

# Community Consolidated School District 181

## BOARD REPORT

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**TITLE:** 2016 Illinois Youth Survey Results

**DATE:** April 6, 2017

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### **BACKGROUND:**

The Illinois Youth Survey (IYS) is a biennial survey funded by the Illinois Department of Human Services and managed by the University of Illinois's Center for Prevention Research and Development. In early 2016, D181 students in Grades 6 and 8 responded to the survey, which is used to collect anonymous data on a variety of indicators, including substance use, interpersonal conflicts, school climate, and health. The IYS data presented in this report are being considered in conjunction with the Comprehensive School Climate Inventory (CSCI).

### **GENERAL RESULTS:**

In 2016, 92% of the 469 students in Grade 6 and 87% of the 491 students in Grade 8 responded to the survey. The IYS report provides tables of statistics for each indicator in addition to charts that compare the responses of 2016 D181 student cohorts with the aggregated responses from Illinois students in 2014. A summary of each indicator is provided below.

### **Substance Use**

Very few D181 students reported using alcohol, tobacco, inhalants, marijuana, or other types of drugs. Only two substances were used by 5% or more of the students in the past year: (1) 5% of Grade 6 students reported using inhalants and (2) 9% of Grade 6 students and 19% of Grade 8 students reported consuming alcohol in the past year.

The IYS provides detailed information on alcohol use. Of the students who reported drinking alcohol within the last 30 days, 79% of the 14 Grade 6 users and 60% of the 43 Grade 8 users reported drinking wine, which was the type of alcohol most consumed by students in both grades. Among the Grade 8<sup>1</sup> users, 49% reported that their parents supplied the alcohol, 35% received it from a different social source (such as a friend or sibling), and 17% accessed it without permission. This data suggest that some students might be drinking wine at home with their parents at meals, which is a cultural practice for some families. Overall, the percentage of D181 students drinking alcohol is either comparable to or lower than what was reported by Illinois students in 2014.

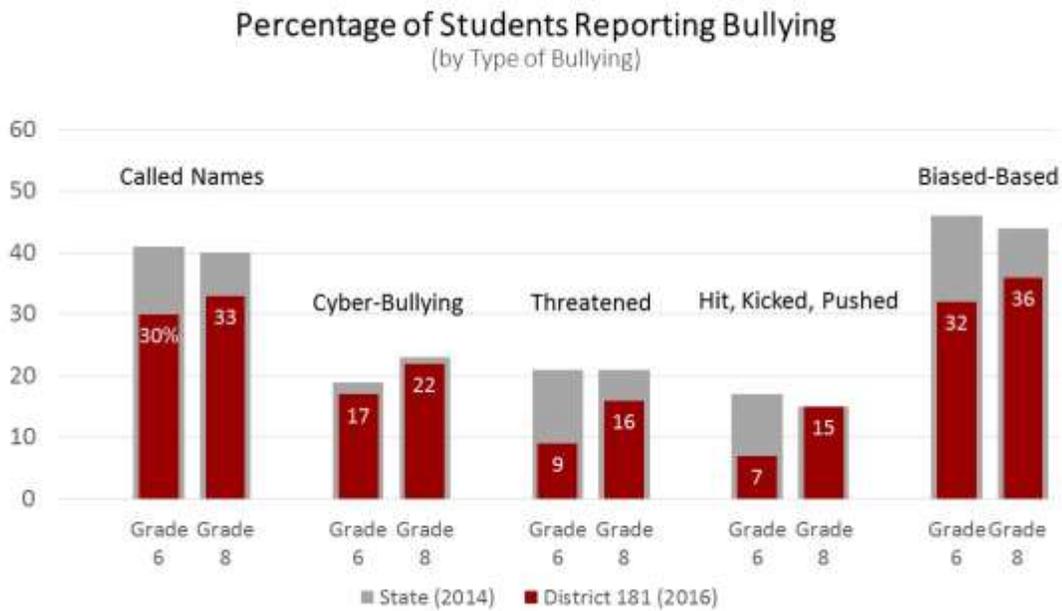
### **Interpersonal Conflict, Violence, and Delinquency**

Less than 5% of the students reported selling drugs or attending school while drunk or high. Some brought a weapon to school in the past year (7% Grade 8) and about a quarter of the students were engaged in a physical fight one or more times (28% Grade 6; 26% Grade 8).

