

Supplemental SECD Data

Definition:

Data below are included as supplemental information. These data are not included in the SECD Standards; however, they are important for student learning and growth. Supporting data includes bullying, student engagement, and emotion regulation. Emotion regulation items were new in 2022, so no prior year data are available.

* Numbers shown below are percentage of students responding.

Bullying

- Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength.
- Typically, it is repeated over time. A child being bullied has a hard time defending himself or herself.

	Prior Yr	District	KS
During the past 12 months, how often have you been bullied through texting, social media, or gaming? (At least once)	24.2	23.7	28.0
During the past 12 months, how often have you been bullied at school? (At least once)	26.1	28.5	31.8
During the past 12 months, how often have you seen someone being bullied? (At least once)	50.0	50.2	56.7
During the past 12 months, how often have you had your property stolen or damaged on purpose, such as your car, clothing, or books? (At least once)	12.2	21.5	18.9

Lacking Student Engagement

- Engagement is defined as strong relationships between students, teachers, families, and schools and strong connections between schools and the broader community.

	Prior Yr	District	KS
My teachers praise me when I work hard in school. (no, NO!)	47.3	41.3	39.1
The school lets the adult(s) I live with know when I have done something well. (no, NO!)	47.3	46.2	41.0
My teacher(s) notices when I am doing a good job and lets me know about it. (no, NO!)	27.3	28.0	24.9
Teachers ask me to work on special classroom projects. (no, NO!)	52.7	53.6	42.9
There are lots of chances for students in my school to talk with a teacher one-on-one. (no, NO!)	10.0	9.7	9.6
In my school, students have lots of chances to help decide things like school activities or rules. (no, NO!)	37.1	33.4	31.9
I have lots of chances to be part of class discussions or activities. (no, NO!)	6.6	7.2	8.4
There are a lot of chances for students to get involved in school activities and other activities outside of class. (no, NO!)	4.7	3.0	5.4

Emotion Regulation

- The process by which individuals influence which emotions they feel, when they have them, and how they experience and express these emotions.

	Prior Yr	District	KS
When you are feeling pressured, how easily can you stay in control? (Not at all)	4.4	4.3	4.7
When everybody around you gets angry, how easily can you stay in control? (Not at all)	9.2	8.3	9.7
When things go wrong for you, how long are you upset? (Not at all)	7.6	8.1	8.4
How often are you able to pull yourself out of a bad mood? (Almost never)	6.8	6.9	8.4
How often are you able to control your emotions when you need to? (Almost never)	5.9	4.4	6.0
How often are you able to get yourself to relax once you get upset? (Almost never)	6.9	6.9	8.1

■ A red dot indicates District percentages that are higher than the state average.

Red text indicates a negative change from prior year to current year for the district.