


ALL MIDDLE SCHOOLS SECOND
STEP SURVEY REPORT
FALL 2020-SPRING 2021



This report was prepared by Jerry Schultz, Ph.D. and Jennifer Lawlor, PhD of the University of Kansas Center for Community Health and Development on behalf of the Kansas Department of Health and Environment.

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All Middle Schools Second Step Student Survey Report, Fall 2020-Spring 2021

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Executive Summary

Measure	Fall 2019 to Fall 2020	Fall 2020 to Spring 2021	Grade	Gender/Race
1. Overall trust and respect at school was high	Increased	No change	No difference	Students who did not want to provide their gender and non-binary perceived less trust and respect than boys
				White students perceived more trust than students of color
2. Kindness at school was moderately practiced	Decreased	No change	No difference	Girls perceived more kindness than boys.
				White students perceived more kindness than students of color
3. Students reported that teasing was not okay	Decreased	No change	8th graders thought it was more and 7 th graders less okay to tease than 6 th graders	Girls and non-binary students thought it was less okay to tease than boys.
4. Students agreed with engaging in bystander intervention in bullying situations	No change	No change	6 th and 7 th graders agreed with intervening more than 8 th graders	Girls and nonbinary students intervened more than boys.
5. Student bullying behavior was very low	Decreased	No change	7 th graders bullied less than 8 th graders	Students of color bullied more than white students
6. Student anger and violence was very low overall	Decreased	No change	No difference	Anger and violence were higher for those who selected "Other" than boys
				Students of color expressed more anger and violence than white students
7. Student experience as a bullying victim was very low	No results	No results	No results	No results
8. Students reported almost no inappropriate sexual behavior	Decreased	No change	7 th graders were more inappropriate than 8 th graders	Boys were more inappropriate than girls
9. Students reported low experience of sexual	Decreased	No change	7 th graders experienced less	Girls and those who did not want to provide their

victimization			victimization than 8 th graders	gender experienced more victimization than boys
10. Students reported low bullying behavior on social media	Decreased	Online bullying increased	7 th graders bullied online more than 8 th graders at Spring 2021	Boys bullied online more than girls
11. Student experience of bullying on social media was low	Decreased	Being a victim of online bullying decreased	No difference	Girls experienced more bullying on online than boys
12. Students report very little homophobic bullying	Decreased	homophobic bullying increased	No difference	Boys engaged in homophobic bullying more than girls
13. Students report low experience of homophobic bullying	Decreased	Experience of homophobic bullying increased	7 th graders were victimized less than 8 th graders	Girls experienced less homophobic bullying than boys
14. Students report moderate levels of empathy	Increased	No change	7 th graders were less empathetic than 8 th graders	Girls, nonbinary students and those who selected "Other" were more empathetic than boys
				White students were more empathetic than students of color
15. Students report moderate harmful views of masculinity	Decreased	Harmful views decreased	6 th graders held less harmful view than 8 th graders	"Other", girls and nonbinary students held less harmful views than boys
16. Students reported high levels of willingness for bystander intervention in bullying situations.	No change	No change	7 th graders were less willing to intervene than 8 th graders.	Girls reported more willingness for bystander intervention than boys
17. Students rated problematic dating behaviors as very abusive	Increased	No change	No difference	Girls and non-binary students rated the behaviors as more abusive than boys.
18. Students thought peers would sometimes intervene	No change	No change	7 th graders thought peers would intervene more than 8 th graders.	"Other" thought peers were more likely to intervene than boys
19. Students thought staff and teachers would intervene most of the time	Increased	Students thought staff and teachers would	No difference	Students who did not identify gender thought teachers and staff would intervene less boys

		intervene decreased		Students of color thought staff would intervene less than white students
20. Students report low levels of male engagement in abusive behavior towards girls	Decreased	Male abusive behavior increased	6 th and 7 th graders reported less abusive behavior towards girls than 8 th graders	Girls and non-binary students reported more abusive behavior toward girls than boys
				Students of color saw less abusive behavior than white students at Fall 2020, more at Spring 2021
21. Highest response was "I didn't say anything about male abuse toward girls"	NA	NA	NA	NA
22. Most students don't date or are not allowed to by parents	NA	NA	NA	NA
23. Students reported low levels of experiencing abuse when dating	No change	No change	No difference	No difference
24. Students report disagreeing a little with statements about harmful masculinity	Increased	Harmful views of masculinity increased	No difference	Girls, non-binary, "other" and those who did not identify gender held less harmful views than boys
25. Students report sometimes experiencing anxiety and depression	No change	No change	No difference	Girls, non-binary students, and students who did not want to provide their gender experienced anxiety and depression more than boys
26. Students report never using substances	No change	No change	No difference	No difference

All Middle Schools Survey Report

Results from Second Step Student Survey: Fall 2020-Spring 2021

Purpose of Second Step student survey:

This report provides a “snapshot” of responses to the student survey for third through fifth grade students receiving the Committee for Children Second Step Program. The survey results below are from the Fall 2019 to spring 2021 administrations. There were 874 sixth, seventh, and eighth grade students at four middle schools (Indian Hills, Indian Woods, Meade and Trailridge) across the state of Kansas who participated in the survey. Blank surveys were removed before data analysis. The constructs covered in the survey are listed below.

Key concepts measured by this survey:

1. Trust and respect at school
2. Practicing kindness at school
3. Student opinion of whether teasing is okay
4. Student bystander behavior in teasing situations
5. Student bullying behavior
6. Student anger and violence
7. Student experience as a bullying victim
8. Inappropriate sexual behavior by students
9. Student experience of sexual victimization
10. Student bullying on social media
11. Student experience as a victim on social media
12. Student engagement in homophobic bullying
13. Student experience of homophobic victimization
14. Student empathy
15. Student views of masculinity
16. Student bystander intervention in bullying situations
17. Abusive behavior in dating
18. Student opinion that peers would intervene
19. Student opinion that staff and teachers would intervene
20. Male student engagement in abusive behavior toward girls
21. Student responses when male students engage in abusive behavior toward girls
22. Student engagement in dating
23. Student experience of abuse when dating

- 24. Student views of masculinity
- 25. Student anxiety and depression
- 26. Student substance use

Demographics of Student Respondents in Grades 6-8

Age	
Ages (years)	Percentage
10	.1%
11	.7%
12	28.3%
13	48.8%
14	19.3%
15	.6%
Grade Level	
Grade	Percentage
6	1.4%
7	55.6%
8	41.7%
Sex at birth	
Sex	Percentage
Boy	43.4%
Girl	54.3%
I do not want to answer	2.3%
Gender	
Boy	42.7%
Girl	51.7%
Non-Binary	1.7%
Other	.6%
I do not want to answer	3.3%
Race*	
Race/Ethnicity	Percentage
American Indian or Alaskan Native	3.4%
African American/Black	11.5%
Asian	4.1%
White	69.8%
Pacific Islander	1.0%
I do not want to answer	12.1%
Ethnicity*	
Hispanic/Latino	14.9%
Not Hispanic/Latino	67.2%

I don't want to answer	17.9%
Most recent grade point average	
Mostly A's (90- 100)	32.8%
Mostly A's and B's (85- 90)	39.6%
Mostly B's (80 -84)	5.7%
Mostly B's and C's (75 -79)	11.0%
Mostly C's (70-74)	2.0%
Mostly C's and D's (65-69)	2.4%
Mostly D's and F's (64 and below)	1.7%
I do not want to answer	4.8%
*Multiple choices allowed.	

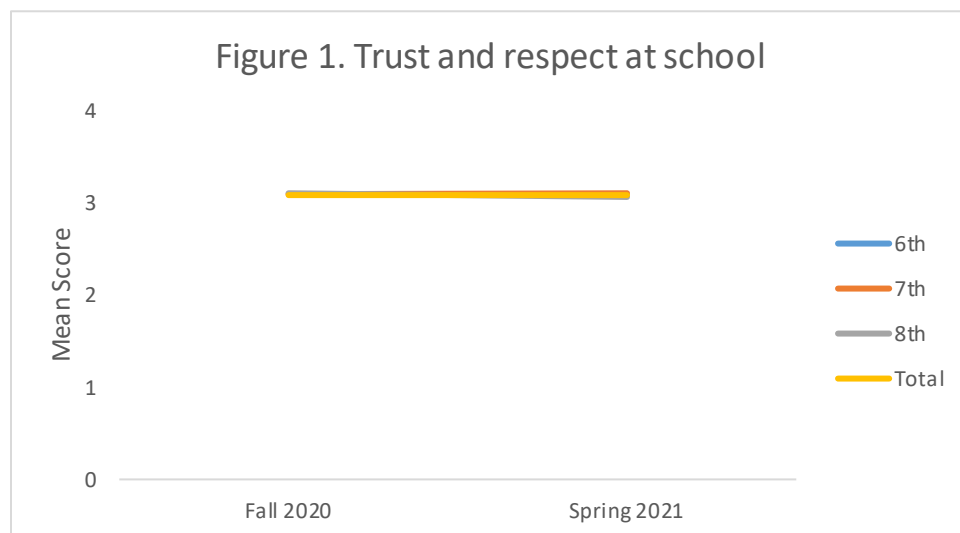
Overall Results

A brief description of the scales and results are presented in this report. For each concept/scale, we present: 1) the responses to each of the questions that comprise the key concepts/scales; 2) the average score overall for the concept; 3) differences in response by grade; and 4) comparison scores to all schools (Overall in the figures). The results for each concept/scale are presented here.

1. Trust and respect at school

How much you agree or disagree with the following statements.
I feel proud of belonging to this school.
I am treated with as much respect as other students are.
The teachers here respect me.
There is at least one teacher or other adult in this school I can talk to if I have a problem.

