

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.

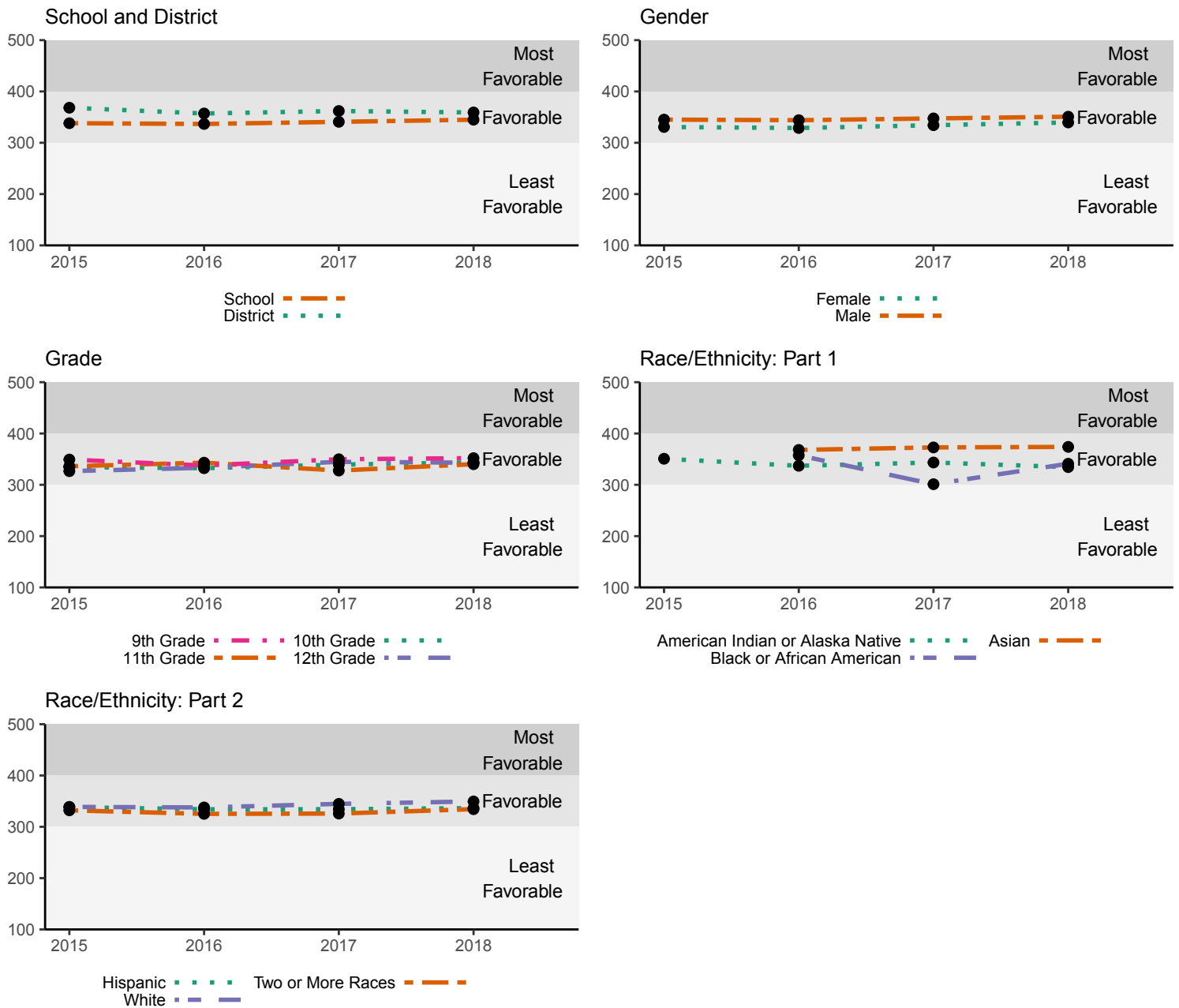


Christy McGill
Director, Office for a Safe and Respectful Learning Environment

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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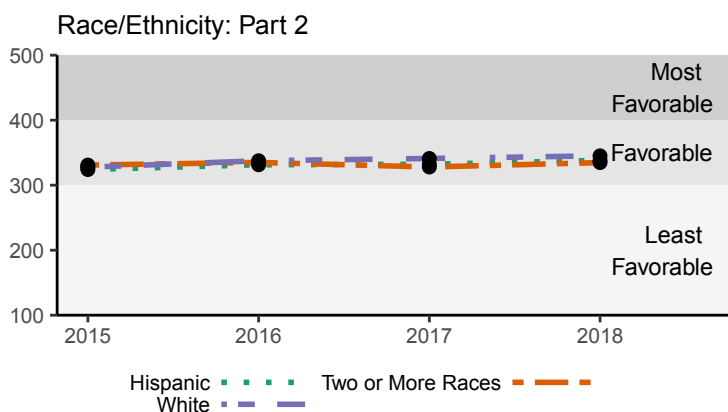
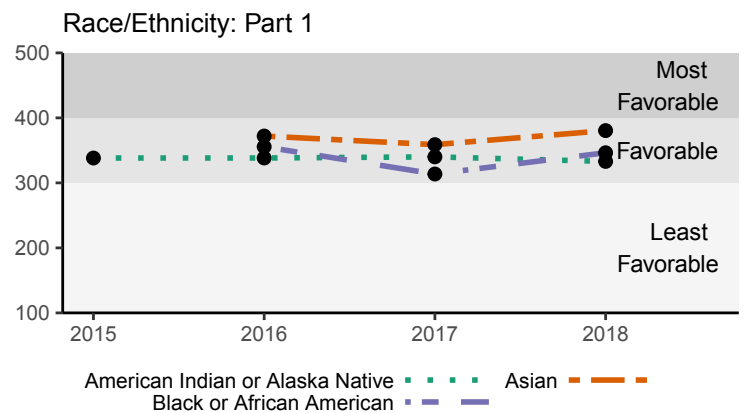
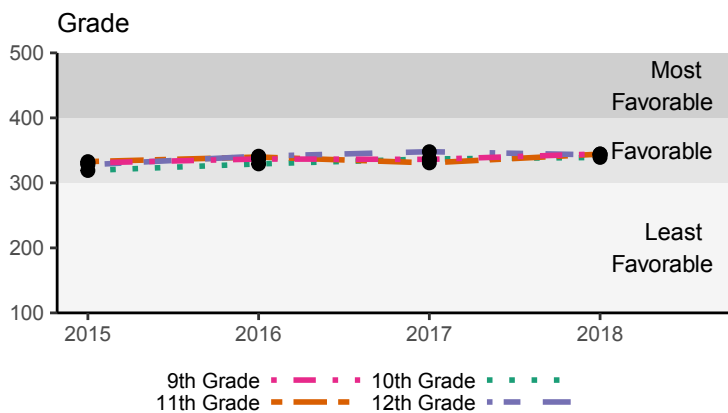
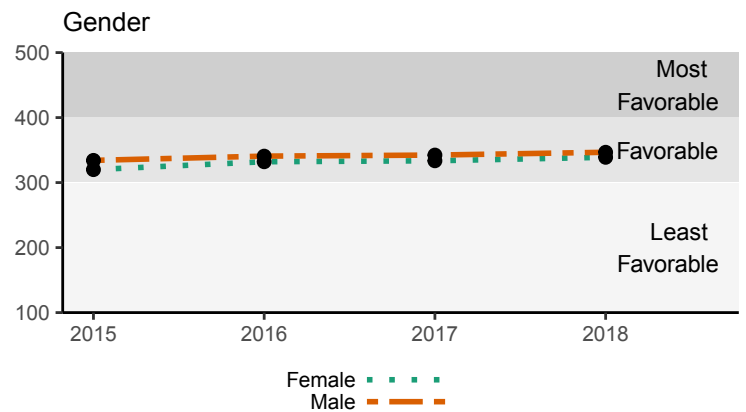
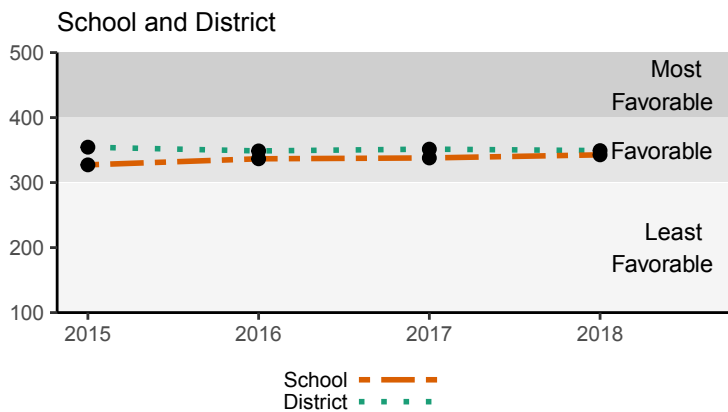
	2015	2016	2017	2018
Agency Level				
School	338	337	341	345
