



Hearing our Students: Developmental Skills, Supports & Challenges in PFSS Schools

Michael C. Rodriguez

Campbell Leadership Chair in Education & Human Development

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 UNIVERSITY OF MINNESOTA

Educational Psychology

<http://www.edmeasurement.net/PFSS2020.pdf>

Minnesota Youth Development Research Group

<http://www.mnydrg.com>

- All 87 MN Counties
- 1,329 schools in 309 school districts
 - 162,034 students (84% of Districts) in 2013
 - 168,733 students (85% of Districts) in 2016
 - 170,128 students (81% of Districts) in 2019
- 57 Charter schools
- Approximately 64% of students in grades 5, 8, 9, 11

Grade	2013	2016	2019	Total
5	572	930	1189	2691
8	795	1044	1184	3023
9	786	1117	998	2901
11	649	698	879	2226
Total	2802	3789	4250	10841

Minnesota Student Survey – PFSS Participation

	2013	2016	2019	Total
SAUK RAPIDS-RICE	751	754	1177	2682
ST. CLOUD	2051	1924	1940	5915
SARTELL-ST. STEPHEN		1111	1133	2244
Total	2802	3789	4250	10841

	Frequency	2013 %	2016 %	2019 %
Missing Race	156	0.9%	1.0%	2.1%
American Indian	441	5.2%	4.2%	3.1%
Asian Pacific Islander	323	3.2%	2.6%	3.2%
Black	609	5.0%	4.8%	6.8%
White	7354	70.9%	66.8%	66.8%
Multiple Races	375	3.6%	3.6%	3.2%
Latino	536	5.1%	5.3%	4.5%
Somali	1023	5.8%	11.3%	10.1%
<i>Hmong</i>	24	0.3%	0.4%	0.0%
Total	10841	0.9%	1.0%	2.1%

Race & Ethnicity



Our Process

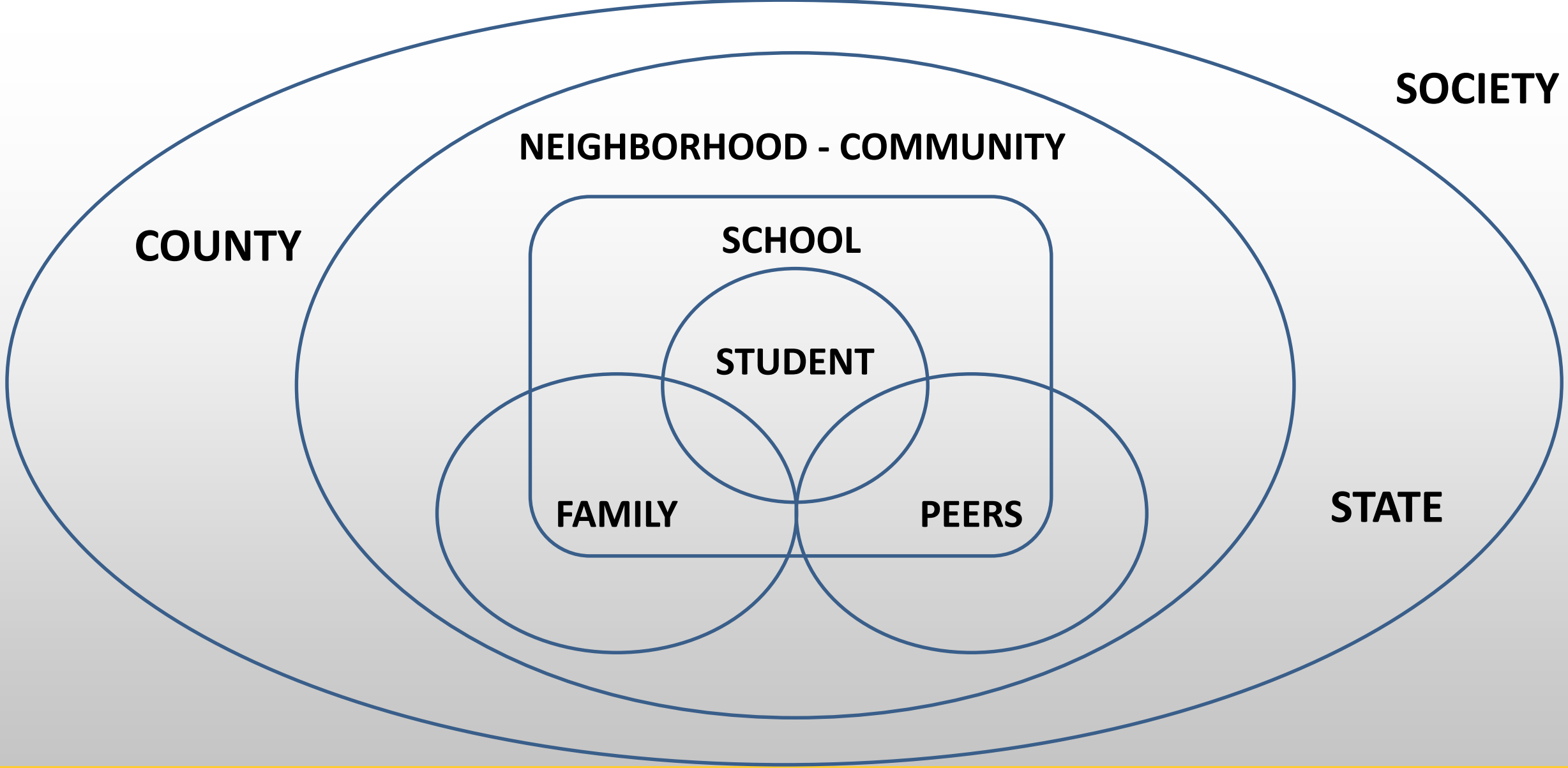
- Using a positive youth development framework and ecological models of development, we identified questions related to research-based constructs
- Confirmatory factor analysis was employed to test model-data fit
- Items were calibrated using the Rasch family of measurement models



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 and what they bring with them. 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

- Learning is a social activity
- Cognitive development and identity development co-occur:
 - ✓ They are intertwined
 - ✓ We cannot be successful with one if we ignore the other
- The evidence regarding the importance of SEL is substantial, acknowledge by
 - ✓ National Research Council
 - ✓ National Academy of Medicine
 - ✓ Aspen Institute
 - ✓ Minnesota Department of Education

Skills	Supports	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

Examining Differences



Moving toward Equity

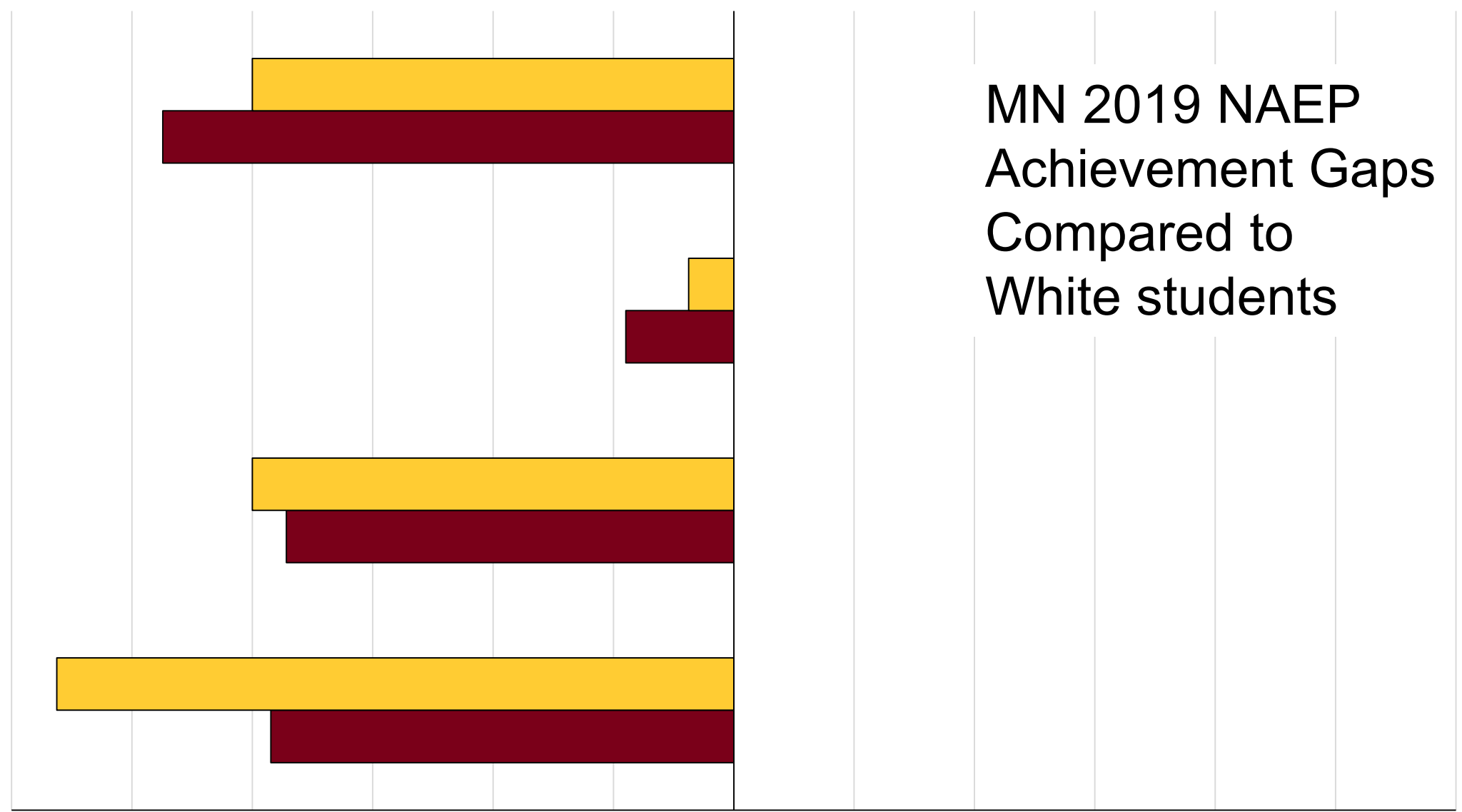
- We use a common effect size – the difference between groups in standard deviations
- To put these in perspective, we can examine these effects in achievement (*achievement gaps*).
- MN data were reviewed for 2019 NAEP results in Reading and Mathematics.
- We see much larger Differences in achievement than we do with Developmental Skills & Supports.

MN 2019 NAEP
Achievement Gaps
Compared to
White students

AmIndian
Asian/PI
Latino
Black

-1.2 -1 -0.8 -0.6 -0.4 -0.2 0 0.2 0.4 0.6 0.8 1 1.2

Math8 Read4



AmIndian

Asian/PI

Latino

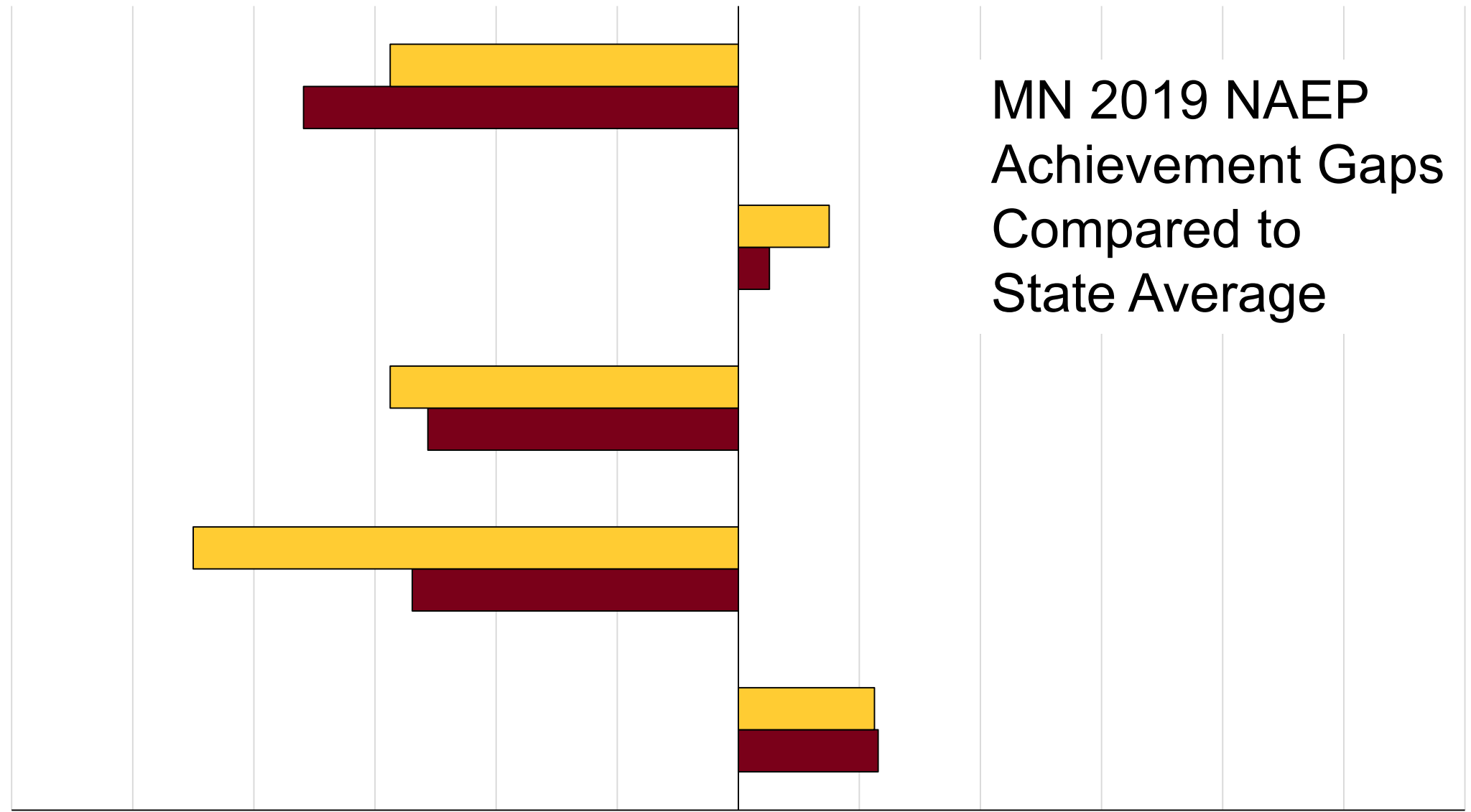
Black

White

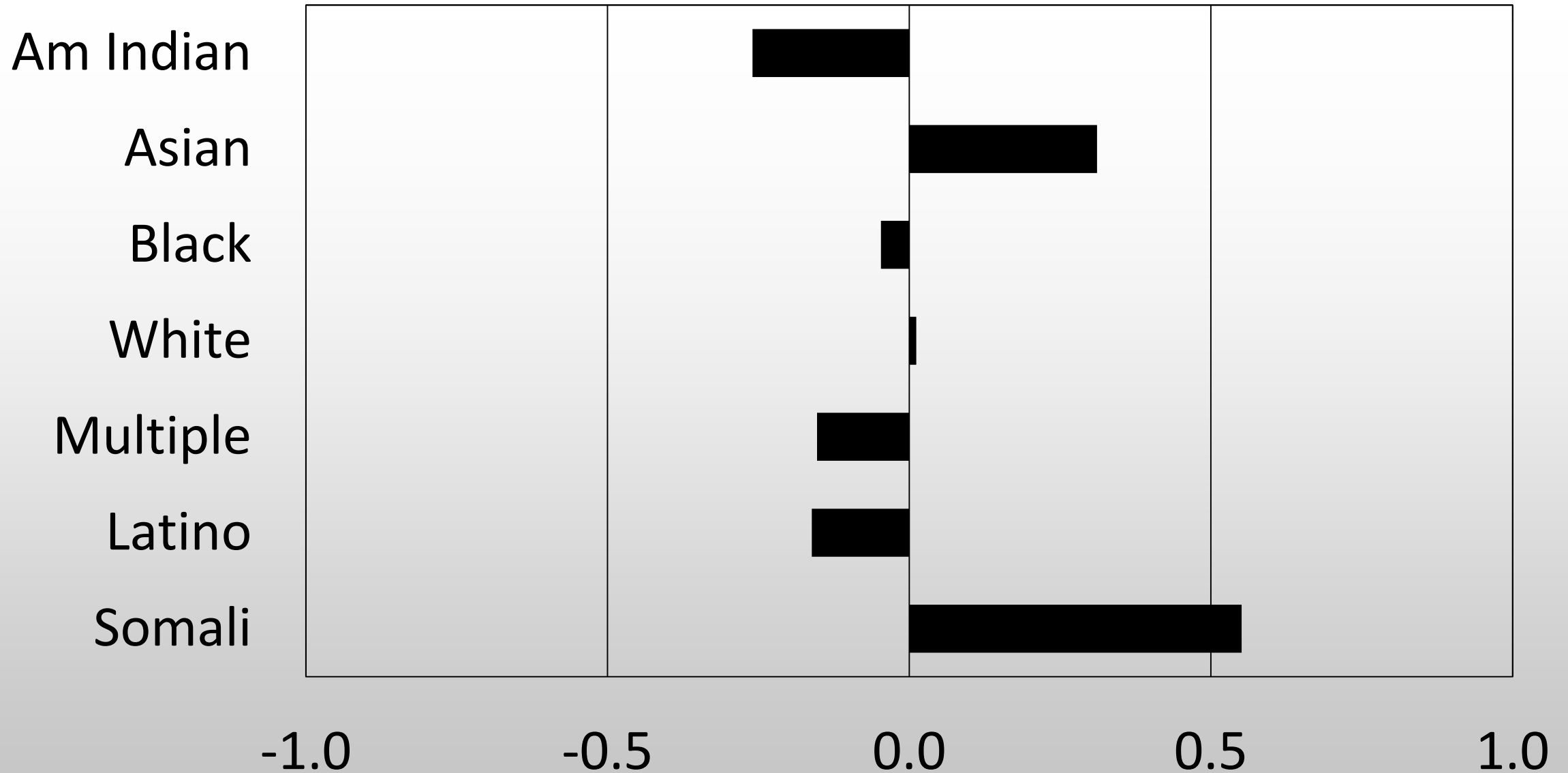
MN 2019 NAEP
Achievement Gaps
Compared to
State Average

-1.2 -1 -0.8 -0.6 -0.4 -0.2 0 0.2 0.4 0.6 0.8 1 1.2

Math8 Read4

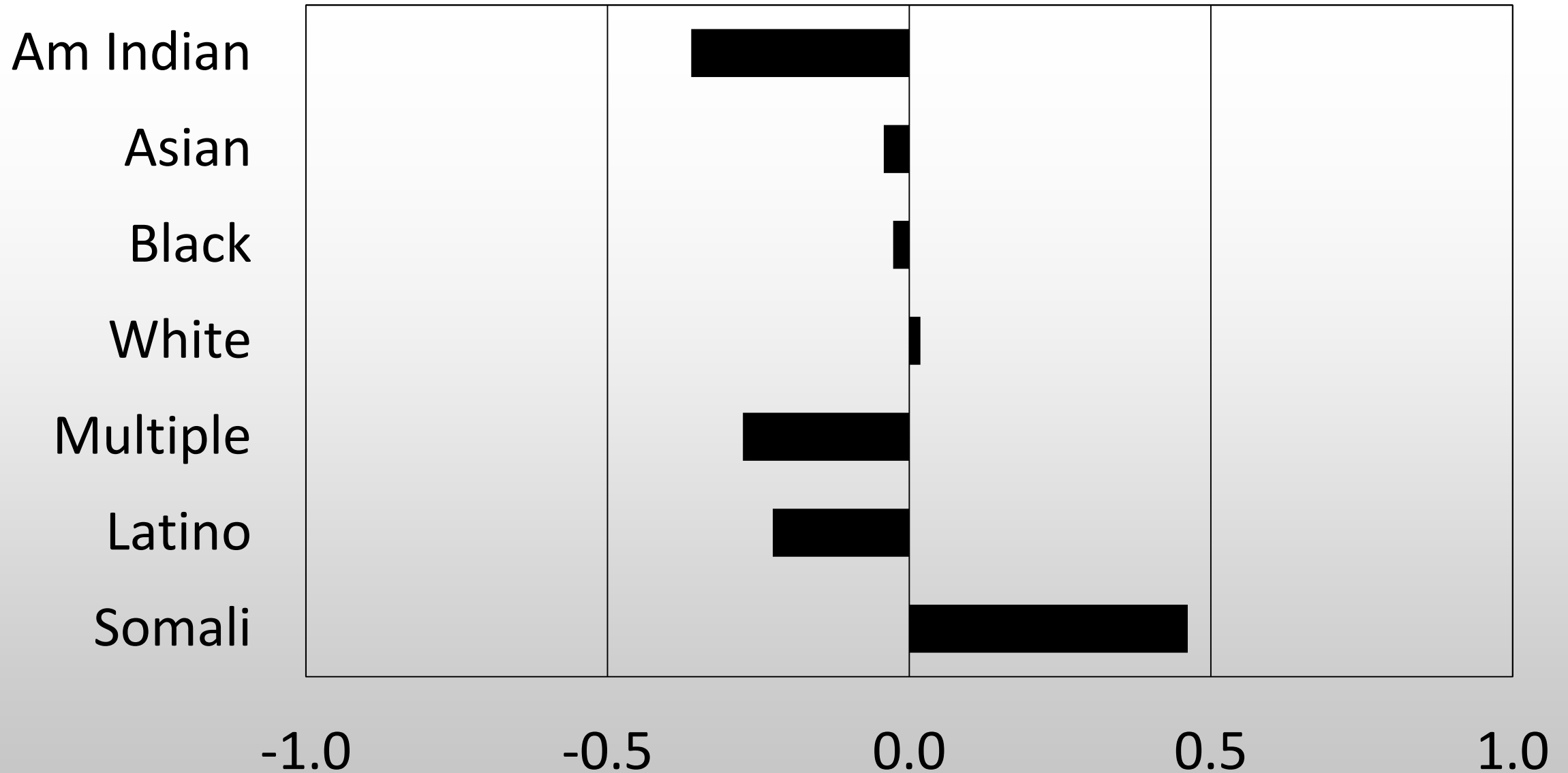


- Differences are defined in the next few slides as group differences from the **PFSS Average**
- Each bar represents the number of *SD difference* between youth in each group v. PFSS Average.



