

# **2020 Student Health Survey**

## **Summary**

**By the Communities that Care Coalition**

[www.communitiesthatcarecoalition.org](http://www.communitiesthatcarecoalition.org)

# **Participation**

## **Summary**

Participation was highest among the youngest grades

## **Context**

The test is often issued in February to give a 'normal' 30 day window for assessment without outliers (e.g. winter holidays, school vacation).

- There were snow days on some scheduled testing days
- Most make up days were scheduled for March (then we were hit with early closures from COVID)

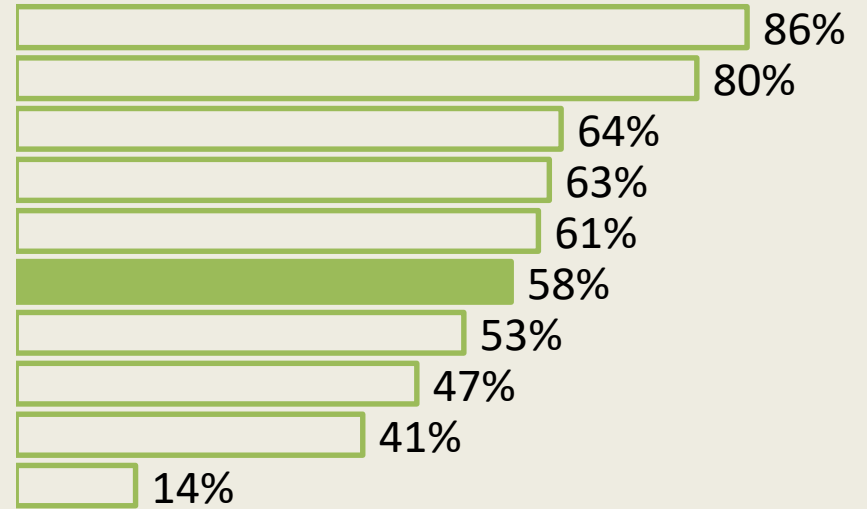
## **Takeaway**

Schools with low participation may not be able to use their data in the ways that they did in the past. When making comparisons, compare by percentages, not raw numbers.

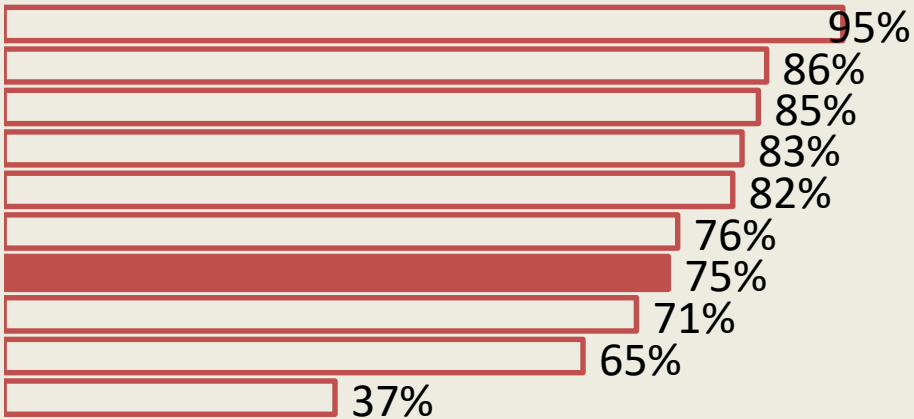
**8<sup>th</sup> grade participation, by district**  
solid fill = all districts combined



