

Fall 2021

Dear Colleagues,

The *Nevada School Climate / Social Emotional Learning Survey* was developed specifically for the state of Nevada, and represents the priorities we all share for building positive school climates for the children of Nevada. We know that by providing a safe and accepting environment, fostering meaningful relationships, and using strength - based approaches in the classroom, our children will be set up for success academically, socially, and emotionally. However, it's not up to us to say how our students are feeling in our schools; it is the students who know whether they are engaged or whether they feel safe and accepted, feel like they belong, and feel like they have meaningful relationships and can rely upon them. This survey gives our students a voice to share their perceptions. It is our hope that you use the results of your survey to celebrate your successes and make plans for continuous improvement. Feel free to contact us at the Nevada Department of Education's Office for a Safe and Respectful Learning Environment for more ideas and support as you plan to use your results.

Working together to support Nevada's children,



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

Introduction

This report presents your school's results on the five topic areas of the *Nevada School Climate / Social Emotional Learning (NV-SCSEL) Survey*. The NV-SCSEL Survey measures students' perceptions in two domains of school climate—engagement and safety—and selected topics within those domains: Cultural and Linguistic Competence, Relationships, Emotional Safety, and Physical Safety. The NV-SCSEL Survey also measures students' perceptions of their own social and emotional competencies. Through these results, you can see how your school performed compared to your district and state.

What is in this report?

Pages 2-6 present scores for each topic area on the survey. These scores aggregate individual student responses at the school level to inform a broad swath of perceptions about school climate and social-emotional skills. Pages 2-5 present survey results in scale scores ranging from 100 (low) to 500 (high), which can be interpreted as:

- 100-299: Least favorable conditions
- 300-400: Favorable conditions
- 401-500: Most favorable conditions

Page 6 presents the percentage of positive responses in student reports of their social and emotional competencies.

Pages 7-9 of this report list results for individual survey items as the percentages of students who responded in a given manner. These results can be used to provide additional context to the scale scores, but should be interpreted with caution because individual items are not as reliable as scale scores.

Planning for Improvement?

This school-level report can be used to inform decisions about how to adjust support services for students. Schools also can consider data such as safety incidents, attendance rates, and other nonacademic risk factors to evaluate the kinds of services and supports provided to students. It may be valuable to hold focus groups with your students to explore their thinking concerning each topic area. This report also includes resources on pages 7-9.

As you work with your district and school community to plan improvements, remember to focus on all students, even if the majority of students rated the school positively. Scores disaggregated by subgroup also may be useful in understanding and addressing the needs of different student populations.

Results are not reported for groups with fewer than 10 students.

Overall Results

Engagement

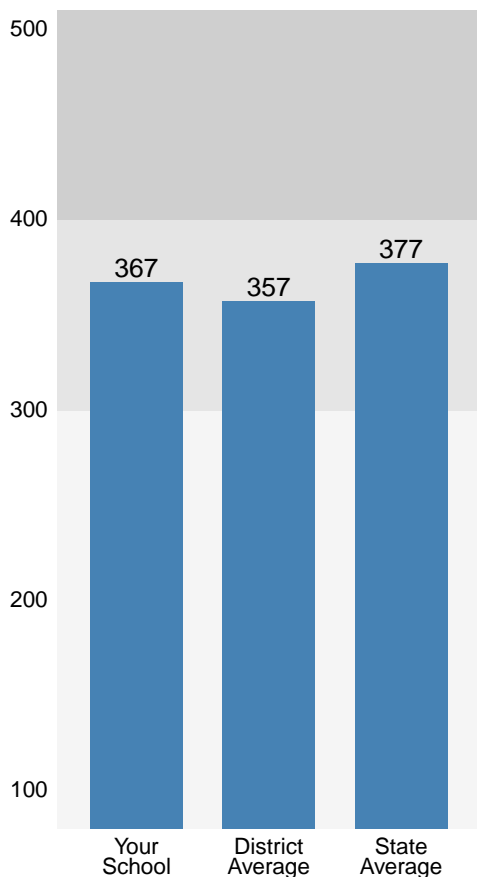
Cultural and Linguistic Competence	367
Relationships	349

Safety

Physical Safety	387
Emotional Safety	334

Social and Emotional Competence	69/100
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Overall Results

