

Since 2015, students throughout Nevada have been sharing their experiences in school through the Nevada School Climate / Social Emotional Learning (NV-SCSEL) survey. This survey is intended to help schools and districts throughout Nevada understand the experiences of students, directly from students in order to assist schools in their school improvement planning. Climate change works best when students and school staff commit to learning how to change climate together. Thus the students themselves are essential to further engage with when addressing climate in the school improvement process and this data gives a foundation for those conversations to occur.

The topics covered by the survey – cultural and linguistic competence, physical safety, emotional safety, relationships, social and emotional competencies, and bullying – represent the priorities we all share for building positive school climates for the children of Nevada. This report contains NV-SCSEL survey trend data for your school that can be used to help your school’s community examine the experiences of students over time across these important dimensions. It is our hope that you use the information in this report as a tool for continuing school improvement efforts. We also encourage you to review the [School Climate Improvement Resource Package](#) developed by the U.S. Department of Education that includes a suite of free resources to assist schools with their school climate improvement efforts.

What’s in this report?

This report presents trend data for four topics from the NV-SCSEL survey: Cultural and Linguistic Competence, Relationships, Physical Safety, and Emotional Safety for each NV-SCSEL administration that your school participated in. Data are presented as scale scores overall and by student subgroups when there are at least 10 students in a group. Students who did not provide grade information are excluded from analysis. For this report, NV-SCSEL scale scores prior to 2018 were recalibrated to align with updated performance level benchmarks so that scores are directly comparable from year to year.

NV-SCSEL scale scores range from 100-500. These scale scores can be interpreted as:

- 100 - 299 - Least favorable conditions
- 300 - 400 - Favorable conditions
- 401 - 500 - Most favorable conditions

If you have any questions, concerns, or need support around these data, please don’t hesitate to ask our office.

