

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

Teacher Recruitment and Retention Advisory Task Force  
September 10, 2021

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Office for a Safe and Respectful Learning Environment



# Objectives

- Nevada's commitment to equity
- Equity as the default lens
- History and evolution of the NV-SCSEL survey
- Why school climate?
- Statutory requirements
- School climate and MTSS
- School climate in Nevada
  - Student survey
  - School staff pilot survey

# NDE's Commitment to Equity

## EQUITY

**DEFINITION:** *The learning needs of every student are supported in an environment where all students are valued, respected, and see themselves in their curriculum and instructional materials while experiencing academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status*



# All Means All

“The Goals for public education in Nevada are meant to speak to all students in our State.

“All’ means without regard to age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status.

**“The Goals express the commitment of the State to the wellbeing of every student.**

“It means no matter who you are, no matter where you call home, and no matter where you attend school, the Nevada Department of Education is dedicated to your success.”

# Using Data to Identify Disproportionality

- Data can help identify disparities or disproportionality in student experiences and outcomes
- [NRS 385A.240](#) and [NRS 385A.250](#) require that data on attendance and discipline be disaggregated by student characteristics:
  - (a) Pupils who are economically disadvantaged;
  - (b) Pupils from major racial and ethnic groups;
  - (c) Pupils with disabilities;
  - (d) Pupils who are English learners;
  - (e) Pupils who are migratory children;
  - (f) Gender;
  - (g) Pupils who are homeless;
  - (h) Pupils in foster care; and
  - (i) Pupils who are military impacted

# Making Equity the Default Lens

- When done correctly, data can help us identify when there could be an equity issue and provide some information on what the problem may be
- The data cannot:
  - define the problem entirely
  - tell us what to do about it
  - place blame on the individuals or groups who are experiencing the disparity
- Deeper understanding of the issue and solution seeking must be done through thoughtful, careful, and intentional partnering and dialogue

# History of the NV-SCSEL

- Senate Bill 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 the school
  - 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 administration window was moved from the spring semester to the fall semester in 2019
- The Legislative Committee on Education instructed NDE to add an additional gender option to the survey in August 2018
  - the additional gender item was included beginning with the Spring 2019 survey, for grades 9 through 12 only
- 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 Spring 2021
  - the full staff survey will be administered with the regular student survey in Fall 2021



# Why School Climate?

- School climate research necessarily looks at students' perceptions of their **school environment**, their **peer's behavior towards them**, and the perception of **how the teachers and staff treat them** (Anderson, 2008; Bruns, 2004; Durlak, 2011; Ferrans, 2014; Johnson, 2013; Pecjak, 2017; Simao, 2017)

# School Climate: Academic Impacts

- “is viewed as a prerequisite to a host of **positive educational outcomes**” (Bruns, et al, 2004):
- plays an important role in student engagement that facilitates **academic achievement** and development (Konold, et al, 2017)
- is associated with **decreased stress** and **increased supports** and opportunities for consultations for teachers (Bruns, et al, 2004):
- leads to **increases in supports to students** at prevention and more general intervention levels as well as more intensive interventions when dictated by need (Bruns, et al, 2004):

# School Climate: School Safety

- universal efforts to increase the **safety of schools** often also begin with a focus on the promotion of a positive school climate (Anderson-Butcher, Amorose, Iachini, & Ball, 2012; Lagana-Riordan & Aguilar, 2009)
- negative school climate has a direct impact on aggression and delinquency, as well as many other negative behaviors (Bruns, et al, 2004; Ferrans & Selman, 2014; Konold, et al, 2017; Wilson, 2004)

# School Climate: Violence Prevention

- Preventative efforts implemented at universal, primary levels should include:
  - creating a climate with a **low tolerance for bullying** (Laursen, 2011)
  - educating students and all school employed personnel about the **warning signs and risks** associated with violent behaviors, in an effort to reduce the acceptance or downplaying of pathological behaviors (Cowell, 2013; Flannery, et al, 2012)
- zero tolerance policies have not been found to be effective, and may even escalate problems with violence in schools (Flannery, et al, 2012; Laursen, 2011; Johnson, et al, 2011)

# School Climate: A Systems Approach

- Violence prevention efforts have been found to be most effective when they:
  - are **implemented across multiple tiers and levels of the educational systems** (Cowell, 2013; Laursen, 2011; Teasley, 2013)
  - **involve all concerned constituent groups**, including students (Johnson, Burke, & Gielen, 2011; Teasley, 2013) as well as staff, parents, and community leaders (Cowell, 2013; Teasley, 2013)
  - **include an emphasis on improving school climate and environment** (Johnson, et al, 2011; Teasley, 2013)

# Statutory Requirements

- [NRS 385A.650](#) requires school principals to submit a plan to improve the achievement of pupils (currently each year)
- 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**”*

# MTSS

- [NRS 388.885](#) outlines the requirements and components of the statewide framework for integrated student supports
- This framework is more commonly known as a Multi-Tiered System of Supports (MTSS)
- Assembly Bill 194 (2021) added a requirement to NRS 385A.650 that the plan to improve the achievement of pupils must be *“developed in accordance with the provisions of NRS 388.885”* (i.e., MTSS)



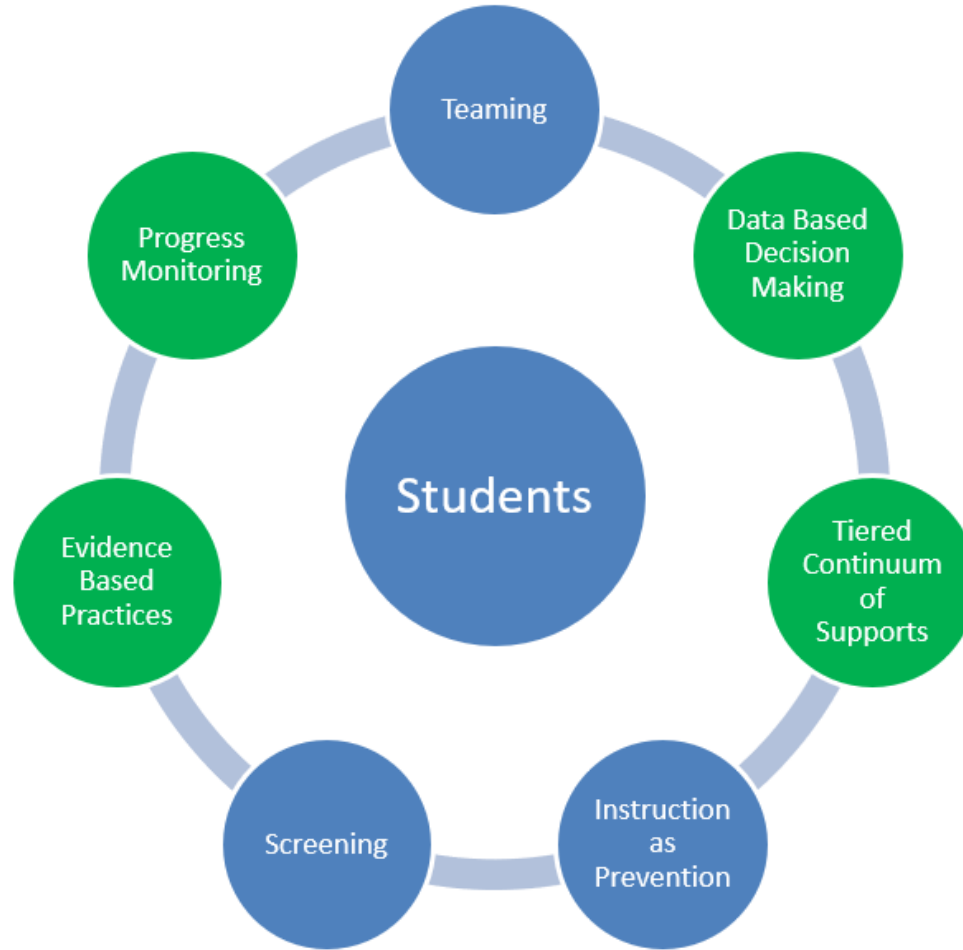
# History of MTSS

- Multi-tiered approach came from the field of public health
- Discussion of education reform using MTSS began in 1994 and boomed in the literature in 2009
- RTI + PBIS = “Integrated MTSS”
  - RTI: Response to Intervention (academics)
  - PBIS: Positive Behavior Interventions and Supports (behavior)
- Academics + Behavior + Mental Health = Integrated Systems Framework (ISF)
- NOTE: any tiered support system and/or practices can be incorporated into and supported by MTSS

# Why MTSS?

- **Integration** into one framework to:
  - conserve resources
  - prevent initiative fatigue
  - connect existing efforts
  - improve educational outcomes
  - enhance sustainability

# Core Components of MTSS



# Data Based Decision Making

- Supports integration by aligning data across initiatives
- Data should be used daily, weekly, monthly AND yearly
- Decisions are more likely to be effective and efficient when they are based on data
- The quality of decision making depends most on the first step (*defining the problem to be solved*)
  - Define problems with precision and clarity
- Sample questions we might answer:
  - Are we meeting our desired outcomes?
  - Are we implementing our practices with fidelity?
  - Do we have equity (or disproportionality) across different subgroups?

