

St. Paul Children's Collaborative

Youth Master Plan – Data Update 2019



Background

The vision of the Saint Paul Children's Collaborative is that Saint Paul is a city where all children learn, grow and thrive. To realize this vision, the Saint Paul Children's Collaborative adopted a Youth Master Plan in 2011 with the following six goals:

- Learn:** Children are ready for kindergarten
Children are reading by third grade
- Grow:** Children have health coverage
Children are connected to caring adults
- Thrive:** Children are safe and free from child abuse and neglect
Children graduate from high school

We track progress on these goals and report them back to the community. This report is our update from 2019. Wilder Research collected and analyzed all data. More information, including previous data, information about the Youth Master Plan and the Saint Paul Children's Collaborative can be found on the Collaborative's website at: www.stpaulkids.org.

A black and white photograph of a young boy with short, dark hair, sitting and reading an open book. He is wearing a dark t-shirt with white stripes on the sleeves and the text "WHAT'S UP" visible. The background is a blurred outdoor setting, possibly a park or schoolyard. The text "Goal #1: Children are ready for Kindergarten" is overlaid in the upper right corner.

Goal #1:
Children are
ready for
Kindergarten

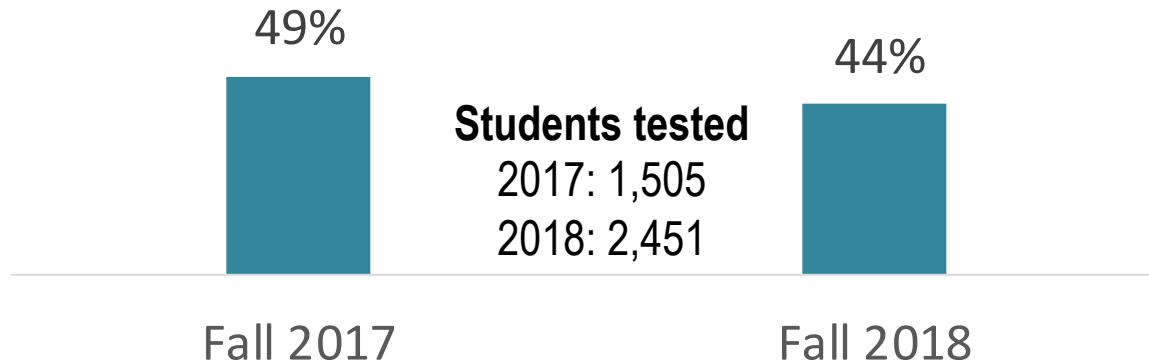
Children are ready for Kindergarten

- **44%** of children overall were deemed low-risk
- **Large readiness gap** between white kindergarteners and kindergarteners of color
- **35%** of children of color were deemed low-risk
 - **41%** of Black children
 - **31%** of Hispanic children
 - **30%** of Asian children

44% of students are “low-risk”

Ready for Kindergarten: FAST earlyReading assessments

Percentage of St. Paul Public School District kindergarteners identified as “low-risk,” by year

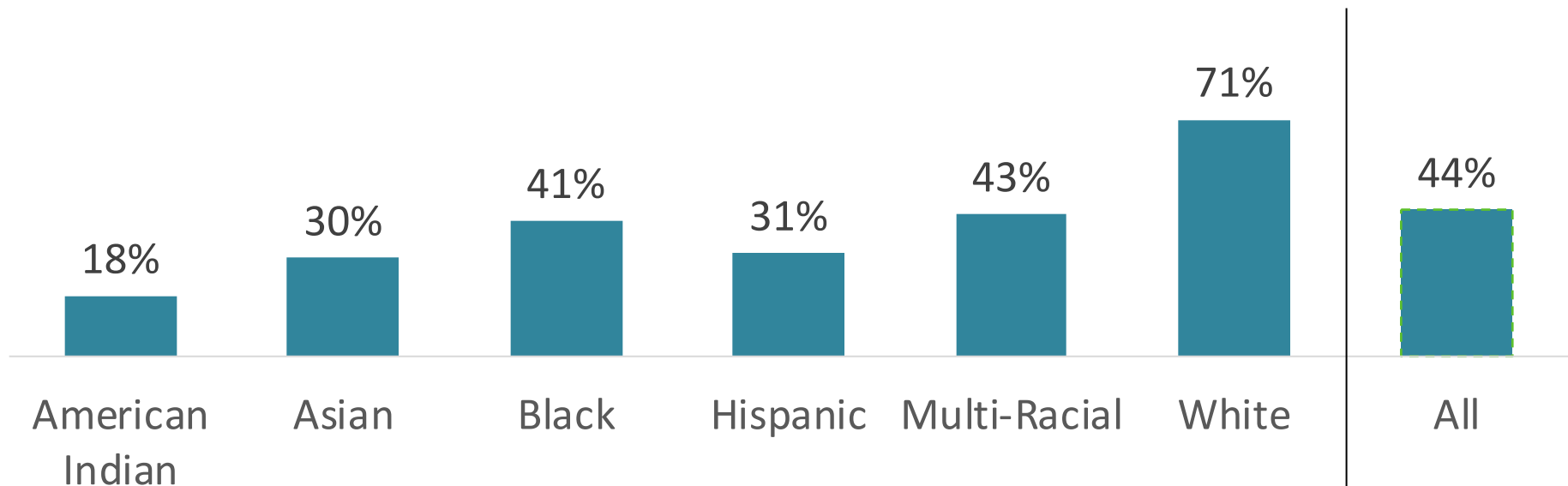


Note: In 2018, according to data collected by the MDE, 43% of kindergarteners in St. Paul Public Schools were counted as English Language Learners.

One-third of children of color are “low-risk”

Ready for Kindergarten: FAST earlyReading assessments

Percentage of St. Paul Public School District kindergarteners identified as "low risk," 2018, by race



Note: Rates of American Indian kindergarteners identified as low risk should be interpreted with caution because of the relatively small population of American Indians enrolled in schools within the St. Paul Public School District.



Goal #2:

Children are reading by third grade

Children are reading by third grade

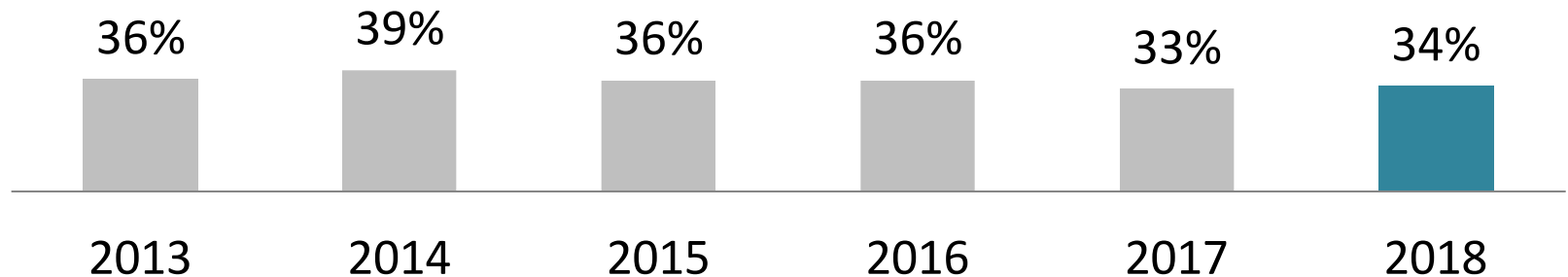
- **One-third** of third graders in public schools in St. Paul read proficiently (2018)
- **Similar** third grade reading proficiency rate as 2013
- Persistent and large **gaps by race, income, gender, and English Language Learner status**

Source for Goal Two: Data from the MCA-3 reading test. (Minnesota Comprehensive Assessment) for 2018 provided by the Minnesota Department of Education.

Just over **1 of every 3** third grade students in St. Paul are proficient in reading

3rd grade students achieving reading standards

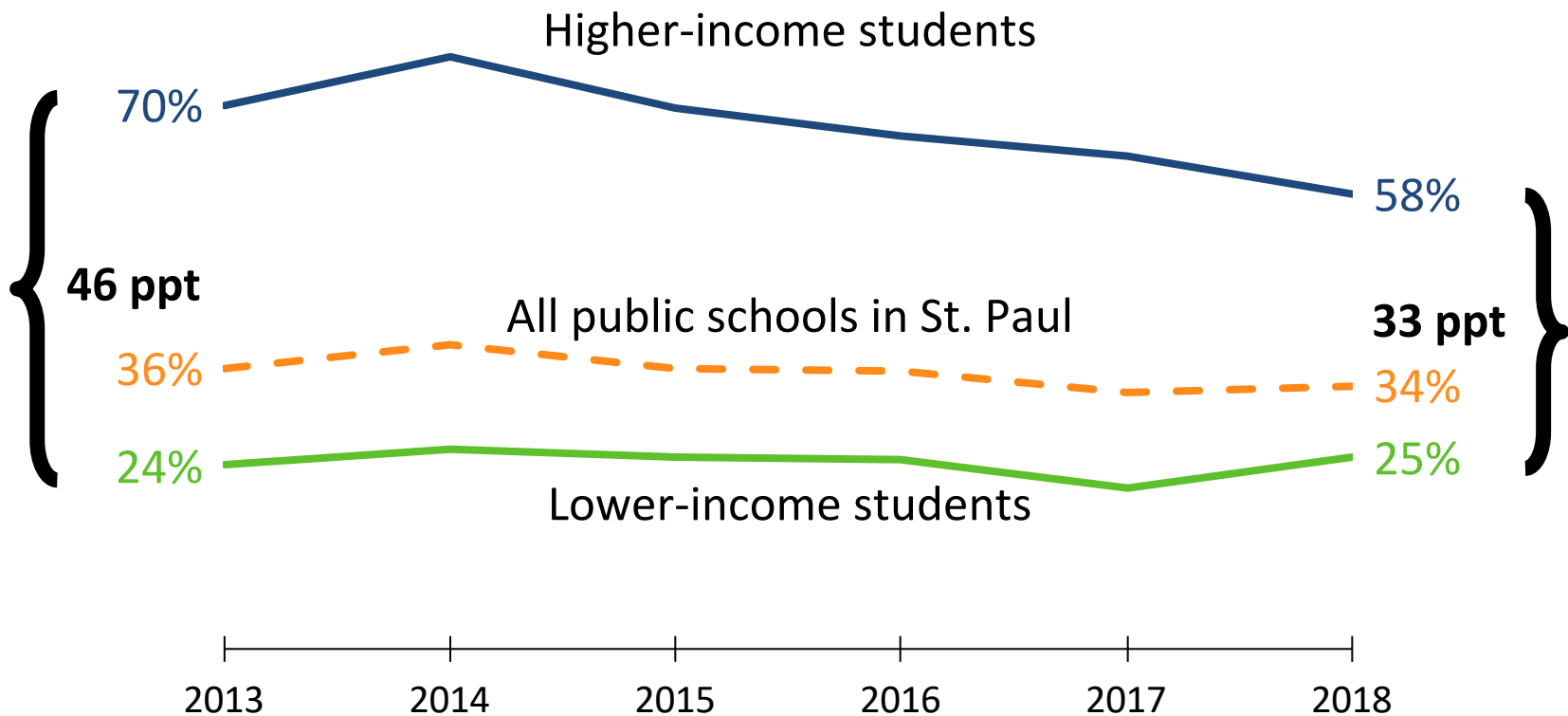
All public schools in the city of St. Paul, including charters



