

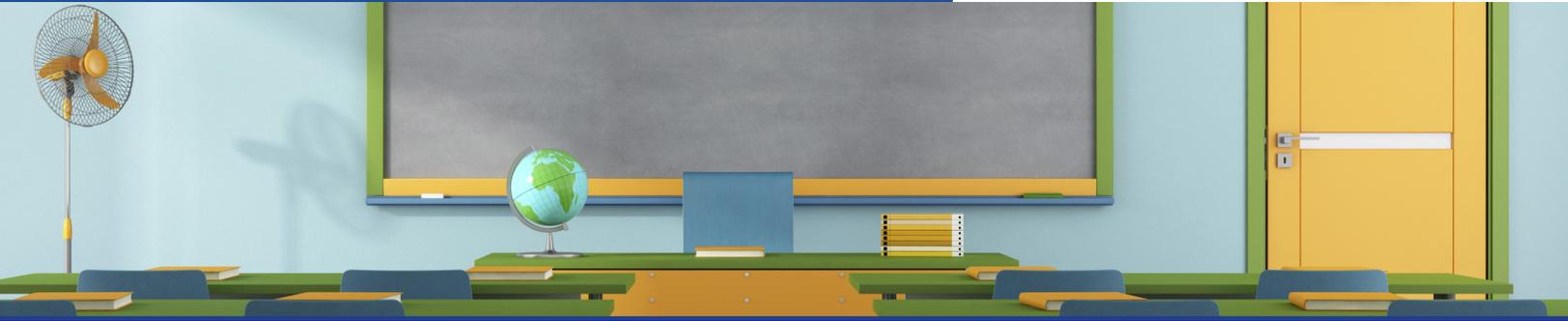
Alpine Academy High (9-12)

Number of Students Completed: 176

Completion Rate: 79%



The Nevada School Climate /
Social Emotional Learning Survey



Fall 2024

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,

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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). Cut points for Adequate and Excellent score ranges, as determined for each topic area through a standard setting process, are provided to support school improvement efforts.

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

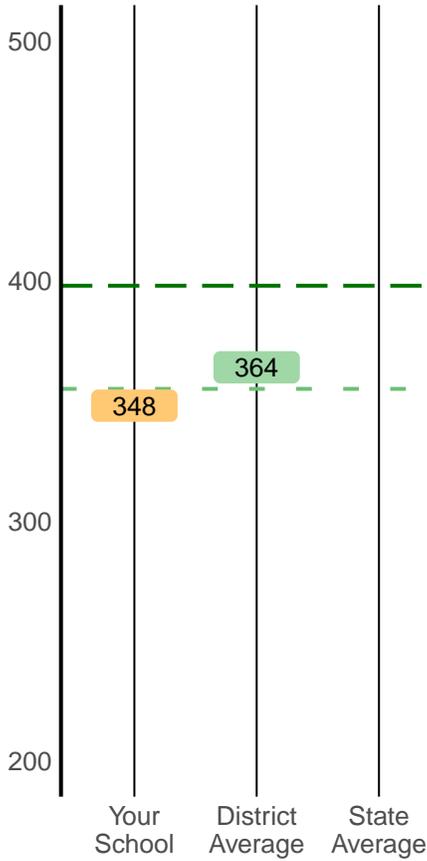
Cultural and Linguistic Competence	348
Relationships	339

Safety

Physical Safety	320
Emotional Safety	318

Social and Emotional Competence	74/100
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Overall Results



