



Exploring Developmental Skills, Supports & Challenges with PFSS Schools

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Educational Psychology

<http://www.edmeasurement.net/PFSS.pdf>

<http://www.edmeasurement.net/Sum.pdf>

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- Population “survey” of students in grades 5, 8, 9, 11
- All 87 MN Counties
- 1,218 schools in 309 school districts
 - 162,034 students (84% of Districts) in 2013
 - 168,733 students (85% of Districts) in 2016
- 37 Charter schools

	SAUK RAPIDS- RICE	ST. CLOUD	SARTELL- ST. STEPHEN	Total
Grade 5	0	627	303	930
Grade 8	291	492	261	1044
Grade 9	308	501	308	1117
Grade 11	155	304	239	698
Total	754	1924	1111	3789

	Frequency	Percent
Missing Race	39	1.0
American Indian	161	4.2
Asian Pacific Island	100	2.6
Black	180	4.8
White	2530	66.8
Multiple Races	132	3.5
Latino	202	5.3
Somali	431	11.4
<i>Hmong</i>	14	0.4
Total	3789	100.0

Race & Ethnicity



Our Process

- Using a positive youth development framework and ecological models of development, we identified questions related to research-based constructs
- Confirmatory factor analysis was employed to test model-data fit
- Items were calibrated using the Rasch family of measurement models

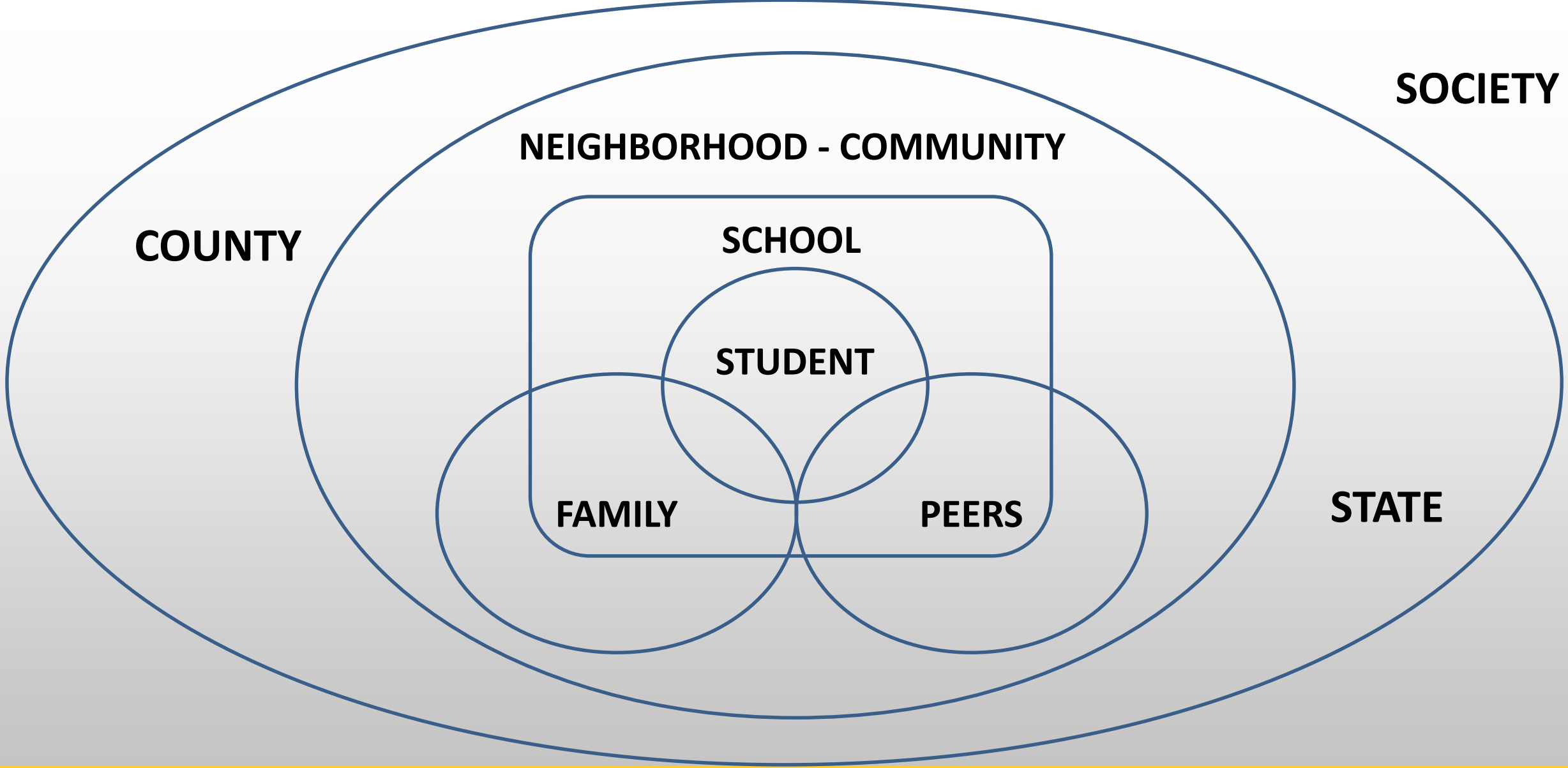
- To support interpretation, the score scale was converted to a scale that generally ranges from a low of 5 to a high of 15.
- A score of 10 is the mid-point of the scale. It describes the point at which a development skill or support goes from weak to strong or negative to positive.
- A score of 10 indicates that the skill, support, or challenge is more true for a student than not



Our Current Efforts

Achieving educational equity and positive youth development requires us to explore context, to identify the many ways youth develop, to acknowledge and support youth where they are. This will be relevant to

- ✓ success in school
- ✓ success in families and communities
- ✓ positive youth programming
- ✓ equitable policy development



Ecology of Youth Development

- Youth have an inherent capacity for positive development
- That is enabled and enhanced through multiple meaningful relationships, contexts, and environments
- Where community is a critical delivery system
- And youth are major actors in their own development

Developmental Skills	Developmental Supports	Developmental Challenges
1. Commitment to Learning	1. Empowerment*	1. Bullied
2. Positive Identity*	2. Family/ Community Support	2. Bullying
3. Social Competence*	3. Teacher/School Support	3. Mental Distress
*DAP		4. Family Violence

Learning about Students In PFSS Schools



Averages give us an idea of the average level of Developmental Skills, Supports, and Challenges.

Distributions of these measures give us an idea of the variability in Skills, Supports, and Challenges.

With greater variability, the greater need to tailor our approaches to meet the wider range of needs.

