



Hearing our Students: What MN Youth tell us about their Developmental Skills, Supports & Challenges

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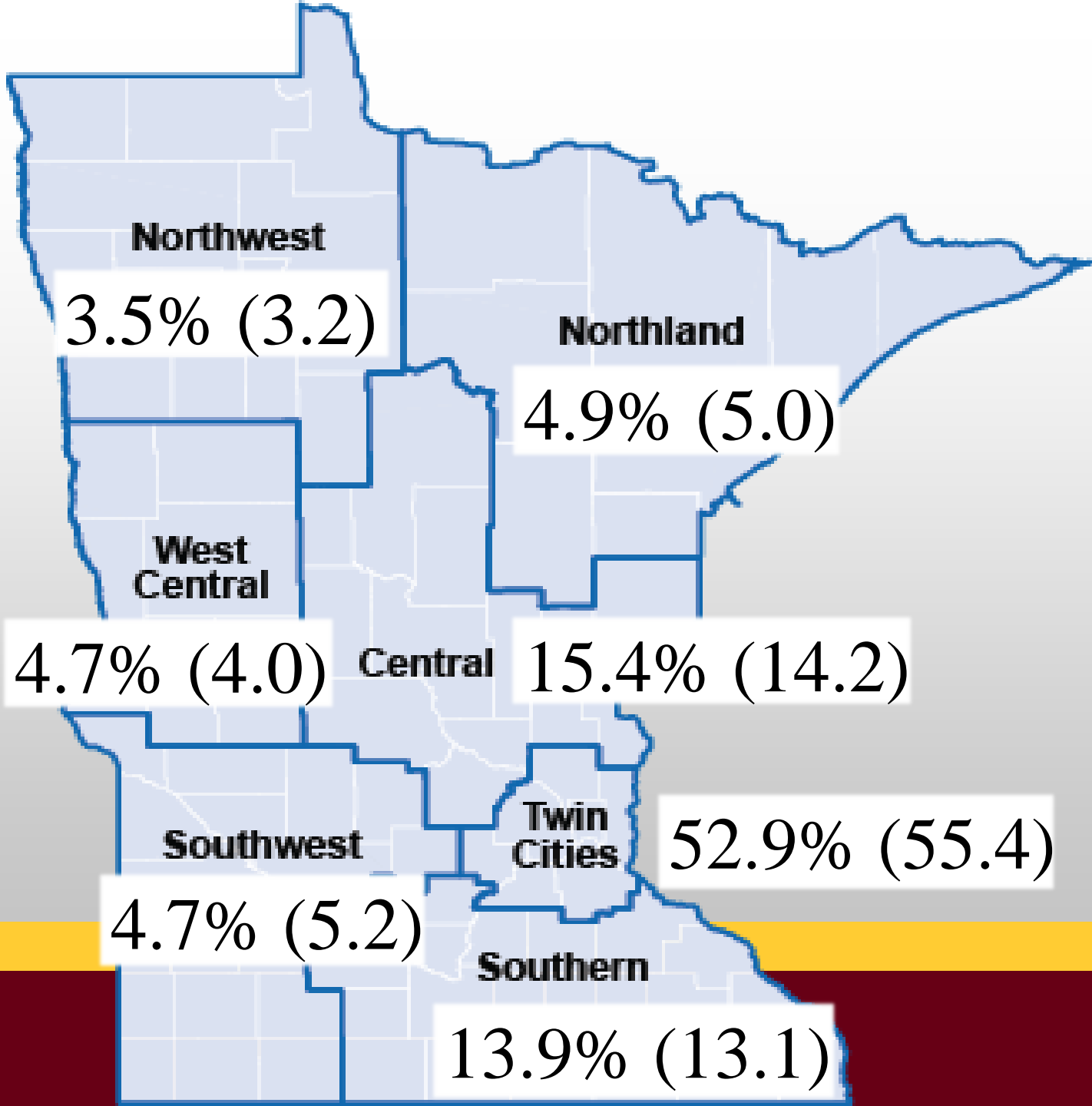
 UNIVERSITY OF MINNESOTA

Educational Psychology

www.mnydrg.com

Research

- Population survey of students in grades 5, 8, 9, 11
 - 162,034 students in 2013
 - 168,733 students in 2016
 - 84% of public districts in 2013
 - 85% of public districts in 2016
- 1,174 schools in 309 school districts
- 44 Charter schools
- All 87 MN Counties



	2013	2016	2016 %
Missing	2727	2140	1%
American Indian	8161	8662	5%
Asian Pacific Island	5151	5910	4%
Black	7788	8806	5%
White	115487	113313	67%
Multiple Races	4776	5761	3%
Latino	11818	15942	9%
Somali	1968	3555	2%
Hmong	4158	4644	3%

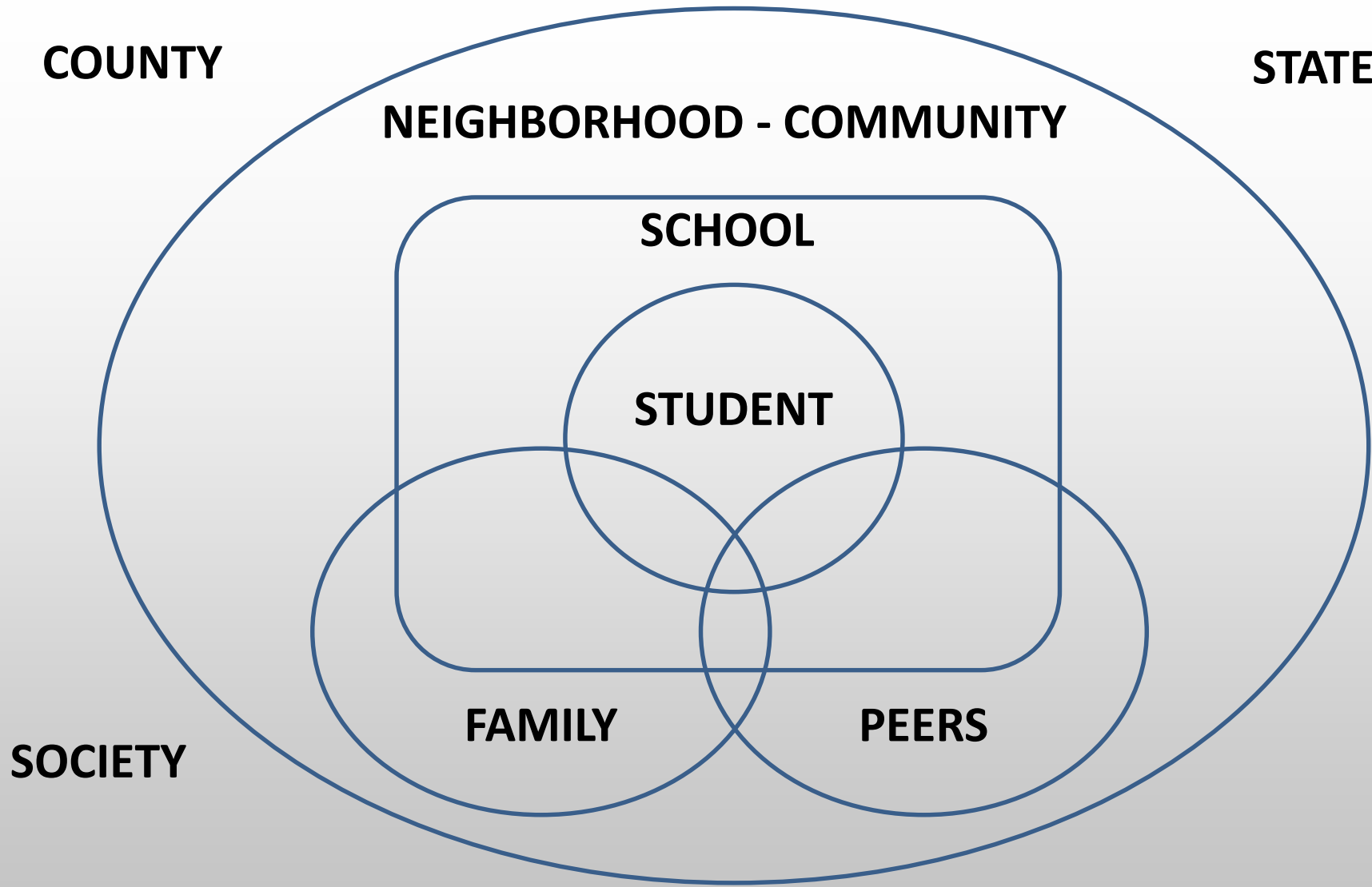
What we hear from schools

Our Process

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

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



Ecology of Youth Development

Our Current Efforts

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

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.

