



Youth Master Plan Data Update

January 2015

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 that vision, the Saint Paul Children’s Collaborative adopted a Youth Master Plan in 2011 with the following goals:

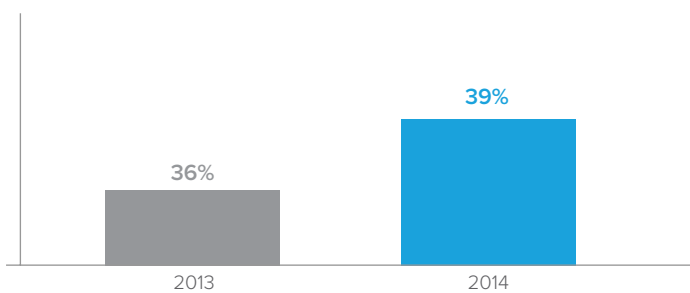
- Learn:** Children are ready for Kindergarten • Children are reading by third grade
- Grow:** Children have health care coverage • Children are connected to caring adults
- Thrive:** Children are safe and free from child abuse and neglect • Children graduate from high school

We track progress on these goals each year, with this report showing progress as of 2014. Wilder Research collected and analyzed all data. Please note that this update does not contain data on Kindergarten Readiness as that information is not yet available for all children in Saint Paul Schools. More information about previous data, as well as more information about the Youth Master Plan and the Saint Paul Children’s Collaborative, can be found on the Collaborative’s website at www.saintpaulkids.org.

third grade students achieving reading standards

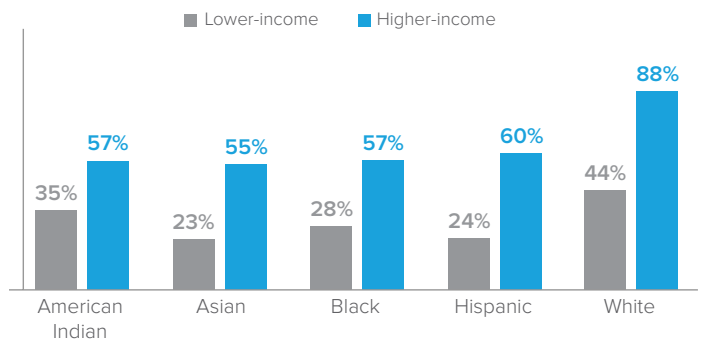
3rd grade students achieving reading standards

All public schools in the city of St. Paul, 2013-14



3rd grade students achieving reading standards

Students in Saint Paul Public Schools only, by race/ethnicity and income, 2014



Key observations:

- There was a 3 percentage point increase in the share of 3rd grade students meeting or exceeding state reading standards between 2013 and 2014.
- Still, about 6 in 10 students who attend public schools in the city of St. Paul are not proficient readers by the end of 3rd 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.

Key observations:

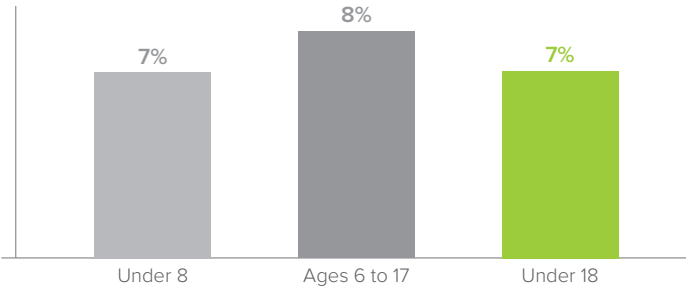
- Between 2013 and 2014, shares of reading proficient 3rd graders went up for all groups of students shown except lower-income whites (remained at 44% in both years).
- By race/ethnicity and income, the highest share of reading proficient 3rd graders is higher-income white students, at 88 percent proficient. This represents a 9 percentage point increase from 2013, when 79 percent of higher-income white students were proficient in 3rd grade reading.
- The achievement gap between higher- and lower-income students is at least 22 percentage points within each racial group.
- The “income benefit” -- or the extent to which reading proficiency increases for higher-income students within each racial/ethnic group -- is highest among White students.
- Estimates suggest that income does not entirely mediate the association between race/ethnicity and reading achievement. Among higher-income students, achievement gaps range from 28 to 33 percentage points between White students and students of Color. Achievement gaps are smaller but still apparent among lower-income students -- ranging from 9 to 21 percentage points.

