

# Nevada School Wellbeing Survey

Presentation to the  
State Board of Education  
January 28, 2021



# Alignment with STIP Goals

1. All children, birth through third grade, have access to quality early care and education.
2. All students have access to **effective educators**.
3. All students experience continued academic growth.
4. All students graduate future-ready and globally prepared for postsecondary success and civic life.
5. All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.
6. All students and adults learn and work together in **safe schools** where identities and relationships are valued and celebrated.

**\*\* The word “data” is found 75 times in the STIP! \*\***

# Background Information

- The [Nevada School Wellbeing Survey](#) was offered as a free resource to local education agencies (LEAs) Statewide to assist in gathering student, family, and staff voice regarding any current challenges they may be facing.
- The survey was administered between Nov. 16<sup>th</sup> and Dec. 18<sup>th</sup> 2020 via an open link URL.
- LEAs shared information on the survey with their school communities via their chosen communications protocols.
- NDE provided information about the survey via the bimonthly NDE Update sent to all superintendents and principals, the monthly Educator Update sent to all licensed personnel, and social media.

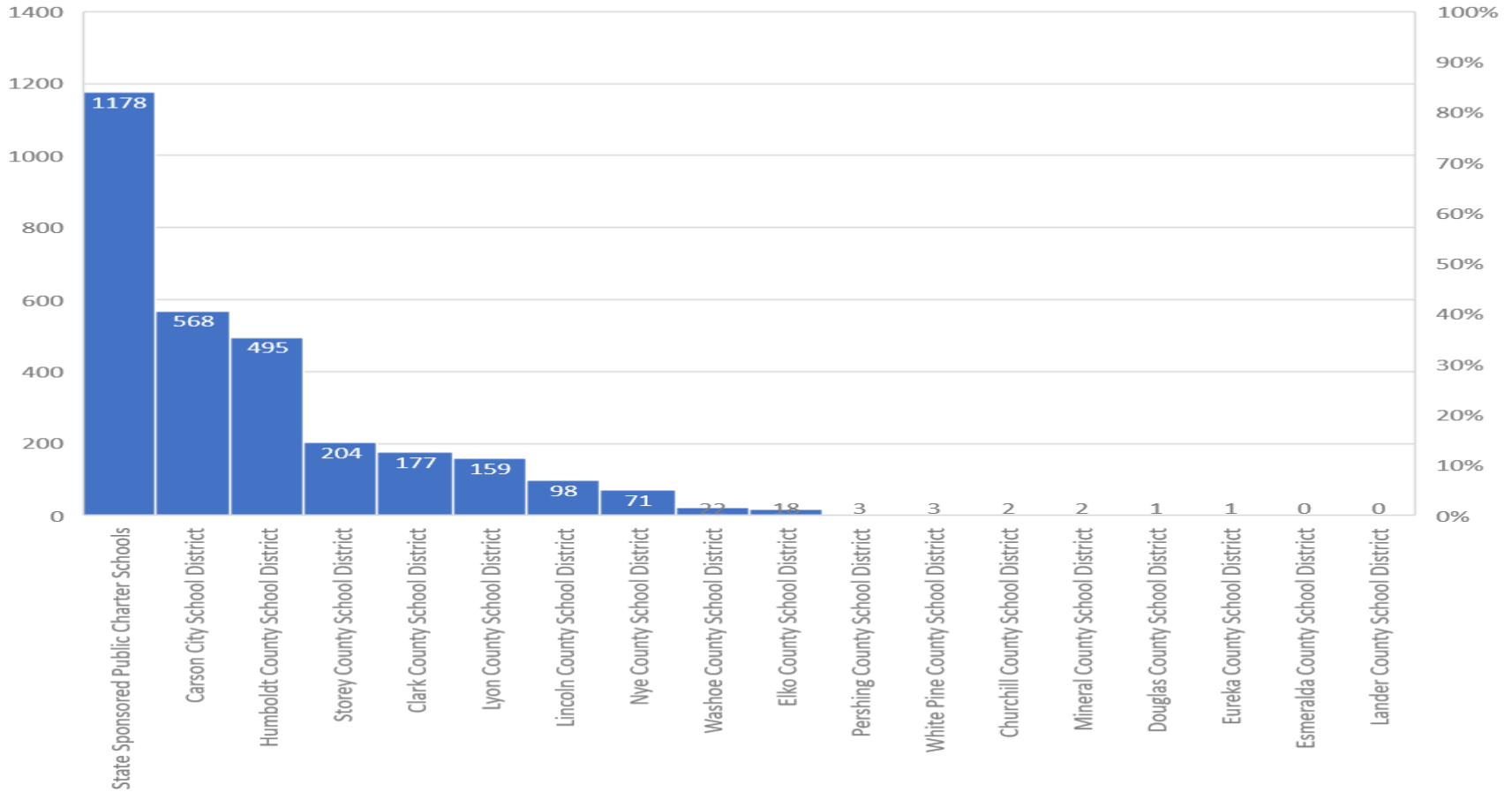
# Survey Constructs

- The survey included items across five constructs, based on feedback from LEA partners about what information they were most interested in:
  1. supports for mental health
  2. basic needs
  3. conditions for learning
  4. engagement
  5. supports for SEL (social emotional learning)
- All three types of surveys (student, family/caregiver, and school staff) were available in both English and Spanish.

# Interpreting Results

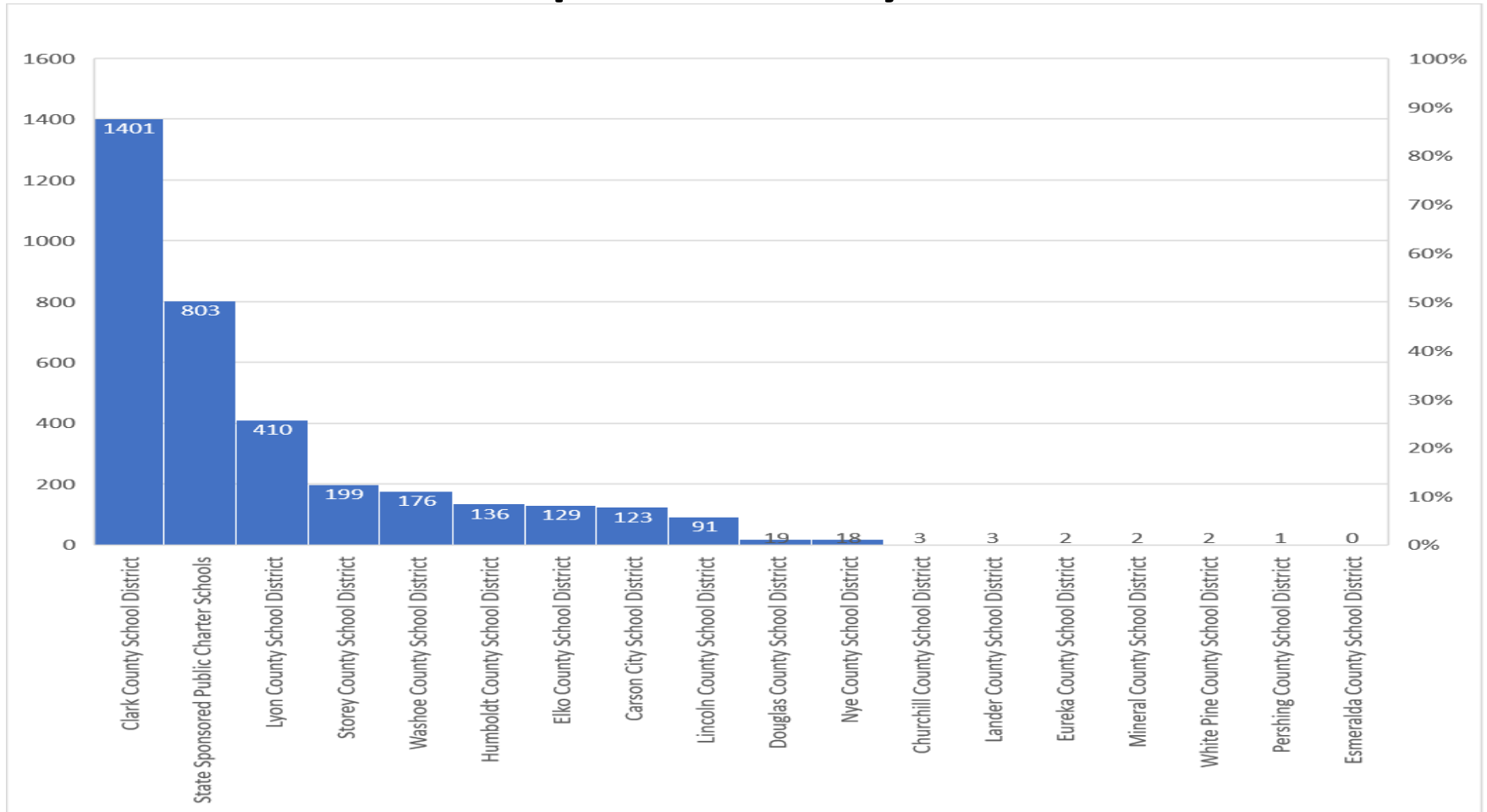
- Total respondents = 8,890
  - students: n = 3,002
  - family/caregivers: n = 3,518
  - staff: n = 2,370
- The potential for some selection bias should be considered as you review these results, especially for family/caregivers and staff.
- Considerations of the sampling/administration mechanism should inform any significant generalization of these results.

# Student Survey Responses by LEA



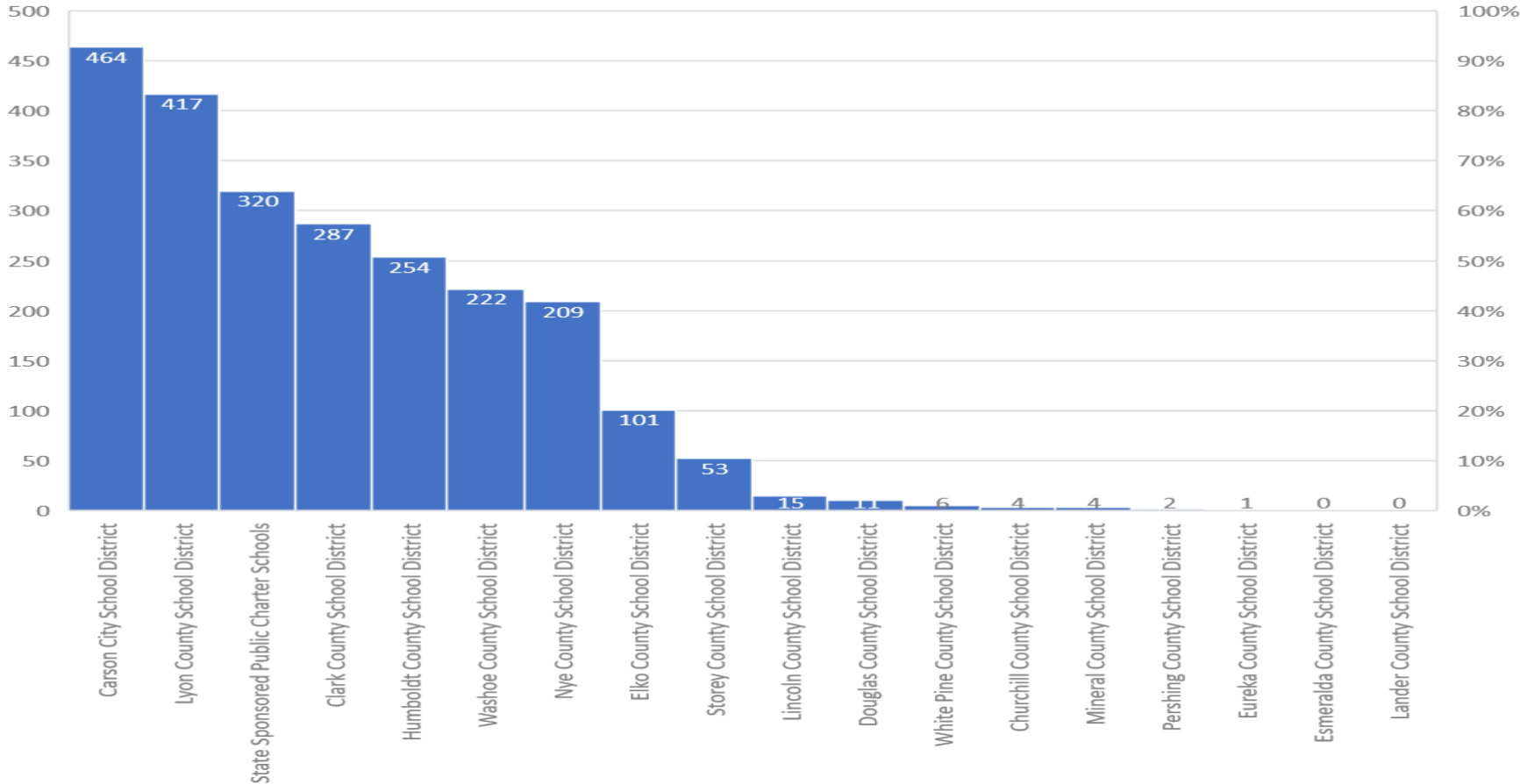
# Family/Caregiver Survey Responses by LEA

(n = 3,518)



# School Staff Survey Responses by LEA

(n = 2,370)





# KEY TAKEAWAYS – STATEWIDE RESULTS

# Supports for SEL

## Key Takeaways

- Overall, school staff have more positive perceptions of the SEL supports that are provided by schools or districts than family members and caregivers have of the SEL supports that are provided to them by their school.
- Students consistently reported positive perceptions of their sense of connectedness and belonging than the perceptions reported by family members and caregivers.