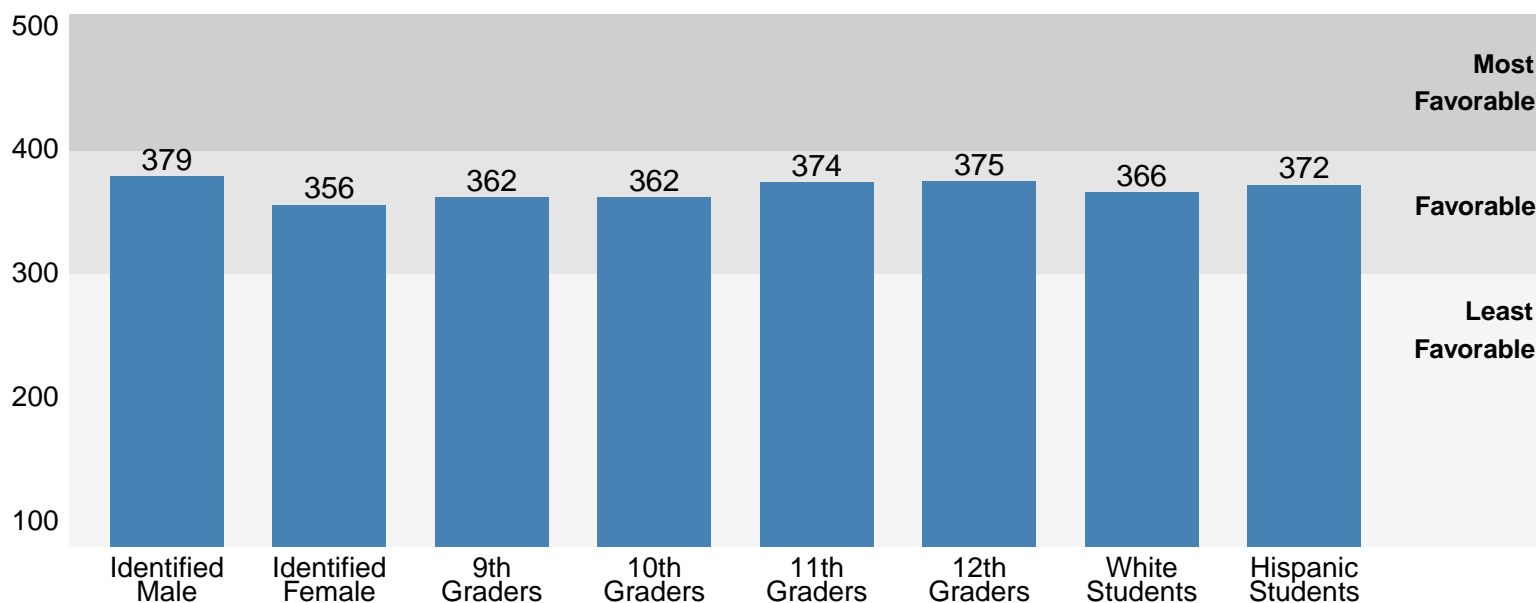


What These Results Mean

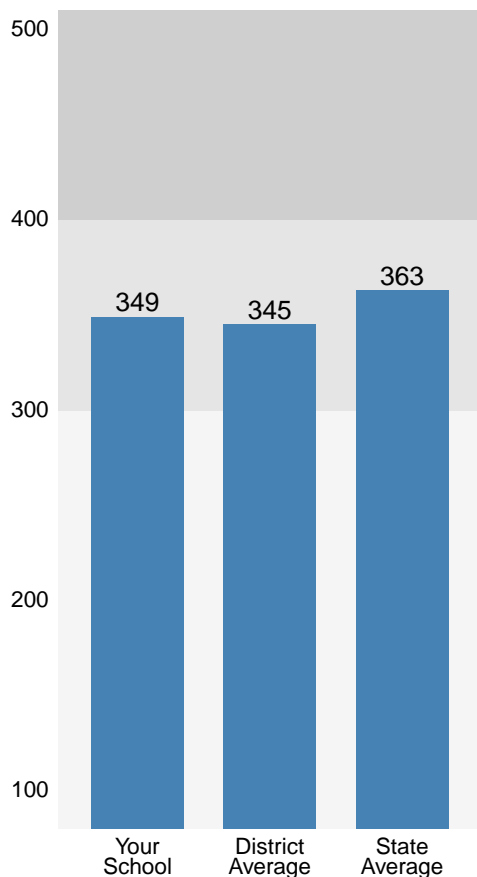
The cultural and linguistic competence scale measures perceptions of how students, their peers, and school staff demonstrate empathy, understanding, and respect for different cultures and ethnic groups. As the U.S. population grows more diverse, schools have begun to recognize how cultural differences 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.

