICKENS SCHOOL	73	45.21%	CHARLES DICKENS SCHOOL	74	31.08%	CHARLES DICKENS SCHOOL	97	37.11%	CHARLES DICKENS SCHOOL	115	31.30%	CHARLES DICKENS SCHOOL	116	46.55%	CHARLES DICKENS SCHOOL	89	35.96%			
CHARLES H. LAKE SCHOOL @ LOUIS PASTEUR	37	48.65%	[redacted]																	
CHARLES W. ELIOT SCHOOL	74	54.05%	CHARLES W. ELIOT SCHOOL	64	39.06%	CHARLES W. ELIOT SCHOOL	128	41.41%	CHARLES W. ELIOT SCHOOL	100	58.00%	CHARLES W. ELIOT SCHOOL	101	44.55%	CHARLES W. ELIOT SCHOOL	84	21.43%			
CLARA E. WESTROPP SCHOOL	186	26.88%	CLARA E. WESTROPP SCHOOL	149	24.16%	CLARA E. WESTROPP SCHOOL	180	23.33%	CLARA E. WESTROPP SCHOOL	130	25.38%	CLARA E. WESTROPP SCHOOL	102	30.39%	CLARA E. WESTROPP SCHOOL	101	22.77%			
CLARK ELEMENTARY SCHOOL	174	22.41%	CLARK ELEMENTARY SCHOOL	170	26.47%	CLARK ELEMENTARY SCHOOL	175	26.86%	CLARK ELEMENTARY SCHOOL	154	27.27%	CLARK ELEMENTARY SCHOOL	171	30.99%	CLARK ELEMENTARY SCHOOL	179	32.40%			
CLEVELAND SCHOOL OF THE ARTS, DIKE CAMPUS	142	24.65%	CLEVELAND SCHOOL OF THE ARTS, DIKE CAMPUS	149	27.52%	CLEVELAND SCHOOL OF THE ARTS, DIKE	205	37.56%	CLEVELAND SCHOOL OF THE ARTS, DIKE CAM	220	44.55%	CLEVELAND SCHOOL OF THE ARTS, DIKE CAMPUS	180	43.33%	CLEVELAND SCHOOL OF THE ARTS, DIKE	151	44.37%			
DANIEL E. MORGAN SCHOOL	128	29.69%	DANIEL E. MORGAN SCHOOL	104	10.58%	DANIEL E. MORGAN SCHOOL	88	25.00%	DANIEL E. MORGAN SCHOOL	82	31.71%	DANIEL E. MORGAN SCHOOL	89	25.84%	DANIEL E. MORGAN SCHOOL	98	45.92%			
DENISON SCHOOL	226	49.56%	DENISON SCHOOL	197	47.72%	DENISON SCHOOL	187	47.06%	DENISON SCHOOL	206	48.54%	DENISON SCHOOL	201	42.79%	DENISON SCHOOL	147	38.78%			
DOUGLAS MACARTHUR SCHOOL	56	19.64%	DOUGLAS MACARTHUR SCHOOL	81	16.05%	DOUGLAS MACARTHUR SCHOOL	94	19.15%	DOUGLAS MACARTHUR SCHOOL	102	8.82%	DOUGLAS MACARTHUR SCHOOL	102	10.78%	DOUGLAS MACARTHUR SCHOOL	97	8.25%			
EARLY CHILDHOOD CENTER	45	13.33%	EARLY CHILDHOOD CENTER	52	25.00%	EARLY CHILDHOOD CENTER	40	30.00%	EARLY CHILDHOOD CENTER	31	16.13%	EARLY CHILDHOOD CENTER	20	20.00%	[redacted]					
EAST CLARK @ MARGARET SPELLACY	118	26.27%	EAST CLARK @ MARGARET SPELLACY	126	37.30%	EAST CLARK @ MARGARET SPELLACY	117	35.04%	EAST CLARK @ MARGARET SPELLACY	123	34.96%	EAST CLARK @ MARGARET SPELLACY	89	32.58%	EAST CLARK @ MARGARET SPELLACY	89	26.97%			
EMILE B. DESAUZE CONTEMPORARY ACADEMY	94	53.19%	EMILE B. DESAUZE CONTEMPORARY ACADEMY	69	36.23%	EMILE B. DESAUZE CONTEMPORARY ACA	67	38.81%	[redacted]											
EMPIRE COMPUTECH SCHOOL	71	30.99%	EMPIRE COMPUTECH SCHOOL	69	28.99%	[redacted]														
FOREST HILL PARKWAY SCHOOL	110	52.73%	FOREST HILL PARKWAY SCHOOL	77	46.75%	[redacted]														
FRANKLIN D. ROOSEVELT SCHOOL	98	12.24%	FRANKLIN D. ROOSEVELT SCHOOL	113	23.89%	FRANKLIN D. ROOSEVELT SCHOOL	189	32.28%	FRANKLIN D. ROOSEVELT SCHOOL	131	29.77%	FRANKLIN D. ROOSEVELT SCHOOL	118	30.51%	FRANKLIN D. ROOSEVELT SCHOOL	96	32.29%			
FULLERTON SCHOOL	129	25.58%	FULLERTON SCHOOL	82	36.59%	FULLERTON SCHOOL	109	29.36%	FULLERTON SCHOOL	90	42.22%	FULLERTON SCHOOL	67	25.37%	FULLERTON SCHOOL	48	33.33%			
GEORGE WASHINGTON CARVER SCHOOL @ ALFRED	117	27.35%	GEORGE WASHINGTON CARVER SCHOOL @ ALFRED A.	132	26.52%	GEORGE WASHINGTON CARVER SCHOO	112	27.68%	GEORGE WASHINGTON CARVER SCHOOL @ A	161	39.13%	GEORGE WASHINGTON CARVER SCHOOL @ ALFR	122	35.25%	GEORGE WASHINGTON CARVER SCHOC	104	60.58%			
GIDDINGS SCHOOL	89	26.97%	GIDDINGS SCHOOL	60	38.33%	GIDDINGS SCHOOL	70	40.00%	[redacted]											
GRACEMOUNT SCHOOL	141	39.72%	GRACEMOUNT SCHOOL	155	41.94%	[redacted]														
H. BARBARA BOOKER SCHOOL	75	32.00%	H. BARBARA BOOKER SCHOOL	106	42.45%	H. BARBARA BOOKER SCHOOL	119	47.06%	H. BARBARA BOOKER SCHOOL	107	50.47%	H. BARBARA BOOKER SCHOOL	99	58.59%	H. BARBARA BOOKER SCHOOL	95	33.68%			
HANNAH GIBBONS-NOTTINGHAM SCHOOL	76	38.16%	HANNAH GIBBONS-NOTTINGHAM SCHOOL	71	52.11%	HANNAH GIBBONS-NOTTINGHAM SCHO	82	37.80%	HANNAH GIBBONS-NOTTINGHAM SCHOOL	75	41.33%	HANNAH GIBBONS-NOTTINGHAM SCHOOL	77	31.17%	HANNAH GIBBONS-NOTTINGHAM SCHC	47	36.17%			
HARVEY RICE @ JESSE OWENS	62	32.26%	HARVEY RICE @ JESSE OWENS	83	46.99%	HARVEY RICE @ JESSE OWENS	122	38.52%	HARVEY RICE @ JESSE OWENS	97	40.21%	HARVEY RICE @ JESSE OWENS	88	30.68%	HARVEY RICE @ JESSE OWENS	60	33.33%			
HENRY W. LONGFELLOW SCHOOL	70	21.43%	HENRY W. LONGFELLOW SCHOOL	76	40.79%	[redacted]														
IOWA-MAPLE SCHOOL	96	30.21%	IOWA-MAPLE SCHOOL	79	24.05%	IOWA-MAPLE SCHOOL	108	34.26%	IOWA-MAPLE SCHOOL	107	45.79%	IOWA-MAPLE SCHOOL	101	27.72%	IOWA-MAPLE SCHOOL	92	30.43%			
JOHN D. ROCKEFELLER SCHOOL	71	38.03%	JOHN D. ROCKEFELLER SCHOOL	55	65.45%	[redacted]														
JOHN W. RAPER SCHOOL	106	24.53%	JOHN W. RAPER SCHOOL	94	38.30%	[redacted]														
JOSEPH F. LANDIS SCHOOL	91	41.76%	JOSEPH F. LANDIS SCHOOL	104	30.77%	[redacted]														
JOSEPH M. GALLAGHER SCHOOL	183	26.78%	JOSEPH M. GALLAGHER SCHOOL	222	26.13%	JOSEPH M. GALLAGHER SCHOOL	218	27.52%	JOSEPH M. GALLAGHER SCHOOL	185	35.68%	JOSEPH M. GALLAGHER SCHOOL	170	27.65%	JOSEPH M. GALLAGHER SCHOOL	172	29.65%			
KENNETH W. CLEMENT SCHOOL	51	23.53%	KENNETH W. CLEMENT SCHOOL	94	27.66%	KENNETH W. CLEMENT SCHOOL	72	34.72%	KENNETH W. CLEMENT SCHOOL	63	38.10%	KENNETH W. CLEMENT SCHOOL	55	23.64%	Kenneth W. Clement Boys Leadership A	48	8.33%			
LOUIS AGASSIZ SCHOOL	109	41.28%	LOUIS AGASSIZ SCHOOL	115	30.43%	LOUIS AGASSIZ SCHOOL	123	27.64%	LOUIS AGASSIZ SCHOOL	100	32.00%	LOUIS AGASSIZ SCHOOL	91	19.78%	LOUIS AGASSIZ SCHOOL	82	25.61%			
LOUISA MAY ALCOTT SCHOOL	100	22.00%	LOUISA MAY ALCOTT SCHOOL	109	17.43%	LOUISA MAY ALCOTT SCHOOL	110	26.36%	LOUISA MAY ALCOTT SCHOOL	83	18.07%	LOUISA MAY ALCOTT SCHOOL	100	24.00%	LOUISA MAY ALCOTT SCHOOL	107	21.50%			
LUIS MUNOZ MARIN	212	31.60%	LUIS MUNOZ MARIN	184	29.89%	LUIS MUNOZ MARIN	202	33.17%	LUIS MUNOZ MARIN	176	28.41%	LUIS MUNOZ MARIN	195	30.77%	LUIS MUNOZ MARIN	185	28.11%			
MARION C. SELTZER ELEMENTARY SCHOOL	156	33.97%	MARION C. SELTZER ELEMENTARY SCHOOL	139	25.18%	MARION C. SELTZER ELEMENTARY SCHO	147	29.25%	MARION C. SELTZER ELEMENTARY SCHOOL	139	30.94%	MARION C. SELTZER ELEMENTARY SCHOOL	140	32.86%	MARION C. SELTZER ELEMENTARY SCHC	129	34.11%			
MARION-STERLING SCHOOL	127	29.13%	MARION-STERLING SCHOOL	141	37.59%	MARION-STERLING SCHOOL	148	37.16%	MARION-STERLING SCHOOL	145	45.52%	MARION-STERLING SCHOOL	101	36.63%	MARION-STERLING SCHOOL	98	45.92%			
MARY B. MARTIN SCHOOL	80	43.75%	MARY B. MARTIN SCHOOL	86	32.56%	MARY B. MARTIN SCHOOL	90	38.89%	MARY B. MARTIN SCHOOL	105	34.29%	MARY B. MARTIN SCHOOL	110	39.09%	MARY B. MARTIN SCHOOL	119	26.05%			
MARY M. BETHUNE SCHOOL	111	32.43%	MARY M. BETHUNE SCHOOL	94	43.62%	MARY M. BETHUNE SCHOOL	105	36.19%	MARY M. BETHUNE SCHOOL	92	25.00%	MARY M. BETHUNE SCHOOL	97	37.11%	MARY M. BETHUNE SCHOOL	95	43.16%			
MCKINLEY SCHOOL	87	37.93%	MCKINLEY SCHOOL	84	39.29%	MCKINLEY SCHOOL	80	23.75%	MCKINLEY SCHOOL	88	40.91%	MCKINLEY SCHOOL	84	35.71%	MCKINLEY SCHOOL	69	33.33%			
MEMORIAL SCHOOL	138	38.41%	MEMORIAL SCHOOL	133	27.07%	MEMORIAL SCHOOL	125	37.60%	MEMORIAL SCHOOL	132	34.85%	MEMORIAL SCHOOL	116	31.03%	MEMORIAL SCHOOL	100	36.00%			
MICHAEL R. WHITE SCHOOL	104	34.62%	MICHAEL R. WHITE SCHOOL	94	35.11%	MICHAEL R. WHITE SCHOOL	125	48.00%	MICHAEL R. WHITE SCHOOL	112	47.32%	MICHAEL R. WHITE SCHOOL	100	52.00%	MICHAEL R. WHITE SCHOOL	84	48.81%			
MILES PARK SCHOOL	123	22.76%	MILES PARK SCHOOL	129	23.26%	MILES PARK SCHOOL	137	43.80%	MILES PARK SCHOOL	139	33.09%	MILES PARK SCHOOL	147	32.65%	MILES PARK SCHOOL	146	23.29%			
MILES SCHOOL	70	60.00%	MILES SCHOOL	82	50.00%	MILES SCHOOL	96	45.83%	MILES SCHOOL	71	50.70%	MILES SCHOOL	16	31.25%	MILES SCHOOL	64	48.44%			
MOUND SCHOOL	67	41.79%	MOUND SCHOOL	76	35.53%	MOUND SCHOOL	75	45.33%	MOUND SCHOOL	120	45.83%	MOUND SCHOOL	112	36.61%	MOUND SCHOOL	109	28.44%			
NATHAN HALE SCHOOL @ MT. PLEASANT	96	37.50%	NATHAN HALE SCHOOL @ MT. PLEASANT	67	34.33%	NATHAN HALE SCHOOL @ MT. PLEASAN	94	48.94%	NATHAN HALE SCHOOL @ MT. PLEASANT	85	25.88%	NATHAN HALE SCHOOL @ MT. PLEASANT	102	34.31%	NATHAN HALE SCHOOL @ MT. PLEASAI	90	38.89%			
NEWTON D. BAKER SCHOOL	180	25.00%	NEWTON D. BAKER SCHOOL	101	20.79%	NEWTON D. BAKER SCHOOL	123	32.52%	NEWTON D. BAKER SCHOOL	101	20.79%	NEWTON D. BAKER SCHOOL	105	31.43%	NEWTON D. BAKER SCHOOL	89	5.62%			
OLIVER H. PERRY ELEMENTARY SCHOOL	123	34.96%	OLIVER H. PERRY ELEMENTARY SCHOOL	105	37.14%	OLIVER H. PERRY ELEMENTARY SCHOOL	100	44.00%	OLIVER H. PERRY ELEMENTARY SCHOOL	81	35.80%	OLIVER H. PERRY ELEMENTARY SCHOOL	88	29.55%	OLIVER H. PERRY ELEMENTARY SCHOOL	82	42.68%			
ORCHARD SCHOOL OF SCIENCE	132	31.82%	ORCHARD SCHOOL OF SCIENCE	91	13.19%	ORCHARD SCHOOL OF SCIENCE	118	31.36%	ORCHARD SCHOOL OF SCIENCE	93	26.88%	ORCHARD SCHOOL OF SCIENCE	81	27.16%	ORCHARD SCHOOL OF SCIENCE	95	24.21%			
PATRICK HENRY SCHOOL @ STEPHEN E. HOWE	79	43.04%	PATRICK HENRY SCHOOL @ STEPHEN E. HOWE	93	47.31%	PATRICK HENRY SCHOOL @ STEPHEN E.	91	48.35%	PATRICK HENRY SCHOOL @ STEPHEN E. HOW	95	36.84%	PATRICK HENRY SCHOOL @ STEPHEN E. HOWE	98	31.63%	PATRICK HENRY SCHOOL @ STEPHEN E.	83	39.76%			
PAUL L. DUNBAR SCHOOL	63	38.10%	PAUL L. DUNBAR SCHOOL	79	31.65%	PAUL L. DUNBAR SCHOOL	49	14.29%	PAUL L. DUNBAR SCHOOL	40	12.50%	PAUL L. DUNBAR SCHOOL	39	17.95%	PAUL L. DUNBAR SCHOOL	50	30.00%			
PAUL REVERE SCHOOL	93	43.01%	PAUL REVERE SCHOOL	103	37.86%	PAUL REVERE SCHOOL	131	41.98%	PAUL REVERE SCHOOL	115	37.39%	PAUL REVERE SCHOOL	96	46.88%	PAUL REVERE SCHOOL	90	30.00%			
RIVERSIDE SCHOOL	177	22.60%	RIVERSIDE SCHOOL	133	15.04%	RIVERSIDE SCHOOL	179	12.85%	RIVERSIDE SCHOOL	158	17.72%	RIVERSIDE SCHOOL	132	29.55%	RIVERSIDE SCHOOL	121	25.62%			
ROBERT FULTON SCHOOL	77	49.35%	ROBERT FULTON SCHOOL	66	28.79%	[redacted]														
ROBERT H. JAMISON SCHOOL	150	43.33%	ROBERT H. JAMISON SCHOOL	122	34.43%	ROBERT H. JAMISON SCHOOL	107	40.19%	ROBERT H. JAMISON SCHOOL	104	46.15%	ROBERT H. JAMISON SCHOOL	88	46.59%	ROBERT H. JAMISON SCHOOL	63	28.57%			
ROBINSON G. JONES @ N. HAWTHORNE SCHOOL	102	26.47%	ROBINSON G. JONES @ N. HAWTHORNE SCHOOL	94	20.21%	ROBINSON G. JONES @ N. HAWTHORNE	103	39.81%	ROBINSON G. JONES @ N. HAWTHORNE SCHC	73	34.25%	ROBINSON G. JONES @ N. HAWTHORNE SCHOOL	98	32.65%	ROBINSON G. JONES @ N. HAWTHORNI	124	28.23%			
SCRANTON SCHOOL	149	29.53%	SCRANTON SCHOOL	54	27.78%	SCRANTON SCHOOL	136	25.00%	SCRANTON SCHOOL	125	32.80%	SCRANTON SCHOOL	110	16.36%	SCRANTON SCHOOL	91	19.78%			
SUNBEAM SCHOOL	54	24.07%	SUNBEAM SCHOOL	35	20.00%	SUNBEAM SCHOOL	60	31.67%	SUNBEAM SCHOOL	62	17.74%	SUNBEAM SCHOOL	56	32.14%	SUNBEAM SCHOOL	44	45.45%			
TREMONT MONTESSORI SCHOOL	126	22.22%	TREMONT MONTESSORI SCHOOL	133	36.09%	TREMONT MONTESSORI SCHOOL	139	26.62%	TREMONT MONTESSORI SCHOOL	179	33.52%	TREMONT MONTESSORI SCHOOL	167	25.75%	TREMONT MONTESSORI SCHOOL	162	27.16%			
UNION SCHOOL	55	25.45%	UNION SCHOOL	56	21.43%	UNION SCHOOL	58	31.03%	[redacted]											
VALLEY VIEW BOYS LEADERSHIP ACADEMY	42	19.05%	VALLEY VIEW BOYS LEADERSHIP ACADEMY	57	26.32%	VALLEY VIEW BOYS LEADERSHIP ACADEI	67	17.91%	VALLEY VIEW BOYS LEADERSHIP ACADEMY	75	42.67%	VALLEY VIEW BOYS LEADERSHIP ACADEMY	62	40.32%	VALLEY VIEW BOYS LEADERSHIP ACADE	48	29.17%			
WADE PARK @ HARRY E. DAVIS SCHOOL	46	30.43%	WADE PARK @ HARRY E. DAVIS SCHOOL	90	27.78%	WADE PARK @ HARRY E. DAVIS SCHOOL	94	35.11%	WADE PARK @ HARRY E. DAVIS SCHOOL	120	39.17%	WADE PARK @ HARRY E. DAVIS SCHOOL	105	35.24%	WADE PARK @ HARRY E. DAVIS SCHOOI	105	38.10%			
WALTON ELEMENTARY SCHOOL	188	29.26%	WALTON ELEMENTARY SCHOOL	134	31.34%	WALTON ELEMENTARY SCHOOL	155	40.00%	WALTON ELEMENTARY SCHOOL	119	36.97%	WALTON ELEMENTARY SCHOOL	107	23.36%	WALTON ELEMENTARY SCHOOL	106	19.81%			
WARNER GIRLS LEADERSHIP ACADEMY	72	12.50%	WARNER GIRLS LEADERSHIP ACADEMY	118	27.12%	WARNER GIRLS LEADERSHIP ACADEMY	127	28.35%	WARNER GIRLS LEADERSHIP ACADEMY	133	32.33%	WARNER GIRLS LEADERSHIP ACADEMY	131	33.59%	WARNER GIRLS LEADERSHIP ACADEMY	118	13.56%			
WATTERSON-LAKE SCHOOL	165	33.94%	WATTERSON-LAKE SCHOOL	140	23.57%	WATTERSON-LAKE SCHOOL	101	24.75%	WATTERSON-LAKE SCHOOL	97	32.99%	WATTERSON-LAKE SCHOOL	69	31.88%	WATTERSON-LAKE SCHOOL	78	34.62%			
WAVERLY SCHOOL	117	31.62%	WAVERLY SCHOOL	94	25.53%	WAVERLY SCHOOL	103	50.49%	WAVERLY SCHOOL	104	34.62%	WAVERLY SCHOOL	76	21.05%	WAVERLY SCHOOL	75	28.00%			
WILBUR WRIGHT SCHOOL	147	36.73%	WILBUR WRIGHT SCHOOL	128	19.53%	WILBUR WRIGHT SCHOOL	143	27.97%	WILBUR WRIGHT SCHOOL	98	16.33%	WILBUR WRIGHT SCHOOL	55	23.64%	WILBUR WRIGHT SCHOOL	101	22.77%			
WILLIAM CULLEN BRYANT SCHOOL	135	38.52%	WILLIAM CULLEN BRYANT SCHOOL	102	30.39%	WILLIAM CULLEN BRYANT SCHOOL	92	27.17%	WILLIAM CULLEN BRYANT SCHOOL	110	18.18%	WILLIAM CULLEN BRYANT SCHOOL	113	16.81%	WILLIAM CULLEN BRYANT SCHOOL	110	17.27%			
WILLOW SCHOOL	59	25.42%	WILLOW SCHOOL	69	30.43%	WILLOW SCHOOL	70	15.71%	WILLOW SCHOOL	57	26.32%	WILLOW SCHOOL	57	19.30%	WILLOW SCHOOL	77	25.97%			
WOODLAND HILLS SCHOOL	98	25.51%	WOODLAND HILLS SCHOOL	73	43.84%	WOODLAND HILLS SCHOOL	95	44.21%	[redacted]											
[redacted]			Garfield	103	28.16%	Garfield	116	24.14%	Garfield	141	16.31%	Garfield	159	28.93%	Garfield	153	30.07%			
[redacted]			[redacted]			Campus International at CSU Cole Cente	37	10.81%	Campus International at CSU Cole Center	84	30.95%	Campus International at CSU Cole Cente	149	22.15%	Campus International at CSU Cole Cente	176	10.80%			
[redacted]			[redacted]			Willson	82	18.29%	Willson	111	33.33%	Willson	112	17.86%	Willson	108	19.44%			
[redacted]			[redacted]			Whitney M. Young Leadership Academy	54	48.15%	Whitney M. Young Leadership Academy	42	45.24%	Whitney M. Young Leadership Academy	26	46.15%	Whitney M. Young Leadership Academy	33	45.45%			
[redacted]			[redacted]			Euclid Park	99	31.31%	Euclid Park	86	20.93%	Euclid Park	93	26.88%	Euclid Park	100	24.00%			
[redacted]			[redacted]			Thomas Jefferson International Newcon	46	4.35%	Thomas Jefferson International Newcomers A	60	30.00%	Thomas Jefferson International Newcomers Acac	70	31.43%	Thomas Jefferson International Newcor	101	12.87%			
[redacted]			[redacted]			[redacted]			[redacted]			[redacted]			Alfred A. Benesch School	80	36.25%			

Table A5: Grades 5–8—Peer Social and Emotional Competence "Needs Improvement," by School and Year

