

Presentation on the Nevada School Climate/Social Emotional Learning Survey (NV-SCSEL)

Nevada State Board of Education
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Office for a Safe and Respectful Learning Environment



Overview of Presentation

- History and evolution of the NV-SCSEL survey
- Why school climate?
- Statutory requirements
- School climate in Nevada

- Intended outcome:
 - Respond to questions from Board Members regarding the school climate survey that arose during the July 2021 meeting.

2020 STIP Alignment

- Goal 6: All students and adults learn and work together in safe schools where identities and relationships are valued and celebrated.

History of the NV-SCSEL

- Senate Bill (SB) 515 (2015) created the Social Workers in Schools (SWxS) State block grant to place social workers or other licensed mental health workers “in schools with identified needs”
- The Nevada School Climate/Social Emotional Learning (NV-SCSEL) survey was developed:
 - in response to the requirement to award funding from the SWxS based on the needs of schools
 - in alignment with the intent of Senate Bill 504 (2019) regarding safe and respectful learning environments
 - see also [NRS 388.132](#) and [NRS 388.1321](#)

Evolution of the NV-SCSEL

- The annual survey administration window was moved from the spring semester to the fall semester beginning with the 2019-20 school year
- The Legislative Committee on Education instructed the Nevada Department of Education (NDE) to add an additional gender option to the survey in August 2018
 - the additional gender item was included for grades 9 through 12 only beginning with the 2018-19 school year
- Senate Bill 89 (2019) added school climate to the requirements for annual school improvement plans
- NDE developed and administered a staff component of the school climate survey as a pilot in the spring of the 2020-21 school year
 - the full staff survey will be administered during the 2021-22 school year

Statutory Requirements

- [NRS 385A.650](#) requires school principals to submit a plan to improve the achievement of pupils
- The plan must include *“methods for evaluating and improving the school climate”*
- School climate: *“means the basis of which to measure the:*
 - ***relationships** between pupils and the parents or legal guardians of pupils and educational personnel,*
 - *the **cultural and linguistic competence** of instructional materials and educational personnel,*
 - *the **emotional** and **physical safety** of pupils and educational personnel and the*
 - ***social, emotional and academic development** of pupils and educational personnel”*

Statutory Requirements (cont.)

- The requirements of [NRS 385A.650](#) regarding school climate and school improvement plans include both **students** and **school staff**
- School climate: *“means the basis of which to measure the:*
 - *relationships between **pupils** and the parents or legal guardians of pupils and **educational personnel**,*
 - *the cultural and linguistic competence of instructional materials and **educational personnel**,*
 - *the emotional and physical safety of **pupils** and **educational personnel** and the*
 - *social, emotional and academic development of **pupils** and **educational personnel**”*

NV-SCSEL Student Survey

- 49 items (questions), plus demographic questions
- Validated for students in grades 5 through 12
- Offered in both English and Spanish
- All survey items/questions are optional, including those on demographics
- An administration manual, user IDs, technical support, reports, and online results and resources are provided for each school and local education agency (LEA) at no cost

Student Survey Constructs

- Measures students' perceptions of their **school** across four school climate constructs:
 - Engagement
 - Cultural and Linguistic Competence (CLC)
 - Relationships (REL)
 - Safety
 - Physical Safety (PSAF)
 - Emotional Safety (EMO)
- Measures students' perceptions of **themselves** on a Social Emotional Competency (SEC) construct

Survey Results

- The SEC construct is reported as percent of students who agree with each response option (4-point Likert scale)
- The four school climate constructs are reported as nationally normed index scores (100-500). The national benchmark performance level categories are:
 - 401 - 500 - Most favorable condition
 - 300 - 400 - Favorable conditions
 - 100 - 299 - Least favorable conditions
- Because the NV-SCSEL uses a subset of the U.S. Department of Education's (USED) school climate survey ([EDSCLS](#)), the results from the NV-SCSEL have used the national benchmarks since they were published by USED in 2018

Who Takes the Student Survey?

- All 15 rural/frontier school districts and all State-sponsored charter schools (SPCSA) participate in the NV-SCSEL
- Washoe and Clark County School Districts have been funding and administering their own school climate surveys for many years
- NDE paid to have an equating study completed in Spring 2019 to allow the results from the Washoe and Clark school climate surveys to be reported in alignment with the national benchmarks
 - Allows for true Statewide scores to be calculated and reported
 - Allows for Statewide comparisons across schools and LEAs

Online Tools and Resources

- Online administration resources:
 - Survey platform and Administration Manual:
<https://www.nevadaschoolclimate.org/>
- Online survey results and resources:
 - [Interactive Data Tool](#)
 - [Peer matching tool](#)
 - [Annual pdf reports](#)
 - Provided in both English and Spanish
- Participation rates are included on the annual School Rating Report for each school on [Nevada Report Card](#)

