

Snapshots on Minnesota Youth: 2016 Minnesota Student Survey Whole Child Report

Healthy

Supported



Safe

Engaged



Snapshots on Minnesota Youth:

2016 Minnesota Student Survey Whole Child Report

October 2016

FOR MORE INFORMATION CONTACT:

Lisa Burton, Ph.D.

Minnesota Department of Education

651-582-8488

MDE.StudentSurvey@state.mn.us

Snapshots on Minnesota Youth:

2016 Minnesota Student Survey Whole Child Report

Research shows that young people who are healthy, safe, engaged, supported and challenged in school are better learners. As Minnesota's schools work to prepare students who are career and college ready and equipped to lead the state's workforce, Minnesota Student Survey (MSS) data can help schools provide safe, stable and nurturing learning environments.

The MSS is the primary source of comprehensive data on youth at the state, county and local levels in Minnesota and is the only consistent source of statewide data on the health and well-being of youth from smaller population groups, such as racial or ethnic groups. The survey includes questions on school climate, bullying, out-of-school activities, healthy eating, emotional health, substance use and many other topics. It provides valuable information about issues vital to the health, safety and academic success of young people.

About the Minnesota Student Survey

The Minnesota Departments of Education, Health, Human Services and Public Safety collaborate to administer the Minnesota Student Survey (MSS) every three years to students in grades five, eight, nine and eleven in regular public schools, charter schools and tribal schools.

All school districts are invited to participate in the survey. In 2016, 85.5 percent of Minnesota's school districts participated. Nearly 169,000 students participated in the survey.

MSS data can be found on the Minnesota Department of Education website (<http://w20.education.state.mn.us/MDEAnalytics/Data.jsp>).

MSS data align with the Whole Child framework created by ASCD. The Whole Child approach is an effort to prepare students to be career and college ready by ensuring that each student is healthy, safe, engaged, supported, and challenged. This report organizes 2016 MSS data by four of the five indicators of well-being identified in ASCD's Whole Child framework.

Healthy: Physical and emotional health are fundamental to students' overall well-being.

Safe: Students need to feel safe in order to learn and thrive.

Engaged: Engaged students have higher academic outcomes.

Supported: Supportive school environments and caring relationships can foster student motivation and engagement.

Each section of this report includes two summary statistics related to the indicator, grade-level results for individual questions, key findings, and rationale to support the indicator's importance. This report does not need to be read from front to back; each section can stand alone. It offers a high-level perspective on each indicator. Future reports will provide more information on disparities between student groups and trends over time.

Questions and comments related to the Minnesota Student Survey can be directed to the Minnesota Department of Education at MDE.StudentSurvey@state.mn.us.

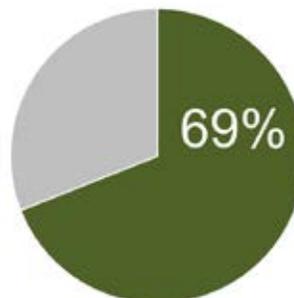
HEALTHY

The Minnesota Student Survey (MSS) includes questions about physical health and emotional health.

Key Findings:

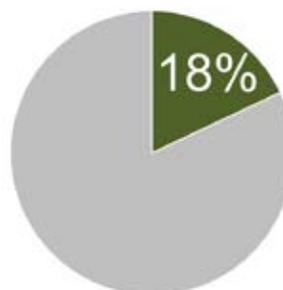
- More than two-thirds (69 percent) of Minnesota students said they had excellent or very good health.
- About five in ten students eat fruit at least once a day compared to only four in ten students who eat vegetables at least once a day.
- About half of students reported being physically active for at least 60 minutes per day on at least five days in the last week.
- About 18 percent of Minnesota students said they have a long-term mental health, behavioral or emotional problem.
- More than eight out of ten Minnesota students reported high perceptions of positive identity on at least five of six survey items.

Nearly seven in ten Minnesota students reported excellent or very good health.



of Minnesota students reported having generally excellent or very good health.

Almost two out of ten Minnesota students reported long-term mental health, behavioral or emotional problems.



of Minnesota students reported having a long-term mental, behavioral or emotional problem.

Being healthy matters.

