

SCIS/MDI

Grade 7-8



Waterloo Region District School Board

WRDSB

Grade 7-8 Board Level Report 2017-2018



INTRODUCTION TO THE MDI

About this year's Safe Caring and Inclusive School Survey

In 2017-2018 the WRDSB used the Middle Years Development Instrument (MDI) as our Safe Caring and Inclusive School (SCIS) survey. The MDI is a self-report questionnaire that asks children in Grade 4 through 12 about their thoughts, feelings and experiences in school and in the community.

The MDI uses a strengths-based approach to assess five areas of development that are strongly linked to well-being, health and academic achievement. In addition, it focuses on highlighting the protective factors and assets that are known to support and optimize development in middle childhood. These areas are: Social and Emotional Development, Physical Health and Well-being, Connectedness, Use of After School Time and School Experiences. Each of these dimensions is made up of several measures. Each measure is made up of one or more individual questions. The list below illustrates the relationship between the MDI dimensions, measures and questions.

Why are the middle years important?

Experiences in the middle years have critical and long lasting effects. They are powerful predictors of adolescent adjustment and future success. During this time children experience significant cognitive, social and emotional changes that establish their lifelong identity and set the stage for adolescence and adulthood.

The overall health and well-being of your students affects their ability to concentrate and learn, develop and maintain friendships, and make thoughtful decisions. It is important for educators to understand and have information on how their students are doing at this stage of their development.

5 DIMENSIONS OF THE MDI



SOCIAL & EMOTIONAL DEVELOPMENT **Measures**

Optimism
Empathy
Prosocial Behaviour
Self-Esteem
Happiness

Absence of Sadness
Absense of Worries
Self-Regulation (Short-Term)
Self-Regulation (Long-Term)
*Responsible Decision-Making

*Perseverance
*Assertiveness
*Citizenship/Social Responsibility
*Self-Awareness
*Grade 7 Only



PHYSICAL HEALTH AND WELL-BEING Measures

General Health
Eating Breakfast

Meals with Adults at Home
Frequency of Good Sleep

Body Image



CONNECTEDNESS Measures

Adults at School
Adults in the Neighbourhood

Adults at Home
Peer Belonging

Friendship Intimacy
Important Adults



USE OF AFTER-SCHOOL TIME Measures

Organized Activities
Educational Lessons or Activities
Youth Organizations

Sports
Music or Arts
How Children Spend their Time

After-school People/Places
Children's Wishes and Barriers



SCHOOL EXPERIENCES Measures

Academic Self-Concept
School Climate

School Belonging
Motivation

Future Goals
Victimization and Bullying

ABOUT THE DATA

This report includes data reported by children in your school who participated in the MDI. It provides data for your school and includes comparisons to WRDSB averages.

Considerations when reviewing MDI data in this report:

- The data in this report focus on children's self-reported well-being. Most of the data are represented by 3 categories of Well-Being: High, Medium and Low.
- The data in this report have been rounded. Percentage totals for MDI measures may not equal 100
- Many questions on the MDI allow students to provide multiple responses. Percentage totals for these questions will often exceed 100
- Where schools contain fewer than 5 children, the results are suppressed to ensure that individual children cannot be identified.



High Well-Being (Thriving)

Children who are reporting positive responses



Medium to High Well-Being

Children who are reporting neither positive nor negative responses.



Low Well-Being

Children who are reporting negative responses.



2017/2018 RESULTS FOR WRDSB

DEMOGRAPHICS FOR WRDSB

Student Population Breakdown

| | | | | |
|--------------------|--|--|--|------|
| WRDSB Total Sample | | | | 6950 |
|--------------------|--|--|--|------|

Gender Identity

| | | | | | |
|------|-----|-----|-----|----------------|----|
| Girl | 50% | Boy | 48% | In another way | 2% |
|------|-----|-----|-----|----------------|----|

Grade

| | | | | | |
|----------|-----|----------|-----|----------|----|
| Grade 7 | 52% | Grade 8 | 48% | Grade 9 | 0% |
| Grade 10 | 0% | Grade 11 | 0% | Grade 12 | 0% |

Languages Spoken at Home

| | | | |
|------------|-------|-----------|-------|
| Indigenous | 0.3% | Chinese | 2.4% |
| English | 78.6% | French | 5.2% |
| Belarusian | 0.2% | Bulgarian | 0.3% |
| Arabic | 3.5% | Czech | 0.4% |
| Polish | 0.5% | Portugese | 0.8% |
| Punjabi | 2.3% | Romanian | 1.5% |
| Russian | 0.8% | Serbian | 1.6% |
| Slovak | 0.2% | Spanish | 2.4% |
| Tamil | 0.5% | Turkish | 0.6% |
| Ukranian | 0.3% | Urdu | 2.6% |
| Vietnamese | 1.2% | Other | 11.2% |

Total Sample: Refers to the total number (#) of children represented in this report. Children are included in the sample if they complete a question and the data are reported.

Gender Identity: Children are asked to describe themselves as “Boy,” “Girl” or “In another way.”

Languages at Home: Children are able to select more than one language spoken at home.

Indigenous Languages: If a child selects “Indigenous” as a language spoken in the home, they are then asked to identify, if possible, the specific language. Indigenous Language data are not publicly available.

Other: A limited selection of languages are offered on the MDI questionnaire. The “Other” category gives children an opportunity to enter their own response(s).



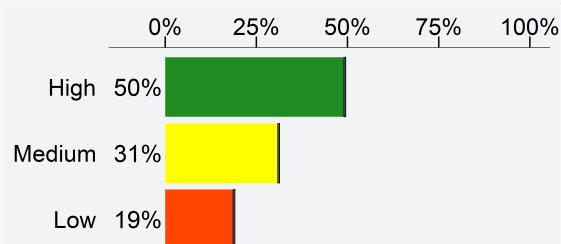
SOCIAL & EMOTIONAL DEVELOPMENT

The development of social and emotional skills, including empathy, optimism and self-esteem, are important for supporting positive mental health during middle childhood and at all ages to follow. These skills help students understand and manage their emotions, build and maintain positive relationships, and regulate their own behaviour. Opportunities to develop social and emotional skills can be created in many supportive environments: at school with teachers and peers, in the home with elders, family or caregivers, and during after-school programs with community members.

