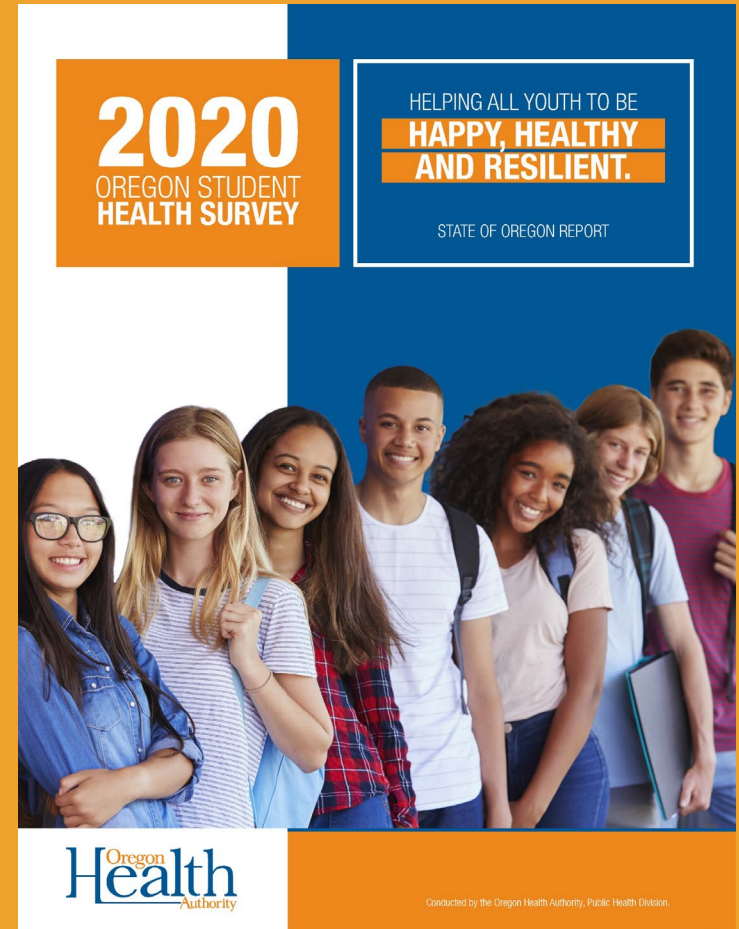


# 2020 Oregon Student Health Survey

## Navigating your 2020 SHS Profile Report

The SHS is sponsored by the Oregon Health Authority (OHA)

Survey Contractor: Bach Harrison, L.L.C.



## The Goals of this Navigation/Interpretation Tutorial

- Provide background information on the 2020 SHS administration
- Inform report reviewers where they can find additional help interpreting and using your SHS data
- Provide an overview of the main topics covered in your Profile Report
- Provide guidance on how to read and interpret the demographics section
- Detail the key features of each reporting section
- Detail how the data presented in the appendix align with (or differ) from the data presented in the body of your report

## 2020 SHS Survey Features

- In 2020, the State of Oregon made a shift from administering two health and prevention student surveys (the Oregon Healthy Teens Survey and the Oregon Student Wellness Survey) to the administration of one student survey called the Oregon Student Health Survey (SHS). The SHS integrated the OHT and the SWS forms in order to minimize the survey burden on schools and students. The SHS will be administered biennially in the fall of even-numbered years, with the next administration taking place in fall 2022.
- The 2020 SHS Survey focused on the 6<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades.
- The survey was offered to ALL schools with students in grades 6, 8, and 11. All schools surveying these grades were invited to participate at no-cost.
- Student participation was voluntary and parents were given the option to opt their children out of the study.
- Survey results are reported only in aggregate to protect student anonymity and school/district data are rigorously protected.
- The survey was available in English and Spanish in an online format. The survey took roughly 30 minutes for students to complete online.
- The 2020 Oregon Student Health Survey opened in October 2020 with the intention to close data collection in December 2020. Due to the COVID-19 Pandemic and its impact on schools, the SHS data collection window remained open through the school year, ending in June 2021. A number of school districts in the State of Oregon participated in the SHS in the spring of 2021; however, the data in this report are labelled as Oregon SHS 2020 data to align with the official administration window.