# Engagement

## Key Takeaways

- Students who participated in this survey reported much higher levels of engagement than family members and caregivers reported for their own students' engagement.
- There appears to be a disconnect in the perceptions of school staff regarding student engagement:
  - school staff are split down the middle on satisfaction with the level of student engagement (49% versus 51%)
  - however, 98% report that they try to understand why their students are/are not actively participating
  - and 84% report that they are usually successful to some degree in providing students the necessary skills to participate in learning activities

# Conditions for Learning

## Key Takeaways

- Students provided positive responses regarding access to teachers (85%) or other adults (83%) when they need help, access to devices and internet (96%), and that the topics they are studying are interesting and challenging (77%).
- However, just over a quarter of students (27%) did not agree that their teachers notice when they are having trouble learning something.
- School staff have less positive perceptions (38% did not agree) regarding the level of support students and families have access to or are provided by the school when compared to their needs.
- Over half of school staff (52%) do not agree that their school or district/charter has a plan to address the recovery of learning for all students.

# Basic Needs

## Key Takeaways

- Results from all groups of respondents indicated that access to food or regular meals was rarely or never a concern (students: 89%; family/caregivers: 76%; school staff: 97%).
- Access to health care was also reported to not be a major or moderate concern by all groups of respondents (students: 75%; family/caregivers: 75%; school staff: 90%).
- School staff were not as concerned about losing their own jobs (67%) but nearly half (47%) reported that someone in their household had lost their job or was worried about losing their job.
- 58% of family members/caregivers reported that someone in their household had lost their job or was worried about losing their job; however, only 37% of students reported those same concerns.

# Student Mental Health

## Key Takeaways

- The majority of student respondents (80%) reported that they attend activities or connect with people outside of their home on a regular basis in some way, including through digital or virtual methods.
- Only 9% of students reported being bullied electronically this year.
- Students who participated in the survey did not appear to be currently experiencing worse mental health outcomes than would be normally be expected, based on previous studies (e.g. the Youth Risk Behavior Survey):
  - 26% of students reported that in the past 30 days their mental health was not good “most of the time” or “always”
  - 11% of students reported serious thoughts of hurting themselves or taking their own lives in the previous 30 days

# Adult Mental Health

## Key Takeaways

- All adult respondents reported similarly low rates of serious thoughts of hurting themselves or taking their own lives in the previous 30 days (family/caregiver: 3%; school staff: 4%).
- Family members and school staff reported similar levels of major or moderate concern regarding most mental health stressors.
- However, school staff reported higher levels of concern regarding their own health, responsibilities to care for loved ones, feelings of burnout, and their own wellbeing.
- School staff also reported negative perceptions of the impact of mental health stressors on the students and families they serve.

# Mental Health Stressors by Respondent Type

Mental Health Stressor	Family/Caregivers (for self)	School Staff (for students/families)	School Staff (for self)
Paying bills	39%	83%	41%
Job security	36%	82%	39%
Access to food	20%	71%	15%
Housing needs	18%	70%	14%
Loneliness	31%	74%	39%
<b>Health</b>	44%	76%	<b>75%</b>
<b>Caring for loved ones</b>	38%	85%	<b>54%</b>
<b>Feelings of burnout</b>	56%	84%	<b>76%</b>
<b>Wellbeing</b>	63%	89%	<b>84%</b>

Table 1: Percent of respondents who indicated that the mental health stressor was a **major or moderate concern** (family/caregiver:  $n = 3,518$ ; school staff:  $n = 2,370$ ).



# Summary of Key Takeaways

- Mental health challenges continue to be a concern for educators.
  - LEA partners selected supports for mental health as their number one topic for the survey.
  - Rates of poor student mental health outcomes are still too high.
- Supports for mental health need to include educators, in addition to students and families.
  - School staff reported high levels of mental health stressors that are currently major or moderate concerns.
  - Only 6% of school staff respondents indicated that their own wellbeing or that of family members was not a concern at any level.

# Next Steps for NDE

- Provide reports to LEAs and schools (those with high enough numbers of responses).
- Assist district and school leaders with interpreting their results.
- Work with our partners in schools to identify resources and supports to address the most pressing concerns within their school communities, including connections with existing opportunities within federal grants awarded to NDE.
  - Trauma Recovery Demonstration Grant
  - STOP School Violence Act Mental Health Training Grant
  - Project AWARE
  - School Climate Transformation Grant
  - School Based Mental Health Services Grant (workforce capacity)

# Questions?

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# APPENDIX

# Free Resources and Supports

## National Suicide Prevention Lifeline:

*Get help or learn more by visiting the website or calling the toll-free number below.*

- Call: 1-800-273-TALK (8255)
- Online at <https://suicidepreventionlifeline.org/> (live chat available)

## Crisis Support Services of Nevada/Crisis Text Line:

*Get help by calling or texting. Learn more and access resources by visiting the website.*

- Text "CARE" to 839863
- Call: Call: 1-800-273-TALK (8255)
- Online at <https://cssnv.org/>

## SafeVoice:

*This anonymous reporting system can used to report threats to the safety or well-being of students. You can make a report in both English and Spanish by using any of the following options:*

- Through the SafeVoice Nevada app, available from the Apple Store or Google Play
  - Online at <http://safevoicenv.org/>
  - Or call 1-833-216-SAFE (7233)

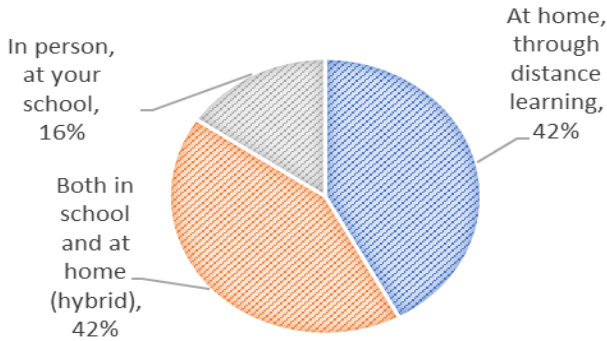
## Nevada 211:

*Nevada 211 is a free and easy way to locate and get connected to thousands of resources near you, including assistance with food, utilities, housing, mental health providers, and health care, plus much, much more.*

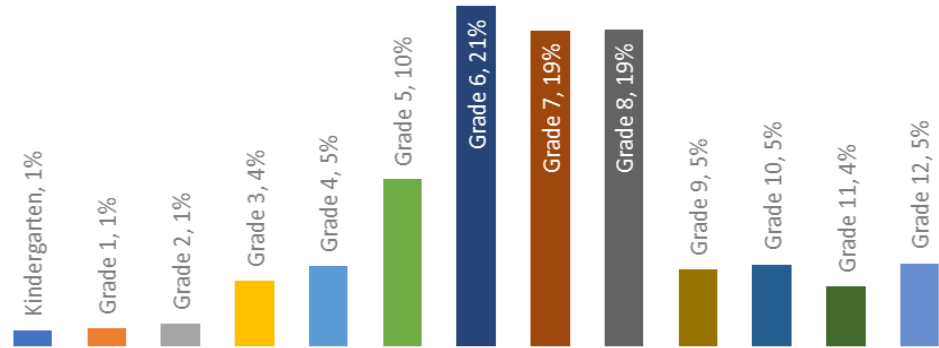
- Online at: <https://www.nevada211.org/>
  - Dial: 2-1-1 on your phone
  - Or call: 1-866-535-5654
  - Text your zip code to: 898211

# Student Demographics

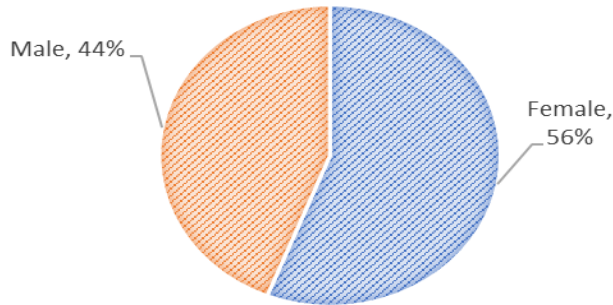
THIS YEAR ARE YOU LEARNING MOSTLY



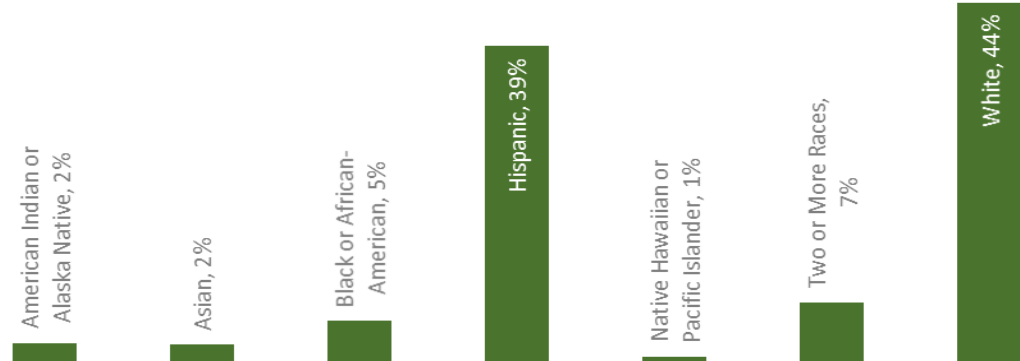
WHAT GRADE ARE YOU CURRENTLY IN?



ARE YOU MALE OR FEMALE?



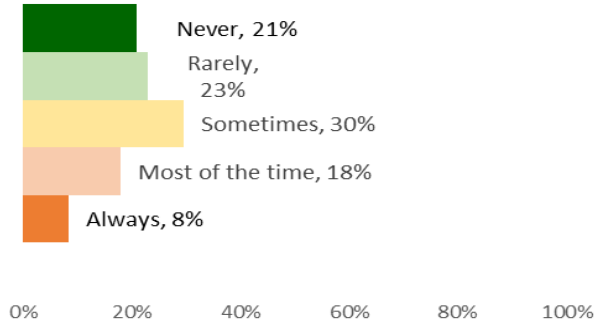
WHAT IS YOUR RACE/ETHNICITY?



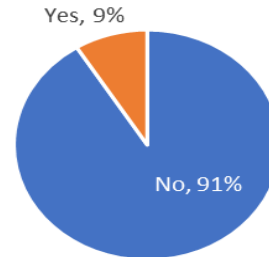
# Student Survey

## Support for Mental Health

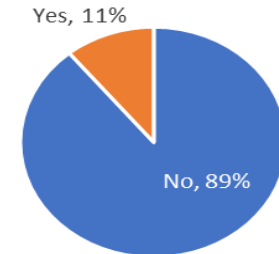
In the past 30 days how often was your mental health not good?



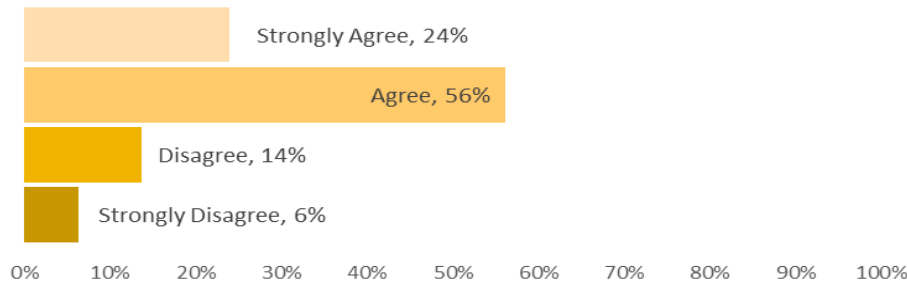
[Grades 6-12] This year, have you been electronically bullied, for example, bullied through email, texting, Instagram, Facebook, or other social media?



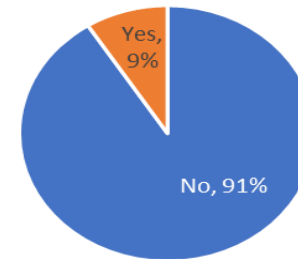
[Grades 6-12] In the past 30 days, have you seriously thought about hurting yourself or taking your own life? Some people talk about this as self harm or suicide.



I am attending activities and events or otherwise connecting with people outside my home on a regular basis, for example connecting in person or through video call, phone call, text messaging, email, or social media.



Would you like to talk privately with a teacher, counselor, or other adult about how you are feeling or doing emotionally?

