



## **Youth Master Plan Data: Year 1 Update**

Summer 2013



The Saint Paul Children's Collaborative Board was formed by policymakers in Saint Paul, including leaders from the city, Ramsey County, the Saint Paul Public Schools and community organizations, to focus the efforts of these public institutions and nonprofits on collaborative strategies to improve the lives of all children in Saint Paul. Its vision is to make Saint Paul a city where all children learn, grow and thrive.

In 2011, the Saint Paul Children's Collaborative adopted a Youth Master Plan to guide its program and grantmaking in order to better achieve this vision. A Youth Master Plan guides and informs decisions, directs the use of resources and provides a framework for future work. Youth Master Plans are a collective impact model designed to bring diverse organizations together to work on important issues facing our community.

In order to ensure that Saint Paul is a city where all children learn, grow and thrive, we are measuring six key 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

Baseline data were collected in 2012. This information is our first annual report. We will periodically bring together community partners, collect data and report on our collective progress toward our goals. These data were collected by Wilder Research. More detailed information can be found on the Collaborative's website at [www.stpaulkids.org](http://www.stpaulkids.org).

The Saint Paul Children's Collaborative will direct our grantmaking toward programs that are consistent with the Youth Master Plan and these goals. The ultimate purpose of our Youth Master Plan is to create an infrastructure, across the multiple government and community organizations that work with children and youth, that can support the alignment of budgets, development of legislative proposals and creation of policies and practices that bring about better outcomes for children and families.



## children are **ready for kindergarten**

There's no data presented on the first Youth Master Plan goal; Children are ready for Kindergarten. The Saint Paul Public Schools collect comprehensive school readiness information for the children that participate in the school district's Pre-Kindergarten program, but that assessment data is not yet gathered for all the district's Kindergartners. The district and the state know this information is important and are working to find a way to measure the readiness of all children when they enter Kindergarten. Currently, the State of Minnesota, using federal Race to the Top - Early Learning Challenge grant funding, is working toward identifying a Kindergarten Entry Assessment that could be used by all districts statewide. We hope to be able to report on this goal by 2015.

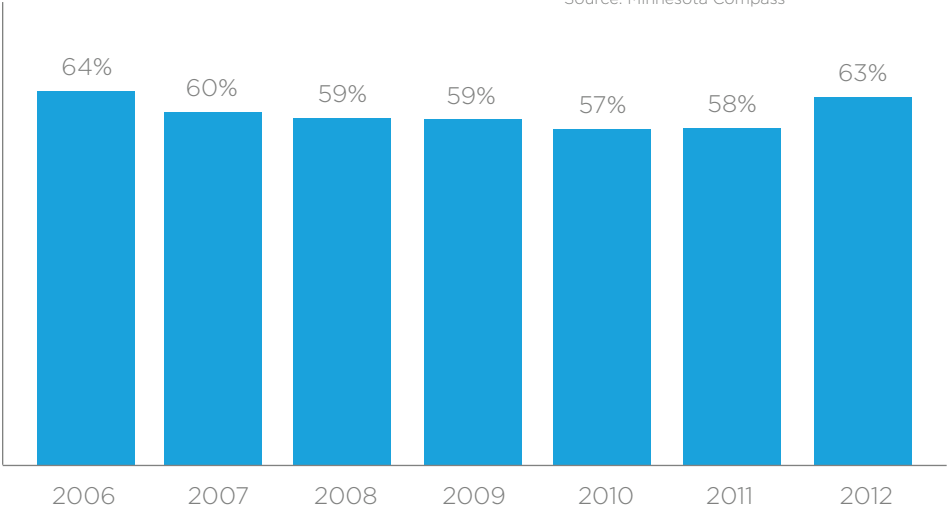
Why is Kindergarten readiness important? Research shows that children who are ready for Kindergarten are more likely than their peers to be proficient readers by third grade. Reading well by the end of third grade is a strong predictor of future school and life success. Research shows that about 75% of students who are poor readers in third grade remain poor readers in high school. Students who struggle with reading are more likely to have behavioral issues, repeat grades and drop out of school.



## third grade students **achieving reading standards**

**All public schools in the city of Saint Paul, 2006-2012**

Source: Minnesota Compass



**Key observations:**

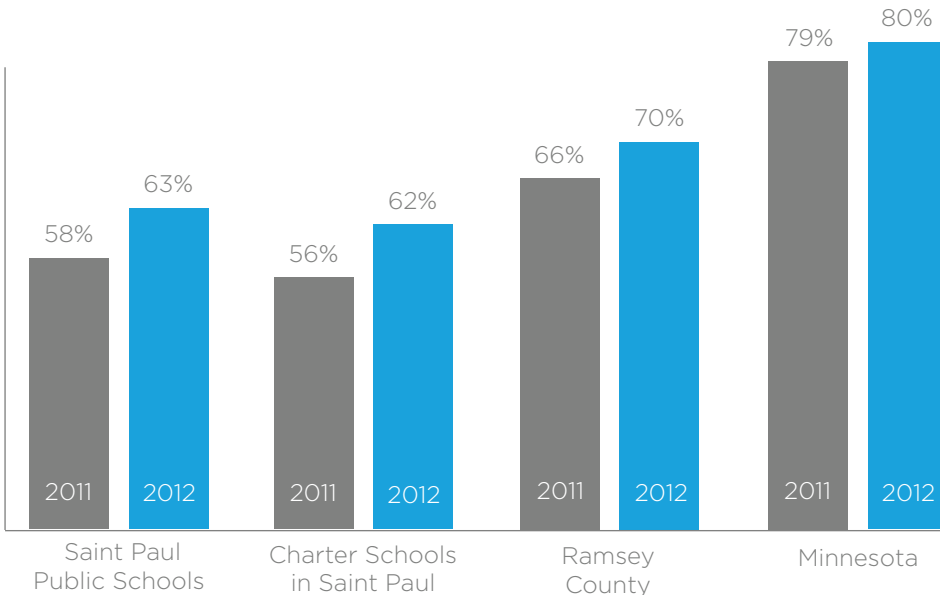
- Between 2011 and 2012, there was a 5 percentage point increase in the share of third grade students meeting or exceeding state reading standards.
- Still, about 4 in 10 students who attend public schools in the city of Saint Paul are not proficient readers by the end of third grade.
- Reading proficiency by the end of third grade is often a predictor for future academic and life success. About three-fourths of students who are poor readers in third grade will remain poor readers in high school. Students with limited reading skills are also more likely to exhibit behavioral problems, repeat a grade, and eventually drop out of school.

