

# Special Education Students in the Greater Minnesota Area

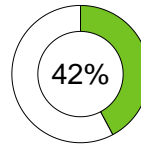
## High School Graduation and Beyond



99% of Special Education students plan to graduate high school.

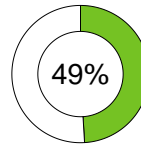
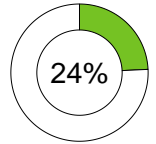
54% plan to attend a 2 or 4 year college/university.  
5% plan to obtain a license/certificate or apprenticeship.  
37% plan to obtain a GED.

## Health and Well-Being Indicators



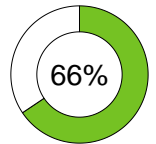
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.



## Developmental Skills & Supports

What percentage of Special Education students meet the threshold to be equipped for learning with developmental skills and supports?

### Commitment to Learning



### Positive Identity and Outlook



### Social Competence



### Empowerment



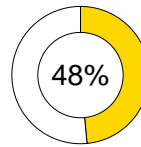
### Family and Community Support



### Teacher and School Support

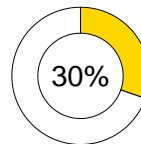
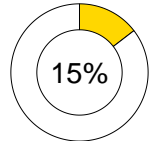


## Context Indicators



Receive free or reduced-price lunch.

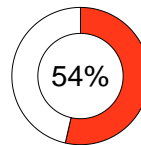
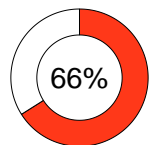
Changed schools this academic year.



Work at least 1 day a week after school.

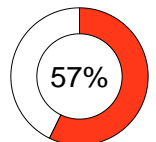
## Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

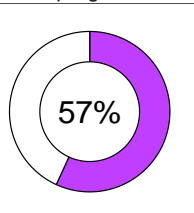
Have at least one indicator of mental distress.



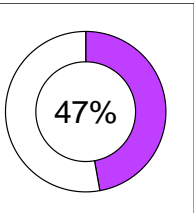
## Afterschool Activities

Percent who...

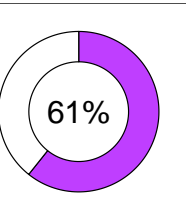
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



# Special Education Students in the Twin Cities Area

## High School Graduation and Beyond



99% of Special Education students plan to graduate high school.

66% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
27% plan to obtain a GED.

## Developmental Skills & Supports

What percentage of Special Education students meet the threshold to be equipped for learning with developmental skills and supports?

### Commitment to Learning



### Positive Identity and Outlook



### Social Competence



### Empowerment



### Family and Community Support



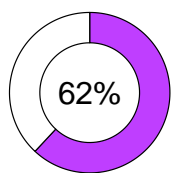
### Teacher and School Support



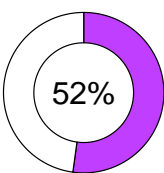
## Afterschool Activities

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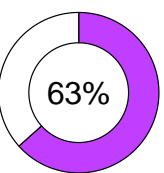
Are aware their school/community offers a variety of programs



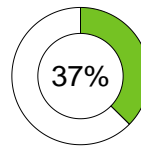
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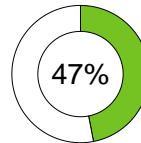
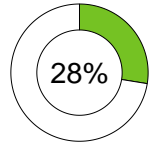


## Health and Well-Being Indicators



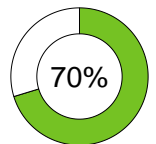
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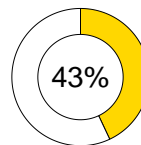


Sleep at least 8 hours in a typical school night.

Visited a doctor or nurse during the last year when not sick/injured.