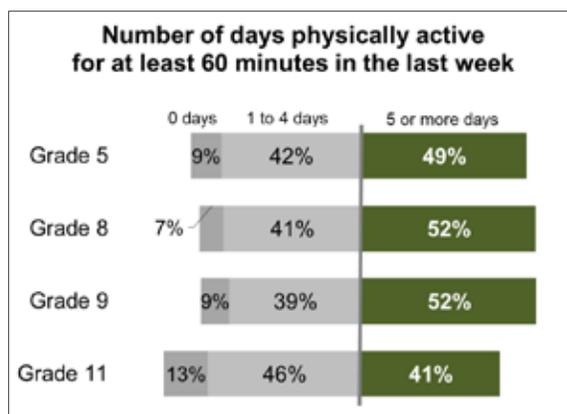
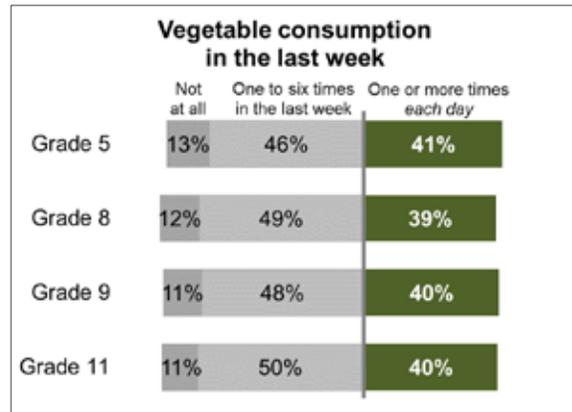
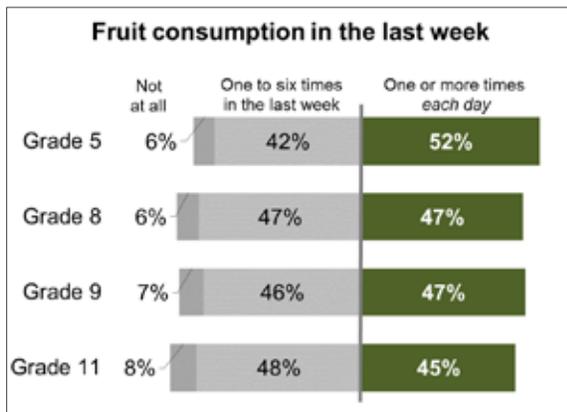
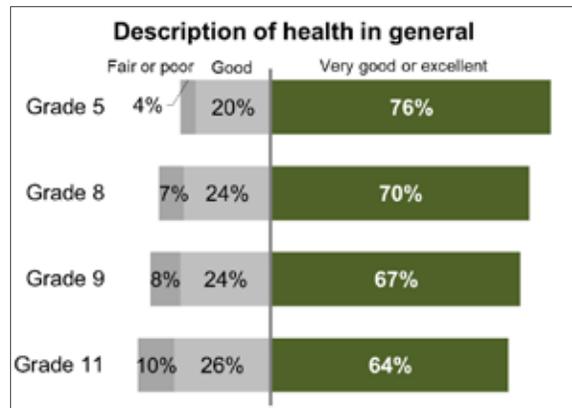
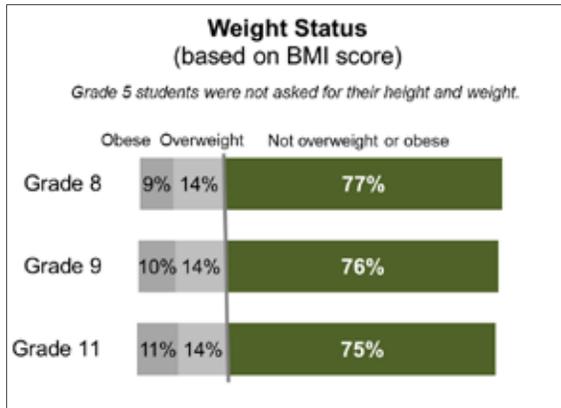
Physical and emotional health are fundamental to students' overall well-being. Research shows that healthy students are more likely to have better grades, school attendance and classroom behaviors. Many health problems can be improved by healthy eating and exercise.

2016 MSS results show that very few students (7 percent) who reported being in excellent health missed school due to sickness three or more times in the last month compared to more than a quarter of students (26 percent) who reported being in poor health.

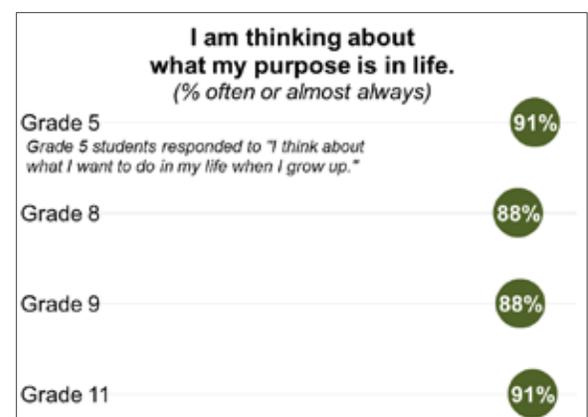
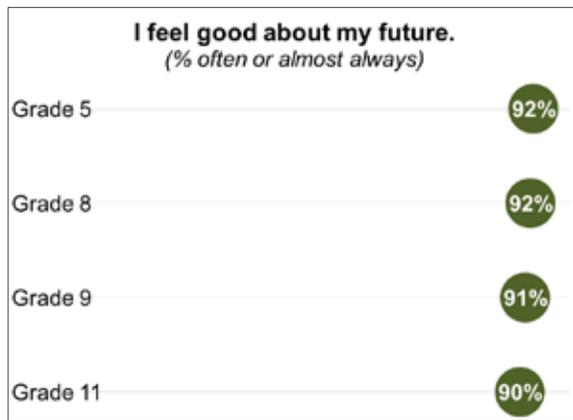
MSS trend data between 2013 and 2016 show an increase of five to seven percentage points in reports of long-term mental, behavioral or emotional problems for students in grades eight, nine and eleven. Results for 2019 are necessary for a true trend to be detected.

For results from individual items, see pages 4 and 5.

The MSS asks students questions about healthy eating, physical activity and perceptions of their general health. It also asks for height and weight to be calculated into a body mass index score.



The MSS asks students to respond to six statements about positive identity.



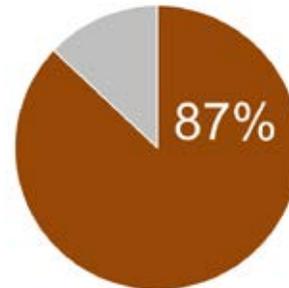
SAFE

The Minnesota Student Survey (MSS) includes questions about **perceptions of safety and bullying/harassment**.

Key Findings:

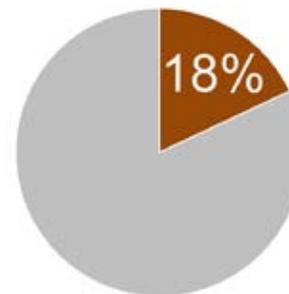
- Most Minnesota students (87 percent) feel safe in all four places: home, going to/from school, school, and neighborhood.
- There is very little difference in students' perceptions of safety across the surveyed grade levels.
- Almost two out of ten Minnesota students (18 percent) in the surveyed grades said they were bullied or harassed weekly.
- Students' reports of bullying or harassment are the highest for fifth graders in every category except cyberbullying where they are nearly tied with eighth graders.
- Exclusion and mean rumors were the most common types of bullying for students in all grade levels.