District	368	357	362	359
Gender				
Female	331	329	334	340
Male	345	344	347	351
Grade				
9th Grade	349	338	350	352
10th Grade	334	332	339	344
11th Grade	336	343	328	340
12th Grade	327	333	345	343
Race/Ethnicity				
American Indian or Alaska Native	351	337	343	334
Asian	–	368	373	374
Black or African American	–	357	301	341
Hispanic	338	334	334	336
Native Hawaiian or Pacific Islander	–	–	–	356
Two or More Races	332	325	326	334
White	339	338	345	349

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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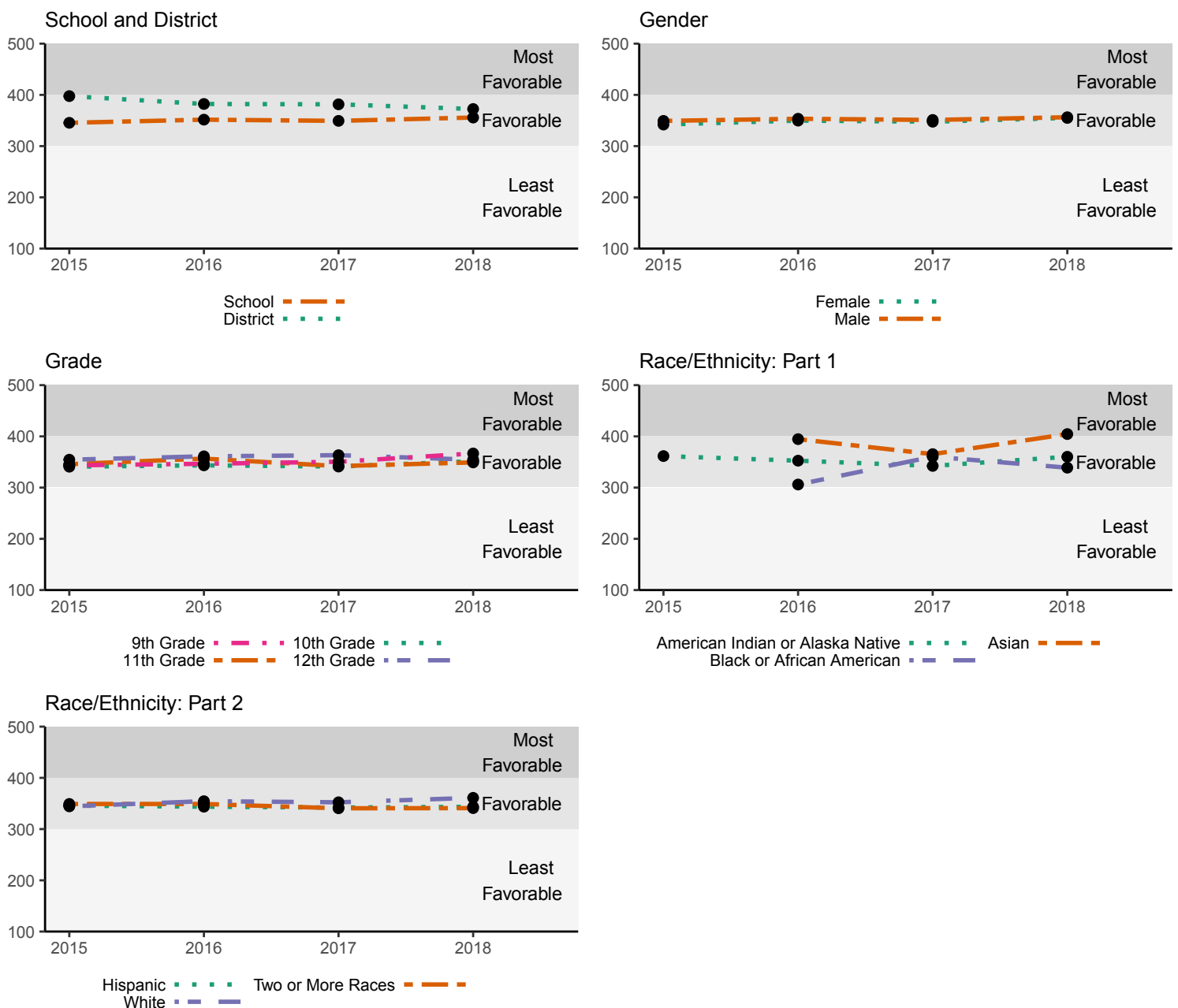
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	2015	2016	2017	2018
Agency Level				
School	327	337	338	343
District	354	349	351	349
Gender				
Female	320	332	334	339
Male	334	341	342	347
Grade				
9th Grade	331	337	336	345
10th Grade	319	329	337	339
11th Grade	333	340	331	344
12th Grade	328	341	348	343
Race/Ethnicity				
American Indian or Alaska Native	338	338	340	333
Asian	–	372	359	380
Black or African American	–	356	314	346
Hispanic	324	331	332	338
Native Hawaiian or Pacific Islander	–	–	–	341
Two or More Races	331	335	328	335
White	328	338	341	345

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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In **2018**, there were 1,458 students surveyed in your school. Out of these students the following group scored in the *most favorable category*: Asian. The groups School, Female, Male, 9th Grade, 10th Grade, 11th Grade, 12th Grade, American Indian or Alaska Native, Black or African American, Hispanic, Two or More Races and White scored in the *favorable* category. No groups scored in the *least favorable* category.