# Using Data to Define the Problem

- Data help us ask the right questions; they do not provide the answers
- Use data to:
  - Identify problems
  - Refine problems
  - Define the questions that lead to solutions
- Data help place the “problem” in the **context or environment**, rather than in the student(s)

# NV-SCSEL Student Survey

- 48 items (questions), plus demographic questions
- Validated for students in grades 5 through 12
- Administered annually in the fall, with an optional administration in the spring
- Offered in both English and Spanish
- All survey items/questions are optional, including those on demographics
- An administration manual, user ID's, technical support, reports, and online results and resources are provided for each school and district, 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 index scores (100-500)
- 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
- The national benchmark performance level categories are:
  - 401 - 500 - Most favorable condition
  - 300 - 400 - Favorable conditions
  - 100 - 299 - Least favorable conditions



# Who Takes the Student Survey?

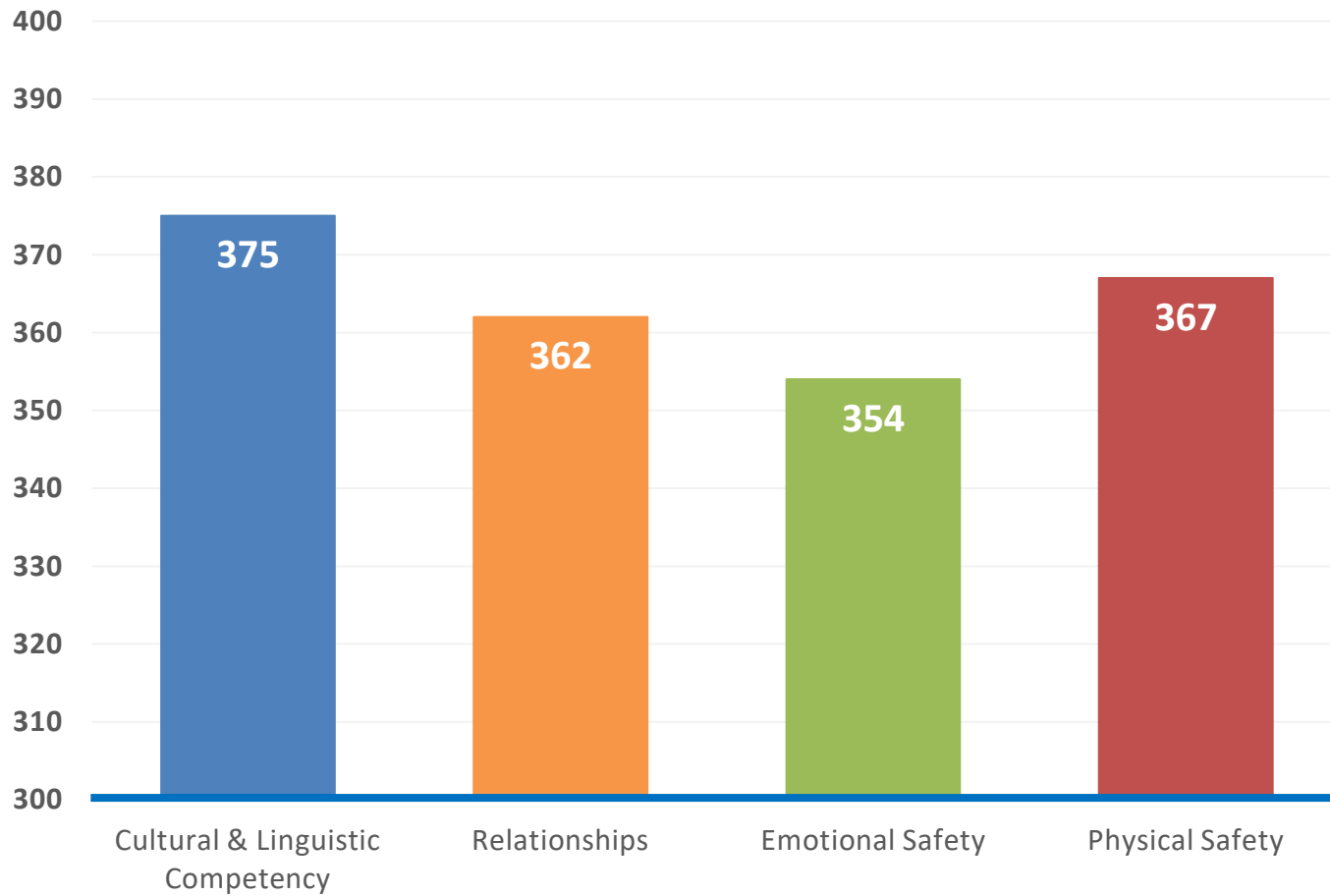
- All 15 rural/frontier school districts and all state sponsored charter schools (SPCSA) participate in the NV-SCSEL
- Washoe and Clark County School Districts have been funding and administering their own school climate surveys for many years
- NDE paid to have a common person equating study completed 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](#)

# School Climate Constructs

## All Nevada Students



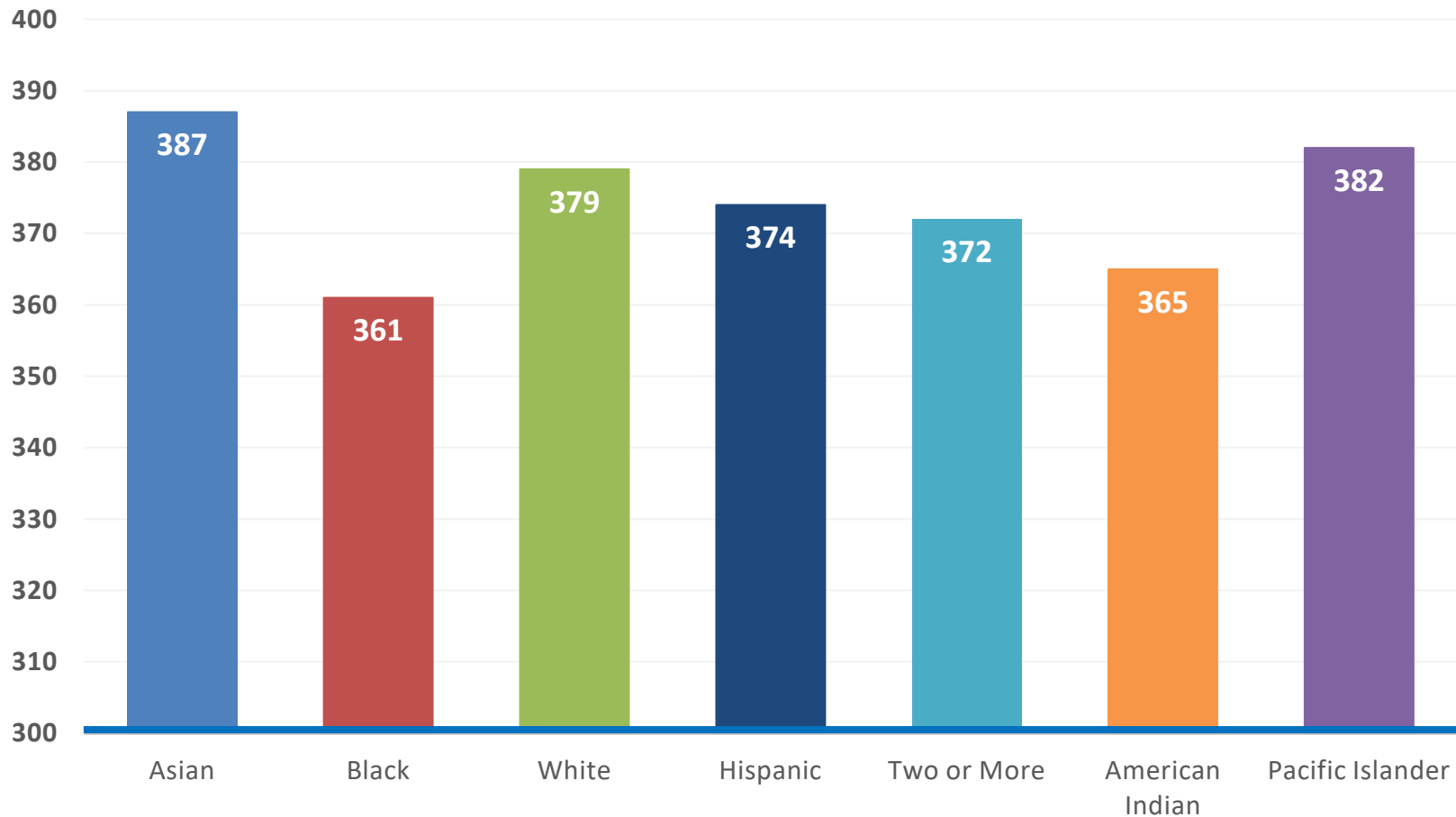
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\* Results represent statewide data for the **Fall 2019** survey administrations.