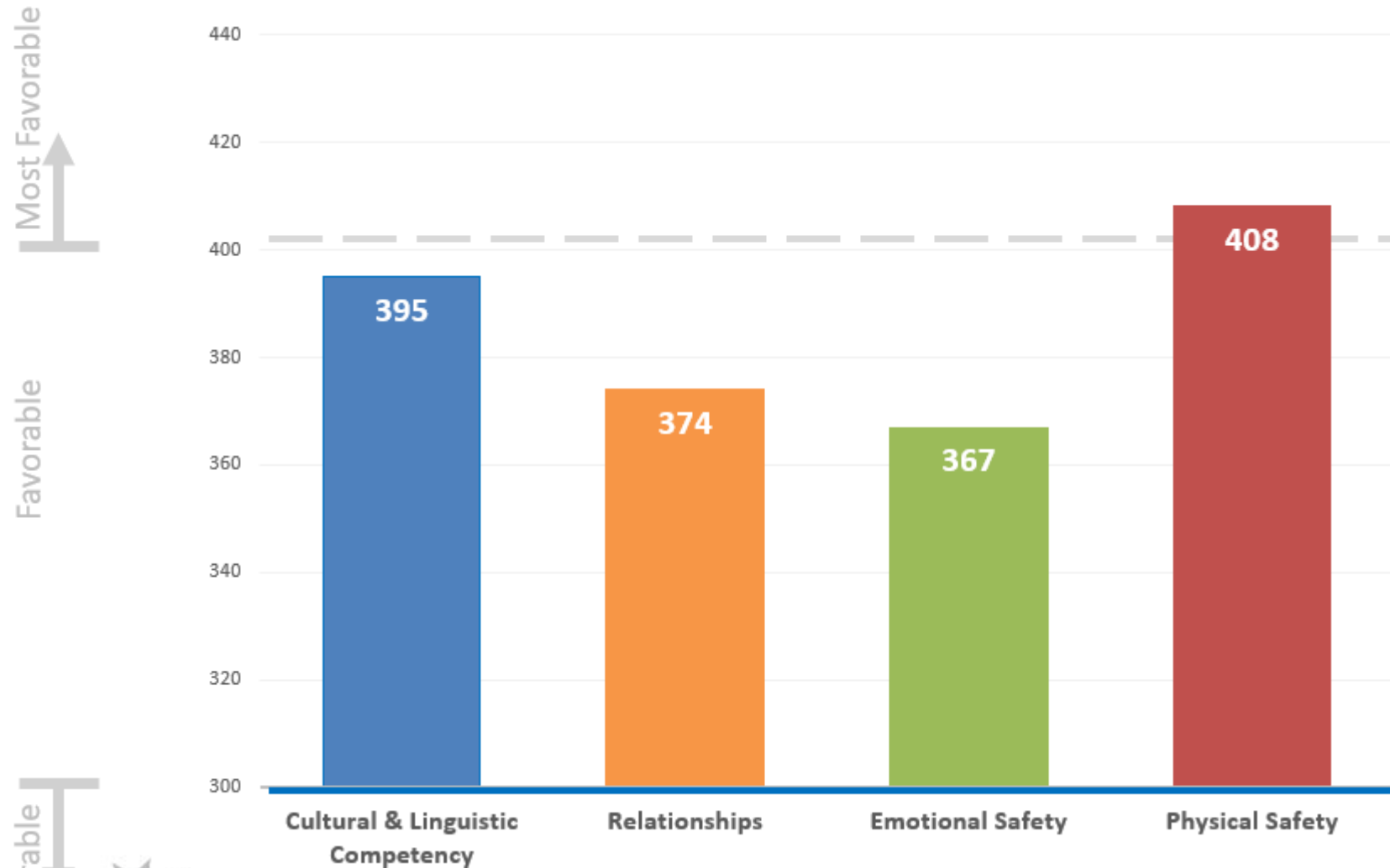
Disclaimer for 20-21 School Year

- Due to the COVID-19 pandemic, all school climate surveys during the 20-21 school year were administered within the various modes of instruction in place for each LEA at the time of each survey's administration
 - Clark County School District's survey was administered in Fall 2020, while all students were participating in fully distanced learning
 - Washoe County School District's survey and the NV-SCSEL survey were administered in Spring 2021 while most students were participating in-person or in a hybrid model, with accommodations made for those students that were still participating in fully distanced learning

Impacts of COVID-19 on Results

- Participation rates dropped significantly, raising the potential impact of selection bias on survey results
- Statewide results for the 20-21 school year became more favorable across all four school climate constructs
- Results for the Physical Safety construct had the largest shift toward more favorable scores
 - Fall 2019: Index Score of 367
 - Spring 2021: Index Score of 408
- The results for all three school climate surveys are expected to return to results more in line with previous school years for the 21-22 school year