Gaps in reading proficiency by income has narrowed since 2013

3rd grade students achieving reading standards

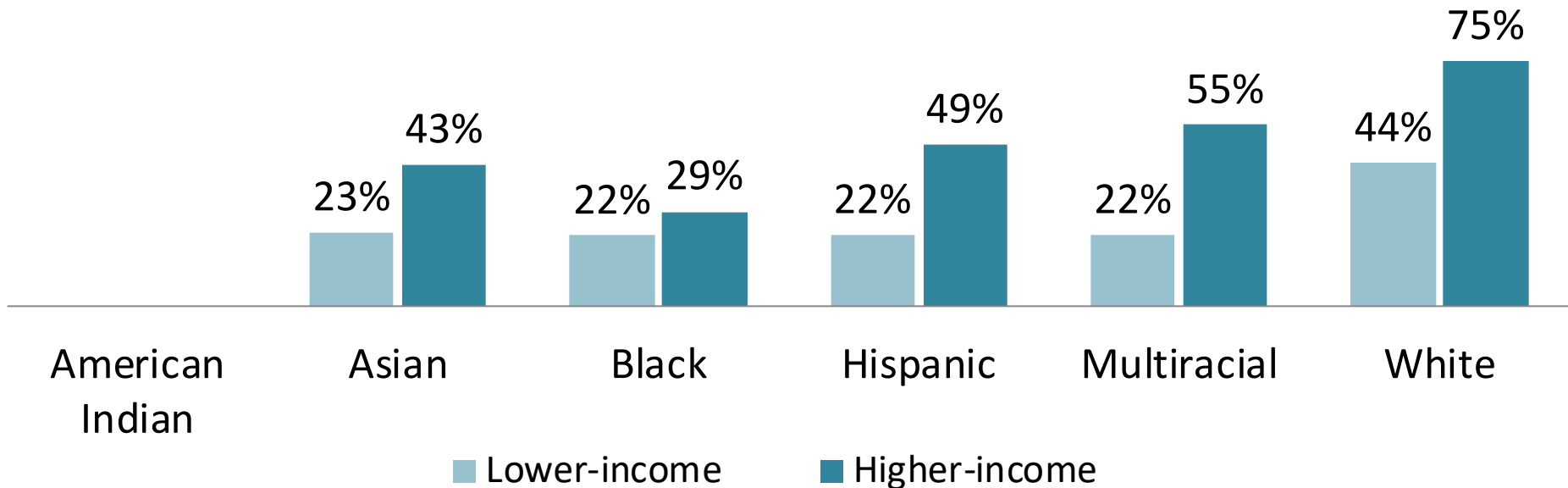
All public schools in the city of St. Paul, including charters, by income



Gaps in reading proficiency by racial and ethnic group and income

3rd grade students achieving reading standards

Students in St. Paul Public School District only,
by race/ethnicity and income, 2018

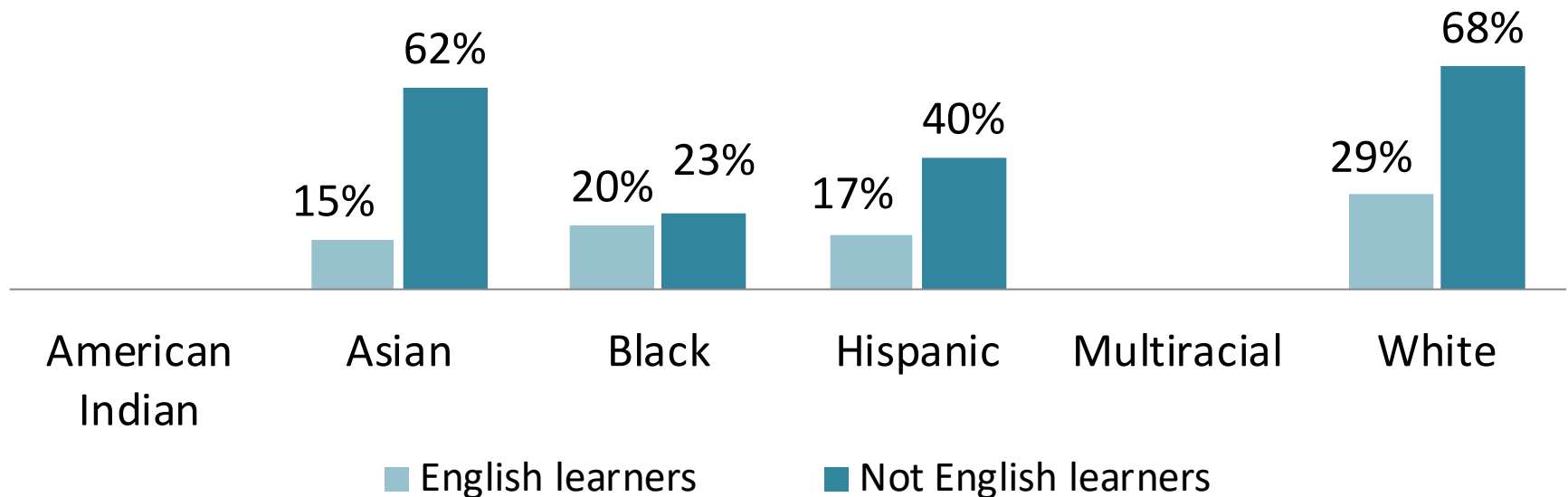


Note: Rates of reading proficiency for American Indian are suppressed because of the relatively small population of American Indians and multiracial third graders enrolled in schools within the St. Paul Public School District.

Gaps in reading proficiency by racial and ethnic group and English language skills

3rd grade students achieving reading standards

Students in St. Paul Public School District only,
by race/ethnicity and English learner status, 2018

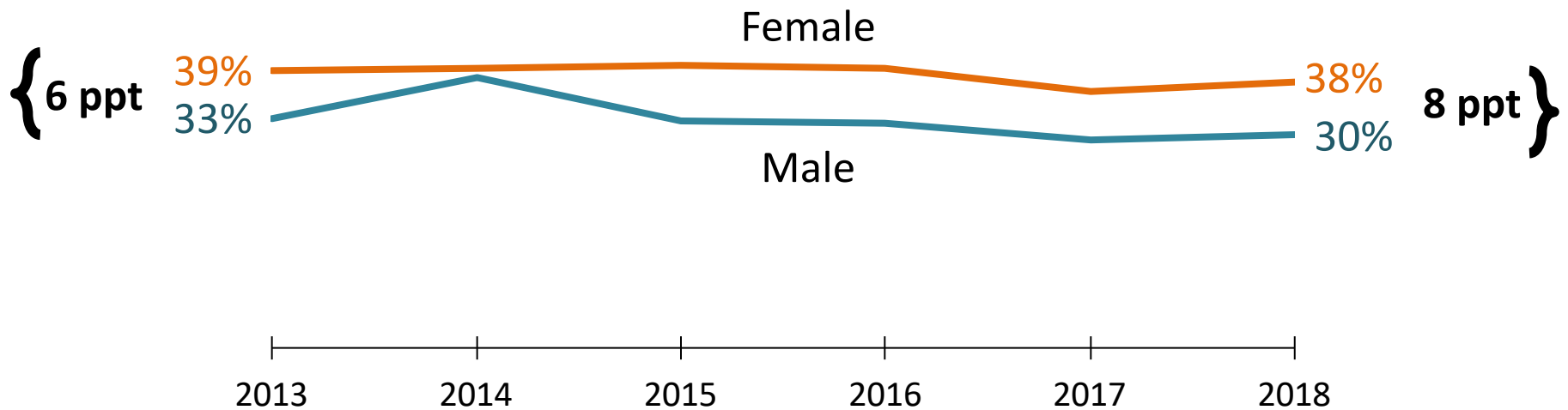


Note: Rates of reading proficiency for American Indians are suppressed because of the relatively small population of American Indian third graders enrolled in schools within the St. Paul Public School District. Because of the very small number of English-learning multiracial third graders, we have suppressed proficiency rates for both the English learners and the Not English learners.