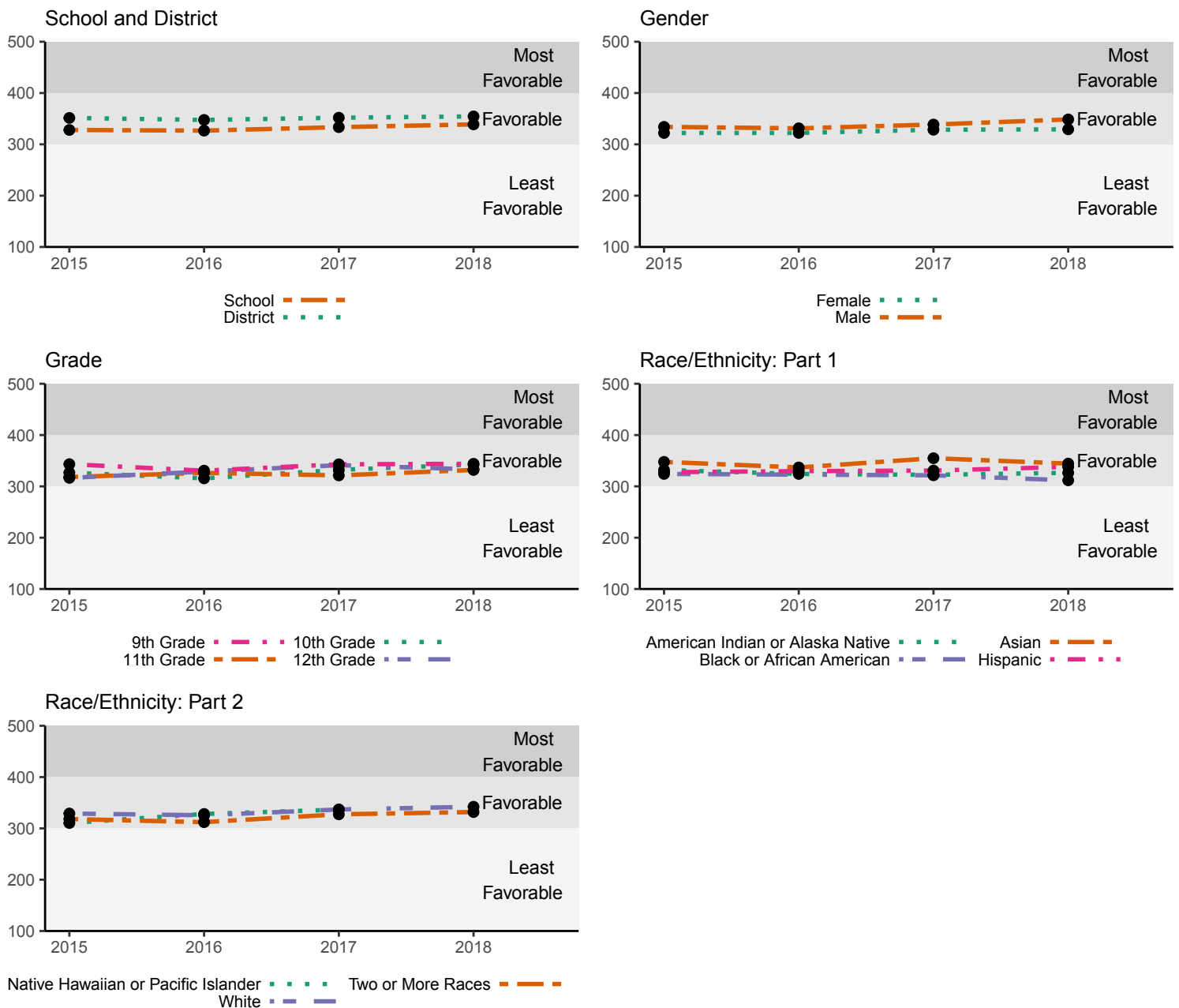


Christy McGill
Director, Office for a Safe and Respectful Learning Environment

Cultural and Linguistic Competence Scale

The cultural and linguistic competence scale measures perceptions of how students, their peers, and school staff demonstrate empathy, understanding, and respect for different cultures and ethnic groups. As the U.S. population grows more diverse, schools have begun to recognize how cultural differences influence learning styles, communication, and behavior. Cultural competence refers to the awareness of one's own cultural identity, an understanding of differences, and the ability to learn and build on the varying cultural and community norms of students and their families. Students who are provided culturally responsive learning environments and culturally meaningful educational experiences often feel more connected to school.

Schools that exhibit a high level of cultural and linguistic competence have staff and students who treat each other equally well, no matter their culture, gender, gender identification, economic status, religion, or newness to the community. These schools typically provide instructional materials that reflect students' cultural backgrounds.



In **2015**, there were 1,501 students surveyed in your school. Out of these students, no groups scored in the *most favorable* category. The groups School, Female, Male, 9th Grade, 10th Grade, 11th Grade, 12th Grade, American Indian or Alaska Native, Asian, Black or African American, Hispanic, Native Hawaiian or Pacific Islander, Two or More Races and White scored in the *favorable* category. No groups scored in the *least favorable* category.

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In **2018**, there were 1,724 students surveyed in your school. Out of these students, no groups scored in the *most favorable* category. The groups School, Female, Male, 9th Grade, 10th Grade, 11th Grade, 12th Grade, American Indian or Alaska Native, Asian, Black or African American, Hispanic, Two or More Races and White scored in the *favorable* category. No groups scored in the *least favorable* category.