**12<sup>th</sup> grade participation**

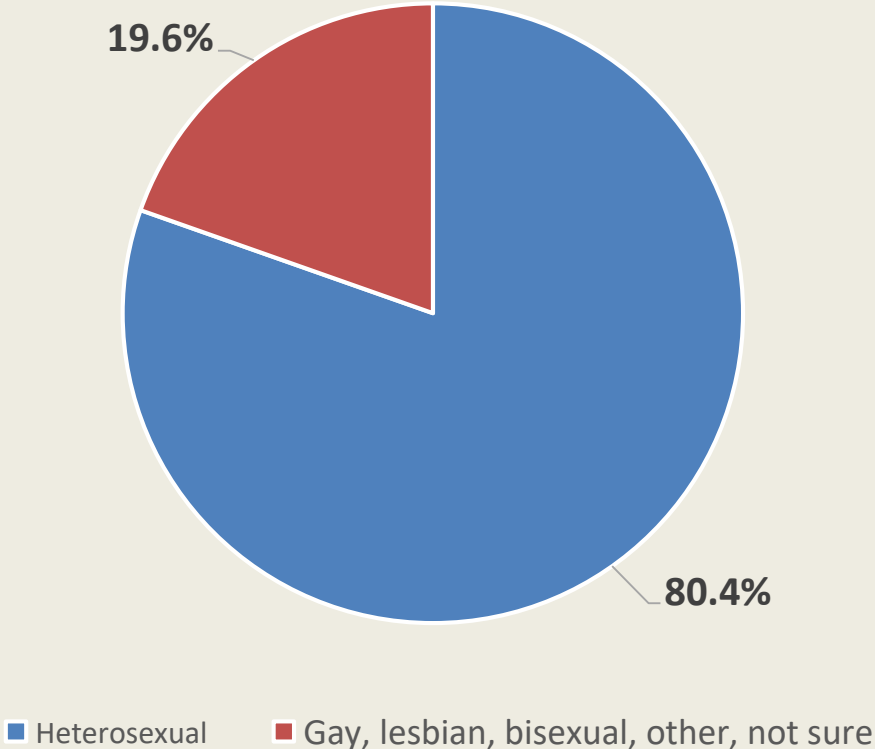


**10<sup>th</sup> grade participation, by district**



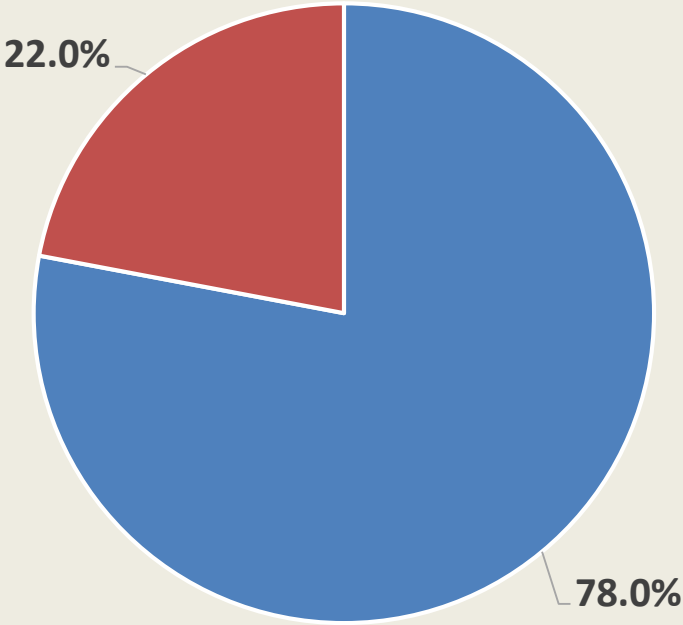
**Who Participated?**

# Orientation



# Race and Ethnicity

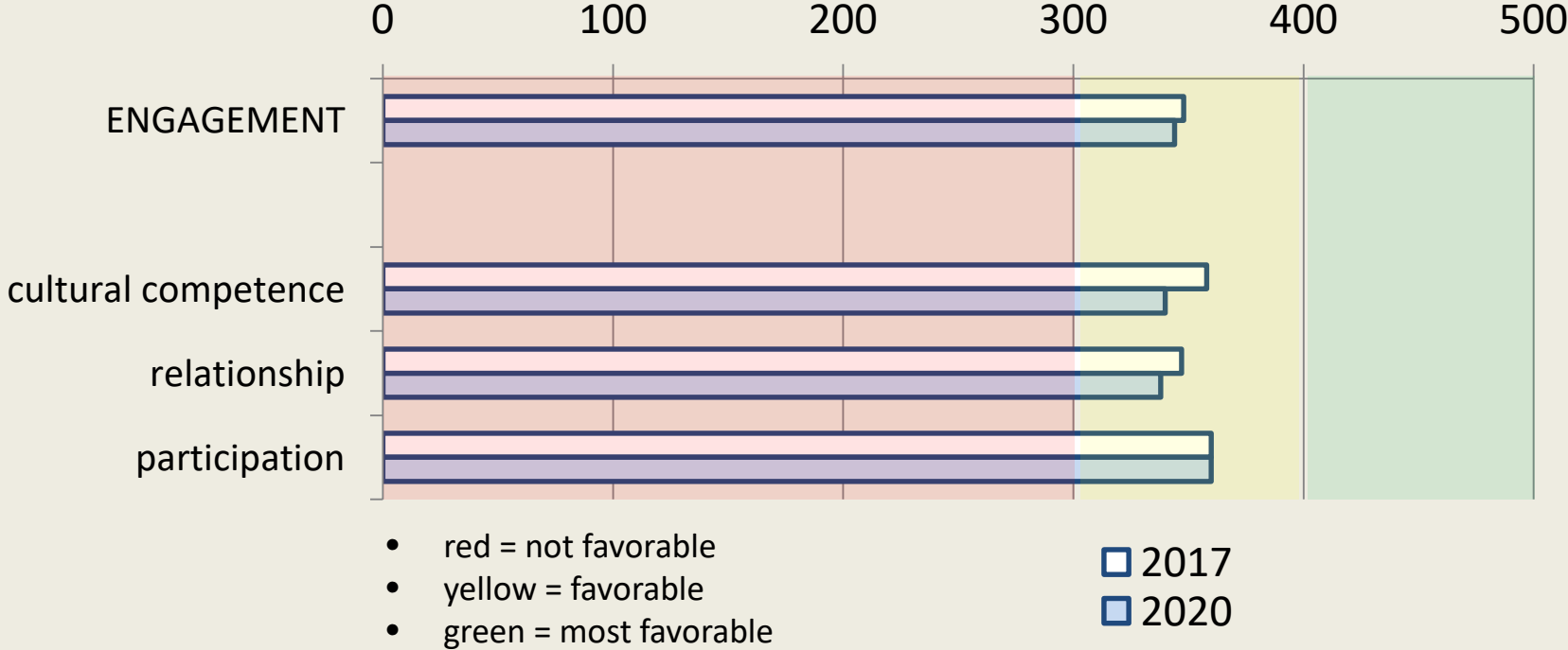
(POC and White)