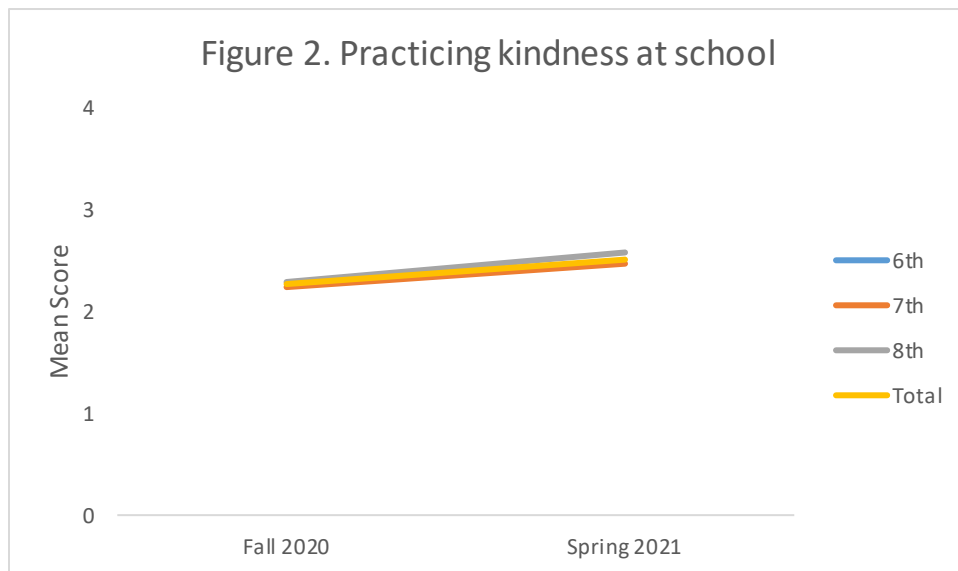
Trust and respect among adults and peers at school was measured using responses to four statements as seen in the table above. The responses could range from *strongly disagree* to *strongly agree*. Responses were scored and range from 0 to 4; the higher the score the more students agreed with the statements indicating higher perceived trust and respect in the school. Students generally agreed with the statements; the average score was 3.1 in Spring 2021. The scores by time and grade are shown in Figure 1. Overall, there was no significant change from Fall 2020 to Spring 2021. There was no significant difference by grade. Non-binary and students who did want to provide gender perceived significantly lower trust and respect than boys. White students perceived significantly more trust and respect than students of color.



2. Practicing kindness at school

How many times you did these things in the last 30 days?
I said or did nice things for other kids.
I tried to cheer up other kids who felt upset or sad.
I let others know that I cared about them.
I helped out other kids when they needed it.

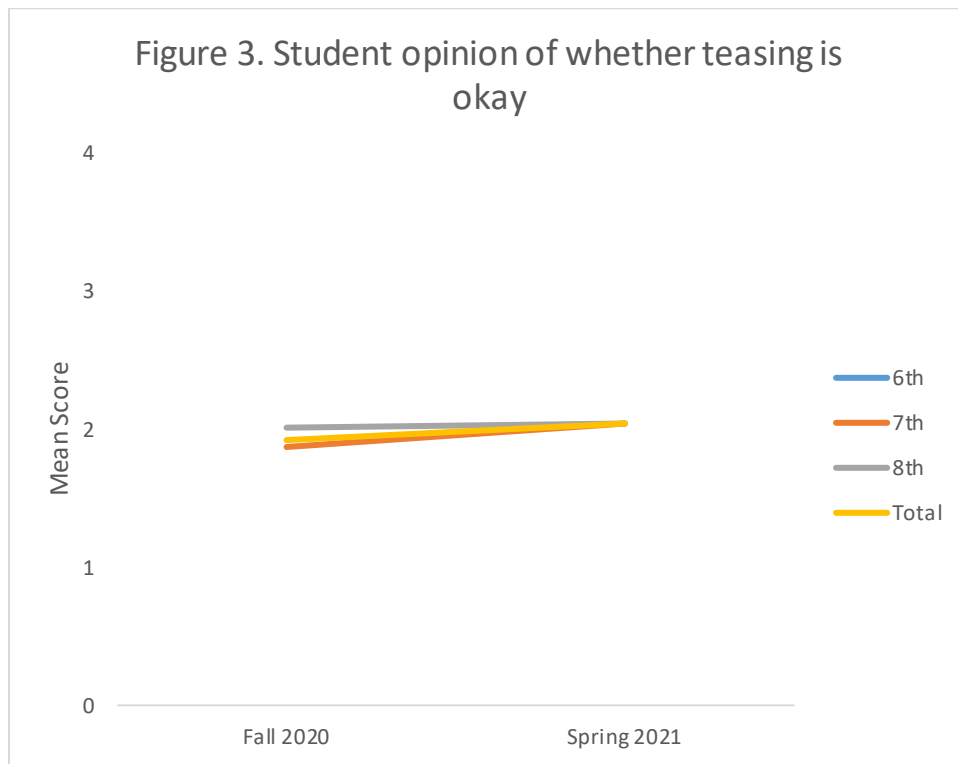
Practicing kindness at school was measured using responses to four statements. The responses could range from *never* to *7 or more times*. Responses were scored and range from 0 to 4; the higher the score the more students agreed with the statements indicating practicing of kindness in the school. Most students stated they practiced kindness 1 or 2 times in the last 30 days. The average score for kindness was 2.5. The scores by time and grade are shown in Figure 2. Overall, there was no significant change from Fall 2020 to Spring 2021. There was no significant difference by grade. Girls perceived more kindness than boys. White students perceived more kindness than students of color.



3. Student opinion of whether teasing is okay

How much you agree or disagree with the following statements.
A little teasing doesn't hurt anyone.
I don't care what mean things kids say, as long as it's not about me.
If other students are being teased too much, it's not my problem.

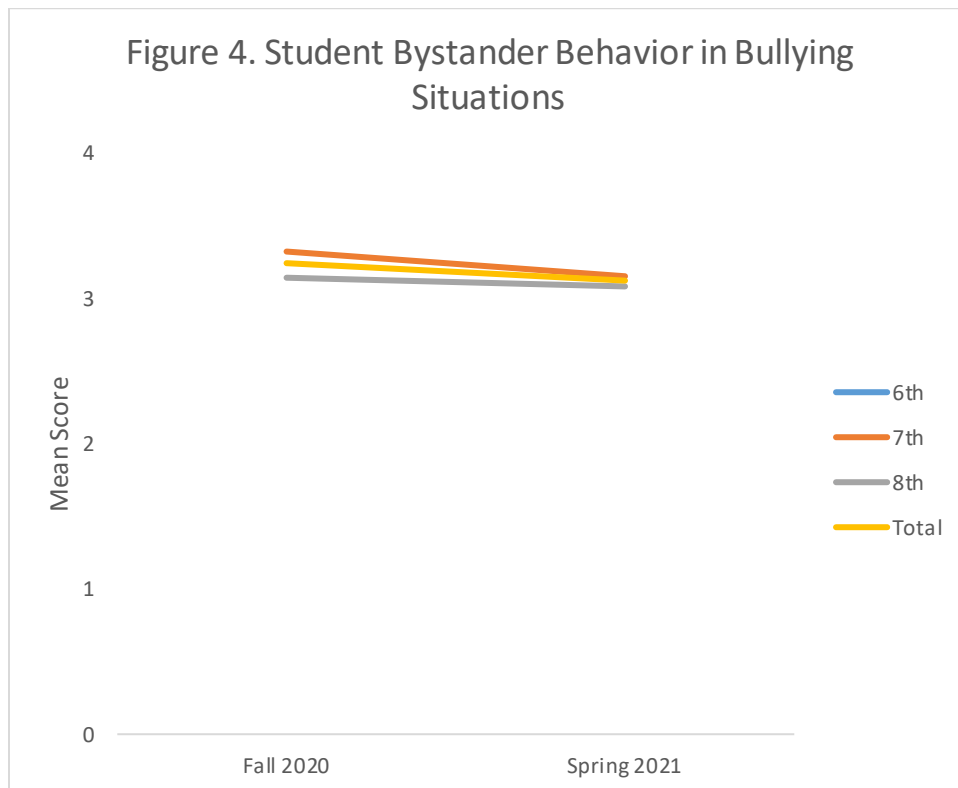
Student opinion of teasing was measured using responses to three statements. The responses could range from *strongly disagree* to *strongly agree* as seen in the table above. Responses were scored and range from 0 to 4; the higher the score the more students agreed with the statements indicating that teasing was okay. Students generally disagreed with the statements; the average score was 2.0 in Spring 2021. The scores by time and grade are shown in Figure 3. Scores did not change significantly from the first to second time point. Boys thought teasing was okay more than girls and non-binary students. Eighth graders thought it was okay than 6th graders. Seventh graders thought it was okay to tease less than 8th graders at Fall 2020 and more at Spring 2021. There were no significant differences by race and ethnicity.



4. Student bystander behavior in bullying situations

Since the beginning of this school year, how often did YOU do any of these things?
If a kid is being teased a lot, I will tell an adult at my school.
If a student is teasing another student a lot, I will tell him or her to stop.
When a kid is being teased, I stick up for him or her.
If a student is teasing a good friend of mine, I will tell him or her to stop.
If a good friend is being teased a lot, I will tell an adult in my school.

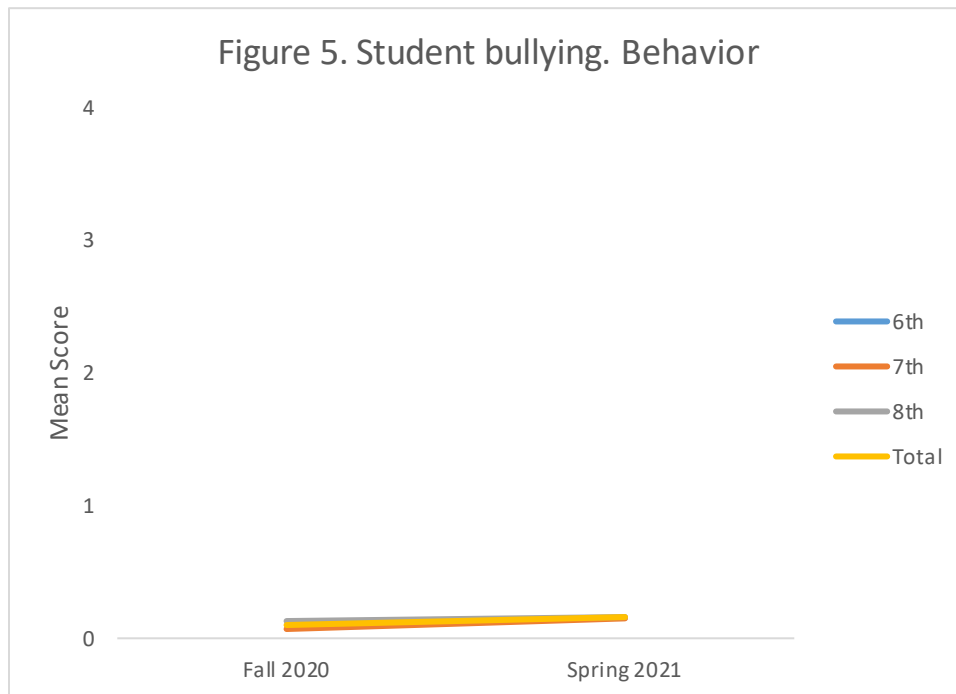
Student bystander behavior in teasing situations was measured using responses to five statements. The responses could range from *strongly disagree* to *strongly agree* as seen in the table above. Responses were scored and range from 0 to 4; the higher the score the more students agreed with the statements indicating that they intervened. Students generally agreed with the statements, the score was 3.1. The scores by time and grade are shown in Figure 4. Scores did not change significantly from the first to second time point. 6th and 7th graders agreed with intervening more than 8th graders. Girls and non-binary students intervened higher than boys. There were no significant differences by race and ethnicity.