School Climate Constructs

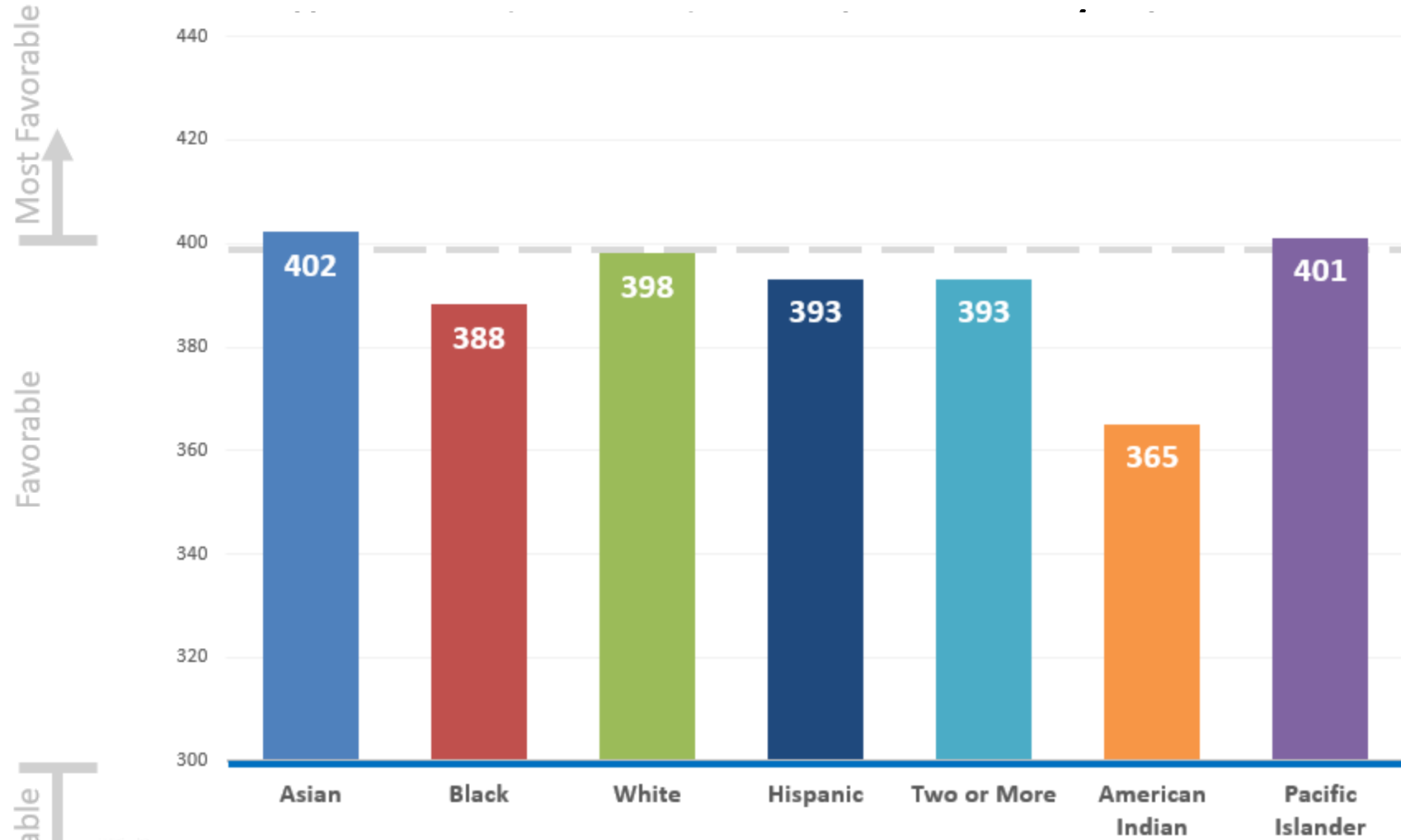


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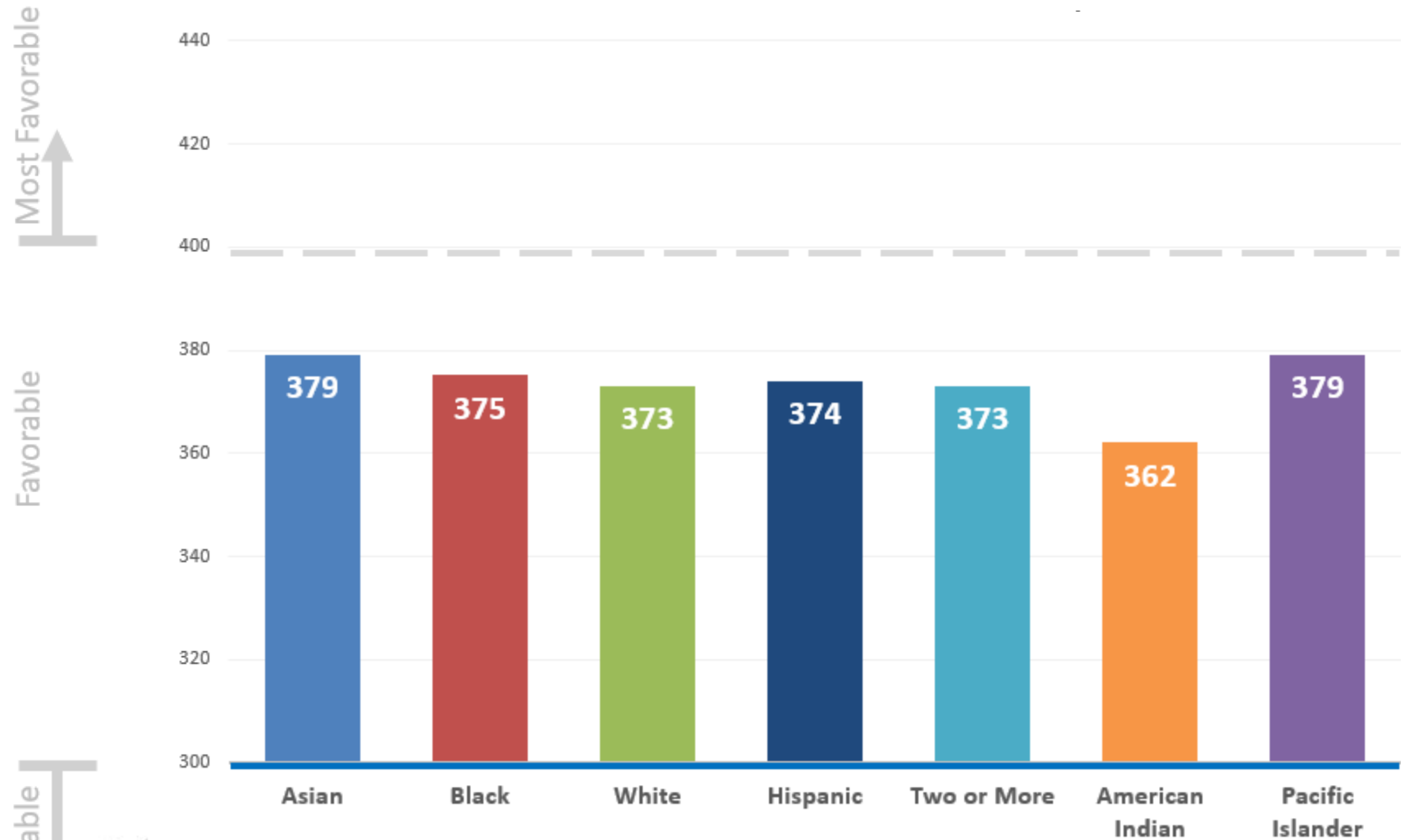
* Results represent statewide data for the **Spring 2021** survey (grades 5-12).

