

Beginning in 2013, the Minnesota Student Survey (MSS) included items addressing developmental skills and supports, consistent with the developmental asset framework from the Search Institute. The Minnesota Youth Development Research Group at the University of Minnesota has conducted psychometric analyses and scaled six measures of developmental skills and supports, and has reported scores and results since 2013, primarily for the school districts in the [Education Partnerships Coalition](#).

The following summary report contains graphical displays of the 2013 to 2022 state results for several indicators of developmental skills, supports, and challenges in the MSS—indicator definitions and a brief explanation of the positive youth development framework are provided at the end of the document.

These graphics include all students who responded to the item(s) in each indicator, including students in grades 5, 8, 9, and 11. Some indicators, as described below, did not include 5<sup>th</sup> grade.

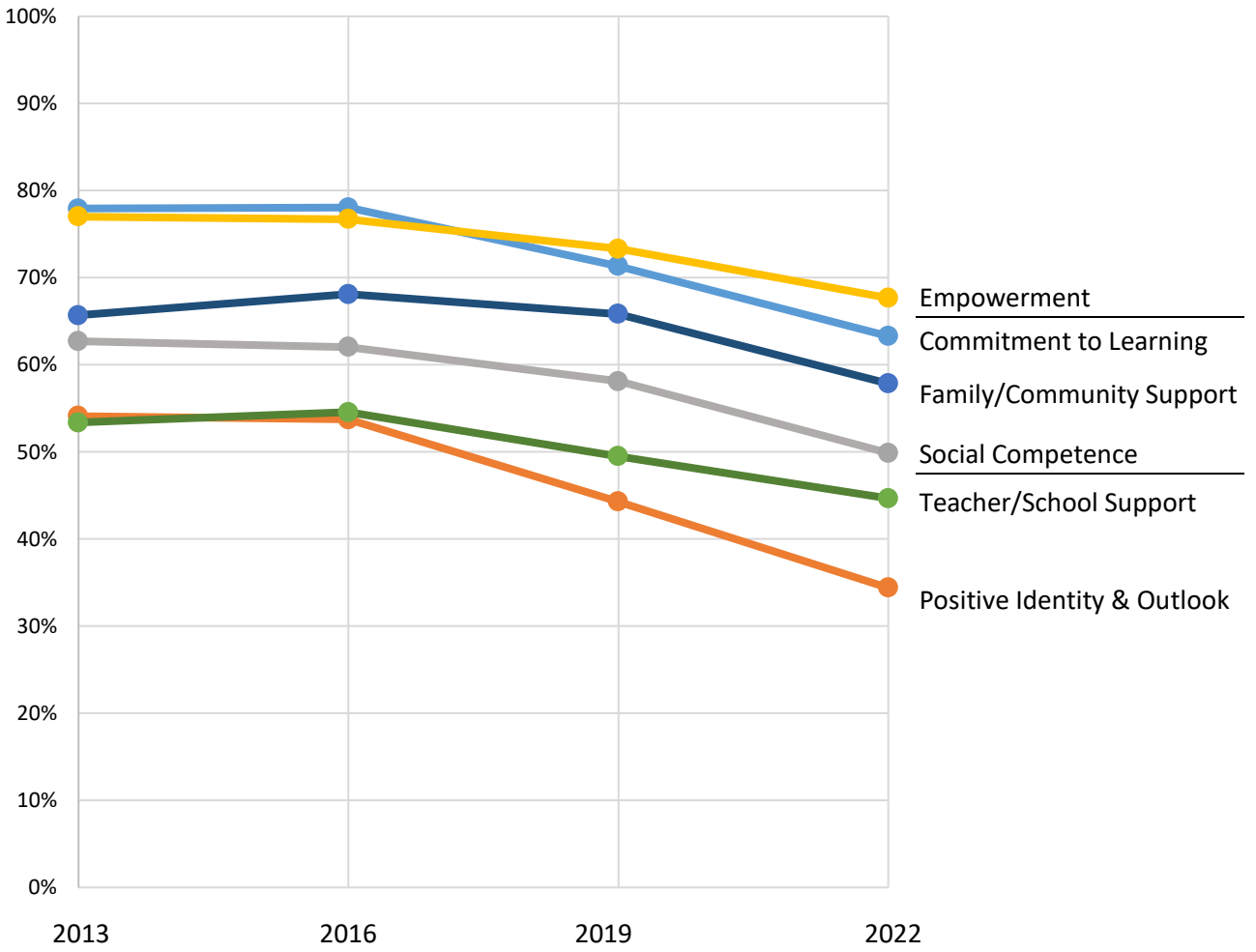
The survey was administered anonymously, so individual students could not be followed over time. However, trends are important, as they provide rich information about the experiences, behaviors, values, and beliefs of Minnesota students from across the state from 2013 to 2022.

<b>Overall Participation Rates</b>	<b>2013</b>	<b>2016</b>	<b>2019</b>	<b>2022</b>
Percent of School Districts	84%	85%	81%	70%
Percent of Students	67%	68%	64%	51%

