

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.

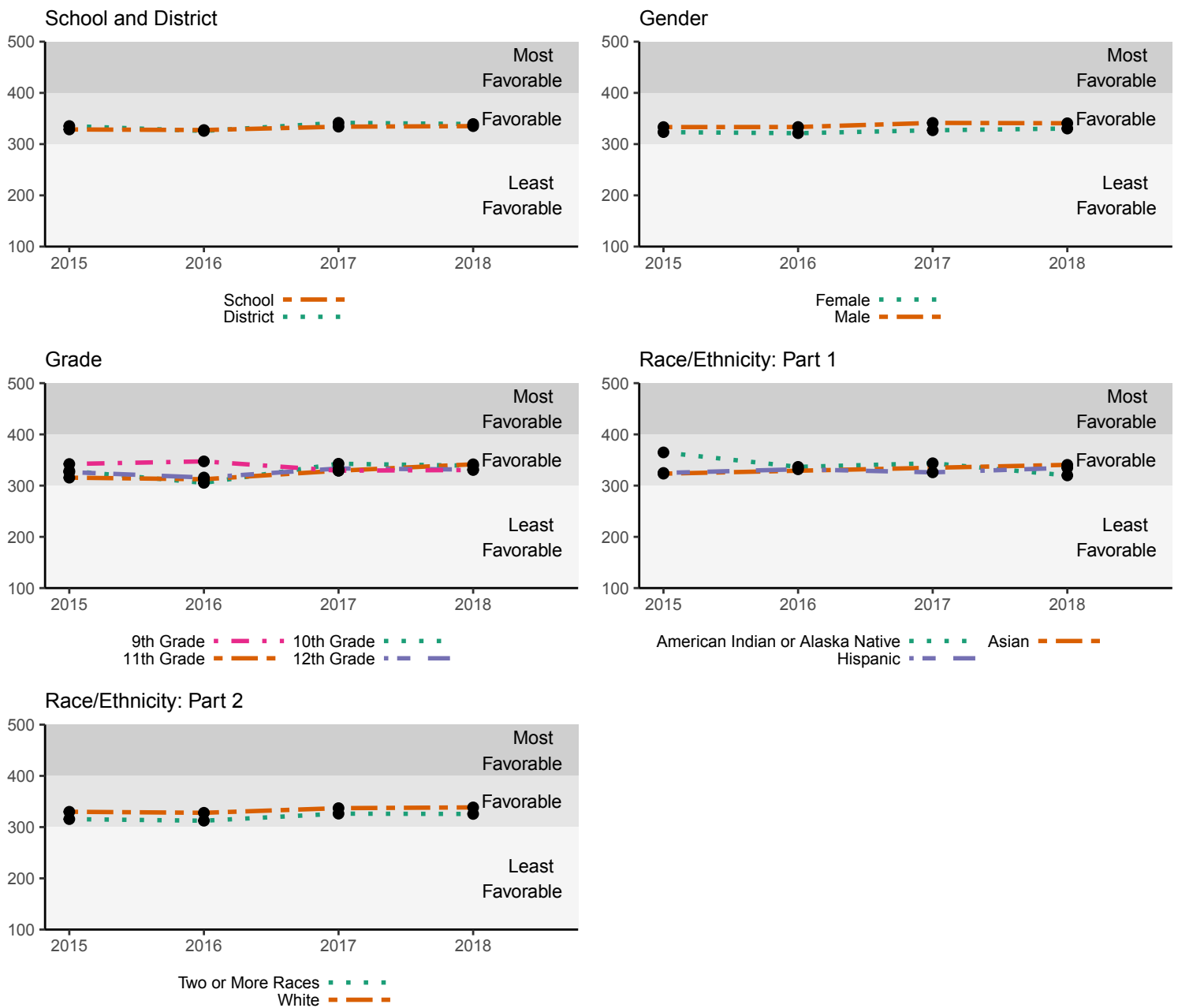


Christy McGill
Director, Office for a Safe and Respectful Learning Environment

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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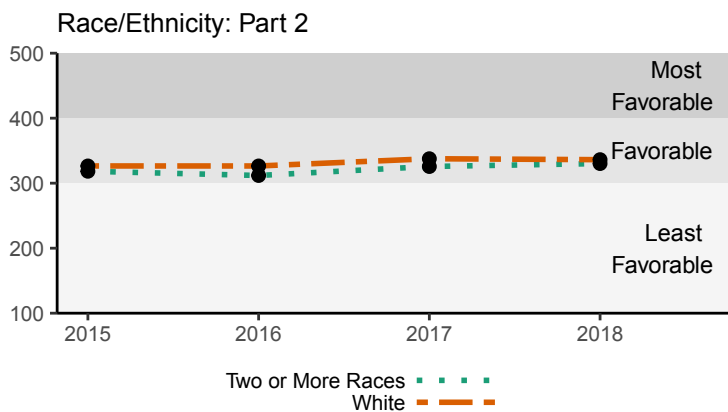
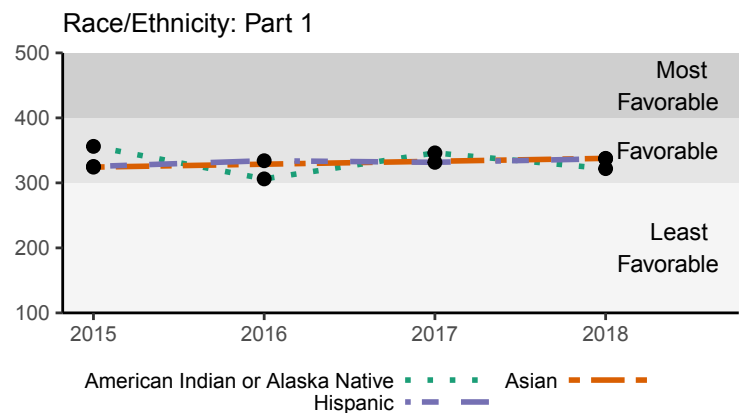
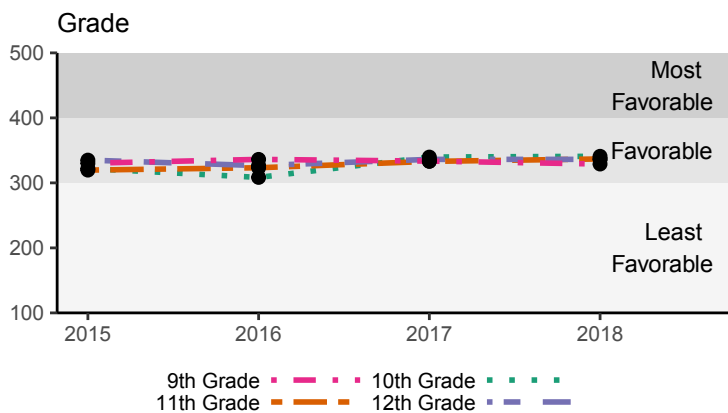
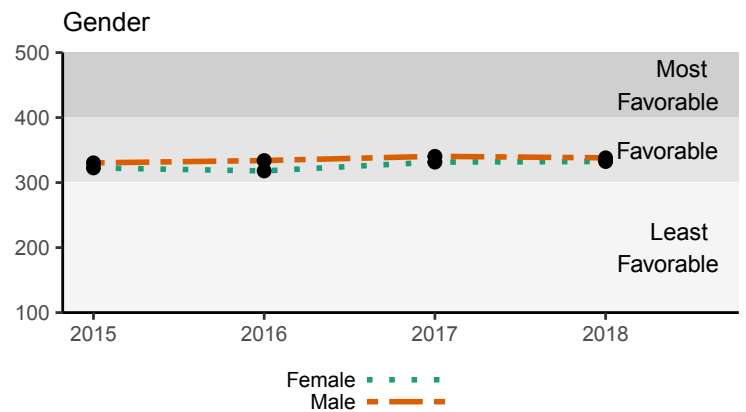
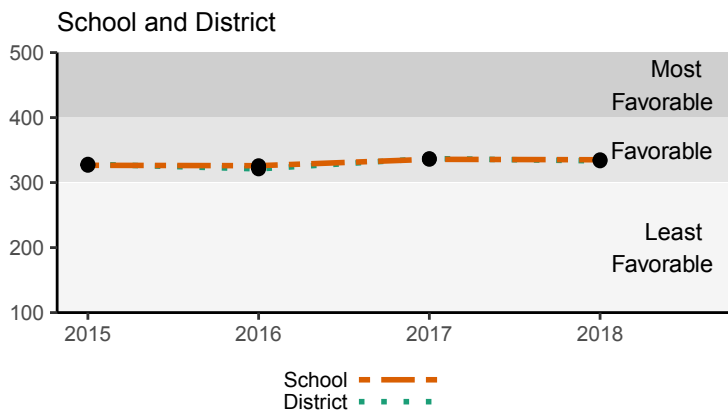
	2015	2016	2017	2018
Agency Level				
School	329	328	334	335
District	335	326	342	339
Gender				
Female	323	321	327	330
Male	333	333	341	341
Grade				
9th Grade	342	347	329	330
10th Grade	329	305	343	339
11th Grade	316	312	329	342
12th Grade	326	316	333	331
Race/Ethnicity				
American Indian or Alaska Native	365	337	344	320
Asian	323	–	–	341
Black or African American	–	–	–	–
Hispanic	325	332	326	335
Native Hawaiian or Pacific Islander	338	–	–	–
Two or More Races	316	312	326	326
White	330	328	337	338