White POC

# **School Climate**

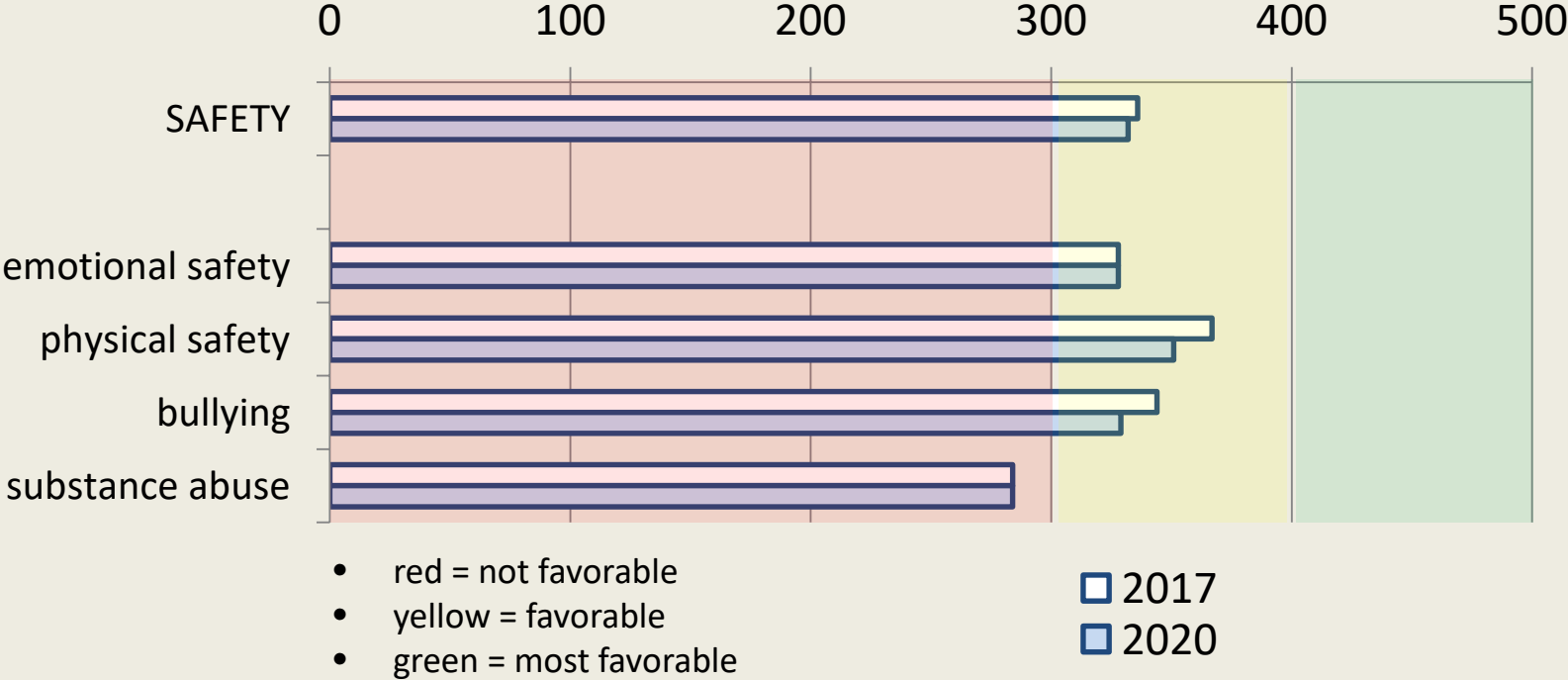
# Engagement



*Top line is the average score for all data in that category.*

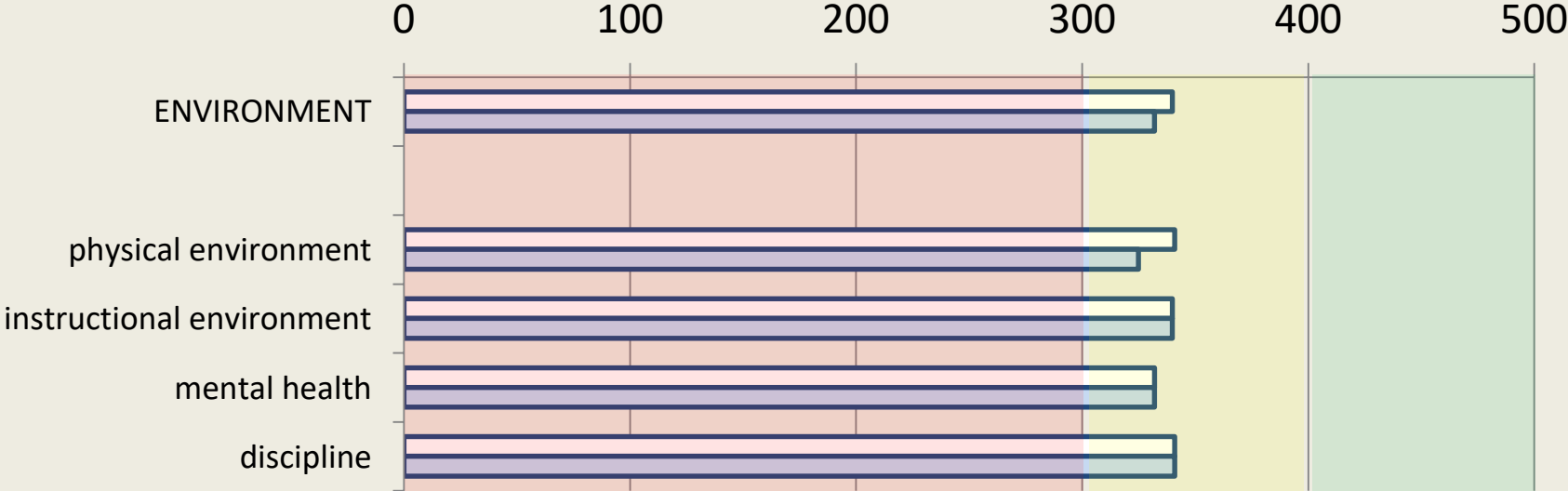


# Safety



*Top line is the average score for all data in that category.*

# Environment



- red = not favorable
  - yellow = favorable
  - green = most favorable
- 2017  
2020