# third grade students achieving reading standards

## Key observations:

### Public schools in Saint Paul, Ramsey County and Minnesota, 2011 and 2012

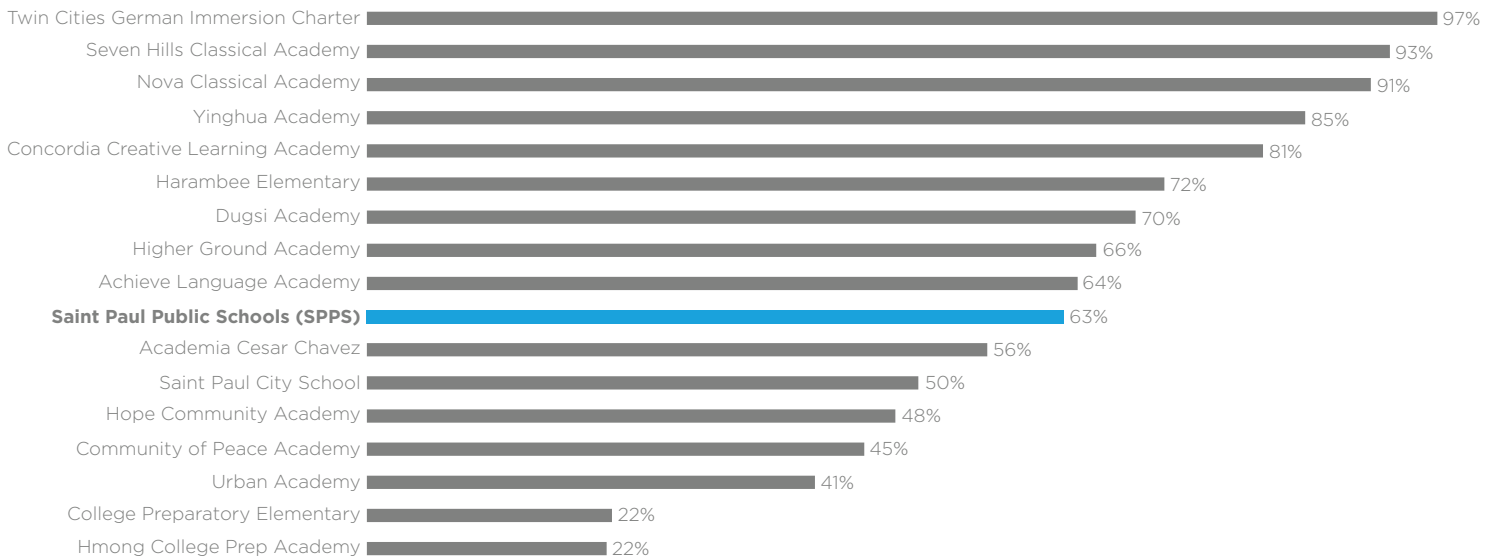
Source: Minnesota Department of Education



- Between 2011 (baseline) and 2012, the share of third grade students proficient in reading increased in both SPPS and in charter schools in Saint Paul.
- Third graders in Saint Paul are still less likely than those in Ramsey county as a whole and those in Minnesota as a whole, to be proficient in reading.
- The gap between third grade reading proficiency in SPPS and Minnesota as a whole narrowed by 4 percentage points between 2011 and 2012 -- from a 21 point gap to a 17 point gap.
- The gap between charter schools in Saint Paul and Minnesota as a whole narrowed by 5 percentage points -- from a 23 point gap to an 18 point gap.
- About 5 out of 6 third graders who attend public school in Saint Paul are enrolled in schools in SPPS, while 1 in 6 attend charter schools.

### Saint Paul Public Schools (SPPS) and charter schools in Saint Paul, 2012

Source: Minnesota Department of Education



## Key observations:

- For the second year in a row, three charter schools in Saint Paul -- Twin Cities German Immersion Charter, Nova Classical Academy, and Concordia Creative Learning Academy -- have had 80% or higher proficiency in third grade reading.
- The share of third graders proficient in reading more than doubled between 2011 and 2012 at Dugsi Academy -- from 32% in 2011 to 70% in 2012.
- Even though the share of SPPS third graders proficient in reading increased by 5 percentage points between 2011 and 2012, the district's ranking among the charter schools in Saint Paul dropped (from third to 10th).
- Between 2011 and 2012, the share of third graders proficient in reading increased at most of Saint Paul's charter schools (8 of 13).

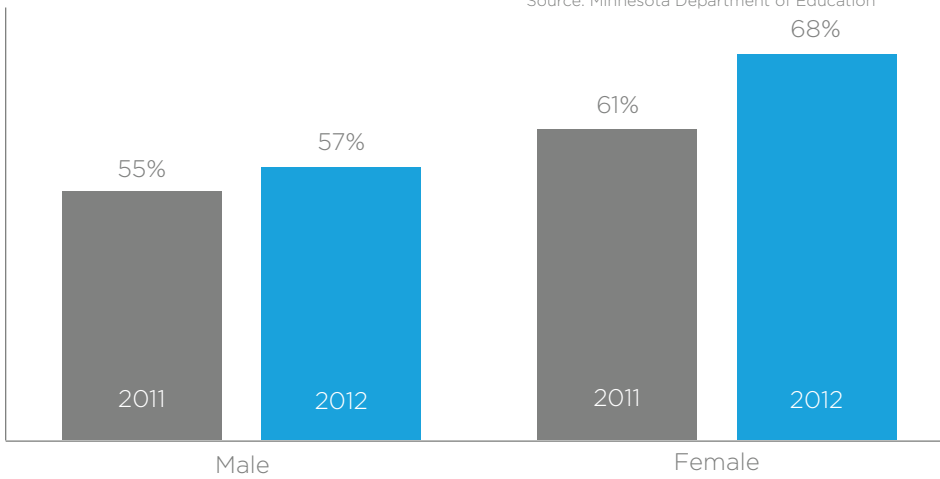
The largest decline in third grade reading proficiency between 2011 and 2012 was at Concordia Creative Learning Academy, which still ranks 5th among all charters on this measure.