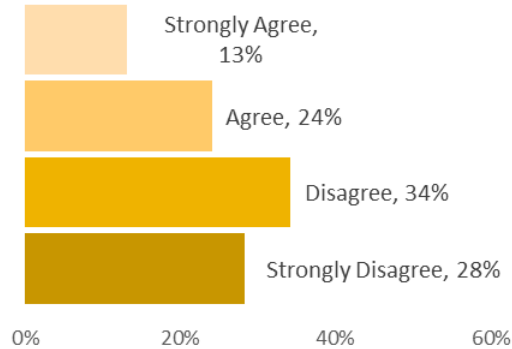


# Student Survey

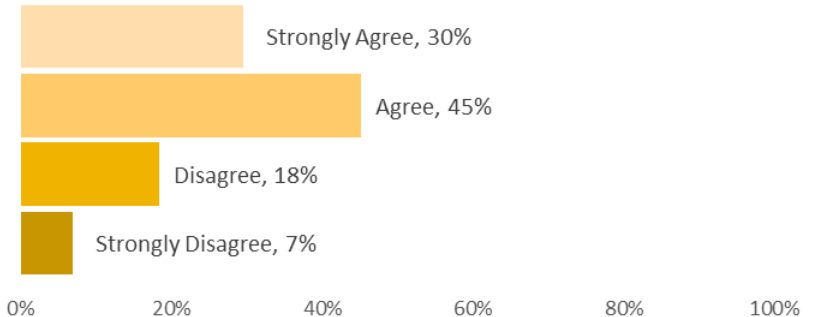
## Basic Needs

(n = 3,002)

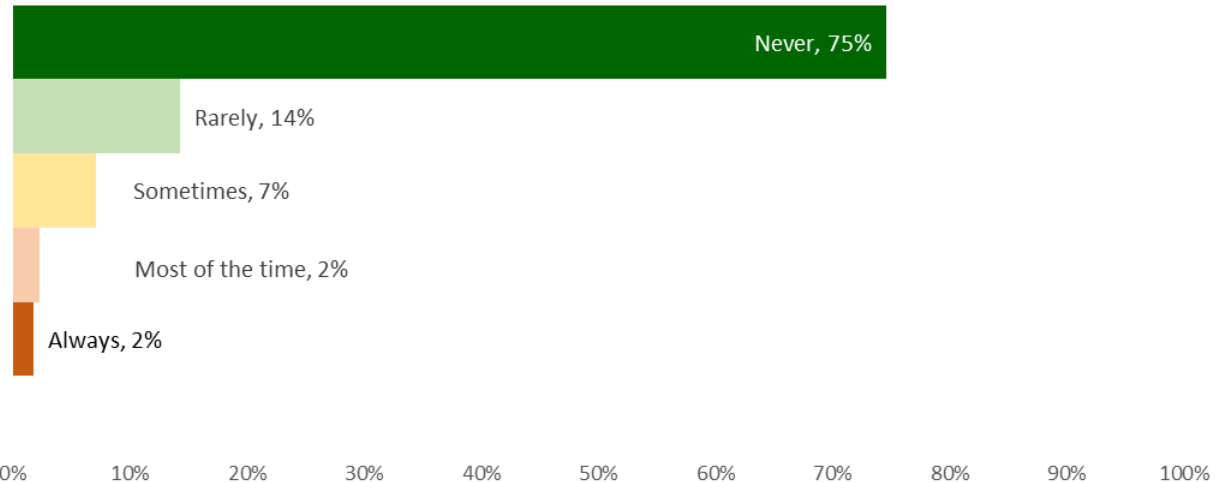
During the COVID 19 pandemic, a parent or other adult in my home lost their job or was worried about losing their job.



During the COVID 19 pandemic, a parent or other adult in my home was able to take me to a doctor for my regular checkups, or if I wasn't feeling well.



In the past 30 days I didn't eat because there wasn't enough food at my house.

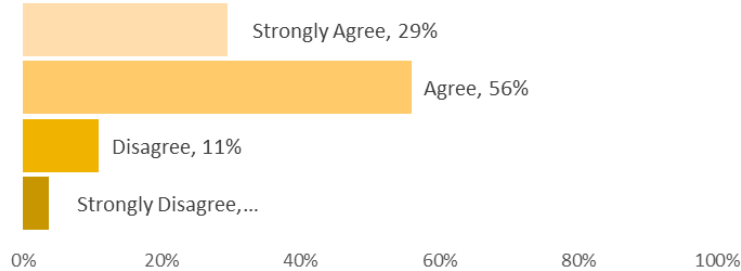




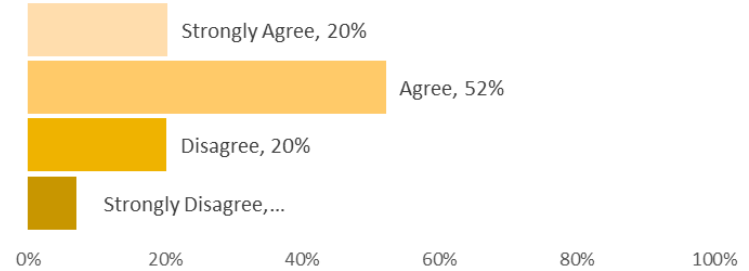
# Student Survey

## Conditions for Learning

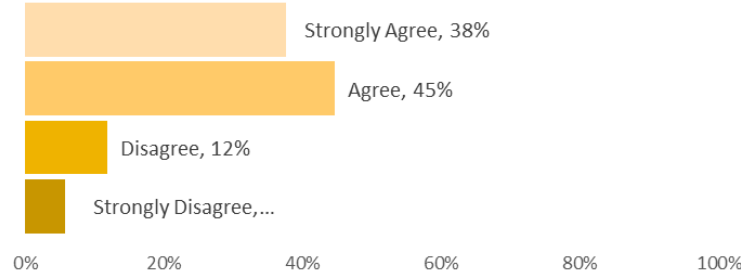
My teachers are available when I need to talk with them.



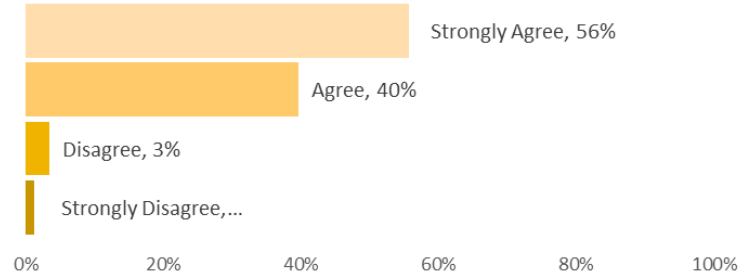
My teachers notice if I have trouble learning something.



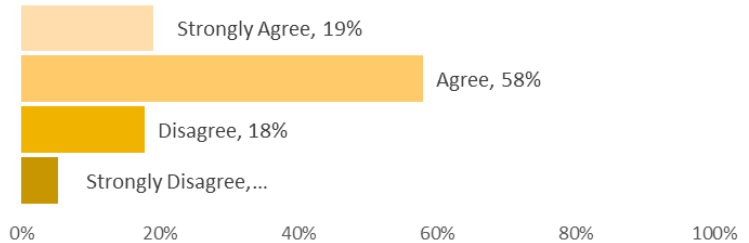
I know an adult outside of school who can help me if I have questions about my schoolwork.



I have access to a digital device, computer, laptop, tablet, and reliable internet connection to do my schoolwork.



The topics I am studying are interesting and challenging to me.

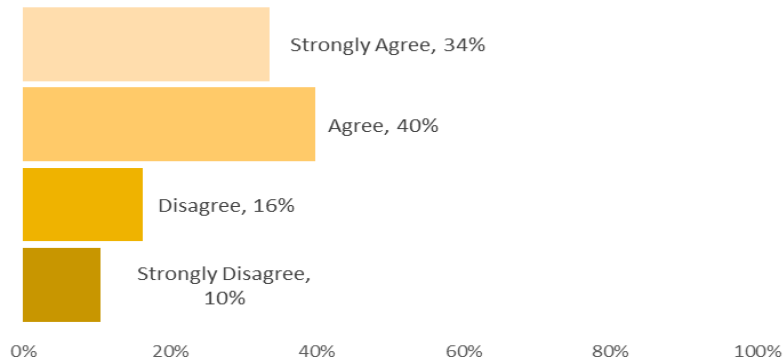


# Student Survey

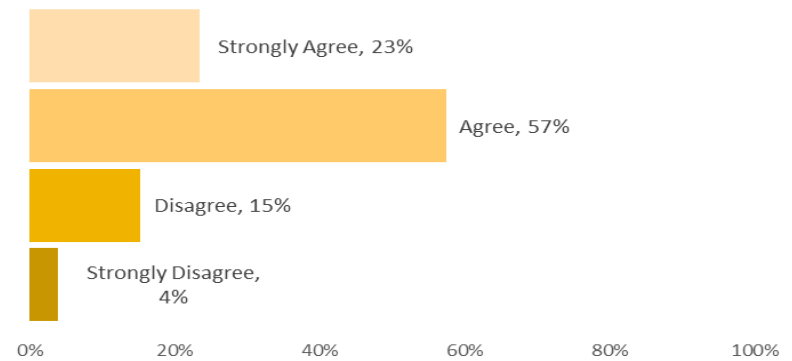
## Engagement

(n = 3,002)

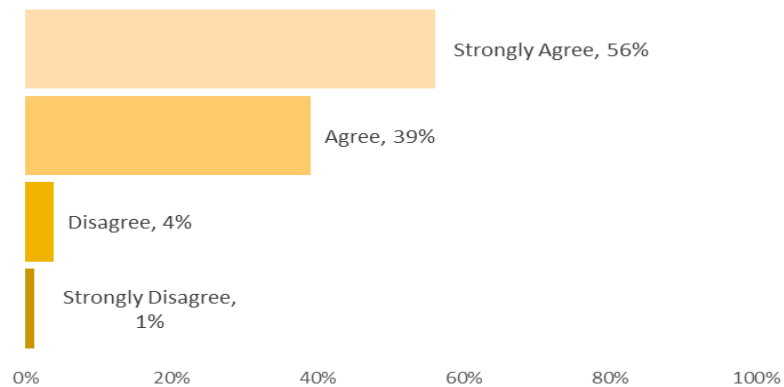
I have friends from school who I talk to or connect with regularly.



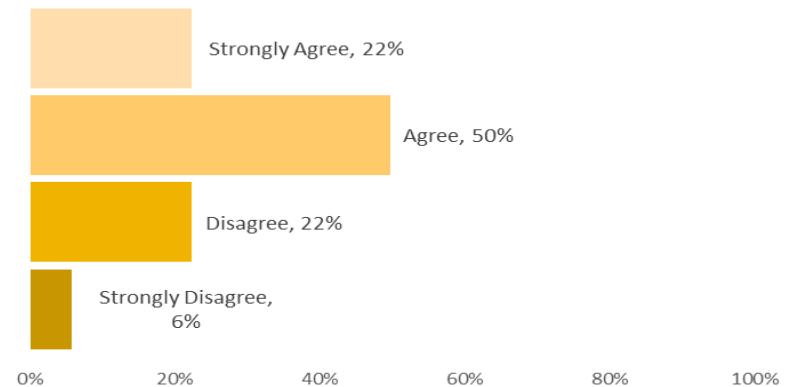
I participate in class discussions or activities when given the chance.



Doing well in school is important to me.



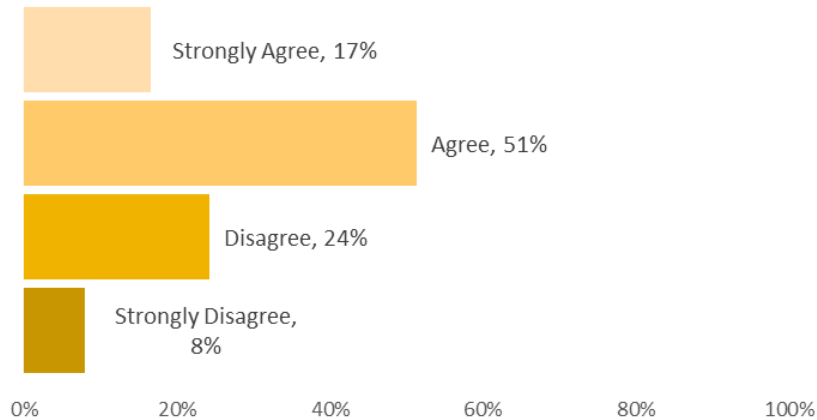
I am able to stay on top of my schoolwork.