# Would you like more help reading and interpreting your report data?

- Page 4 of every profile report provides contact information for individuals who are willing to help you with the following:
  - General survey questions
  - Topic-specific questions related to:
    - *Substance Use and Prevention*
    - *Physical Activity and Nutrition*
    - *Positive Youth Development*
    - *LGBTQ2SIA+*
    - *Social and Emotional Health*
    - *School Climate and Culture*
    - *Health and Wellness*

2020 SHS

## FOR MORE INFORMATION AND HELP WITH INTERPRETING RESULTS

Your questions, concerns and comments are welcome. For more information on the survey or help with results, please contact:

### General Survey Questions

**Renee Boyd**

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Program Design and Evaluation Services  
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### Alcohol, Tobacco, Marijuana and other Substance Use and Prevention; Physical Activity and Nutrition

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### Oral Health

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### Problem Gambling

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### LGBTQ2SIA+, Mental Health, Sexual Health, and Positive Youth Development

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Sexuality Education and School Health Specialist  
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**Alexis W. Phillips**

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### School Climate and Culture, School Improvement Plans

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### Suicide Prevention

**Meghan Crane, MPH**

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### Survey Services Provided by:

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# What topics are covered in my 2020 SHS Profile Report?

The 2020 SHS Profile Report is designed to provide an overview of the data gathered from the 2020 SHS Survey (via the report's main body) and detailed, question-level data (via the report's appendices).

The report is broken down into the following topics/sections:

- Survey Demographics
- COVID-19 Impact
- Social Determinants of health
- PYD/Academic Outcomes
- School Climate and Culture
- Social and Emotional Health
- Injury Prevention
- Healthy Body
- Sexual Health and Healthy Relationships
- Drug-Free Communities (DFC) Core Measures and Harm Perceptions
- Substance Use
- Problem Gambling

# Survey Validity

- Please take the time to read through Pages 13 and 14 of your report, which discuss strategies for eliminating invalid survey results or dishonest survey participation before producing final reports.
- Table 2 (Survey Validity) displays the number of surveys submitted by grade, number of invalid/excluded surveys by grade, number of valid surveys by grade, and the validity rate.

Survey data from youth is as reliable as data collected from adults. Internal logic edits are applied to identify the small percentages of conflicting responses or students who might falsify answers. Students who see the survey as important and are assured that their responses are anonymous (and that there is no way to identify or track them) will answer truthfully.

While a small number of survey participants do misrepresent their true behavior, to ensure valid survey results, the most egregious examples are excluded. Logic edits were implemented based on validity criteria relating to inconsistent response patterns among related questions and probable dishonest or exaggerated responses.

Responses for individual questions were set to missing if logic edits indicated excessive use, early initiation or discrepant responses for questions relating to:

- Alcohol use
- Marijuana use
- Smoking
- Risky sexual behavior
- Gambling

A survey was deemed invalid and excluded from analysis if:

- A threshold was met indicating too many exaggerated or conflicting responses (based on logic edits)
- Age and grade were missing

Table 2. Survey validity

	County 2020			State 2020		
	6th	8th	11th	6th	8th	11th
Submitted	2,965	2,841	1,796	21,467	19,877	13,069
Invalid (excluded)	636	548	376	5,234	4,102	3,082
Valid surveys	2,329	2,293	1,420	16,233	15,775	9,987
Validity rate (%)	78.5	80.7	79.1	75.6	79.4	76.4

## Rotating Modules to Minimize Item Non-response

The longer the survey, the higher the drop-off (i.e., non-response) for questions that are towards the end. To minimize this, the following question topics were rotated on a random basis:

- Adverse Childhood Experiences
- Nutrition
- Physical Activity
- Sexual Health
- Sexual and Intimate Partner Violence (11th grade only)
- Gambling

## Reading Level and Languages

The online surveys were available in English and Spanish and had a Flesch-Kincaid Grade level of 6 (reader needs a grade 6 level of reading or above to understand it):

- 6th grade: 6.3
- 8th grade: 6.5
- 11th grade: 6.6

The 2020 SHS was administered October 2020 through June 2021 to a total of 55,330 students. Statewide, of the 21,467 6th grade, 19,877 8th grade and 13,069 11th grade questionnaires submitted, 5,234 (24.4%) 6th, 4,102 (20.6%) 8th grade and 3,082 (23.6%) 11th grade surveys were excluded for meeting one or more of the aforementioned criteria.