*Note: Baseline measurements from 2011 reported on 13 charter schools in Saint Paul; current measurements for 2012 report on an additional 3 charters (16 total).*

# third grade students achieving reading standards

All public schools in the city of Saint Paul, by gender, 2011 and 2012

Source: Minnesota Department of Education



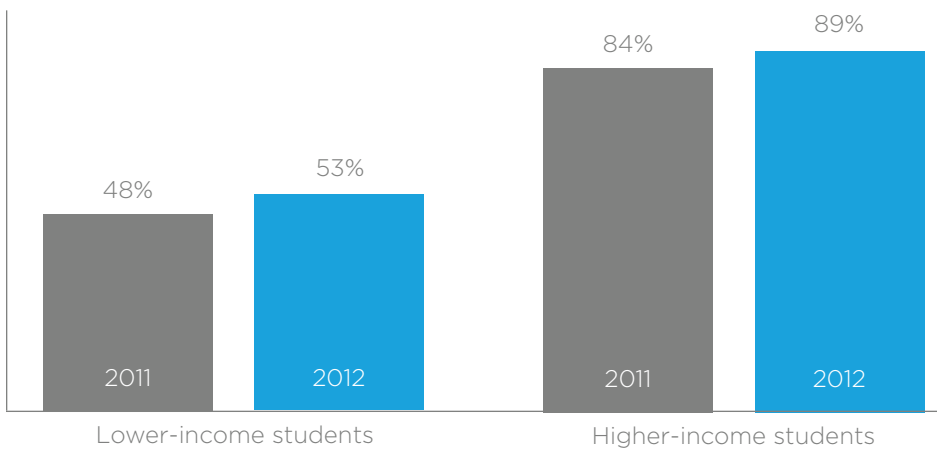
## Key observations:

- Between 2011 (baseline) and 2012, shares of third grade students proficient in reading increased for both male and female students, but more so for third grade girls.
- Females continue to be more likely than male students to be proficient in third grade reading, with the gender gap in reading proficiency widening to 11 percentage points.

*Note: All public schools includes both Saint Paul Public Schools and charter schools.*

All public schools in the city of Saint Paul, by income, 2011 and 2012

Source: Minnesota Department of Education



## Key observations:

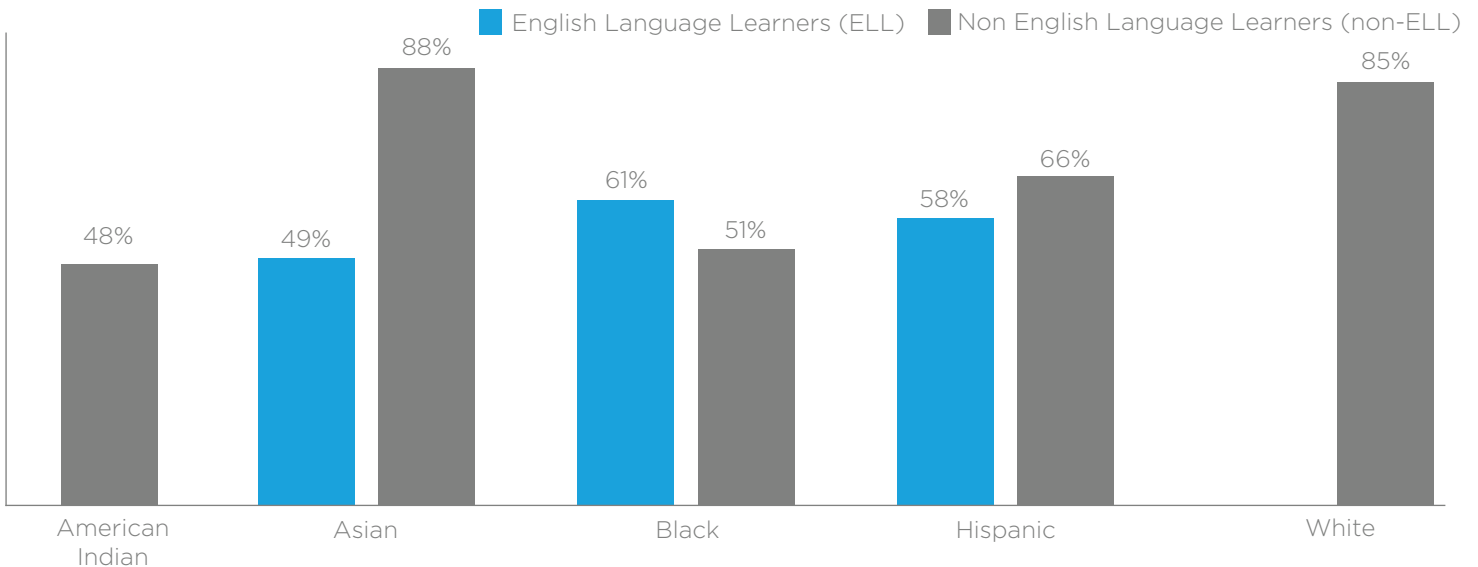
- Higher-income third graders in Saint Paul are still more likely to be reading proficient than lower-income students.
- Thirty-six percentage points separate the shares of higher- and lower-income third graders who are proficient in reading (89% and 53%, respectively).
- This gap has remained unchanged since the 2011 (baseline) measurements.

*Note: Lower-income is defined as students enrolled in free and reduced-price school meals, while higher-income is defined as students not enrolled. Not all eligible students may be enrolled.*

# third grade students achieving reading standards

**Students in Saint Paul Public Schools only, by race/ethnicity and English ability, 2012**

Source: Minnesota Department of Education



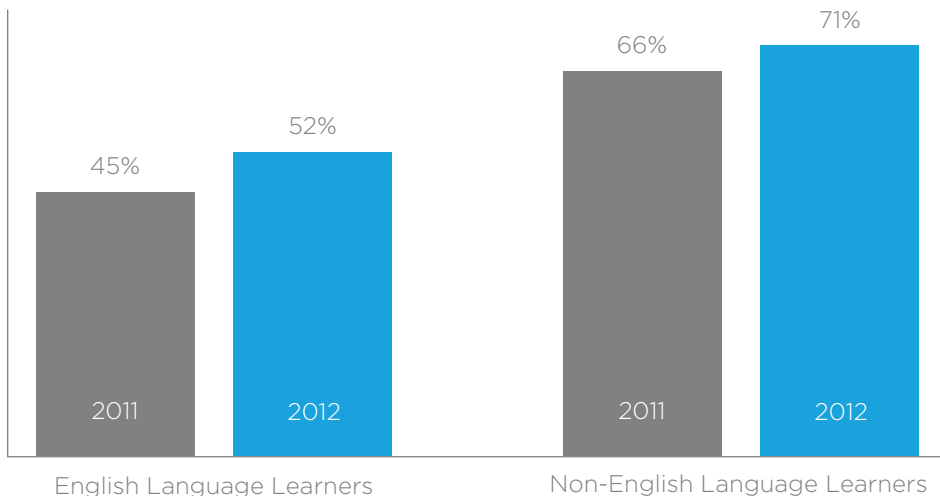
## Key observations:

- By race/ethnicity and English ability, the highest share of reading proficient third graders are non-ELL Asian students, at 88% proficient. This represents a 9 point increase from the 2011 baseline, when 79% of non-ELL Asian students were proficient in third grade reading.
- Asian third graders also have the largest gap in reading proficiency between ELL and non-ELL students, at 39 percentage points.
- Hispanic third graders have the smallest gap in reading proficiency between ELL and non-ELL students, at 8 percentage points.
- Black students who are still learning English continue to perform better on the third grade reading assessment than black students who are native English speakers. Between 2011 (baseline) and 2012, the gap between ELL and non-ELL black students widened by 2 percentage points -- from 8 points to 10 points.