Results for WRDSB

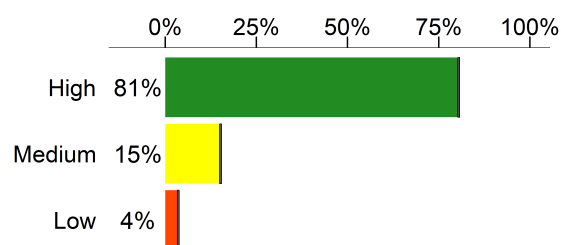
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g. "I have more good times than bad times."



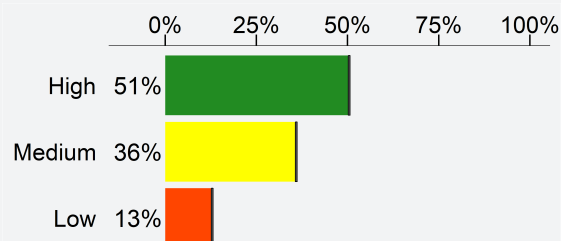
EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g. "I care about the feelings of others."



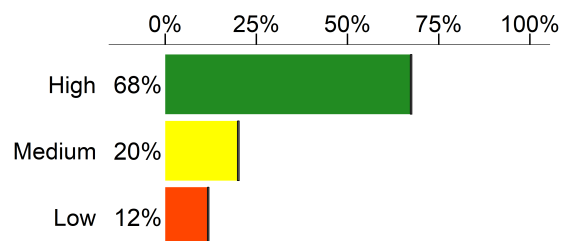
PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g. "I helped someone who was hurt."



SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g. "A lot of things about me are good."



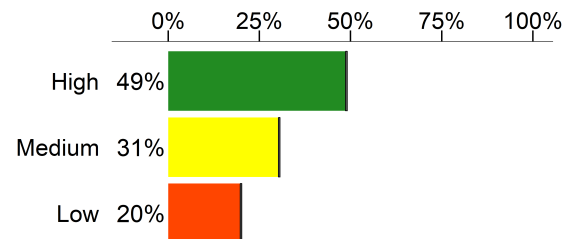
HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g. "I am happy with my life."

ABSENCE OF SADNESS*

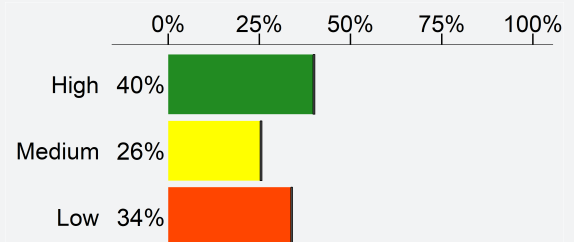
Sadness measures the beginning symptoms of depression. e.g. "I feel unhappy a lot of the time."

* Note: this item is "reverse coded," so a student who agrees "a lot" or "a little" to these questions will be coded as "low" in this dimension.

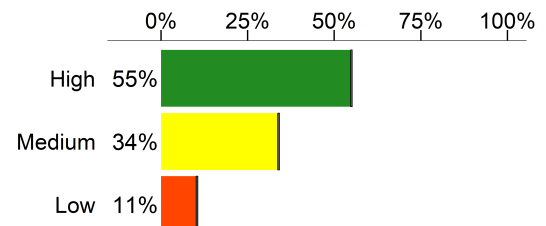
**ABSENCE OF WORRIES***

Worries measure the beginning symptoms of anxiety. e.g. "I worry a lot that other people might not like me."

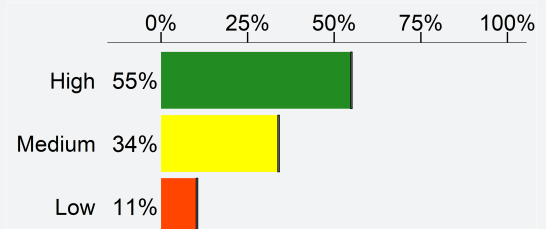
* Note: this item is "reverse coded," so a student who agrees "a lot" or "a little" to these questions will be coded as "low" in this dimension.

**SELF REGULATION (LONG-TERM)**

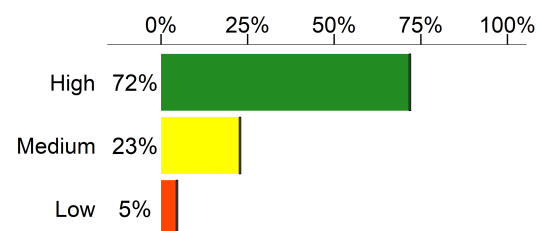
Long-term self-regulation requires adapting present behaviour to achieve a goal in the future. e.g. "If something isn't going according to my plans, I change my actions to try and reach my goal."

**SELF REGULATION (SHORT-TERM)**

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g. "I can calm myself down when I'm excited or upset."

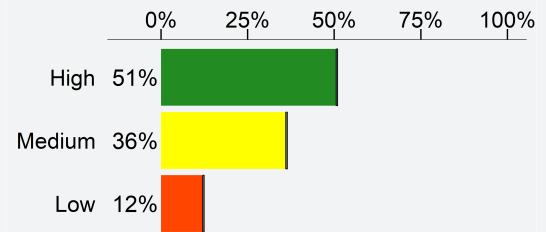
**RESPONSIBLE DECISION-MAKING**

Responsible decision-making is about understanding the consequences of one's actions and making good choices about personal behaviour. e.g. "When I make a decision, I think about what might happen afterward."

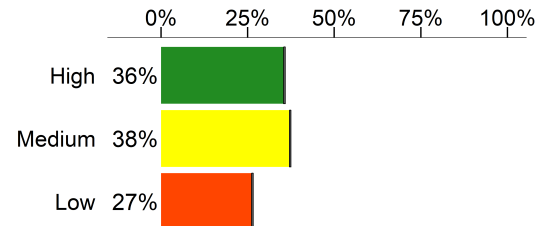


SELF-AWARENESS

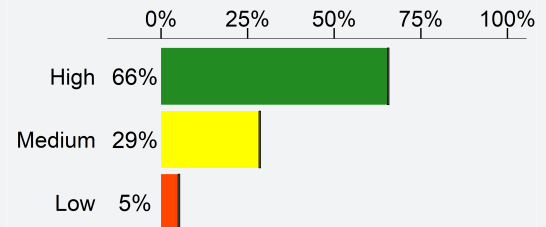
Self-awareness is the ability to recognize one's emotions and thoughts while understanding their influence on behaviour. e.g. "When I'm upset, I notice how I am feeling before I do something."