5. Student bullying behavior

For each of the following questions, choose how many times you did this activity or how many times these things happened to you at school in the last 30 days.
I upset other students for the fun of it.
I teased other students while we were in a group.
I fought students I could easily beat.
I spread rumors about other students.
I started (instigated) arguments or conflicts.
I helped harass other students.
I excluded other students from my clique (group) of friends.

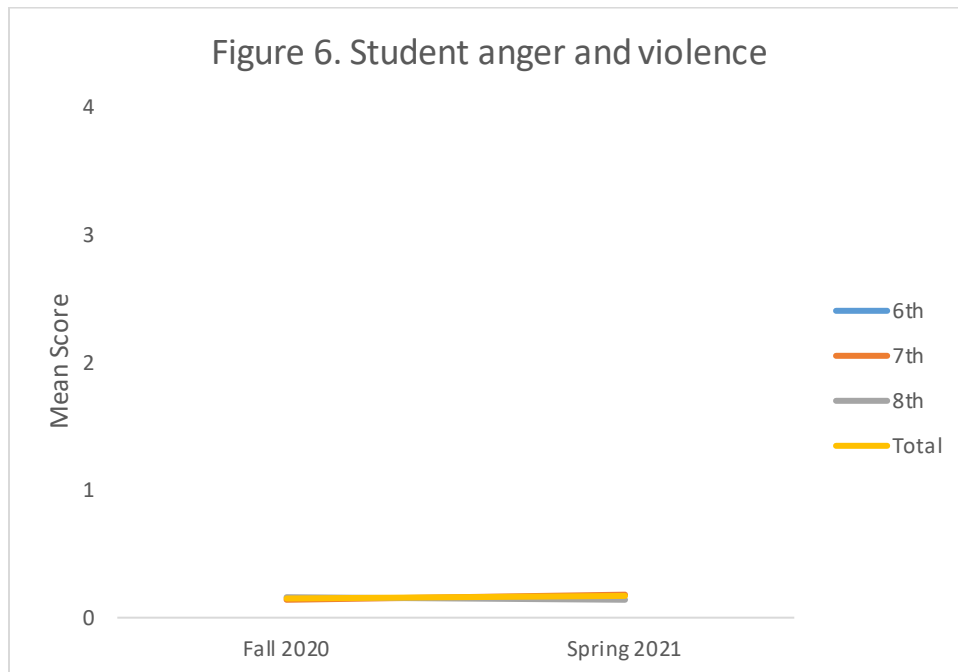
Student bullying behavior was measured using responses to seven statements. The responses could range from *never* to *7 or more times*. Responses were scored and range from 0 to 4; the higher the score the more students bullied others. Students generally never bullied others, the average score was .1. The scores by time and grade are shown in Figure 5. Overall, scores did not change significantly from the first to second time point. Seventh graders bullied less than 8th graders. There were no significant differences between boys and girls. Students of color bullied more than white students.



6. Student anger and violence

For each of the following questions, choose how many times you did this activity or how many times these things happened to you at school in the last 30 days.
I got in a physical fight.
I hit back when someone hit me first.
I threatened to hurt or hit another student.
I got into a physical fight because I was angry.
I lost my temper for no reason.

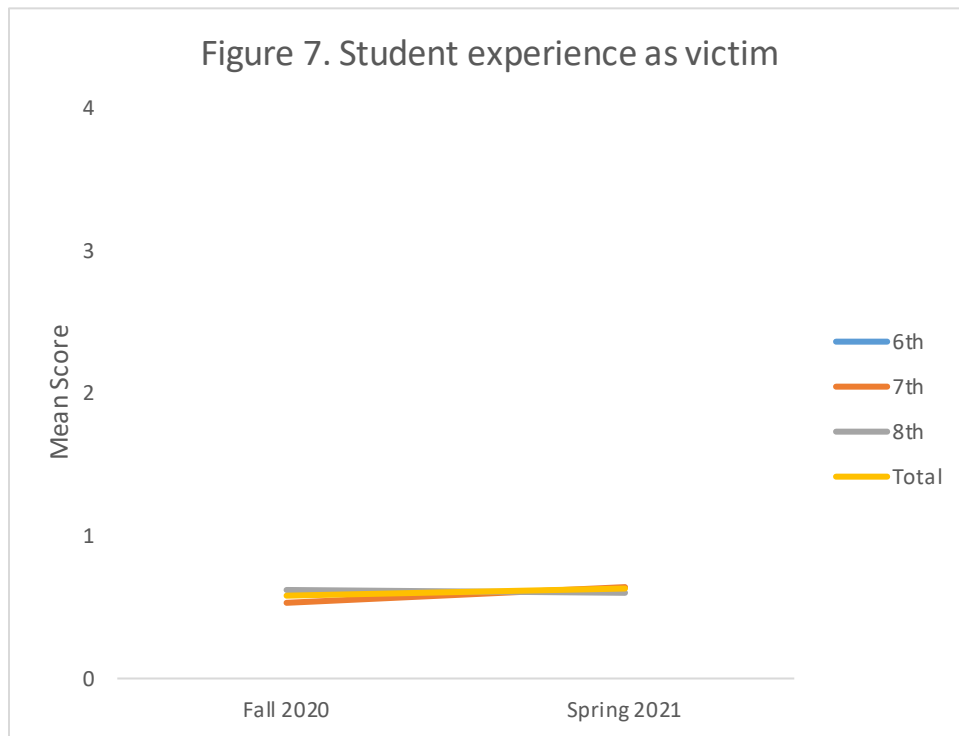
Student experience as a bullying victim was measured using responses to five statements. The responses could range from *never* to *7 or more times*. Responses were scored and range from 0 to 4; the higher the score the more students expressed anger or violence. Students responded that they never expressed or experienced anger or violence; the average score was .2. The scores by time and grade are shown in Figure 7. Overall, scores did not change significantly from the first to second time point. There were no differences by grade. Students who selected “Other” for gender expressed more anger and violence than boys did. Students who did not want to provide their gender expressed anger and violence more at Fall 2020 and less in 2021 than boys. Students of color did so more than white students.



7. Student experience as a bullying victim

For each of the following questions, choose how many times you did this activity or how many times these things happened to you at school in the last 30 days.
Other students picked on me.
Other students called me names.
Other students made fun of me.
I was bullied.

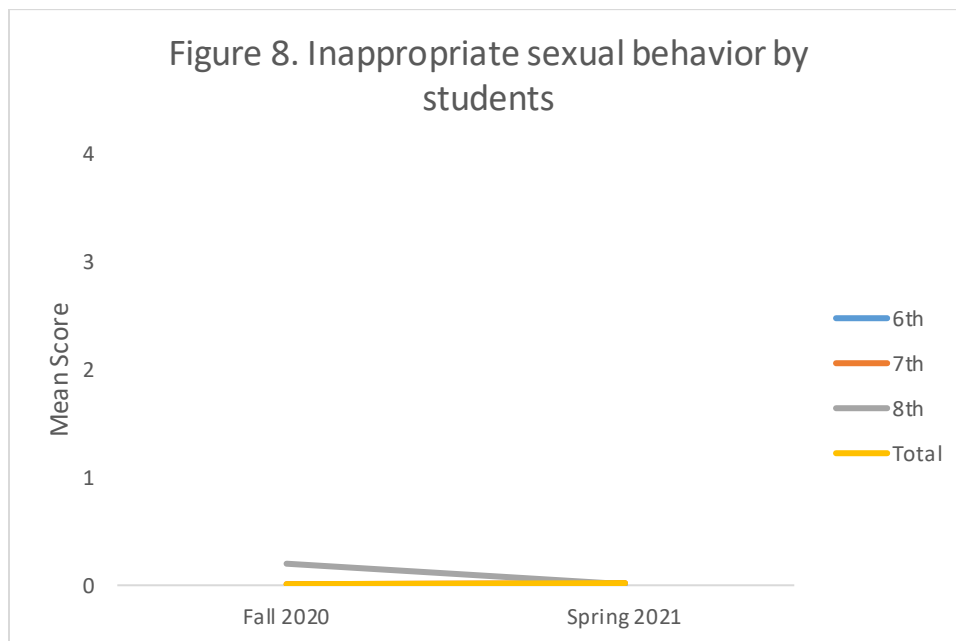
Student experience as a bullying victim was measured using responses to four statements. The responses could range from *never* to *7 or more times*. Responses were scored and range from 0 to 4; the higher the score the more students were victims of bullying. The mean score was .6. Students generally said they were never victims in the last 30 days, the average score was .6. The analysis was unable to produce statistical results, but the mean scores for each grade at Fall and Spring are presented in Figure 7.



8. Inappropriate sexual behavior by students

In the last year, how often have YOU done the following things to other kids when they did not want you to?
Made unwelcome sexual comments, jokes, gestures, or looks.
Showed, gave, or left sexual pictures, drawings, messages or notes.
Spread sexual rumors about them.
Touched, grabbed, or pinched them in a sexual way.
Forced them to kiss you.

