

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.

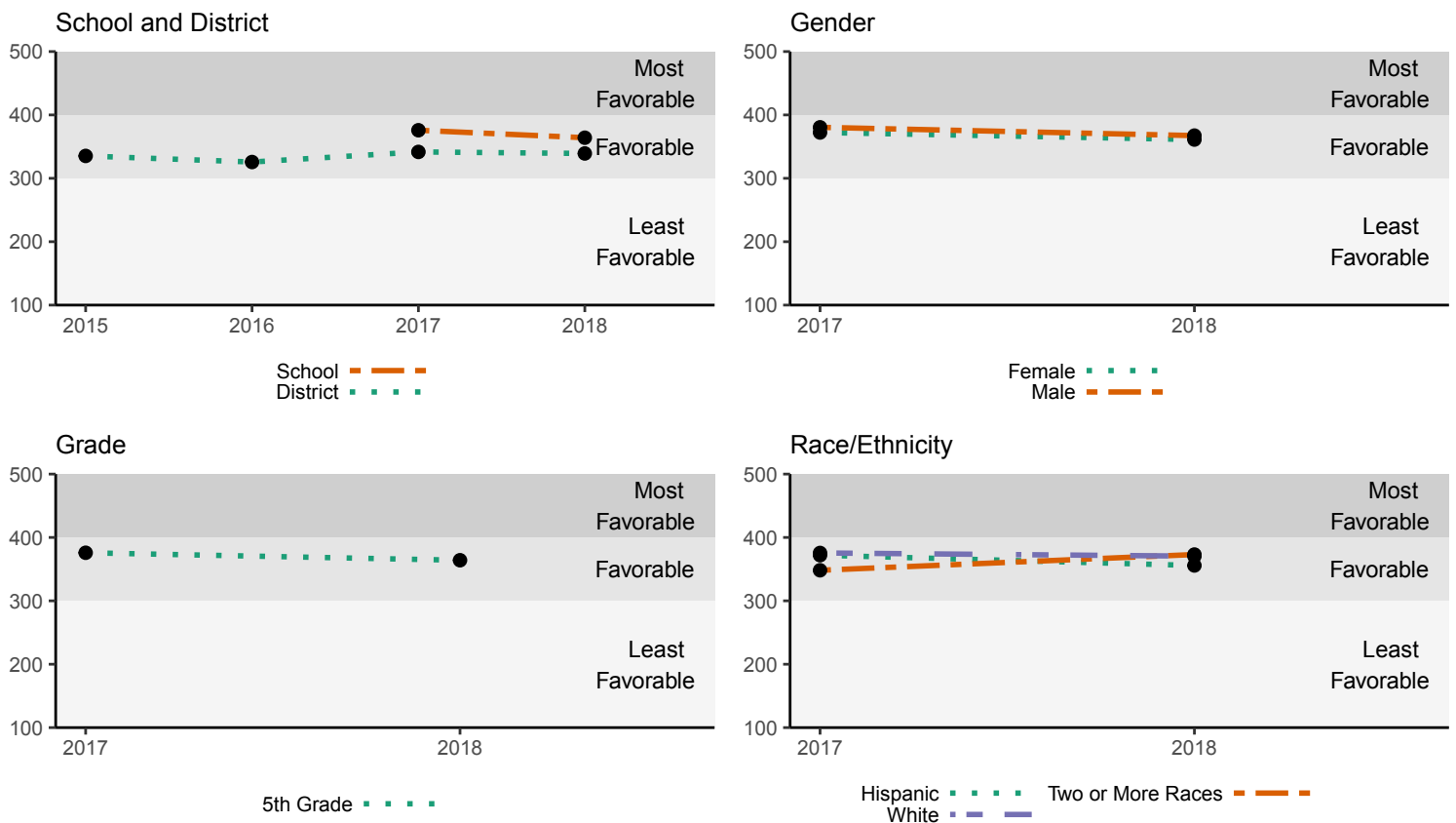


Christy McGill
 Director, Office for a Safe and Respectful Learning Environment

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 **2017**, there were 222 students surveyed in your school. Out of these students, no groups scored in the *most favorable* category. The groups School, Female, Male, 5th Grade, American Indian or Alaska Native, Hispanic, Two or More Races and White scored in the *favorable* category. No groups scored in the *least favorable* category.

