

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.

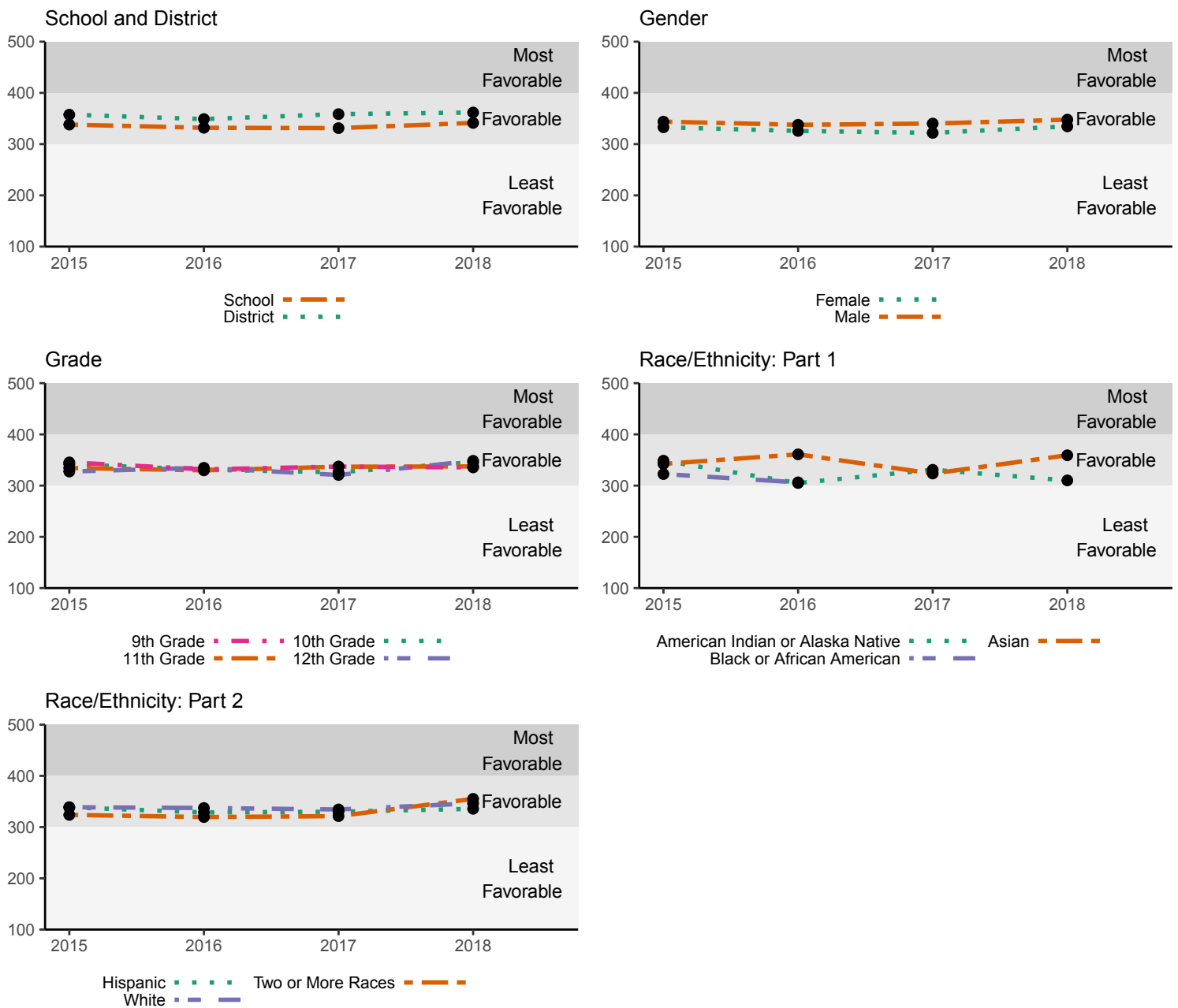


Christy McGill  
Director, Office for a Safe and Respectful Learning Environment

