



pennsylvania
DEPARTMENT OF EDUCATION

Social Emotional Wellness: PAYS 2021 Preliminary Highlights Report

February 22, 2022

Calendar of Events



SEW SSoS



PAYS 2021 Preliminary Highlights Report

February 22, 2022
SEW SSoS IU Training

Presented by:
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Project Lead





Today's Topics



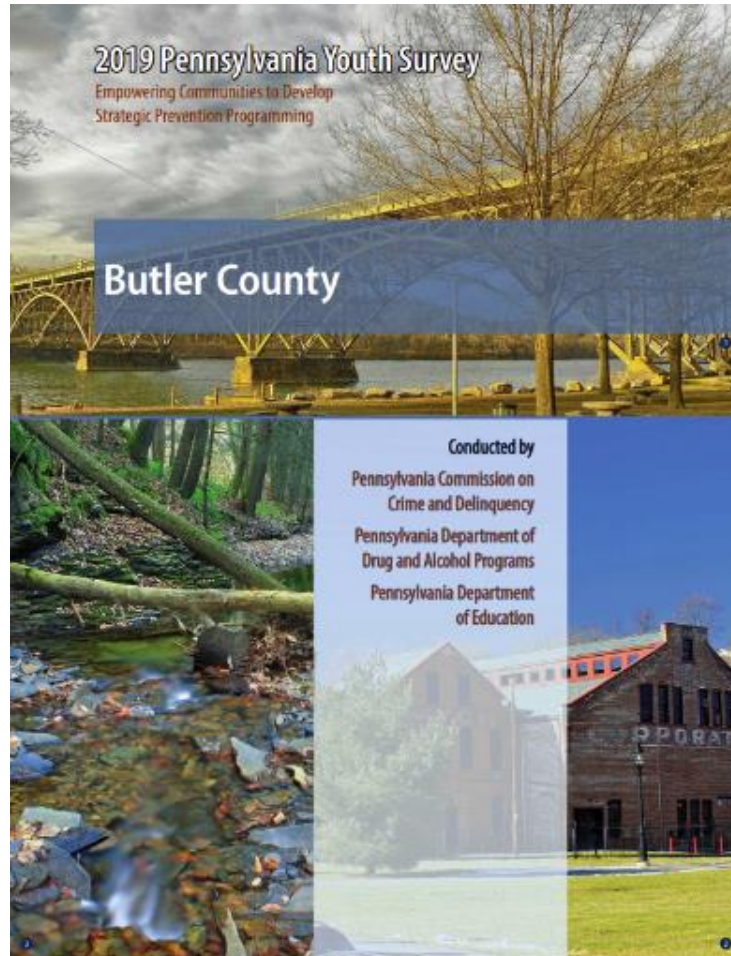
PAYS Brief History & Participation

PAYS Preliminary Highlights Report Overview:

- Purpose and Goals
- Report Contents
- Data Interpretation Notes and Guidance

Data Use and Application

2021 is the 17th biennial voluntary survey conducted since 1989



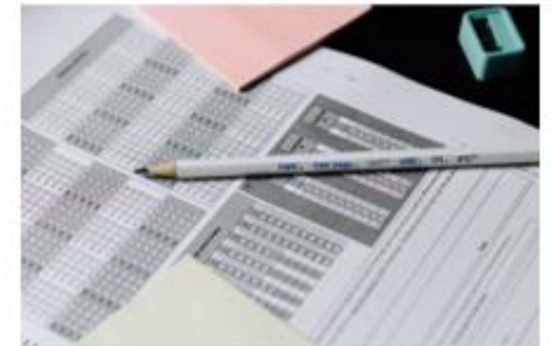
Pennsylvania
is celebrating
32 YEARS
of using student
survey data
to drive
decision-making!

Survey Overview

- **PAYS adopted from the Communities That Care & The Generation at Risk Surveys**
- Developed by Drs. J David Hawkins & Richard Catalano at the University of WA

- **PAYS assesses youth behaviors, attitudes, and knowledge**
- Primary source of information about what our youth know, think and believe about anti-social behaviors

- **Collects data across multiple domains that impact students' lives**
 - Community
 - School
 - Family
 - Peer/Individual