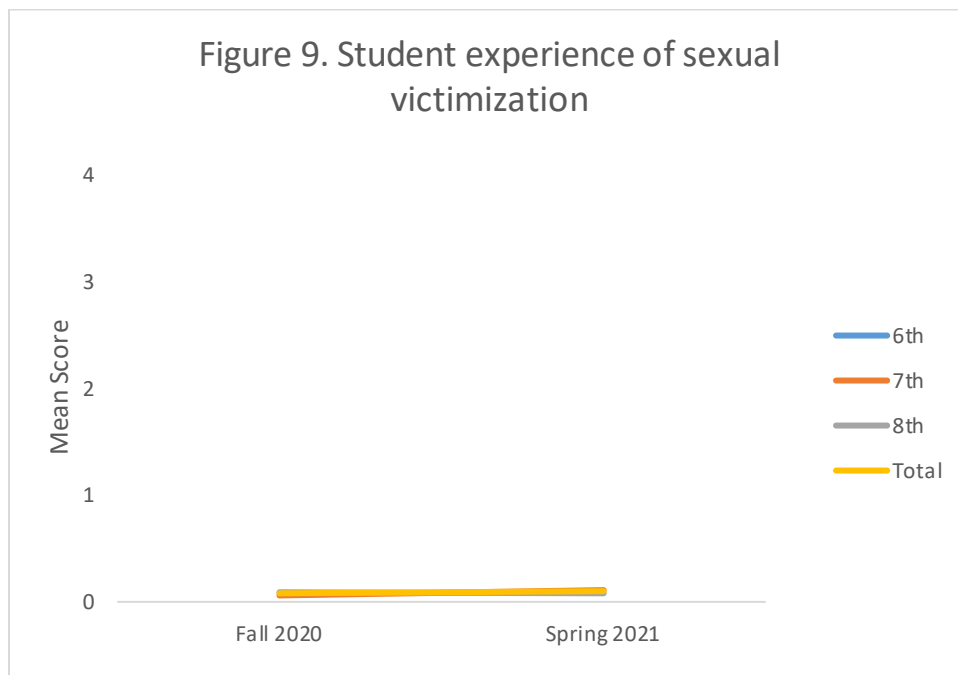
Inappropriate sexual behavior was measured using responses to five statements. The responses could range from *never* to *10 or more times*. Responses were scored and range from 0 to 3; the higher the score the more students engaged in inappropriate sexual behavior. Students generally never engaged in inappropriate sexual behavior; the average score was almost 0.0. The scores by time and grade are shown in Figure 8. Overall, scores did not change significantly from the first to second time point. Seventh graders engaged in inappropriate sexual behavior than 8th graders. Boys engaged in inappropriate sexual behavior more than girls. There were no differences by race and ethnicity.



9. Student experience of sexual victimization

In the last year, how often have OTHER KIDS done the following things to you when you did not want them to?
Made unwelcome sexual comments, jokes, gestures, or looks.
Showed, gave, or left you sexual pictures, drawings, messages or notes.
Spread sexual rumors about you.
Touched, grabbed, or pinched you in a sexual way.
Forced you to kiss him/her.

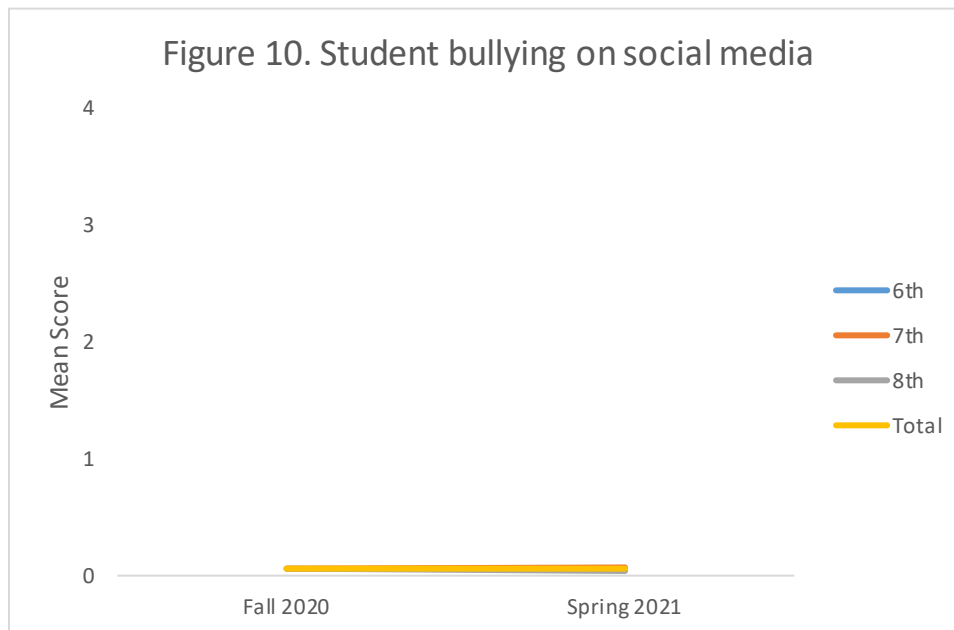
Sexual victimization was measured using responses to five statements. The responses could range from *never* to *10 or more times*. Responses were scored and range from 0 to 3; the higher the score the more students were victimized. Students generally were never victimized; the average score was .1. The scores by time and grade are shown in Figure 9. Overall, scores did not change significantly from the first to second time point. Seventh graders experienced less sexual victimization than 8th graders. Girls and students who did not want to provide their gender experienced more sexual victimization than boys. There were no differences by race and ethnicity.



10. Student bullying on social media

In the last year, how often did YOU do the following to others either online, through text, or through social media sites.
Made rude or mean comments to anyone.
Spread rumors about someone, whether they were true or not.
Made aggressive or threatening comments to anyone.
Tried to get someone else to talk about sex when they did not want to.
Asked someone to do something sexual when the other person did not want to do it or sent a message that said rude or mean things.
Sent a picture that was sexual in any way or in a message when that person did not want to receive it.

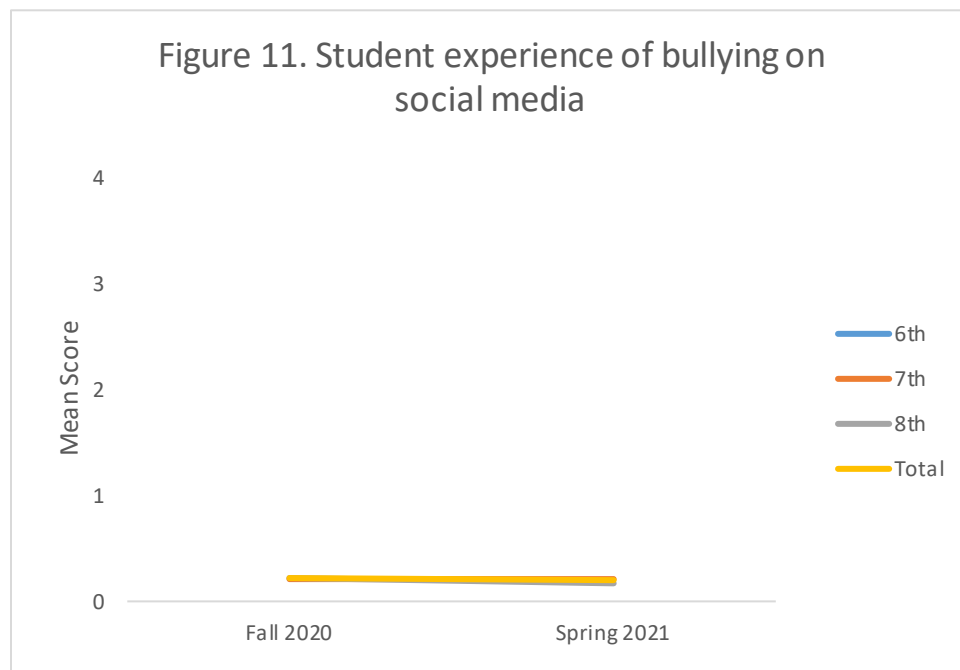
Bullying on social media was measured using responses to six statements. The responses could range from *never* to *10 or more times*. Responses were scored and range from 0 to 3; the higher the score the more students bullied online during the last year. Students generally never bullied online; the average score was .1. The scores by time and grade are shown in Figure 10. Overall, student bullying online increased from the first to second time point. Seventh graders bullied online at the same level as 8th graders at Fall 2020 and more at Spring 2021. Girls bullied less online than boys. There were no differences by race and ethnicity.



11. Student experience as a victim on social media

In the last year, how often did someone do the following things to you either online, through text, or through social media sites:
Someone made a rude or mean comment to me.
Someone spread rumors about me, whether they were true or not.
Someone made a threatening or aggressive comment to me.
Someone tried to get me to talk about sex when I did not want to.
Someone asked me to do something sexual that I did not want to do or someone sent a message that said rude or mean things.
Someone sent a picture that was sexual in any way or in a message when I did not want to receive it.

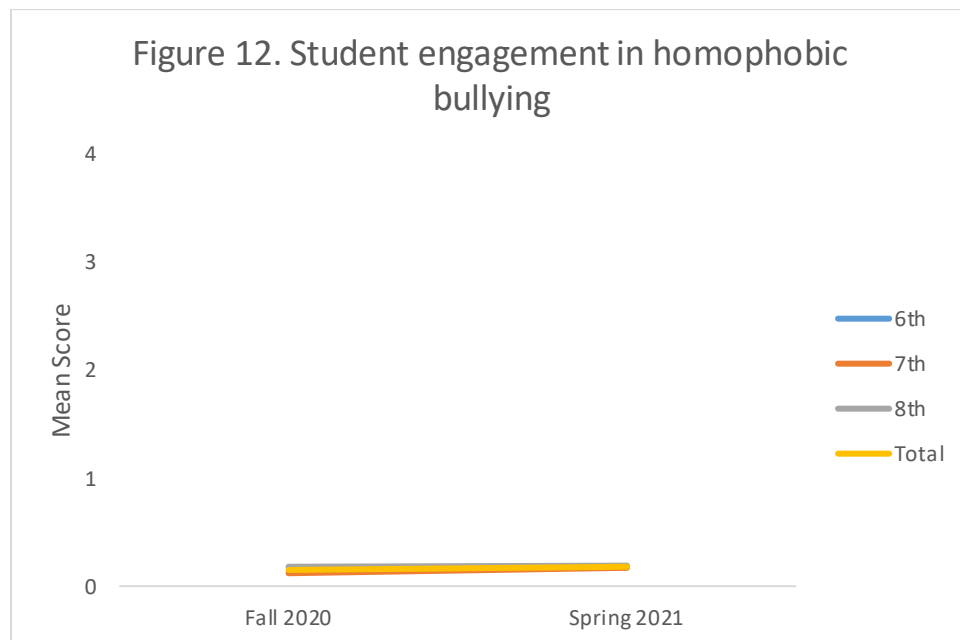
Experience as a victim of bullying on social media was measured using responses to six statements. The responses could range from *never* to *10 or more times*. Responses were scored and range from 0 to 3; the higher the score the more students experienced bullying online during the last year. Students generally never experienced bullying online; the average score was .2. The scores by time and grade are shown in Figure 11. Overall, scores decreased over time. There were no differences by grade. Scores for girls were higher than scores for boys overall. There were no significant differences by race and ethnicity.