# The Demographics Section: Navigation and Interpretation Highlights

- Before diving into your report's findings, please take the time to take a close look at your report's demographics section.
- Particularly when it comes to viewing district and school reports, a close study of your demographics data will allow you to get to know your survey population and assess whether the survey population adequately reflects the district or school's student population.
- Please note that:
  - County, district, and school reports feature **local-level demographics data** for all the topics/categories listed on page 15 (grade, age, race and ethnicity, language, and youth with disabilities, and sexual orientation).
- However, every SHS report produced by Bach Harrison features only **state-level demographics data** for gender identity and sex at birth.

2020 SHS	
<b>DEMOGRAPHICS</b>	
<b>This section provides a snapshot of respondents in the 2020 SHS Survey.</b> <b>Statewide Results are Weighted to be Representative of all students in Oregon.</b>	
Grade-level data (6th, 8th and 11th) are displayed in this report when there are a minimum number of valid responses for reporting reliable results (10 for school/district; 50 for county/region). School and district results are unweighted, while state and county level results are weighted by enrollment to be representative of the state.	
Demographic	Question Wording
Grade	What's your grade?
Age	How old are you?
Race and Ethnicity	What is your race or ethnicity (Select one or more response)?
Language	If you selected more than one race or ethnicity what one best describes you? What is the language you use most often at home?
Youth with Disabilities	Are you deaf or do you have serious difficulty hearing? Are you blind or do you have serious difficulty seeing, even when wearing glasses? Because of a physical, mental or emotional condition, do you have serious difficulty concentrating, remembering or making decisions? Do you have serious difficulty walking or climbing stairs? Do you have serious difficulty dressing or bathing?
Sex at Birth, Gender Identity and Sexual Orientation	What was your sex at birth? How do you identify? (Select one or more responses) Female Male Transgender/Trans Female Transgender/Trans Male Gender nonconforming Something else fits better (Specify) I am not sure of my gender identity I do not know what this question is asking
(8th and 11th grade)	Do you think of yourself as... Lesbian or gay Straight or heterosexual Bisexual Something else (Specify) Don't know/Not sure



# Profile Report Sections and Subsections:

*What to expect every time a new section/topic is introduced.*

The report is divided into eleven main sections/topics: COVID-19 Impact, Social Determinants of Health, PYD/Academic Outcomes, School Climate and Culture, Social and Emotional Health, Injury Prevention, Healthy Body, Sexual Health and Healthy Relationships, Drug-Free Communities (DFC) Core Measures and Harm Perceptions, Substance Use, Problem Gambling

All **sections** lead with the following:

Text providing an overview of the topic at hand

A table (often spread over more than one page) detailing SHS Survey questions related to the topic

All **subsections:**

Begin with text providing an overview of the subtopic at hand.

Display one or more data tables related to the subtopic.

2020 SHS

## SCHOOL CLIMATE AND CULTURE

**We recognize that existing structures and systems have created and sustained inequities for students. We also understand the power of teachers, counselors, school support staff, principals, superintendents and the school community to create supportive school environments and equitable outcomes for all students.**

Helping ALL Oregon students graduate from high school ready for college and careers requires the state to promote and maintain the engagement and inclusion of ALL learners to ensure that every Oregon student experiences an inclusive, safe and welcoming learning environment free from violence, harassment and discrimination.

School climate refers to the quality and character of school life and is based on students', parents', and/or caregivers', and school staff members' experience of school life that reflects the norms, goals, values, interpersonal relationships, teaching and learning practices.

**SCHOOL CLIMATE AND CULTURE**

- Connectedness and belonging
- School safety
- Bullying

School Climate and Culture	Question Wording
<b>Connectedness and Belonging</b>	<p>If I am absent, there is a teacher or another adult at school that will notice my absence.</p> <p>At this school, students work on listening to others to understand what they are trying to say.</p> <p>I am happy to be at this school.</p> <p>In my classes I am often distracted from doing schoolwork because other students are misbehaving, for example, talking or fighting.</p> <p>Adults in my school respect people from different backgrounds (for example, people of different races, ethnicities, cultures, religions, genders, sexual orientation or disabilities).</p> <p>At this school, there is conflict or tension based on race, ethnicity, culture, religion, gender, sexual orientation or disability.</p> <p>If you had a physical or mental health care problem during the school day, who would you go to at your school for help? Help could be in person, a phone call, an appointment, an email, IM or text. (Select one or more responses).</p> <p>Teachers and other adults at this school understand my problems.</p> <p>It is easy to talk with teachers and other adults at this school.</p> <p>My teachers and other adults at this school help me feel good about myself.</p>
<b>School Safety</b>	<p>During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?</p> <p>Students at this school carry guns or knives to school.</p> <p>I feel safe at my school.</p>