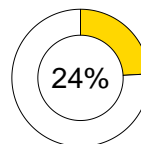
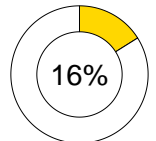


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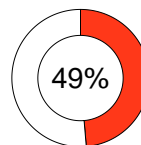
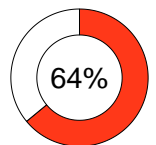
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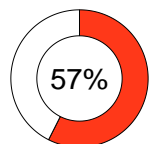
## Challenge Indicators

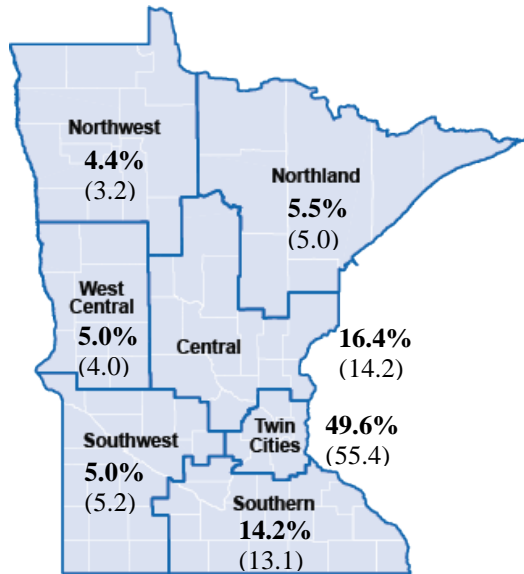
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.





In total, **17,558** students who receive special education services participated; 8703 (49.6%) in the Twin Cities and 8855 (50.4%) in Greater MN. This includes 11% of all students who participated.

Among the MN population of youth 17 years old or younger, 55.4% live in the Twin Cities. The percent of the MN youth population by region is in parentheses. *Source: <http://www.mncompass.org/>*

Statewide, 85% of school districts participated in the 2016 MSS. In some schools, all students participate in grades 5, 8, 9, and 11. In other schools, students are sampled from these grades.

### Equipped for Learning

To be equipped for learning on Developmental Skills & Supports, students must score at the point where they report that the characteristics of the measure (values, beliefs, behaviors) are more like them than not. This is essentially an average of three out of four on a 4-point rating scale.

### Developmental Skills

#### *Commitment to Learning*

care about doing well in school, pay attention in class, go to class prepared, interest in learning, find school learning useful, being a student is an important part of who I am.

#### *Positive Identity and Outlook (DAP)*

have a sense of control of one's life, feel good about self and future, deal well with disappointment and life's challenges, and think about purpose in life.

#### *Social Competence (DAP)*

say no to dangerous/unhealthy things, build friendships, express feelings appropriately, plan ahead and make good choices, resist bad influences, resolve conflicts without violence, accept differences in others, and recognize the needs and feelings of others.

### Afterschool Activities

Ignite Afterschool promotes access and regular participation (3 times a week or more) in afterschool activities and programs.

The percent reporting positive experiences only includes those students with regular participation.

For more information, see

<http://igniteafterschool.org/afterschool-access>

### Does it make a difference?

The grades students achieve in school and their post-high school plans are strongly associated with developmental skills & supports (which are also important outcomes); participation in afterschool activities; and indicators of health & well-being, context, and challenges.

### Developmental Supports

#### *Empowerment (DAP)*

have a sense of safety at home, at school, and in the neighborhood; feel valued and appreciated; included in family roles; and have responsibilities

#### *Family/Community Support*

able 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*

report 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.

DAP measures are from the *Developmental Assets Profile*, Search Institute, Minneapolis, MN.

### Additional Indicators

- Working at least 1 day per week includes students in 9<sup>th</sup> and 11<sup>th</sup> grade only.
- Indicators for trauma and mental distress include students in 8<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade only.
- Trauma experiences include homelessness, parent incarceration, verbal/physical abuse, sexual abuse, family alcohol/drug abuse.
- Mental Distress includes significant mental health and behavior-emotional problems; self-injury; suicidal thoughts and attempts.