## 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 1,080 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.

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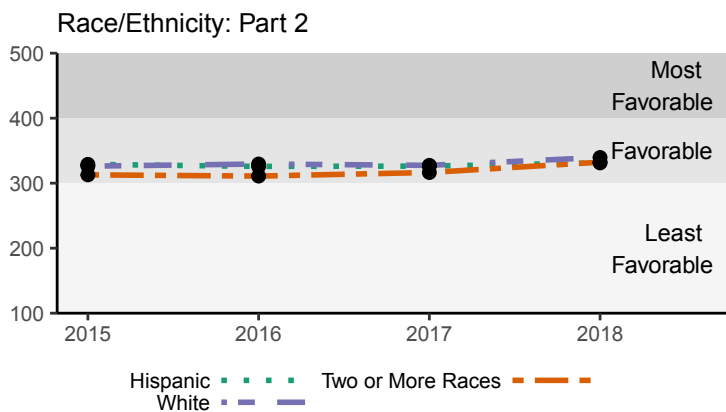
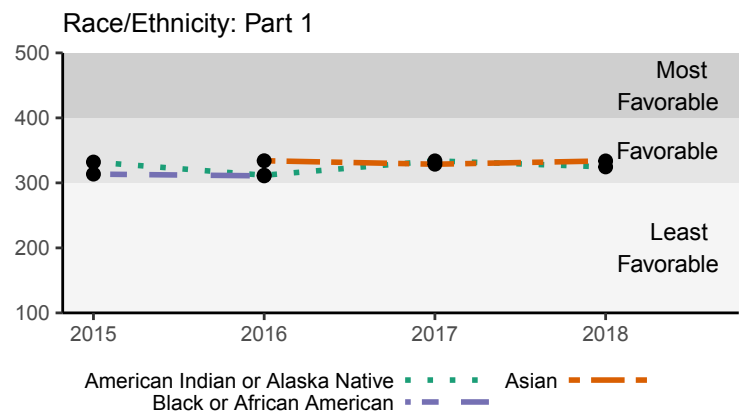
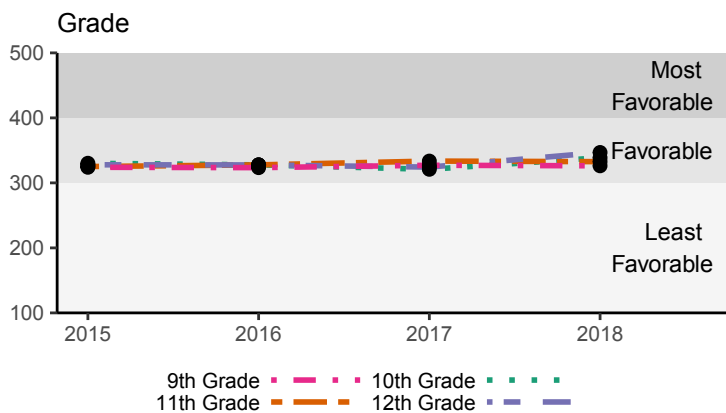
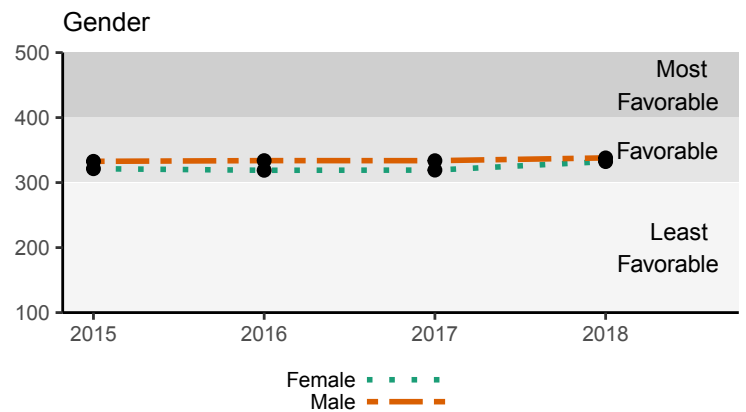
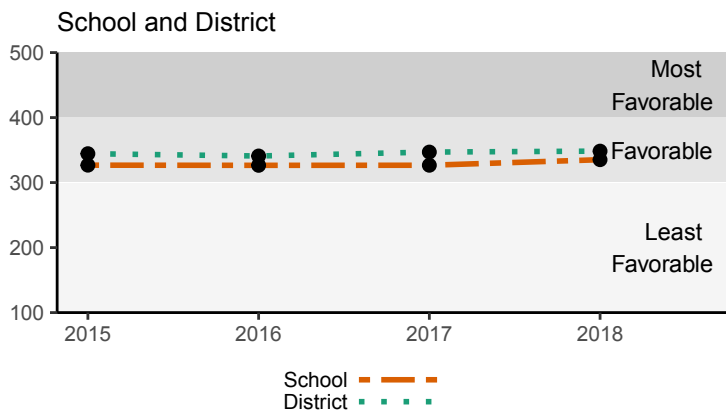
	2015	2016	2017	2018
<b>Agency Level</b>				
School	338	332	331	341
District	357	349	359	362
<b>Gender</b>				
Female	333	326	322	335
Male	344	338	340	348
<b>Grade</b>				
9th Grade	345	332	337	336
10th Grade	342	331	326	346
11th Grade	334	330	337	337
12th Grade	327	335	321	348
<b>Race/Ethnicity</b>				
American Indian or Alaska Native	349	305	331	310