*Top line is the average score for all data in that category.*

	2017	2020	Change
All students are treated the same, regardless of whether their parents are rich or poor.	66%	59%	- 7%
Boys and girls are treated equally well.	68%	60%	- 8%
This school provides instructional materials (e.g. textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	80%	77%	- 3%
Adults working at this school treat all students respectfully.	67%	58%	- 9%
People of different cultural backgrounds, races or ethnicities get along well at this school.	87%	86%	- 2%
I feel like I belong.	70%	68%	- 2%
School rules are applied equally to all students.	66%	58%	- 8%
Discipline is fair.	65%	58%	- 7%

*We are seeing growing inequities and some slippage in our trend lines, whether real or perceptual. Is the school climate worse or are students becoming more critical/aware of their treatment? Or a combination of the two?*

	<b>2017</b>	<b>2020</b>	<b>Change</b>
Students at this school are teased or picked on about their race or ethnicity.	21%	25%	+ 4%
Students at this school are teased or picked on about their cultural background or religion.	21%	25%	+ 4%
Students at this school are teased or picked on about their physical or mental ability.	40%	47%	+ 7%
Students at this school are teased or picked on about their real or perceived sexual orientation.	36%	44%	+ 8%
Students at this school are teased or picked on about their body size or personal appearance.	47%	53%	+ 6%
Students at this school are often bullied.	32%	37%	+ 5%
Students often spread mean rumors or lies about others at this school using electronic technology.	59%	57%	- 2%
Students at this school try to stop bullying.	62%	57%	- 5%

## **Takeaways**

Students are reporting feeling more bullied across different immutable characteristics. There appears to be a slight rise of inaction *or perceived inaction* from teachers and staff and an increase of peer participation.

Why?

## **Questions We're Left With**

- What has driven the slight decreases in school climate measures?
- Are there a few isolated, big drivers in different topic areas?
- Is school climate worse for only some sub groups?

**How do we turn these findings into insights?**

# Is school climate worse for only some sub groups?

Short answer: yes, but maybe not as much as we expected.

We wanted to look at how students' intersecting identities impacted their ranking of the school climate. We tallied some marginalized identity markers (i.e. gender, ethnicity, SES, and orientation) as well as markings that indicate a precarious home life (e.g. past or present homelessness, formerly or currently incarcerated parent, food insecurity, etc).

Students with 3 or more marginalized identities/precarious access to a stable home life on average **ranked the school climate lower** than their more privileged peers.

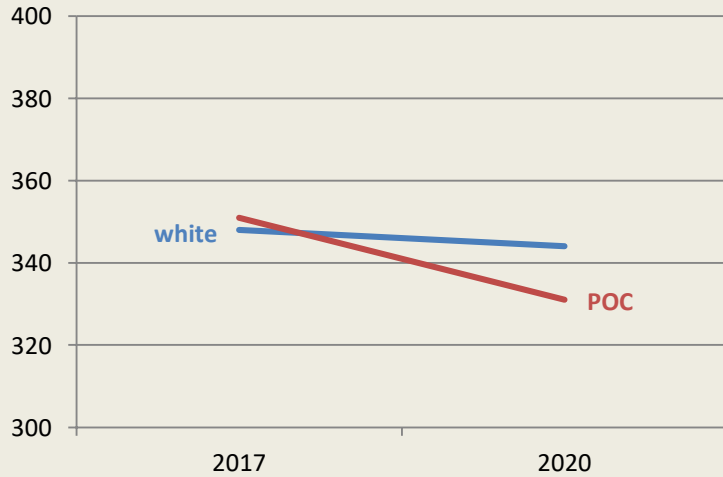
Below: Average scores on major school climate category measures

	If 3 or more marginalized identities	If 2 or less marginalized identities	Difference between less and more marginalized
Engagement	335	353	-18
Safety	316	340	-24
Environmental	326	337	-12