2019

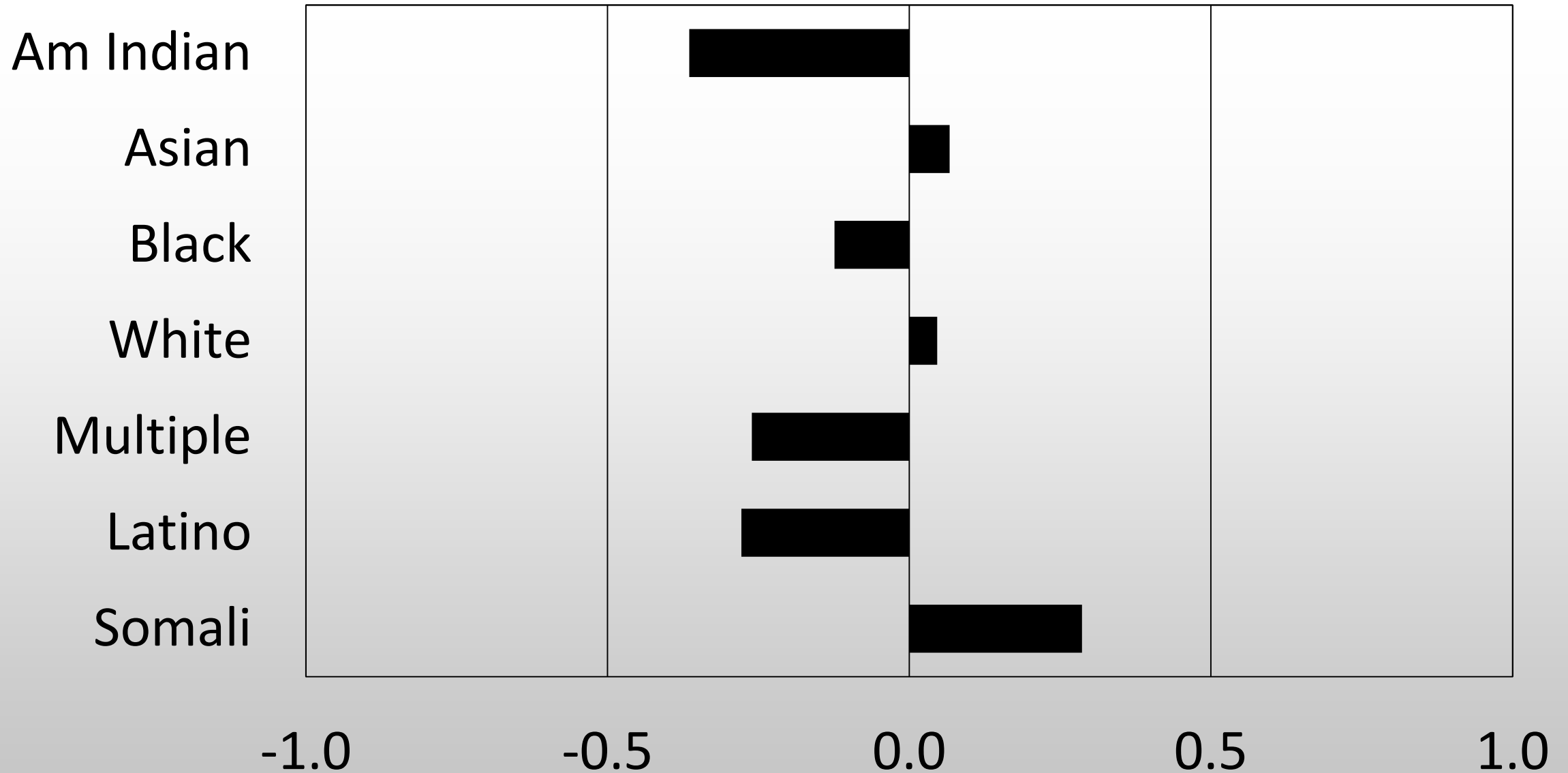
Differences in Commitment to Learning



2019

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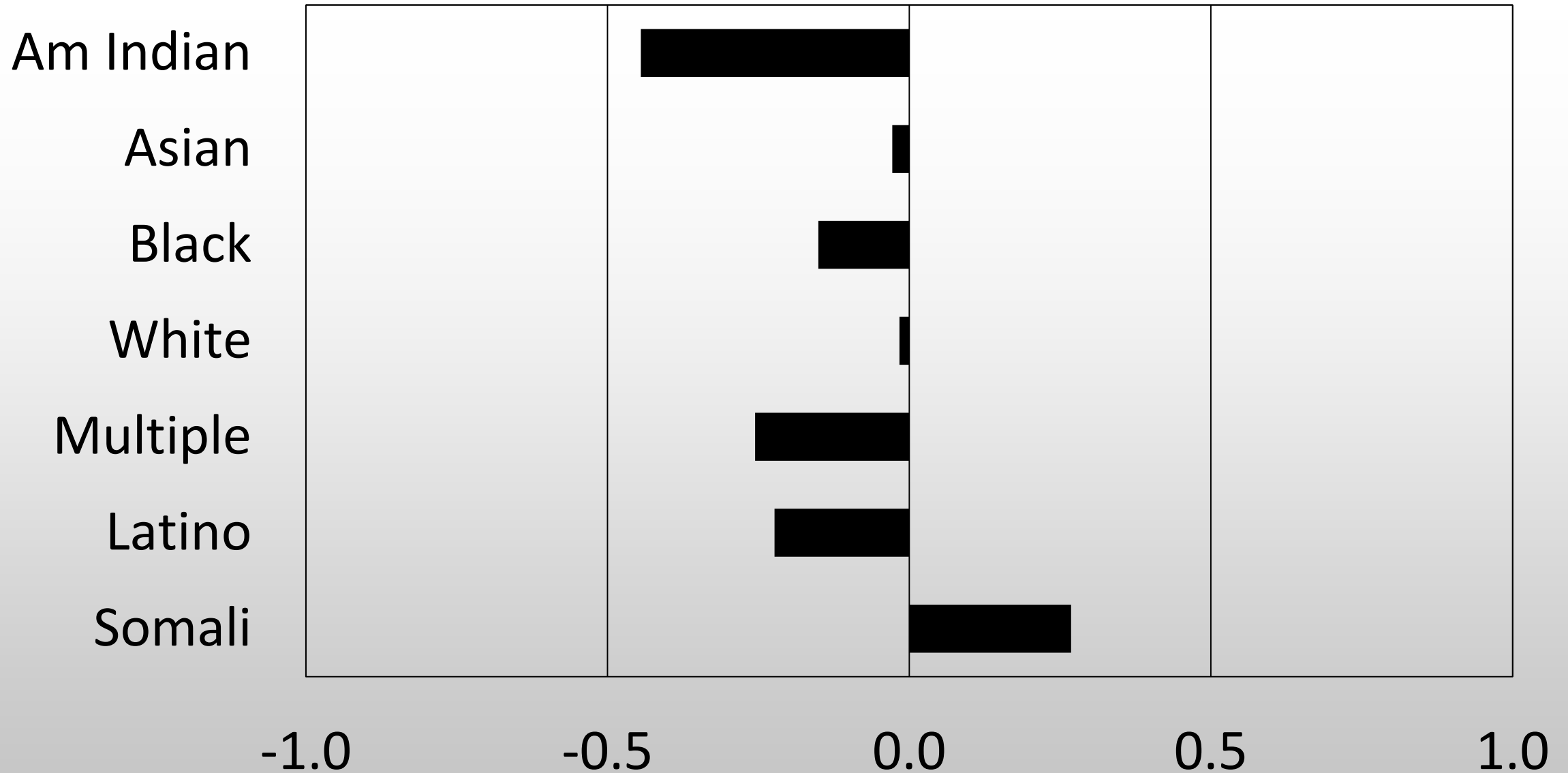
Differences in Positive Identity



2019

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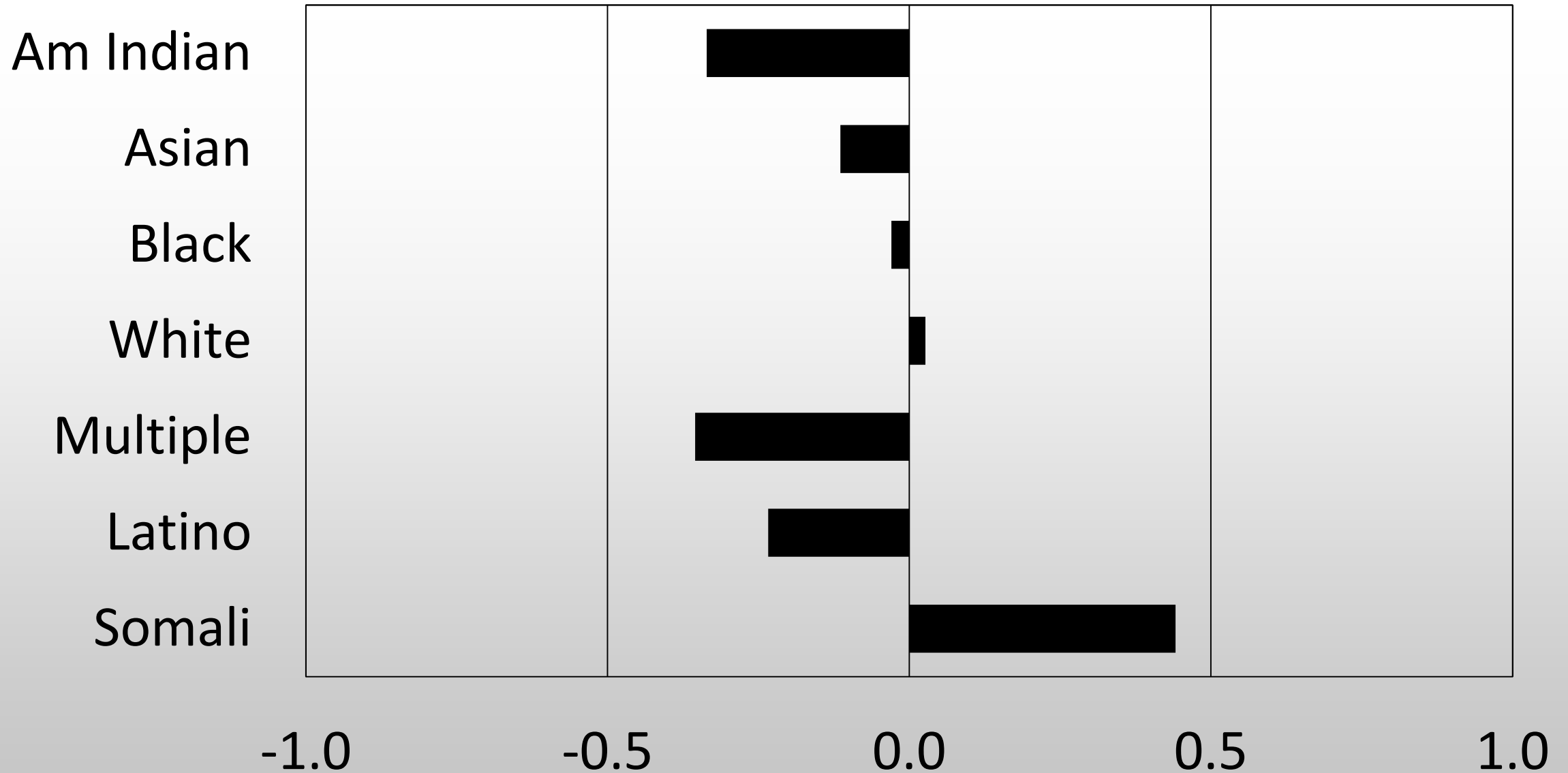
Differences in Social Competence



2019

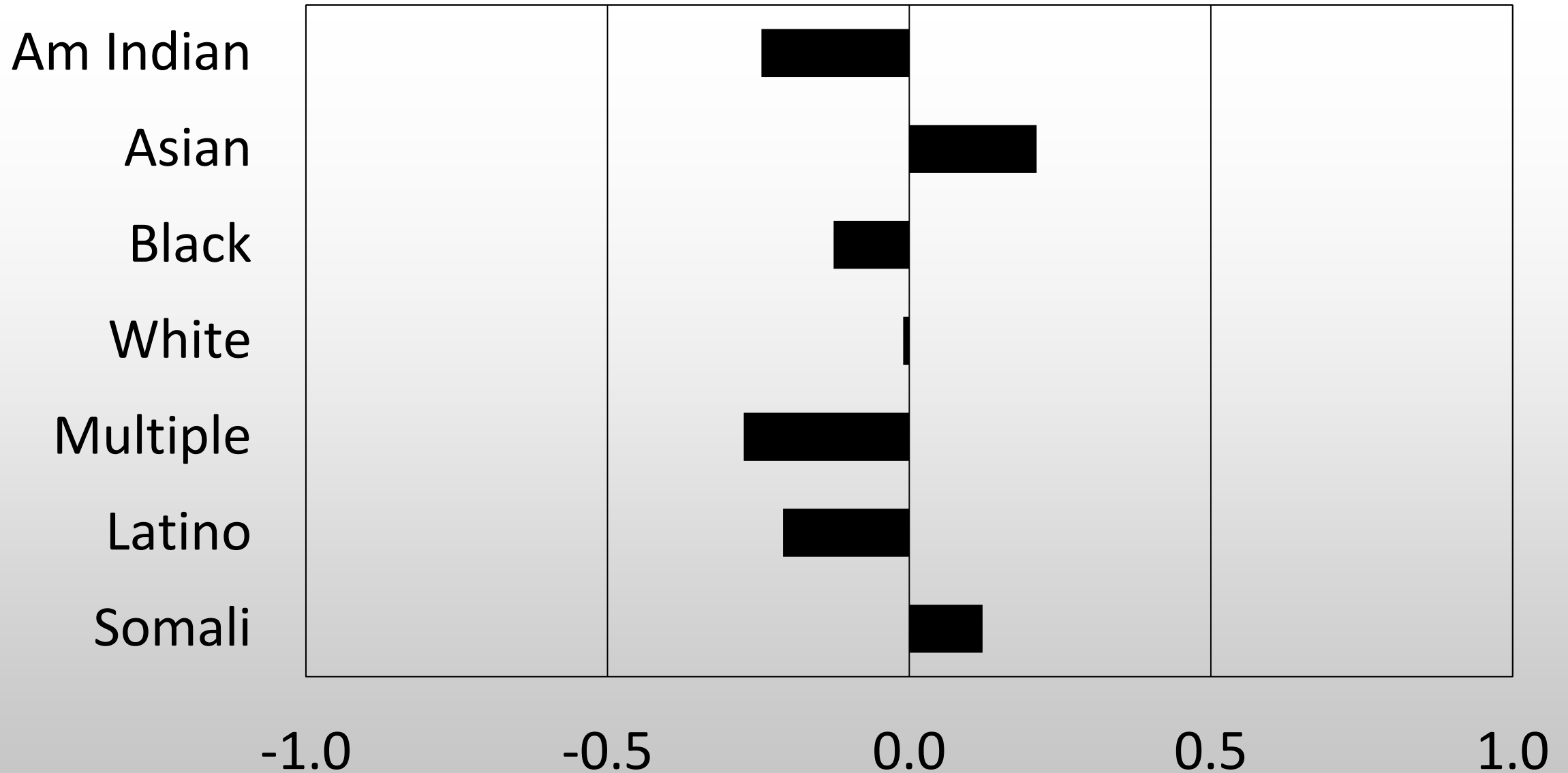
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Differences in Empowerment



2019

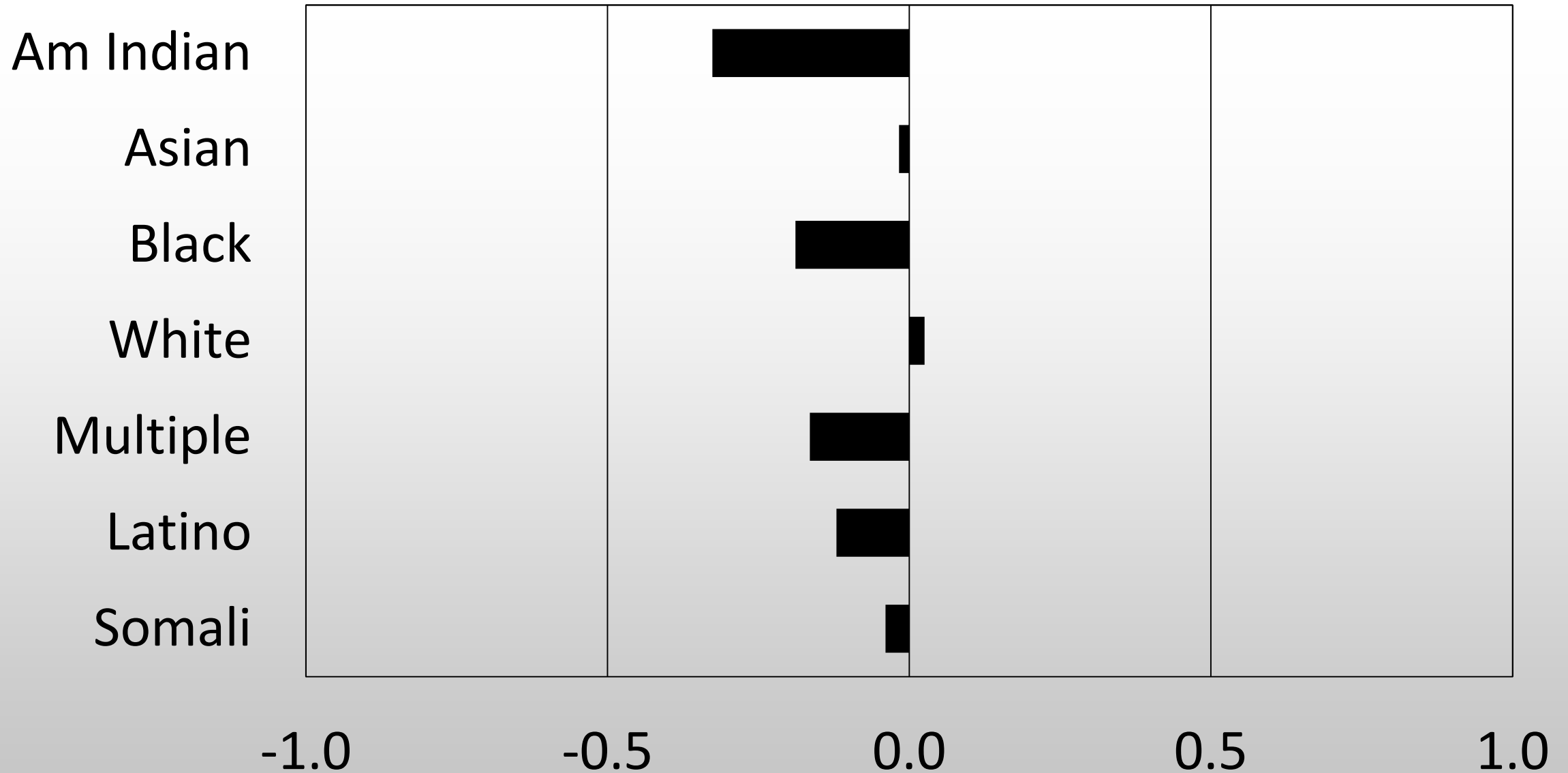
Differences in Family/Community Support



2019

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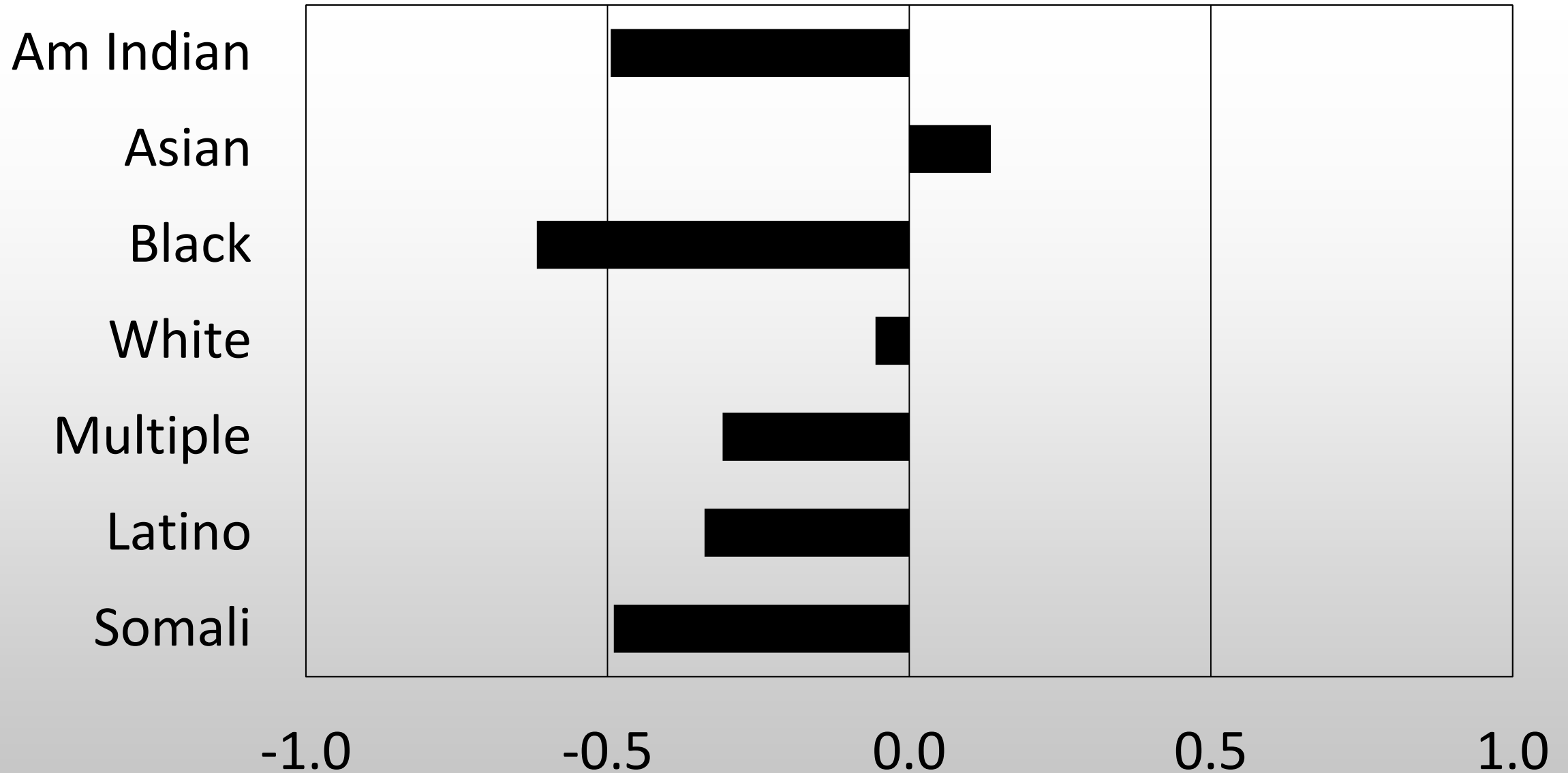
Differences in Teacher/School Support