Peer Social and Emotional Competence																				
2008			2009			2010			2011			2012			2013			2014		
School	N	% Improver	School	N	% Improver	School	N	% Improver	School	N	% Improver	School	N	% Improver	School	N	% Improver	School	N	% Improvemer
ADLAI E. STEVENSON SCHOOL	107	47.66%	ADLAI E. STEVENSON SCHOOL	132	29.55%	ADLAI E. STEVENSON SCHOOI	101	23.76%	ADLAI E. STEVENSON SC	101	21.78%	ADLAI E. STEVENS	140	42.14%	ADLAI E. STEVENSO	166	51.81%	ADLAI E. STEVENSON SCHOOL	125	44.80%
ALBERT B. HART SCHOOL	130	34.62%	ALBERT B. HART SCHOOL	139	37.41%	ALBERT B. HART SCHOOL	115	37.39%	[redacted]											
ALEXANDER GRAHAM BELL SCHOO	109	15.60%	ALEXANDER GRAHAM BELL SCH	129	22.48%	ALEXANDER GRAHAM BELL S	130	9.23%												
[redacted]																		Alfred A. Benesch School	114	42.11%
ALMIRA SCHOOL	175	36.57%	ALMIRA SCHOOL	53	56.60%	ALMIRA SCHOOL	170	31.18%	ALMIRA SCHOOL	153	44.44%	ALMIRA SCHOOL	123	33.33%	ALMIRA SCHOOL	134	57.46%	ALMIRA SCHOOL	144	57.64%
ANDREW J. RICKOFF SCHOOL	170	32.94%	ANDREW J. RICKOFF SCHOOL	181	32.60%	ANDREW J. RICKOFF SCHOOL	173	49.13%	ANDREW J. RICKOFF SCI	177	37.29%	ANDREW J. RICKO	193	53.89%	ANDREW J. RICKOFI	186	40.86%	ANDREW J. RICKOFF SCHOOL	189	39.15%
ANTON GRDINA SCHOOL	166	41.57%	ANTON GRDINA SCHOOL	133	38.35%	ANTON GRDINA SCHOO	108	48.15%	ANTON GRDINA SCHOO	124	54.03%	ANTON GRDINA S	79	64.56%	ANTON GRDINA SCI	8	25.00%	ANTON GRDINA SCHOOL	79	32.91%
ARTEMUS WARD SCHOOL	152	34.87%	ARTEMUS WARD SCHOOL	173	32.37%	ARTEMUS WARD SCHOOL	199	26.13%	ARTEMUS WARD SCHOC	201	33.33%	ARTEMUS WARD S	195	26.15%	ARTEMUS WARD SC	212	27.83%	ARTEMUS WARD SCHOOL	146	18.49%
AUDUBON SCHOOL	185	35.68%	AUDUBON SCHOOL	129	36.43%	AUDUBON SCHOOL	116	25.86%	[redacted]											
BENJAMIN FRANKLIN SCHOOL	287	33.10%	BENJAMIN FRANKLIN SCHOOL	314	34.39%	BENJAMIN FRANKLIN SCHOO	297	30.30%	BENJAMIN FRANKLIN SC	299	32.78%	BENJAMIN FRANK	278	35.97%	BENJAMIN FRANKLI	237	40.93%	BENJAMIN FRANKLIN SCHOOL	254	34.25%
BOLTON SCHOOL	113	29.20%	BOLTON SCHOOL	110	29.09%	BOLTON SCHOOL	98	32.65%	BOLTON SCHOOL	131	41.98%	BOLTON SCHOOL	100	51.00%	BOLTON SCHOOL	85	35.29%	BOLTON SCHOOL	72	27.78%
BROOKLAWN SCHOOL	102	49.02%	BROOKLAWN SCHOOL	85	45.88%	BROOKLAWN SCHOOL	89	40.45%	[redacted]											
BUCKEYE-WOODLAND SCHOOL	85	37.65%	BUCKEYE-WOODLAND SCHOOL	92	23.91%	BUCKEYE-WOODLAND SCHOC	70	41.43%	BUCKEYE-WOODLAND S	76	38.16%	BUCKEYE-WOODL	94	43.62%	BUCKEYE-WOODLAI	96	39.58%	BUCKEYE-WOODLAND SCHOOL	87	28.74%
BUHRER SCHOOL	116	27.59%	BUHRER SCHOOL	168	21.43%	BUHRER SCHOOL	125	12.80%	BUHRER SCHOOL	120	12.50%	BUHRER SCHOOL	129	11.63%	BUHRER SCHOOL	142	11.27%	BUHRER SCHOOL	144	9.72%
[redacted]																		Campus International @ CSU Cole Cente	42	11.90%
CAPTAIN ARTHUR ROTH SCHOOL	113	38.94%	CAPTAIN ARTHUR ROTH SCHOOI	110	47.27%	CAPTAIN ARTHUR ROTH SCH	97	42.27%	CAPTAIN ARTHUR ROTH	116	47.41%	[redacted]								
CARL & LOUIS STOKES CENTRAL AC	165	43.64%	CARL & LOUIS STOKES CENTRAL	149	52.35%	CARL & LOUIS STOKES CENTR	133	34.59%	CARL & LOUIS STOKES C	132	52.27%	CARL & LOUIS STC	86	41.86%	CARL & LOUIS STOK	132	40.91%	CASE SCHOOL	109	28.44%
CASE SCHOOL	74	36.49%	CASE SCHOOL	154	42.86%	CASE SCHOOL	61	29.51%	CASE SCHOOL	145	40.69%	CASE SCHOOL	143	25.87%	CASE SCHOOL	104	29.81%	CHARLES A. MOONEY SCHOOL	187	19.79%
CHARLES A. MOONEY SCHOOL	210	26.67%	CHARLES A. MOONEY SCHOOL	220	35.00%	CHARLES A. MOONEY SCHOO	220	31.82%	CHARLES A. MOONEY SC	286	44.41%	CHARLES A. MOOI	211	44.08%	CHARLES A. MOONI	190	32.63%	CHARLES DICKENS SCHOOL	147	29.93%
CHARLES DICKENS SCHOOL	115	32.17%	CHARLES DICKENS SCHOOL	129	41.09%	CHARLES DICKENS SCHOOL	124	35.48%	CHARLES DICKENS SCHC	169	31.36%	CHARLES DICKENS	181	31.49%	CHARLES DICKENS S	128	35.16%	CHARLES W. ELIOT SCHOOL	92	41.30%
CHARLES H. LAKE SCHOOL	84	28.57%	CHARLES H. LAKE SCHOOL	61	29.51%	[redacted]														
CHARLES W. ELIOT SCHOOL	83	31.33%	CHARLES W. ELIOT SCHOOL	123	34.96%	CHARLES W. ELIOT SCHOOL	106	39.62%	CHARLES W. ELIOT SCHC	191	34.55%	CHARLES W. ELIOT	180	42.22%	CHARLES W. ELIOT S	178	31.46%	[redacted]		
CLARA E. WESTROPP SCHOOL	217	36.87%	CLARA E. WESTROPP SCHOOL	186	37.63%	CLARA E. WESTROPP SCHOOI	189	36.51%	CLARA E. WESTROPP SCI	197	39.09%	CLARA E. WESTRO	173	41.04%	CLARA E. WESTROPI	141	34.75%	CLARA E. WESTROPP SCHOOL	148	32.43%
CLARK ELEMENTARY SCHOOL	215	37.67%	CLARK ELEMENTARY SCHOOL	218	38.53%	CLARK ELEMENTARY SCHOOL	242	37.60%	CLARK ELEMENTARY SCI	227	33.48%	CLARK ELEMENTA	232	26.29%	CLARK ELEMENTAR	228	28.95%	CLARK ELEMENTARY SCHOOL	227	18.50%
CLEVELAND SCHOOL OF ARTS DIKE	91	25.27%	CLEVELAND SCHOOL OF ARTS DI	103	19.42%	CLEVELAND SCHOOL OF ARTS	94	22.34%	CLEVELAND SCHOOL OF	102	34.31%	CLEVELAND SCHO	65	47.69%	CLEVELAND SCHOO	58	37.93%	CLEVELAND SCHOOL OF ARTS DIKE CAMI	65	23.08%
CLEVELAND SCHOOL OF THE ARTS	178	32.58%	CLEVELAND SCHOOL OF THE ART	152	23.68%	CLEVELAND SCHOOL OF THE	175	26.29%	CLEVELAND SCHOOL OF	194	19.07%	CLEVELAND SCHO	200	35.50%	CLEVELAND SCHOO	146	23.97%	CLEVELAND SCHOOL OF THE ARTS	152	21.71%
DANIEL E. MORGAN SCHOOL	167	51.50%	DANIEL E. MORGAN SCHOOL	138	33.33%	DANIEL E. MORGAN SCHOOL	122	31.15%	DANIEL E. MORGAN SCI	120	28.33%	DANIEL E. MORGA	124	39.52%	DANIEL E. MORGAN	118	33.05%	DANIEL E. MORGAN SCHOOL	97	34.02%
DENISON SCHOOL	261	31.80%	DENISON SCHOOL	259	41.70%	DENISON SCHOOL	269	42.01%	DENISON SCHOOL	253	39.13%	DENISON SCHOOL	241	51.04%	DENISON SCHOOL	218	43.12%	DENISON SCHOOL	182	48.90%
[redacted]									Douglas MacArthur Girls	29	13.79%	Douglas MacArthu	53	22.64%	Douglas MacArthur	79	11.39%	Douglas MacArthur Girls Leadership Aca	103	10.68%
EAST CLARK SCHOOL	190	47.89%	EAST CLARK SCHOOL	166	47.59%	EAST CLARK SCHOOL	181	41.44%	EAST CLARK SCHOOL	140	27.14%	EAST CLARK SCHO	130	52.31%	EAST CLARK SCHOO	126	46.83%	EAST CLARK SCHOOL	125	33.60%
EMILE B. DESAUZE CONTEMPORAR	134	38.06%	EMILE B. DESAUZE CONTEMPOR	117	41.03%	EMILE B. DESAUZE CONTEMP	103	26.21%	EMILE B. DESAUZE CON	76	17.11%	[redacted]								
EMPIRE COMPUTECH SCHOOL	119	26.89%	EMPIRE COMPUTECH SCHOOL	116	18.10%	EMPIRE COMPUTECH SCHOO	77	19.48%	[redacted]											
FOREST HILL PARKWAY SCHOOL	187	33.69%	FOREST HILL PARKWAY SCHOOL	166	42.17%	FOREST HILL PARKWAY SCHO	98	33.67%												
[redacted]									Euclid Park	130	36.15%	Euclid Park	140	35.71%	Euclid Park	115	38.26%	Euclid Park	130	43.85%
FRANKLIN D. ROOSEVELT SCHOOL	110	36.36%	FRANKLIN D. ROOSEVELT SCHOC	88	36.36%	FRANKLIN D. ROOSEVELT SCI	168	39.88%	FRANKLIN D. ROOSEVEL	214	35.05%	FRANKLIN D. ROO	177	29.94%	FRANKLIN D. ROOSE	184	32.61%	FRANKLIN D. ROOSEVELT SCHOOL	160	40.63%
FULLERTON SCHOOL	108	31.48%	FULLERTON SCHOOL	120	40.00%	FULLERTON SCHOOL	112	42.86%	FULLERTON SCHOOL	103	32.04%	FULLERTON SCHO	96	46.88%	FULLERTON SCHOO	53	26.42%	FULLERTON SCHOOL	47	25.53%
[redacted]						Garfield	174	25.29%	Garfield	196	19.39%	Garfield	251	28.69%	Garfield	223	27.80%	Garfield	200	26.00%
GEORGE WASHINGTON CARVER SC	135	39.26%	GEORGE WASHINGTON CARVER	127	37.01%	GEORGE WASHINGTON CARV	126	34.13%	GEORGE WASHINGTON	70	45.71%	GEORGE WASHIN	128	39.06%	GEORGE WASHING	85	55.29%	GEORGE WASHINGTON CARVER SCHOOI	121	26.45%
GIDDINGS SCHOOL	94	36.17%	GIDDINGS SCHOOL	122	48.36%	GIDDINGS SCHOOL	101	40.59%	GIDDINGS SCHOOL	41	60.98%	[redacted]								
GRACEMOUNT SCHOOL	179	38.55%	GRACEMOUNT SCHOOL	187	33.16%	GRACEMOUNT SCHOOL	190	42.11%	[redacted]											
H. BARBARA BOOKER SCHOOL	142	50.00%	H. BARBARA BOOKER SCHOOL	102	41.18%	H. BARBARA BOOKER SCHOO	140	39.29%	[redacted]			H. BARBARA BOO	143	44.06%	H. BARBARA BOOKE	104	45.19%	H. BARBARA BOOKER SCHOOL	98	46.94%
HANNAH GIBBONS-NOTTINGHAM	90	40.00%	HANNAH GIBBONS-NOTTINGHA	92	32.61%	HANNAH GIBBONS-NOTTING	92	33.70%	HANNAH GIBBONS-NOT	73	31.51%	HANNAH GIBBON	96	37.50%	HANNAH GIBBONS-	94	41.49%	HANNAH GIBBONS-NOTTINGHAM SCHO	65	26.15%
HARVEY RICE SCHOOL	115	28.70%	HARVEY RICE SCHOOL	114	31.58%	HARVEY RICE SCHOOL	150	40.67%	HARVEY RICE SCHOOL	175	38.86%	HARVEY RICE SCH	167	34.13%	HARVEY RICE SCHO	127	40.16%	HARVEY RICE SCHOOL	159	32.08%
HENRY W. LONGFELLOW SCHOOL	113	30.97%	HENRY W. LONGFELLOW SCHOC	61	19.67%	HENRY W. LONGFELLOW SCH	67	25.37%	[redacted]											
IOWA MAPLE SCHOOL	134	30.60%	IOWA MAPLE SCHOOL	109	38.53%	IOWA MAPLE SCHOOL	133	36.84%	IOWA MAPLE SCHOOL	113	34.51%	IOWA MAPLE SCH	147	44.22%	IOWA MAPLE SCHO	134	41.79%	IOWA MAPLE SCHOOL	110	37.27%
JOHN D. ROCKEFELLER SCHOOL	87	35.63%	JOHN D. ROCKEFELLER SCHOOL	99	30.30%	JOHN D. ROCKEFELLER SCHO	62	32.26%	[redacted]											
JOHN W. RAPER SCHOOL	135	41.48%	JOHN W. RAPER SCHOOL	130	39.23%	JOHN W. RAPER SCHOOL	79	44.30%												
JOSEPH F. LANDIS SCHOOL	163	33.13%	JOSEPH F. LANDIS SCHOOL	120	30.00%	JOSEPH F. LANDIS SCHOOL	100	25.00%												
[redacted]																		Jane Addams Business Careers Center	23	17.39%
JOSEPH M. GALLAGHER SCHOOL	237	25.74%	JOSEPH M. GALLAGHER SCHOOL	243	26.34%	JOSEPH M. GALLAGHER SCHC	274	21.17%	JOSEPH M. GALLAGHER	235	30.64%	JOSEPH M. GALLA	229	25.76%	JOSEPH M. GALLAG	252	25.79%	JOSEPH M. GALLAGHER SCHOOL	251	19.12%
[redacted]									Kenneth W. Clement Bo	35	22.86%	Kenneth W. Clem	44	29.55%	Kenneth W. Clemen	51	49.02%	Kenneth W. Clement Boys Leadership Ac	73	30.14%
LOUIS AGASSIZ SCHOOL	109	32.11%	LOUIS AGASSIZ SCHOOL	131	28.24%	LOUIS AGASSIZ SCHOOL	130	24.62%	LOUIS AGASSIZ SCHOOL	121	19.83%	LOUIS AGASSIZ SC	140	17.86%	LOUIS AGASSIZ SCH	127	10.24%	LOUIS AGASSIZ SCHOOL	123	19.51%
LOUISA MAY ALCOTT SCHOOL	29	3.45%	LOUISA MAY ALCOTT SCHOOL	33	21.21%	LOUISA MAY ALCOTT SCHOOI	19	0.00%	LOUISA MAY ALCOTT SC	29	13.79%	LOUISA MAY ALCC	26	11.54%	LOUISA MAY ALCOT	29	17.24%	LOUISA MAY ALCOTT SCHOOL	24	20.83%
LUIS MUNOZ MARIN	265	34.72%	LUIS MUNOZ MARIN	300	32.67%	LUIS MUNOZ MARIN	300	34.00%	LUIS MUNOZ MARIN	269	30.11%	LUIS MUNOZ MAR	263	37.26%	LUIS MUNOZ MARII	259	27.80%	LUIS MUNOZ MARIN	238	23.53%
MARION C. SELTZER ELEMENTARY	254	31.89%	MARION C. SELTZER ELEMENTAF	252	30.95%	MARION C. SELTZER ELEMEN	196	26.02%	MARION C. SELTZER ELE	230	29.13%	MARION C. SELTZ	193	33.16%	MARION C. SELTZEF	123	38.21%	MARION C. SELTZER ELEMENTARY SCHO	169	37.87%
MARION STERLING SCHOOL	130	36.15%	MARION STERLING SCHOOL	152	44.08%	MARION STERLING SCHOOL	113	28.32%	MARION STERLING SCHO	144	29.17%	MARION STERLIN	91	39.56%	MARION STERLING	105	36.19%	MARION STERLING SCHOOL	93	32.26%
MARY B. MARTIN SCHOOL	115	47.83%	MARY B. MARTIN SCHOOL	120	41.67%	MARY B. MARTIN SCHOOL	112	47.32%	MARY B. MARTIN SCHOC	116	30.17%	MARY B. MARTIN	137	36.50%	MARY B. MARTIN SC	143	37.76%	MARY B. MARTIN SCHOOL	104	37.50%
MARY M. BETHUNE SCHOOL	143	42.66%	MARY M. BETHUNE SCHOOL	124	36.29%	MARY M. BETHUNE SCHOOL	138	48.55%	MARY M. BETHUNE SCH	117	49.57%	MARY M. BETHUN	116	37.07%	MARY M. BETHUNE	125	36.80%	MARY M. BETHUNE SCHOOL	112	31.25%
MCKINLEY SCHOOL	132	43.18%	MCKINLEY SCHOOL	120	39.17%	MCKINLEY SCHOOL	125	40.00%	MCKINLEY SCHOOL	112	33.04%	MCKINLEY SCHOO	75	32.00%	MCKINLEY SCHOOL	110	30.00%	MCKINLEY SCHOOL	109	35.78%
MEMORIAL SCHOOL	164	29.88%	MEMORIAL SCHOOL	169	27.22%	MEMORIAL SCHOOL	172	26.16%	MEMORIAL SCHOOL	170	31.18%	MEMORIAL SCHO	175	31.43%	MEMORIAL SCHOO	155	34.19%	MEMORIAL SCHOOL	154	38.96%
MICHAEL R. WHITE SCHOOL	143	25.17%	MICHAEL R. WHITE SCHOOL	131	32.06%	MICHAEL R. WHITE SCHOOL	134	22.39%	MICHAEL R. WHITE SCH	175	27.43%	MICHAEL R. WHIT	142	28.17%	MICHAEL R. WHITE	102	32.35%	MICHAEL R. WHITE SCHOOL	145	25.52%
MILES ELEMENTARY SCHOOL	134	41.79%	MILES ELEMENTARY SCHOOL	131	48.85%	MILES ELEMENTARY SCHOOL	130	42.31%	MILES ELEMENTARY SCI	150	42.00%	MILES ELEMENTAI	147	45.58%	MILES ELEMENTAR	108	40.74%	MILES ELEMENTARY SCHOOL	128	37.50%
MILES PARK SCHOOL	203	33.50%	MILES PARK SCHOOL	178	36.52%	MILES PARK SCHOOL	199	33.17%	MILES PARK SCHOOL	188	28.19%	MILES PARK SCHO	216	32.87%	MILES PARK SCHOO	218	34.86%	MILES PARK SCHOOL	185	31.89%
MOUND SCHOOL	99	33.33%	MOUND SCHOOL	67	25.37%	MOUND SCHOOL	75	46.67%	MOUND SCHOOL	91	31.87%	MOUND SCHOOL	130	43.08%	MOUND SCHOOL	118	45.76%	MOUND SCHOOL	137	39.42%
NATHAN HALE SCHOOL	144	36.11%	NATHAN HALE SCHOOL	121	40.50%	NATHAN HALE SCHOOL	118	29.66%	NATHAN HALE SCHOOL	152	33.55%	NATHAN HALE SCI	168	33.33%	NATHAN HALE SCH	146	35.62%	NATHAN HALE SCHOOL	140	22.86%
NEWTON D. BAKER SCHOOL	270	23.33%	NEWTON D. BAKER SCHOOL	225	25.33%	NEWTON D. BAKER SCHOOL	187	21.39%	NEWTON D. BAKER SCH	200	34.50%	NEWTON D. BAKE	136	25.00%	NEWTON D. BAKER	130	22.31%	NEWTON D. BAKER SCHOOL	133	15.04%
OLIVER H. PERRY ELEMENTARY SCI	139	41.01%	OLIVER H. PERRY ELEMENTARY S	152	48.03%	OLIVER H. PERRY ELEMENTAF	160	46.88%	OLIVER H. PERRY ELEME	172	46.51%	OLIVER H. PERRY I	140	54.29%	OLIVER H. PERRY EL	128	53.91%	OLIVER H. PERRY ELEMENTARY SCHOOL	110	47.27%
OPTION COMPLEX @ MARGARET H	56	46.43%	OPTION COMPLEX @ MARGARE	16	37.50%	OPTION COMPLEX @ MARGA	41	48.78%	[redacted]											
ORCHARD SCHOOL OF SCIENCE	180	40.00%	ORCHARD SCHOOL OF SCIENCE	161	36.65%	ORCHARD SCHOOL OF SCIEN	106	33.02%	ORCHARD SCHOOL OF S	118	26.27%	ORCHARD SCHOO	133	27.82%	ORCHARD SCHOOL	115	26.09%	ORCHARD SCHOOL OF SCIENCE	115	29.57%
PATRICK HENRY SCHOOL	147	32.65%	PATRICK HENRY SCHOOL	99	54.55%	PATRICK HENRY SCHOOL	140	37.14%	PATRICK HENRY SCHOOI	149	32.21%	PATRICK HENRY S	144	37.50%	PATRICK HENRY SCI	143	31.47%	PATRICK HENRY SCHOOL	121	19.83%
PAUL L. DUNBAR SCHOOL	108	23.15%	PAUL L. DUNBAR SCHOOL	91	23.08%	PAUL L. DUNBAR SCHOOL	103	30.10%	PAUL L. DUNBAR SCHOC	66	27.27%	PAUL L. DUNBAR S	53	30.19%	PAUL L. DUNBAR SC	60	35.00%	PAUL L. DUNBAR SCHOOL	78	21.79%
PAUL REVERE SCHOOL	152	41.45%	PAUL REVERE SCHOOL	143	41.96%	PAUL REVERE SCHOOL	130	44.62%	PAUL REVERE SCHOOL	163	46.01%	PAUL REVERE SCH	183	43.17%	PAUL REVERE SCHO	120	32.50%	PAUL REVERE SCHOOL	104	39.42%
RIVERSIDE SCHOOL	193	19.69%	RIVERSIDE SCHOOL	237	21.10%	RIVERSIDE SCHOOL	182	20.88%	RIVERSIDE SCHOOL	202	20.30%	RIVERSIDE SCHOO	190	18.42%	RIVERSIDE SCHOOL	183	19.67%	RIVERSIDE SCHOOL	122	13.93%
ROBERT FULTON SCHOOL	107	33.64%	ROBERT FULTON SCHOOL	107	27.10%	ROBERT FULTON SCHOOL	90	32.22%	[redacted]											
ROBERT H. JAMISON SCHOOL	240	47.50%	ROBERT H. JAMISON SCHOOL	216	35.19%	ROBERT H. JAMISON SCHOOL	189	44.44%	ROBERT H. JAMISON SCI	177	43.50%	ROBERT H. JAMIS	158	34.81%	ROBERT H. JAMISO	94	31.91%	ROBERT H. JAMISON SCHOOL	72	20.83%
ROBINSON G. JONES SCHOOL	166	36.14%	ROBINSON G. JONES SCHOOL	163	32.52%	ROBINSON G. JONES SCHOOL	131	16.79%	ROBINSON G. JONES SCI	124	21.77%	ROBINSON G. JON	156	38.46%	ROBINSON G. JONE	157	30.57%	ROBINSON G. JONES SCHOOL	145	28.97%
SCRANTON SCHOOL	156	24.36%	SCRANTON SCHOOL	147	24.49%	SCRANTON SCHOOL	166	21.69%	SCRANTON SCHOOL	175	21.14%	SCRANTON SCHOO	196	38.27%	SCRANTON SCHOOI	194	32.47%	SCRANTON SCHOOL	162	37.65%
SUNBEAM SCHOOL	73	16.44%	SUNBEAM SCHOOL	62	12.90%	SUNBEAM SCHOOL	67	11.94%	SUNBEAM SCHOOL	75	18.67%	SUNBEAM SCHOO	69	15.94%	SUNBEAM SCHOOL	65	33.85%	SUNBEAM SCHOOL	61	39.34%
[redacted]									Thomas Jefferson Intern	68	0.00%	Thomas Jefferson	71	7.04%	Thomas Jefferson Ir	99	7.07%	Thomas Jefferson International Newcom	126	3.97%
TREMONT ELEMENTARY SCHOOL	127	31.50%	TREMONT ELEMENTARY SCHOO	120	33.33%	TREMONT ELEMENTARY SCH	124	26.61%	TREMONT ELEMENTARY	152	39.47%	TREMONT ELEMEI	140	28.57%	TREMONT ELEMEN	148	31.76%	TREMONT ELEMENTARY SCHOOL	134	34.33%
UNION SCHOOL	91	28.57%	UNION SCHOOL	106	31.13%	UNION SCHOOL	79	29.11%	UNION SCHOOL	70	30.00%	[redacted]								
[redacted]									Valley View Boys Leader	20	10.00%	Valley View Boys L	26	11.54%	Valley View Boys Le	45	24.44%	Valley View Boys Leadership Academy	66	31.82%
WADE PARK ELEMENTARY SCHOOL	95	41.05%	WADE PARK ELEMENTARY SCHO	78	48.72%	WADE PARK ELEMENTARY SC	163	57.67%	WADE PARK ELEMENTAI	138	42.03%	WADE PARK ELEM	118	44.92%	WADE PARK ELEME	130	50.77%	WADE PARK ELEMENTARY SCHOOL	133	33.83%
WALTON ELEMENTARY SCHOOL	200	25.50%	WALTON ELEMENTARY SCHOOL	189	32.28%	WALTON ELEMENTARY SCHO	221	31.67%	WALTON ELEMENTARY	223	27.80%	WALTON ELEMEN	199	39.20%	WALTON ELEMENT	138	26.81%	WALTON ELEMENTARY SCHOOL	113	28.32%
[redacted]									Warner Girls Leadership	45	40.00%	Warner Girls Lead	80	36.25%	Warner Girls Leade	100	23.00%	Warner Girls Leadership Academy	134	14.18%
WATTERSON-LAKE SCHOOL	206	40.78%	WATTERSON-LAKE SCHOOL	200	29.50%	WATTERSON-LAKE SCHOOL	171	29.24%	WATTERSON-LAKE SCHC	169	33.14%	WATTERSON-LAKE	141	43.26%	WATTERSON-LAKE S	132	34.85%	WATTERSON-LAKE SCHOOL	98	26.53%
WAVERLY SCHOOL	155	27.74%	WAVERLY SCHOOL	166	33.73%	WAVERLY SCHOOL	156	27.56%	WAVERLY SCHOOL	170	37.65%	WAVERLY SCHOO	105	36.19%	WAVERLY SCHOOL	118	30.51%	WAVERLY SCHOOL	112	16.96%
WHITNEY M. YOUNG SCHOOL	151	36.42%	WHITNEY M. YOUNG SCHOOL	143	28.67%	WHITNEY M. YOUNG SCHOOI	104	25.00%	WHITNEY M. YOUNG SC	119	23.53%	WHITNEY M. YOU	118	25.42%	WHITNEY M. YOUN	116	19.83%	WHITNEY M. YOUNG SCHOOL	91	20.88%
WILBUR WRIGHT SCHOOL	204	44.12%	WILBUR WRIGHT SCHOOL	193	32.64%	WILBUR WRIGHT SCHOOL	172	28.49%	WILBUR WRIGHT SCHOC	209	23.92%	WILBUR WRIGHT	176	21.02%	WILBUR WRIGHT SC	173	35.84%	WILBUR WRIGHT SCHOOL	139	15.83%
WILLIAM CULLEN BRYANT SCHOOL	187	29.95%	WILLIAM CULLEN BRYANT SCHO	172	25.58%	WILLIAM CULLEN BRYANT SC	170	38.24%	WILLIAM CULLEN BRYAI	131	24.43%	WILLIAM CULLEN	152	17.76%	WILLIAM CULLEN BI	166	13.86%	WILLIAM CULLEN BRYANT SCHOOL	135	20.00%
WILLOW SCHOOL	95	28.42%	WILLOW SCHOOL	90	26.67%	WILLOW SCHOOL	69	34.78%	WILLOW SCHOOL	91	30.77%	WILLOW SCHOOL	66	30.30%	WILLOW SCHOOL	82	23.17%	WILLOW SCHOOL	91	29.67%
[redacted]									Willson	143	31.47%	Willson	164	36.59%	Willson	110	31.82%	Willson	105	44.76%
WOODLAND HILLS SCHOOL	135	37.78%	WOODLAND HILLS SCHOOL	151	31.13%	WOODLAND HILLS SCHOOL	103	31.07%	WOODLAND HILLS SCHC	120	44.17%	[redacted]								