# Cultural & Linguistic Competency

## All Nevada Students by Race/Ethnicity



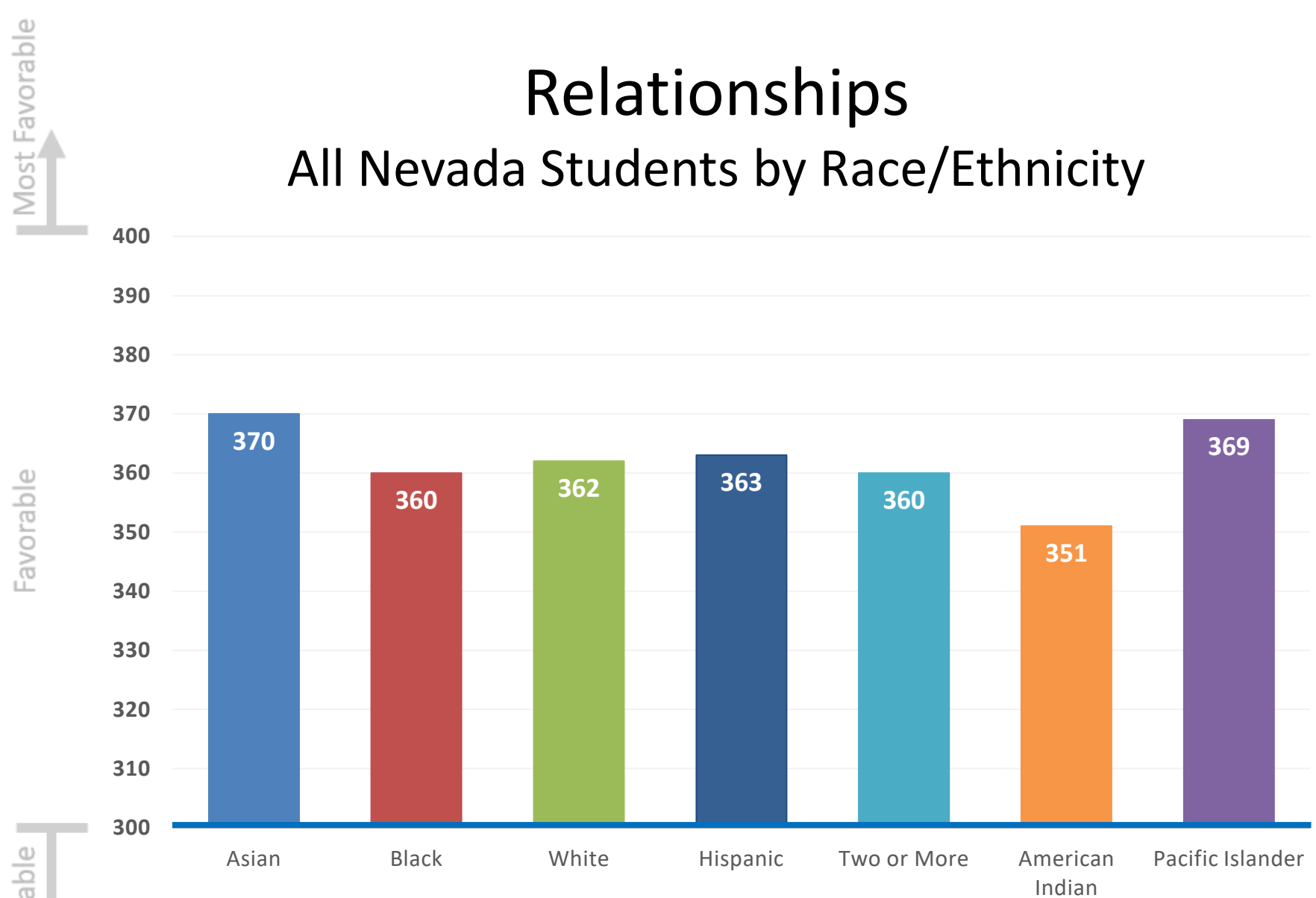
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# Relationships

## All Nevada Students by Race/Ethnicity



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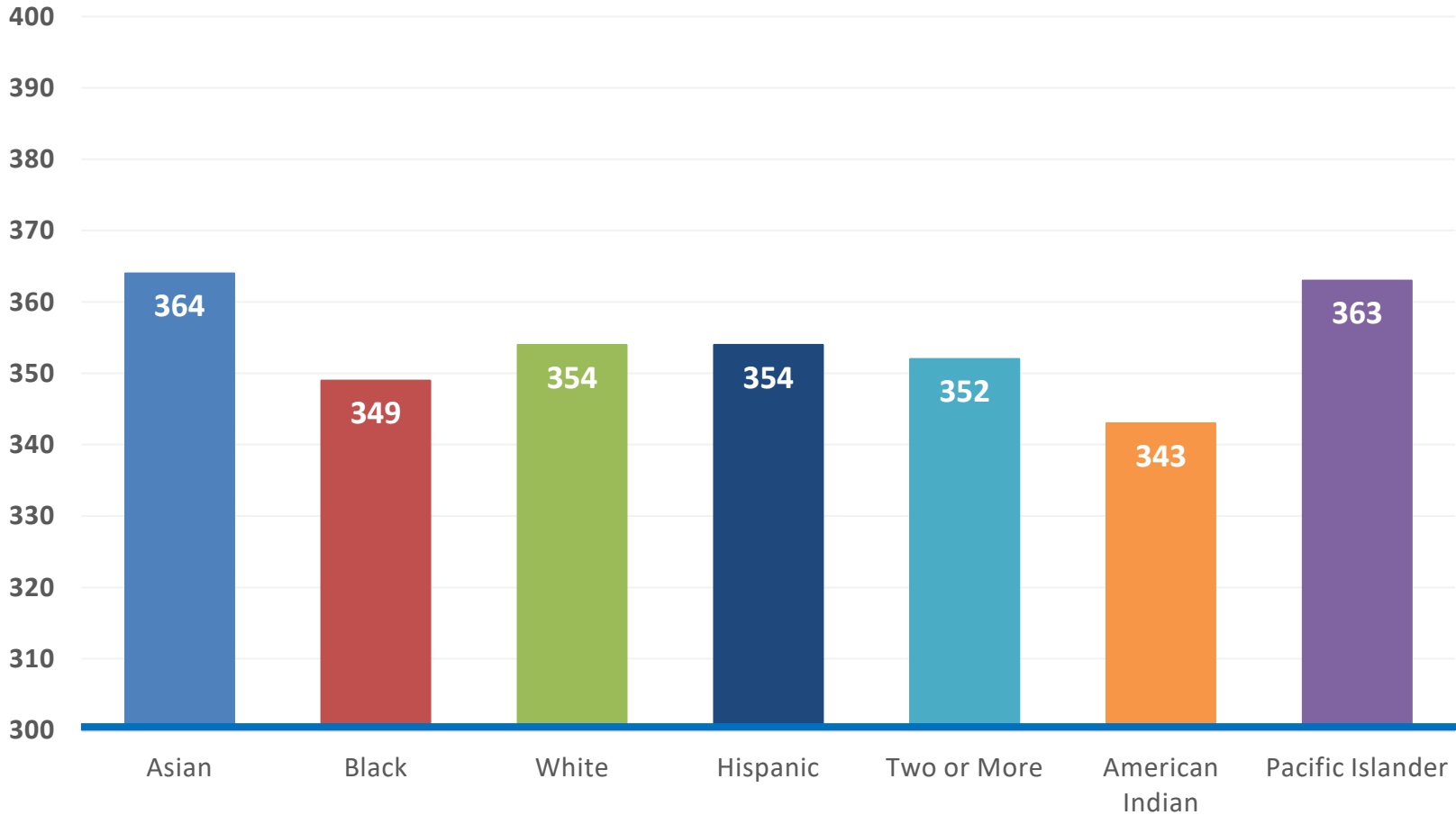
# Emotional Safety

## All Nevada Students by Race/Ethnicity

Most Favorable ↑

Favorable

Least Favorable ↓



\* Results represent statewide data for the **Fall 2019** survey administrations.