2015 NAEP

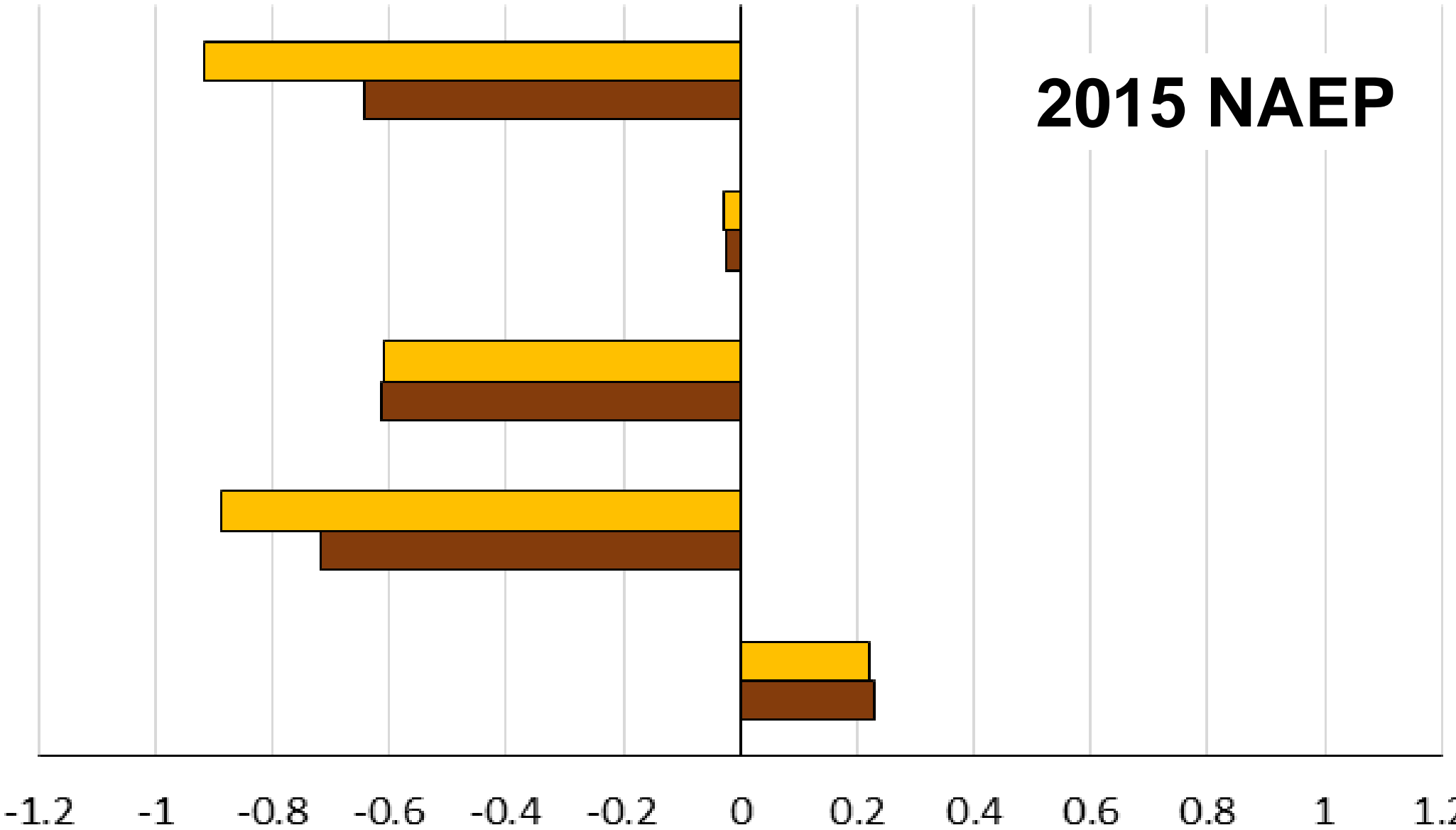
AmIndian

Asian/PI

Latino

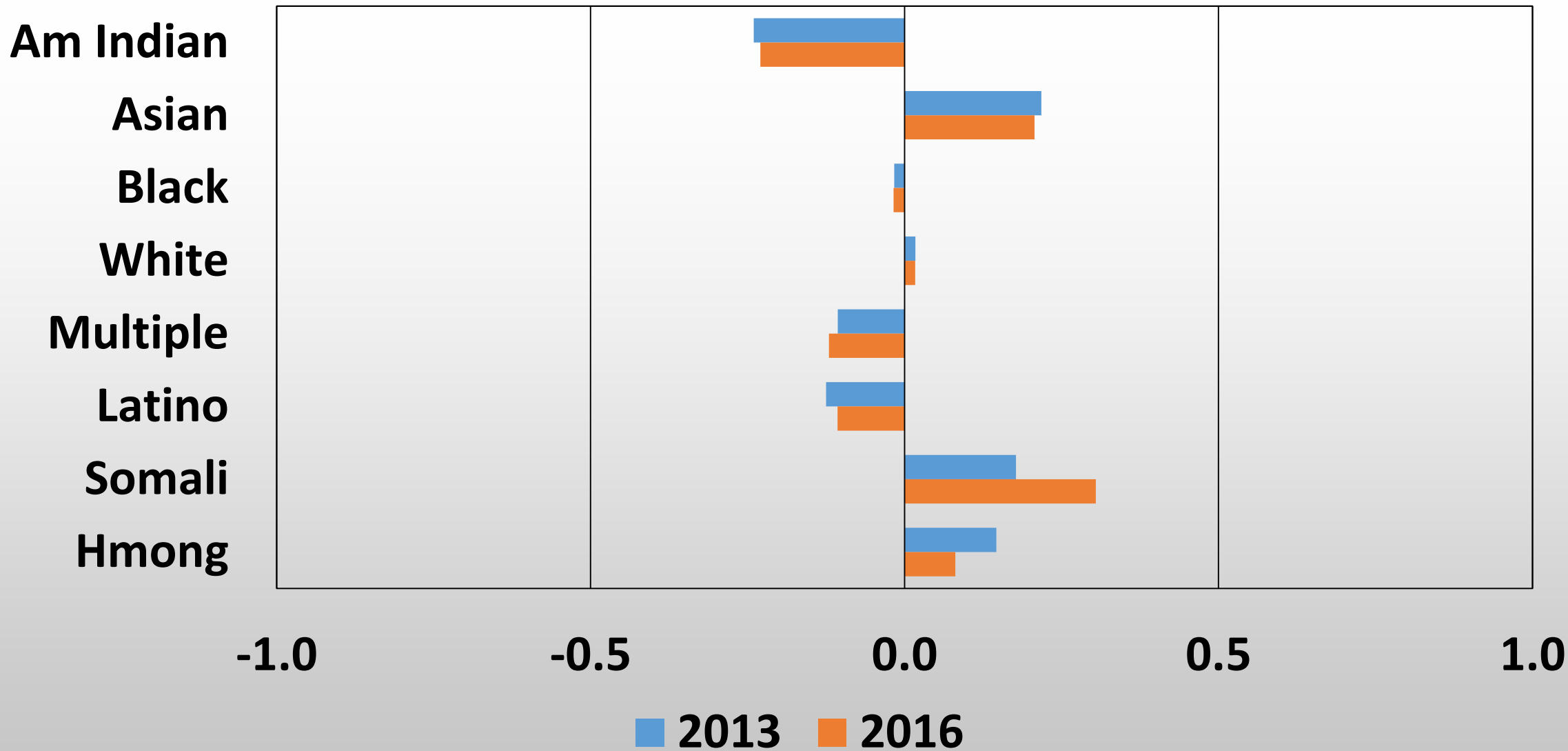
Black

White

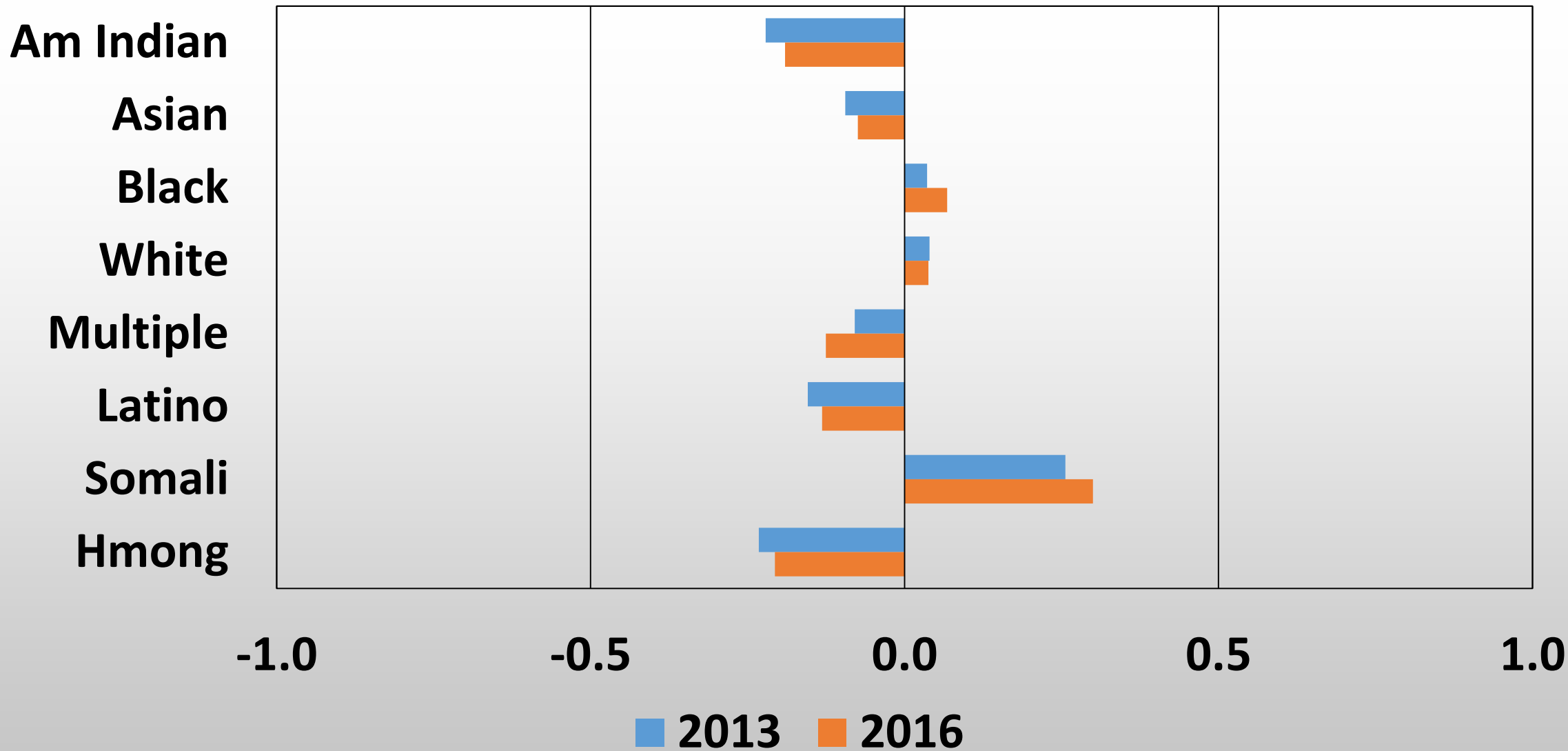


Math8 Read4

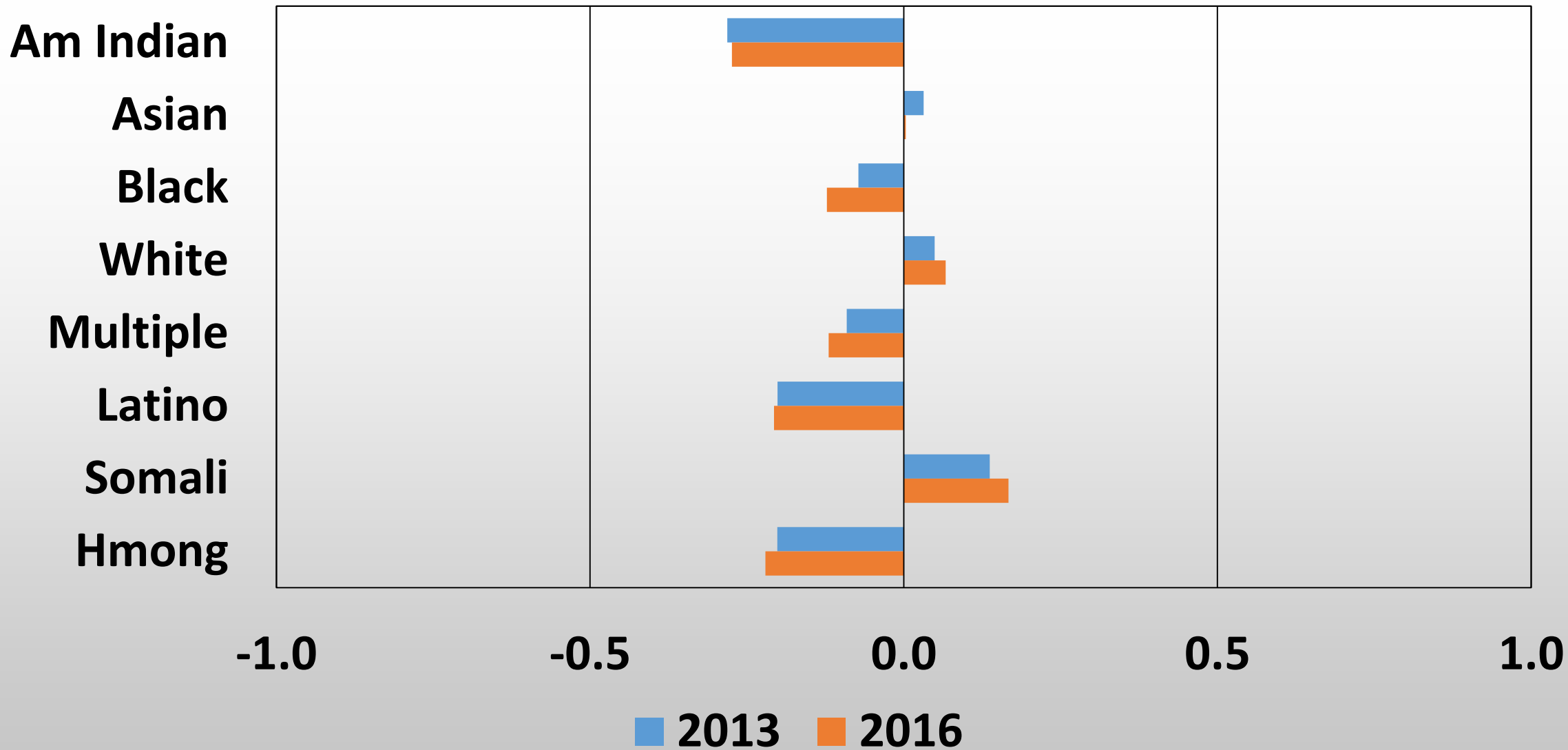
- Disparities are defined in the next few slides as group differences from the State Average
- Each bar represents the number of SD difference between youth in each group v. state average.
- We generally interpret these differences as being
 - 0.2 or less = very small
 - 0.2 to 0.4 = small
 - 0.4 to 0.6 = moderate
 - 0.6 + = large