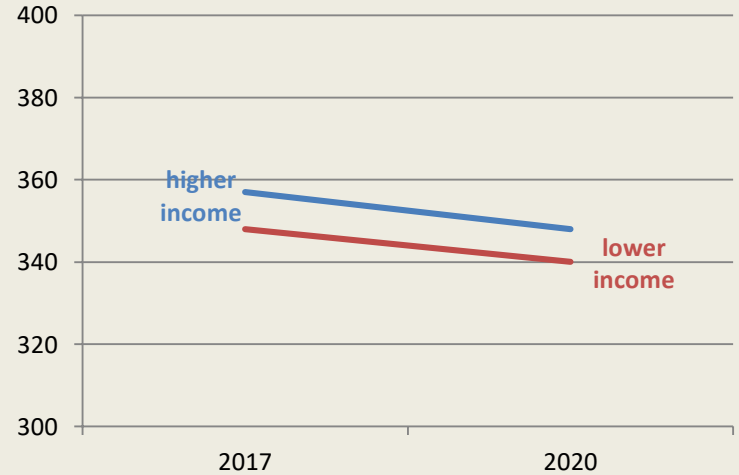
Recall: highest possible score is 500

# Varying trends

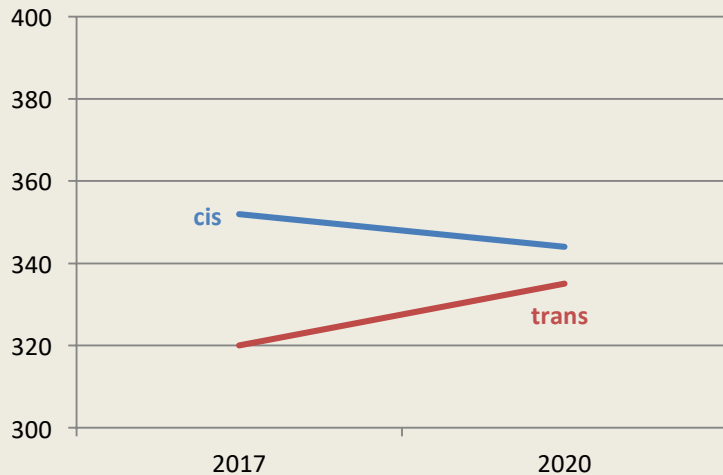
Engagement - by race



Engagement - by family income



Engagement - by gender

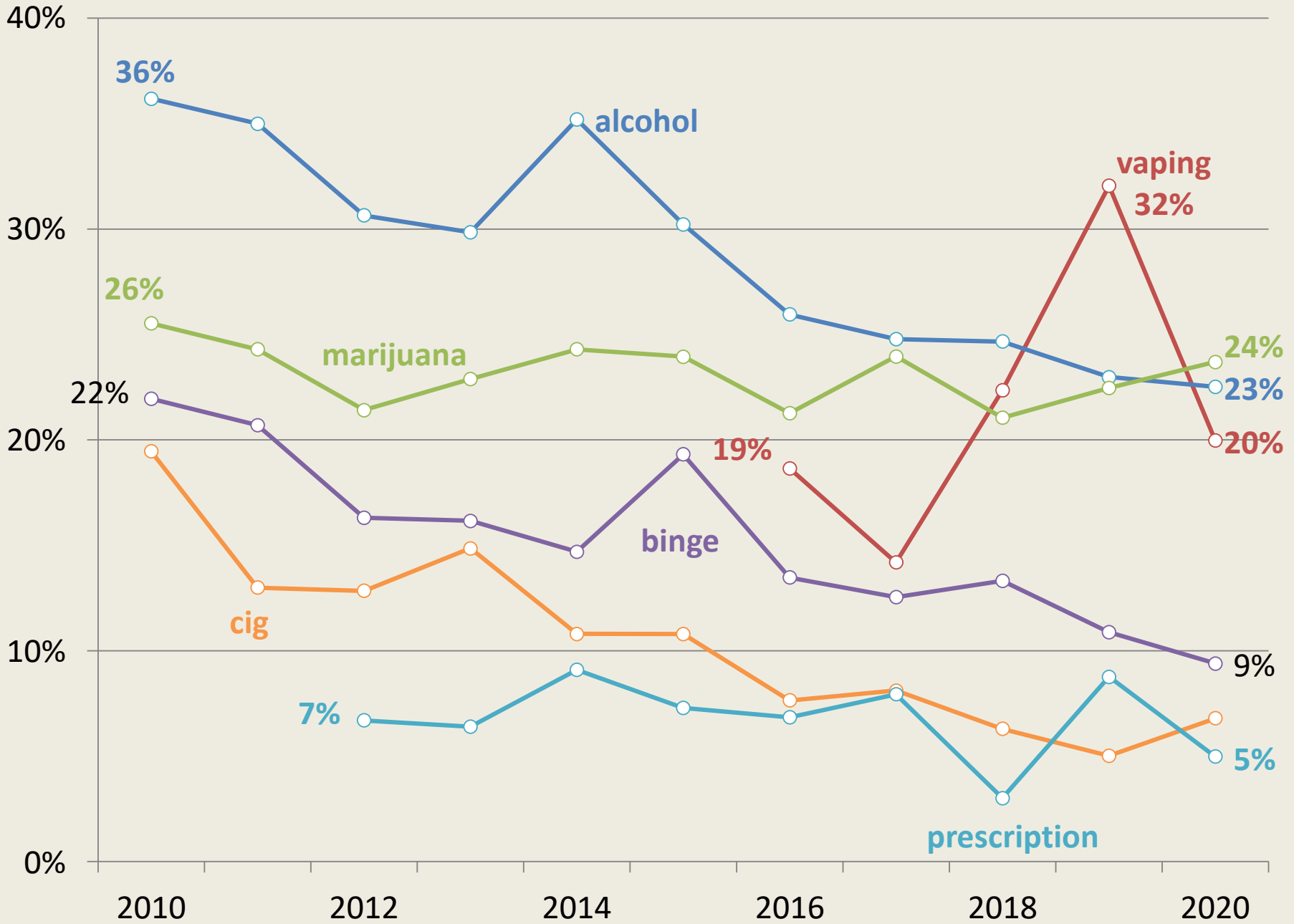


## Question Examples for 'Engagement'

- This school provides instructional materials (e.g. textbooks, handouts) that reflect my cultural background, ethnicity, and identity.
- Adults working at this school treat all students respectfully.
- I feel like I belong.