*Note: Non-ELL rates for English Learners who are American Indian and White students are not shown, due to very small number of children in those categories. All race groups shown are non-Hispanic, except for the Hispanic category.*

**All public schools in the city of Saint Paul, by English ability, 2011 and 2012**

Source: Minnesota Department of Education



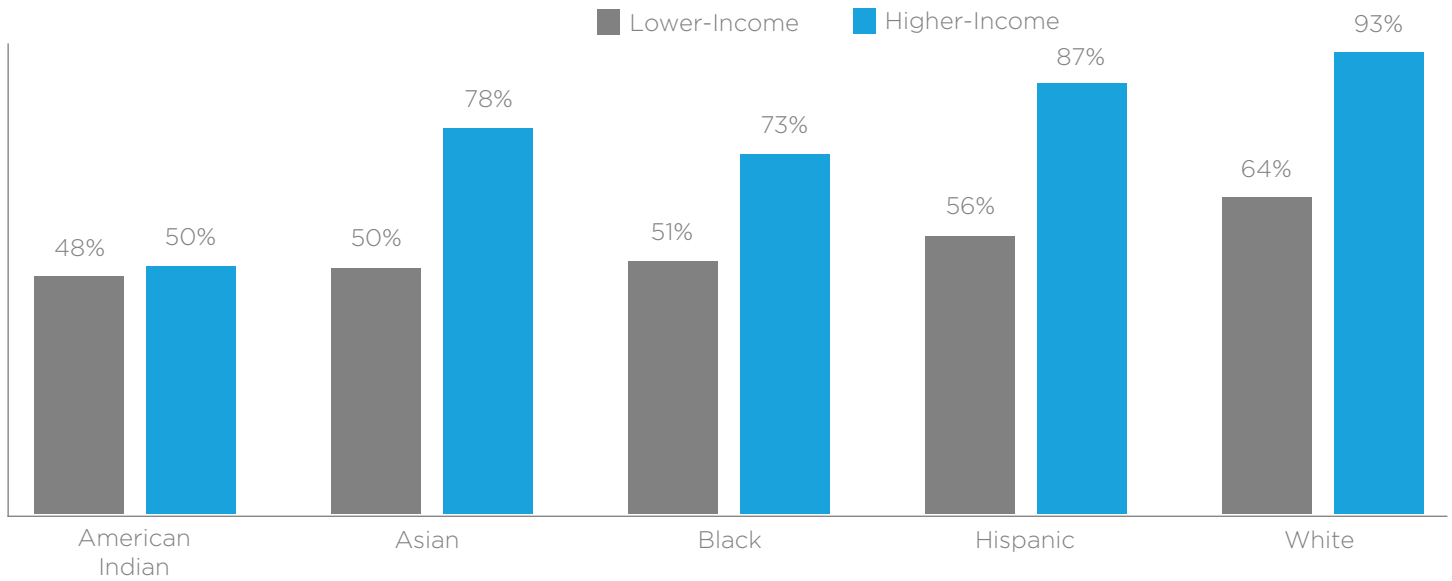
## Key observations:

- In Saint Paul, English language Learners (ELL) are less likely to meet or exceed third grade reading standards than students who are not English learners.
- Between 2011 (baseline) and 2012, the share of third grade ELL students achieving reading standards increased 7 percentage points. Reading achievement also increased among third grade students who were not ELL, by 5 percentage points.
- As a result, the achievement gap in third grade reading narrowed by 2 percentage points between 2011 and 2012 -- from 21 points to 19 points.

# third grade students achieving reading standards

Students in Saint Paul Public Schools only, by race/ethnicity and income, 2012

Source: Minnesota Department of Education



## Key observations:

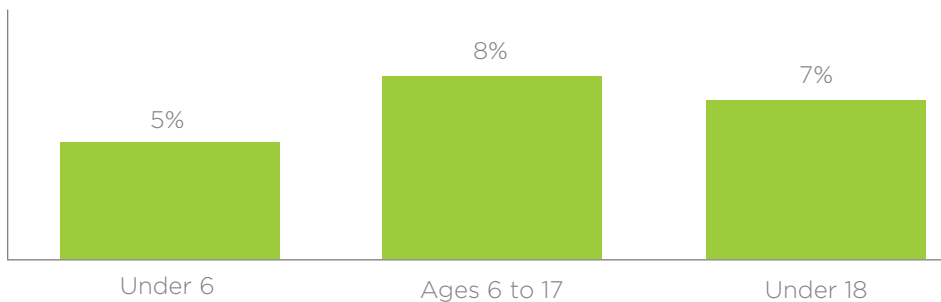
- Between 2011 (baseline) and 2012, shares of reading proficient third graders went up for all groups of students shown except lower-income whites (68% to 64%). (Note: Third grade reading proficiency also went down for higher-income American Indian students--80% to 50%--but should be interpreted with extreme caution due to very small sample sizes.)
- By race/ethnicity and income, the highest share of reading proficient third graders are higher-income white students, at 93% proficient. This represents a 2 point increase from the 2011 baseline, when 91% of higher-income white students were proficient in third grade reading.
- With the exception of American Indian third graders, the achievement gap between higher- and lower-income students is at least 22 percentage points within each racial group.

*Note: All race groups shown are non-Hispanic, except for the Hispanic category. Lower-income students are those enrolled in a free or reduced-price school meal program, while higher-income students are not enrolled. All eligible children may not be enrolled.*

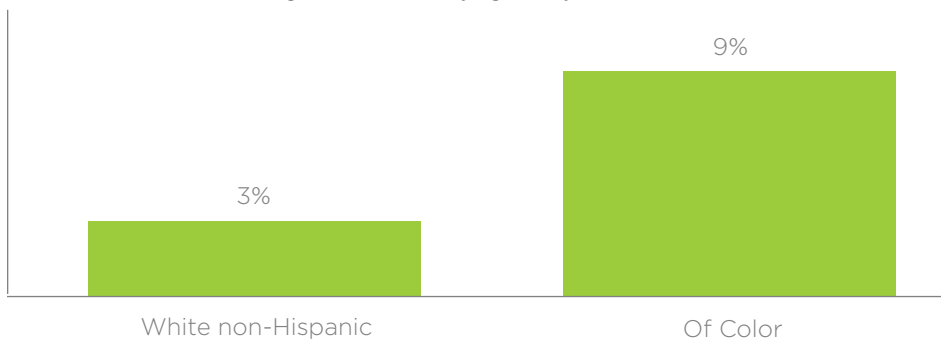


## children have **health care coverage**

**Children without health care coverage  
City of Saint Paul, by age, 2009-2011**



**Children without health care coverage  
City of Saint Paul, by race, 2009-2011**



### Key observations:

- More than 5,000 children -- or 7% of all children in Saint Paul -- are uninsured.
- Among children who live in Saint Paul, about 5% under the age of 6, and about 8% of school-aged children, lack health care coverage.
- However, children are half as likely to be uninsured as all residents of all ages in Saint Paul (13%).
- There has been no significant change in the share of children who are uninsured in Saint Paul since 2009, when the Census Bureau first included a standard question about health insurance coverage. (Note: This observation refers to single-year ACS data in the table below, whereas data in the chart refer to 3-year aggregate ACS data.)
- Children of color who live in Saint Paul are three times more likely to be uninsured than white children in the city.