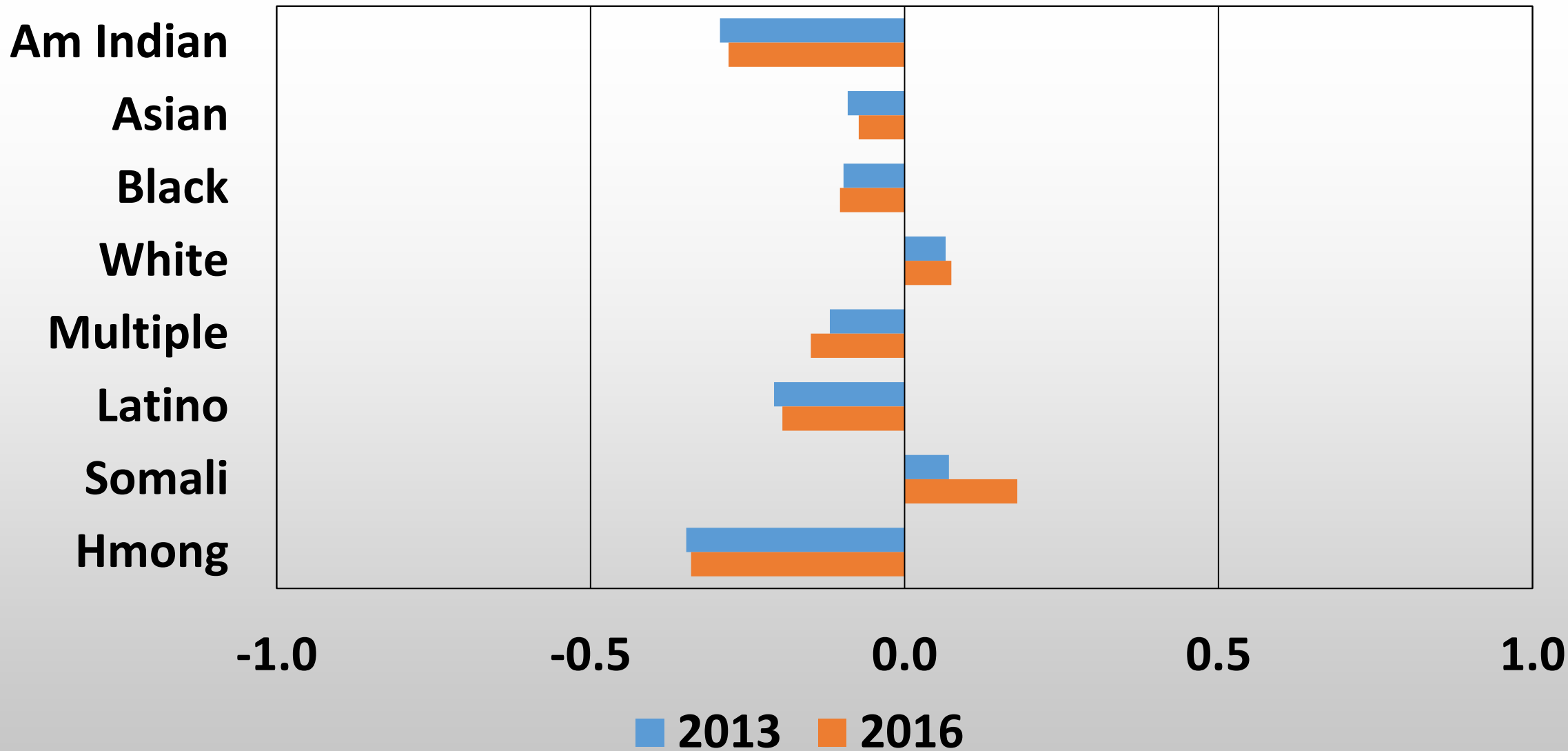
Disparities in Commitment to Learning



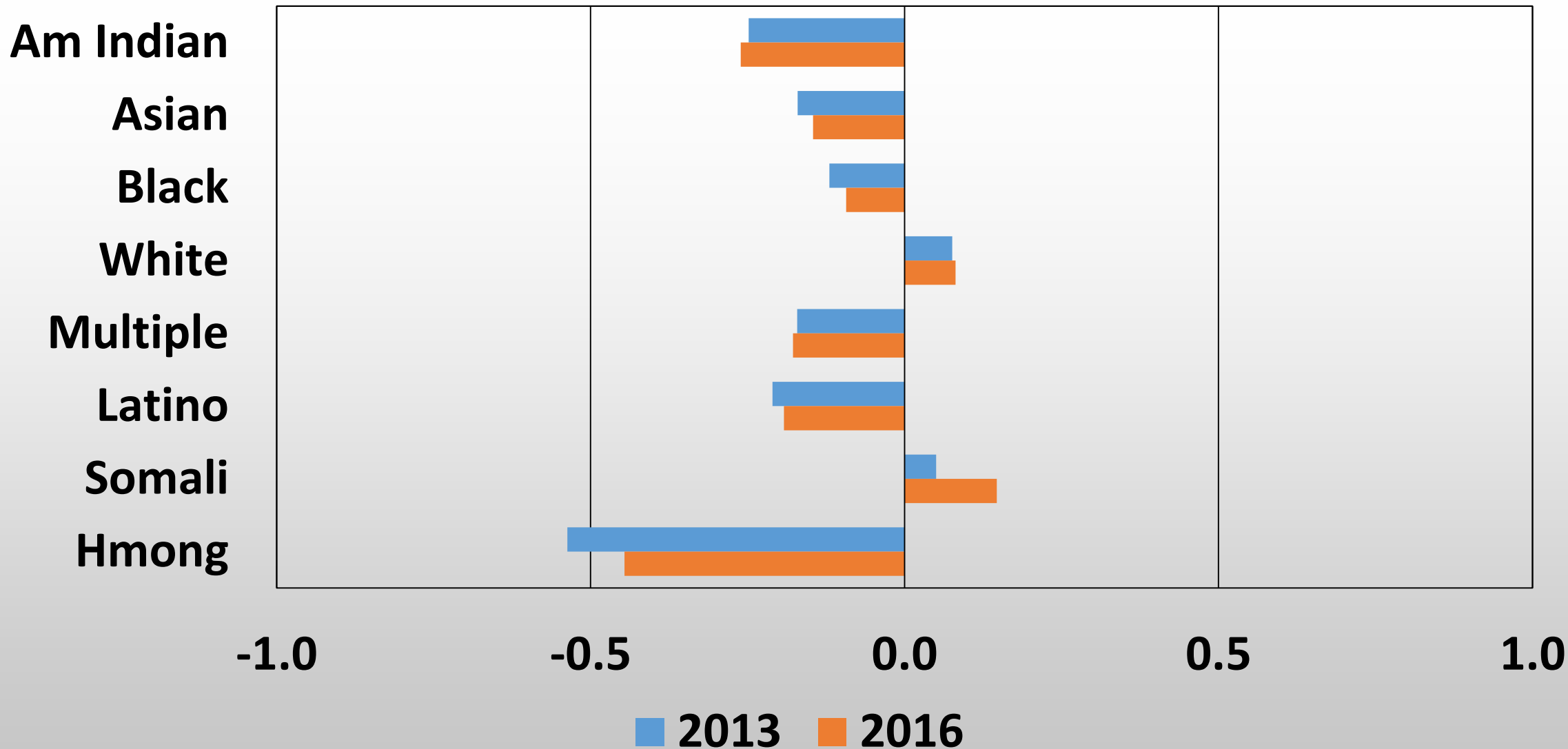
Disparities in Positive Identity



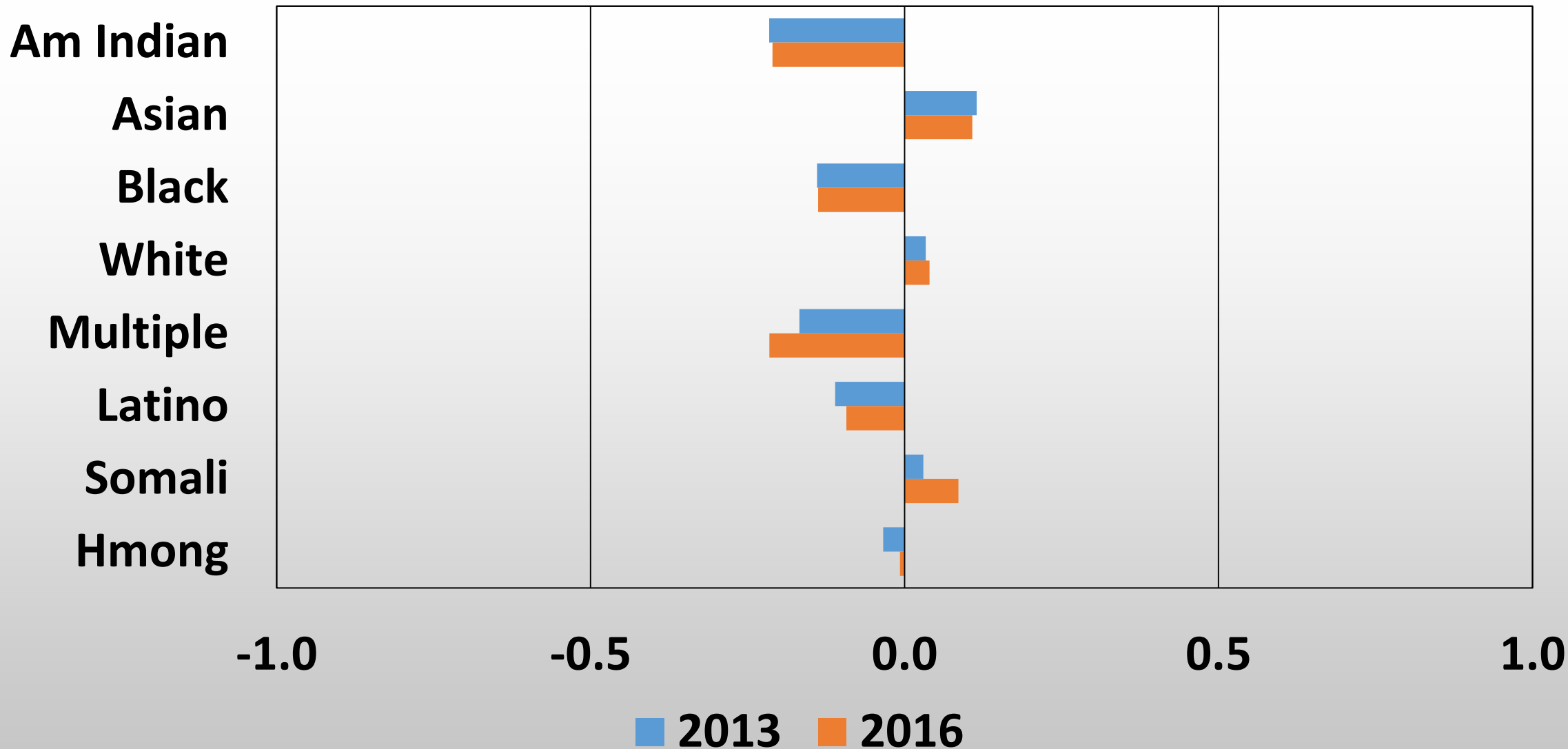
Disparities in Social Competence



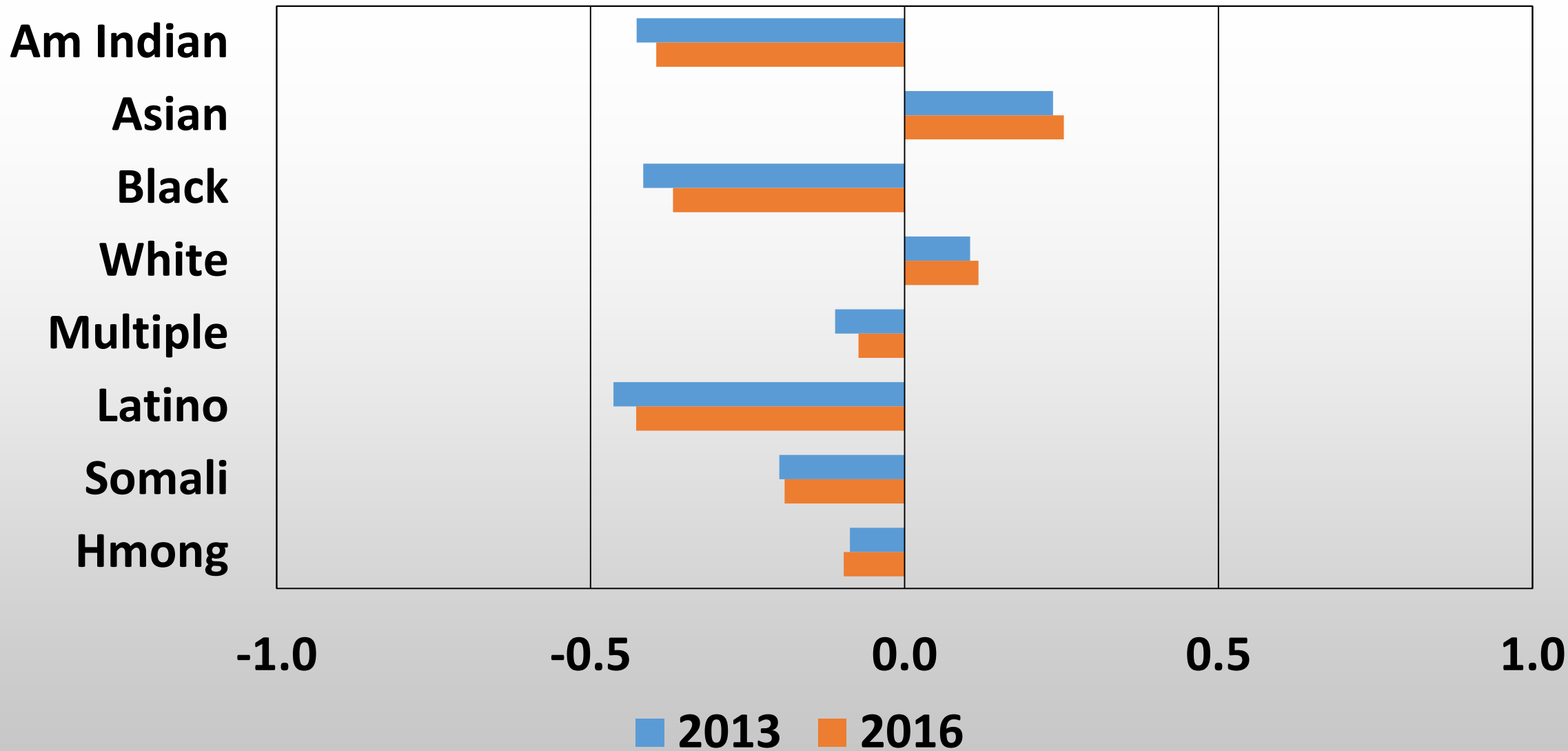
Disparities in Empowerment



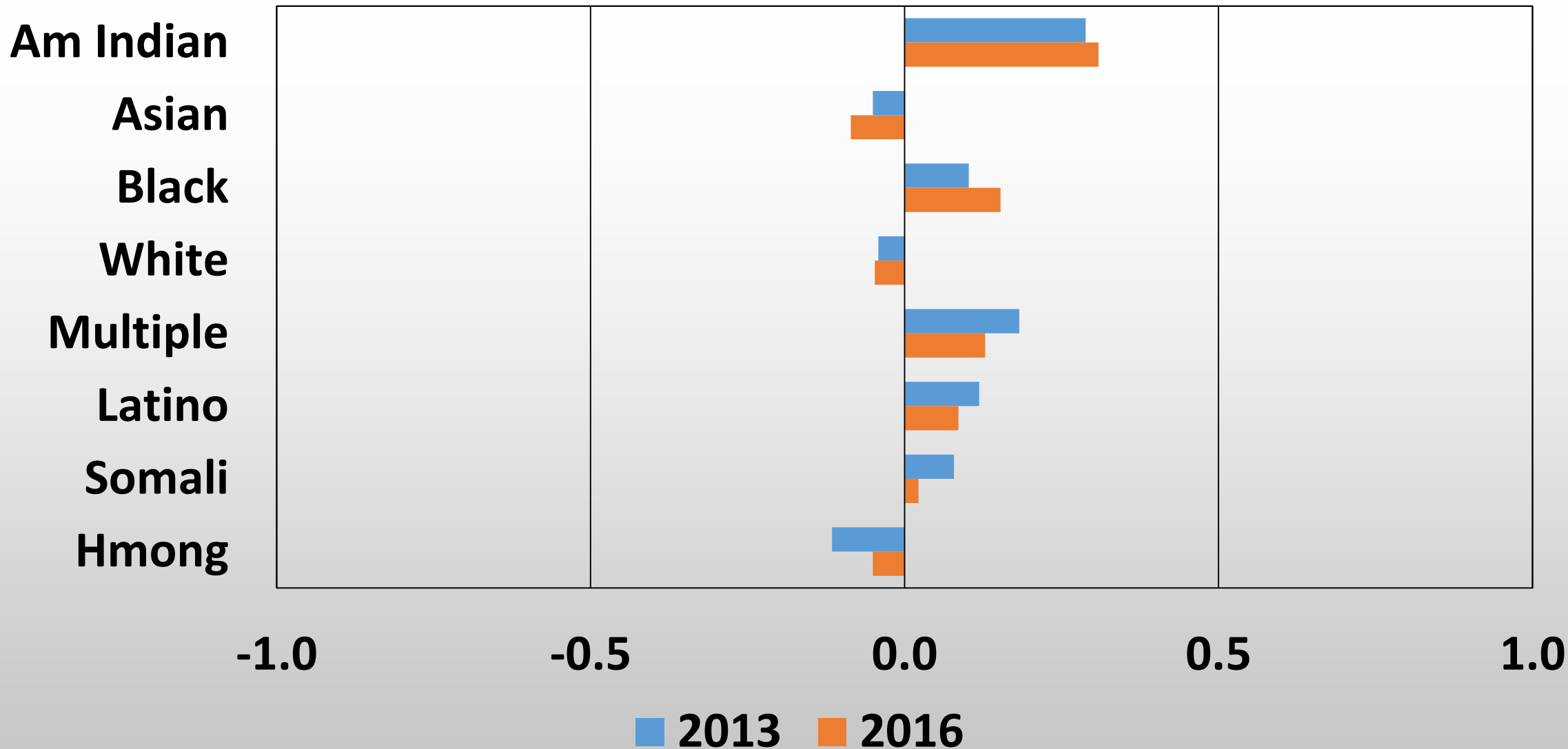
