Overview
The Conditions for Learning (CFL) survey assesses conditions for safe and supportive learning environments in four areas. The “safe and respectful school climate” subscale assesses feelings of physical and emotional safety. The “challenge” subscale assesses the degree to which teachers encourage students to work hard, do their best, and connect material learned in school to life outside of school. The “student support” subscale assesses to what extent students feel connected to teachers and their belief in how teachers treat students. The “peer social and emotional learning” subscale measures the perception of peers’ ability to cope with challenges and use problem solving. Three versions of the CFL are available for student self-report in grades 2-12.

Focus Area
Academic
School Climate

Purpose
Screening/Initial Evaluation
Progress Monitoring

Reporter
Student

Versions
Student, 23 items (for grades 2-4)
Student, 53 items (for grades 5-8)
Student, 56 items (for grades 9-12)

Subscales
Peer social emotional learning
Student support
Challenge (high expectations/academic rigor)
Safe and respectful school climate

Sample Items
- I worry about crime and violence in my school
- Most students in my school stop and think before doing anything when they get angry
- Adults in this school apply the same rules to all students equally
- My teachers often connect what I am learning to life outside the classroom

Response Options
Strongly disagree
Disagree
Agree
Strongly agree

Estimated Completion Time
Ten to fifteen minutes (23 items)
Fifteen to twenty minutes (53-56 items)

Languages
English
Spanish

Cost
Free

Access the measures:
CFL (for grades 2-4)  CFL (for grades 5-8)  CFL (for grades 9-12)

Summary compiled by CSMH (2017) for The SHAPE System (www.theSHAPEsystem.com)
### Scoring

<table>
<thead>
<tr>
<th>Conditions for Learning (CFL)</th>
<th>Grades 2-4</th>
<th>Grades 5-8</th>
<th>Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Range of scores</strong></td>
<td>Total score: 0-16; Subscale scores: 0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Item scores</strong></td>
<td>Strongly disagree (1) to Strongly agree (4); Not safe (1) to Very safe (4); Never (1) to 5 or more times (4); No (0) to Yes (2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Scoring rules

To use the CFL for screening and progress monitoring:
- Reverse code items as outlined below*
- Calculate subscale scores by averaging items
- Calculate the Total CFL score
  - Sum the averages of each subscale OR
  - Weight the average of each subscale (by the number of questions in each subscale) and add the weighted average
- Administration frequency is recommended (at most) three times per year: one month after the start of the year, mid-year, and end of year
  - Ideally, AIR suggests pre- and post-administration of the CFL survey following implementation of evidence-based initiatives to improve school climate, with re-administration on an annual basis

#### Interpretation

Higher scores reflect more positive conditions for learning.

Research using the CFL scales indicates associations with positive outcomes, such as higher grades/achievement scores and decreased levels of unexcused absences. More specifically, more positive safe and respectful climate scores were found to be associated with higher academic engagement, better standardized achievement scores, lower substance use rates, and higher school attendance, while higher challenging scores were associated with better grade point average.

Analysis of data by student subgroup (e.g., race/ethnicity, gender, grade) is recommended to provide a richer and more comprehensive picture of conditions for learning in a school.

#### Items comprising each scale

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Grade 2-4</th>
<th>Items comprising each scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer social emotional learning</td>
<td>2b-2f</td>
<td>1a-1f, 3a-3d, 3h, 3i, 3k, 3m, 3o, 5a, 5c, 9c</td>
</tr>
<tr>
<td>Student support</td>
<td>1a-1c, 3c, 3d, 3f, 3g</td>
<td>4d-4f, 5a-5e, 5g, 7a-7c, 8a-8c, 4d-4f, 5a-5e, 7a-7d, 8a-8b</td>
</tr>
<tr>
<td>Challenge (high expectations/ academic rigor)</td>
<td>1d, 3a-3b, 3e, 3h</td>
<td>4a-4c, 4g, 4h, 5f, 5h, 6a-6c, 9a-9c, 4a-4c, 4g, 4h, 5f-5k, 6a-6b, 9a-9c</td>
</tr>
<tr>
<td>Safe and respectful school climate</td>
<td>1e-1g, 2a, 2g, 2h</td>
<td>1a-1f, 2a-2c, 3a-3e</td>
</tr>
</tbody>
</table>

*Reverse coding guidelines: (1=4, 2=3, 3=2, 4=1; 0=2, 1=1, 2=0)

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Additional information from the CFL developers
Guidelines for administration and scoring
Webinar on survey administration and analysis of school climate

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