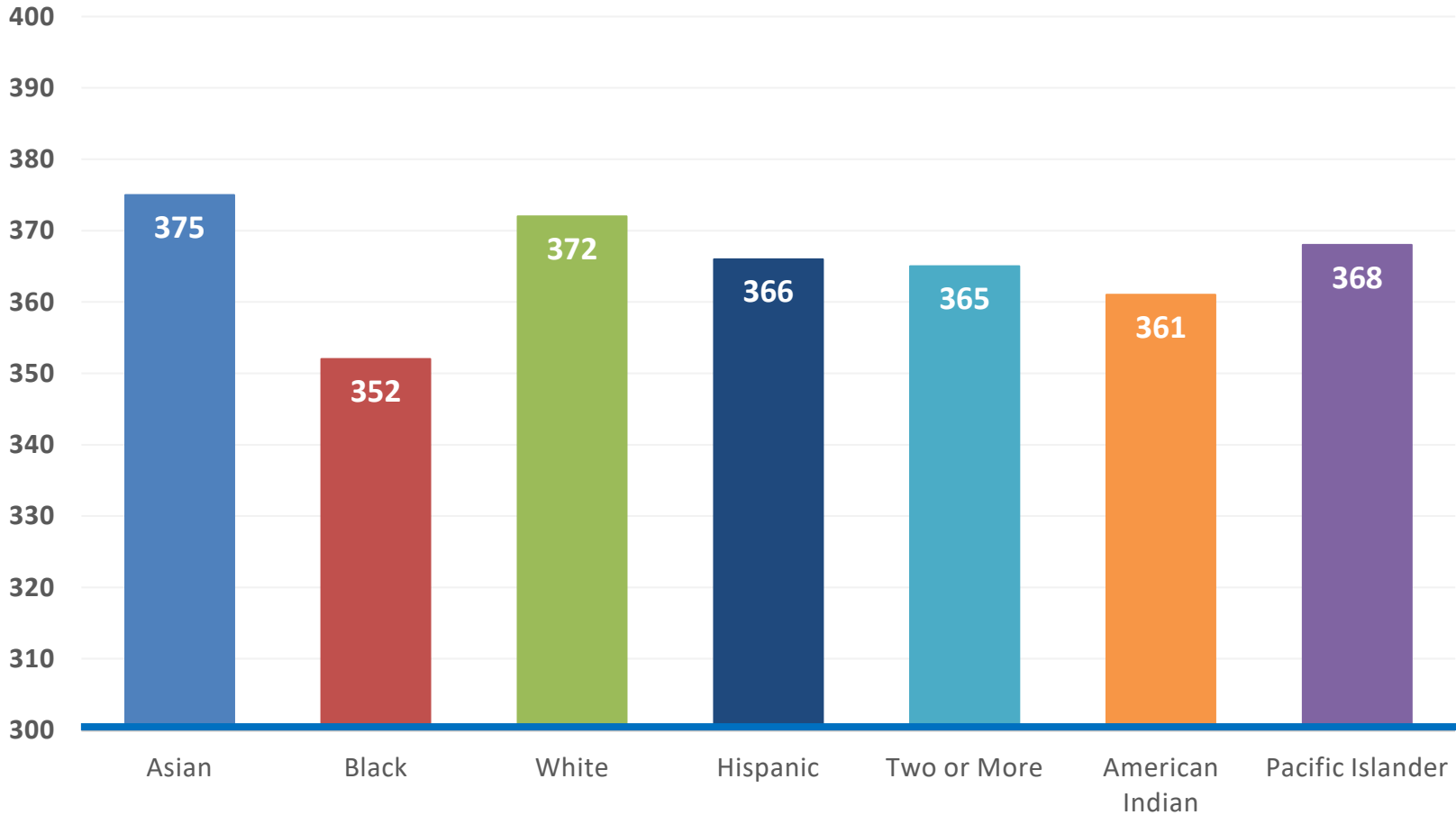
# Physical Safety

## All Nevada Students by Race/Ethnicity

Most Favorable ↑

Favorable

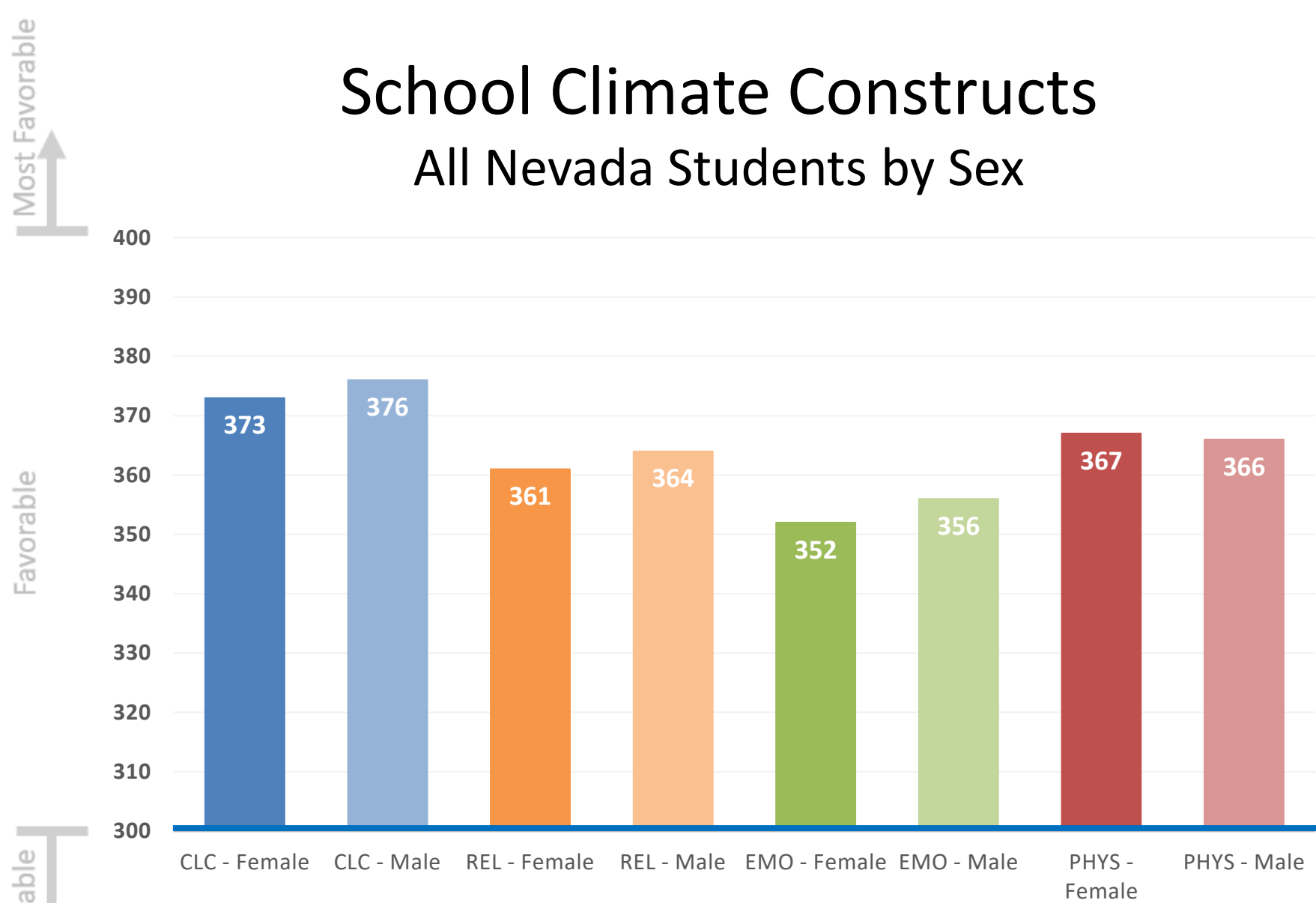
Least Favorable ↓



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# School Climate Constructs

## All Nevada Students by Sex



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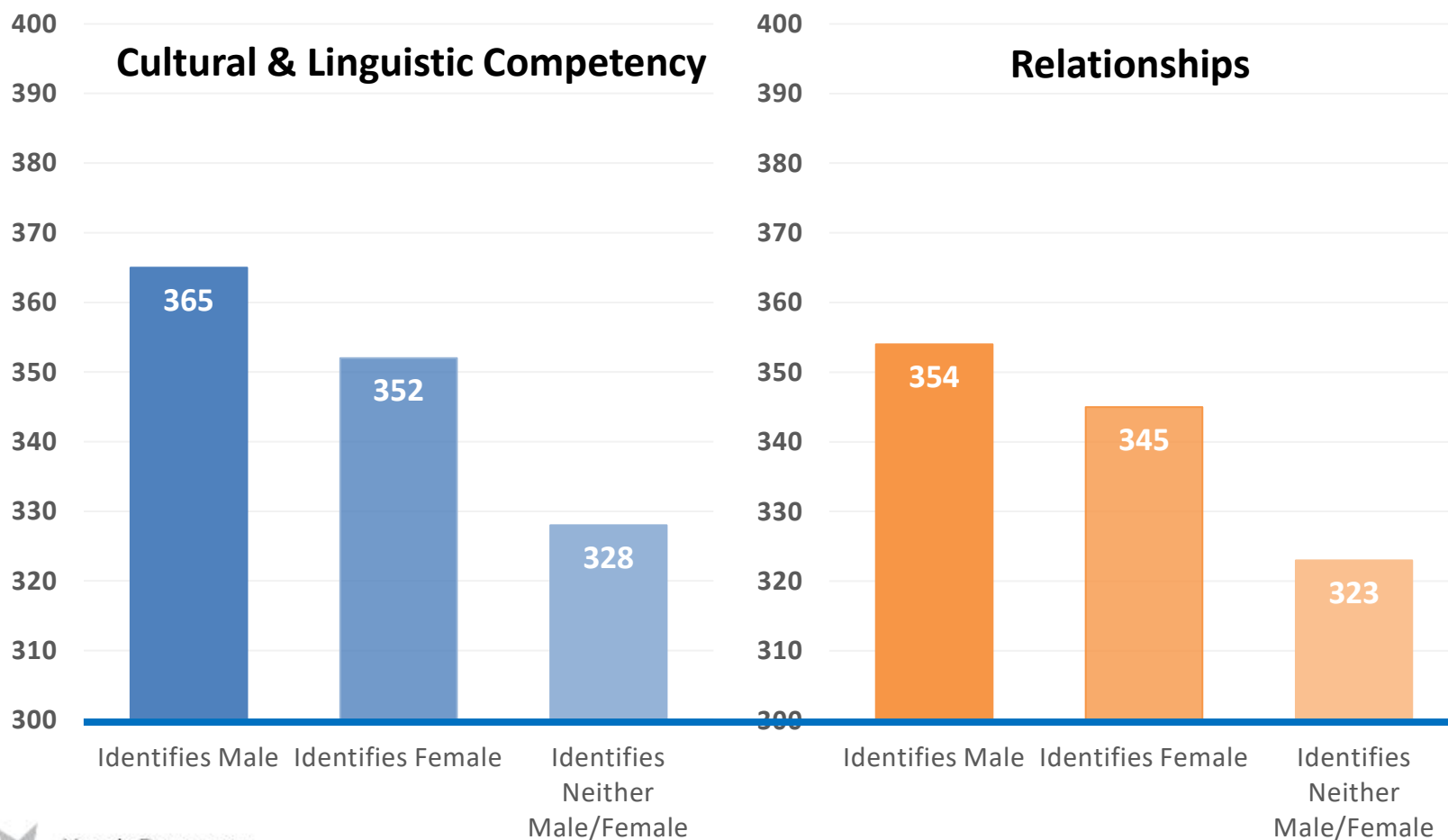
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# Results by Gender Identity

(NV-SCSEL Survey: Grades 9 – 12 only)