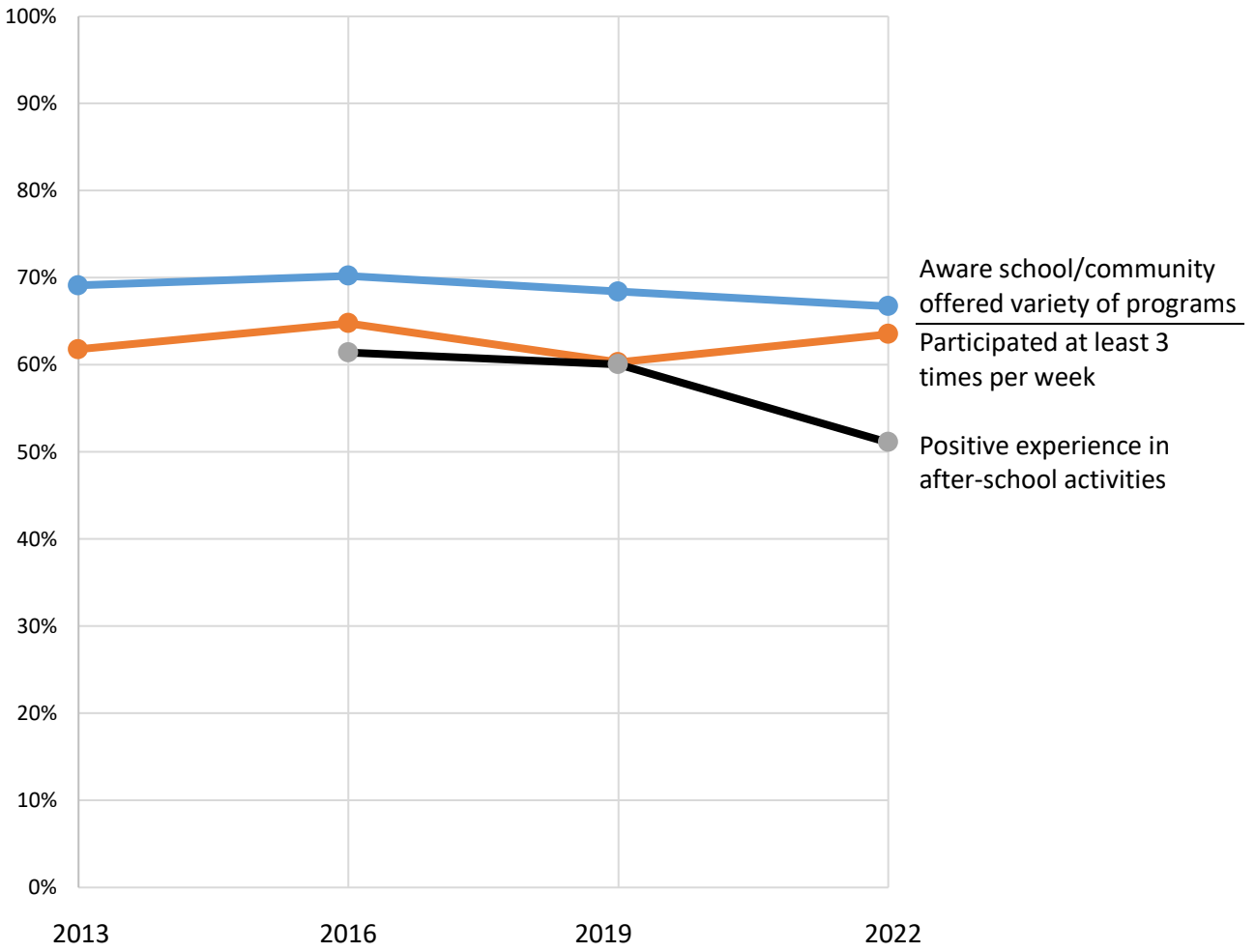
The racial/ethnic groupings here are slightly different than those in the original RACE variable in the MSS data files. Here, we counted American Indian students including those who identified with multiple racial communities and did not include them in the multiracial group—in each year, nearly two-thirds identified as multiracial. In addition, the Asian Pacific Islander, Black, or White groups did not include students who identified with other races or as Latino, Somali, or Hmong. Also noteworthy: Minneapolis schools were not able to participate in 2013 and St. Paul schools were not able to participate in 2022, resulting in noticeable differences in the participation numbers of Latino, Somali, and Hmong students.

<b>Racial/Ethnic Group Counts</b>	<b>2013</b>	<b>2016</b>	<b>2019</b>	<b>2022</b>
0 Missing	2727	2140	3372	2980
1 American Indian all-races non-ethnic	8161	8662	6711	5457
2 Asian PI non-ethnic	5151	5910	7830	6241
3 Black non-ethnic	7788	8806	10453	8969
5 White non-ethnic	115487	113313	113769	86871
6 Multiple race-ethnic identities	4927	5996	5078	5267
7 Latino any race non-Somali/Hmong	11702	15764	15247	13633
8 Somali any race non-Latino/Hmong	1933	3498	3746	3476
9 Hmong any race non-Latino/Somali	4158	4644	3922	2553
	162034	168733	170128	135447

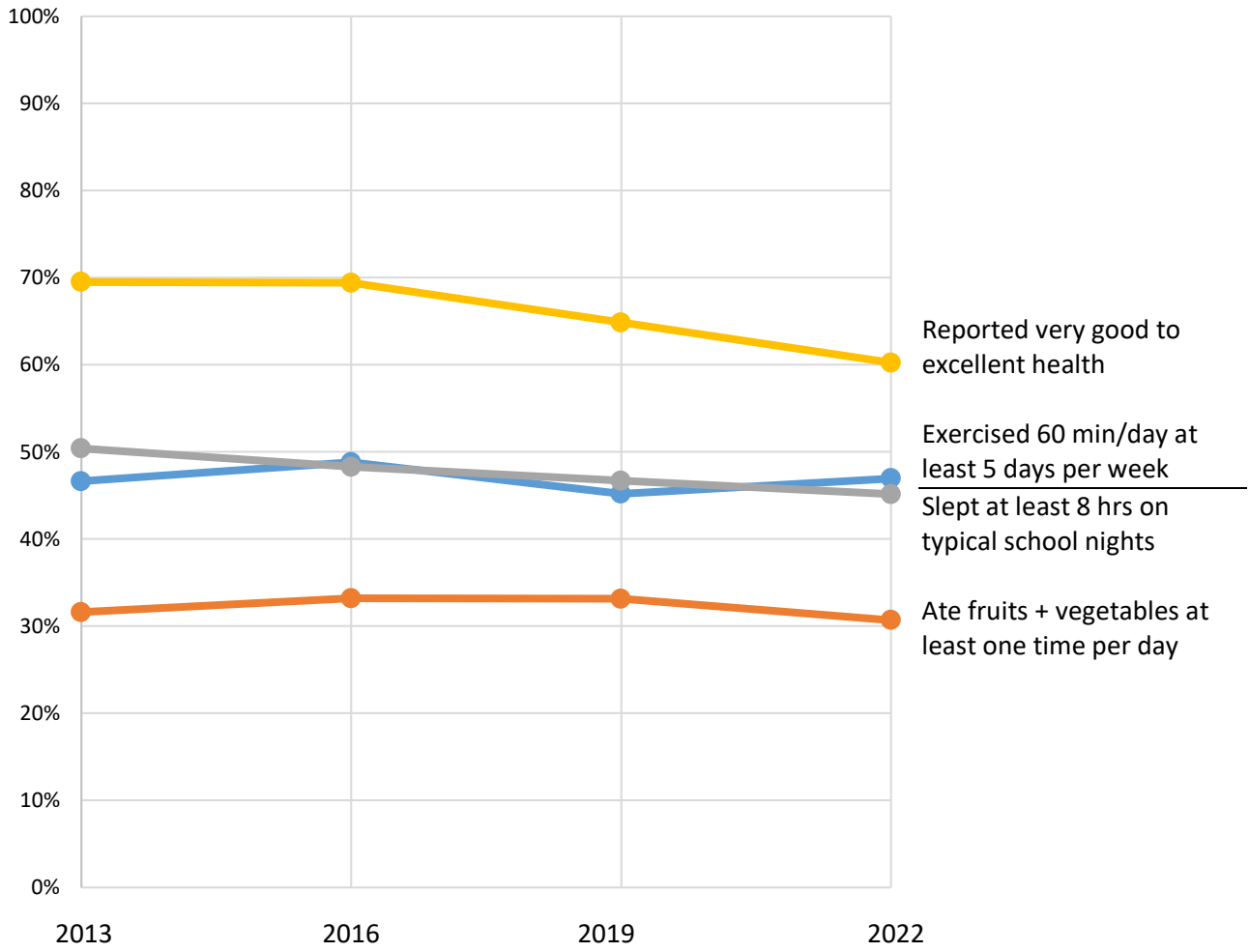
**Percent Equipped for Learning with Developmental Skills & Supports - All Students from 2013-2022**