Nearly nine out of ten Minnesota students reported feeling safe.



of Minnesota students surveyed said they felt safe at home, in their neighborhood, at school, and going to/from school.

Nearly two out of ten Minnesota students reported being bullied or harassed weekly.



of Minnesota students surveyed reported being bullied weekly in at least one way during the last 30 days.

Being safe matters.

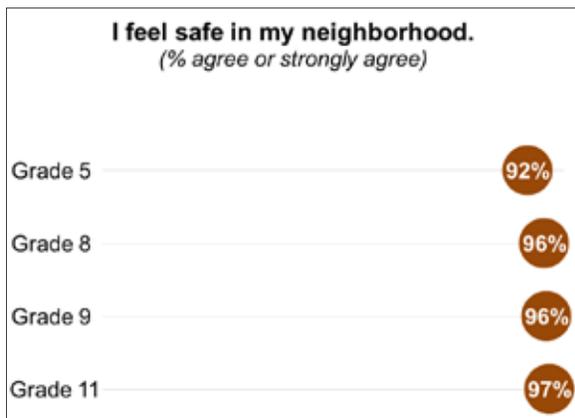
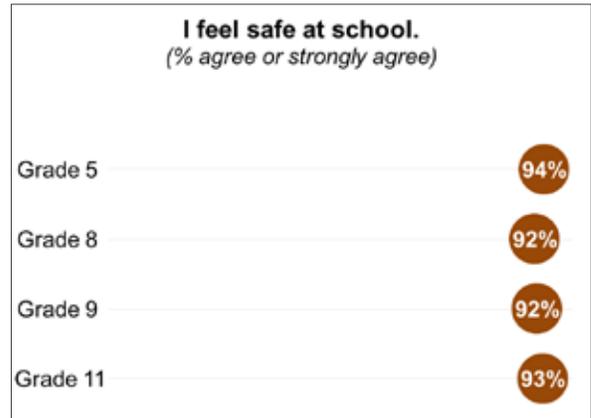
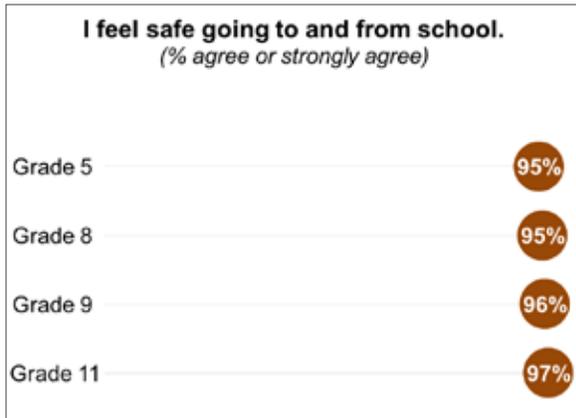
Students need to feel safe in order to learn and thrive. Research suggests that students in safe environments are more engaged and connected to their school. They tend to be in school more frequently and achieve higher academic outcomes than students who feel unsafe.

2016 MSS results show that students who reported being transgender were less likely than other students to feel safe at school. About three-fourths of transgender students (77 percent) reported feeling safe at school compared to nearly all of the other students (93 percent).