Asian	342	361	324	359
Black or African American	323	306	–	–
Hispanic	339	329	330	336
Native Hawaiian or Pacific Islander	–	–	–	–
Two or More Races	324	320	321	355
White	339	337	334	346

## 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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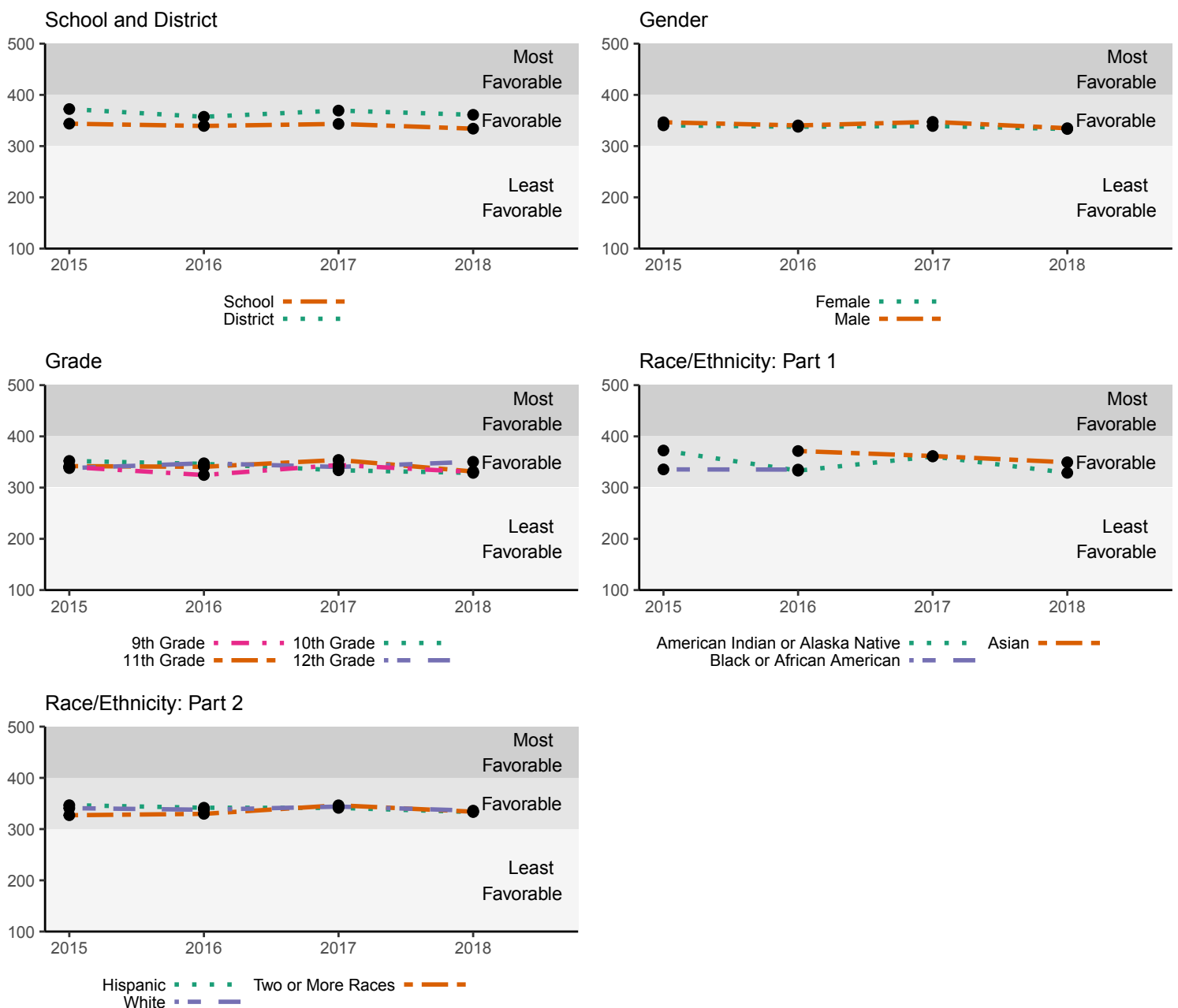
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	2015	2016	2017	2018
<b>Agency Level</b>				
School	327	327	327	335
District	344	341	347	348
<b>Gender</b>				
Female	321	319	319	332
Male	333	334	334	338
<b>Grade</b>				
9th Grade	324	323	327	326
10th Grade	330	328	321	339
11th Grade	325	328	334	333
12th Grade	328	328	324	347
<b>Race/Ethnicity</b>				
American Indian or Alaska Native	332	312	334	325