**PERSEVERANCE**

Perseverance refers to determination. It means putting in persistent effort to achieve goals, even in the face of setbacks. e.g. "Once I make a plan to get something done, I stick to it."

**ASSERTIVENESS**

Assertiveness means communicating a personal point of view. It includes the ability to stand up for oneself. e.g. "If I disagree with a friend, I tell them."



CITIZENSHIP AND SOCIAL RESPONSIBILITY

I believe I can make a difference in the world.

| | |
|-------------------------|-----|
| Disagree a lot | 11% |
| Disagree a little | 9% |
| Don't agree or disagree | 21% |
| Agree a little | 33% |
| Agree a lot | 27% |

I try to make the world a better place.

| | |
|-------------------------|-----|
| Disagree a lot | 5% |
| Disagree a little | 5% |
| Don't agree or disagree | 21% |
| Agree a little | 36% |
| Agree a lot | 33% |

HAVE YOU EVER
VOLUNTEERED?

62%

Yes

38%

No

ARE YOU CURRENTLY
VOLUNTEERING?

18%

Yes

82%

No

DO YOU PLAN TO VOLUNTEER
IN THE FUTURE?

88%

Yes

12%

No



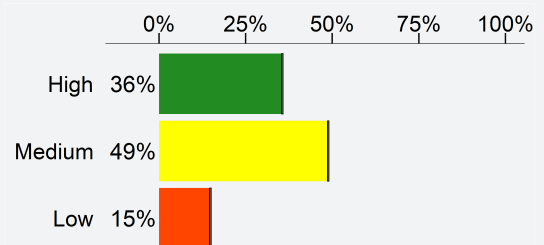
PHYSICAL HEALTH & WELL-BEING

Promoting student's physical health and well-being in the middle years lays the foundation for a healthy life. Students who report feeling healthy are more likely to be engaged in school, have a feeling of connectedness with their teachers, and are less likely to be bullied or bully others. Students benefit from guidance and opportunities that support the development of healthy habits, which they can carry forward into adolescence and adulthood. These habits include regular physical activity, quality sleep and healthy, social meals.

Results for WRDSB

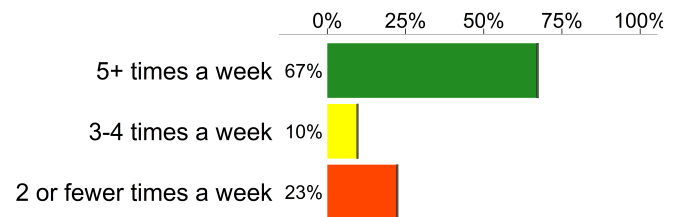
GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"



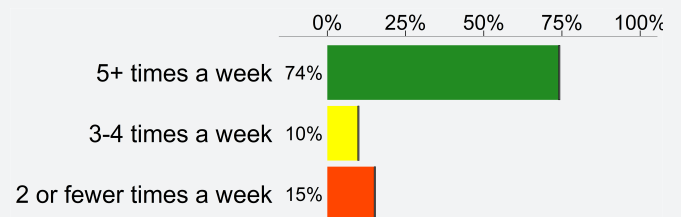
EATING BREAKFAST

Children are asked, "How often do you eat breakfast?"



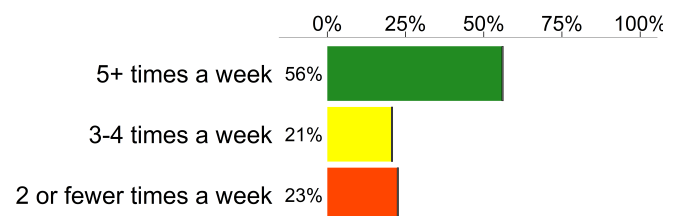
MEALS WITH ADULTS AT HOME

Children are asked, "How often do your parents or other adult family members eat meals with you?"

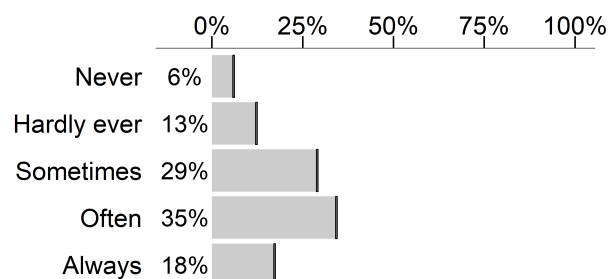


FREQUENCY OF GOOD SLEEP

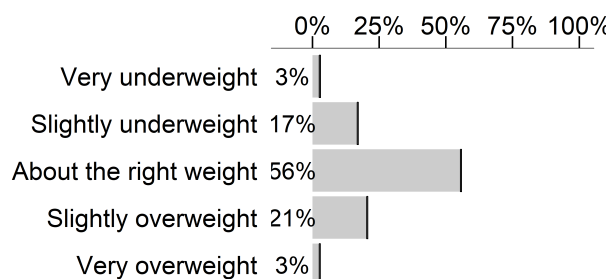
Children are asked, "How often do you get a good night's sleep?"



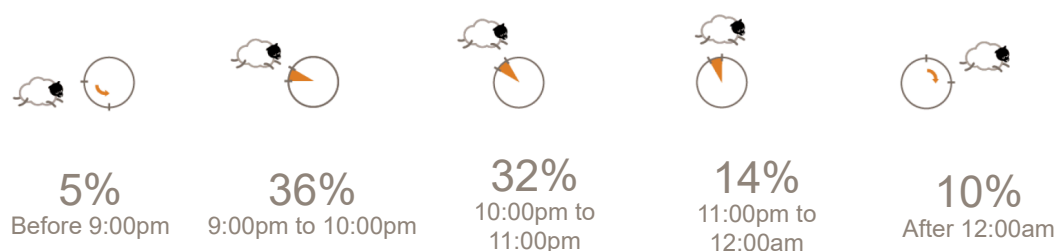
HOW OFTEN DO YOU LIKE THE WAY YOU LOOK?