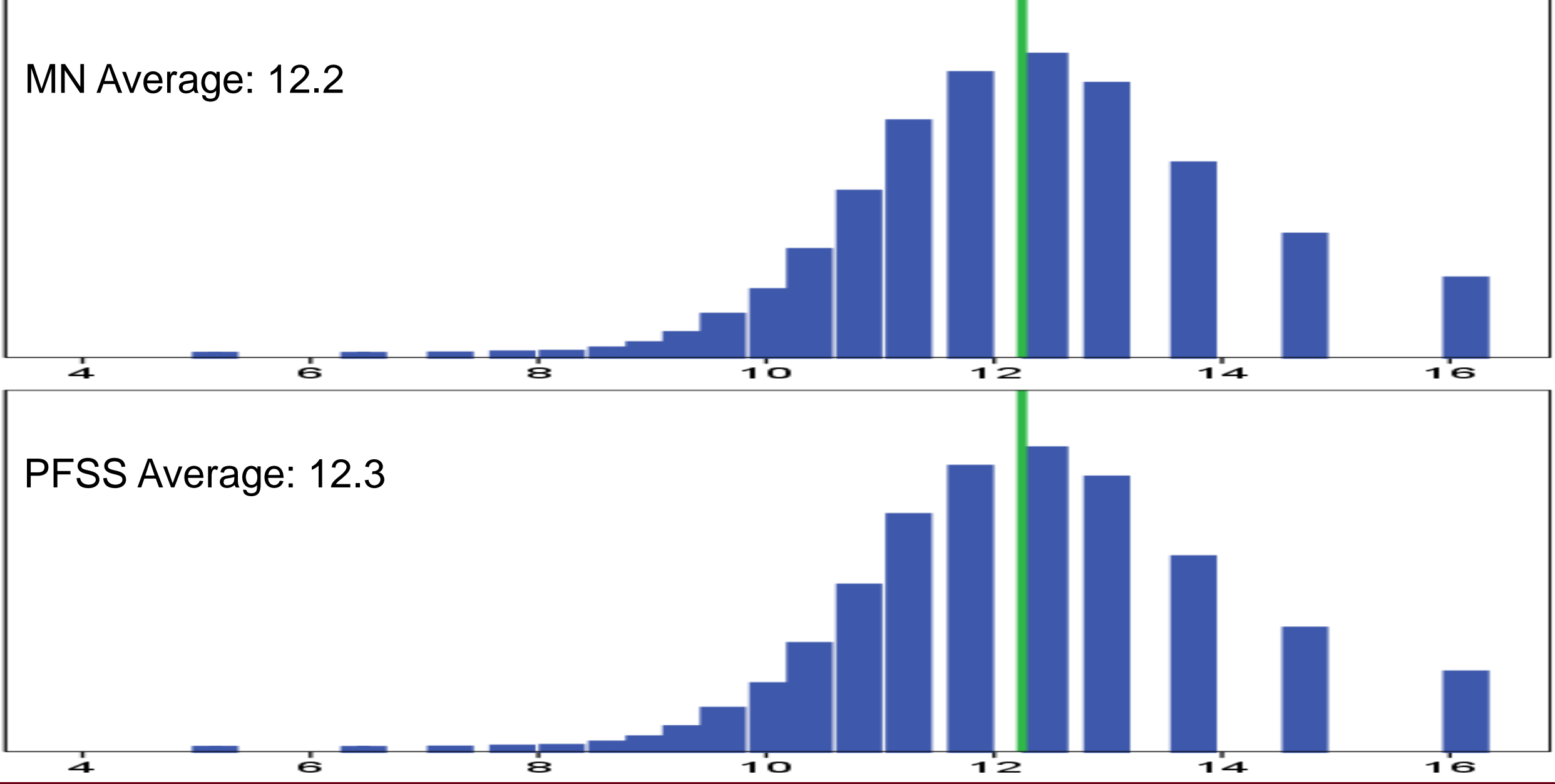
MN Average: 12.2

4 6 8 10 12 14 16

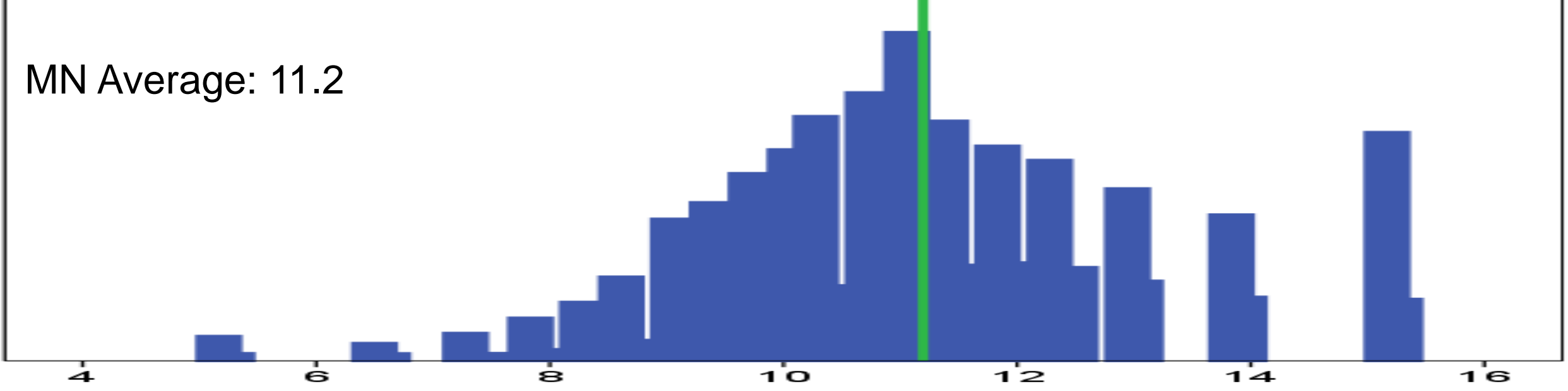
PFSS Average: 12.3

4 6 8 10 12 14 16

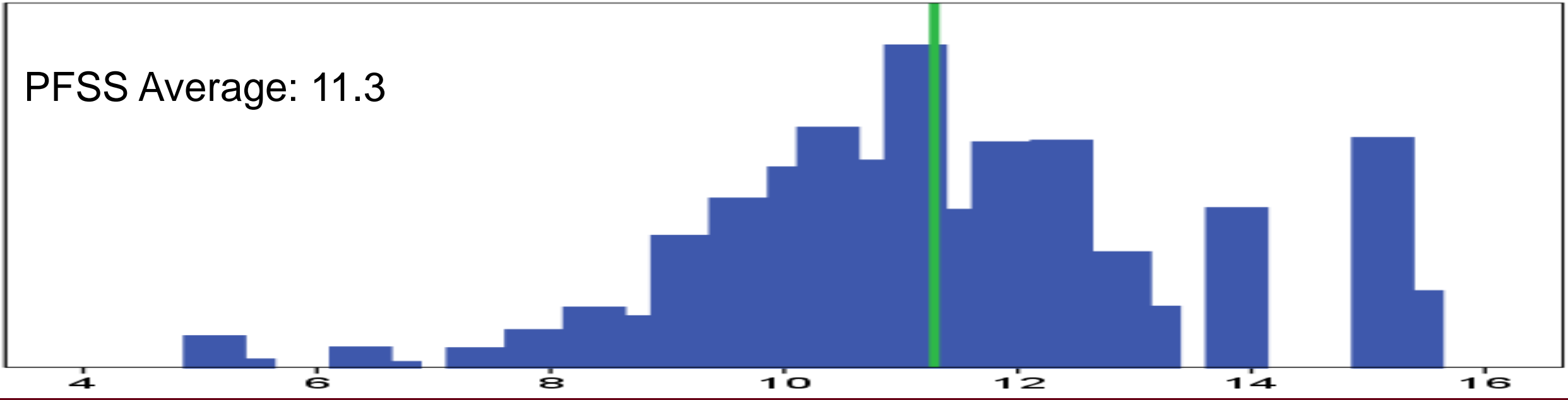
Commitment to Learning - 2016



MN Average: 11.2



PFSS Average: 11.3



Positive Identity - 2016

MN Average: 11.4

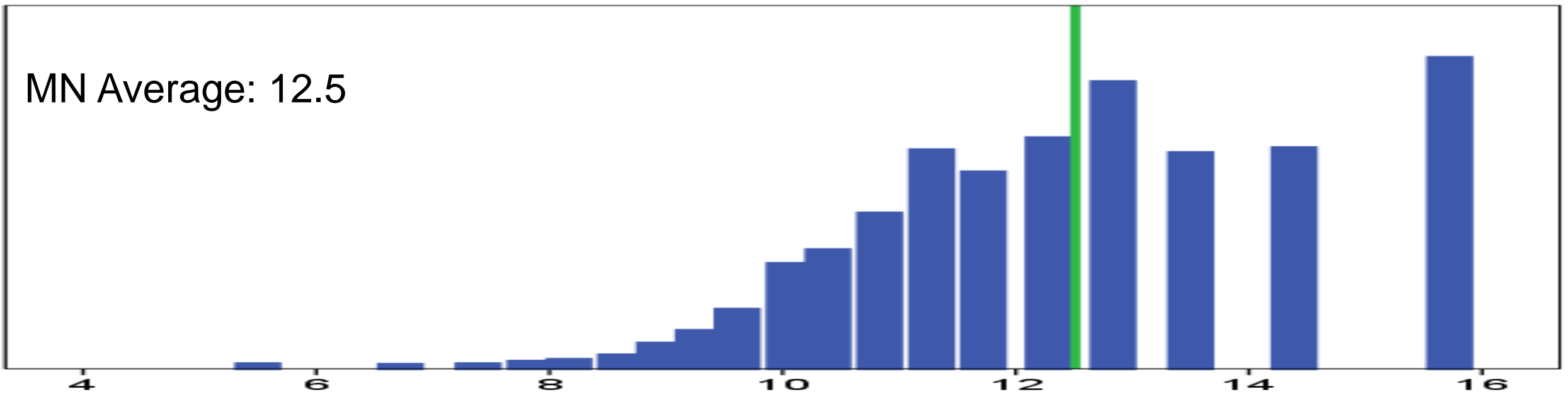


PFSS Average: 11.5

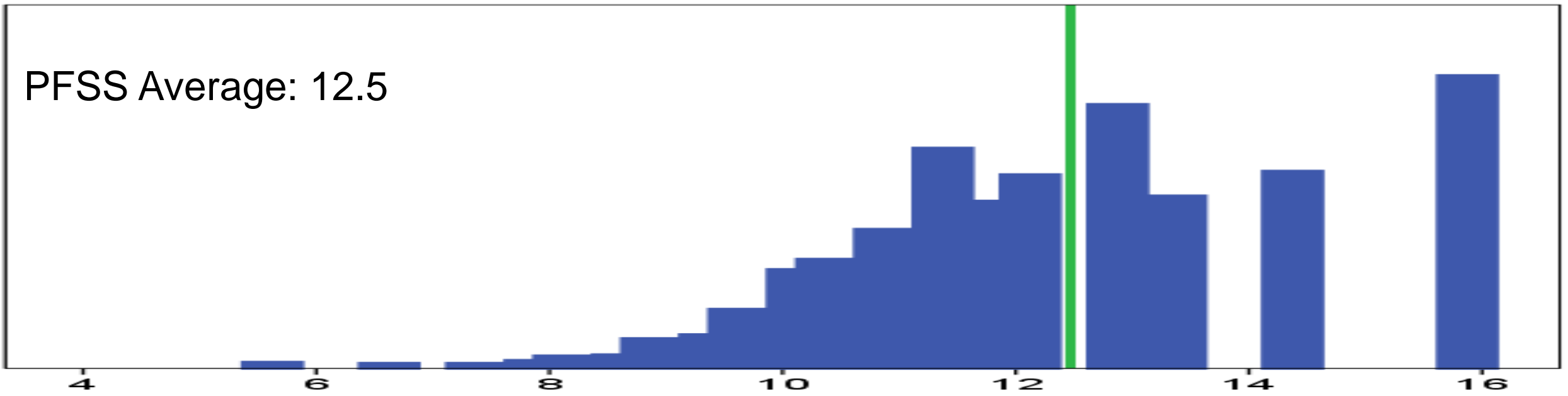


Social Competence - 2016

MN Average: 12.5

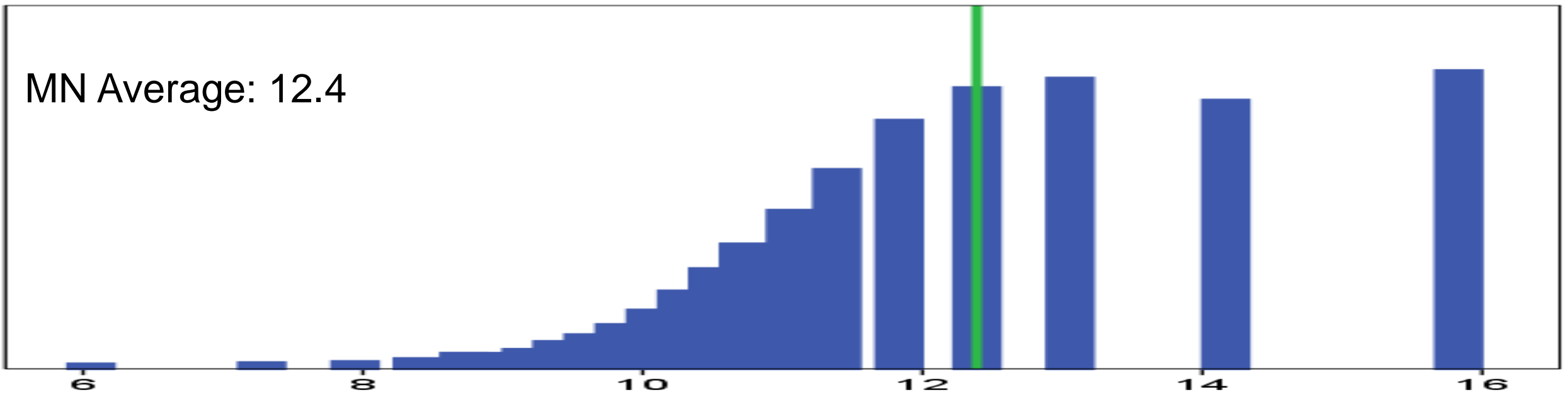


PFSS Average: 12.5

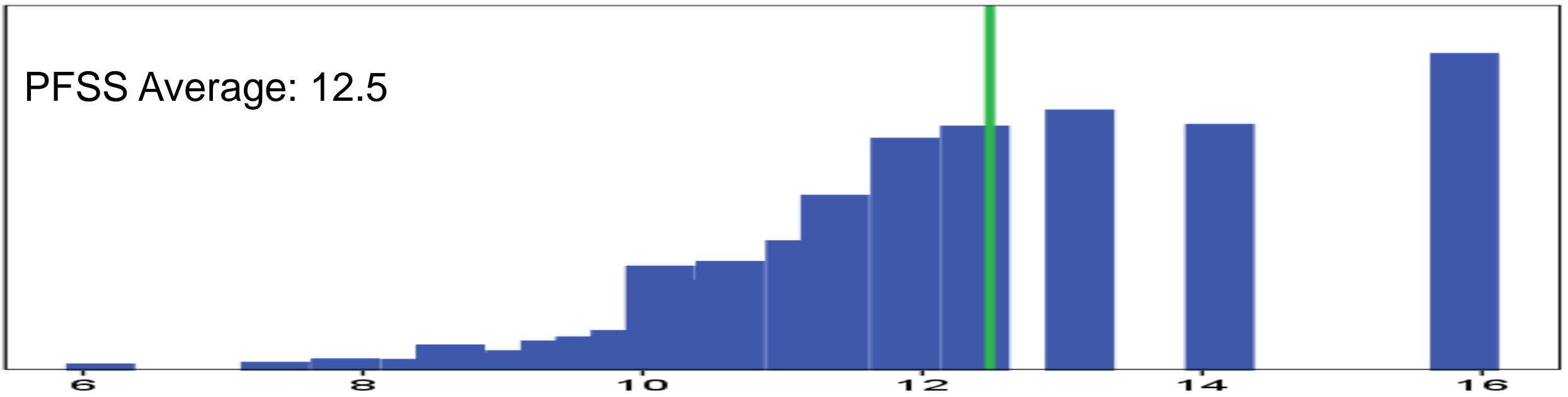


Empowerment - 2016

MN Average: 12.4

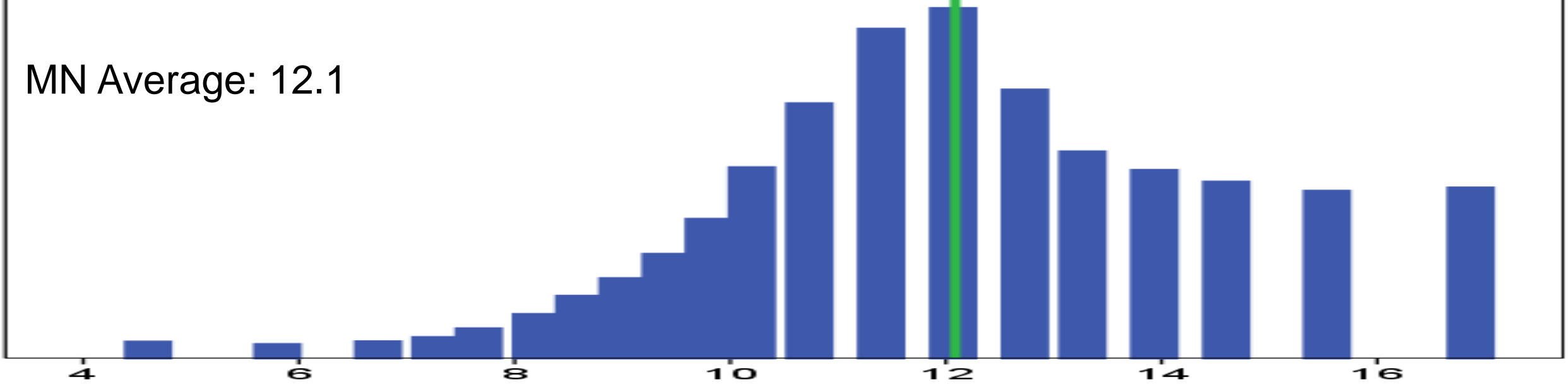


PFSS Average: 12.5

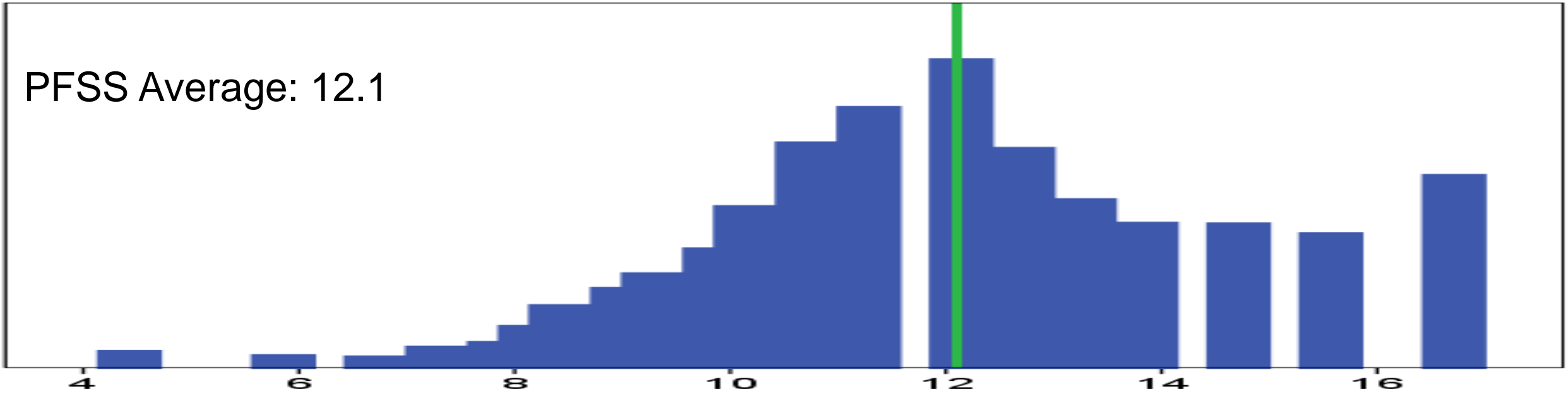


Family/Community Support - 2016

MN Average: 12.1

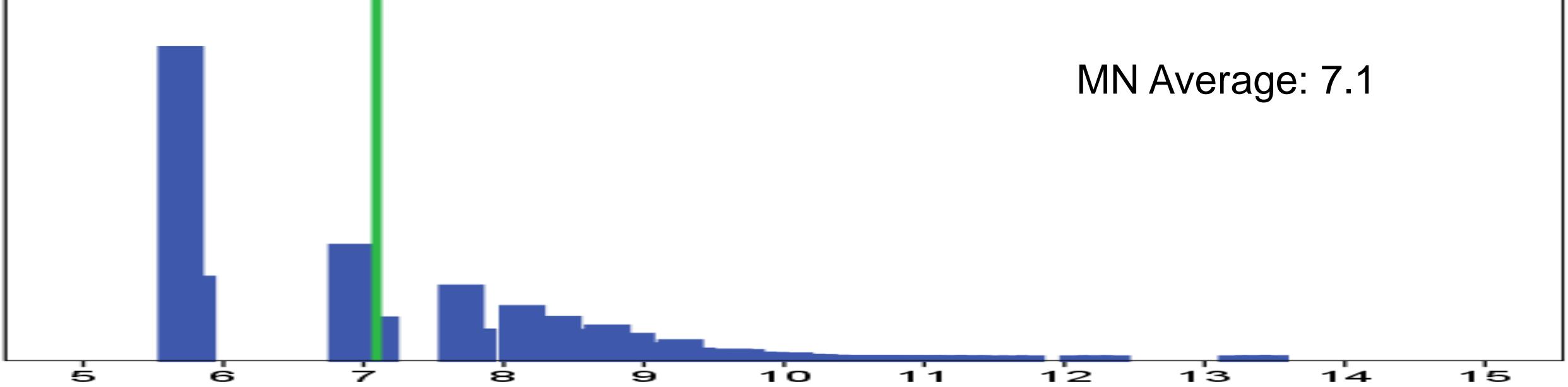


PFSS Average: 12.1

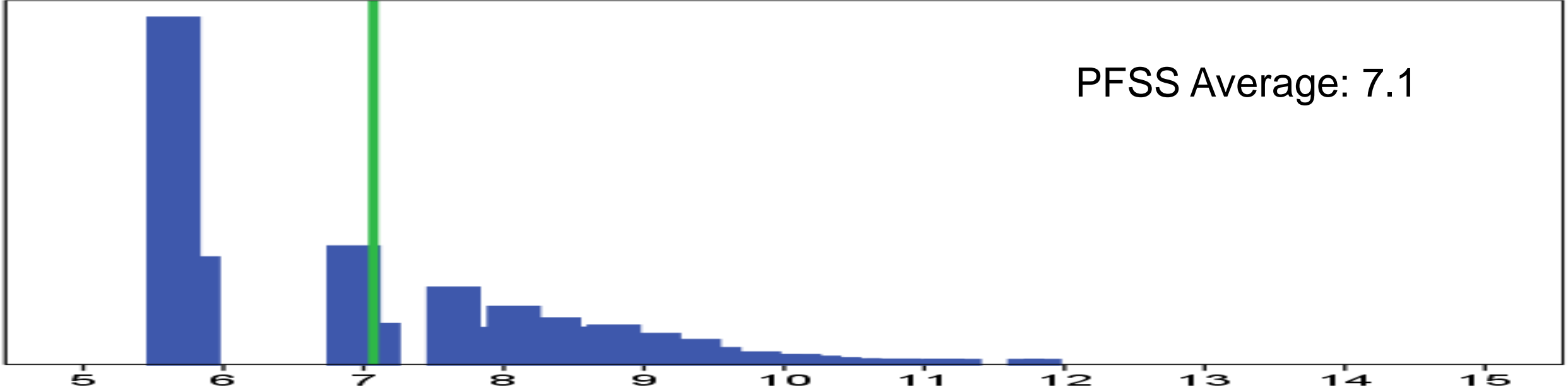


Teacher/School Support - 2016

MN Average: 7.1

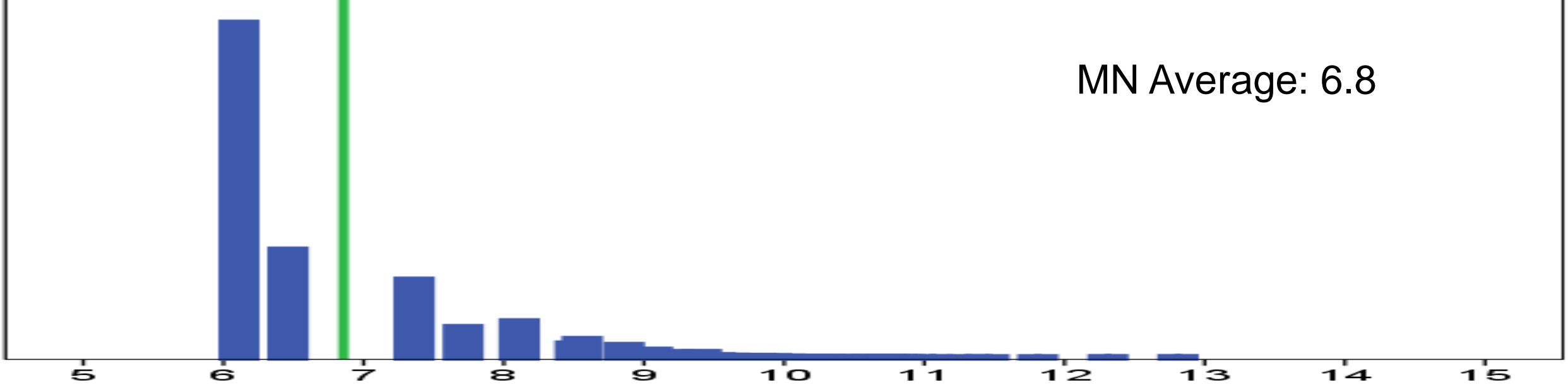


PFSS Average: 7.1

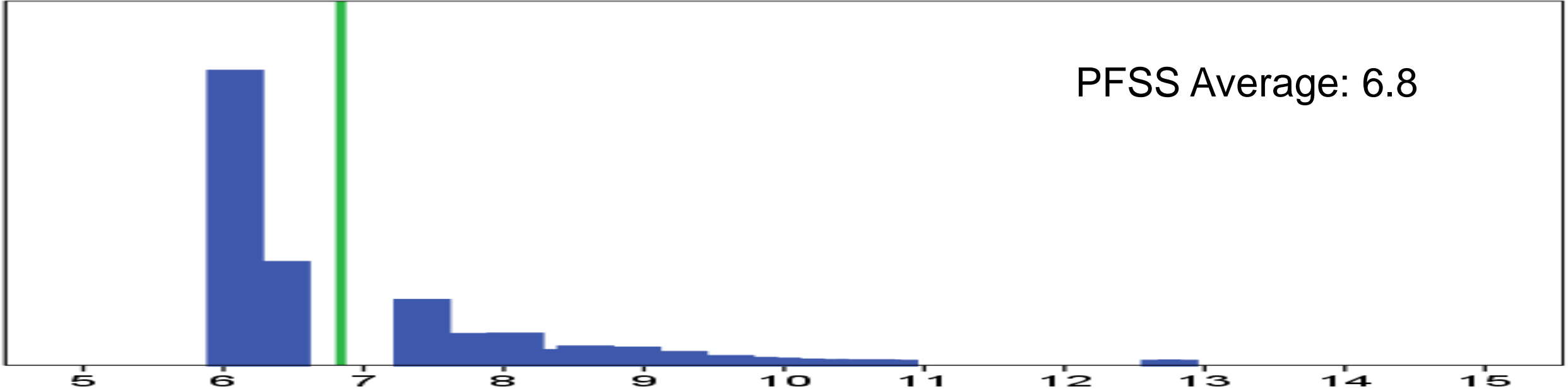


Being Bullied (Victims) - 2016

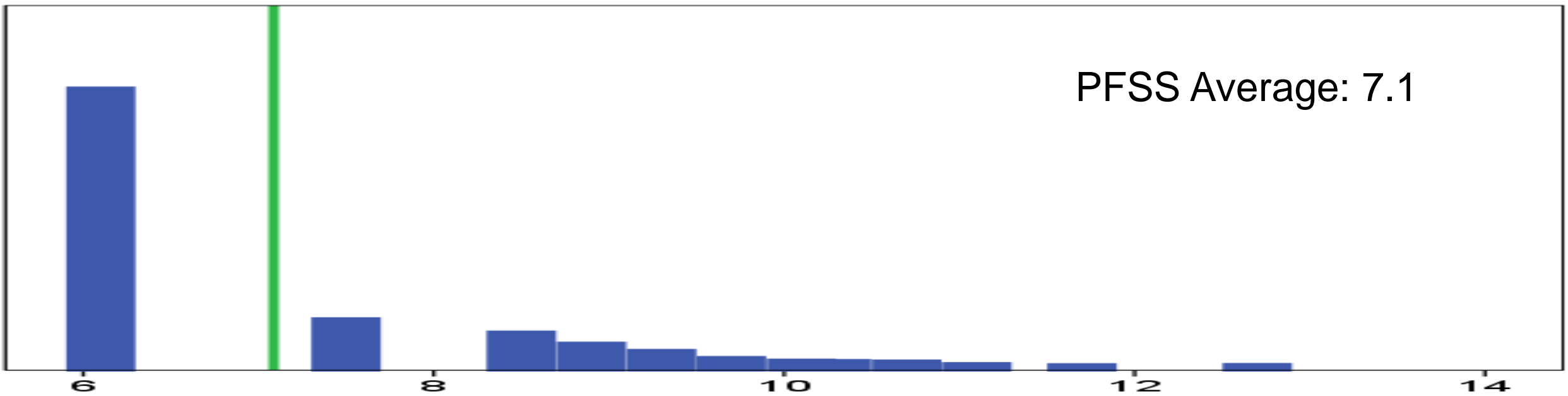
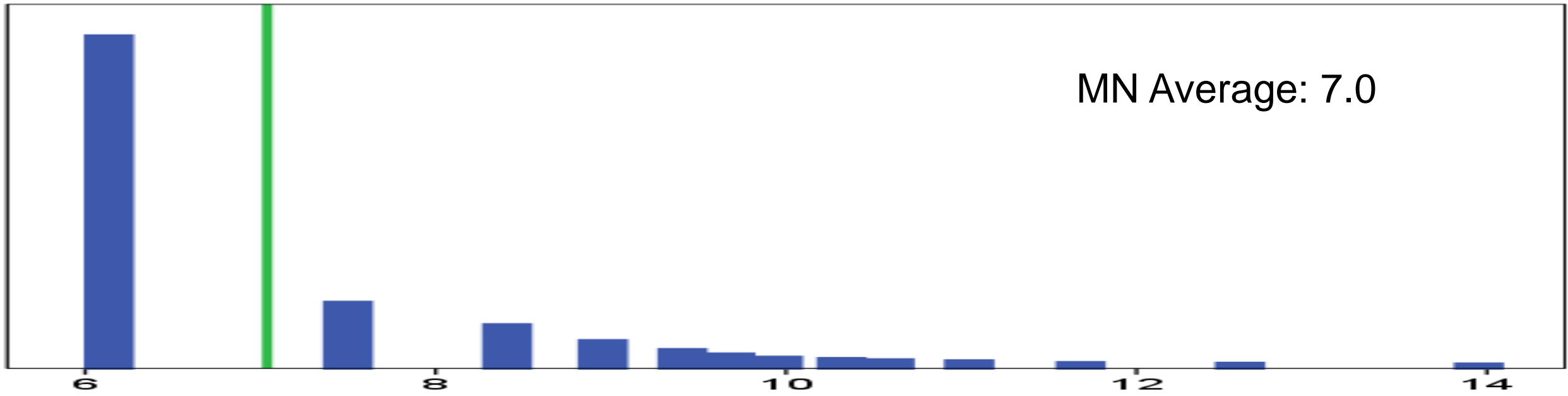
MN Average: 6.8