Gender gap in reading proficiency has widened slightly since 2013

3rd grade students achieving reading standards

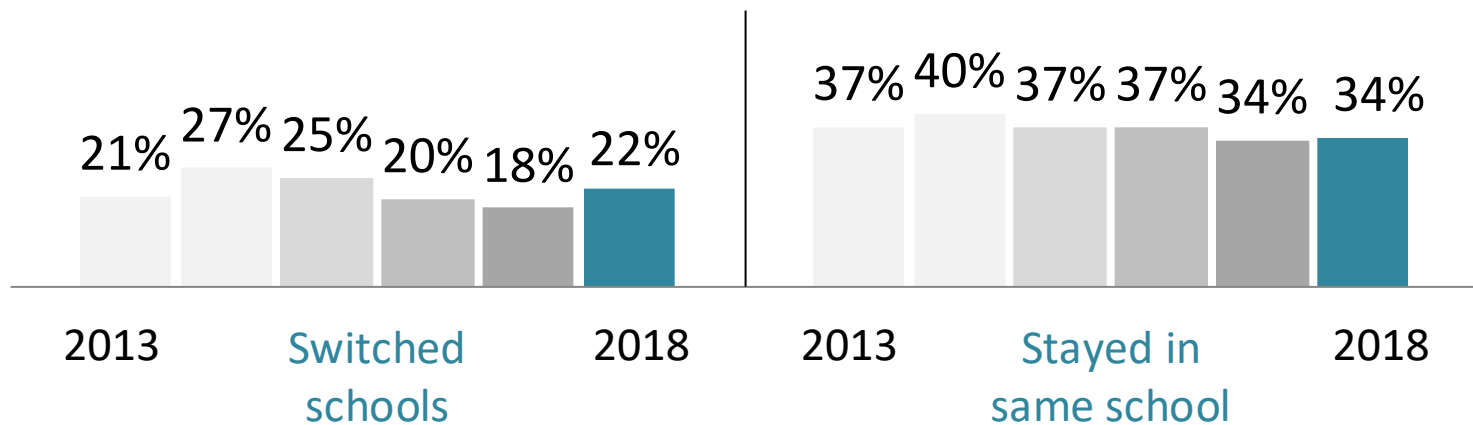
All public schools in the city of St. Paul, including charters, by gender



Gaps in reading proficiency by mobility status

3rd grade students achieving reading standards

All public schools in the city of St. Paul, including charters, by mobility



Goal #3:
**Children have
health care coverage**



Children have health care coverage

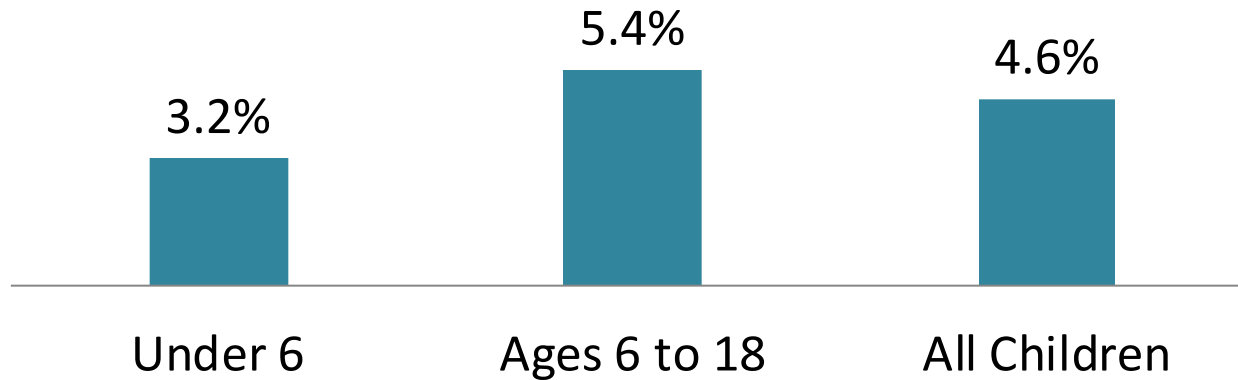
- **Less than 5%** of St. Paul children are uninsured (2013-2017)
- Children younger than 6 are **less likely** to be without insurance (3%) than children 6 to 18 (5%)
- **Greater share** of children of color **lack** health insurance (5% vs 3%)

Source for Goal Three: data from 2013-2017 American Community Survey and the U.S. Census Bureau.

Less than 5% of St. Paul children lack insurance

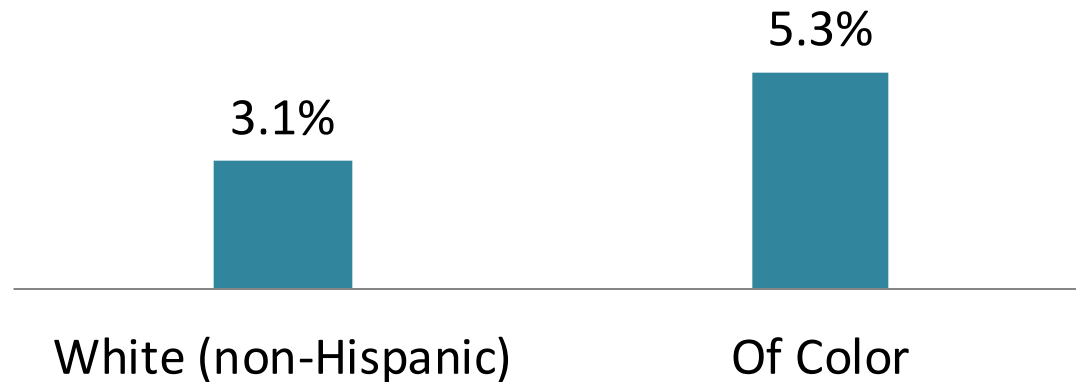
Children without health care coverage

City of St. Paul, by age, 2013 - 2017



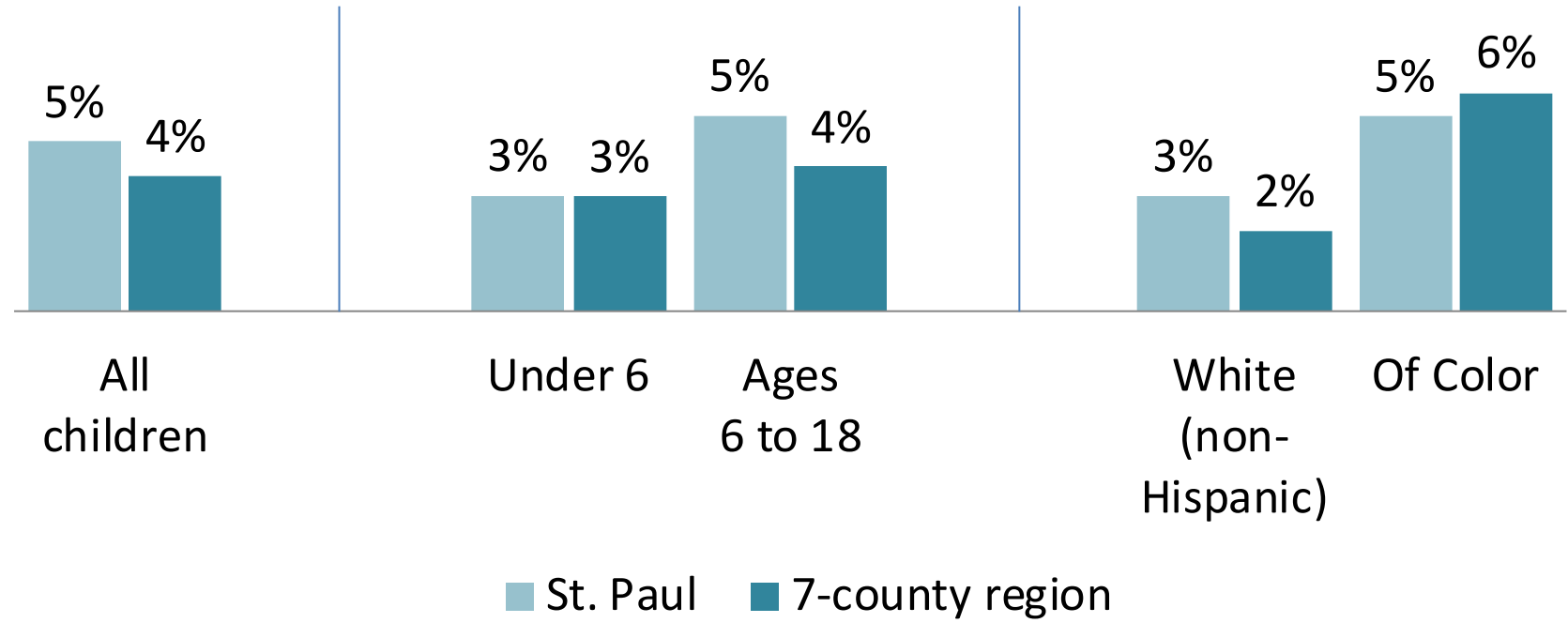
Greater share of children of Color are without health care coverage in St. Paul

Children without health care coverage
City of St. Paul, by race, 2013 - 2017



Children of color in St. Paul have higher levels of insurance than children of color across the region

Children without health care coverage
City of St. Paul and 7-county region, 2013 - 2017





Goal #4:
**Children are
connected to one
or more caring
adults**

NEW DATA for Goal Four: Student developmental support data from the 2016 Minnesota Student Survey.

Background: Every three years, 5th, 8th, 9th, and 11th graders in public schools across Minnesota take the Minnesota Student Survey, which asks questions about their health and well-being. Dr. Michael Rodriguez, director of the Minnesota Youth Development Research Group at the University of Minnesota, analyzed data from the 2016 survey to calculate measures for students' reported developmental supports. The three measures presented here include:

- * *Empowerment*, which measures students' sense of safety at home, at school, and in the neighborhood; that they feel valued and appreciated; that they feel included in family roles; and that they have responsibilities.
- * *Family/Community Support*, which measures students' ability to talk with mothers (if available) and feel cared for by parents, other adult relatives, friends, and other adults in the community.
- * *Teacher/School Support*, which measures students' belief that adults at school treat students fairly and listen to students; that school rules are fair; that teachers care about students and care about and are interested in you.