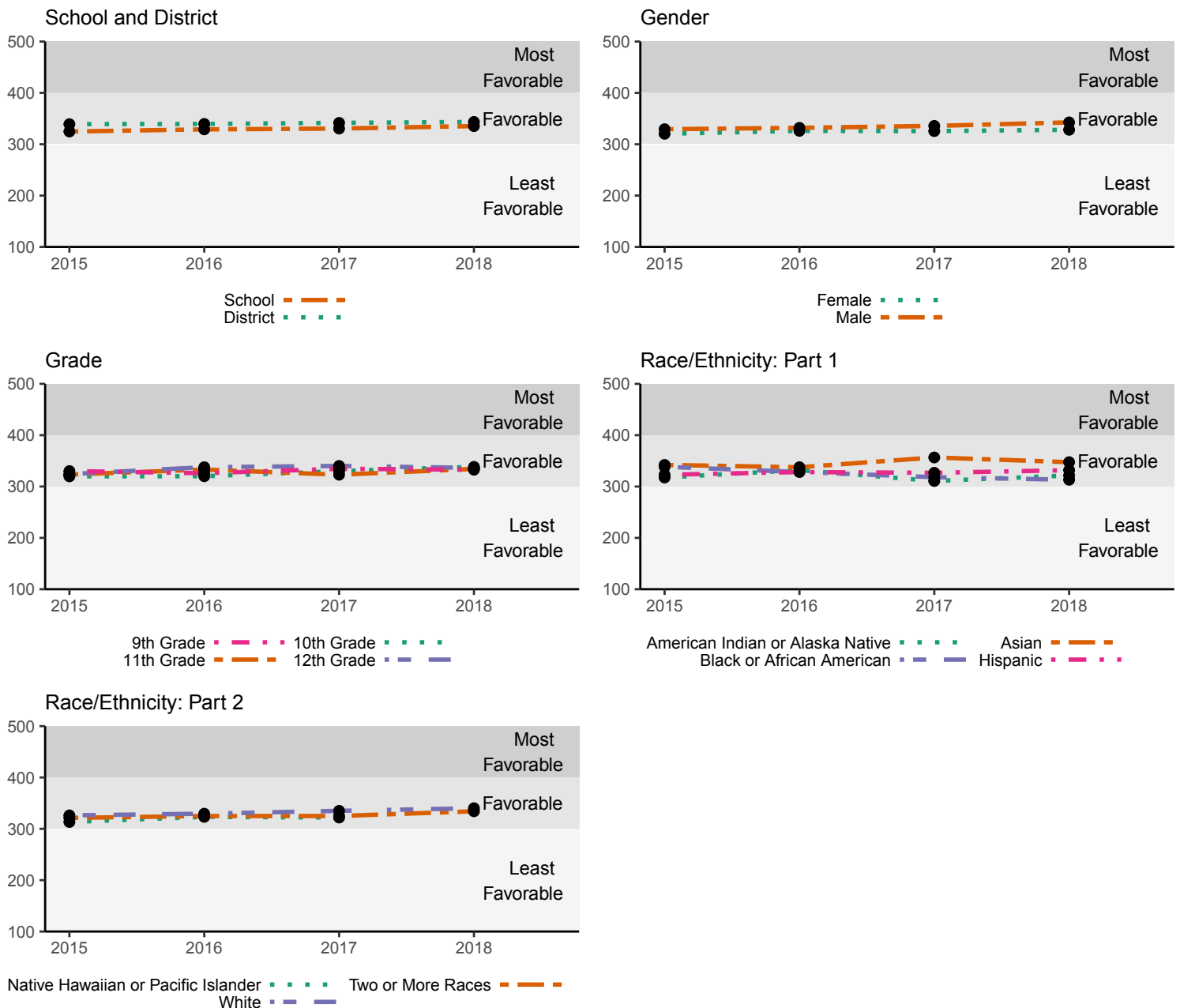
	2015	2016	2017	2018
Agency Level				
School	328	327	334	339
District	352	348	352	354
Gender				
Female	322	322	328	329
Male	334	331	339	349
Grade				
9th Grade	343	331	343	344
10th Grade	327	316	332	343
11th Grade	318	326	321	332
12th Grade	317	329	341	333
Race/Ethnicity				
American Indian or Alaska Native	332	324	322	326
Asian	348	337	355	344
Black or African American	324	–	322	312
Hispanic	328	330	331	338
Native Hawaiian or Pacific Islander	310	328	337	–
Two or More Races	318	312	327	332
White	329	326	337	342

Relationships

Relationships are the links and interactions between and among students, adults, and peers in the school setting; relationships foster positive social interaction and establish a nurturing environment of trust and support. Sound relationships reinforce existing feelings of connectedness to the school community, and may benefit students who typically do not feel connected to school.