Table A6: Grades 5–8—Student Support "Needs Improvement," by School and Year

Student Support																					
2008			2009			2010			2011			2012			2013			2014			
School	N	% Improvement	School	N	% Improvement	School	N	% Improvement	School	N	% Improvement	School	N	% Improvement	School	N	% Improvement	School	N	% Improvement
ADLAI E. STEVENSON SCHOOL	104	19.23%	ADLAI E. STEVENSON SCHOOL	132	13.64%	ADLAI E. STEVENSON SCHOOL	101	12.87%	ADLAI E. STEVENSON SC	101	9.90%	ADLAI E. STEVENS	140	15.71%	ADLAI E. STEVENSO	166	26.51%	ADLAI E. STEVENSON SCHOOL	125	16.00%
ALBERT B. HART SCHOOL	129	7.75%	ALBERT B. HART SCHOOL	139	12.23%	ALBERT B. HART SCHOOL	115	7.83%	[redacted]												
ALEXANDER GRAHAM BELL SCHOO	106	7.55%	ALEXANDER GRAHAM BELL SCH	129	12.40%	ALEXANDER GRAHAM BELL S	130	8.46%													
[redacted]																		Alfred A. Benesch School	114	9.65%
ALMIRA SCHOOL	174	17.82%	ALMIRA SCHOOL	53	11.32%	ALMIRA SCHOOL	170	14.12%	ALMIRA SCHOOL	153	16.99%	ALMIRA SCHOOL	123	19.51%	ALMIRA SCHOOL	134	22.39%	ALMIRA SCHOOL	144	29.86%
ANDREW J. RICKOFF SCHOOL	169	20.71%	ANDREW J. RICKOFF SCHOOL	181	15.47%	ANDREW J. RICKOFF SCHOOL	173	23.12%	ANDREW J. RICKOFF SCI	177	22.60%	ANDREW J. RICKO	193	31.09%	ANDREW J. RICKOFI	186	18.28%	ANDREW J. RICKOFF SCHOOL	189	12.70%
ANTON GRDINA SCHOOL	166	15.66%	ANTON GRDINA SCHOOL	133	19.55%	ANTON GRDINA SCHOO	108	16.67%	ANTON GRDINA SCHOO	124	20.97%	ANTON GRDINA S	79	40.51%	ANTON GRDINA SCI	8	25.00%	ANTON GRDINA SCHOOL	79	12.66%
ARTEMUS WARD SCHOOL	149	14.09%	ARTEMUS WARD SCHOOL	173	13.29%	ARTEMUS WARD SCHOOL	199	11.06%	ARTEMUS WARD SCHOO	201	16.92%	ARTEMUS WARD S	195	11.79%	ARTEMUS WARD SC	212	10.38%	ARTEMUS WARD SCHOOL	146	4.79%
AUDUBON SCHOOL	180	15.00%	AUDUBON SCHOOL	129	9.30%	AUDUBON SCHOOL	116	11.21%	[redacted]												
BENJAMIN FRANKLIN SCHOOL	288	21.88%	BENJAMIN FRANKLIN SCHOOL	314	15.92%	BENJAMIN FRANKLIN SCHOO	297	10.77%	BENJAMIN FRANKLIN SC	299	13.71%	BENJAMIN FRANK	278	17.99%	BENJAMIN FRANKLI	237	14.35%	BENJAMIN FRANKLIN SCHOOL	254	15.75%
BOLTON SCHOOL	114	24.56%	BOLTON SCHOOL	110	16.36%	BOLTON SCHOOL	98	24.49%	BOLTON SCHOOL	131	19.85%	BOLTON SCHOOL	100	37.00%	BOLTON SCHOOL	85	11.76%	BOLTON SCHOOL	72	6.94%
BROOKLAWN SCHOOL	102	47.06%	BROOKLAWN SCHOOL	85	43.53%	BROOKLAWN SCHOOL	89	31.46%	[redacted]												
BUCKEYE-WOODLAND SCHOOL	84	9.52%	BUCKEYE-WOODLAND SCHOOL	92	11.96%	BUCKEYE-WOODLAND SCHOO	70	18.57%	BUCKEYE-WOODLAND S	76	21.05%	BUCKEYE-WOODL	94	21.28%	BUCKEYE-WOODLA	96	14.58%	BUCKEYE-WOODLAND SCHOOL	87	6.90%
BUHRER SCHOOL	115	14.78%	BUHRER SCHOOL	168	10.12%	BUHRER SCHOOL	125	11.20%	BUHRER SCHOOL	120	10.83%	BUHRER SCHOOL	129	6.98%	BUHRER SCHOOL	142	4.93%	BUHRER SCHOOL	144	2.78%
CAPTAIN ARTHUR ROTH SCHOOL	114	21.05%	CAPTAIN ARTHUR ROTH SCHOOL	110	10.00%	CAPTAIN ARTHUR ROTH SCH	97	13.40%	CAPTAIN ARTHUR ROTH	116	13.79%	[redacted]									
[redacted]																		Campus International @ CSU Cole Center	42	2.38%
CARL & LOUIS STOKES CENTRAL AC	165	23.64%	CARL & LOUIS STOKES CENTRAL	149	18.12%	CARL & LOUIS STOKES CENTR	133	15.04%	CARL & LOUIS STOKES C	132	18.18%	CARL & LOUIS STC	86	25.58%	CARL & LOUIS STOK	132	18.18%	[redacted]			
CASE SCHOOL	74	25.68%	CASE SCHOOL	154	24.68%	CASE SCHOOL	61	8.20%	CASE SCHOOL	145	9.66%	CASE SCHOOL	143	14.69%	CASE SCHOOL	104	14.42%	CASE SCHOOL	109	9.17%
CHARLES A. MOONEY SCHOOL	210	13.81%	CHARLES A. MOONEY SCHOOL	220	12.73%	CHARLES A. MOONEY SCHOO	220	16.82%	CHARLES A. MOONEY SC	286	18.53%	CHARLES A. MOOI	211	17.54%	CHARLES A. MOONI	190	21.58%	CHARLES A. MOONEY SCHOOL	187	2.67%
CHARLES DICKENS SCHOOL	115	26.09%	CHARLES DICKENS SCHOOL	129	20.93%	CHARLES DICKENS SCHOOL	124	24.19%	CHARLES DICKENS SCHO	169	15.38%	CHARLES DICKENS	181	11.05%	CHARLES DICKENS S	128	13.28%	CHARLES DICKENS SCHOOL	147	8.16%
CHARLES H. LAKE SCHOOL	86	15.12%	CHARLES H. LAKE SCHOOL	61	11.48%	[redacted]															
CHARLES W. ELIOT SCHOOL	84	27.38%	CHARLES W. ELIOT SCHOOL	123	13.01%	CHARLES W. ELIOT SCHOOL	106	28.30%	CHARLES W. ELIOT SCHO	191	13.09%	CHARLES W. ELIOT	180	18.33%	CHARLES W. ELIOT S	178	17.98%	CHARLES W. ELIOT SCHOOL	92	22.83%
CLARA E. WESTROPP SCHOOL	217	20.28%	CLARA E. WESTROPP SCHOOL	186	14.52%	CLARA E. WESTROPP SCHOOL	189	12.70%	CLARA E. WESTROPP SC	197	16.24%	CLARA E. WESTRO	173	10.40%	CLARA E. WESTROP	141	13.48%	CLARA E. WESTROPP SCHOOL	148	6.08%
CLARK ELEMENTARY SCHOOL	214	19.16%	CLARK ELEMENTARY SCHOOL	218	14.68%	CLARK ELEMENTARY SCHOOL	242	13.22%	CLARK ELEMENTARY SCI	227	7.05%	CLARK ELEMENTA	232	10.78%	CLARK ELEMENTAR	228	7.02%	CLARK ELEMENTARY SCHOOL	227	3.52%
CLEVELAND SCHOOL OF ARTS DIKE	89	22.47%	CLEVELAND SCHOOL OF ARTS DI	103	5.83%	CLEVELAND SCHOOL OF ARTS	94	8.51%	CLEVELAND SCHOOL OF	102	8.82%	CLEVELAND SCHO	65	23.08%	CLEVELAND SCHOO	58	17.24%	CLEVELAND SCHOOL OF ARTS DIKE CAMI	65	12.31%
CLEVELAND SCHOOL OF THE ARTS	175	12.57%	CLEVELAND SCHOOL OF THE ART	152	8.55%	CLEVELAND SCHOOL OF THE	175	5.14%	CLEVELAND SCHOOL OF	194	5.15%	CLEVELAND SCHO	200	13.00%	CLEVELAND SCHOO	146	13.70%	CLEVELAND SCHOOL OF THE ARTS	152	13.82%
DANIEL E. MORGAN SCHOOL	165	36.97%	DANIEL E. MORGAN SCHOOL	138	15.94%	DANIEL E. MORGAN SCHOOL	122	10.66%	DANIEL E. MORGAN SCH	120	20.00%	DANIEL E. MORGA	124	9.68%	DANIEL E. MORGAN	118	5.93%	DANIEL E. MORGAN SCHOOL	97	13.40%
DENISON SCHOOL	263	15.97%	DENISON SCHOOL	259	19.69%	DENISON SCHOOL	269	19.33%	DENISON SCHOOL	253	19.37%	DENISON SCHOOL	241	27.39%	DENISON SCHOOL	218	19.27%	DENISON SCHOOL	182	11.54%
[redacted]									Douglas MacArthur Girls	29	6.90%	Douglas MacArth	53	3.77%	Douglas MacArthur	79	6.33%	Douglas MacArthur Girls Leadership Aca	103	10.68%
EAST CLARK SCHOOL	189	25.93%	EAST CLARK SCHOOL	166	21.08%	EAST CLARK SCHOOL	181	13.81%	EAST CLARK SCHOOL	140	10.71%	EAST CLARK SCHO	130	26.15%	EAST CLARK SCHOO	126	16.67%	EAST CLARK SCHOOL	125	8.80%
EMILE B. DESAUZE CONTEMPORAR	133	30.08%	EMILE B. DESAUZE CONTEMPOR	117	36.75%	EMILE B. DESAUZE CONTEMP	103	17.48%	EMILE B. DESAUZE CON	76	14.47%	[redacted]									
[redacted]									Euclid Park	130	16.92%	Euclid Park	140	30.00%	Euclid Park	115	19.13%	Euclid Park	130	11.54%
EMPIRE COMPUTECH SCHOOL	119	15.13%	EMPIRE COMPUTECH SCHOOL	116	7.76%	EMPIRE COMPUTECH SCHOO	77	3.90%	[redacted]												
FOREST HILL PARKWAY SCHOOL	186	30.11%	FOREST HILL PARKWAY SCHOOL	166	19.88%	FOREST HILL PARKWAY SCHO	98	22.45%	[redacted]												
FRANKLIN D. ROOSEVELT SCHOOL	109	10.09%	FRANKLIN D. ROOSEVELT SCHOO	88	15.91%	FRANKLIN D. ROOSEVELT SCI	168	9.52%	FRANKLIN D. ROOSEVEL	214	7.48%	FRANKLIN D. ROO	177	11.86%	FRANKLIN D. ROOSI	184	8.70%	FRANKLIN D. ROOSEVELT SCHOOL	160	11.88%
FULLERTON SCHOOL	106	27.36%	FULLERTON SCHOOL	120	18.33%	FULLERTON SCHOOL	112	23.21%	FULLERTON SCHOOL	103	17.48%	FULLERTON SCHO	96	18.75%	FULLERTON SCHOO	53	16.98%	FULLERTON SCHOOL	47	4.26%
[redacted]						Garfield	174	13.79%	Garfield	196	13.78%	Garfield	251	16.73%	Garfield	223	18.39%	Garfield	200	14.50%
GEORGE WASHINGTON CARVER SC	136	18.38%	GEORGE WASHINGTON CARVER	127	25.20%	GEORGE WASHINGTON CARV	126	18.25%	GEORGE WASHINGTON	70	24.29%	GEORGE WASHIN	128	17.19%	GEORGE WASHING	85	16.47%	GEORGE WASHINGTON CARVER SCHOOI	121	18.18%
GIDDINGS SCHOOL	92	30.43%	GIDDINGS SCHOOL	122	14.75%	GIDDINGS SCHOOL	101	21.78%	GIDDINGS SCHOOL	41	9.76%	[redacted]									
GRACEMOUNT SCHOOL	178	23.03%	GRACEMOUNT SCHOOL	187	17.65%	GRACEMOUNT SCHOOL	190	21.58%	[redacted]												
H. BARBARA BOOKER SCHOOL	140	27.14%	H. BARBARA BOOKER SCHOOL	102	19.61%	H. BARBARA BOOKER SCHOO	140	20.71%	[redacted]			H. BARBARA BOO	143	20.28%	H. BARBARA BOOKE	104	20.19%	H. BARBARA BOOKER SCHOOL	98	10.20%
HANNAH GIBBONS-NOTTINGHAM	91	26.37%	HANNAH GIBBONS-NOTTINGHA	92	17.39%	HANNAH GIBBONS-NOTTING	92	21.74%	HANNAH GIBBONS-NOT	73	9.59%	HANNAH GIBBONS	96	18.75%	HANNAH GIBBONS-	94	19.15%	HANNAH GIBBONS-NOTTINGHAM SCHO	65	9.23%
HARVEY RICE SCHOOL	115	25.22%	HARVEY RICE SCHOOL	114	14.91%	HARVEY RICE SCHOOL	150	18.00%	HARVEY RICE SCHOOL	175	13.14%	HARVEY RICE SCH	167	19.16%	HARVEY RICE SCHO	127	15.75%	HARVEY RICE SCHOOL	159	14.47%
HENRY W. LONGFELLOW SCHOOL	114	19.30%	HENRY W. LONGFELLOW SCHOO	61	14.75%	HENRY W. LONGFELLOW SCH	67	11.94%	[redacted]												
IOWA MAPLE SCHOOL	133	21.05%	IOWA MAPLE SCHOOL	109	22.02%	IOWA MAPLE SCHOOL	133	18.80%	IOWA MAPLE SCHOOL	113	20.35%	IOWA MAPLE SCH	147	25.17%	IOWA MAPLE SCHO	134	19.40%	IOWA MAPLE SCHOOL	110	12.73%
[redacted]																		Jane Addams Business Careers Center	23	26.09%
JOHN D. ROCKEFELLER SCHOOL	85	20.00%	JOHN D. ROCKEFELLER SCHOOL	99	12.12%	JOHN D. ROCKEFELLER SCHO	62	16.13%	[redacted]												
JOHN W. RAPER SCHOOL	133	22.56%	JOHN W. RAPER SCHOOL	130	19.23%	JOHN W. RAPER SCHOOL	79	22.78%	[redacted]												
JOSEPH F. LANDIS SCHOOL	163	15.95%	JOSEPH F. LANDIS SCHOOL	120	15.83%	JOSEPH F. LANDIS SCHOOL	100	8.00%	[redacted]												
JOSEPH M. GALLAGHER SCHOOL	234	18.38%	JOSEPH M. GALLAGHER SCHOOL	243	11.11%	JOSEPH M. GALLAGHER SCHO	274	9.49%	JOSEPH M. GALLAGHER	235	7.23%	JOSEPH M. GALLA	229	8.73%	JOSEPH M. GALLAG	252	11.11%	JOSEPH M. GALLAGHER SCHOOL	251	6.37%
[redacted]									Kenneth W. Clement Bo	35	5.71%	Kenneth W. Cleme	44	13.64%	Kenneth W. Clemen	51	11.76%	Kenneth W. Clement Boys Leadership Ac	73	12.33%
LOUIS AGASSIZ SCHOOL	110	21.82%	LOUIS AGASSIZ SCHOOL	131	15.27%	LOUIS AGASSIZ SCHOOL	130	17.69%	LOUIS AGASSIZ SCHOOL	121	14.88%	LOUIS AGASSIZ SC	140	5.00%	LOUIS AGASSIZ SCH	127	6.30%	LOUIS AGASSIZ SCHOOL	123	8.94%
LOUISA MAY ALCOTT SCHOOL	29	3.45%	LOUISA MAY ALCOTT SCHOOL	33	9.09%	LOUISA MAY ALCOTT SCHOO	19	0.00%	LOUISA MAY ALCOTT SC	29	3.45%	LOUISA MAY ALCC	26	0.00%	LOUISA MAY ALCOT	29	6.90%	LOUISA MAY ALCOTT SCHOOL	24	0.00%
LUIS MUNOZ MARIN	265	25.28%	LUIS MUNOZ MARIN	300	15.00%	LUIS MUNOZ MARIN	300	10.00%	LUIS MUNOZ MARIN	269	17.84%	LUIS MUNOZ MAR	263	12.17%	LUIS MUNOZ MARI	259	13.13%	LUIS MUNOZ MARIN	238	7.14%
MARION C. SELTZER ELEMENTARY	255	23.53%	MARION C. SELTZER ELEMENTAI	252	10.71%	MARION C. SELTZER ELEMEN	196	12.24%	MARION C. SELTZER ELE	230	15.65%	MARION C. SELTZI	193	15.03%	MARION C. SELTZEI	123	11.38%	MARION C. SELTZER ELEMENTARY SCHO	169	11.83%
MARION STERLING SCHOOL	129	15.50%	MARION STERLING SCHOOL	152	13.16%	MARION STERLING SCHOOL	113	6.19%	MARION STERLING SCH	144	9.72%	MARION STERLIN	91	16.48%	MARION STERLING	105	11.43%	MARION STERLING SCHOOL	93	8.60%
MARY B. MARTIN SCHOOL	114	17.54%	MARY B. MARTIN SCHOOL	120	13.33%	MARY B. MARTIN SCHOOL	112	11.61%	MARY B. MARTIN SCHO	116	6.90%	MARY B. MARTIN	137	13.87%	MARY B. MARTIN S	143	13.29%	MARY B. MARTIN SCHOOL	104	13.46%
MARY M. BETHUNE SCHOOL	144	15.97%	MARY M. BETHUNE SCHOOL	124	19.35%	MARY M. BETHUNE SCHOOL	138	26.09%	MARY M. BETHUNE SCH	117	22.22%	MARY M. BETHUN	116	18.97%	MARY M. BETHUNE	125	14.40%	MARY M. BETHUNE SCHOOL	112	16.07%
MCKINLEY SCHOOL	131	35.11%	MCKINLEY SCHOOL	120	23.33%	MCKINLEY SCHOOL	125	27.20%	MCKINLEY SCHOOL	112	17.86%	MCKINLEY SCHOO	75	25.33%	MCKINLEY SCHOOL	110	15.45%	MCKINLEY SCHOOL	109	15.60%
MEMORIAL SCHOOL	163	13.50%	MEMORIAL SCHOOL	169	12.43%	MEMORIAL SCHOOL	173	16.76%	MEMORIAL SCHOOL	170	10.00%	MEMORIAL SCHOO	175	8.57%	MEMORIAL SCHOOI	155	12.26%	MEMORIAL SCHOOL	154	11.04%
MICHAEL R. WHITE SCHOOL	143	15.38%	MICHAEL R. WHITE SCHOOL	131	9.16%	MICHAEL R. WHITE SCHOOL	134	7.46%	MICHAEL R. WHITE SCH	175	4.57%	MICHAEL R. WHIT	142	23.24%	MICHAEL R. WHITE	102	19.61%	MICHAEL R. WHITE SCHOOL	145	13.10%
MILES ELEMENTARY SCHOOL	134	26.87%	MILES ELEMENTARY SCHOOL	131	16.79%	MILES ELEMENTARY SCHOOL	130	15.38%	MILES ELEMENTARY SCI	150	11.33%	MILES ELEMENTAI	147	19.73%	MILES ELEMENTAR	108	12.04%	MILES ELEMENTARY SCHOOL	128	15.63%
MILES PARK SCHOOL	200	20.00%	MILES PARK SCHOOL	178	17.42%	MILES PARK SCHOOL	199	15.08%	MILES PARK SCHOOL	188	10.64%	MILES PARK SCHO	216	15.28%	MILES PARK SCHOO	218	16.51%	MILES PARK SCHOOL	185	11.35%
MOUND SCHOOL	99	20.20%	MOUND SCHOOL	67	11.94%	MOUND SCHOOL	75	21.33%	MOUND SCHOOL	91	19.78%	MOUND SCHOOL	130	35.38%	MOUND SCHOOL	118	11.02%	MOUND SCHOOL	137	8.76%
NATHAN HALE SCHOOL	145	29.66%	NATHAN HALE SCHOOL	121	24.79%	NATHAN HALE SCHOOL	118	11.02%	NATHAN HALE SCHOOL	152	15.13%	NATHAN HALE SCI	168	10.71%	NATHAN HALE SCH	146	7.53%	NATHAN HALE SCHOOL	140	3.57%
NEWTON D. BAKER SCHOOL	268	14.55%	NEWTON D. BAKER SCHOOL	225	10.67%	NEWTON D. BAKER SCHOOL	187	5.35%	NEWTON D. BAKER SCH	200	16.00%	NEWTON D. BAKE	136	21.32%	NEWTON D. BAKER	130	10.00%	NEWTON D. BAKER SCHOOL	133	6.02%
OLIVER H. PERRY ELEMENTARY SCI	138	18.84%	OLIVER H. PERRY ELEMENTARY S	152	19.74%	OLIVER H. PERRY ELEMENTAI	160	22.50%	OLIVER H. PERRY ELEME	172	22.67%	OLIVER H. PERRY I	140	25.71%	OLIVER H. PERRY EL	128	13.28%	OLIVER H. PERRY ELEMENTARY SCHOOL	110	16.36%
OPTION COMPLEX @ MARGARET H	56	23.21%	OPTION COMPLEX @ MARGARE	16	12.50%	OPTION COMPLEX @ MARGA	41	17.07%	[redacted]												
ORCHARD SCHOOL OF SCIENCE	178	22.47%	ORCHARD SCHOOL OF SCIENCE	161	12.42%	ORCHARD SCHOOL OF SCIEN	106	9.43%	ORCHARD SCHOOL OF S	118	7.63%	ORCHARD SCHOO	133	16.54%	ORCHARD SCHOOL	115	13.04%	ORCHARD SCHOOL OF SCIENCE	115	7.83%
PATRICK HENRY SCHOOL	146	28.08%	PATRICK HENRY SCHOOL	99	24.24%	PATRICK HENRY SCHOOL	140	12.14%	PATRICK HENRY SCHOOI	149	15.44%	PATRICK HENRY S	144	22.92%	PATRICK HENRY SCI	143	10.49%	PATRICK HENRY SCHOOL	121	7.44%
PAUL L. DUNBAR SCHOOL	107	15.89%	PAUL L. DUNBAR SCHOOL	91	9.89%	PAUL L. DUNBAR SCHOOL	103	15.53%	PAUL L. DUNBAR SCHOO	66	13.64%	PAUL L. DUNBAR S	53	22.64%	PAUL L. DUNBAR SC	60	3.33%	PAUL L. DUNBAR SCHOOL	78	11.54%
PAUL REVERE SCHOOL	149	18.12%	PAUL REVERE SCHOOL	143	18.88%	PAUL REVERE SCHOOL	130	23.08%	PAUL REVERE SCHOOL	163	20.86%	PAUL REVERE SCH	183	24.59%	PAUL REVERE SCHO	120	11.67%	PAUL REVERE SCHOOL	104	17.31%
RIVERSIDE SCHOOL	192	18.23%	RIVERSIDE SCHOOL	237	12.66%	RIVERSIDE SCHOOL	182	14.84%	RIVERSIDE SCHOOL	202	21.29%	RIVERSIDE SCHOO	190	15.26%	RIVERSIDE SCHOOL	183	15.85%	RIVERSIDE SCHOOL	122	9.84%
ROBERT FULTON SCHOOL	108	23.15%	ROBERT FULTON SCHOOL	107	16.82%	ROBERT FULTON SCHOOL	90	8.89%	ROBERT H. JAMISON SCI	177	20.90%	ROBERT H. JAMIS	158	15.19%	ROBERT H. JAMISOI	94	8.51%	ROBERT H. JAMISON SCHOOL	72	8.33%
ROBERT H. JAMISON SCHOOL	240	17.92%	ROBERT H. JAMISON SCHOOL	216	19.91%	ROBERT H. JAMISON SCHOOL	189	15.87%	[redacted]												
ROBINSON G. JONES SCHOOL	166	20.48%	ROBINSON G. JONES SCHOOL	163	6.75%	ROBINSON G. JONES SCHOOL	131	9.92%	ROBINSON G. JONES SCI	124	10.48%	ROBINSON G. JON	156	14.74%	ROBINSON G. JONE	157	8.92%	ROBINSON G. JONES SCHOOL	145	9.66%
SCRANTON SCHOOL	155	15.48%	SCRANTON SCHOOL	147	6.12%	SCRANTON SCHOOL	166	9.04%	SCRANTON SCHOOL	175	18.86%	SCRANTON SCHO	196	16.84%	SCRANTON SCHOOI	194	18.56%	SCRANTON SCHOOL	162	16.67%
SUNBEAM SCHOOL	74	9.46%	SUNBEAM SCHOOL	62	4.84%	SUNBEAM SCHOOL	67	8.96%	SUNBEAM SCHOOL	75	8.00%	SUNBEAM SCHOO	69	11.59%	SUNBEAM SCHOOL	65	7.69%	SUNBEAM SCHOOL	61	26.23%
[redacted]									Thomas Jefferson Intern	68	4.41%	Thomas Jefferson	71	2.82%	Thomas Jefferson Ir	99	10.10%	Thomas Jefferson International Newcom	126	5.56%
TREMONT ELEMENTARY SCHOOL	126	15.08%	TREMONT ELEMENTARY SCHOO	120	15.83%	TREMONT ELEMENTARY SCH	124	13.71%	TREMONT ELEMENTARY	152	17.11%	TREMONT ELEMEI	140	20.71%	TREMONT ELEMEN	148	15.54%	TREMONT ELEMENTARY SCHOOL	134	15.67%
UNION SCHOOL	92	23.91%	UNION SCHOOL	106	16.04%	UNION SCHOOL	79	3.80%	UNION SCHOOL	70	5.71%	[redacted]									
[redacted]									Valley View Boys Leader	20	0.00%	Valley View Boys L	26	15.38%	Valley View Boys Le	45	6.67%	Valley View Boys Leadership Academy	66	18.18%
WADE PARK ELEMENTARY SCHOOL	95	43.16%	WADE PARK ELEMENTARY SCHO	78	15.38%	WADE PARK ELEMENTARY SC	163	20.86%	WADE PARK ELEMENTAI	138	22.46%	WADE PARK ELEM	118	17.80%	WADE PARK ELEME	130	14.62%	WADE PARK ELEMENTARY SCHOOL	133	10.53%
WALTON ELEMENTARY SCHOOL	199	11.56%	WALTON ELEMENTARY SCHOOL	189	17.99%	WALTON ELEMENTARY SCHO	221	11.76%	WALTON ELEMENTARY	223	13.45%	WALTON ELEMEN	199	19.10%	WALTON ELEMENT/	138	15.22%	WALTON ELEMENTARY SCHOOL	113	7.96%
[redacted]									Warner Girls Leadership	45	2.22%	Warner Girls Lead	80	30.00%	Warner Girls Leade	100	9.00%	Warner Girls Leadership Academy	134	11.19%
WATTERSON-LAKE SCHOOL	205	24.39%	WATTERSON-LAKE SCHOOL	200	13.00%	WATTERSON-LAKE SCHOOL	171	9.36%	WATTERSON-LAKE SCHO	169	10.06%	WATTERSON-LAKE	141	18.44%	WATTERSON-LAKE S	132	10.61%	WATTERSON-LAKE SCHOOL	98	9.18%
WAVERLY SCHOOL	150	18.00%	WAVERLY SCHOOL	166	14.46%	WAVERLY SCHOOL	156	11.54%	WAVERLY SCHOOL	170	15.88%	WAVERLY SCHOO	105	11.43%	WAVERLY SCHOOL	118	10.17%	WAVERLY SCHOOL	112	8.93%
WHITNEY M. YOUNG SCHOOL	149	42.95%	WHITNEY M. YOUNG SCHOOL	143	35.66%	WHITNEY M. YOUNG SCHOOI	104	28.85%	WHITNEY M. YOUNG SC	119	11.76%	WHITNEY M. YOUI	118	16.10%	WHITNEY M. YOUN	116	9.48%	WHITNEY M. YOUNG SCHOOL	91	15.38%
WILBUR WRIGHT SCHOOL	205	27.32%	WILBUR WRIGHT SCHOOL	193	13.47%	WILBUR WRIGHT SCHOOL	172	12.79%	WILBUR WRIGHT SCHO	209	12.92%	WILBUR WRIGHT	176	15.91%	WILBUR WRIGHT S	173	13.87%	WILBUR WRIGHT SCHOOL	139	5.76%
WILLIAM CULLEN BRYANT SCHOOL	186	18.82%	WILLIAM CULLEN BRYANT SCHO	172	17.44%	WILLIAM CULLEN BRYANT SC	170	21.18%	WILLIAM CULLEN BRYAI	131	14.50%	WILLIAM CULLEN	152	13.16%	WILLIAM CULLEN BI	166	7.83%	WILLIAM CULLEN BRYANT SCHOOL	135	6.67%
WILLOW SCHOOL	94	12.77%	WILLOW SCHOOL	90	10.00%	WILLOW SCHOOL	69	8.70%	WILLOW SCHOOL	91	17.58%	WILLOW SCHOOL	66	7.58%	WILLOW SCHOOL	82	7.32%	WILLOW SCHOOL	91	10.99%
[redacted]									Willson	143	9.09%	Willson	164	10.98%	Willson	110	5.45%	Willson	105	12.38%
WOODLAND HILLS SCHOOL	136	31.62%	WOODLAND HILLS SCHOOL	151	13.91%	WOODLAND HILLS SCHOOL	103	17.48%	WOODLAND HILLS SCHO	120	23.33%	[redacted]									

Table A7: Grades 5–8—Emotional Safety "Needs Improvement," by School and Year

Emotional Safety																					
2008			2009			2010			2011			2012			2013			2014			
School	N	% Improver	School	N	% Improver	School	N	% Improver	School	N	% Improver	School	N	% Improver	School	N	% Improver	School	N	% Improvement	
ADLAI E. STEVENSON SCHOOL	108	64.81%	ADLAI E. STEVENSON SCHOOL	132	56.06%	ADLAI E. STEVENSON SCHOOL	101	61.39%	ADLAI E. STEVENSON SC	101	56.44%	ADLAI E. STEVENS	140	75.00%	ADLAI E. STEVENSO	171	73.10%	ADLAI E. STEVENSON SCHOOL	131	71.76%	
ALBERT B. HART SCHOOL	130	56.15%	ALBERT B. HART SCHOOL	139	72.66%	ALBERT B. HART SCHOOL	115	72.17%	[redacted]												
ALEXANDER GRAHAM BELL SCHOO	109	44.04%	ALEXANDER GRAHAM BELL SCH	129	54.26%	ALEXANDER GRAHAM BELL S	130	30.77%													
[redacted]																		Alfred A. Benesch School	114	72.81%	
ALMIRA SCHOOL	177	56.50%	ALMIRA SCHOOL	53	69.81%	ALMIRA SCHOOL	170	65.29%	ALMIRA SCHOOL	153	72.55%	ALMIRA SCHOOL	123	73.98%	ALMIRA SCHOOL	134	85.82%	ALMIRA SCHOOL	147	72.11%	
ANDREW J. RICKOFF SCHOOL	171	64.91%	ANDREW J. RICKOFF SCHOOL	181	71.27%	ANDREW J. RICKOFF SCHOOL	173	81.50%	ANDREW J. RICKOFF SCI	177	76.27%	ANDREW J. RICKO	193	75.65%	ANDREW J. RICKOFI	192	71.35%	ANDREW J. RICKOFF SCHOOL	194	71.13%	
ANTON GRDINA SCHOOL	167	70.66%	ANTON GRDINA SCHOOL	133	77.44%	ANTON GRDINA SCHOOL	108	78.70%	ANTON GRDINA SCHOO	124	82.26%	ANTON GRDINA S	79	89.87%	ANTON GRDINA SCI	10	90.00%	ANTON GRDINA SCHOOL	80	62.50%	
ARTEMUS WARD SCHOOL	152	63.82%	ARTEMUS WARD SCHOOL	173	50.29%	ARTEMUS WARD SCHOOL	199	51.26%	ARTEMUS WARD SCHOO	201	57.71%	ARTEMUS WARD S	195	61.54%	ARTEMUS WARD SC	214	51.87%	ARTEMUS WARD SCHOOL	150	46.00%	
AUDUBON SCHOOL	187	73.26%	AUDUBON SCHOOL	129	65.89%	AUDUBON SCHOOL	116	72.41%	[redacted]												
BENJAMIN FRANKLIN SCHOOL	288	47.22%	BENJAMIN FRANKLIN SCHOOL	314	56.69%	BENJAMIN FRANKLIN SCHOO	297	48.15%	BENJAMIN FRANKLIN SC	299	49.16%	BENJAMIN FRANK	278	51.44%	BENJAMIN FRANKLI	237	56.54%	BENJAMIN FRANKLIN SCHOOL	254	48.82%	
BOLTON SCHOOL	115	65.22%	BOLTON SCHOOL	110	64.55%	BOLTON SCHOOL	98	55.10%	BOLTON SCHOOL	131	66.41%	BOLTON SCHOOL	100	80.00%	BOLTON SCHOOL	86	73.26%	BOLTON SCHOOL	74	62.16%	
BROOKLAWN SCHOOL	102	71.57%	BROOKLAWN SCHOOL	85	63.53%	BROOKLAWN SCHOOL	89	57.30%	[redacted]												
BUCKEYE-WOODLAND SCHOOL	85	64.71%	BUCKEYE-WOODLAND SCHOOL	92	39.13%	BUCKEYE-WOODLAND SCHO	70	71.43%	BUCKEYE-WOODLAND S	76	55.26%	BUCKEYE-WOODL	94	69.15%	BUCKEYE-WOODLAI	97	73.20%	BUCKEYE-WOODLAND SCHOOL	88	67.05%	
BUHRER SCHOOL	117	51.28%	BUHRER SCHOOL	168	52.98%	BUHRER SCHOOL	125	25.60%	BUHRER SCHOOL	120	22.50%	BUHRER SCHOOL	129	21.71%	BUHRER SCHOOL	143	18.88%	BUHRER SCHOOL	144	13.19%	
CAPTAIN ARTHUR ROTH SCHOOL	114	64.91%	CAPTAIN ARTHUR ROTH SCHOOI	110	78.18%	CAPTAIN ARTHUR ROTH SCH	97	67.01%	CAPTAIN ARTHUR ROTH	116	76.72%	[redacted]										
CARL & LOUIS STOKES CENTRAL AC	165	80.00%	CARL & LOUIS STOKES CENTRAL	149	75.17%	CARL & LOUIS STOKES CENTR	133	65.41%	CARL & LOUIS STOKES C	132	74.24%	CARL & LOUIS STC	86	58.14%	CARL & LOUIS STOK	132	66.67%	[redacted]			
[redacted]																		Campus International @ CSU Cole Center	42	21.43%	
CASE SCHOOL	76	69.74%	CASE SCHOOL	154	63.64%	CASE SCHOOL	61	68.85%	CASE SCHOOL	145	64.14%	CASE SCHOOL	143	58.04%	CASE SCHOOL	107	66.36%	CASE SCHOOL	111	60.36%	
CHARLES A. MOONEY SCHOOL	212	50.00%	CHARLES A. MOONEY SCHOOL	220	61.82%	CHARLES A. MOONEY SCHOO	220	55.00%	CHARLES A. MOONEY SC	286	68.88%	CHARLES A. MOOI	211	63.98%	CHARLES A. MOONI	195	60.00%	CHARLES A. MOONEY SCHOOL	187	40.64%	
CHARLES DICKENS SCHOOL	115	66.09%	CHARLES DICKENS SCHOOL	129	69.77%	CHARLES DICKENS SCHOOL	124	60.48%	CHARLES DICKENS SCHO	169	64.50%	CHARLES DICKENS	181	62.43%	CHARLES DICKENS S	132	69.70%	CHARLES DICKENS SCHOOL	148	60.14%	
CHARLES H. LAKE SCHOOL	86	52.33%	CHARLES H. LAKE SCHOOL	61	65.57%	[redacted]															
CHARLES W. ELIOT SCHOOL	84	65.48%	CHARLES W. ELIOT SCHOOL	123	73.98%	CHARLES W. ELIOT SCHOOL	106	68.87%	CHARLES W. ELIOT SCHO	190	62.63%	CHARLES W. ELIOT	180	63.89%	CHARLES W. ELIOT S	188	67.55%	CHARLES W. ELIOT SCHOOL	98	66.33%	
CLARA E. WESTROPP SCHOOL	217	61.75%	CLARA E. WESTROPP SCHOOL	186	69.89%	CLARA E. WESTROPP SCHOOL	189	64.02%	CLARA E. WESTROPP SC	197	58.38%	CLARA E. WESTRO	173	56.65%	CLARA E. WESTROP	144	55.56%	CLARA E. WESTROPP SCHOOL	149	57.72%	
CLARK ELEMENTARY SCHOOL	216	68.52%	CLARK ELEMENTARY SCHOOL	218	70.64%	CLARK ELEMENTARY SCHOOL	242	57.02%	CLARK ELEMENTARY SCI	227	63.44%	CLARK ELEMENTA	232	59.91%	CLARK ELEMENTAR	228	61.40%	CLARK ELEMENTARY SCHOOL	228	46.05%	
CLEVELAND SCHOOL OF ARTS DIKE	91	54.95%	CLEVELAND SCHOOL OF ARTS DI	103	29.13%	CLEVELAND SCHOOL OF ARTS	93	51.61%	CLEVELAND SCHOOL OF	102	67.65%	CLEVELAND SCHO	65	58.46%	CLEVELAND SCHOO	58	65.52%	CLEVELAND SCHOOL OF ARTS DIKE CAMI	65	64.62%	
CLEVELAND SCHOOL OF THE ARTS	179	40.22%	CLEVELAND SCHOOL OF THE ART	152	36.18%	CLEVELAND SCHOOL OF THE	175	46.29%	CLEVELAND SCHOOL OF	194	33.51%	CLEVELAND SCHO	200	53.50%	CLEVELAND SCHOO	150	37.33%	CLEVELAND SCHOOL OF THE ARTS	155	33.55%	
DANIEL E. MORGAN SCHOOL	168	79.76%	DANIEL E. MORGAN SCHOOL	138	67.39%	DANIEL E. MORGAN SCHOOL	122	53.28%	DANIEL E. MORGAN SCI	120	41.67%	DANIEL E. MORGA	124	58.87%	DANIEL E. MORGAN	121	60.33%	DANIEL E. MORGAN SCHOOL	97	61.86%	
DENISON SCHOOL	265	53.58%	DENISON SCHOOL	259	63.32%	DENISON SCHOOL	269	67.66%	DENISON SCHOOL	253	67.59%	DENISON SCHOOL	241	72.61%	DENISON SCHOOL	219	73.06%	DENISON SCHOOL	185	81.62%	
[redacted]									Douglas MacArthur Girls	29	20.69%	Douglas MacArthu	53	49.06%	Douglas MacArthur	80	30.00%	Douglas MacArthur Girls Leadership Aca	103	27.18%	
EAST CLARK SCHOOL	191	71.20%	EAST CLARK SCHOOL	166	75.30%	EAST CLARK SCHOOL	181	71.27%	EAST CLARK SCHOOL	140	60.00%	EAST CLARK SCHO	130	78.46%	EAST CLARK SCHOO	127	70.08%	EAST CLARK SCHOOL	127	66.93%	
EMILE B. DESAUZE CONTEMPORAR	135	65.93%	EMILE B. DESAUZE CONTEMPOR	117	67.52%	EMILE B. DESAUZE CONTEMP	103	46.60%	EMILE B. DESAUZE CON	76	50.00%	[redacted]										
EMPIRE COMPUTECH SCHOOL	120	50.83%	EMPIRE COMPUTECH SCHOOL	116	39.66%	EMPIRE COMPUTECH SCHOO	77	38.96%	[redacted]												
[redacted]									Euclid Park	130	67.69%	Euclid Park	140	74.29%	Euclid Park	118	65.25%	Euclid Park	132	70.45%	
FOREST HILL PARKWAY SCHOOL	189	57.14%	FOREST HILL PARKWAY SCHOOL	166	66.87%	FOREST HILL PARKWAY SCHO	98	62.24%	[redacted]												
FRANKLIN D. ROOSEVELT SCHOOL	110	62.73%	FRANKLIN D. ROOSEVELT SCHOO	88	55.68%	FRANKLIN D. ROOSEVELT SCH	168	62.50%	FRANKLIN D. ROOSEVEL	214	60.75%	FRANKLIN D. ROO	177	64.41%	FRANKLIN D. ROOSI	184	61.41%	FRANKLIN D. ROOSEVELT SCHOOL	164	75.61%	
FULLERTON SCHOOL	109	56.88%	FULLERTON SCHOOL	120	60.83%	FULLERTON SCHOOL	112	60.71%	FULLERTON SCHOOL	103	66.99%	FULLERTON SCHO	96	70.83%	FULLERTON SCHOO	57	59.65%	FULLERTON SCHOOL	50	48.00%	
[redacted]						Garfield	174	36.21%	Garfield	196	30.10%	Garfield	251	44.22%	Garfield	234	40.60%	Garfield	206	45.63%	
GEORGE WASHINGTON CARVER SC	136	67.65%	GEORGE WASHINGTON CARVER	127	66.93%	GEORGE WASHINGTON CARV	126	81.75%	GEORGE WASHINGTON	70	84.29%	GEORGE WASHIN	128	76.56%	GEORGE WASHINGT	88	73.86%	GEORGE WASHINGTON CARVER SCHOOI	121	74.38%	
GIDDINGS SCHOOL	94	62.77%	GIDDINGS SCHOOL	122	72.95%	GIDDINGS SCHOOL	101	61.39%	GIDDINGS SCHOOL	41	80.49%	[redacted]									
GRACEMOUNT SCHOOL	181	59.67%	GRACEMOUNT SCHOOL	187	63.64%	GRACEMOUNT SCHOOL	190	62.63%	[redacted]												
H. BARBARA BOOKER SCHOOL	143	71.33%	H. BARBARA BOOKER SCHOOL	102	67.65%	H. BARBARA BOOKER SCHOO	140	65.00%	[redacted]			H. BARBARA BOO	143	74.13%	H. BARBARA BOOKE	104	65.38%	H. BARBARA BOOKER SCHOOL	99	58.59%	
HANNAH GIBBONS-NOTTINGHAM	91	63.74%	HANNAH GIBBONS-NOTTINGHA	92	68.48%	HANNAH GIBBONS-NOTTING	92	56.52%	HANNAH GIBBONS-NOT	73	57.53%	HANNAH GIBBON	96	70.83%	HANNAH GIBBONS-	97	67.01%	HANNAH GIBBONS-NOTTINGHAM SCHO	68	72.06%	
HARVEY RICE SCHOOL	117	63.25%	HARVEY RICE SCHOOL	114	61.40%	HARVEY RICE SCHOOL	150	60.00%	HARVEY RICE SCHOOL	175	68.57%	HARVEY RICE SCH	167	64.67%	HARVEY RICE SCHO	131	70.23%	HARVEY RICE SCHOOL	161	62.73%	
HENRY W. LONGFELLOW SCHOOL	114	64.91%	HENRY W. LONGFELLOW SCHOO	61	55.74%	HENRY W. LONGFELLOW SCH	67	55.22%	[redacted]												
IOWA MAPLE SCHOOL	136	55.88%	IOWA MAPLE SCHOOL	109	66.06%	IOWA MAPLE SCHOOL	133	62.41%	IOWA MAPLE SCHOOL	113	57.52%	IOWA MAPLE SCH	147	72.79%	IOWA MAPLE SCHO	136	78.68%	IOWA MAPLE SCHOOL	111	79.28%	
JOHN D. ROCKEFELLER SCHOOL	87	64.37%	JOHN D. ROCKEFELLER SCHOOL	99	71.72%	JOHN D. ROCKEFELLER SCHO	62	69.35%	[redacted]												
JOHN W. RAPER SCHOOL	136	64.71%	JOHN W. RAPER SCHOOL	130	71.54%	JOHN W. RAPER SCHOOL	79	72.15%	[redacted]												
JOSEPH F. LANDIS SCHOOL	164	56.71%	JOSEPH F. LANDIS SCHOOL	120	62.50%	JOSEPH F. LANDIS SCHOOL	100	59.00%	[redacted]												
[redacted]																		Jane Addams Business Careers Center	24	50.00%	
JOSEPH M. GALLAGHER SCHOOL	238	46.64%	JOSEPH M. GALLAGHER SCHOOL	243	54.32%	JOSEPH M. GALLAGHER SCHO	274	45.99%	JOSEPH M. GALLAGHER	235	55.74%	JOSEPH M. GALLA	229	51.97%	JOSEPH M. GALLAG	255	55.29%	JOSEPH M. GALLAGHER SCHOOL	255	58.04%	
[redacted]									Kenneth W. Clement Bo	35	62.86%	Kenneth W. Clem	44	88.64%	Kenneth W. Clemen	53	77.36%	Kenneth W. Clement Boys Leadership Ac	75	65.33%	
LOUIS AGASSIZ SCHOOL	110	50.00%	LOUIS AGASSIZ SCHOOL	131	48.85%	LOUIS AGASSIZ SCHOOL	130	33.85%	LOUIS AGASSIZ SCHOOL	121	38.02%	LOUIS AGASSIZ SC	140	32.14%	LOUIS AGASSIZ SCH	129	20.93%	LOUIS AGASSIZ SCHOOL	124	39.52%	
LOUISA MAY ALCOTT SCHOOL	29	27.59%	LOUISA MAY ALCOTT SCHOOL	33	57.58%	LOUISA MAY ALCOTT SCHOO	19	10.53%	LOUISA MAY ALCOTT SC	29	20.69%	LOUISA MAY ALCC	26	26.92%	LOUISA MAY ALCOT	29	31.03%	LOUISA MAY ALCOTT SCHOOL	24	41.67%	
LUIS MUNOZ MARIN	269	60.22%	LUIS MUNOZ MARIN	300	63.00%	LUIS MUNOZ MARIN	300	56.00%	LUIS MUNOZ MARIN	269	64.31%	LUIS MUNOZ MAR	263	68.06%	LUIS MUNOZ MARI	259	64.86%	LUIS MUNOZ MARIN	241	54.77%	
MARION C. SELTZER ELEMENTARY	257	57.59%	MARION C. SELTZER ELEMENTAF	252	50.40%	MARION C. SELTZER ELEMEN	196	49.49%	MARION C. SELTZER ELE	230	53.04%	MARION C. SELTZI	193	61.14%	MARION C. SELTZER	125	69.60%	MARION C. SELTZER ELEMENTARY SCHO	170	66.47%	
MARION STERLING SCHOOL	132	65.91%	MARION STERLING SCHOOL	152	69.08%	MARION STERLING SCHOOL	113	66.37%	MARION STERLING SCH	144	70.83%	MARION STERLIN	91	73.63%	MARION STERLING	107	70.09%	MARION STERLING SCHOOL	95	68.42%	
MARY B. MARTIN SCHOOL	115	63.48%	MARY B. MARTIN SCHOOL	120	73.33%	MARY B. MARTIN SCHOOL	112	68.75%	MARY B. MARTIN SCHO	116	50.00%	MARY B. MARTIN	137	72.26%	MARY B. MARTIN S	143	62.94%	MARY B. MARTIN SCHOOL	110	61.82%	
MARY M. BETHUNE SCHOOL	145	66.21%	MARY M. BETHUNE SCHOOL	124	66.94%	MARY M. BETHUNE SCHOOL	138	78.99%	MARY M. BETHUNE SCH	117	70.09%	MARY M. BETHUN	116	67.24%	MARY M. BETHUNE	125	62.40%	MARY M. BETHUNE SCHOOL	112	63.39%	
MCKINLEY SCHOOL	132	52.27%	MCKINLEY SCHOOL	120	59.17%	MCKINLEY SCHOOL	125	59.20%	MCKINLEY SCHOOL	112	47.32%	MCKINLEY SCHOO	75	54.67%	MCKINLEY SCHOOL	110	53.64%	MCKINLEY SCHOOL	109	61.47%	
MEMORIAL SCHOOL	166	59.64%	MEMORIAL SCHOOL	169	55.03%	MEMORIAL SCHOOL	173	53.76%	MEMORIAL SCHOOL	170	51.18%	MEMORIAL SCHO	175	60.00%	MEMORIAL SCHOOI	155	64.52%	MEMORIAL SCHOOL	155	69.68%	
MICHAEL R. WHITE SCHOOL	143	56.64%	MICHAEL R. WHITE SCHOOL	131	52.67%	MICHAEL R. WHITE SCHOOL	134	52.99%	MICHAEL R. WHITE SCH	175	57.71%	MICHAEL R. WHIT	142	68.31%	MICHAEL R. WHITE	102	79.41%	MICHAEL R. WHITE SCHOOL	148	59.46%	
MILES ELEMENTARY SCHOOL	134	70.15%	MILES ELEMENTARY SCHOOL	131	77.86%	MILES ELEMENTARY SCHOOL	130	64.62%	MILES ELEMENTARY SCI	150	72.67%	MILES ELEMENTAI	147	77.55%	MILES ELEMENTAR	109	72.48%	MILES ELEMENTARY SCHOOL	130	68.46%	
MILES PARK SCHOOL	203	59.11%	MILES PARK SCHOOL	178	65.17%	MILES PARK SCHOOL	199	61.31%	MILES PARK SCHOOL	188	62.23%	MILES PARK SCHO	216	68.06%	MILES PARK SCHOO	224	62.50%	MILES PARK SCHOOL	188	60.11%	
MOUND SCHOOL	99	55.56%	MOUND SCHOOL	67	53.73%	MOUND SCHOOL	75	69.33%	MOUND SCHOOL	91	70.33%	MOUND SCHOOL	130	68.46%	MOUND SCHOOL	119	76.47%	MOUND SCHOOL	139	67.63%	
NATHAN HALE SCHOOL	145	63.45%	NATHAN HALE SCHOOL	121	58.68%	NATHAN HALE SCHOOL	118	65.25%	NATHAN HALE SCHOOL	152	57.89%	NATHAN HALE SCI	168	64.29%	NATHAN HALE SCH	149	67.11%	NATHAN HALE SCHOOL	143	49.65%	
NEWTON D. BAKER SCHOOL	271	41.33%	NEWTON D. BAKER SCHOOL	225	50.22%	NEWTON D. BAKER SCHOOL	187	32.62%	NEWTON D. BAKER SCH	200	42.50%	NEWTON D. BAKE	136	40.44%	NEWTON D. BAKER	132	46.97%	NEWTON D. BAKER SCHOOL	134	41.79%	
OLIVER H. PERRY ELEMENTARY SCI	139	62.59%	OLIVER H. PERRY ELEMENTARY S	152	78.29%	OLIVER H. PERRY ELEMENTAF	160	65.63%	OLIVER H. PERRY ELEME	172	70.35%	OLIVER H. PERRY E	140	70.71%	OLIVER H. PERRY EL	128	82.03%	OLIVER H. PERRY ELEMENTARY SCHOOL	111	61.26%	
OPTION COMPLEX @ MARGARET H	56	67.86%	OPTION COMPLEX @ MARGARE	16	62.50%	OPTION COMPLEX @ MARGA	41	60.98%	[redacted]												
ORCHARD SCHOOL OF SCIENCE	180	65.56%	ORCHARD SCHOOL OF SCIENCE	161	60.25%	ORCHARD SCHOOL OF SCIEN	106	66.98%	ORCHARD SCHOOL OF S	118	55.08%	ORCHARD SCHOO	133	63.16%	ORCHARD SCHOOL	116	48.28%	ORCHARD SCHOOL OF SCIENCE	115	46.09%	
PATRICK HENRY SCHOOL	150	69.33%	PATRICK HENRY SCHOOL	99	71.72%	PATRICK HENRY SCHOOL	140	68.57%	PATRICK HENRY SCHOO	149	55.70%	PATRICK HENRY S	144	63.19%	PATRICK HENRY SCI	153	59.48%	PATRICK HENRY SCHOOL	126	57.14%	
PAUL L. DUNBAR SCHOOL	109	50.46%	PAUL L. DUNBAR SCHOOL	91	51.65%	PAUL L. DUNBAR SCHOOL	103	62.14%	PAUL L. DUNBAR SCHOO	66	59.09%	PAUL L. DUNBAR S	53	66.04%	PAUL L. DUNBAR SC	62	62.90%	PAUL L. DUNBAR SCHOOL	78	53.85%	
PAUL REVERE SCHOOL	153	67.32%	PAUL REVERE SCHOOL	143	65.03%	PAUL REVERE SCHOOL	130	66.92%	PAUL REVERE SCHOOL	163	70.55%	PAUL REVERE SCH	183	74.86%	PAUL REVERE SCHO	121	58.68%	PAUL REVERE SCHOOL	105	62.86%	
RIVERSIDE SCHOOL	193	33.16%	RIVERSIDE SCHOOL	237	35.02%	RIVERSIDE SCHOOL	182	33.52%	RIVERSIDE SCHOOL	202	28.71%	RIVERSIDE SCHOO	190	28.95%	RIVERSIDE SCHOOL	184	32.61%	RIVERSIDE SCHOOL	123	26.83%	
ROBERT FULTON SCHOOL	109	56.88%	ROBERT FULTON SCHOOL	107	61.68%	ROBERT FULTON SCHOOL	90	66.67%	ROBERT H. JAMISON SCI	177	70.06%	ROBERT H. JAMIS	158	69.62%	ROBERT H. JAMISOI	96	65.63%	ROBERT H. JAMISON SCHOOL	74	47.30%	
ROBERT H. JAMISON SCHOOL	241	76.35%	ROBERT H. JAMISON SCHOOL	216	72.69%	ROBERT H. JAMISON SCHOO	189	62.96%	[redacted]												
ROBINSON G. JONES SCHOOL	167	59.88%	ROBINSON G. JONES SCHOOL	163	53.99%	ROBINSON G. JONES SCHOOL	130	42.31%	ROBINSON G. JONES SCI	124	43.55%	ROBINSON G. JON	156	51.92%	ROBINSON G. JONE	163	53.37%	ROBINSON G. JONES SCHOOL	149	46.98%	
SCRANTON SCHOOL	156	44.23%	SCRANTON SCHOOL	147	39.46%	SCRANTON SCHOOL	166	39.76%	SCRANTON SCHOOL	175	42.29%	SCRANTON SCHO	196	52.04%	SCRANTON SCHOOI	195	51.79%	SCRANTON SCHOOL	162	46.30%	
SUNBEAM SCHOOL	74	47.30%	SUNBEAM SCHOOL	62	35.48%	SUNBEAM SCHOOL	67	37.31%	SUNBEAM SCHOOL	75	52.00%	SUNBEAM SCHOO	69	57.97%	SUNBEAM SCHOOL	65	55.38%	SUNBEAM SCHOOL	63	65.08%	
[redacted]									Thomas Jefferson Intern	68	5.88%	Thomas Jefferson	71	26.76%	Thomas Jefferson Ir	99	26.26%	Thomas Jefferson International Newcom	126	27.78%	
TREMONT ELEMENTARY SCHOOL	127	50.39%	TREMONT ELEMENTARY SCHOO	120	48.33%	TREMONT ELEMENTARY SCH	124	49.19%	TREMONT ELEMENTARY	152	58.55%	TREMONT ELEMEI	140	53.57%	TREMONT ELEMEN	149	51.01%	TREMONT ELEMENTARY SCHOOL	136	55.15%	
UNION SCHOOL	92	60.87%	UNION SCHOOL	106	58.49%	UNION SCHOOL	79	64.56%	UNION SCHOOL	70	65.71%	[redacted]									
[redacted]									Valley View Boys Leader	20	50.00%	Valley View Boys L	26	46.15%	Valley View Boys Le	45	62.22%	Valley View Boys Leadership Academy	68	57.35%	
WADE PARK ELEMENTARY SCHOOL	96	63.54%	WADE PARK ELEMENTARY SCHO	78	74.36%	WADE PARK ELEMENTARY SC	163	79.14%	WADE PARK ELEMENTAI	138	74.64%	WADE PARK ELEM	118	77.97%	WADE PARK ELEME	134	76.87%	WADE PARK ELEMENTARY SCHOOL	134	73.13%	
WALTON ELEMENTARY SCHOOL	201	53.73%	WALTON ELEMENTARY SCHOOL	189	65.08%	WALTON ELEMENTARY SCHO	221	60.63%	WALTON ELEMENTARY S	223	58.30%	WALTON ELEMEN	199	65.83%	WALTON ELEMENT	143	58.74%	WALTON ELEMENTARY SCHOOL	116	54.31%	
[redacted]									Warner Girls Leadership	45	75.56%	Warner Girls Lead	80	67.50%	Warner Girls Leade	100	47.00%	Warner Girls Leadership Academy	136	39.71%	
WATTERSON-LAKE SCHOOL	206	65.05%	WATTERSON-LAKE SCHOOL	200	60.50%	WATTERSON-LAKE SCHOOL	171	48.54%	WATTERSON-LAKE SCHO	169	56.21%	WATTERSON-LAKE	141	65.96%	WATTERSON-LAKE S	134	56.72%	WATTERSON-LAKE SCHOOL	98	44.90%	
WAVERLY SCHOOL	155	60.65%	WAVERLY SCHOOL	166	69.28%	WAVERLY SCHOOL	156	53.21%	WAVERLY SCHOOL	170	59.41%	WAVERLY SCHOOI	105	62.86%	WAVERLY SCHOOL	122	66.39%	WAVERLY SCHOOL	115	53.91%	
WHITNEY M. YOUNG SCHOOL	151	52.98%	WHITNEY M. YOUNG SCHOOL	143	34.97%	WHITNEY M. YOUNG SCHOOI	104	30.77%	WHITNEY M. YOUNG SC	119	33.61%	WHITNEY M. YOUI	118	33.90%	WHITNEY M. YOUN	116	36.21%	WHITNEY M. YOUNG SCHOOL	91	35.16%	
WILBUR WRIGHT SCHOOL	205	59.51%	WILBUR WRIGHT SCHOOL	193	50.78%	WILBUR WRIGHT SCHOOL	172	50.58%	WILBUR WRIGHT SCHOO	209	43.54%	WILBUR WRIGHT	176	50.00%	WILBUR WRIGHT SC	175	57.71%	WILBUR WRIGHT SCHOOL	139	44.60%	
WILLIAM CULLEN BRYANT SCHOOL	187	38.50%	WILLIAM CULLEN BRYANT SCHO	172	42.44%	WILLIAM CULLEN BRYAN	131	36.64%	WILLIAM CULLEN	152	23.03%	WILLIAM CULLEN BI	167	22.16%	WILLIAM CULLEN BRYANT SCHOOL	140	32.86%				
WILLOW SCHOOL	95	48.42%	WILLOW SCHOOL	90	52.22%	WILLOW SCHOOL	69	59.42%	WILLOW SCHOOL	91	52.75%	WILLOW SCHOOL	66	71.21%	WILLOW SCHOOL	83	50.60%	WILLOW SCHOOL	93	55.91%	
[redacted]									Willson	143	64.34%	Willson	164	62.80%	Willson	114	65.79%	Willson	107	67.29%	
WOODLAND HILLS SCHOOL	136	68.38%	WOODLAND HILLS SCHOOL	151	70.86%	WOODLAND HILLS SCHOOL	103	64.08%	WOODLAND HILLS SCHO	120	63.33%	[redacted]									