PFSS Average: 6.8

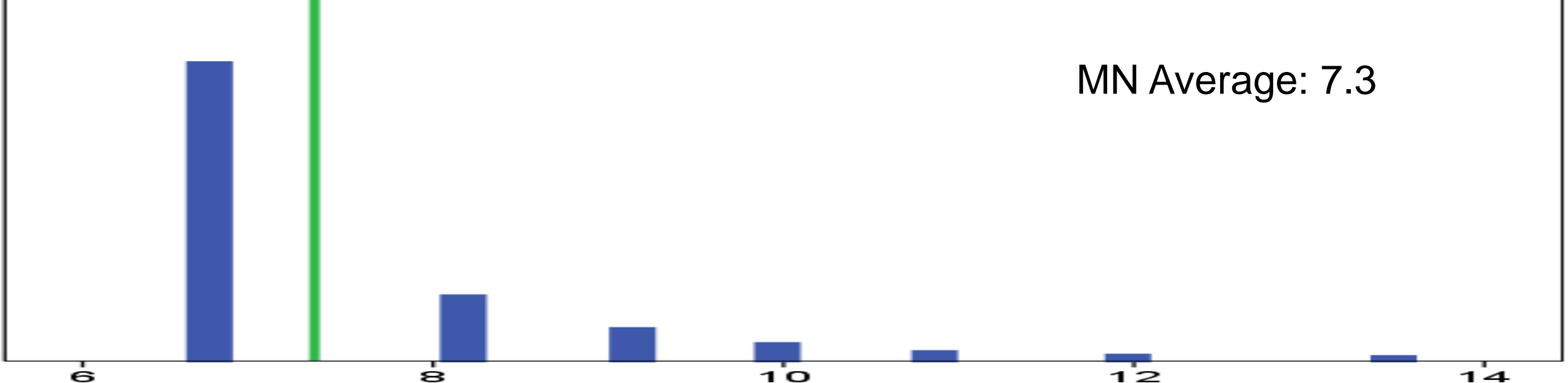


Bullying (Perpetrators) - 2016

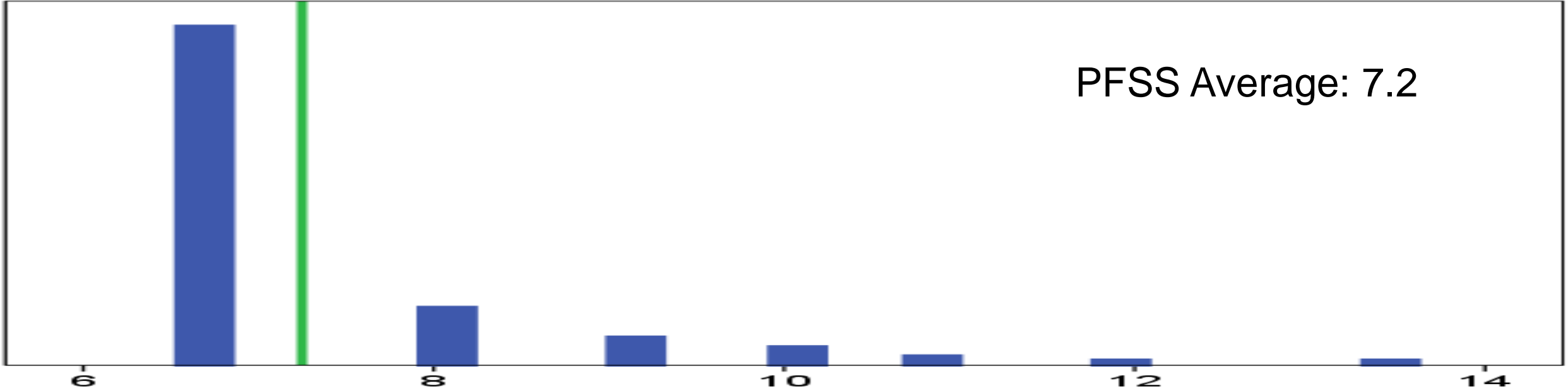


Mental Distress - 2016

MN Average: 7.3



PFSS Average: 7.2



Family Violence - 2016

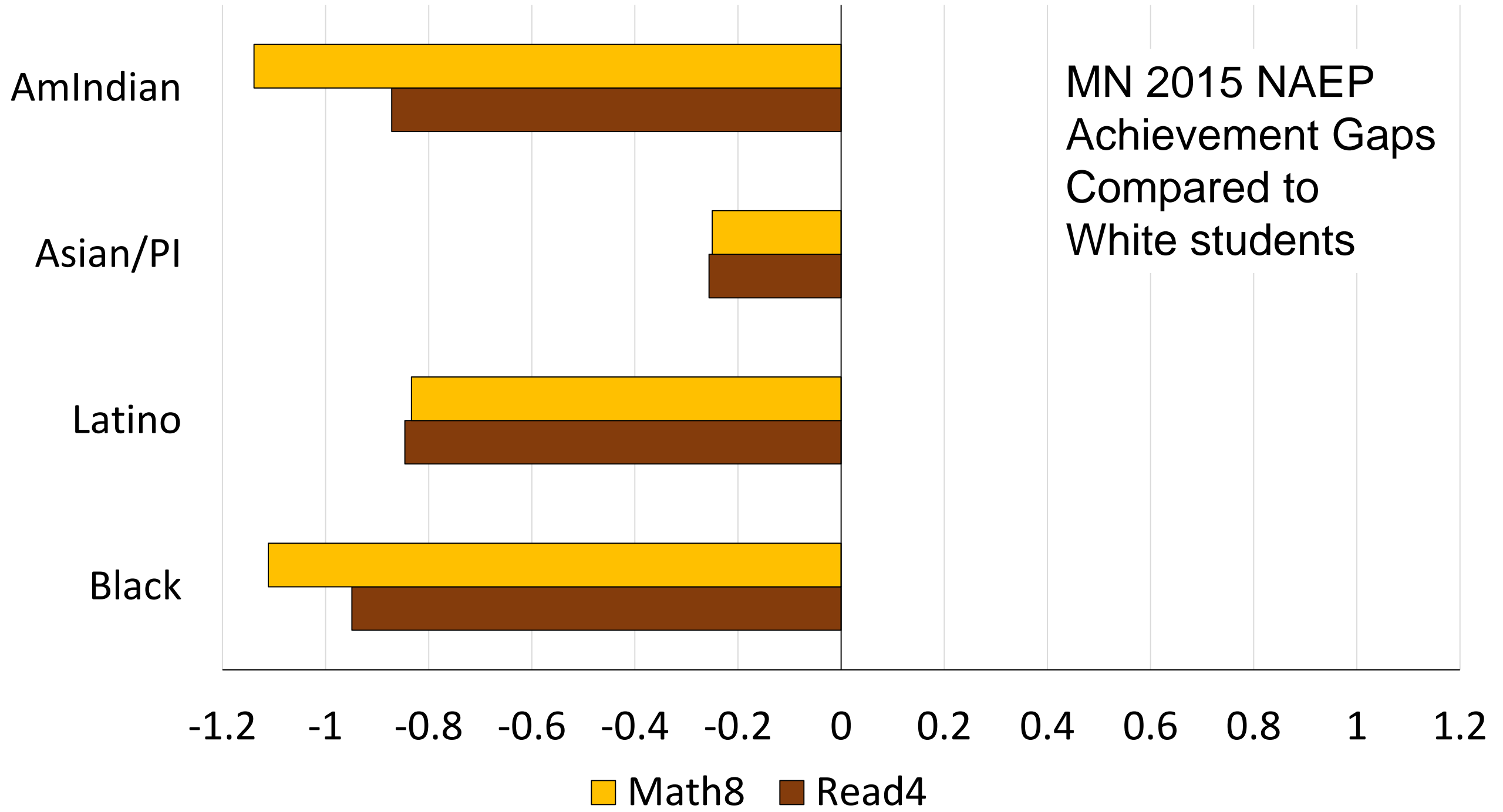
Examining Disparities



Moving toward Equity

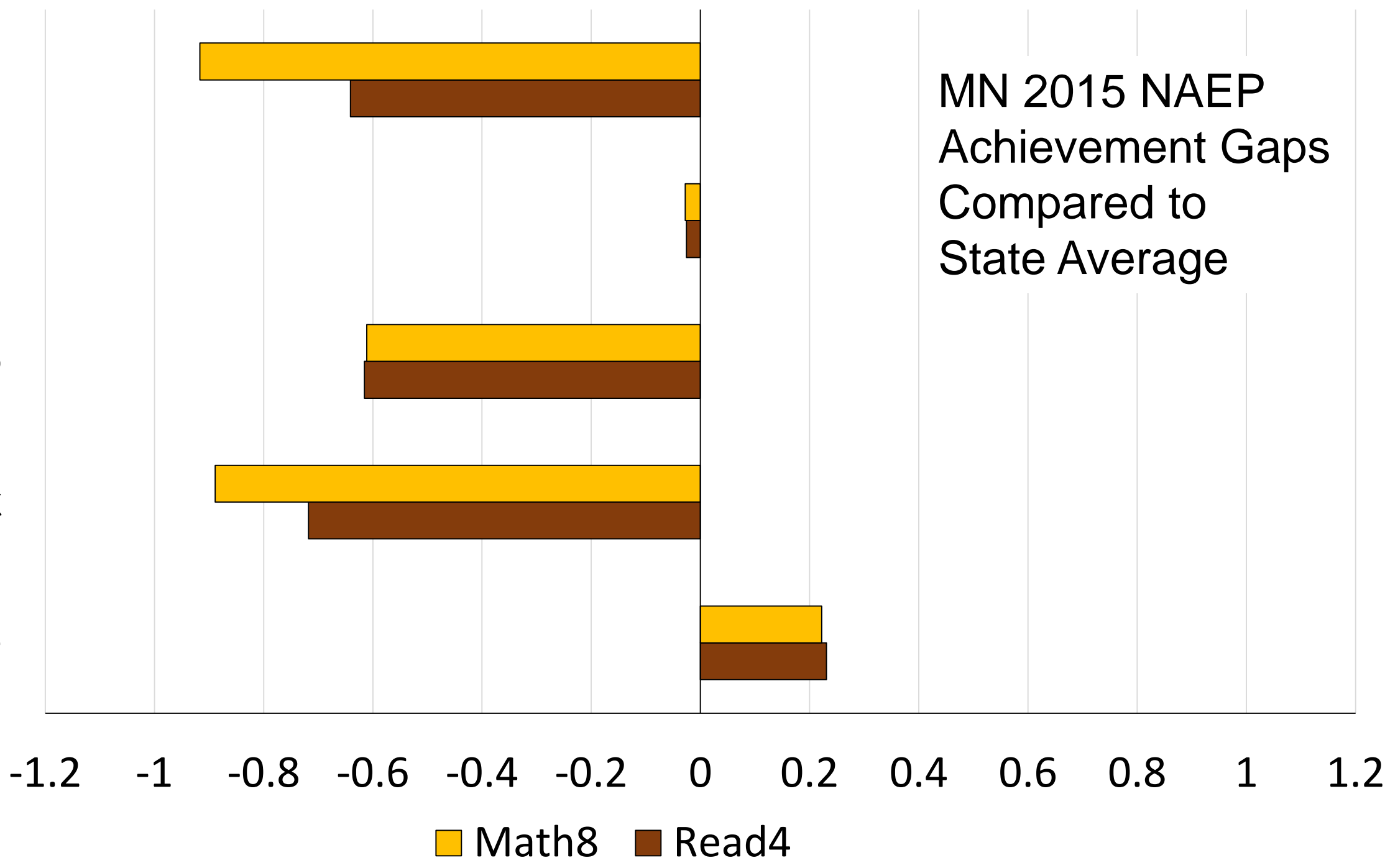
- We use a common effect size – the difference between groups in standard deviations
- To put these in perspective, we can examine these effects in achievement (***achievement gaps***).
- MN data were reviewed for 2015 NAEP results in Reading and Mathematics.
- We see much larger disparities in achievement than we do with Developmental Skills & Supports.

MN 2015 NAEP
Achievement Gaps
Compared to
White students

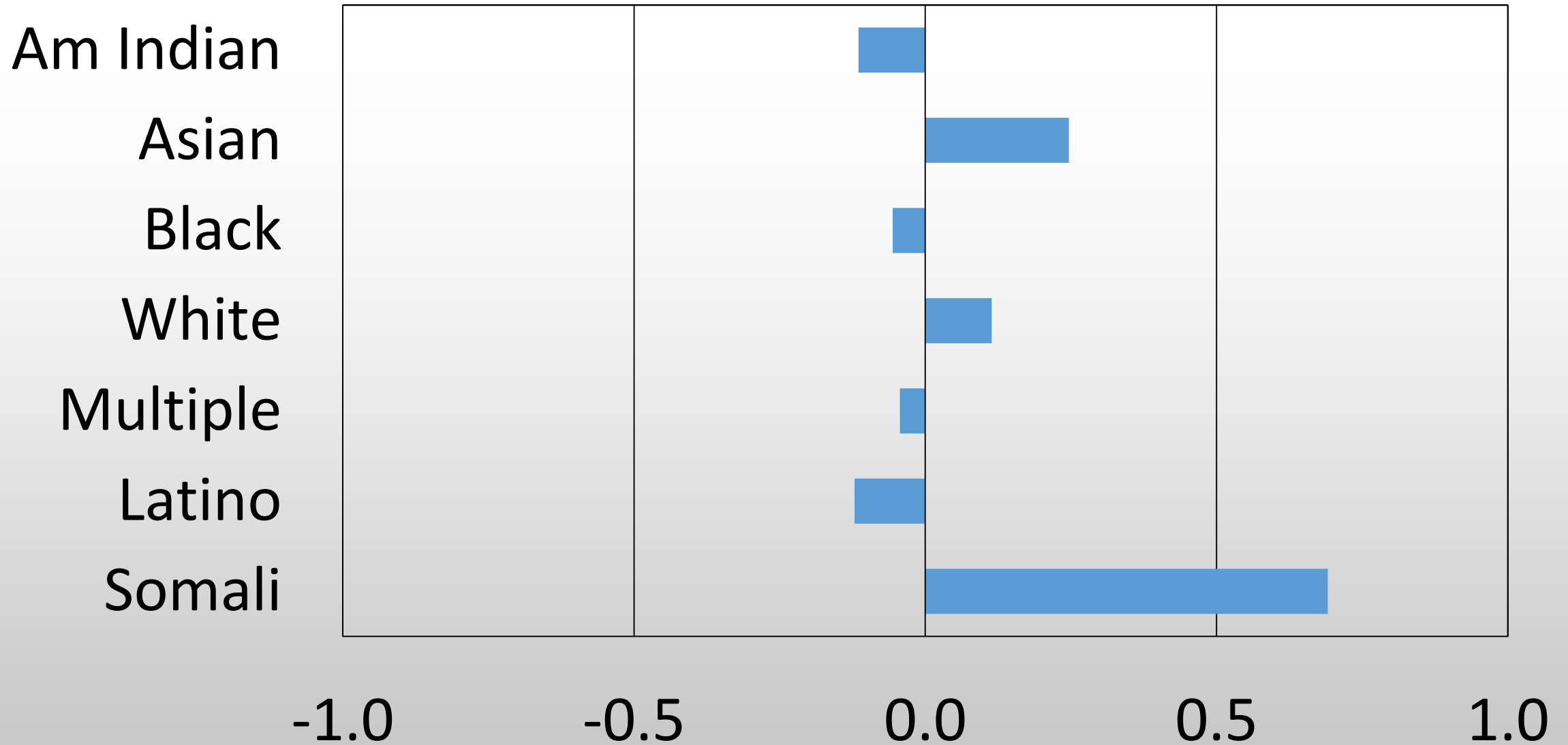


MN 2015 NAEP
Achievement Gaps
Compared to
State Average

AmIndian
Asian/PI
Latino
Black
White

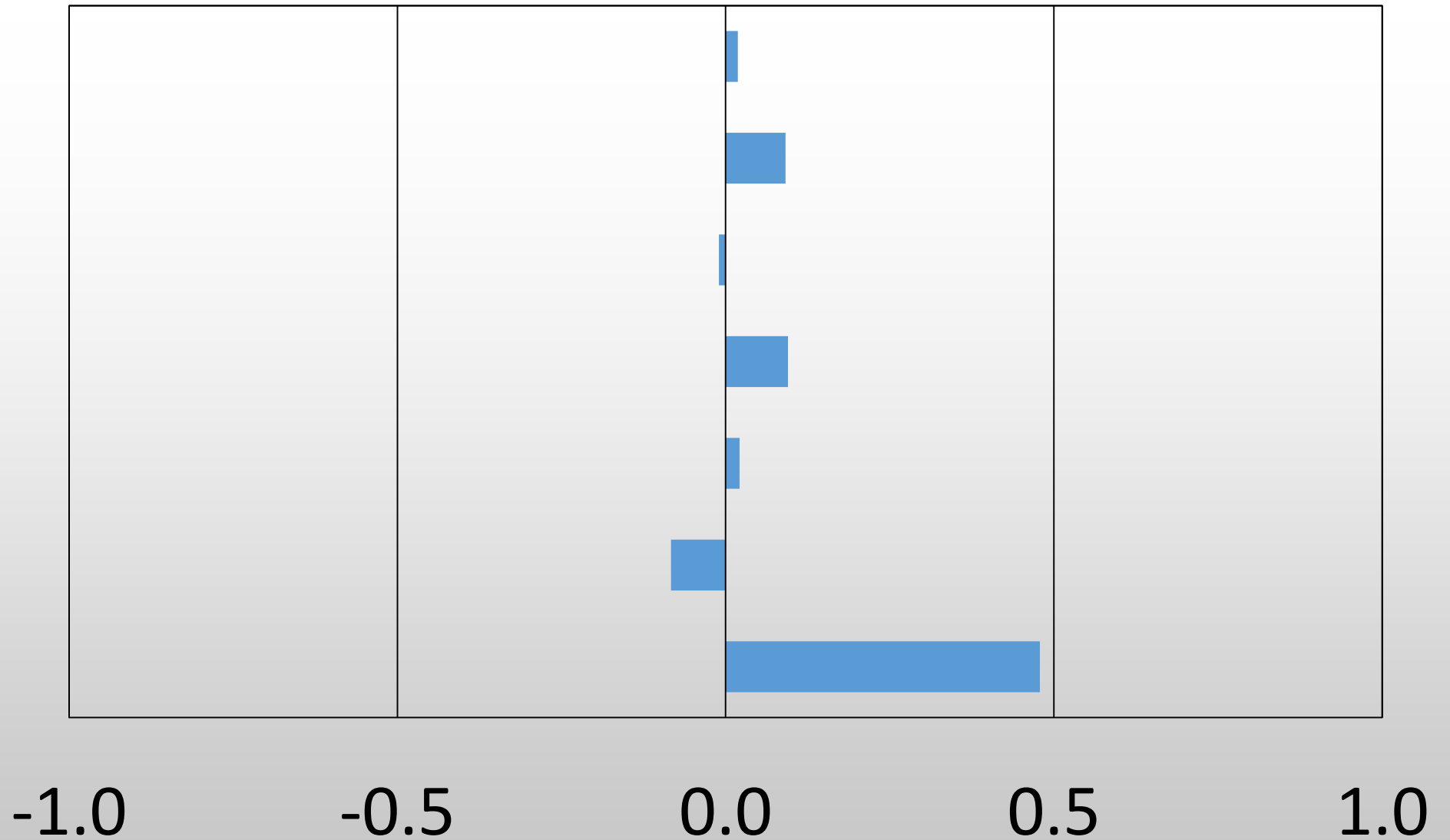


- Disparities are defined in the next few slides as group differences from the **State Average**
- Each bar represents the number of *SD difference* between youth in each group v. State Average.