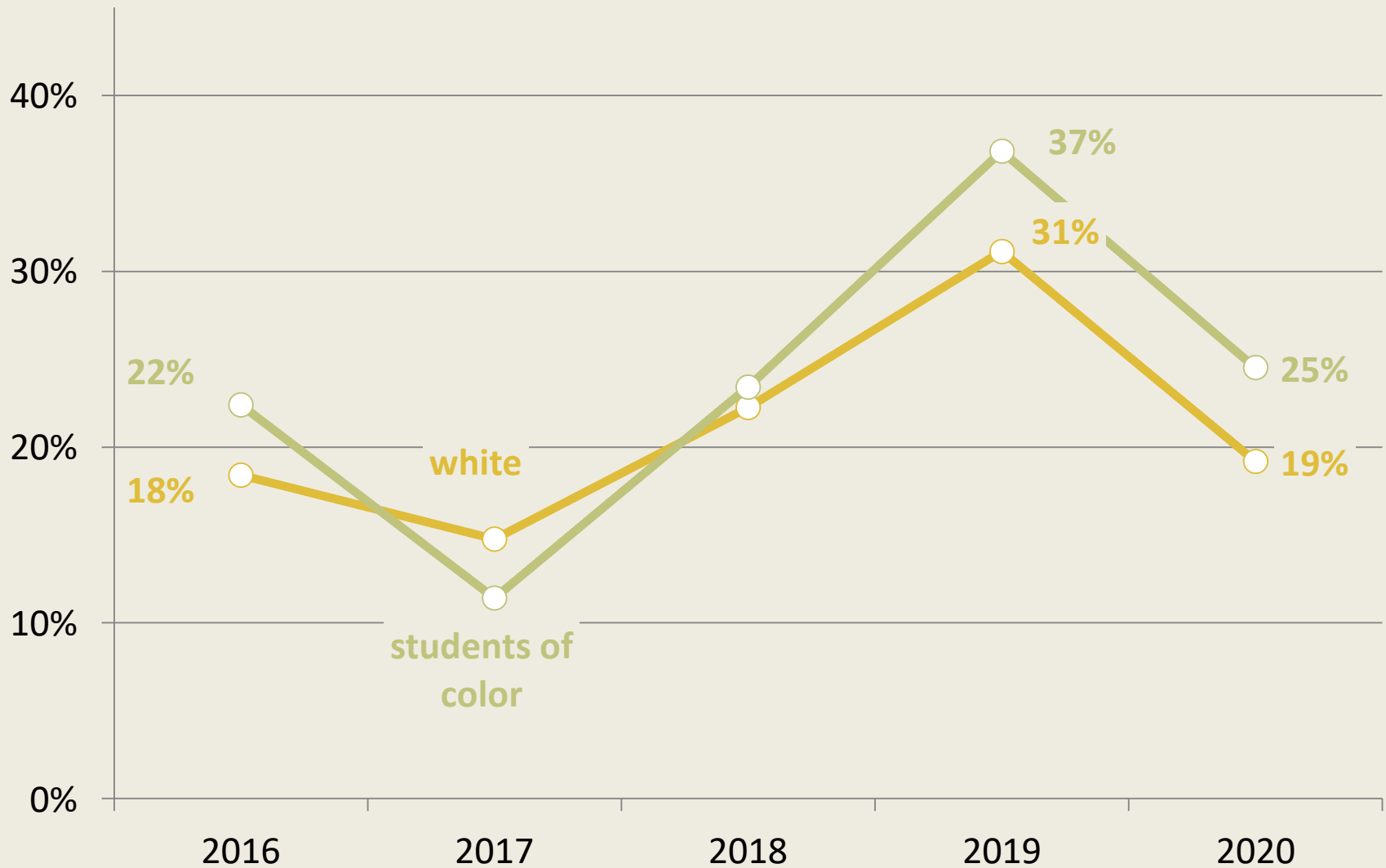
# **Substance Use**



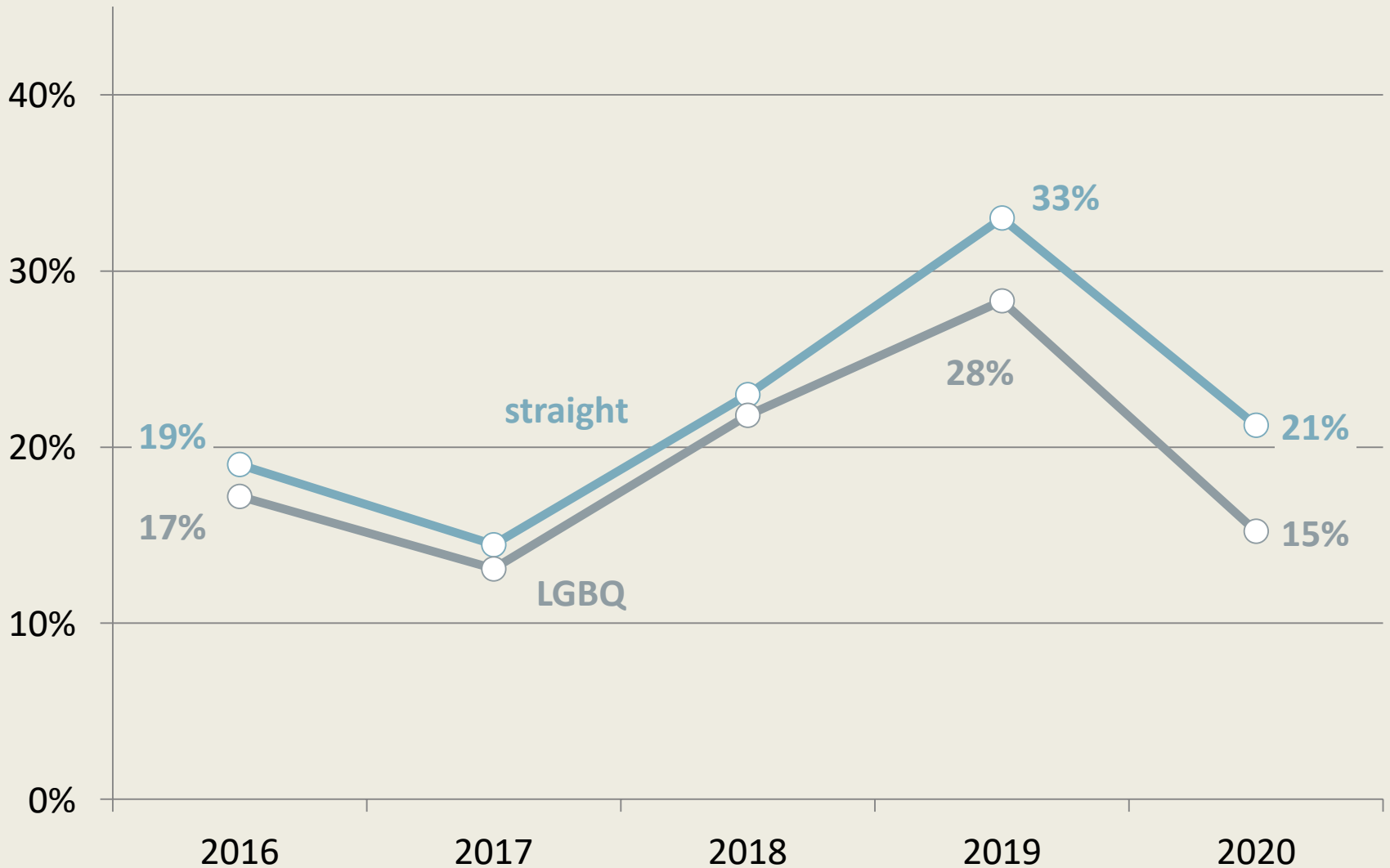