Disparities in Family/Community Support



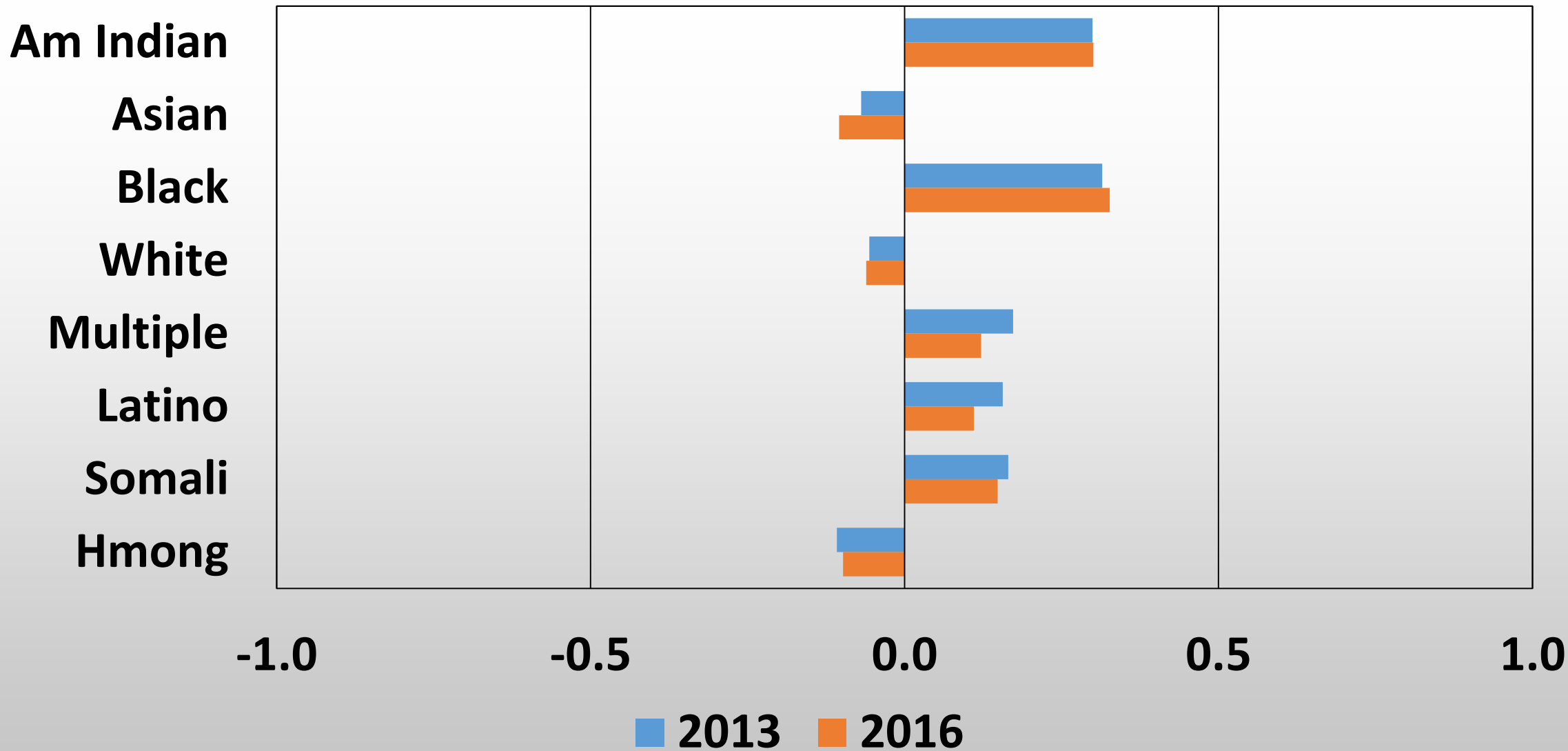
Disparities in Teacher/School Support



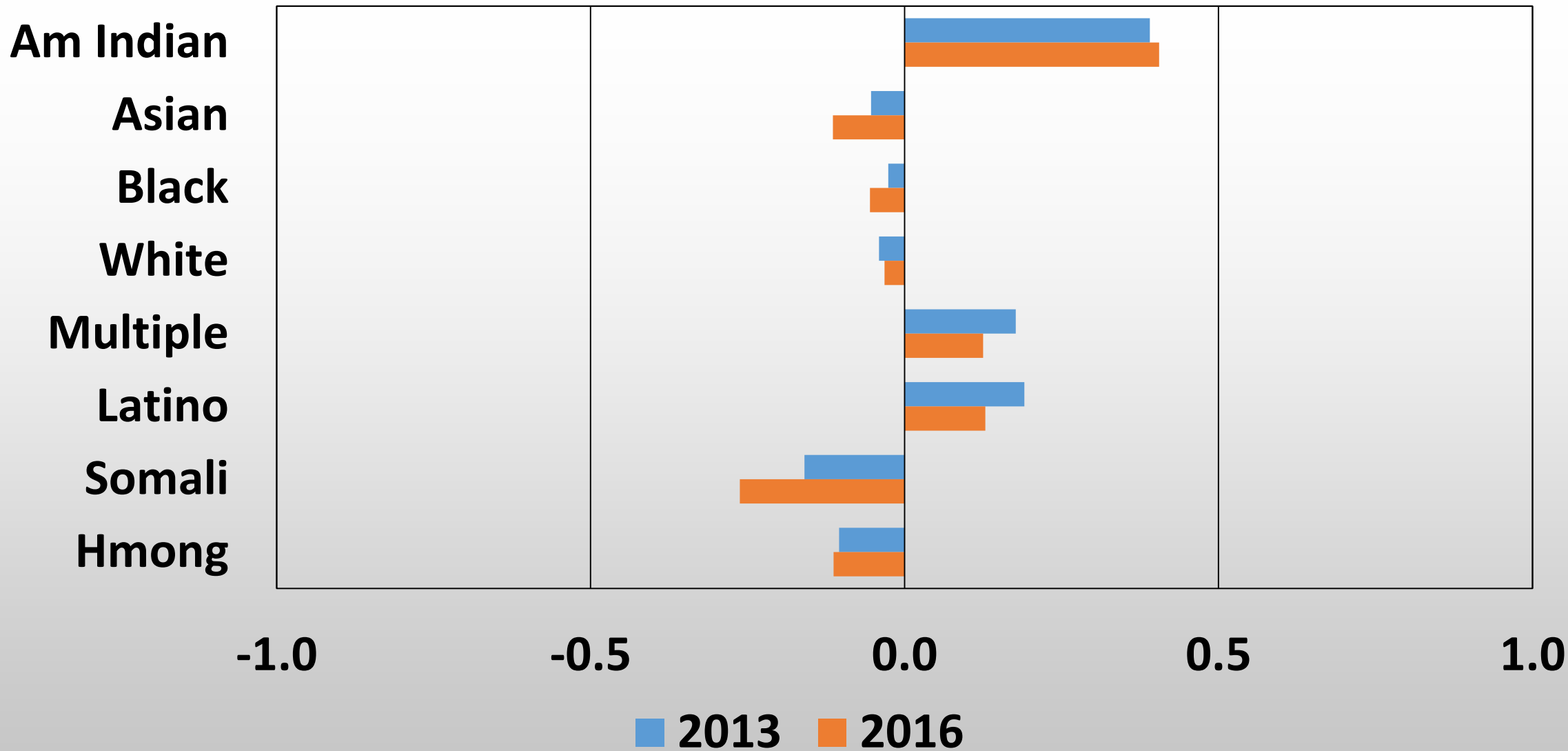
Disparities in Grades



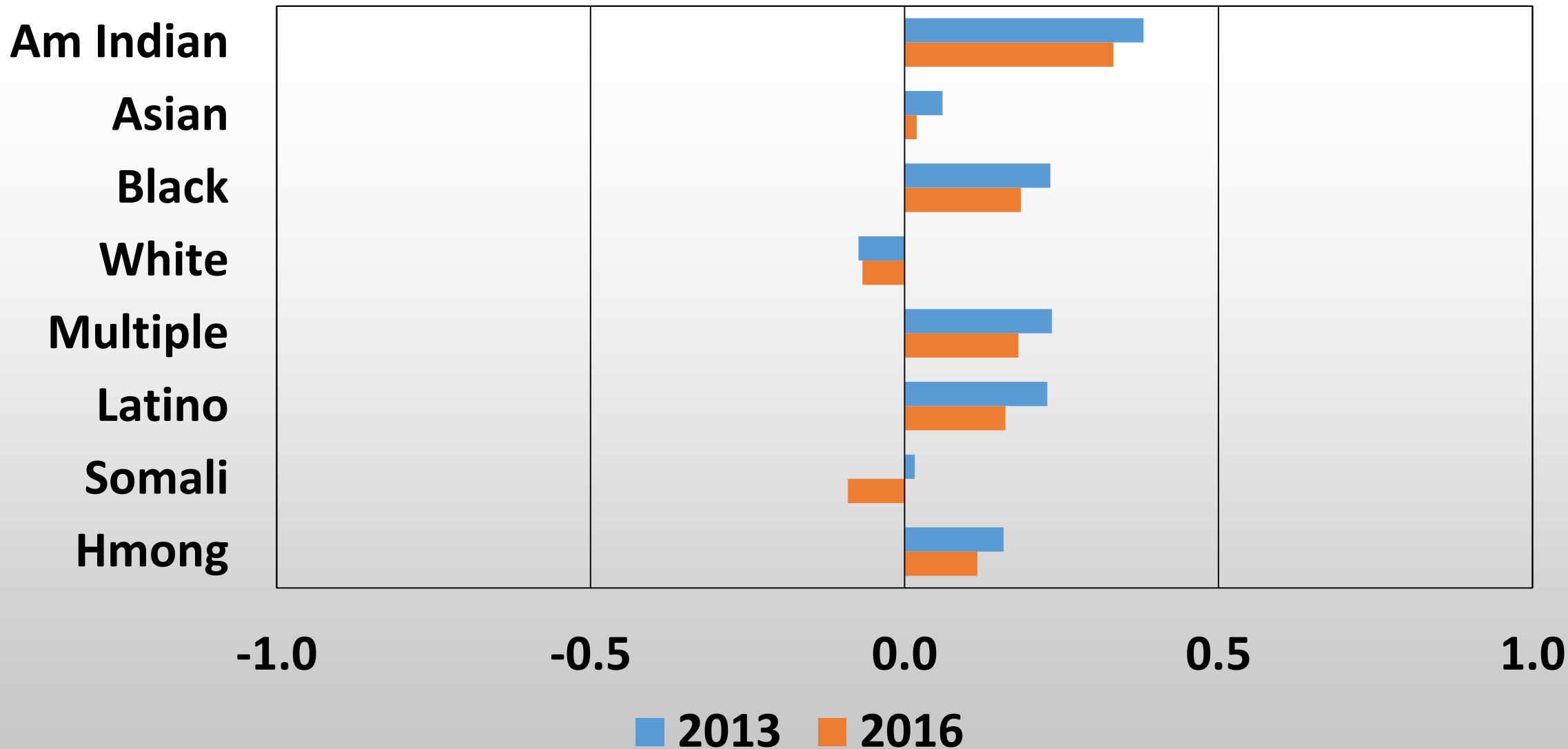
Disparities in Being Bullied (Victims)



Disparities in Bullying (Perpetrators)



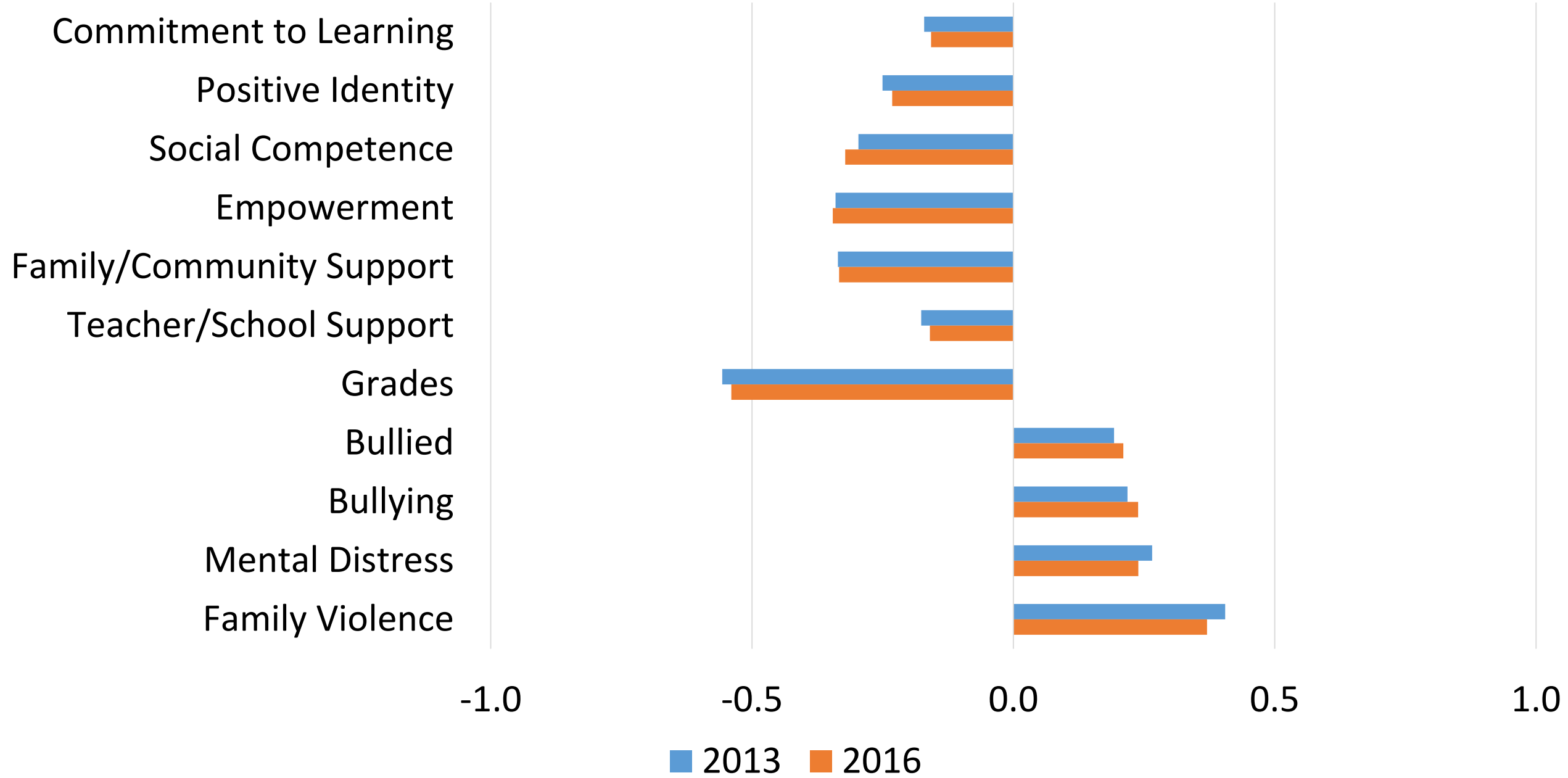
Disparities in Mental Distress



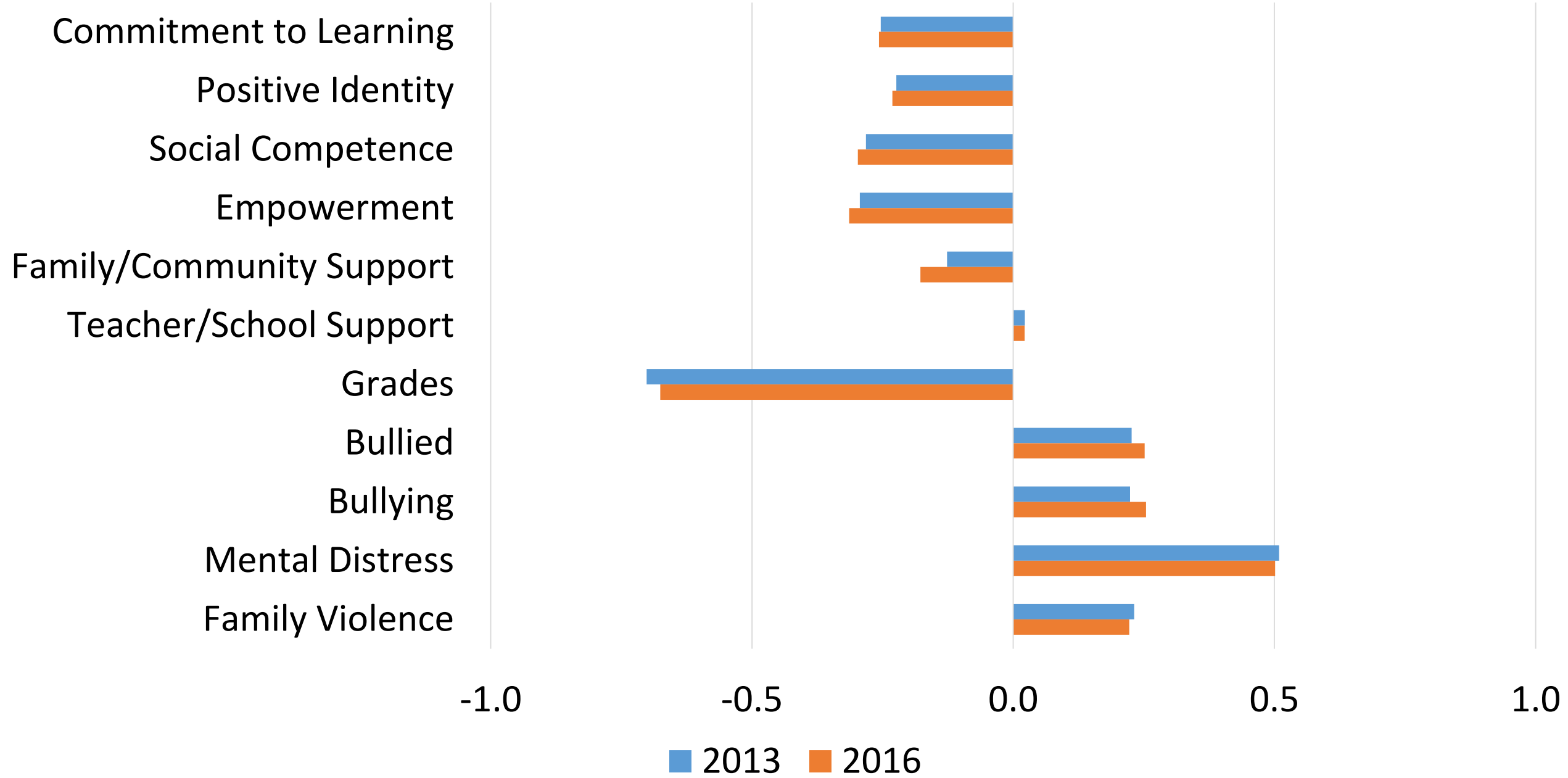
Disparities in Family Violence

- Across families, schools, and communities, youth play many roles.
- Youth identify with multiple communities.
- Schools identify youth by various characteristics.
- This means there are multiple avenues to meet youth where they are – to tailor our approaches to meet their needs and acknowledge preferences.

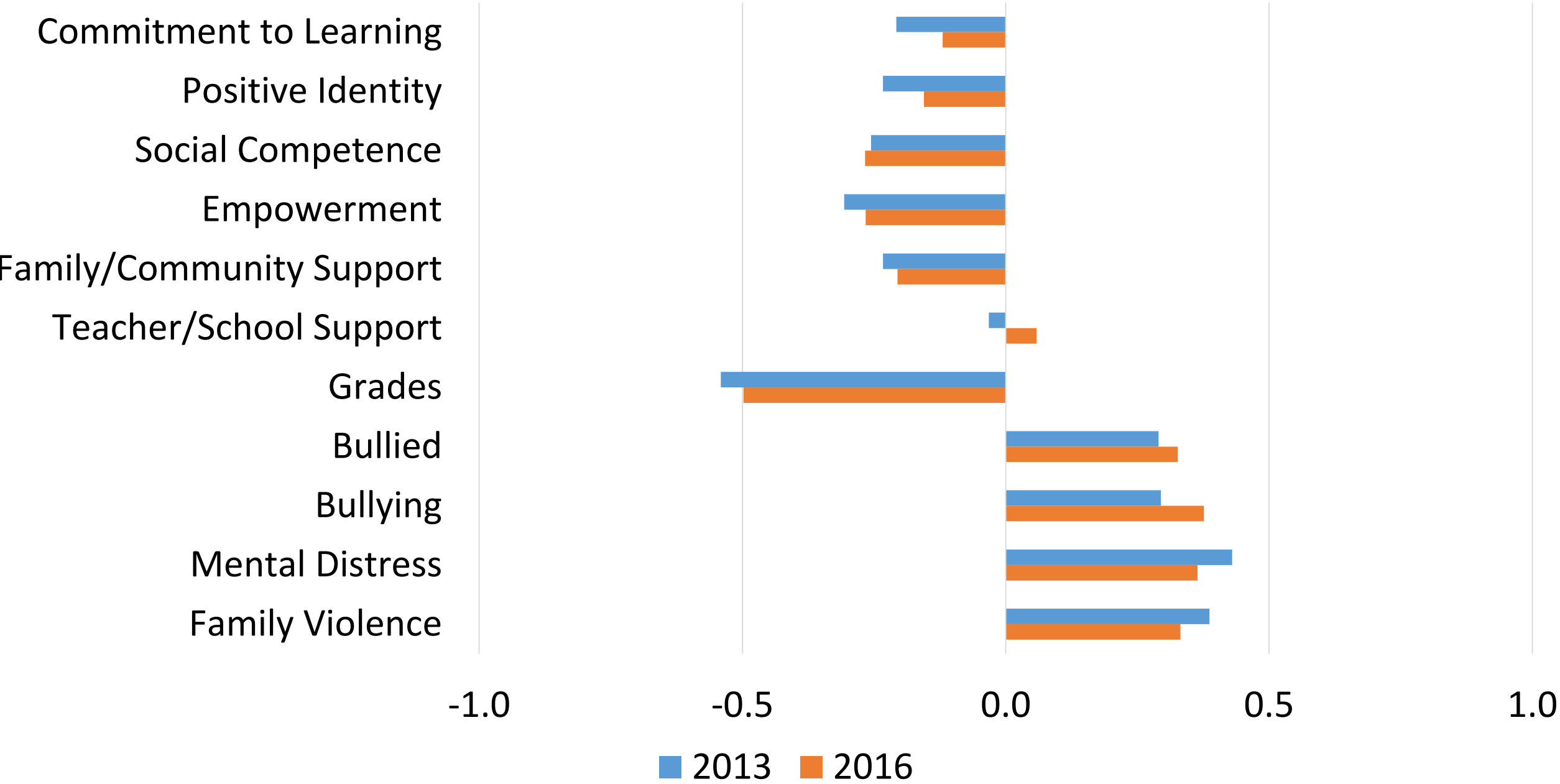
Students Receiving FRPL (27-29%)



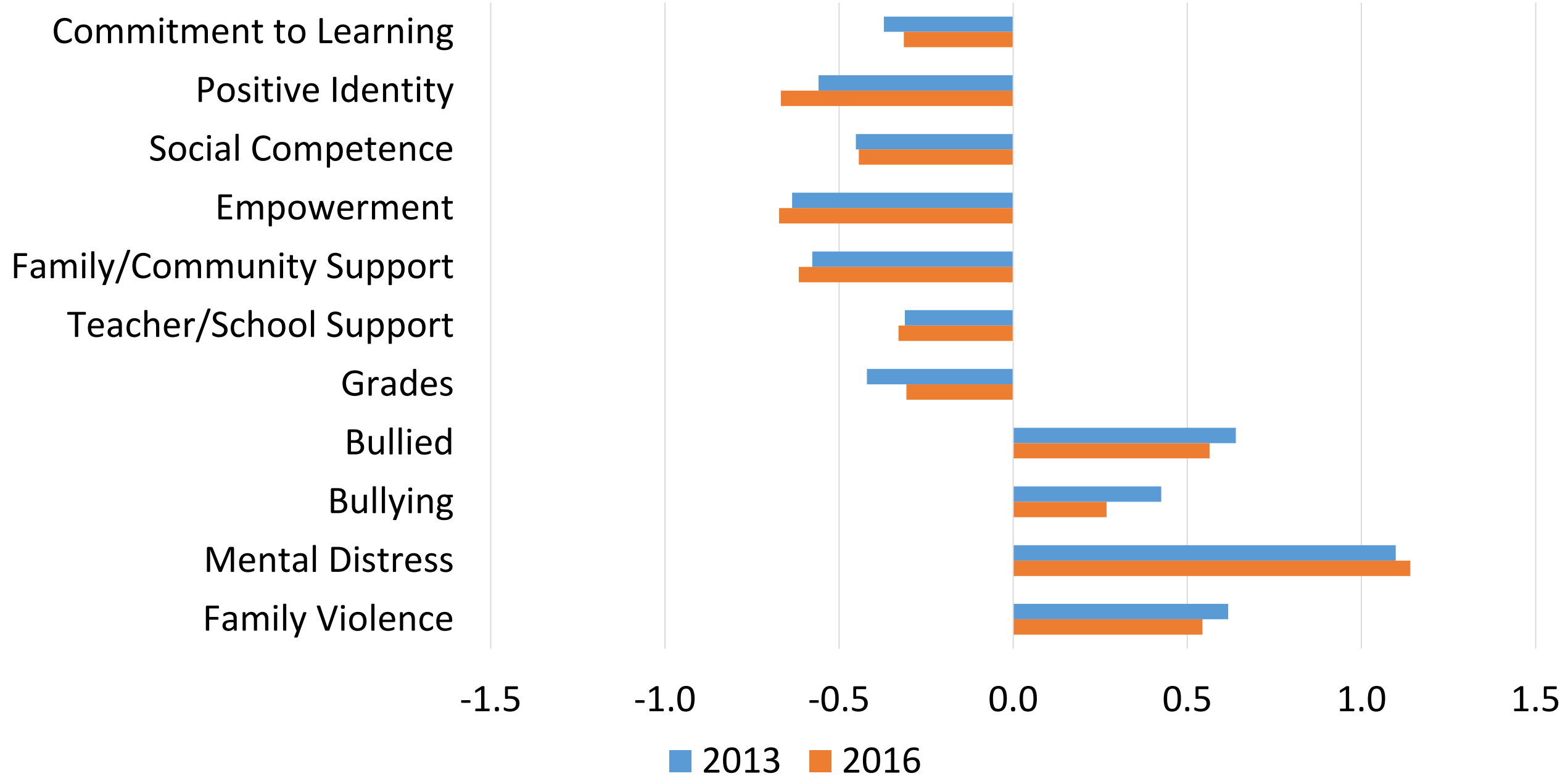
Students in Special Education (10-11%)



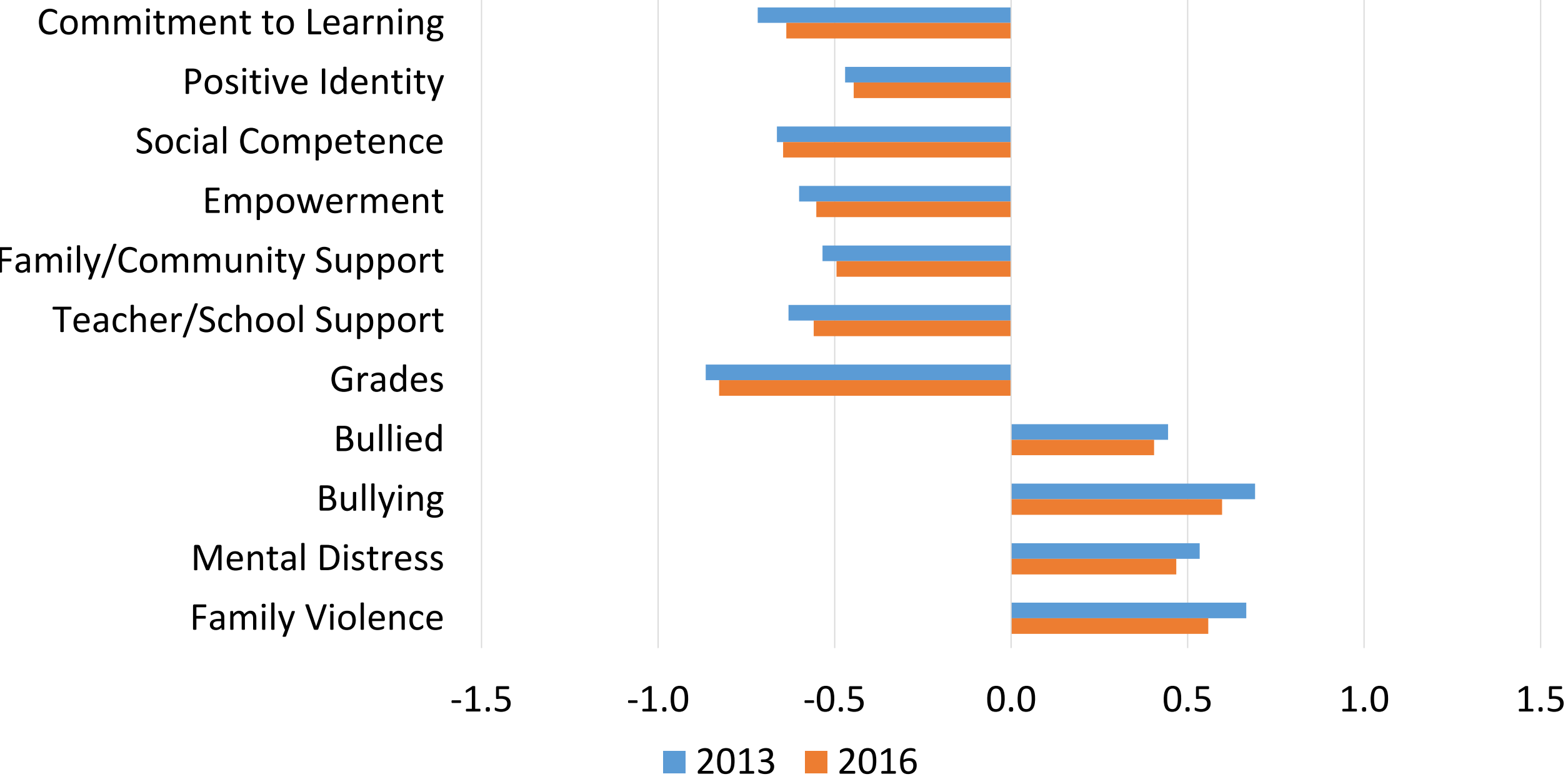
Students who Moved since Beginning of Year (7-8%)