HOW WOULD YOU RATE YOUR BODYWEIGHT?



WHAT TIME DO YOU USUALLY GO TO BED DURING THE WEEKDAYS?



Note: May not add to 100% if some students did not answer this question.

HOW OFTEN DO YOU EAT FOOD LIKE POP, CANDY, POTATO CHIPS, OR SOMETHING ELSE?



Do you have a physical or health condition that keeps you from doing some things other kids your age do? For example, school activities, sports, or getting together with friends. (Children can select all of the options that apply.)

| | Board Average | School |
|----------------------------|---------------|--------|
| No health condition | 80% | 80% |
| Yes, a physical disability | 1% | 1% |
| Yes, a long-term illness | 6% | 6% |
| Yes, overweight | 5% | 5% |
| Yes, something else | 7% | 7% |



CONNECTEDNESS

Strong and supportive social connections play an important role in children's healthy development. Close relationships and a sense of belonging with adults and peers at home, in school, and in the community, can promote positive mental health and minimize risks that may be present in children's lives.

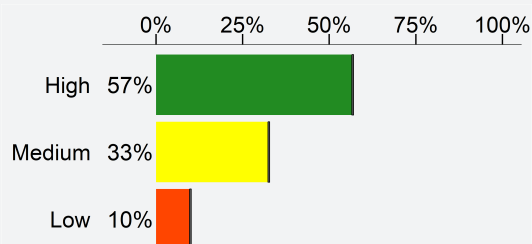
Having one adult, such as a parent or auntie, an elder or a coach, who cares about them, listens to them and believes in them can make a powerful difference in a child's life. For children, connectedness to extended family, community, as well as land, language, and culture also play an important role in encouraging a strong and healthy sense of identity.

Results for WRDSB

CONNECTEDNESS WITH ADULTS

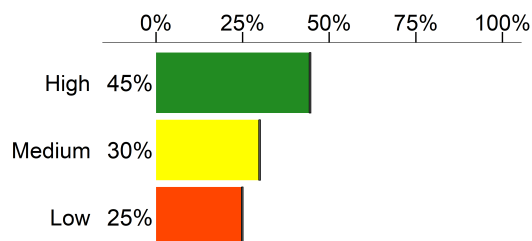
ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g. "At my school there is an adult who believes I will be a success."



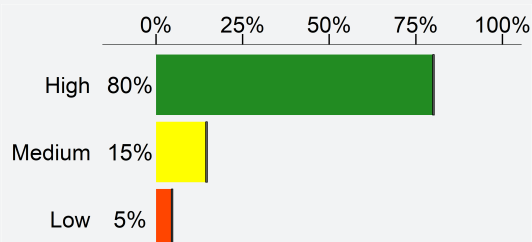
ADULTS IN THE NEIGHBOURHOOD

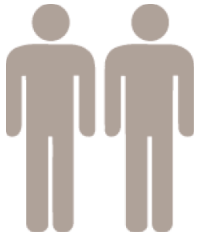
Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g. "In my neighbourhood/community there is an adult who really cares about me."



ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g. "In my home there is a parent or other adult who listens to me when I have something to say."



NUMBER OF IMPORTANT ADULTS AT SCHOOL

40%
2 or more



10%
One



49%
None

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO

(Percentage of children who responded “very much true”)



25%
Really care about me.



25%
Believe that I will be a success.



24%
Listen to me when I have something to say.

WHAT MAKES AN ADULT IMPORTANT TO YOU?

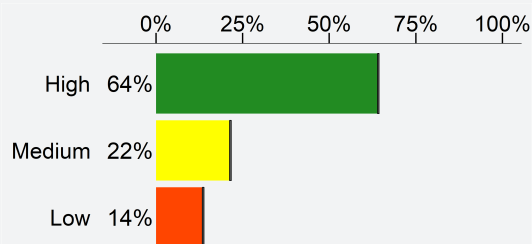
(Children can select all the options that apply)

| Question | At School | At Home | At School (Board) | At Home (Board) |
|---|-----------|---------|----------------------|--------------------|
| This person teaches me how to do things that I don't know. | 61% | 66% | 61% | 66% |
| I can share personal things and private feelings with this person. | 25% | 67% | 25% | 67% |
| This person likes me the way I am. | 46% | 75% | 46% | 75% |
| This person encourages me to pursue my goals and future plans. | 51% | 72% | 51% | 72% |
| I get to do a lot of fun things with this person or because of this person. | 31% | 68% | 31% | 68% |
| The person is like who I want to be when I am an adult. | 19% | 45% | 19% | 45% |
| The person is always fair to me and others. | 48% | 59% | 48% | 59% |
| The person stands up for me and others when we need it. | 29% | 61% | 29% | 61% |
| The person lets me make decisions for myself. | 41% | 64% | 41% | 64% |

CONNECTEDNESS WITH PEERS

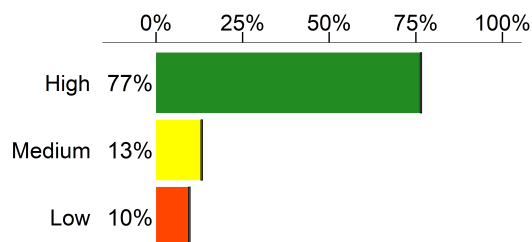
PEER BELONGING

Measures children's feelings of belonging to a social group. e.g. "When I am with other kids my age, I feel I belong."



FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g. "I have a friend I can tell everything to."