Results by Groups of Students



Overall Results



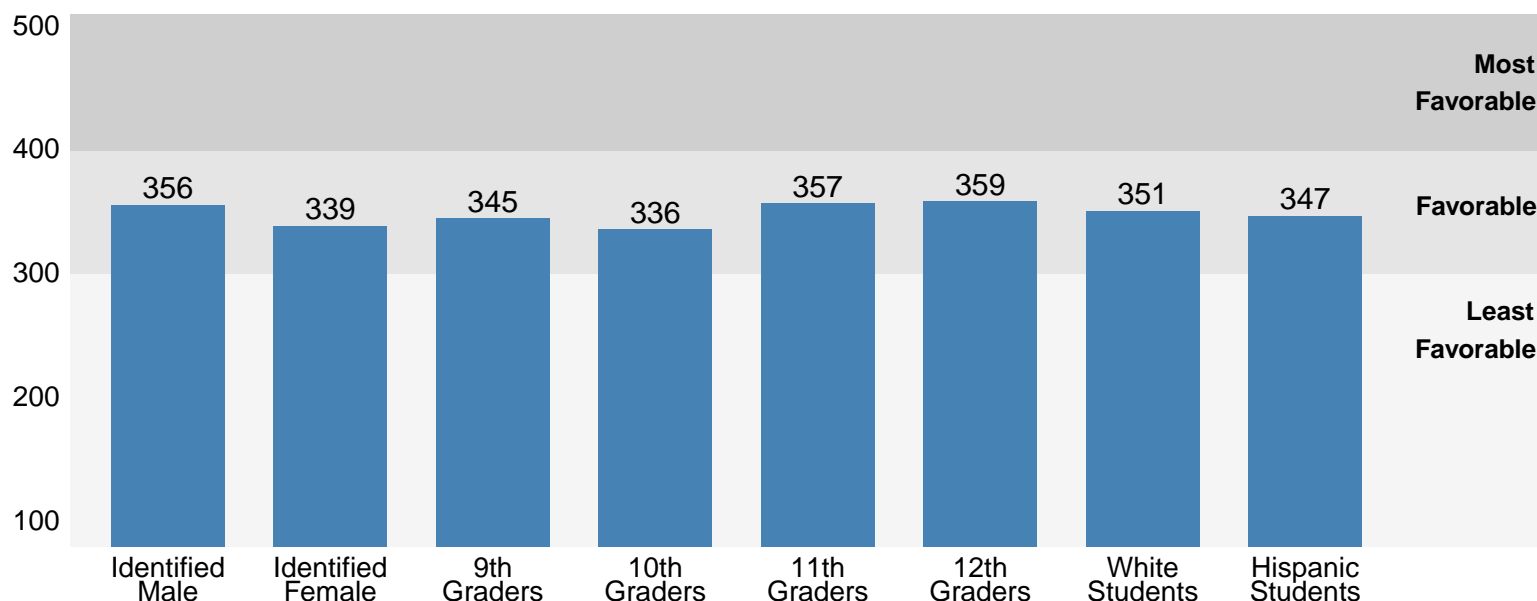
What These Results Mean

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.

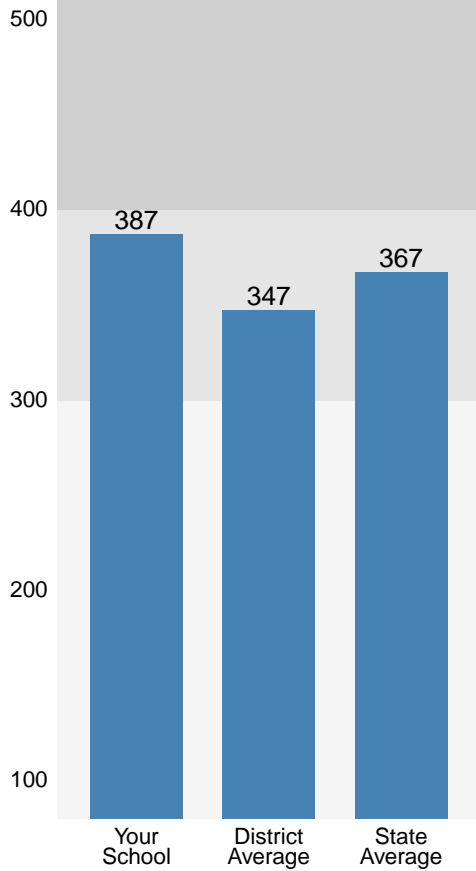
Students who have supportive relationships at school and students who feel connected to their school are more likely to succeed: they have better attendance, grades, test scores, and persistence in school. These students are also less likely to experience emotional problems, substance abuse problems, 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.