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2020 SHS

SCHOOL CLIMATE AND CULTURE

School Climate and Culture	Question Wording
<b>Bullying</b>	<p>During the past 30 days, have you been bullied by another student using any kind of technology, such as texting, the Internet or apps (messaging, social media, games, livestreaming, etc.)?</p> <p>During the past 30 days, have you ever been bullied AT SCHOOL (including any school events, or while distance learning) in relation to any of the following issues? This includes in person bullying and bullying through technology such as texting, the Internet or apps (messaging, social media, games, livestreaming, etc.). (Select one or more responses.)</p> <p>I have not been bullied at school</p> <p>Bullied about your race or ethnic origin</p> <p>Unwanted sexual comments or attention</p> <p>Bullied because someone thought you were gay, lesbian, bisexual, or transgender</p> <p>Bullied about your weight, clothes, accent, or other physical characteristics</p> <p>Bullied about your group of friends</p> <p>Bullied about a physical, mental or emotional disability</p> <p>Bullied for other reasons</p> <p>Bullied for wearing a mask or face covering to protect against COVID-19</p> <p>Bullied for not wearing a mask or face covering to protect against COVID-19</p> <p>(6th grade version: yes/no format)</p> <p>(8th and 11th grade)</p>

**Connectedness and Belonging**

A caring school community in which students are challenged academically, seen, heard, valued and belong, and supported by trusted adults can serve as a counter to the process by which victimization distances students from learning and contributes to other problems, including truancy and academic failure. Schools can create spaces where students feel safe, included, and authentically engaged.

Table 22. Connectedness and belonging

		County 2020			State 2020		
		6th	8th	11th	6th	8th	11th
It is easy to talk with teachers and other adults at this school.	Agree/Strongly Agree	78.9	n/a	n/a	73.8	n/a	n/a
	Disagree/Strongly Disagree	21.1	n/a	n/a	26.2	n/a	n/a
Teachers and other adults at this school understand my problems.	Agree/Strongly Agree	76.6	n/a	n/a	71.0	n/a	n/a
	Disagree/Strongly Disagree	23.4	n/a	n/a	29.0	n/a	n/a
If I am absent, there is a teacher or another adult at school that will notice my absence.	Agree/Strongly Agree	93.9	88.8	84.6	92.2	88.1	82.8
	Disagree/Strongly Disagree	6.1	11.2	15.4	7.8	11.9	17.2
My teachers and other adults at this school help me feel good about myself.	Agree/Strongly Agree	87.0	n/a	n/a	83.3	n/a	n/a
	Disagree/Strongly Disagree	13.0	n/a	n/a	16.7	n/a	n/a

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# Best Practices for Reading and Interpreting Your Data Tables

2020 SHS  
INJURY PREVENTION

Table 31. Rode with impaired driver

	County 2020		State 2020	
	8th	11th	8th	11th
Reported riding in a car or other vehicle driven by a another teenager who had been drinking alcohol	1.4	1.5	2.2	2.5

Table 32. Impaired driving

	County 2020	State 2020
		11th
During the past 30 days		
Reported driving a car or other vehicle after or while drinking alcohol (Denominator: Those who drove a car or other vehicle during the past 30 days and drank alcohol during the past 30 days)	1.2	0.9
Reported driving a car or other vehicle within three hours of using marijuana (Denominator: Those who drove a car or other vehicle during the past 30 days and used marijuana during the past 30 days)	26.7	19.1

As this is the first administration of the Oregon SHS, only 2020 data are presented in your report. Many survey items were asked in previous iterations of the Oregon Healthy Teens Survey or the Oregon Wellness Survey. You will need to locate your older reports for those surveys in order to compare data for questions that are identical.

6<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade surveys differed in the number of questions included. For example, 6<sup>th</sup> and 8<sup>th</sup> graders were not asked the drinking/substance use items found in Table 32. Likewise, 6<sup>th</sup> grade students were not asked about riding with an impaired driver (see Table 31). Missing grade columns (or columns with “n/a” notes) indicate that the question was not asked for the grade.

Tables include notes when the data are calculated from a different denominator.

