

**2013-2016 MSS**  
**Statewide Skills Equipped Results**

MN Youth Development Research Group  
 University of Minnesota

Proportion of students at the equipped to learn level on Commitment to Learning, Positive Identity, and Social Competence.

Year	Grade		CTL Equipped	PI Equipped	SC Equipped	
2013	Grade 5	Proportion	.85	.61	.71	
		N	36679	32925	32563	
	Grade 8	Proportion	.77	.54	.63	
		N	41203	39035	38119	
	Grade 9	Proportion	.76	.52	.60	
		N	40906	38357	37768	
	Grade 11	Proportion	.74	.50	.58	
		N	35952	34210	33810	
	Total	Proportion	.78	.54	.63	
		N	154740	144527	142260	
	2016	Grade 5	Proportion	.86	.61	.68
			N	40424	37300	37233
Grade 8		Proportion	.77	.55	.63	
		N	44311	42172	42003	
Grade 9		Proportion	.77	.51	.60	
		N	44322	42112	41890	
Grade 11		Proportion	.73	.47	.57	
		N	35810	34042	33906	
Total		Proportion	.78	.54	.62	
		N	164867	155626	155032	

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## **Interpretation of Developmental Skills, Supports, & Challenges from the MSS**

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### ***Developmental Skills***

#### **Commitment to Learning**

caring about doing well in school, paying attention in class, going to class prepared, interested in learning, finding school learning useful, and being a student is an important part of who I am.

#### **Positive Identity**

having a sense of control of one's life, feeling good about self and future, dealing well with disappointment and life's challenges, and thinking about one's purpose in life.

#### **Social Competence**

saying no to dangerous/unhealthy things, building friendships, expressing feelings appropriately, planning ahead and making good choices, resisting bad influences, resolving conflicts without violence, accepting differences in others, and recognizing the needs and feelings of others.

### ***Developmental Supports***

#### **Empowerment**

having a sense of safety at home, at school, and in the neighborhood; feeling valued and appreciated; being included in family roles; and having responsibilities

#### **Family/Community Support**

being able to talk with mothers (if available) and feeling cared for by parents, other adult relatives, friends, and other adults in the community.

#### **Teacher/School Support**

reporting that adults at school treat students fairly and listen to students; that school rules are fair; that teachers care about students and care about and are interested in you.

### ***Developmental Challenges***

#### **Bullied**

student experiences as a victim of bullying, such as being harassed or bullied because of race, religion, gender, sexual orientation, disabilities, weight or physical appearance, by means of social media; being pushed around or hit, threatened, lied about, being the recipient of inappropriate jokes or comments, or being excluded from friends and activities. The focus here is on the prior 30 days of school from MSS administration (late-winter).

#### **Bullying**

student experiences as a perpetrator of bullying, such as physical assault or fighting, threatening others, spreading rumors, making inappropriate jokes or comments, or excluding others from friends and activities. The focus here is on the prior 30 days of school from MSS administration (late-winter).

#### **Mental Distress**

involves significant emotional, behavioral, and mental health problems, including having long-term mental health, behavioral, or emotional problems; having been treated for mental health, emotional, or behavioral problems; having considered or attempted suicide; or purposely hurting or injuring oneself.

#### **Family Violence**

the presence of excessive alcohol use or drug use in the family, or verbal, physical, or sexual abuse from adults in the family.