12. Student engagement in homophobic bullying

Some kids call each other names like homo or gay. How many times in the last 30 days did YOU say these words to:
A friend?
Someone I did not know well?
Someone I did not like?
Someone I thought was gay or lesbian?
Someone I did not think was gay or lesbian?

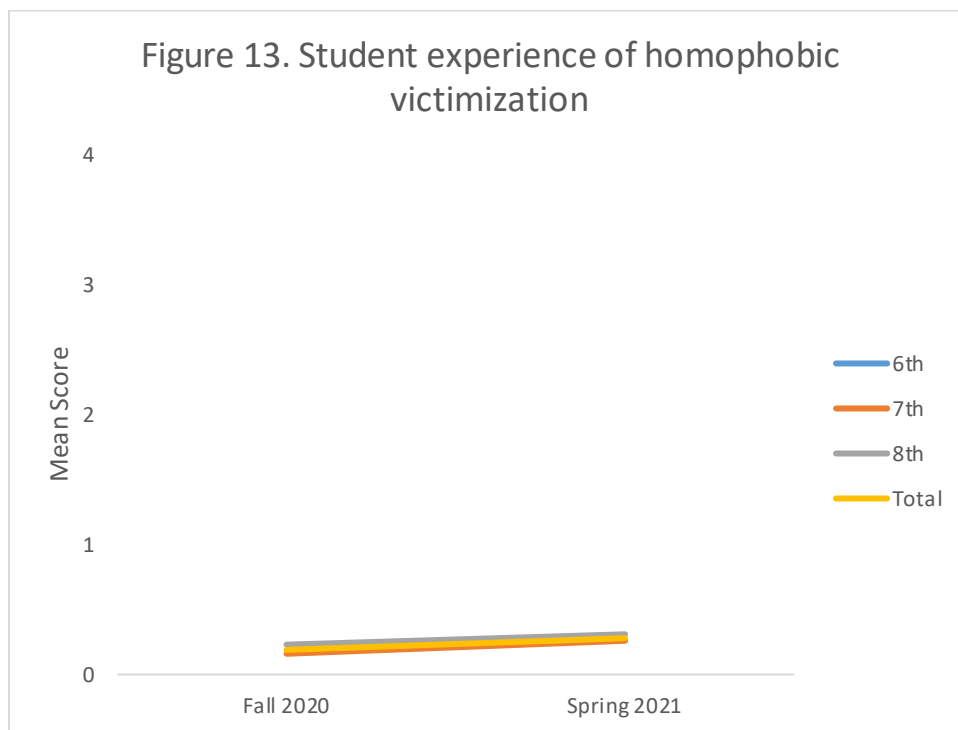
Engagement in homophobic bullying was measured using responses to five statements. The responses could range from *never* to *7 or more times*. Responses were scored and range from 0 to 4; the higher the score the more students engaged in homophobic bullying. Students generally never engaged in homophobic bullying; the average score was .2. Scores by time and grade are shown in Figure 12. Overall, homophobic bullying increased over time, but there were no differences by grade. Scores for students who did not want to provide their gender were engaged in homophobic bullying more than boys at Fall 2020 and less at Spring 2021. Boys engaged in homophobic bullying more than girls. There were no significant differences by race and ethnicity.



13. Student experience of homophobic victimization

Some kids call each other names like homo or gay. How many times in the last 30 days did the following person say these words to you:
A friend?
Someone I did not know well?
Someone I did not like?
Someone I thought was gay or lesbian?
Someone I did not think was gay or lesbian?

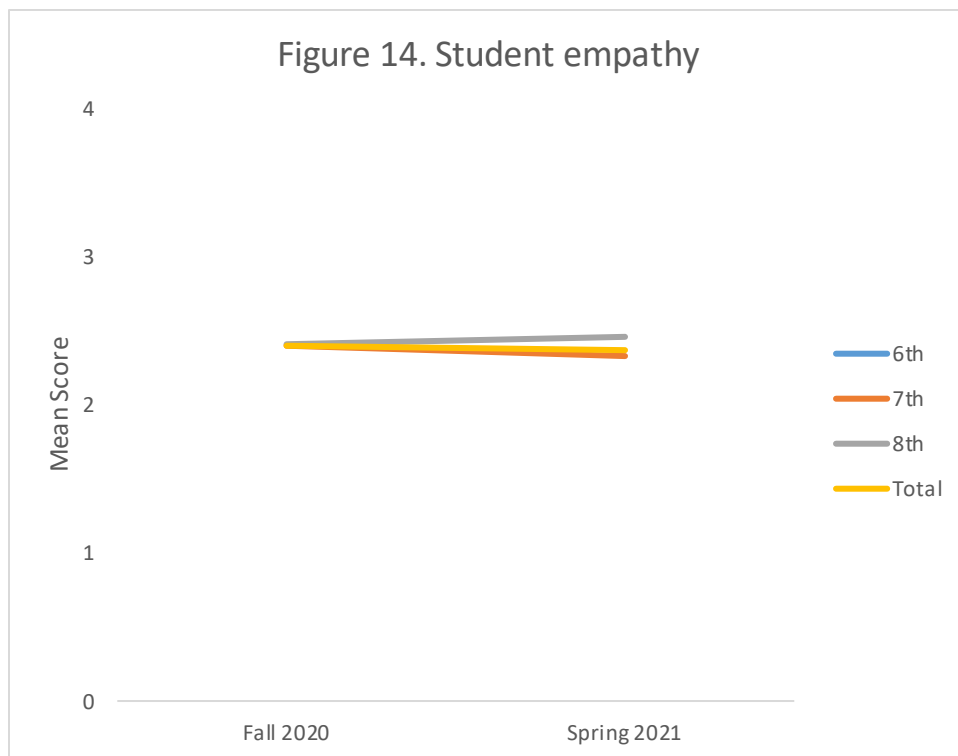
Student experience of homophobic bullying was measured using responses to five statements. The responses could range from *never* to *7 or more times*. Responses were scored and range from 0 to 4; the higher the score the more students experience homophobic bullying. Students generally never experienced homophobic bullying; the average score was .3. The scores by time and grade are shown in Figure 13. Overall, victimization increased over time. Seventh graders were victimized less than 8th graders. Girls were victimized less than boys. There were no significant differences by race and ethnicity.



14. Student empathy

How often would you say the following about yourself?
I can listen to others.
I think that kids I don't like can have good ideas.
I get upset when my friends are sad.
I trust people who are not my friends.
I am sensitive to other people's feelings, even if they are not my friends.

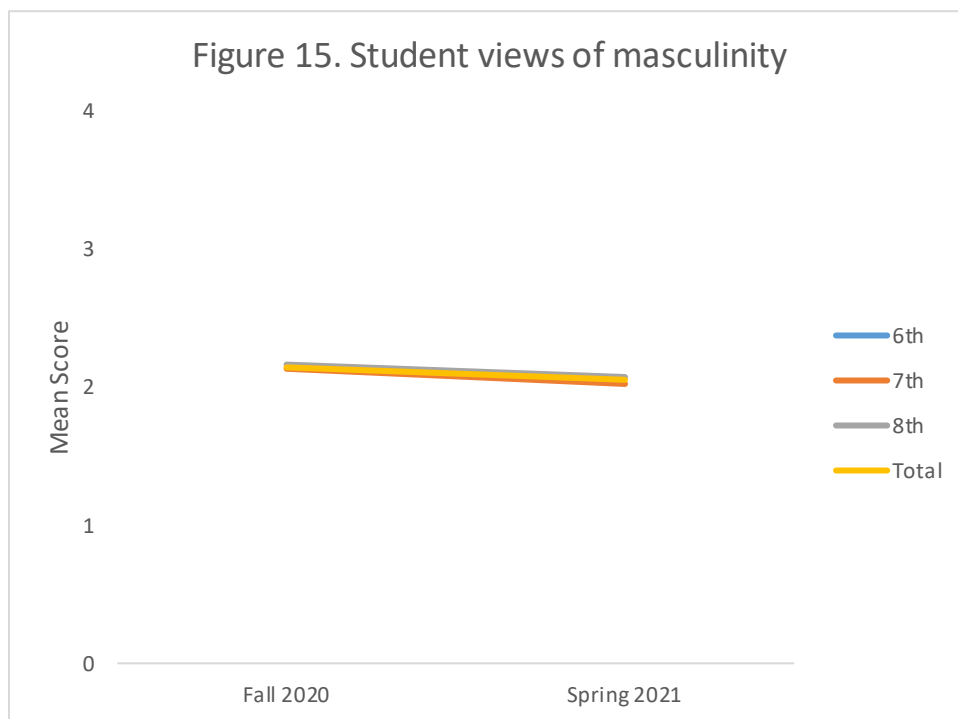
Student empathy was measured using responses to five statements. The responses could range from *never* to *always*. Responses were scored and range from 0 to 4; the higher the score the higher student empathy. Students were seldom empathetic; the average score was 2.3. The scores by time and grade are shown in Figure 14. Overall, there was no difference from the first to second time point. Seventh graders were less empathetic than 8th graders. Girls, non-binary students, and students selecting other for gender were more empathetic than boys overall (scores for boys decreased, while they increased for girls and stayed the same for students selecting other). White students were more empathetic than students of color overall.



15. Student views of masculinity

Please indicate how much you agree with the following statements:
Most boys do not stay faithful to their girlfriends for very long.
A boy will lose respect if he talks about his problems.
A girl wearing revealing clothing should expect boys to make sexual comments.
A boy should be physically tough even if he is not big.
It bothers me when a boy/man acts like a girl.