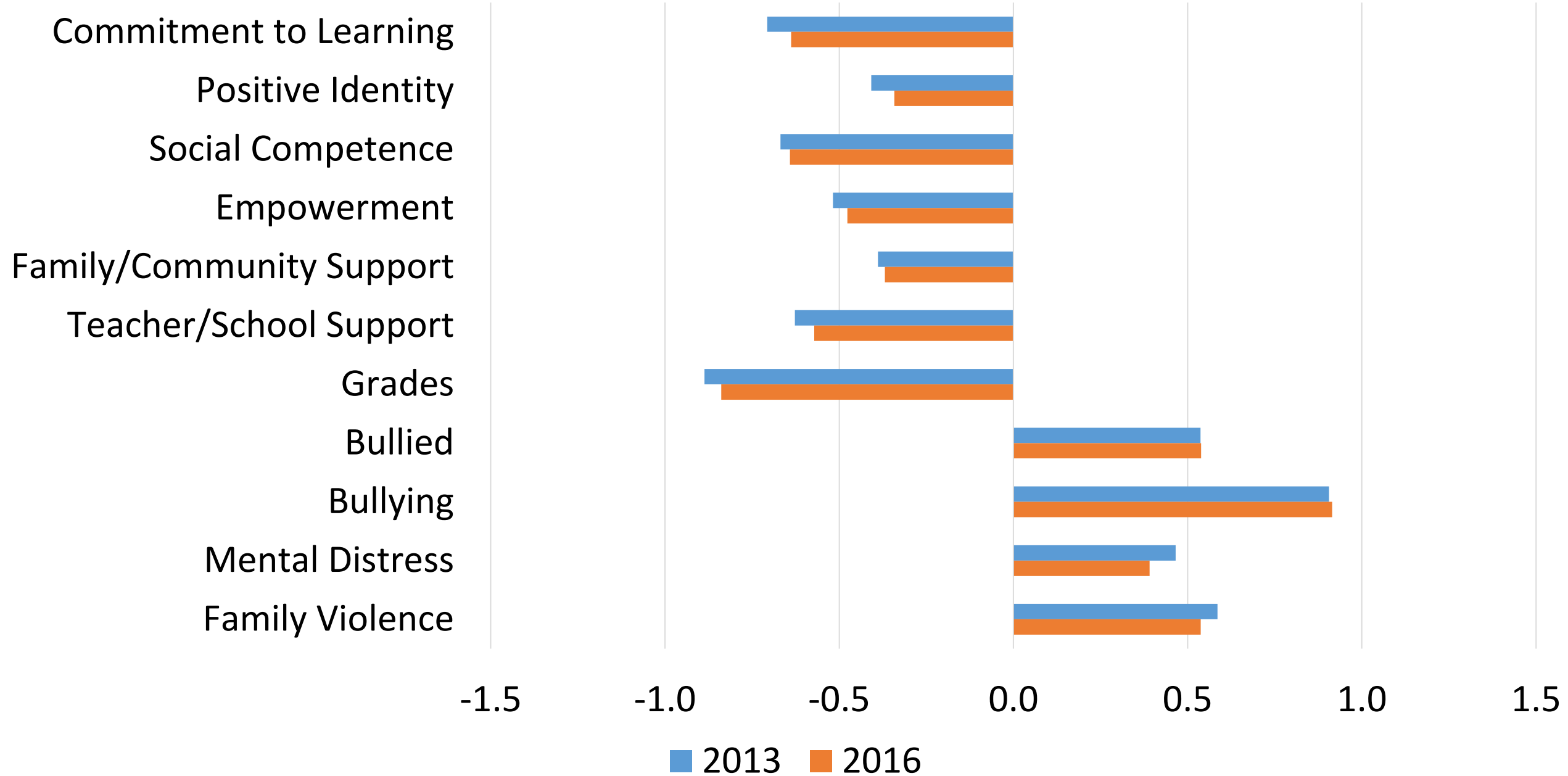
Gay/Lesbian/Bisexual/Questioning in 9th/11th Grade (6-10%)



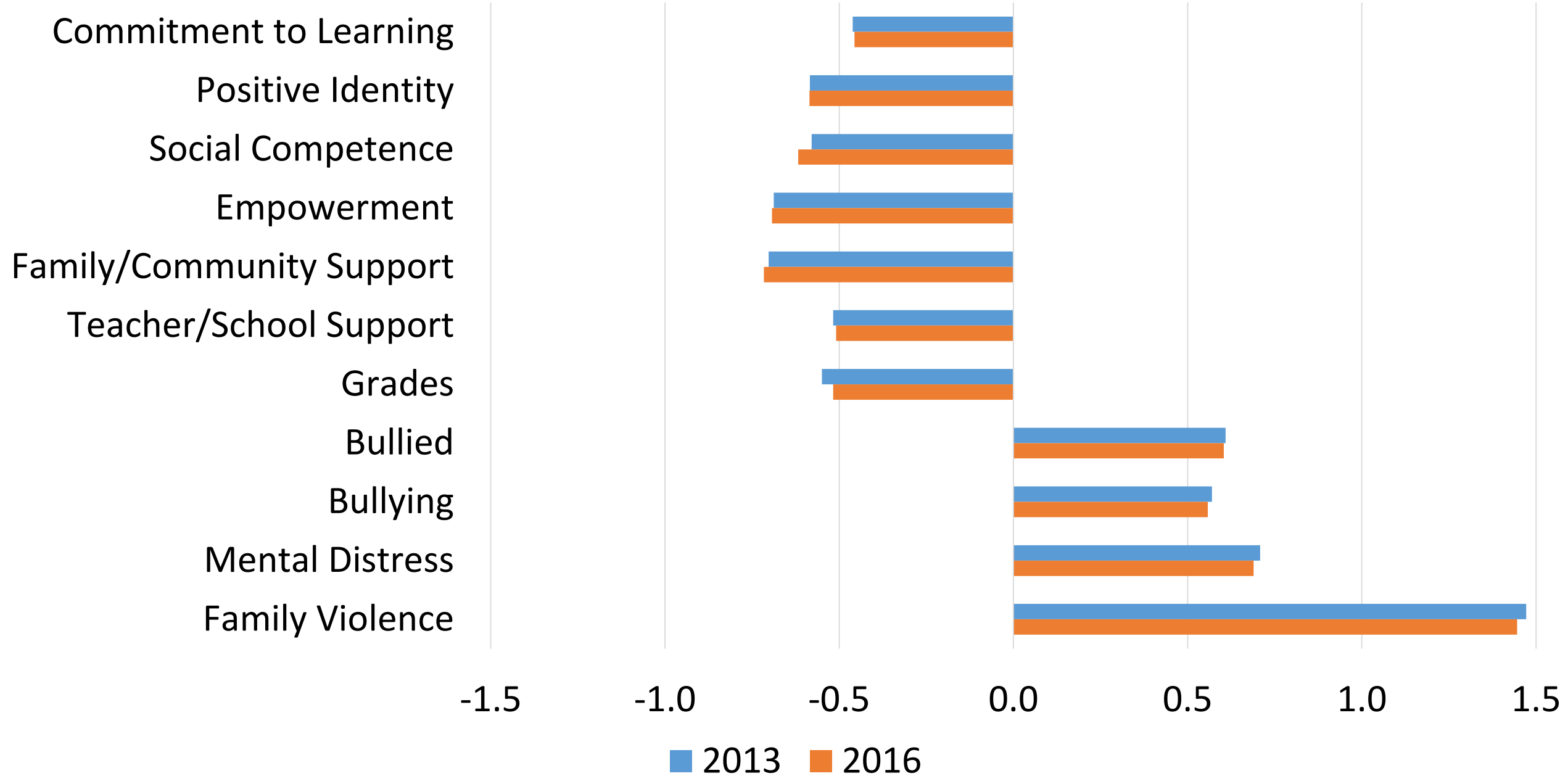
Skipped School at Least Once in Last 30 Days 8th-11th [9-10%]



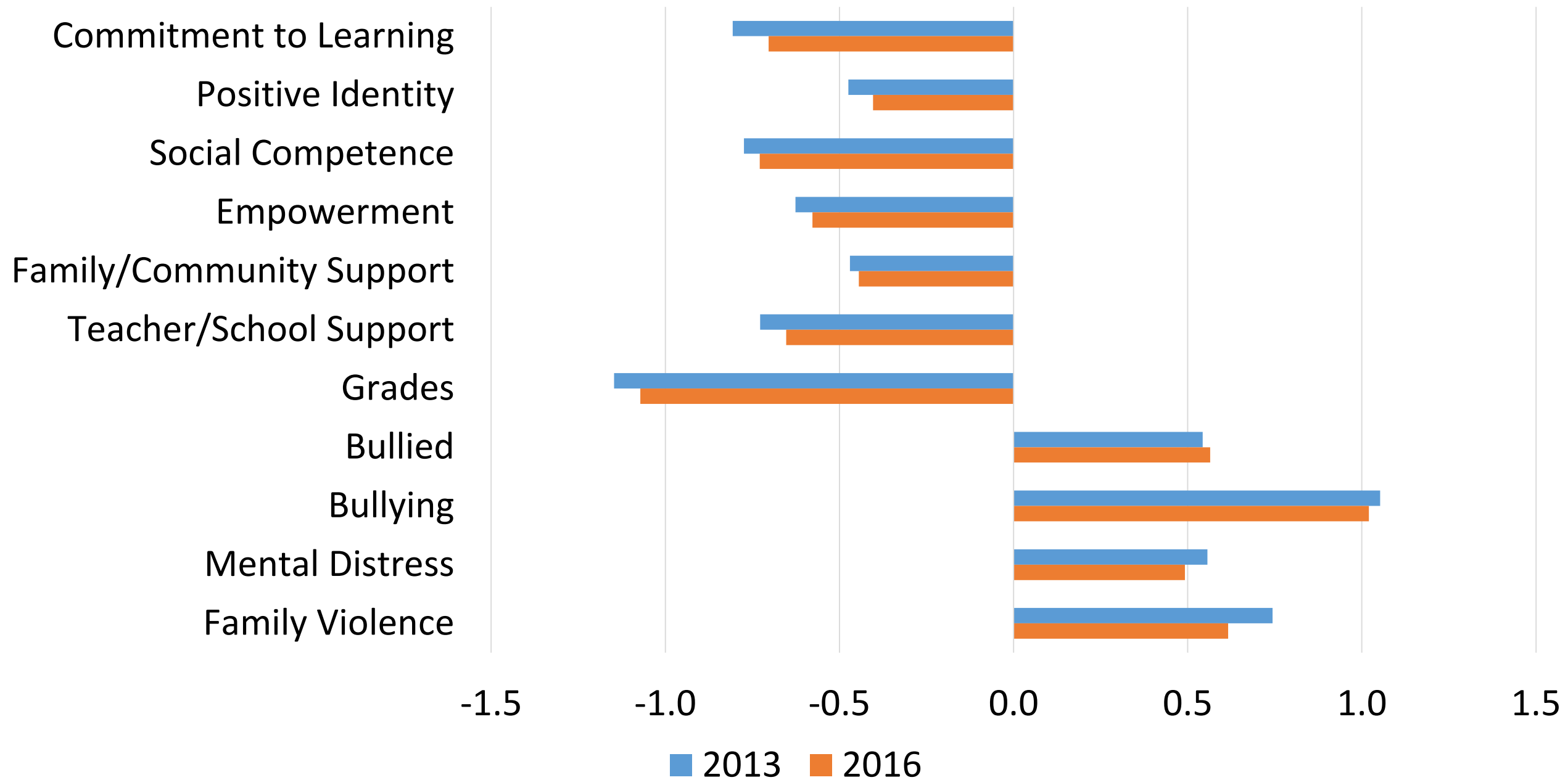
Sent to Office for Discipline at Least Once - Last 30 Days [10-9%]



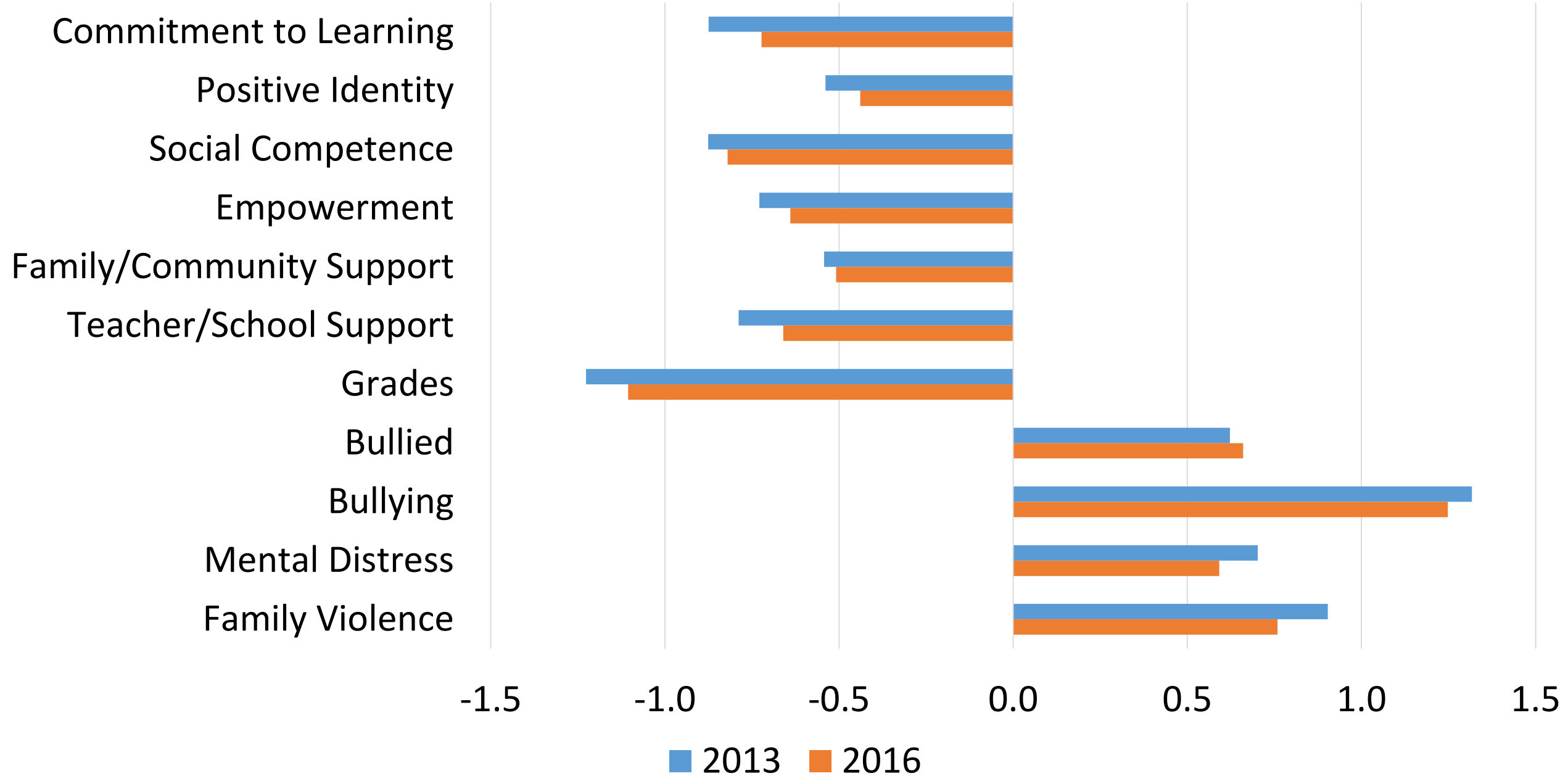
At least One Traumatic Experience Grades 8-11 [37-38%]