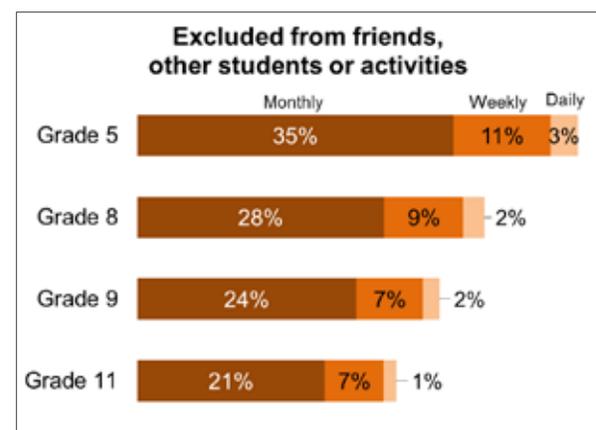
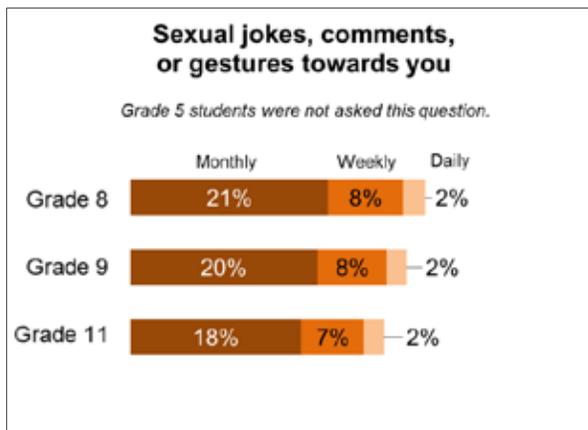
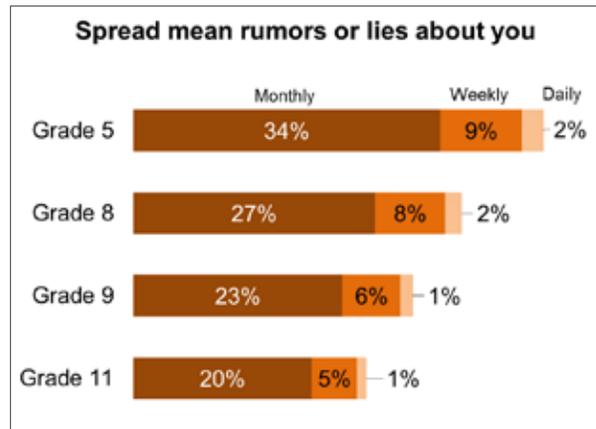
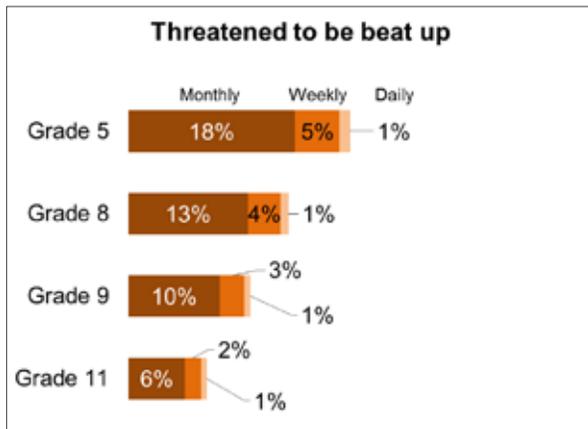
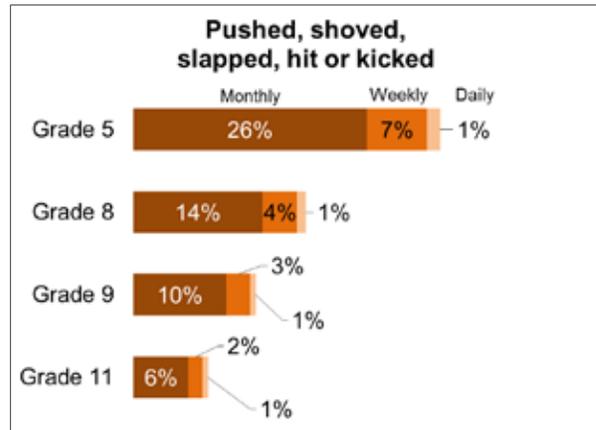
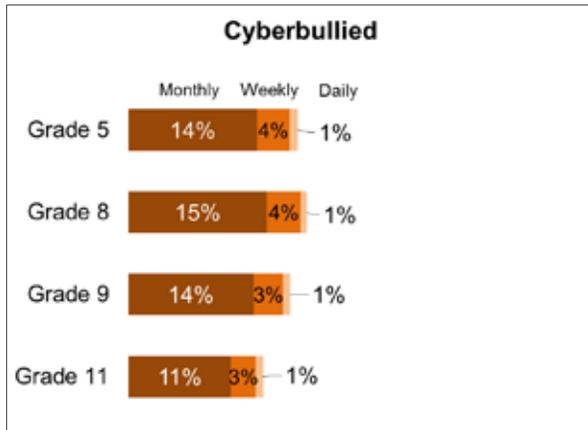
MSS trend data between 1995 and 2016 show stable rates of feeling safe at school. While the bullying/harassment questions were only asked in 2013 and 2016, results show bullying decreased from 43 percent to 40 percent for eleventh graders but increased from 24 percent to 29 percent for fifth graders. Results for 2019 are necessary for a true trend to be detected.

For results from individual items, see pages 7 and 8.

The MSS asks students to respond to four statements about feeling safe.



The MSS asks students six questions about how often they were bullied or harassed, if at all, in the last 30 days.



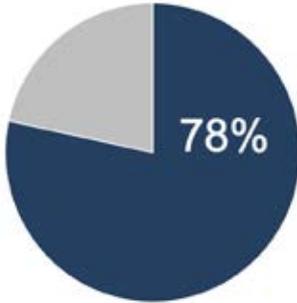
ENGAGED

The Minnesota Student Survey (MSS) includes questions about engagement in school and in out-of-school time activities.

Key Findings:

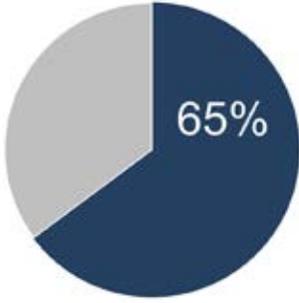
- Most Minnesota students (78 percent) feel highly engaged in school.
- Nearly all students (97-99 percent) said they try to learn more about things that interest them.
- Eleventh graders are less likely to think things they learn in school are useful (71 percent) compared to other students (77-93 percent).
- Nearly two-thirds of Minnesota students (65 percent) are engaged in out-of-school time activities for at least three days per week.
- Students participate more frequently in sports teams and other physical activity lessons than leadership activities, academic programs or other community clubs.

Nearly eight out of ten Minnesota students reported high levels of engagement in school.



of Minnesota students responded positively to at least five of six school engagement questions.

More than six out of ten Minnesota students reported high engagement in OST activities.



of Minnesota students reported involvement in out-of-school time activities three or more days in a typical week.

Being engaged matters.