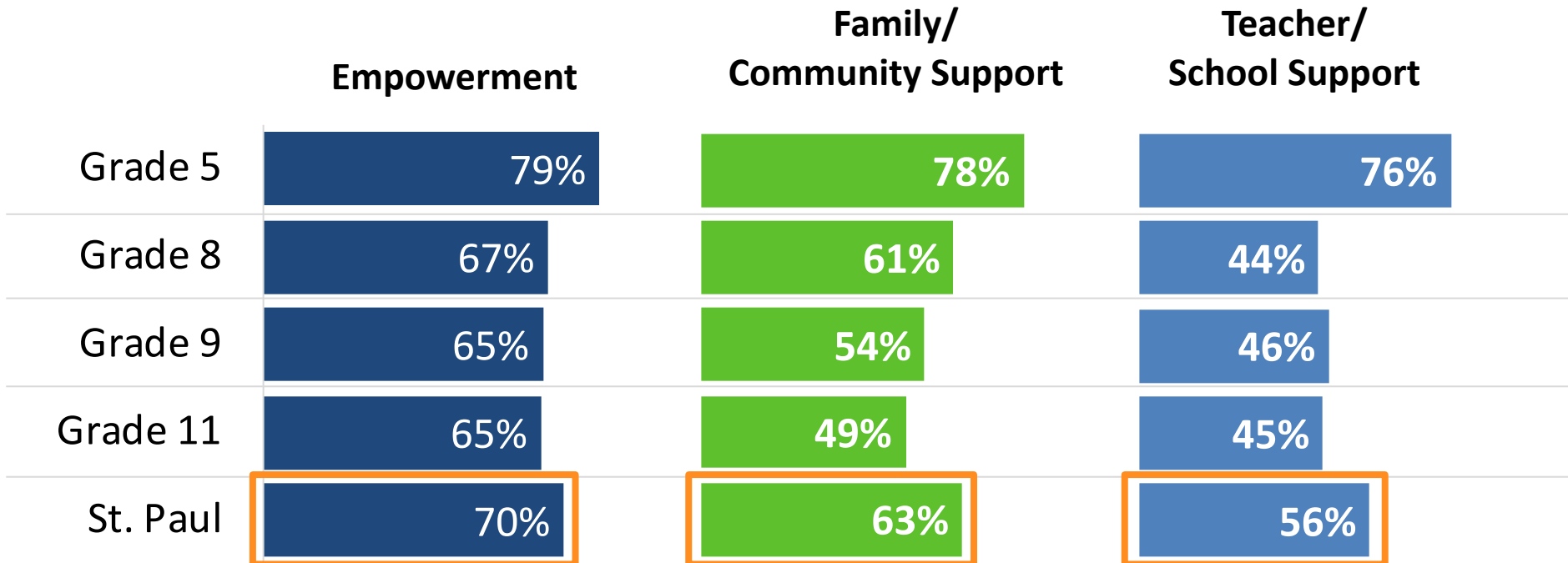
Children are connected to one or more caring adults

- **70%** of children feel empowered; **63%** of children feel they have family/community support; **56%** feel they have teacher/school support
- Perceived support **declines** as children **grow older**
- **Somali** students have the highest percentage of reported developmental support; **Hmong** have the lowest
- Children in **foster care, LGB**, and who have experienced **trauma** have the **lowest** percentage of developmental support, overall

Reported developmental support declines as children grow older

Students are equipped for learning

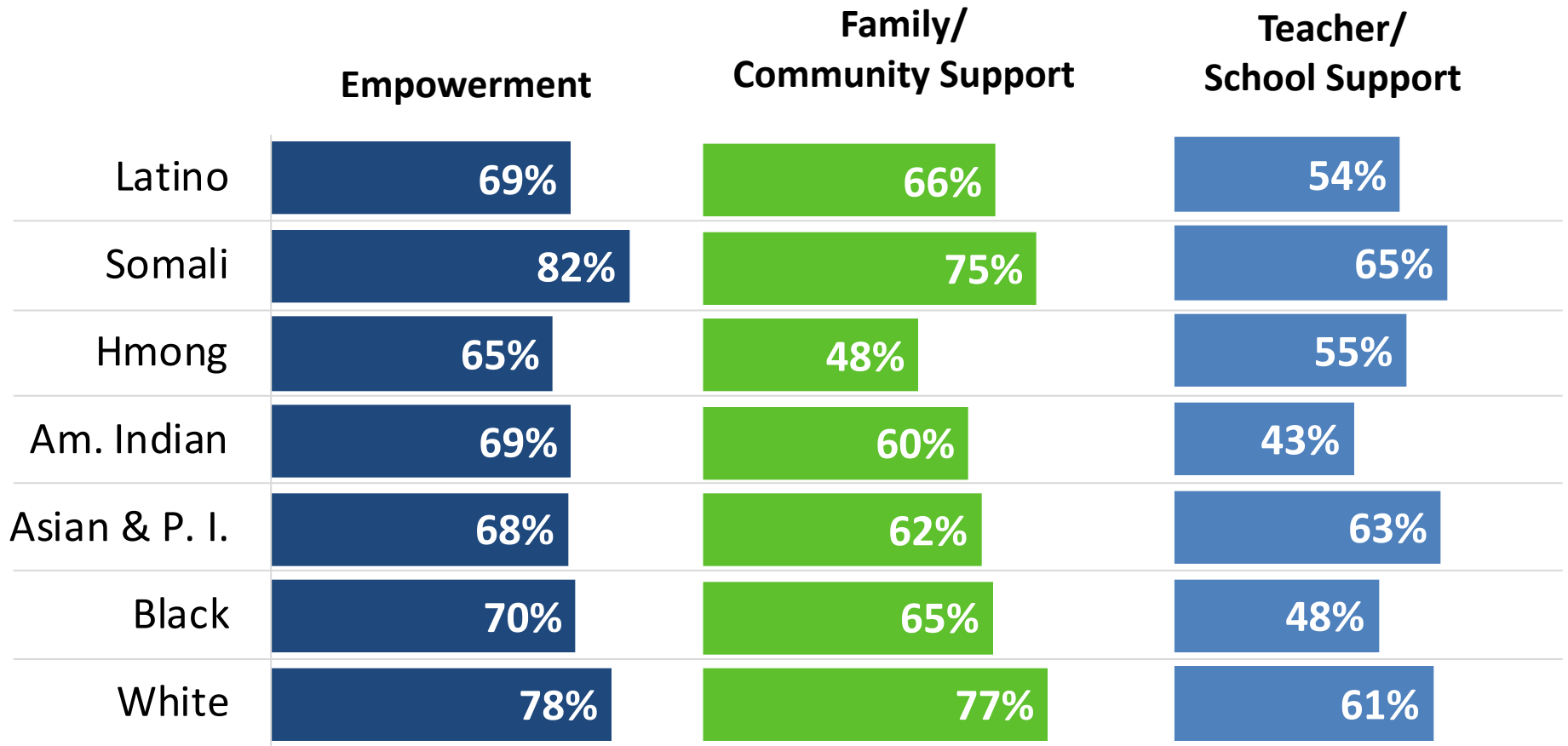
By developmental support type and grade, St. Paul Public Schools, 2016



Reported developmental support among subgroups

Students are equipped for learning

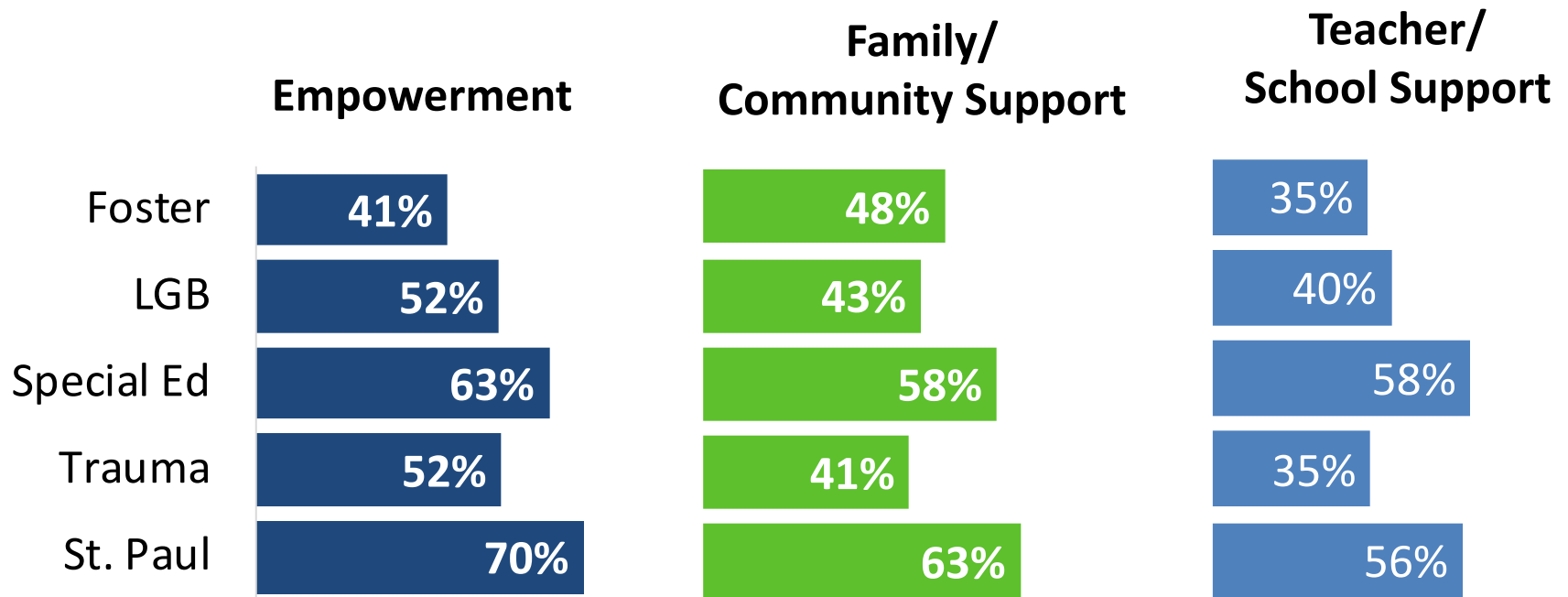
By developmental support type and race, St. Paul Public Schools, 2016