2019

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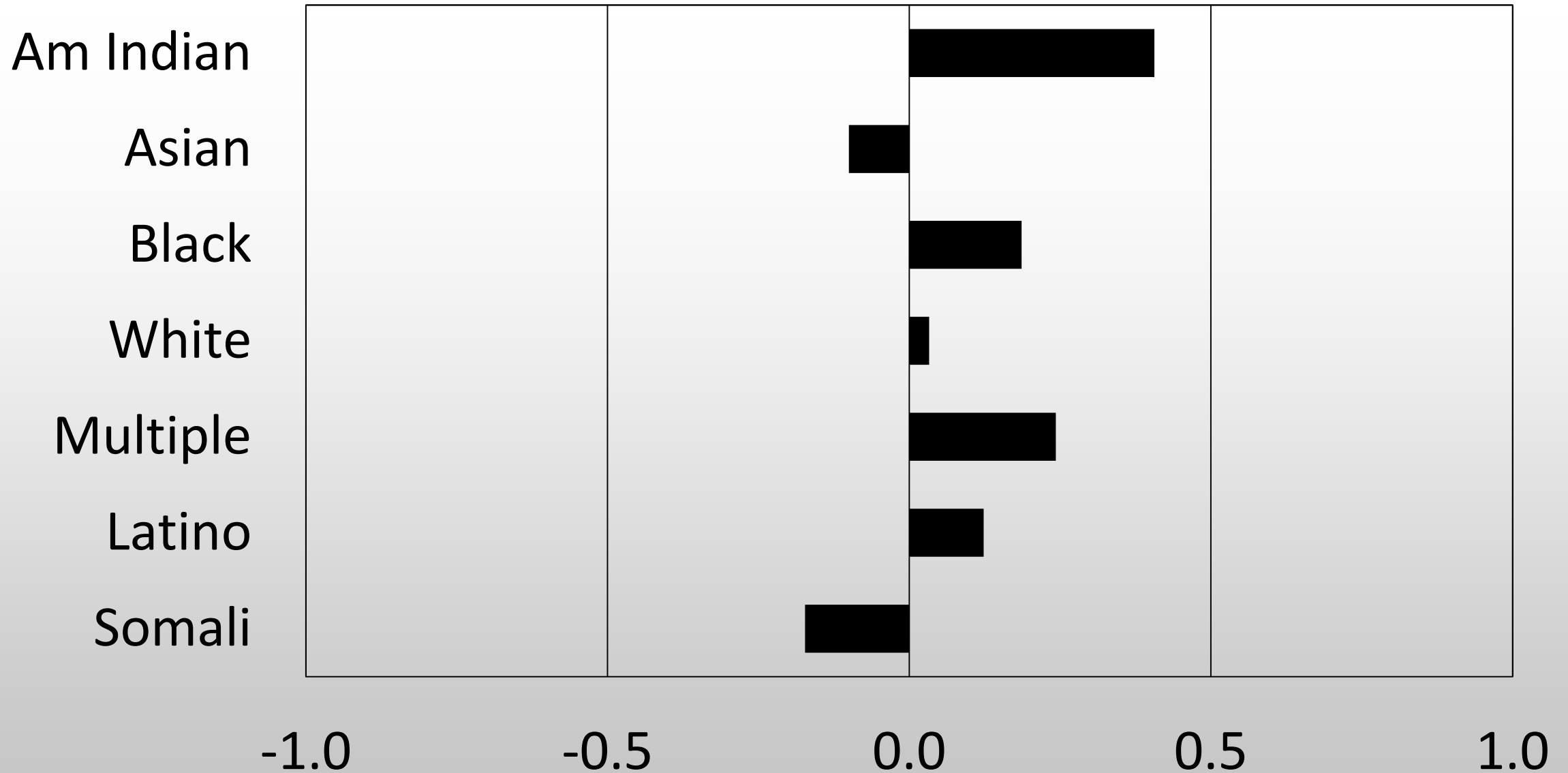
Positive Experience in After-School Activities



2019

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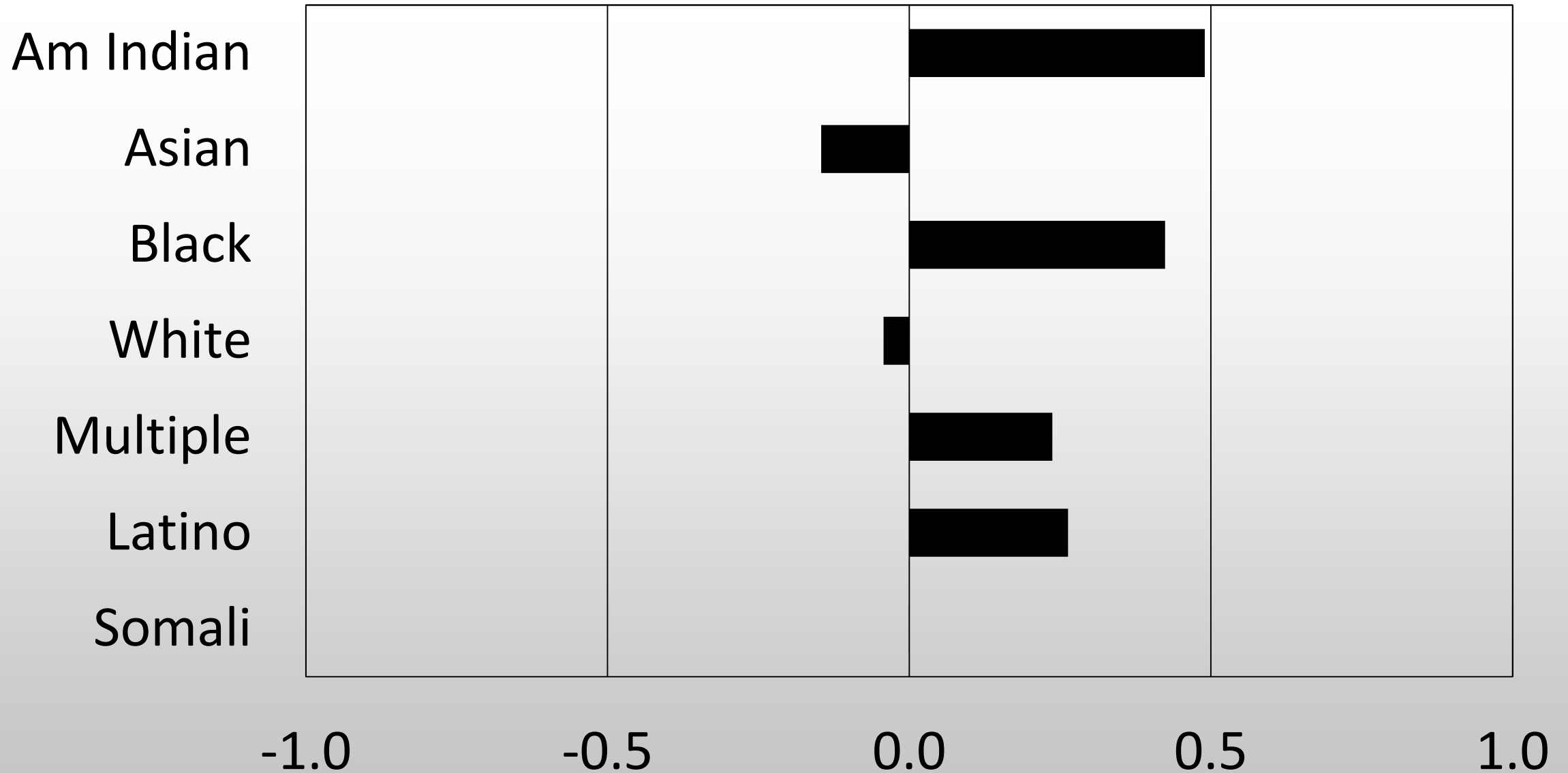
Differences in Grades



2019

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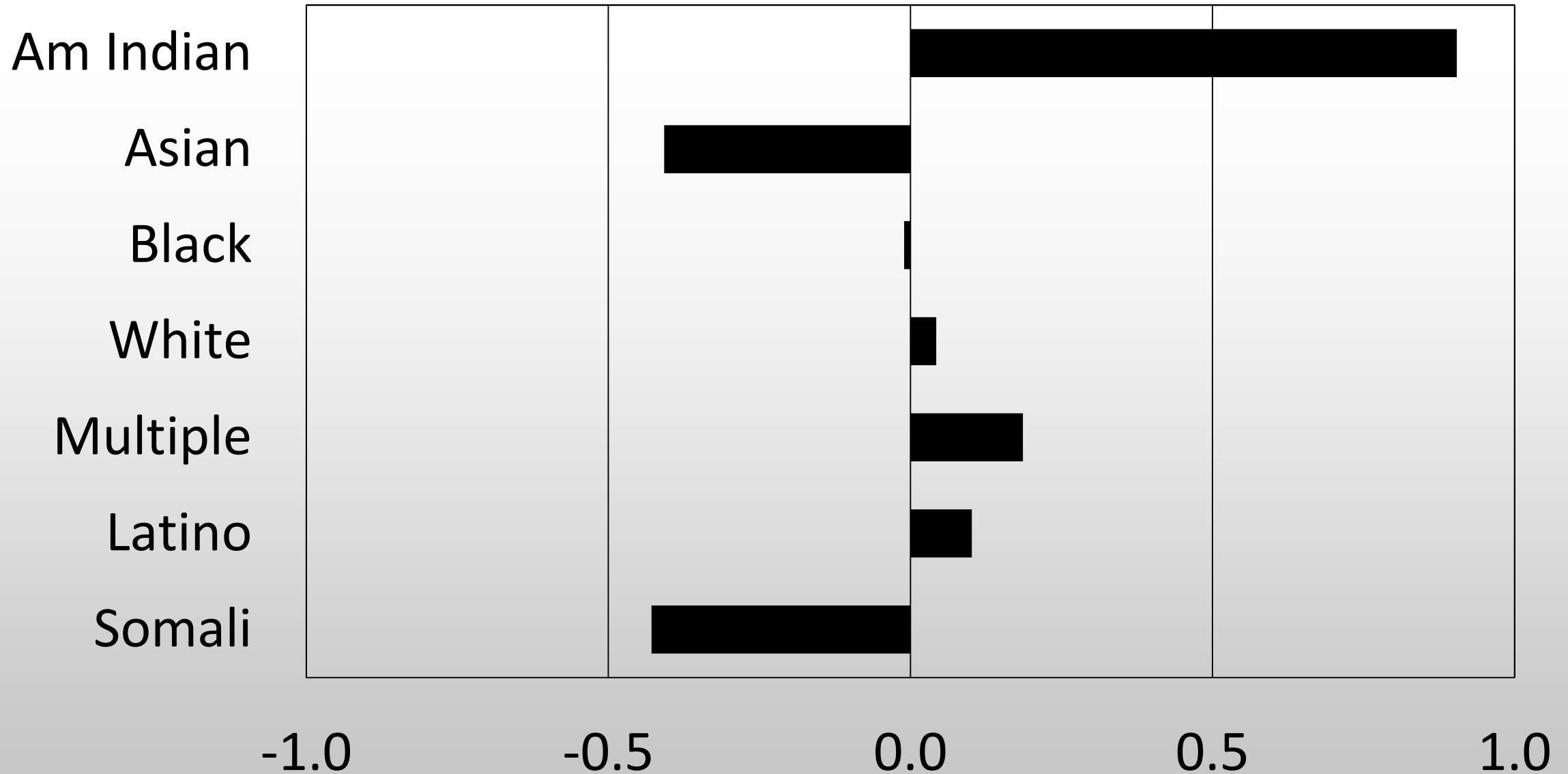
Differences in Being Bullied (Victims)



2019

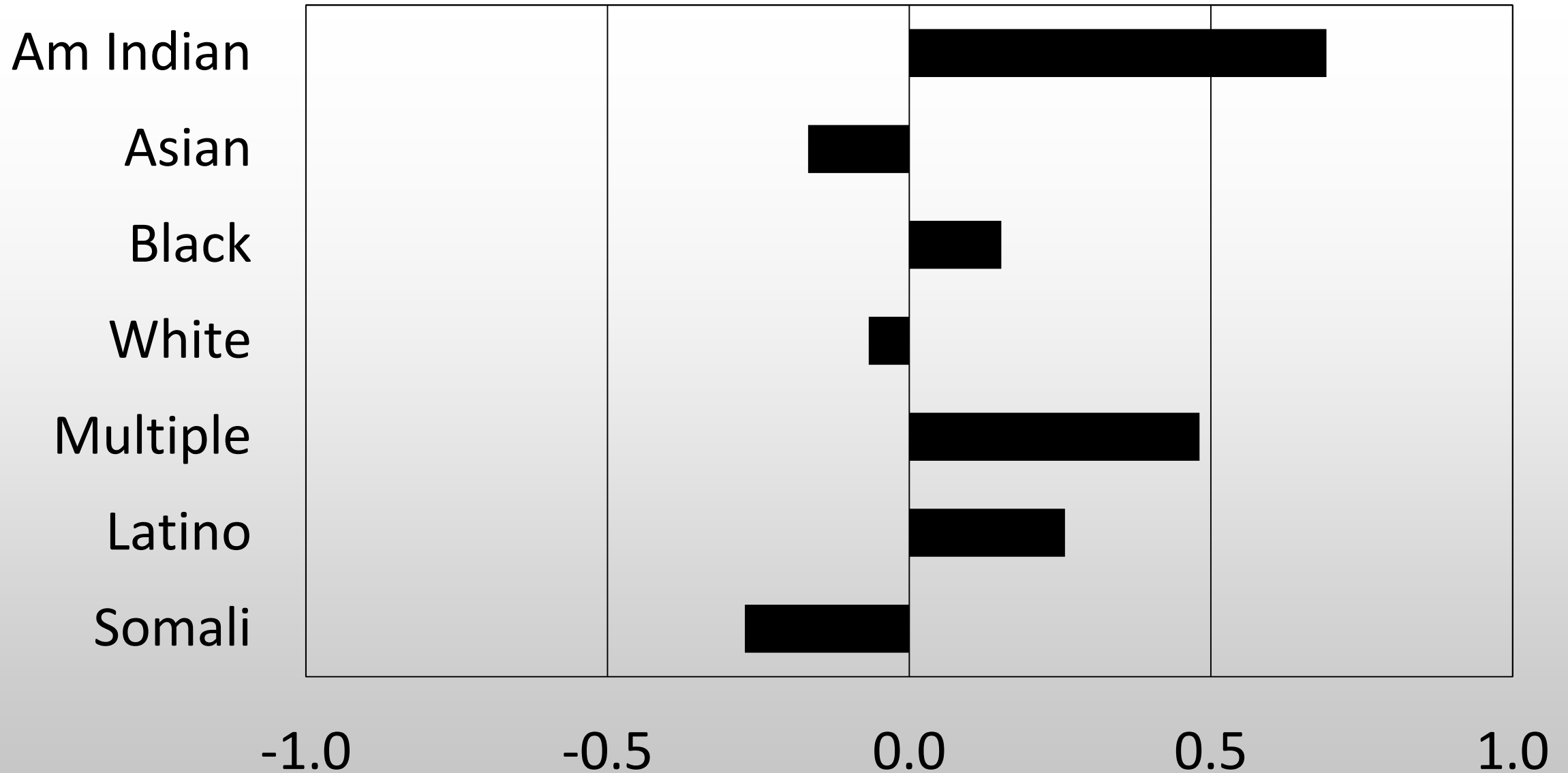
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Differences in Bullying (Perpetrators)



2019

Differences in Mental Distress



2019

Differences in Family Violence

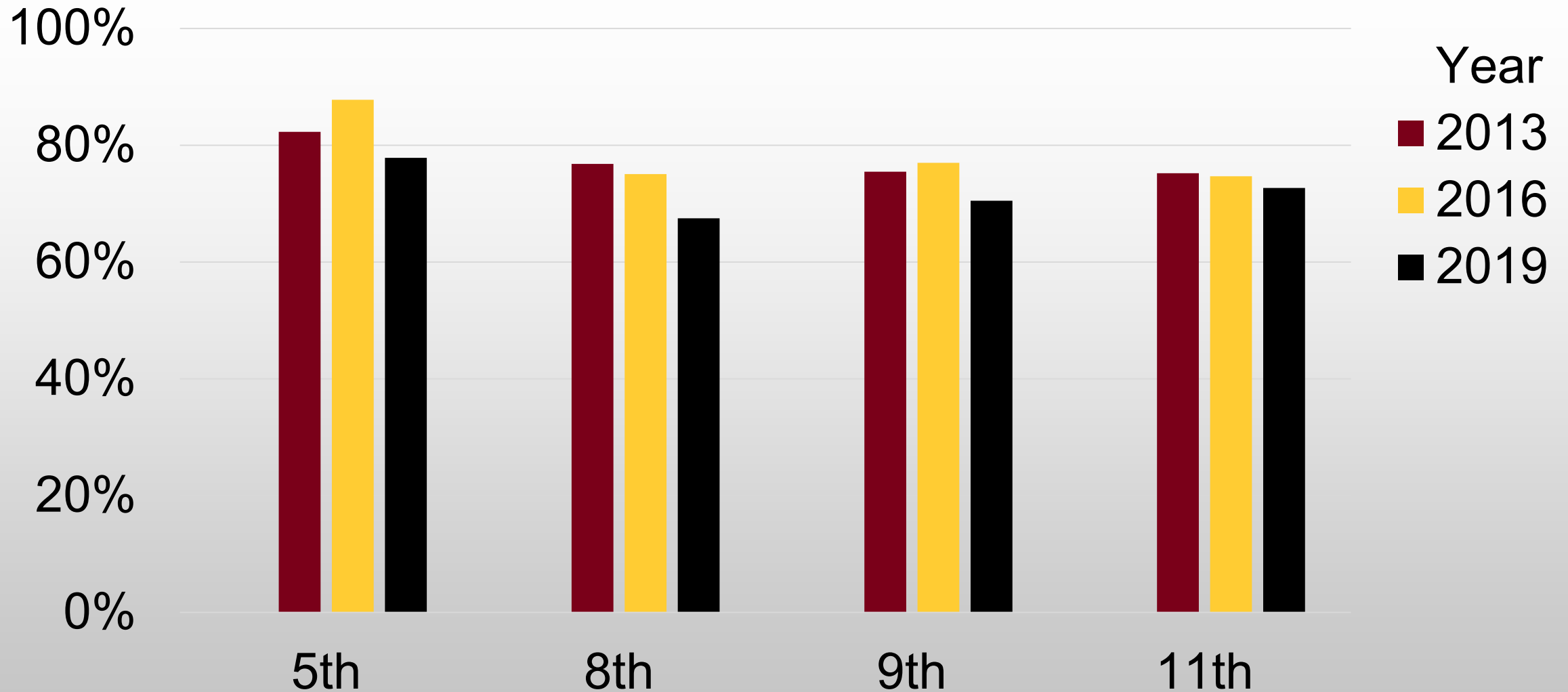
Equipped for Learning



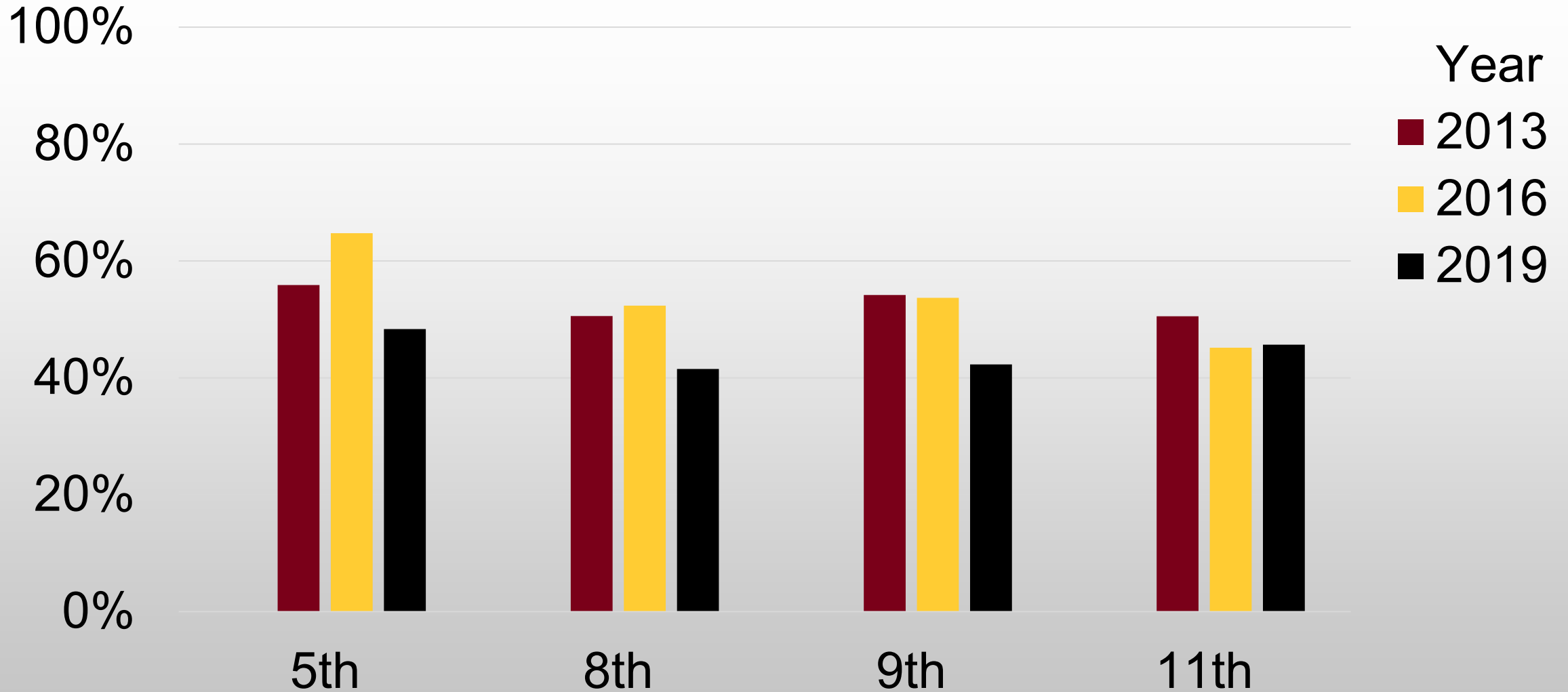
To be equipped means that, on average, the student

- 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.