USE OF AFTER-SCHOOL TIME

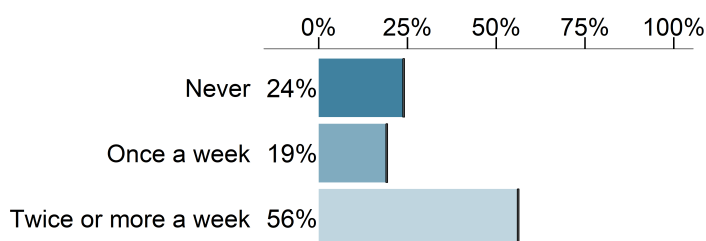
Participation in activities after school provides important developmental experiences for children in their middle years. These activities create a variety of opportunities for children to build relationship skills and gain competencies. Research has consistently found that children who are engaged in after-school activities are more likely to experience greater academic and social success.

Results for WRDSB

How Children Spend Their Time

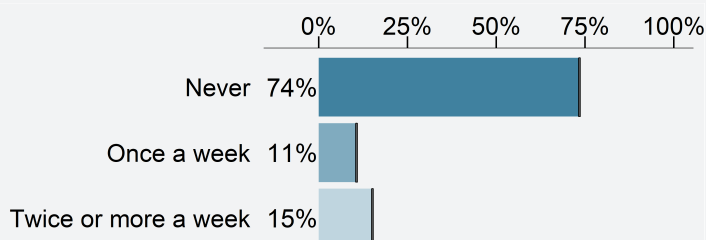
ANY ORGANIZED ACTIVITY

Children who participated in any after-school activity that was structured and supervised by an adult. (e.g. educational lessons, youth organizations, music or art lessons and sports practice)



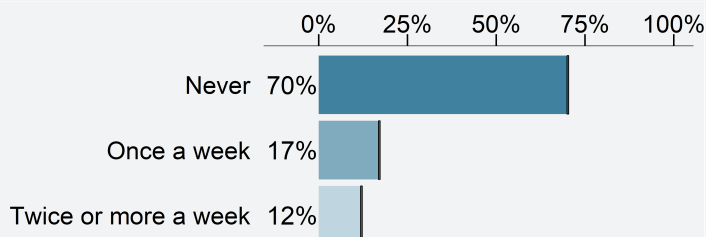
EDUCATIONAL LESSONS OR ACTIVITIES

For example: Tutoring, attending a math school, foreign language lessons, or some other academic related activity.



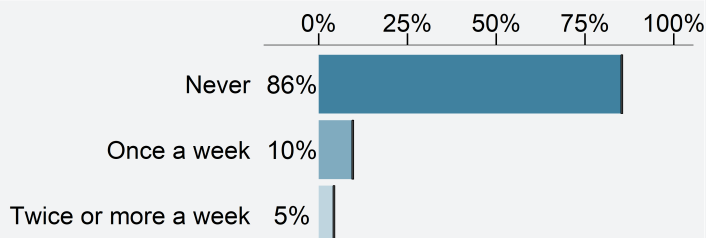
MUSIC OR ART LESSONS

For example: Drawing or painting classes, musical instrument lessons or some other activity related to music or art.



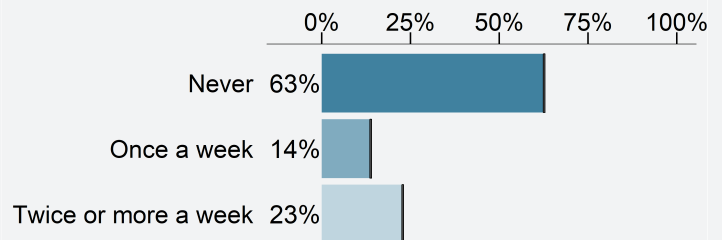
YOUTH ORGANIZATIONS

For example: Scouts, Girl Guides, Boys and Girls Clubs, or some other group organization.

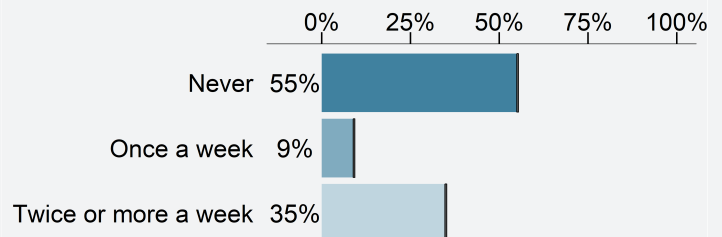


INDIVIDUAL SPORTS (WITH A COACH OR INSTRUCTOR)

For example: Swimming, dance, gymnastics, ice skating, tennis or another individual sport.

**TEAM SPORTS (WITH A COACH OR INSTRUCTOR)**

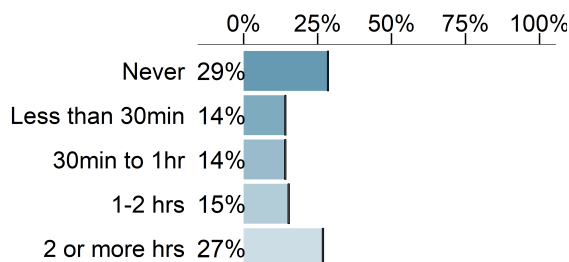
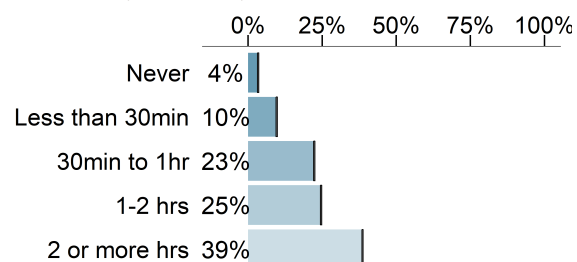
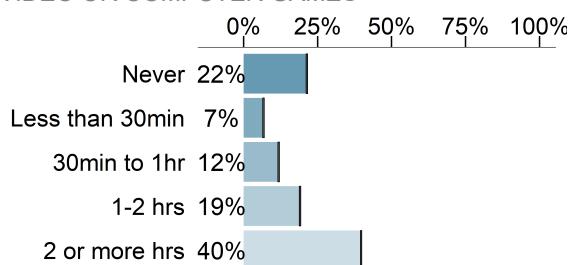
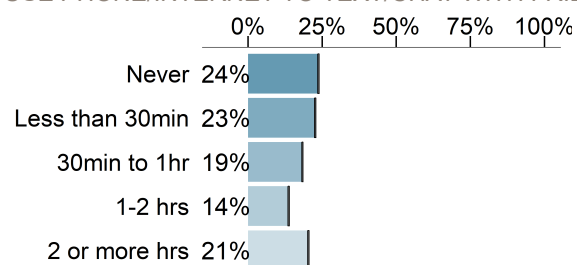
For example: Basketball, hockey, soccer, football, or another team sport.