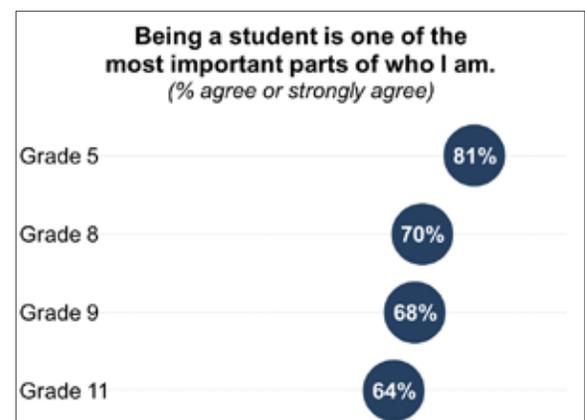
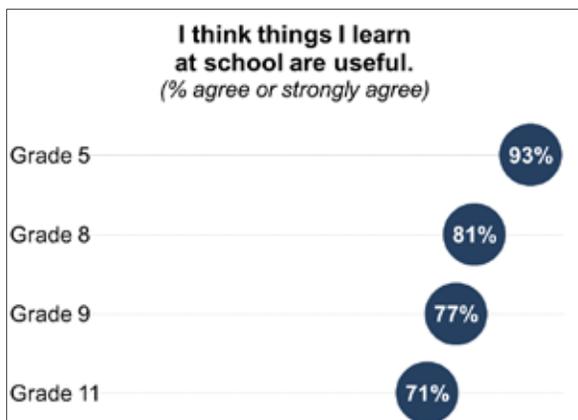
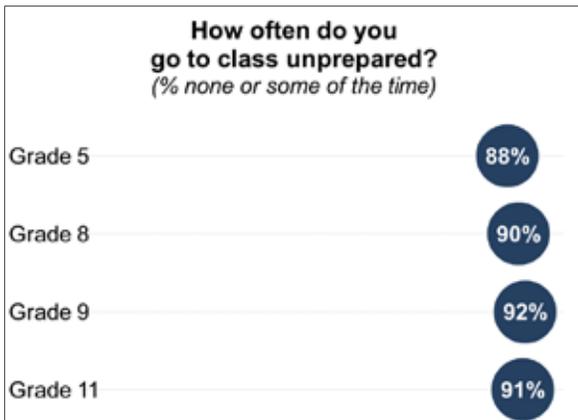
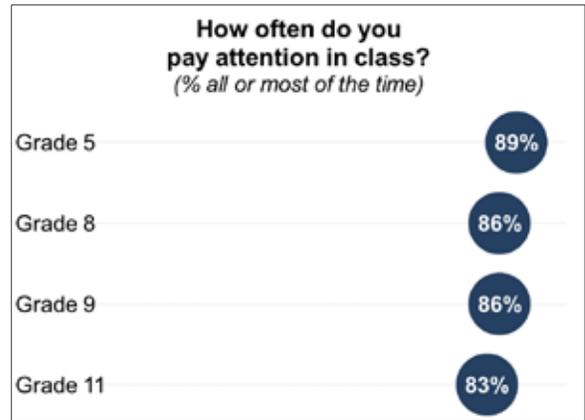
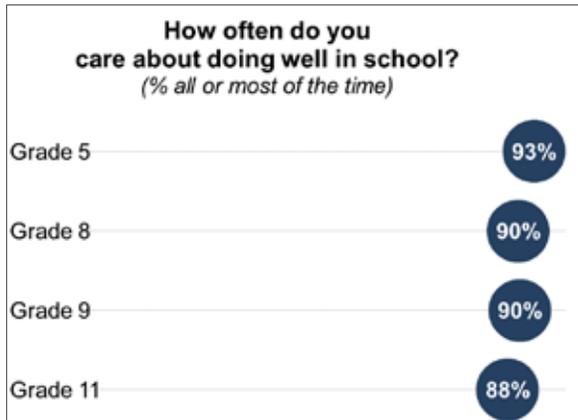
Engagement in school and out-of-school time activities includes a focus on three areas: behavioral (i.e., participation), emotional (i.e., relationships), and cognitive (i.e., desire to learn). Many research studies show that engaged students have higher academic outcomes.

2016 MSS results show that students who reported being highly engaged in school and OST were about twice as likely to report getting mostly As. Almost half of engaged students (49 percent in school and 51 percent in OST) said they receive mostly As compared to 22 percent and 30 percent of others.

