

# **2013 Minnesota Student Survey**

## **Statewide Tables**

*Fall 2013*

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## **In Appreciation**

We are indebted to the students, parents, teachers, Minnesota Student Survey coordinators, principals and superintendents across the state that agreed to participate in and supported the student survey when it was administered in the first half of 2013. These data are made available as a result of their interest and time and we are grateful for their efforts.

We are also indebted to the many state agency staff, especially the analysts with the Minnesota Center for Health Statistics at the Minnesota Department of Health, for their tireless work on making these data available.

## **2013 MINNESOTA STUDENT SURVEY**

### **Survey Participation**

The 2013 Minnesota Student Survey was administered in the first half of 2013 to public school students in Grades 5, 8, 9, and 11 statewide. All public school districts in Minnesota were invited to participate. Of the 334 public operating districts, 280 agreed to participate (84% of public operating school districts).

Public school student participation was voluntary and surveys were anonymous. Across the state, approximately 66% of fifth graders, 71% of eighth graders, 69% of ninth graders, and 62% of eleventh graders participated in the 2013 Minnesota Student Survey. Overall participation across the four grades was approximately 67% of total enrollment.

All schools and districts that participated in the survey followed federal laws regarding parental notification as required by the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA). PPRA requires that schools that participate in the survey notify parents of the survey administration, provide parents the opportunity to review the survey instrument, and allow parents to opt their child out of participating.

### **Mode of Administration**

In 2013, for the first time, schools could choose to administer the survey by computer or by using the traditional paper and pencil survey. Each participating school had to choose one method or the other. Overall, 35% of students took the survey by computer and 65% used the paper survey. The survey questions that students saw on their computer screens were the same as those in the paper survey booklets.

Researchers find that the mode of administration (in this case, computer or paper) may sometimes influence survey results in subtle ways. Students may feel that one method offers more privacy or anonymity than the other, or they may simply feel more comfortable with one method. The Minnesota Student Survey research team will be analyzing the results of the 2013 survey to see if they can detect any influence of the mode of administration on survey results.

### **Items on the Tables**

The accompanying set of tables includes the responses for all survey items. Items are ordered within the tables according to meaningful domains; the order items appear on the tables is not necessarily the order they appeared in the survey. The Grade 5 survey version was shorter than the Grade 8 survey version, which in turn was shorter than the Grade 9/11 version. The Grade 5 and Grade 8 versions did not include items appropriate only for older students. Items found on some versions of the survey but not on others are identified on the tables.

## **New Questions and Year-to-Year Comparisons**

Many of the 2013 survey instrument questions were changed from the 2010 survey instrument. While some questions stayed the same, other questions had updated or improved wording. Some entirely new questions were added and some questions were dropped. New questions are noted on each table. Caution must be used when making comparisons over time for any questions in which the wording has changed.

Please note that although these surveys are given repeatedly over time, student populations may change between administrations of the survey.

## **Validity of Responses**

Approximately 2% of the surveys were eliminated from analyses because gender was missing, responses were highly inconsistent, or there was a pattern of likely exaggeration.