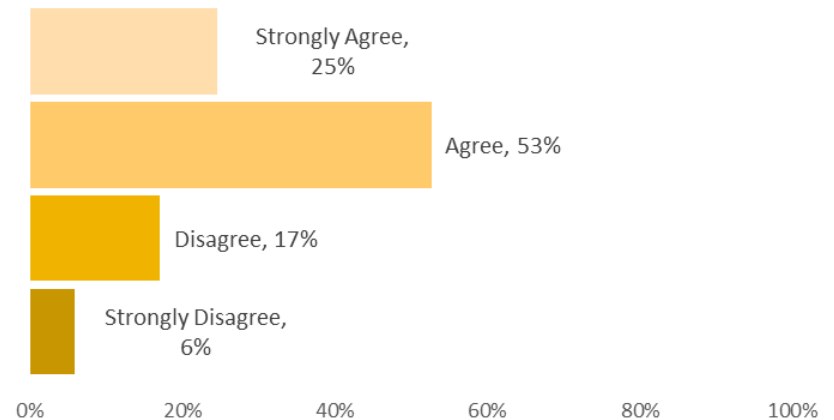
# Student Survey Supports for SEL

(n = 3,002)

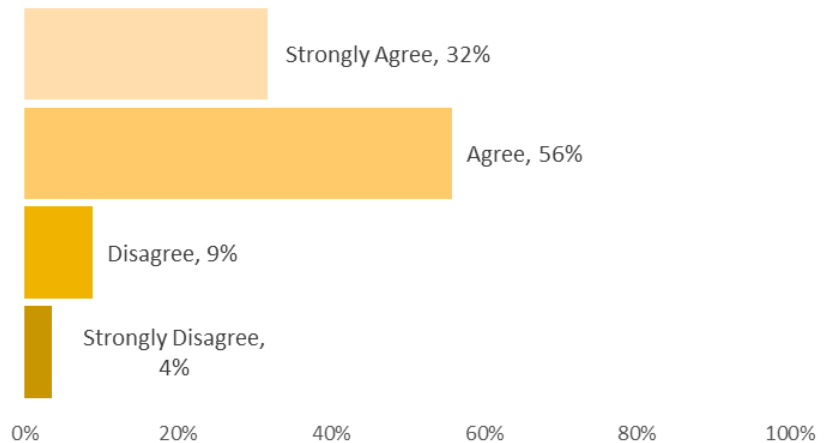
I feel connected to my teachers.



I feel like I belong at my school.

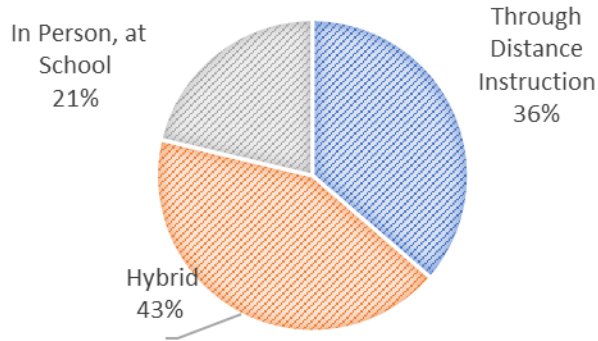


If I am absent there is a teacher or some other adult at school that will notice my absence.

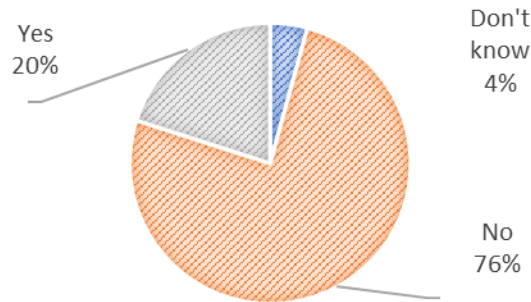


# Family/Caregiver Demographics

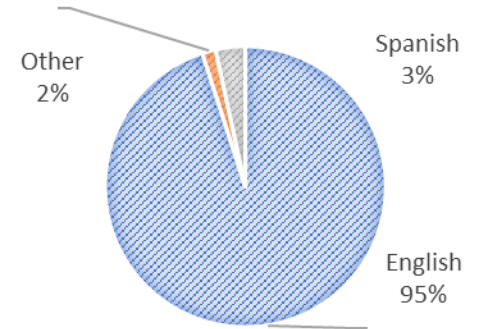
THIS YEAR MY STUDENT(S) IS LEARNING PRIMARILY:



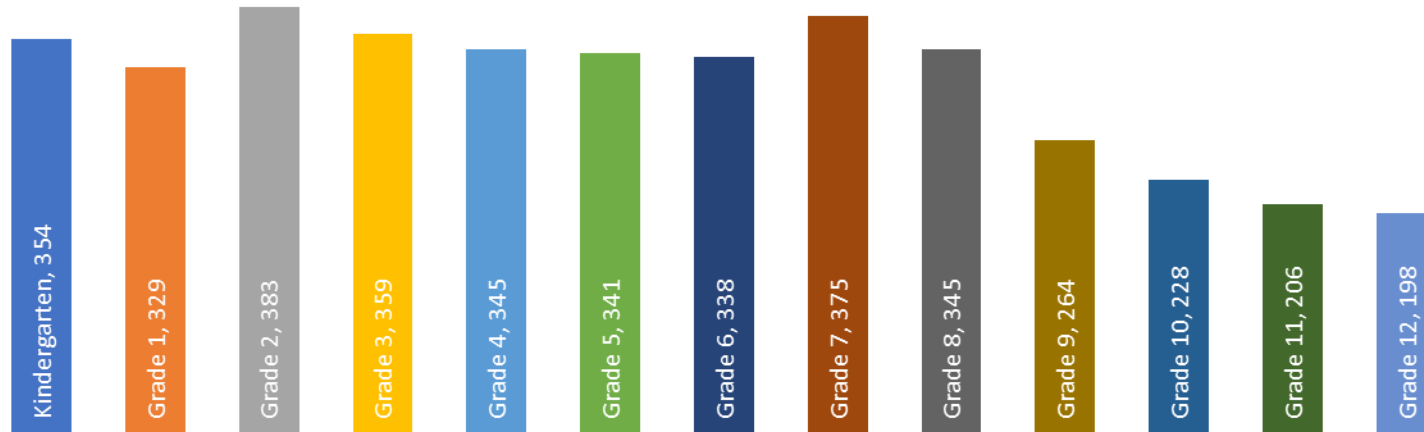
IS YOUR STUDENT RECEIVING SPECIAL EDUCATION SERVICES?



WHAT IS THE PRIMARY LANGUAGE SPOKEN AT YOUR HOME?



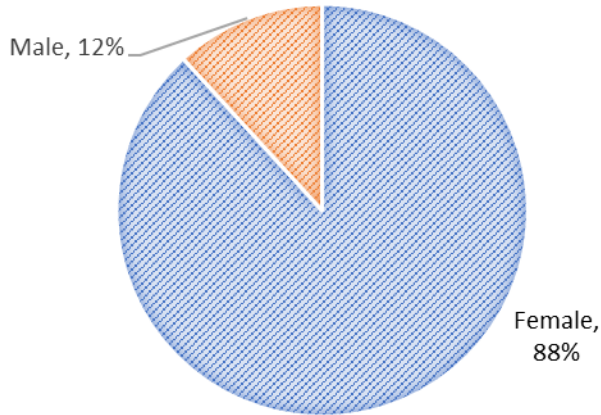
WHAT GRADE(S) IS YOUR STUDENT(S) IN?



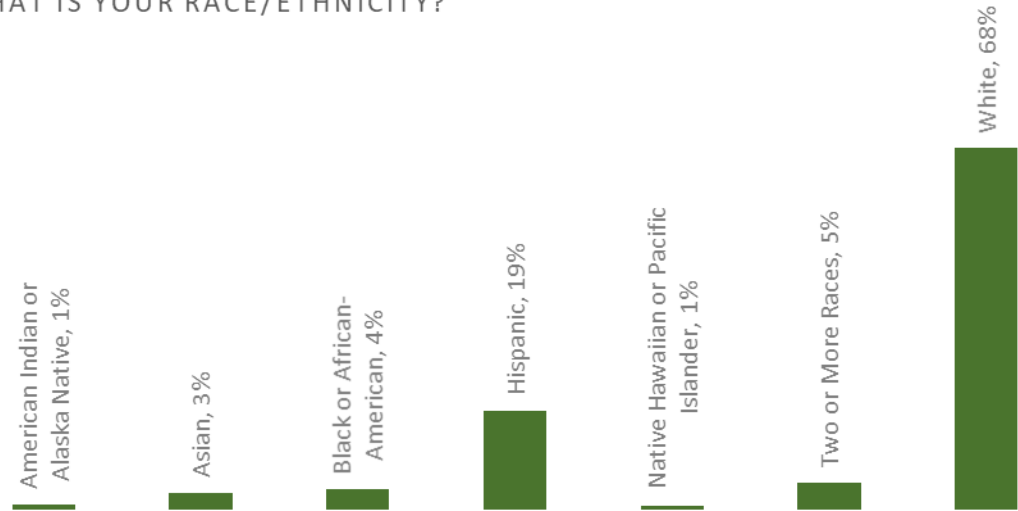
# Family/Caregiver Survey

## Respondent Characteristics

ARE YOU MALE OR FEMALE?



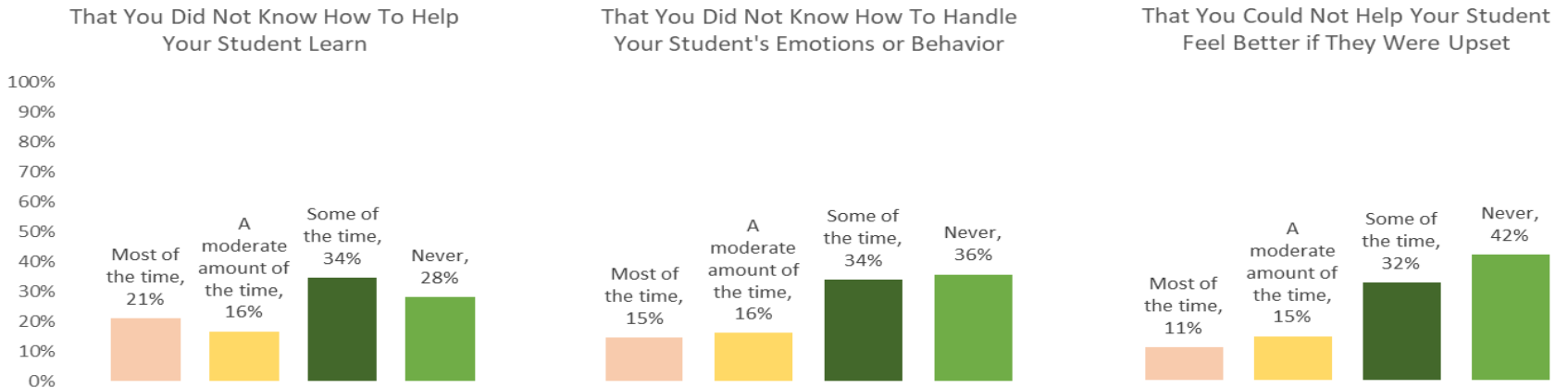
WHAT IS YOUR RACE/ETHNICITY?



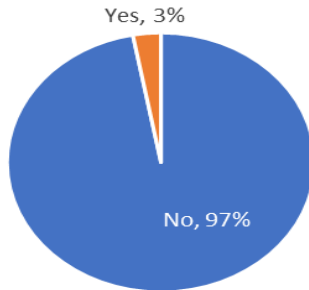
# Family/Caregiver Survey

## Support for Mental Health

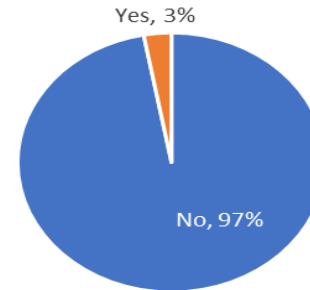
*In the past 30 days, how often have you felt...*



In the past 30 days, have you seriously thought about hurting yourself or taking your own life?



Would you like to talk privately with a counselor or other adult about how you are doing or for extra support?