Reported developmental support among subgroups

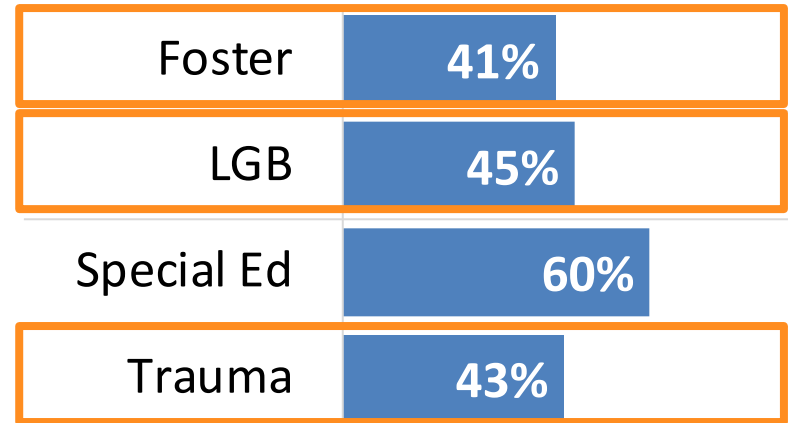
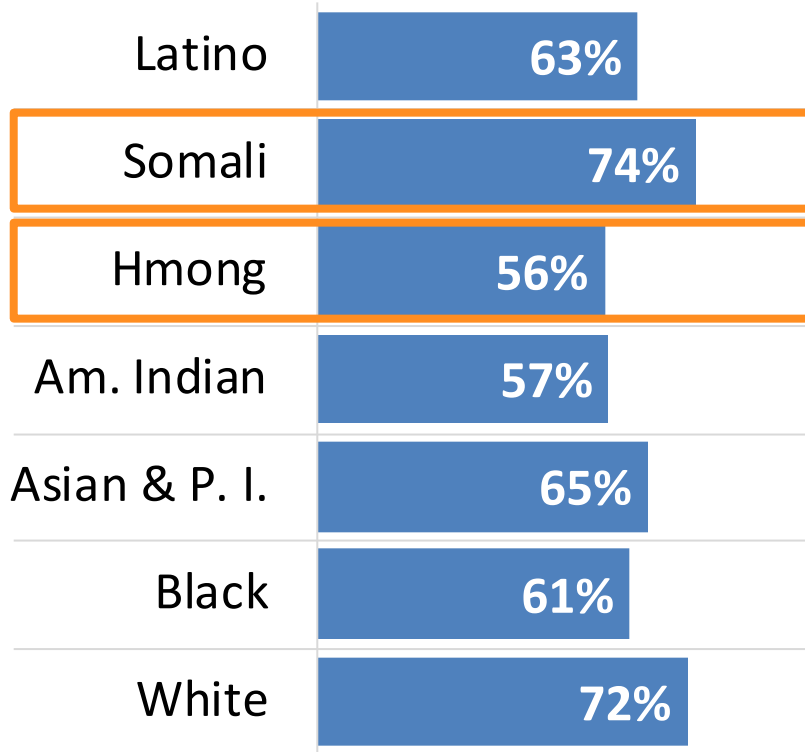
Students are equipped for learning

By developmental support type and subgroup, St. Paul Public Schools, 2016



Reported developmental support varies among subgroups

Students are equipped for learning
Combined average, St. Paul Public Schools, 2016





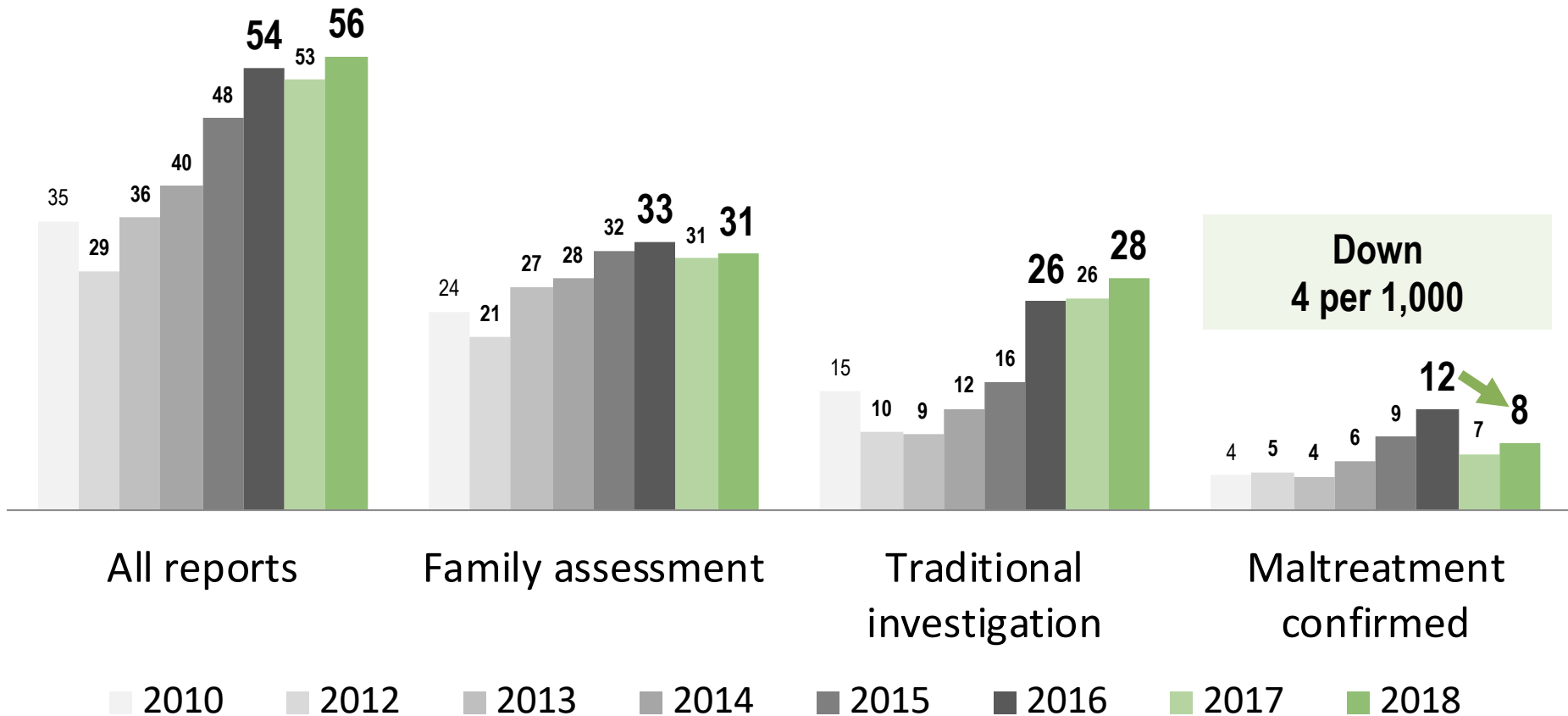
Goal #5:
**Children are
free from
abuse and
neglect**

Children are free from abuse and neglect

- Confirmed maltreatment cases **dropped** to 8 per 1,000 children in 2018 from 12 in 1,000 children in 2016.
- Rates of confirmed maltreatment varies by race, and have **dipped** since 2016; still higher than 2010.
- The **majority** of all confirmed cases of maltreatment involve **neglect**.

Accepted reports up; confirmed cases down

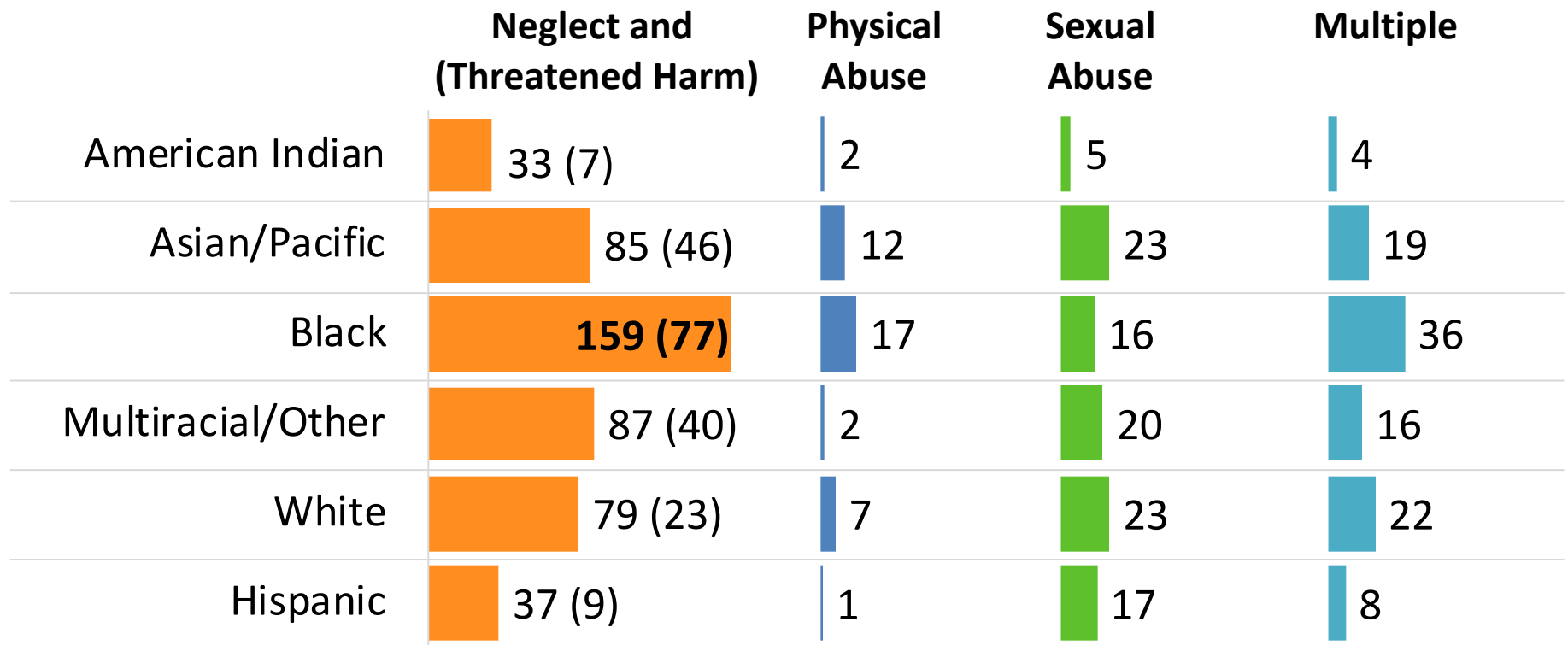
Child maltreatment reports and outcomes per 1,000 children
St. Paul, 2010 - 2018