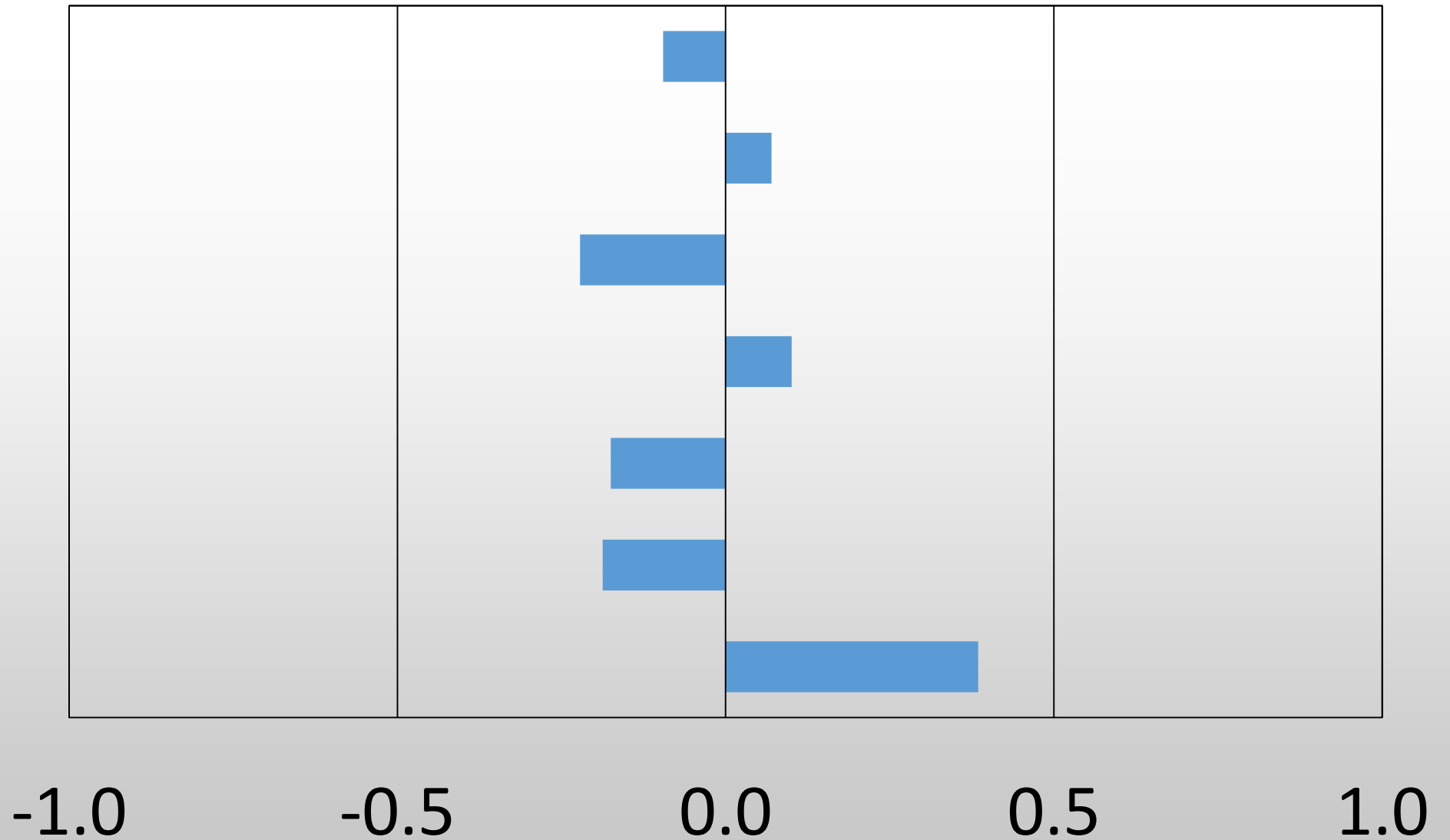
Disparities in Commitment to Learning

Am Indian
Asian
Black
White
Multiple
Latino
Somali



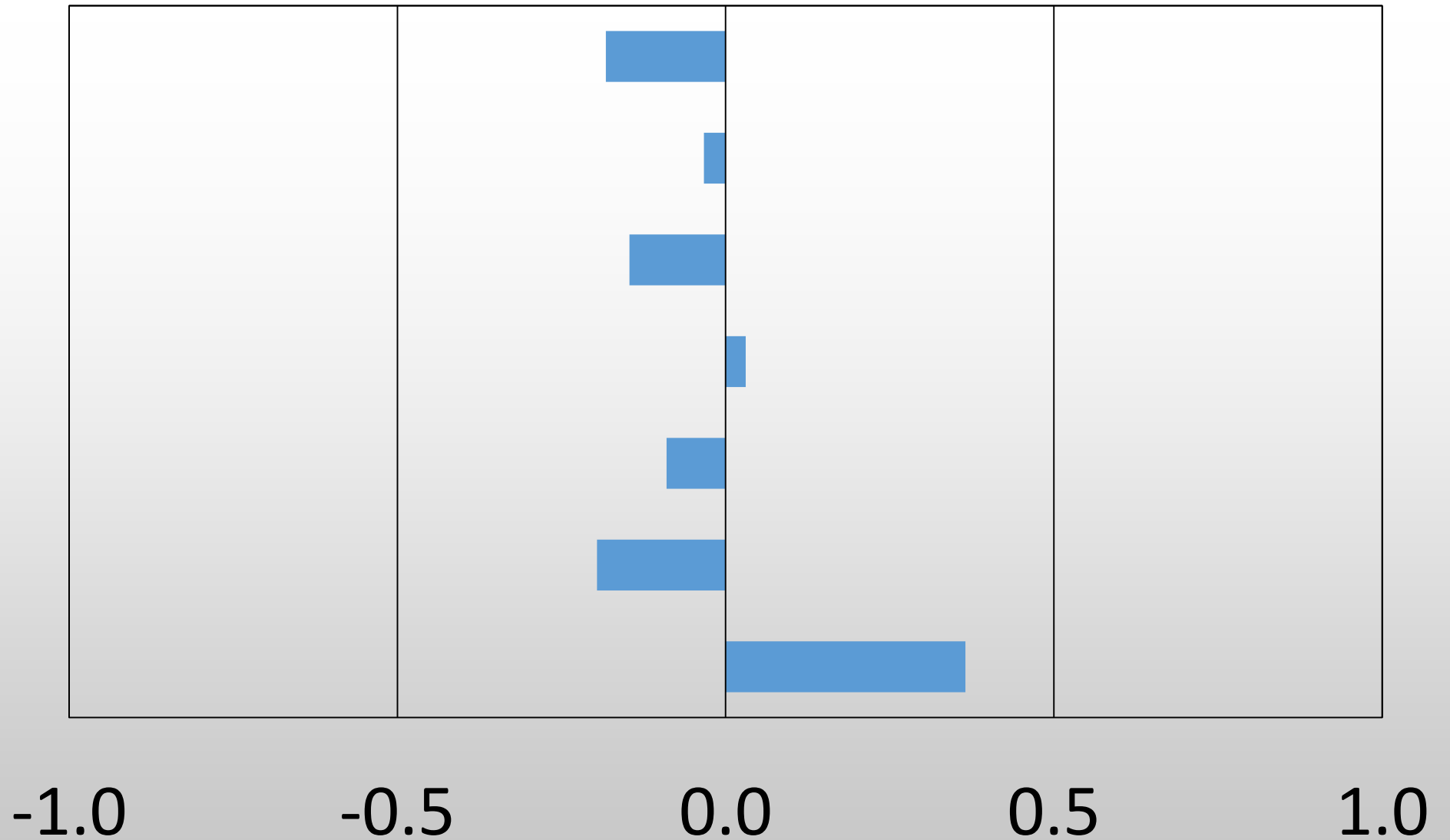
Disparities in Positive Identity

Am Indian
Asian
Black
White
Multiple
Latino
Somali

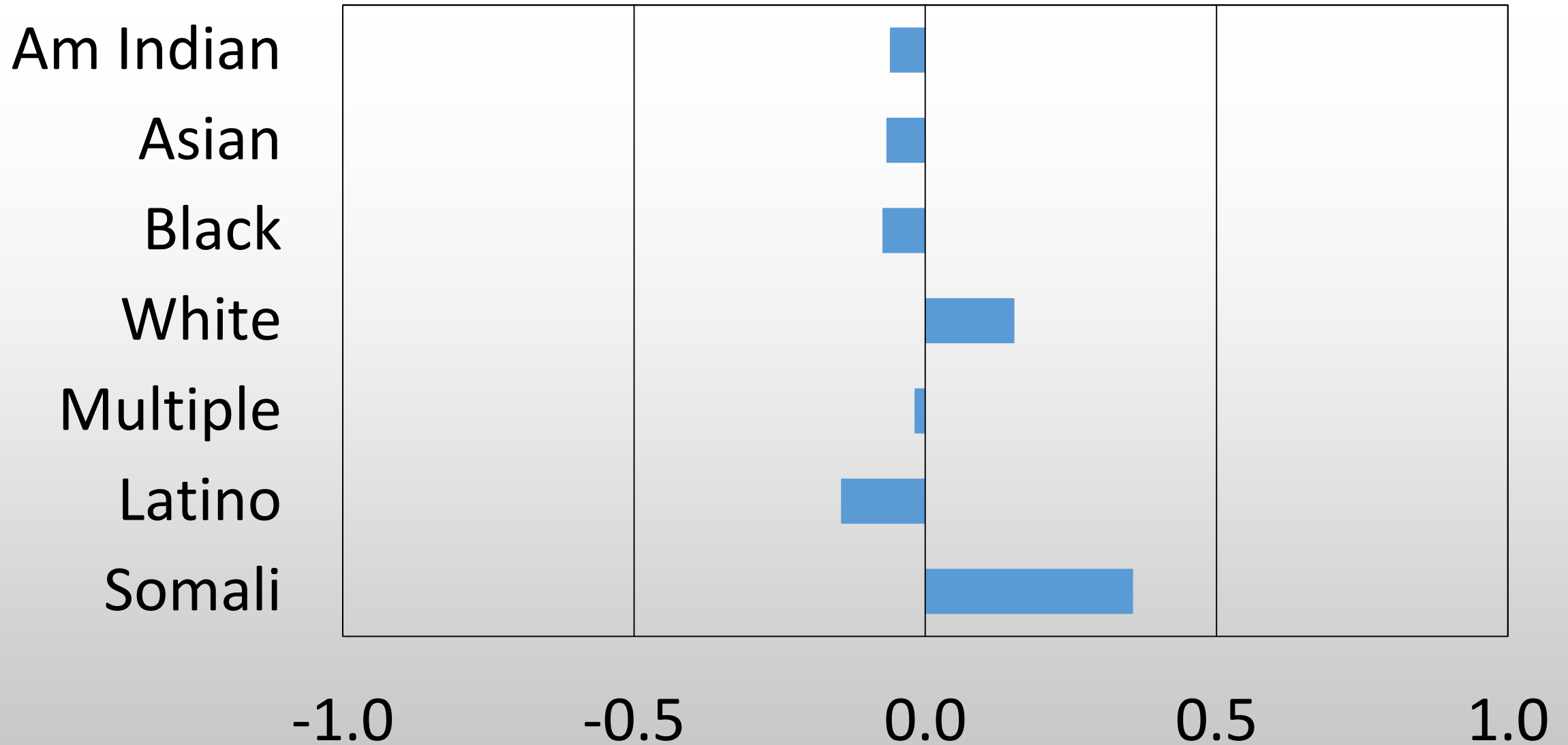


Disparities in Social Competence

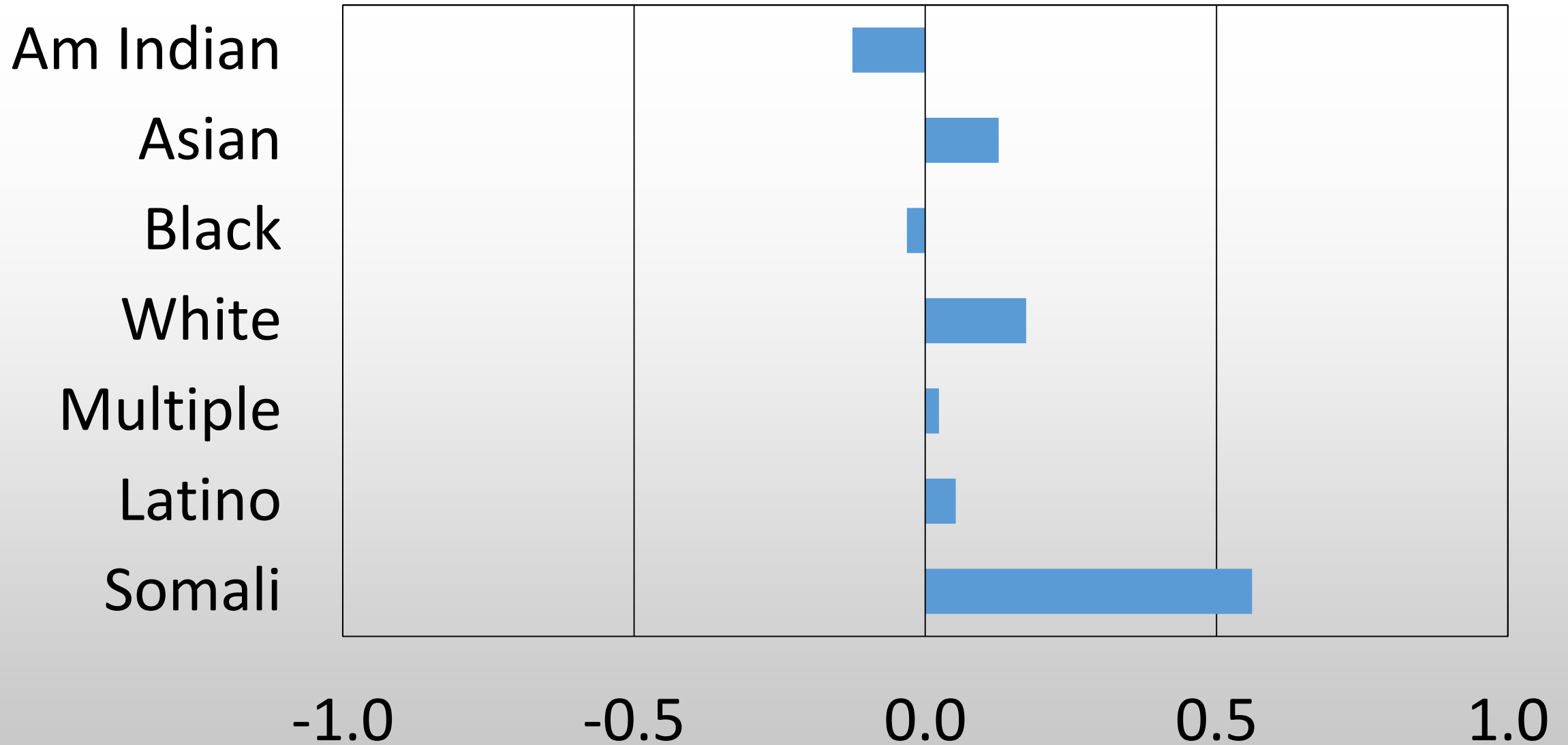
Am Indian
Asian
Black
White
Multiple
Latino
Somali



