Using Survey Data to Reveal Disparities and Promote Wellness

Orange County Department of Education

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David Rochman - Program Specialist, Evaluation, Assessment, and Data Center
Getting to know you...
California Healthy Kids Survey

School Supports and Engagement
Safety, Bullying and Violence
Substance Use and Mental Health
The Project

TUPE (Stephan Lambert)
EADC (David Rochman)

Health-related barriers to learning
Priority populations

2017-2018 Data
9th, 11th and Non-Traditional
55,168 students in 14 districts
School Connectedness
45% of 11th grade students in our sample scored high on the School Connectedness scale.

“How strongly do you agree or disagree with the following statements? [...] I feel close to people at this school…I am happy to be at this school…I feel like I am part of this school…the teachers at this school treat students fairly…I feel safe in my school.”
Reporting high level of school connectedness - 11th Grade

“How strongly do you agree or disagree with the following statements? […] I feel close to people at this school…I am happy to be at this school…I feel like I am part of this school…the teachers at this school treat students fairly…I feel safe in my school.”

- Black or African American: 32%
- Hispanic or Latino: 40%
- Mixed (two or more) races: 40%
- American Indian / Alaska Native: 41%
- Native Hawaiian or Pacific Islander: 44%
- Asian: 48%
- White: 51%
“How strongly do you agree or disagree with the following statements? […] I feel close to people at this school…I am happy to be at this school…I feel like I am part of this school…the teachers at this school treat students fairly…I feel safe in my school.”
“How strongly do you agree or disagree with the following statements? [...] I feel close to people at this school...I am happy to be at this school...I feel like I am part of this school...the teachers at this school treat students fairly...I feel safe in my school.”
School Connectedness - 2013-2018

“How strongly do you agree or disagree with the following statements? […] I feel close to people at this school…I am happy to be at this school…I feel like I am part of this school…the teachers at this school treat students fairly…I feel safe in my school.”
School Safety
3% of 11th grade students in our sample reported being threatened or injured with a weapon at school in the past year.

"During the past 12 months, how many times on school property have you been threatened or injured with a weapon?"
Threatened or injured with weapon at school in past year - 11th Grade

- American Indian / Alaska Native: 2%
- Asian: 2%
- Hispanic or Latino: 3%
- White: 3%
- Mixed (two or more) races: 3%
- Native Hawaiian or Pacific Islander: 5%
- Black or African American: 7%

“During the past 12 months, how many times on school property have you been threatened or injured with a weapon?”
Threatened or injured with weapon at school in past year

"During the past 12 months, how many times on school property have you been threatened or injured with a weapon?"

9th Grade: 3%
11th Grade: 3%
Non Traditional: 10%
On-campus threats in past year

“During the past 12 months, have you ever had any of the following happen to you on school property: […]”

<table>
<thead>
<tr>
<th>Event</th>
<th>Not LGBT</th>
<th>LGBT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Been in a physical fight</td>
<td>7%</td>
<td>15%</td>
</tr>
<tr>
<td>Threatened with injury or harm</td>
<td>6%</td>
<td>17%</td>
</tr>
<tr>
<td>Threatened or injured with a weapon</td>
<td>3%</td>
<td>10%</td>
</tr>
</tbody>
</table>
Threatened or injured with weapon at school in past year - 2013-2018

“During the past 12 months, how many times on school property have you been threatened or injured with a weapon?”
In Orange County schools in 2017-18, violent incidents were the primary offense for

54% of suspensions and

33% of expulsions
Substance Use
9% of 11th grade students in our sample reported current e-cigarette use.

"In the past 30 days, did you use any [cigarettes, electronic cigarettes, smokeless tobacco]?"
E-cigarette use in past month - 11th Grade

- Asian: 5%
- American Indian / Alaska Native: 6%
- Hispanic or Latino: 9%
- Black or African American: 10%
- White: 11%
- Mixed (two or more) races: 11%
- Native Hawaiian or Pacific Islander: 12%

"In the past 30 days, did you use any [cigarettes, electronic cigarettes, smokeless tobacco]?"
E-cigarette use in past month

“In the past 30 days, did you use any [cigarettes, electronic cigarettes, smokeless tobacco]?”

- 9th Grade: 7%
- 11th Grade: 9%
- Non Traditional: 18%
E-cigarette use in past month

“In the past 30 days, did you use any [cigarettes, electronic cigarettes, smokeless tobacco]?”

Not LGBT 8%

LGBT 14%
E-cigarette use in past month - 2013-2018

"In the past 30 days, did you use any [cigarettes, electronic cigarettes, smokeless tobacco]?”
In Orange County schools in 2017-18, illicit drugs were the primary offense for

23% of suspensions and

50% of expulsions
Substance abuse is significantly associated with:

- Termination of primary and secondary school
- Failure to enter college
- Termination of college

Breslau, J. et al. (2008).
Mental Health
17% of 11th grade students in our sample reported seriously considering suicide in the past year.

“During the past 12 months, did you ever seriously consider attempting suicide?”
During the past 12 months, did you ever seriously consider attempting suicide?