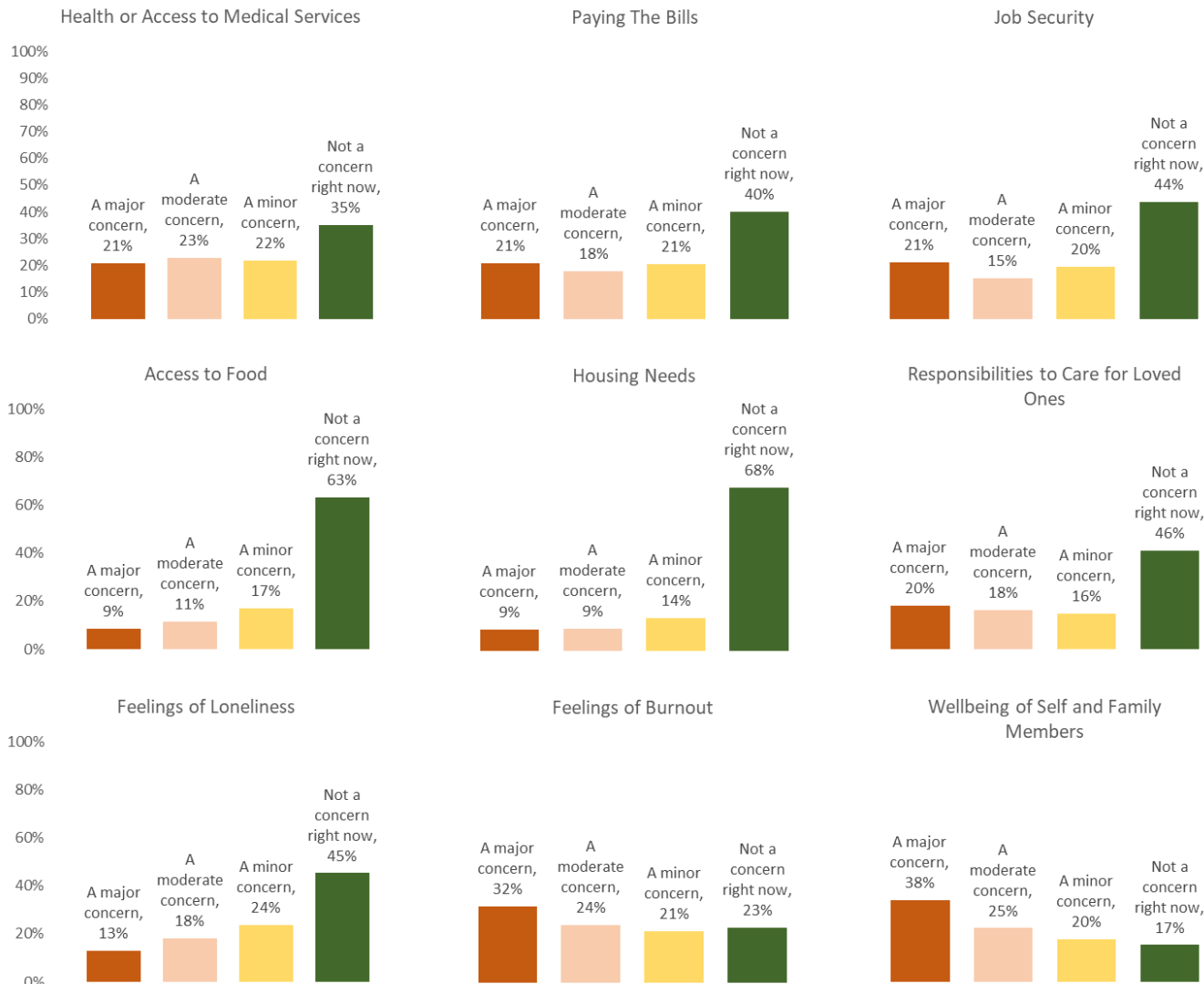


# Family/Caregiver Survey

(n = 3,518)

## Support for Mental Health, cont.

*To what extent is each of the following a concern for you right now?*

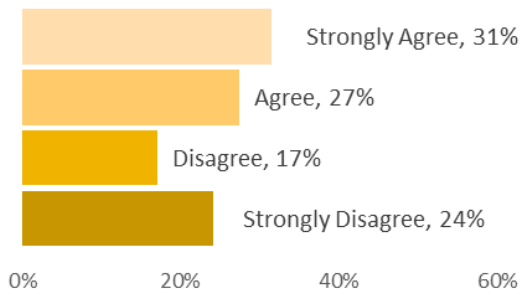


# Family/Caregiver Survey

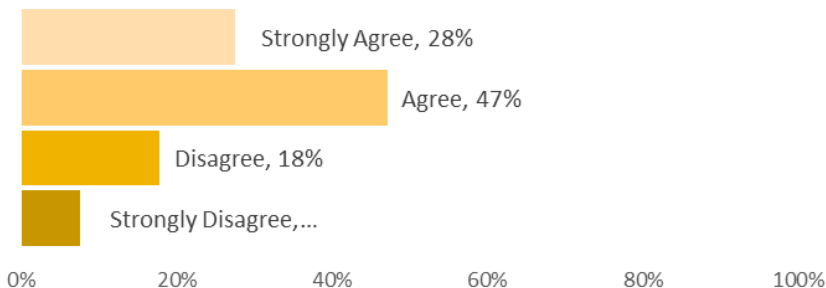
(n = 3,518)

## Basic Needs

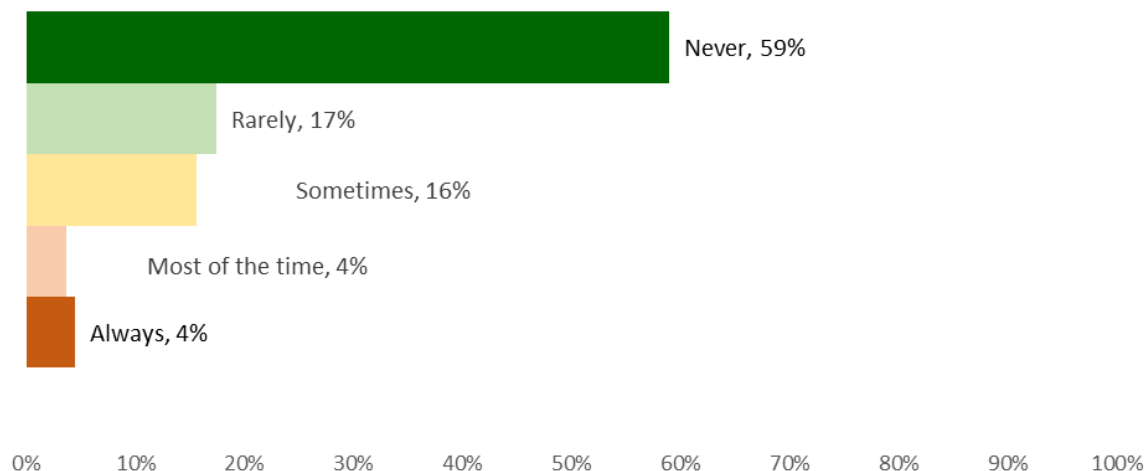
During the COVID 19 pandemic, someone in my household lost their job or was worried about losing their job, even for a short amount of time.



During the COVID 19 pandemic, I was able to take my family members to a doctor for their regular checkups or if they weren't feeling well.



In the past 30 days, I worried about whether food would run out before I had money to buy more.



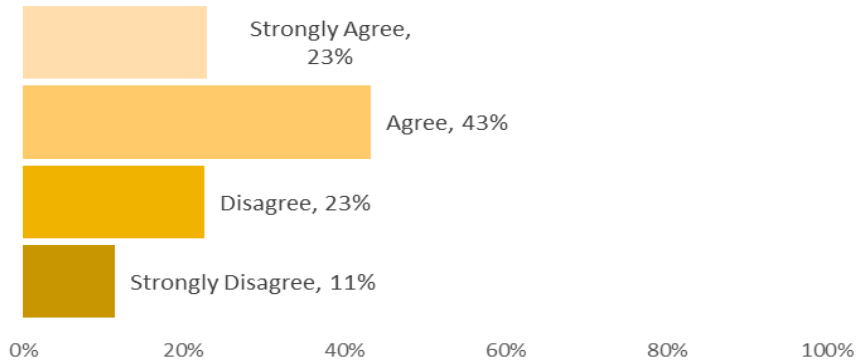


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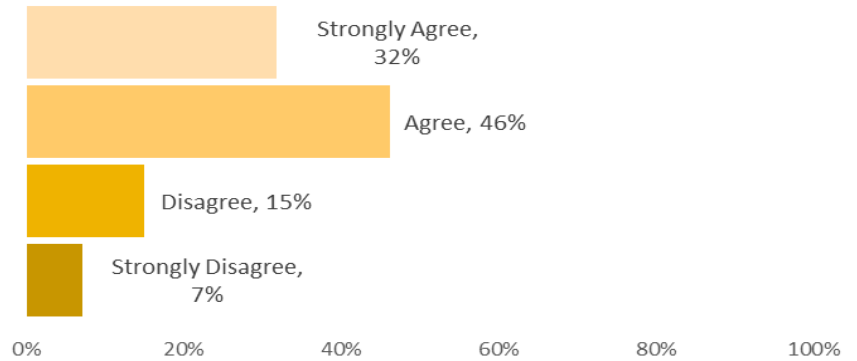
## Conditions for Learning

(n = 3,518)

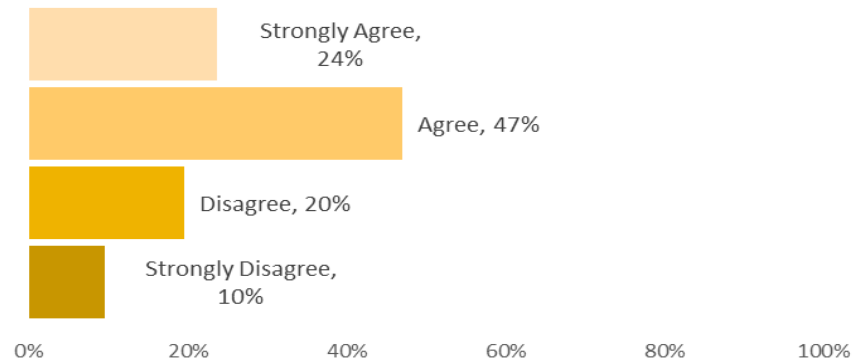
My student is comfortable asking their teachers or other adults at school for help with their schoolwork.



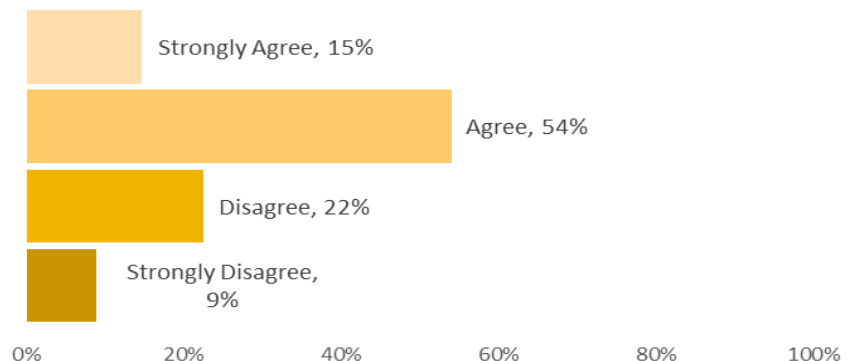
I know who to talk to at the school if I need support or advice about my student's learning.



The school provides my student with all the accommodations they need to do well in their classes.



The topics my student is studying are interesting and challenging to them.

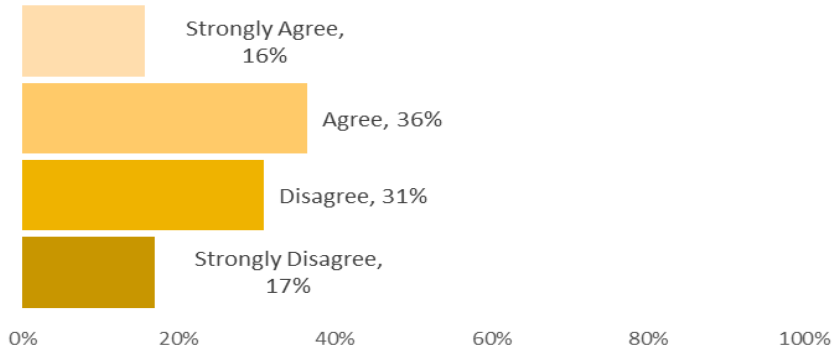


# Family/Caregiver Survey

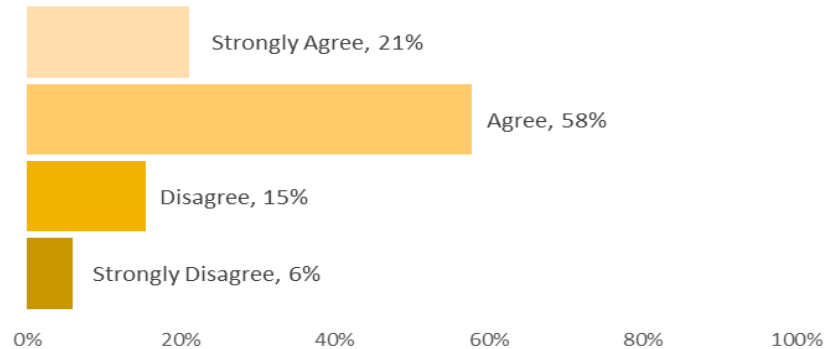
## Engagement

(n = 3,518)

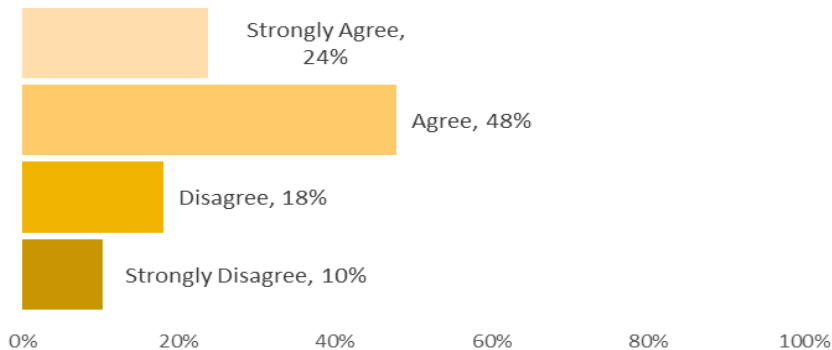
My student has friends from school who they talk to or connect with regularly.