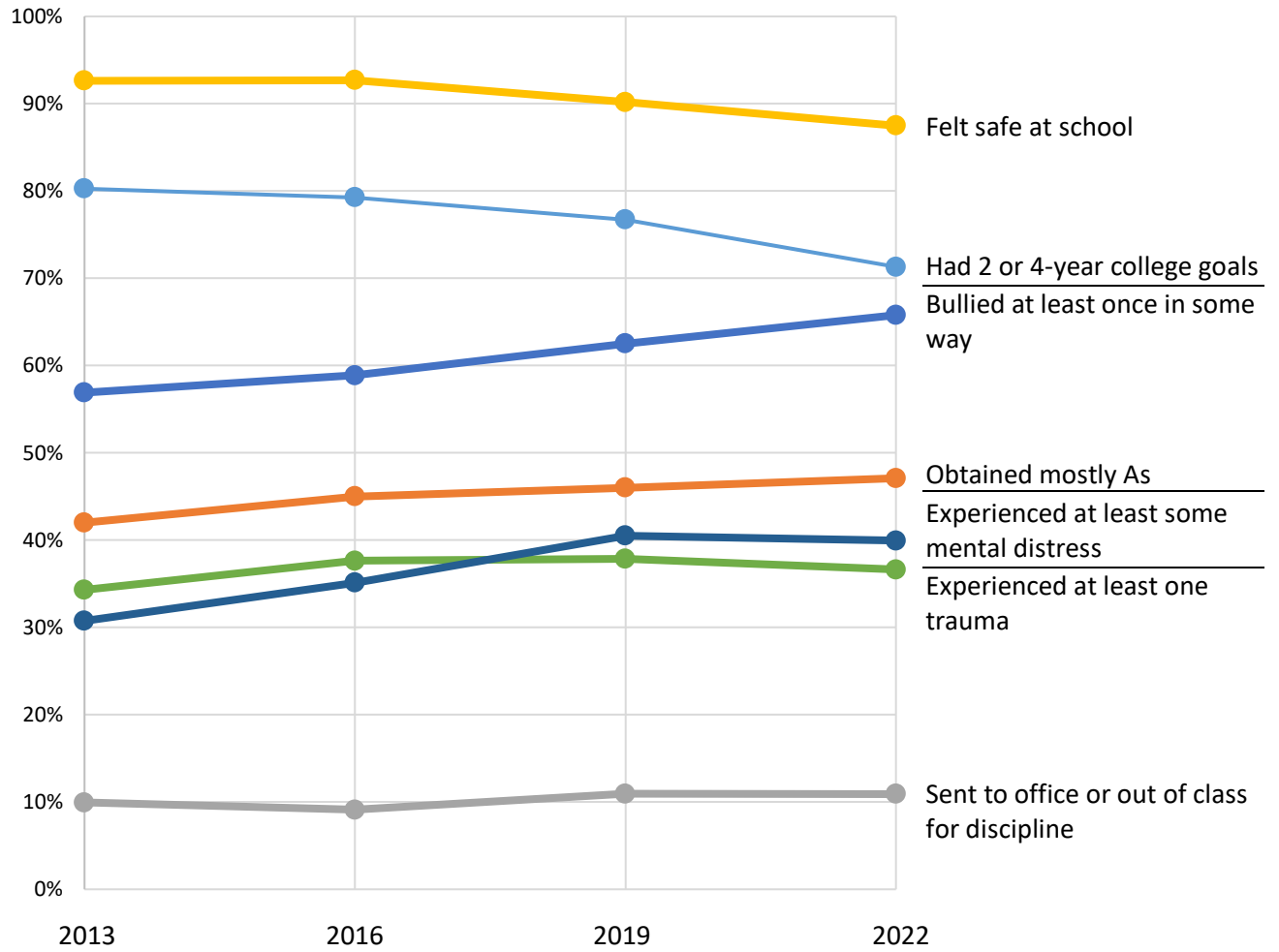
**Percent Aware of Programs, Participating, and with Positive Experience - All Students from 2013-2022**