Table A8: Grades 5–8—Physical Safety "Needs Improvement," by School and Year

Physical Safety																					
2008			2009			2010			2011			2012			2013			2014			
School	N	% Improvement	School	N	% Improvement	School	N	% Improvement	School	N	% Improvement	School	N	% Improvement	School	N	% Improvement	School	N	% Improvement
ADLAI E. STEVENSON SCHOOL	108	35.19%	ADLAI E. STEVENSON SCHOOL	132	23.48%	ADLAI E. STEVENSON SCHOOL	101	12.87%	ADLAI E. STEVENSON SCHOOL	101	15.84%	ADLAI E. STEVENSON SCHOOL	140	20.71%	ADLAI E. STEVENSON SCHOOL	171	30.41%	ADLAI E. STEVENSON SCHOOL	131	29.01%
[redacted]																		Alfred A. Benesch School	114	25.44%
ALBERT B. HART SCHOOL	130	26.92%	ALBERT B. HART SCHOOL	139	28.06%	ALBERT B. HART SCHOOL	115	29.57%	[redacted]											
ALEXANDER GRAHAM BELL SCHOO	109	16.51%	ALEXANDER GRAHAM BELL SCHO	129	16.28%	ALEXANDER GRAHAM BELL SCHO	129	10.08%												
ALMIRA SCHOOL	177	22.60%	ALMIRA SCHOOL	53	35.85%	ALMIRA SCHOOL	170	27.65%	ALMIRA SCHOOL	153	32.03%	ALMIRA SCHOOL	123	26.83%	ALMIRA SCHOOL	134	47.01%	ALMIRA SCHOOL	147	40.82%
ANDREW J. RICKOFF SCHOOL	171	29.82%	ANDREW J. RICKOFF SCHOOL	181	27.07%	ANDREW J. RICKOFF SCHOOL	173	42.20%	ANDREW J. RICKOFF SCHOOL	177	33.33%	ANDREW J. RICKOFF SCHOOL	193	34.72%	ANDREW J. RICKOFF SCHOOL	192	26.56%	ANDREW J. RICKOFF SCHOOL	193	39.90%
ANTON GRDINA SCHOOL	167	31.14%	ANTON GRDINA SCHOOL	133	32.33%	ANTON GRDINA SCHOOL	108	28.70%	ANTON GRDINA SCHOOL	124	45.97%	ANTON GRDINA SCHOOL	79	41.77%	ANTON GRDINA SCHOOL	10	30.00%	ANTON GRDINA SCHOOL	80	36.25%
ARTEMUS WARD SCHOOL	152	23.03%	ARTEMUS WARD SCHOOL	173	18.50%	ARTEMUS WARD SCHOOL	199	9.55%	ARTEMUS WARD SCHOOL	201	15.42%	ARTEMUS WARD SCHOOL	195	14.36%	ARTEMUS WARD SCHOOL	214	22.43%	ARTEMUS WARD SCHOOL	150	10.00%
AUDUBON SCHOOL	187	32.09%	AUDUBON SCHOOL	129	26.36%	AUDUBON SCHOOL	116	26.72%	[redacted]											
BENJAMIN FRANKLIN SCHOOL	288	11.81%	BENJAMIN FRANKLIN SCHOOL	314	14.65%	BENJAMIN FRANKLIN SCHOOL	297	9.43%	BENJAMIN FRANKLIN SCHOOL	299	9.36%	BENJAMIN FRANKLIN SCHOOL	278	13.67%	BENJAMIN FRANKLIN SCHOOL	237	16.46%	BENJAMIN FRANKLIN SCHOOL	254	17.72%
BOLTON SCHOOL	115	29.57%	BOLTON SCHOOL	110	19.09%	BOLTON SCHOOL	98	28.57%	BOLTON SCHOOL	131	33.59%	BOLTON SCHOOL	100	44.00%	BOLTON SCHOOL	86	30.23%	BOLTON SCHOOL	74	28.38%
BROOKLAWN SCHOOL	102	38.24%	BROOKLAWN SCHOOL	85	38.82%	BROOKLAWN SCHOOL	89	26.97%	[redacted]											
BUCKEYE-WOODLAND SCHOOL	85	25.88%	BUCKEYE-WOODLAND SCHOOL	92	15.22%	BUCKEYE-WOODLAND SCHOOL	70	37.14%	BUCKEYE-WOODLAND SCHOOL	76	30.26%	BUCKEYE-WOODLAND SCHOOL	94	29.79%	BUCKEYE-WOODLAND SCHOOL	97	34.02%	BUCKEYE-WOODLAND SCHOOL	88	23.86%
BUHRER SCHOOL	117	27.35%	BUHRER SCHOOL	168	18.45%	BUHRER SCHOOL	125	8.80%	BUHRER SCHOOL	120	4.17%	BUHRER SCHOOL	129	7.75%	BUHRER SCHOOL	143	6.29%	BUHRER SCHOOL	144	6.94%
[redacted]																		Campus International @ CSU Cole Center	42	9.52%
CAPTAIN ARTHUR ROTH SCHOOL	114	26.32%	CAPTAIN ARTHUR ROTH SCHOOL	110	23.64%	CAPTAIN ARTHUR ROTH SCHOOL	97	24.74%	CAPTAIN ARTHUR ROTH SCHOOL	116	34.48%	[redacted]								
CARL & LOUIS STOKES CENTRAL AC	165	38.79%	CARL & LOUIS STOKES CENTRAL	149	38.26%	CARL & LOUIS STOKES CENTRAL	133	22.56%	CARL & LOUIS STOKES CENTRAL	132	27.27%	CARL & LOUIS STOKES CENTRAL	86	36.05%	CARL & LOUIS STOKES CENTRAL	132	43.18%	[redacted]		
CASE SCHOOL	76	25.00%	CASE SCHOOL	154	35.06%	CASE SCHOOL	61	14.75%	CASE SCHOOL	145	17.93%	CASE SCHOOL	142	14.79%	CASE SCHOOL	107	28.97%	CASE SCHOOL	111	17.12%
CHARLES A. MOONEY SCHOOL	212	17.92%	CHARLES A. MOONEY SCHOOL	220	19.55%	CHARLES A. MOONEY SCHOOL	220	16.36%	CHARLES A. MOONEY SCHOOL	286	23.43%	CHARLES A. MOONEY SCHOOL	211	13.27%	CHARLES A. MOONEY SCHOOL	195	18.46%	CHARLES A. MOONEY SCHOOL	187	7.49%
CHARLES DICKENS SCHOOL	115	33.91%	CHARLES DICKENS SCHOOL	129	36.43%	CHARLES DICKENS SCHOOL	124	31.45%	CHARLES DICKENS SCHOOL	169	20.71%	CHARLES DICKENS SCHOOL	181	20.44%	CHARLES DICKENS SCHOOL	132	31.82%	CHARLES DICKENS SCHOOL	148	18.92%
CHARLES H. LAKE SCHOOL	86	32.56%	CHARLES H. LAKE SCHOOL	61	31.15%	[redacted]														
CHARLES W. ELIOT SCHOOL	84	29.76%	CHARLES W. ELIOT SCHOOL	123	33.33%	CHARLES W. ELIOT SCHOOL	106	27.36%	CHARLES W. ELIOT SCHOOL	190	19.47%	CHARLES W. ELIOT SCHOOL	180	18.33%	CHARLES W. ELIOT SCHOOL	188	30.85%	CHARLES W. ELIOT SCHOOL	97	27.84%
CLARA E. WESTROPP SCHOOL	217	15.67%	CLARA E. WESTROPP SCHOOL	186	18.28%	CLARA E. WESTROPP SCHOOL	189	13.76%	CLARA E. WESTROPP SCHOOL	197	14.21%	CLARA E. WESTROPP SCHOOL	173	15.03%	CLARA E. WESTROPP SCHOOL	144	15.28%	CLARA E. WESTROPP SCHOOL	150	12.67%
CLARK ELEMENTARY SCHOOL	216	26.39%	CLARK ELEMENTARY SCHOOL	218	27.06%	CLARK ELEMENTARY SCHOOL	242	16.53%	CLARK ELEMENTARY SCHOOL	227	13.22%	CLARK ELEMENTARY SCHOOL	232	12.07%	CLARK ELEMENTARY SCHOOL	228	20.61%	CLARK ELEMENTARY SCHOOL	228	9.21%
CLEVELAND SCHOOL OF ARTS DIKE	91	25.27%	CLEVELAND SCHOOL OF ARTS DIKE	103	6.80%	CLEVELAND SCHOOL OF ARTS	94	8.51%	CLEVELAND SCHOOL OF ARTS	102	14.71%	CLEVELAND SCHOOL OF ARTS	65	29.23%	CLEVELAND SCHOOL OF ARTS	58	27.59%	CLEVELAND SCHOOL OF ARTS DIKE CAMPUS	65	32.31%
CLEVELAND SCHOOL OF THE ARTS	179	17.88%	CLEVELAND SCHOOL OF THE ARTS	152	13.82%	CLEVELAND SCHOOL OF THE ARTS	175	14.86%	CLEVELAND SCHOOL OF THE ARTS	194	9.28%	CLEVELAND SCHOOL OF THE ARTS	200	20.00%	CLEVELAND SCHOOL OF THE ARTS	148	17.57%	CLEVELAND SCHOOL OF THE ARTS	156	14.74%
DANIEL E. MORGAN SCHOOL	168	29.17%	DANIEL E. MORGAN SCHOOL	138	32.61%	DANIEL E. MORGAN SCHOOL	121	25.62%	DANIEL E. MORGAN SCHOOL	120	20.83%	DANIEL E. MORGAN SCHOOL	124	12.90%	DANIEL E. MORGAN SCHOOL	121	17.36%	DANIEL E. MORGAN SCHOOL	97	21.65%
DENISON SCHOOL	265	18.87%	DENISON SCHOOL	259	26.64%	DENISON SCHOOL	269	18.96%	DENISON SCHOOL	253	17.39%	DENISON SCHOOL	241	24.07%	DENISON SCHOOL	219	26.94%	DENISON SCHOOL	185	31.89%
[redacted]									Douglas MacArthur Girls	29	6.90%	Douglas MacArthur	53	1.89%	Douglas MacArthur	80	2.50%	Douglas MacArthur Girls Leadership Academy	103	3.88%
EAST CLARK SCHOOL	191	27.23%	EAST CLARK SCHOOL	166	39.16%	EAST CLARK SCHOOL	181	28.73%	EAST CLARK SCHOOL	140	12.14%	EAST CLARK SCHOOL	130	24.62%	EAST CLARK SCHOOL	127	28.35%	EAST CLARK SCHOOL	127	28.35%
EMILE B. DESAUZE CONTEMPORAR	135	24.44%	EMILE B. DESAUZE CONTEMPOR	117	30.77%	EMILE B. DESAUZE CONTEMP	103	18.45%	EMILE B. DESAUZE CONT	76	14.47%	[redacted]								
[redacted]									Euclid Park	130	16.15%	Euclid Park	140	24.29%	Euclid Park	118	21.19%	Euclid Park	132	24.24%
EMPIRE COMPUTECH SCHOOL	120	25.83%	EMPIRE COMPUTECH SCHOOL	116	27.59%	EMPIRE COMPUTECH SCHOOL	77	5.19%	[redacted]											
FOREST HILL PARKWAY SCHOOL	189	26.98%	FOREST HILL PARKWAY SCHOOL	166	22.29%	FOREST HILL PARKWAY SCHOOL	98	38.78%	[redacted]											
FRANKLIN D. ROOSEVELT SCHOOL	110	18.18%	FRANKLIN D. ROOSEVELT SCHOOL	88	27.27%	FRANKLIN D. ROOSEVELT SCHOOL	168	17.26%	FRANKLIN D. ROOSEVELT SCHOOL	214	25.70%	FRANKLIN D. ROOSEVELT SCHOOL	177	23.16%	FRANKLIN D. ROOSEVELT SCHOOL	184	22.28%	FRANKLIN D. ROOSEVELT SCHOOL	164	29.88%
FULLERTON SCHOOL	109	35.78%	FULLERTON SCHOOL	120	42.50%	FULLERTON SCHOOL	112	33.93%	FULLERTON SCHOOL	103	24.27%	FULLERTON SCHOOL	96	31.25%	FULLERTON SCHOOL	57	36.84%	FULLERTON SCHOOL	50	28.00%
[redacted]						Garfield	174	5.17%	Garfield	196	4.59%	Garfield	251	7.17%	Garfield	234	12.82%	Garfield	206	14.08%
GEORGE WASHINGTON CARVER SC	136	32.35%	GEORGE WASHINGTON CARVER	127	34.65%	GEORGE WASHINGTON CARVER	126	30.16%	GEORGE WASHINGTON	70	25.71%	GEORGE WASHINGTON CARVER	128	28.13%	GEORGE WASHINGTON CARVER	88	39.77%	GEORGE WASHINGTON CARVER SCHOOL	122	29.51%
GIDDINGS SCHOOL	94	34.04%	GIDDINGS SCHOOL	122	27.87%	GIDDINGS SCHOOL	101	26.73%	GIDDINGS SCHOOL	41	26.83%	[redacted]								
GRACEMOUNT SCHOOL	181	23.76%	GRACEMOUNT SCHOOL	187	33.16%	GRACEMOUNT SCHOOL	190	32.11%	[redacted]											
H. BARBARA BOOKER SCHOOL	143	27.27%	H. BARBARA BOOKER SCHOOL	102	25.49%	H. BARBARA BOOKER SCHOOL	140	22.86%	H. BARBARA BOOKER SCHOOL	143	28.67%	H. BARBARA BOOKER SCHOOL	104	27.88%	H. BARBARA BOOKER SCHOOL	99	21.21%
HANNAH GIBBONS-NOTTINGHAM	91	26.37%	HANNAH GIBBONS-NOTTINGHAM	92	18.48%	HANNAH GIBBONS-NOTTINGHAM	92	9.78%	HANNAH GIBBONS-NOTTINGHAM	73	15.07%	HANNAH GIBBONS-NOTTINGHAM	96	20.83%	HANNAH GIBBONS-NOTTINGHAM	97	34.02%	HANNAH GIBBONS-NOTTINGHAM SCHOOL	72	29.17%
HARVEY RICE SCHOOL	117	28.21%	HARVEY RICE SCHOOL	114	32.46%	HARVEY RICE SCHOOL	150	16.00%	HARVEY RICE SCHOOL	175	21.71%	HARVEY RICE SCHOOL	167	29.94%	HARVEY RICE SCHOOL	131	29.01%	HARVEY RICE SCHOOL	161	32.92%
HENRY W. LONGFELLOW SCHOOL	114	30.70%	HENRY W. LONGFELLOW SCHOOL	61	22.95%	HENRY W. LONGFELLOW SCHOOL	67	22.39%	[redacted]											
IOWA MAPLE SCHOOL	136	25.74%	IOWA MAPLE SCHOOL	109	32.11%	IOWA MAPLE SCHOOL	133	27.82%	IOWA MAPLE SCHOOL	113	12.39%	IOWA MAPLE SCHOOL	147	31.97%	IOWA MAPLE SCHOOL	136	36.76%	IOWA MAPLE SCHOOL	111	29.73%
[redacted]																		Jane Addams Business Careers Center	24	12.50%
JOHN D. ROCKEFELLER SCHOOL	87	36.78%	JOHN D. ROCKEFELLER SCHOOL	99	33.33%	JOHN D. ROCKEFELLER SCHOOL	62	19.35%	[redacted]											
JOHN W. RAPER SCHOOL	136	33.09%	JOHN W. RAPER SCHOOL	130	36.15%	JOHN W. RAPER SCHOOL	79	37.97%	[redacted]											
JOSEPH F. LANDIS SCHOOL	164	32.32%	JOSEPH F. LANDIS SCHOOL	120	30.83%	JOSEPH F. LANDIS SCHOOL	100	30.00%	[redacted]											
JOSEPH M. GALLAGHER SCHOOL	238	27.73%	JOSEPH M. GALLAGHER SCHOOL	243	27.98%	JOSEPH M. GALLAGHER SCHOOL	274	14.60%	JOSEPH M. GALLAGHER	235	12.77%	JOSEPH M. GALLAGHER	229	10.48%	JOSEPH M. GALLAGHER	255	21.18%	JOSEPH M. GALLAGHER SCHOOL	255	26.67%
[redacted]									Kenneth W. Clement Boys	35	11.43%	Kenneth W. Clement	44	11.36%	Kenneth W. Clement	53	30.19%	Kenneth W. Clement Boys Leadership Academy	75	25.33%
LOUIS AGASSIZ SCHOOL	110	10.91%	LOUIS AGASSIZ SCHOOL	131	14.50%	LOUIS AGASSIZ SCHOOL	130	9.23%	LOUIS AGASSIZ SCHOOL	121	10.74%	LOUIS AGASSIZ SCHOOL	140	6.43%	LOUIS AGASSIZ SCHOOL	129	3.88%	LOUIS AGASSIZ SCHOOL	123	7.32%
LOUISA MAY ALCOTT SCHOOL	29	0.00%	LOUISA MAY ALCOTT SCHOOL	33	15.15%	LOUISA MAY ALCOTT SCHOOL	19	0.00%	LOUISA MAY ALCOTT SCHOOL	29	3.45%	LOUISA MAY ALCOTT SCHOOL	26	0.00%	LOUISA MAY ALCOTT SCHOOL	29	13.79%	LOUISA MAY ALCOTT SCHOOL	24	4.17%
LUIS MUNOZ MARIN	269	29.00%	LUIS MUNOZ MARIN	300	40.67%	LUIS MUNOZ MARIN	300	24.67%	LUIS MUNOZ MARIN	269	25.65%	LUIS MUNOZ MARIN	263	17.49%	LUIS MUNOZ MARIN	259	24.71%	LUIS MUNOZ MARIN	241	25.73%
MARION C. SELTZER ELEMENTARY	257	22.57%	MARION C. SELTZER ELEMENTARY	252	20.24%	MARION C. SELTZER ELEMENTARY	196	14.80%	MARION C. SELTZER ELEMENTARY	230	13.04%	MARION C. SELTZER ELEMENTARY	193	26.42%	MARION C. SELTZER ELEMENTARY	126	34.13%	MARION C. SELTZER ELEMENTARY SCHOOL	170	35.88%
MARION STERLING SCHOOL	132	28.79%	MARION STERLING SCHOOL	152	29.61%	MARION STERLING SCHOOL	113	23.89%	MARION STERLING SCHOOL	144	35.42%	MARION STERLING SCHOOL	91	29.67%	MARION STERLING SCHOOL	107	28.97%	MARION STERLING SCHOOL	95	20.00%
MARY B. MARTIN SCHOOL	115	33.04%	MARY B. MARTIN SCHOOL	120	30.00%	MARY B. MARTIN SCHOOL	112	21.43%	MARY B. MARTIN SCHOOL	116	18.10%	MARY B. MARTIN SCHOOL	137	26.28%	MARY B. MARTIN SCHOOL	143	24.48%	MARY B. MARTIN SCHOOL	110	32.73%
MARY M. BETHUNE SCHOOL	145	26.21%	MARY M. BETHUNE SCHOOL	124	29.03%	MARY M. BETHUNE SCHOOL	138	28.26%	MARY M. BETHUNE SCHOOL	117	24.79%	MARY M. BETHUNE SCHOOL	116	13.79%	MARY M. BETHUNE SCHOOL	125	16.00%	MARY M. BETHUNE SCHOOL	112	20.54%
MCKINLEY SCHOOL	132	24.24%	MCKINLEY SCHOOL	120	25.83%	MCKINLEY SCHOOL	125	17.60%	MCKINLEY SCHOOL	112	15.18%	MCKINLEY SCHOOL	75	21.33%	MCKINLEY SCHOOL	110	23.64%	MCKINLEY SCHOOL	110	23.64%
MEMORIAL SCHOOL	166	17.47%	MEMORIAL SCHOOL	169	16.57%	MEMORIAL SCHOOL	172	19.19%	MEMORIAL SCHOOL	170	13.53%	MEMORIAL SCHOOL	175	18.29%	MEMORIAL SCHOOL	155	21.29%	MEMORIAL SCHOOL	155	25.16%
MICHAEL R. WHITE SCHOOL	143	18.18%	MICHAEL R. WHITE SCHOOL	131	19.85%	MICHAEL R. WHITE SCHOOL	134	9.70%	MICHAEL R. WHITE SCHOOL	175	16.00%	MICHAEL R. WHITE SCHOOL	142	23.24%	MICHAEL R. WHITE SCHOOL	102	25.49%	MICHAEL R. WHITE SCHOOL	148	25.00%
MILES ELEMENTARY SCHOOL	134	41.04%	MILES ELEMENTARY SCHOOL	131	47.33%	MILES ELEMENTARY SCHOOL	130	30.00%	MILES ELEMENTARY SCHOOL	150	16.67%	MILES ELEMENTARY SCHOOL	147	23.13%	MILES ELEMENTARY SCHOOL	109	22.94%	MILES ELEMENTARY SCHOOL	130	24.62%
MILES PARK SCHOOL	203	21.18%	MILES PARK SCHOOL	178	21.91%	MILES PARK SCHOOL	198	21.21%	MILES PARK SCHOOL	188	19.68%	MILES PARK SCHOOL	216	23.15%	MILES PARK SCHOOL	224	20.98%	MILES PARK SCHOOL	188	27.13%
MOUND SCHOOL	99	35.35%	MOUND SCHOOL	67	37.31%	MOUND SCHOOL	75	42.67%	MOUND SCHOOL	91	37.36%	MOUND SCHOOL	130	30.00%	MOUND SCHOOL	119	27.73%	MOUND SCHOOL	139	20.86%
NATHAN HALE SCHOOL	145	30.34%	NATHAN HALE SCHOOL	121	33.88%	NATHAN HALE SCHOOL	118	16.10%	NATHAN HALE SCHOOL	152	17.76%	NATHAN HALE SCHOOL	168	20.24%	NATHAN HALE SCHOOL	149	23.49%	NATHAN HALE SCHOOL	143	15.38%
NEWTON D. BAKER SCHOOL	271	14.02%	NEWTON D. BAKER SCHOOL	225	13.33%	NEWTON D. BAKER SCHOOL	187	12.83%	NEWTON D. BAKER SCHOOL	200	11.00%	NEWTON D. BAKER SCHOOL	136	7.35%	NEWTON D. BAKER SCHOOL	133	13.53%	NEWTON D. BAKER SCHOOL	134	12.69%
OLIVER H. PERRY ELEMENTARY SCI	139	23.02%	OLIVER H. PERRY ELEMENTARY S	152	21.71%	OLIVER H. PERRY ELEMENTARY	160	24.38%	OLIVER H. PERRY ELEMENTARY	172	28.49%	OLIVER H. PERRY ELEMENTARY	140	20.00%	OLIVER H. PERRY ELEMENTARY	128	25.00%	OLIVER H. PERRY ELEMENTARY SCHOOL	111	31.53%
OPTION COMPLEX @ MARGARET II	56	30.36%	OPTION COMPLEX @ MARGARET	16	25.00%	OPTION COMPLEX @ MARGARET	41	24.39%	[redacted]											
ORCHARD SCHOOL OF SCIENCE	180	23.89%	ORCHARD SCHOOL OF SCIENCE	161	14.91%	ORCHARD SCHOOL OF SCIENCE	106	9.43%	ORCHARD SCHOOL OF SCIENCE	118	8.47%	ORCHARD SCHOOL OF SCIENCE	133	13.53%	ORCHARD SCHOOL OF SCIENCE	116	15.52%	ORCHARD SCHOOL OF SCIENCE	115	13.04%
PATRICK HENRY SCHOOL	150	38.67%	PATRICK HENRY SCHOOL	99	50.51%	PATRICK HENRY SCHOOL	140	15.00%	PATRICK HENRY SCHOOL	149	18.79%	PATRICK HENRY SCHOOL	144	25.00%	PATRICK HENRY SCHOOL	154	24.03%	PATRICK HENRY SCHOOL	126	15.08%
PAUL L. DUNBAR SCHOOL	109	11.01%	PAUL L. DUNBAR SCHOOL	91	20.88%	PAUL L. DUNBAR SCHOOL	103	16.50%	PAUL L. DUNBAR SCHOOL	66	15.15%	PAUL L. DUNBAR SCHOOL	53	18.87%	PAUL L. DUNBAR SCHOOL	62	19.35%	PAUL L. DUNBAR SCHOOL	78	16.67%
PAUL REVERE SCHOOL	153	36.60%	PAUL REVERE SCHOOL	143	30.07%	PAUL REVERE SCHOOL	130	34.62%	PAUL REVERE SCHOOL	163	31.90%	PAUL REVERE SCHOOL	183	24.59%	PAUL REVERE SCHOOL	123	26.83%	PAUL REVERE SCHOOL	105	35.24%
RIVERSIDE SCHOOL	193	4.66%	RIVERSIDE SCHOOL	237	7.17%	RIVERSIDE SCHOOL	182	7.14%	RIVERSIDE SCHOOL	202	6.44%	RIVERSIDE SCHOOL	190	3.16%	RIVERSIDE SCHOOL	184	8.70%	RIVERSIDE SCHOOL	123	8.94%
ROBERT FULTON SCHOOL	109	33.03%	ROBERT FULTON SCHOOL	107	28.04%	ROBERT FULTON SCHOOL	89	23.60%	[redacted]											
ROBERT H. JAMISON SCHOOL	241	39.83%	ROBERT H. JAMISON SCHOOL	216	33.33%	ROBERT H. JAMISON SCHOOL	189	25.40%	ROBERT H. JAMISON SCHOOL	177	25.42%	ROBERT H. JAMISON SCHOOL	158	22.15%	ROBERT H. JAMISON SCHOOL	96	27.08%	ROBERT H. JAMISON SCHOOL	74	24.32%
ROBINSON G. JONES SCHOOL	167	25.75%	ROBINSON G. JONES SCHOOL	163	15.34%	ROBINSON G. JONES SCHOOL	131	8.40%	ROBINSON G. JONES SCHOOL	124	8.87%	ROBINSON G. JONES SCHOOL	156	14.10%	ROBINSON G. JONES SCHOOL	163	17.18%	ROBINSON G. JONES SCHOOL	149	12.75%
SCRANTON SCHOOL	156	16.67%	SCRANTON SCHOOL	147	6.80%	SCRANTON SCHOOL	166	9.04%	SCRANTON SCHOOL	175	10.29%	SCRANTON SCHOOL	195	14.36%	SCRANTON SCHOOL	195	17.44%	SCRANTON SCHOOL	162	19.75%
SUNBEAM SCHOOL	74	8.11%	SUNBEAM SCHOOL	62	9.68%	SUNBEAM SCHOOL	67	5.97%	SUNBEAM SCHOOL	75	13.33%	SUNBEAM SCHOOL	69	10.14%	SUNBEAM SCHOOL	65	18.46%	SUNBEAM SCHOOL	63	31.75%
[redacted]									Thomas Jefferson Interna	68	0.00%	Thomas Jefferson	71	16.90%	Thomas Jefferson Int	99	26.26%	Thomas Jefferson International Newcomer	126	11.90%
TREMONT ELEMENTARY SCHOOL	127	18.11%	TREMONT ELEMENTARY SCHOOL	120	17.50%	TREMONT ELEMENTARY SCHOOL	124	12.90%	TREMONT ELEMENTARY	152	18.42%	TREMONT ELEMENTARY	140	17.86%	TREMONT ELEMENTARY	149	15.44%	TREMONT ELEMENTARY SCHOOL	136	16.91%
UNION SCHOOL	92	31.52%	UNION SCHOOL	106	23.58%	UNION SCHOOL	79	21.52%	UNION SCHOOL	70	24.29%	[redacted]								
[redacted]									Valley View Boys Leader	20	5.00%	Valley View Boys Le	26	3.85%	Valley View Boys Le	45	11.11%	Valley View Boys Leadership Academy	68	10.29%
WADE PARK ELEMENTARY SCHOOL	96	43.75%	WADE PARK ELEMENTARY SCHOOL	78	23.08%	WADE PARK ELEMENTARY SCHOOL	163	38.04%	WADE PARK ELEMENTARY	138	26.09%	WADE PARK ELEMENTARY	118	36.44%	WADE PARK ELEMENTARY	134	36.57%	WADE PARK ELEMENTARY SCHOOL	134	21.64%
WALTON ELEMENTARY SCHOOL	201	23.38%	WALTON ELEMENTARY SCHOOL	189	25.93%	WALTON ELEMENTARY SCHOOL	221	26.70%	WALTON ELEMENTARY SCHOOL	223	18.39%	WALTON ELEMENTARY SCHOOL	199	24.62%	WALTON ELEMENTARY	142	26.06%	WALTON ELEMENTARY SCHOOL	116	23.28%
[redacted]									Warner Girls Leadership	45	26.67%	Warner Girls Leader	80	27.50%	Warner Girls Leader	100	14.00%	Warner Girls Leadership Academy	136	13.24%
WATTERSON-LAKE SCHOOL	206	24.76%	WATTERSON-LAKE SCHOOL	200	22.50%	WATTERSON-LAKE SCHOOL	171	16.96%	WATTERSON-LAKE SCHOOL	169	18.34%	WATTERSON-LAKE SCHOOL	141	19.15%	WATTERSON-LAKE SCHOOL	134	19.40%	WATTERSON-LAKE SCHOOL	98	18.37%
WAVERLY SCHOOL	155	19.35%	WAVERLY SCHOOL	166	16.87%	WAVERLY SCHOOL	156	12.18%	WAVERLY SCHOOL	170	15.29%	WAVERLY SCHOOL	105	10.48%	WAVERLY SCHOOL	121	26.45%	WAVERLY SCHOOL	116	18.10%
WHITNEY M. YOUNG SCHOOL	151	21.85%	WHITNEY M. YOUNG SCHOOL	143	13.29%	WHITNEY M. YOUNG SCHOOL	104	8.65%	WHITNEY M. YOUNG SCHOOL	119	9.24%	WHITNEY M. YOUNG SCHOOL	118	10.17%	WHITNEY M. YOUNG SCHOOL	116	15.52%	WHITNEY M. YOUNG SCHOOL	91	18.68%
WILBUR WRIGHT SCHOOL	205	23.41%	WILBUR WRIGHT SCHOOL	193	18.65%	WILBUR WRIGHT SCHOOL	172	13.95%	WILBUR WRIGHT SCHOOL	209	13.40%	WILBUR WRIGHT SCHOOL	176	16.48%	WILBUR WRIGHT SCHOOL	175	26.29%	WILBUR WRIGHT SCHOOL	139	12.23%
WILLIAM CULLEN BRYANT SCHOOL	187	12.30%	WILLIAM CULLEN BRYANT SCHOOL	172	18.02%	WILLIAM CULLEN BRYANT SCHOOL	170	13.53%	WILLIAM CULLEN BRYANT	131	7.63%	WILLIAM CULLEN	152	6.58%	WILLIAM CULLEN BRYANT	167	1.80%	WILLIAM CULLEN BRYANT SCHOOL	138	10.87%
WILLOW SCHOOL	95	20.00%	WILLOW SCHOOL	90	20.00%	WILLOW SCHOOL	69	15.94%	WILLOW SCHOOL	91	21.98%	WILLOW SCHOOL	66	16.67%	WILLOW SCHOOL	83	12.05%	WILLOW SCHOOL	93	17.20%
[redacted]									Willson	143	20.98%	Willson	164	25.00%	Willson	115	20.00%	Willson	107	17.76%
WOODLAND HILLS SCHOOL	136	50.74%	WOODLAND HILLS SCHOOL	151	23.84%	WOODLAND HILLS SCHOOL	103	18.45%	WOODLAND HILLS SCHOOL	120	30.00%	[redacted]								