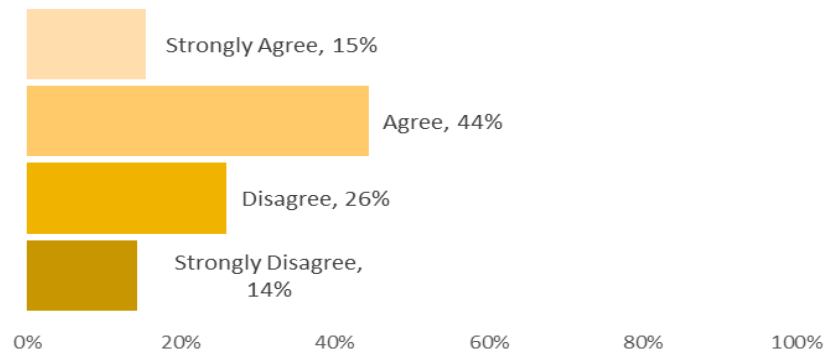
My student participates in class discussions or activities when given the chance.



I am satisfied with the amount and quality of communication I receive from my student's school.



I am able to balance my student's school obligations with my own personal/work responsibilities.

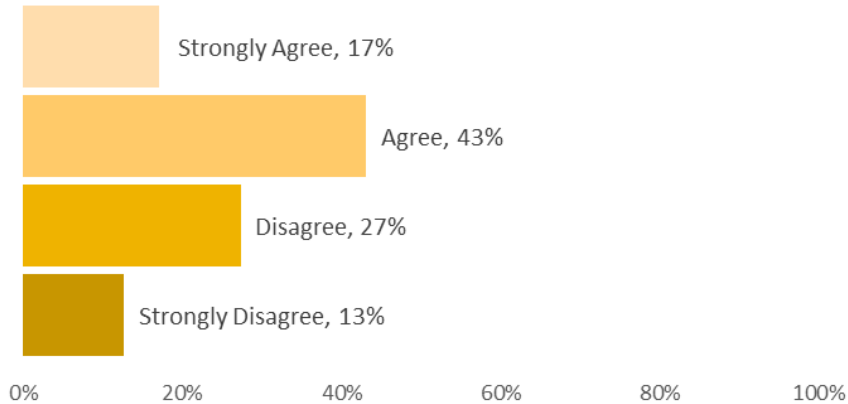


# Family/Caregiver Survey

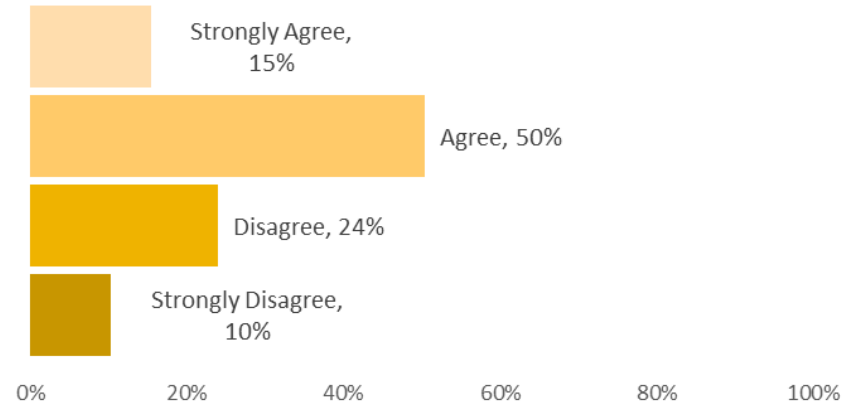
## Supports for SEL

(n = 3,518)

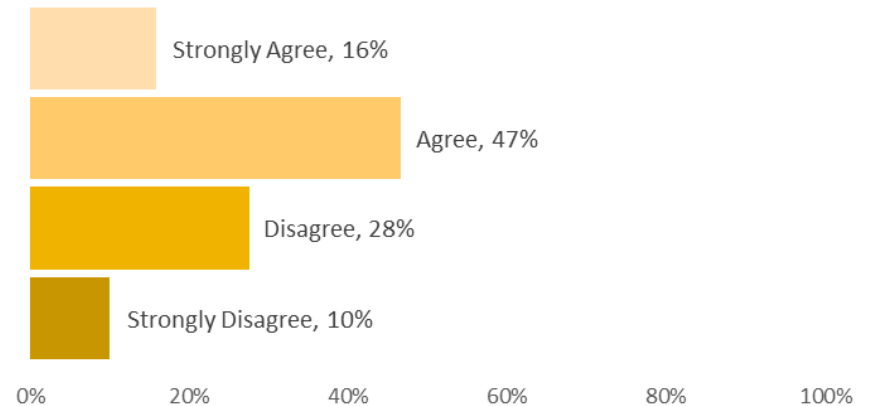
My student feels a strong sense of belonging at their school.



My student's school provides social emotional care and mental health support to its students and families.

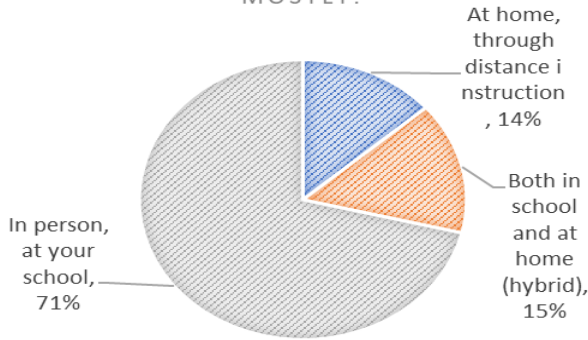


My student's school communicates resources available around social emotional care and mental health support.

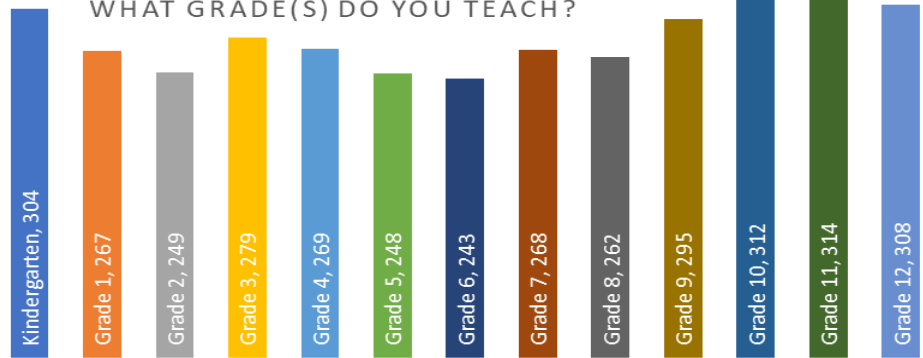


# School Staff Demographics

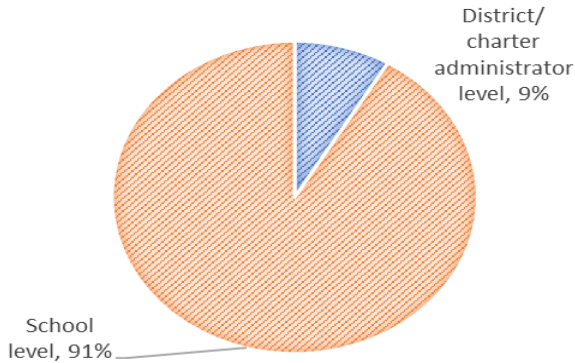
THIS YEAR ARE YOU WORKING MOSTLY:



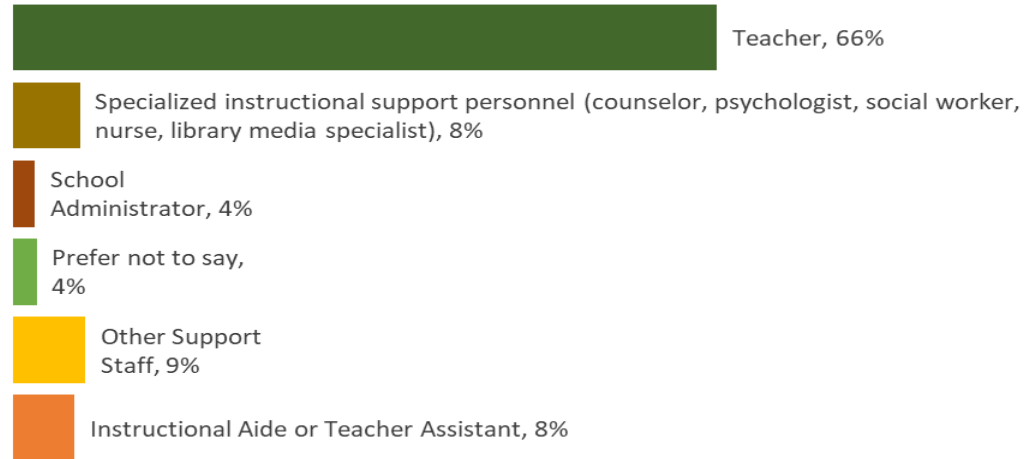
INSTRUCTIONAL STAFF: WHAT GRADE(S) DO YOU TEACH?



DO YOU WORK AT THE DISTRICT/CHARTER ADMINISTRATOR LEVEL OR SCHOOL LEVEL?



[SCHOOL STAFF] WHAT IS YOUR PRIMARY POSITION AT THIS SCHOOL?



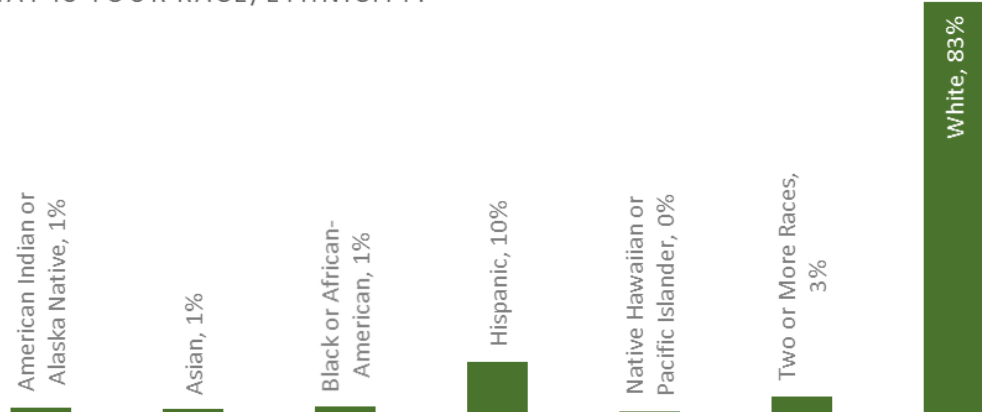
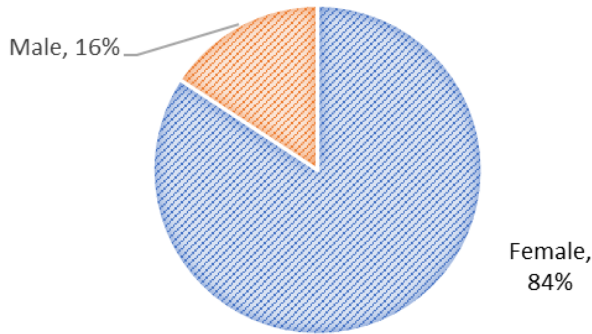
# School Staff Survey

(n = 2,370)

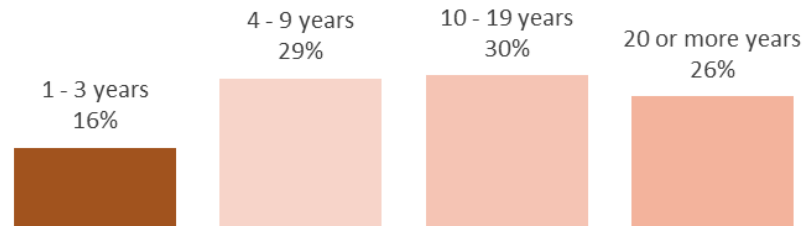
## Respondent Characteristics

ARE YOU MALE OR FEMALE?

WHAT IS YOUR RACE/ETHNICITY?



HOW MANY YEARS HAVE YOU BEEN WORKING IN A SCHOOL, DISTRICT, OR CHARTER SCHOOL?

