



MDI Data Trends Summary 2018/19

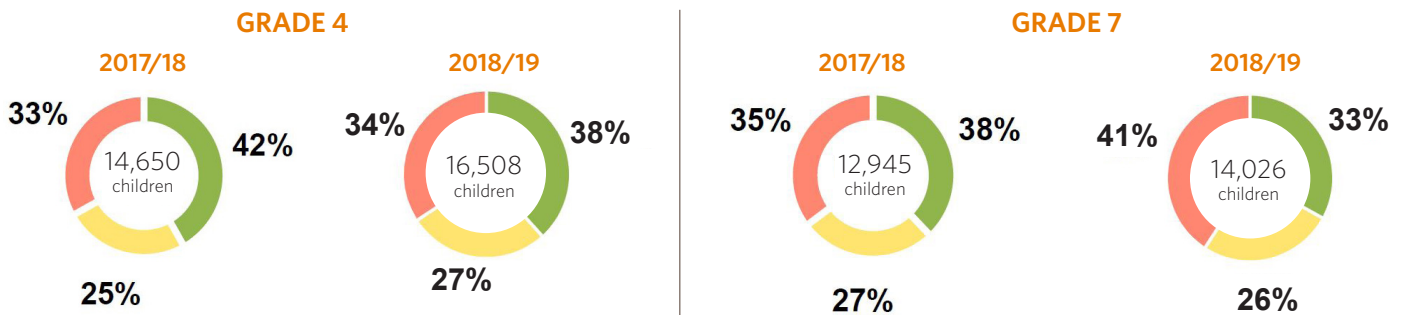
As you review your reports for this year, we want to highlight some key trends that we are seeing in this year’s MDI data. We had 31 school districts participate in BC in 2018/19 and 29 school districts in 2017/18, with 19 school districts participating in both years. It is important to set these trends in the context of some changes that we saw with MDI data collection this year.

First, in order to address issues that administrators and educators from school districts had raised with us about the difficulty of MDI data collection in November with the move of FSAs to that same time period, we collected data this year in January/February. In examining trends in changes in well-being this year, we believe that this change in administration time for the MDI may have resulted in changes in well-being and other MDI dimensions. Note that previous research has shown a downward trend in well-being across the second half of the school year. This is an important area of inquiry for you as you use your MDI data to support action.

Second, we have improved our e-MDI system for data collection and reporting. One of our improvements has changed the way the **Important Adults at School** question appeared as compared to previous years. This year, the text boxes to enter the initials of adults only appeared this year if the option “yes” was chosen. We believe that this change may have affected students’ responses to this question, though, as you will see below, connectedness to adults in school in general has also dropped.

The percentage of students thriving on the Well-Being Index has decreased from 2017/18 to 2018/19

When we examined the MDI findings for all participating districts from 2017/18 to 2018/19, we saw a decrease in the percentage of children thriving for Grade 4 and Grade 7 students. The percent of children thriving decreased from 42% to 38% in Grade 4, and from 38% to 33% in Grade 7.



Note: It is also important to note that this is a continuing trend across all years that we have gathered MDI data.

For those districts that have participated this year and in previous years, 77% have seen a downward trend in the percent of children thriving in Grade 4, and 93% in Grade 7.

Connectedness to Adults and School Experiences

On the MDI questionnaire, we ask about connectedness to adults and school experiences in multiple ways. We have noticed some important trends with the data from these questions.

From 2017/18 to 2018/19, we have seen a decrease in the percent of students thriving on Connectedness to Adults at School. We have also noticed a corresponding decrease in related measures of School Climate and School Belonging between this year and last year, possibly related to the change in the time of year of MDI administration. These results are as follows:

- 72% of students in Grade 4 were in the thriving range for Connectedness to Adults at School in 2017/18 compared to 69% this year. In Grade 7, 64% of students were in the thriving range in 2017/18 compared to 58% of students this year.
- 71% of students in Grade 4 were in the thriving range for School Climate this year compared to 75% in 2017/18. In Grade 7, 57% of students were in the thriving range in 2017/18 as compared to 50% of students this year.
- 69% of students in Grade 4 were in the thriving range for School Belonging this year compared to 73% in 2017/18. In Grade 7, 57% of students were in the thriving range in 2017/18 as compared to 49% of students this year.

Finally, when we look at the data for the number of important adults at school, there was a decrease in number of children reporting “two or more important adults” and a increase in the number of children reporting “no important adults.”