Student views of masculinity were measured using responses to five statements. The responses could range from *strongly disagree* to *strongly agree*. Responses were scored and range from 1 to 5; the higher the score the more students held harmful views of masculinity. Students generally disagreed with harmful views of masculinity; the average score was 2.1. The scores by time and grade are shown in Figure 15. Overall, students held less harmful views of masculinity at Spring 2021 than Fall 2020. 6th graders held less harmful views of masculinity than 8th grades. Scores for Girls, students selecting other for gender, and students who did not want to provide their gender held less harmful views of masculinity than boys. Non-binary students also held less harmful views than boys (though they increased from the first to second time point, while scores for boys decreased). There were no significant differences by race and ethnicity.



16. Student bystander intervention in bullying situations

The following questions ask about behaviors you might see among your friends and peers. How likely are you to do something to try and stop what's happening if a peer or friend of yours is...?

Making rude or disrespectful comments about someone's body, dressing or make-up?

Spreading rumors about someone's sexual reputation, like saying they're 'easy'?

Fighting with another student where they are starting to cuss at or threaten him/her?

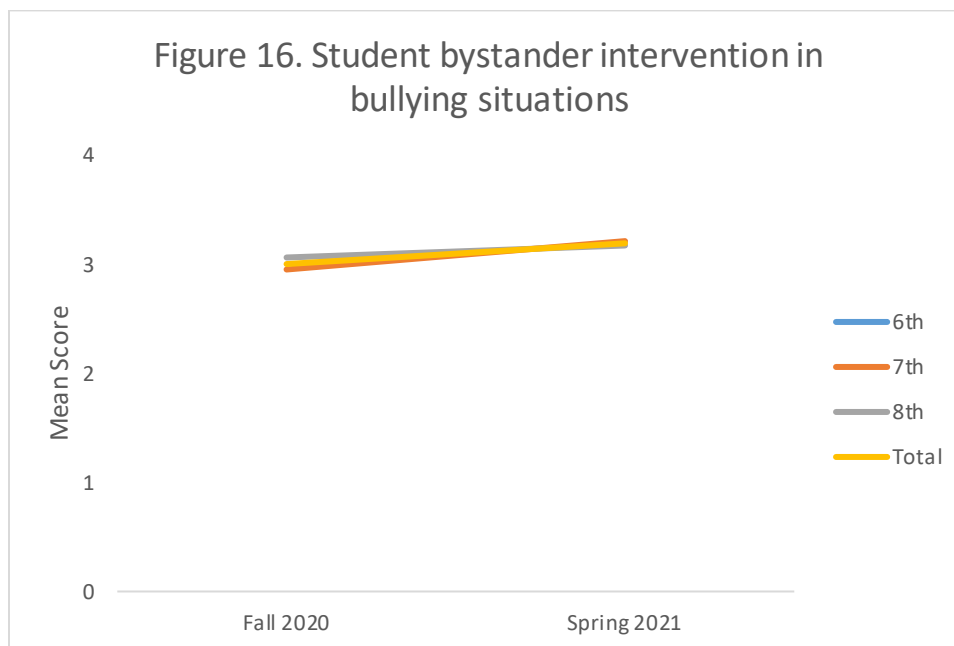
Doing unwelcome or uninvited things toward someone (or group of people) such as howling, whistling or making sexual gestures?

Shoving, grabbing, or otherwise physically hurting someone?

Showing other people sexual messages or naked/sexual pictures on a cell phone or the internet?

Telling sexual jokes that disrespect an individual and/or a group of people?

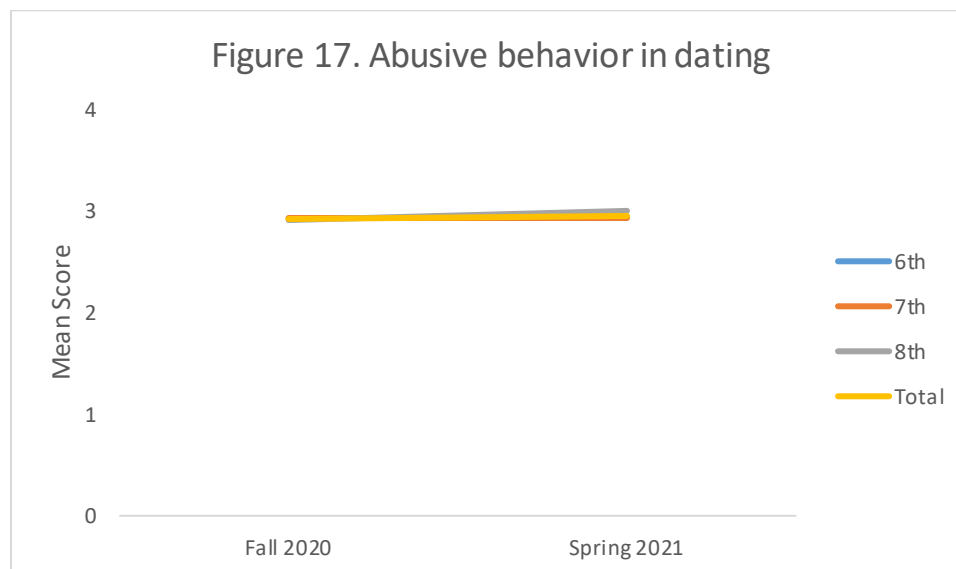
Student bystander intervention in bullying situations was measured using responses to seven statements. The responses could range from *very unlikely* to *very likely*. Responses were scored and range from 1 to 5; the higher the score the more students were likely to intervene. Students generally were uncertain about how likely they would be to intervene; the average score was 3.2. The scores by time and grade are shown in Figure 16. There was no change over time. Seventh graders thought they would intervene less than eighth graders (higher at the second time point, but not significantly so). Girls thought they would intervene more than boys. There were no significant differences by race and ethnicity.



17. Abusive behavior in dating

This is a list of things some people say or do to people they date. Please rate each of the following actions towards a girlfriend or boyfriend. Check ONE for each question.
Name calling or insulting them.
Making fun of them in front of other people.
Telling them what to do all the time.
Telling them which friends they can and can't see or talk to.
Pressuring them not to break up with them.
Trying to convince them to have sex.
Preventing them from leaving a room.
Keeping tabs on them or spying on them.
Threatening to hit them.
Forcing them to have sex.

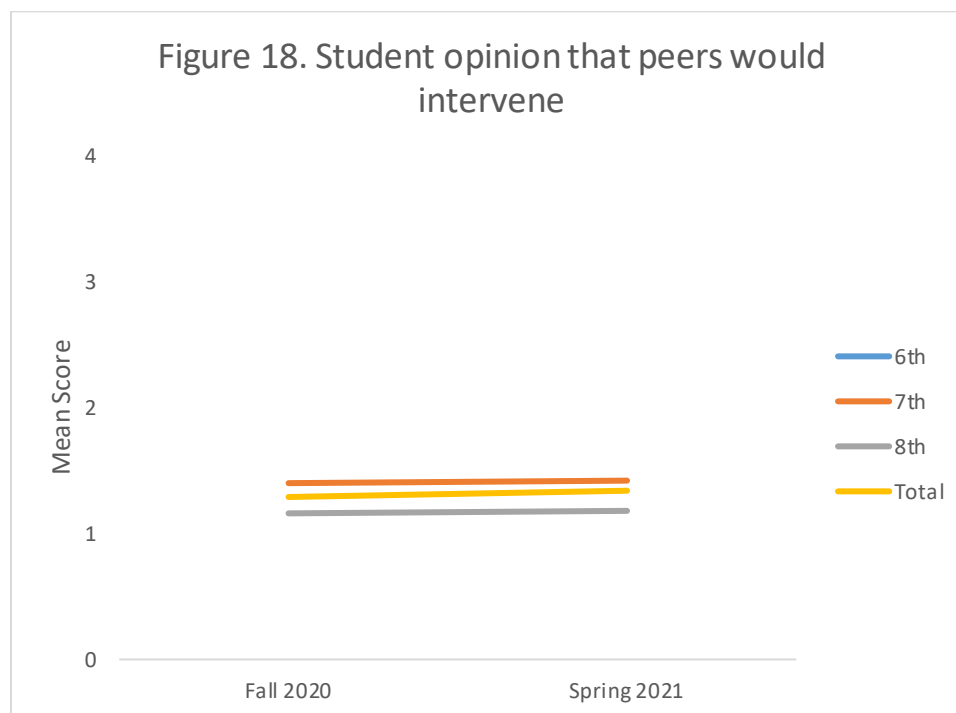
Abusive behavior in dating was measured using responses to ten statements. The responses could range from *not abusive* to *extremely abusive*. Responses were scored and range from 0 to 4; the higher the score the more students thought the described behaviors were more abusive. Students generally thought the behaviors were very abusive; the average score was 3.0. The scores by time and grade are shown in Figure 17. Overall, there was no change from the first to second time point and there was no difference by grade. Girls and non-binary students thought these statements were more abusive than boys. There were no significant differences by race and ethnicity.



18. Student opinion that peers would intervene

Think about what most students in your school would do in the following situations since the school year began. STUDENTS in your school would help out if...
A student is making fun of or teasing another student who is obviously weaker.
A student is spreading rumors or lies about another student behind their back.
A student in my school is telling lies or making fun of another student who gets picked on a lot using the internet or cell phone (for example: email, instant messaging, text messaging, or websites).
A student or group of students is pushing, shoving, or trying to pick a fight with a weaker student.