The majority of all confirmed cases of maltreatment involve neglect

Number of confirmed child maltreatment cases

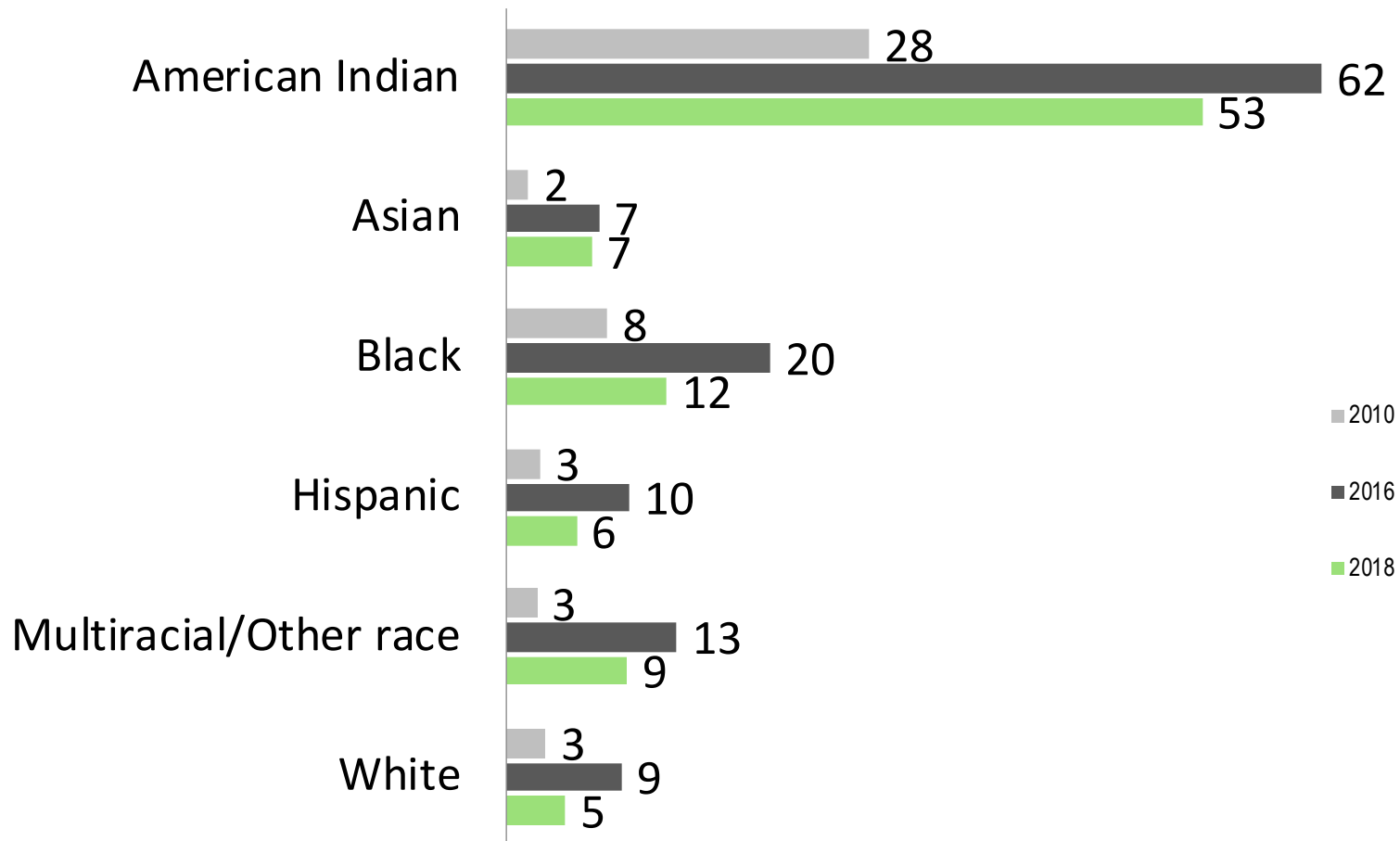
St. Paul, by type and race/ethnicity, 2018



Rates of maltreatment are higher for American Indian and Black children

Confirmed maltreatment cases per 1,000 children

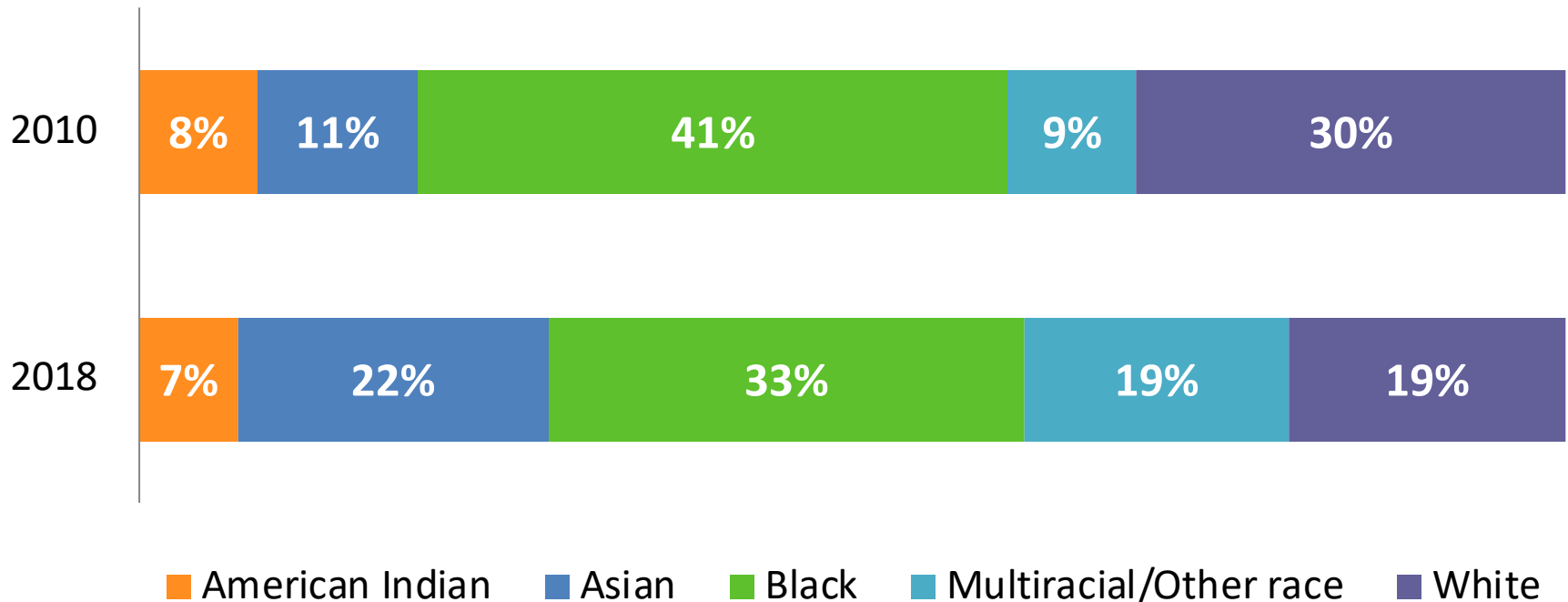
St. Paul, by type and race/ethnicity, 2010, 2016, 2018



Share of all confirmed maltreatment cases varies by race and has shifted since 2010

Confirmed child maltreatment cases by race/ethnicity

St. Paul, as a share of total confirmed reports, 2010 to 2018



Goal #6:

Children graduate from high school



Children graduate from high school

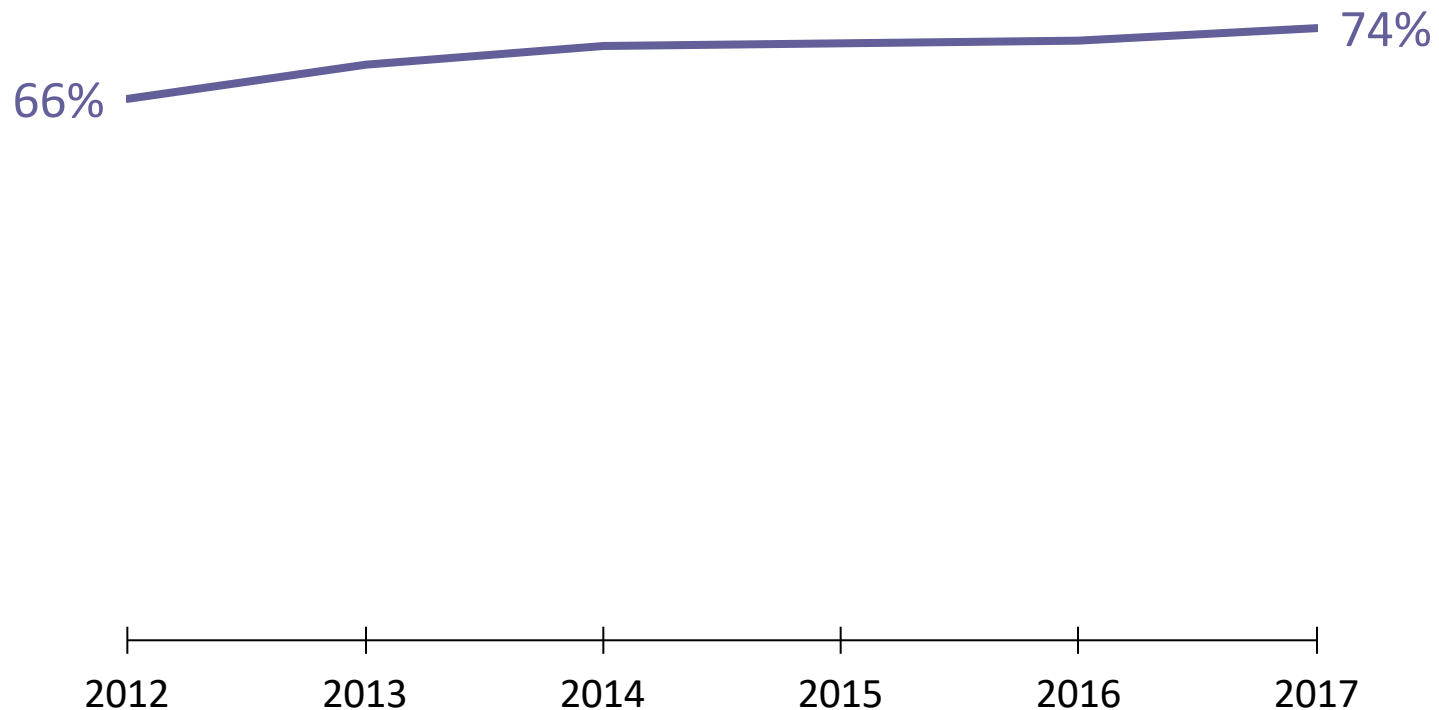
- **74%** of students enrolled in all St. Paul public schools (including charters) graduated within four years (2017)
- 6-year graduation **adds an additional ~175** to graduation totals
- Students of Color, lower-income students, and male students have **lower rates of on-time graduation** than the St. Paul Public School District average.