What These Results Mean

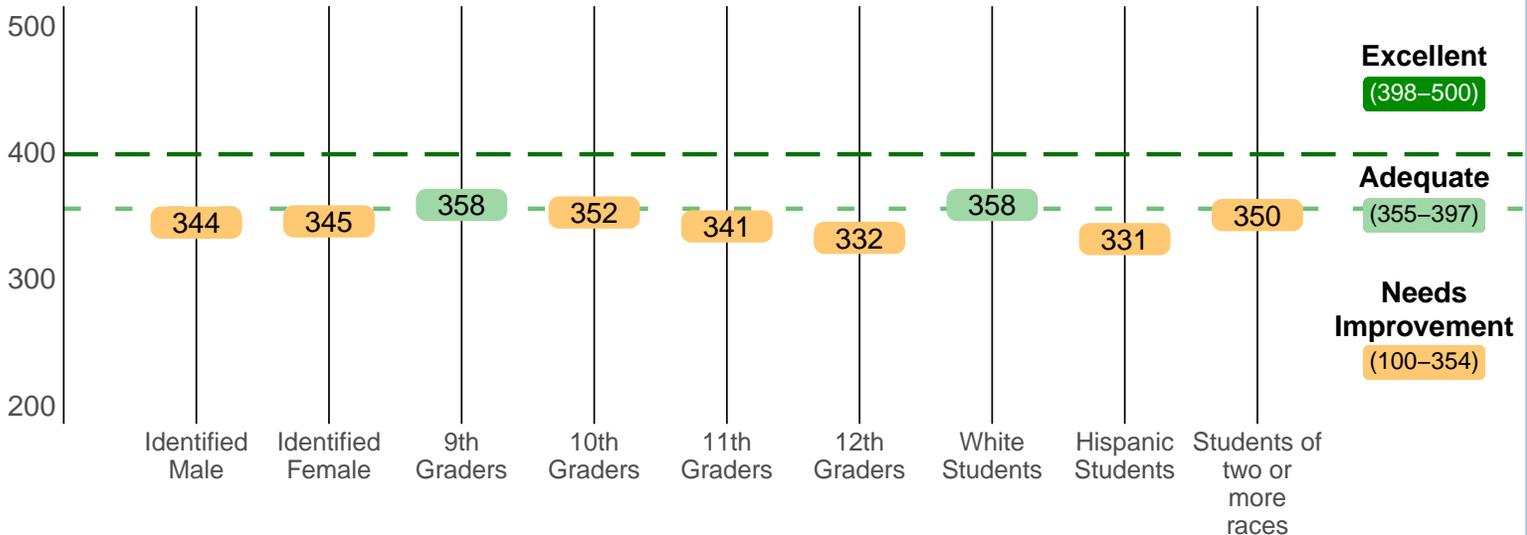
The **cultural and linguistic competence** scale measures perceptions of how students, their peers, and school staff demonstrate empathy, understanding, and respect for different cultures and ethnic groups. Cultural competence refers to the awareness of one's own cultural identity, an understanding of differences, and the ability to learn and build on the varying cultural and community norms of students and their families.

Schools that exhibit **excellence** in cultural and linguistic competence are those in which students feel they are treated respectfully regardless of their background or identity. In these schools, all students are treated equally well regardless of socio-economic status, race, gender, religion, and disability. These schools also provide instructional materials reflecting students' cultural backgrounds.

Schools with **adequate** cultural and linguistic competence make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of cultural and linguistic competence throughout the school.