Results by Groups of Students



Overall Results



What These Results Mean

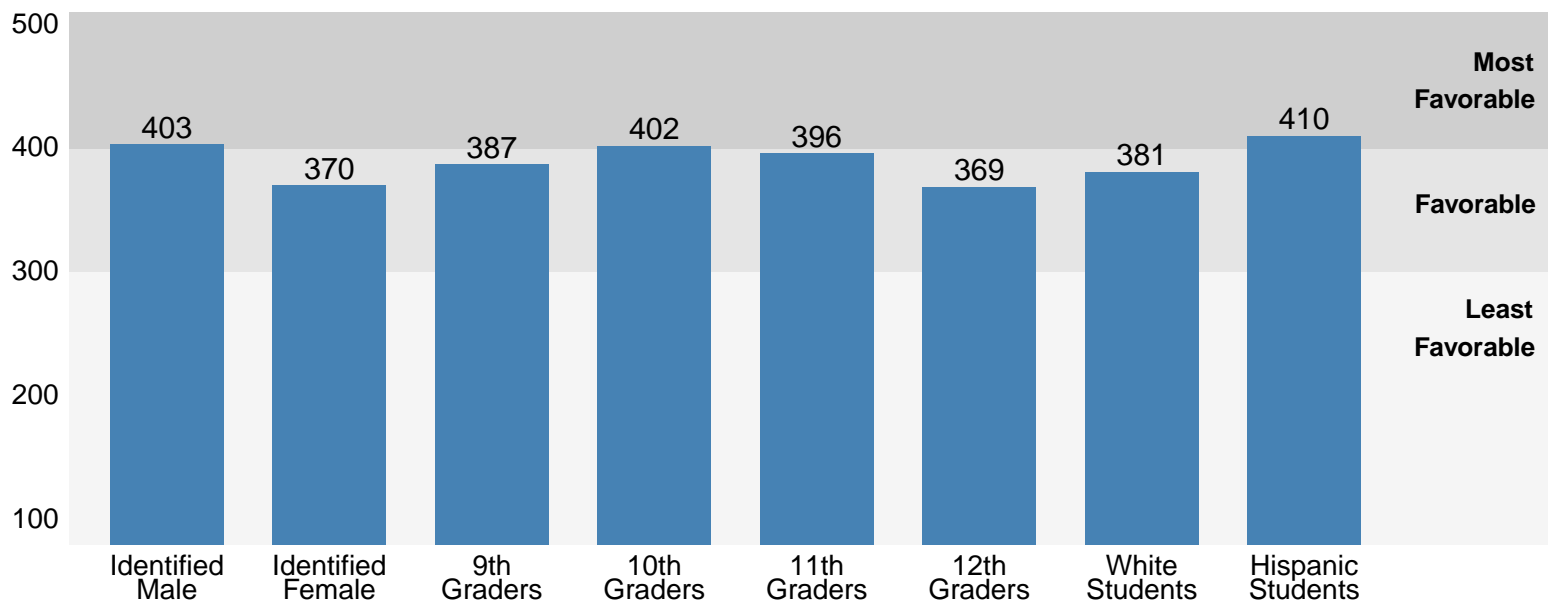
Physical safety refers to the protection of all stakeholders—including families, caregivers, students, school staff, and the community—from fear of or actual exposure to physical violence, theft, intimidation, intruders, harsh punishment, and weapons. In order to establish a secure learning environment, 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.

