

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.

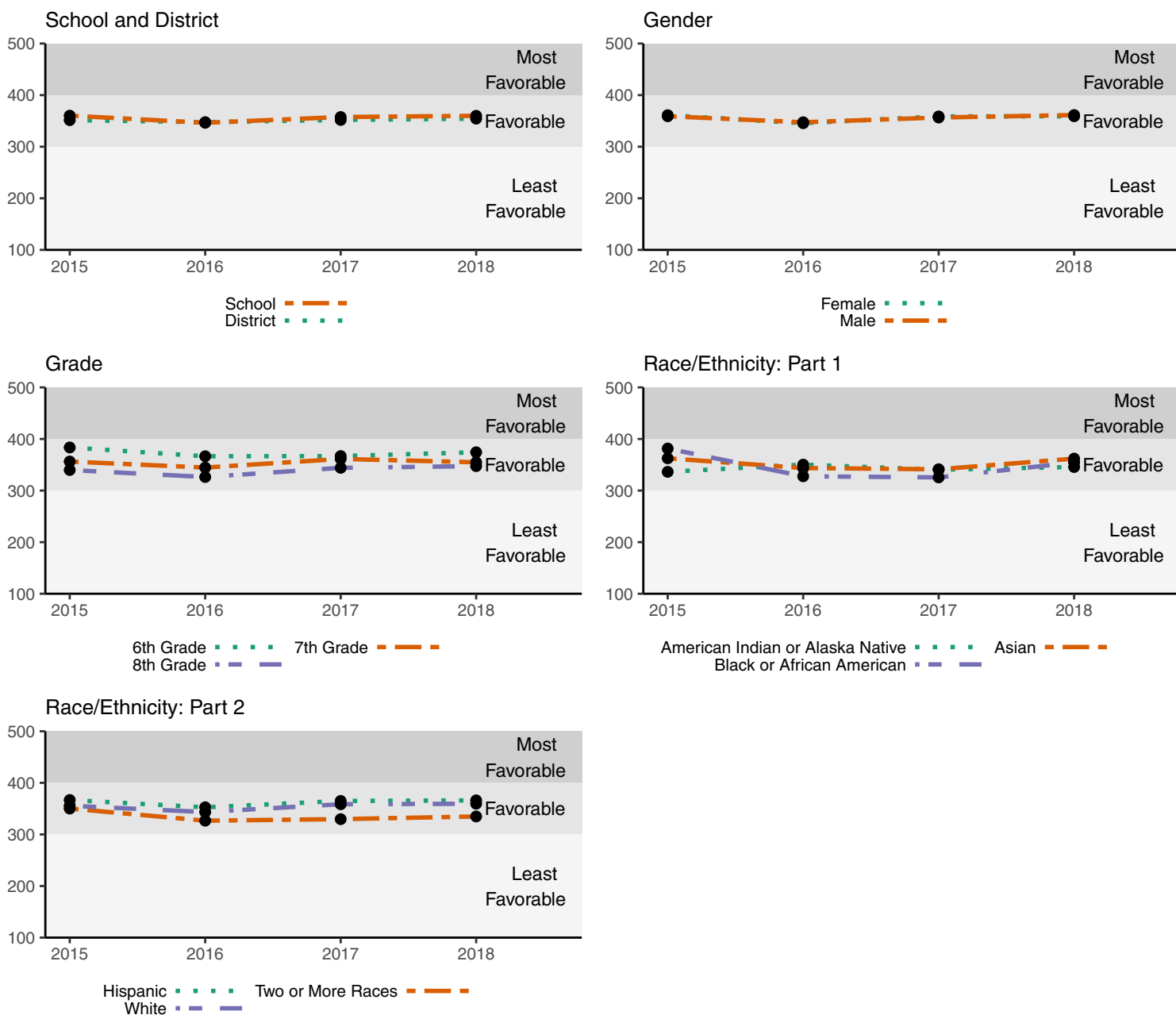


Christy McGill
Director, Office for a Safe and Respectful Learning Environment

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.



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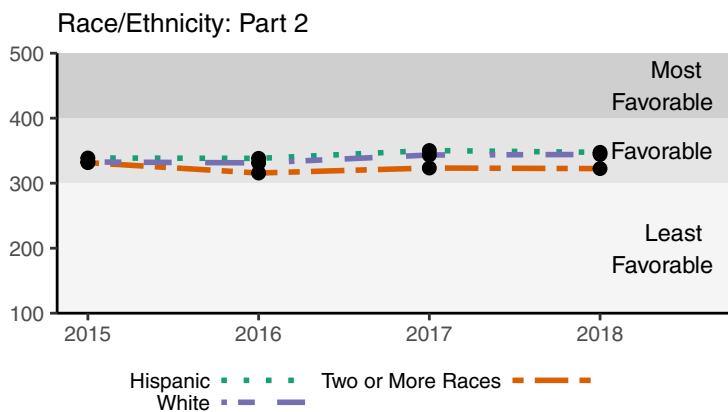
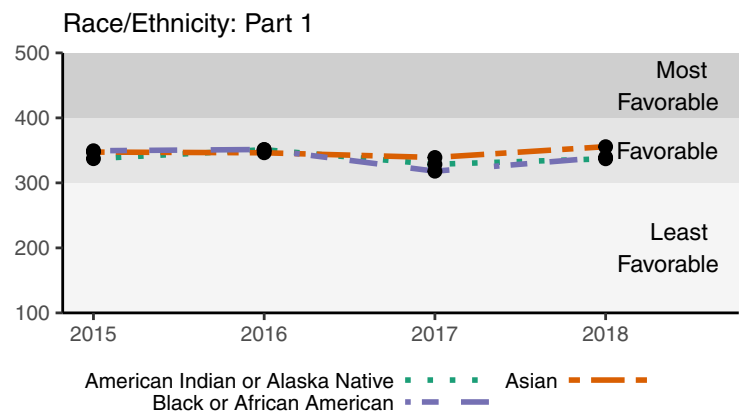
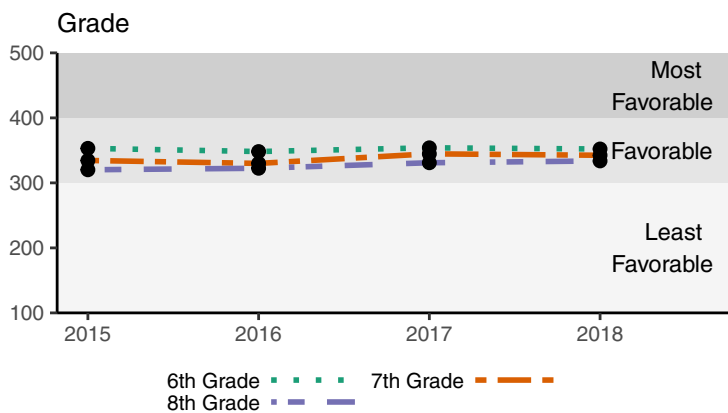
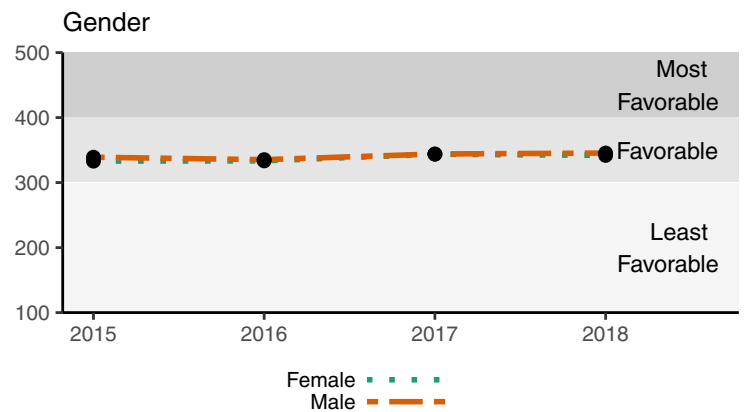
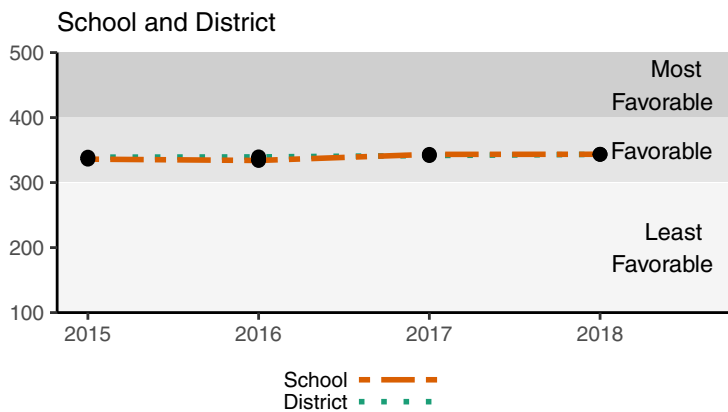
	2015	2016	2017	2018
Agency Level				
School	360	346	358	360
District	352	348	352	354
Gender				
Female	361	346	359	359
Male	359	347	357	361
Grade				
6th Grade	384	367	367	374
7th Grade	356	345	361	355
8th Grade	340	326	344	347
Race/Ethnicity				
American Indian or Alaska Native	336	350	340	346
Asian	363	344	341	362
Black or African American	381	328	326	354
Hispanic	367	353	365	366
Native Hawaiian or Pacific Islander	–	–	–	–
Two or More Races	350	327	330	335
White	356	343	359	360

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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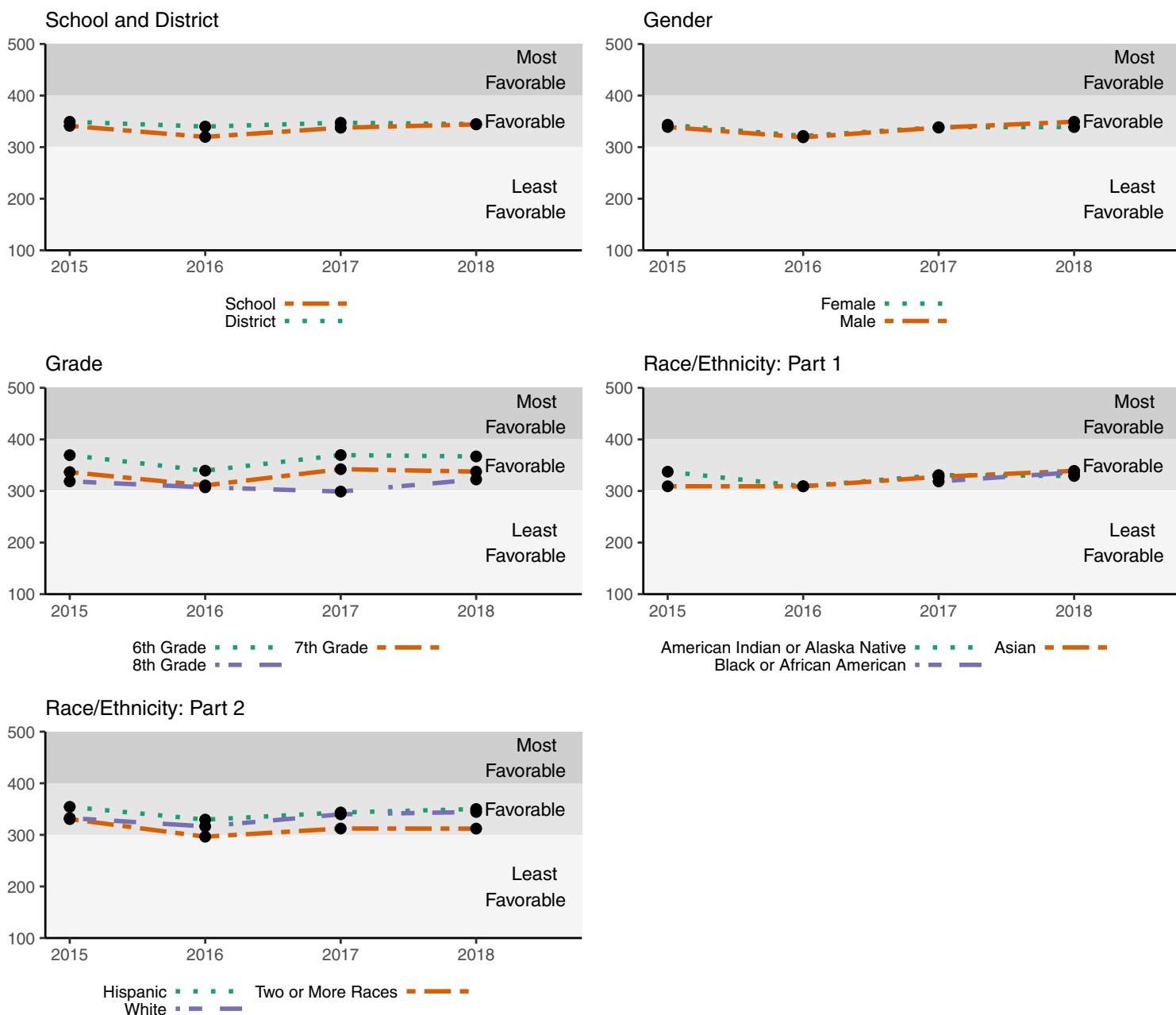
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	2015	2016	2017	2018
Agency Level				
School	336	334	343	344
District	339	340	342	343
Gender				
Female	333	333	344	342
Male	339	335	344	345
Grade				
6th Grade	353	348	354	352
7th Grade	335	330	345	342
8th Grade	320	322	331	334
Race/Ethnicity				
American Indian or Alaska Native	337	351	329	337
Asian	347	346	339	356
Black or African American	349	351	318	339
Hispanic	339	338	350	347
Native Hawaiian or Pacific Islander	–	–	–	–
Two or More Races	332	316	323	322
White	333	331	343	344

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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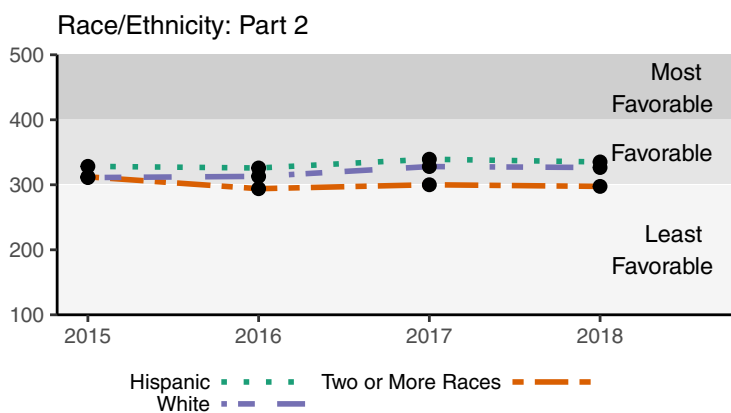
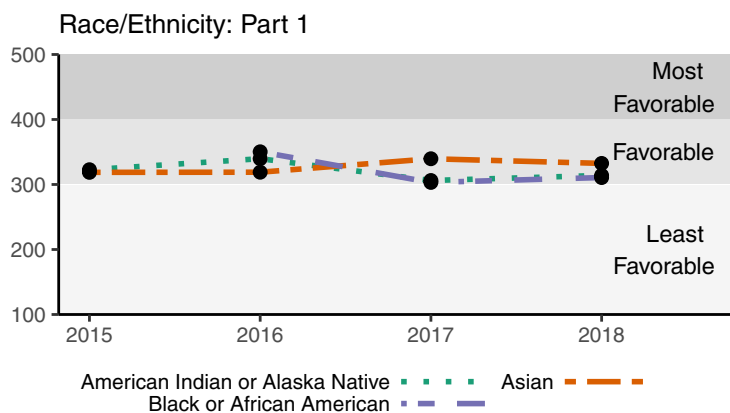
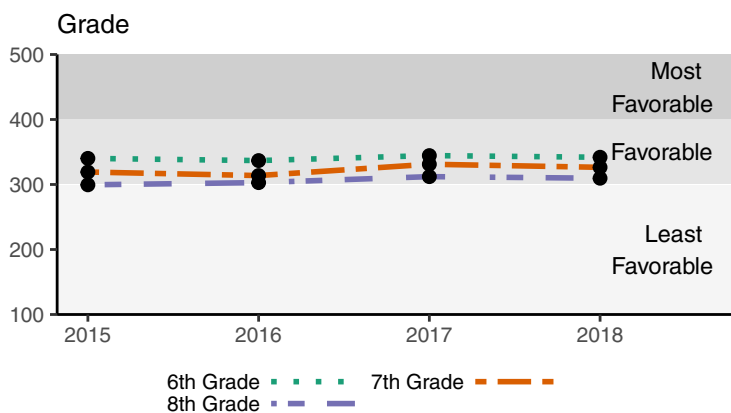
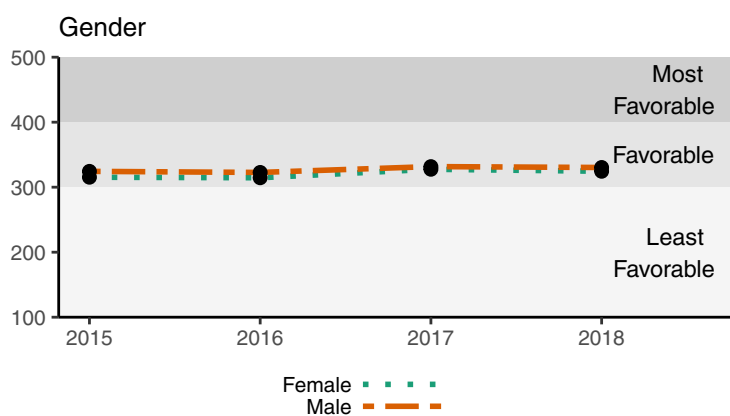
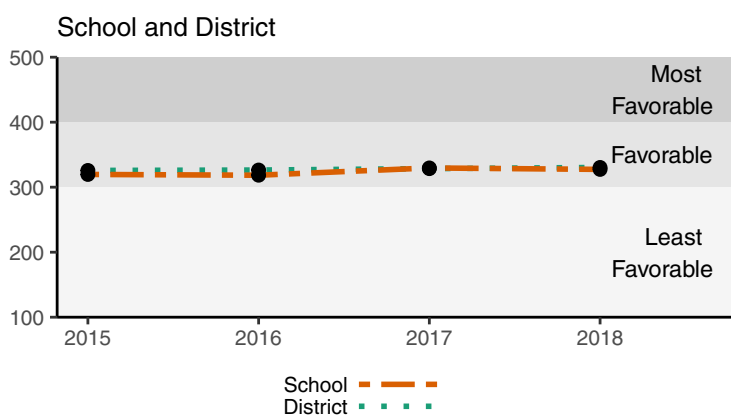
	2015	2016	2017	2018
Agency Level				
School	341	320	338	344
District	349	340	347	345
Gender				
Female	343	322	339	339
Male	339	319	338	349
Grade				
6th Grade	369	339	370	367
7th Grade	337	311	342	338
8th Grade	319	307	299	322
Race/Ethnicity				
American Indian or Alaska Native	337	309	331	329
Asian	309	309	328	339
Black or African American	–	–	319	336
Hispanic	354	330	343	350
Native Hawaiian or Pacific Islander	–	–	–	–
Two or More Races	331	296	312	312
White	333	316	340	344

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	320	318	330	327
District	326	326	329	330
Gender				
Female	315	315	328	324
Male	324	323	332	330
Grade				
6th Grade	340	337	344	342
7th Grade	319	314	331	326
8th Grade	299	303	312	310
Race/Ethnicity				
American Indian or Alaska Native	323	340	306	314
Asian	319	319	340	332
Black or African American	–	350	303	311
Hispanic	328	326	339	335
Native Hawaiian or Pacific Islander	–	–	–	–
Two or More Races	312	294	300	298
White	311	313	328	327