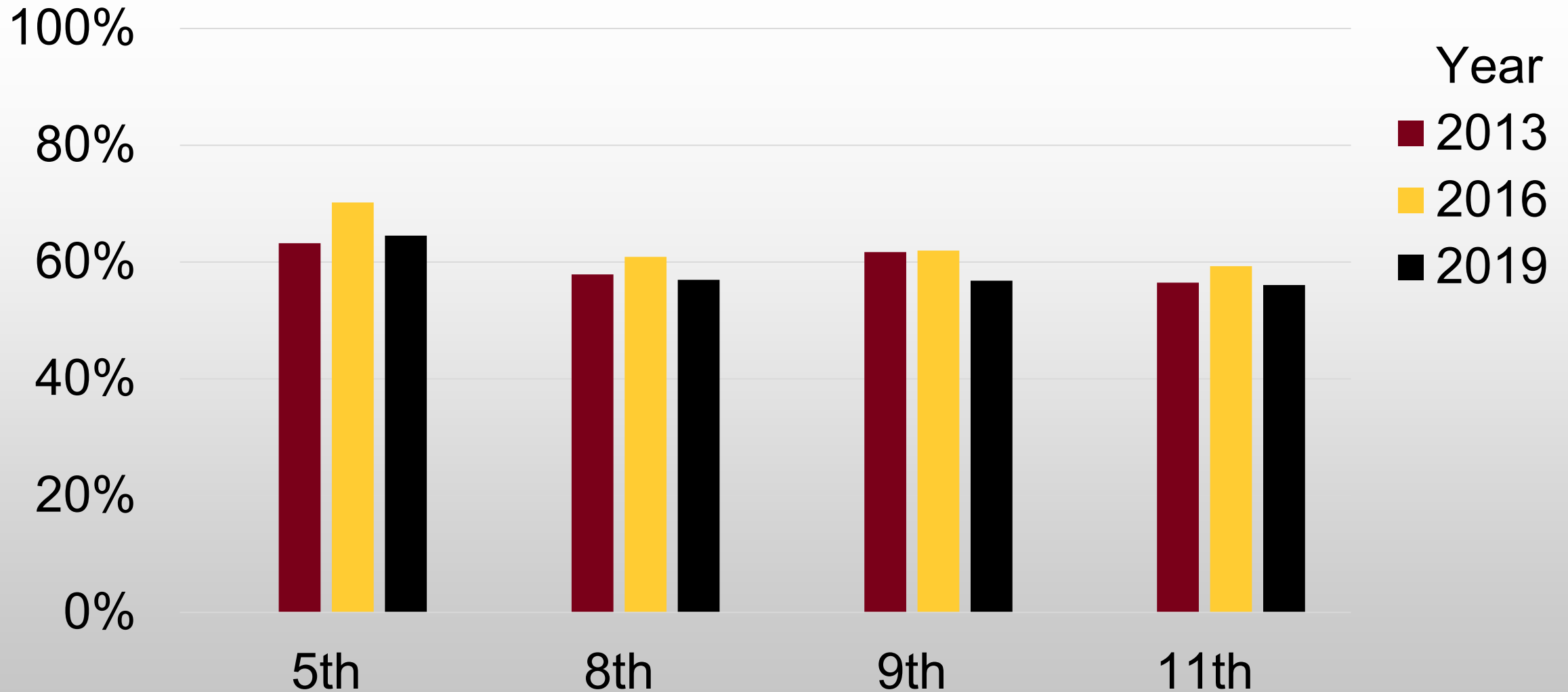
Percent Equipped for Learning



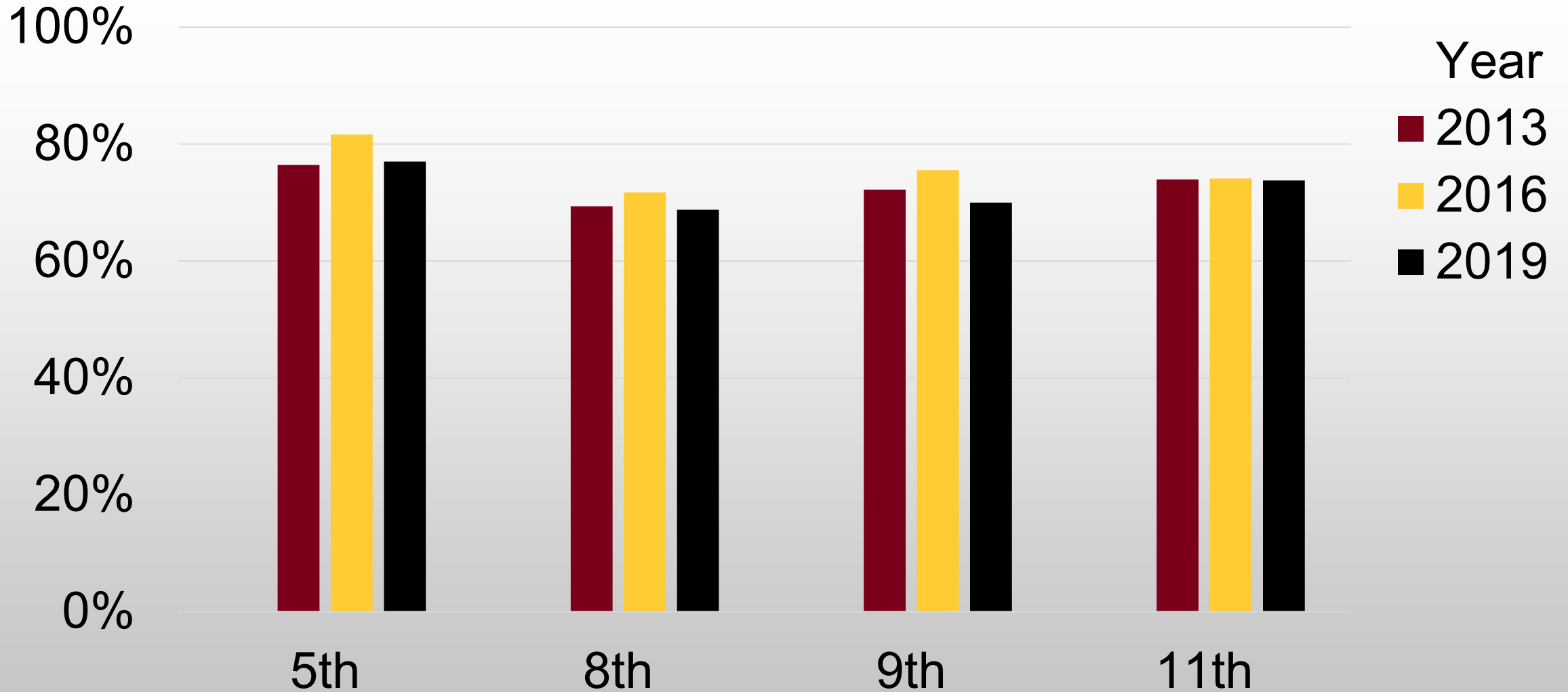
Percent Equipped for Learning



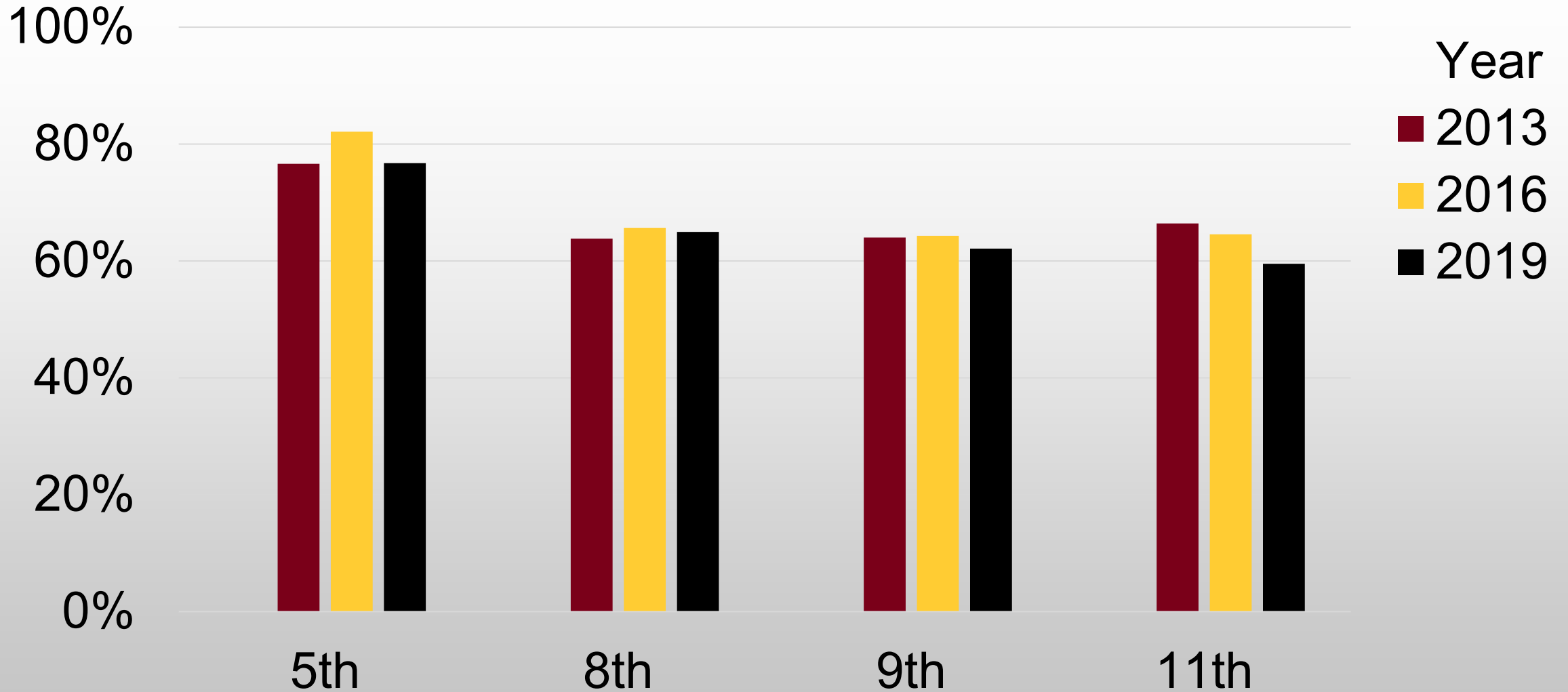
Percent Equipped for Learning



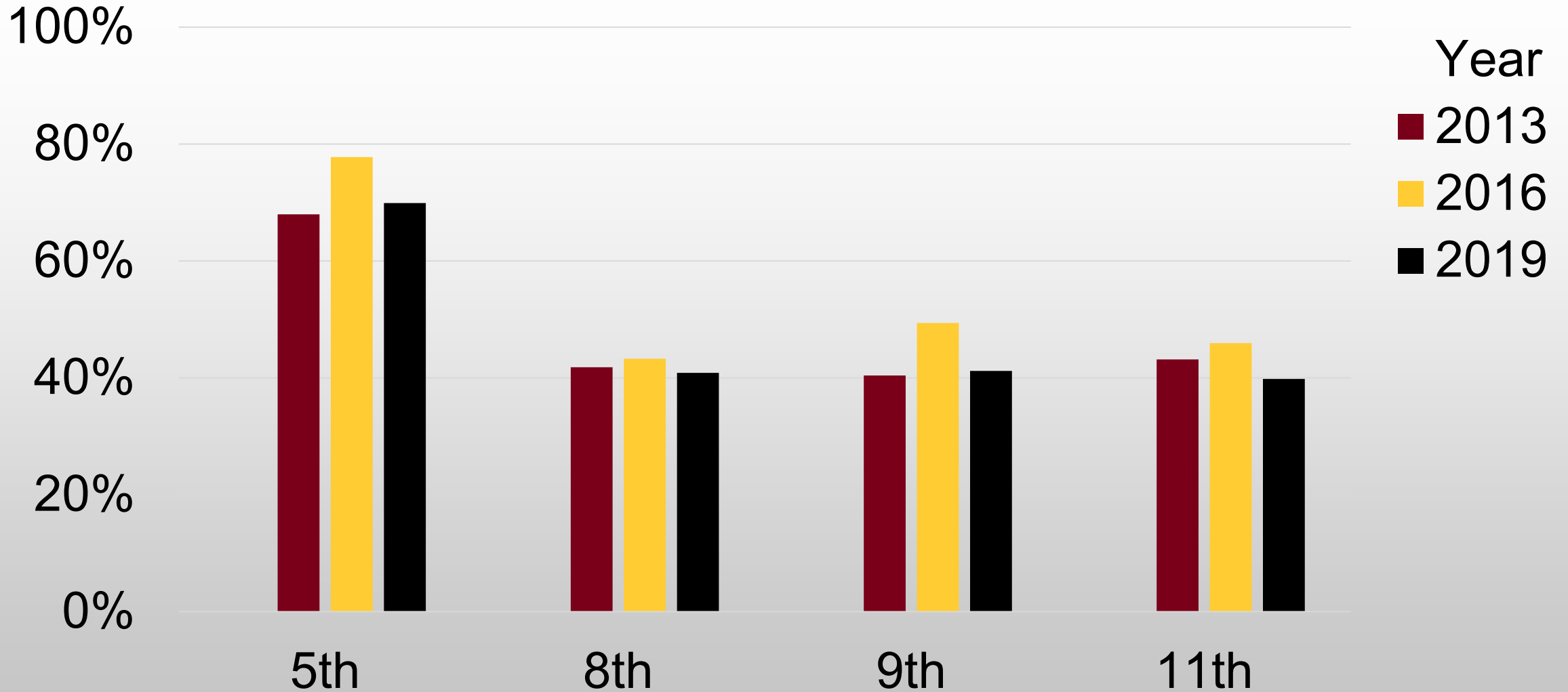
Percent Equipped for Learning



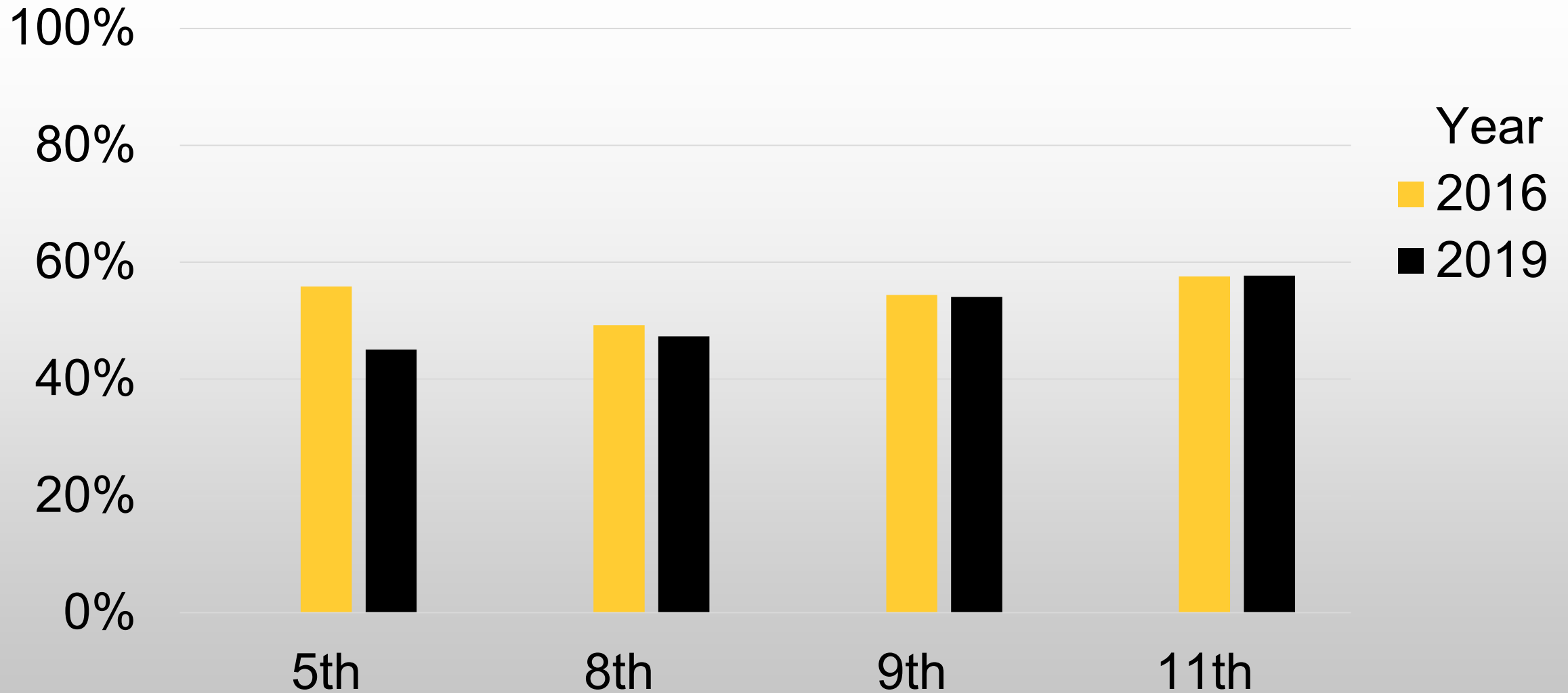
Percent Equipped for Learning

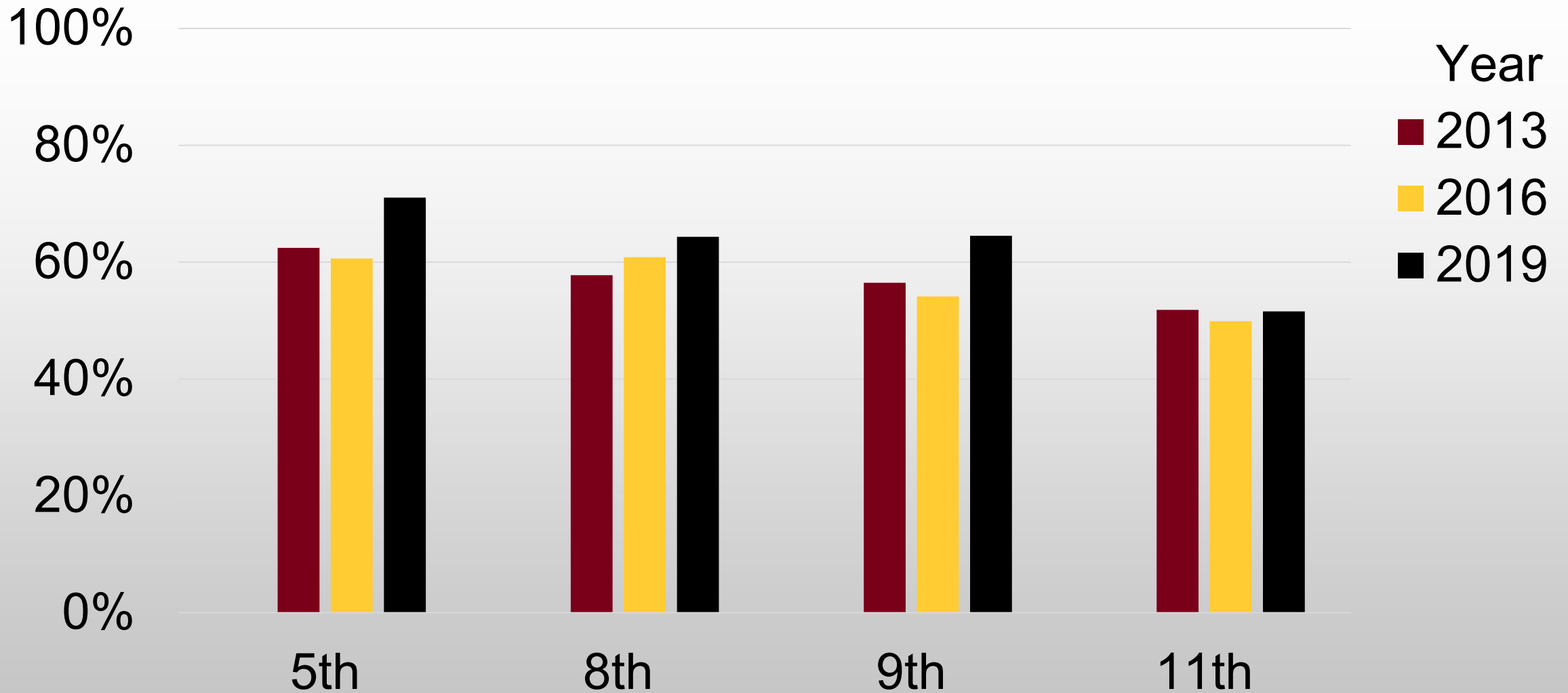


Percent Equipped for Learning

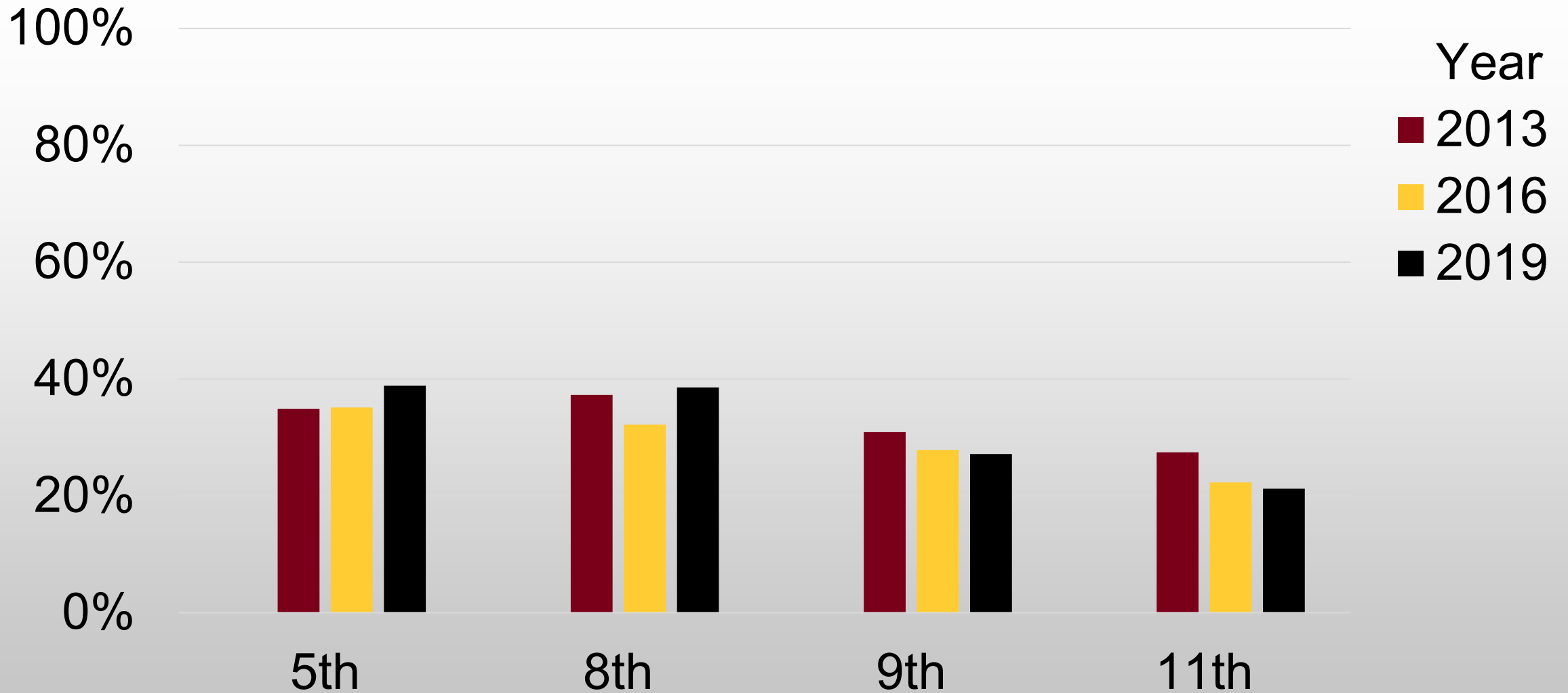


Percent Equipped for Learning

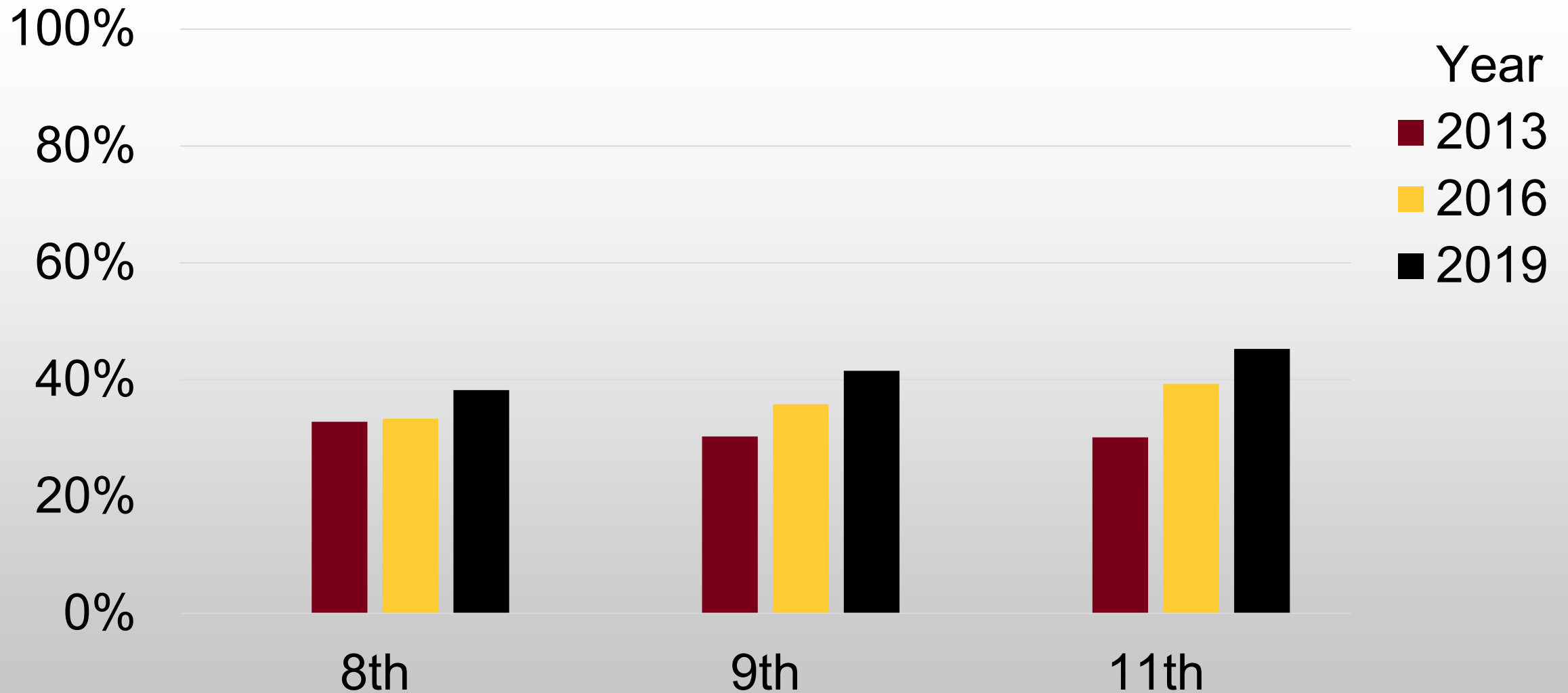




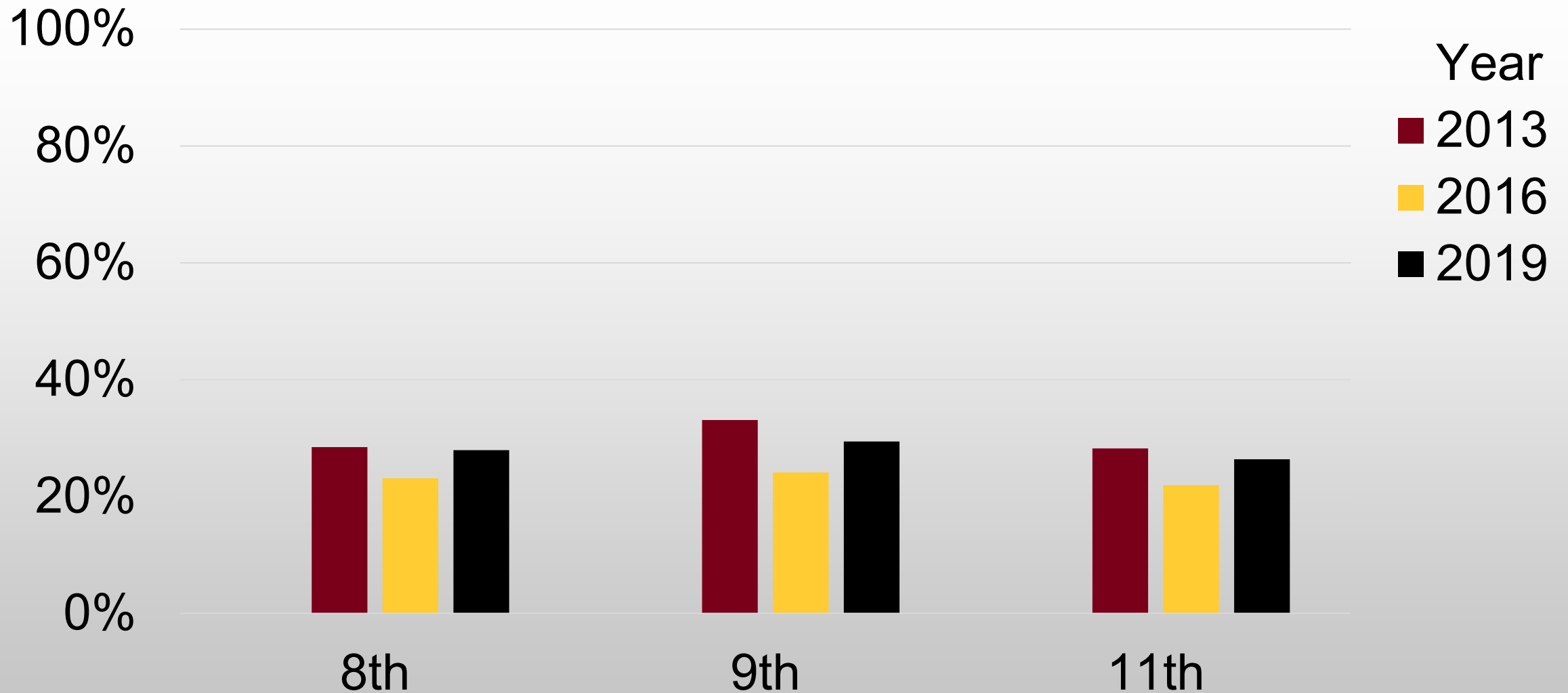
Being Bullied (Victim, in some way, last 30 days)



Bullying (Perpetrator, in some way, last 30 days)

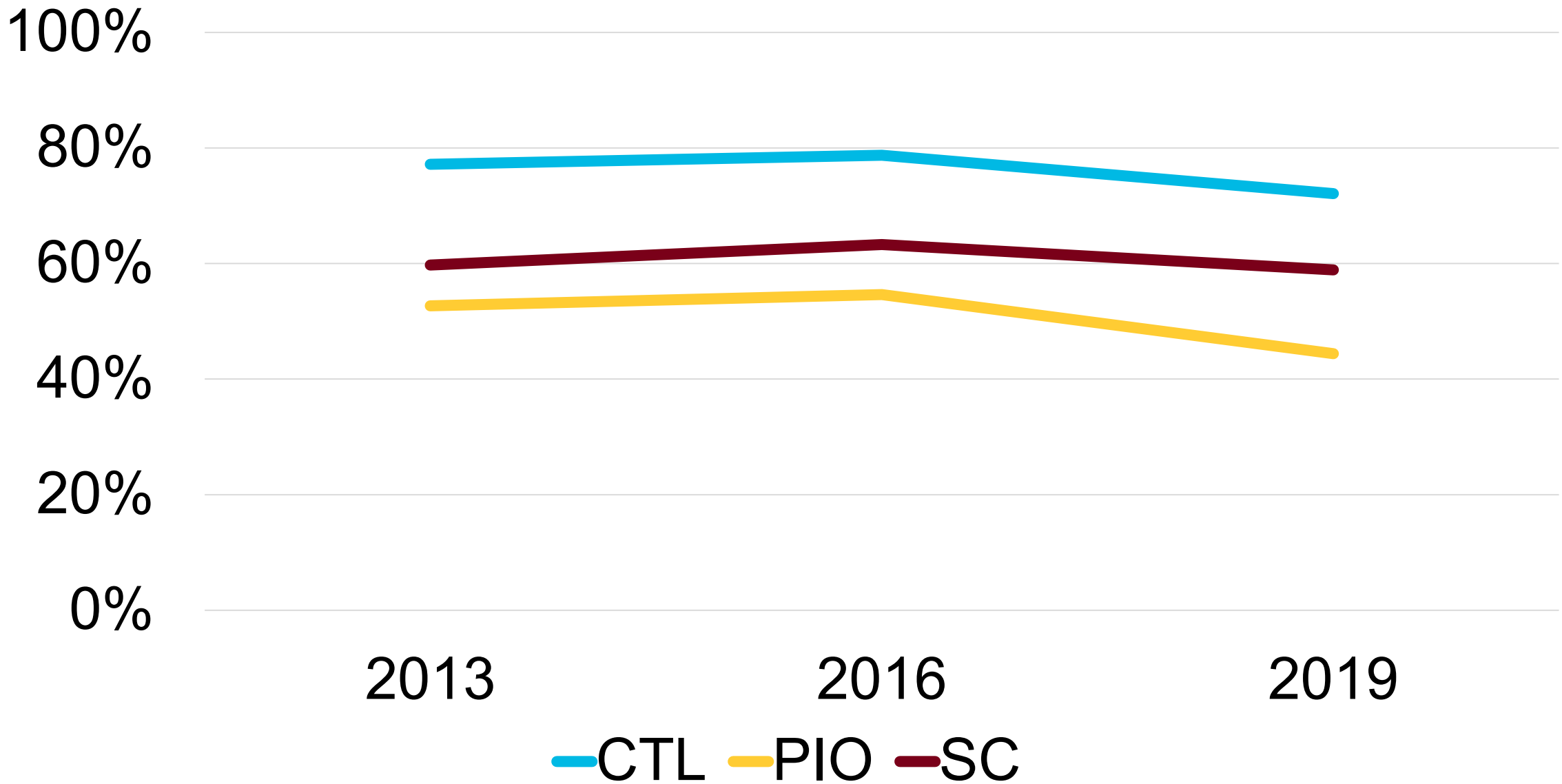


Mental Distress – at least some



Family Violence – at least some

Skills	Minnesota	PFSS
Commitment to Learning	71%	72%