Disparities in Empowerment

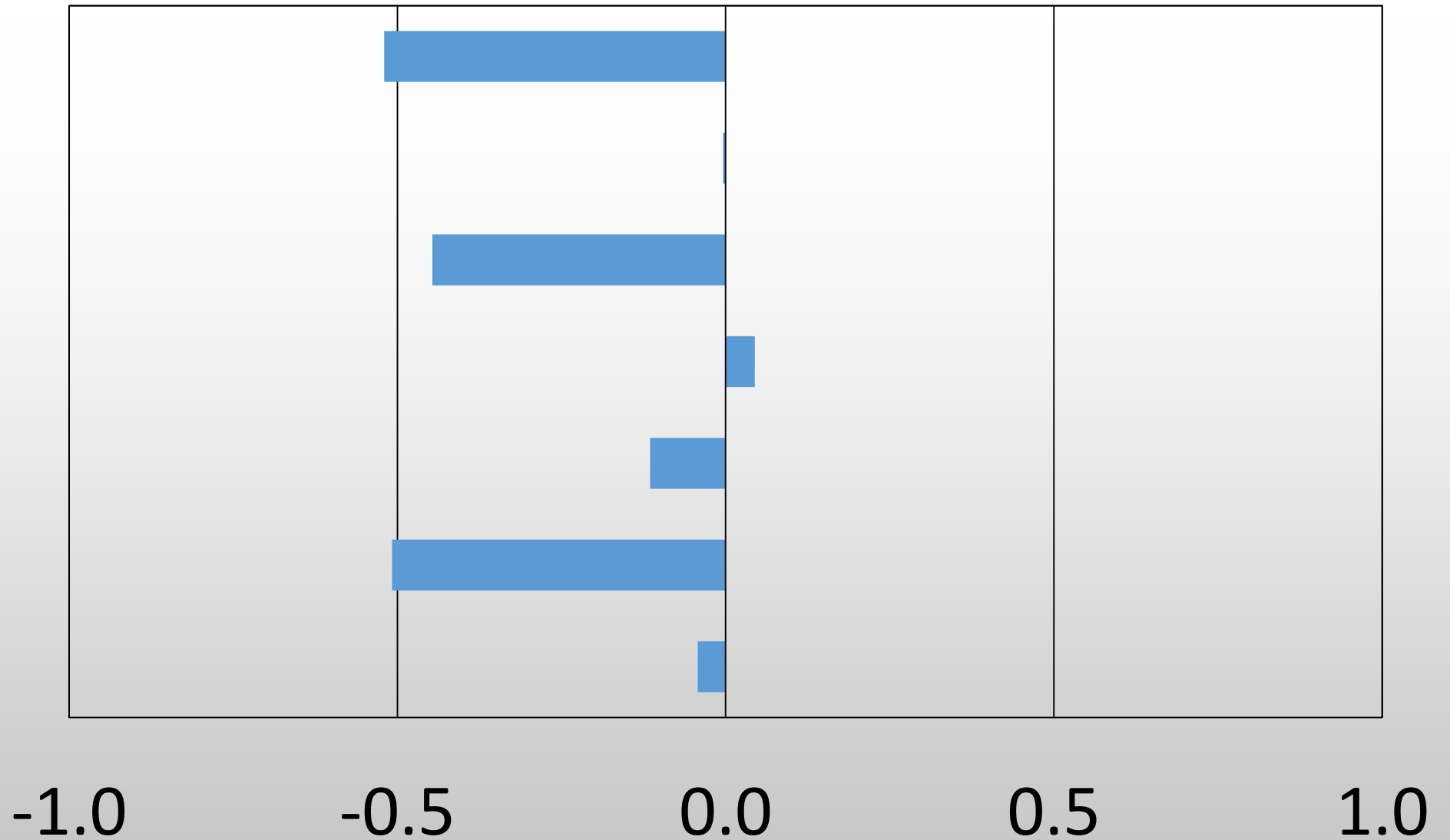


Disparities in Family/Community Support



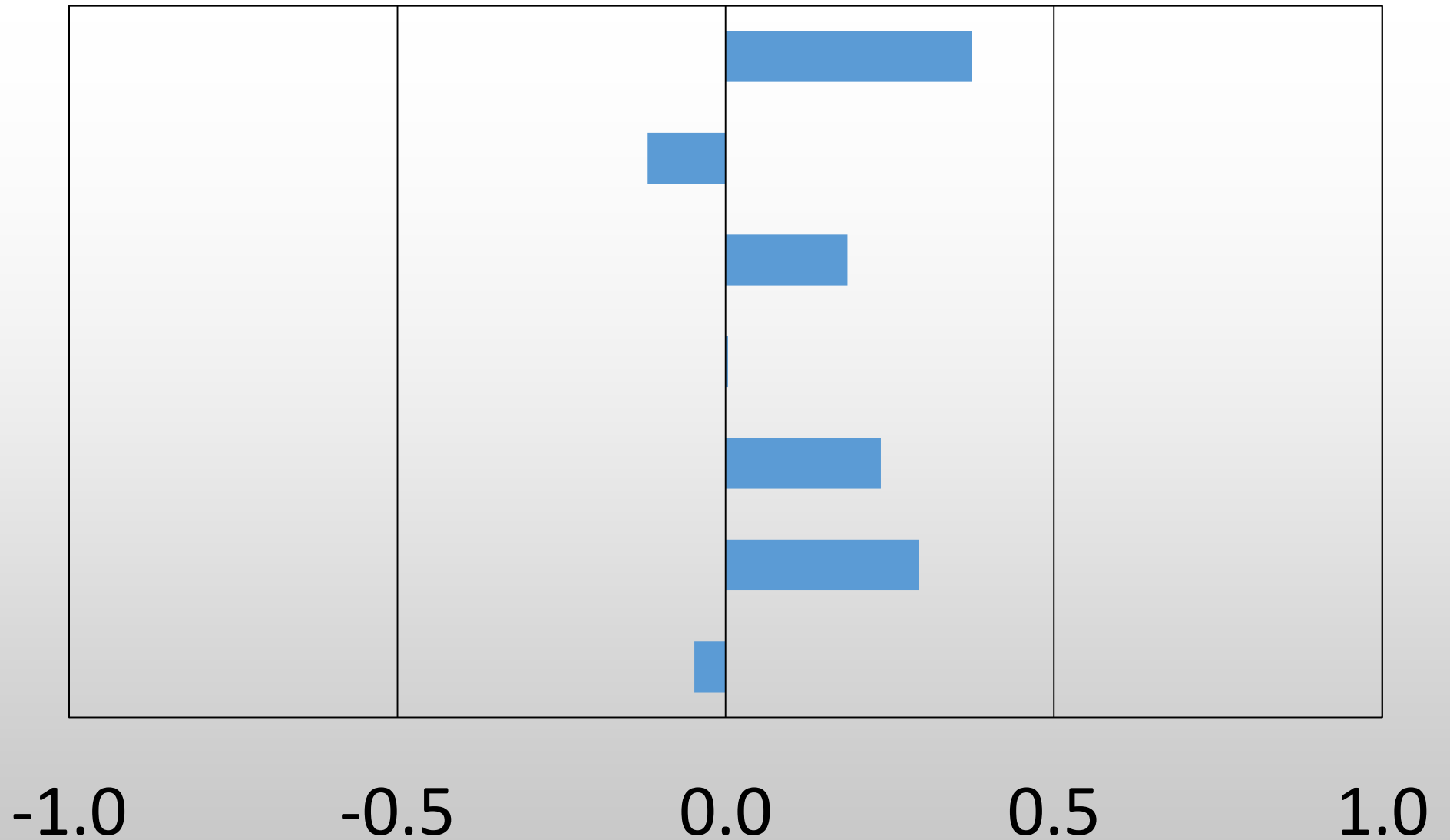
Disparities in Teacher/School Support

Am Indian
Asian
Black
White
Multiple
Latino
Somali

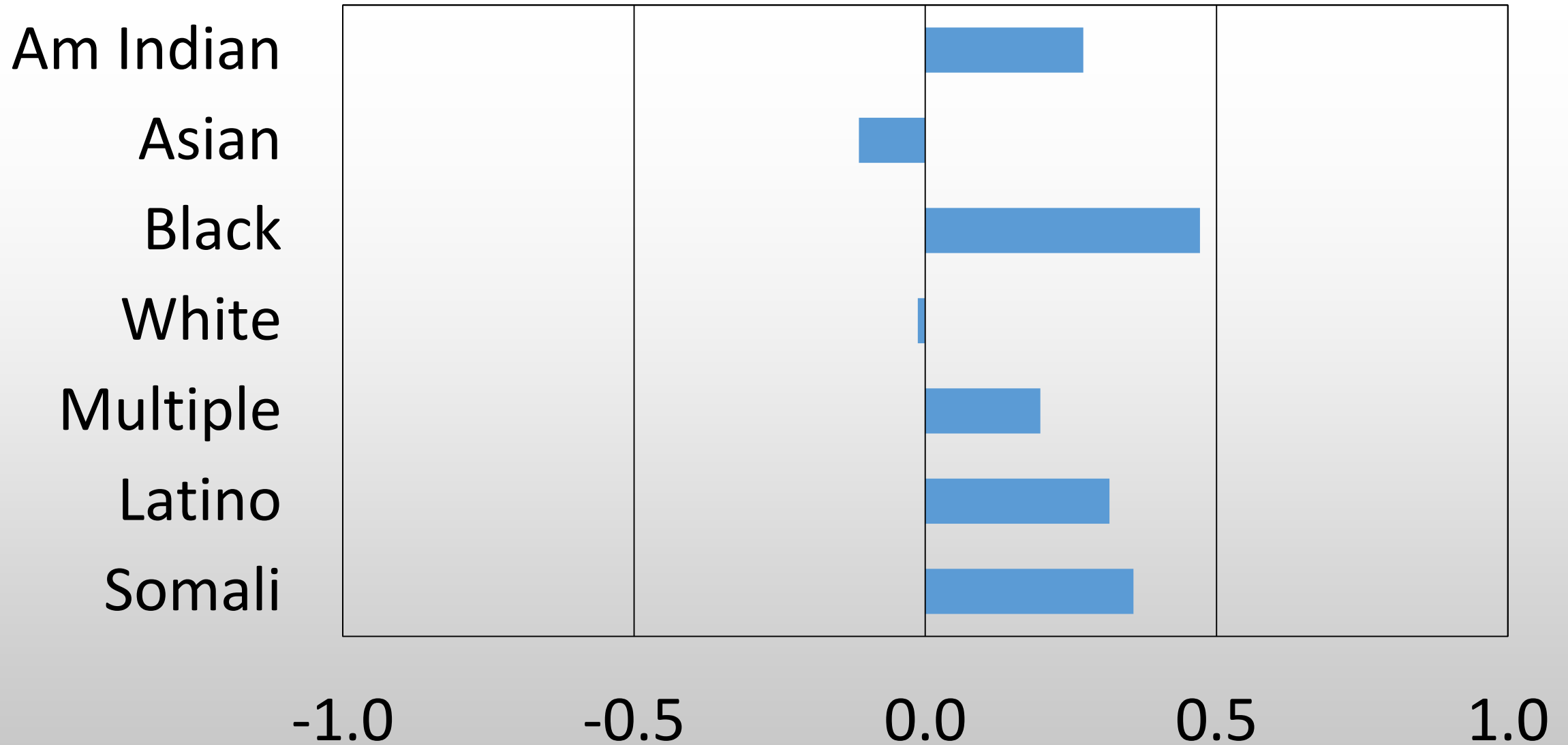


Disparities in Grades

Am Indian
Asian
Black
White
Multiple
Latino
Somali

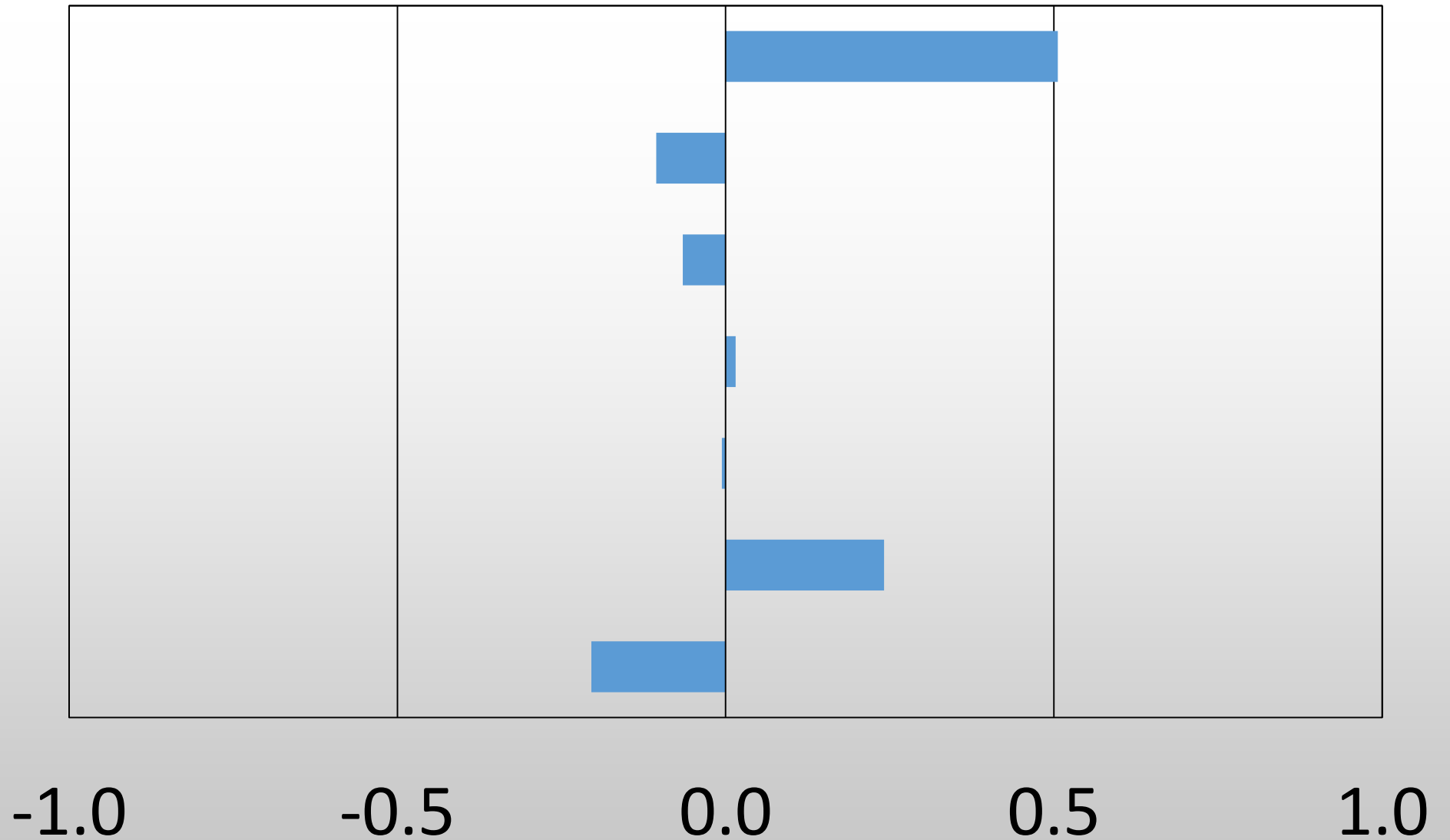


Disparities in Being Bullied (Victims)



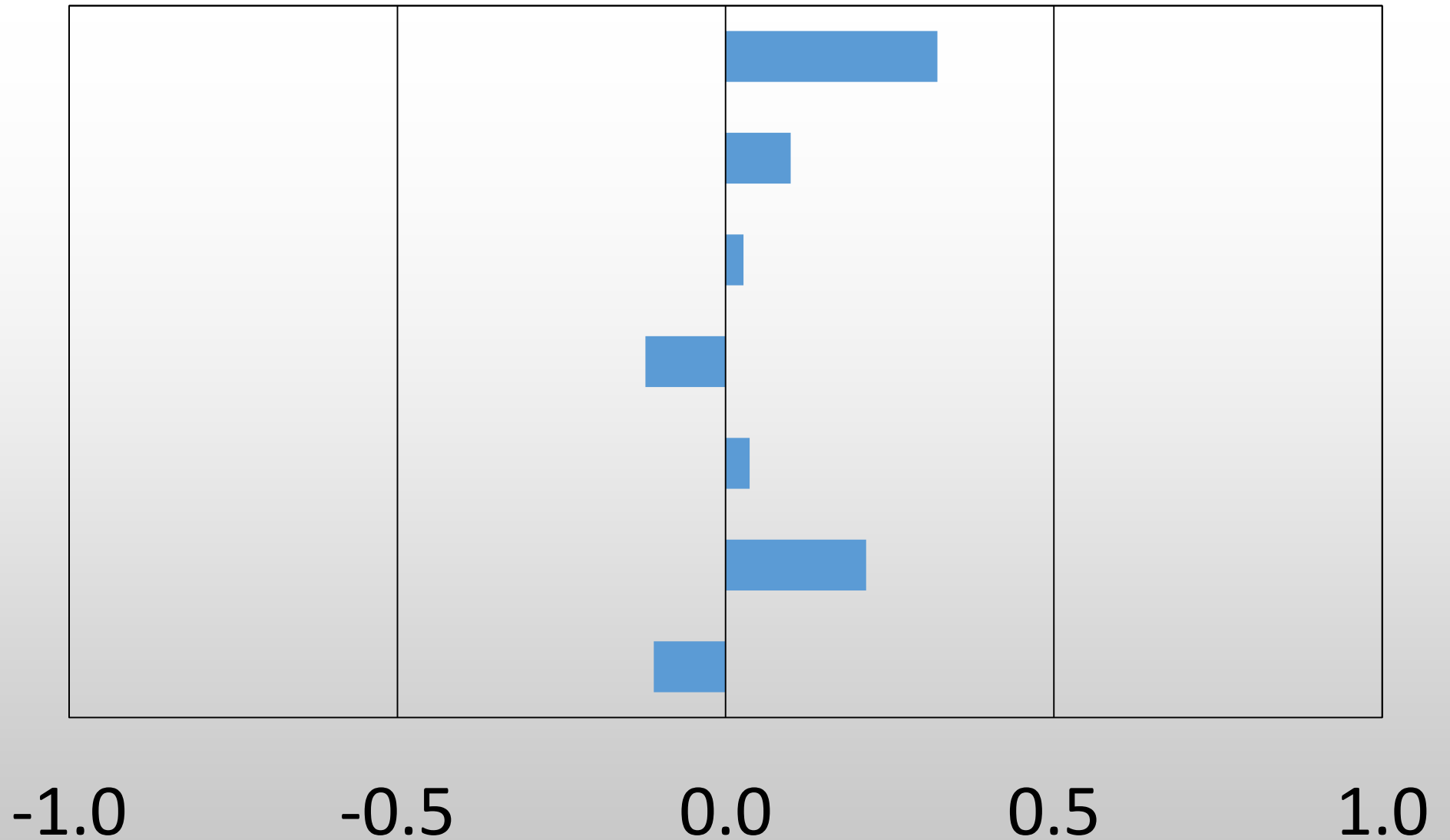
Disparities in Bullying (Perpetrators)

Am Indian
Asian
Black
White
Multiple
Latino
Somali



Disparities in Mental Distress

Am Indian
Asian
Black
White
Multiple
Latino
Somali



Disparities in Family Violence

Equipped for Learning



To be equipped means that, on average, the student

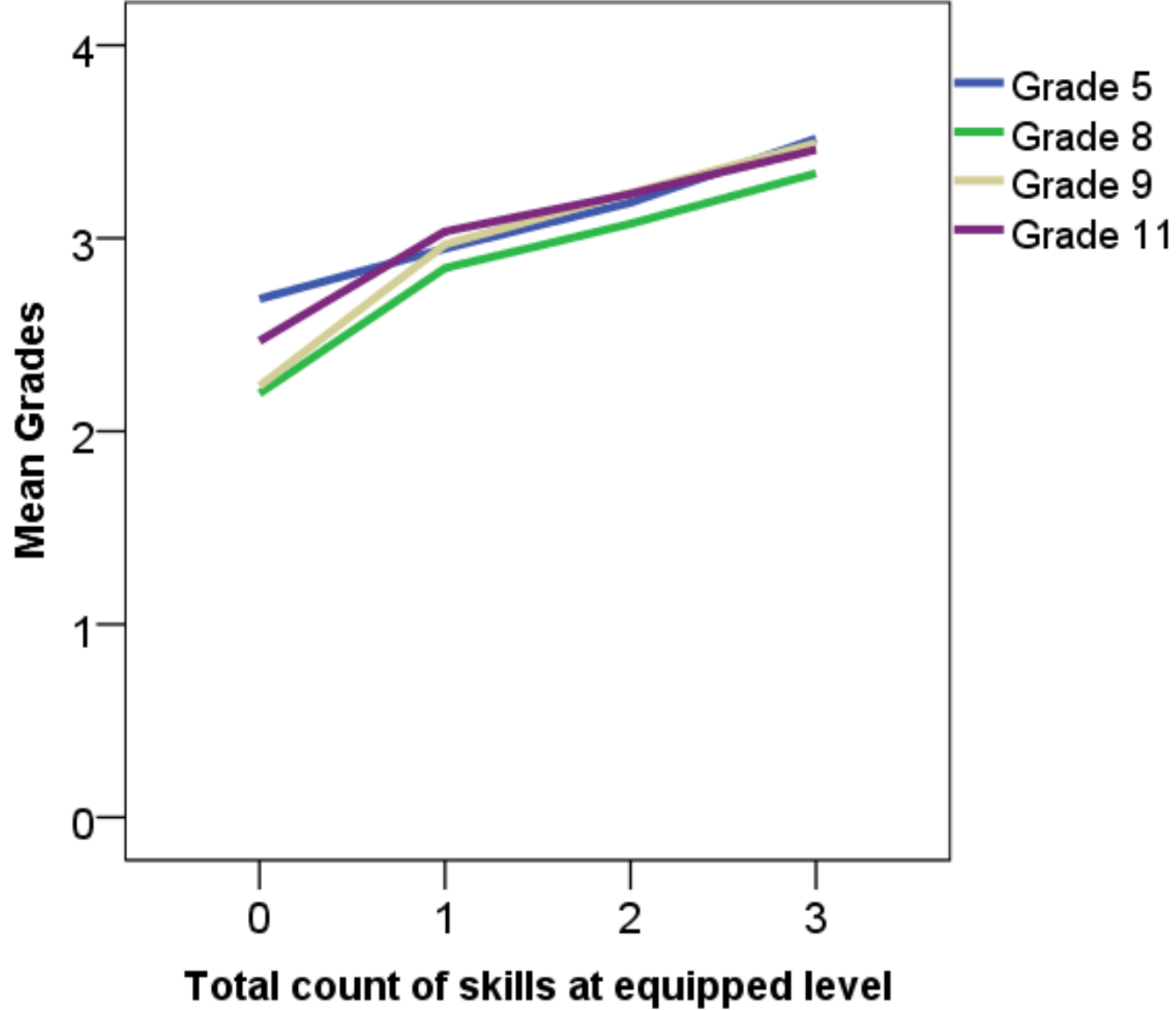
- recognizes characteristics associated with the developmental skill as being very much or extremely like them;
- agrees or strongly agrees with values, behaviors, and characteristics defining each skill;
- engages in relevant skill-based behaviors most or all of the time.