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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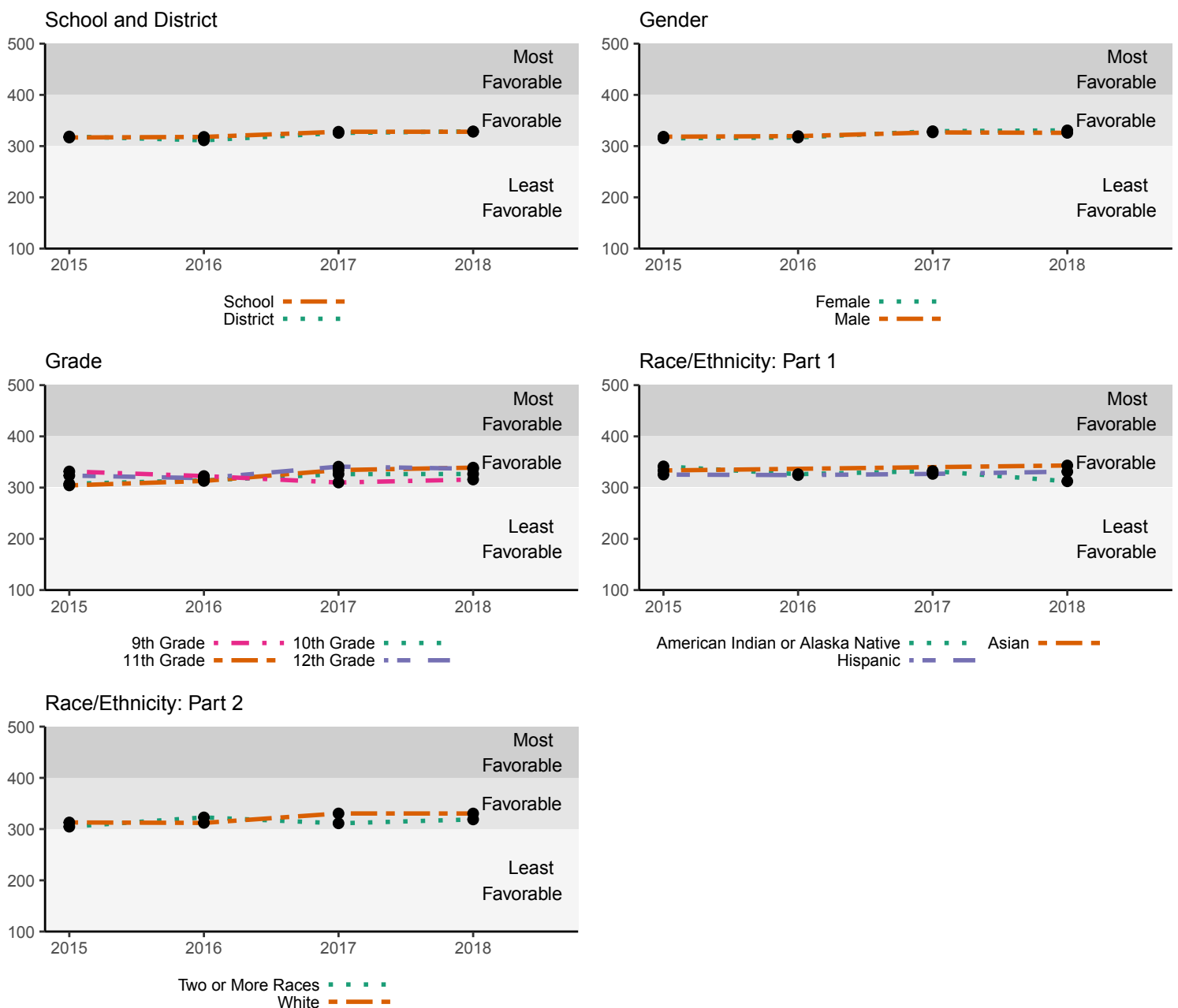
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	2015	2016	2017	2018
Agency Level				
School	327	326	336	335
District	328	321	337	333
Gender				
Female	323	318	332	332
Male	330	334	340	338
Grade				
9th Grade	330	336	334	329
10th Grade	322	308	340	341
11th Grade	320	323	333	337
12th Grade	335	327	336	336
Race/Ethnicity				
American Indian or Alaska Native	356	306	346	322
Asian	324	–	–	338
Black or African American	–	–	–	–
Hispanic	325	334	332	337
Native Hawaiian or Pacific Islander	330	–	–	–
Two or More Races	318	312	326	330
White	326	326	338	336