Positive Identity	44%	44%
Social Competence	58%	59%



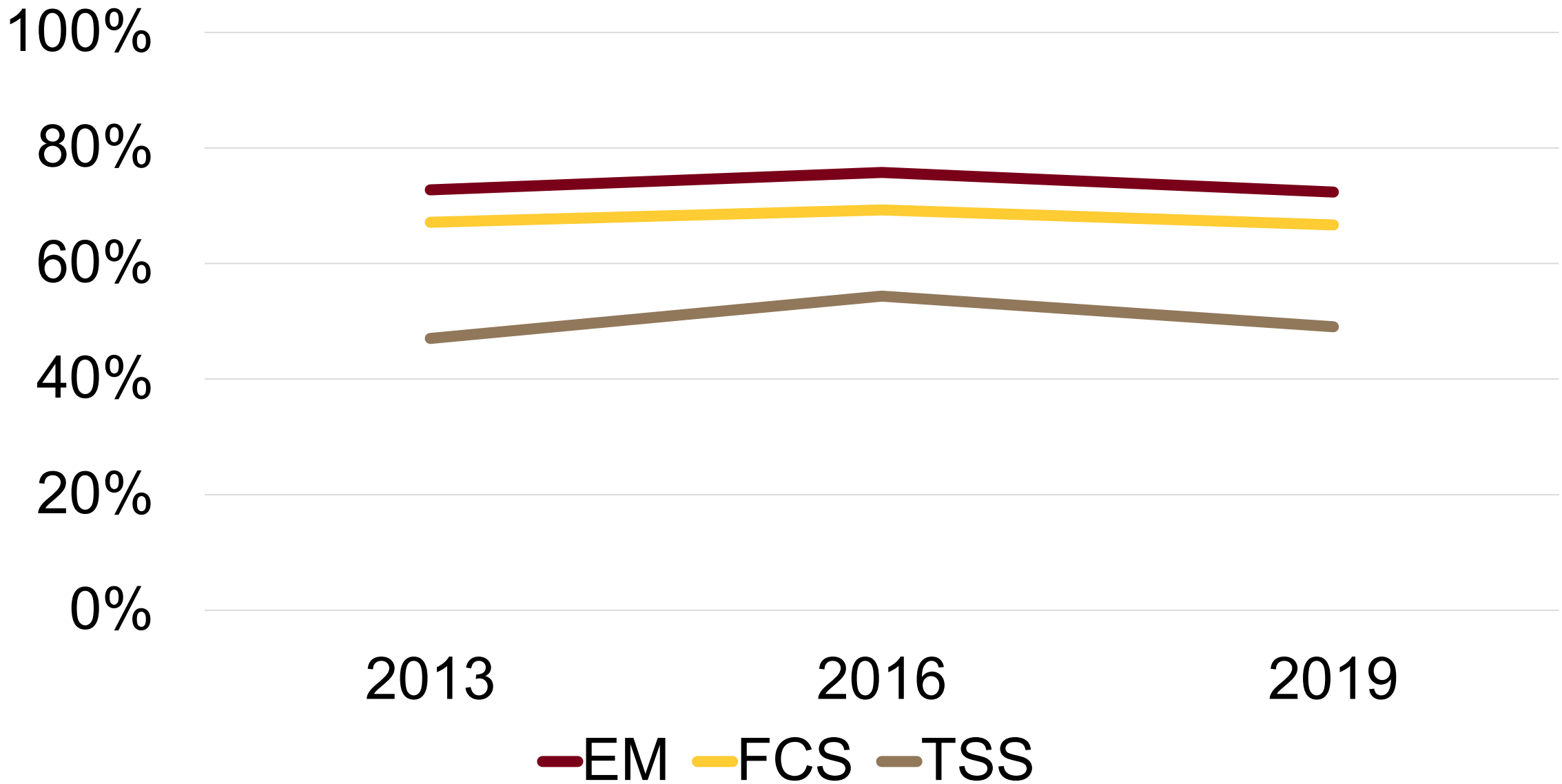
Change in Developmental Skills

# Skills	Minnesota	PFSS
0	17%	16%
1	24%	25%
2	25%	25%
3	34%	34%

# Skills	2013	2016	2019
0	14.5%	12.8%	16.3%
1	21.5%	21.0%	24.9%
2	23.1%	22.1%	24.7%
3	40.9%	44.1%	34.1%

Change in the Number of Skills

Supports	Minnesota	PFSS
Empowerment	73%	72%
Family/Community Support	66%	67%
Teacher/School Support	49%	49%
Positive Experience	51%	50%



Change in Developmental Supports

# Supports	Minnesota	PFSS
0	17%	17%
1	17%	17%
2	26%	26%
3	40%	40%

# Supports	2013	2016	2019
0	15.8%	14.7%	17.0%
1	18.4%	16.6%	17.0%
2	28.2%	22.3%	26.2%
3	37.6%	46.3%	39.7%

Change in the Number of Skills

Does being equipped matter?

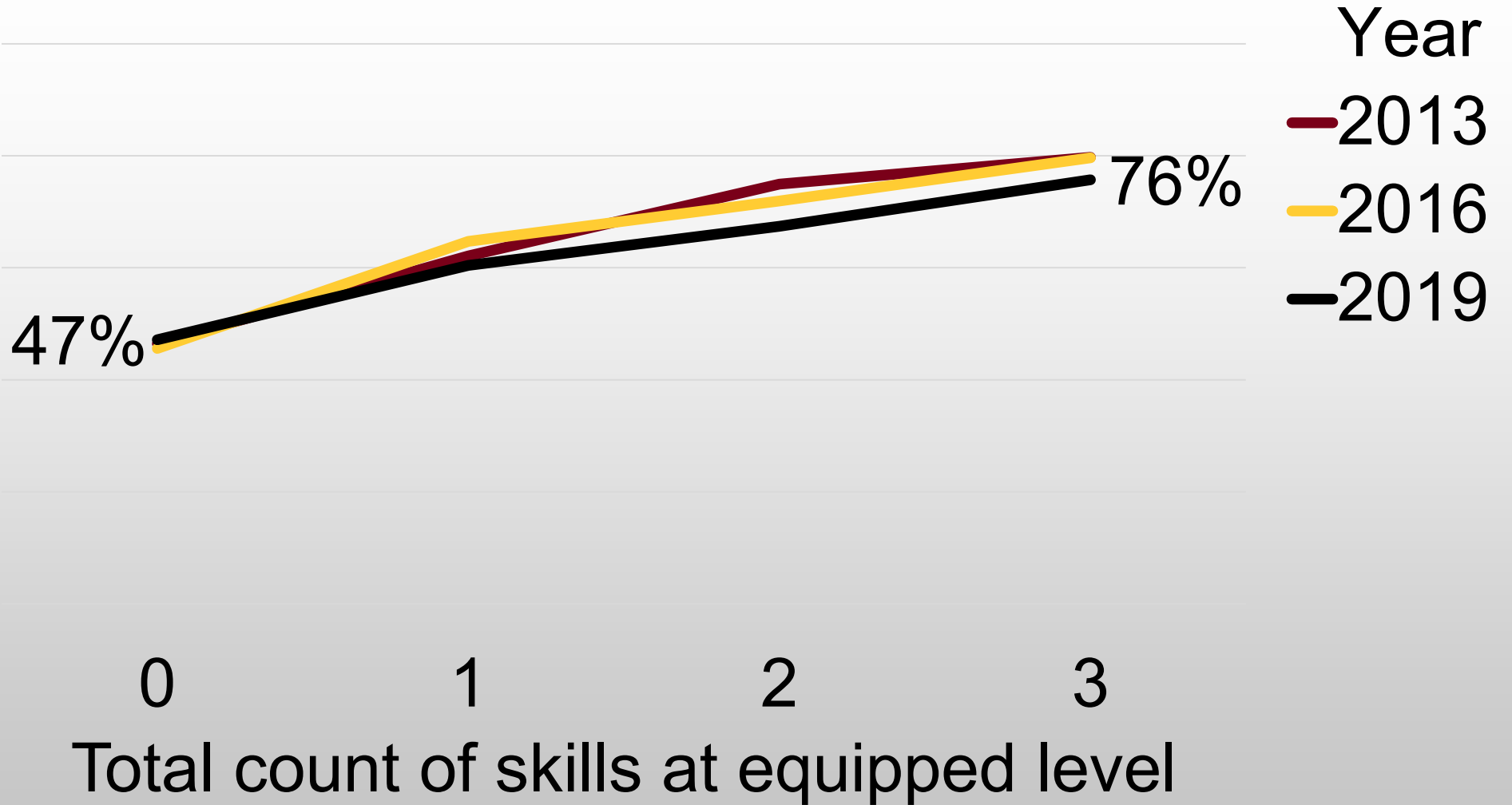




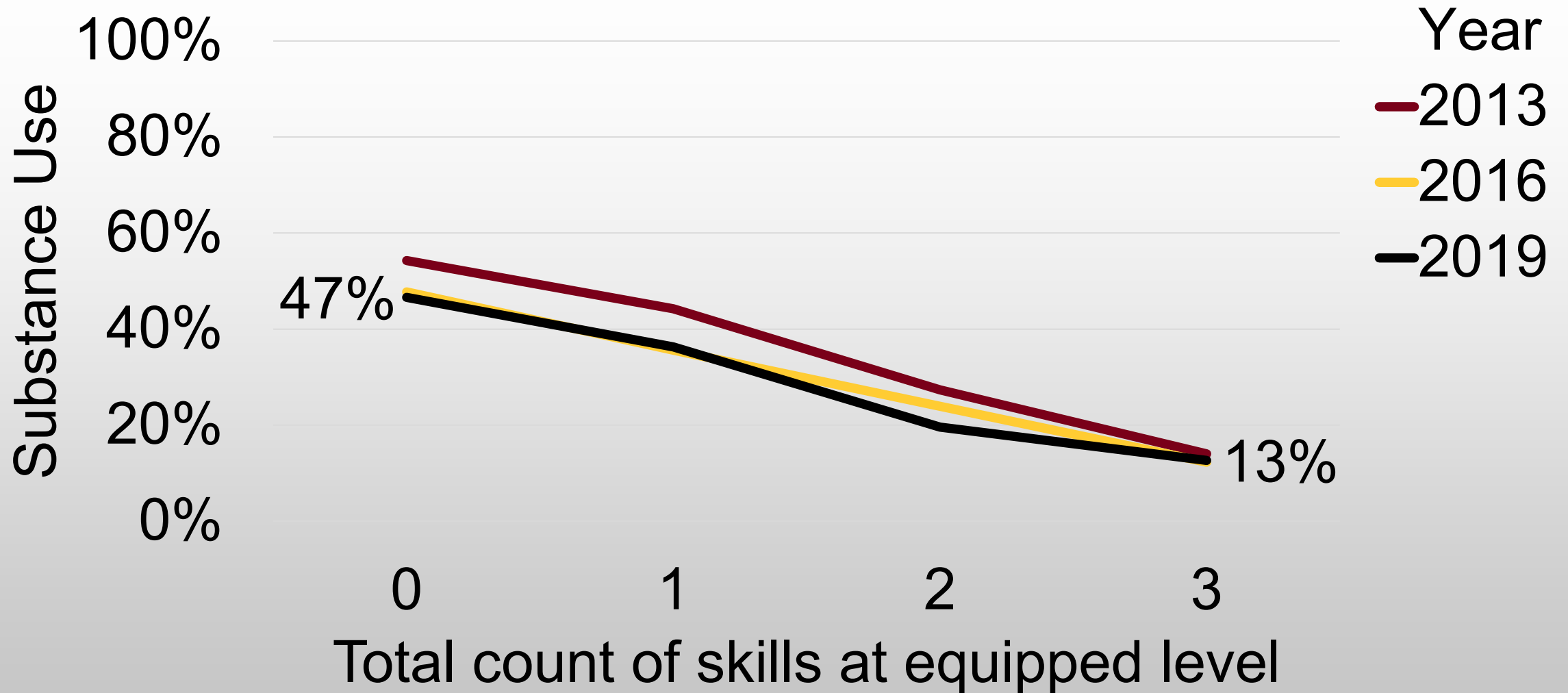
Equipped Skills & Grades Earned in School