Table A9: Grades 9–12—Peer Social and Emotional Competence and Student Support "Needs Improvement," by School and Year

Peer Social and Emotional Competence

2008			2009			2010			2011			2012			2013			2014		
School	N	Needs Improve	School	N	Needs Impi	School	N	Needs Impi	School	N	Needs Imp	School	N	Needs Imp	School	N	Needs Impi	School	N	Needs Improvement
CARL SHULER SCHO(	239	76.15%	CARL SHULER S(	199	78.39%	CARL SHULER	236	87.29%	CARL SHULER SCHOO	249	79.92%	CARL SHULER SCH	267	82.77%	[redacted]					
Cleveland School of '	322	75.47%	Cleveland Schoc	302	75.83%	Cleveland Sch	274	65.33%	Cleveland School of th	297	64.65%	Cleveland School (	372	61.83%	Cleveland School of the Arts (	188	52.66%	Cleveland School of the Arts	278	56.47%
Collinwood	559	82.11%	Collinwood	582	83.85%	Collinwood	563	78.69%	Collinwood	386	80.31%	Collinwood	349	77.94%	Collinwood	144	84.03%	Collinwood	178	80.34%
[redacted]			Design Lab Earl	66	62.12%	Design Lab Ea	111	76.58%	[redacted]									Design Lab Early College	135	74.07%
EAST HIGH SCHOOL	368	79.62%	EAST HIGH SCH(	165	82.42%	EAST HIGH SC	238	73.53%	[redacted]											
East Tech	421	82.42%	East Tech	335	82.69%	East Tech	375	78.40%	East Tech	413	77.48%	East Tech	423	76.36%	East Tech	426	73.24%	East Tech	224	61.61%
[redacted]															Facing History New Tech @ C	58	60.34%	Facing History New Tech @ (	96	63.54%
Garrett Morgan Scho(	183	69.95%	Garrett Morgan	184	69.57%	Garrett Morg.	225	63.56%	Garrett Morgan Schoc	324	68.21%	Garrett Morgan Sc	272	72.06%	Garrett Morgan School of Scie	211	69.19%	Garrett Morgan School of Sci	195	62.05%
GENESIS HIGH SCHO	45	84.44%	GENESIS HIGH S	71	76.06%	GENESIS HIGH	76	84.21%	GENESIS HIGH SCHOC	65	72.31%	[redacted]								
Ginn Academy	99	55.56%	Ginn Academy	174	60.92%	Ginn Academ	154	69.48%	Ginn Academy	169	62.13%	Ginn Academy	159	57.23%	Ginn Academy	124	58.87%	Ginn Academy	142	52.82%
Glenville High Schoo	770	84.55%	Glenville High S	540	82.78%	Glenville High	531	81.54%	Glenville High School	468	76.92%	Glenville High Sch	470	78.94%	Glenville High School	485	75.67%	Glenville High School	280	70.00%
James Ford Rhodes I	942	84.71%	James Ford Rho	822	80.17%	James Ford Rl	706	77.90%	James Ford Rhodes H	580	75.34%	James Ford Rhode	777	75.93%	James Ford Rhodes High Schc	893	75.92%	James Ford Rhodes High Sch	438	83.11%
Jane Addams Busine	355	72.39%	Jane Addams Bu	284	71.48%	Jane Addams	346	71.68%	Jane Addams Busines:	436	76.83%	Jane Addams Busi	419	82.82%	Jane Addams Business Career	420	79.76%	Jane Addams Business Caree	245	66.53%
John Adams High Sch	676	83.28%	John Adams Hig	648	82.72%	John Adams H	463	82.72%	John Adams High Sch	599	81.30%	John Adams High !	536	83.02%	John Adams High School	333	76.88%	John Adams High School	416	77.88%
John F. Kennedy Hig	588	84.01%	John F. Kennedy	595	85.04%	John F. Kenne	379	85.22%	John F. Kennedy High	408	82.11%	John F. Kennedy H	300	80.67%	John F. Kennedy High School	485	75.88%	John F. Kennedy High School	263	79.47%
John Hay	495	57.58%	John Hay	637	49.76%	John Hay	686	46.65%	John Hay	730	47.12%	John Hay	699	44.49%	John Hay	736	51.22%	John Hay	709	42.45%
John Marshall High S	1010	84.75%	John Marshall H	906	84.77%	John Marshal	986	85.80%	John Marshall High Sc	769	83.62%	John Marshall Hig	621	81.80%	John Marshall High School	754	78.78%	John Marshall High School	554	73.83%
Lincoln-West High Sc	945	74.29%	Lincoln-West Hi	926	78.73%	Lincoln-West	807	83.40%	Lincoln-West High Sch	479	73.07%	Lincoln-West High	457	71.12%	Lincoln-West High School	352	76.14%	Lincoln-West High School	34	70.59%
Max S. Hayes High S(	309	75.08%	Max S. Hayes Hi	436	68.35%	Max S. Hayes	405	65.43%	Max S. Hayes High Scl	418	64.83%	Max S. Hayes High	415	71.33%	Max S. Hayes High School	524	72.33%	Max S. Hayes High School	641	63.49%
[redacted]						MC2STEM	135	79.26%	MC2STEM	165	70.30%	MC2STEM	153	65.36%	MC2STEM	155	60.65%	MC2STEM	168	72.62%
MLK Jr. High School	318	76.10%	MLK Jr. High Scl	339	79.65%	MLK Jr. High S	321	76.95%	MLK Jr. High School	325	83.08%	MLK Jr. High Scho	281	82.92%	MLK Jr. High School	265	78.11%	MLK Jr. High School	141	78.72%
OPTION COMPLEX @	12	75.00%	OPTION COMPL	66	74.24%	OPTION COM	2	50.00%	[redacted]											
SOUTH HIGH SCHOC	567	78.31%	SOUTH HIGH SC	454	81.94%	SOUTH HIGH	106	73.58%	[redacted]											
[redacted]															School of One	103	33.01%	School of One	160	21.88%
Success Tech Acader	193	55.44%	Success Tech Ac	198	54.04%	Success Tech	141	58.87%	Success Tech Academ	133	69.17%	Success Tech Acac	96	80.21%	Success Tech Academy	158	71.52%	Success Tech Academy	160	65.63%
[redacted]									Thomas Jefferson Inte	307	65.15%	Thomas Jefferson	256	65.63%	Thomas Jefferson Internation	302	64.57%	Thomas Jefferson Internatio	101	28.71%
									Washington Park Envi	101	60.40%	Washington Park I	131	63.36%	Washington Park Environmer	167	55.69%	Washington Park Environme	131	72.52%
Whitney M. Young L	205	81.46%	Whitney M. Yot	174	81.03%	Whitney M. Y	154	80.52%	Whitney M. Young Le	88	57.95%	Whitney M. Young	97	44.33%	Whitney M. Young Leadershi	105	51.43%	Whitney M. Young Leadershi	92	40.22%

Student Support

2008			2009			2010			2011			2012			2013			2014		
School	N	Needs Improve	School	N	Needs Impi	School	N	Needs Impi	School	N	Needs Imp	School	N	Needs Imp	School	N	Needs Impi	School	N	Needs Improvement
CARL SHULER SCHO(	237	37.97%	CARL SHULER S(	199	21.11%	CARL SHULER	236	31.36%	CARL SHULER SCHOO	249	41.37%	CARL SHULER SCH	267	34.83%	[redacted]					
Cleveland School of '	320	21.88%	Cleveland Schoc	302	19.87%	Cleveland Sch	274	19.34%	Cleveland School of th	297	14.81%	Cleveland School (	372	18.82%	Cleveland School of the Arts (	188	8.51%	Cleveland School of the Arts	278	9.71%
Collinwood	555	26.49%	Collinwood	582	29.73%	Collinwood	563	25.40%	Collinwood	386	26.68%	Collinwood	349	18.34%	Collinwood	144	17.36%	Collinwood	178	11.80%
[redacted]			Design Lab Earl	66	34.85%	Design Lab Ea	111	20.72%	[redacted]									Design Lab Early College	135	21.48%
EAST HIGH SCHOOL	365	26.03%	EAST HIGH SCH(	165	18.18%	EAST HIGH SC	238	21.85%	[redacted]											
East Tech	420	26.67%	East Tech	335	31.64%	East Tech	375	30.40%	East Tech	413	24.70%	East Tech	423	19.39%	East Tech	426	14.79%	East Tech	224	8.48%
[redacted]															Facing History New Tech @ C	58	20.69%	Facing History New Tech @ (	96	19.79%
Garrett Morgan Scho(	184	23.37%	Garrett Morgan	184	25.54%	Garrett Morg.	225	18.22%	Garrett Morgan Schoc	324	19.14%	Garrett Morgan Sc	272	25.00%	Garrett Morgan School of Scie	211	15.64%	Garrett Morgan School of Sci	195	13.85%
GENESIS HIGH SCHO	44	22.73%	GENESIS HIGH S	71	25.35%	GENESIS HIGH	76	19.74%	GENESIS HIGH SCHOC	65	16.92%	[redacted]								
Ginn Academy	100	18.00%	Ginn Academy	174	10.92%	Ginn Academ	154	20.13%	Ginn Academy	169	10.65%	Ginn Academy	159	9.43%	Ginn Academy	124	9.68%	Ginn Academy	142	8.45%
Glenville High Schoo	758	29.55%	Glenville High S	540	32.78%	Glenville High	531	28.06%	Glenville High School	468	19.87%	Glenville High Sch	470	24.47%	Glenville High School	485	24.54%	Glenville High School	280	16.79%
James Ford Rhodes I	934	33.73%	James Ford Rho	822	32.85%	James Ford Rl	706	24.50%	James Ford Rhodes H	580	23.79%	James Ford Rhode	777	26.13%	James Ford Rhodes High Schc	893	26.99%	James Ford Rhodes High Sch	438	24.43%
Jane Addams Busine	354	21.75%	Jane Addams Bu	284	23.94%	Jane Addams	346	29.48%	Jane Addams Busines:	436	32.57%	Jane Addams Busi	419	35.56%	Jane Addams Business Career	420	25.95%	Jane Addams Business Caree	245	13.47%
John Adams High Sch	659	36.27%	John Adams Hig	648	31.64%	John Adams H	463	27.86%	John Adams High Sch	599	23.04%	John Adams High !	536	28.36%	John Adams High School	333	18.92%	John Adams High School	416	20.43%
John F. Kennedy Hig	566	32.51%	John F. Kennedy	595	33.45%	John F. Kenne	380	32.11%	John F. Kennedy High	408	31.13%	John F. Kennedy H	300	25.33%	John F. Kennedy High School	485	24.33%	John F. Kennedy High School	263	24.33%
John Hay	492	20.93%	John Hay	637	11.30%	John Hay	686	12.68%	John Hay	730	14.79%	John Hay	699	11.59%	John Hay	736	8.56%	John Hay	709	7.76%
John Marshall High S	1007	39.13%	John Marshall H	906	38.08%	John Marshal	986	31.85%	John Marshall High Sc	769	31.47%	John Marshall Hig	621	32.05%	John Marshall High School	754	21.88%	John Marshall High School	554	19.49%
Lincoln-West High Sc	921	27.90%	Lincoln-West Hi	926	28.62%	Lincoln-West	807	22.92%	Lincoln-West High Sch	479	19.42%	Lincoln-West High	457	18.82%	Lincoln-West High School	352	18.18%	Lincoln-West High School	34	14.71%
Max S. Hayes High S(	304	22.04%	Max S. Hayes Hi	436	20.41%	Max S. Hayes	405	22.22%	Max S. Hayes High Scl	418	22.01%	Max S. Hayes High	415	20.24%	Max S. Hayes High School	524	18.70%	Max S. Hayes High School	641	14.98%
[redacted]						MC2STEM	135	20.00%	MC2STEM	165	15.76%	MC2STEM	153	16.99%	MC2STEM	155	8.39%	MC2STEM	168	16.07%
MLK Jr. High School	312	25.00%	MLK Jr. High Scl	339	21.24%	MLK Jr. High S	321	22.43%	MLK Jr. High School	325	19.38%	MLK Jr. High Scho	281	19.93%	MLK Jr. High School	265	22.64%	MLK Jr. High School	141	21.28%
OPTION COMPLEX @	12	16.67%	OPTION COMPL	66	24.24%	OPTION COM	2	100.00%	[redacted]											
SOUTH HIGH SCHOC	565	31.33%	SOUTH HIGH SC	454	33.48%	SOUTH HIGH	106	25.47%	[redacted]											
[redacted]															School of One	103	4.85%	School of One	160	0.00%
Success Tech Acader	191	23.04%	Success Tech Ac	198	20.20%	Success Tech	141	21.28%	Success Tech Academ	133	23.31%	Success Tech Acac	96	39.58%	Success Tech Academy	158	23.42%	Success Tech Academy	160	12.50%
[redacted]									Thomas Jefferson Inte	307	19.87%	Thomas Jefferson	256	25.00%	Thomas Jefferson Internation	302	17.22%	Thomas Jefferson Internatio	101	5.94%
									Washington Park Envi	101	9.90%	Washington Park I	131	12.21%	Washington Park Environmer	167	11.38%	Washington Park Environme	131	19.85%
Whitney M. Young L	206	43.20%	Whitney M. Yot	174	46.55%	Whitney M. Y	154	38.31%	Whitney M. Young Le	88	27.27%	Whitney M. Young	97	20.62%	Whitney M. Young Leadershi	105	13.33%	Whitney M. Young Leadershi	92	22.83%

Table A10: Grades 9–12—Emotional Safety and Physical Safety "Needs Improvement," by School and Year

Emotional Safety

2008			2009			2010			2011			2012			2013			2014		
School	N	Needs Improve	School	N	Needs Impi	School	N	Needs Impi	School	N	Needs Imp	School	N	Needs Imp	School	N	Needs Impi	School	N	Needs Improvement
CARL SHULER SCHO(	241	29.46%	CARL SHULER S(	199	21.61%	CARL SHULER	236	41.53%	CARL SHULER SCHOO	249	32.53%	CARL SHULER SCH	267	30.71%	[redacted]					
Cleveland School of '	324	20.37%	Cleveland Schoc	302	24.83%	Cleveland Sch	274	19.34%	Cleveland School of th	297	13.47%	Cleveland School (	372	9.14%	Cleveland School of the Arts (	197	14.21%	Cleveland School of the Arts	286	14.34%
Collinwood	564	45.92%	Collinwood	582	50.00%	Collinwood	563	41.56%	Collinwood	386	28.24%	Collinwood	349	33.24%	Collinwood	148	50.00%	Collinwood	184	41.30%
[redacted]			Design Lab Early	66	27.27%	Design Lab Ea	111	27.93%	[redacted]									Design Lab Early College	143	25.17%
EAST HIGH SCHOOL	371	40.43%	EAST HIGH SCH(	165	44.24%	EAST HIGH SC	238	37.82%	[redacted]											
East Tech	424	41.27%	East Tech	335	48.06%	East Tech	375	43.20%	East Tech	413	38.98%	East Tech	423	34.99%	East Tech	438	36.07%	East Tech	236	34.32%
[redacted]			[redacted]			[redacted]			[redacted]			[redacted]			Facing History New Tech @ C	58	17.24%	Facing History New Tech @ (	99	15.15%
Garrett Morgan Scho(	186	20.97%	Garrett Morgan	184	17.39%	Garrett Morg	225	20.44%	Garrett Morgan Schoc	324	15.74%	Garrett Morgan Sc	272	18.75%	Garrett Morgan School of Scie	214	22.43%	Garrett Morgan School of Sci	203	28.08%
GENESIS HIGH SCHO	45	42.22%	GENESIS HIGH S	71	25.35%	GENESIS HIGI	76	39.47%	GENESIS HIGH SCHOC	65	26.15%	[redacted]								
Ginn Academy	101	19.80%	Ginn Academy	174	17.82%	Ginn Academ	154	31.17%	Ginn Academy	169	15.98%	Ginn Academy	159	10.69%	Ginn Academy	134	15.67%	Ginn Academy	150	18.67%
Glenville High Schoo	774	47.03%	Glenville High S	540	48.52%	Glenville High	530	48.11%	Glenville High School	468	30.56%	Glenville High Sch	470	34.26%	Glenville High School	492	35.57%	Glenville High School	296	41.89%
James Ford Rhodes I	945	34.50%	James Ford Rho	822	28.95%	James Ford Rl	706	28.47%	James Ford Rhodes H	580	21.55%	James Ford Rhode	777	21.88%	James Ford Rhodes High Schc	908	28.08%	James Ford Rhodes High Sch	450	36.22%
Jane Addams Busine	358	28.21%	Jane Addams Bu	284	32.04%	Jane Addams	346	32.95%	Jane Addams Busines:	436	33.72%	Jane Addams Busi	419	33.89%	Jane Addams Business Career	425	32.24%	Jane Addams Business Caree	254	30.71%
John Adams High Sch	682	38.71%	John Adams Hig	648	43.83%	John Adams H	463	45.57%	John Adams High Sch	599	38.06%	John Adams High	536	39.55%	John Adams High School	352	40.34%	John Adams High School	444	45.05%
John F. Kennedy Hig	591	41.62%	John F. Kennedy	595	45.88%	John F. Kenne	379	51.45%	John F. Kennedy High	408	42.65%	John F. Kennedy H	300	45.33%	John F. Kennedy High School	496	40.52%	John F. Kennedy High School	279	48.03%
John Hay	502	12.95%	John Hay	637	13.34%	John Hay	686	10.93%	John Hay	730	7.26%	John Hay	699	7.58%	John Hay	750	12.67%	John Hay	733	11.19%
John Marshall High S	1015	39.70%	John Marshall H	906	45.92%	John Marshal	986	46.04%	John Marshall High Sc	769	36.41%	John Marshall Hig	621	35.59%	John Marshall High School	772	36.79%	John Marshall High School	565	35.93%
Lincoln-West High Sc	948	31.86%	Lincoln-West Hi	926	35.64%	Lincoln-West	806	40.82%	Lincoln-West High Sch	479	21.29%	Lincoln-West High	457	24.29%	Lincoln-West High School	359	30.08%	Lincoln-West High School	37	35.14%
Max S. Hayes High S(	310	23.23%	Max S. Hayes Hi	436	20.64%	Max S. Hayes	405	20.99%	Max S. Hayes High Scl	418	15.55%	Max S. Hayes High	415	19.04%	Max S. Hayes High School	534	23.41%	Max S. Hayes High School	663	25.64%
[redacted]			[redacted]			MC2STEM	135	20.74%	MC2STEM	165	19.39%	MC2STEM	153	16.99%	MC2STEM	168	14.29%	MC2STEM	185	29.19%
MLK Jr. High School	319	39.50%	MLK Jr. High Scl	339	33.33%	MLK Jr. High S	321	43.30%	MLK Jr. High School	325	47.69%	MLK Jr. High Scho	281	45.91%	MLK Jr. High School	271	45.39%	MLK Jr. High School	142	42.25%
OPTION COMPLEX @	12	41.67%	OPTION COMPL	66	43.94%	OPTION COM	2	50.00%	[redacted]											
SOUTH HIGH SCHOC	572	36.01%	SOUTH HIGH SC	454	47.58%	SOUTH HIGH	106	33.96%	[redacted]											
[redacted]			[redacted]			[redacted]			[redacted]			[redacted]			School of One	103	7.77%	School of One	161	2.48%
Success Tech Acader	197	11.68%	Success Tech Ac	198	20.20%	Success Tech	141	17.73%	Success Tech Academ	133	22.56%	Success Tech Acac	96	30.21%	Success Tech Academy	161	26.09%	Success Tech Academy	164	26.83%
[redacted]			[redacted]			[redacted]			Thomas Jefferson Inte	307	24.76%	Thomas Jefferson	256	27.34%	Thomas Jefferson Internation	310	31.29%	Thomas Jefferson Internatio	103	5.83%
[redacted]			[redacted]			[redacted]			Washington Park Envi	101	7.92%	Washington Park I	131	9.92%	Washington Park Environmer	175	18.29%	Washington Park Environme	133	27.07%
Whitney M. Young L	208	31.73%	Whitney M. Yot	174	28.16%	Whitney M. Y	154	18.83%	Whitney M. Young Le	88	7.95%	Whitney M. Young	97	10.31%	Whitney M. Young Leadershi	105	17.14%	Whitney M. Young Leadershi	94	9.57%

Physical Safety

2008			2009			2010			2011			2012			2013			2014		
School	N	Needs Improve	School	N	Needs Impi	School	N	Needs Impi	School	N	Needs Imp	School	N	Needs Imp	School	N	Needs Impi	School	N	Needs Improvement
CARL SHULER SCHO(	241	9.13%	CARL SHULER S(	199	7.04%	CARL SHULER	236	15.25%	CARL SHULER SCHOO	249	7.23%	CARL SHULER SCH	267	7.87%	[redacted]					
Cleveland School of '	324	4.63%	Cleveland Schoc	302	7.28%	Cleveland Sch	274	8.03%	Cleveland School of th	297	6.40%	Cleveland School (	372	6.45%	Cleveland School of the Arts (	201	10.95%	Cleveland School of the Arts	289	6.57%
Collinwood	564	17.73%	Collinwood	582	16.67%	Collinwood	563	14.21%	Collinwood	386	11.40%	Collinwood	349	11.46%	Collinwood	149	20.81%	Collinwood	184	12.50%
[redacted]			Design Lab Early	66	10.61%	Design Lab Ea	111	19.82%	[redacted]									Design Lab Early College	143	11.89%
EAST HIGH SCHOOL	371	17.25%	EAST HIGH SCH(	165	29.70%	EAST HIGH SC	238	14.71%	[redacted]											
East Tech	424	16.27%	East Tech	335	18.81%	East Tech	375	14.13%	East Tech	413	12.59%	East Tech	423	11.11%	East Tech	439	16.86%	East Tech	236	13.98%
[redacted]			[redacted]			[redacted]			[redacted]			[redacted]			Facing History New Tech @ C	58	3.45%	Facing History New Tech @ (	99	5.05%
Garrett Morgan Scho(	186	4.84%	Garrett Morgan	184	8.15%	Garrett Morg	225	8.00%	Garrett Morgan Schoc	324	6.17%	Garrett Morgan Sc	272	9.19%	Garrett Morgan School of Scie	215	9.30%	Garrett Morgan School of Sci	205	7.32%
GENESIS HIGH SCHO	45	20.00%	GENESIS HIGH S	71	5.63%	GENESIS HIGI	76	6.58%	GENESIS HIGH SCHOC	65	9.23%	[redacted]								
Ginn Academy	101	4.95%	Ginn Academy	174	6.90%	Ginn Academ	154	8.44%	Ginn Academy	169	6.51%	Ginn Academy	159	4.40%	Ginn Academy	135	2.96%	Ginn Academy	150	8.00%
Glenville High Schoo	774	25.58%	Glenville High S	540	22.22%	Glenville High	530	17.92%	Glenville High School	468	9.83%	Glenville High Sch	470	16.60%	Glenville High School	491	17.72%	Glenville High School	296	25.68%
James Ford Rhodes I	945	11.32%	James Ford Rho	822	8.88%	James Ford Rl	706	8.36%	James Ford Rhodes H	579	9.15%	James Ford Rhode	777	7.72%	James Ford Rhodes High Schc	907	10.36%	James Ford Rhodes High Sch	451	12.86%
Jane Addams Busine	358	11.17%	Jane Addams Bu	284	9.15%	Jane Addams	346	8.67%	Jane Addams Busines:	436	16.51%	Jane Addams Busi	419	17.18%	Jane Addams Business Career	425	17.18%	Jane Addams Business Caree	254	15.75%
John Adams High Sch	682	14.96%	John Adams Hig	648	12.81%	John Adams H	463	12.74%	John Adams High Sch	599	11.19%	John Adams High	536	14.93%	John Adams High School	353	17.85%	John Adams High School	443	18.51%
John F. Kennedy Hig	591	16.58%	John F. Kennedy	595	24.37%	John F. Kenne	379	23.22%	John F. Kennedy High	408	19.85%	John F. Kennedy H	300	19.00%	John F. Kennedy High School	496	20.77%	John F. Kennedy High School	279	20.79%
John Hay	502	3.39%	John Hay	637	2.67%	John Hay	686	1.31%	John Hay	730	2.60%	John Hay	699	2.15%	John Hay	751	4.26%	John Hay	741	2.29%
John Marshall High S	1015	12.81%	John Marshall H	906	17.88%	John Marshal	986	13.49%	John Marshall High Sc	769	12.35%	John Marshall Hig	621	11.92%	John Marshall High School	772	12.95%	John Marshall High School	566	12.72%
Lincoln-West High Sc	948	13.40%	Lincoln-West Hi	926	15.12%	Lincoln-West	807	19.70%	Lincoln-West High Sch	479	9.81%	Lincoln-West High	457	11.38%	Lincoln-West High School	360	14.72%	Lincoln-West High School	37	16.22%
Max S. Hayes High S(	310	13.55%	Max S. Hayes Hi	436	7.11%	Max S. Hayes	405	6.17%	Max S. Hayes High Scl	418	8.61%	Max S. Hayes High	415	11.81%	Max S. Hayes High School	535	11.03%	Max S. Hayes High School	663	10.71%
[redacted]			[redacted]			MC2STEM	135	2.22%	MC2STEM	165	1.21%	MC2STEM	153	3.92%	MC2STEM	168	4.76%	MC2STEM	185	9.19%
MLK Jr. High School	319	13.17%	MLK Jr. High Scl	339	12.68%	MLK Jr. High S	321	7.79%	MLK Jr. High School	325	11.69%	MLK Jr. High Scho	281	16.37%	MLK Jr. High School	271	18.82%	MLK Jr. High School	142	11.27%
OPTION COMPLEX @	12	0.00%	OPTION COMPL	66	16.67%	OPTION COM	2	50.00%	[redacted]											
SOUTH HIGH SCHOC	572	21.15%	SOUTH HIGH SC	454	29.74%	SOUTH HIGH	106	20.75%	[redacted]											
[redacted]			[redacted]			[redacted]			[redacted]			[redacted]			School of One	103	2.91%	School of One	161	0.62%
Success Tech Acader	197	6.09%	Success Tech Ac	198	8.59%	Success Tech	141	4.26%	Success Tech Academ	133	7.52%	Success Tech Acac	96	9.38%	Success Tech Academy	161	9.94%	Success Tech Academy	164	18.29%
[redacted]			[redacted]			[redacted]			Thomas Jefferson Inte	307	8.47%	Thomas Jefferson	256	6.25%	Thomas Jefferson Internation	311	14.15%	Thomas Jefferson Internatio	103	5.83%
[redacted]			[redacted]			[redacted]			Washington Park Envi	101	10.89%	Washington Park I	131	11.45%	Washington Park Environmer	175	12.57%	Washington Park Environme	133	22.56%
Whitney M. Young L	208	5.77%	Whitney M. Yot	174	9.20%	Whitney M. Y	154	3.90%	Whitney M. Young Le	88	3.41%	Whitney M. Young	97	1.03%	Whitney M. Young Leadershi	105	3.81%	Whitney M. Young Leadershi	95	3.16%

Appendix B: Scatterplots

Each scatterplot reports the percentage of students who rated conditions as "adequate" or "excellent" during the baseline year (x axis) and this percentage during the 2013–14 results (y axis). We include four scatterplots for each grade level (2–4, 5–8, and 9–12): the two safety subscales (emotional and physical safety), student support, and peer social and emotional competence. The case study school plot points are highlighted and labeled. A trend line with a slope of 1 has been added to facilitate interpretation of the data. If a school's plot point is *above* the slope line, conditions at the school improved since the baseline year. If a school's plot point is *below* the slope line, conditions for learning at that school have declined since the baseline year. If a school's plot point is on or very close to the slope line, there was little or no change in the school's conditions for learning since the baseline year. Also, if a school's plot point is on the x or y axis, survey data were available for only one of the two years used for this analysis.