*Notes: Children are defined as those age birth through 17 (under age 18). In this chart, three-year aggregate data is used to improve reliability of estimates.*



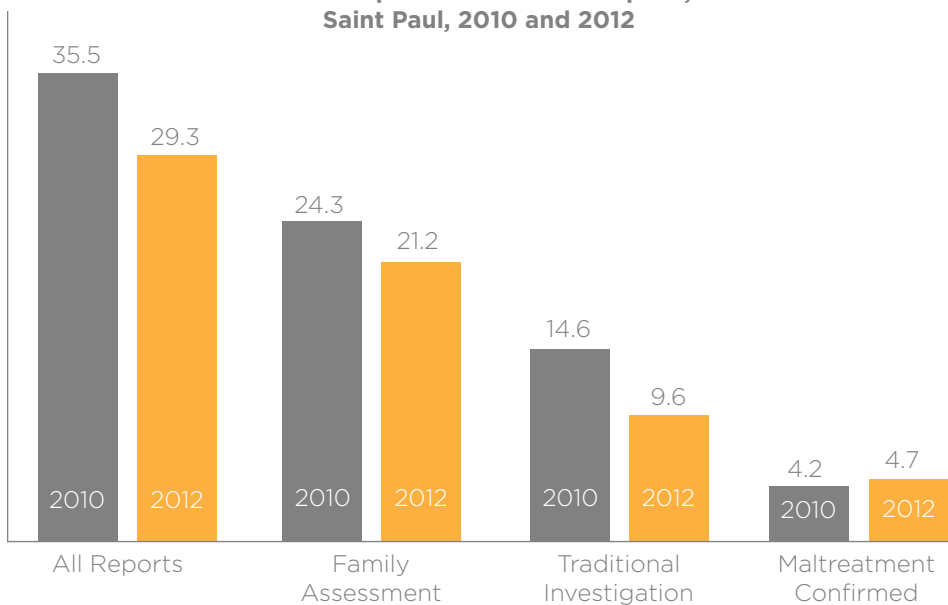
## children are **connected to one or more caring adults**

To measure children's connection to caring adults, we are using the Minnesota Student Survey collected by the Minnesota Department of Health. Data is only collected every three years so we do not have any updates to report. Connections to caring adults have been shown to have a positive impact on the development and outcomes of our children and youth. Connections to caring adults outside of one's family help youth stay in school and away from high-risk behavior, develop resilience and achieve school and life success. A supportive relationship with a caring adult can reduce negative impacts of living in poverty or other stressful circumstances.



children are **safe and free from child abuse and neglect**

**Child maltreatment reports and outcomes per 1,000 children  
Saint Paul, 2010 and 2012**



**Key observations:**

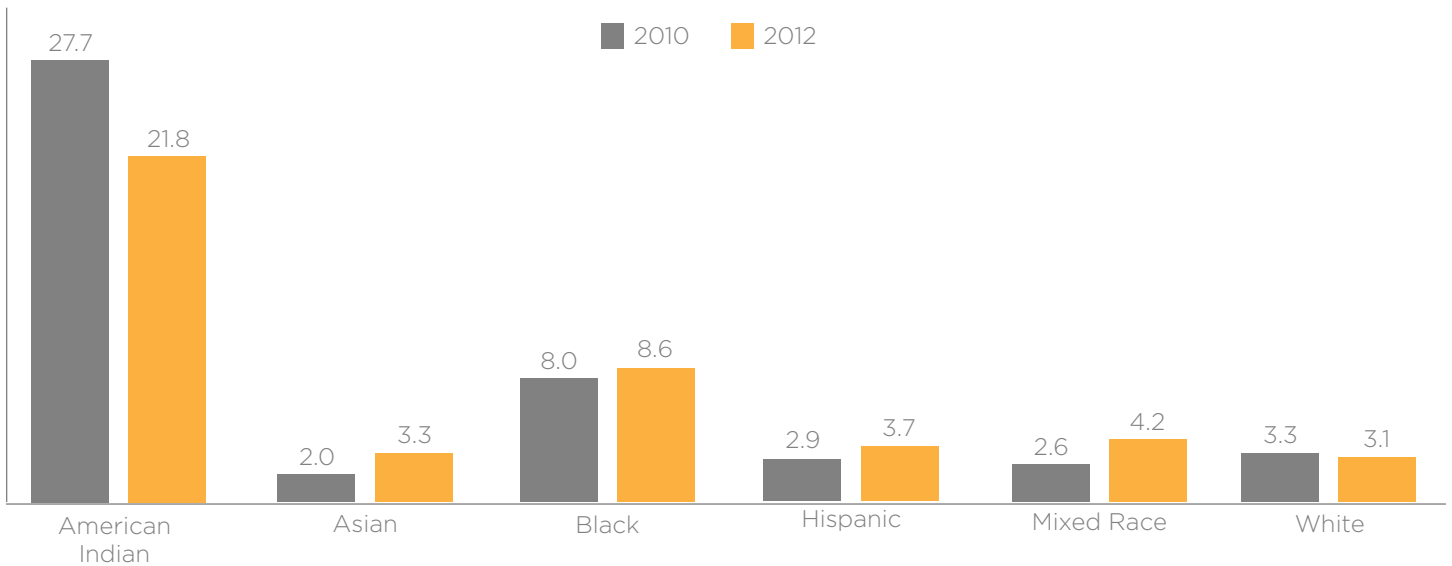
- In 2012, children maltreatment was reported for about 29 out of every 1,000 children in Saint Paul. Data show a decline in the rate of maltreatment reporting since 2010.
- In 2012, 344 children in Saint Paul were confirmed victims of maltreatment. This represents a 14% increase in the number of confirmed victims of maltreatment since 2010.

*Notes: Figures reported are rate calculations based on the population of children under 18 in Saint Paul. Population count for 2010 comes from the U.S. Census Bureau decennial census; no comparable count or population estimate exists for 2012, so an estimate of children under 18 was computed by applying rates of child population change in Ramsey county to 2010 counts for Saint Paul.*

Source: Ramsey County Community Human Service. Rates calculated from counts from U.S. Census 2010 decennial census and Wilder Research calculations for 2012.