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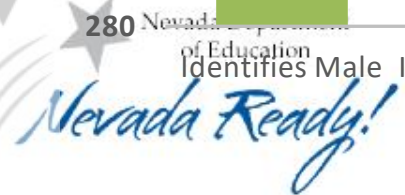
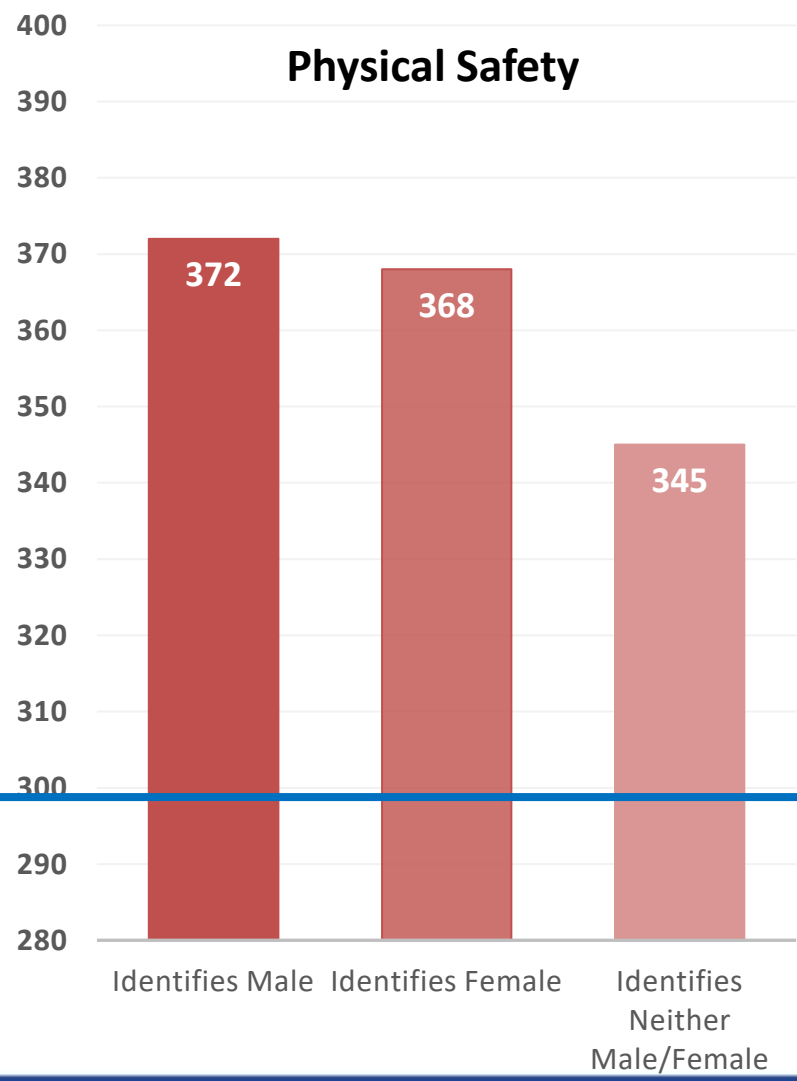
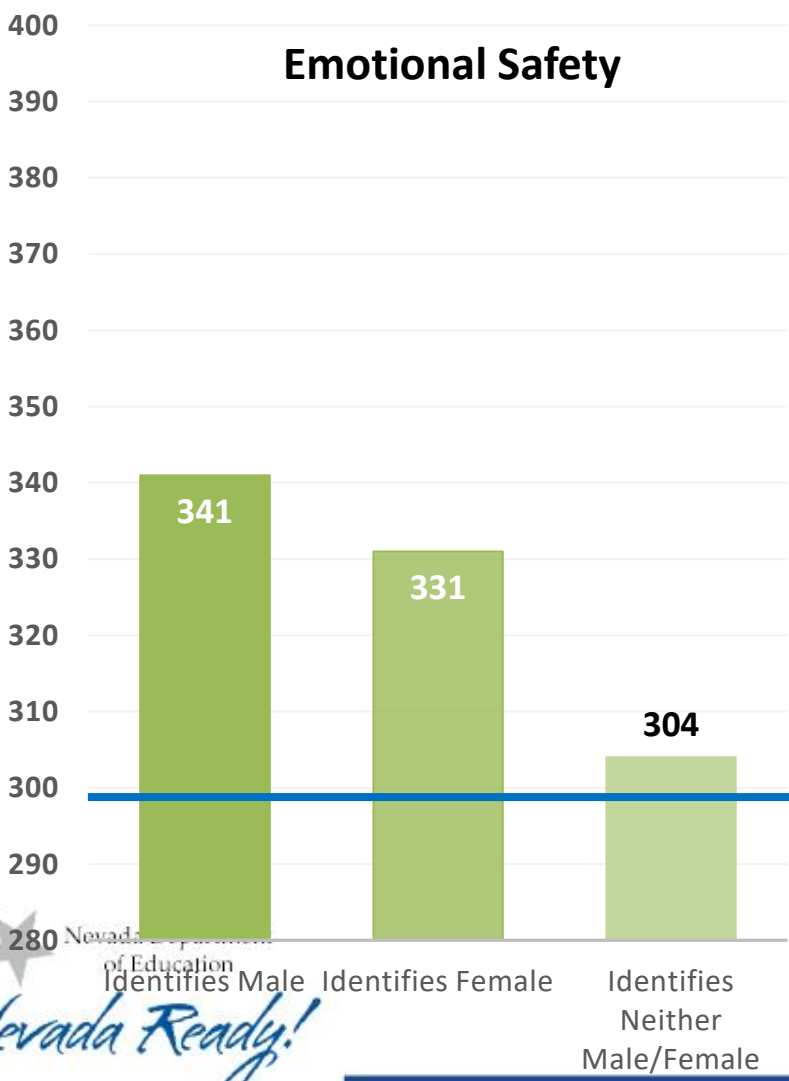


\* Results represent statewide data for the **Fall 2019** survey administrations.

# Results by Gender Identity (cont.)

(NV-SCSEL Survey: Grades 9 – 12 only)

Most Favorable ↑  
Favorable  
280  
Least Favorable ↓



# NV-SCSEL School Staff Pilot Survey

- 47 items (questions), plus demographic questions in the main portion of the survey
- Optional 38 items across additional constructs
- Administered as a pilot in Spring 2021, with a full administration planned for the current school year (timing to be determined by access to funding)
- All survey items/questions are optional, including those on demographics
- An administration manual, user ID's, technical support, reports, and online results and resources are provided for each school and district, at no cost

# School Staff Survey Constructs

- The 47 items in the main survey measure school staff member's perceptions of their **school** across five school climate constructs:
  - Engagement
    - Cultural and Linguistic Competence (CLC)
    - Relationships (REL)
  - Safety
    - Physical Safety (PSAF)
    - Emotional Safety (EMO)
    - Bullying/Cyberbullying (BUL)

# School Staff Optional Constructs

- The optional 38 items measure school staff member's perceptions of their **school** across these additional climate constructs:
  - Engagement (with CLC and REL)
    - School Participation (PAR)
  - Safety (with EMO, PSAF, and BUL)
    - Substance Abuse (SUB)
  - Environment
    - Discipline (DIS)
    - Mental Health (MEN)
    - Instructional Environment (INS)
    - Physical Environment (PENV)
    - Physical Health (PHEA)

# School Staff Survey Results

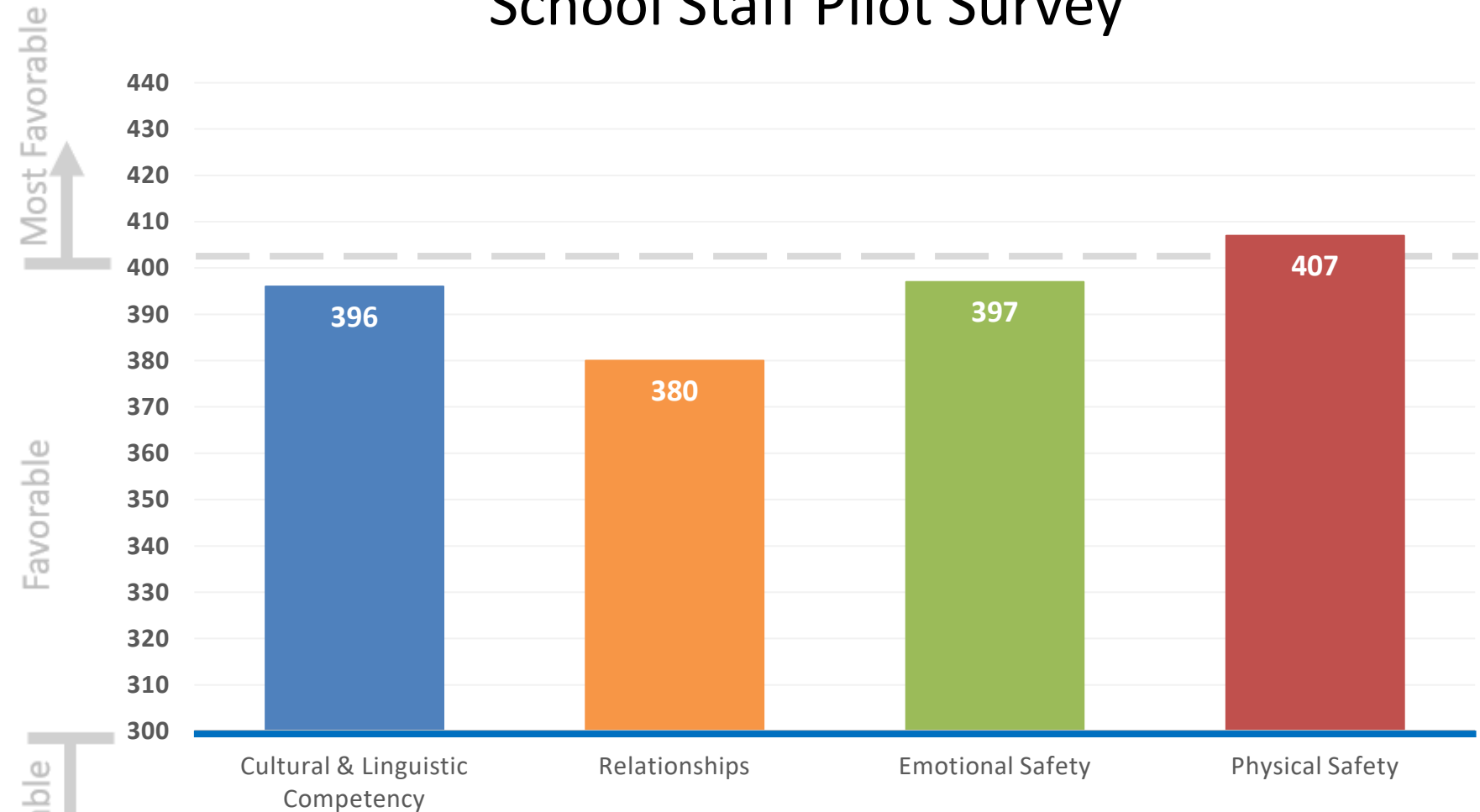
- The four school climate constructs are reported as index scores (100-500)
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- The national benchmark performance level categories are:
  - 401 - 500 - Most favorable condition
  - 300 - 400 - Favorable conditions
  - 100 - 299 - Least favorable conditions

# Who Takes the School Staff 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 will continue to work with Washoe and Clark CSDs on the staff surveys and explore having common-person equating studies performed again, if possible
- All school staff are invited to participate in the NV-SCSEL, from administrators to educators, and support staff to specialized instructional support personnel (SISP, i.e., counselors, psychologists, social workers, nurses, etc.