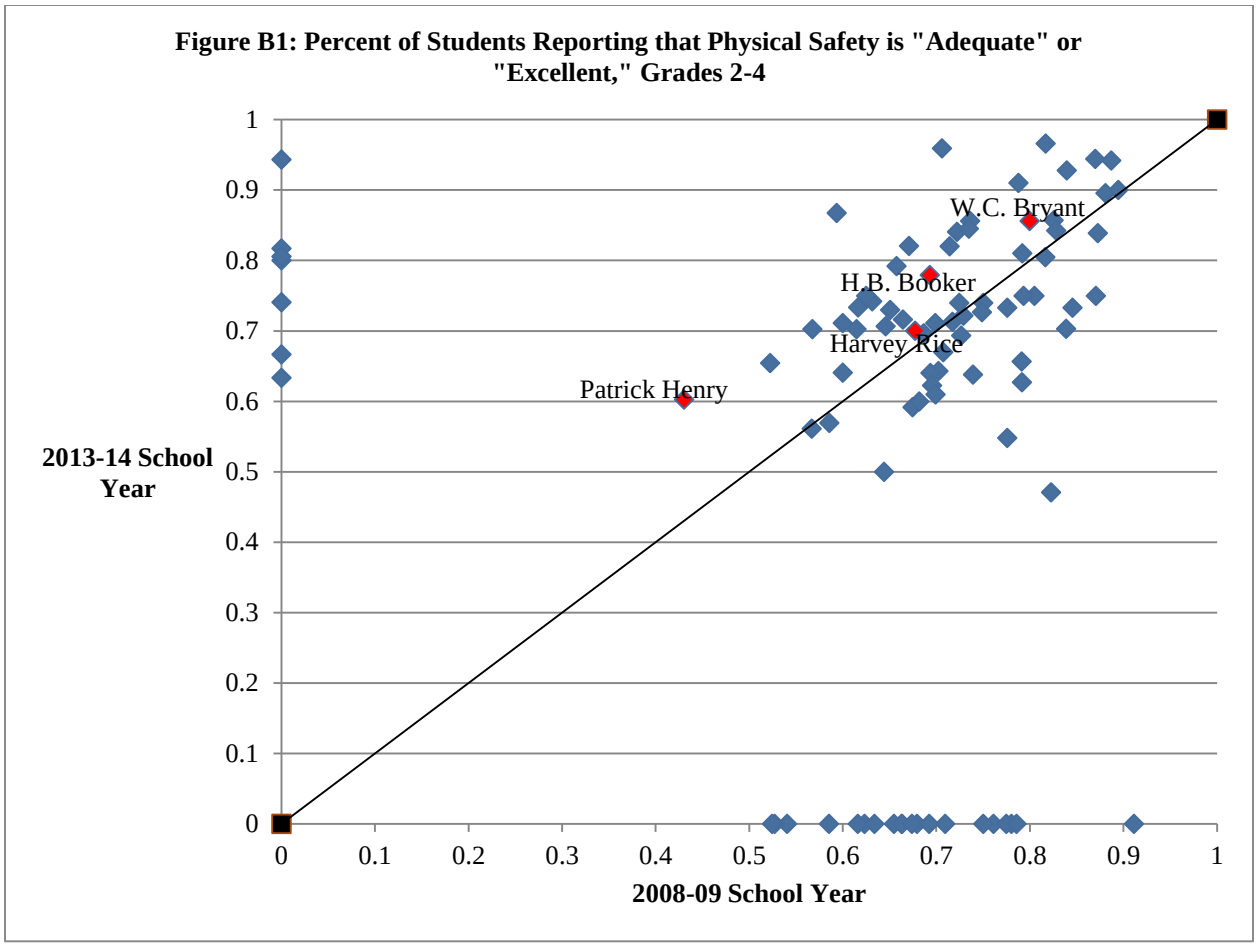


Figure B1: Percent of Students Reporting that Physical Safety is "Adequate" or "Excellent," Grades 2-4
2013-14 School Year
2008-09 School Year
1
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
0
0.1
0.2
0.3
0.4
0.5
0.6
0.7
0.8
0.9
1
W.C. Bryant
H.B. Booker
Harvey Rice
Patrick Henry

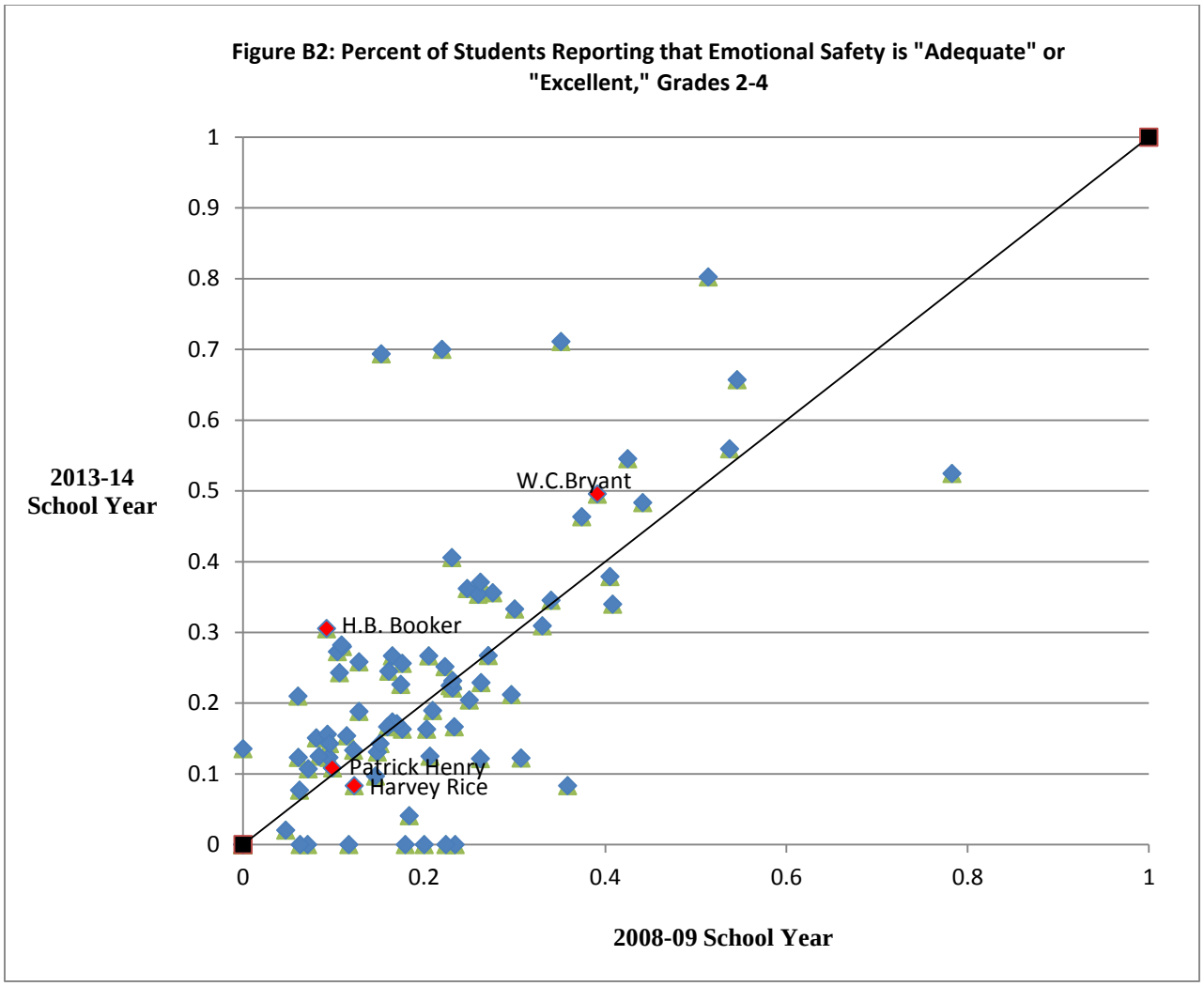


Figure B2: Percent of Students Reporting that Emotional Safety is "Adequate" or "Excellent," Grades 2-4
2013-14 School Year
2008-09 School Year
1
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
0
0.2
0.4
0.6
0.8
1
W.C.Bryant
H.B. Booker
Patrick Henry
Harvey Rice

Figure B3: Percent of Students Reporting that Student Support is "Adequate" or "Excellent," Grades 2-4

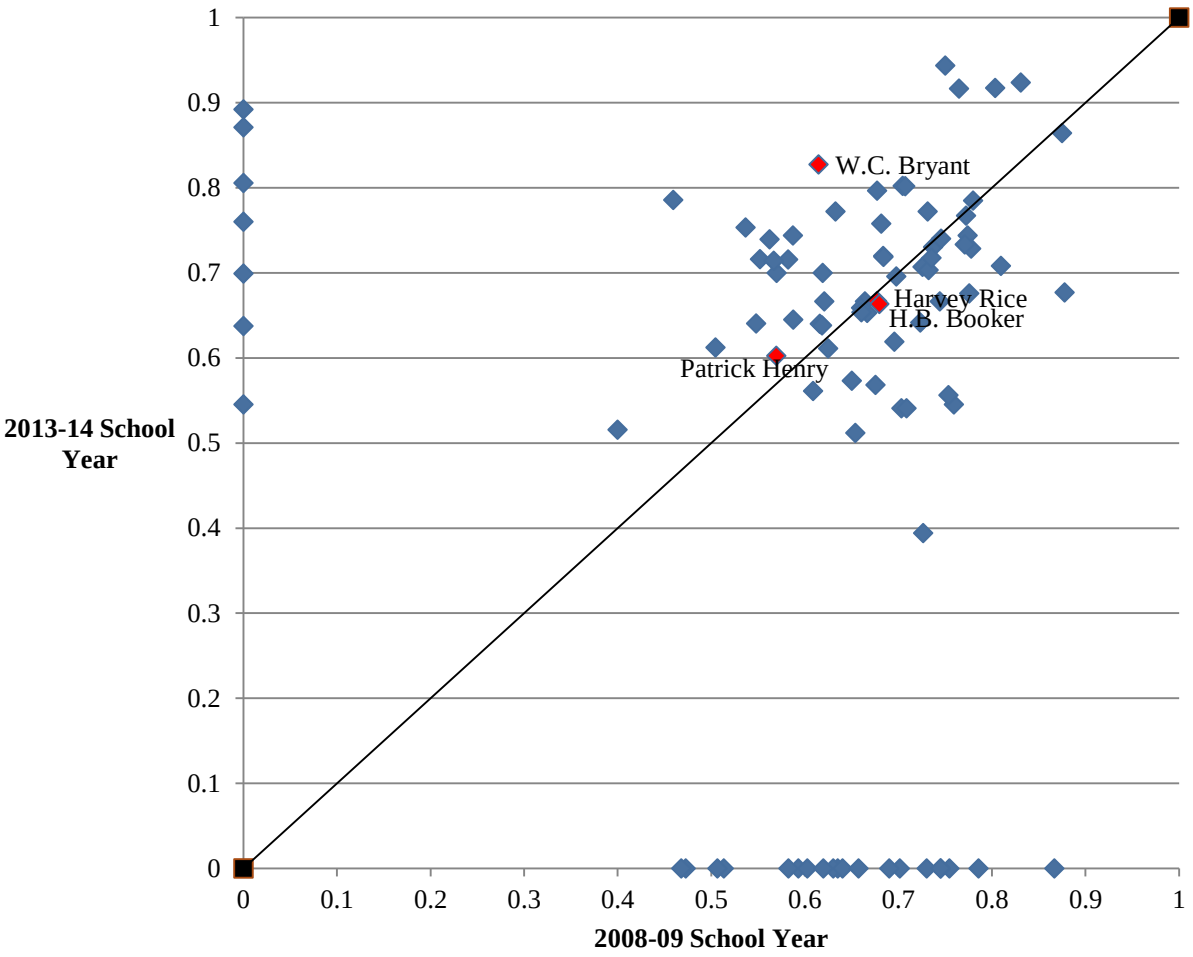


Figure B4: Percent of Students Reporting that Peer Social and Emotional Competence is "Adequate" or "Excellent," Grades 2-4

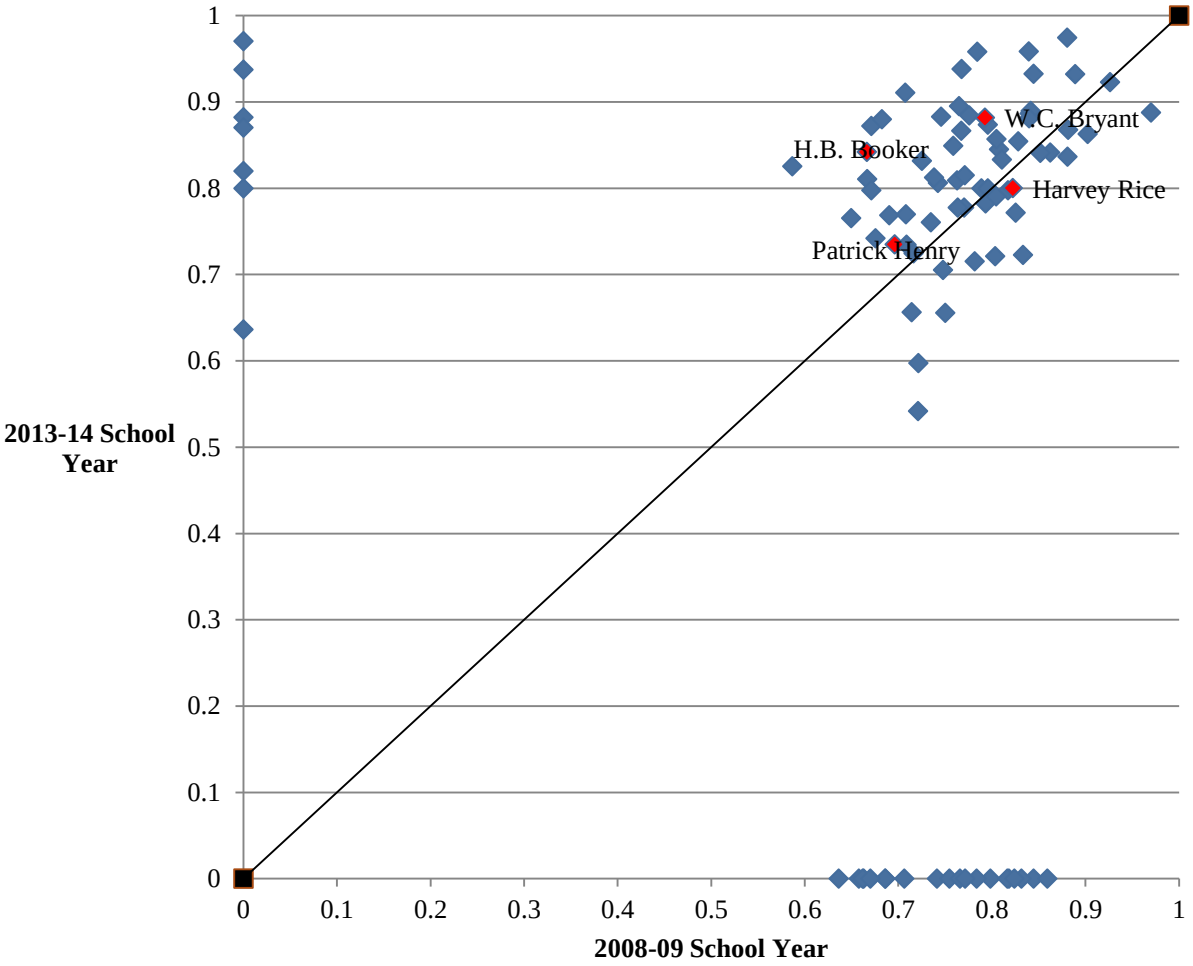


Figure B5: Percent of Students Reporting that Physical Safety is "Adequate" or "Excellent," Grades 5-8

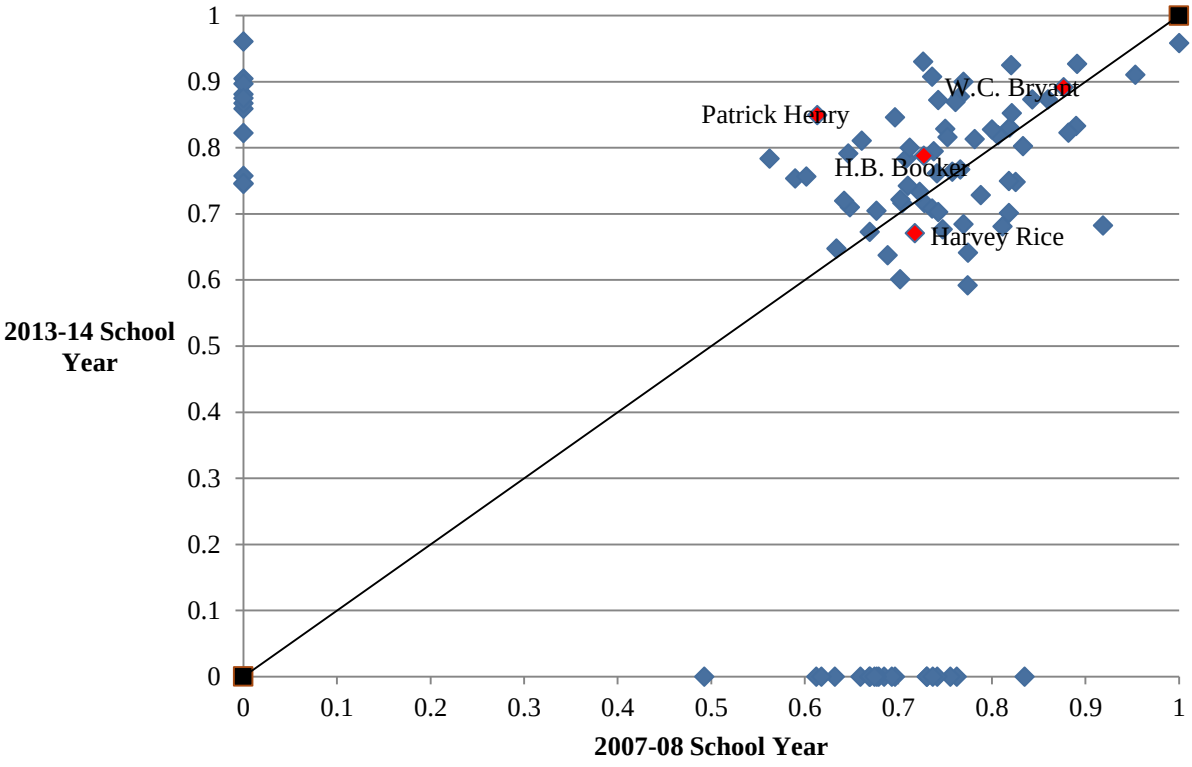


Figure B6: Percent of Students Reporting that Emotional Safety is "Adequate" or "Excellent," Grades 5-8

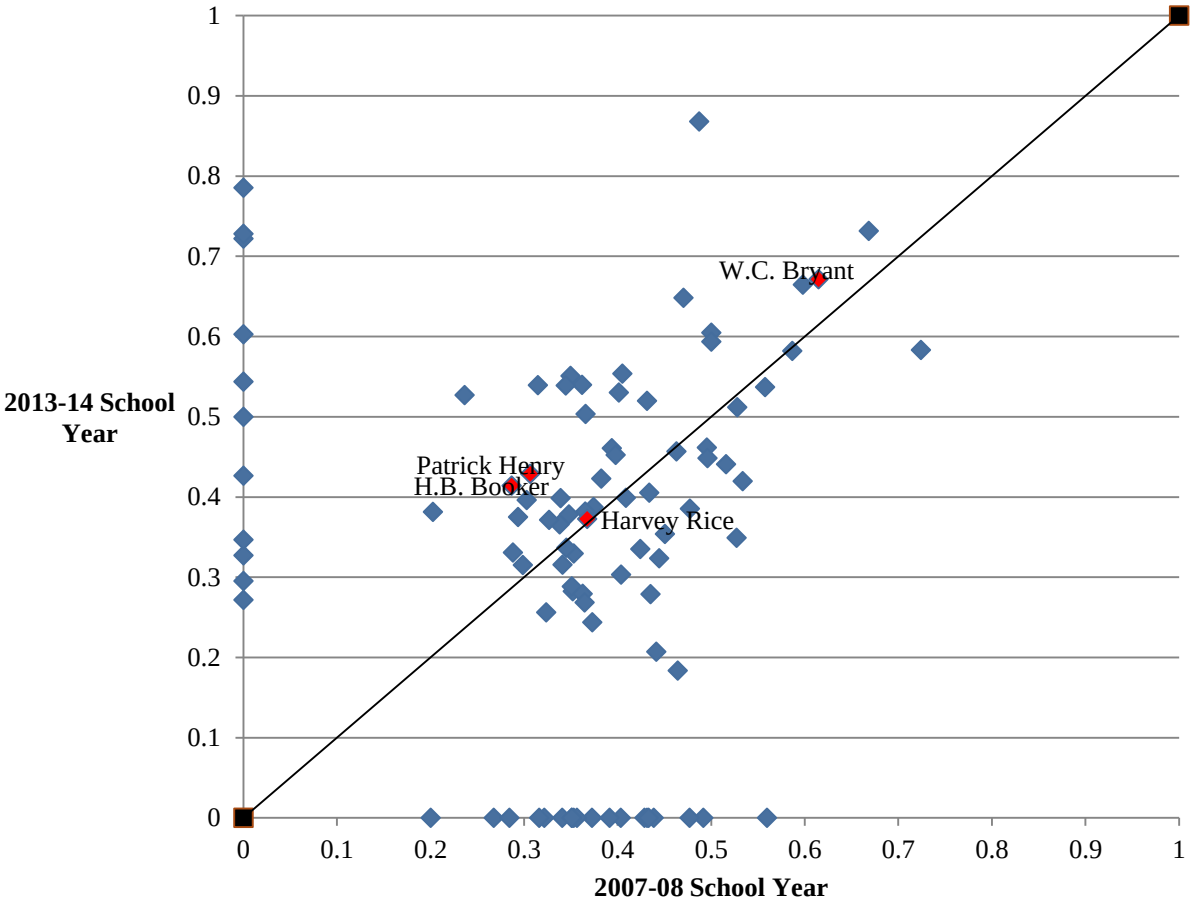


Figure B7: Percent of Students Reporting that Student Support is "Adequate" or "Excellent," Grades 5-8

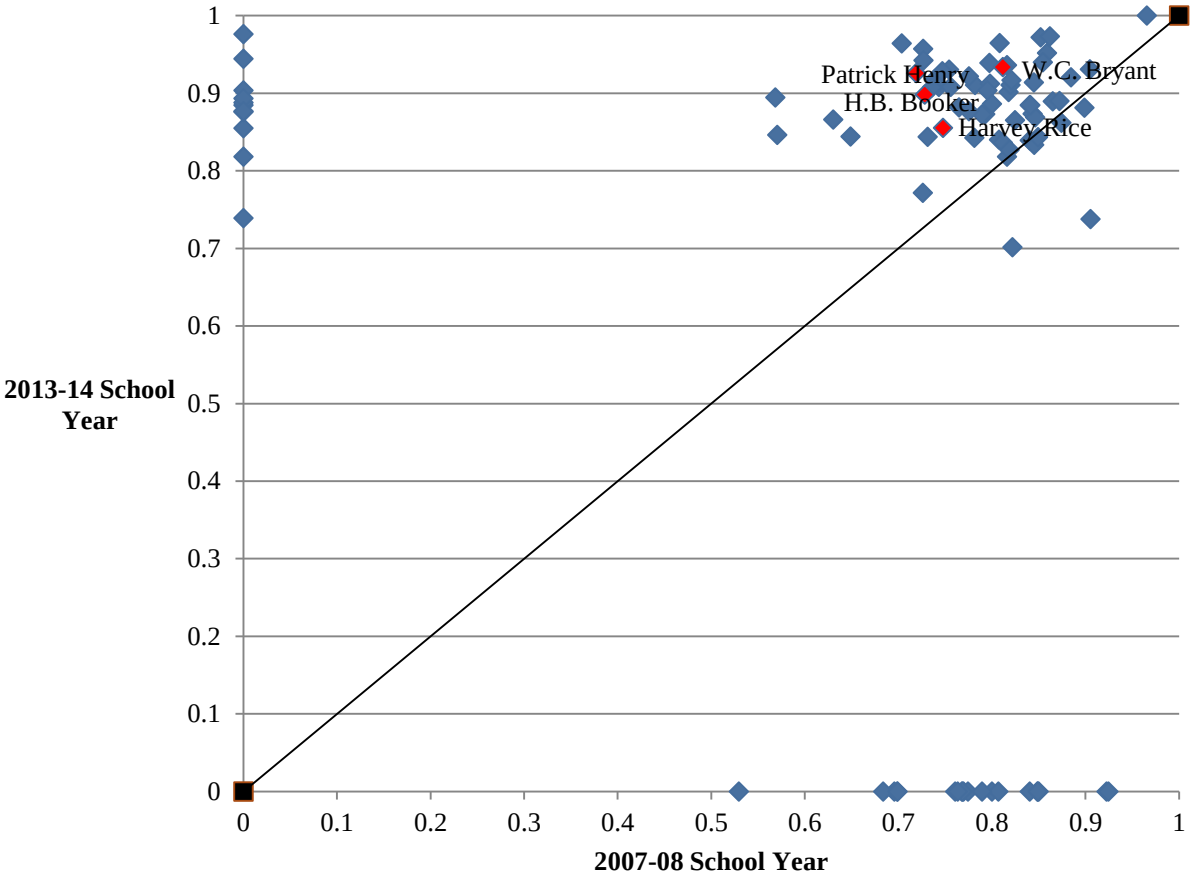


Figure B8: Percent of Students Reporting that Peer Social and Emotional Competence is "Adequate" or "Excellent," Grades 5-8

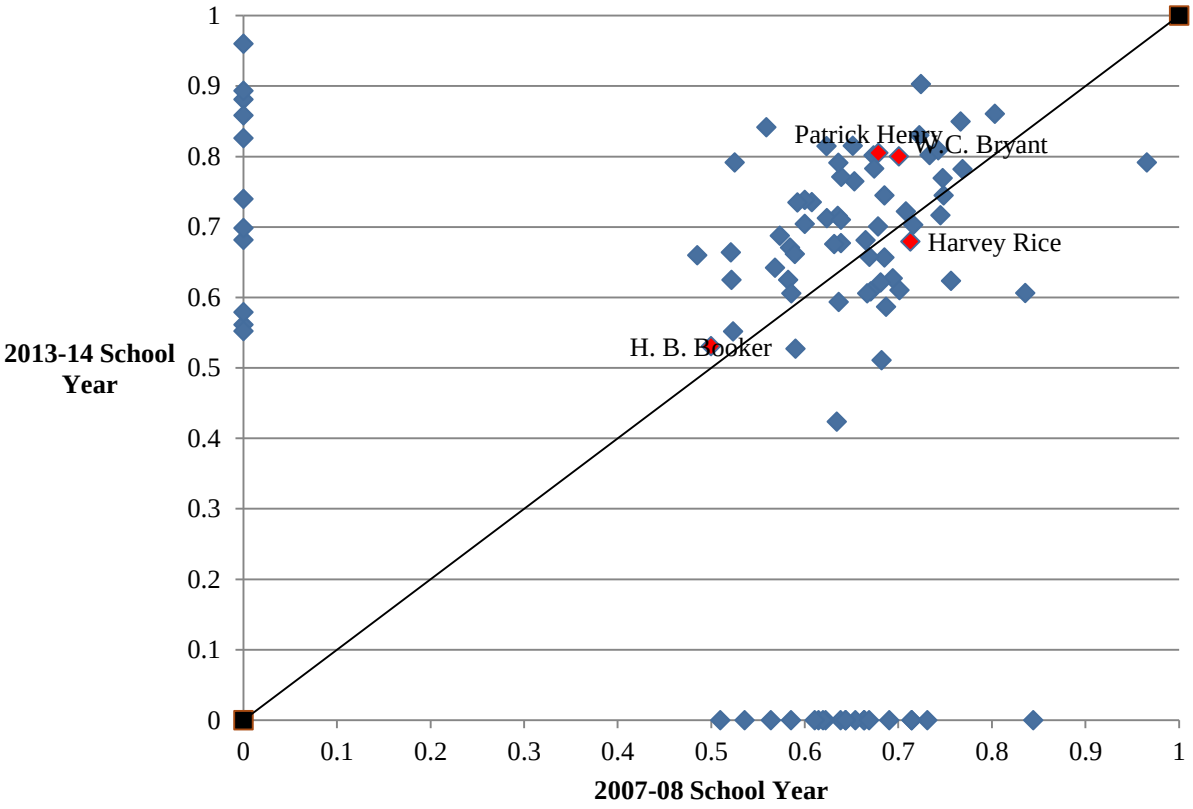


Figure B9: Percent of Students Reporting that Physical Safety is "Adequate" or "Excellent," Grades 9-12

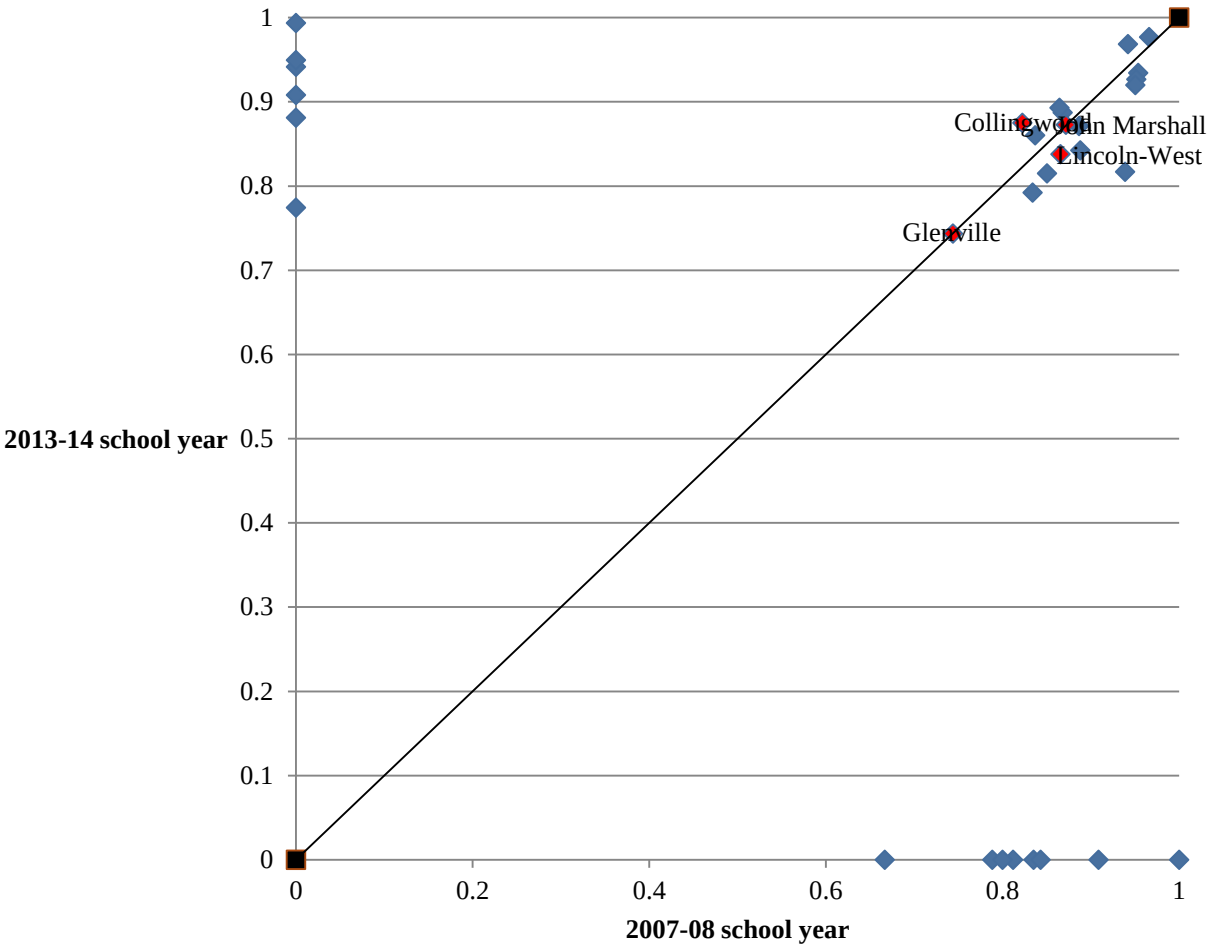


Figure B10: Percent of Students Reporting that Emotional Safety "Adequate" or "Excellent," Grades 9-12