Survey Overview

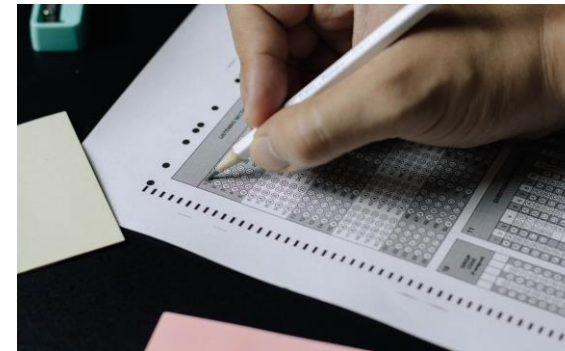
- **Online Administration Trend**

- 2015 = 26%
- 2017 = 36%
- 2019 = 54%

- **2021 = 84%**

- **Survey Design**

- Skip Logic was added for 2021



Administration/ Participation History

1989-1997

- Participation ranged from approximately 38,000 to 81,000 students
- Participants identified through random sampling
- Grades: 6, 7, 9, 12
- Instrument: Primary Prevention Awareness, Attitude, & Usage Scales (PPAAUS)

2001-2019 *(as 2021 Preliminary Numbers still being processed)*

- Participation ranged from approx. 89,000 to 254,000 students in 150 to 417 school districts
- Participants identified through probability proportional to enrollment
- Grades: 6, 8, 10, 12
- Instrument: Communities That Care Youth Survey = PA Youth Survey (PAYS)



2015-2021 Participation Trend



	2015	2017	2019
# of School Districts	356	379	417
# of Traditional Schools	960	973 (58% of Total)	1135 (60% of Total)
# of Non-Traditional Schools	37	39	58
# of County Reports 58 Possible: 9 counties with 1 school district = no county report	54	55	57
# of Counties with no PAYS data 2015: Sullivan, Union, Wayne, Wyoming 2017: Montour, Sullivan & Wyoming 2019: Wyoming	4	3	1

Why send out early preliminary data?

- Provide districts with more data access options
- Give districts access to PAYS data sooner than April 30th
- Provide data that can help districts to act in the same school year as the survey administration
- Efficiently and effectively share COVID-19 impacts and remote learning data



2021 Preliminary Highlights Report Include Key Measures Related to:



Substance Abuse

Mental Health Concerns & Suicide Risk

School Climate & Safety- including Bullying
Data

Abuse & Food Scarcity

Covid-19 Impacts

Remote Learning Perceptions &
Experiences

**** ALL TO AID IN MID-SCHOOL-YEAR
PREVENTION & WELLNESS PLANNING****

****ON-LINE PARTICIPATING SCHOOLS****

Preliminary Report

Nuances:

- ✓ **Counties will only have report if 2 or more districts**
- ✓ **Only report that will include Covid-19 and remote learning**
- ✓ **Some data are reported of a subgroup of respondents:**
 - *Ex #1 Remote learning items are only asked of students who indicated some form of remote learning during Covid-19*
 - *Ex #2 Abuse- "If you were hurt or abused by another person in the past 12 months, how were you hurt or abused?" These data are of students indicating being abused in the past year, rather than of all students.*
- ✓ **Data reported here are displayed at the grade level, whereas final profile reports will include grade-level and all-grade combined data**
- ✓ **If a bar in any chart is missing, that is due to 0 students marking that particular item**
- ✓ **Take the time to read the description for each item to better understand the data as reported**
- ✓ **Full profile reports, released April 30, will show extensive data across many topics from 2017, 2019, 2021**





Let's Dive In!

- Report Contents
- Data Interpretation Notes & Guidance



Preliminary Highlights Report:

- Data Use and Application

PDE's View on the Importance of Data

- **Why is Data so Important?**
 - Analytical
 - Non-judgmental
 - View progress
 - Examine disproportionality
- **Using PAYS Data to Support Learning Environments**
 - Student voice
 - Addresses underlying concerns that affect academics
 - Highlights protective factors
 - Relationships



How PAYS Supports PDE's State System of Support (SSoS)

- **SSoS Leads**
 - Positive learning environments (school climate, bullying, equity, trauma-informed, mental health)
 - Scaffolded supports, Academics, & STEM (Remote learning, educator connectedness, positive learning environment)
 - Systems (COVID-19, remote learning, positive learning environment)
- **Emphasizing Process & Data Approaches**
 - Planning for Success
 - Moving to Action
 - Teaming for Success
 - Mobilization of Staff/Student Wellness





Questions/Comment

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Upcoming Series Topics

Date	Topic
Mar 2nd	Different Sectors Use of Data & How Plans Can Strategically Converge
Apr 6th	PAYS Guide Review & How to Use It
May 4th	Local Profile Report Review
Jun 1st	Cross-Tab Tool Training (Required)



Register at: <https://epis.psu.edu/pays/first-wednesdays>



We couldn't do
it without you!



Keep up
the
great