# **Changes in Vaping Rates**

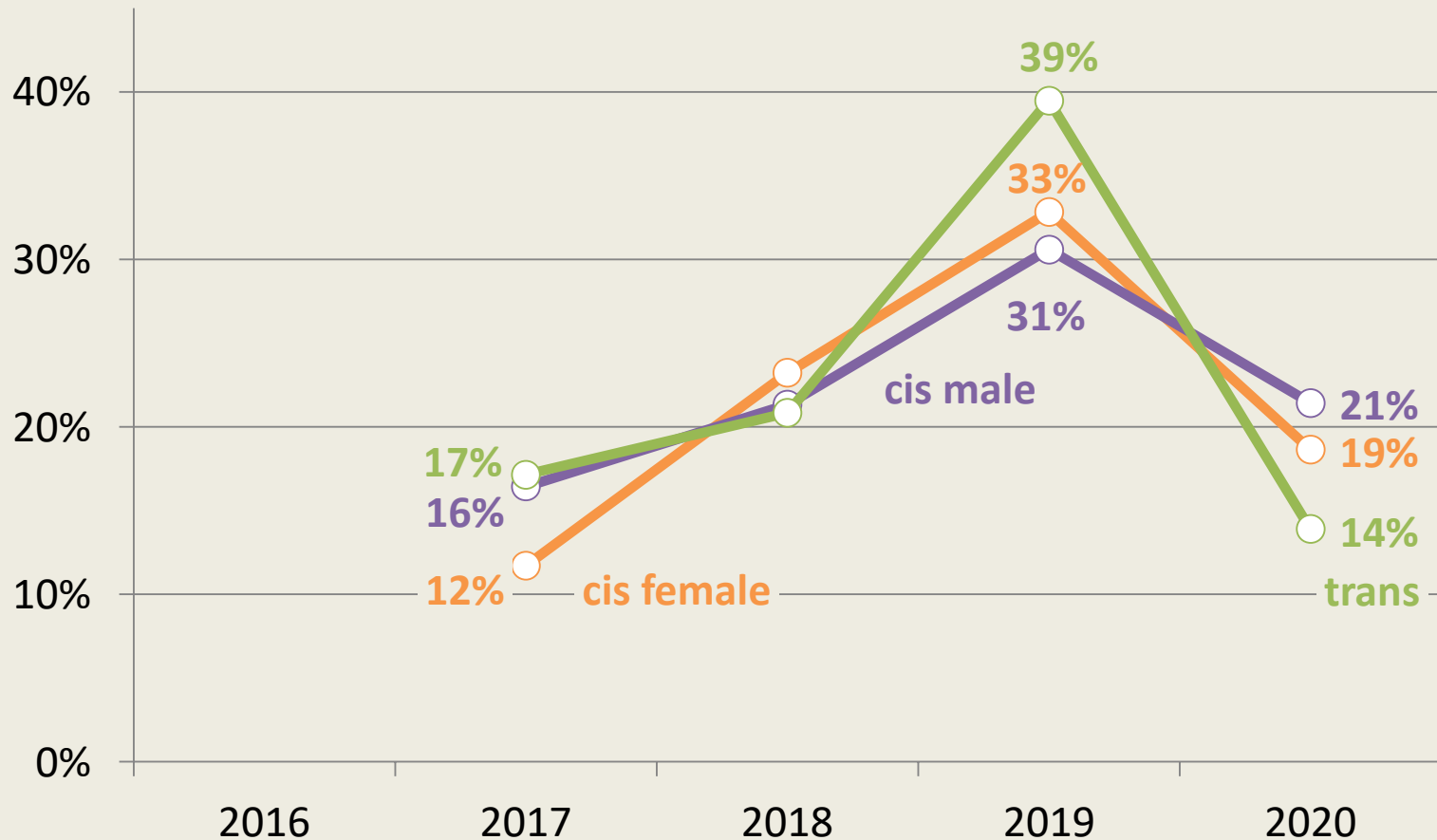
# Current vaping by local youth, by race/ethnicity