# School Climate Constructs

## School Staff Pilot Survey



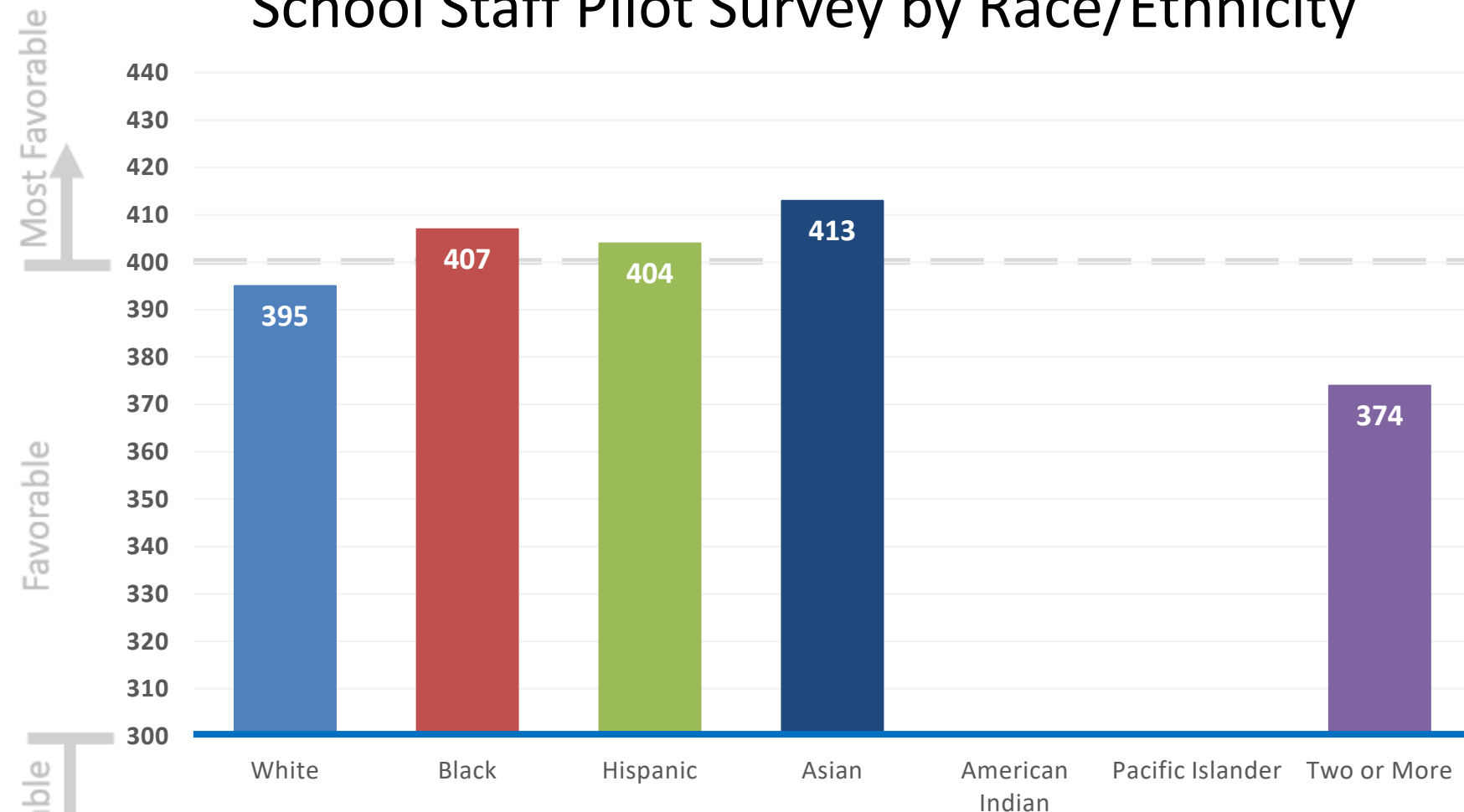
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\* Results represent **PILOT SURVEY** data from Spring 2021.



# Cultural & Linguistic Competency School Staff Pilot Survey by Race/Ethnicity



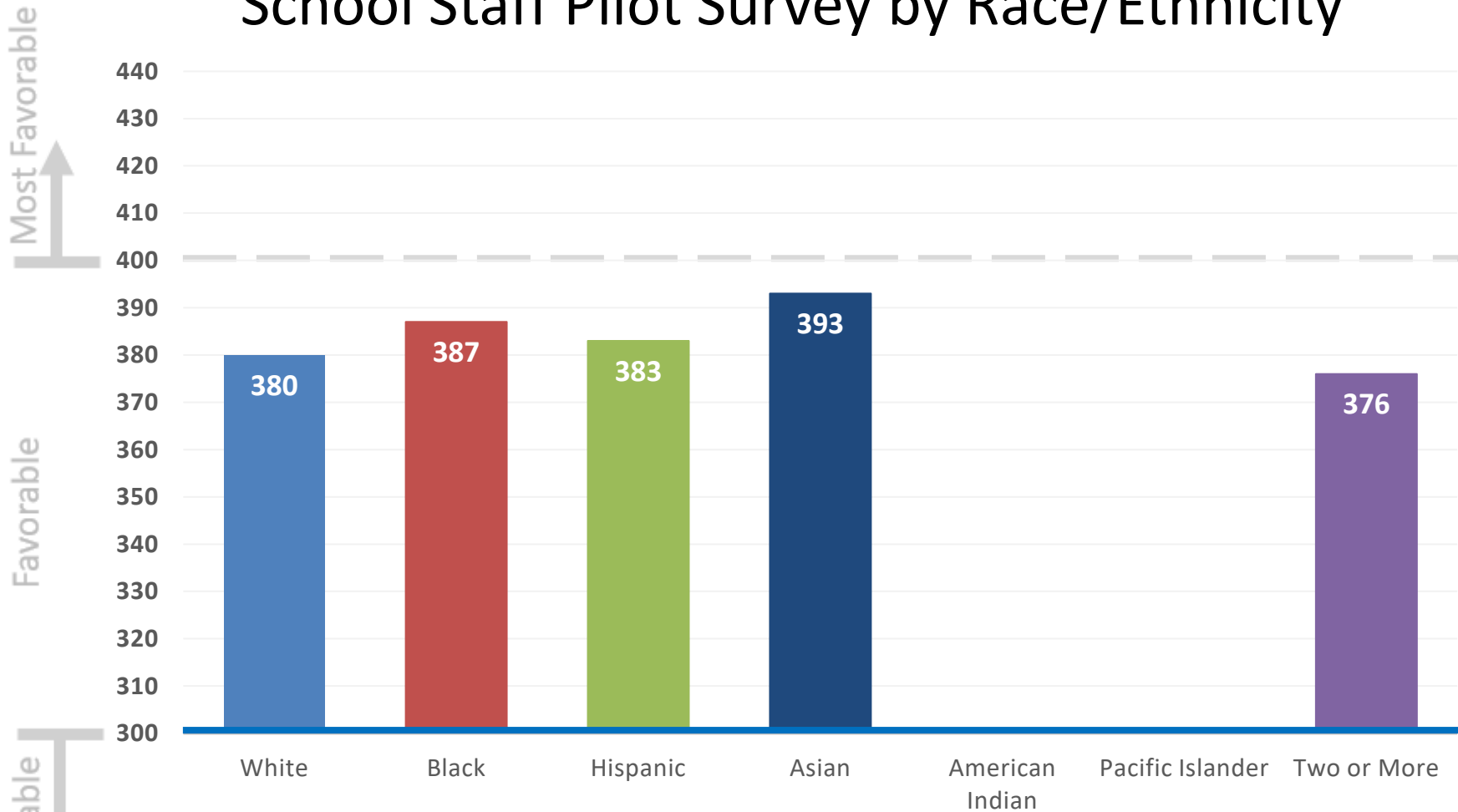
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# Relationships

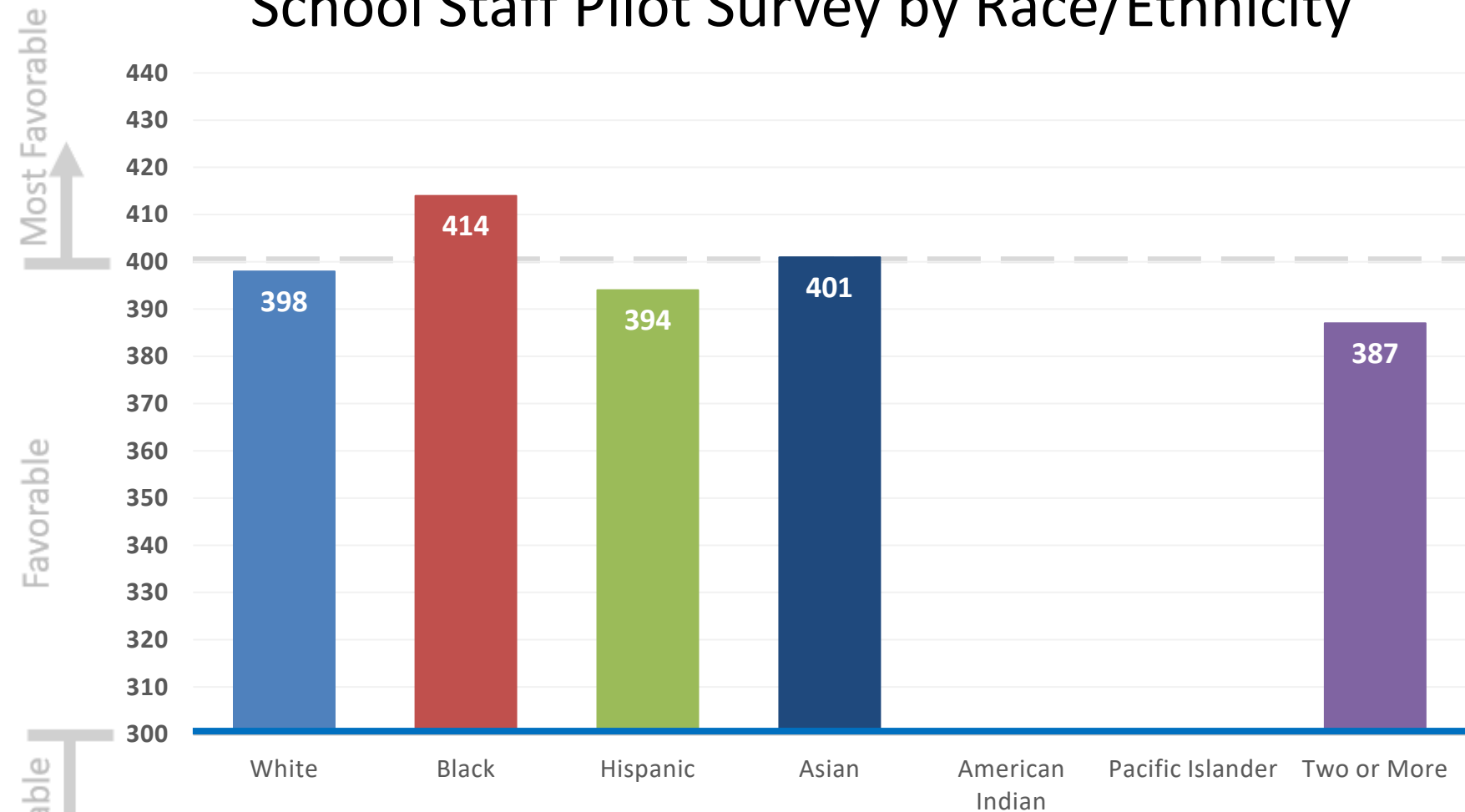
## School Staff Pilot Survey by Race/Ethnicity