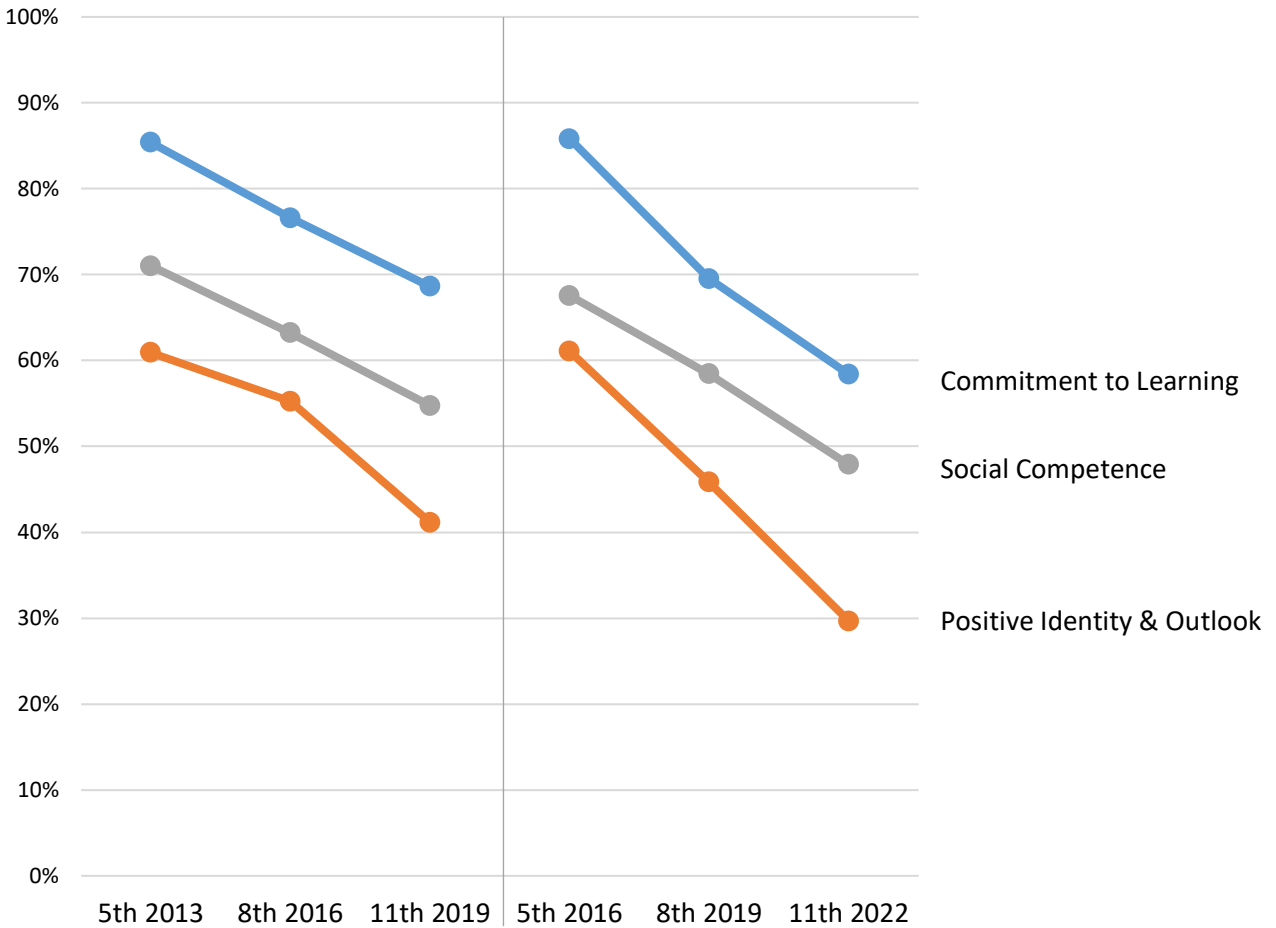
**Percent Reporting Health & Wellbeing Indicators - All Students from 2013-2022**



**Percent Reporting School Context and Challenge Indicators - All Students from 2013-2022**



**Percent Equipped for Learning with Developmental Skills by 5<sup>th</sup> Grade Cohorts over Time**

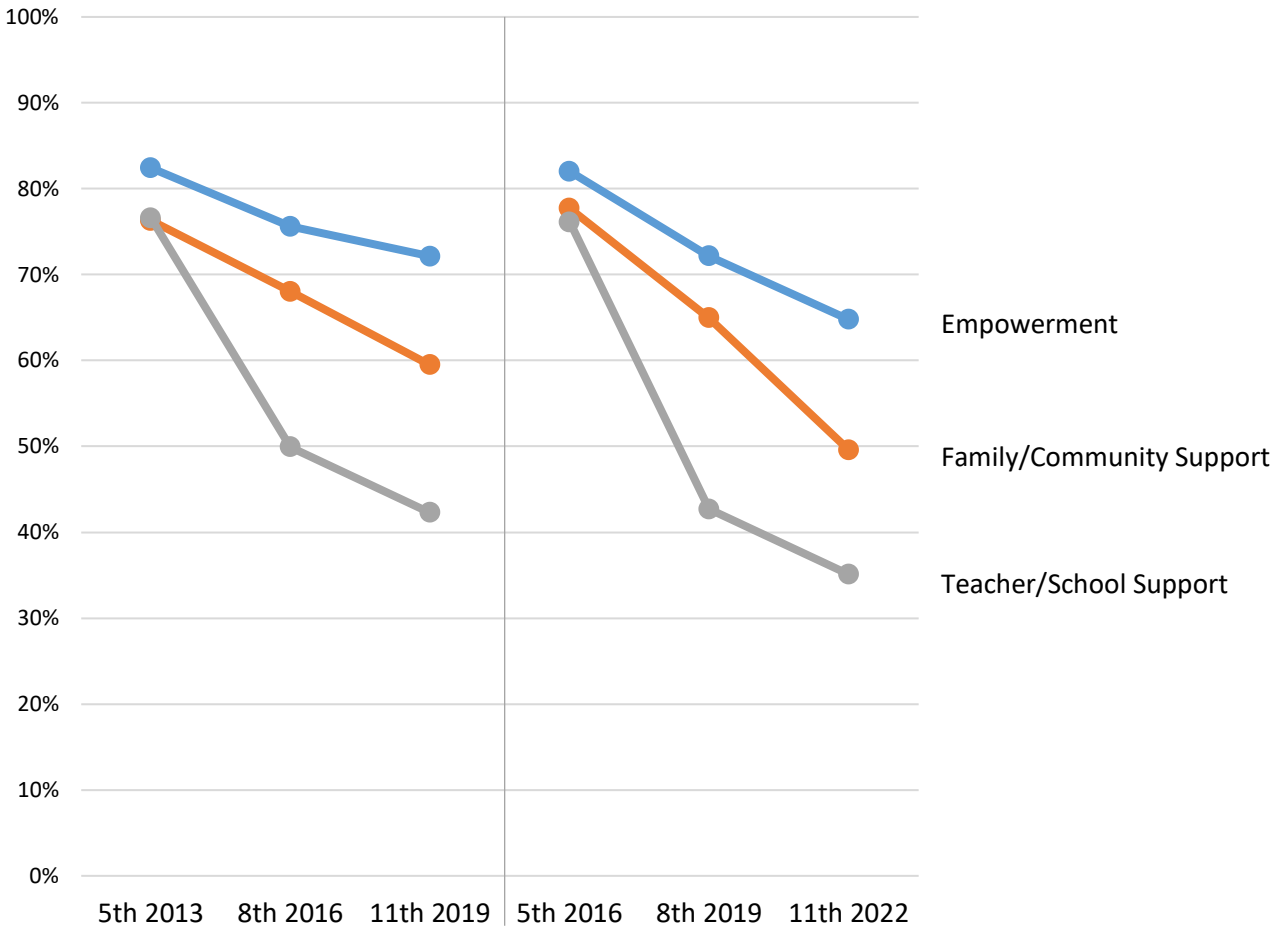


The lines on the left represent the 5<sup>th</sup> grade cohort from 2013, who were in 8<sup>th</sup> grade in 2016 and 11<sup>th</sup> grade in 2019. This cohort did not experience COVID-19 during that period.