AFTER SCHOOL ACTIVITIES

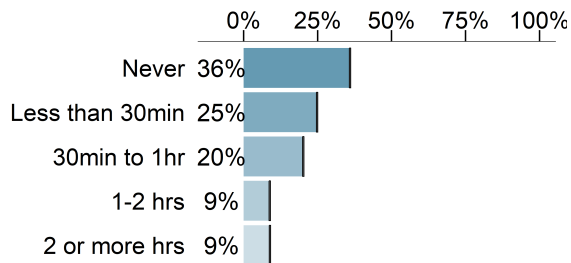
Children were asked how they spend their time during the after-school hours of 3pm-6pm:

Percentage of children who reported:

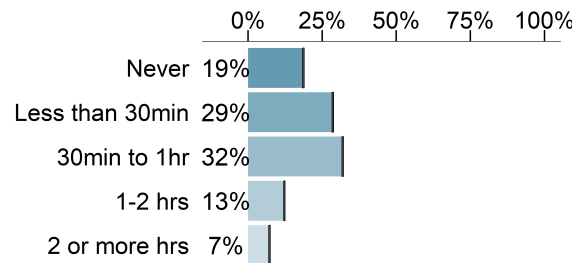
TV & COMPUTER USE**VIDEO OR COMPUTER GAMES****WATCH TV, NETFLIX, YOUTUBE OR SOMETHING ELSE****SOCIALIZING WITH FRIENDS****VIDEO OR COMPUTER GAMES****USE PHONE/INTERNET TO TEXT/CHAT WITH FRIENDS**

READING & HOMEWORK

READ FOR FUN

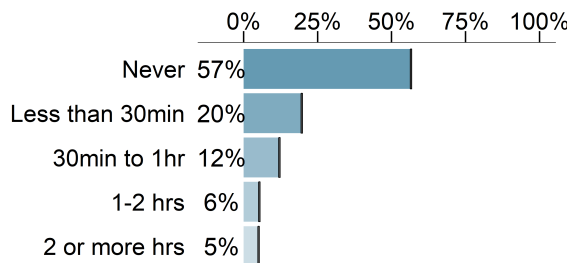


DO HOMEWORK

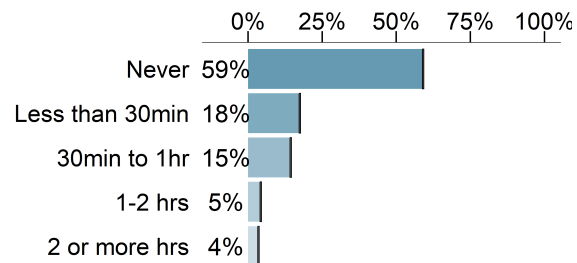


MUSIC & ARTS

ARTS & CRAFTS

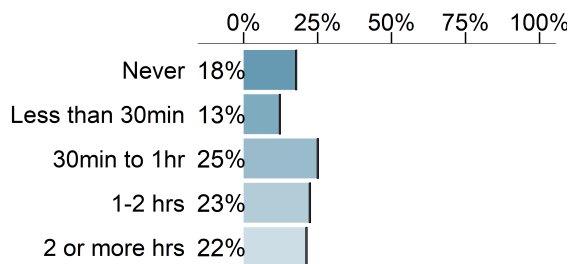


PRACTICE A MUSICAL INSTRUMENT



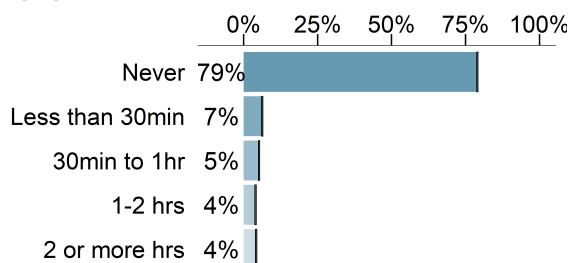
SPORTS

PLAY SPORTS OR EXERCISE FOR FUN

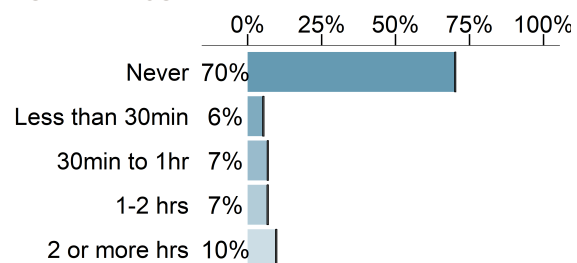


WORKING & VOLUNTEERING

VOLUNTEER



WORK AT A JOB



WHAT CHILDREN WISH TO BE DOING



Children were asked what they want to be doing during the after-school hours of 3pm-6pm:

I am already doing the activities I want to be doing
69%

I wish I could do additional activities
26%

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTERSCHOOL ACTIVITIES

Children were asked what prevents them from doing the activities they wish to be doing after school (3pm- 6pm):



| | |
|--|-----|
| I have no barriers | 41% |
| I have to go straight home after school | 19% |
| I am too busy | 17% |
| It costs too much | 10% |
| The schedule does not fit the times I can attend | 17% |
| My parents do not approve | 7% |
| I don't know what's available | 7% |
| I need to take care of siblings or do things at home | 9% |
| It is too difficult to get there | 8% |
| None of my friends are interested or want to go | 13% |
| The activity that I want is not offered | 10% |
| I have too much homework to do | 8% |
| I am afraid I will not be good enough in that activity | 11% |
| It is not safe for me to go | 2% |
| Other | 8% |

AFTER-SCHOOL PEOPLE AND PLACES

WHERE DO YOU GO AFTER SCHOOL? (FROM 3PM-6PM)

| Question | Never | 1x/week | 2x/week |
|------------------------------------|-------|---------|---------|
| After-school program or child care | 88% | 4% | 8% |
| Friend's house | 35% | 33% | 32% |
| Home | 1% | 2% | 96% |
| Park/playground/community centre | 44% | 26% | 30% |
| Someplace else | 46% | 31% | 23% |
| Stay at school for an activity | 60% | 16% | 24% |
| The mall or stores | 55% | 31% | 13% |