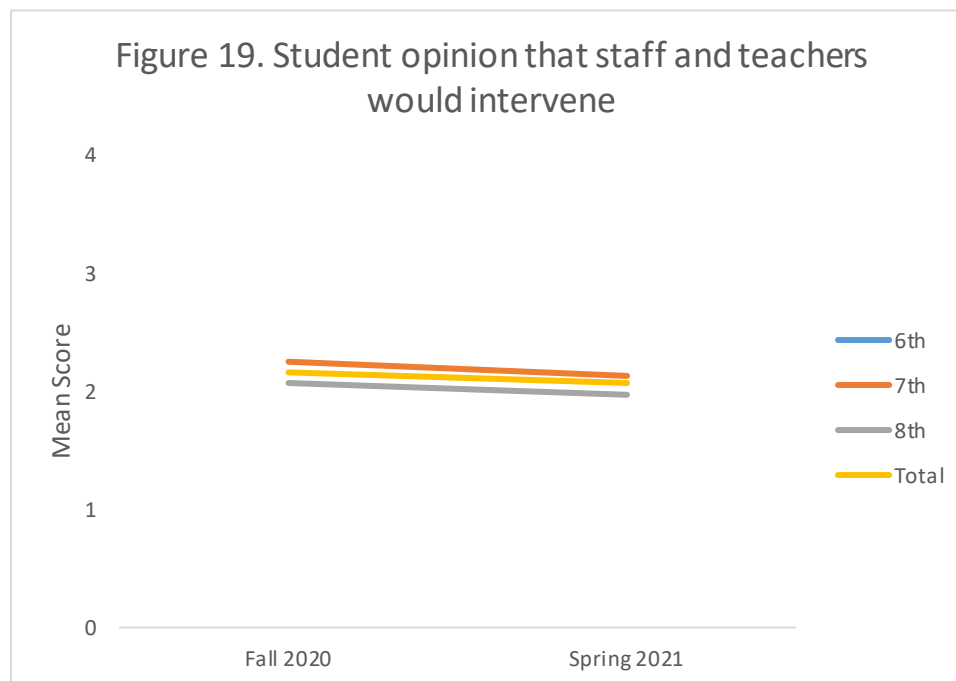
Student opinion that peers would intervene in a bullying situation was measured using responses to four statements. The responses could range from *never* to *always*. Responses were scored and range from 0 to 3; the higher the score the more students thought peers would intervene. Students generally thought their peers would sometimes intervene; the average score was 1.3. The scores by time and grade are shown in Figure 18. There were no changes from Fall 2020 to Spring 2021. Seventh graders thought peers would intervene more than 8th graders. Students selecting other for gender thought peers would intervene more than boys (though scores for boys increased over time and scores for students selecting other stayed the same). There were no significant differences by race and ethnicity.



19. Student opinion that staff and teachers would intervene

Think about what teachers and staff in your school would do in the following situations since the school year began. TEACHERS and STAFF in your school would help out if...
A student is making fun of or teasing another student who is obviously weaker.
A student is spreading rumors or lies about another student behind their back.
A student in my school is telling lies or making fun of another student who gets picked on a lot using the internet or cell phone (for example: email, instant messaging, text messaging, or websites).
A student or group of students is pushing, shoving, or trying to pick a fight with a weaker student.

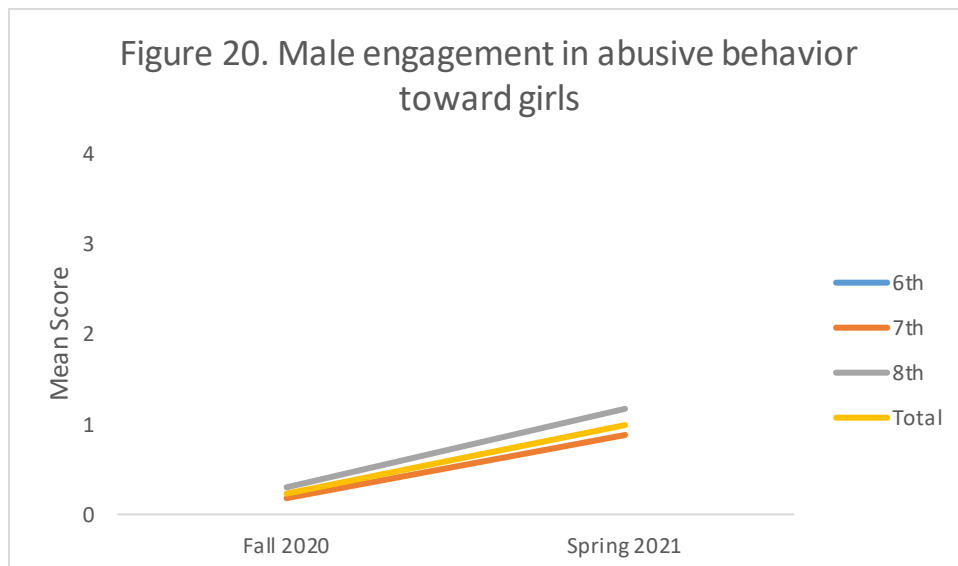
Student opinion that staff and teachers would intervene in a bullying situation was measured using responses to four statements. The responses could range from *never* to *always*. Responses were scored and range from 0 to 3; the higher the score the more students thought staff and teachers would intervene. Students generally thought staff and teachers would intervene most of the time; the average score was 2.1. The scores by time and grade are shown in Figure 19. Overall, students thought staff and teacher would intervene decrease from the first to second time point. There was no difference by grade. Students who did not want to provide their gender thought that staff and teachers would intervene less than boys. Students of color thought staff and teachers would intervene less than White students.



20. Male student engagement in abusive behavior toward girls

In the PAST 3 MONTHS, have you seen or heard your male peers do the following?
Making rude or disrespectful comments about a girl's body, dressing or make-up.
Spreading rumors about a girl's sexual reputation, like saying she's 'easy'.
Telling sexual jokes that make fun of women and girls.
Bragging about what they and their girlfriend may do sexually.
Doing unwelcome or uninvited things toward a girl (or group of girls) such as howling, whistling or making sexual gestures.
Fighting with a girl where he's starting to swear at or threaten her.
Shoving, grabbing, or otherwise physically hurting a girl.

Abusive behavior by male students was measured using responses to seven statements. The responses could range from *never* to *yes, I've seen or heard this in the past 3 months*. Responses were given binary scores, with 1 representing an abusive behavior observed in the last three months and 0 representing never having seen the behavior *or* having seen it but not in the last three months. A total score was computed by adding the responses for each statement. The higher the score the more students reported seeing abusive behavior by males. Students thought they had seen abusive male behavior, but not in the past three months; the average score was 1.0. The scores by time and grade are shown in Figure 20. Overall, students saw more male abusive behavior in Spring 2021 than in Fall 2020. Sixth and 7th graders saw less male abusive behavior than 8th graders. Girls and non-binary students saw more male abusive behavior than boys. Students of color saw less male abusive behavior than white students at the first time point and more at the second time point.



21. Student responses when male students engage in abusive behavior toward girls

In the PAST 3 MONTHS, have you seen or heard your male peers do the following?							
	I didn't say anything	I told the person in public that acting like that was not okay	I laughed and went along with it	I told the person in private that acting like the was not okay	I talked to our teacher about it privately	I told another adult	I do not want to answer
Making rude or disrespectful comments about a girl's body, dressing or make-up.	10.4%	8.3%	3.4%	5.7%	1.4%	2.6%	4.2%
Spreading rumors about a girl's sexual reputation, like saying she's 'easy'.	3.5%	2.1%	.7%	1.9%	.6%	1.2%	1.5%
Telling sexual jokes that make fun of women and girls.	10.2%	7.4%	3.0%	3.6%	1.0%	2.9%	2.7%
Bragging about what they and their girlfriend may do sexually.	3.7%	.9%	.6%	1.1%	.5%	.6%	1.0%
Doing unwelcome or uninvited things toward a girl (or group of girls) such as howling, whistling or making sexual gestures.	4.3%	2.9%	.4%	.7%	.7%	1.1%	2.0%
Fighting with a girl where he's starting to swear at or threaten her.	2.2%	.6%	.3%	.1%	.5%	.4%	.7%
Shoving, grabbing, or otherwise physically hurting a girl.	2.5%	1.7%	.3%	.7%	.7%	1.4%	1.5%

Responses to abusive behavior by male students was measured using responses to seven statements. The responses could range from *I didn't say anything* to *I told another adult*. Most students did not say anything when they saw abusive male behavior. That was followed by telling the person it was wrong in public. Students were least likely to laugh and go along with it or tell a teacher about it privately.

22. Student engagement in dating

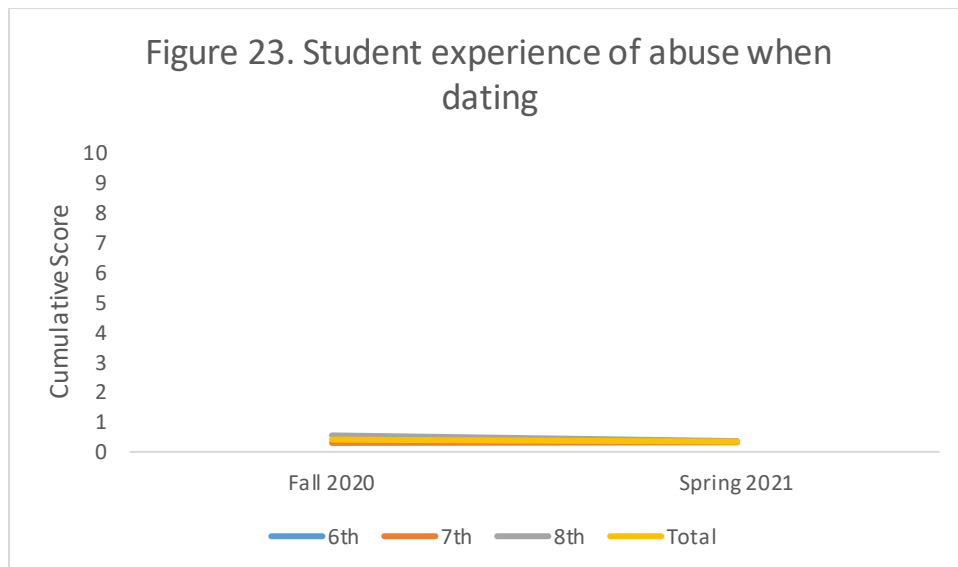
	Yes	No	I do not want to answer				
Do your parents allow you to date?	60.0%	23.3%	16.7%				
Do your parents know where you are when you are out on a date?	74.8%	5.1%	20.1%				
Have you ever dated someone?	35.8%	53.6%	10.7%				
	1 date	1 week	More than 1 week and less than a month	1 to 6 months	More than 6 months and less than a year	1 year or more	I do not want to answer
What was the length of your longest dating relationship	.8%	1.6%	8.2%	37.7%	23.8%	20.9%	7.0%
*Row percent values were rounded, and therefore may not sum to 100%							

Most students (60%) said their parents allow them to date and most (74.8%) said their parents know where they are when dating. Most students (53.6%) had not dated. The largest percentage of students (37.7%) dated for 1-6 months.