The lines on the right represent the 5<sup>th</sup> grade cohort from 2016, who were in 8<sup>th</sup> grade in 2019 and 11<sup>th</sup> grade in 2022. This cohort experienced COVID-19.

One noticeable result was that the two 5<sup>th</sup> grade cohorts in 2013 and 2016 had similar percentages of students equipped for learning in the three developmental skills in 5<sup>th</sup> grade. The 2016 5<sup>th</sup> grade cohort had steeper declines in all three skills.

**Percent Equipped for Learning with Developmental Supports by 5<sup>th</sup> Grade Cohorts over Time**

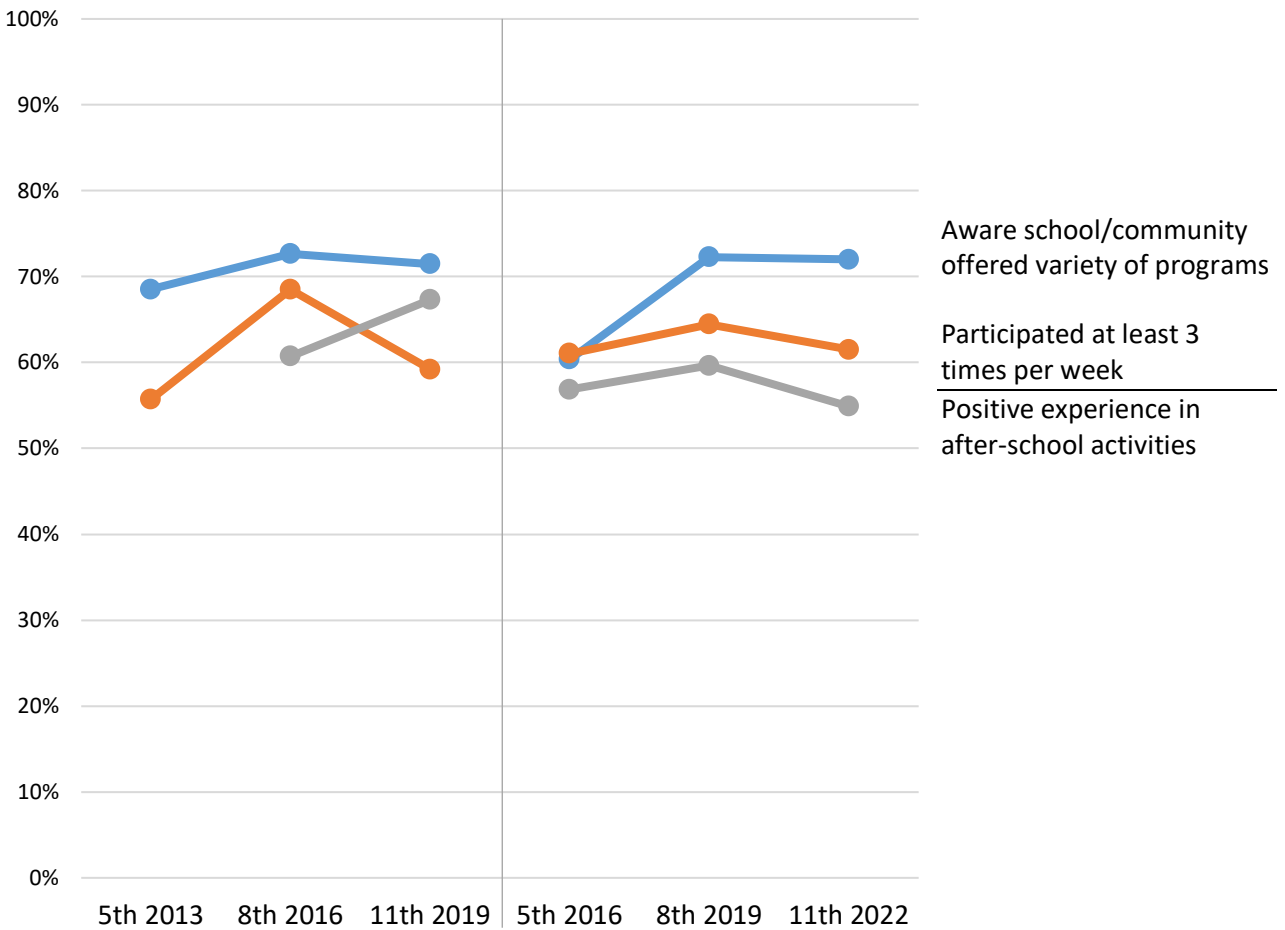


The lines on the left represent the 5<sup>th</sup> grade cohort from 2013, who were in 8<sup>th</sup> grade in 2016 and 11<sup>th</sup> grade in 2019. This cohort did not experience COVID-19 during that period.

The lines on the right represent the 5<sup>th</sup> grade cohort from 2016, who were in 8<sup>th</sup> grade in 2019 and 11<sup>th</sup> grade in 2022. This cohort experienced COVID-19.

One noticeable result was that the two 5<sup>th</sup> grade cohorts in 2013 and 2016 had similar percentages of students equipped for learning in the three developmental supports in 5<sup>th</sup> grade. The 2016 5<sup>th</sup> grade cohort had steeper declines in all three skills.