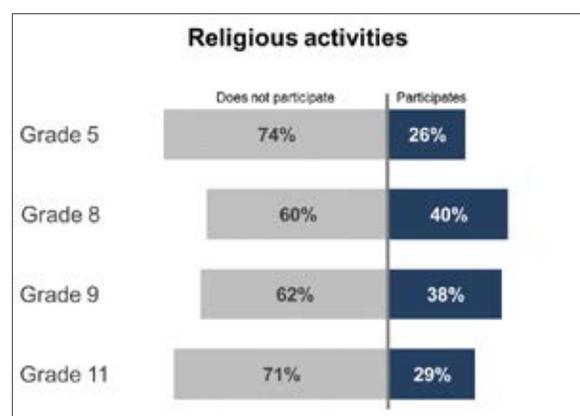
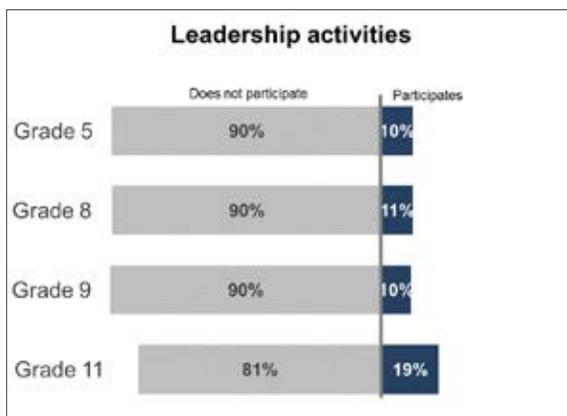
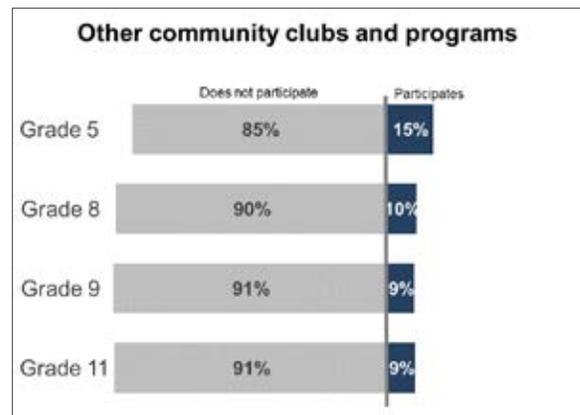
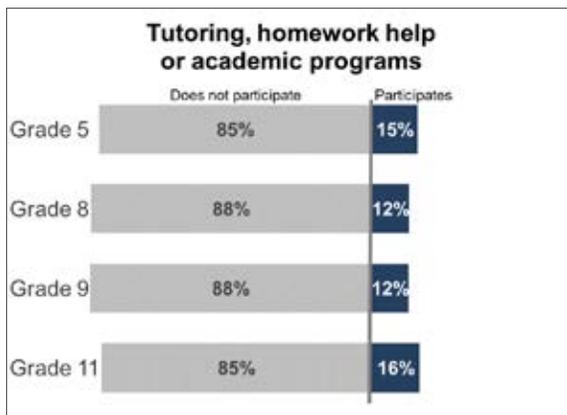
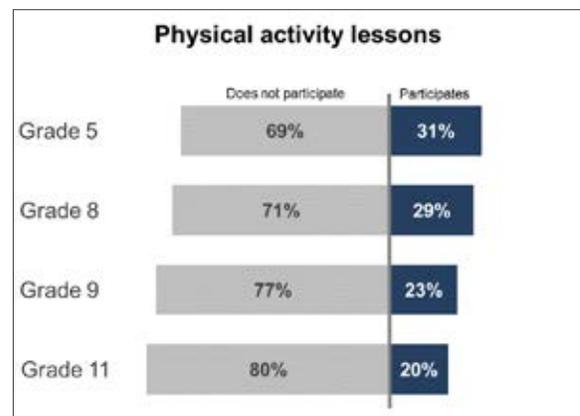
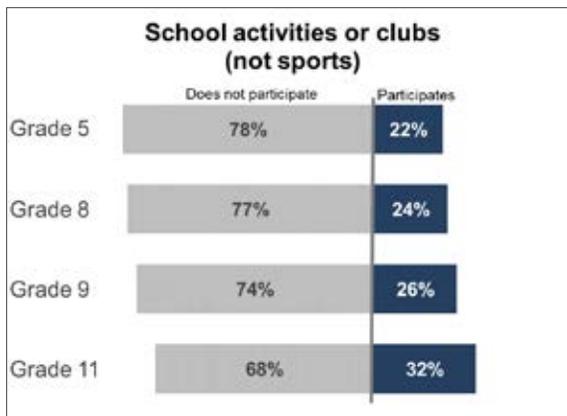
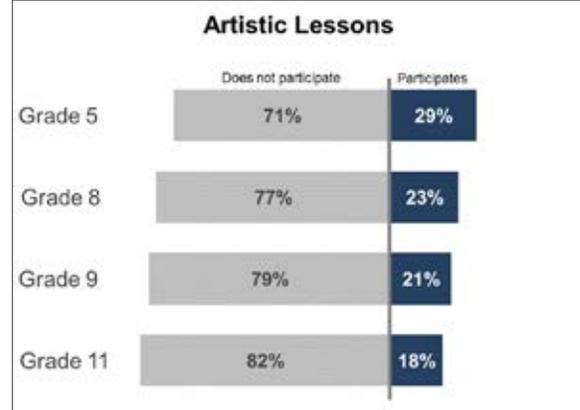
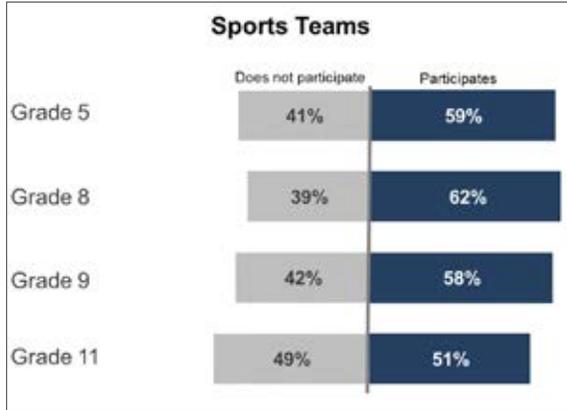
MSS trend data between 2013 and 2016 show a drop in the percentage of students who think things they learn in school are useful. The biggest drop was for eleventh graders who fell from 78 percent to 71 percent. Results for 2019 are necessary for a true trend to be detected.

For results from individual items, see pages 10 and 11.

The MSS asks students to respond to three statements and three questions about being engaged in school.



The MSS asks students to report their participation in each activity outside of the regular school day during a typical week.



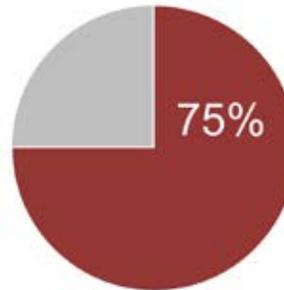
SUPPORTED

The Minnesota Student Survey (MSS) includes questions about **supportive school environments** and **caring relationships**.

Key Findings:

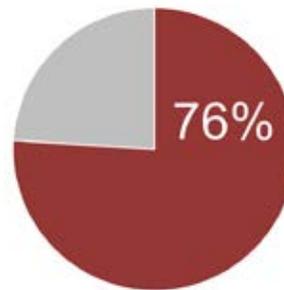
- Most Minnesota students (75 percent) believe their school provides a supportive place for learning.
- About nine out of ten eighth, ninth and eleventh graders reported that teachers care about students. Only seven out of ten said teachers are interested in them as a person.
- Most Minnesota students (76 percent) have consistently caring relationships from at least three groups: parents, other adult relatives, friends, teachers/other adults at school, and adults in the community.
- Only about half of eighth, ninth and eleventh graders said that teachers/other adults at school care about them quite a bit or very much.