Has 4-year College Goal

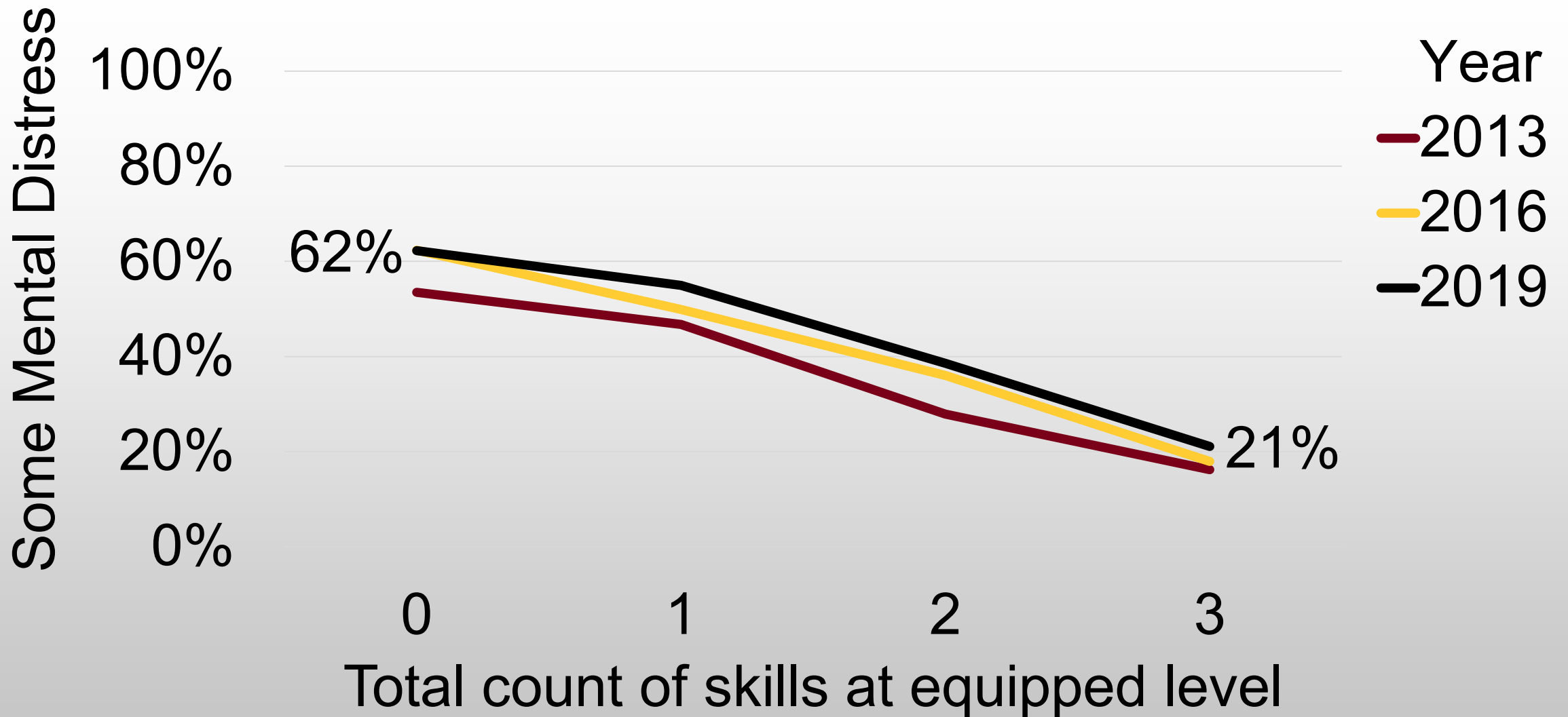
100%
80%
60%
40%
20%
0%



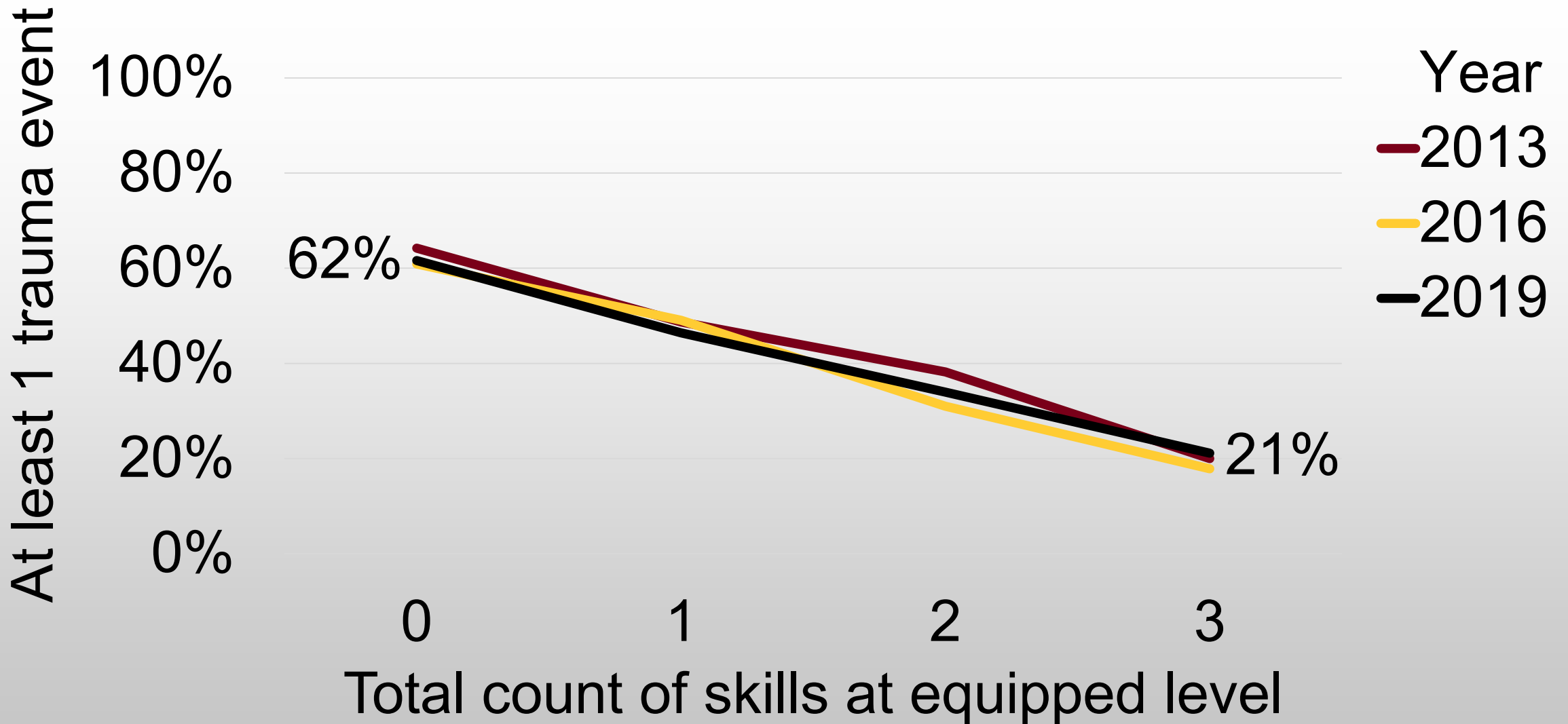
Equipped Skills & College Goals



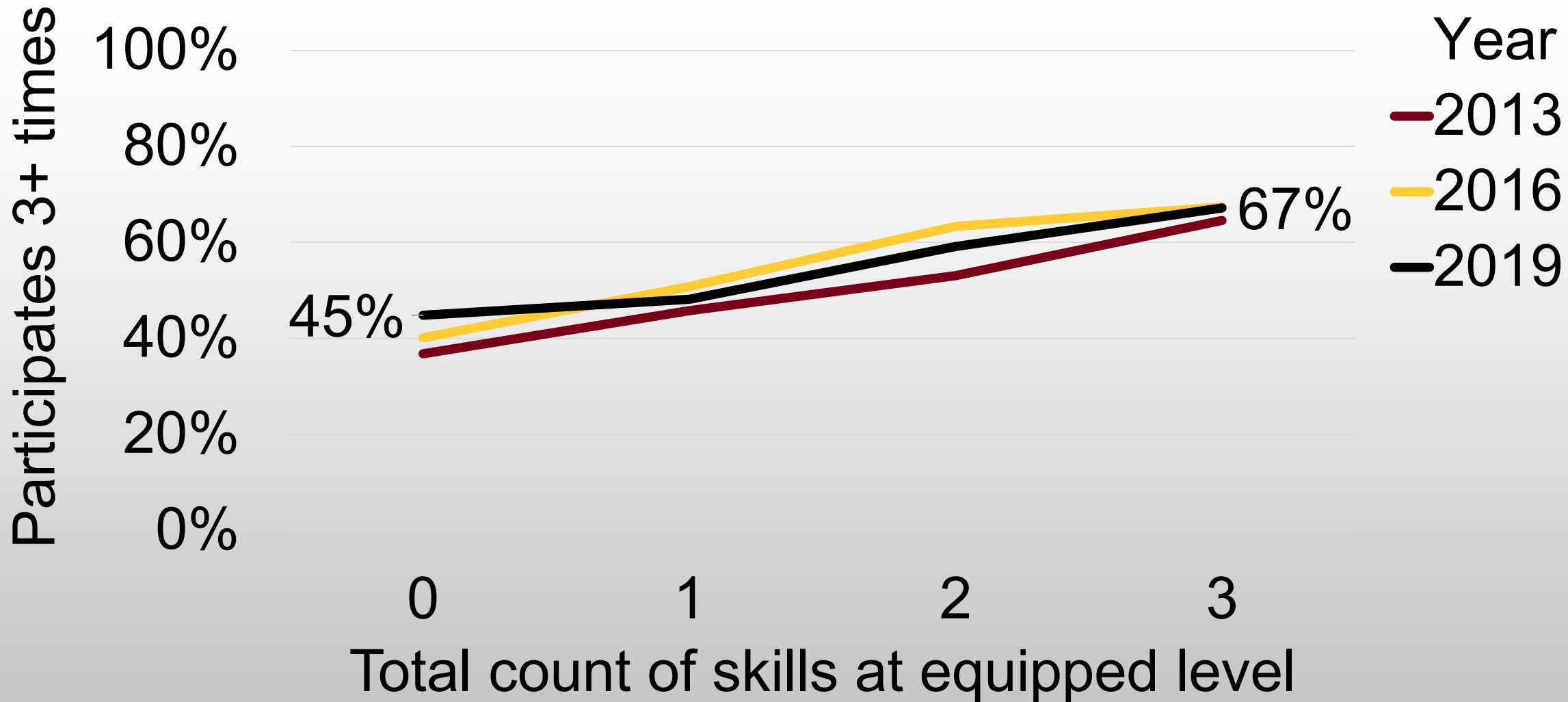
Equipped Skills & Substance Use (last 12 months)



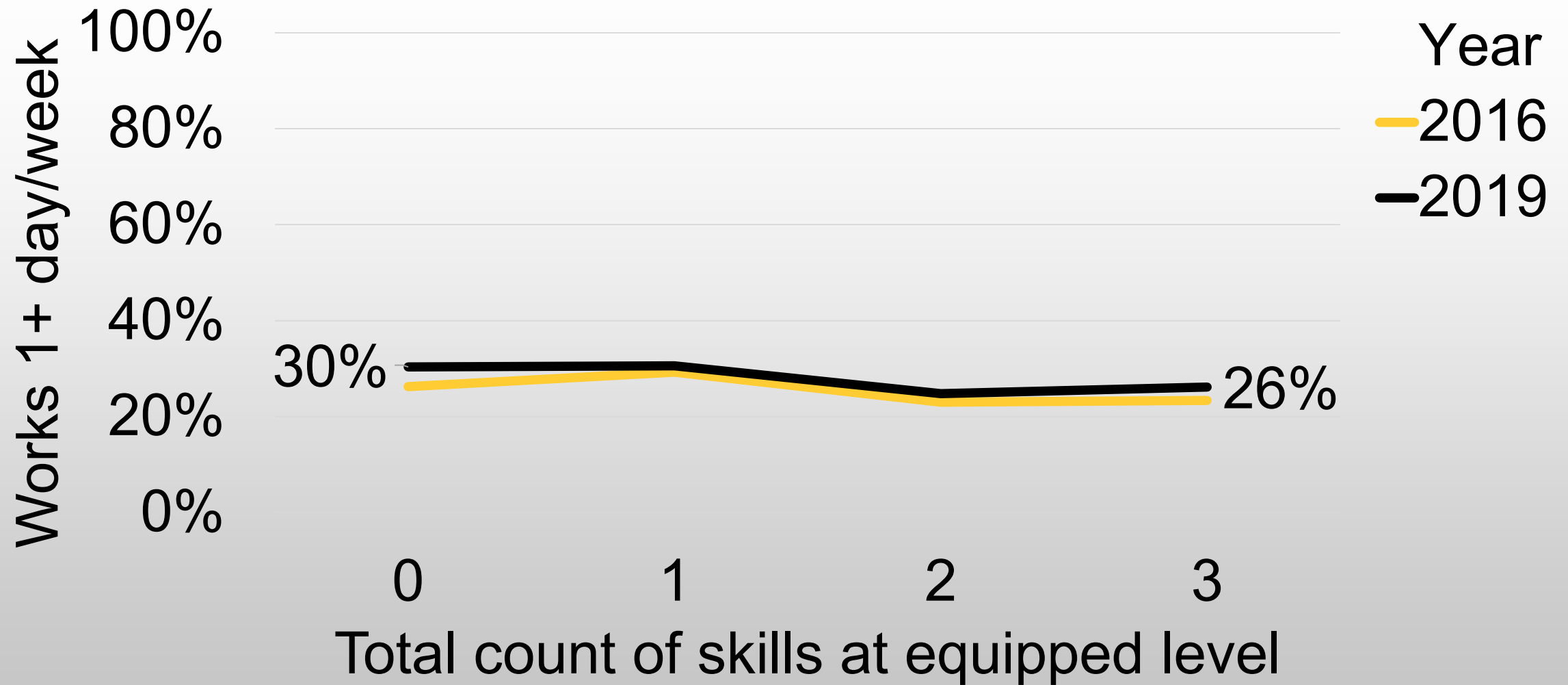
Equipped Skills & Some Mental Distress



Equipped Skills & Experiencing Trauma

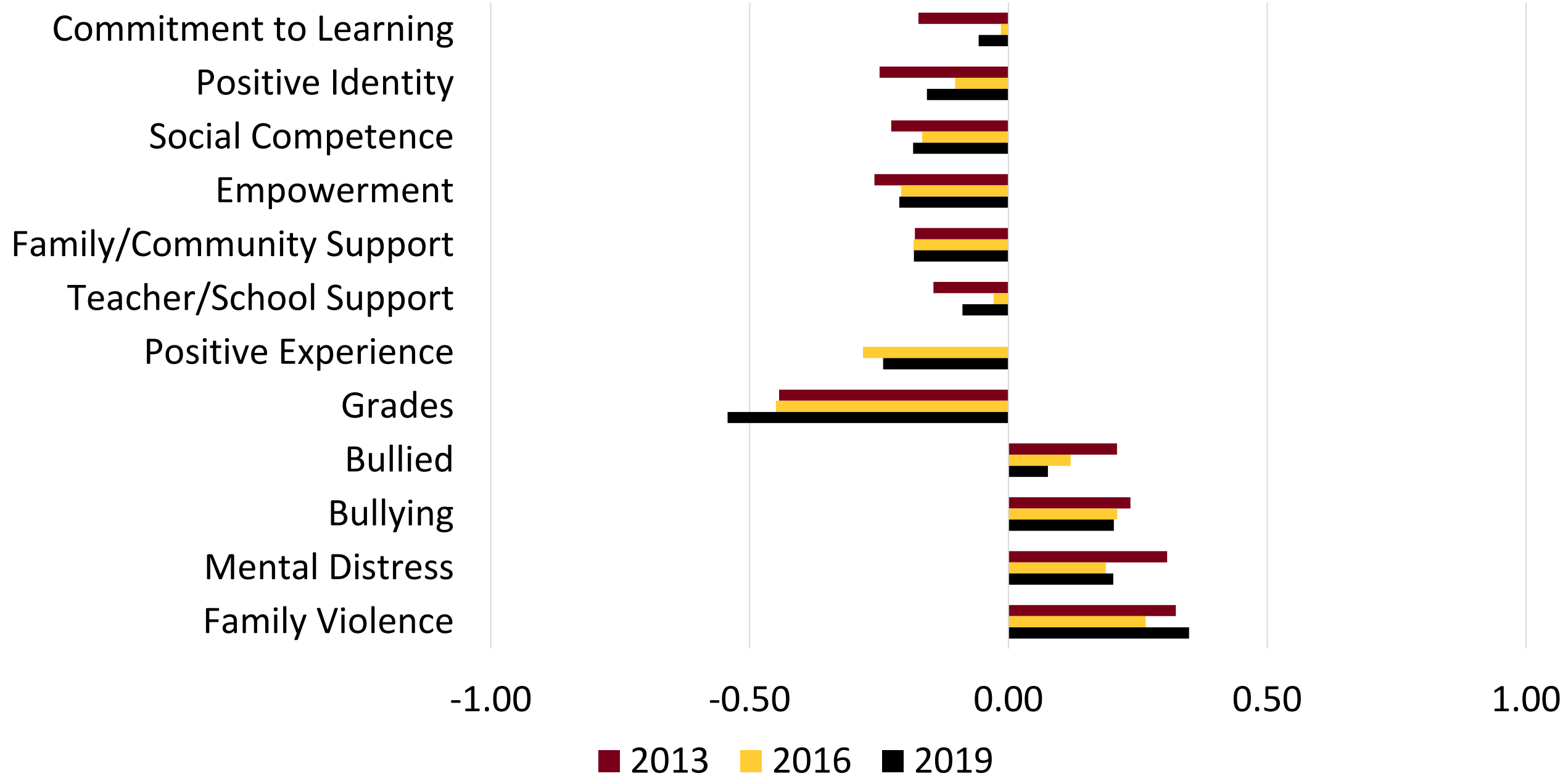


Equipped Skills & Participates in OST Activities

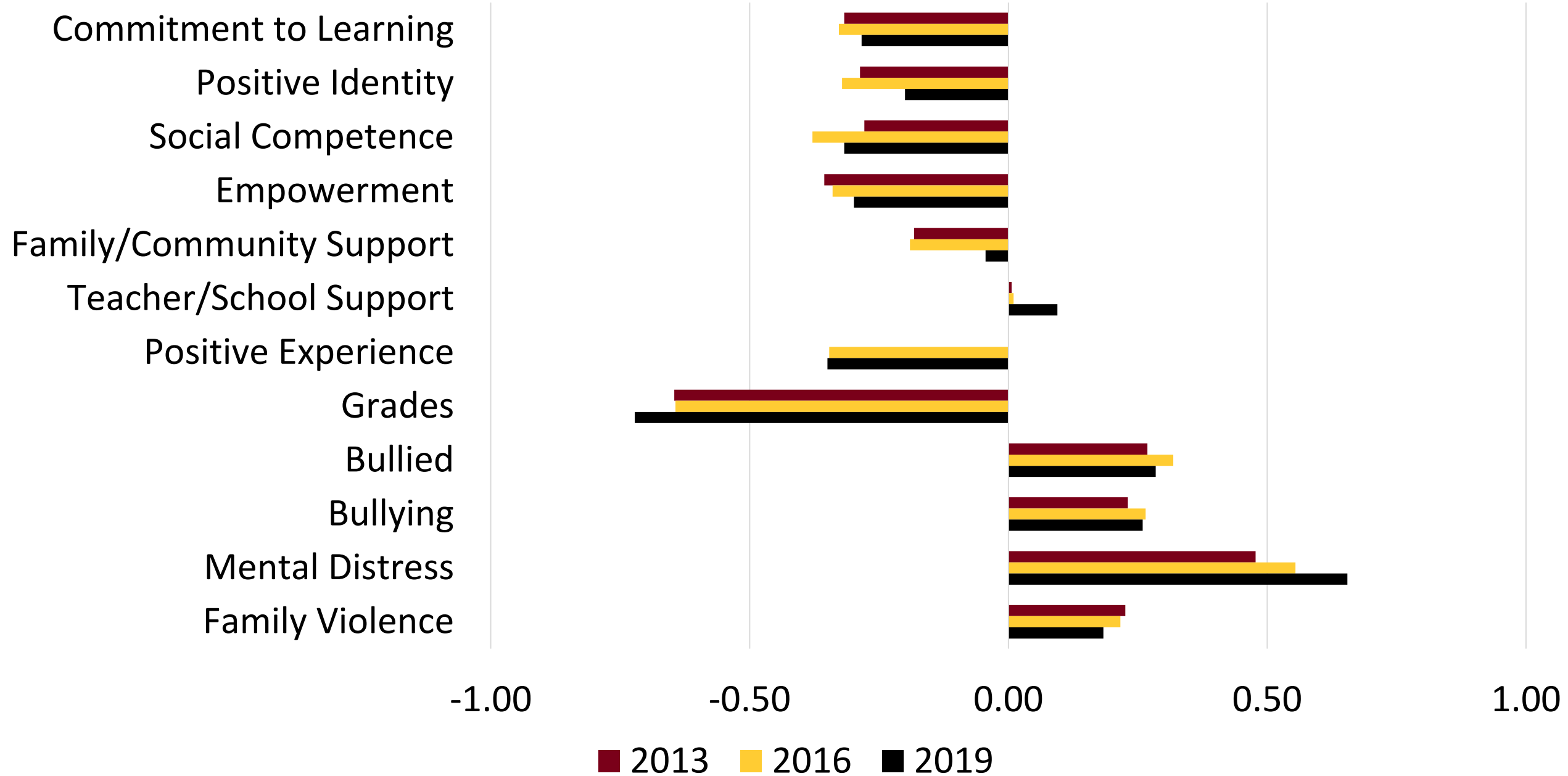


- Across families, schools, and communities, youth play many roles.
- Youth *identify* with multiple communities.
- This means there are multiple avenues to meet youth where they are – to tailor our approaches to meet their needs and acknowledge preferences.
- The following figures compare PFSS youth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