WHO ARE YOU WITH AFTER SCHOOL? (FROM 3PM-6PM)

(Children can select all of the options that apply)

| | |
|---|-----|
| By myself | 38% |
| Friends about my age | 46% |
| Younger brothers/sisters | 36% |
| Older brothers/sisters | 30% |
| Mother (or stepmother/foster mother) | 53% |
| Father (or stepfather/foster father) | 40% |
| Other adult (such as grandparent, aunt or uncle, coach, babysitter) | 12% |
| Other | 0% |



IN YOUR NEIGHBOURHOOD/COMMUNITY
THERE ARE SAFE PLACES WHERE YOU FEEL
COMFORTABLE HANGING OUT WITH FRIENDS:

85%

Yes

6%

No

10%

Don't know

IN YOUR NEIGHBOURHOOD/COMMUNITY
THERE ARE PLACES THAT PROVIDE
PROGRAMS FOR KIDS YOUR AGE:

73%

Yes

7%

No

21%

Don't know



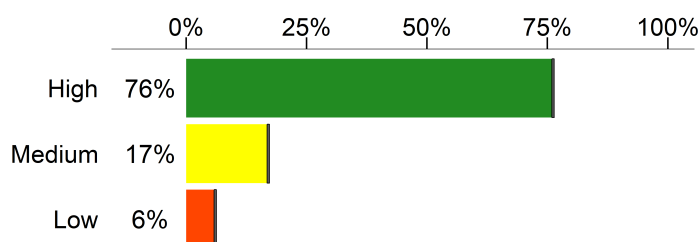
SCHOOL EXPERIENCES

Children's school experiences are important for their personal well-being and academic success. When children have positive experiences at school they are more likely to believe they have a valued role in the school, feel more engaged in class and achieve higher academic performance. Understanding children's school experiences improves our ability to cultivate school environments that are safe, caring, and supportive.

Results for WRDSB

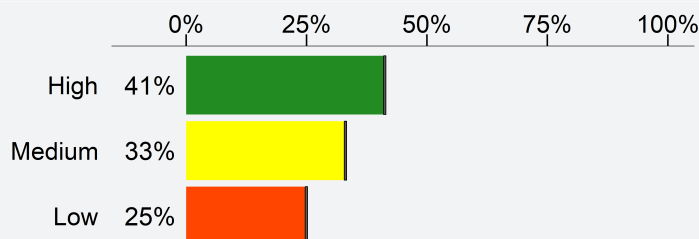
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g. "I am certain I can learn the skills taught in school this year."



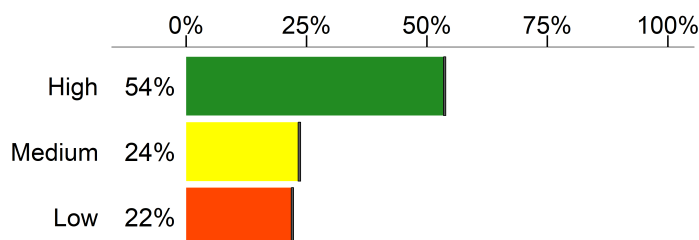
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g. "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g. "I feel like I am important to this school."



In your school, children feel it is **very important** to:



62%
make friends



77%
get good grades



62%
learn new things

Percentage of children who **agree a little** or **agree a lot** that:

When I grow up,
I have goals and
plans for the future.



82%

I feel I have
important things to
do in the future.

82%



I plan to graduate from high school.

98%
Yes

2%
No

I plan to graduate from college,
university, or some other training after
high school.

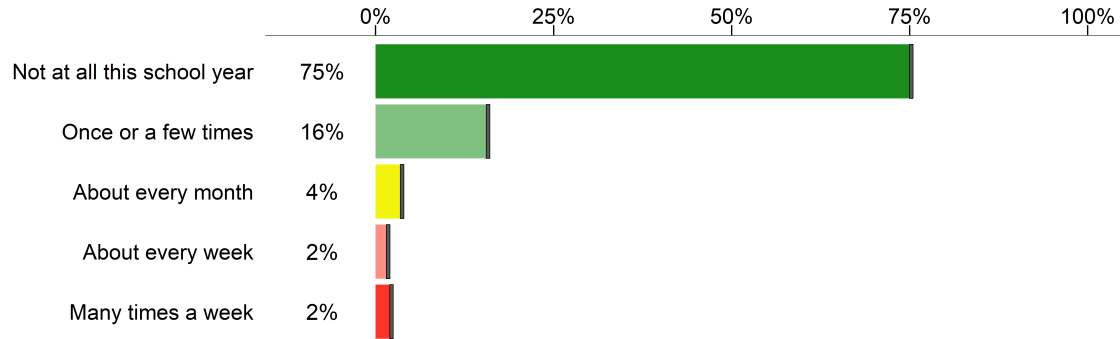
94%
Yes

6%
No

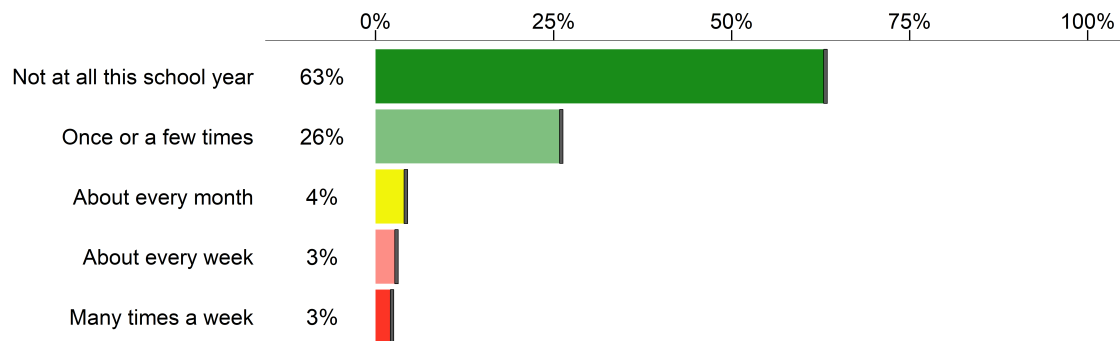
VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: 'During this school year, how often have you been bullied by other students in the following ways?':