Students who have supportive relationships at school and students who feel connected to their school are more likely to succeed: they have better attendance, grades, test scores, and persistence in school. These students are also less likely to experience emotional problems, substance abuse problems, or resort to violence. Building positive relationships that foster a safe supportive learning environment and student connection to that environment is the responsibility of all who touch a school. The school environment provides a natural setting to foster supportive relationships between and among students, adults, and peers. Relationship-building requires perspectives that embrace positive attitudes and beliefs, cultural and linguistic competence, an understanding of the needs and experiences of others, and an understanding of the school environment.

Schools with strong positive relationships may have students who report that their teachers understand them. Students may report that they can speak with adults in the building about issues. Students also may report that their peers like and respect one another.



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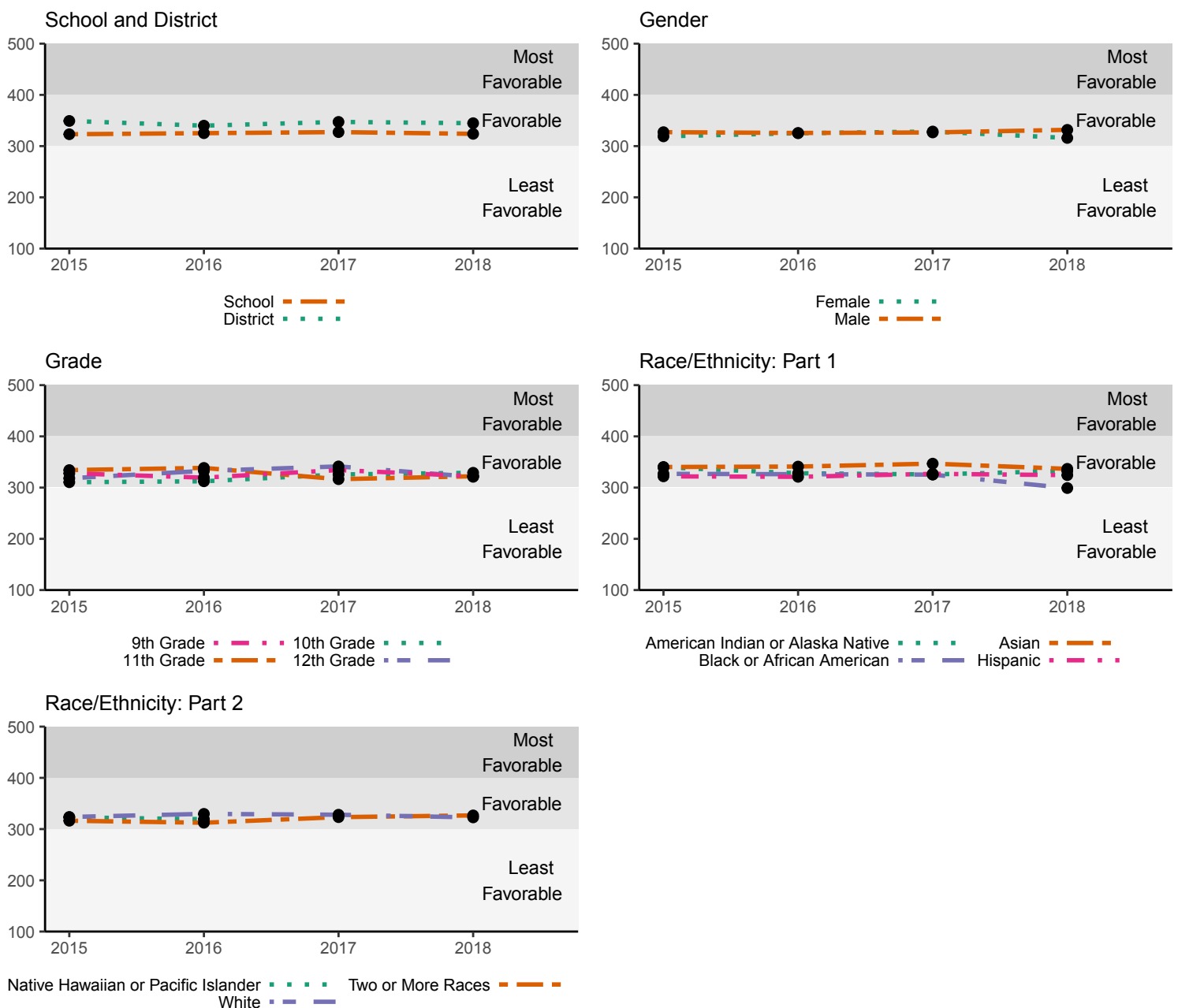
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	2015	2016	2017	2018
Agency Level				
School	325	329	331	335
District	339	340	342	343
Gender				
Female	320	326	326	328
Male	329	332	336	343
Grade				
9th Grade	330	326	335	333
10th Grade	320	320	330	338
11th Grade	323	333	323	334
12th Grade	324	338	340	336
Race/Ethnicity				
American Indian or Alaska Native	318	332	311	322
Asian	342	338	357	348
Black or African American	338	–	318	313
Hispanic	323	328	327	332
Native Hawaiian or Pacific Islander	313	323	322	–
Two or More Races	321	325	325	334
White	326	329	335	340