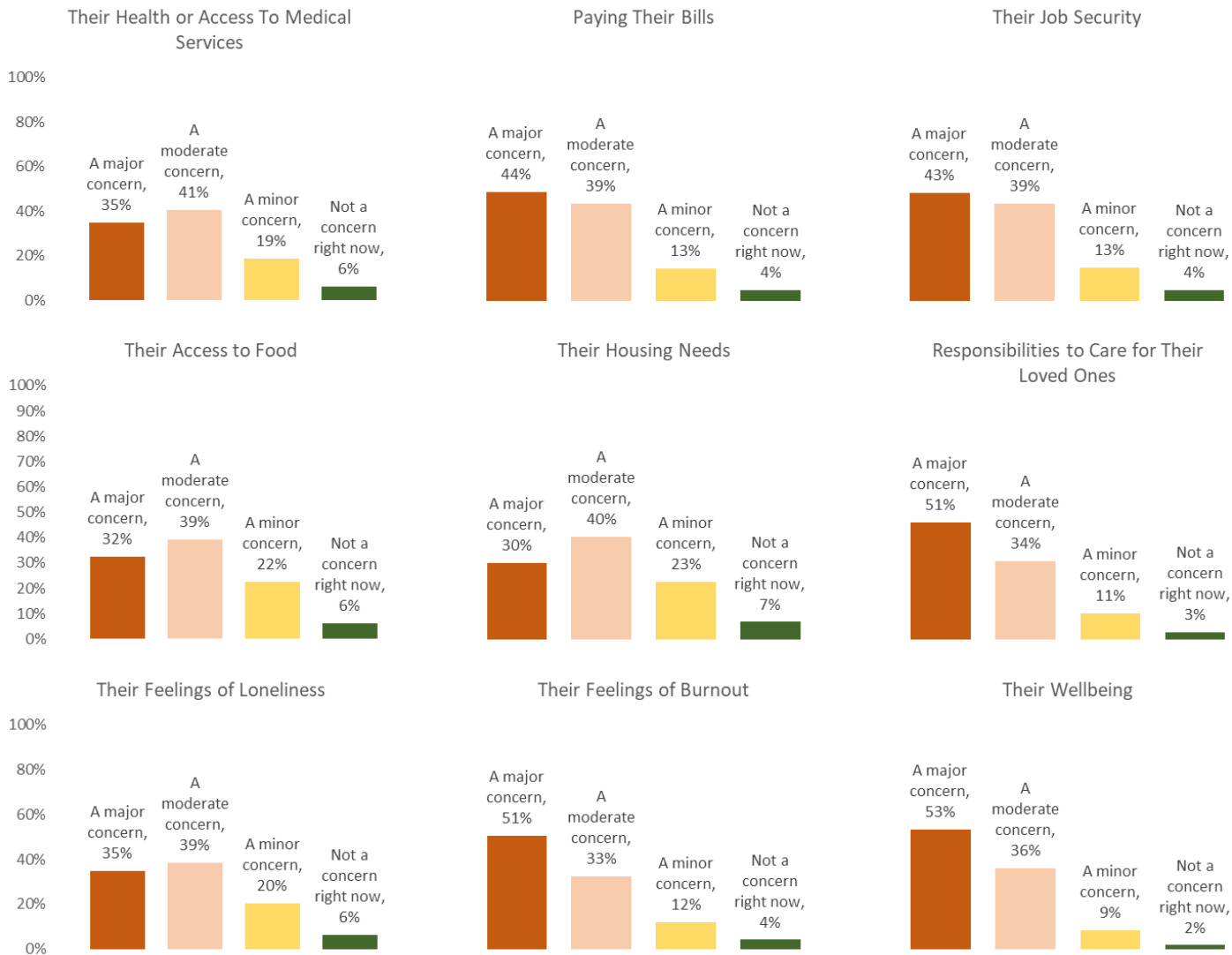


# School Staff Survey

(n = 2,370)

## Support for Mental Health, part 1

*To what extent is each of the following a concern for the **STUDENTS AND FAMILIES YOU SERVE** you right now?*

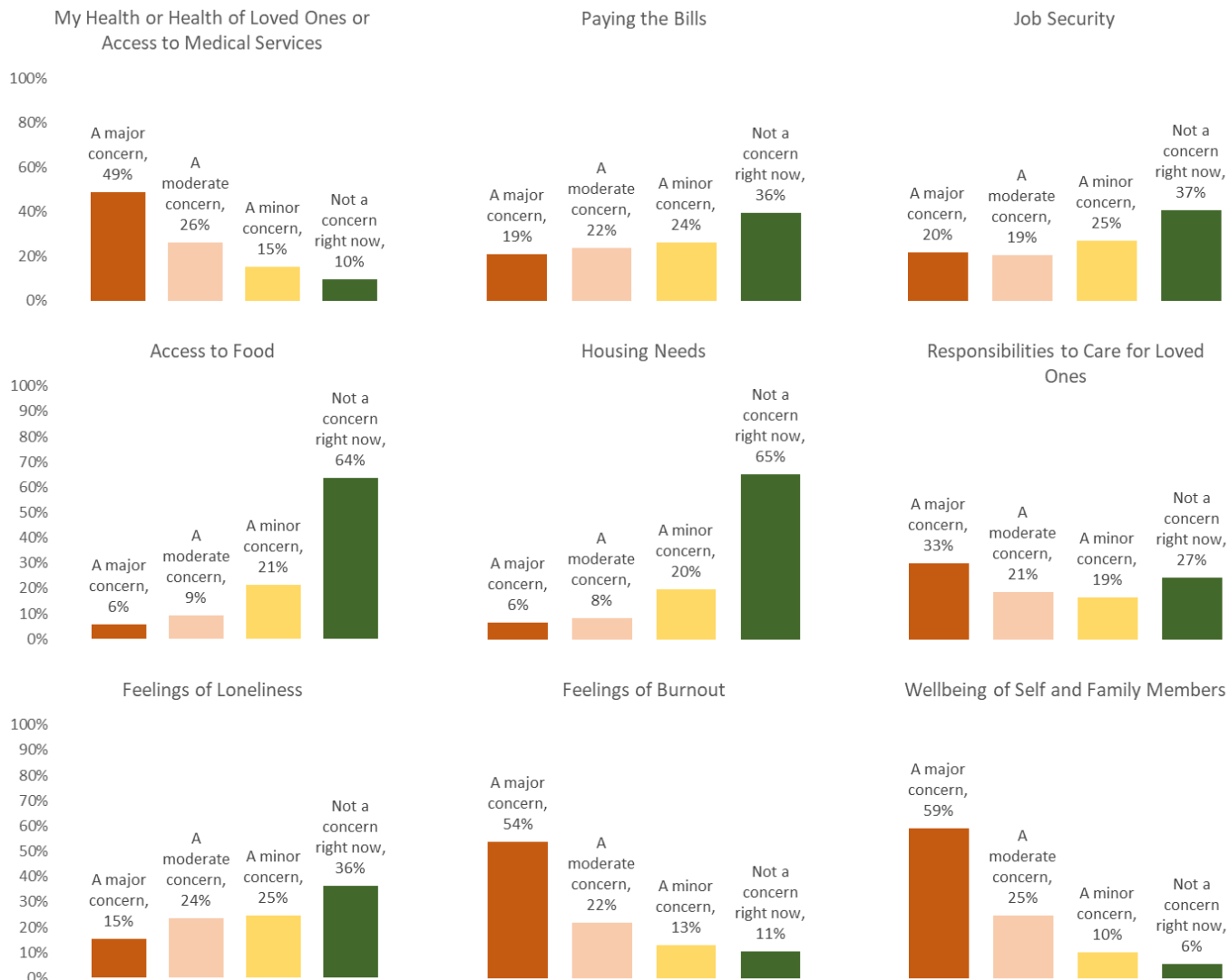


# School Staff Survey

(n = 2,370)

## Support for Mental Health, part 2

*To what extent is each of the following a concern for **YOU** right now?*

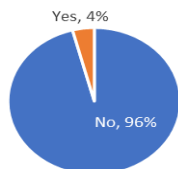


# School Staff Survey

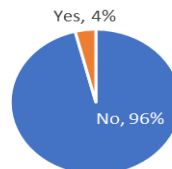
(n = 2,370)

## Support for Mental Health, part 3

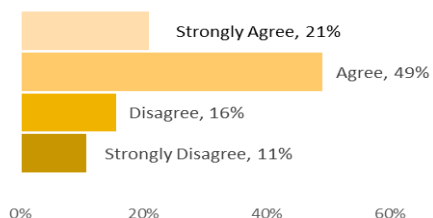
In the past 30 days, have you seriously thought about hurting yourself or taking your own life?



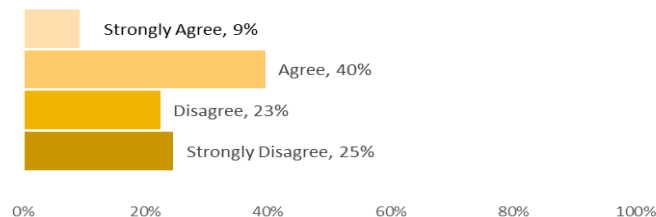
Would you like to talk privately with a counselor or other adult about how you are doing or for extra support?



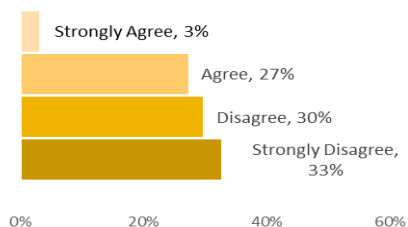
I receive enough support and resources from my school to meet the unique challenges of this school year.



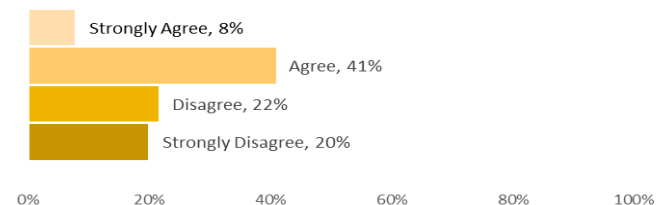
I receive enough support and resources from my district or charter to meet the unique challenges of this school year.



I receive enough support and resources from my state to meet the unique challenges of this school year.



I receive enough support and resources from my community to meet the unique challenges of this school year.



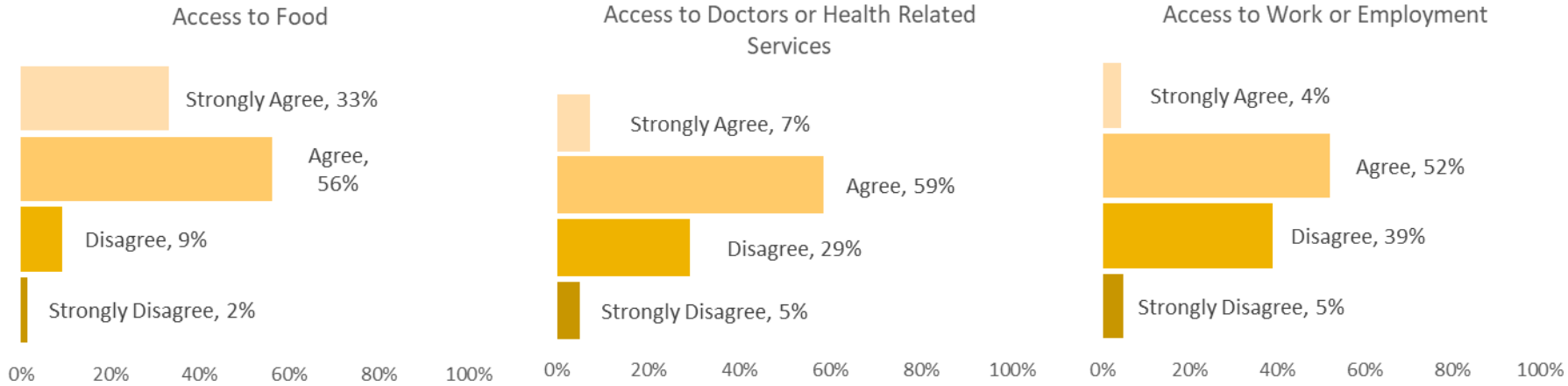


# School Staff Survey

## Basic Needs

(n = 2,370)

*Students at my school and their families have adequate support and resources regarding:*



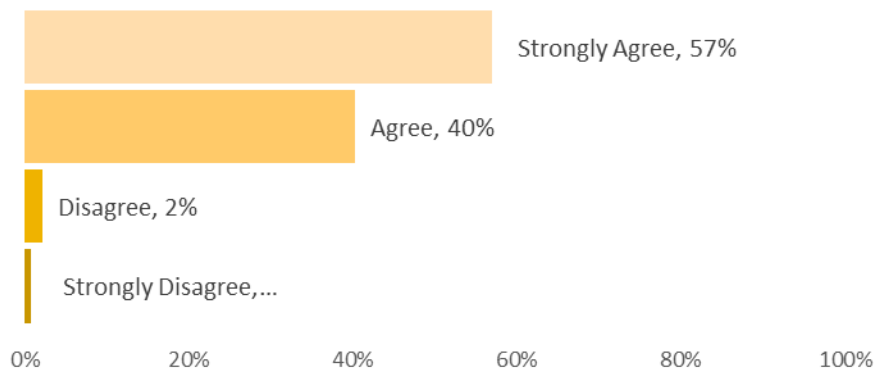
# School Staff Survey

## Basic Needs, cont.

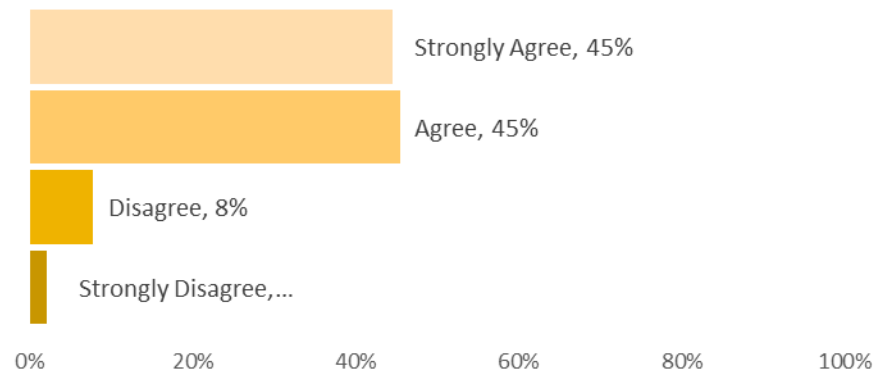
(n = 2,370)