Three-fourths of Minnesota students reported being in a supportive school environment.



of Minnesota students surveyed responded positively to at least four of five questions on their school environment.

About three-fourths of Minnesota students reported multiple caring relationships in their lives.



of Minnesota students surveyed reported caring relationships from at least three groups of people in their lives.

Being supported matters.

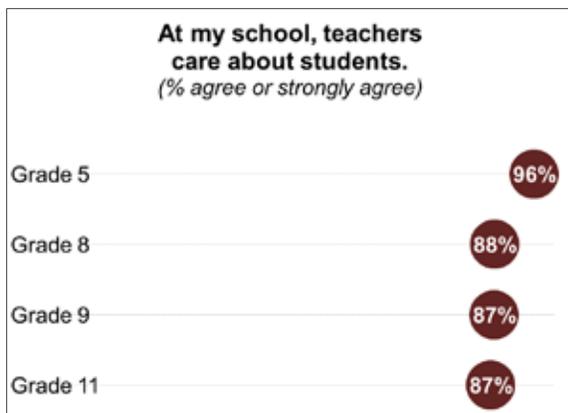
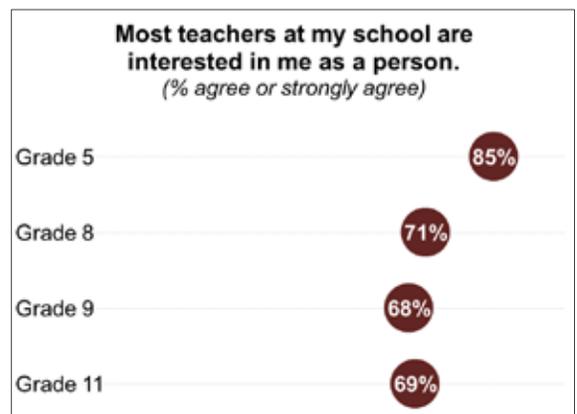
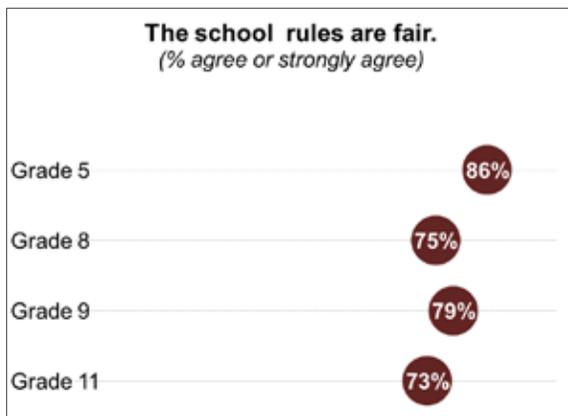
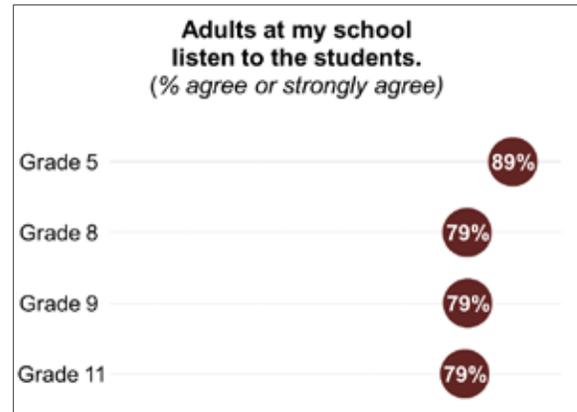
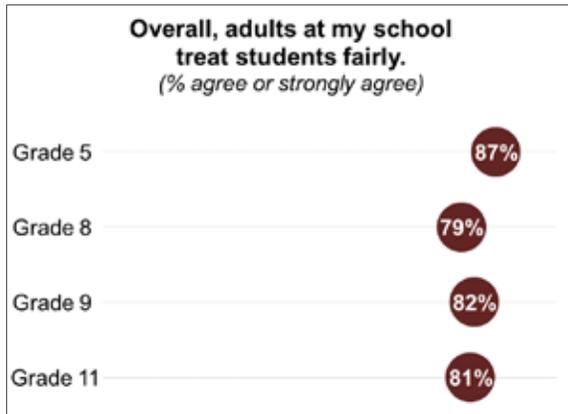
Supportive school environments and caring relationships can foster student motivation and engagement in school. Research also points to improvements in students' academic achievement, particularly when the support includes high expectations for academic success.

2016 MSS results show that most students (87 percent) who reported a supportive school environment also reported high levels of engagement in school compared to only about half of the other students (54 percent).