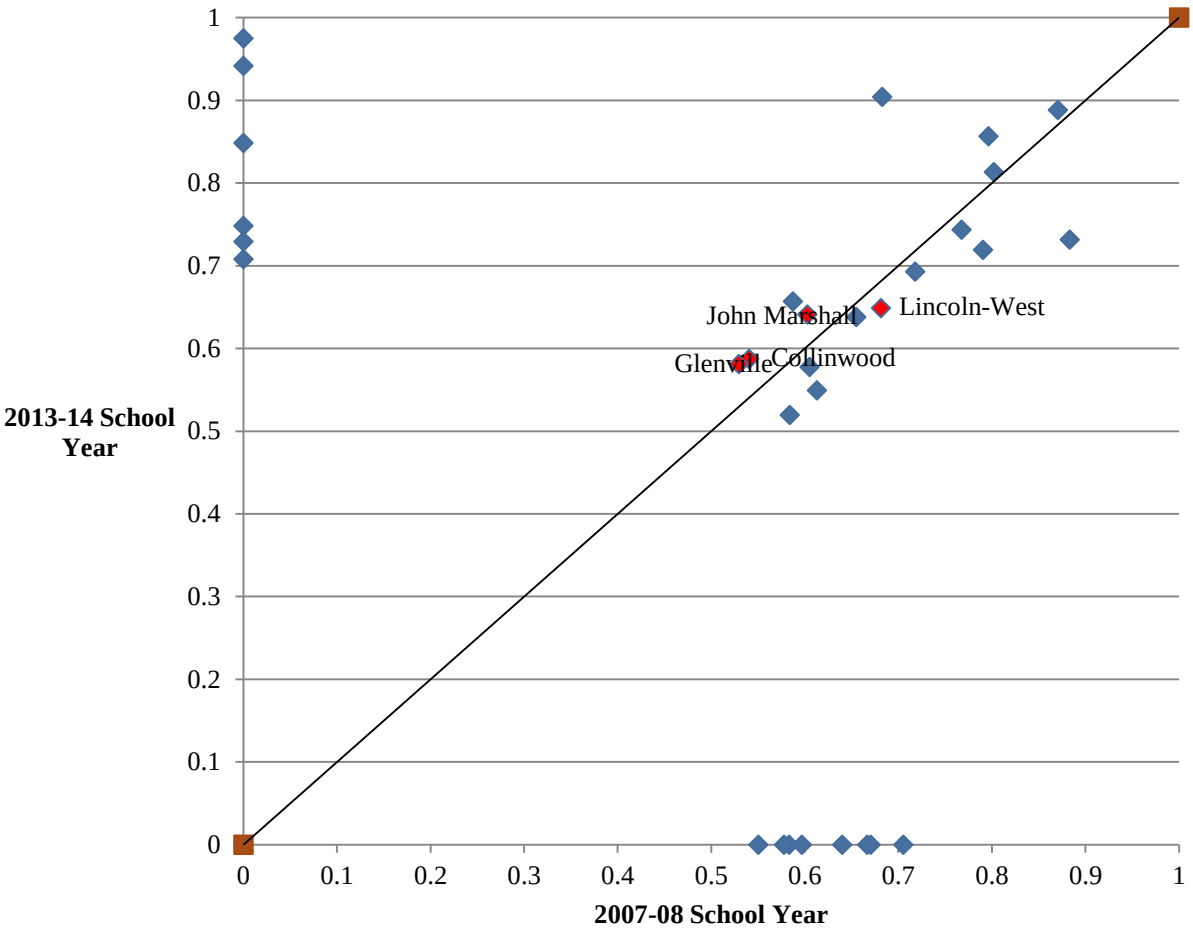


Figure B11: Percent of Students Reporting that Student Support "Adequate" or "Excellent," Grades 9-12

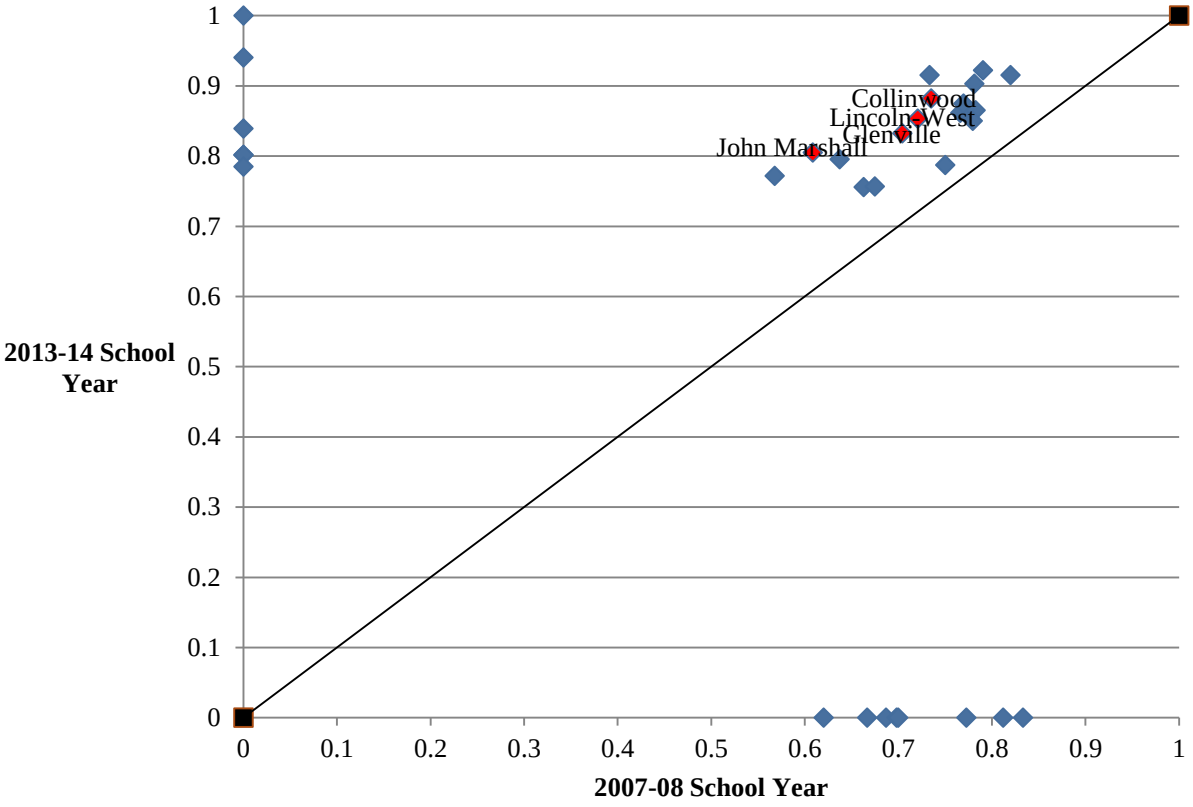
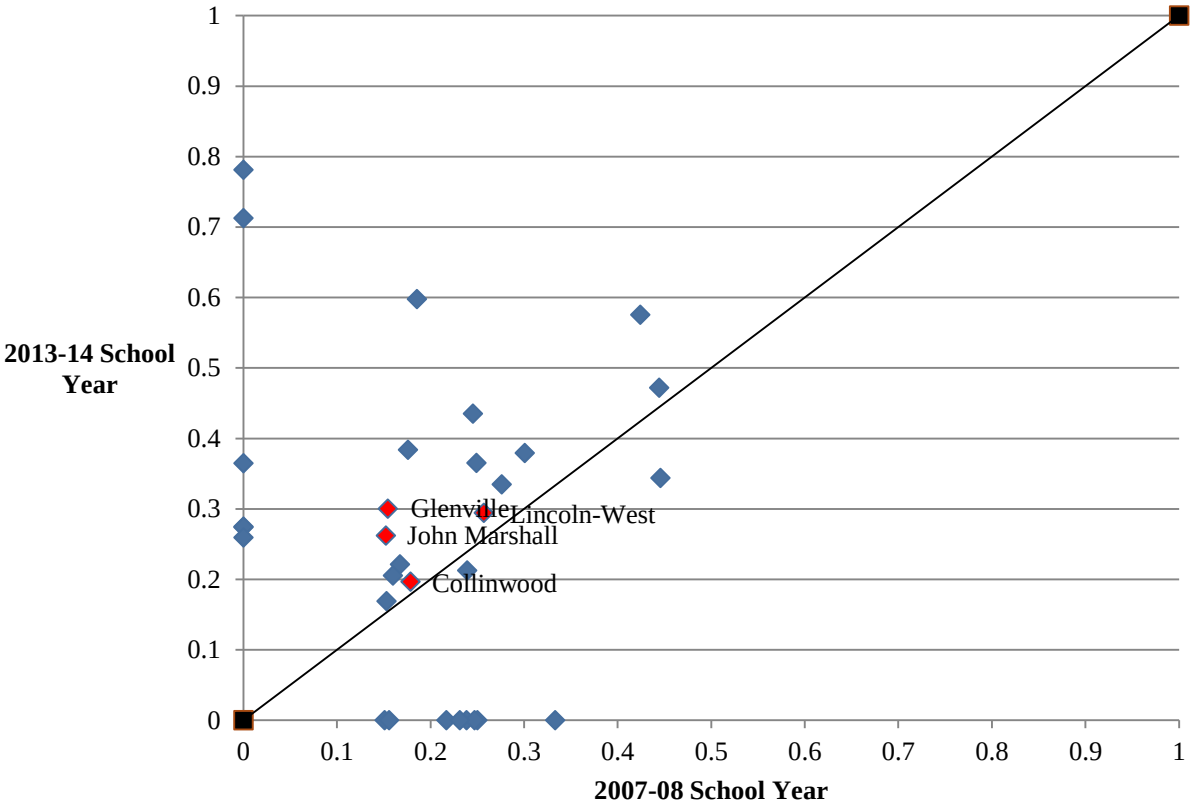


Figure B12: Percent of Students Reporting that Peer Social and Emotional Competence is "Adequate" or "Excellent," Grades 9-12



Appendix C: School Performance Index Analyses

We began with a goal to replicate analyses that were previously done in which we examined how much of the variability in a school's Performance Index could be explained by the Conditions For Learning (CFL) Survey scale categories (the percentage of youth reporting adequate or higher values on each of the four scales). We then considered the incremental gain in explained variance that could be accounted for by introducing the attendance rate to the model with the CFL scales. Since we do not have access to the raw data used to generate the Performance Index, it was important that we maintained the unit of analysis (i.e., the individual school) at which the Performance Index is available. The sample size for each analysis is a function of the number of schools at that level (i.e., elementary, middle and high school) in which we had data for a particular year on the Performance Index, the CFL scales, and attendance. Since there are differences in the CFL Survey instruments administered at the elementary and middle schools, we elected to keep those groups (i.e., Grades 2–4 and 5–8) separate for the purposes of these analyses.

Step 1.
The first step of the analysis was to estimate a series of OLS Regression models in which we estimated a model with the CFL scales as the predictors of the Performance Index for each academic year. We then re-estimated the same model with the addition of the attendance rate as another predictor. In each table below we report the R^2 for the model with only the CFL scales and then the R^2 for the model in which attendance rate is included.

Results confirm earlier analyses:

- For Grades 2–4, the CFL Scales account for more than 45% of the variability in the Performance Index. (Note that the results for 2010–11 stand out as an anomaly in each of the three school levels. We don't know of any reasons for the 2010–11 results as shown here.)
- When attendance is introduced into the model, then the amount of variability in the Performance Index that is explained by the predictors increases to more than 50%.
- In the most recent school year, we find the strongest effects—the CFL scales account for 63% of the variability in the Performance Index and adding attendance to the model brings the explained variability in Performance Index to 75%.

Table C1: Results for Grades 2–4

	2008–09	2009–10	2010–11	2011–12	2012–13
Model with CFL Scales	.495	.443	.263	.474	.633
Model with CFL Scales and Attendance	.557	.526	.383	.590	.748
N	71	72	76	72	71

For Grades 5–8, we find:

- The CFL Scales account for about 60% of the variability in the Performance Index in most of the years examined.

- When attendance is introduced into the model, then the amount of variability in the Performance Index that is explained by the predictors increases to as much as 67%.
- Again, in the most recent school year, we find some of the strongest effects.

Table C2: Results for Grades 5–8

	2008–09	2009–10	2010–11	2011–12	2012–13
Model with CFL Scales	.615	.501	.318	.610	.593
Model with CFL Scales and Attendance	.671	.532	.399	.666	.671
N	68	69	76	71	69

And then for the high schools, we find:

- The CFL Scales account for more than 65% of the variability in the Performance Index.
- When attendance is introduced into the model, then the amount of variability in the Performance Index that is explained by the predictors increases to more than 70%.
- In the most recent school year, we find some of the strongest effects—the CFL scales account for 79% of the variability in the Performance Index and adding attendance to the model brings the explained variability in Performance Index to 84%.

Table C3: Results for Grades 9–12

	2008–09	2009–10	2010–11	2011–12	2012–13
Model with CFL Scales	.579	.854	.649	.694	.793
Model with CFL Scales and Attendance	.590	.881	.651	.708	.839
N	25	26	26	24	20

Step 2.

Next we looked to unpack the results and examine how the CFL scales are related to the Performance Index. The individual scale categories in which the percentage of the youth in the schools rating each particular dimension as adequate or better is represented are actually rather highly correlated with one another. In addition, the attendance rate is also highly correlated with the individual scale categories. As such, the estimation of regression models in which all of the CFL scales and the attendance rate are included as predictors is complicated by issues related to multicollinearity.

We take steps to address the multicollinearity (described subsequently), but first we consider the individual bivariate correlations between the Performance Index and the attendance rate and the CFL scale categories. These results are presented here for each of the three school grade levels and across the five academic years under examination here. For the analyses considered here, we also disaggregated the School Safety CFL scale into two components: emotional safety and physical safety.

For Grades 2–4:

- We find strong positive associations between the Performance Index and the attendance rate, particularly in the most recent school years.
- We also find consistently positive and (in the most recent school years) strong correlations between the Performance Index and the students' perceptions of both physical and emotional safety.
- There are moderately strong associations between the Performance Index and student perceptions of peer social and emotional competence and student support.

Table C4: Bivariate Correlations with Performance Index, Grades 2–4

	2008–09	2009–10	2010–11	2011–12	2012–13
Emotional Safety	.459	.583	.464	.528	.711
Physical Safety	.660	.616	.446	.627	.608
Peer Social and Emotional Competence	.437	.395	.354	.355	-.251
Student Support	.413	.513	.262	.436	.384
Challenge	.156	.194	.027	.091	.344
Attendance	.511	.472	.527	.667	.655

For Grades 5–8:

- We find strong positive associations between the Performance Index and the attendance rate, particularly in the most recent school years.
- We also find consistently positive strong correlations between the Performance Index and the students' perceptions of both physical and emotional safety.
- There are moderately strong associations between the Performance Index and student perceptions of peer social and emotional competence and challenge.

Table C5: Bivariate Correlations with Performance Index, Grades 5–8

	2008–09	2009–10	2010–11	2011–12	2012–13
Emotional Safety	.590	.633	.440	.606	.747
Physical Safety	.705	.594	.522	.641	.676
Peer Social and Emotional Competence	.461	.451	.311	.428	.561
Student Support	.191	.210	.204	.247	.322
Challenge	.504	.394	.401	.527	.394
Attendance	.615	.522	.549	.650	.658

For Grades 9–12:

- We find strong positive associations between the Performance Index and the attendance rate, particularly in the most recent school years.

- We also find consistently positive and (in the most recent school years) strong correlations between the Performance Index and the students' perceptions of emotional safety, physical safety, peer social and emotional competence, and challenge.
- There are moderately strong associations between the Performance Index and student perceptions of student support.

Table C6: Bivariate Correlations with Performance Index, Grades 9–12

	2008–09	2009–10	2010–11	2011–12	2012–13
Emotional Safety	.173	.791	.584	.688	.718
Physical Safety	.284	.706	.579	.605	.687
Peer Social and Emotional Competence	.017	.726	.573	.724	.727
Student Support	.257	.464	.183	.352	.453
Challenge	.433	.898	.657	.640	.745
Attendance	.387	.873	.567	.684	.829

Step 3.
We then sought to consider the independent effects of the different CFL scales on the Performance Index. To be able to use Regression Analysis for this purpose, we need to transform our measures to address the multicollinearity issues. First, we centered the data by subtracting the mean and transforming each variable to a z-score. Then we used principal components analysis to create six orthogonal measures so that each of the five CFL scale categories and the attendance rate are now uncorrelated with each other. In the regression results that follow, we can now examine which predictors are independently associated with the Performance Index. Results are presented by school level and by year. For Grades 2–4 and 5–8, we were able to transform the six predictors (the five CFL scale categories and the attendance rate) into six distinct factor scores using the principal component analyses. Since attendance rate is consistently related to the Performance Index, the most complete depiction of the independent effects of the various CFL scales is found in the second model in each table.

For Grades 2–4 across the five years, we found:

- The attendance rate is positively associated with the Performance Index and is consistently one of the strongest predictors in the model. In the three most recent academic years, attendance rate was the strongest predictor of Performance Index.
- Safety is the most important CFL scale in predicting the Performance Index. This is consistently true across the five years. In the earlier years physical safety was the strongest predictor in the model. Emotional safety is a significant predictor and in the most recent years has been as important as physical safety in predicting Performance Index.
- Student support and peers social and emotional competence are often significant predictors of the Performance Index, although these results are not consistent across the five years.

Table C7: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 2–4, 2012–13

Predictor Variables	Model 1			Model 2		
	B		t-value	B		t-value
(Constant)	72.532			72.532		
Physical Safety	4.932	*	4.306	4.932	*	6.132
Emotional Safety	5.874	*	5.129	5.874	*	7.304
Challenge	-3.341	*	-2.917	-3.341	*	-4.154
Student Support	1.505		1.314	1.505		1.871
Peer Social and Emotional Competence	2.663	*	2.325	2.663	*	3.310
Attendance				6.622	*	8.234
N	71			71		
R^2	.633			.748		

**p<.05*

Table C8: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 2–4, 2011–12

Predictor Variables	Model 1			Model 2		
	B		t-value	B		t-value
(Constant)	74.363			74.363		
Physical Safety	5.588	*	4.197	5.588	*	5.461
Emotional Safety	2.605		1.957	2.605	*	2.546
Challenge	-.878		-.660	-.878		-.858
Student Support	2.437		1.830	2.437	*	2.381
Peer Social and Emotional Competence	2.025		1.521	2.025	*	1.979
Attendance				6.996	*	6.837
N	72			72		
R^2	.474			.590		

**p<.05*

Table C9: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 2–4, 2010–11

Predictor Variables	Model 1		Model 2	
	B	t-value	B	t-value
(Constant)	73.842		73.968	
Physical Safety	3.304 *	2.428	3.172 *	2.689
Emotional Safety	2.648	1.908	2.892 *	2.401
Challenge	-.407	-.301	-.460	-.392
Student Support	.411	.290	.742	.602
Peer Social and Emotional Competence	2.768 *	2.041	2.871 *	2.441
Attendance			5.838 *	4.915
N	76		76	
R^2	.263		.383	

**p<.05*

Table C10: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent")) for Grades 2–4, 2009–10

Predictor Variables	Model 1		Model 2	
	B	t-value	B	t-value
(Constant)	73.201		73.201	
Physical Safety	4.768 *	4.236	4.768 *	4.800
Emotional Safety	3.814 *	3.389	3.814 *	3.840
Challenge	.988	.878	.988	.995
Student Support	3.152 *	2.801	3.152 *	3.173
Peer Social and Emotional Competence	1.849	1.643	1.849	1.861
Attendance			4.413 *	4.443
N		72		72
R^2		.443		.526

**p<.05*

Table C11: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 2 –4, 2008–09

Predictor Variables	Model 1		Model 2	
	B	t-value	B	t-value
(Constant)	71.513		71.513	
Physical Safety	6.324 *	5.638	6.324 *	6.428
Emotional Safety	3.689 *	3.289	3.689 *	3.750
Challenge	1.042	.929	1.042	1.059
Student Support	1.332	1.187	1.332	1.354
Peer Social and Emotional	1.284	1.145	1.284	1.305

Competence						
Attendance				4.455	*	4.528
	N	71		71		
	R^2	.495		.557		

**p<.05*

For Grades 5–8 across the five years, we found:

- The attendance rate is positively associated with the Performance Index and is consistently one of the strongest predictors in the model. In most of the academic years, attendance rate was the strongest predictor of Performance Index.
- Safety is the most important CFL scale in predicting the Performance Index. This is consistently true across the five years. In the earliest year, physical safety was a stronger predictor than emotional safety. Since the second year under examination, emotional safety has been a stronger predictor than physical safety in each of the subsequent periods.
- Challenges is also a significant predictor of the Performance Index in three of the five years under examination here. Peer social and emotional competence is a significant predictor only for the most recent academic year.
- Student support is not found to be a significant predictor of the Performance Index in any of the years considered here.

Table C12: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 5–8, 2012–13

Predictor Variables	Model 1			Model 2		
	B		t-value	B		t-value
(Constant)	72.338			72.338		
Physical Safety	3.930	*	3.158	3.930	*	4.169
Emotional Safety	6.536	*	5.253	6.536	*	6.934
Challenge	1.979		1.591	1.979	*	2.100
Student Support	1.536		1.234	1.536		1.629
Peer Social and Emotional Competence	2.369		1.904	2.369	*	2.514
Attendance				6.515	*	6.912
N	69			69		
R^2	.593			.671		

**p<.05*

Table C13: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 5–8, 2011–12

Predictor Variables	Model 1		Model 2	
	B	t-value	B	t-value
(Constant)	74.421		74.421	

Physical Safety		4.316	*	3.539	4.316	*	4.633
Emotional Safety		5.582	*	4.578	5.582	*	5.993
Challenge		4.167	*	3.418	4.167	*	4.473
Student Support		-1.066		-.874	-1.066		-1.144
Peer Social and Emotional Competence		1.119		.918	1.119		1.202
Attendance					6.411	*	6.882
	N	71			71		
	R^2	.610			.666		

**p<.05*

Table C14: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 5–8, 2010–11

Predictor Variables	Model 1			Model 2		
	B		t-value	B		t-value
(Constant)	73.491			73.491		
Physical Safety	3.310	*	2.429	3.310	*	2.801
Emotional Safety	3.891	*	2.856	3.891	*	3.293
Challenge	1.695		1.244	1.695		1.434
Student Support	.792		.581	.792		.670
Peer Social and Emotional Competence	-.819		-.602	-.819		-.694
Attendance				5.795	*	4.904
N	76			76		
R^2	.318			.399		

**p<.05*

Table C15: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 5–8, 2009–10

Predictor Variables	Model 1			Model 2		
	B		t-value	B		t-value
(Constant)	72.590			72.590		
Physical Safety	2.522	*	2.230	2.522	*	2.550
Emotional Safety	5.498	*	4.861	5.498	*	5.558
Challenge	3.390	*	2.997	3.390	*	3.427
Student Support	.341		.301	.341		.344
Peer Social and Emotional Competence	-.835		-.738	-.835		-.844
Attendance				4.465	*	4.513
N	69			69		
R^2	.501			.532		

**p<.05*

Table C16: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 5–8, 2008–09

Predictor Variables	Model 1			Model 2		
	B		t-value	B		t-value
(Constant)	70.551			70.551		
Physical Safety	4.885	*	4.805	4.885	*	6.060
Emotional Safety	4.151	*	4.084	4.151	*	5.150
Challenge	3.929		3.865	3.929	*	4.874
Student Support	.145		.143	.145		.180
Peer Social and Emotional Competence	-.135		-.133	-.135		-.167
Attendance				4.942	*	6.131
N	68			68		
R^2	.615			.671		

**p<.05*

For the high schools, we did not find that it was always possible to have the six variables in the model load on six distinct, independent principal components. To maintain consistency in the analyses with those presented for Grades 2–4 and 5–8, we maintained six factors for the model that included the CFL scale categories and the attendance rate (Model 2 in each of the tables above).

There are two key adjustments that we needed to make to some of the models we estimated. First, in some of the principal components analyses, while we constrained the analysis so that there were six factor scores, these factors did not always map directly to the six variables in the model. For instance, for 2012–13, one of the rotated factors included high loadings from both physical safety and emotional safety—signaling that those two subscales on safety are really part of one single factor and not necessarily two distinct constructs. In the tables we indicate where there are two different variables loading together. In addition, there is also a sixth factor that is generated from the model in which emotional safety loads minimally. In those cases where one variable loads with another variable and then also appears on its own with a lower factor loading, this is indicated with "**" in the table.

For Grades 9–12 we found:

- Challenge is consistently among the strongest predictors of the Performance Index.
- With the exception of the first year, physical safety and/or emotional safety are significant predictors of the Performance Index.
- The attendance rate is also a significant predictor of the Performance Index in each of the models.
- Peer social and emotional competence is a significant predictor of the Performance Index in some of the models, but not consistently so across all the years.
- Student support is not a significant predictor of the Performance Index in any of the models.

Table C17: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 9–12, 2012–13

Predictor Variables	Model 1		
	B		t-value
(Constant)	82.431		
Physical Safety/Emotional Safety	7.148	*	4.700
Emotional Safety**	1.409		.982
Challenge	6.814	*	4.734
Student Support	.512		.346
Peer Social and Emotional Competence	2.991	*	2.065
Attendance	9.595	*	6.673
N	25		
R^2	.839		

**p<.05; ** Low factor loading*

Table C18: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 9–12, 2011–12

Predictor Variables	Model 1		
	B		t-value
(Constant)	81.613		
Physical Safety	4.036	*	2.139
Emotional Safety	6.223	*	3.400
Challenge	6.513	*	3.568
Student Support	.695		.357
Peer Social and Emotional Competence	2.607		1.394
Attendance	7.034	*	3.814
N	26		
R^2	.708		

**p<.05*

Table C19: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 9–12, 2010 –11

Predictor Variables	Model 1		
	B		t-value
(Constant)	82.356		
Physical Safety	4.262		1.768
Emotional Safety/Peer Social-Emotional Competence	7.014	*	3.171
Challenge	8.067	*	3.676
Student Support	-2.738		-.987

Peer Social-Emotional Competence**		-.117		-.053
Attendance		5.337	*	2.458
	N	26		
	R^2	.651		

**p<.05; **Low factor loadings*

Table C20: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 9–12, 2009–10

Predictor Variables		Model 1		
		B		t-value
(Constant)		82.788		
Physical Safety		5.019	*	4.342
Emotional Safety		3.305	*	2.859
Challenge		6.297	*	5.448
Student Support		2.154		1.864
Peer Social and Emotional Competence		3.300	*	2.855
Attendance		8.770	*	7.588
	N	24		
	R^2	.881		

**p<.05*

Table C21: School Performance Index Regressed on CFL Scale Categories ("Adequate" and "Excellent") for Grades 9–12, 2008–09

Predictor Variables		Model 1		
		B		t-value
(Constant)		76.865		
Physical Safety/Emotional Safety		3.678		.894
Emotional Safety**		-5.459		-1.327
Challenge **		6.972		1.695
Student Support		5.956		1.448
Peer Social and Emotional Competence		-9.217	*	-2.241
Attendance/Challenge		10.204	*	2.481
	N	20		
	R^2	.590		

**p<.05; ** Low factor loadings*

Appendix D: Conditions for Learning School Network Analyses

For each grade level, the tables that follow show the percentage of students within each network who identified their school's conditions for learning as "adequate" or "excellent" and indicates whether or not it was significantly different from the percentage for each of the other networks. An asterisk (*) denotes a statistically significant difference and "NS" indicates percentages that are not statistically different.

Table D1: Significance Tables for Grades 2–4 Network Analysis

	Percentage "Adequate" or "Excellent"	Growth	Refocus	Repurpose	SIG	Investment	Transformation
Physical Safety		77%	71%	72%	74%	72%	87%
Growth	77%	NS	*	*	NS	*	*
Refocus	71%	*	NS	NS	NS	NS	*
Repurpose	72%	*	NS	NS	NS	NS	*
SIG	74%	NS	NS	NS	NS	NS	NS
Investment	72%	*	NS	NS	NS	NS	*
Transformation	87%	*	*	*	NS	*	0
Emotional Safety		30%	22%	26%	26%	24%	46%
Growth	30%	NS	*	*	*	*	*
Refocus	22%	*	NS	*	*	NS	*
Repurpose	26%	*	*	NS	NS	NS	*
SIG	26%	*	*	NS	NS	NS	*
Investment	24%	*	NS	NS	NS	NS	*
Transformation	46%	*	*	*	*	*	0
Support		69%	67%	69%	71%	71%	79%
Growth	69%	NS	NS	NS	NS	NS	*
Refocus	67%	NS	NS	NS	*	*	*
Repurpose	69%	NS	NS	NS	NS	NS	*
SIG	71%	NS	*	NS	NS	*	NS
Investment	71%	NS	*	NS	*	NS	*
Transformation	79%	*	*	*	NS	*	0
Peer Social and Emotional Competence		81%	80%	83%	84%	83%	87%
Growth	81%	NS	NS	NS	*	NS	*
Refocus	80%	NS	NS	*	*	NS	*
Repurpose	83%	NS	*	NS	NS	NS	*
SIG	84%	*	*	NS	NS	NS	*
Investment	83%	NS	NS	NS	NS	NS	*
Transformation	87%	*	*	*	*	*	0

*Statistically significant difference ($p < .05$); "NS" indicates no significant difference.

Table D2: Significance Tables for Grades 5–8 Network Analysis

	Percentage "Adequate" or "Excellent"	Growth	Refocus	Repurpose	SIG	Investment	Transformation
Physical Safety		81%	76%	80%	78%	76%	87%
Growth	81%	NS	*	NS	*	*	*
Refocus	76%	*	NS	*	NS	NS	*
Repurpose	80%	NS	*	NS	NS	*	*
SIG	78%	*	NS	NS	NS	NS	NS
Investment	76%	*	NS	*	NS	NS	*
Transformation	87%	*	*	*	NS	*	0
Emotional Safety		45%	36%	46%	48%	39%	58%
Growth	45%	NS	*	NS	NS	*	*
Refocus	36%	*	NS	*	*	NS	*
Repurpose	46%	NS	*	NS	NS	*	*
SIG	48%	NS	*	NS	NS	*	*
Investment	39%	*	NS	*	*	NS	*
Transformation	58%	*	*	*	*	*	0
Support		89%	88%	89%	90%	91%	87%
Growth	89%	NS	NS	NS	NS	NS	NS
Refocus	88%	NS	NS	NS	*	*	NS
Repurpose	89%	NS	NS	NS	NS	NS	NS
SIG	90%	NS	*	NS	NS	*	NS
Investment	91%	NS	*	NS	*	NS	*
Transformation	87%	NS	NS	NS	NS	*	0
Peer Social and Emotional Competence		69%	66%	73%	73%	68%	78%
Growth	69%	NS	NS	*	*	NS	*
Refocus	66%	NS	NS	*	*	NS	*
Repurpose	73%	*	*	NS	NS	*	*
SIG	73%	*	*	NS	NS	*	*
Investment	68%	NS	NS	*	*	NS	*
Transformation	78%	*	*	*	*	*	0

*Statistically significant difference ($p < .05$); "NS" indicates no significant difference.

Table D3: Significance Tables for Grades 9–12 Network Analysis

	Percentage "Adequate" or "Excellent"	Growth	Refocus	Repurpose	SIG	Investment	Transformation
Physical Safety		88%	89%	88%	82%	82%	94%
Growth	88%	NS	NS	NS	*	*	*
Refocus	89%	NS	NS	NS	*	*	*
Repurpose	88%	NS	NS	NS	*	*	*
SIG	82%	*	*	*	NS	NS	NS
Investment	82%	*	*	*	NS	NS	*
Transformation	94%	*	*	*	NS	*	0
Emotional Safety		72%	69%	74%	61%	57%	82%
Growth	72%	NS	NS	NS	*	*	*
Refocus	69%	NS	NS	*	*	*	*
Repurpose	74%	NS	*	NS	*	*	*
SIG	61%	*	*	*	NS	NS	*
Investment	57%	*	*	*	NS	NS	*
Transformation	82%	*	*	*	*	*	0
Support		87%	81%	85%	83%	83%	88%
Growth	87%	NS	*	NS	NS	NS	NS
Refocus	81%	*	NS	*	NS	NS	*
Repurpose	85%	NS	*	NS	NS	NS	NS
SIG	83%	NS	NS	NS	NS	*	NS
Investment	83%	NS	NS	NS	*	NS	*
Transformation	88%	NS	*	NS	NS	*	0
Peer Social and Emotional Competence		36%	30%	35%	32%	24%	46%
Growth	36%	NS	*	NS	NS	*	*
Refocus	30%	*	NS	*	NS	*	*
Repurpose	35%	NS	*	NS	NS	*	*
SIG	32%	NS	NS	NS	NS	*	*
Investment	24%	*	*	*	*	NS	*
Transformation	46%	*	*	*	*	*	0

*Statistically significant difference ($p < .05$); "NS" indicates no significant difference.

Appendix E: Principal Survey Results

The following table displays the results for each item from the survey of Cleveland Metropolitan School District principals. The survey questions are listed in the order they appeared in the survey and grouped based on the Likert-type response options that were used. The table is divided into two sections. For each item from the survey, the distribution of responses is provided for the entire school district. So, for instance, 28% of all respondents indicated they "strongly agreed" that their school was on the right track to ensure that every student is physically safe. For that same item, 66% of all respondents "agreed," 6% of all respondents "disagreed," and 0% of all respondents "strongly disagreed." The second section, represented in the rightmost two columns, compare the case study schools to the non-case study schools using the percentage of the schools' principals who responded to the question with the two responses that indicated the greatest degree of agreement with the statement. For example, the last two columns represent the percentage of principals who responded with "agree" or "strongly agree."