Source for Goal Six: High school graduation numbers collected by the Minnesota Department of Education.

An increasing share of students is graduating on time since 2012

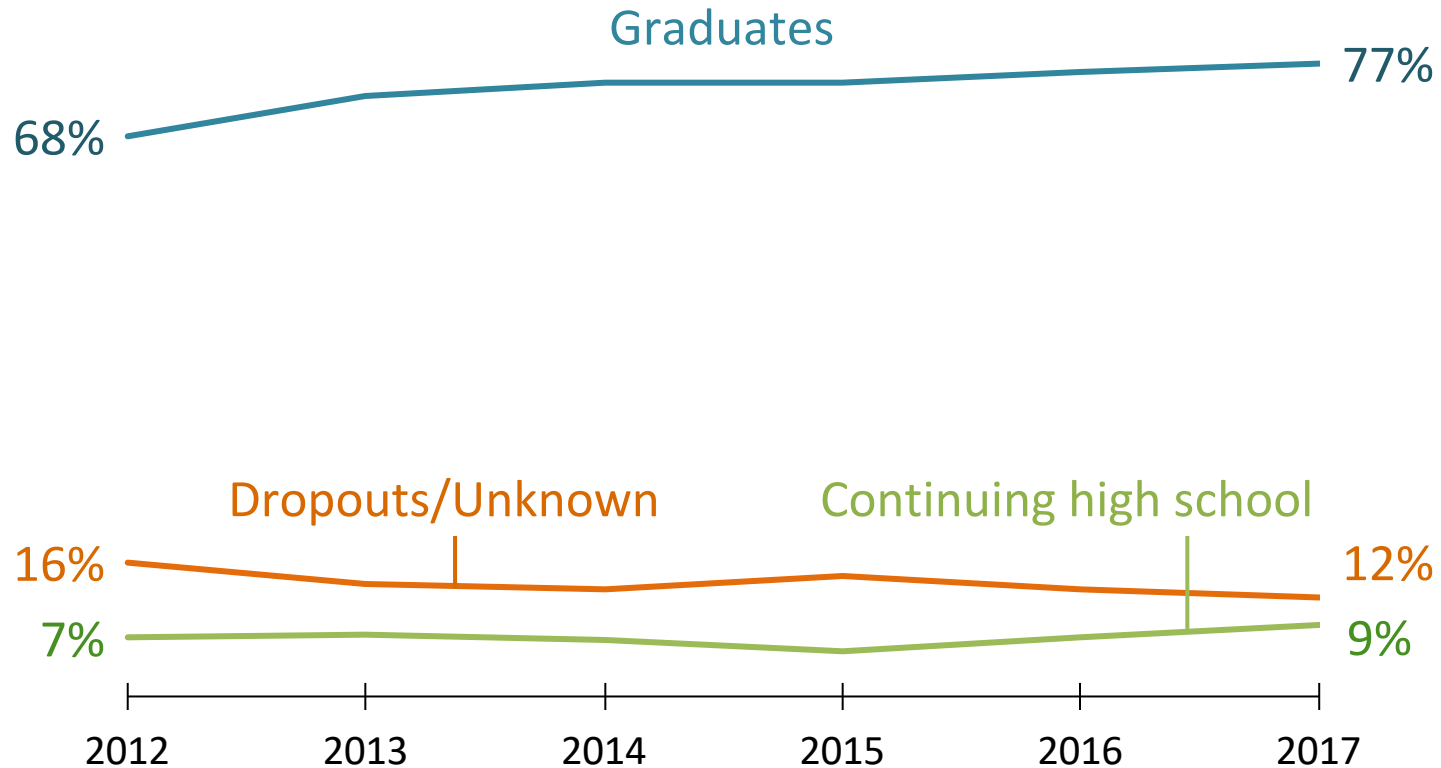
Students graduating high school on time

All public schools in the city of St. Paul, including charters, 2012 to 2017



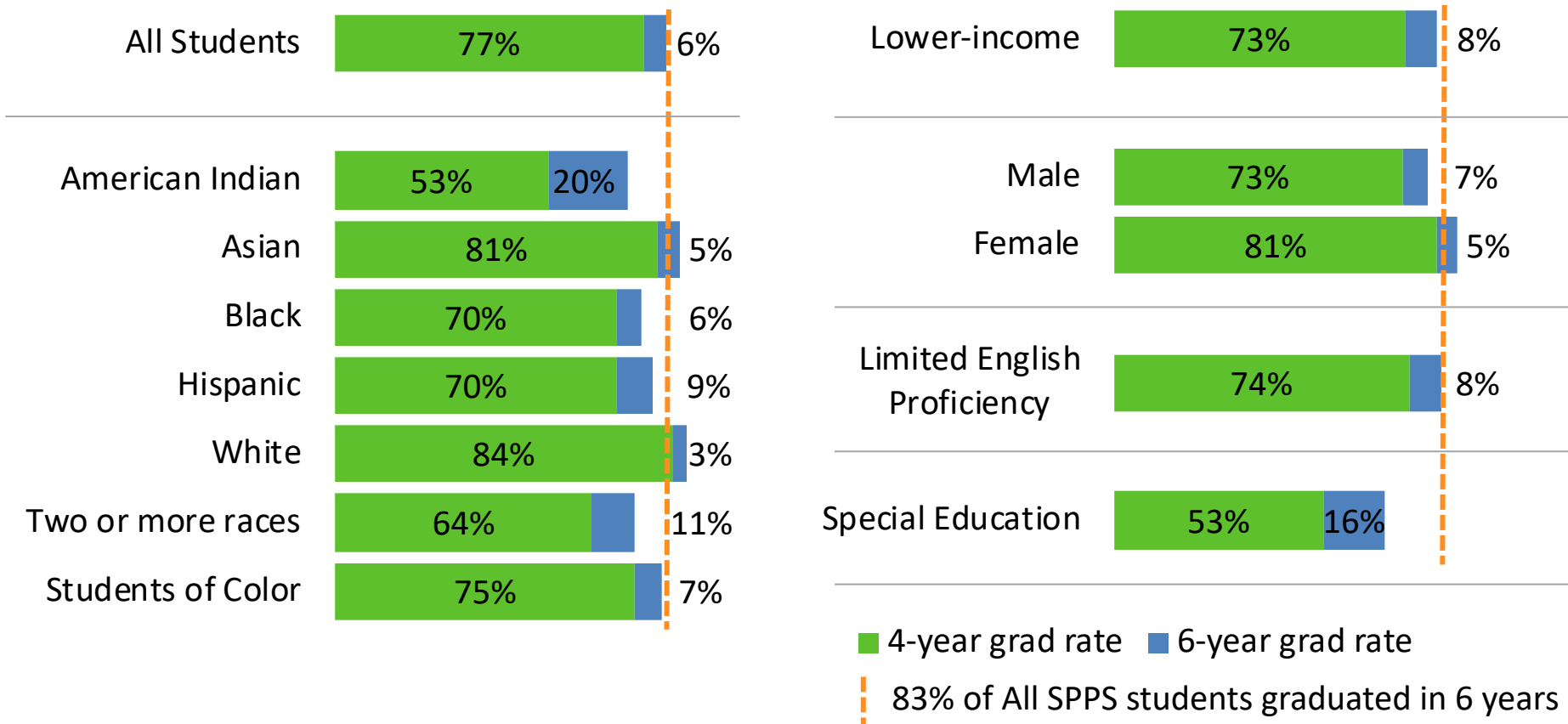
On-time graduation is up; share of students dropping out is down

Students outcomes after four years of high school
St. Paul Public School District, 2012 to 2017



6-Year graduation captures ~175 more students

Students graduating high school
St. Paul Public School District, by subgroup, 2017