Notes: Third grade reading proficiency by income among American Indian students should be interpreted with extreme caution due to very small sample sizes. 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. Source: Minnesota Department of Education.

children have **health care coverage**

Children without health care coverage

City of St. Paul, by age, 2010-2012

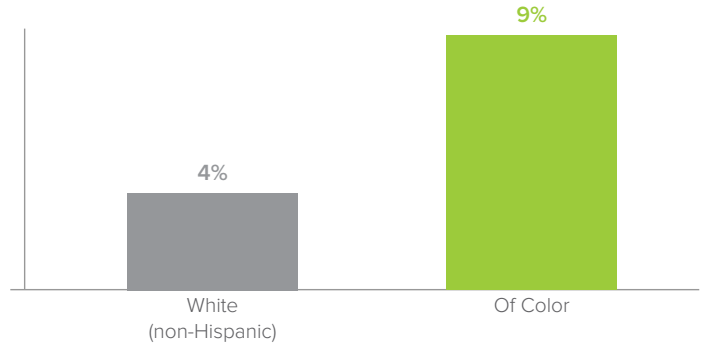


Key observations:

- About 5,300 children -- or 7% of all children in St. Paul -- are uninsured.
- Among children who live in St. Paul, about 7% 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 residents of all ages in St. Paul (14%).
- There has been no significant change in the share of children who are uninsured in St. Paul since 2009, when the Census Bureau first included a standard question about health insurance coverage in their survey. (Note: This observation refers to single-year ACS data, whereas data in the chart refer to 3-year aggregate ACS data.)

Children without health care coverage

City of St. Paul, by race, 2010-2012



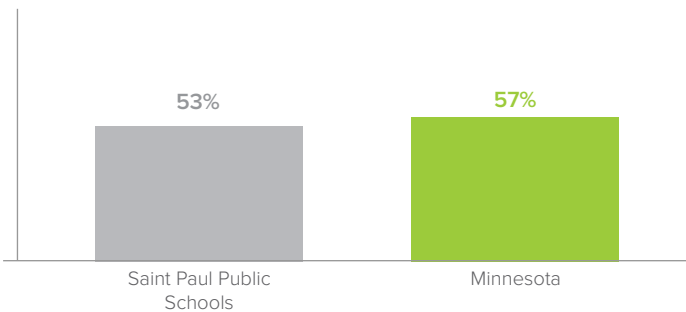
Key observations:

- Children of Color represent 5 out of 6 children lacking health insurance coverage in St. Paul. This means that children of Color are over-represented among young residents without health care coverage, as children of Color represent 4 out of 6 of all children living in St. Paul.
- Compared to non-Hispanic White children, more than double the share of children of Color are uninsured (4% and 9%, respectively).

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

Students connected to a caring non-family adult in the community

Saint Paul Public Schools and Minnesota, 2013

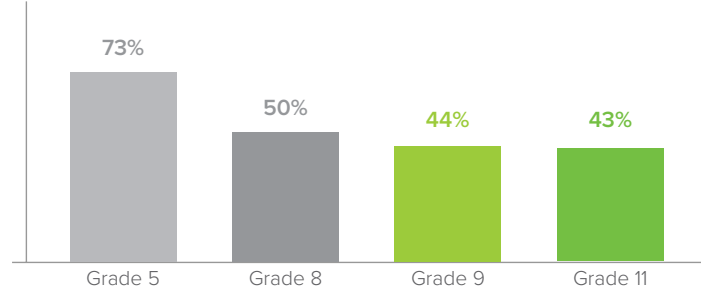


Key observations:

- Just over half of students enrolled in Saint Paul Public Schools report that a teacher, other adult at school, or other adult in the community cares about them "quite a bit" or "very much" (53%).
- This is only slightly lower than the State figure, at 57%.