# Children are safe and free from child abuse and neglect

**Confirmed maltreatment cases per 1,000 children  
Saint Paul, by race/ethnicity, 2010 and 2012**



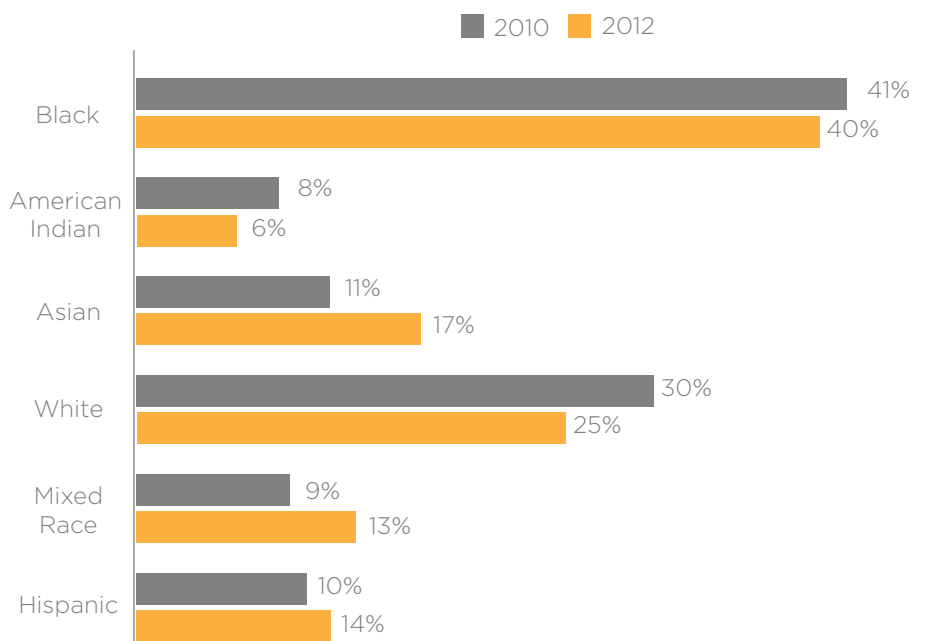
## Key observations:

- Physical abuse includes intentional acts that result in substantial injury or threat of harm or substantial injury. Sexual abuse includes intentional touching of sexual or genital parts of the body or exposure to sexual activity. Neglect involves a failure to provide necessary food, clothing, shelter, medical care, education or supervision. Educational neglect is the failure of the parent or guardian to ensure the child is attending school and educated according to the law.
- By and large, rates of confirmed child maltreatment by race have remained the same between 2010 and 2012, with the exception of American Indian confirmed cases, which declined.
- Rates of confirmed child maltreatment declined for American Indian children. Between 2010 and 2012, there was a 20% decline in the number of confirmed American Indian victims of maltreatment.

Note: Even though rates of confirmed physical and sexual abuse of American Indian children appear higher in the chart, these rates should be interpreted with caution given the small numbers of American Indian children in Saint Paul.

Source: Ramsey County Community Human Service. Rates calculated from counts from U.S. Census 2010 decennial census and Wilder Research calculations for 2012.

**Confirmed child maltreatment cases by race and ethnicity  
Saint Paul, as a share of total reports, 2010 and 2012**



## Key observations:

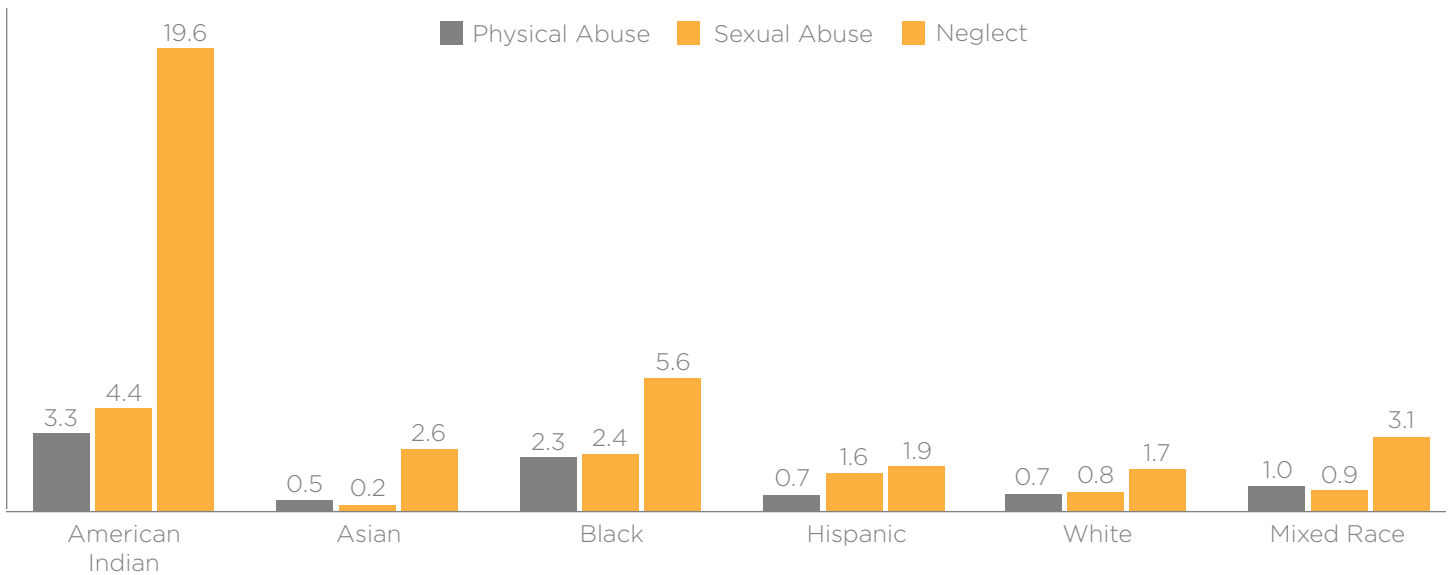
- Although American Indian children have a high rate of maltreatment cases, they make up only a small percentage of all maltreatment cases confirmed.
- In 2012, the majority of confirmed cases of child maltreatment were for black children (40 percent).
- Compared to 2010, an increased share of confirmed cases of child maltreatment involve Asian children (11 percent to 17 percent, as a share of all confirmed cases). This is, in part, due to a near doubling of the number of confirmed cases of neglect among Asian children between 2010 and 2012.

Note: Hispanic is a separate ethnic classification. Percentages do not sum to 100% because children within each race category may also be Hispanic.

Source: Ramsey County Community Human Service.