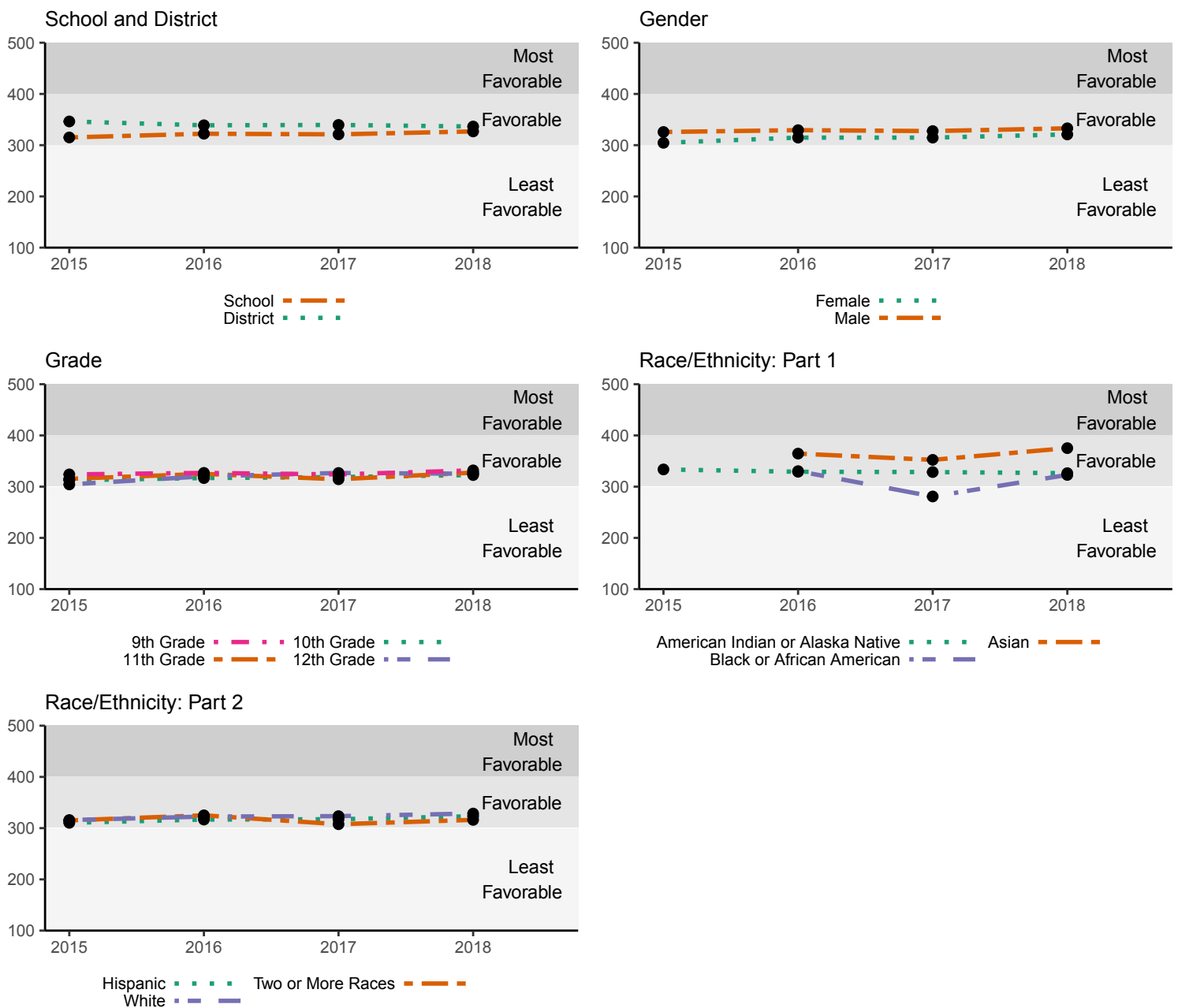
	2015	2016	2017	2018
Agency Level				
School	346	352	349	356
District	398	382	382	372
Gender				
Female	342	350	348	355
Male	349	353	351	356
Grade				
9th Grade	343	346	350	367
10th Grade	341	343	341	352
11th Grade	346	357	342	349
12th Grade	354	361	363	354
Race/Ethnicity				
American Indian or Alaska Native	362	353	342	360
Asian	–	395	365	404
Black or African American	–	306	360	339
Hispanic	346	344	342	343
Native Hawaiian or Pacific Islander	–	–	–	–
Two or More Races	349	349	341	341
White	344	354	352	361

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	315	322	321	327
District	346	339	340	336
Gender				
Female	305	315	315	321
Male	326	329	328	333
Grade				
9th Grade	324	327	324	332
10th Grade	312	317	319	323
11th Grade	315	325	314	327
12th Grade	304	320	327	325
Race/Ethnicity				
American Indian or Alaska Native	334	329	328	326
Asian	–	365	352	375
Black or African American	–	330	281	323
Hispanic	310	317	317	323
Native Hawaiian or Pacific Islander	–	–	–	–
Two or More Races	315	325	308	316
White	316	323	323	329