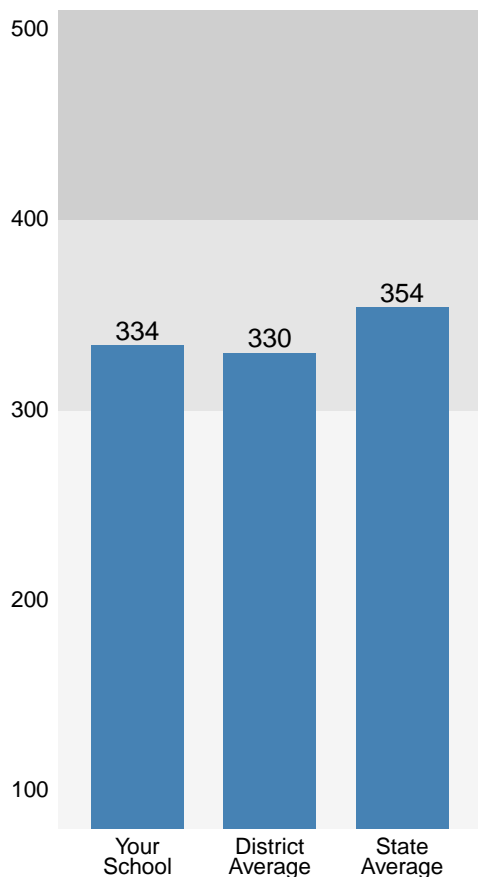
In schools with a high degree of physical safety, students may report feeling safe within the school building as well as while traveling between school and home. Students do not report experiencing threats or theft, and report that their peers respect school property. They trust that adults will take threats and bullying seriously and will work to protect students.

Results by Groups of Students

Some groups of students feel more positive about the physical safety in your school than other students. These groups include: Hispanic students.