# Children are safe and free from child abuse and neglect

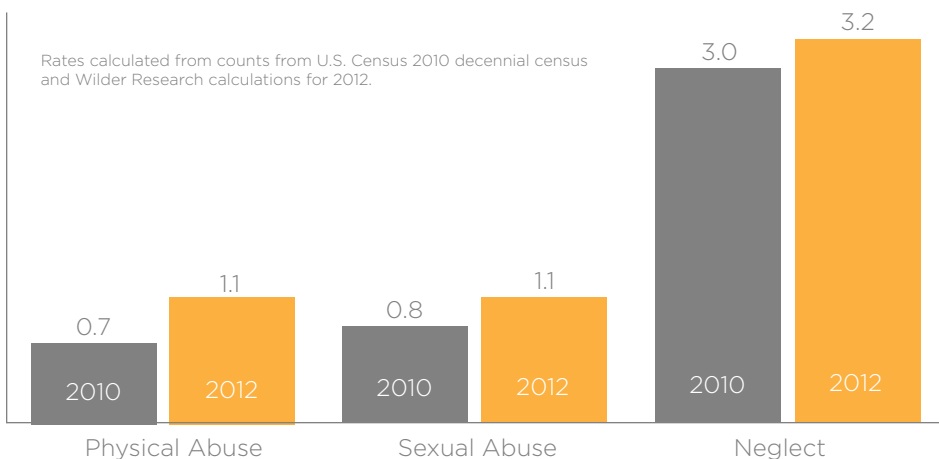
**Confirmed child maltreatment cases per 1,000 children  
Saint Paul, by type and race/ethnicity, 2012**



## Key observations:

- Across all racial and ethnic groups, the highest rate of confirmed child maltreatment involves cases of neglect.
- As in 2010, American Indian children had the highest rate of neglect among children of all races and ethnicities. As before, this rate should be interpreted with caution given the small numbers of American Indian children in Saint Paul.
- In 2012, the lowest rate of confirmed neglect was among white children. About 2 of every 1,000 white children was a confirmed victim of neglect.
- Asian children experienced the lowest rates of confirmed physical and sexual abuse in 2012.
- As in 2010, black children and American Indian children experienced the highest rates of confirmed physical and sexual abuse in 2012. More than 2 of every 1,000 black children in Saint Paul were victims of physical and/or sexual abuse. Note: The rates for American Indian children should be interpreted with caution given the small numbers of American Indian children in Saint Paul. In 2012, the majority of reported cases of child maltreatment were for black children (42 percent), a smaller share of total reported cases than in 2010 (46 percent).
- As in 2010 (baseline), about a quarter of reported maltreatment cases involved white children in 2012 (26 percent).

**Confirmed maltreatment cases per 1,000 children  
Saint Paul, 2010 and 2012**



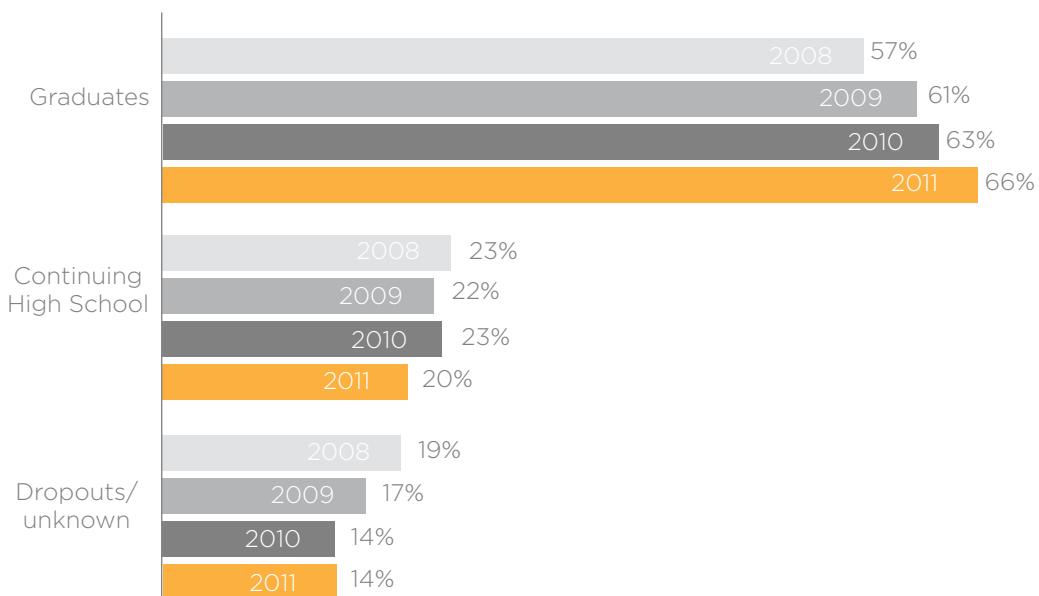
## Key observations:

- About 1 in 1,000 Saint Paul children experienced confirmed physical or sexual abuse in 2012. About 3 in 1,000 children experienced confirmed neglect in the same year.
- Between 2010 and 2012, rates of confirmed child maltreatment increased across all types of maltreatment. The most substantial rate increase was among cases of confirmed physical abuse.
- In 2012, there were 78 confirmed physical abuse cases, 77 sex abuse cases and 235 neglect cases.



## Children graduate from high school

**Student outcomes after four years of high school  
Saint Paul Public School district, 2008-2011**



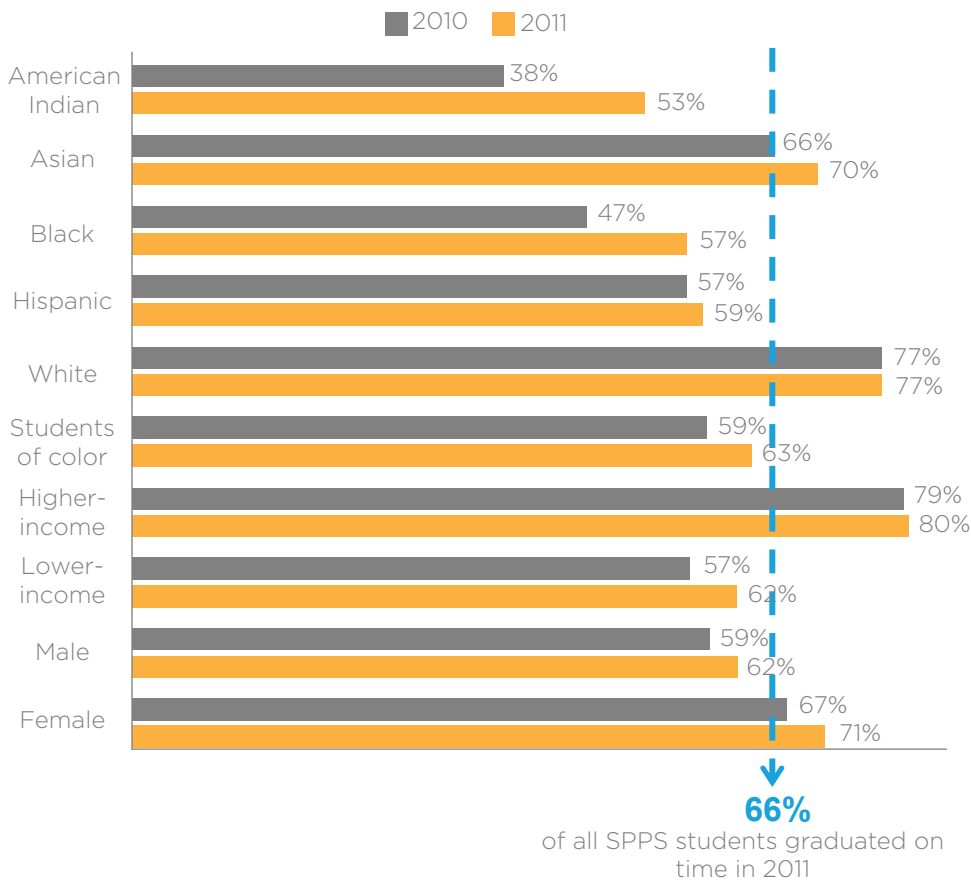
### Key observations:

- Nearly two-thirds of students who begin 9th grade in Saint Paul Public Schools leave with a diploma after four years.
- This represents an upward trend in the share of SPPS students graduating on time since 2008. Over the last four years, the on-time high school graduation increased 9 percentage points in Saint Paul Public School district.
- About one in five SPPS students do not graduate on time, but continue their high school studies. This represents a 3 percentage point decline in the share of students taking 5 or 6 years to graduate since last year, largely due to increases in on-time high school graduation.
- The percent of students dropping out while in high school has fallen from 19 percent in 2008 to 14 percent in 2011.

Source: Minnesota Department of Education.

# Children graduate from high school

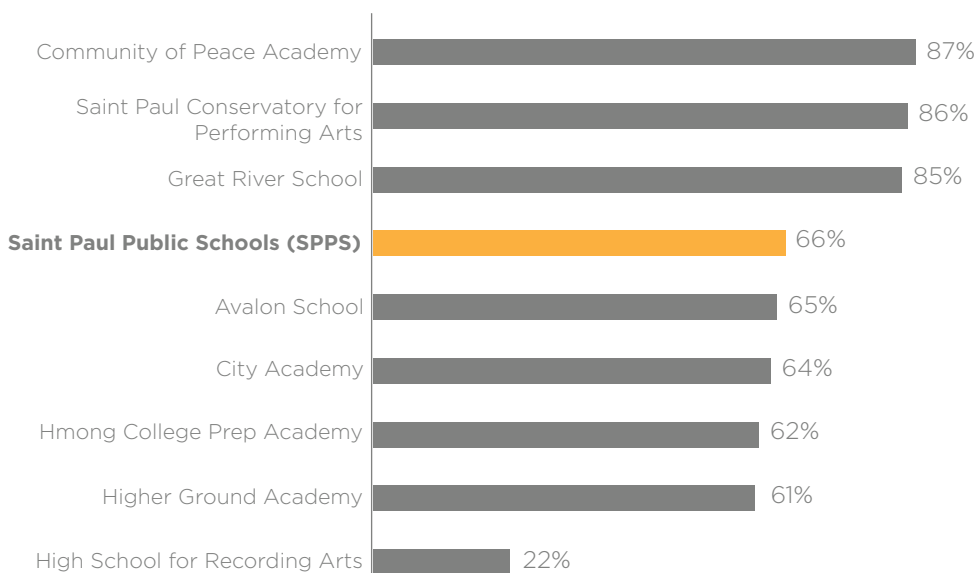
**Students graduating high school on time  
Saint Paul Public School district, by subgroup, 2010 and 2011**



## Key observations:

- In 2011, about two-thirds of students in Saint Paul Public School district graduated from high school within four years. This represents a 3 percentage point increase from the 2010 baseline measurement (63%).
- Between 2010 (baseline) and 2011, on-time high school graduation rates increased for all subgroups.
- Increases were greatest for American Indian and black students enrolled in SPPS. Compared to 2010, an additional one in seven American Indian students and an additional one in ten black students graduated on time in 2011.
- The gap in on-time graduation between white students and students of color narrowed to 14 percentage points in 2011, down from 18 points in 2010. The gap between higher- and lower-income students also narrowed, from 22 points to 18 points.
- A greater share of females than males graduate on-time. For both sexes, rates of on-time graduation increased by at least 3 percentage points between 2010 and 2011.
- Two Saint Paul charter schools had higher on-time graduation rates in 2011 than the Saint Paul Public Schools: (66%) Community of Peace Academy (87%) and Great River School (85%). Four other Saint Paul charter schools had lower on-time graduation rates than the Saint Paul Public School District.
- Between 2010 (baseline) and 2011, on-time high school graduation rates increased for all charter schools depicted except for High School For Recording Arts (down 3 percentage points).
- Two charter schools saw increases of 10 percentage points or more in their on-time high school graduation rates: Community of Peace Academy (up 15 points) and Avalon School (up 13 points). This means that each of these institutions saw an additional one in seven students graduate on time in 2011, compared to 2010.

**Students graduating high school on time SPPS and Saint Paul charter schools, 2011**



*Note: Graduation data has been suppressed for the following charter schools located in Saint Paul because they had less than 40 potential student graduates in 2011: Face To Face Academy, General John Vessey Jr. Leadership, Jennings Community Learning Center, and Twin Cities Academy High School. As a result, these schools are not shown on the graph at left.*

Source: Minnesota Department of Education.

This material is made available by the Saint Paul Children's Collaborative, based on data compiled by Wilder Research. Members of the Saint Paul Children's Collaborative Board of Directors include:

Mary K. Boyd, Community Representative  
Commissioner Toni Carter, Ramsey County Board of Commissioners  
Carol Dawson, Alternate Community Representative  
Jane Eastwood, Chair, Office of the Mayor, Saint Paul  
Reverend Charles Gill, Community Representative  
Denise Stahura, Community Action Partnership of Ramsey & Washington Counties  
Commissioner Mary Jo McGuire, Ramsey County Board of Commissioners  
Director Elona Street-Stewart, Saint Paul Public Schools Board of Education  
Councilmember Chris Tolbert, Saint Paul City County Council Ward 3  
Jackie Turner, Saint Paul Public Schools

For more information about the Saint Paul Children's Collaborative and our work to help Saint Paul children learn, grow and thrive, please see our website at [www.stpaulkids.org](http://www.stpaulkids.org).