Appendix II (Survey-Level Data) supplies data of all students for each question and each response option.

# Appendix III: Survey-Level Data

- Your SHS Profile Report features an overview of SHS data. In order to provide you with grade-level data for all survey items, we have created Appendix II (Survey-Level Data), which provides data for every question (and every question's response option) on the survey.
- Please note that the question numbers align with the 11<sup>th</sup> grade survey.

## APPENDIX II: SURVEY-LEVEL DATA

This section features results by grade for each question on the survey. A table is also included for calculated variables/recodes.

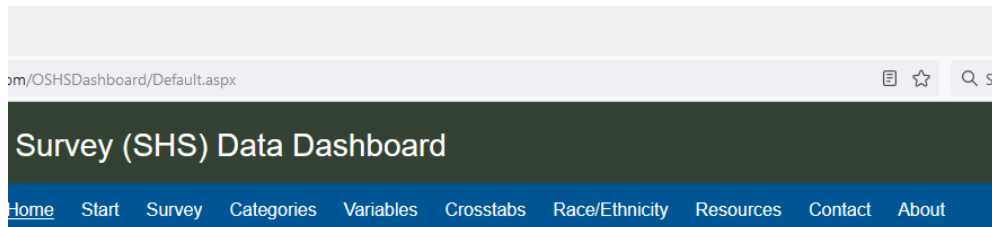
**Caution should be used when interpreting the 2020 SHS, which is not comparable to prior surveys, and accurate comparisons cannot be made to similar data points from previous years due to the COVID-19 pandemic, widespread shift to distance learning, and data collection mode and time period.**

These tables show the percentage that marked each possible response for each question. Calculated variables or recodes, that show the results for questions in a different way, such as combining responses (e.g., percentage of students who have one or more disabilities vs. those with no disabilities, students who say it is "wrong" or "very wrong", etc.) or basing percentages on all respondents instead of a subset (e.g., those who drank alcohol during the past 30 days).

The 6th and 8th grade surveys consisted of a subset of questions on the 11th grade survey. A small set of questions were asked on the 6th grade survey. Data for questions that did not appear on the 6th or 8th grade version are shown as "n/a" (not applicable). Response categories for questions with no respondents will also show "n/a."

The sum of responses for any question that instructs the respondent to "select one or more responses" may add up to greater than 100%.

# Question	Response	6th	8th	11th
1 What's your grade?	5th grade	0.0	0.0	0.0
	6th grade	100.0	0.0	0.0
	7th grade	0.0	0.0	0.0
	8th grade	0.0	100.0	0.0
	9th grade	0.0	0.0	0.0
	10th grade	0.0	0.0	0.0
	11th grade	0.0	0.0	100.0
	12th grade	0.0	0.0	0.0
	Other grade	0.0	0.0	0.0
2 How old are you?	10 years old or younger	0.0	0.0	0.0
	11 years old	42.7	0.0	0.0
	12 years old (8th/11th: 12 years old or younger)	55.9	0.0	0.0
	13 years old	1.3	42.4	0.0
	14 years old (6th: 14 years old or older)	0.0	56.6	0.0
	15 years old	n/a	1.0	0.1
	16 years old	n/a	0.0	43.9
	17 years old	n/a	0.0	54.6
	18 years old	n/a	0.0	1.4
	19 years old or older	n/a	0.0	0.0



## Oregon SHS Data Dashboard

### Home

Welcome to the Oregon Student Health Survey (SHS) Data Dashboard. This website presents data and information provided by the state of Oregon's Student Health Survey, which is a collaborative effort between the Oregon Health Authority (OHA) and Oregon Department of Education (ODE). The SHS is a comprehensive, school-based, anonymous and voluntary health survey of 6th, 8th and 11th graders. It is a key part of statewide efforts to help local schools and communities ensure that all Oregon youth are healthy and successful learners.

The SHS is designed to address:

- Student health and safety
- Student mental health and behavioral health
- School climate and culture
- The impact of COVID-19

For an overview of the available choices for viewing data, please see the [Start](#) page. For other additional resources, as well as viewing data, please explore the main menu.

For information regarding the survey and development of this website, please see the

# SHS Data Dashboard Launching Soon

- Secure access to your own data for a deeper dive
- Public interface will allow access to state and county-level data
- Currently being beta tested
- Email will be sent announcing its availability

## Questions?

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