Overall Results



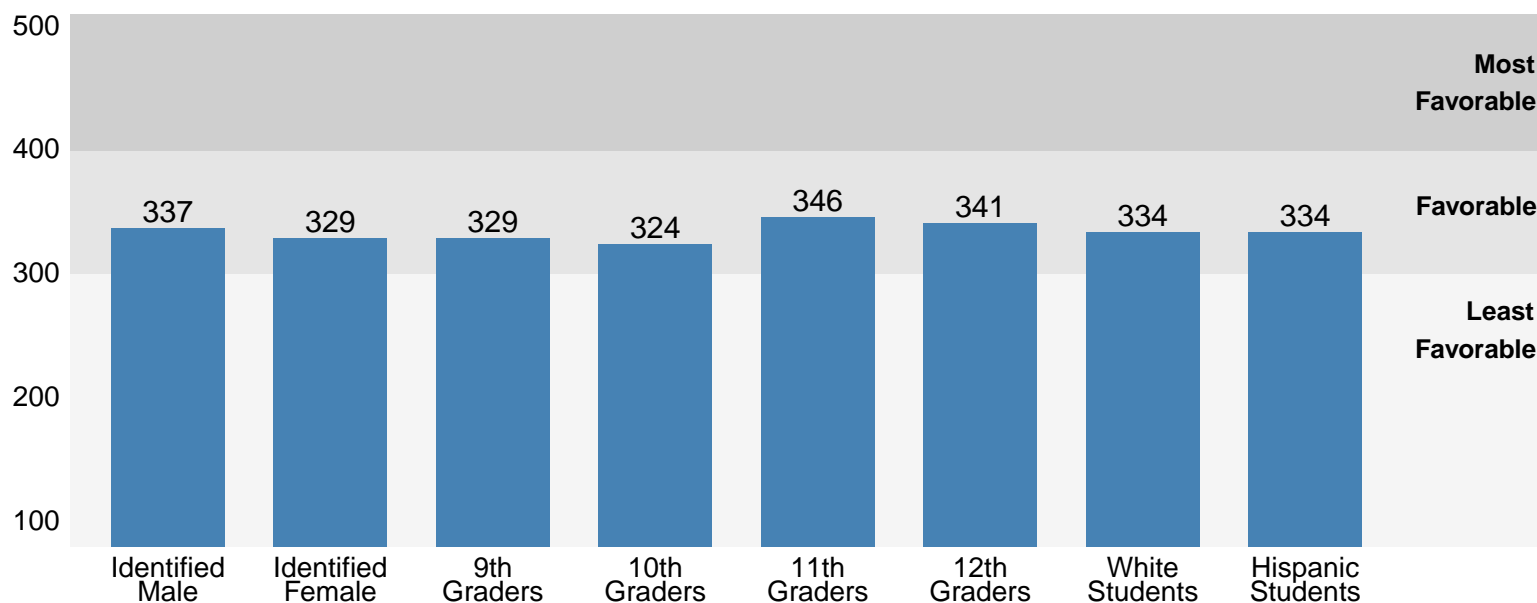
What These Results Mean

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.**

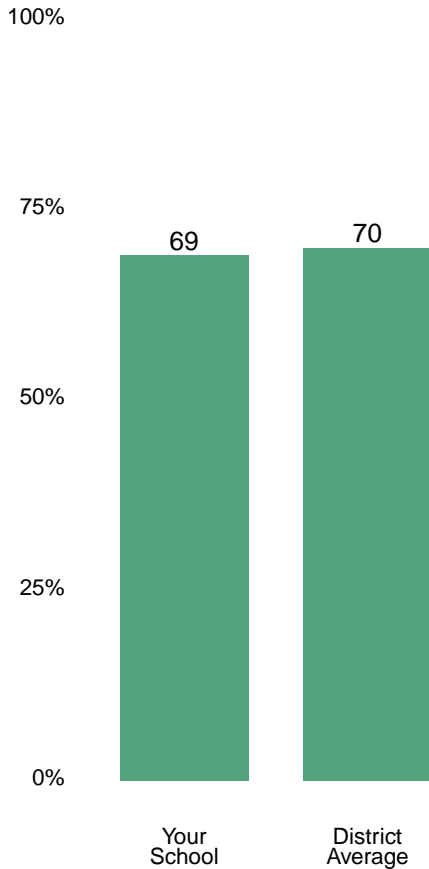
Emotionally safe learning environments can be achieved when individuals in the school building balance authenticity and care without sacrificing the boundaries and hierarchy that keep students safe. Students need to feel freedom from harsh consequences, bullying, and mistreatment from adults and peers. 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.

Results by Groups of Students



Overall Results



What These Results Mean

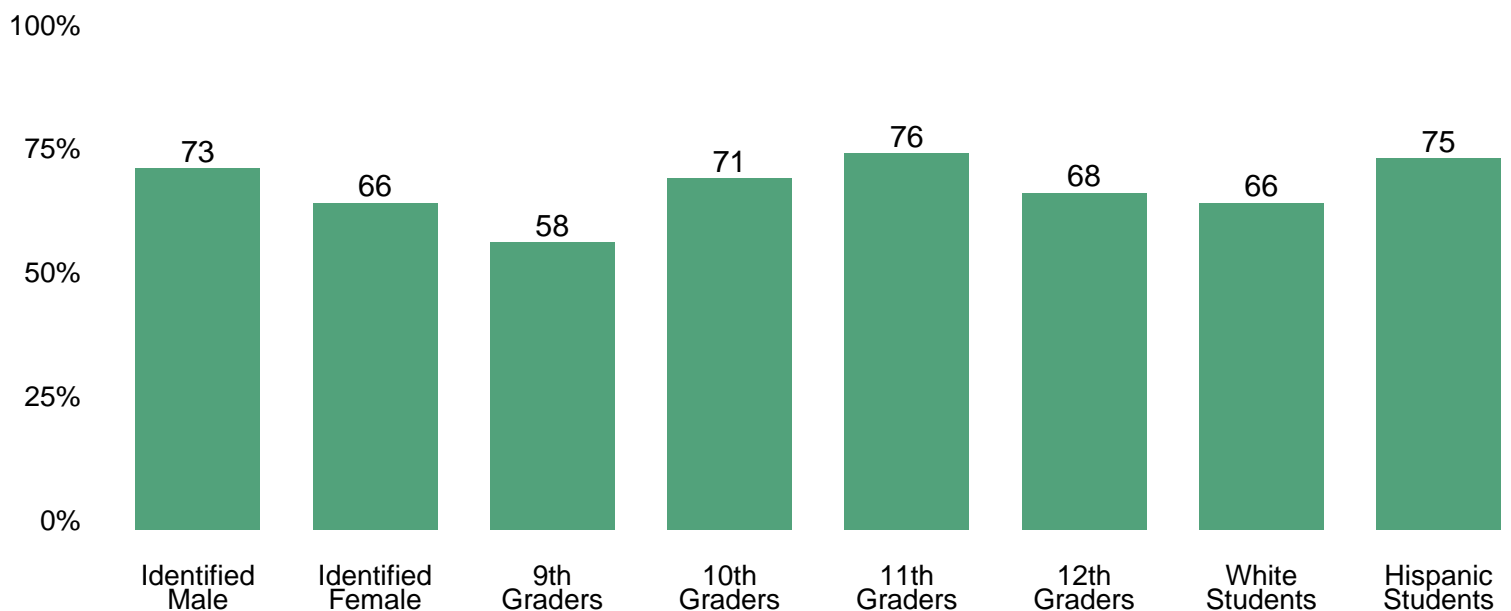
Social and emotional learning (SEL) refers to the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to manage emotions; set and achieve positive goals; feel and exhibit empathy for others; maintain positive relationships, and make responsible decisions. SEL is fundamental not only to children’s social and emotional development but also to their health, ethical development, citizenship, motivation to achieve, and academic learning.