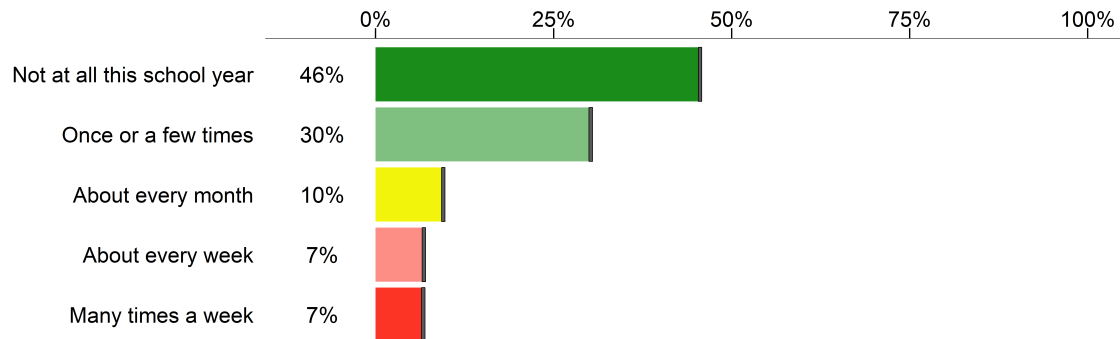
CYBER



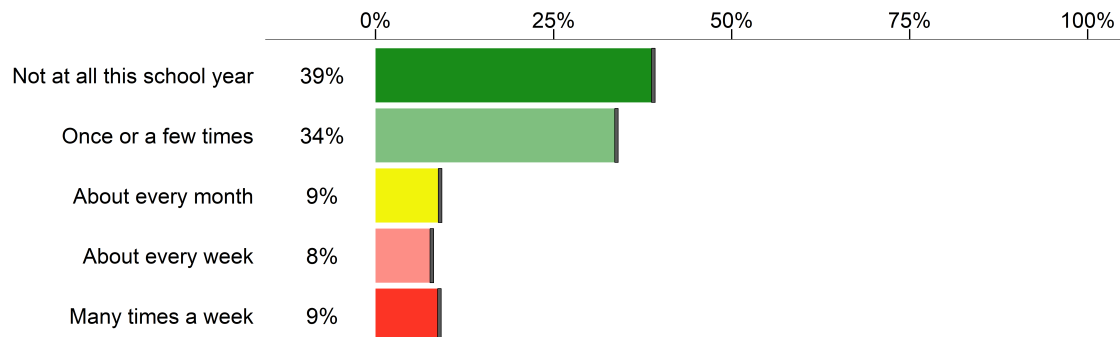
PHYSICAL



SOCIAL



VERBAL





WELL-BEING & ASSETS INDICES

Combining select measures from the MDI helps us paint a fuller picture of children's overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices. This section of the report focuses on results for the Well-Being Index and the Assets Index.

A measure in the Well-Being Index

A measure in the Assets Index

5 DIMENSIONS OF THE MDI



SOCIAL & EMOTIONAL DEVELOPMENT Measures

Optimism
Empathy
Prosocial Behaviour
Self-Esteem
Happiness

Absence of Sadness
Absence of Worries
Self-Regulation (Short-Term)
Self-Regulation (Long-Term)
*Responsible Decision-Making

*Perseverance
*Assertiveness
*Citizenship/Social Responsibility
*Self-Awareness
*Grade 7 only



PHYSICAL HEALTH AND WELL-BEING Measures

General Health
Eating Breakfast

Meals with Adults at Home
Frequency of Good Sleep

Body Image



CONNECTEDNESS Measures

Adults at School
Adults in the Neighbourhood

Adults at Home
Peer Belonging

Friendship Intimacy
Important Adults



USE OF AFTER-SCHOOL TIME Measures

Organized Activities
• Educational Lessons or Activities
• Youth Organizations

• Sports
• Music or Arts
How Children Spend their Time

After-school People/Places
Children's Wishes and Barriers



SCHOOL EXPERIENCES Measures

Academic Self-Concept
School Climate

School Belonging
Motivation

Future Goals
Victimization and Bullying

WELL-BEING INDEX

The Well-Being Index consists of measures relating to children's physical health and social and emotional development that are of importance during the middle years: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

**High Well-Being (Thriving)**

Children who are reporting positive responses.

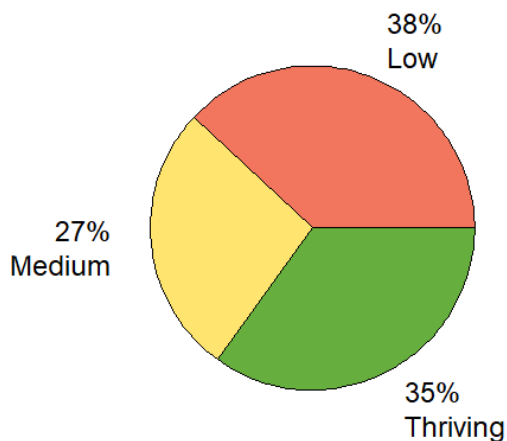
**Medium to High Well-Being**

Children who are reporting neither positive nor negative responses.

**Low Well-Being**

Children who are reporting negative responses.

WRDSB
6950 Students



ASSET INDEX

The Assets Index combines MDI measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives. Assets are considered actionable, meaning that schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.

Note: School Experiences are also considered to be an asset that contributes to childrens' well-being; however, this asset is not reported as part of the Assets Index to prevent the ranking of individual schools or districts. Please refer to the School Climate and Bullying and Victimization measures for data related to this asset.

ADULT RELATIONSHIPS



PEER RELATIONSHIPS



NUTRITION & SLEEP



AFTER-SCHOOL ACTIVITIES



ASSETS INDEX Percentage of children reporting the presence of an asset