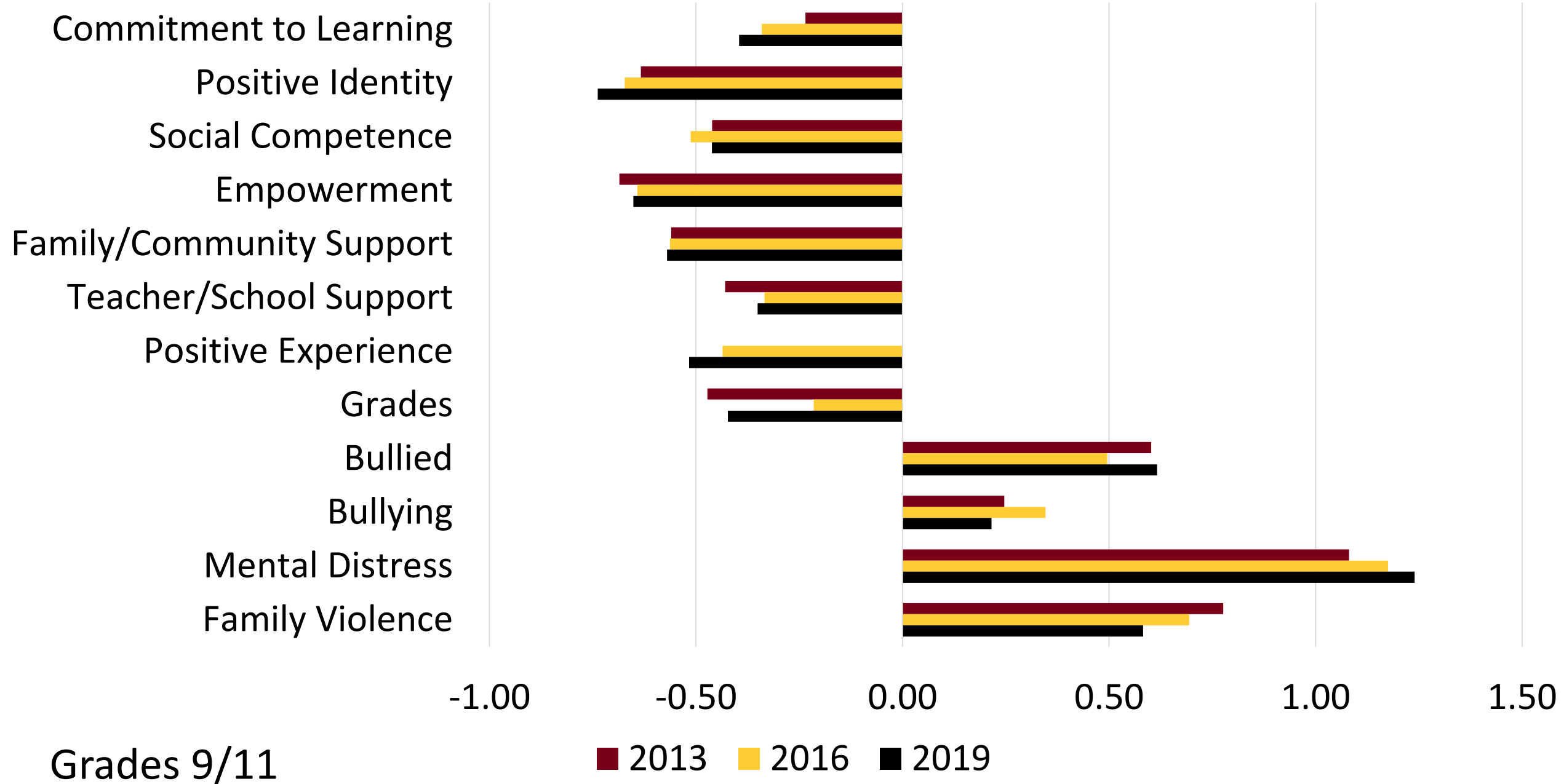
Students receiving FRPL (36/34/34%)



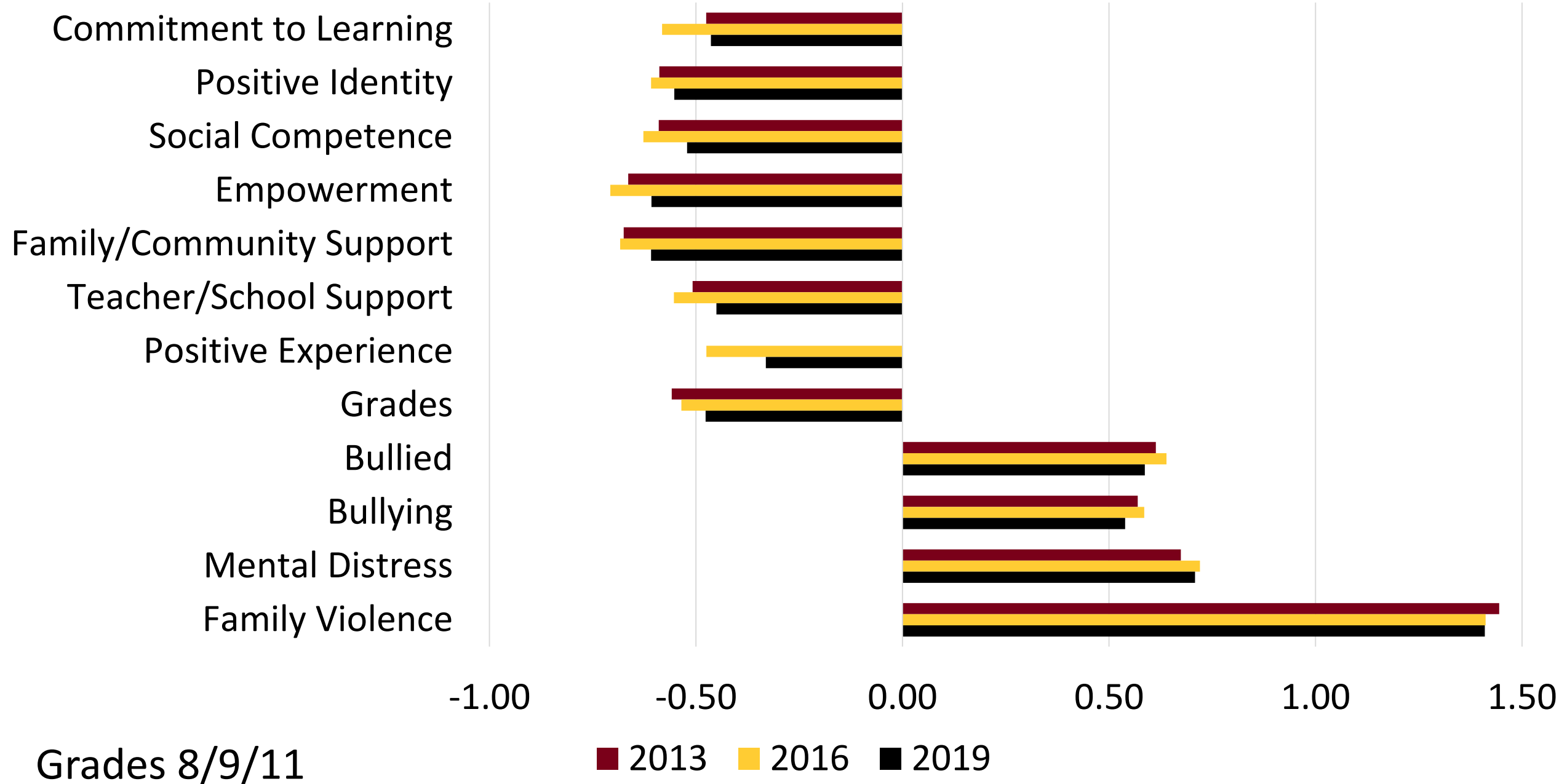
Students receiving Special Education (13/13/15%)



Gay/Lesbian/Bisexual/Questioning/Queer Students (8/13/13%)

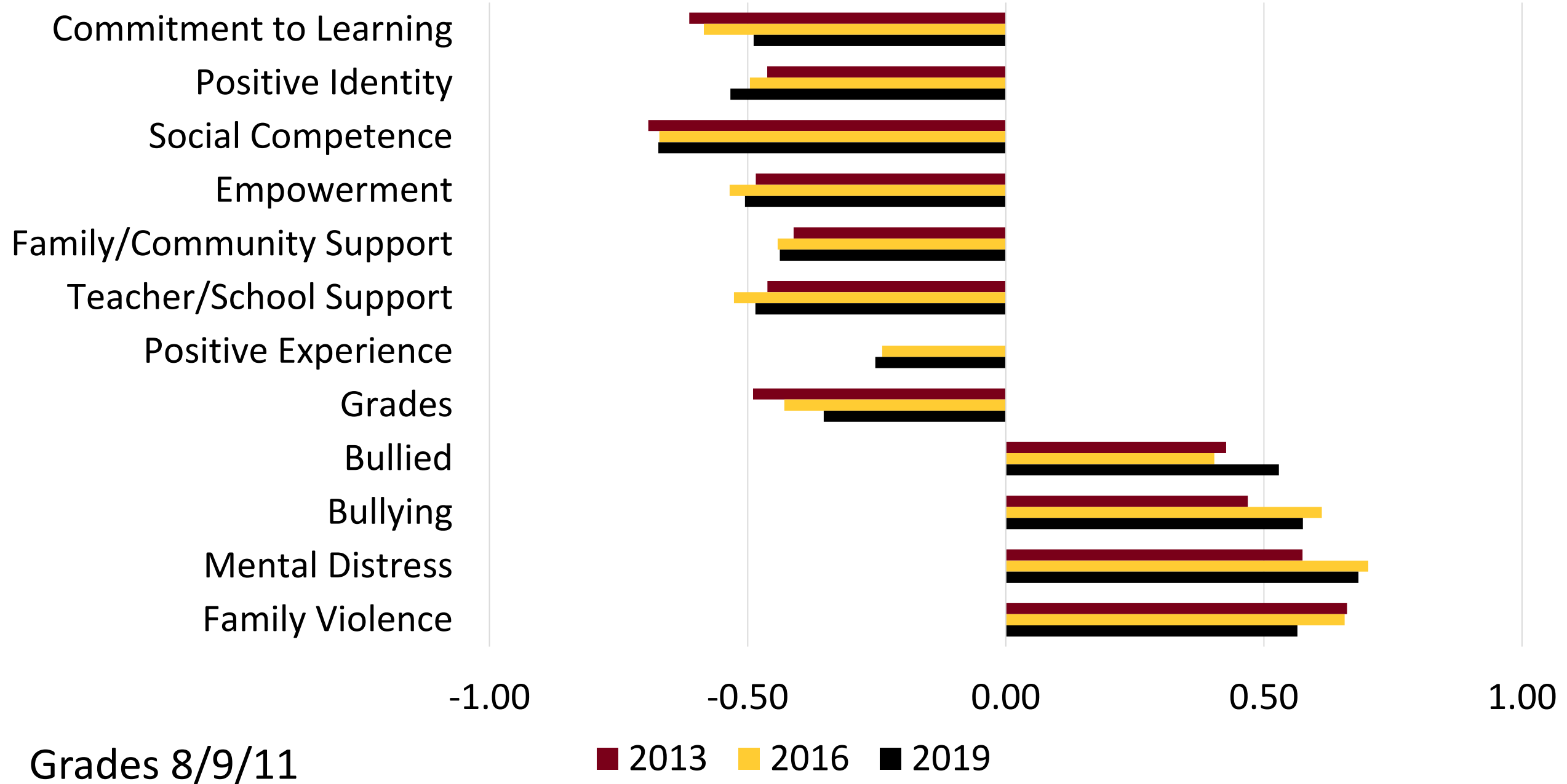


Some Trauma (37/34/37%)

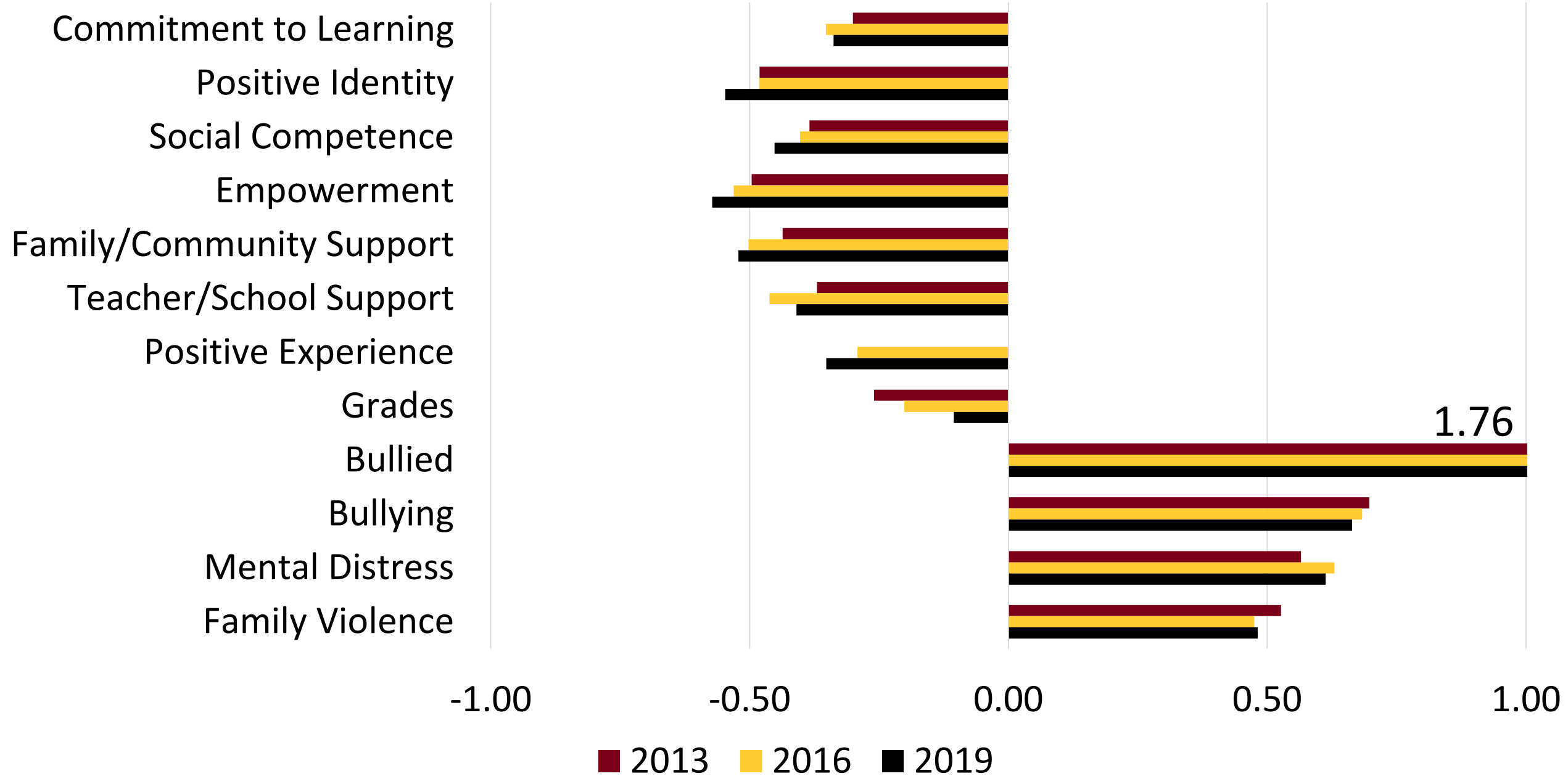


Grades 8/9/11

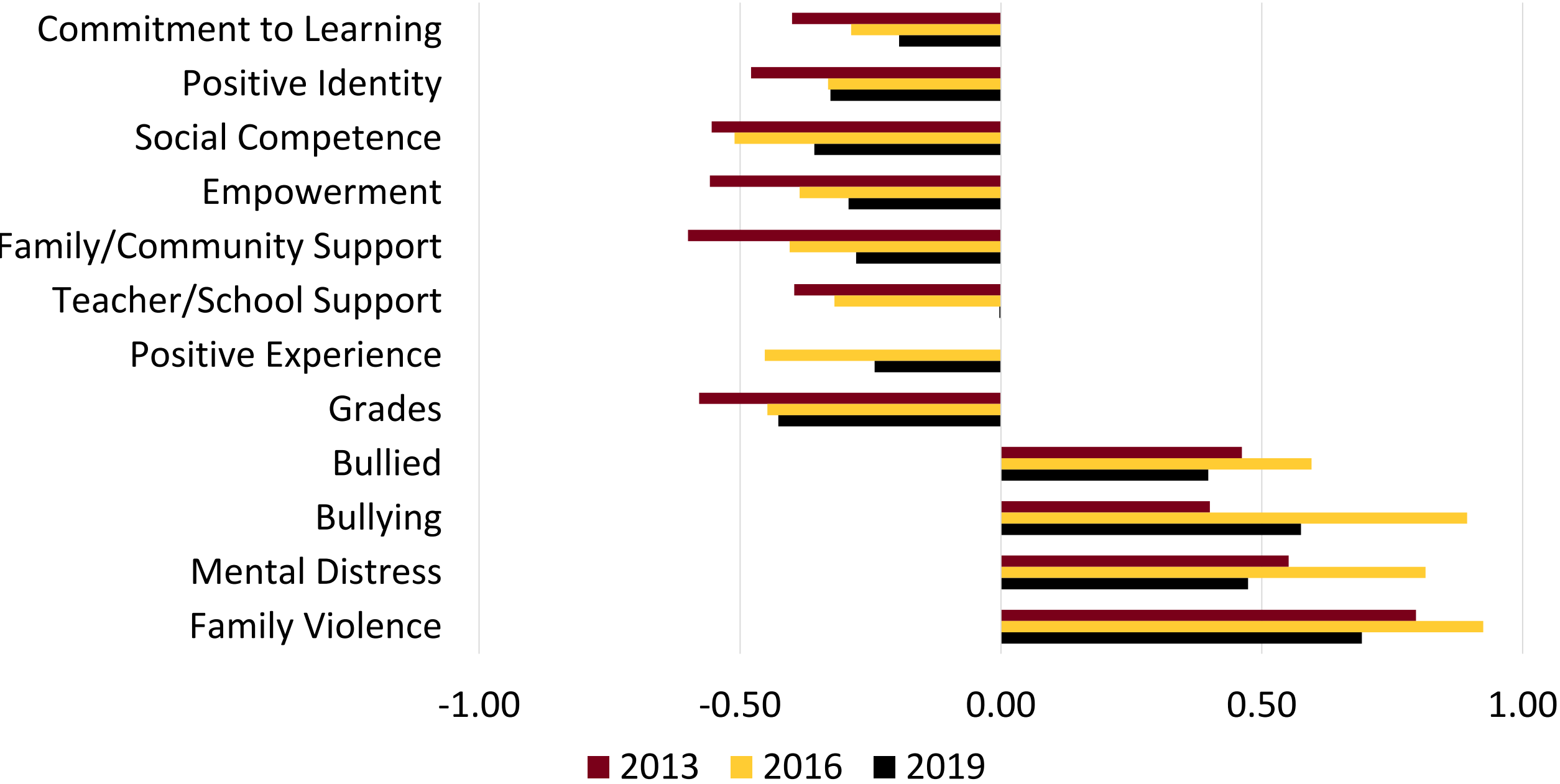
Substance Use in last 12 Months (30/26/27%)



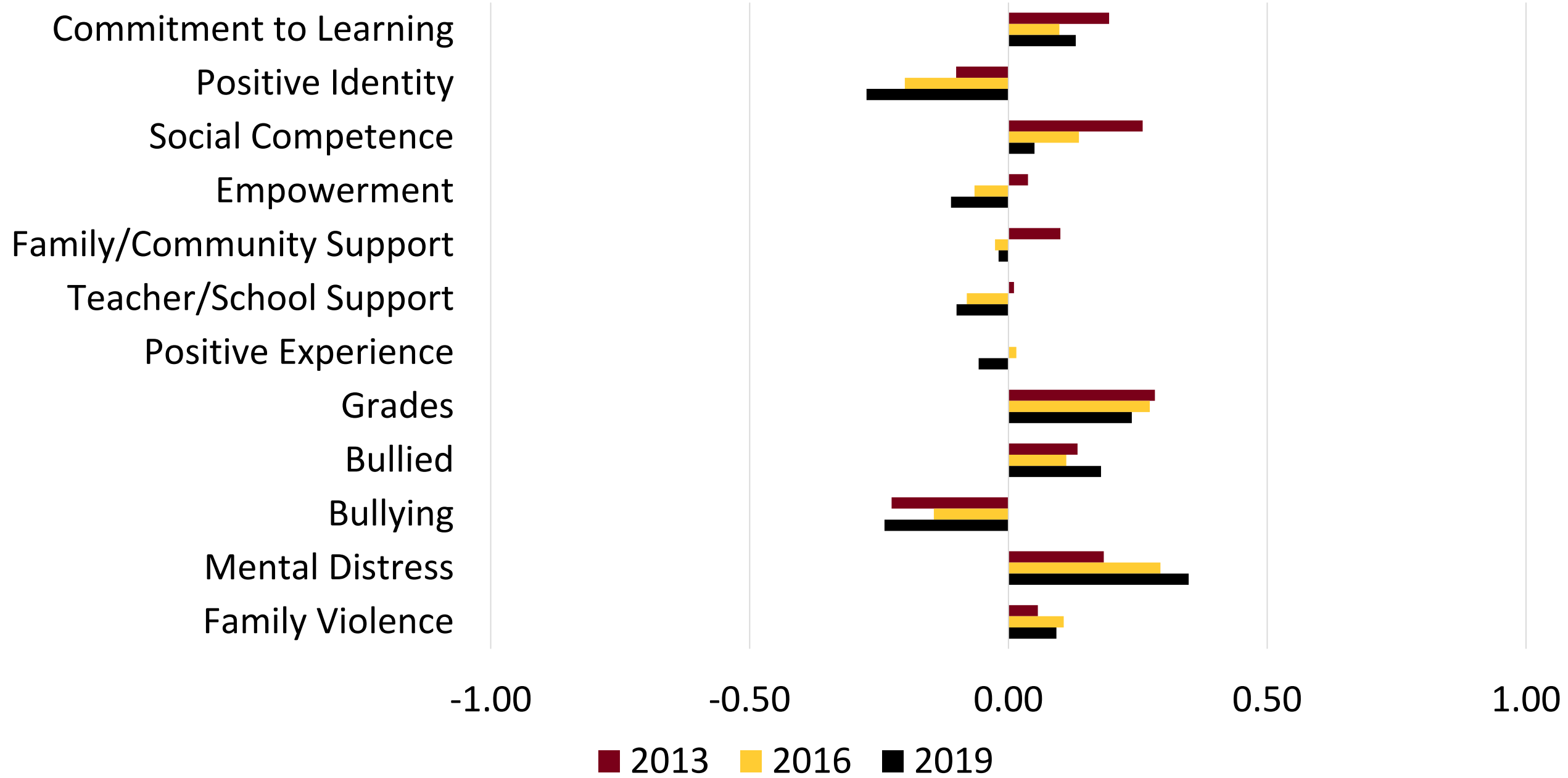
Bullied in some way last 30 days (57/57/64%)



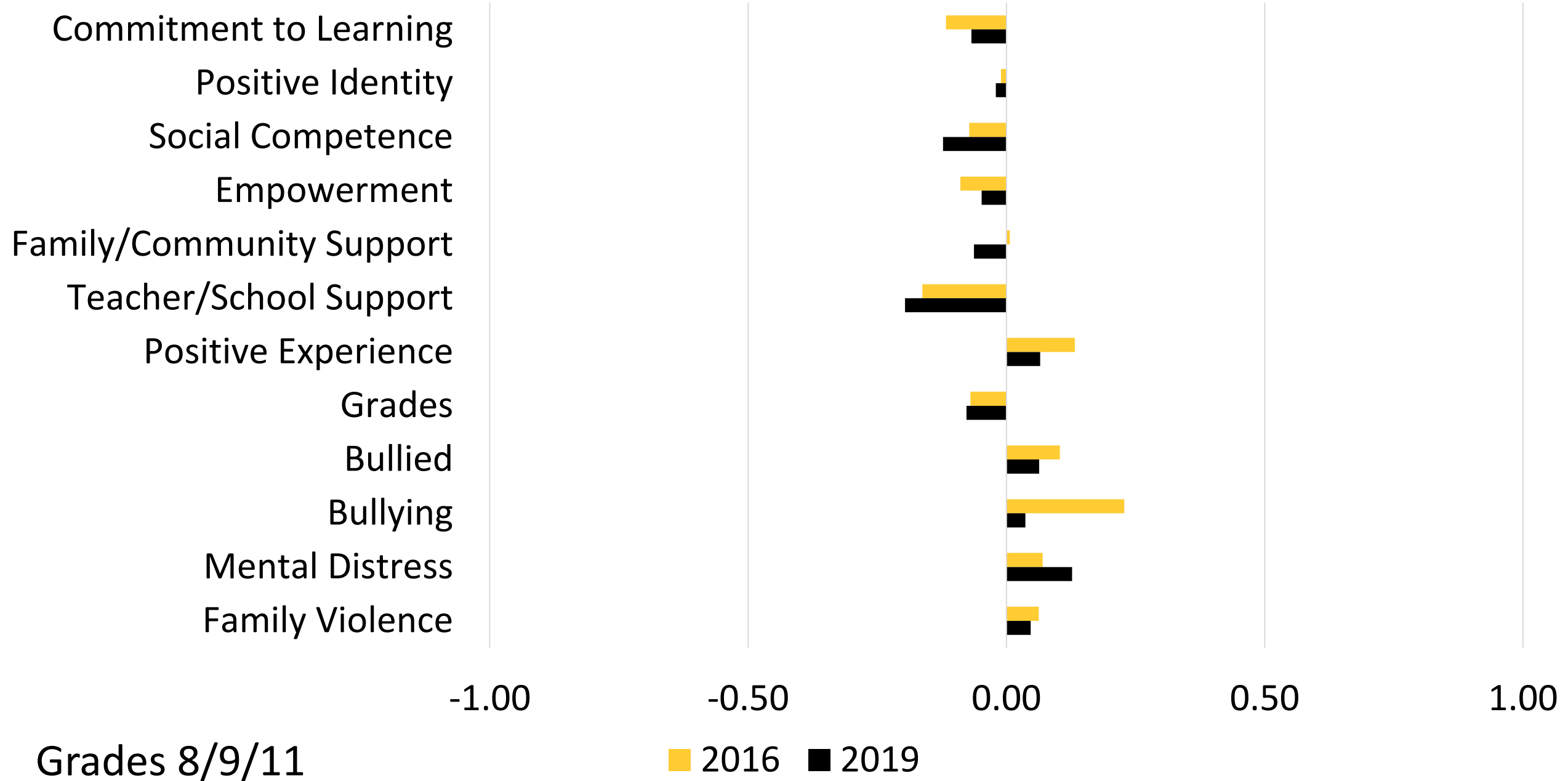
Experienced Homelessness (5.5/5.4/4.4%)



Female (50%)



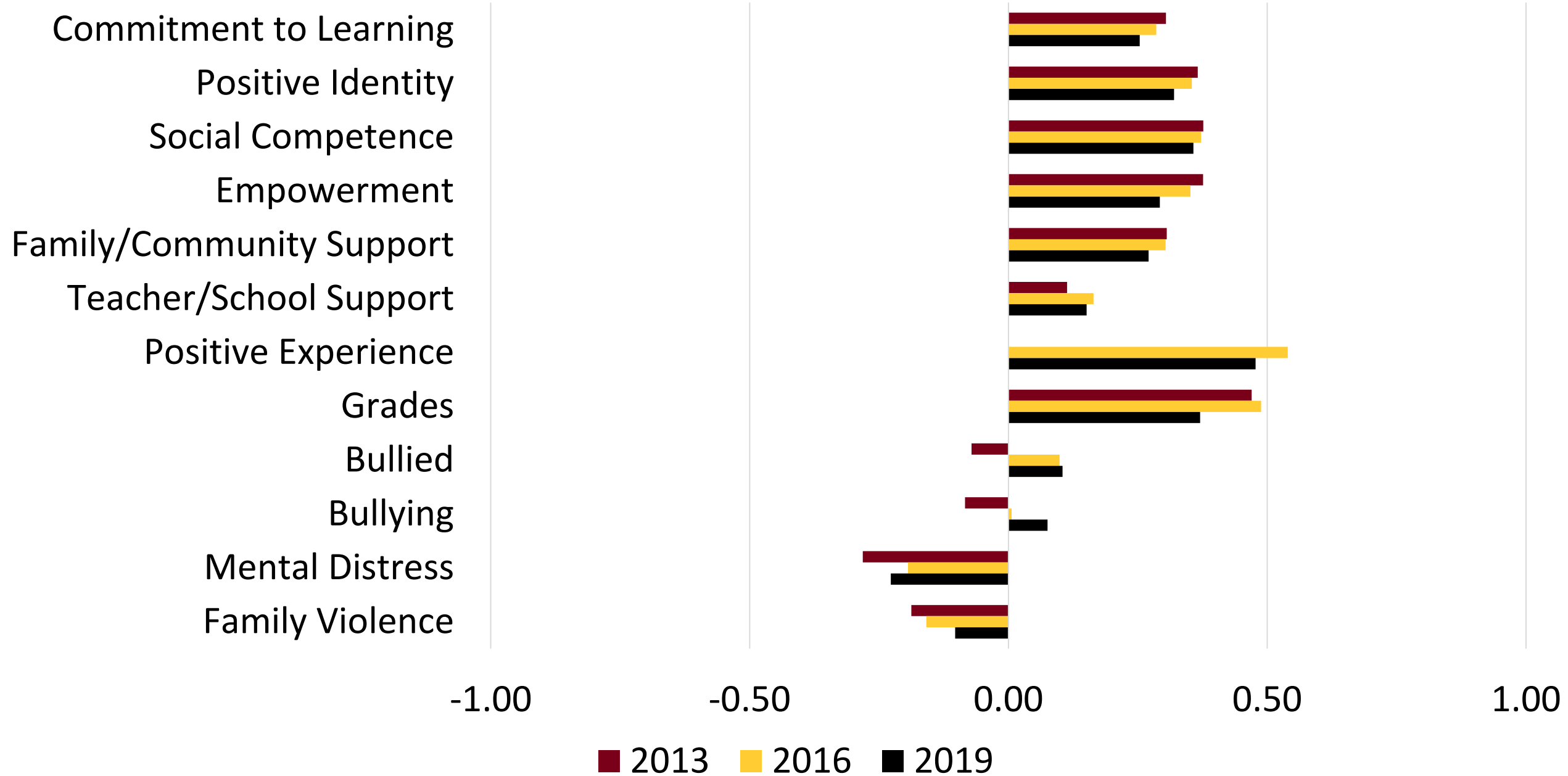
Works at least 1 Day/Week (26/28%)



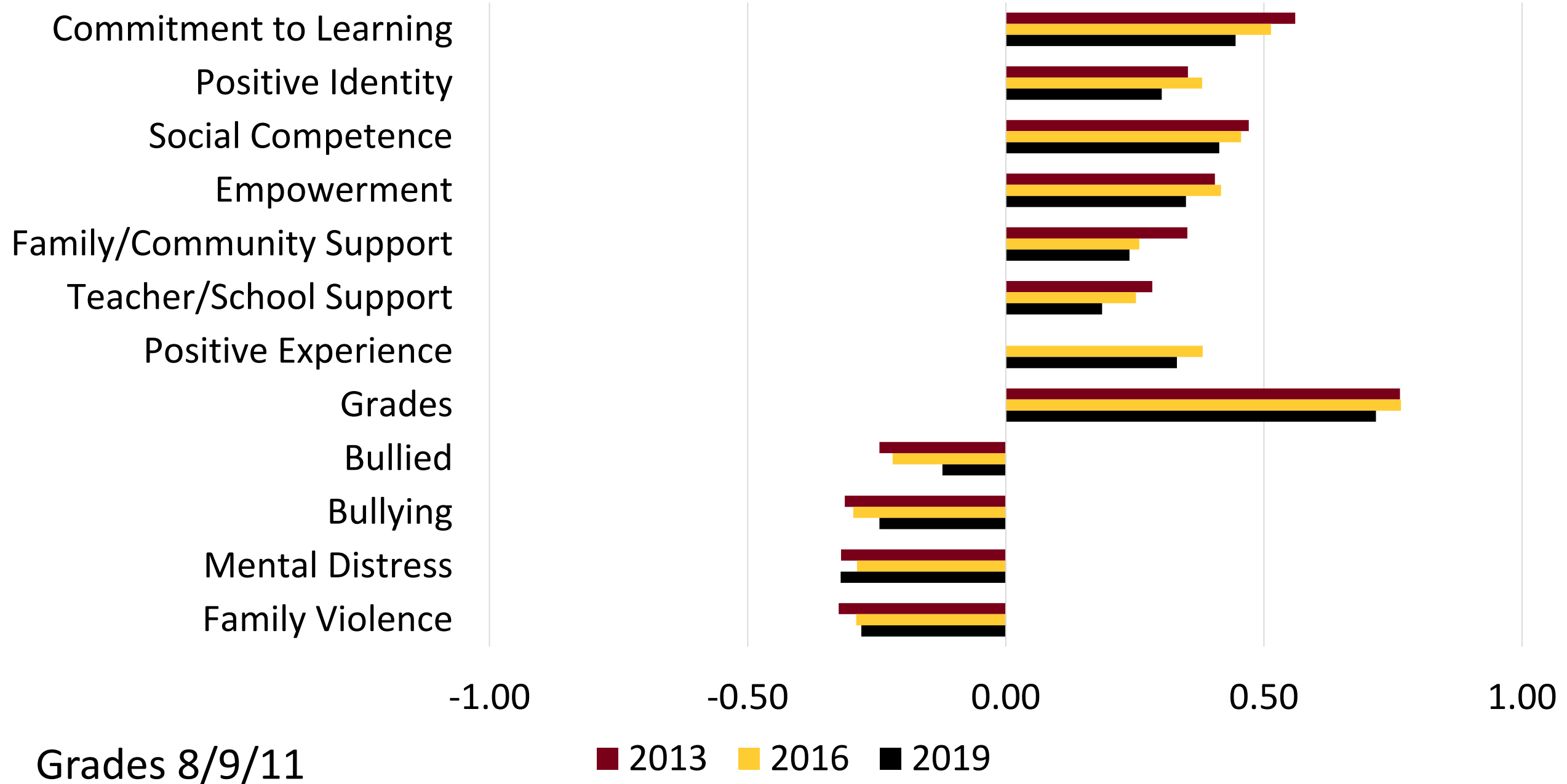
Grades 8/9/11

2016 2019

Participates in OST 3x/Week (53/59/56%)



4-Year College Goals (69/68/62%)



A closer look at after-school participation



	2013	2016	2019
No	1285	1502	1770
	47%	41%	44%
Yes	1471	2145	2220
	53%	59%	56%

After-School Program Participation (3x/week)

	5th	8th	9th	11th
No	552	441	373	404
	48%	39%	41%	51%
Yes	591	695	542	392
	52%	61%	59%	49%

2019 Participation (3x/week) by Grade

2019 Participation	5th	8th	9th	11th
Sports Teams	51%	54%	51%	41%
School activities & clubs	20%	23%	22%	25%
Tutoring or academic programs	15%	12%	9%	10%
Leadership activities - student gov't	12%	10%	7%	10%
Music, dance, art	25%	24%	15%	13%
Physical activity lessons, tennis, karate	21%	20%	14%	13%
Community clubs: 4-H, Scouts	13%	10%	6%	8%
Religious activities	25%	37%	31%	20%

2019 Participation	Am Ind.	Asian	Black	White	Multi	Latino	Somali
Sports Teams	39%	40%	44%	54%	53%	47%	32%
School activities & clubs	23%	20%	27%	23%	27%	19%	15%
Tutoring or academic programs	14%	12%	23%	9%	8%	13%	29%
Leadership activities - student gov't	10%	6%	18%	8%	10%	8%	18%
Music, dance, art	27%	17%	26%	20%	20%	22%	11%
Physical act lessons, tennis, karate	22%	14%	18%	18%	14%	17%	14%
Community clubs: 4-H, Scouts	11%	6%	15%	9%	5%	7%	12%
Religious activities	18%	9%	21%	31%	13%	24%	39%



Further Describing Area Students

	2013	2016	2019
Exercise 60 min/day at least 5 days/week	36%	44%	39%
Sleep at least 8 hours/week school nights	52%	53%	50%
Eats fruits + vegetables at least once/day	31%	36%	34%
Used alcohol, marijuana, drugs in last 12 months	30%	26%	27%

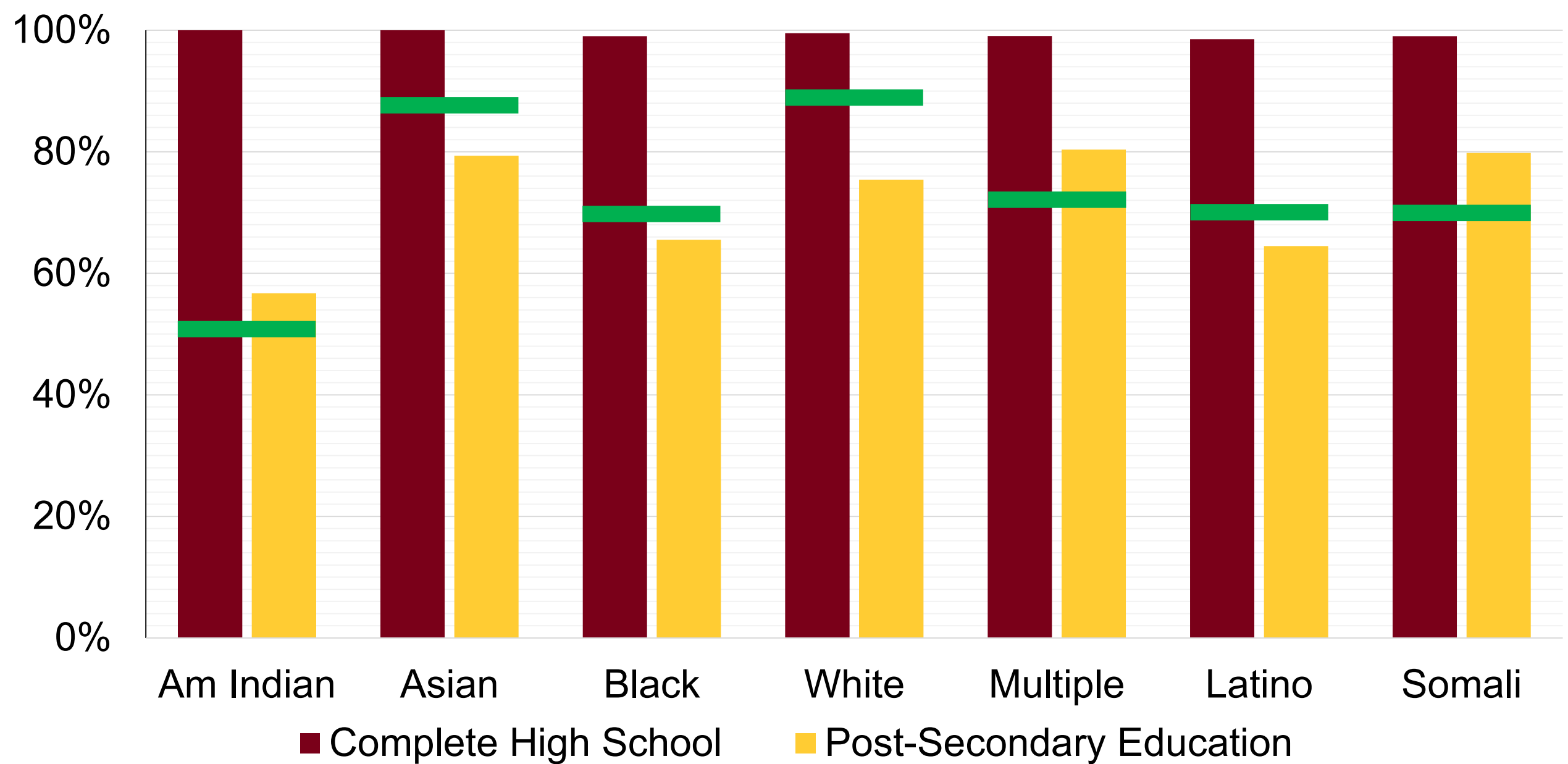
Health Indicators

	8th	9th	11th
1 Never	85%	82%	70%
2 Tried once or twice	8%	10%	11%
3 Once or twice a year	1%	2%	2%
4 Once a month	2%	1%	3%
5 Twice a month	1%	2%	2%
6 Once a week	1%	2%	4%
7 Daily	1%	3%	9%

	8th	9th	11th
1 Never	32%	12%	19%
2 Tried once or twice	16%	14%	8%
3 Once or twice a year	5%	4%	2%
4 Once a month	7%	5%	5%
5 Twice a month	4%	5%	3%
6 Once a week	13%	16%	13%
7 Daily	23%	43%	49%

A closing message...





Post High School Plans – Grades 8/9/11

Consider designing a ***Student-Led Data Summit***

We elevate student voice when students become

- Thought partners – idea generators
- Decision makers
- Implementers

Examples: [Northfield Promise](#) & [Washoe County Schools](#)

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Driven to DiscoverSM