The social and emotional competence composite score measures students’ perceptions of their own skills in the areas of self-awareness, social awareness, self-management, relationship skills, and responsible decision making.

Developing students’ SEL skills improves their grades, attendance, behavior, and attitudes toward school. Many risky behaviors (e.g., drug use, violence) can be prevented when schools strive to develop students’ social and emotional skills through effective SEL instruction and student engagement with positive activities. Students with good social and emotional skills are less likely to drop out of school.

In schools where social and emotional competence scores are high, students report that social and emotional skills are very easy for them to employ. For example, students may report that they have little difficulty recognizing their own emotions, learning from others with different opinions, or finishing challenging tasks. Students also may report that they have an easy time calming themselves and showing empathy.

Results by Groups of Students



Cultural and Linguistic Competence

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. All students are treated the same, regardless of whether their families are rich or poor.	27%	49%	17%	7%
2. Boys and girls are treated equally well.	24%	47%	18%	11%
3. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	25%	54%	14%	7%
4. Adults working at this school treat all students respectfully.	27%	56%	12%	5%
5. People of different cultural backgrounds, races, or ethnicities get along well at this school.	25%	63%	8%	4%

Resources for strengthening cultural and linguistic competence

Approaches to increasing the cultural and linguistic competence of the environment include self-assessing implicit biases and perceptions, adding children’s literature from diverse authors to classroom libraries, emphasizing the importance of global events within curriculum, and advocating for fair and equitable treatment of all individuals within the school community. Instituting culturally inclusive family engagement nights may be another method to bridge culture gaps and ameliorate misunderstandings.

- Learning for Justice (<https://www.learningforjustice.org/>)
- Teachers College Inclusive Classrooms Project (<http://www.inclusiveclassrooms.org>)
- Association for Supervision and Curriculum Development – Multicultural Education (<https://www.ascd.org/el/articles/what-we-can-learn-from-multicultural-education-research>)
- The National Center for Safe Supportive Learning Environments (<https://safesupportivelearning.ed.gov/topic-research/engagement/cultural-linguistic-competence>)

Relationships

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers understand my problems.	18%	43%	25%	14%
2. Teachers are available when I need to talk with them.	23%	59%	13%	5%
3. It is easy to talk with teachers at this school.	19%	55%	17%	9%
4. My teachers care about me.	18%	60%	16%	6%
5. My teachers make me feel good about myself.	13%	62%	15%	10%
6. Students respect one another.	8%	52%	30%	10%
7. Students like one another.	8%	52%	31%	8%
8. If I am absent, there is a teacher or some other adult at school that will notice my absence.	20%	61%	15%	5%

Resources for building relationships

To improve relationships, schools might benefit from hosting relationship-building activities throughout the school community, encouraging students and adults to model effective communication and judgment, or offering teacher or support staff check-ins with all students on an ongoing basis.

- Family and Youth Services Bureau (<https://www.acf.hhs.gov/fysb>)
- Adolescent and School Health (https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)
- Community Matters (<http://www.community-matters.org>)
- National Mentoring Resource Center (<http://www.nationalmentoringresourcecenter.org/>)
- The National Center for Safe Supportive Learning Environments (<https://safesupportivelearning.ed.gov/topic-research/engagement/relationships/>)

Physical Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel safe at this school.	15%	68%	13%	4%
2. I feel safe going to and from this school.	24%	60%	13%	3%
3. I sometimes stay home because I don't feel safe at this school.	6%	16%	44%	33%
4. Students at this school carry guns or knives to school.	2%	19%	33%	46%
5. Students at this school threaten to hurt other students.	6%	35%	35%	24%
6. Students at this school steal money, electronics, or other valuable things while at school.	2%	27%	40%	32%
7. Students at this school damage or destroy other students' property.	4%	27%	42%	26%
8. Students at this school fight a lot.	3%	25%	46%	25%

Resources for promoting physical safety

Schools may consider partnering with community youth serving and law enforcement agencies to strategize how to enhance physical safety on school grounds, and may consider implementing peer-to-peer conflict resolution strategies.