Cultural & Linguistic Competency



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Relationships

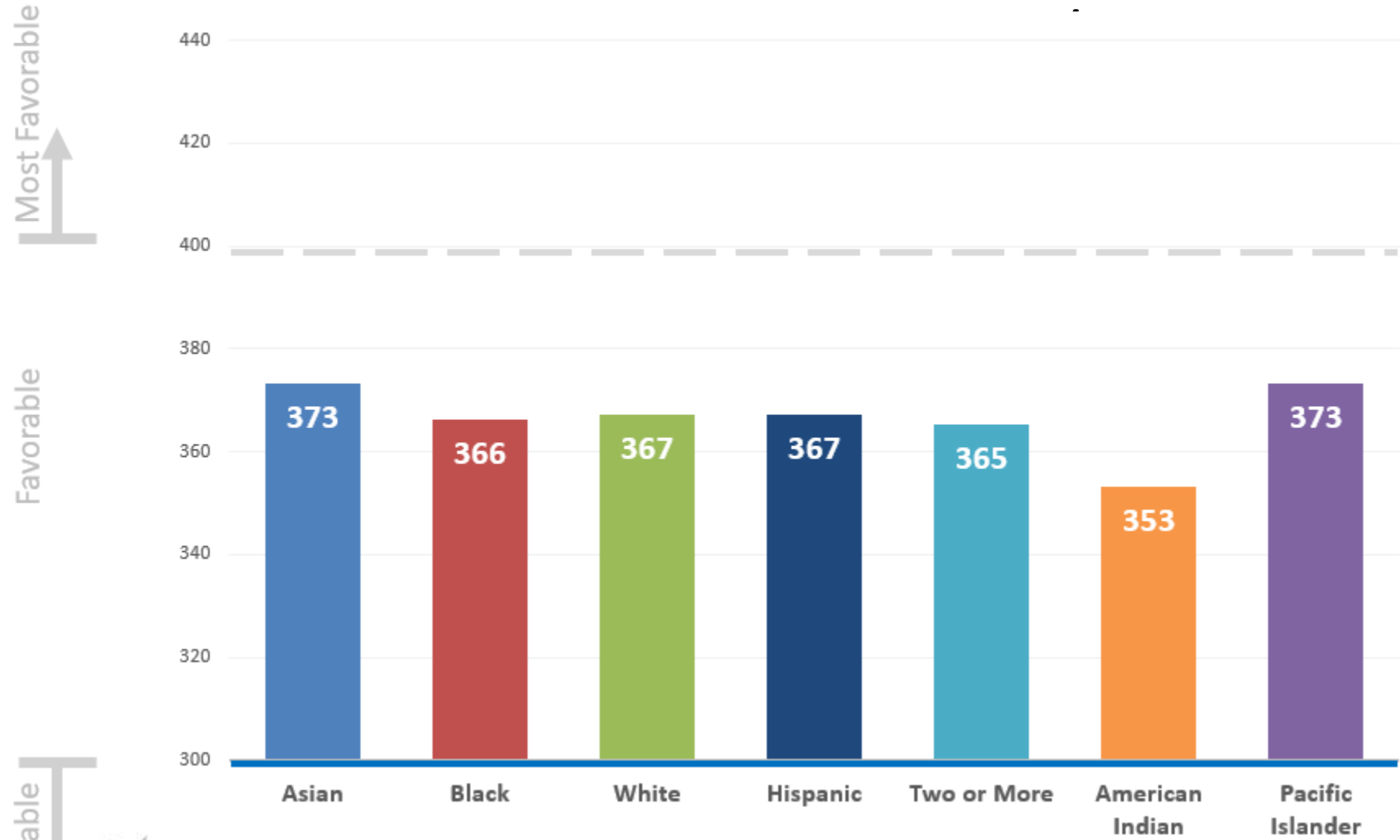


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Emotional Safety