In-School Suspension (3.1%)



Out-of-School Suspension (1.7%)



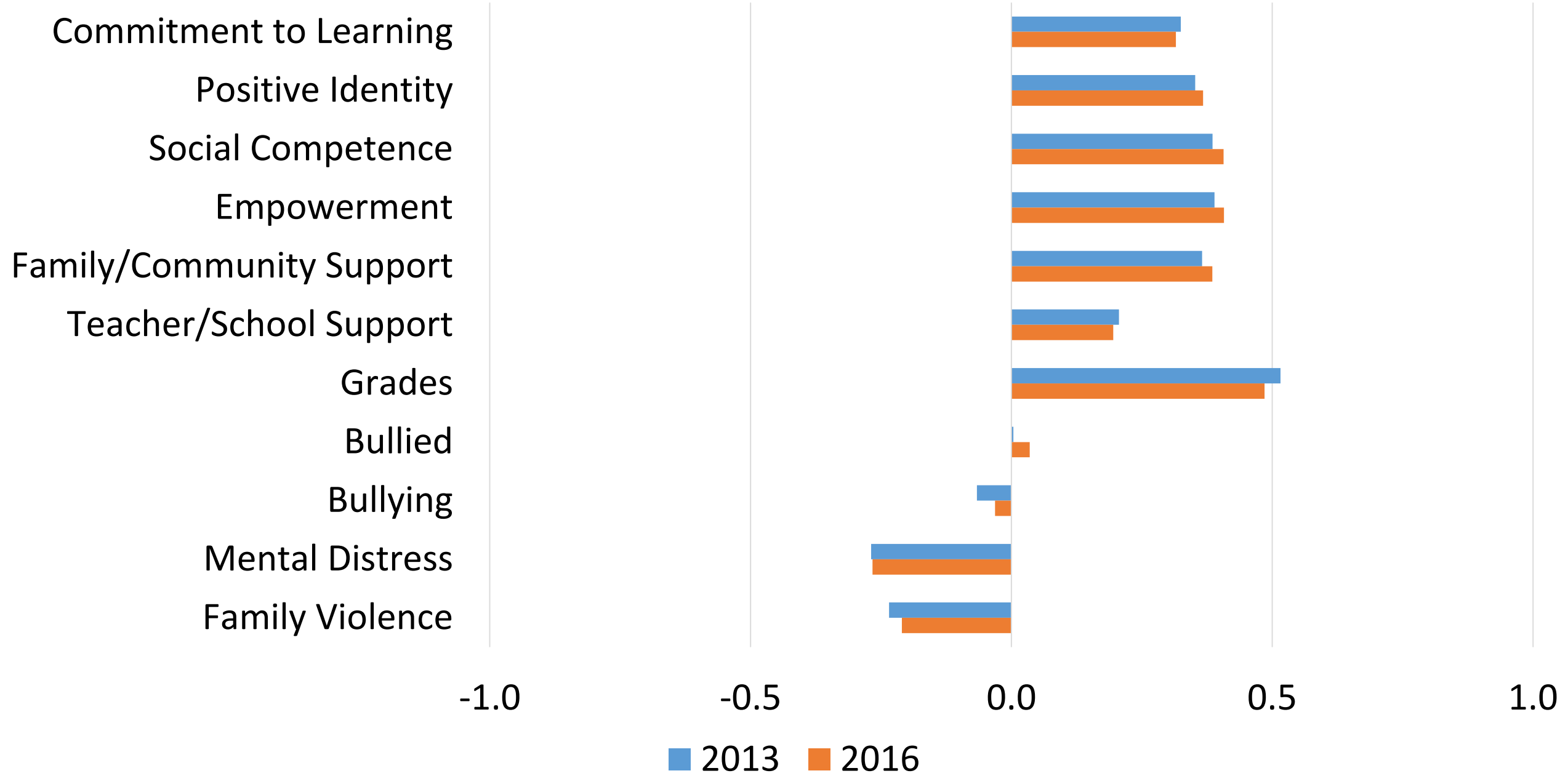
- Of those receiving ISS (10,2019 students)
 - 29% also received OSS
- Of those receiving OSS (5,460 students)
 - 55% also received ISS
- Of 2013/2016 MSS students (grades 5-8-9-11)
3.8% (12,400) had ISS or OSS

- 16% [8%] LGB (13,000)
-
- 16% [4%] Black (16,000)
 - 4.3% [1.5%] Somali (5,100)
 - 12% [5%] American Indian (16,000)
 - 16% [8%] Latino (27,000)
-
- 2.1% [3.4%] Asian (11,000)
 - 43% [71%] White only (226,000)
 - 1.6% [2.7%] Hmong (8,500)

Of those with ISS or OSS in last 30 days

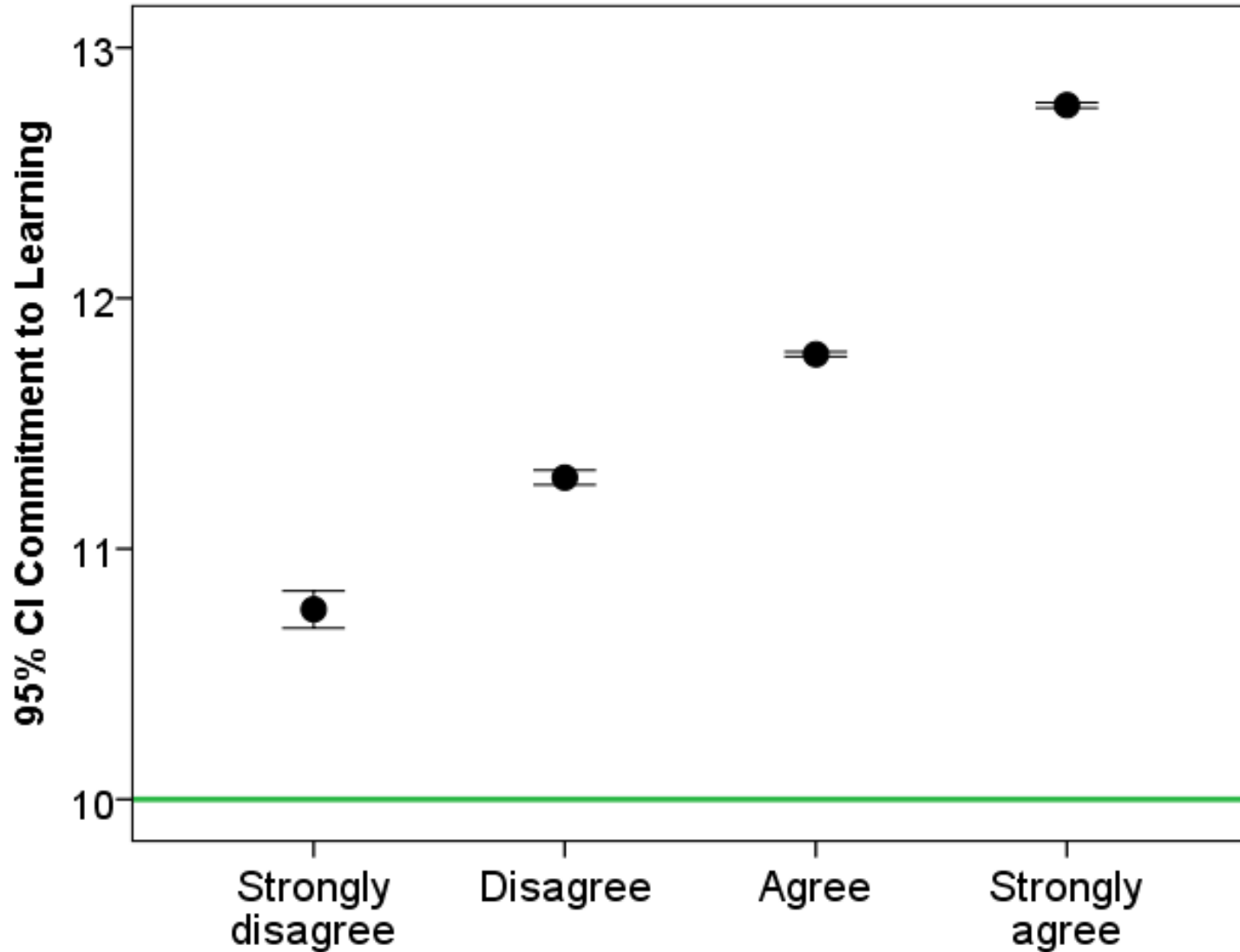
- 16% [5%] Experienced homelessness
 - 43% [15%] Parent jailed
 - 18% [7%] Changed schools in last year
 - 57% [28%] Used alcohol/drugs during last 12 months
 - 68% [36%] Experienced at least one traumatic event
 - 54% [32%] Have some mental distress
-
- 55% [65%] Participate in OST Activities 3+ days/week
 - 39% [50%] Sleep at least 8 hours/night
 - 32% [53%] Have 4-year college goals

Participate in Afterschool Activity at least 3 days/week (60-63%)



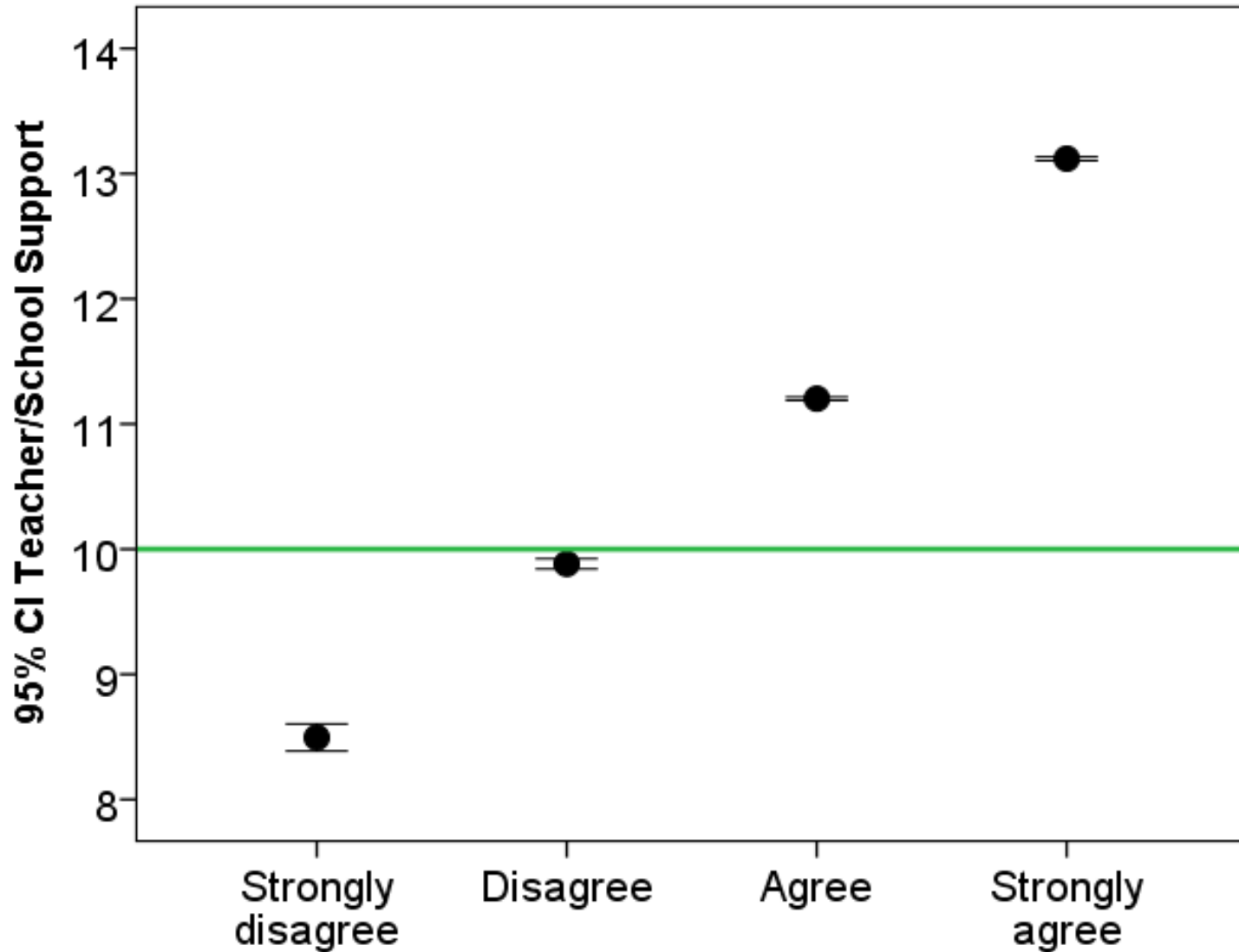
What do we know about students' sense of safety at school?