23. Student experience of abuse when dating

Have you done any of the following to someone you were in a relationship with or dating:
Spread rumors about his or her sexual reputation.
Yelled at him or her.
Called him or her names, like ugly or stupid.
Convinced him or her to have sex, after he or she said no a few times.
Threatened to hurt him or her.
Told him or her not to talk to others or told him or her who he or she could hang out with.
Made him or her have sex when he or she didn't want to.
Physically hurt him or her (like shoving, grabbing, slapping, punching, choking).
Showed your friends or posted pictures of him or her naked or doing something sexual.
Talked about what you and your boyfriend or girlfriend do sexually with your friends or peers.

Student experience of abuse when dating was measured using ten statements. The responses could range from *never* to *yes, I've seen or heard this in the past 3 months*. Responses were given binary scores, with 1 representing an abusive behavior observed in the last three months and 0 representing never having seen the behavior *or* having seen it but not in the last three months. A total score was computed by adding the responses for each statement. The scores by time and grade are shown in Figure 23. There were no differences by time, grade, gender, and race/ethnicity.

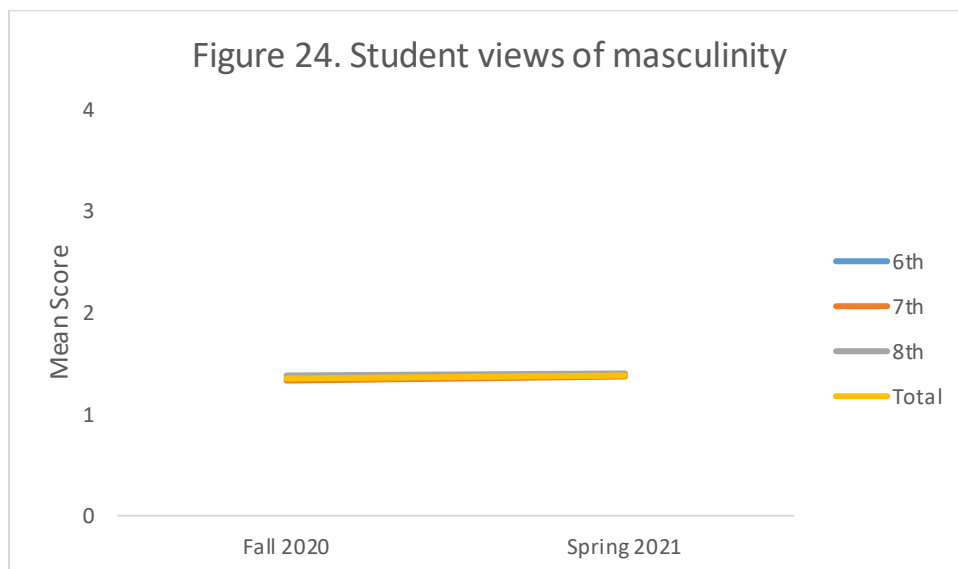


24. Student views of masculinity

Please indicate how much you agree with the following statements:
A guy should act like nothing is wrong, even when something is bothering him.
In a good dating relationship, the guy gets his way most of the time.
Guys should not let it show when their feelings are hurt.
If a guy tells people his worries, he will look weak.
A guy should talk about his feelings, even if people might laugh at him.
A guy must go after what he wants, even if it means hurting other people's feelings.
It's embarrassing for a guy when he needs to ask for help.
It's okay for a guy to say no to sex.
A guy should act like he is sexually active even if he is not.
I would be friends with a guy who is gay.
I can respect a guy who backs down from a fight.
A guy never needs to hit another guy to get respect.

*Scores for the four items for which agreement is desired were inverted so that the interpretation of the mean score is accurate.

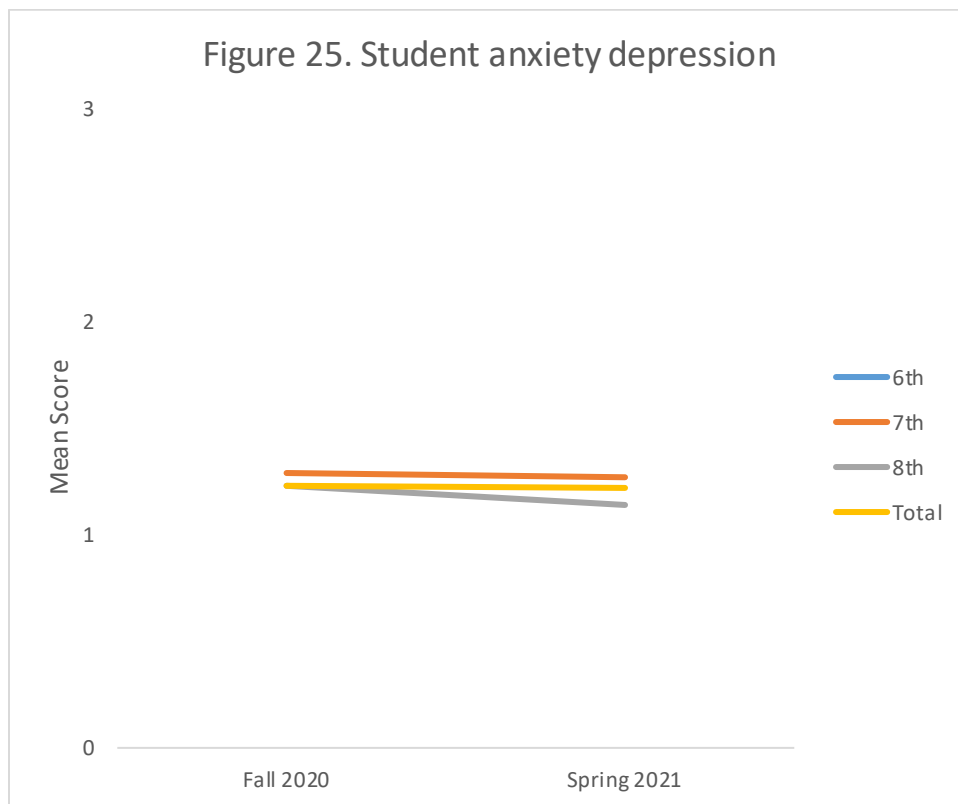
Student views of masculinity were measured using responses to twelve statements. The responses could range from *disagree a lot* to *agree a lot*. Responses were scored and range from 1 to 4; the higher the score the more students held harmful views of masculinity. Students generally disagreed a little with harmful views of masculinity; the all school average score was 1.4. The scores by time and grade are shown in Figure 24. Overall, harmful views of masculinity increased over time. There were no differences by grade. Scores for girls, non-binary students, students selecting 'other' and students who did not want to provide their gender held less harmful views of masculinity than boys, overall. There were no significant differences by race and ethnicity.



25. Student anxiety and Depression

In the past 30 days, how often...
Were you very sad?
Did you worry a lot?
Did you feel nervous or afraid that things won't work out the way you would like them to?
Did you feel hopeless about the future?
Were you grouchy or irritable or in a bad mood?

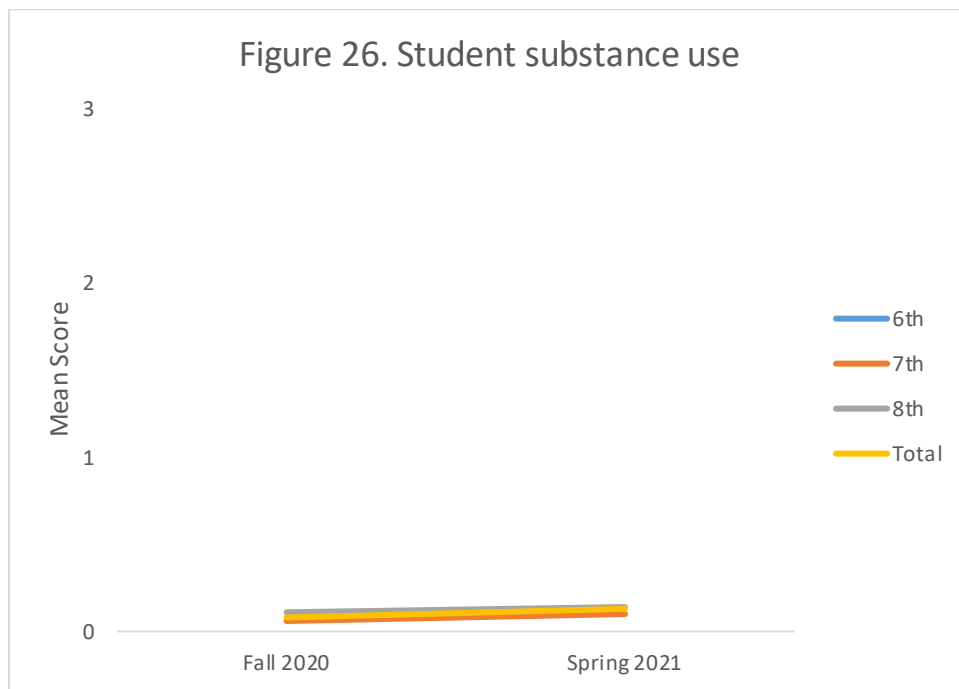
Student anxiety and depression were measured using responses to five statements. The responses could range from *never* to *always*. Responses were scored and range from 0 to 3; the higher the score the more students reported feeling anxious or depressed. Students generally report sometimes being anxious or depressed in the last 30 days; the average score was 1.2. The scores by time and grade are shown in Figure 24. There was no change across time or by grade. Girls, non-binary students, and students who did not want to provide their gender expressed more anxiety and depression than boys. There were no significant differences by race and ethnicity.



26. Student substance use

How often have you...
Used or tried a cigarette?
Used or tried alcohol?
Used or tried marijuana?

Student substance use was measured using responses to three statements. The responses could range from *never* to *7 or more times*. Responses were scored and range from 0 to 5; the higher the score the more students used substances. Students generally never use substances; the average score was .1. The scores by time and grade are shown in Figure 26. There were no significant changes for student substance use or differences by time, grade, gender, or race/ethnicity.



Appendix

Evaluation Approach

The survey results are from the Fall 2019 to Spring 2021 administrations of the Second Step student survey. All analyses were conducted with Stata meologit and meglm, which allowed us to model the nested structure that exists in the data (students nested within grades, as well as allowing non-normal distributions of outcomes). Each model contained predictors representing the fixed effects of time (pre or post), gender and grade, as well as the time by grade and time by gender interaction.