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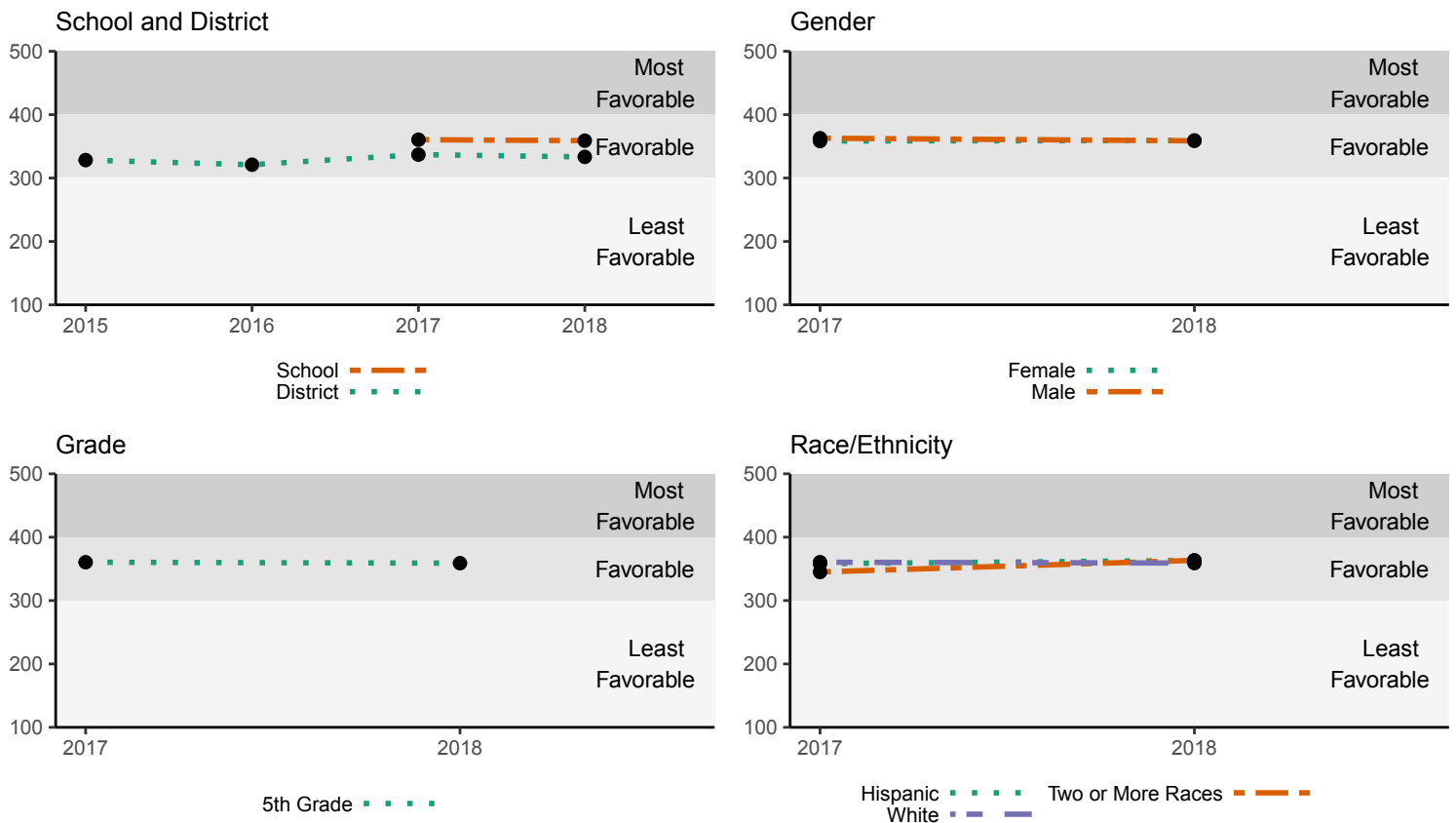
| | 2015 | 2016 | 2017 | 2018 |
|-------------------------------------|------|------|------|------|
| Agency Level | | | | |
| School | – | – | 376 | 364 |
| District | 335 | 326 | 342 | 339 |
| Gender | | | | |
| Female | – | – | 372 | 361 |
| Male | – | – | 380 | 367 |
| Grade | | | | |
| 5th Grade | – | – | 376 | 364 |
| Race/Ethnicity | | | | |
| American Indian or Alaska Native | – | – | 372 | – |
| Asian | – | – | – | – |
| Black or African American | – | – | – | – |
| Hispanic | – | – | 372 | 356 |
| Native Hawaiian or Pacific Islander | – | – | – | – |
| Two or More Races | – | – | 348 | 373 |
| White | – | – | 376 | 371 |