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<sup>1</sup> Grade 6 data are not available.

The IYS results also shows that more than one-third of D181 students reported being bullied at least once in the past year (38% Grade 6; 43% Grade 8). The most common forms of bullying in D181 middle schools are name calling and cyber-bullying, which involves bullying, harassment, or the spreading of rumors on the Internet or through text messages. In addition, about one-third of the students believed that they experienced biased-based bullying, which involves being harassed or made fun of because of the way one looks or one’s disability. Overall, the percentages of D181 students that experienced these types of bullying are either comparable to or lower than what was reported by Illinois students in 2014 (see chart for summary statistics for each type of bullying).



### Mental, Social, and Physical Health

The IYS report suggests that, as a group, D181 students are less obese and eat more fruits and vegetables than Illinois students at the same grade levels in 2014. When asked to estimate time spent on physical activity during the past seven days, a large proportion of D181 students reported being active at least 60 minutes per day for three days or more (90% Grade 6; 86% Grade 8).

The IYS also collects data on sedentary behavior by asking students to report the estimated time spent using devices with screens. On average, 19% of Grade 6 students and 32% of Grade 8 students reported spending three or more hours per day on screens (other than television) to engage in activities unrelated to schoolwork, which is lower than what was reported by Illinois students at the same grades in 2014 (41% Grade 6; 51% Grade 8)<sup>2</sup>. The data suggest that D181 students prefer using these devices to watching TV, as the percentage of D181 students watching 3 or more hours of television per day is lower (7% Grade 6; 11% Grade 8).

Finally, the IYS collects data on depression, which shows that within the past 12 months, 25% of Grade 8 students<sup>3</sup> reported feeling “so sad or hopeless almost every day for two weeks or more in a row” that they stopped doing some of their usual activities. At the State level, 28% of Illinois Grade 8 students reported the same.

<sup>2</sup> It was observed, and later confirmed by the University of Illinois, that the data presented in the “Sedentary Activity” charts for Grades 6 and 8 are incorrect for the variable “Spent 3+ hours/day on average school day viewing screens other than TV.” This Board report provides the corrected statistics.

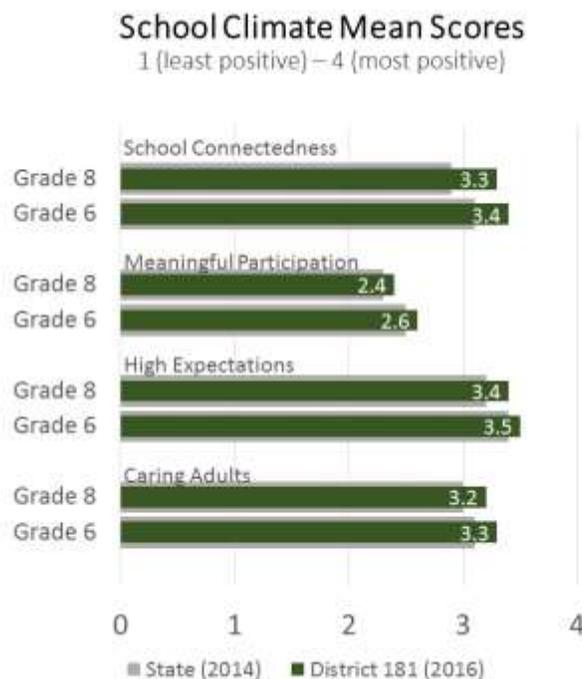
<sup>3</sup> The IYS does not collect this data for students in Grade 6.

## School Climate

There are four school climate dimensions measured by the IYS, which include the following:

- *Caring adults*. This dimension measures perceptions about whether adults at school care, notice, and listen to the students.
- *High expectations*. This dimension measures perceptions about whether adults at school praise, encourage, and challenge students to do their best.
- *Meaningful participation*. This dimension measures whether the school activities are interesting, meaningful, and offer opportunities for student input.
- *School connectedness*. This dimension measures whether students feel safe, happy, treated fairly, and close to people at the school.

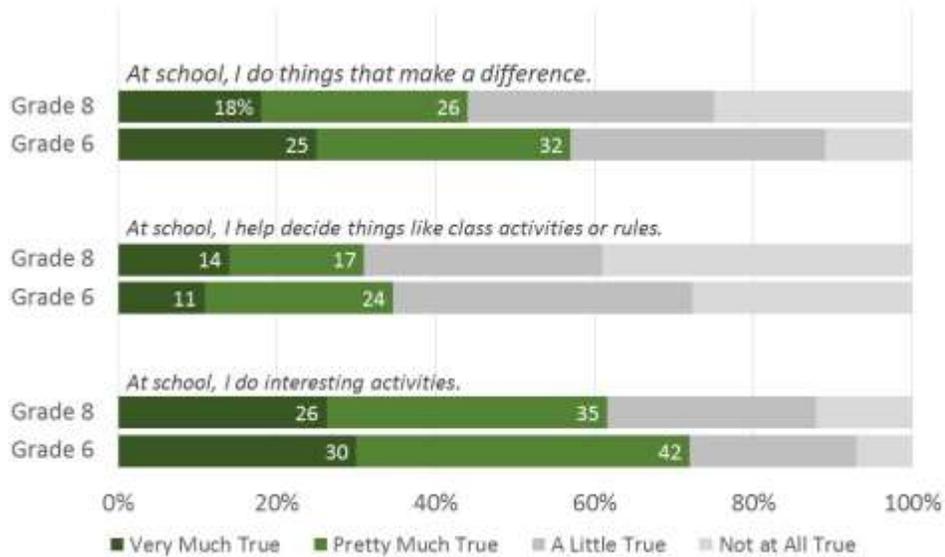
In this section, students responded to statements using a 4-point Likert scale, ranging from 1 = “not true at all” to 4 = “very much true.” For Grades 6 and 8, three dimensions received mean scores greater than 3.0, which indicate that, overall, students believe that it is “pretty much true” to “very much true” that they have experienced *school connectedness*, *high expectations*, and *caring adults* at their schools. One dimension received a score lower than 3.0, which indicates that, overall, students believe that it is “a little true” to “pretty much true” that they experienced opportunities for *meaningful participation*. *Meaningful participation* also received the lowest mean score among Illinois students in 2014 (see chart below).



In addition to the overall mean scores, the IYS report provides an item analysis for each school climate survey item. A closer examination of the *meaningful participation* dimension reveals the level of agreement for each survey item. The items, listed in order by greatest percentage of agreement, are as follows:

1. *At school, I do interesting things.*
2. *At school, I do things that make a difference.*
3. *At school, I help decide things like class activities or rules.*

## Proportion of *Meaningful Participation* Responses for Each Survey Item



The statement, “At school, I help decide things like class activities or rules,” received the lowest percentage of agreement.

### FINANCIAL IMPACT:

None.

### RECOMMENDATION:

In conjunction with the Comprehensive School Climate Inventory (CSCI), the data from this report will be used to inform school climate and social-emotional learning goals at the building and District levels. Overall, the IYS data suggest that D181 may benefit from identifying resources and programs that help parents and educators:

- Effectively address risk-taking behaviors.
- Foster positive student-student and teacher-student relationships.
- Enhance the learning environment to include more opportunities for meaningful participation.
- Develop systemic supports for students with needs, such as providing support for students experiencing depression.

In February 2017, District 181 joined a multi-district partnership led by the DuPage Regional Office of Education (DROE) and the Collaborative for Academic and Social-Emotional Learning (CASEL). As part of this endeavor, D181 created a Social-Emotional Learning for Academic Success (SELAS) team that will work jointly with the DROE, CASEL, and District 86 (which is also a member of the partnership). This partnership will be a valuable resource for the District as it considers this data and integrates social-emotional learning standards into curricula. One task for this group may be to update resources, identify targeted areas for professional development, and use the IYS, CSCI, and other data to evaluate current SELAS-related programming.