NUMBER OF IMPORTANT ADULTS AT SCHOOL



2 or more

	2017/18	2018/19
GRADE 4	76%	61%
GRADE 7	54%	39%



One

	2017/18	2018/19
GRADE 4	9%	10%
GRADE 7	12%	12%



None

	2017/18	2018/19
GRADE 4	15%	29%
GRADE 7	34%	49%

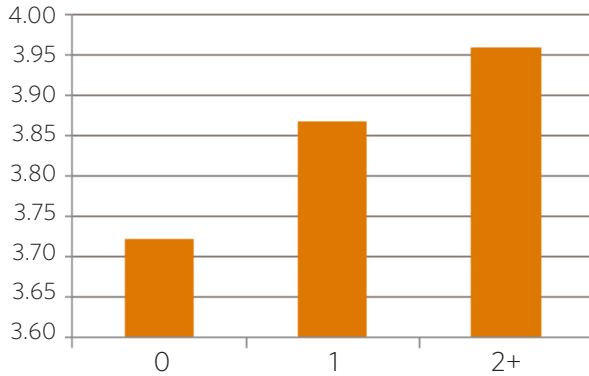
Note: We believe that this could be influenced possibly by the change in timing of data collection and also by the a change in the appearance of the question for children as they completed the MDI.

Although we saw a change in number of important adults from 2017/18 to 2018/19, the relation between number of important adults and dimensions of social and emotional development/well-being remained the

same linear trend. See the graphs below for this trend indicating the more important adults reported, the higher levels of social and emotional development/well-being.

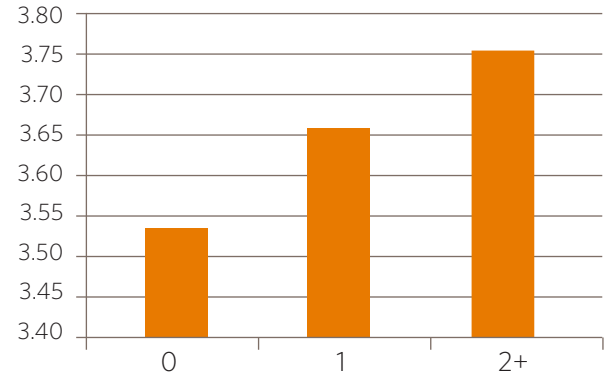
GRADE 4 2018/19

OPTIMISM VS NUMBER OF IMPORTANT ADULTS

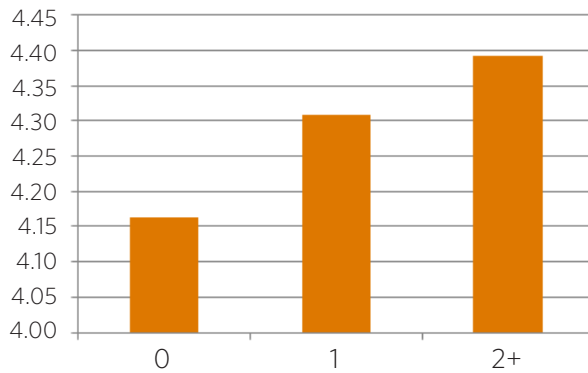


GRADE 7 2018/19

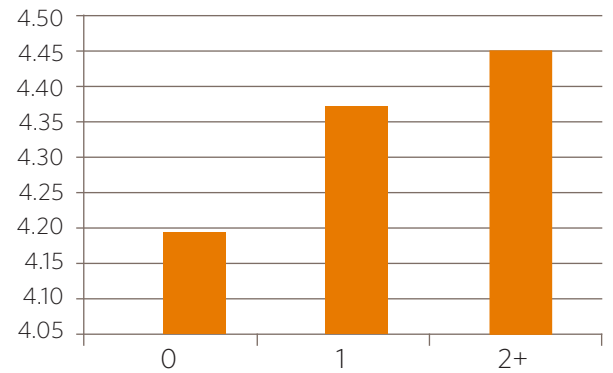
OPTIMISM VS NUMBER OF IMPORTANT ADULTS



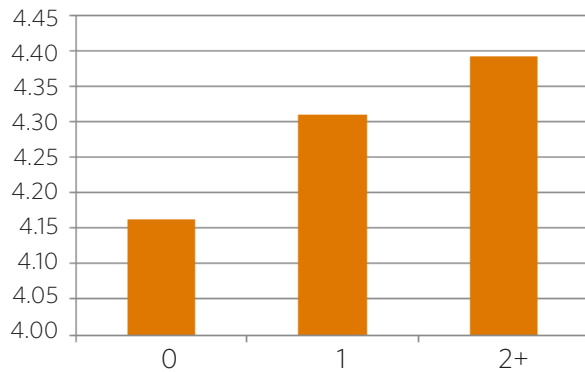
HAPPINESS VS NUMBER OF IMPORTANT ADULTS



EMPATHY VS NUMBER OF IMPORTANT ADULTS



SELF-ESTEEM VS NUMBER OF IMPORTANT ADULTS



SELF-ESTEEM VS NUMBER OF IMPORTANT ADULTS