Students connected to a caring non-family adult in the community

Saint Paul Public Schools, by grade level, 2013



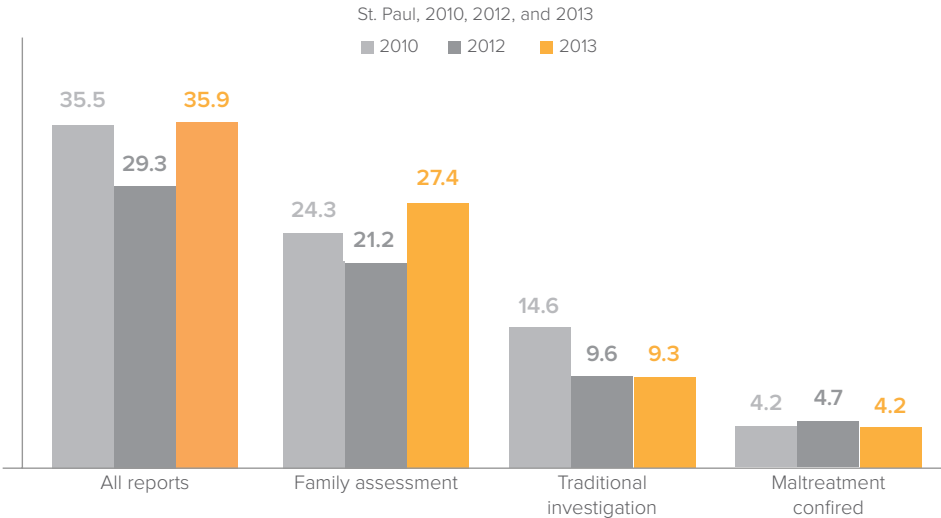
Key observations:

- Nearly three-quarters of 5th graders enrolled in Saint Paul Public Schools are connected to a caring non-family adult (73%). Among 11th graders, the figure drops 30 percentage points to 43%.
- The most notable drop between grade levels appears to happen between 5th and 8th grade, with a 23 percentage point difference in the share of students connected to a caring non-family adult in these grade levels. In other words, connection to caring non-family adults appears to drop during the middle school years.

Notes: Percentages are based on student respondents who felt that one or more of the following groups of adults in the community cares about them "quite a bit" or "very much" -- teachers and other adults at school, or other adults in their community. In 2013, surveys were administered to students in grades 5, 8, 9, and 11. Source: Minnesota Departments of Education, Health, Human Services and Public Safety, Minnesota Student Survey.

children are safe and free from child abuse and neglect

Child maltreatment reports and outcomes per 1,000 children



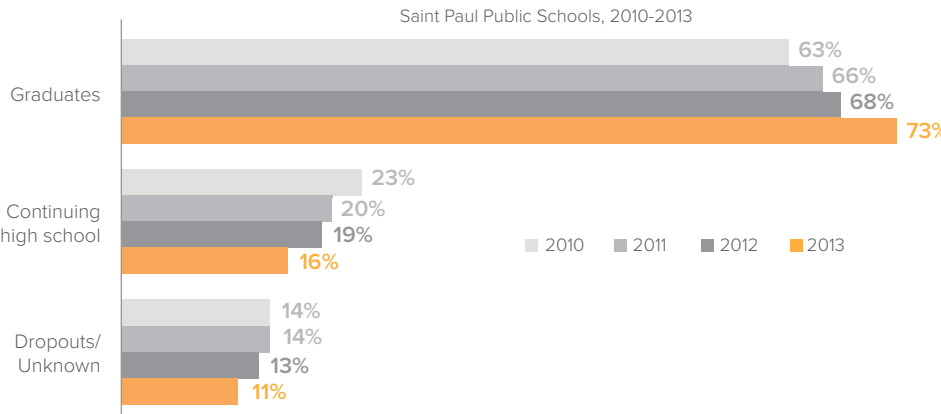
Key observations:

- In 2013, child maltreatment was reported for about 36 out of every 1,000 children in St. Paul. This is similar to the rate of maltreatment reporting in 2010.
- In 2013, 306 children in St. Paul were confirmed victims of maltreatment.
- There was a 4% increase in the number of child maltreatment reports between 2010 and 2013, and a 1% increase in the number of confirmed victims of maltreatment since 2010.