- **American Indian / Alaska Native**: 13%
- **Hispanic or Latino**: 15%
- **White**: 16%
- **Black or African American**: 17%
- **Mixed (two or more) races**: 17%
- **Asian**: 19%
- **Native Hawaiian or Pacific Islander**: 22%

“During the past 12 months, did you ever seriously consider attempting suicide?”
Seriously considered suicide in the past year

“During the past 12 months, did you ever seriously consider attempting suicide?”

9th Grade: 16%
11th Grade: 17%
Non Traditional: 18%
During the past 12 months, did you ever seriously consider attempting suicide?

- Not LGBT: 14%
- LGBT: 44%

“During the past 12 months, did you ever seriously consider attempting suicide?”
“During the past 12 months, did you ever seriously consider attempting suicide?”
Absent in last month due to emotional distress or perceived danger

- 9th Grade: 8%
- 11th Grade: 10%
- Non Traditional: 14%

“During the past 30 days, have you missed school for either feeling sad, hopeless, anxious, stressed or angry or not feeling safe at school?”
Absent in last month due to emotional distress or perceived danger

“During the past 30 days, have you missed school for either feeling sad, hopeless, anxious, stressed or angry or not feeling safe at school?”

Not LGBT: 8%
LGBT: 23%
Students who perceive their academic performance as ‘failing’ are:

**Three times** more likely to report suicidal thoughts

**Ten times** as likely to report suicide attempts

Martin, G. et al. (2005).
Comorbidity & Polysubstance Use
Depression and suicidal ideation among substance-using students

- Report chronic sadness: 29% (No Use) vs. 51% (Past Month Substance Use)
- Report considering suicide: 14% (No Use) vs. 31% (Past Month Substance Use)
Substance use among students reporting depression and suicidal ideation

- No Chronic Sadness
  - Past Year Chronic Sadness: 25%
  - Report substance use: 12%

- No Suicidal Ideation
  - Past Year Suicidal Ideation: 30%
  - Report substance use: 13%
Among students reporting current e-cigarette use…

56% report using marijuana
52% report drinking alcohol
12% report smoking cigarettes
Among students reporting current marijuana use...

60% report drinking alcohol
43% report using e-cigarettes
14% report smoking cigarettes
Connecting Data To Your Work
Multi-Tiered System of Support

**ALL STUDENTS**

**UNIVERSAL SUPPORT**
Evidence-based priorities and practices that support the academic, behavioral and social-emotional success of all students in the most inclusive and equitable learning environment.

**SOME STUDENTS**

**SUPPLEMENTAL SUPPORT**
Additional services provided for some students who require more academic, behavioral and social-emotional support.

**FEW STUDENTS**

**INTENSIFIED SUPPORT**
Targeted academic, behavioral and social-emotional support directed toward the few students with greater needs.

Universal Design for Learning (UDL), differentiated instruction, integrated education implemented at all levels of support.
Whole System Engagement
What additional data sources would help guide you in selecting appropriate, evidence-based interventions?

How do you determine who needs supplemental and intensified support?
  How do you monitor progress of students who are receiving support?
  How do you know if your students are responding to the interventions?

What resources do you have to meet the needs of these populations?

What resource gaps exist, and how will you go about filling them?
How to replicate this analysis

Partner with your LEA or county office’s research and evaluation team*

Obtain the restricted dataset from WestEd

Contact OCDE for copies of our codebooks/create your own (variables) based on the answers you seek to your questions
A report showing the hard data - The Foundation

Infographics and presentations

The value of making data accessible to stakeholders

How to use the end products
Section One: Summary of Sample – All Students

The following tables describe the demographic composition of the sample of 55,168 students taken from 14 LEAs in Orange County during the 2017-18 school year administration of the California Healthy Kids Survey.

Table 1: Frequency by Grade

<table>
<thead>
<tr>
<th>Grade of Sample</th>
<th>9th Grade</th>
<th>11th Grade</th>
<th>Non-Traditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Respondents (%)</td>
<td>29,107 (52)</td>
<td>24,630 (45)</td>
<td>1,713 (3)</td>
</tr>
</tbody>
</table>

Table 2: Gender of Sample

<table>
<thead>
<tr>
<th>Gender of Sample</th>
<th>% of Grade 9</th>
<th>% of Grade 11</th>
<th>% of NT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>44.1</td>
<td>45.4</td>
<td>53.1</td>
</tr>
<tr>
<td>Female</td>
<td>43.8</td>
<td>44.3</td>
<td>25.7</td>
</tr>
<tr>
<td>Did not respond</td>
<td>12.1</td>
<td>10.3</td>
<td>21.2</td>
</tr>
</tbody>
</table>

Table 3: Hispanic or Latino Composition of Sample

<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
<th>% of Grade 9</th>
<th>% of Grade 11</th>
<th>% of NT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Value - making data accessible to ALL stakeholders
A report showing the hard data - The Foundation
Identify who can benefit the most from your analysis
Infographics and slide deck presentations
Next Phase

Intersectionality
Rural/Urban/Suburban
More Trend Data
Correlations
Qualitative Data
Homeless/Foster Youth
Questions?

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