Physical Safety

Physical safety refers to the protection of all stakeholders—including families, caregivers, students, school staff, and the community—from fear of or actual exposure to physical violence, theft, intimidation, intruders, harsh punishment, and weapons. In order to establish a secure learning environment, physical safety is paramount. For students to learn, they need to feel safe. It is essential that all students attend schools that provide a physically safe environment where they can thrive and fully engage in their studies with neither distraction nor worry about safety concerns. Students who are not fearful or worried feel more connected to their school and care more about their educational experience. Physical safety is related to higher academic performance, fewer risky behaviors, and lower dropout rates. Schools and communities can implement policies that promote student safety and prevent violence. School-based approaches such as conflict resolution and peer mediation are common. Connecting at-risk youth with local community organizations working to stop violence is another evidence-based strategy.

In schools with a high degree of physical safety, students may report feeling safe within the school building as well as while traveling between school and home. Students do not report experiencing threats or theft, and report that their peers respect school property. They trust that adults will take threats and bullying seriously and will work to protect students.



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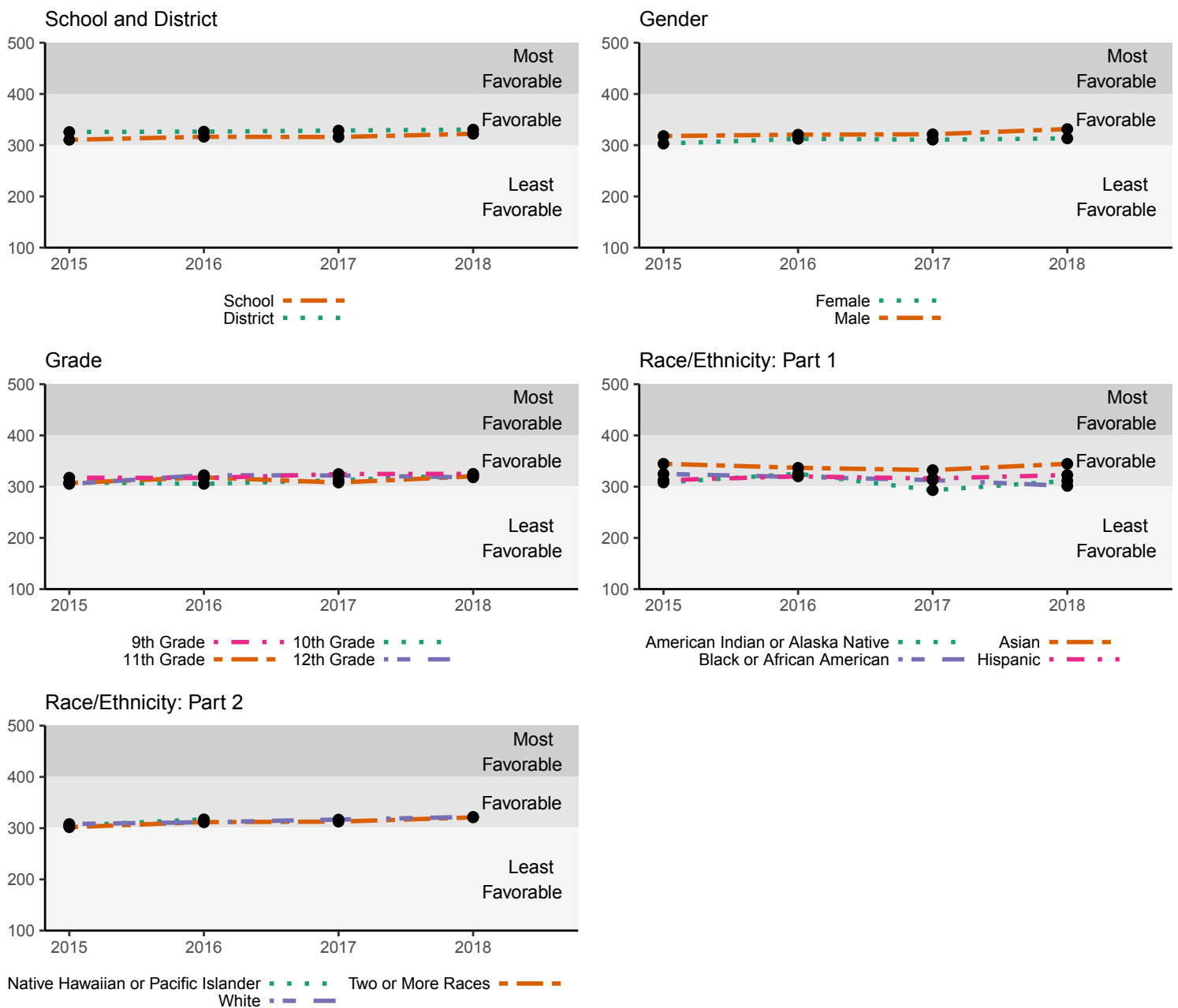
	2015	2016	2017	2018
Agency Level				
School	323	325	327	324
District	349	340	347	345
Gender				
Female	319	325	328	316
Male	327	326	327	332
Grade				
9th Grade	328	319	334	322
10th Grade	311	312	326	329
11th Grade	334	338	316	322
12th Grade	318	333	341	321
Race/Ethnicity				
American Indian or Alaska Native	340	328	326	333
Asian	340	341	347	337