Note: Figures reported are rate calculations based on the population of children under 18 in St. Paul. Population count for 2010 comes from the U.S. Census Bureau decennial census; no comparable count or population estimate exists for 2012 or 2013, so an estimate of children under 18 was computed by applying rates of child population change in Ramsey county to 2010 counts for St. Paul. Source: Ramsey County Community Human Services. Rates calculated from counts from U.S. Census 2010 decennial census and Wilder Research calculations for 2012-13.

Children graduate from high school

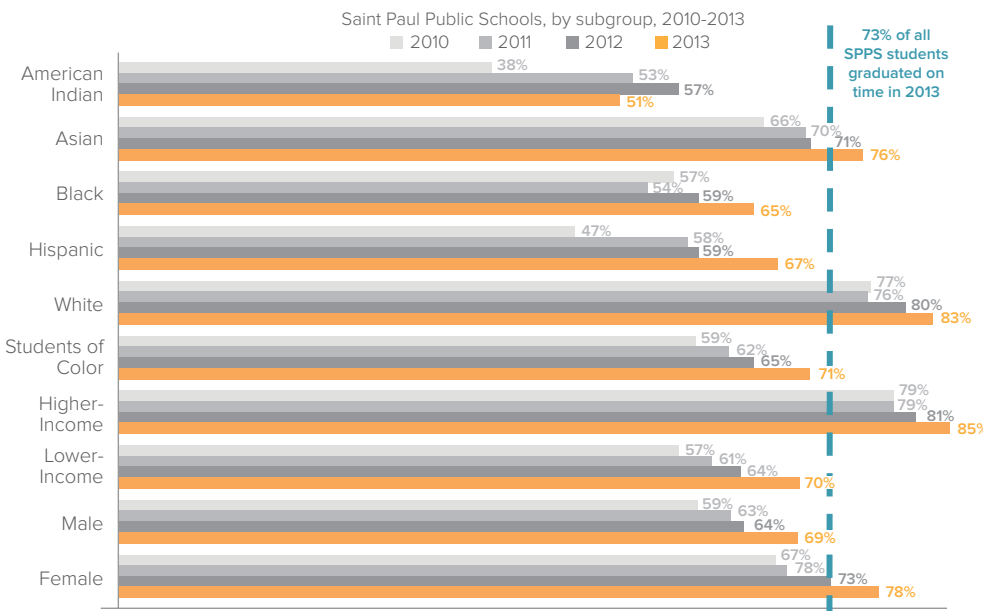
Student outcomes after four years of high school



Key observations:

- Nearly three-quarters of students who begin 9th grade in Saint Paul Public Schools (SPPS) leave with a diploma after four years (73%).
- This represents an upward trend in the share of SPPS students graduating on time since 2010. Over the last four years, the on-time high school graduation rate increased 10 percentage points in SPPS.
- About one in six SPPS students do not graduate on time, but continue their high school studies. This represents a 7 percentage point decline in the share of students taking 5 or 6 years to graduate since 2010, largely due to increases in on-time high school graduation.
- The percent of students dropping out while in high school fell from 14% in 2010 to 11% in 2013.
- Overall, between 2010 (baseline) and 2013, on-time high school graduation rates increased for all subgroups.
- Between 2010 and 2013, increases have been greatest for Hispanic students enrolled in SPPS. Compared to 2010, an additional one in five Hispanic students graduated on time in 2013.
- Increases in on-time high school graduation rates have also been above the state average for American Indian students (up 13 points, 2010 to 2013), students of Color (up 12 points), and lower-income students (up 13 points).
- The gap in on-time graduation between White students and students of Color narrowed to 13 percentage points in 2013, down from 18 points in 2010. The gap between higher- and lower-income students also narrowed, from 22 points to 12 points.
- A greater share of females than males graduate on-time. For both sexes, rates of on-time graduation increased by at least 10 percentage points between 2010 and 2013.

Students graduating high school on time



Source: Minnesota Department of Education.