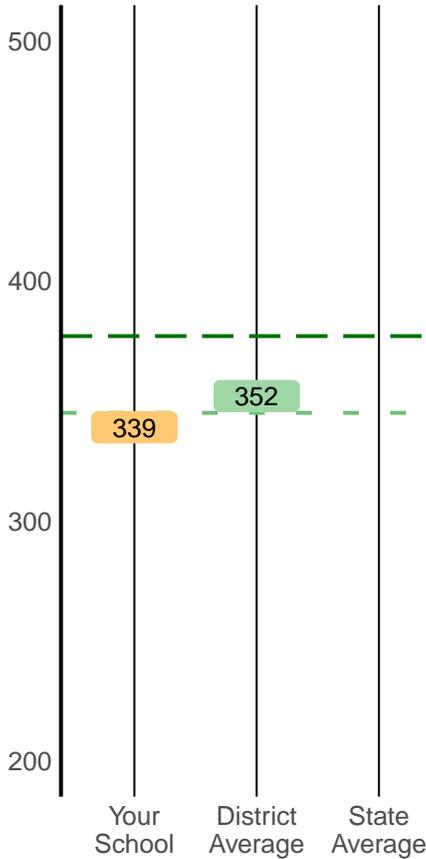
Results by Groups of Students

- - - Adequate Cut Point - - - Excellent Cut Point



Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



What These Results Mean

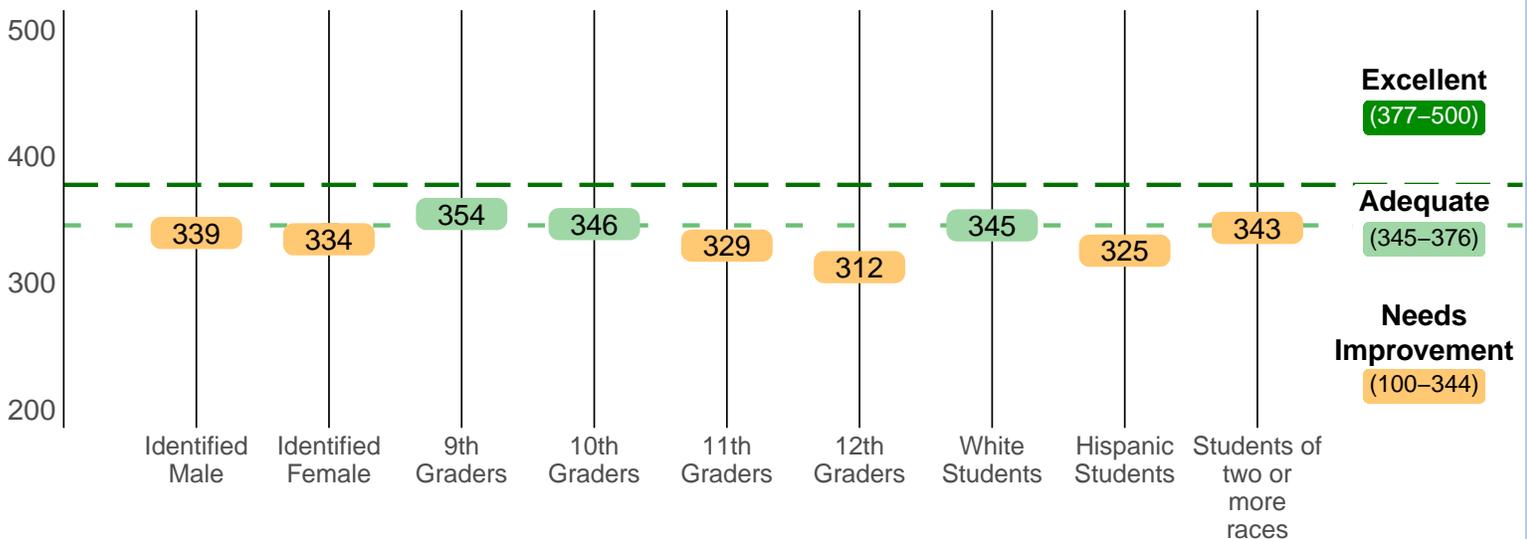
Relationships are the links and interactions between and among students, adults, and peers in the school setting; positive relationships establish a nurturing environment of trust and support and reinforce existing feelings of connectedness to the school community. Students who have supportive relationships 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 is the responsibility of all who touch a school.

Schools that exhibit **excellence** in relationships have strong connections among students and adults. In these schools, students feel they have teachers who understand their problems, are available to talk, and care about them. These schools also establish practices that help students like and respect one another. Schools with **adequate** relationships have students who report generally positive relationships among students and adults but indicate room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low relationship levels among teachers, students, and peers.

Results by Groups of Students

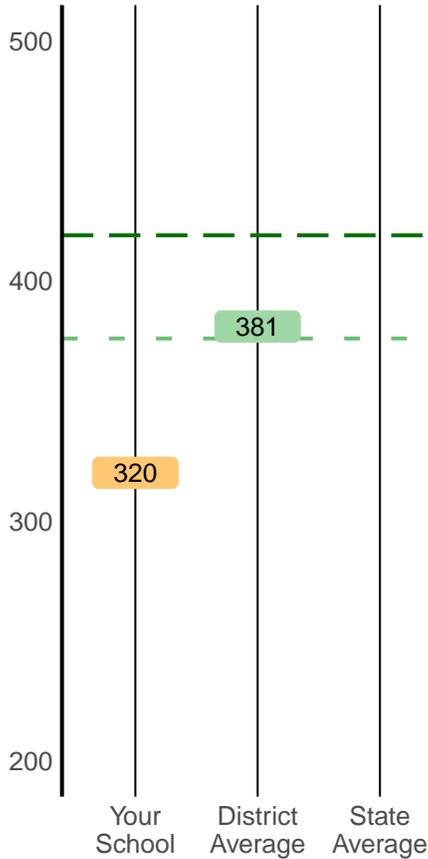
--- Adequate Cut Point - - - Excellent Cut Point

Some groups of students feel less positive about the relationships in your school than other students. These groups include: 12th graders.



Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



What These Results Mean

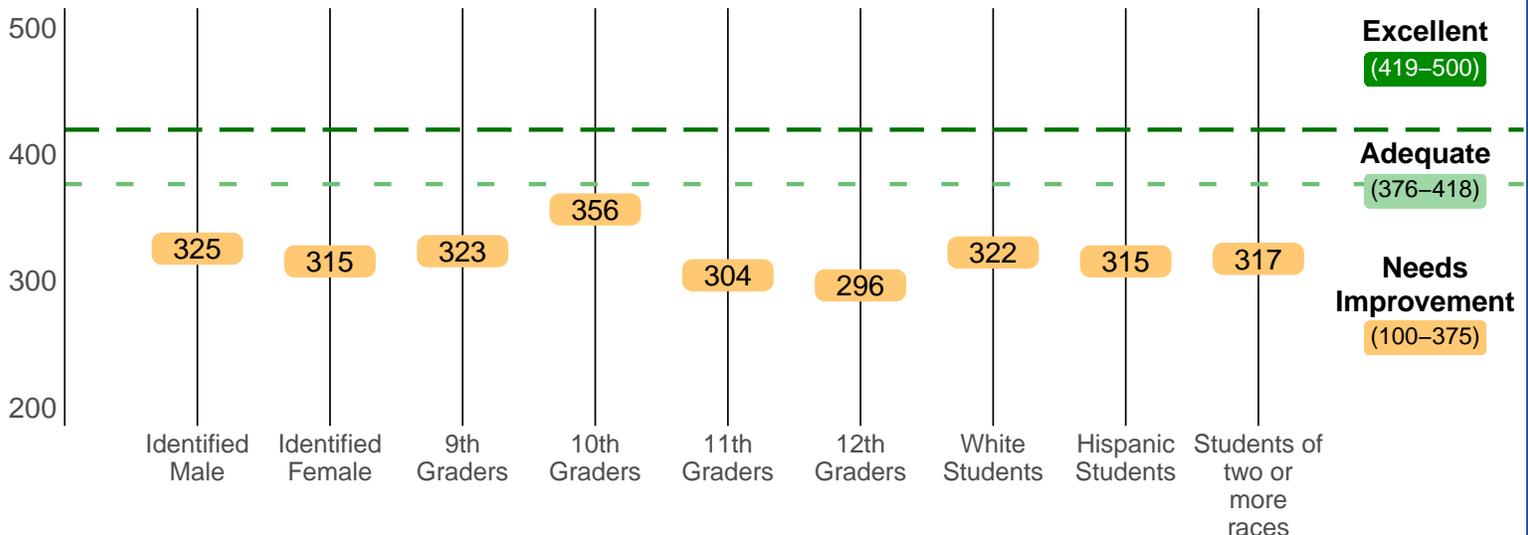
Physical safety refers to the protection of all stakeholders—including families, caregivers, students, school staff, and the community—from fear of or actual exposure to physical violence, theft, intimidation, intruders, harsh punishment, and weapons. For students to learn, they need to feel safe. It 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. Physical safety is related to higher academic performance, fewer risky behaviors, and lower dropout rates.

Schools that exhibit **excellence** in physical safety establish practices that ensure students are protected from harm, threats, theft, and vandalism. In these schools, students feel physically safe attending school and feel assured that their property will be safeguarded. These schools also ensure that weapons are not brought onto school grounds. Schools with **adequate** physical safety likewise create a safe learning environment but have room for improvement in terms of either physical safety or student perceptions of physical safety. Students in schools that **need improvement** in this topic report low levels of physical safety throughout the school.