# Current vaping by local youth, by sexual orientation



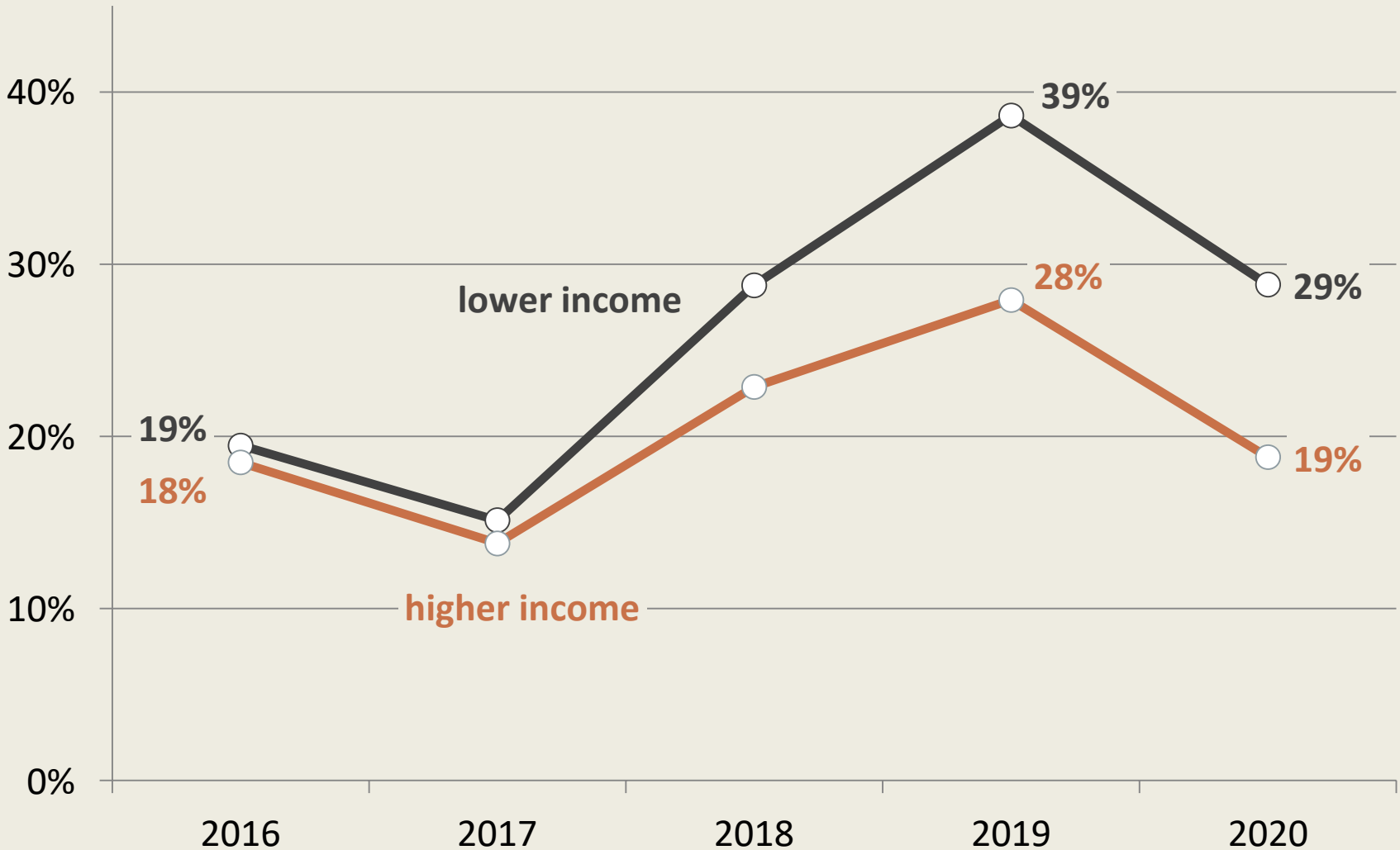
# Current vaping by local youth, by gender identity



**Cis or Cisgender:** describes a person whose sense of personal identity and gender assigned with their birth sex.

**Trans or Transgender:** someone who does not identify with the gender assigned with their birth sex. To measure gender, students were asked "are you transgender?" and "what is your gender?" The chart above is based on responses to "What is your gender?" where students could respond with male, female, or transgender.

# Current vaping by local youth, by income



*Access to free/reduced-price lunch used as proxy for income, CEP schools excluded*

# Current vaping by local youth, by grade