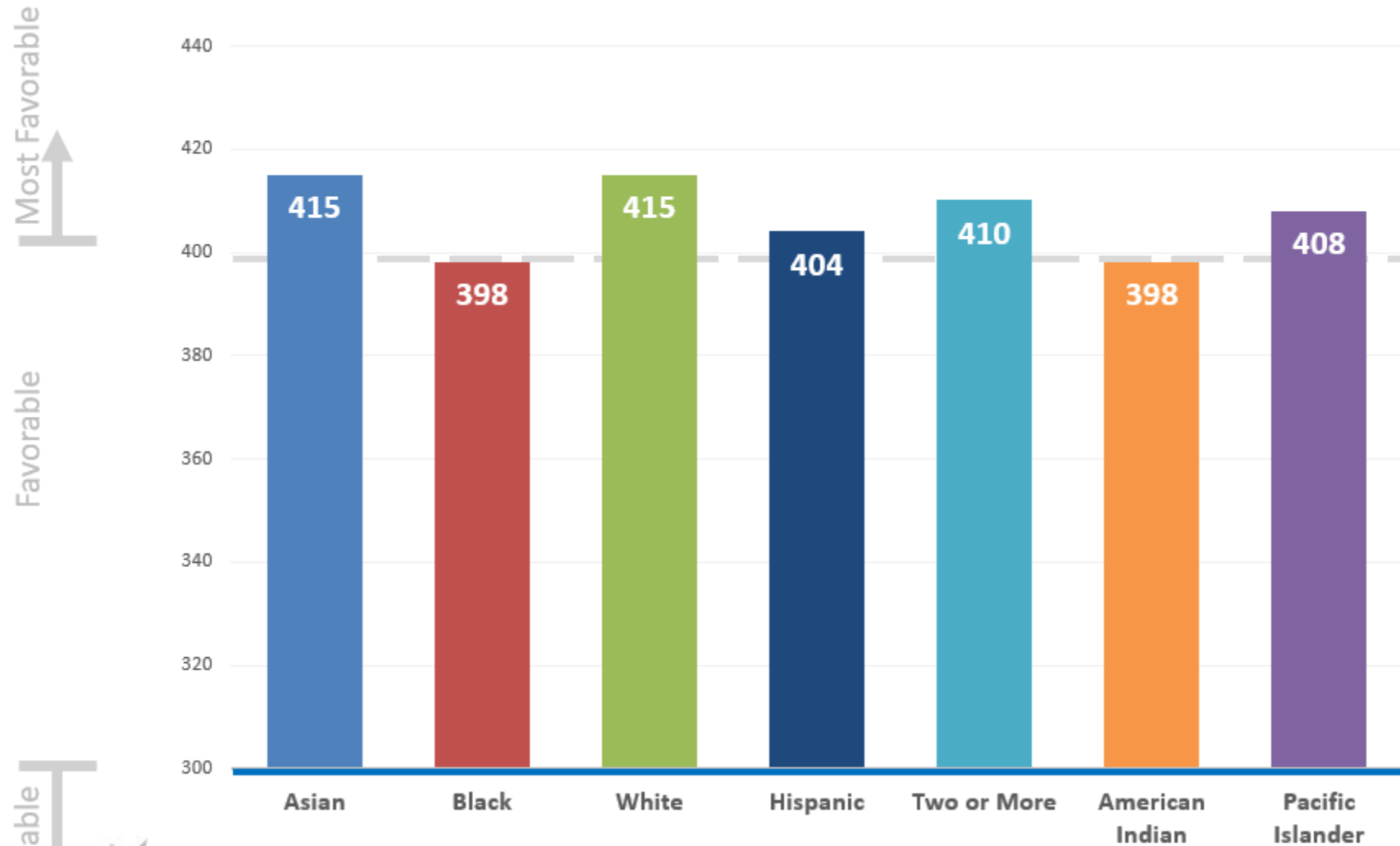


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Physical Safety

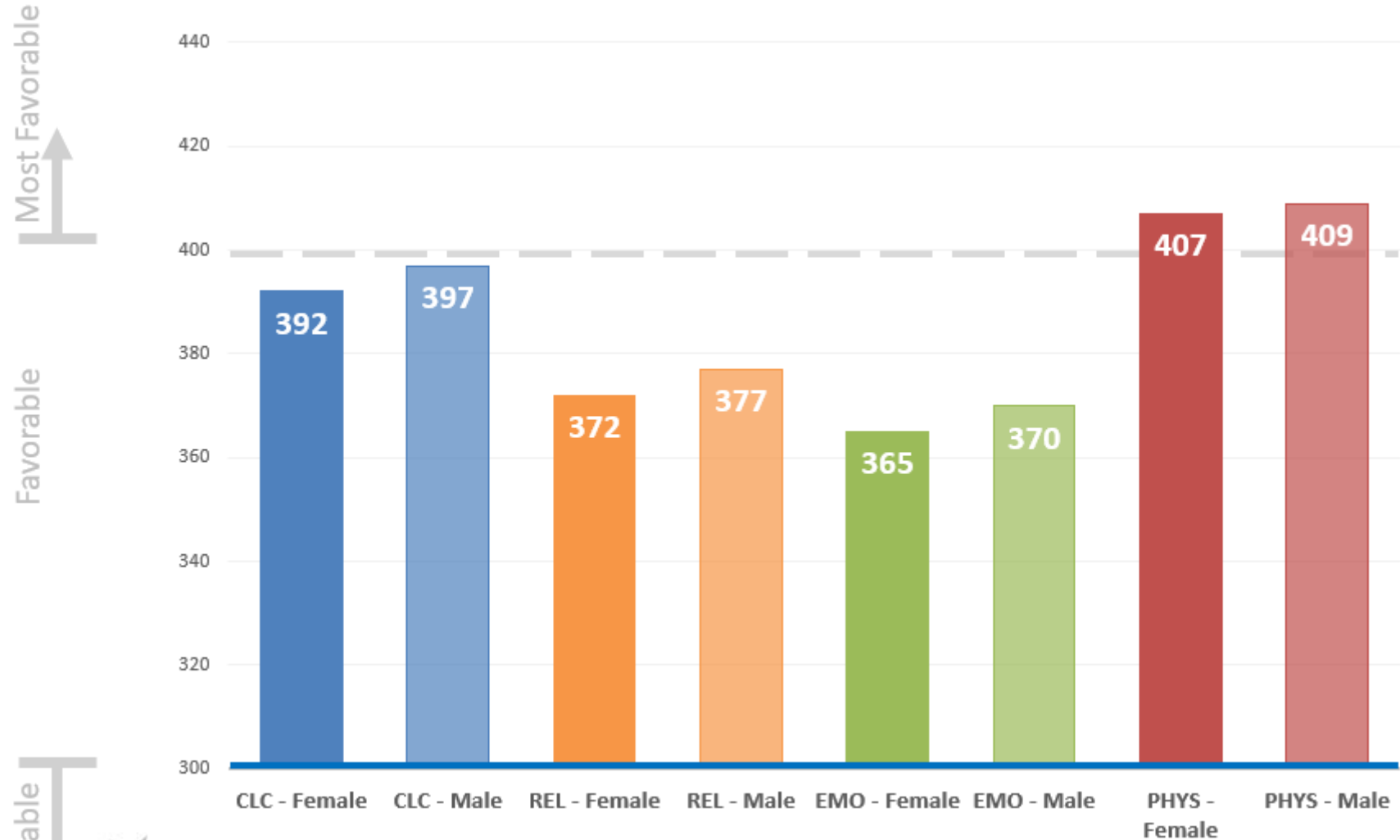


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School