Results by Groups of Students

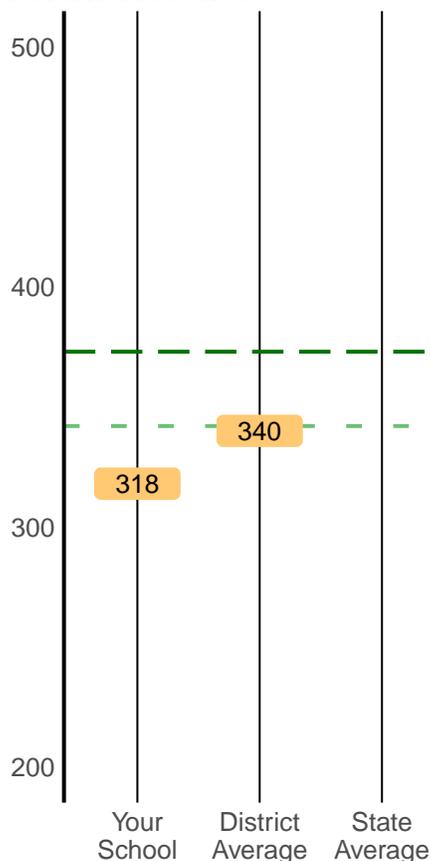
--- Adequate Cut Point - - - Excellent Cut Point

Some groups of students feel more positive about the physical safety in your school than other students. These groups include: 10th graders. Some groups of students feel less positive about the physical safety in your school than other students. These groups include: 12th graders.



Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



What These Results Mean

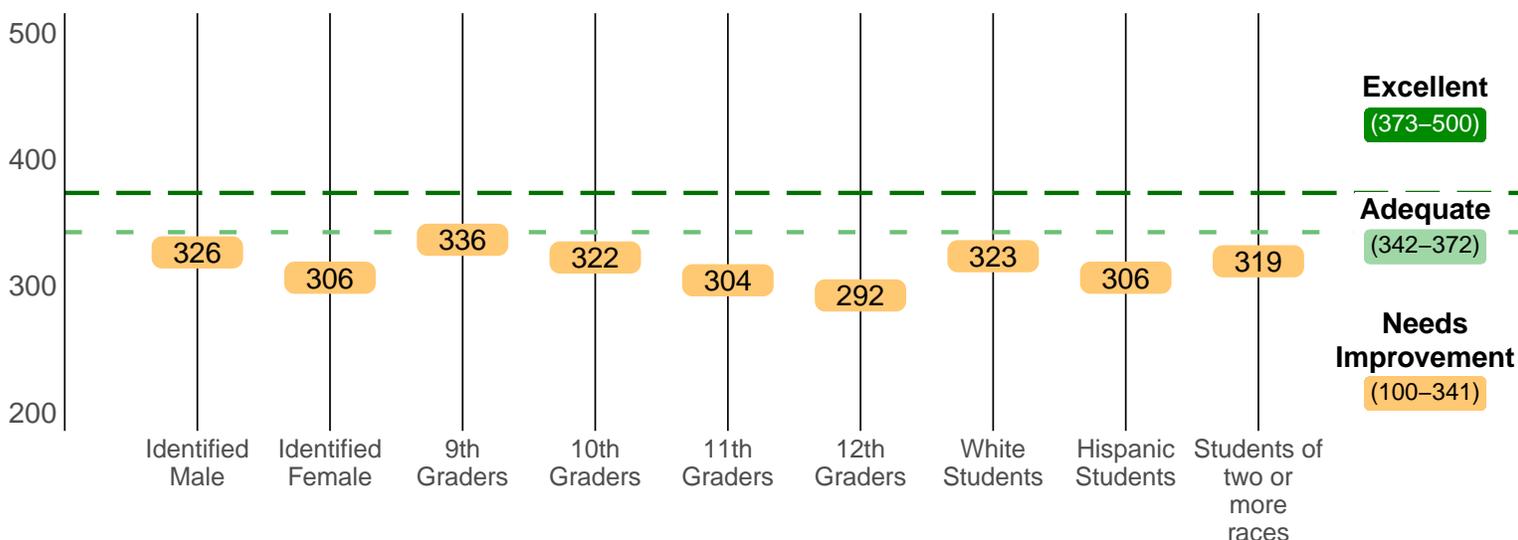
Emotional safety refers to the range of experiences in which an individual feels open to express emotions, trusts those around him, exhibits confidence, and feels excited to try something new. A student who feels emotionally safe does not dread humiliation, embarrassment, or shame. A sense of emotional safety stems from consistent attention to each student’s emotional needs.

Schools that exhibit **excellence** in emotional safety create a learning environment of empathy and belonging. In these schools, staff help students get along with one another and build a culture in which students work to understand their own and others’ feelings. These schools also ensure that students feel socially accepted and are happy to be part of the school. Schools with **adequate** emotional safety make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of emotional safety throughout the school.