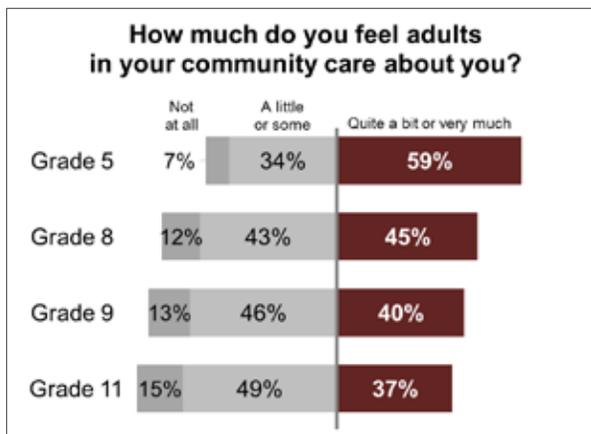
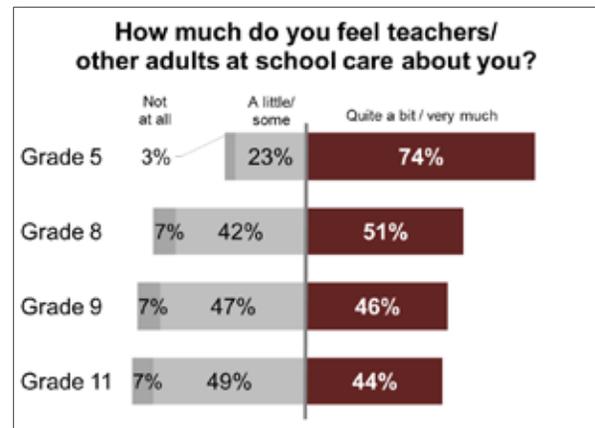
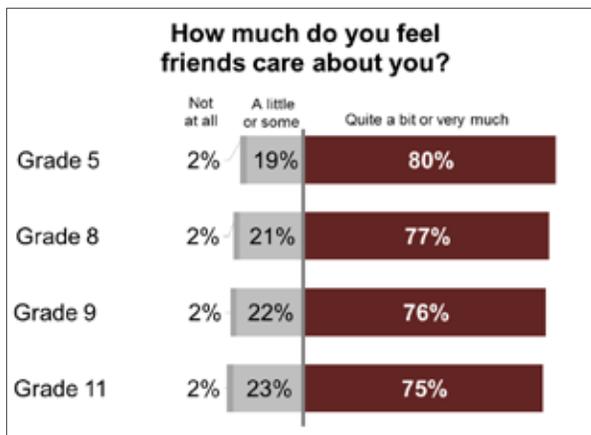
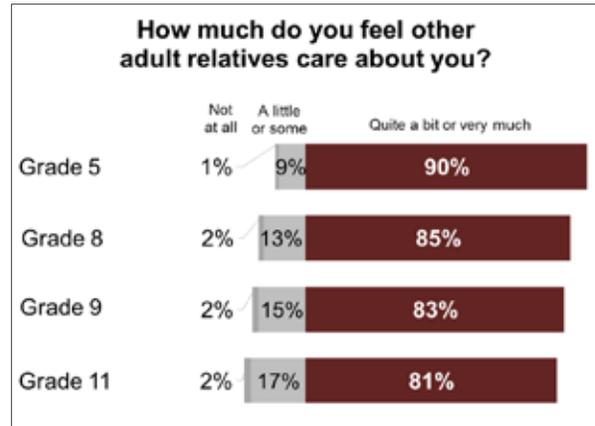
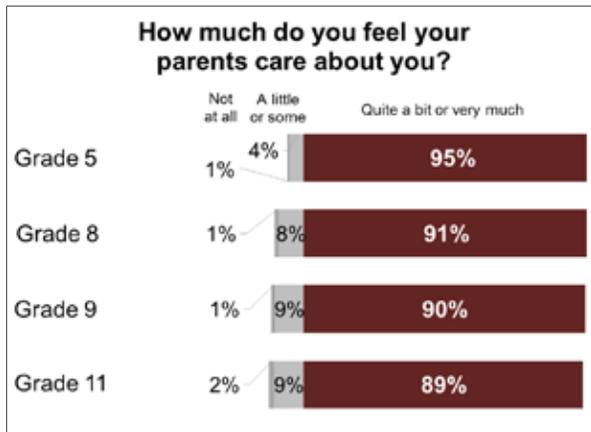
MSS trend data between 2001 and 2016 show a positive increase in the percentage of ninth grade students who reported that teachers or other adults at school care about them very much or quite a bit. It increased from 34 percent in 2001 to 46 percent in 2016.

For results from individual items, see pages 13 and 14.

The MSS asks students to respond to five statements about supportive school environments.



The MSS asks students five questions about caring relationships with others.



References

ASCD. *Making the Case for Educating the Whole Child*. Alexandria, VA: ASCD; 2012. Retrieved from: <http://www.wholechildeducation.org/assets/content/mx-resources/WholeChild-MakingTheCase.pdf>.

ASCD, Centers for Disease Control and Prevention (CDC). *Whole School, Whole Community, Whole Child: A Collaborative Approach to Learning and Health*. Alexandria, VA: ASCD; 2014. Retrieved from: <http://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/wsc-a-collaborativeapproach.pdf>.

Collaborative for Academic, Social and Emotional Learning. (2008). Social and emotional learning and student benefits: Implications for the safe schools/healthy students core elements. Chicago: Author. Retrieved from: <https://safesupportivelearning.ed.gov/resources/social-and-emotional-learning-and-student-benefits-implications-safe-schoolhealthy>.

Search Institute. *Developmental Relationships*. Available at: <http://www.search-institute.org/what-we-study/developmental-relationships>.

Shape America. *Physical Activity Guidelines*. Available at: <http://www.shapeamerica.org/standards/guidelines/paguidelines.cfm>

Smith, C., McGovern, G., Larson, R., Hillaker, B., Peck., S.C. (2016). *Preparing Youth to Thrive: Promising Practices for Social Emotional Learning*. Forum for Youth Investment, Washington, D.C. Retrieved from: <https://www.selpractices.org/>.

Steinberg, M. P., Allensworth, E., & Johnson, D. W. (2011). *Student and Teacher Safety in Chicago Public Schools: The Roles of Community Context and School Social Organization*. Consortium on Chicago School Research, Chicago, IL. Retrieved from: <https://consortium.uchicago.edu/sites/default/files/publications/SAFETY%20IN%20CPS.pdf>.

Vandell, D. L. (2013). *Afterschool program quality and student outcomes: Reflections on key findings from recent research*. In T. K. Peterson (Ed.) *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*. Washington, DC. Collaborative Communications Group. Available at: <http://www.expandinglearning.org/expandingminds>.