Minnesota**PFSS****Commitment to Learning****78%****79%****Positive Identity****54%****55%****Social Competence****62%****63%**

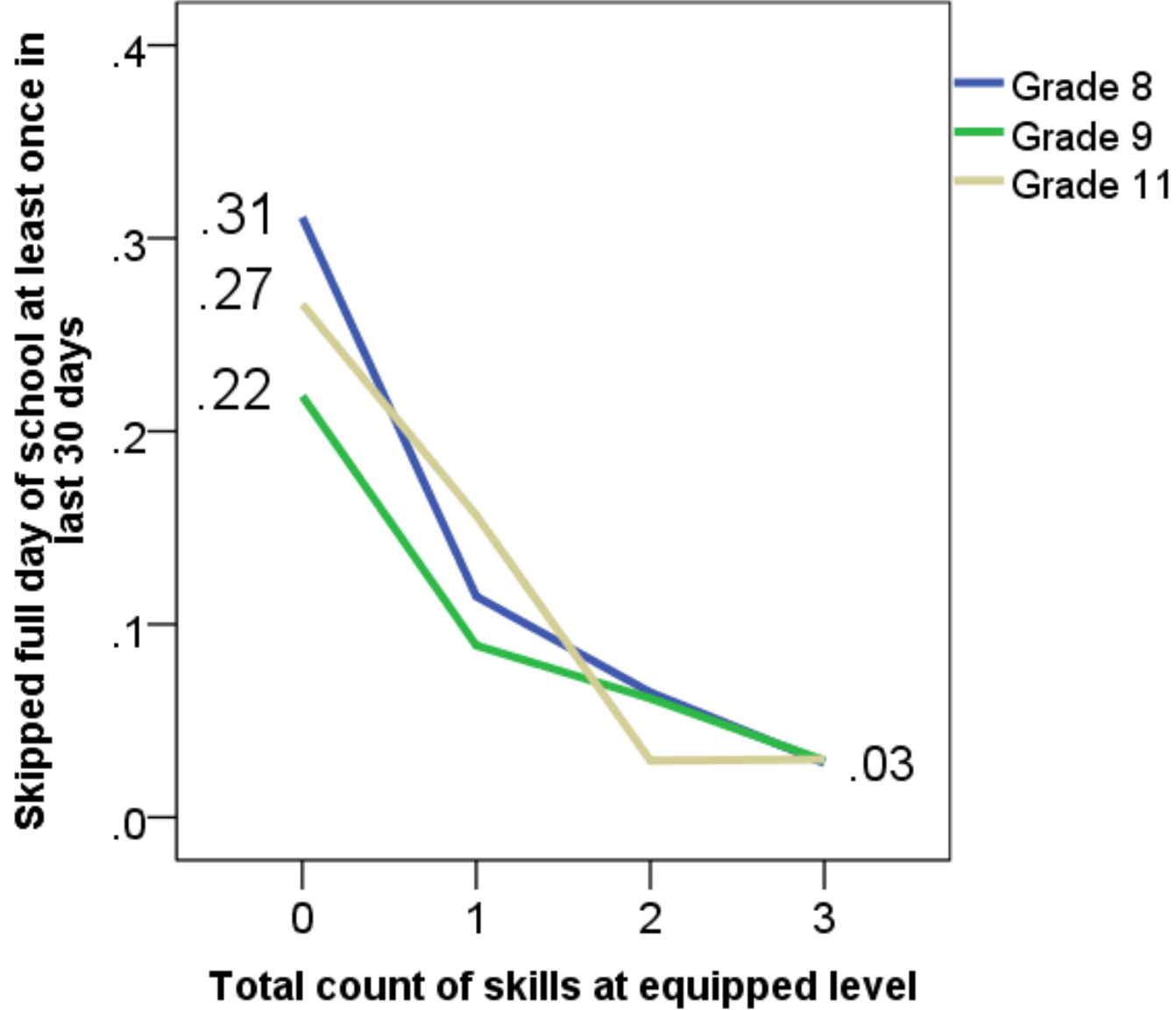
# Skills	Minnesota	PFSS
0	13%	13%
1	22%	21%
2	23%	22%
3	42%	44%

Does being equipped matter?

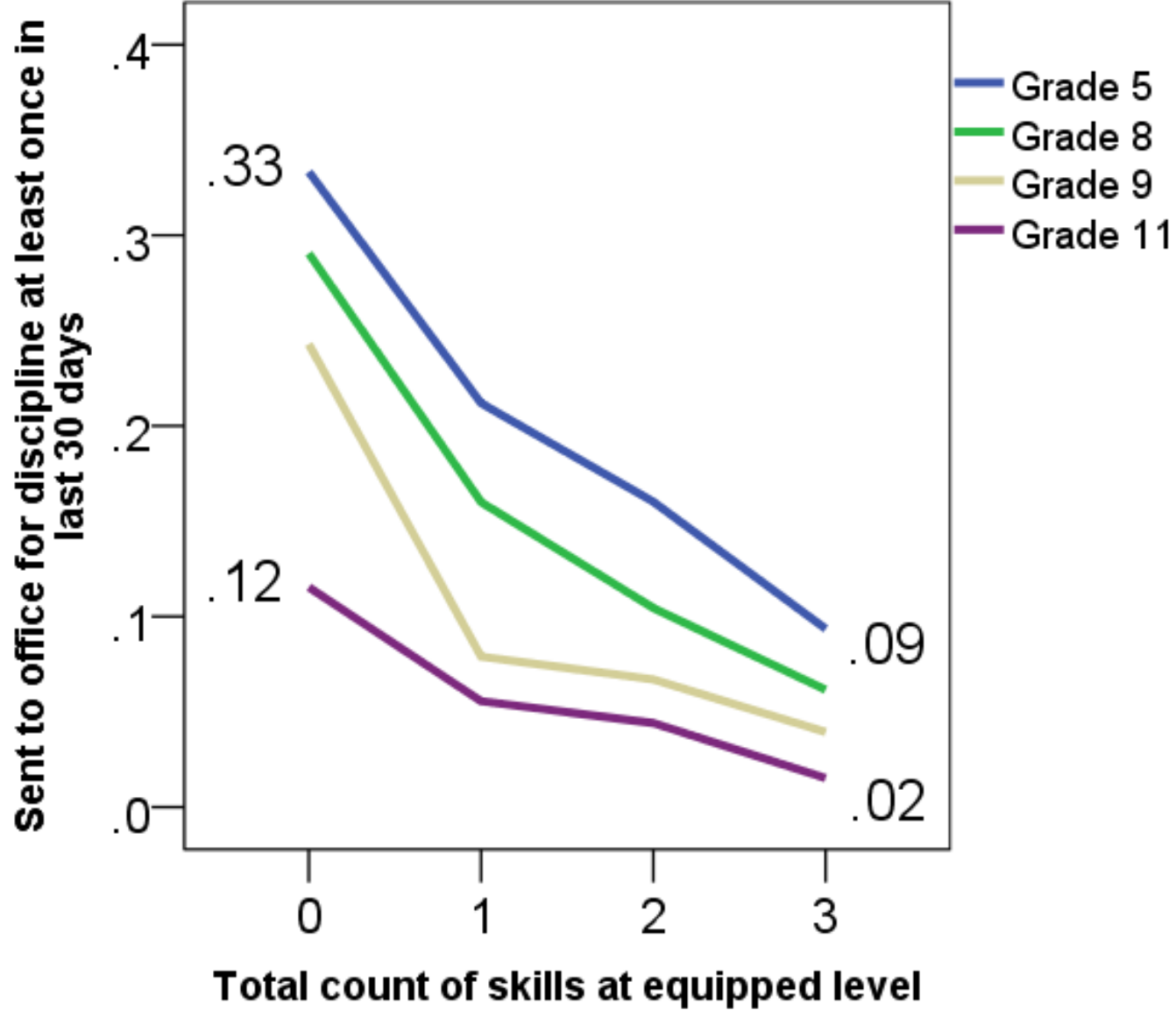




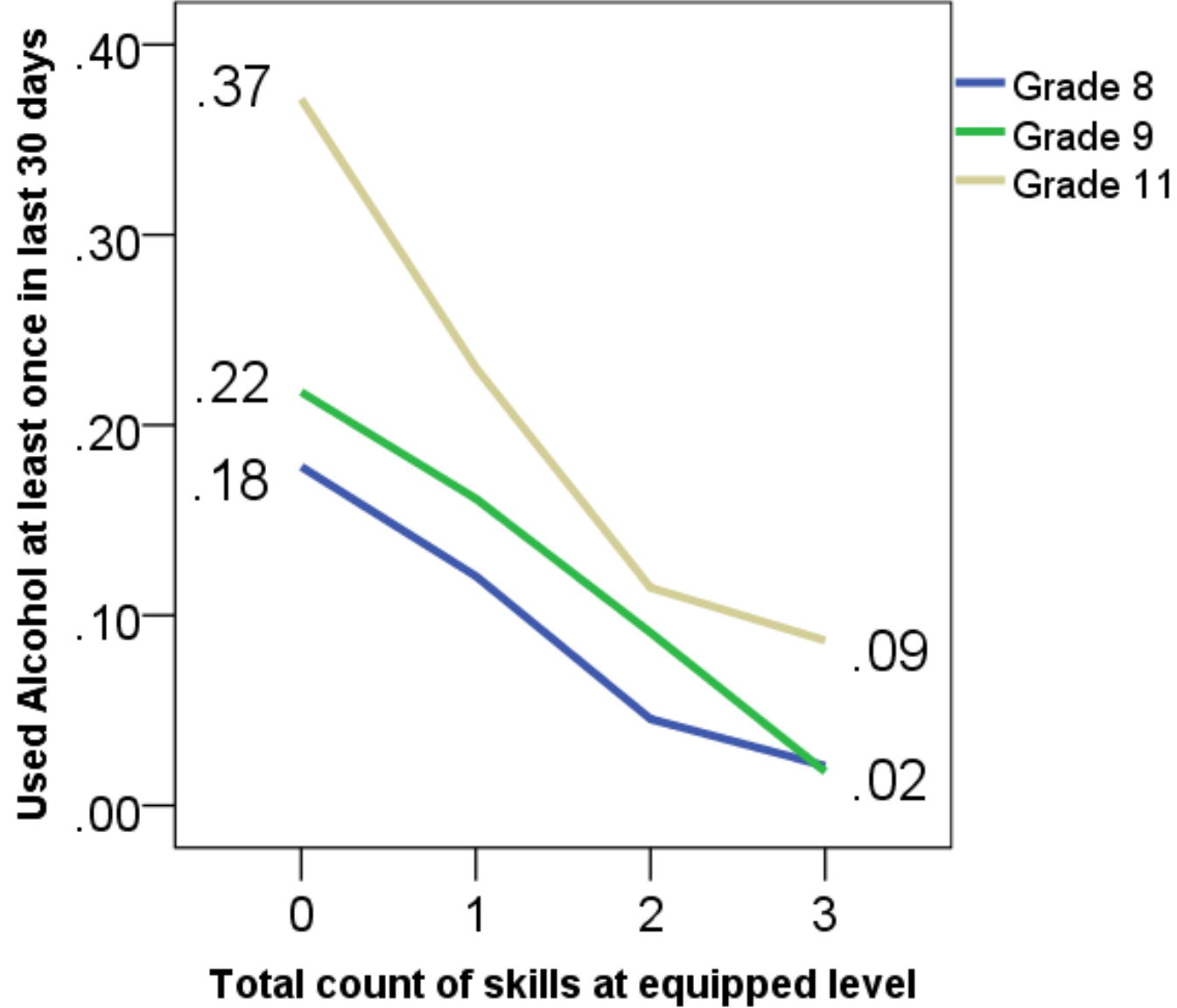
Equipped Skills & Grades Earned in School