Results by Groups of Students

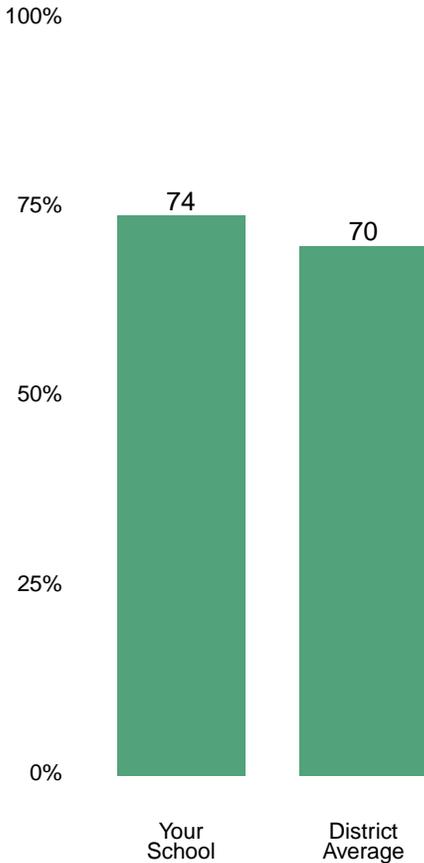
--- Adequate Cut Point - - - Excellent Cut Point

Some groups of students feel less positive about the emotional safety in your school than other students. These groups include: 12th graders.



Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education’s favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



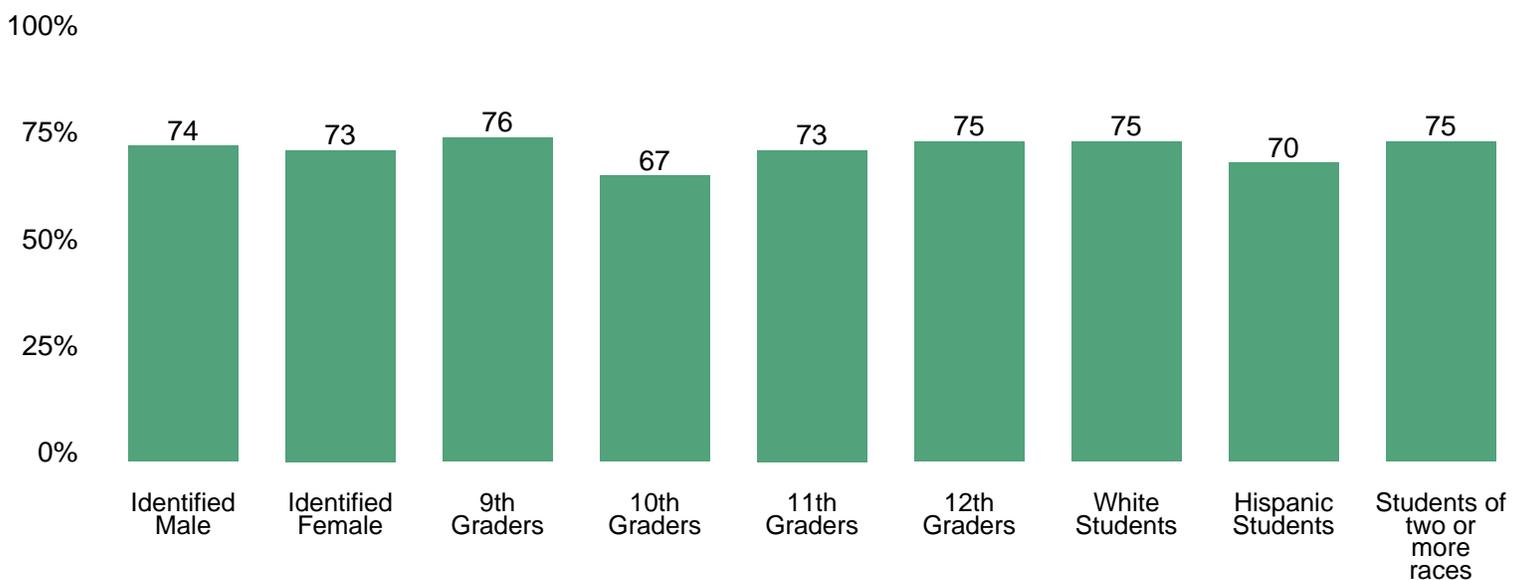
What These Results Mean

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



Note: Results are not reported for groups with fewer than 10 students in those groups.