- Keep Schools Safe (<http://www.keepschoolssafe.org>)
- SaferSanerSchools (<http://www.saferanerschools.org>)
- The National Center on Safe Supportive Learning Environments (<https://safesupportivelearning.ed.gov/topic-research/safety>)
- The National School Safety Center (<http://www.schoolsafety.us>)
- OSEP TA Center for PBIS (<https://www.pbis.org/>)

Emotional Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel like I belong.	11%	61%	18%	11%
2. Students at this school get along well with each other.	8%	61%	22%	8%
3. At this school, students talk about the importance of understanding their own feelings and the feelings of others.	7%	47%	34%	12%
4. At this school, students work on listening to others to understand what they are trying to say.	6%	47%	36%	11%
5. I am happy to be at this school.	20%	58%	15%	8%
6. I feel like I am part of this school.	14%	51%	23%	12%
7. I feel socially accepted.	9%	64%	17%	10%

Resources for enhancing emotional safety

Schools wishing to improve emotional safety may try employing cooperative learning techniques, instituting crossgrade student mentoring, implementing a multi-tiered system of behavioral support, or launching a peer mediation program.

- The Learning Classroom: Feelings Count - Emotions and Learning (<https://www.learner.org/series/the-learning-classroom-theory-into-practice/feelings-count-emotions-and-learning/>)
- Active Minds (<http://activeminds.org/index.php>)
- New York State Center for School Safety (<http://www.nyscfss.org>)
- Promote Prevent (<http://www.promoteprevent.org>)
- The National Center on Safe Supportive Learning Environments (<https://safesupportivelearning.ed.gov/topic-research/safety/emotional-safety>)

Bullying

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Students at this school are often bullied.	6%	26%	50%	19%
2. Students at this school try to stop bullying.	5%	58%	27%	9%
3. Students often spread mean rumors or lies about others at this school on the internet (i.e., Facebook™, email, and instant message).	12%	30%	42%	16%

Social and Emotional Competencies

Self-Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what my strengths are.	24%	54%	19%	4%
2. Knowing ways I calm myself down.	22%	43%	27%	7%
3. Knowing the emotions I feel.	29%	45%	21%	5%
4. Knowing when my feelings are making it hard for me to focus.	32%	50%	15%	4%

Social Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what people may be feeling by the look on their face.	27%	57%	15%	1%
2. Learning from people with different opinions than me.	21%	59%	19%	1%
3. Knowing when someone needs help.	25%	56%	17%	2%

Self-Management	Very Easy	Easy	Difficult	Very Difficult
1. Getting through something even when I feel frustrated.	11%	35%	39%	16%
2. Being patient even when I am really excited.	15%	53%	26%	6%
3. Finishing tasks even if they are hard for me.	9%	36%	39%	16%
4. Setting goals for myself.	18%	46%	26%	10%
5. Doing my schoolwork even when I do not feel like it.	8%	35%	39%	18%
6. Being prepared for tests.	8%	43%	37%	13%

Relationship Skills	Very Easy	Easy	Difficult	Very Difficult
1. Getting along with my classmates.	19%	55%	16%	9%
2. Respecting a classmate's opinions during a disagreement.	23%	56%	14%	7%

Responsible Decision-Making	Very Easy	Easy	Difficult	Very Difficult
1. Thinking about what might happen before making a decision.	17%	49%	26%	8%
2. Knowing what is right or wrong.	33%	56%	8%	2%

Resources for boosting social and emotional competencies

Schools can implement universal SEL instruction and focus on integrating SEL skill-building opportunities into the instructional day. Item-level responses will help school staff identify particular areas in which students struggle. From there, staff members may implement targeted interventions for particular skills or student subgroups. For example, students may need assistance with setting goals or listening to others' perspectives in class discussions.

- CASEL: Collaborative for Academic, Social, and Emotional Learning (<http://www.casel.org>)
- Edutopia (<http://www.edutopia.org/social-emotional-learning>)
- National School Climate Center (<http://www.schoolclimate.org>)
- Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks (<http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf>)
- Promote Prevent (<http://www.promoteprevent.org/>)
- Social and Emotional Learning and Character Development Certificate Program (<https://psych.rutgers.edu/sel-certificate>)