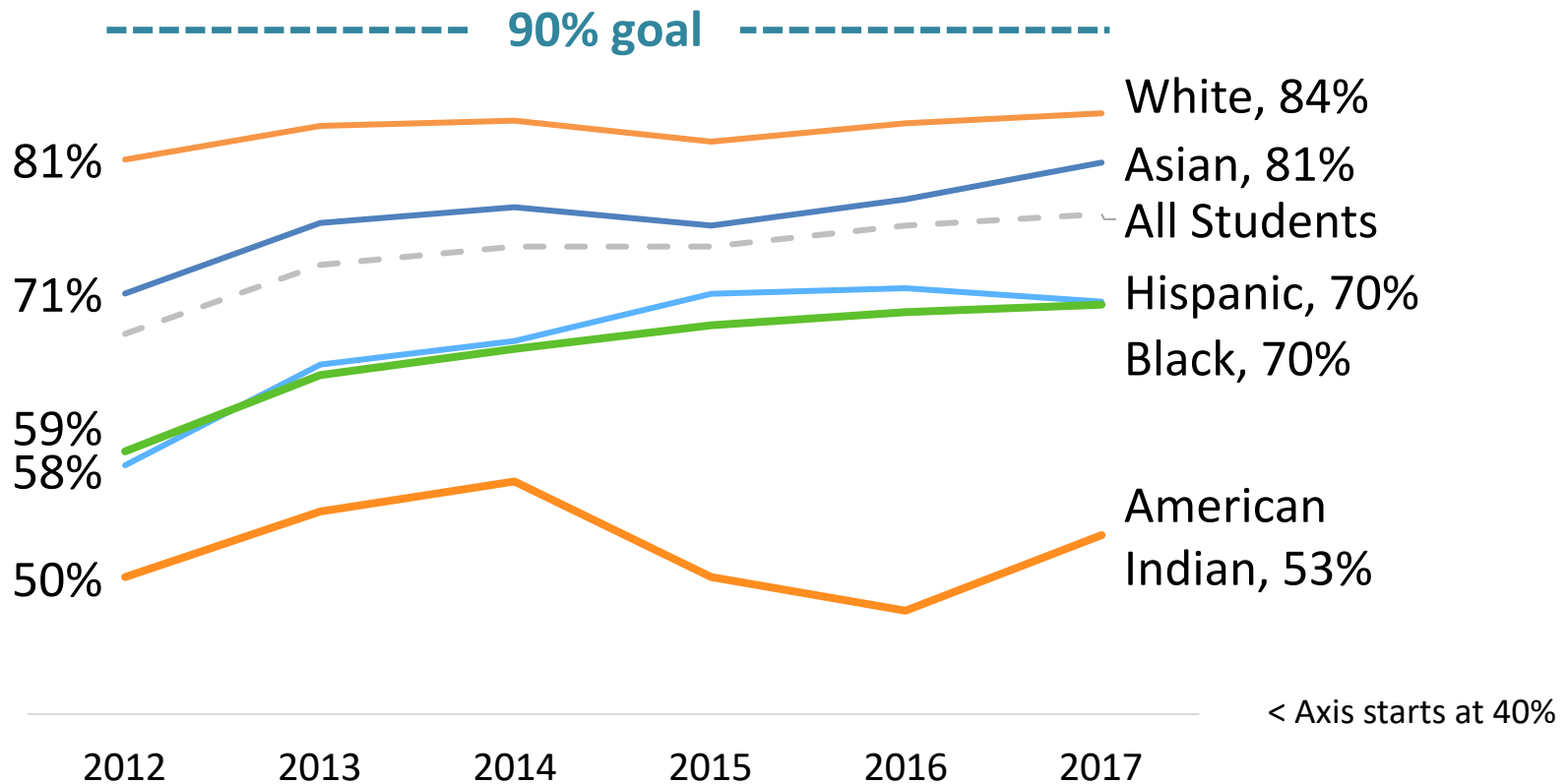


Note: Rates of American Indian graduation should be interpreted with caution because of the relatively small population of American Indians enrolled in schools within the St. Paul Public School District.

Graduation rates are improving for all races

Students graduating high school on time

St. Paul Public School District, by racial/ethnic group, 2012 to 2017

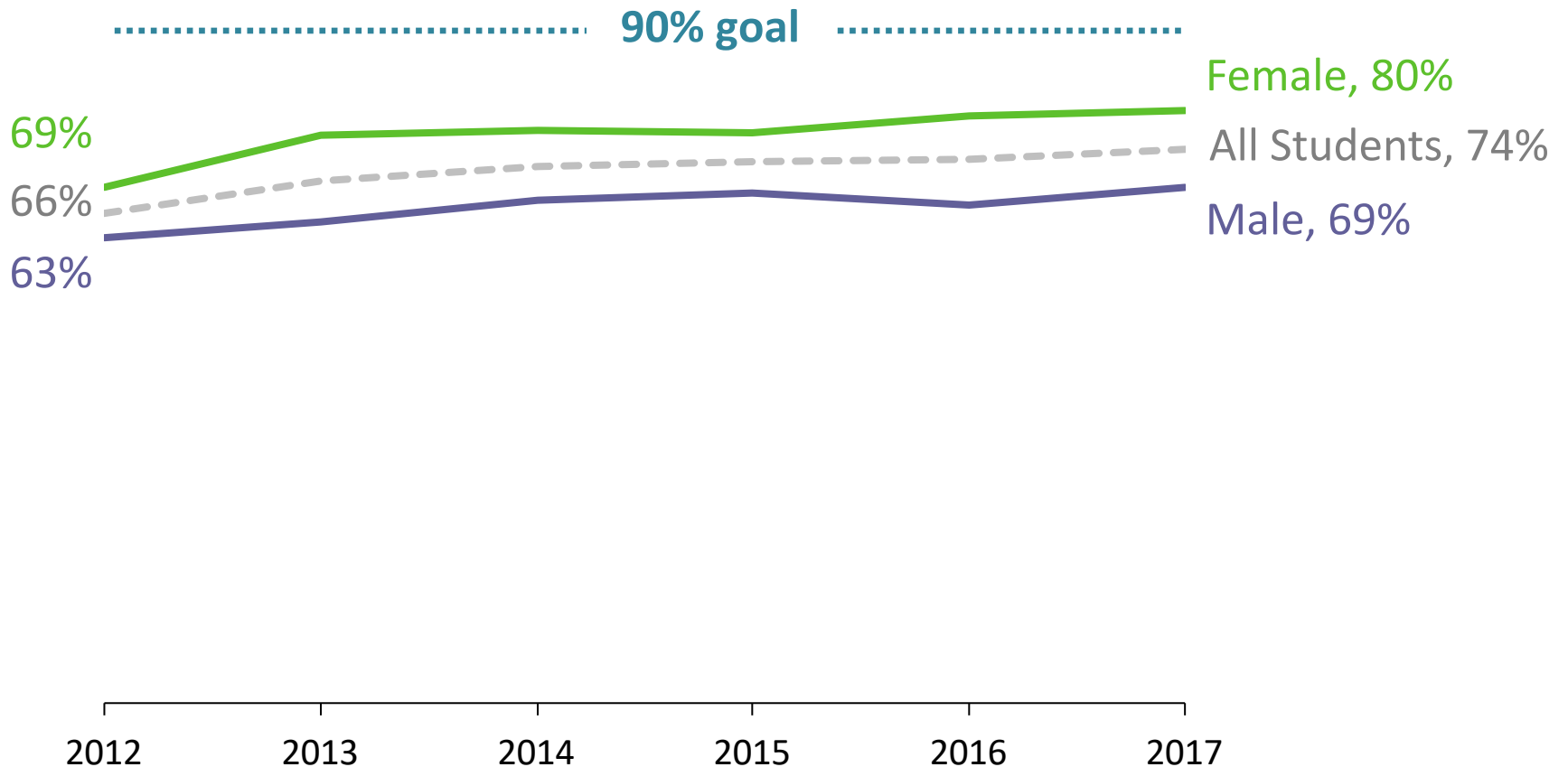


Note: Rates of American Indian graduation should be interpreted with caution because of the relatively small population of American Indians enrolled in schools within the St. Paul Public School District.

Female students continue to graduate at rates higher than male students

Students graduating high school on time

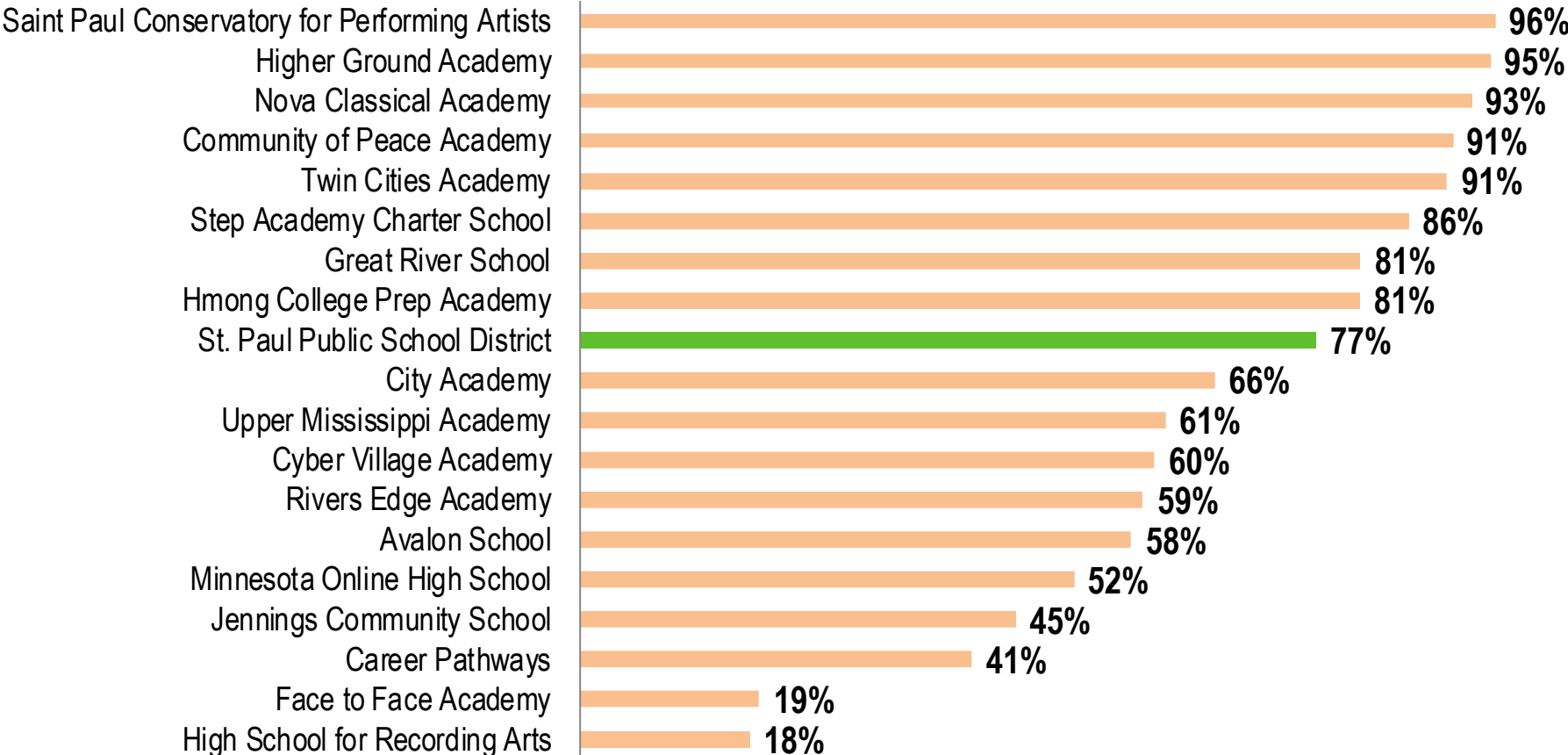
All public schools in the city of St. Paul, including charters, by gender



8 public charter schools in St. Paul with on-time graduation rates higher than St. Paul average

Students graduating high school on time

St. Paul charter schools, 2017



SIX GOALS

Learn:



- Children are ready for Kindergarten
- Children are reading by third grade

Grow:



- Children have health care coverage
- Children are connected to one or more caring adults

Thrive:



- Children are safe and free from child abuse and neglect
- Children graduate from high school

For more information please see:

www.stpaulkids.org

or contact:

SPCC@advance-consulting.com