Climate Constructs



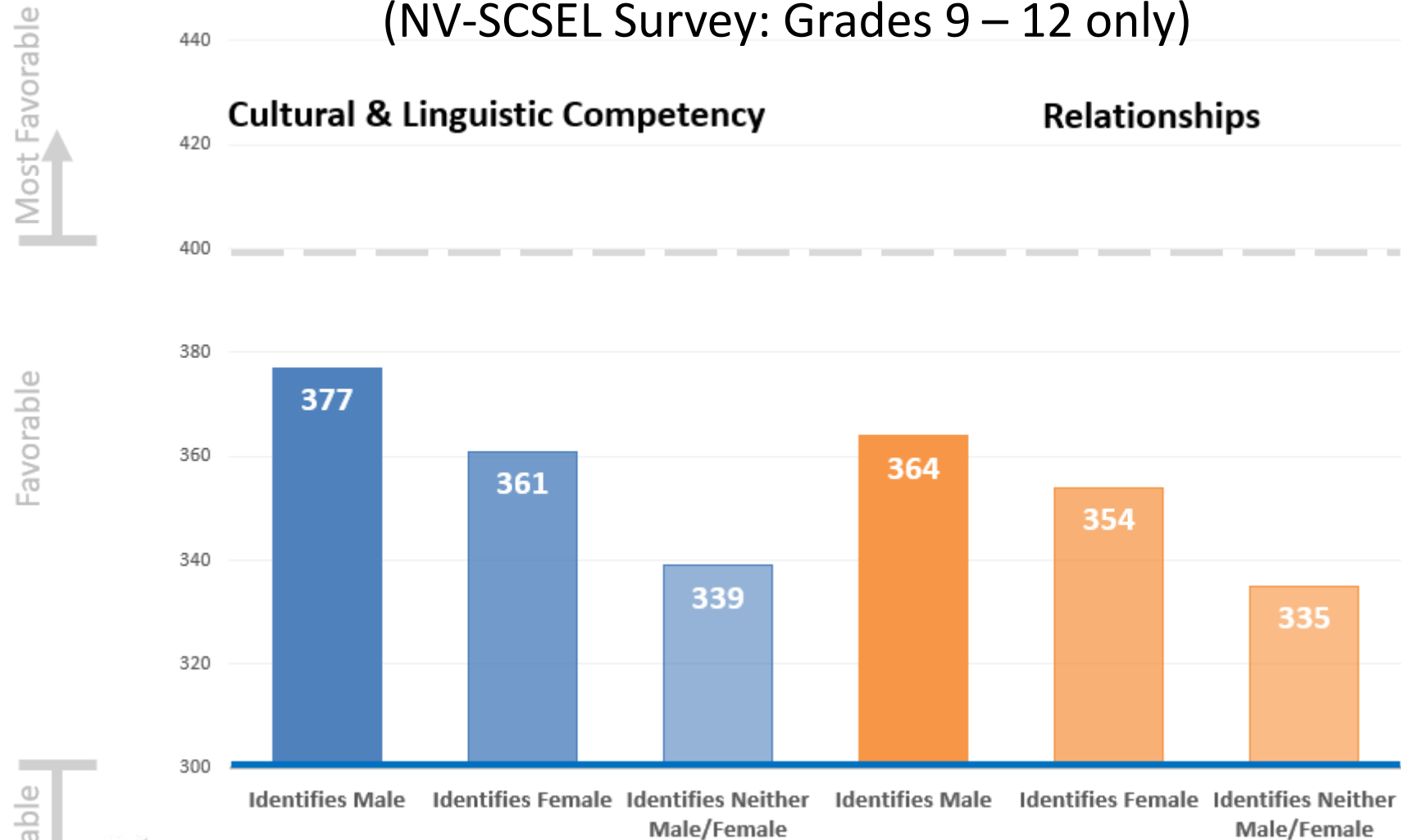
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Results by Gender Identity

(NV-SCSEL Survey: Grades 9 – 12 only)