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# Emotional Safety

## School Staff Pilot Survey by Race/Ethnicity



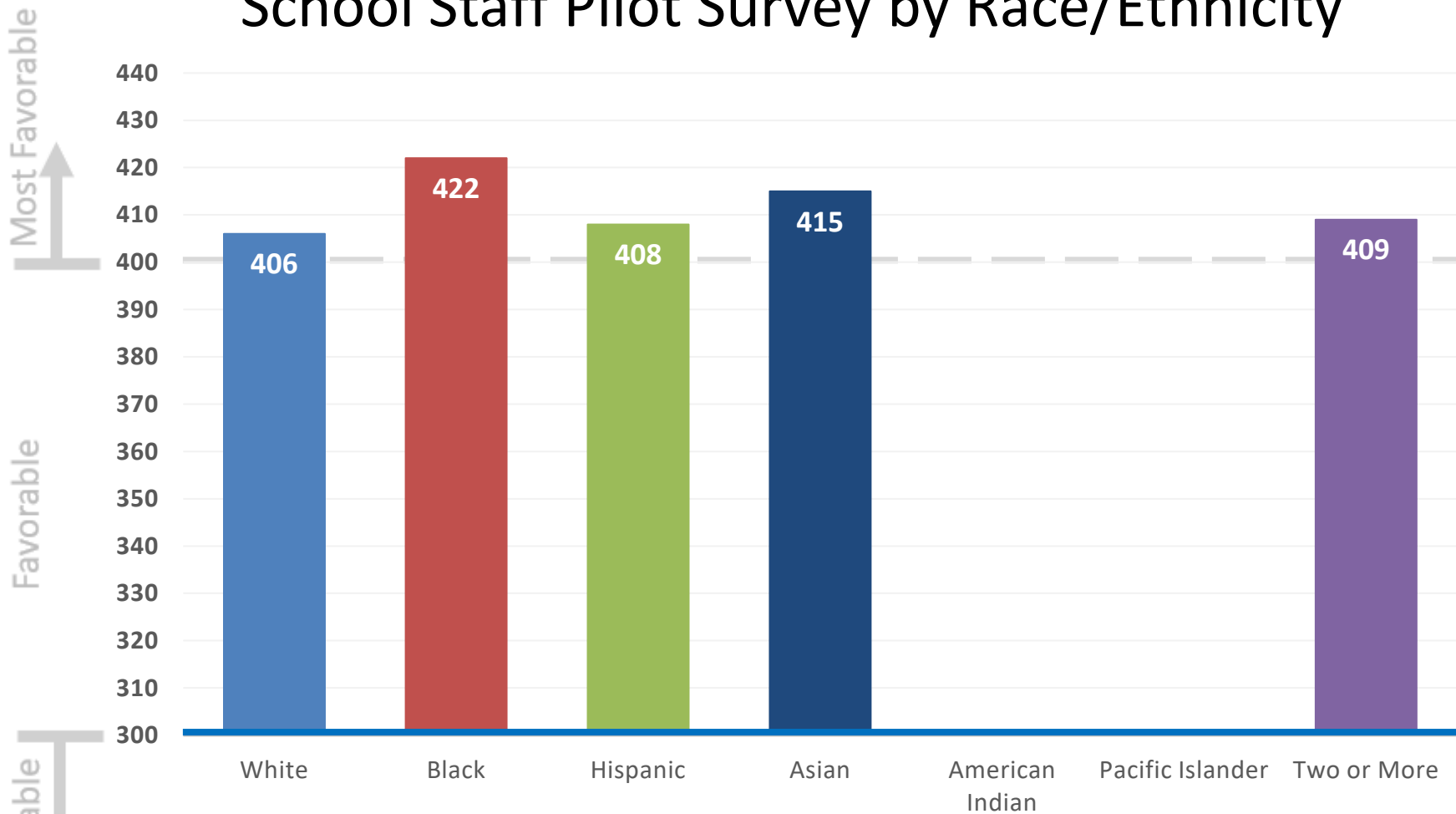
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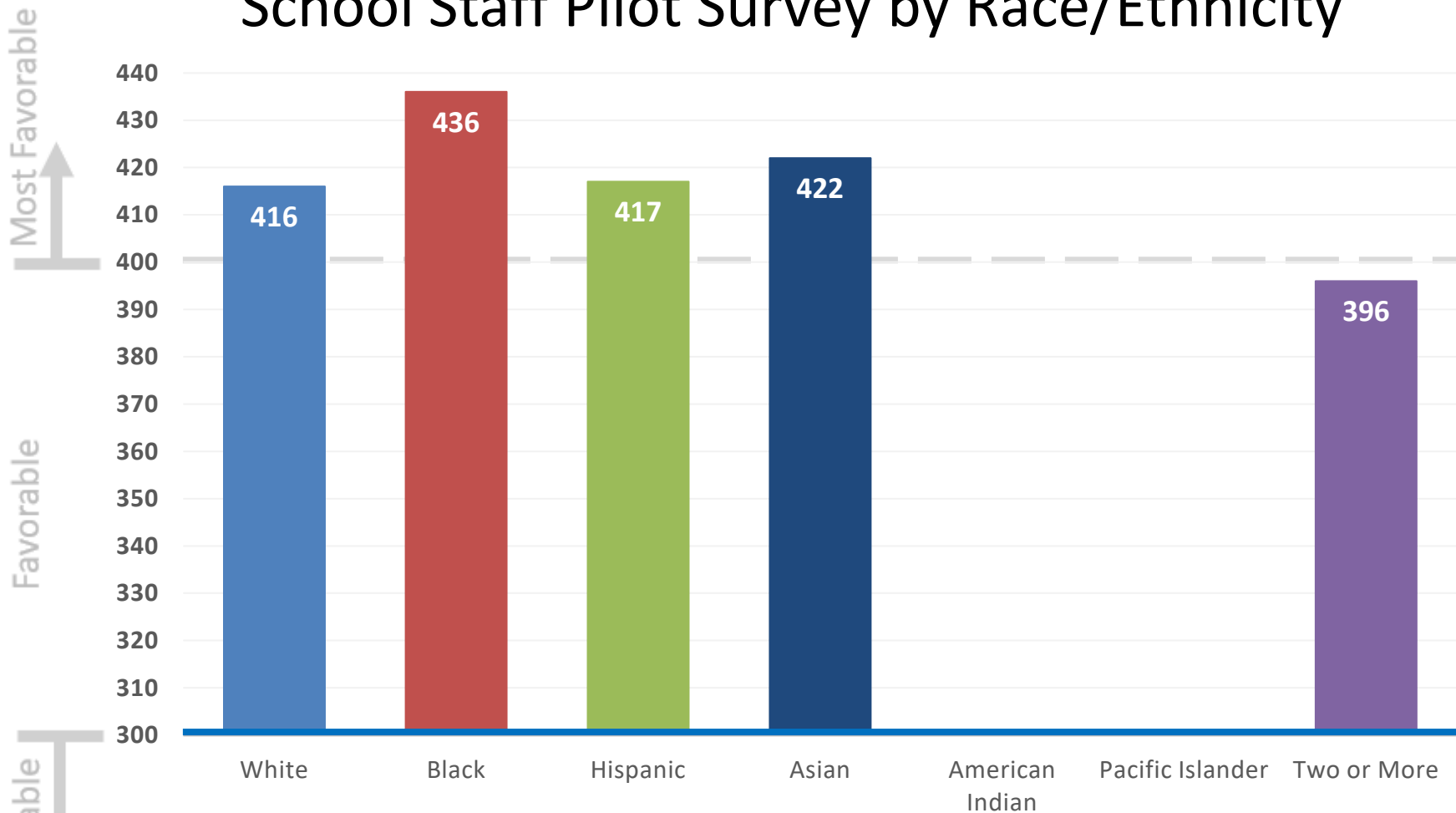
# Physical Safety

## School Staff Pilot Survey by Race/Ethnicity



\* Results represent **PILOT SURVEY** data from Spring 2021.