**Percent Aware, Participating, and with Positive Experience by 5<sup>th</sup> Grade Cohorts over Time**



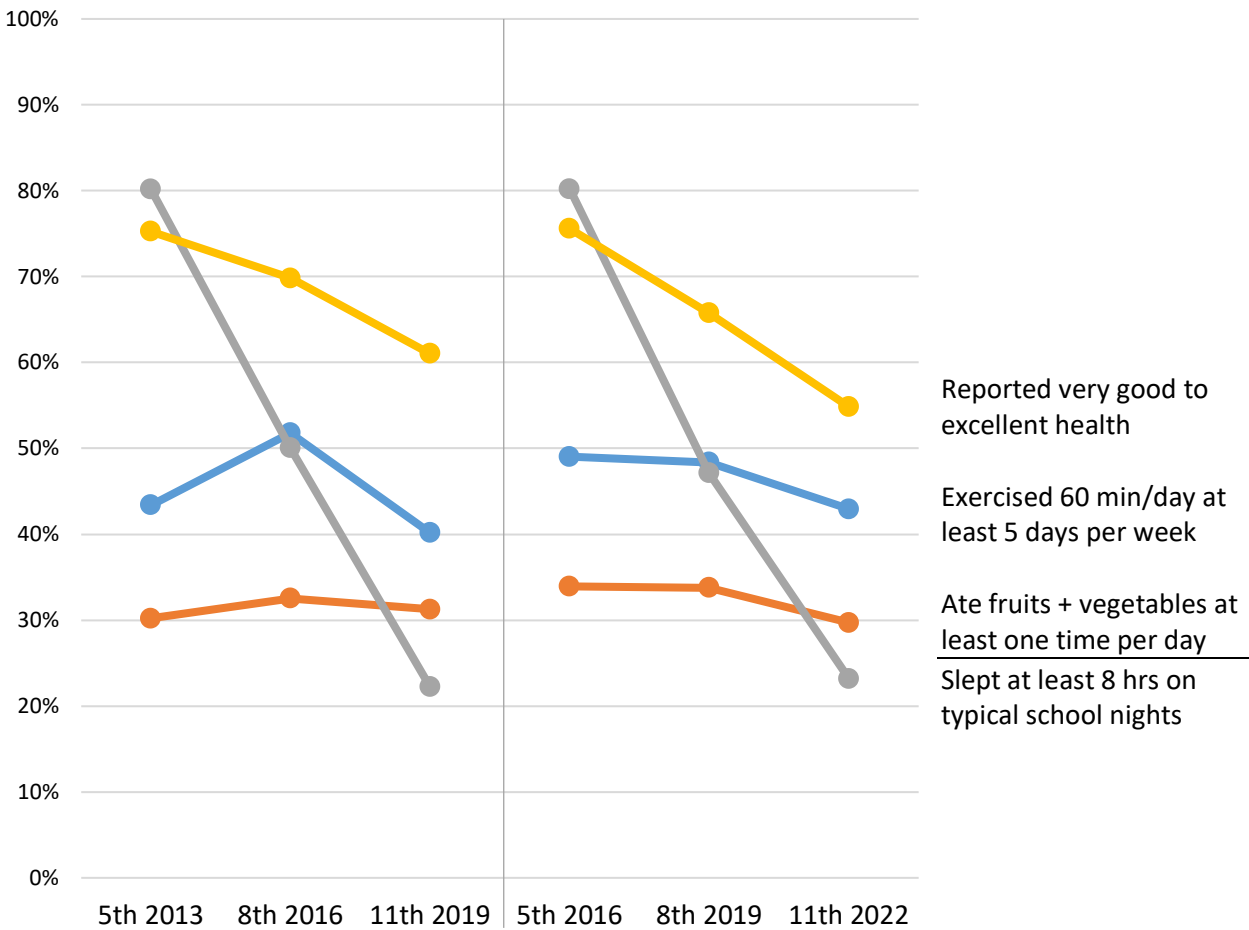
The lines on the left represent the 5<sup>th</sup> grade cohort from 2013, who were in 8<sup>th</sup> grade in 2016 and 11<sup>th</sup> grade in 2019. This cohort did not experience COVID-19 during that period.

The lines on the right represent the 5<sup>th</sup> grade cohort from 2016, who were in 8<sup>th</sup> grade in 2019 and 11<sup>th</sup> grade in 2022. This cohort experienced COVID-19.

Positive experiences in after-school activities was not measured in 2013. The positive experience results were based on students who participated in after-school activities at least 3 times per week. One noticeable result was the decline in positive experiences among 11<sup>th</sup> grade students in 2022, even though participation was similar to the 11<sup>th</sup> grade students in 2019.



**Percent Reporting Health and Wellbeing Indicators by 5<sup>th</sup> Grade Cohorts Over Time**



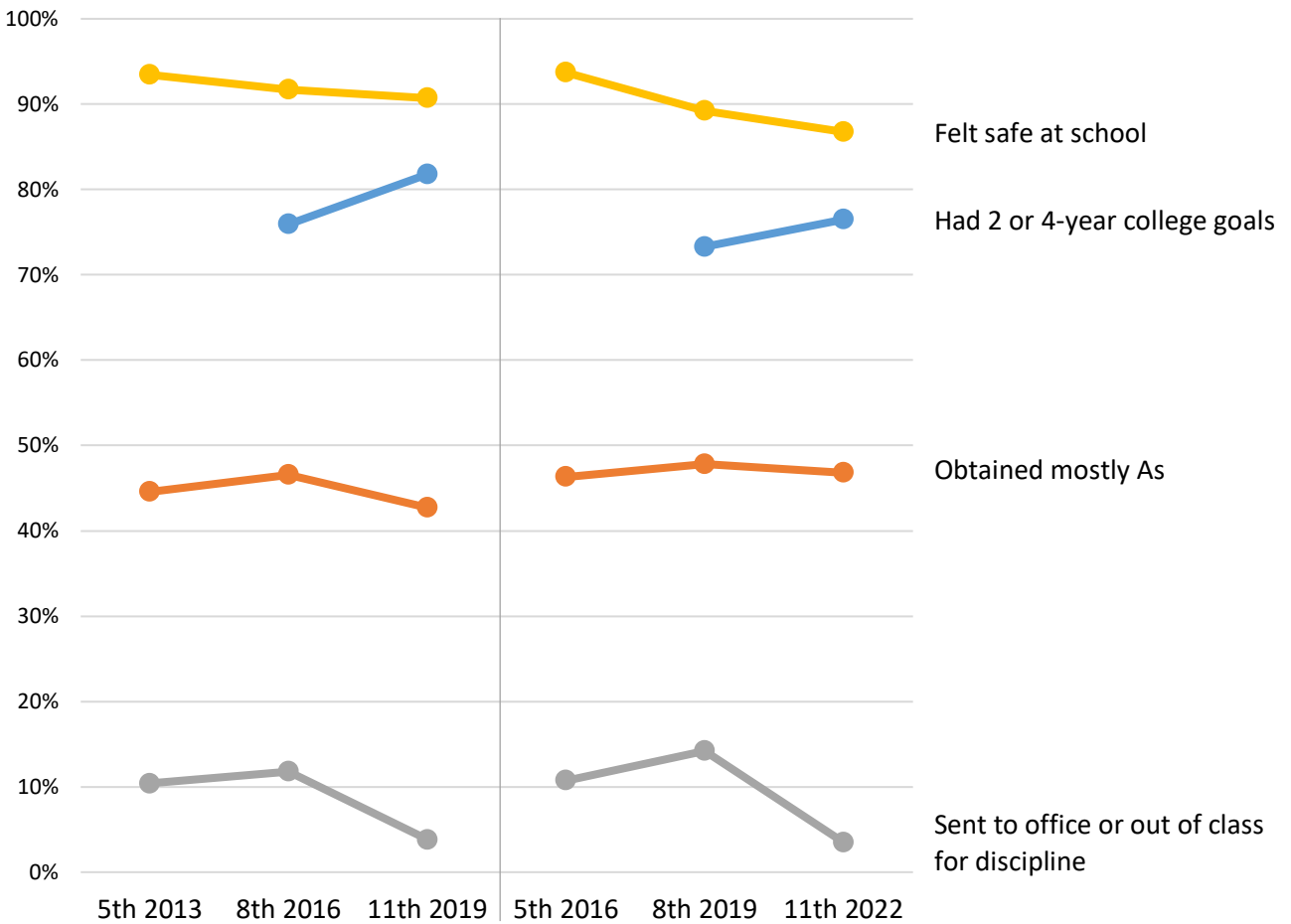
The lines on the left represent the 5<sup>th</sup> grade cohort from 2013, who were in 8<sup>th</sup> grade in 2016 and 11<sup>th</sup> grade in 2019. This cohort did not experience COVID-19 during that period.