Year: 2016

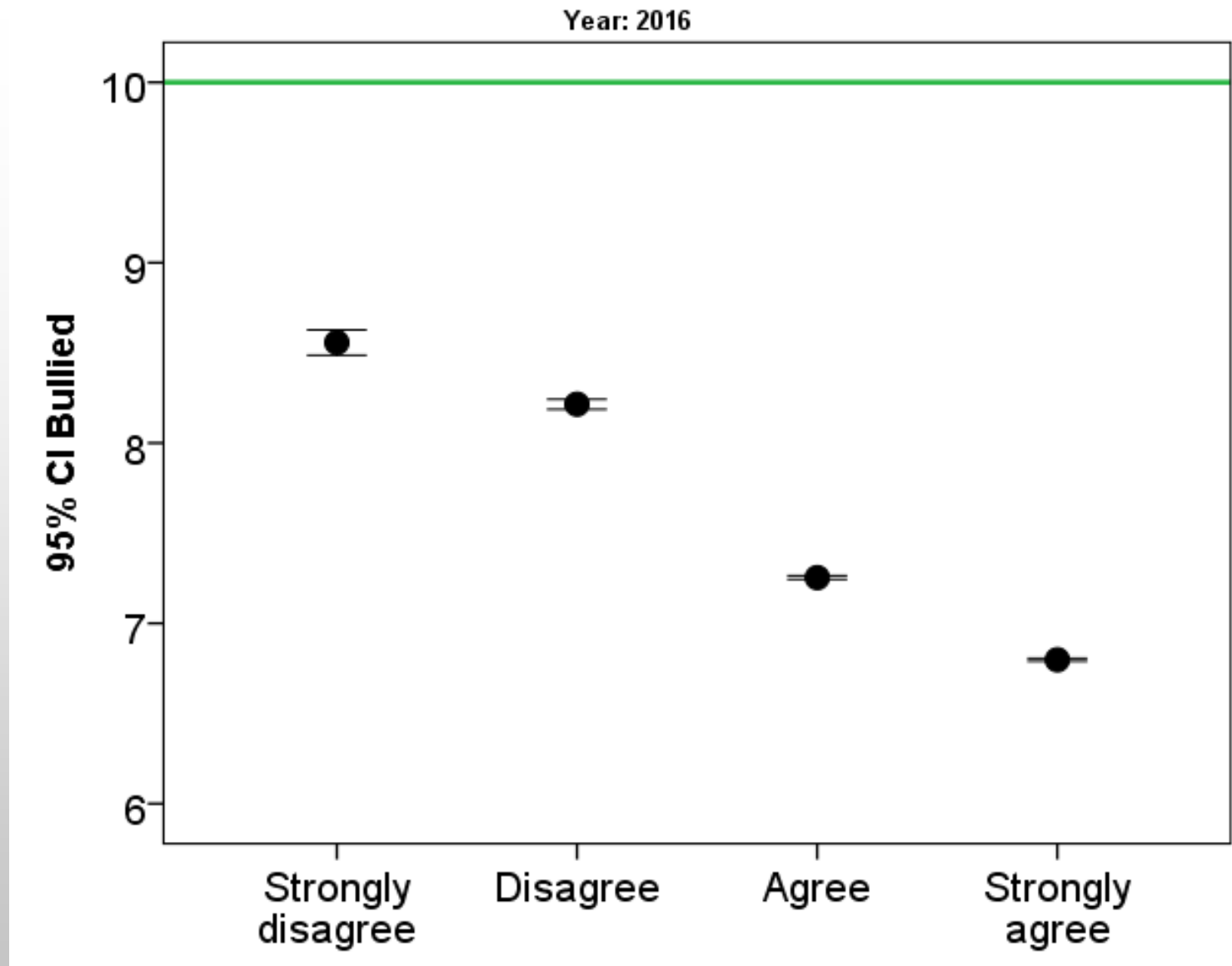


I feel safe at school.

Year: 2016

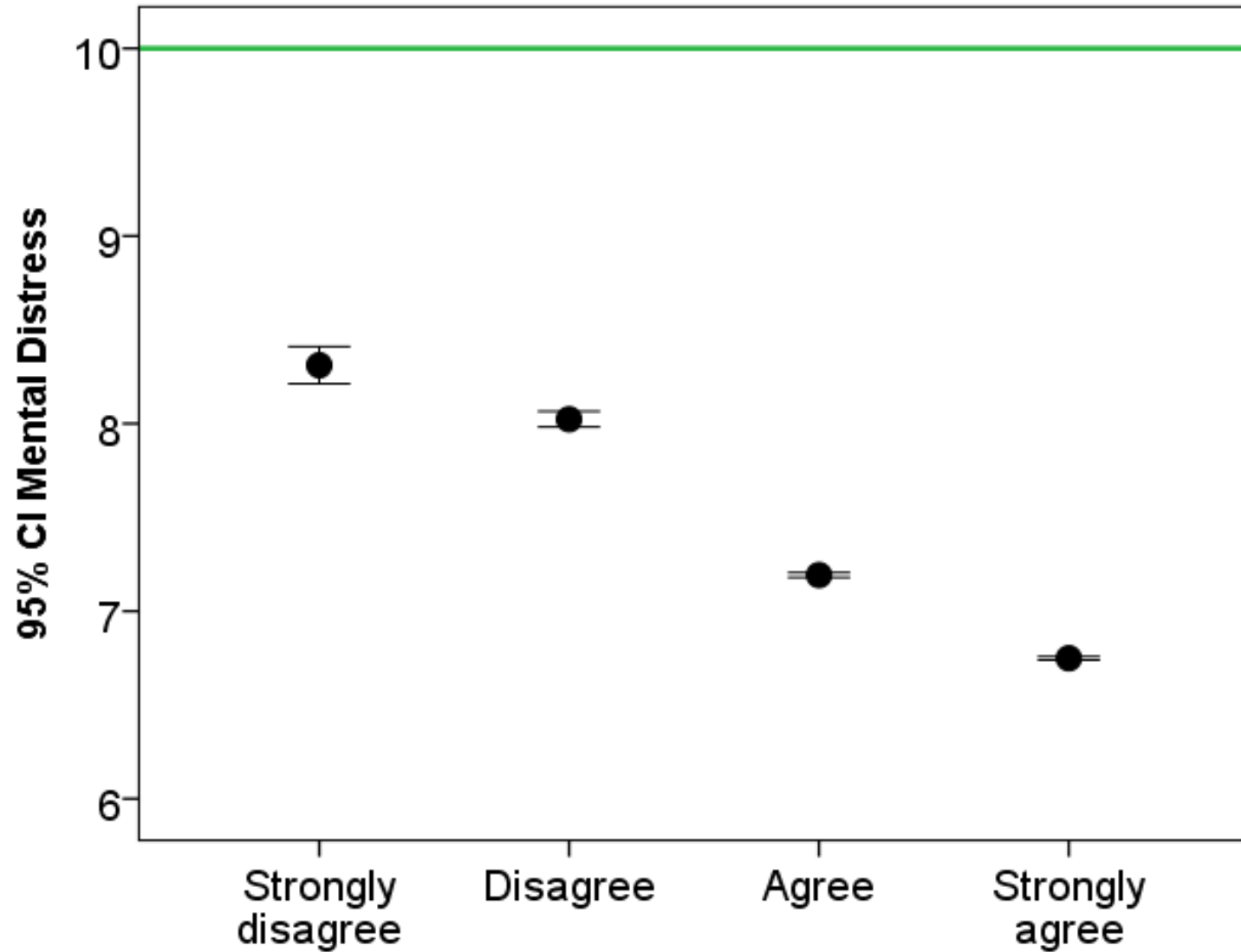


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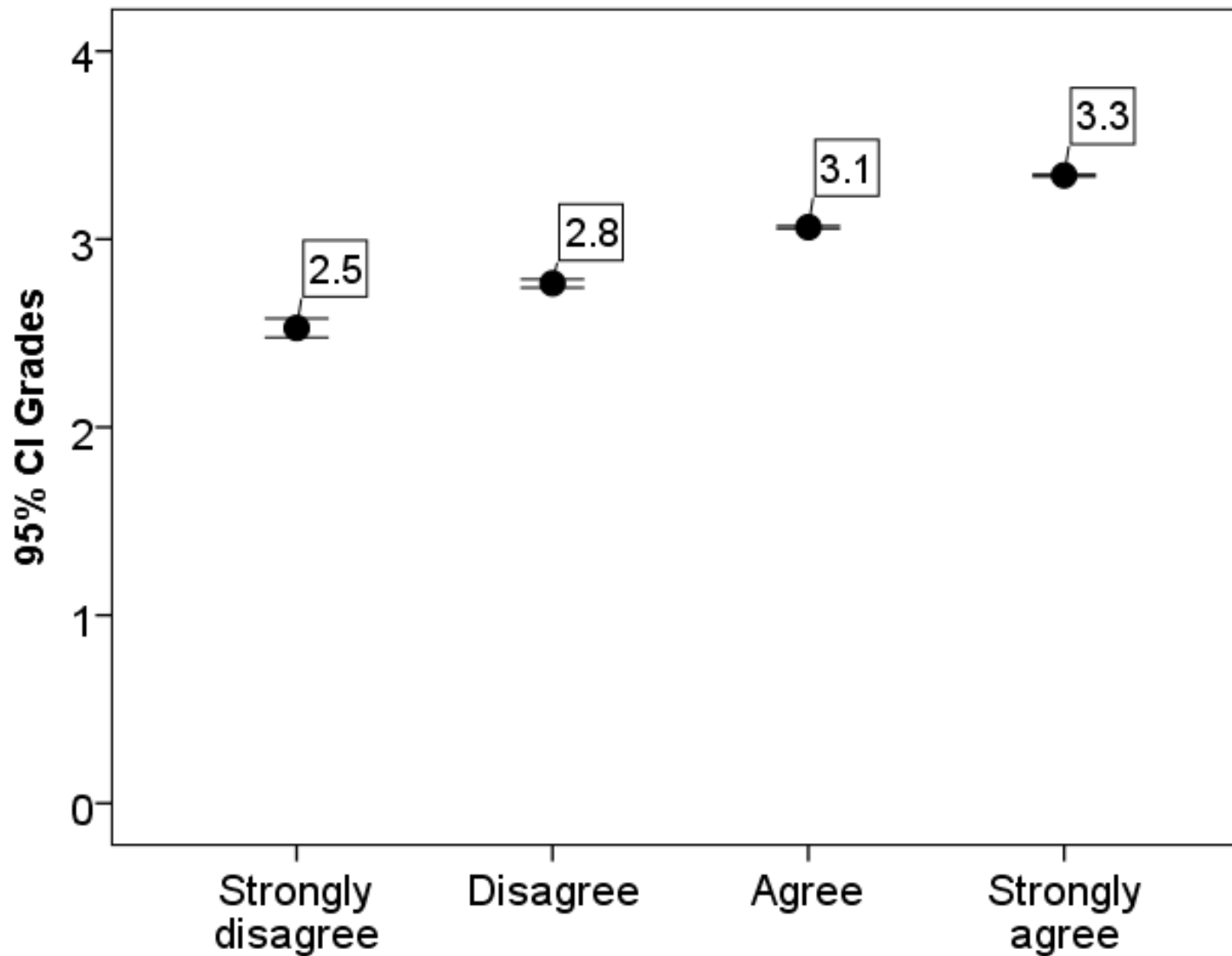
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Year: 2016



I feel safe at school.

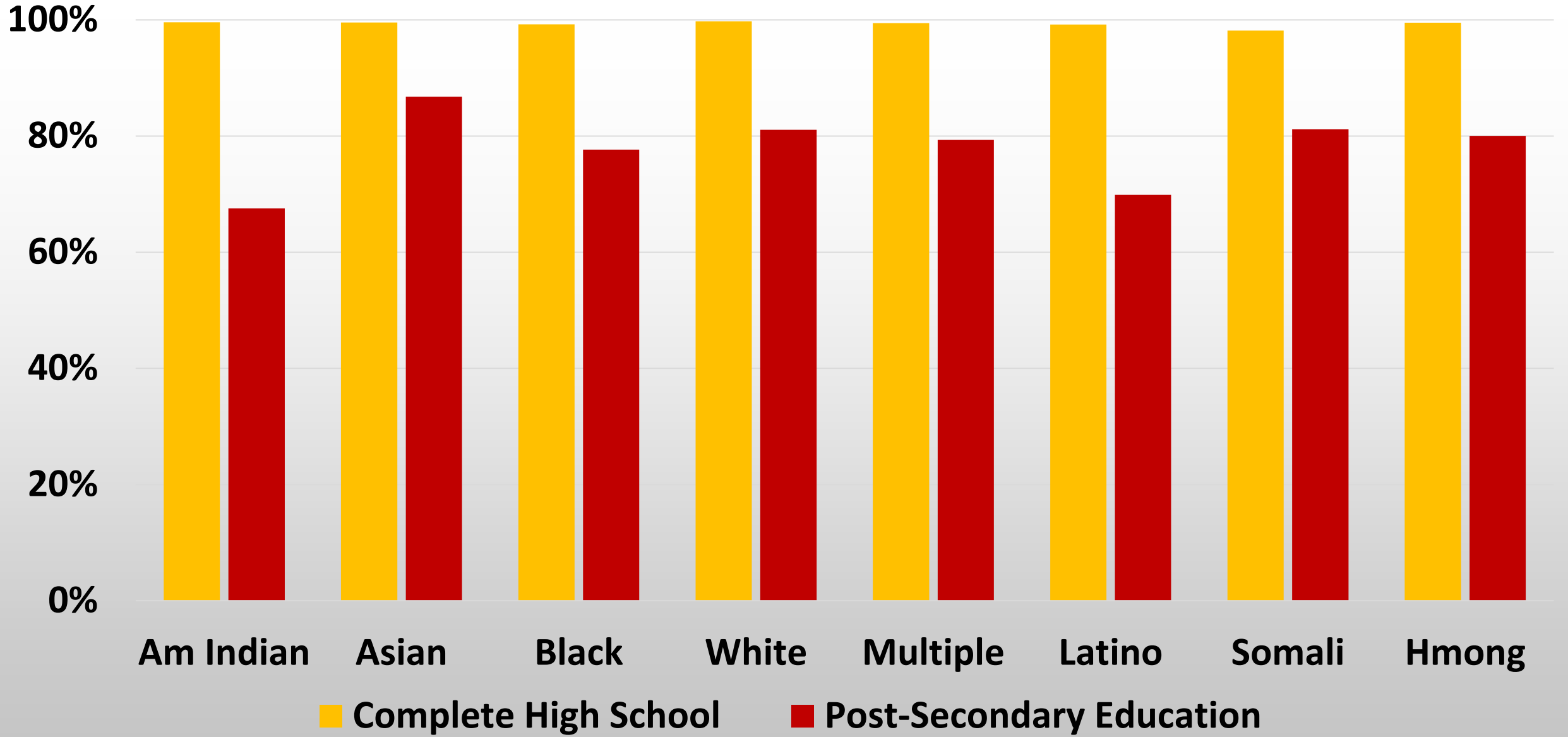
Year: 2016



I feel safe at school.



A closing message...



Post High School Plans

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More to come...