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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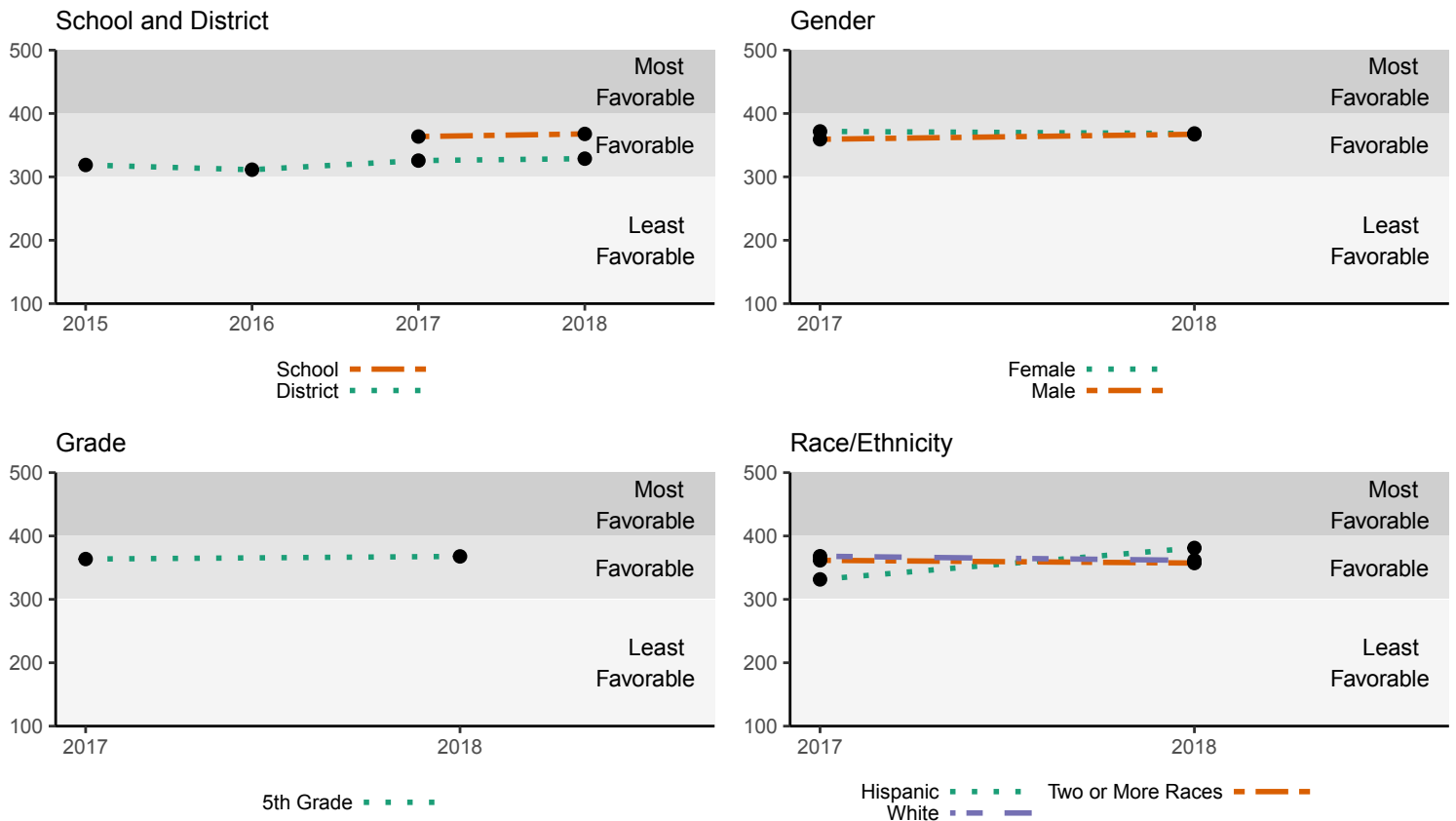
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| | 2015 | 2016 | 2017 | 2018 |
|-------------------------------------|------|------|------|------|
| Agency Level | | | | |
| School | – | – | 360 | 359 |
| District | 328 | 321 | 337 | 333 |
| Gender | | | | |
| Female | – | – | 358 | 359 |
| Male | – | – | 363 | 359 |
| Grade | | | | |
| 5th Grade | – | – | 360 | 359 |
| Race/Ethnicity | | | | |
| American Indian or Alaska Native | – | – | 347 | – |
| Asian | – | – | – | – |
| Black or African American | – | – | – | – |
| Hispanic | – | – | 358 | 363 |
| Native Hawaiian or Pacific Islander | – | – | – | – |
| Two or More Races | – | – | 345 | 363 |
| White | – | – | 361 | 359 |

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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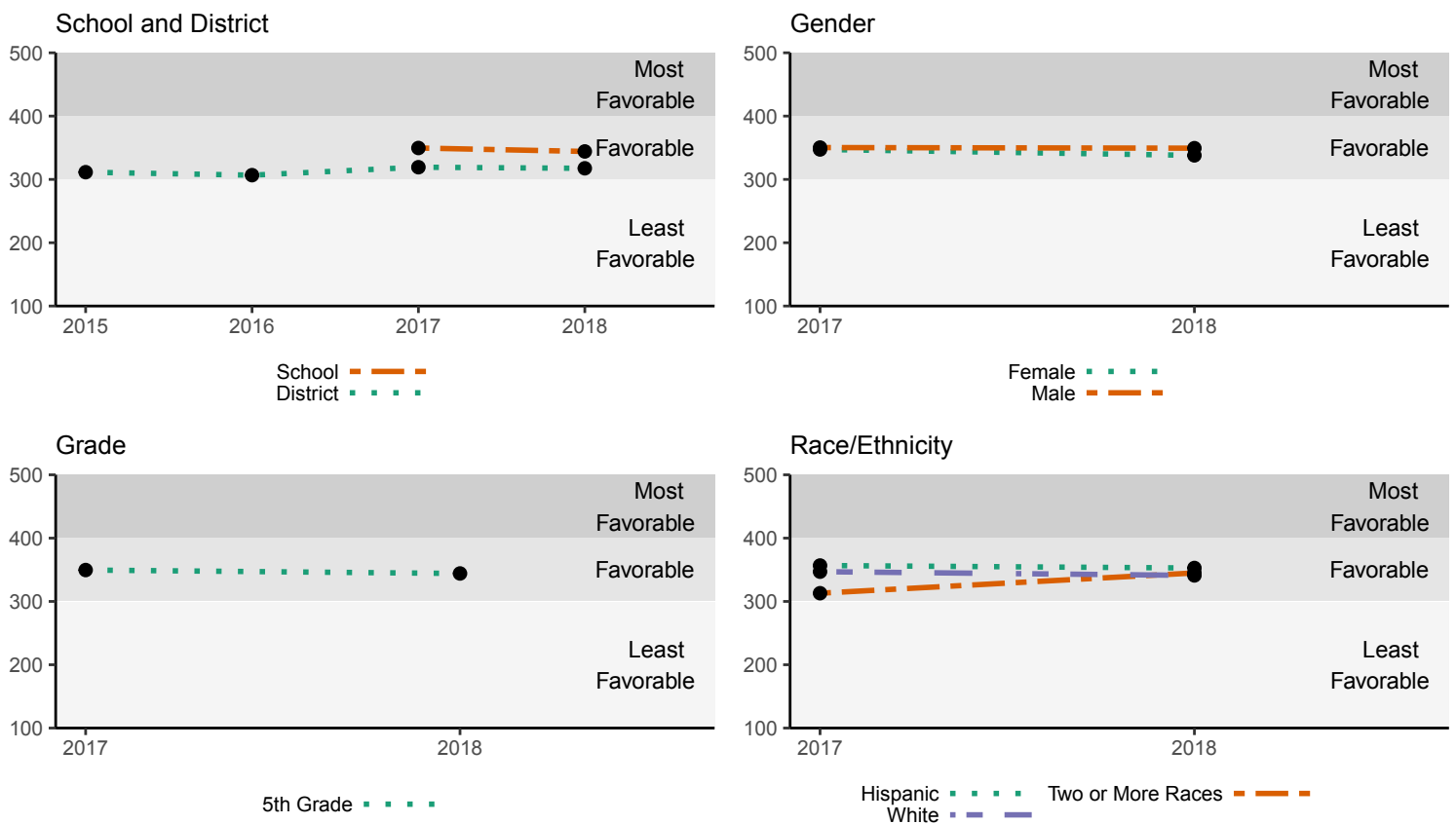
| | 2015 | 2016 | 2017 | 2018 |
|-------------------------------------|------|------|------|------|
| Agency Level | | | | |
| School | – | – | 364 | 368 |
| District | 319 | 311 | 326 | 329 |
| Gender | | | | |
| Female | – | – | 372 | 368 |
| Male | – | – | 359 | 367 |
| Grade | | | | |
| 5th Grade | – | – | 364 | 368 |
| Race/Ethnicity | | | | |
| American Indian or Alaska Native | – | – | 376 | – |
| Asian | – | – | – | – |
| Black or African American | – | – | – | – |
| Hispanic | – | – | 332 | 381 |
| Native Hawaiian or Pacific Islander | – | – | – | – |
| Two or More Races | – | – | 362 | 357 |
| White | – | – | 368 | 362 |

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 | – | – | 350 | 344 |
| District | 311 | 307 | 319 | 318 |
| Gender | | | | |
| Female | – | – | 347 | 338 |
| Male | – | – | 350 | 349 |
| Grade | | | | |
| 5th Grade | – | – | 350 | 344 |
| Race/Ethnicity | | | | |
| American Indian or Alaska Native | – | – | 350 | – |
| Asian | – | – | – | – |
| Black or African American | – | – | – | – |
| Hispanic | – | – | 357 | 353 |
| Native Hawaiian or Pacific Islander | – | – | – | – |
| Two or More Races | – | – | 313 | 345 |
| White | – | – | 347 | 341 |