The lines on the right represent the 5<sup>th</sup> grade cohort from 2016, who were in 8<sup>th</sup> grade in 2019 and 11<sup>th</sup> grade in 2022. This cohort experienced COVID-19.

One noticeable result was that the two 5<sup>th</sup> grade cohorts in 2013 and 2016 had similar trends over time, with the exception of lower level of exercise in the 2013 5<sup>th</sup> grade group and a steeper decline in very good to excellent health in the 2016 5<sup>th</sup> grade cohort over time.

We also noted the very steep decline in the percent of students who slept at least 8 hours on typical school nights from 5<sup>th</sup> to 8<sup>th</sup> to 11<sup>th</sup> grade.

**Percent Reporting School Context Indicators by 5<sup>th</sup> Grade Cohorts Over Time**

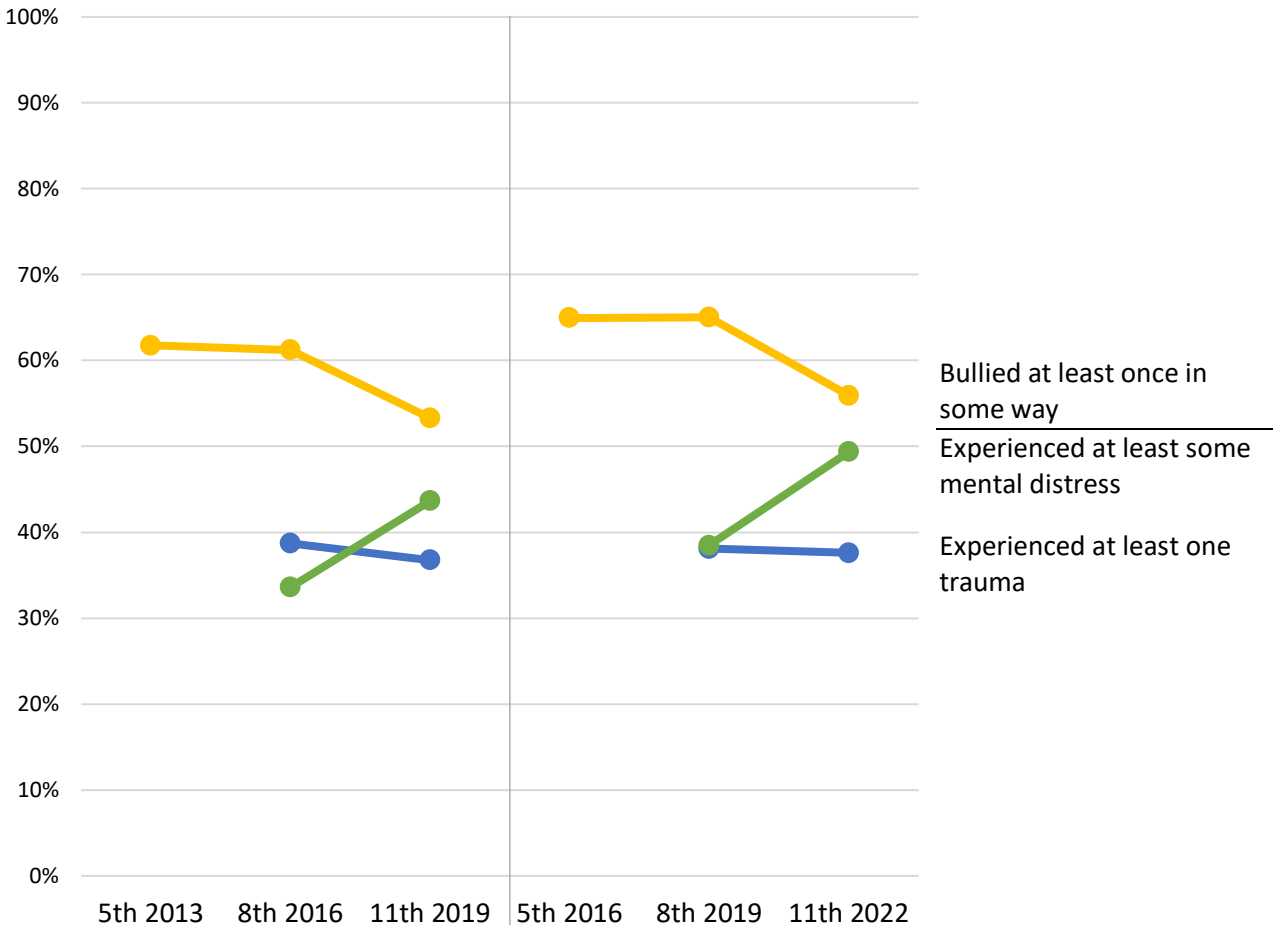


The lines on the left represent the 5<sup>th</sup> grade cohort from 2013, who were in 8<sup>th</sup> grade in 2016 and 11<sup>th</sup> grade in 2019. This cohort did not experience COVID-19 during that period.