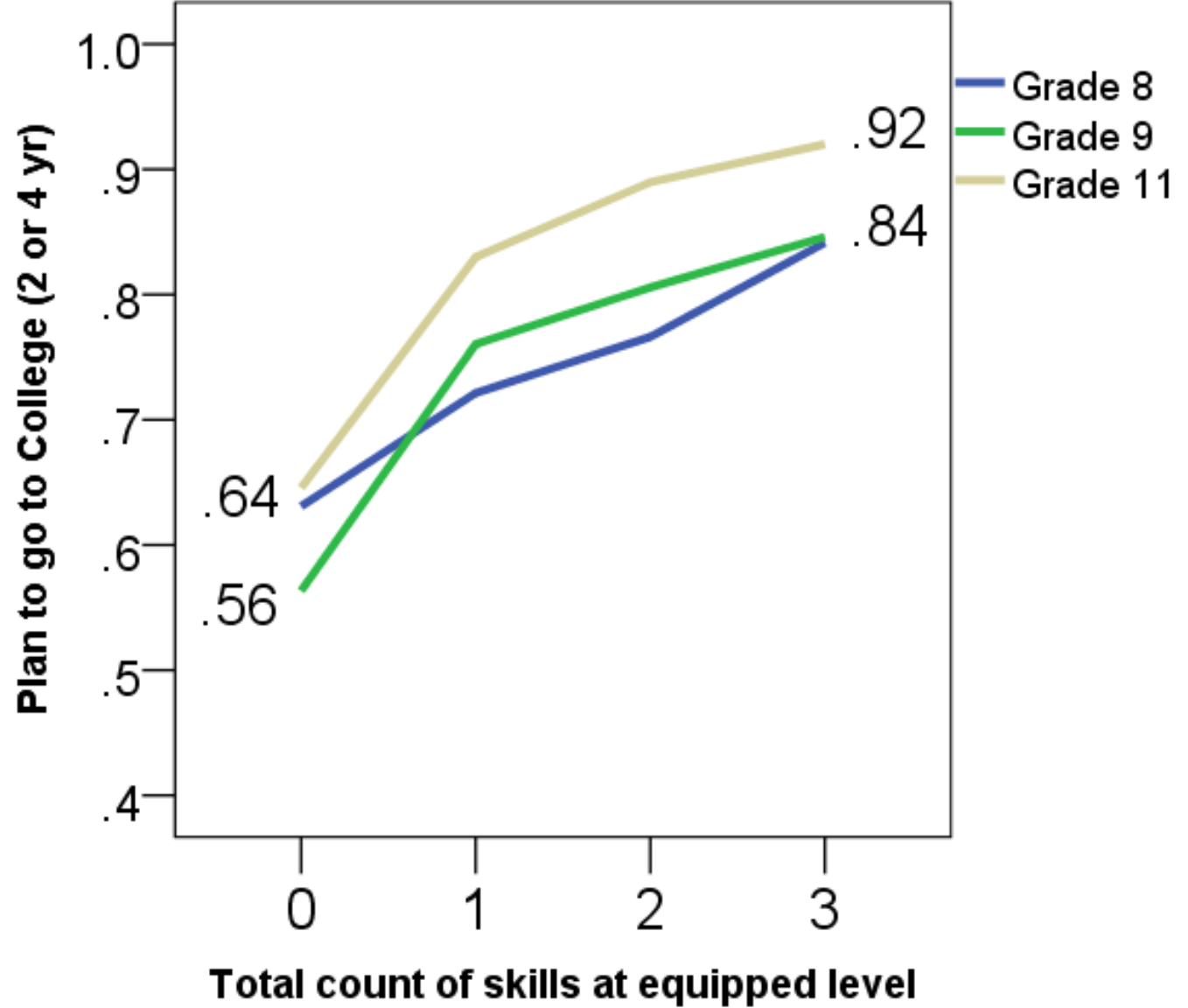
Equipped Skills & Skipping School



Equipped Skills & Discipline



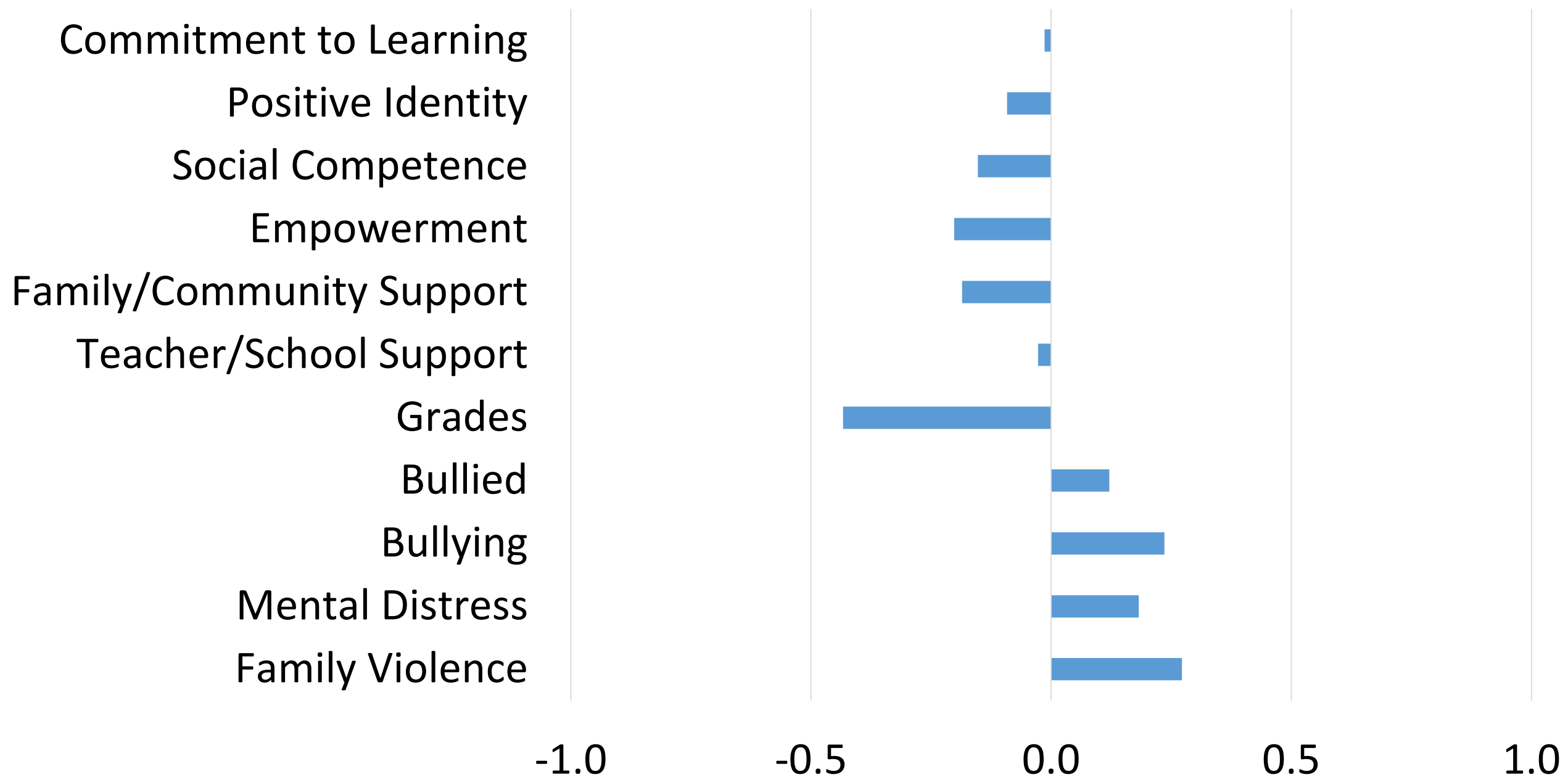
Equipped Skills & Alcohol Use



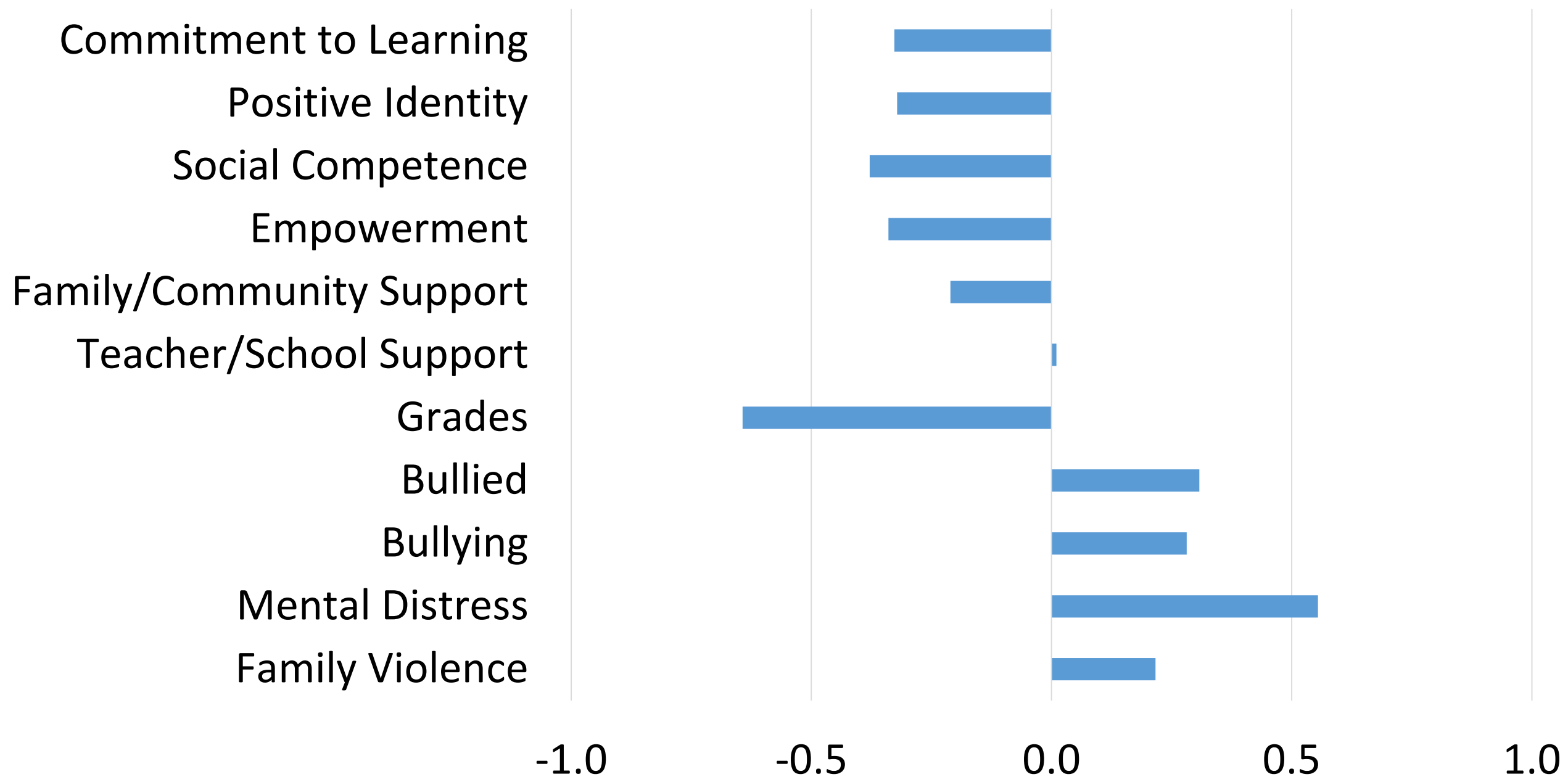
Equipped Skills & College Plans

- Across families, schools, and communities, youth play many roles.
- Youth *identify* with multiple communities.
- This means there are multiple avenues to meet youth where they are – to tailor our approaches to meet their needs and acknowledge preferences.
- The following figures compare PFSS youth with and without specific characteristics

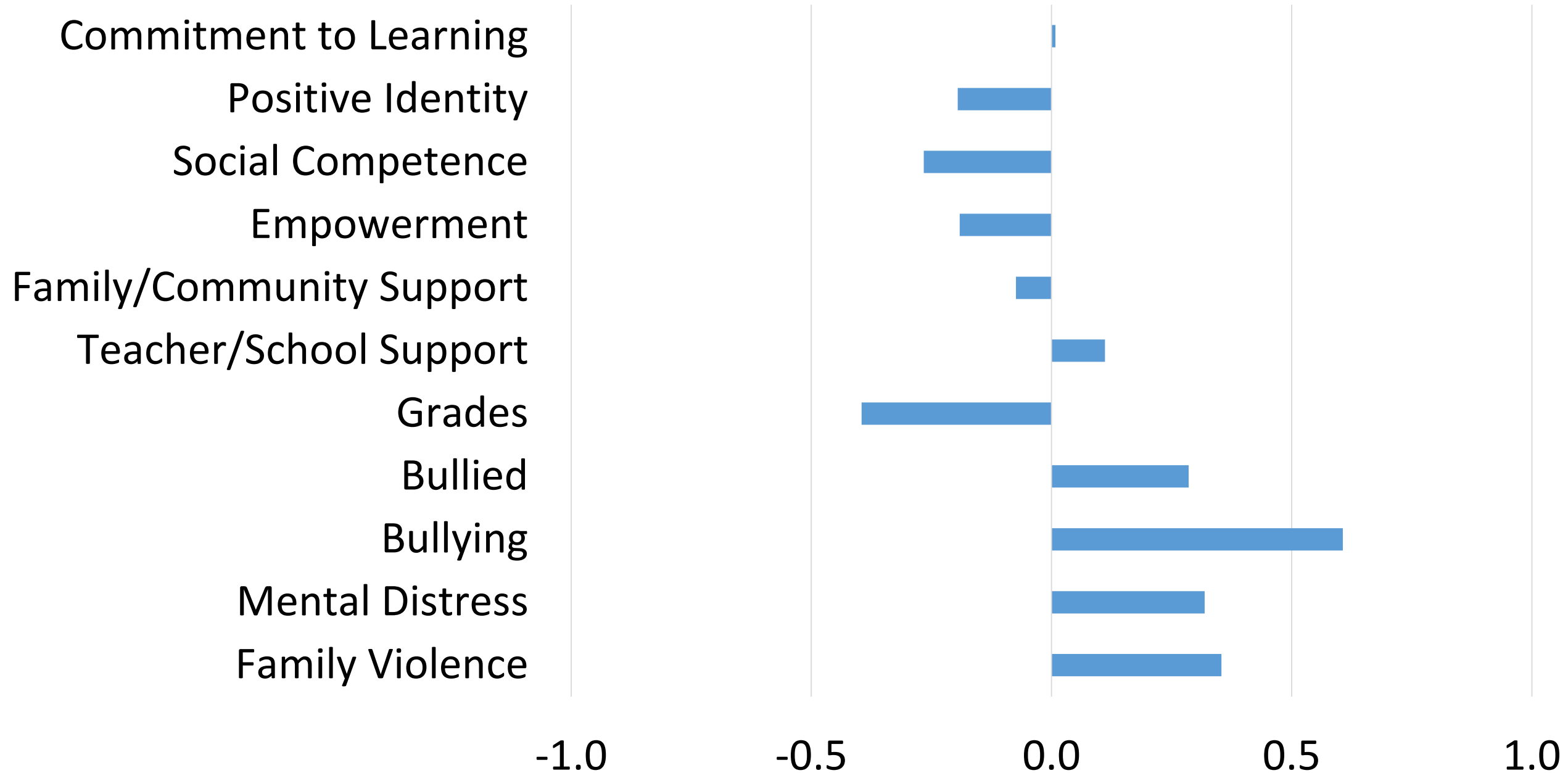
Students receiving FRPL: 34%



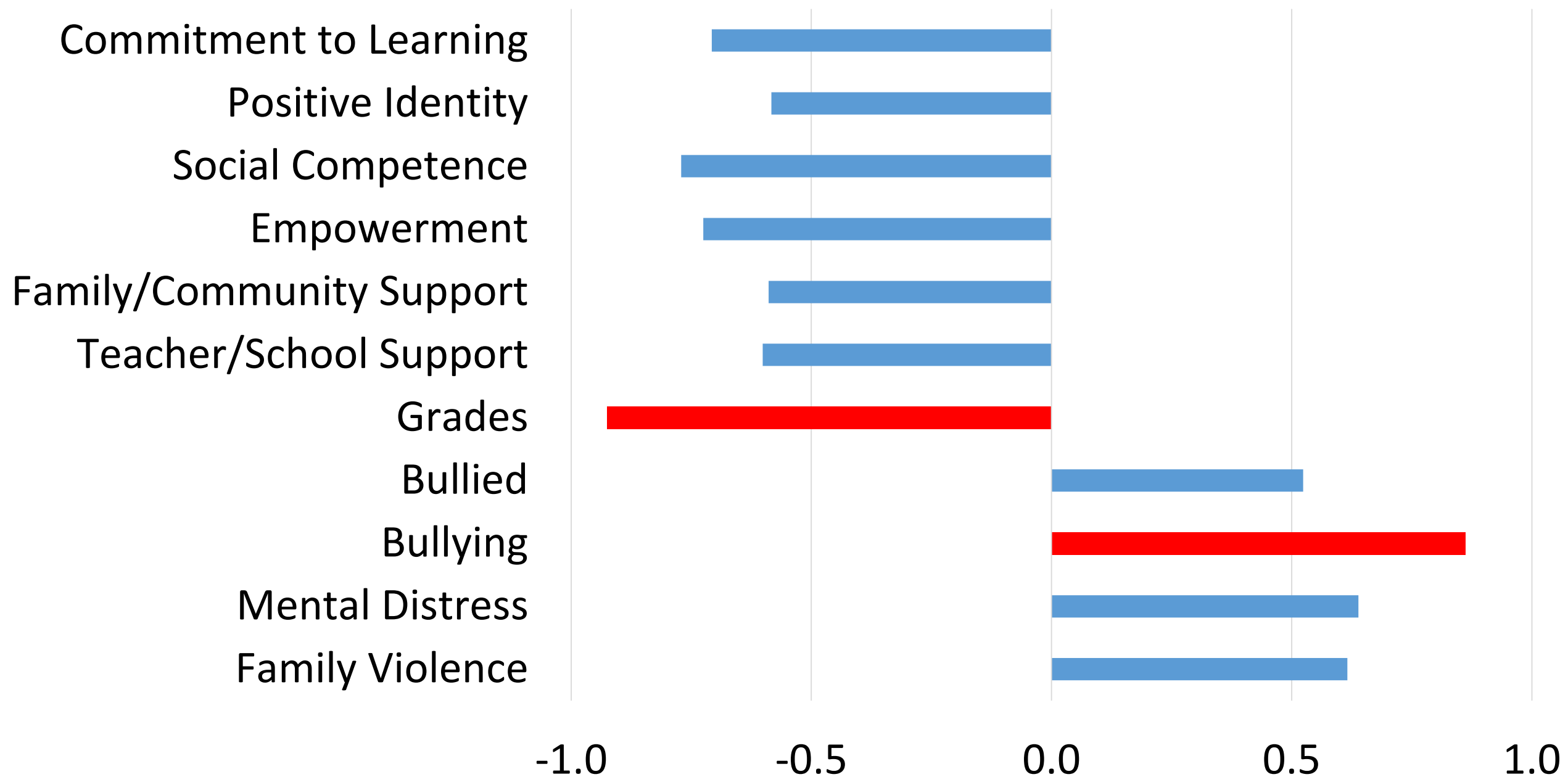
Students in Special Education: 13%



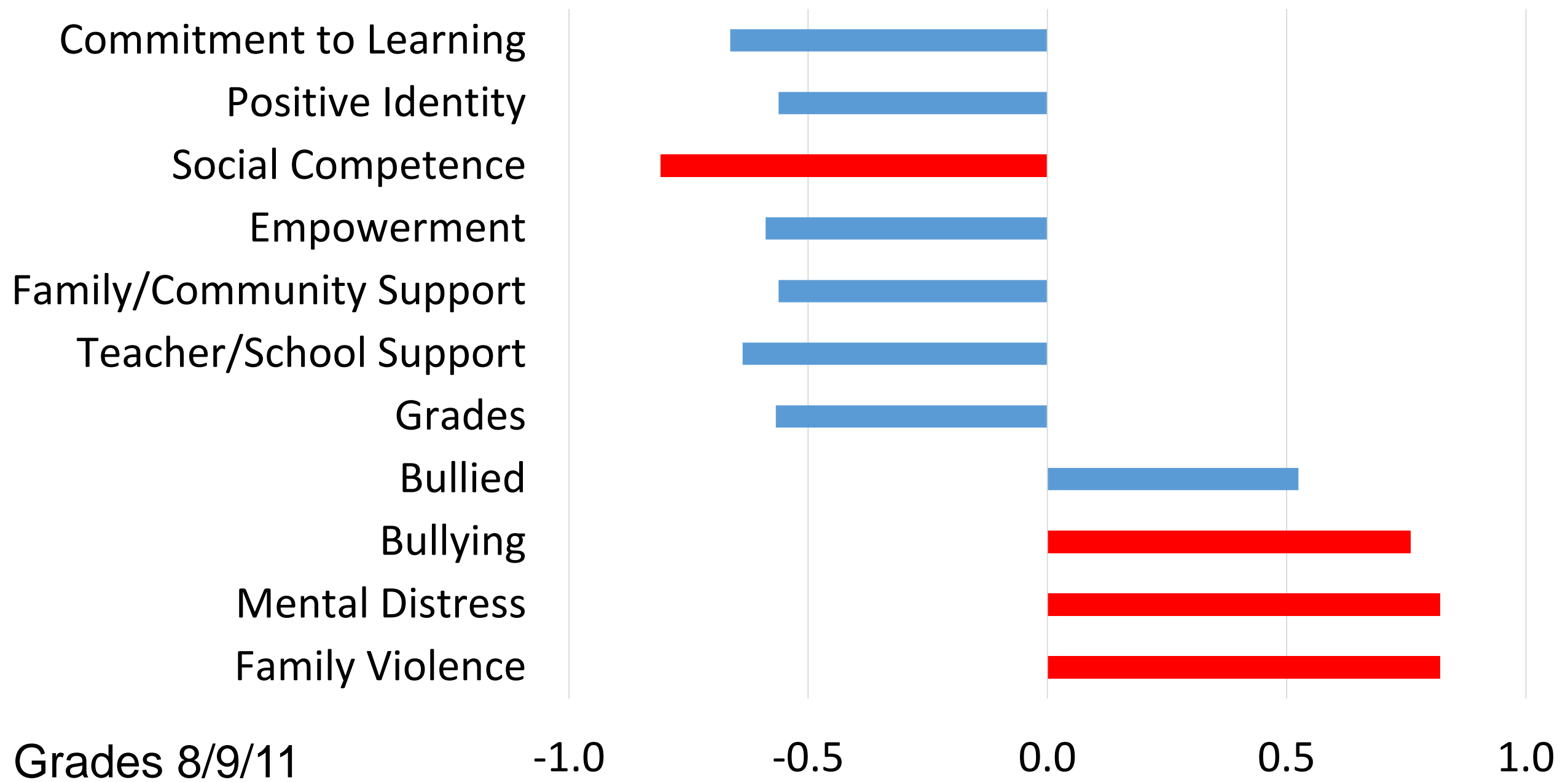
Moved Since the Beginning of School Year: 9%



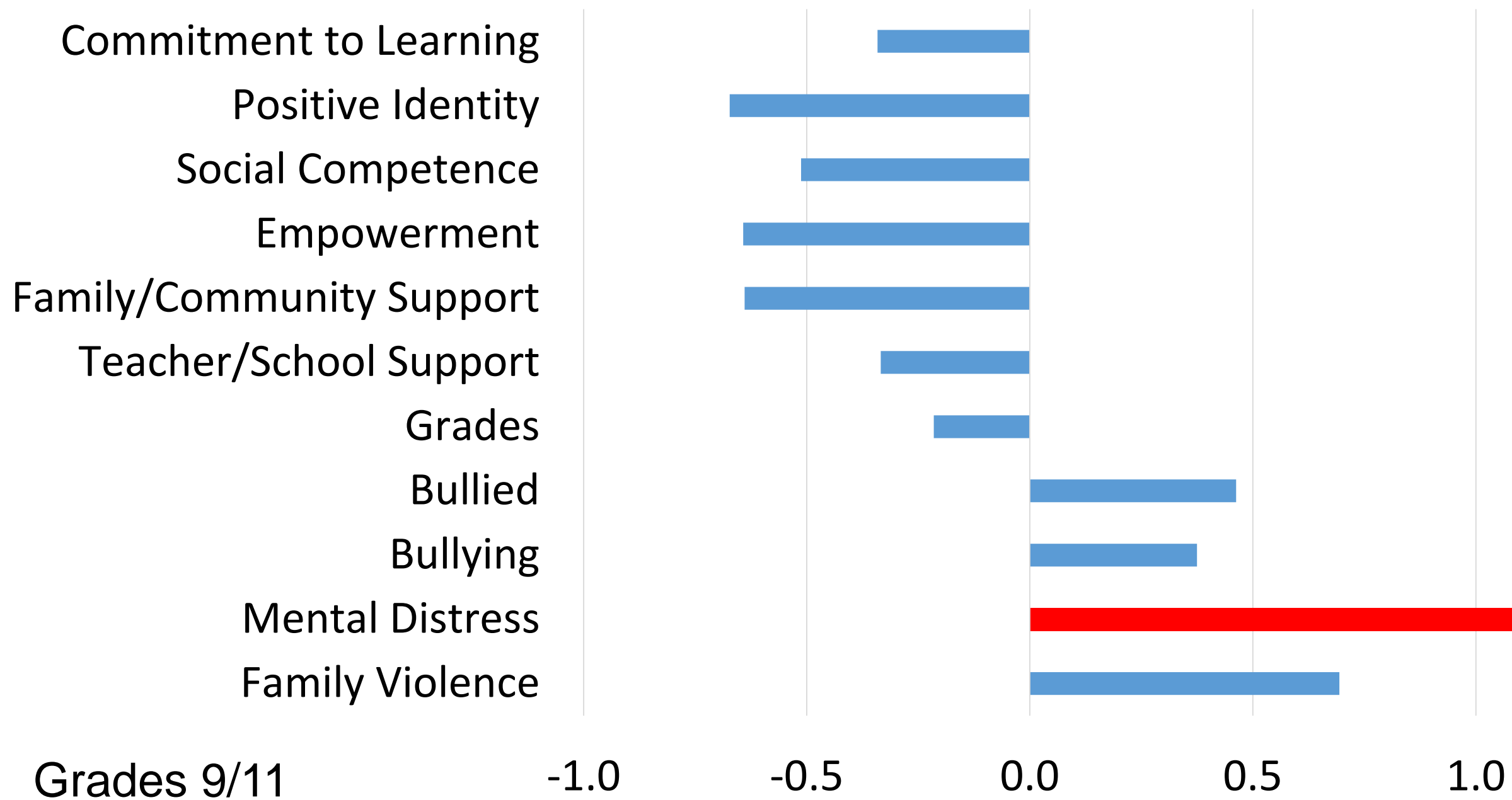
Skipped School at Least Once in the Last 30 Days: 10%



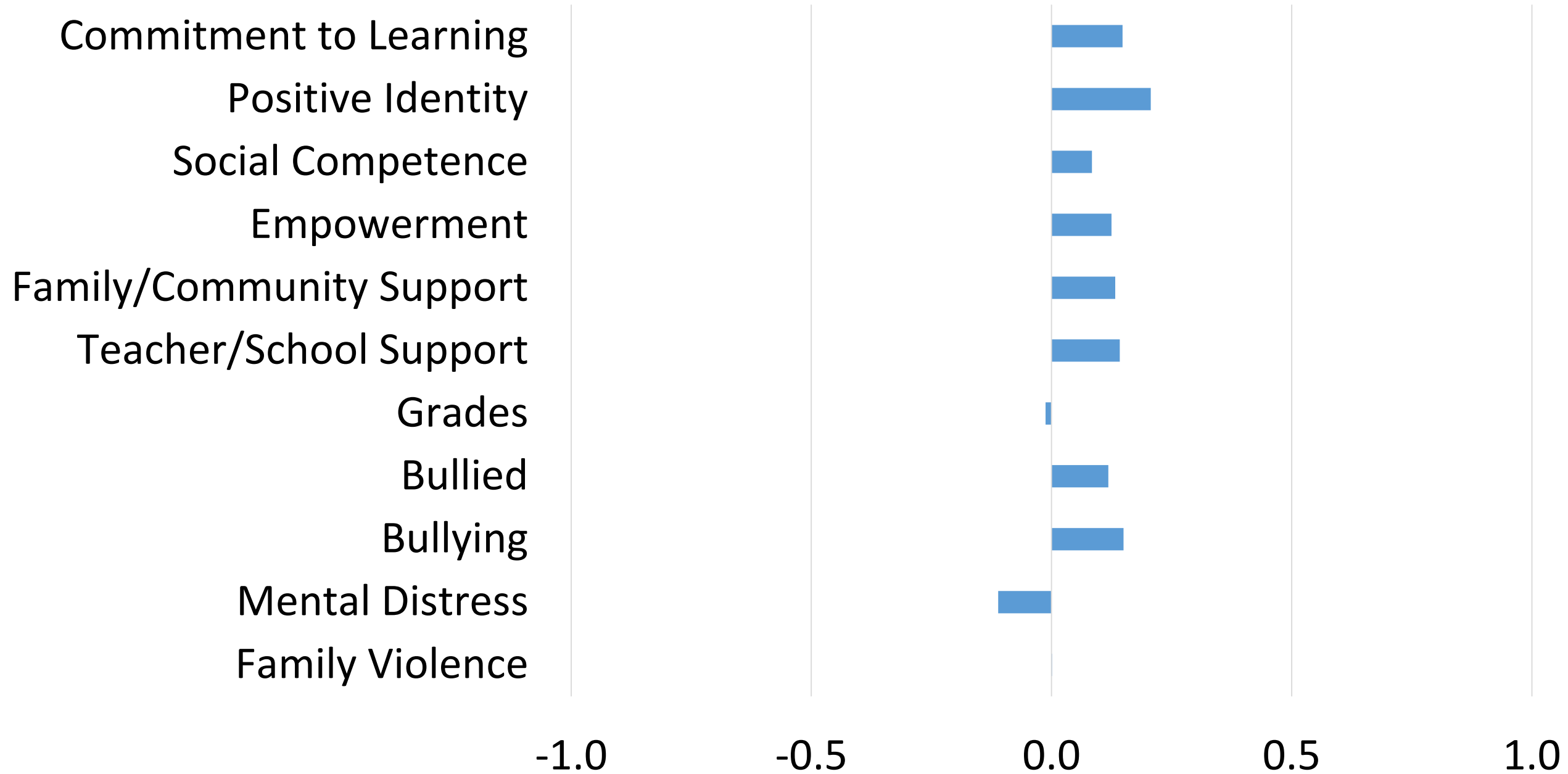
Used Alcohol at Least Once in Last 30 Days: 11%



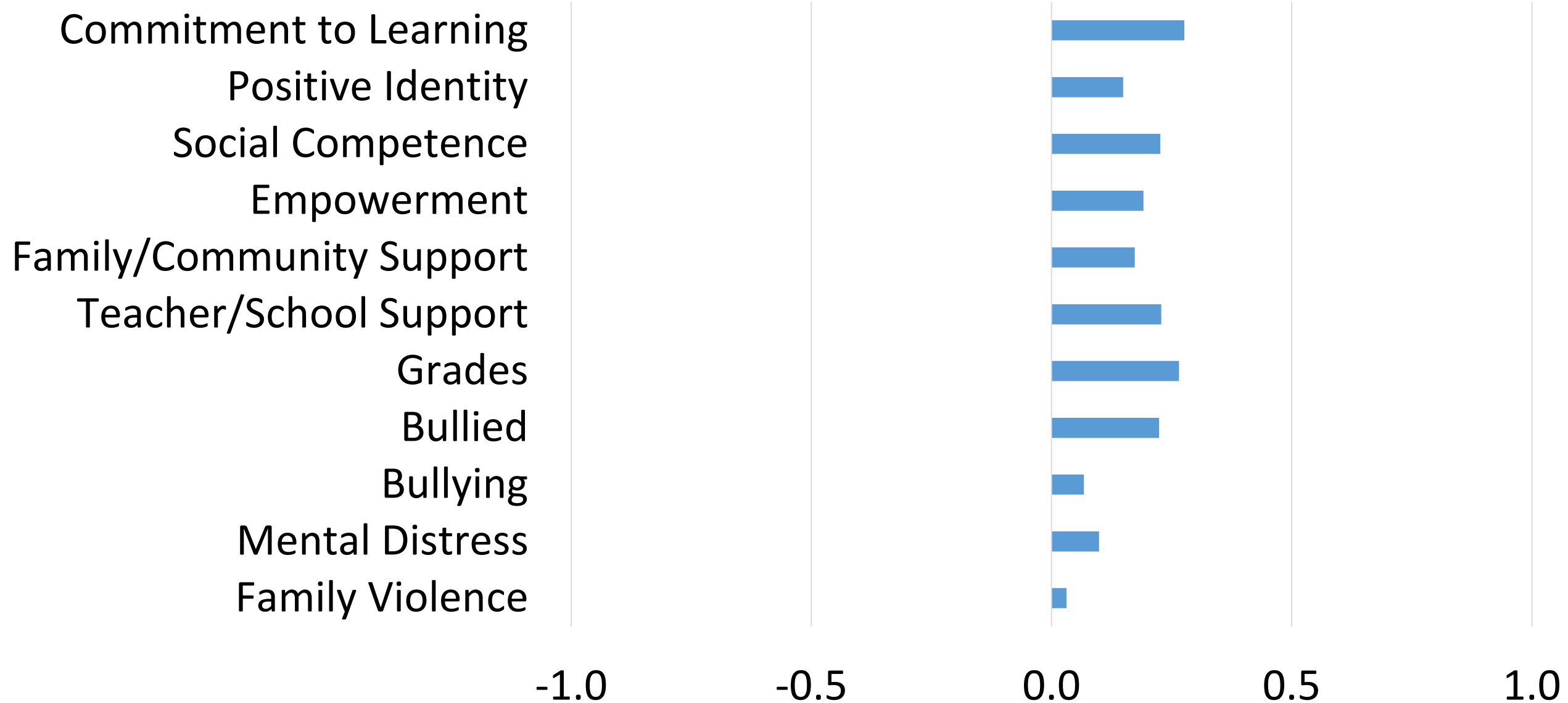
Gay/Lesbian/Bisexual/Questioning Students: 13%



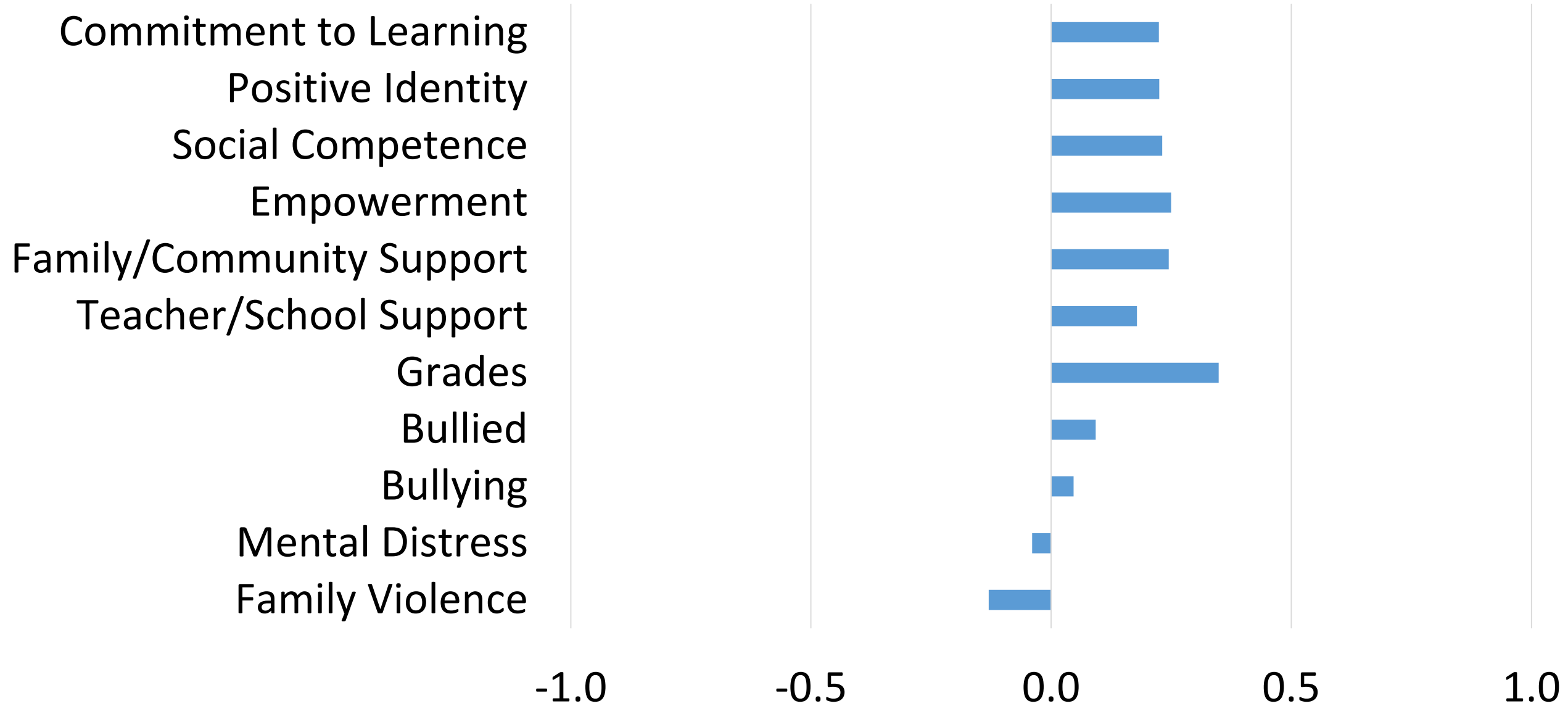
Has a PE Class: 69%



Participates in at least one School-Based Afterschool Activity: 53%

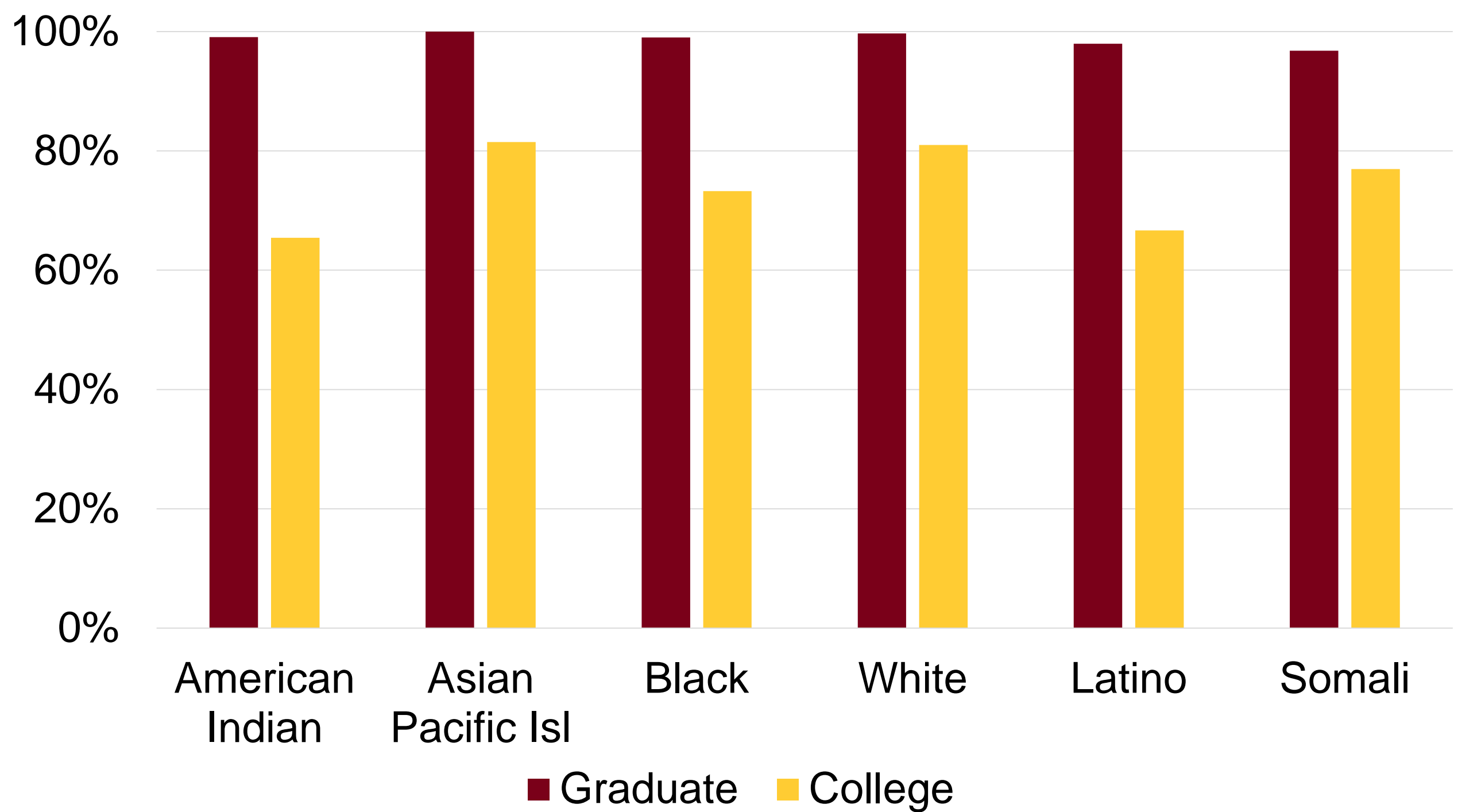


Participates in at least one Community-Based Afterschool Activity: 38%



A closing message...





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Driven to DiscoverSM