Black or African American	327	–	325	299
Hispanic	322	321	327	324
Native Hawaiian or Pacific Islander	323	319	–	–
Two or More Races	316	312	323	327
White	324	330	328	323

Emotional Safety

Emotional safety refers to the range of experiences in which an individual feels open to express emotions, trusts those around him, exhibits confidence, and feels excited to try something new. A student who feels emotionally safe does not dread humiliation, embarrassment, or shame. A sense of emotional safety stems from consistent attention to each student's emotional needs.

Emotionally safe learning environments can be achieved when individuals in the school building balance authenticity and care without sacrificing the boundaries and hierarchy that keep students safe. Students need to feel freedom from harsh consequences, bullying, and mistreatment from adults and peers. Positive behavioral interventions and supports help engender emotionally safe environments, where respect is encouraged and students are intentionally taught pro-social skills.

Schools that demonstrate an emotionally safe environment may have students who report strong feelings of acceptance and belonging. Students also may feel that they get along well with other students. Staff members should continue to ensure strategies that promote emotional safety are consistently implemented schoolwide.



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	2015	2016	2017	2018
Agency Level				
School	310	316	316	322
District	326	326	329	330
Gender				
Female	303	312	311	313
Male	318	320	321	331
Grade				
9th Grade	318	317	325	325
10th Grade	308	305	312	323
11th Grade	307	318	308	320
12th Grade	305	322	322	318
Race/Ethnicity				
American Indian or Alaska Native	308	325	293	311
Asian	345	337	332	345
Black or African American	325	–	313	301
Hispanic	313	320	316	323
Native Hawaiian or Pacific Islander	305	317	–	–
Two or More Races	302	312	313	321
White	308	312	317	322