CMSD Principal Survey Item	All Schools				Case Study Schools	Non-Case Study Schools
Please indicate how much you agree or disagree with the following statements about your school this school year.	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Agree or Strongly Agree**	**Agree or Strongly Agree**
My school is on the right track to ensure that every student is physically safe.	0%	6%	66%	28%	91%	94%
My school is on the right track to ensure that every student understands his or her emotions.	3%	17%	68%	11%	64%	81%
My school is on the right track to ensure that every student effectively manages his or her emotions.	3%	18%	69%	9%	55%	81%
My school is on the right track to ensure that every student understands what positive relationships look like.	3%	15%	70%	11%	64%	83%
My school is on the right track to ensure that every student develops positive relationships with peers.	3%	9%	80%	8%	73%	90%
My school is on the right track to ensure that every student has at least one adult in the school who cares about him or her.	0%	10%	63%	26%	73%	91%
Staff, caregivers, and community members at my school have a shared vision for conditions for learning.	2%	22%	55%	17%	36%	77%
Please indicate how often the following statements about safety and discipline at your school are true this school year.	**Rarely or Never**	**Sometimes**	**Almost Always**	**Always**	**Almost Always or Always**	**Almost Always or Always**
I feel physically safe at my school.	2%	7%	36%	55%	100%	90%
Bullying is a problem at my school.	23%	68%	5%	4%	27%	7%
My school's discipline plan is implemented well.	2%	30%	52%	16%	45%	71%
School entrances at my school are monitored throughout the school day.	5%	20%	35%	39%	82%	73%
School entrance security devices at my school are always operational during the school day.	6%	9%	27%	57%	91%	83%
My school's entrance security process interferes with students' getting to class on time.	73%	13%	5%	7%	18%	11%
My school has effective discipline procedures in place.	1%	15%	59%	25%	82%	84%
Security personnel at my school are effective.	12%	24%	38%	25%	73%	62%

Please indicate how much you agree or disagree with the following statements about your school this school year.	Strongly Disagree	Disagree	Agree	Strongly Agree	Agree or Strongly Agree	Agree or Strongly Agree
There are disparities in the ways teachers respond to different groups of students.	11%	32%	39%	15%	55%	54%
There are disparities in the ways school staff respond to students who express their gender in diverse ways(for example, male students who do not act “masculine” enough or female students who do not act “feminine” enough).	27%	50%	12%	3%	27%	14%
Staff intervene to stop instances when students are harassed because of their gender expression.	5%	6%	49%	18%	55%	69%
There are disparities in the way school staff respond to students who are, or are perceived to be, lesbian, gay, or bisexual.	26%	58%	6%	3%	0%	13%
Staff intervene to stop instances when students are harassed because of their actual or perceived sexual orientation.	10%	6%	52%	23%	71%	75%
To the best of your knowledge, what proportion of students in your school has experienced the following issues this school year?	**Very Few or None**	**Some**	**Quite a Few**	**Most or All**	**Quite a Few, Most, or All**	**Quite a Few, Most, or All**
A caregiver has been incarcerated.	25%	36%	37%	2%	27%	40%
A close family member has died.	20%	47%	26%	7%	40%	32%
There is not enough food to eat at home.	13%	52%	28%	7%	36%	34%
They have witnessed violence at home.	16%	34%	38%	11%	55%	49%
They have witnessed violence in the community.	8%	25%	44%	22%	64%	67%
In your opinion, to what extent do the following student experiences affect students’ achievement at school?	**A Little or Not at All**	**Somewhat**	**Quite a Bit**	**Significantly**	**Quite a Bit or Significantly**	**Quite a Bit or Significantly**
A caregiver has been incarcerated.	14%	32%	25%	29%	45%	55%
A close family member has died.	13%	26%	34%	27%	64%	61%
There is not enough food to eat at home.	10%	30%	27%	32%	45%	61%
They have witnessed violence at home.	6%	32%	27%	35%	55%	63%
They have witnessed violence in the community.	9%	33%	31%	27%	45%	60%

In your opinion, to what extent do the following student experiences affect students' behavior at school?	A Little or Not at All	Somewhat	Quite a Bit	Significantly	Quite a Bit or Significantly	Quite a Bit or Significantly
A caregiver has been incarcerated.	12%	25%	33%	30%	55%	64%
A close family member has died.	10%	31%	31%	29%	55%	60%
There is not enough food to eat at home.	17%	30%	29%	24%	45%	54%
They have witnessed violence at home.	11%	20%	33%	36%	45%	72%
They have witnessed violence in the community.	17%	22%	33%	28%	45%	63%
Please indicate how much you agree or disagree with the following statements about the approaches of your school's teachers this school year.	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Agree or Strongly Agree**	**Agree or Strongly Agree**
Teachers in this school work to ensure that the school is physically safe.	1%	7%	67%	25%	64%	96%
Teachers in this school work to ensure that students are respected by their peers.	1%	10%	64%	25%	73%	91%
Teachers in this school work to ensure that students feel cared about by adults in the school.	2%	8%	69%	21%	73%	92%
Teachers in this school look out for students' social–emotional needs.	0%	14%	67%	19%	73%	88%
Teachers in this school take personal responsibility for improving the quality of conditions for learning at this school.	2%	25%	57%	16%	45%	76%
Teachers in this school care about improving the quality of conditions for learning at this school.	2%	13%	65%	20%	73%	87%
Teachers in this school want every student to learn.	0%	14%	54%	32%	73%	87%
Teachers in this school have the resources to help every one of their students learn and succeed.	5%	30%	50%	15%	55%	67%
Please indicate how often the following statements are true in your school this school year.	**Rarely or Never**	**Sometimes**	**Almost Always**	**Always**	**Almost Always or Always**	**Almost Always or Always**
All school staff members treat one another with respect.	0%	27%	63%	10%	45%	76%
Teachers and students treat one another with respect.	1%	32%	62%	5%	36%	70%
The teachers at my school have high academic expectations for their students.	6%	36%	38%	21%	27%	62%

The teachers at my school have high behavioral expectations for their students.	3%	33%	45%	19%	27%	69%
The teachers at my school are committed to providing their students with the necessary supports to realize high academic expectations.	5%	42%	39%	15%	36%	56%
The teachers at my school are committed to providing their students with the necessary supports to realize high behavioral expectations.	6%	39%	48%	8%	27%	59%
The teachers at my school have the capacity to provide their students with the necessary supports to realize high academic expectations.	4%	38%	47%	12%	36%	61%
The teachers at my school have the capacity to provide their students with the necessary supports to realize high behavioral expectations.	5%	41%	47%	8%	27%	58%
Please indicate how much you agree or disagree with the following statements regarding resources and supports at your school this school year.	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Agree or Strongly Agree**	**Agree or Strongly Agree**
I receive the necessary supports to build conditions for learning within my school.	4%	37%	51%	8%	45%	60%
My school is able to support students who have experienced challenges outside of school, such as incarceration of a loved one or witnessing violence.	5%	41%	43%	9%	36%	54%
My school is able to meet students' social–emotional learning through a combination of supports from district staff, school staff, and/or external agency staff.	2%	26%	63%	9%	73%	72%
Supports to address students' social–emotional learning at my school are effective.	3%	34%	55%	7%	45%	63%
Supports to address students' social–emotional learning at my school are coordinated.	5%	31%	55%	9%	60%	64%
I am knowledgeable about the purpose of my school's Student Support Team.	0%	3%	48%	50%	100%	97%
My school's Student Support Team is an effective resource to address student needs.	2%	9%	64%	23%	80%	89%
My school's Student Support Team meets weekly.	3%	10%	46%	42%	73%	89%
I am pleased that my school has a Student Support Team.	1%	5%	47%	44%	73%	94%
I am knowledgeable about the purpose of my school's Planning Center.	0%	3%	38%	57%	91%	96%

My school's Planning Center is an effective resource to address student needs.	9%	20%	44%	24%	55%	70%
I am pleased that my school has a Planning Center.	3%	14%	45%	36%	73%	82%
Please indicate how often the following statements about caregiver and community involvement at your school this school year are true.	**Rarely or Never**	**Sometimes**	**Almost Always**	**Always**	**Almost Always or Always**	**Almost Always or Always**
The staff work hard to build trusting relationships with students' caregivers.	12%	47%	33%	9%	9%	46%
I feel respected by my students' caregivers.	2%	26%	56%	16%	55%	74%
My school embraces cultural diversity.	3%	23%	39%	33%	45%	75%
Students' caregivers come to events at my school.	11%	55%	23%	11%	9%	37%
My school facilitates positive collaboration with the community (i.e. social service providers, private sector).	12%	28%	49%	12%	36%	63%
Please indicate how much you agree or disagree with the following statements about your school district this school year.	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Agree or Strongly Agree**	**Agree or Strongly Agree**
The school district is on the right track to ensure that every student is physically safe.	0%	16%	69%	14%	82%	83%
The school district is on the right track to support every student's social–emotional learning.	0%	25%	68%	7%	82%	74%
The school district is on the right track to ensure that every student is connected to at least one caring adult in his or her school.	1%	21%	69%	8%	73%	78%
Please indicate how much you agree or disagree with the following statements about the behavior of your school's academic superintendent.	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Agree or Strongly Agree**	**Agree or Strongly Agree**
The Academic Superintendent at my school…						
…treats me with respect.	0%	2%	40%	56%	82%	98%
…cares about improving the quality of conditions for learning at this school.	0%	6%	44%	47%	82%	92%
…emphasizes my responsibility in helping to create conditions that help students learn.	0%	4%	49%	46%	91%	94%
…emphasizes the importance of addressing disparities in student outcomes.	0%	7%	45%	47%	91%	91%

…uses my school's conditions for learning data to guide school improvement planning.	2%	20%	38%	32%	45%	73%
Please indicate how often the following statements about the actions of your school's academic superintendent this school year are true.	**Rarely or Never**	**Sometimes**	**Almost Always**	**Always**	**Almost Always or Always**	**Almost Always or Always**
Through his or her actions, the academic superintendent for my school indicates he or she is concerned with ensuring that…						
…this school is physically safe.	8%	13%	36%	40%	73%	76%
…students are respected by their peers.	11%	19%	33%	34%	64%	67%
…students feel cared about by adults in the school.	8%	13%	38%	38%	73%	76%
…students understand their emotions.	13%	21%	32%	29%	55%	62%
…students effectively manage their emotions.	12%	19%	37%	28%	55%	66%
…students understand what positive relationships look like.	10%	19%	34%	33%	73%	66%
…students develop positive relationships with peers.	12%	16%	35%	32%	73%	67%

Appendix F: School Visit Findings

The following information summarizes key findings from the analyses of school visit data. It is organized around the key areas of focus in the findings section: physical safety, emotional safety, student support, and peer-social emotional competence. In most cases, the school visit data found mixed progress and perspectives on conditions for learning in CMSD schools. This section includes verbatim examples that help to illustrate specific points that are summarized in the narrative of the report.

Physical Safety

Original Case Study Schools

- Relative to changes in physical safety based on the perspectives of key informants, one K–8 school improved, one K–8 declined, and opinions were mixed at the two high schools.[23] Most students in all four schools stated that they felt physically safe in their schools. For example, they shared that fights were not a major concern or frequent in their schools, and gang activity, even if it was present in the neighborhood, did not happen within their school. Students and staff also noted the presence of metal detectors, checkpoints, and security personnel as assets creating a safe environment.
- Staff from one of the K–8 schools reported improved physical safety over the past few years. One staff member shared that gang activity increased in their school a few years prior, but this had since decreased so the physical safety of the school improved. One interviewee shared: "*It had never been that bad before, even in the years when we had lots of gang fights. It wasn't so bad that people didn't want to be by themselves to go to the bathroom. I would say 2008, 2009, 2010 were like the worst years since I've been here. And I've seen up until this year there was steady improvement from 2009*."
- However, some staff in the two high schools identified stairwells as "*blind spots*" in the school that could be unsafe and were often unmonitored, raising physical safety concerns. Another staff member who felt safe in their high school commented that it had too many entrances and not enough security to cover all of them. Other staff at this school also commented about the number of doors posing a safety concern: "*It's hard when we have so many doors. I mean we have doors all over, so they are always getting popped open. The cameras have been working in our hallways this year, most of the cameras. When the cameras don't work the kids all seem to know it. So that's where, wherever the cameras are not working that's where the trouble happens. So as long as we keep the security system working, and operational, I think we will be ahead of the curve*." Lastly, staff at one of the K–8 schools noted that the school was less physically safe compared to prior years because the school received a new group of "*more aggressive*" students.

[23] Among the four original case study schools, between the 2007–08 and 2013–14 school years, physical safety improved in Grades 2–4 in both elementary schools; and in Grades 5–8 in one of the elementary school based on the Conditions for Learning Survey. Physical safety declined in Grades 5–8 in one of the elementary schools and one high school and remained the same in the other high school.

New Case Study Schools

- Based on the perspectives of key informants and similar to the original case study schools, physical safety improved in one K–8 school and declined in one high school over the previous 5 years (or over the period of time that participants were familiar about for their school), while perspectives were mixed in the remaining two schools.[24] In one of the K–8 schools, all key informants reported feeling safe. This new building also has enhanced the school's security measures. A teacher stated that "*When you walk in the front door you're still enclosed, you have to get buzzed into the office. So just that extra measure. I've never seen that in a school—and then you have security there*." Others noted that the new building's layout facilitated monitoring of student behavior.
- In three of the schools, some students and staff stated they felt safe whereas others mentioned that there were concerns such as fights and the lack of security at entrances. For example, one teacher shared: "*The last few years, with the decline in the security staff, though, and with this being a huge school, it's easy for people to get anything in here. Because it's very difficult if we only have a security officer, one on each floor, and you have who knows how many entrances and exits.*" Also, as noted with the original case study schools, at one of the high schools, stairwells were identified as places that could be unsafe and staff reported that there were too many entrances and not enough security to cover all of those entrances.
- Students in two focus groups (one K–8 and one high school) mentioned seeing some fights at their school, though these weren't frequent and sometimes were small, "personal" issues. Staff in the two high schools noted the presence of gangs in their neighborhood, which involved students in their schools, but stated that gang activity occurred outside of school. However, gang activity was not as salient a concern as found in the 2008 audit. Staff at one of the high schools also reported an increase in student fights compared to prior years.

Emotional Safety

Original Case Study Schools

- Students reported positive relationships with their peers in three of the original study schools and concerns in this area at the fourth school.[25] Also, teachers commented that, although students may use inappropriate language with each other and there may be tensions sometimes, the harsh language is normal.
- In contrast to these positive perspectives on emotional safety, in one high school (E), students had differing opinions about emotional safety in the school, stating that bullying

[24] Among the four new case study schools, between the 2007–08 and 2013–14 school years, physical safety improved in Grades 2–4 and 5–8 in both elementary schools; and in one of the high schools based on the Conditions for Learning Survey. Physical safety declined slightly in the second high school.
[25] Among the four original case study schools, between the 2010–11 and 2013–14 school years (Grades 2–4) and the 2007–08 and 2013–14 school years (Grades 5–8 and 9–12) emotional safety improved in all schools except Grades 2–4 at one school.

was an issue. One staff interviewee from this school noted an increase in bullying over time, and thought this was due to loss of teachers and increases in class sizes.

New Case Study Schools

- Similar to the original case study schools, students and other key informants reported good relationships among students across the four new case study schools.[26] Although students and teachers noted that there are a few instances of bullying (such as bullying through social media), they reported that most of this bullying is infrequent and did not report seeing changes in the levels of it compared to previous school years. For example, one high school student shared that, "*[at] my old school everyone was judgmental and had all these little cliques and when I moved here […] there's like one group of people, like one group of friends."* A student at the other new case study high school shared that, *"I feel like people like here it's like everybody is welcome. You don't get picked on about every single thing. Like people are more accepting so like it's just like if somebody just don't like you for an odd reason it's not just, it's just probably because they just don't like you for some reason. It's not because you're in a certain category."* Also, during the teacher focus group at school A, one teacher commented that "*as far as the students go, the majority of our students are respectful, good students*."

Student Support

School Visits[27]

- A majority of school staff in all eight schools reported having generally positive, supportive relationships with students. For example, one teacher shared that, "*I'd like to think that with the, with my students I have a good rapport with them, some of them are defiant at times, and families if I reach to them, they are supportive of me and things that are, happen in the classroom. But I say that because I, like I said I feel like I have a good rapport with the middle school students*." Another high school staff member commented that the "*school does a good job with connecting students with caring adults*." In most of the case study schools, key informants also pointed to planning centers as an effective support to respond to student behavioral concerns.
- Some challenges were evident from the perspectives of school staff. For example, teachers in four schools noted some negative student–teacher relationships in their schools. One teacher shared that, "*some of the young people that we're dealing with right now are just downright nasty little individuals … . I don't even know if they good rapport with any of their teachers in some cases … . You got some that, you know they just they go out of their way to give you a hard time*." Another focus group participant noted opportunity for improvement in student–teacher relationships: "*I would say that a*

[26] Among the four new case study schools, between the 2010–11 and 2013–14 school years (Grades 2–4) and the 2007–08 and 2013–14 school years (Grades 5–8 and 9–12), emotional safety improved in all schools and grade levels.

[27] Among the four original case study schools, between the 2007–08 and 2013–14 school years, student support improved in Grades 2–4 and Grades 9–12; and declined in Grades 5–8.
Among the four new case study schools, between the 2007–08 and 2013–14 school years, student support improved in all schools and grade levels.

majority of the teachers try and have that positive relationship. But there are those ones that will never have that positive relationship with their students."

- School staff also noted several factors straining student–teacher relationships, such as poor student behavior, poor student attitudes, emphasis on the dress code, and teacher willingness/ability to effectively respond to issues. One school staff interviewee shared that their school needs to "*get more teachers to kind of deal with situations, because a lot of teachers kind of escalate the situation with the kids*" and "*don't necessarily know the proper steps to help a kid out*." A school leader also commented that teachers could make a greater effort to develop positive relationships with students: "*I think they can improve, I think it's just that professional relationship where they really don't get to know the student except for a handful of the teachers and I think that's a barrier for a lot of students*."
- Students generally reported feeling respected by teachers/staff. However, students in a few schools shared that they did not feel respected by their teachers. Factors fostering a sense of respect included teachers acknowledging/supporting students when they have done a good job, and teachers being kind/caring toward students. For example, students shared the following perspectives: "*as far as the students go, the majority of our students are respectful, good students*" and *"[teachers] teach you stuff and keep us safe and they're really nice*."

Student Behavior

Original Case Study Schools

- In the original case study schools, key informants were largely mixed in their responses about whether student behavior has improved over the past 5 years, with opinions diverging within the same schools. Across the four schools, opinions about student behavior suggested that it improved (1 school); improved or remained constant (1 school); improved or declined, with concerns about students being transferred from other schools contributing to problem behavior (1 school); and remained constant or declined (1 school).
- In three schools, some key informants reported that behavior has improved. For example, one interviewee noted that "*yeah I haven't seen anywhere near the amount of students picking at or wanting to fight with teachers. There was a time when that was common play. Security would come to the room because this kid called me MF and threw a book at me I mean that was common play. I don't see that anymore*." At two of these schools, some interviewees thought that aggressive student behavior was still a concern.
- In contrast, at two of these four schools, some key informants thought that behavioral issues had increased. One of these interviewees stated that an influx of new students has led to issues with student behavior: "*we still have our obstacles and we still have our problems. The climate to me sometimes is a little different than the individual discipline that you deal with. You can control the climate sometimes as a whole taking the bitter with the sweet. But as far as the discipline I think that discipline problems have increased over the years. I think over the 12 years I see the discipline problems increase yearly*."

- Furthermore, at two of the four schools, some key informants reported that student behavior had not changed. For example, at one school an interviewee thought that separating the 9th grade students into a separate academy helped keep disruptive behavior from increasing: "*moving the 9th graders out of here made the biggest difference we have ever had. … When those kids moved over there [to the academy], that extra year to get mature enough to walk through the halls without being escorted, made such a difference. I mean really, because they weren't, we didn't have 40 kids in the hallway when the bell rang*."

New Case Study Schools

- Like the original case study schools, key informants in the new case study schools also had mixed perspectives about whether student behavior has improved over the past 5 years with opinions again diverging within the same schools. Across the four schools, opinions about student behavior suggested that it improved (1 school); improved, remained constant, or declined (1 school); improved or declined (1 school); and remained constant (1 school). However, at all four schools, some key informants raised concerns about aggressive student behavior.
- At one of the new case study schools, key informants shared that student behavior had improved with a reported 30% decrease in incidences. One key informant also shared that "*when I first started, there was a lot more physical fighting and being mean to special needs*" students. The PCIA at one of the schools with reported improvements in student behavior pointed to the planning center as a resource in this area: "*I think implementing planning centers definitely has changed things because planning centers are marketed to our students, 'there's a safe place to be,' and more times than not, even kids that are aggressive don't really want to fight. They feel forced to fight because I feel like I'm weak, if I have to cower down you know in front of my friends. So they can come in the planning center and talk it out and work it out and hopefully there's no action after that*."
- In contrast, at another school a teacher raised the following concerns: "*I do think that the aggression has increased. As I said I've seen more, girls attacking girls, you know, and it's usually over a boy. But I've seen more of that this year than I have in the past. … I do feel that kids, the students need to be able to understand that the fighting is not a way.*" An interviewee at another school also pointed to concerns about behavior of female students: "*there are more fights … there are more in the last couple of years. Girls are more aggressive everywhere*."

Student Mental Health and Experience of Traumatic Events

Original Case Study Schools

- Generally, key informants noted high levels of mental health needs among their students, and this concern was evident in each of the original case study schools. Key informants noted the presence of students who were experiencing high levels of depression, suicidal thoughts, and anxiety, as well as students who had experienced traumatic events. Most participants noted that students with mental health issues were a relatively small population in their school, though one participant stated they believed that 30 to 40% of their school's students had unmet mental health needs and another believed a large

percentage (the participant did not specify a certain percentage) of their student population had unmet mental health needs. For example, one participant stated: *"These kids, they just have issues … they're just always anxious. And you don't know what went on in their neighborhood the night before they came in. You don't know what went on in their household the night before they came in."*

- Participants at the two high schools provided input on whether the level of mental health issues in their schools had changed since 2009. At one of these schools, key informants commented that mental health issues among students had increased. At the other school, opinions varied. One key informant believed that the level of mental health issues in their school had remained the same, but believed that cutting among students had increased. Another participant from this school commented that the need for mental health students had grown.
- Key informants at the two high schools were worried that students' mental health needs were going unmet. These participants stated that they had many students with needs, but not enough staff to respond to these needs, and had requested more psychologists, psychiatrists, and social workers whose only job was to support these students. Student support teams and external providers such as Murtis Taylor Human Services and Ohio Guidestone (formerly Berea Children's Home and Family Services) were considered important to addressing some student mental health needs. For example, at one high school an interviewee commented that their mental health agency expanded their capacity to address students' mental health needs: "*Our biggest asset is really our Guidestone lady who can actually do therapeutic services and refer to kids to psychiatric assistance and MD kind of support with medications, so she make referrals and get families on board. Without that help, we are really wallowing, because we have so many kids in this particular neighborhood who have been abused, been witness to abuse, been neglected, been living in poverty and gunshots daily."*

New Case Study Schools

- Like the original case study schools, concerns about the mental health needs of students were present in the four new case study schools. However, participants in these four schools had varied opinions about the proportion of students with mental health challenges. Participants in two of these schools stated that mental health issues among students are severe, but only in a small population of students. Participants in two other schools did not comment on how large a population of students had mental health issues; instead, they said that there were "a lot" of mental health needs (one K–8) or that they had seen students who were emotionally disturbed or experienced trauma (one high school). Like participants from the original case study schools, participants noted the presence of students who were depressed, or suicidal, as well as students who had experienced traumatic events. As one school leader shared: "*I think a lot of our students have mental health issues. I think they are, a lot of them are stressed out I don't think that we're meeting all of their needs. We have a high special ed population we have a lot of students with emotional disturbance, ED disorder, and we're maintaining and doing what we can to help them be successful and to modify their behavior, but sometimes we're not successful*."

- Key informants from both high schools were again worried that students' mental health needs were going unmet. As one school staff member shared, *"We have such a high case load. And we kind of deal with the major situations the kids have about suicidal thoughts and that type of thing. And we've had some kinds in the school that have died over the year so we had to do huge school-wide counseling type things. And we have Murtis Taylor Counseling Agency, there's a social worker that comes here several times a week and she meets with students… . There's definitely a lot of kids that need the help, but we don't have the staff to provide all of that."* Also, a key informant at one of the K–8 schools stated that their school had mental health supports, but they could benefit from more: we need "*more psychologists[s] as well as probably a few psychiatrists[s] … . We have a lot in this building, [but] we could use some more."* Participants from one of the K–8 schools also reported an increase in attempted suicide as well as cutting among students.

Appendix G: Correlations Between Conditions for Learning and Disciplinary Incident Rates

Table G1: Correlations Between "Needs Improvement" on Conditions for Learning and Disciplinary Incident Rates, Grades 2–4

Scale	Disobedient/ Disruptive	Fighting/ Violence	Harassment/ Intimidation	Serious Bodily Injury
Safety	0.418**	0.451**	0.139	0.303*
Physical Safety	0.232	0.272	0.105	0.212
Emotional Safety	0.389**	0.440**	0.193	0.321*
Support	0.383**	0.319*	0.117	0.155
Peer Social and Emotional Competence	0.402**	0.332*	0.173	0.077
Challenge	0.297*	0.264	0.185	0.067

Table G2: Correlations Between "Needs Improvement" on Conditions for Learning and Disciplinary Incident Rates, Grades 5–8

Scale	Disobedient/ Disruptive	Fighting/ Violence	Harassment/ Intimidation	Serious Bodily Injury
Safety	0.127	0.192	0.014	0.072
Physical Safety	0.082	0.191	-0.062	0.004
Emotional Safety	0.109	0.166	0.002	0.048
Support	0.062	0.234	0.090	0.169
Peer Social and Emotional Competence	0.033	0.116	0.084	0.088
Challenge	-0.137	0.018	-0.124	0.006

Table G3: Correlations Between "Needs Improvement" on Conditions for Learning and Disciplinary Incident Rates, Grades 9–12

Scale	Disobedient/ Disruptive	Fighting/ Violence	Harassment/ Intimidation	Serious Bodily Injury
Safety	0.654**	0.360	0.598*	0.702**
Physical Safety	0.709**	0.570*	0.503*	0.646**
Emotional Safety	0.592*	0.425	0.590*	0.708**
Support	0.119	-0.240	0.059	0.087
Peer Social and Emotional Competence	0.406	0.183	0.489	0.409
Challenge	0.409	0.471	0.564*	0.382

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Technical Notes

Measure: Disciplinary Incident Rates

- Operational definition: The number of out of school suspensions for (a) disobedient/disruptive behavior (D/D), (b) fighting/violence (F/V), (c) harassment/intimidation (H/I), and (d) incidents involving serious bodily injury (SBI) per student enrolled at the school. A separate rate was calculated for each type of incident.
- Source of data: Counts of disciplinary incidents as well as school-level enrollment data were obtained from http://education.ohio.gov (Ohio School Report Cards Advanced Reports).
- Preparation of measures: The database with the counts of disciplinary incidents and school enrollment were first imported to SPSS from Excel. For each school, the count of disciplinary incidents is linked to the other measures below using a code number that was specifically created for each school with the purpose of matching different data elements for this study. The counts for each type of incident were then divided by the number of students enrolled in each school to create four different disciplinary incident rates.
- Sample size: There were 17 high schools and 50 K–8 schools with available discipline data.
- Analyses: The disciplinary incident rates were used to compute bivariate correlations for:
    - D/D and the percent of students who felt that the conditions for learning needed improvement along each of the four CFL scales and both subscales
    - F/V and the percent of students who felt that the conditions for learning needed improvement along each of the four CFL scales and both subscales
    - H/I and the percent of students who felt that the conditions for learning needed improvement along each of the four CFL scales and both subscales
    - SBI and the percent of students who felt that the conditions for learning needed improvement along each of the four CFL scales and both subscales

Measure: Intervention Implementation Fidelity

- Operational definition: The fidelity with which Humanware strategies were implemented at each school, as rated by the principals of the respective schools. The principals rated the fidelity of implementation as "high," "medium," or "low" for each of three different types of interventions.
- Source of data: Implementation fidelity data were provided by CMSD at AIR's request. Ratings were provided for three different interventions: student support teams (SST), planning centers, and Promoting Alternative Thinking Strategies (PATHS) (PATHS intervention is only used with students in Grades K–5).
- Preparation of measures: The implementation fidelity ratings were used as provided by CMSD.
- Sample size: Planning center ratings were available for 67 K–8 schools and 18 high schools. SST scores were available for 65 K–8 schools and 18 High Schools. PATHS

scores were available for 62 K–8 schools (though again the implementation is only used with students in Grades K–5).

- Analyses: The following t-tests were computed to compare the mean disciplinary incident rates for schools with different levels of implementation fidelity:
    - Schools with "low" implementation fidelity versus schools with "high" implementation fidelity
    - Schools with "low" or "medium" implementation fidelity versus schools with "high" implementation fidelity
    - Schools with "low" implementation fidelity versus schools with "medium" or "high" implementation fidelity

Measure: Conditions for Learning (CFL) Scales/Subscales Scores

- Operational definition: The CFL scale scores indicate whether student response suggest that the conditions for learning at their school "need improvement," are "adequate," or are "excellent" along four different constructs: Safe and Respectful Climate (Physical and Emotional Safety subscales were created for the purpose of this analysis—the creation of those subscales is discussed below in the technical report); Challenge; Student Support; and Peer Social and Emotional Competence.
- Source of data: The CFL scales scores were provided in a student-level file by the researchers at AIR responsible for administering the survey in CMSD schools.
- Preparation of measure: The CFL scale scores were used as provided. The Physical and Emotional Safety subscale scores were created by replicating the process that was used to create the Safe and Respectful Environment scale score using only those items from the survey that corresponded to either the physical or emotional aspects of safety at the school, respectively. For portions of the analysis where it was important to connect the CFL scales with school-level data, the CFL scale scores were aggregated from the student level to the school level to create a proportion for each school that represented the percentage of students who felt that the conditions for learning at their school "need improvement."
- Sample size: The following tables provide the sample size for each year of CFL scale score data that were used in the analyses. There is a separate table for each of the scales. Because the scale scores are only generated if a student responded to a minimum number of items in that particular scale, the number of cases providing data in any one year varies across the different scales.

Table TN1: Safe and Respectful Climate

School Year	Grades 2–4	Grades 5–8	Grades 9–12
2007–08	N/A	12,359	9,804
2008–09	9,276	11,575	9,103
2009–10	8,628	11,236	8,429
2010–11	8,691	10,722	7,915
2011–12	7,920	10,101	7,550
2012–13	7,485	9,350	7,478
2013–14	7,114	9,028	5,781

Table TN2: Challenge

School Year	Grades 2–4	Grades 5–8	Grades 9–12
2007–08	N/A	12,272	9,616
2008–09	9,276	11,575	9,103
2009–10	8,628	11,236	8,431
2010–11	8,691	10,722	7,915
2011–12	7,920	10,101	7,550
2012–13	7,547	9,350	7,478
2013–14	7,114	9,028	5,781

Table TN3: Student Support			
School Year	**Grades 2–4**	**Grades 5–8**	**Grades 9–12**
2007–08	N/A	12,252	9,653
2008–09	9,276	11,575	9,103
2009–10	8,628	11,236	8,431
2010–11	8,691	10,722	7,915
2011–12	7,920	10,101	7,550
2012–13	7,485	9,350	7,478
2013–14	7,114	9,028	5,781

Table TN4: Peer Social and Emotional Competence			
School Year	**Grades 2–4**	**Grades 5–8**	**Grades 9–12**
2007–08	N/A	12,311	9,770
2008–09	9,272	11,575	9,103
2009–10	8,626	11,235	8,430
2010–11	8,691	10,722	7,915
2011–12	7,920	10,101	7,550
2012–13	7,485	9,350	7,478
2013–14	7,114	9,028	5,781

- Analyses:
  - We conducted analyses to test for differences between groups (e.g., Black students in 2014 and White students in 2014) and across administration years (e.g., district wide 2008 vs. district wide 2014) in the percent of students who felt that the conditions for learning at their school needed improvement. Z-tests were calculated to determine if there were statistically significant differences between the groups and across the administration years.
  - The baseline administration occurred one year later for students in Grades 2–4 than for students in Grades 5–8 and 9–12, and that is reflected in the cross-year comparisons. Also, the items on the emotional safety scale were inconsistent until the 2010–11 school year administration. For the cross-year comparison of the elementary student perceptions of emotional safety, the 2010–11 and 2013–14 administrations are compared. For the sake of brevity the administration school years are referred to by the year that ended the school year (e.g., the 2013–14 school year is referred to as the 2014 administration). For each scale, differences between the following groups were tested:

        - Black students in 2014 vs. White students in 2014
        - Black students in 2014 vs. Hispanic students in 2014
        - White students in 2014 vs. Hispanic students in 2014
        - Students with a disability in 2014 vs. students without a disability in 2014
        - Males in 2014 and females in 2014
        - Black students in 2008 vs. Black students in 2014
        - Hispanic students in 2008 vs. Hispanic students in 2014
        - White students in 2008 vs. White students in 2014
        - Female students in 2008 vs. female students in 2014
        - Male students in 2008 vs. male students in 2014
        - Students with disabilities in 2008 vs. students with disabilities in 2014
        - Students without disabilities in 2008 vs. students without disabilities in 2014
    - An analysis was also conducted that compared the perceived conditions for learning among students in each of CMSD's school networks. The percent of students who felt that the conditions for learning were adequate or excellent was compared between the following school networks:
        - Growth
        - Refocus
        - Repurpose
        - Federal School Improvement Grant (SIG)
        - Investment
        - Transformation
    - The CFL scale scores from the 2012–13 school year were used in a regression analysis looking at the relationship between the conditions for learning and CMSD school Performance Index (PI) scores.
    - Another part of the analysis examined correlations between disciplinary incident rates and the percentage of students who felt that conditions for learning needed improvement at their school.

Measure: Attendance Rate (2012–13)

- Operational definition: The number of unexcused absences divided by the total number of days enrolled in the school
- Source of data: Attendance data were provided by CMSD at AIR's request.
- Preparation of measures: The number of unexcused absences were divided by the total number of days enrolled in the school for each student in the database. The individual attendance rates for each student were then aggregated to create an average attendance rate for each school.
- Sample size: The 2012–13 school year attendance data were available for 39,789 students, including 13,346 students in Grades 1–4, 12,715 students in Grades 5–8, and 13,728 students in Grades 9–12.
- Analyses: Attendance rate was used as a control variable in a regression analysis looking at the relationship between CFL scale scores and CMSD school PI scores.

Measure: Performance Index Scores

- Operational definition: PI scores are school-level measures indicating how well students performed on standardized testing conducted in Ohio. This includes Ohio Achievement Assessments and Ohio Graduate Tests.
- Source of data: http://education.ohio.gov (Ohio School Report Card Lists and Rankings)
- Preparation of measures: The PI scores were used in the exact format in which they were downloaded.
- Sample size: PI scores from the 2012–13 school year were available for 102 CMSD schools.
- Analyses: The PI scores were regressed on the 2012–13 school year CFL scale scores for all four scales and both subscales as well as the 2012–13 school year attendance rates.

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