# Bullying/Cyberbullying School Staff Pilot Survey by Race/Ethnicity



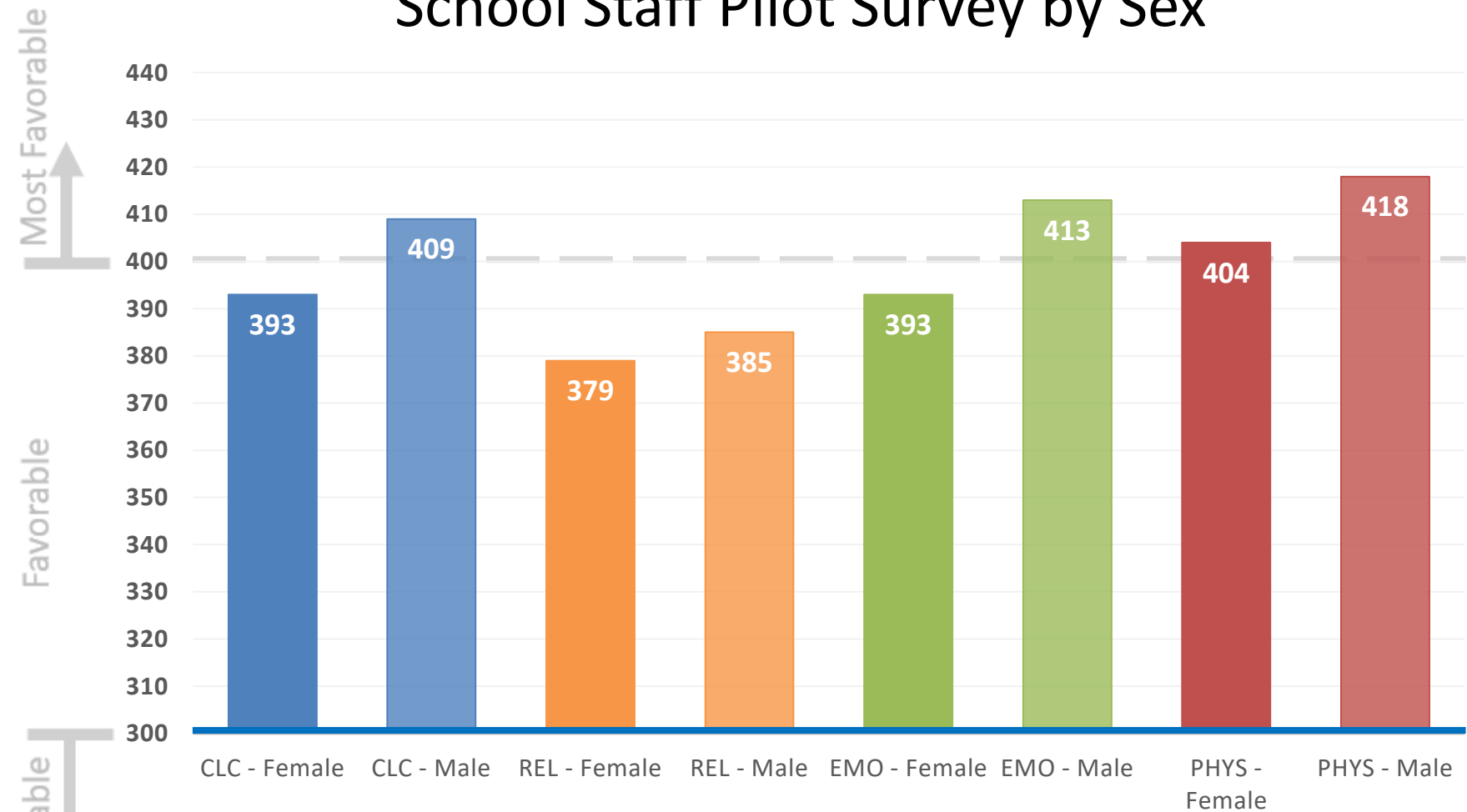
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# School Climate Constructs

## School Staff Pilot Survey by Sex

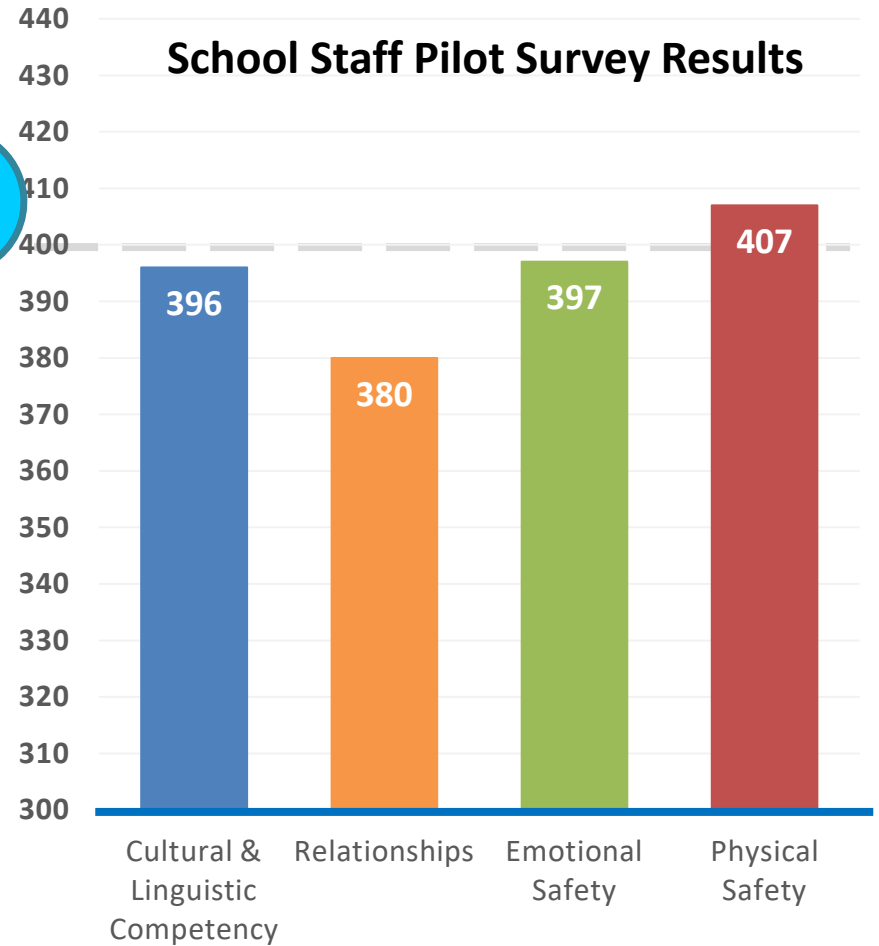
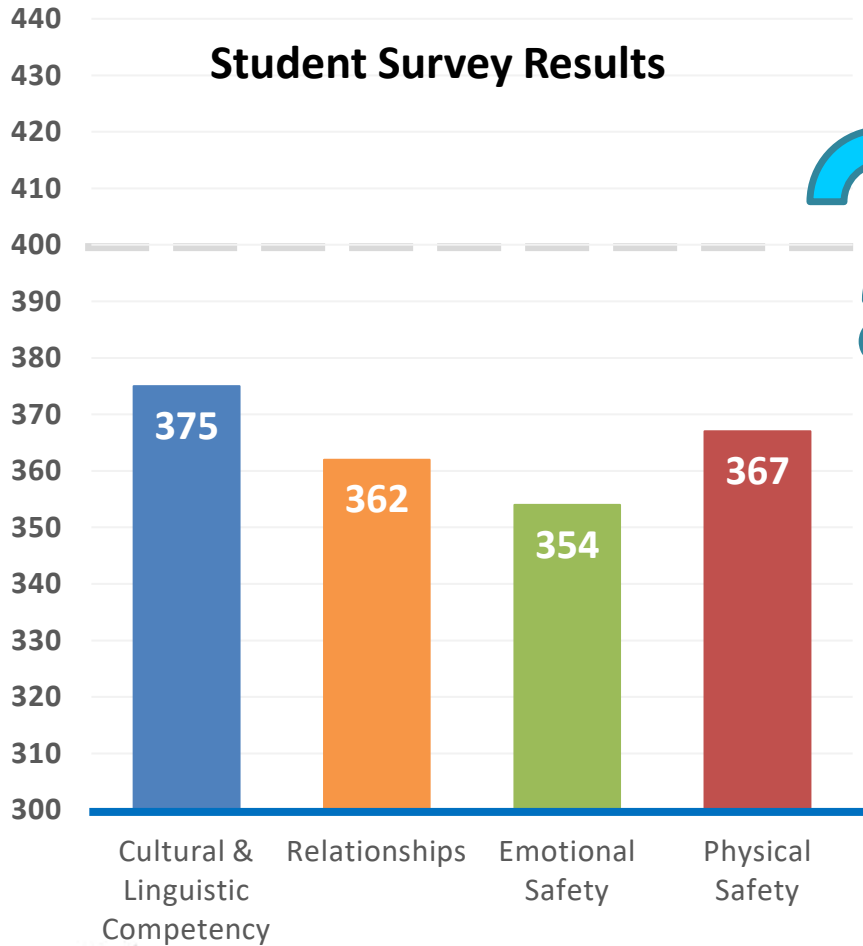


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\* Results represent **PILOT SURVEY** data from Spring 2021.

# Coming Soon!



# Future Work

- Student survey longitudinal work
  - The student school climate survey was moved to a Fall administration in 2019
  - Based on feedback from our LEA partners NDE waited to administer the student survey for the 20-21 school year until Spring 2021
  - We will have interesting data from pre- and mid-pandemic, along with 6 years of longitudinal data
- The school staff component of the NV-SCSEL survey will be administered statewide in the 21-22 school year
- There may be an opportunity for educators to opt-in to an additional longitudinal study by cohorts to examine school climate results over time and by years of teaching experience



# School Staff SEL Pilot Project

- NDE is partnering with Harmony SEL and the American Institutes for Research (AIR) in updating the SEL Teacher Self-Assessment tool from the Center on Great Teachers and Leaders at AIR
- Goals of the update include expanding the use of the tool to support data-based decision making beyond the level of the educator
  - for example, how could the tool be used in partnership with the school climate survey?
- Nevada will pilot the updated tool once it's completed

For more information, please contact:

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Nevada Department of Education

Office for a Safe and Respectful Learning Environment