*I have adequate support and resources regarding:*

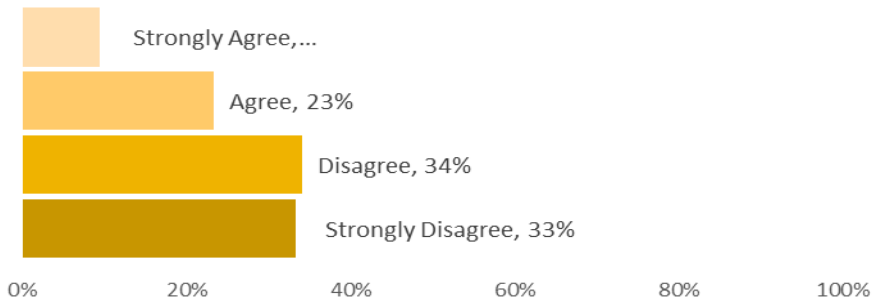
My Access to Food



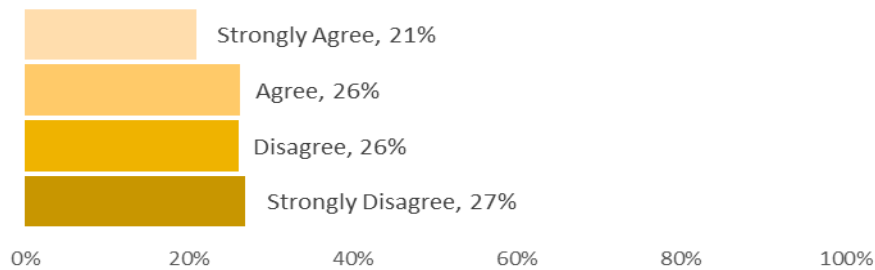
My Access to Doctors or Health Related Services



During the COVID 19 pandemic, I lost my job or was worried about losing my job, even for a short amount of time.



During the COVID 19 pandemic, someone in my household lost their job or was worried about losing their job, even for a short amount of time.



# School Staff Survey

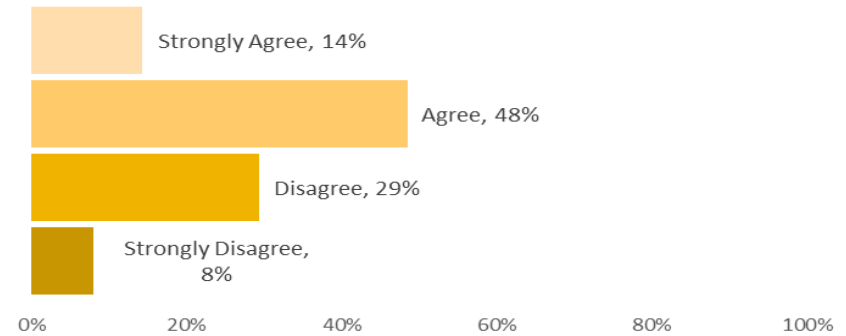
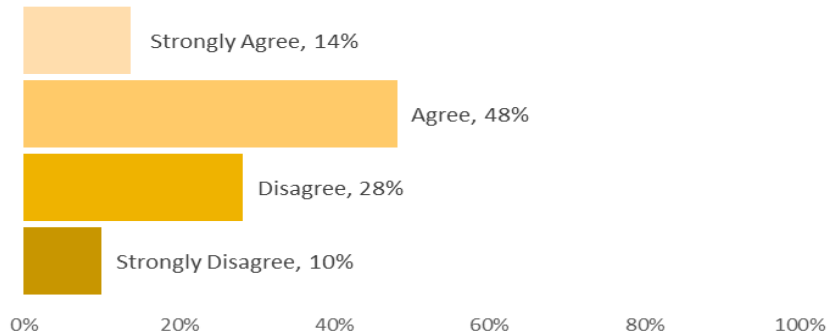
## Conditions for Learning

(n = 2,370)

*Given the unique challenges of this school year...*

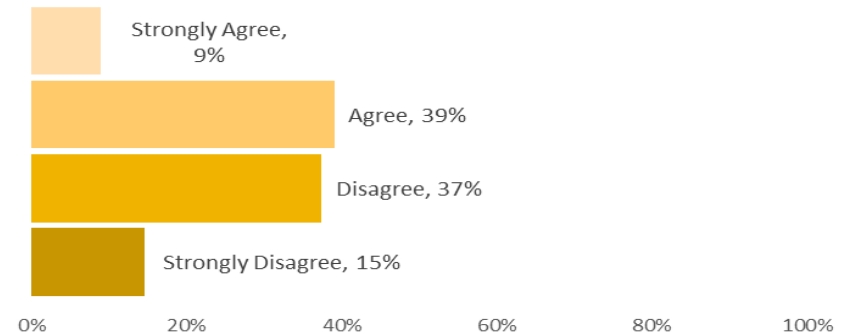
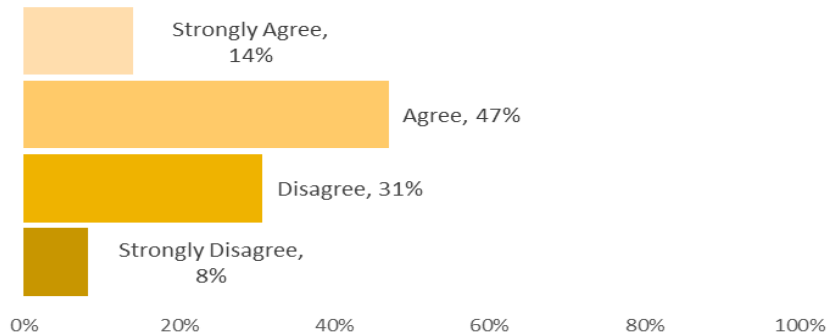
Students at my school have the support and resources they need to be successful with their learning.

Staff at our school can adequately support the learning needs of our students.



My school can adequately provide students the accommodations they need to learn.

My school or district charter has a plan to address the recovery of learning for all students.

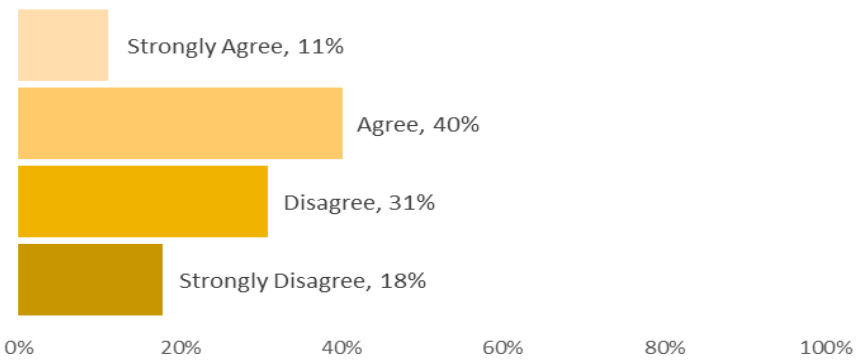


# School Staff Survey

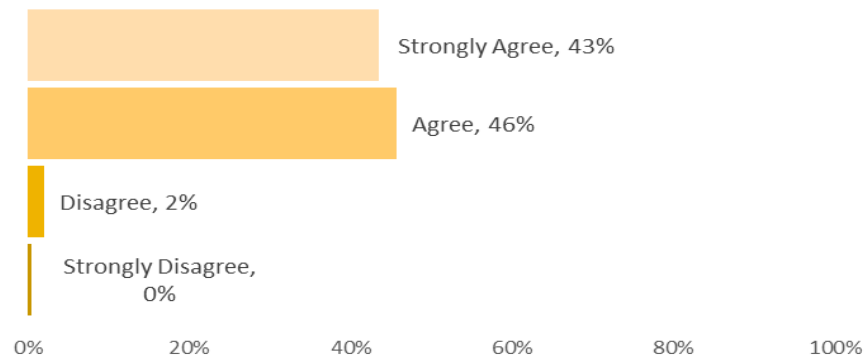
(n = 2,370)

## Engagement

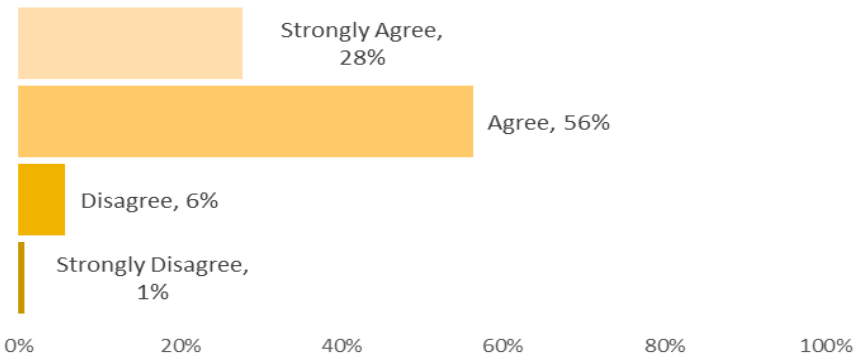
I am satisfied with the level of student engagement during my classroom instruction.



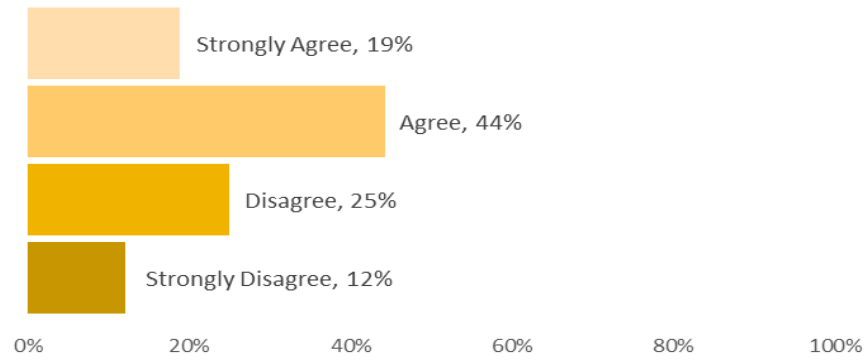
I try to understand why my students are or are not actively participating in class.



I am usually successful at providing my students the necessary skills to participate in learning activities.



I am able to stay on top of my work and personal responsibilities.

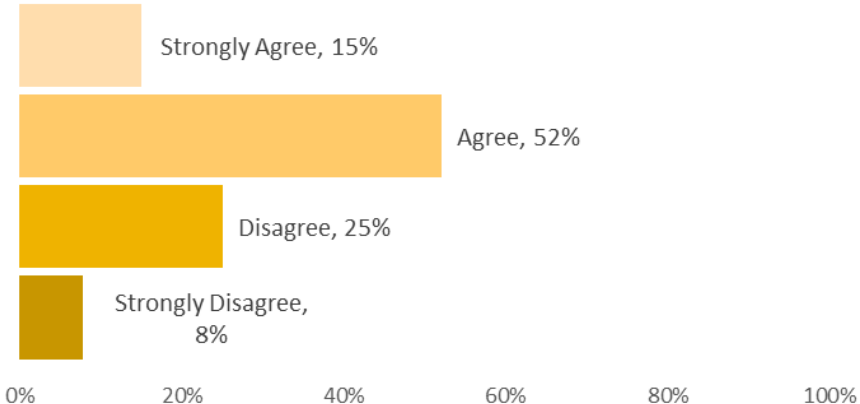


# School Staff Survey

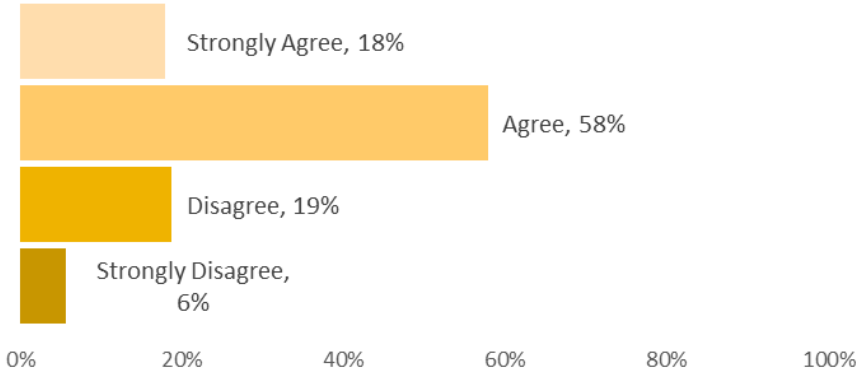
## Supports for SEL

(n = 2,370)

My school has the resources to support students' mental health and social emotional needs.



My school or district charter has staff available to students and families who are trained in trauma informed and social emotional care.



Staff do a good job helping families caregivers understand what their student needs in order to learn social emotional skills.