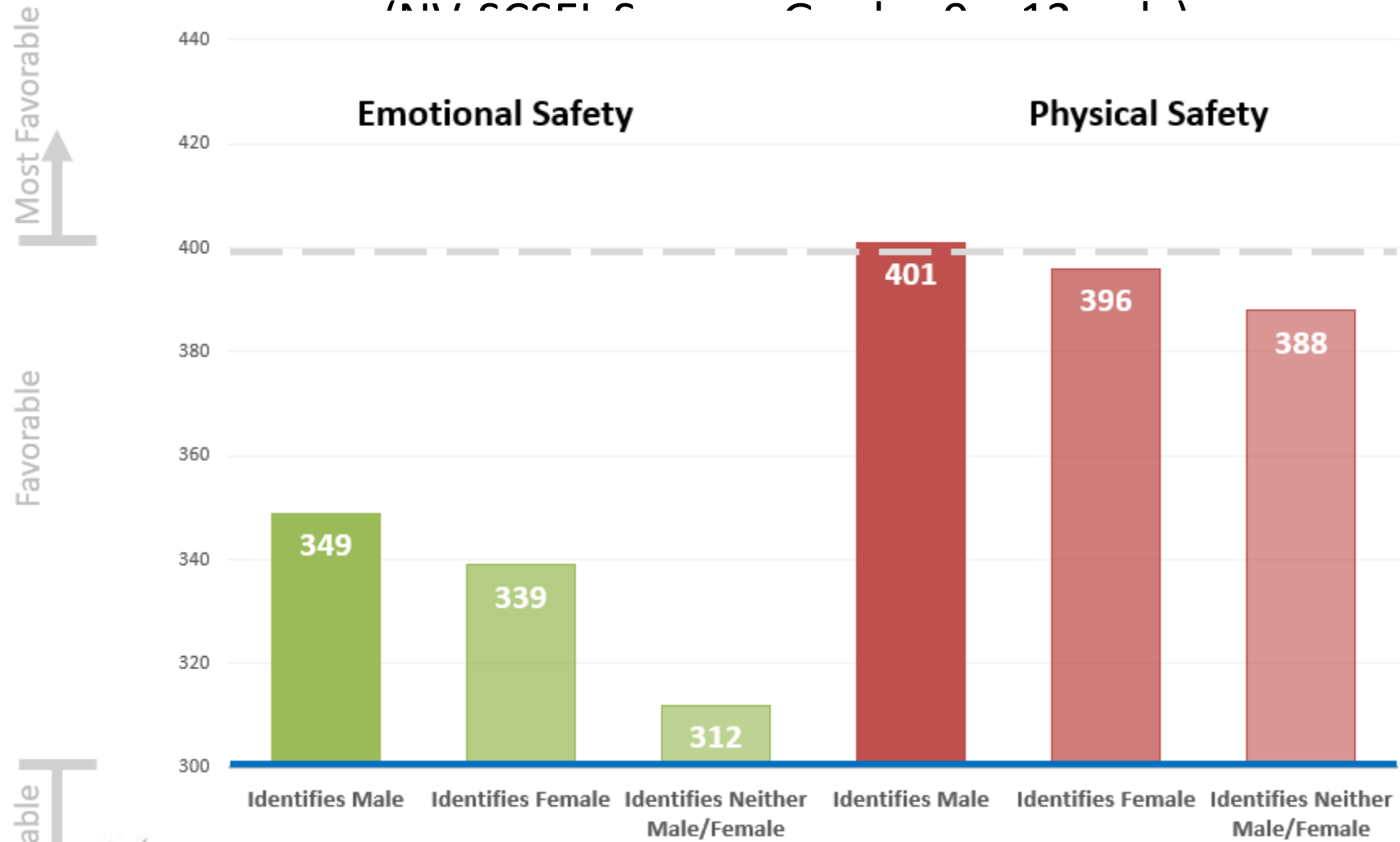


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* Results represent NV-SCSEL data for the **Spring 2021** survey (grades 9-12 only).