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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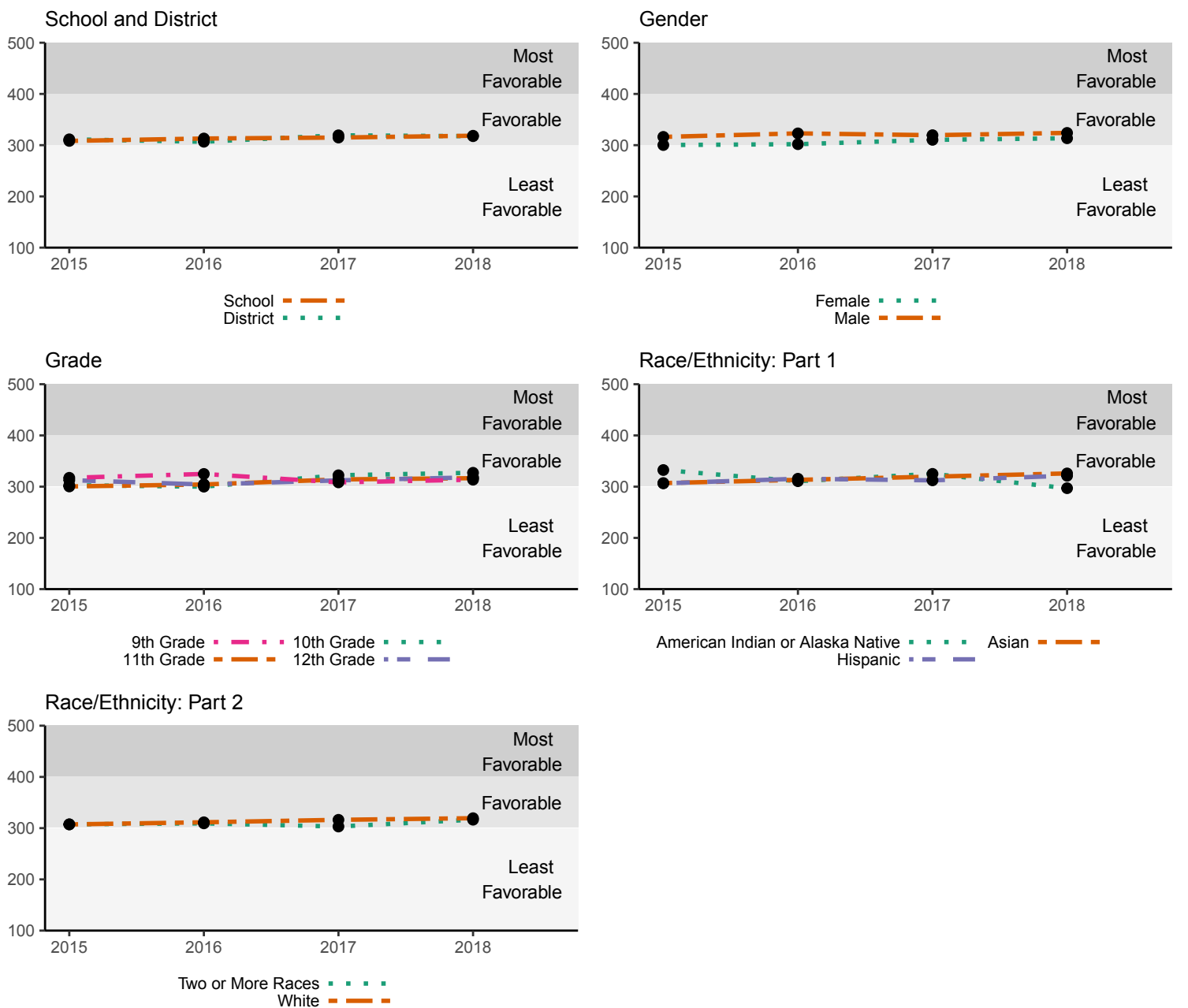
	2015	2016	2017	2018
Agency Level				
School	317	318	328	328
District	319	311	326	329
Gender				
Female	315	317	329	331
Male	318	320	327	326
Grade				
9th Grade	332	323	310	316
10th Grade	307	314	326	327
11th Grade	304	313	334	339
12th Grade	324	318	341	337
Race/Ethnicity				
American Indian or Alaska Native	341	326	332	312
Asian	333	–	–	343
Black or African American	–	–	–	–
Hispanic	325	324	327	331
Native Hawaiian or Pacific Islander	307	–	–	–
Two or More Races	305	323	311	319
White	313	312	330	330

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	308	313	315	318
District	311	307	319	318
Gender				
Female	300	302	310	313
Male	316	323	320	324
Grade				
9th Grade	317	325	308	314
10th Grade	303	300	322	327
11th Grade	300	304	314	317
12th Grade	313	304	312	318
Race/Ethnicity				
American Indian or Alaska Native	332	311	325	297
Asian	307	–	–	326
Black or African American	–	–	–	–
Hispanic	306	315	312	321
Native Hawaiian or Pacific Islander	318	–	–	–
Two or More Races	308	309	303	316
White	307	311	316	319