Cultural and Linguistic Competence

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. All students at this school are treated the same, regardless of whether their families are rich or poor.	19%	54%	16%	11%
2. All students at this school are treated equally well, regardless of race, gender, religion, and disability.	16%	53%	20%	12%
3. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	17%	59%	20%	4%
4. Adults working at this school treat all students respectfully.	16%	39%	32%	13%
5. People of different cultural backgrounds, races, or ethnicities get along well at this school.	20%	61%	13%	6%

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/>)
- 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.	15%	47%	22%	16%
2. Teachers are available when I need to talk with them.	15%	65%	13%	7%
3. It is easy to talk with teachers at this school.	18%	53%	18%	10%
4. My teachers care about me.	20%	60%	13%	7%
5. My teachers make me feel good about myself.	12%	59%	20%	8%
6. Students respect one another.	5%	37%	35%	24%
7. Students like one another.	5%	41%	35%	18%
8. If I am absent, there is a teacher or some other adult at school that will notice my absence.	22%	61%	11%	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/>)
- International Institute for Restorative Practices (<https://www.iirp.edu/>)

Physical Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel safe at this school.	11%	50%	21%	18%
2. I feel safe going to and from this school.	16%	57%	15%	12%
3. I sometimes stay home because I don't feel safe at this school.	11%	20%	38%	30%
4. Students at this school carry guns or knives to school.	14%	29%	33%	23%
5. Students at this school threaten to hurt other students.	24%	41%	26%	10%
6. Students at this school steal money, electronics, or other valuable things while at school.	14%	19%	47%	19%
7. Students at this school damage or destroy other students' property.	13%	25%	44%	18%
8. Students at this school fight a lot.	41%	39%	16%	4%

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.

- Whole-School Change (<https://www.iirp.edu/continuing-education/whole-school-change>)
- 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.	15%	47%	26%	11%
2. Students at this school get along well with each other.	4%	43%	34%	19%
3. At this school, students talk about the importance of understanding their own feelings and the feelings of others.	5%	28%	45%	22%
4. At this school, students work on listening to others to understand what they are trying to say.	4%	42%	34%	20%
5. I am happy to be at this school.	18%	46%	21%	15%
6. I feel like I am part of this school.	16%	49%	22%	13%
7. I feel socially accepted.	15%	52%	20%	12%

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>)
- 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.	16%	32%	43%	9%
2. Students at this school try to stop bullying.	8%	33%	41%	18%
3. Students often spread mean rumors or lies about others at this school on the internet (e.g., social media, email, messaging).	36%	33%	24%	6%

Social and Emotional Competencies

Self-Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what my strengths are.	21%	58%	20%	1%
2. Knowing ways I calm myself down.	18%	55%	21%	6%
3. Knowing the emotions I feel.	31%	49%	16%	4%
4. Knowing when my feelings are making it hard for me to focus.	25%	54%	18%	3%

Social Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what people may be feeling by the look on their face.	32%	54%	10%	4%
2. Learning from people with different opinions than me.	27%	56%	16%	2%
3. Knowing when someone needs help.	25%	59%	15%	0%

Self-Management	Very Easy	Easy	Difficult	Very Difficult
1. Getting through something even when I feel frustrated.	14%	39%	37%	10%
2. Being patient even when I am really excited.	23%	50%	23%	4%
3. Finishing tasks even if they are hard for me.	14%	41%	35%	11%
4. Setting goals for myself.	18%	51%	23%	8%
5. Doing my schoolwork even when I do not feel like it.	13%	36%	28%	23%
6. Being prepared for tests.	11%	44%	28%	16%

Relationship Skills	Very Easy	Easy	Difficult	Very Difficult
1. Getting along with my classmates.	31%	57%	9%	3%
2. Respecting a classmate's opinions during a disagreement.	29%	54%	14%	3%

Responsible Decision-Making	Very Easy	Easy	Difficult	Very Difficult
1. Thinking about what might happen before making a decision.	27%	45%	22%	6%
2. Knowing what is right or wrong.	35%	53%	10%	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>)
- Education Development Center: Social and Emotional Learning and Mental Health (<https://www.edc.org/sel>)
- Social and Emotional Learning and Character Development Certificate Program (<https://psych.rutgers.edu/sel-certificate>)