Results by Gender Identity (cont.)

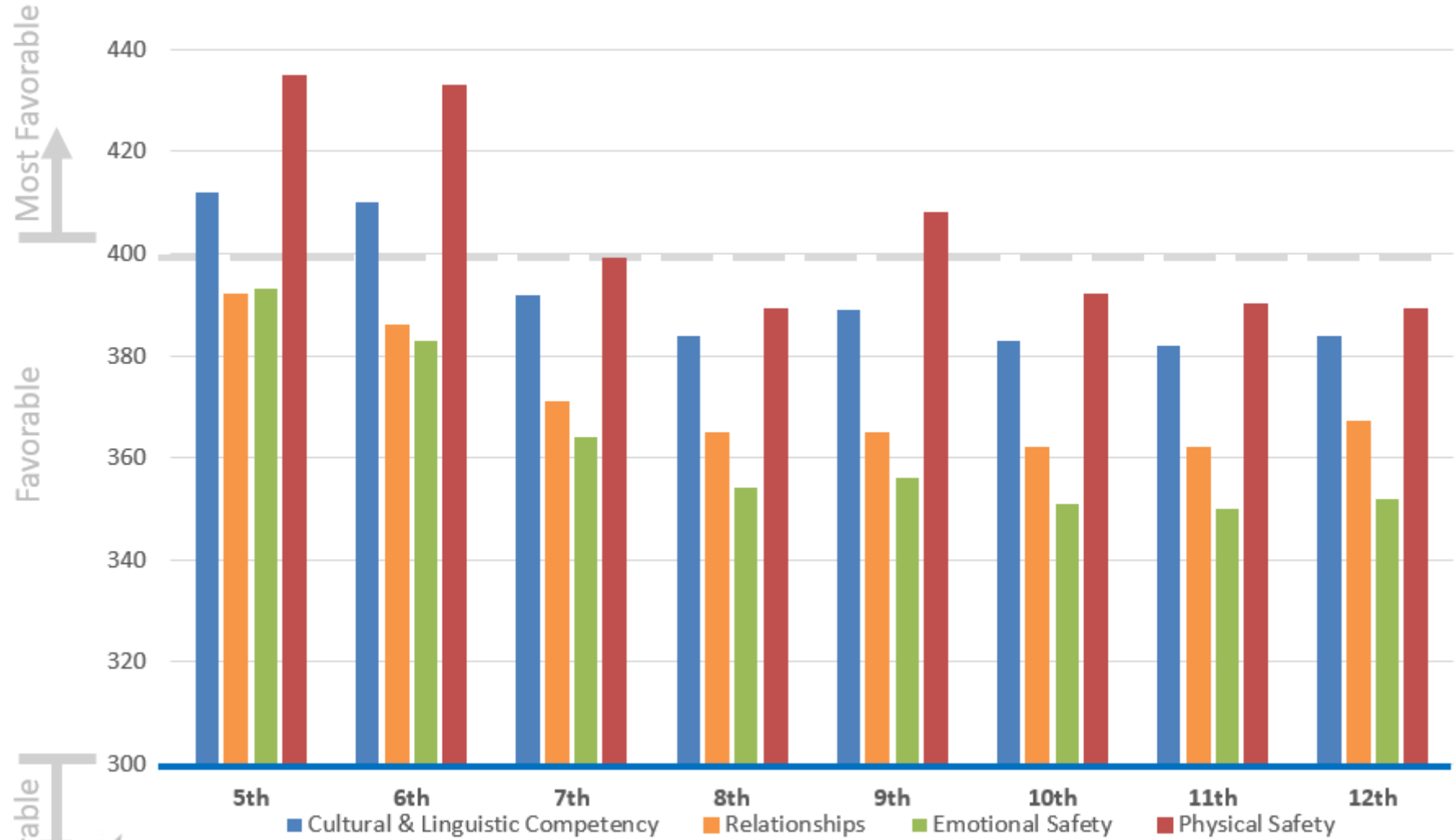


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School Climate Constructs



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