Asian	–	334	329	334
Black or African American	314	311	–	–
Hispanic	329	326	326	331
Native Hawaiian or Pacific Islander	–	–	–	–
Two or More Races	313	311	316	332
White	326	329	327	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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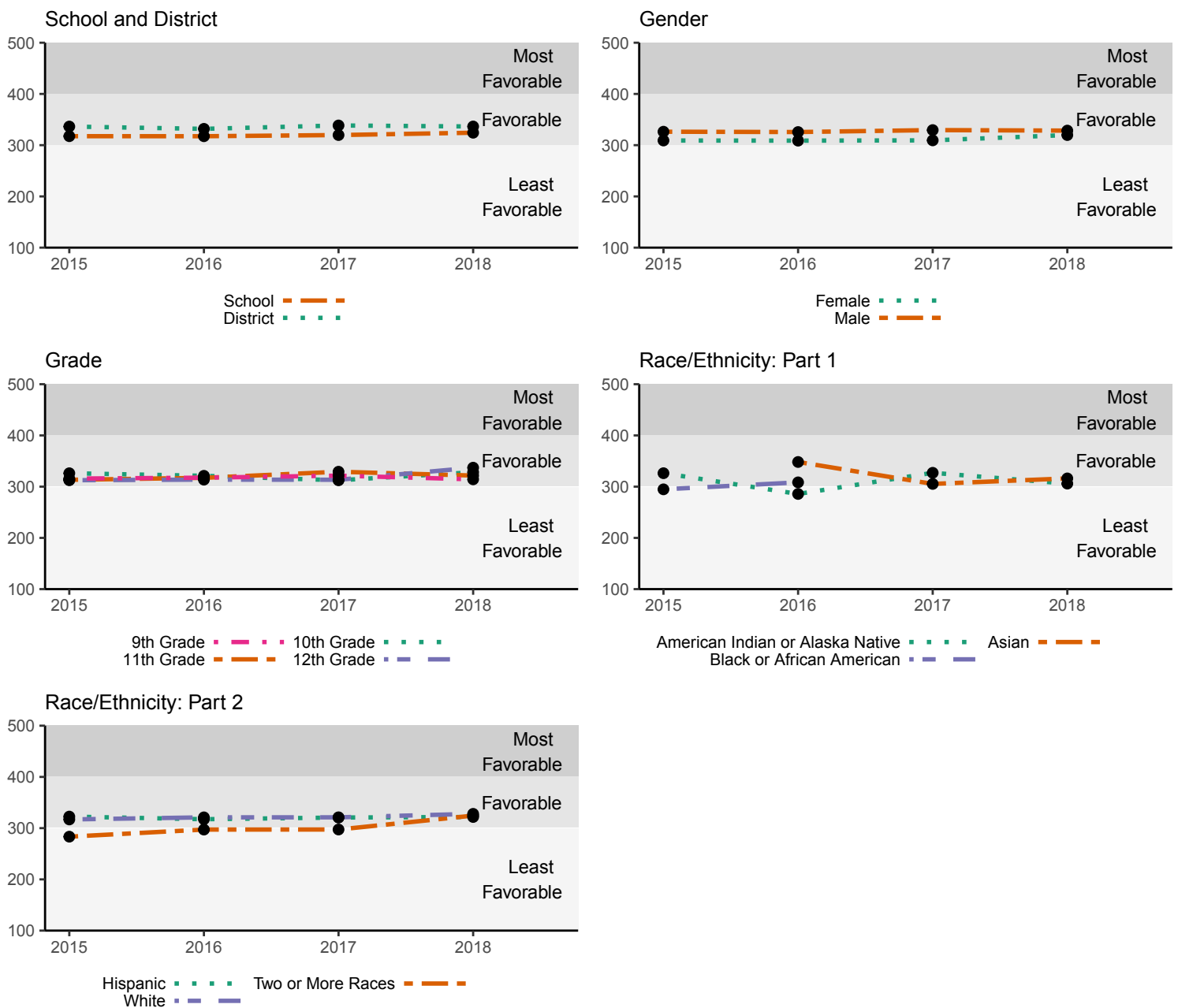
	2015	2016	2017	2018
<b>Agency Level</b>				
School	344	339	343	334
District	372	357	369	361
<b>Gender</b>				
Female	341	338	339	333
Male	347	340	347	335
<b>Grade</b>				
9th Grade	340	325	344	330
10th Grade	352	346	334	329
11th Grade	342	341	354	331
12th Grade	338	347	340	350
<b>Race/Ethnicity</b>				
American Indian or Alaska Native	372	333	361	329
Asian	–	371	362	349
Black or African American	336	335	–	–
Hispanic	347	342	341	333
Native Hawaiian or Pacific Islander	–	–	–	–
Two or More Races	327	330	346	334
White	341	338	344	336

## 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
<b>Agency Level</b>				
School	318	317	320	324
District	336	332	338	337
<b>Gender</b>				
Female	309	309	309	320
Male	326	326	329	328
<b>Grade</b>				
9th Grade	316	318	322	314
10th Grade	326	321	312	328
11th Grade	313	317	329	322
12th Grade	313	314	313	337
<b>Race/Ethnicity</b>				
American Indian or Alaska Native	326	286	327	306
Asian	–	348	305	316
Black or African American	295	308	–	–
Hispanic	323	317	321	322
Native Hawaiian or Pacific Islander	–	–	–	–
Two or More Races	283	297	297	324
White	317	321	321	328