The lines on the right represent the 5<sup>th</sup> grade cohort from 2016, who were in 8<sup>th</sup> grade in 2019 and 11<sup>th</sup> grade in 2022. This cohort experienced COVID-19.

One noticeable result was that the two 5<sup>th</sup> grade cohorts in 2013 and 2016 had similar trends over time, with a slight decrease in feeling safe at school in the 2016 5<sup>th</sup> grade cohort. There was also a slight decrease in percent of students with 2 or 4-year college goals.

**Percent Reporting Challenge Indicators by 5<sup>th</sup> Grade Cohorts over Time**



The lines on the left represent the 5<sup>th</sup> grade cohort from 2013, who were in 8<sup>th</sup> grade in 2016 and 11<sup>th</sup> grade in 2019. This cohort did not experience COVID-19 during that period.

The lines on the right represent the 5<sup>th</sup> grade cohort from 2016, who were in 8<sup>th</sup> grade in 2019 and 11<sup>th</sup> grade in 2022. This cohort experienced COVID-19.

One noticeable result is that the two 5<sup>th</sup> grade cohorts in 2013 and 2016 had similar trends over time, with a slight increase in bullied experiences and mental distress. Mental distress and trauma were not measured in 5<sup>th</sup> grade.

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## INTERPRETATION OF DEVELOPMENTAL SKILLS & SUPPORTS

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### Positive Youth Development

We based this work on the principles of positive youth development<sup>1</sup>, informed by positive psychology and the developmental asset framework (Search Institute), providing us with a strong set of principles to be better prepared to meet the needs of youth across diverse communities.

- Youth have an inherent capacity for positive Development,
- that is enabled and enhanced through multiple meaningful relationships, contexts, & environments,
- where community is a critical delivery system, and
- youth are major actors in their own development

### Equipped for Learning

To be equipped for learning on Developmental Skills & Supports, students must have scored at the point where they report that the characteristics of the measure (values, beliefs, behaviors) were more like them than not. This was essentially an average of three out of four on a 4-point rating scale. Here, we reported the proportion of students who were equipped for learning on each measure.

The items measuring Developmental Skills & Supports functioned similarly (psychometrically) across years and for students from different grades and different racial or ethnic backgrounds. The *2013-2022 Technical Report* contains supporting validity evidence; see the link below.

### Does it make a difference?

Students who were equipped in developmental skills & supports reported higher school grades, were more likely to have higher aspirations to go to college, and had higher participation in afterschool activities.

Those equipped for learning in developmental skills and supports were bullied less, engaged in less bullying, were less likely to skip school or engage in substance use, and experienced less mental distress

### Developmental Skills

#### *Commitment to Learning*

I care about doing well in school, pay attention in class, go to class prepared, am interested in learning, find school learning useful, and being a student is an important part of who I am.

#### *Positive Identity and Outlook (DAP)<sup>2</sup>*

I have a sense of control in my life, feel good about myself and future, deal well with disappointment and life's challenges, and think about my purpose in life.

#### *Social Competence (DAP)*

I say no to dangerous and unhealthy things, build friendships, express feelings appropriately, plan ahead and make good choices, resist bad influences, resolve conflicts without violence, accept differences in others, and recognize others' needs and feelings.

### Developmental Supports

#### *Empowerment (DAP)*

I have a sense of safety at home, at school, and in the neighborhood; feel valued and appreciated; am included in family roles; and have responsibilities.

#### *Family/Community Support*

I feel cared for by parents, other adult relatives, friends, and other adults in the community.

#### *Teacher/School Support*

Adults at school treat students fairly and listen to students; school rules are fair; teachers care about students, teachers care about me, and teachers are interested in me as a person.

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<sup>1</sup> Benson, P.L., Scales, P.C., Hamilton, S.F., & Sesma, A. (2006). Positive youth development: Theory, research, & applications. In W. Damon & R.M. Lerner (Eds.), *Handbook of child psychology*. Wiley.

<sup>2</sup> DAP measures were from the [Developmental Asset Profile](#), Search Institute, Minneapolis, MN.

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## ADDITIONAL INDICATORS

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### Afterschool Activities

Ignite Afterschool promotes access and regular participation (3 times a week or more) in afterschool activities and programs. Here we reported the proportion of students who were aware of a variety of out-of-school-time programs in their school or community

For more information, see <http://igniteafterschool.org/afterschool-access>

### Positive Experiences in Afterschool Activities

Students who had positive experiences in afterschool activities felt safe, learned teamwork or leadership skills, developed trusting relationships with peers and adults, helped make decisions, received joy and energy, and learned skills useful for future jobs.

The percent reporting positive experiences only included those students who reported regular participation (3 times a week or more).

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### Health & Wellbeing Indicators

Included the proportions of students who (a) exercised at least 60 minutes per day at least 5 days per week, (b) ate fruits and vegetables at least once a day (did not include 5th grade), (c) slept at least 8 hours on a typical school night, and (d) reported very good to excellent health.

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### School Context Indicators

Included the proportions of students who (a) reported to obtain mostly As in school (students who reported *none of these letter grades* were considered missing), (b) were sent out of class for discipline at least once in the last 30 days, (c) felt safe at school (*agreed* or *strongly agreed*), and (d) planned to attend a 2 or 4-year college or university right after high school.

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### Challenge Indicators

Bullied included students who reported to be bullied at least once for at least one reason or in at least one way during the last 30 days.

Trauma included students who experienced at least one trauma, including homelessness in the past year, ever having an incarcerated parent, the presence of excessive alcohol use or drug use in the family, verbal or physical abuse in the family, or sexual abuse from adults in the family or others. This did not include 5th grade.

Mental Distress included students who reported having long-term mental health, behavioral, or emotional problems; having ever been treated for mental health, emotional, or behavioral problems; having considered or attempted suicide; or purposively hurting or injuring oneself.

For more technical information, see the *Technical Report*:

[2013-2022 Technical Report](#)

[www.mnydrg.com](http://www.mnydrg.com)

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