**Module One - Section Two:**

**Worksheet: PAYS Survey Analysis**

What can we do once we complete the analysis?

We suggest you create reports to share using one of the templates found at [www.epis.psu.edu](http://www.epis.psu.edu/)

**Here are some important points to consider when analyzing, be sure to review:**

* Both the total scores as well as the grade-level scores;
* Trends; and
* Comparisons to county, state, and the Bach Harrison Norm.

**The information that you will gather and report out will include:**

* Important findings in the survey results as seen through the strength and challenge assessment;
* Questions that may arise about the results; and
* Recommended follow-up actions.

**Section 1: Demographics & Participation**

**Objective: Record information from data review of PAYS demographic and participation results to determine how closely student reporting data resembles overall student population to assist with data review reporting**

**Directions:**
Review charts on pages 6 and 8 of your report and answer the following questions.

1. What schools/grade levels participated?
2. What was the gender breakdown of respondents? Is this representative of your school/district?
3. What was the ethnicity breakdown of respondents? Is this representative of your school/district?

1. How many surveys were completed? What percentage of surveys were identified as invalid/excluded?
2. Is your PAYS data representative of your population, yes or no? If no, list reasons why.

**Sections 2-6: Behaviors, Perceptions, and Attitudes (BPAs)**

**Objective: Record information from data review of PAYS Report Sections 2-6 to assist in data review reporting**

**Directions:**
Use your PAYS report to answer the questions below for **Sections 2-6** of your report. Use one sheet for each section and expand the response areas as needed. Your team may opt to divide into small groups to analyze each section or choose to analyze the whole report as a group.

Section Number**:** *(Insert Number here)*Section Title: *(Insert Title here)*

* 1. What are the top 3-5 areas where youth in your area are doing well?
	2. What are the top 3-5 most prevalent substance use and related behaviors found in your area?
	3. Which of items that equal or exceed the county/state rate stand out as potential concerns and why?
	4. Which item(s) stand out as potential concern because the severity of their consequences (e.g. possibly resulting in arrests, deaths, etc.)? List the item(s) and their related consequences.
	5. Which items stand out as potential concern because they are increasing over time? List the items and include any other relevant details about the time-trend(s) that you see.
	6. Are there certain grades, subpopulations, demographic groups or pockets within the community that are having a significant impact on the data? If yes, list and explain.
	7. If you have explored other data sources, are there any items not listed in any of the questions above that stand out as a potential concern for specific populations (e.g. special needs students, demographic, etc.)? If yes, list and explain.
	8. Additional comments/follow up actions:

**Section 7: Risk and Protective Factors (RPFs)**

**Objective: Record information from data review of PAYS Report Section 7 to assist in data review reporting**

**Directions:**
Use your PAYS report to answer the questions below for **Section 7** of your report. Use one sheet for each section and expand the response areas as needed. It will be most beneficial for each team member to review and report out on this section.

1. What are the top 3-5 risk and protective factors where your students are doing well?
2. What are the five (5) highest overall risk factors? What are the three lowest (3) protective factors?
3. Which risk factors are above the state rate & Bach Harrison Norm and which protective factors are below the state rate & Bach Harrison Norm, stand out as potential concerns and why? *(Risk factors that are low but above the state rate, may be less of a concern as compared to a risk factor that is impacting more youth but falls under the state rate.)*
4. Which risk/protective factors stand out as a potential concern because they are increasing/decreasing over time? List the items and include any other relevant details about the time-trends you see.
5. Which risk/protective factors are most likely to influence your youth problem behaviors?
6. For any of the items noted in the questions above, which grade levels are most impacted? Include any other observations about trends by grade.
7. Are there certain grades, subpopulations, demographic groups or pockets within the community that are having a significant impact on the data? If yes, list and explain.
8. Additional comments/follow up actions: