

# MN Student Community Profiles: Exploring Developmental Skills, Supports, & Challenges

A new look at what youth bring to  
families, schools, and communities

**A Focus on  
Students in  
Special Education**



Analysis of the  
2013, 2016 , & 2019  
Minnesota Student Survey

MN Youth Development Research Group

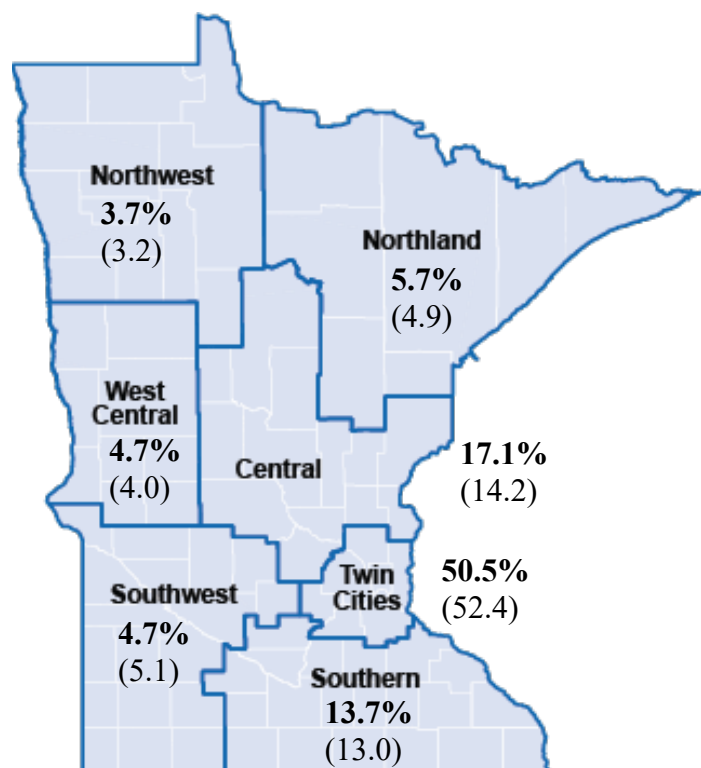


[www.mnydrg.com](http://www.mnydrg.com)

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Educational Psychology  
University of Minnesota  
October 2020

## Minnesota Student Survey – Students in Special Education

2013 2016 2019



From 2019 data, the top number in each region is the percent of students in special education participating in the MSS located in that region; the number in parentheses is the regional location of 17 year olds or younger in the MN population.

Population data source: <http://www.mncompass.org/>

The 2019 racial/ethnic composition of students in special education overrepresented American Indian, Black, and Latino students.

Region	Special Ed	Total
American Indian	6%	4%
Asian PI	3%	4%
Black	8%	6%
White	66%	68%
Latino	11%	9%
Somali	1%	2%
Hmong	1%	2%

*The MSS provides us with an opportunity to listen and hear our students.*

In total across the three administrations of the MSS, 49,268 students with an IEP or receiving special education services in grades 5, 8, 9, and 11 participated. Students in special education account for 10.1% of participants.

In 2019, the question about having an IEP or receiving special education services introduced a *Not sure* option, selected by 23% of students (nearly half of whom were 5<sup>th</sup> graders).

Students in special education in the MSS are located in each region of the state and all 87 counties. This is evident in the numbers on the map to the left.

Half of students in special education participating in the MSS (51%) reside in the Twin Cities; about half of youth 17 years old or younger in the population (52%) reside in the Twin Cities seven county region.

About 85% of school districts participated in each administration. Also, in some schools, nearly all students in grades 5, 8, 9, & 11 participate in the MSS. In other schools, students are sampled from these grades.

Counts of students in special education participating in the MSS by region and year.

Region	2013	2016	2019
Central	2513	2884	2694
Northland	850	971	897
Northwest	713	764	574
Southern	2065	2490	2148
Southwest	817	872	737
Twin Cities Metro	8232	8703	7932
West Central	799	874	739
Total	15989	17558	15721

## Positive Youth Development

We base this work on the principles of Positive Youth Development.<sup>1</sup> This is informed by positive psychology and the developmental asset approaches. This provides us with a strong set of principles through which to be better equipped to meet the needs of youth across diverse communities.

- Youth have an inherent capacity for positive development
- That is enabled and enhanced through multiple meaningful relationships, contexts, & environments
- Where community is a critical delivery system
- And youth are major actors in their own development

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## 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.

The items measuring Developmental Skills & Supports function similarly across years and for students from different grades and different racial or ethnic backgrounds.

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## Does it make a difference?

Students who are equipped in the Developmental Skills & Supports report higher school grades, are more likely to have higher aspirations to go to college, and have higher participation in afterschool activities.

Those equipped for learning in the Developmental Skills & Supports are bullied less, engage in less bullying, are less likely to skip school or engage in substance use, and experience less mental distress

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## Developmental Skills

### *Commitment to Learning*

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

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

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

### *Social Competence (DAP)*

I 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 and was included in the 2016 and 2019 MSS.

For more information, see

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

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## Developmental Supports

### *Empowerment (DAP)*

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

### *Family/Community Support*

I feel cared for by parents, other adult relatives, friends, and other adults in the community.

### *Teacher/School Support*

Adults at school treat students fairly and listen to students; school rules are fair; teachers care about students and care about and are interested in me.

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

## Additional Indicators

- Indicators for trauma include 5<sup>th</sup> grade only in 2013 and for mental distress do not include 5<sup>th</sup> grade in any year; both indicators include grades 8, 9, & 11.
- 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.

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<sup>1</sup> Benson, P.L., Scales, P.C., Hamilton, S.F., & Sesma, A. (2006). Positive youth development: Theory, research, and applications. In W. Damon & R.M. Lerner (Eds.), *Handbook of child psychology*. Wiley.

# SpEd Students in MN for 2013



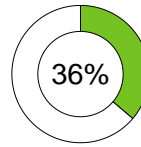
## High School Graduation and Beyond



99% of SpEd students plan to graduate high school.

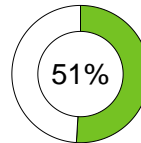
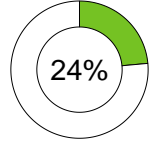
62% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
3% plan to obtain a GED.

## Health and Well-Being Indicators



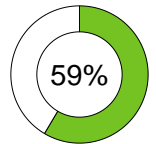
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



## Developmental Skills & Supports

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

### Commitment to Learning



### Positive Identity and Outlook



### Social Competence



### Empowerment



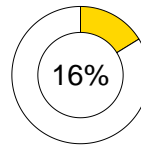
### Family and Community Support



### Teacher and School Support

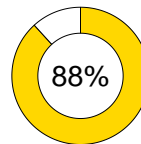
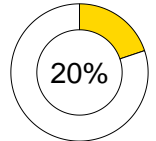


## Context Indicators



Obtained mostly As for school grades.

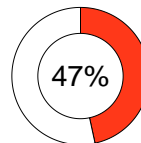
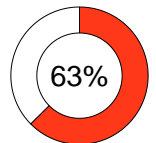
Were sent out of class for discipline.



Feel safe at school.

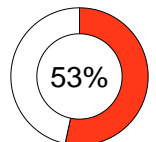
## Challenge Indicators

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.

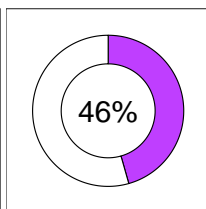
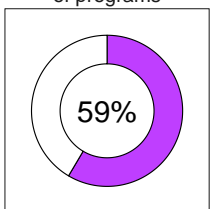


## Afterschool Activities

Percent of SpEd students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



# SpEd Students in MN for 2016



## High School Graduation and Beyond



99% of SpEd students plan to graduate high school.

60% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
3% plan to obtain a GED.

## Developmental Skills & Supports

What percentage of SpEd 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



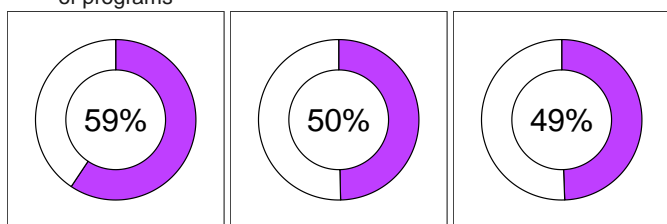
## After-school Activities

Percent of SpEd students who...

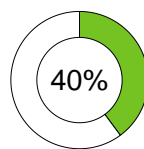
Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences

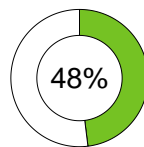
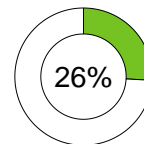


## Health and Well-Being Indicators



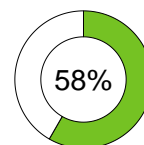
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

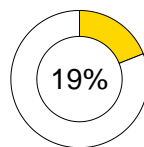


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

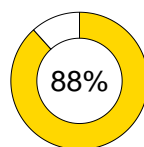
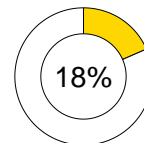


## Context Indicators



Obtained mostly As for school grades.

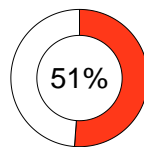
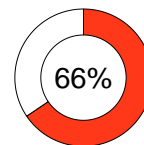
Were sent out of class for discipline.



Feel safe at school.

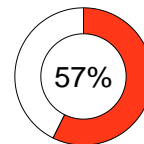
## Challenge Indicators

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.



# SpEd Students in MN for 2019



## High School Graduation and Beyond



99% of SpEd students plan to graduate high school.

60% plan to attend a 2 or 4 year college/university.  
3% plan to obtain a license/certificate or apprenticeship.  
2% plan to obtain a GED.

## Developmental Skills & Supports

What percentage of SpEd 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



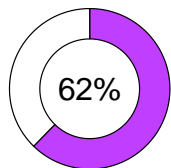
### Teacher and School Support



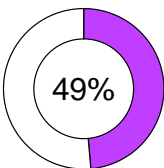
## Afterschool Activities

Percent of SpEd students who...

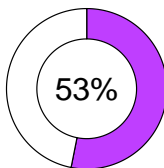
Are aware their school/community offers a variety of programs



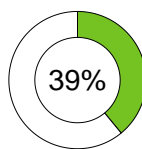
Participate at least 3 times per week



Have positive out of school experiences

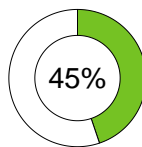
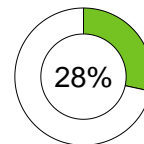


## Health and Well-Being Indicators



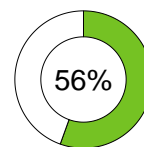
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

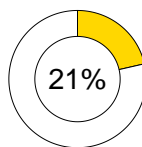


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

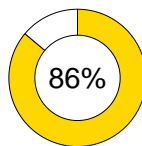
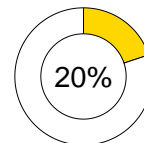


## Context Indicators



Obtained mostly As for school grades.

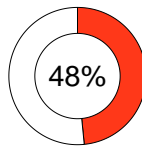
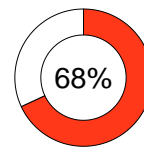
Were sent out of class for discipline.



Feel safe at school.

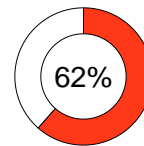
## Challenge Indicators

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.



# SpEd Students in Greater MN for 2013



## High School Graduation and Beyond

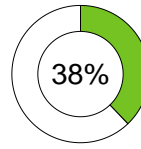


99%

of SpEd students plan to graduate high school.

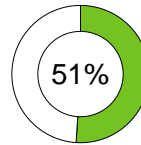
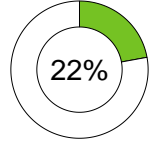
56% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
3% plan to obtain a GED.

## Health and Well-Being Indicators



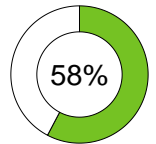
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



## Developmental Skills & Supports

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

### Commitment to Learning



### Positive Identity and Outlook



### Social Competence



### Empowerment



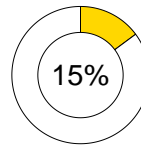
### Family and Community Support



### Teacher and School Support

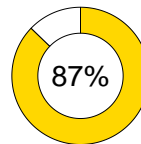
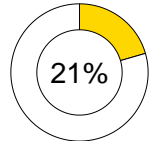


## Context Indicators



Obtained mostly As for school grades.

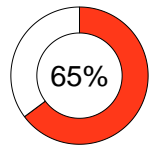
Were sent out of class for discipline.



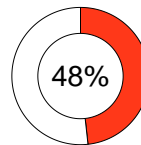
Feel safe at school.

## Challenge Indicators

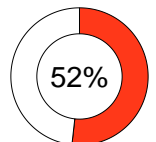
Experienced harassment/bullying in the last 30 days in school.



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Have at least one indicator of mental distress.

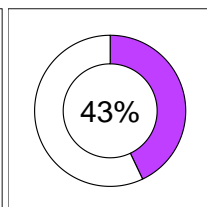
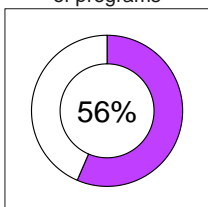


## Afterschool Activities

Percent of SpEd students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



# SpEd Students in Greater MN for 2016



## High School Graduation and Beyond



99%

of SpEd students plan to graduate high school.

54% plan to attend a 2 or 4 year college/university.  
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## Developmental Skills & Supports

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

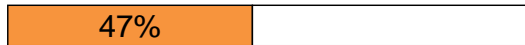
### Commitment to Learning



### Positive Identity and Outlook



### Social Competence



### Empowerment



### Family and Community Support



### Teacher and School Support



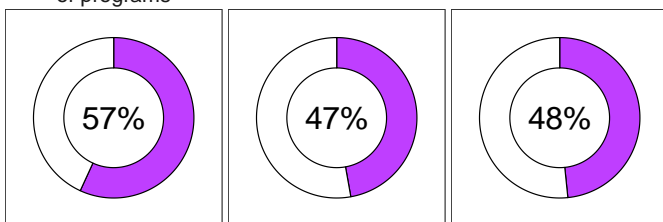
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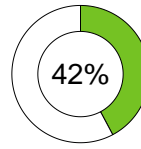
Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences

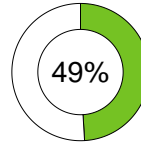
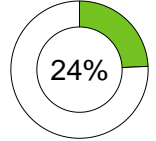


## Health and Well-Being Indicators



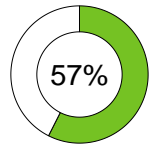
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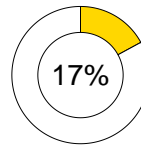


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Reported having very good or excellent health

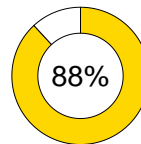
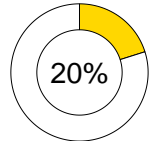


## Context Indicators



Obtained mostly As for school grades.

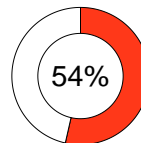
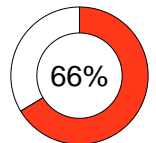
Were sent out of class for discipline.



Feel safe at school.

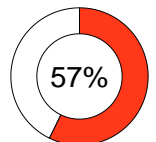
## Challenge Indicators

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.





# SpEd Students in Greater MN for 2019



## High School Graduation and Beyond



99%

of SpEd students plan to graduate high school.

54% plan to attend a 2 or 4 year college/university.  
3% plan to obtain a license/certificate or apprenticeship.  
2% plan to obtain a GED.

## Developmental Skills & Supports

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

### Commitment to Learning

61%

### Positive Identity and Outlook

39%

### Social Competence

46%

### Empowerment

64%

### Family and Community Support

59%

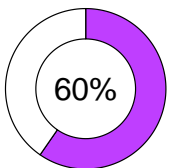
### Teacher and School Support

50%

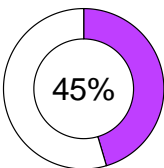
## Afterschool Activities

Percent of SpEd students who...

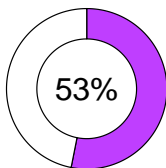
Are aware their school/community offers a variety of programs



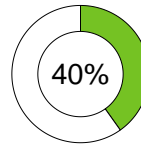
Participate at least 3 times per week



Have positive out of school experiences

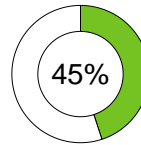
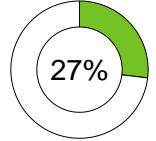


## Health and Well-Being Indicators



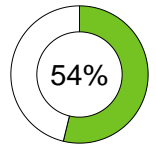
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

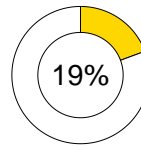


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

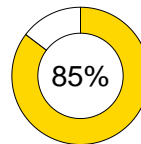
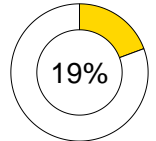


## Context Indicators



Obtained mostly As for school grades.

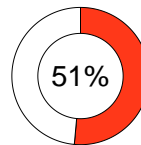
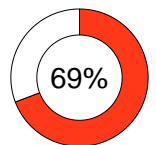
Were sent out of class for discipline.



Feel safe at school.

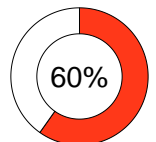
## Challenge Indicators

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.



# SpEd Students in Twin Cities for 2013



## High School Graduation and Beyond



99%

of SpEd students plan to graduate high school.

67% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
3% plan to obtain a GED.

## Developmental Skills & Supports

What percentage of SpEd 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

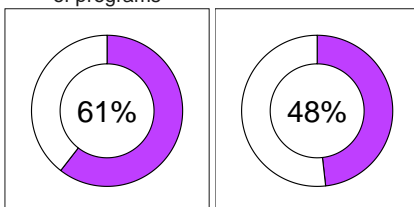


## Afterschool Activities

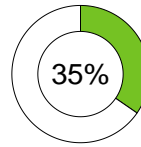
Percent of SpEd students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

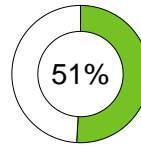
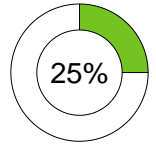


## Health and Well-Being Indicators



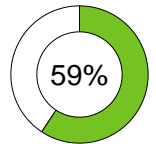
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

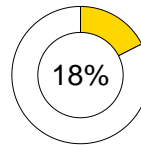


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

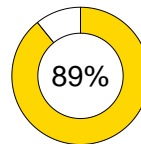
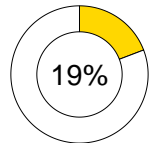


## Context Indicators



Obtained mostly As for school grades.

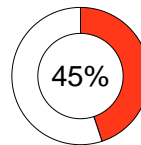
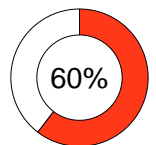
Were sent out of class for discipline.



Feel safe at school.

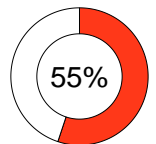
## Challenge Indicators

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.



# SpEd Students in Twin Cities for 2016



## High School Graduation and Beyond



99%

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3% plan to obtain a license/certificate or apprenticeship.  
2% plan to obtain a GED.

## Developmental Skills & Supports

What percentage of SpEd 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



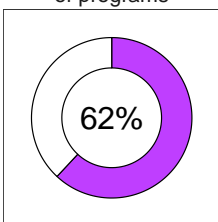
### Teacher and School Support



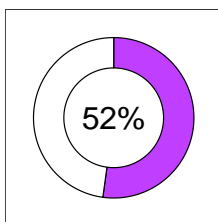
## Afterschool Activities

Percent of SpEd students who...

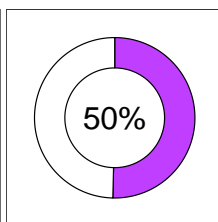
Are aware their school/community offers a variety of programs



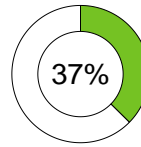
Participate at least 3 times per week



Have positive out of school experiences

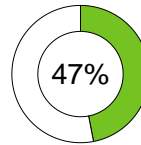
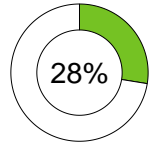


## Health and Well-Being Indicators



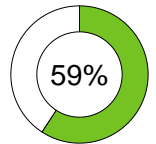
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

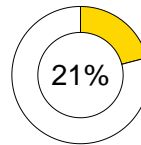


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

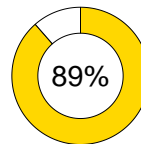
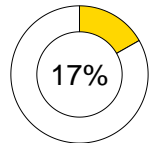


## Context Indicators



Obtained mostly As for school grades.

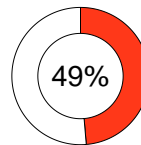
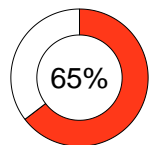
Were sent out of class for discipline.



Feel safe at school.

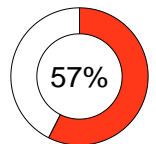
## Challenge Indicators

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.



# SpEd Students in Twin Cities for 2019



## High School Graduation and Beyond



99%

of SpEd students plan to graduate high school.

65% plan to attend a 2 or 4 year college/university.  
3% plan to obtain a license/certificate or apprenticeship.  
2% plan to obtain a GED.

## Developmental Skills & Supports

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

### Commitment to Learning

64%

### Positive Identity and Outlook

40%

### Social Competence

51%

### Empowerment

67%

### Family and Community Support

62%

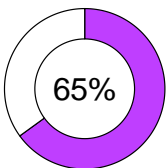
### Teacher and School Support

52%

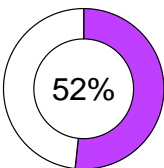
## Afterschool Activities

Percent of SpEd students who...

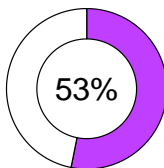
Are aware their school/community offers a variety of programs



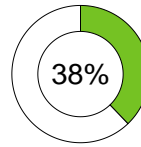
Participate at least 3 times per week



Have positive out of school experiences

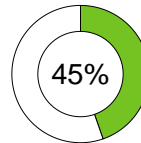
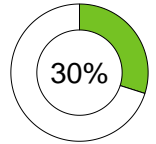


## Health and Well-Being Indicators



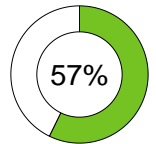
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

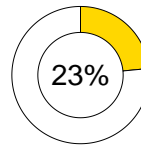


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

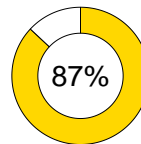
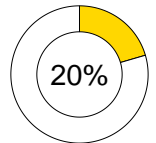


## Context Indicators



Obtained mostly As for school grades.

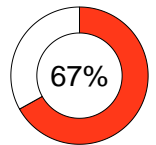
Were sent out of class for discipline.



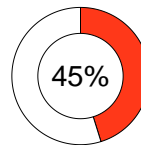
Feel safe at school.

## Challenge Indicators

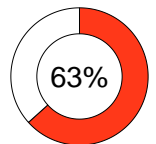
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



# SpEd Students in Central for 2013



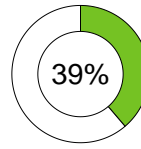
## High School Graduation and Beyond



99% of SpEd students plan to graduate high school.

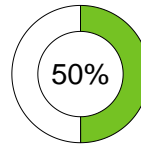
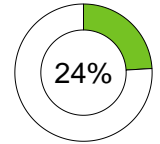
56% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
4% plan to obtain a GED.

## Health and Well-Being Indicators



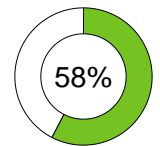
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



## Developmental Skills & Supports

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

### Commitment to Learning



### Positive Identity and Outlook



### Social Competence



### Empowerment



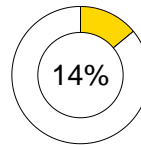
### Family and Community Support



### Teacher and School Support

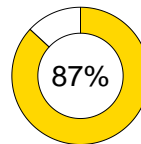
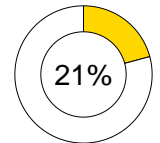


## Context Indicators



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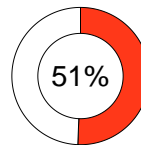
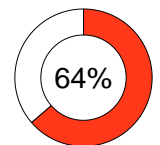
Were sent out of class for discipline.



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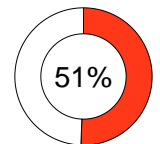
## Challenge Indicators

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.

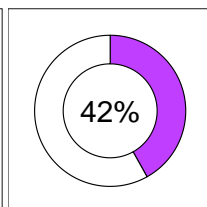
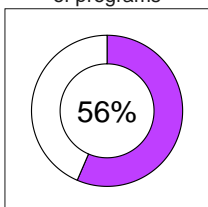


## Afterschool Activities

Percent of SpEd students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



# SpEd Students in Central for 2016



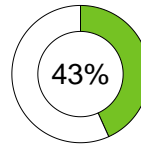
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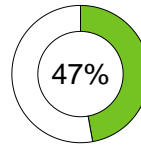
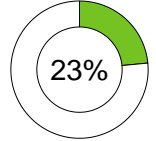
54% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
3% plan to obtain a GED.

## Health and Well-Being Indicators



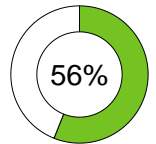
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



## Developmental Skills & Supports

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

### Commitment to Learning



### Positive Identity and Outlook



### Social Competence



### Empowerment



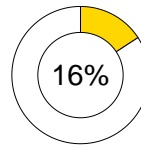
### Family and Community Support



### Teacher and School Support

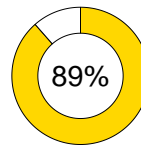
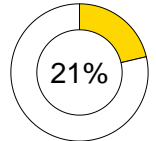


## Context Indicators



Obtained mostly As for school grades.

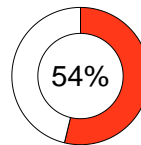
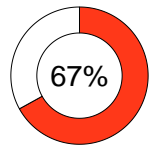
Were sent out of class for discipline.



Feel safe at school.

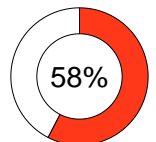
## Challenge Indicators

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.



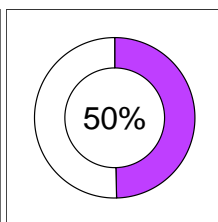
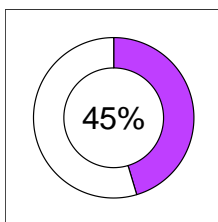
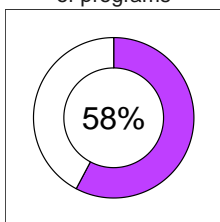
## Afterschool Activities

Percent of SpEd students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences



# SpEd Students in Central for 2019



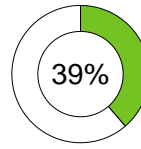
## High School Graduation and Beyond



99% of SpEd students plan to graduate high school.

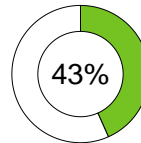
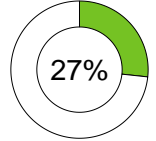
54% plan to attend a 2 or 4 year college/university.  
3% plan to obtain a license/certificate or apprenticeship.  
2% plan to obtain a GED.

## Health and Well-Being Indicators



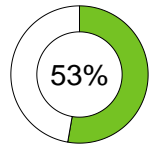
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



## Developmental Skills & Supports

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

### Commitment to Learning



### Positive Identity and Outlook



### Social Competence



### Empowerment



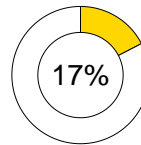
### Family and Community Support



### Teacher and School Support

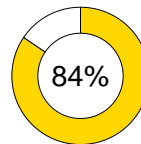
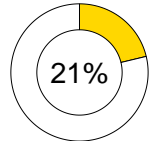


## Context Indicators



Obtained mostly As for school grades.

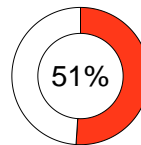
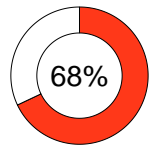
Were sent out of class for discipline.



Feel safe at school.

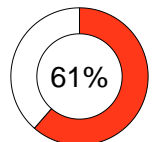
## Challenge Indicators

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



Experienced at least one indicator of trauma.

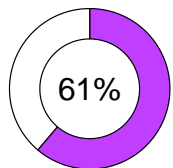
Have at least one indicator of mental distress.



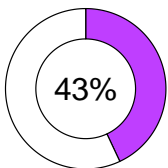
## Afterschool Activities

Percent of SpEd students who...

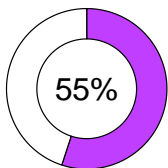
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



# SpEd Students in North for 2013



## High School Graduation and Beyond

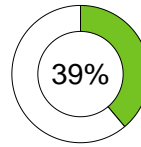


99%

of SpEd students plan to graduate high school.

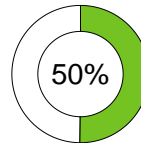
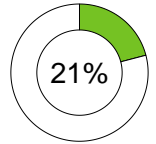
55% plan to attend a 2 or 4 year college/university.  
5% plan to obtain a license/certificate or apprenticeship.  
3% plan to obtain a GED.

## Health and Well-Being Indicators



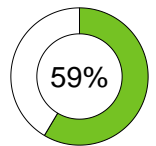
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



## Developmental Skills & Supports

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

### Commitment to Learning



### Positive Identity and Outlook



### Social Competence



### Empowerment



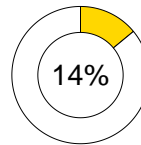
### Family and Community Support



### Teacher and School Support

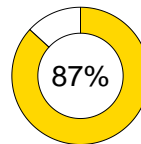
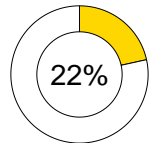


## Context Indicators



Obtained mostly As for school grades.

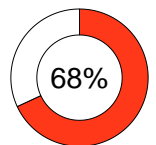
Were sent out of class for discipline.



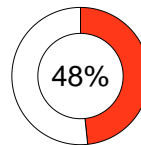
Feel safe at school.

## Challenge Indicators

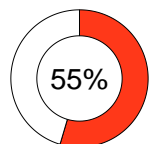
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.

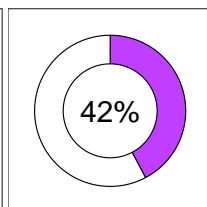
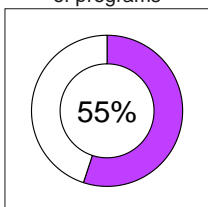


## Afterschool Activities

Percent of SpEd students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week





# SpEd Students in North for 2016



## High School Graduation and Beyond



99%

of SpEd students plan to graduate high school.

49% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
3% plan to obtain a GED.

## Developmental Skills & Supports

What percentage of SpEd 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



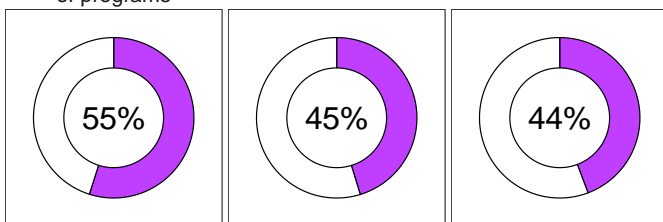
## Afterschool Activities

Percent of SpEd students who...

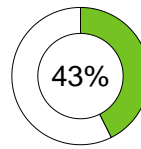
Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences

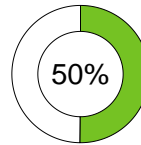
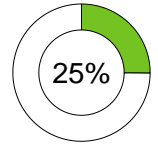


## Health and Well-Being Indicators



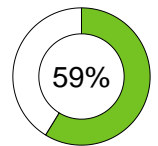
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

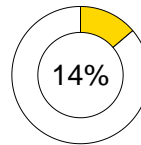


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

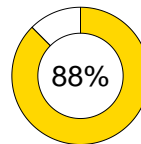
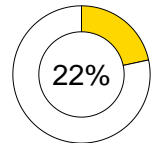


## Context Indicators



Obtained mostly As for school grades.

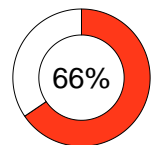
Were sent out of class for discipline.



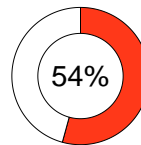
Feel safe at school.

## Challenge Indicators

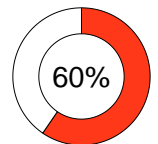
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



# SpEd Students in North for 2019



## High School Graduation and Beyond



98%

of SpEd students plan to graduate high school.

51% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
2% plan to obtain a GED.

## Developmental Skills & Supports

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

### Commitment to Learning

58%

### Positive Identity and Outlook

36%

### Social Competence

42%

### Empowerment

59%

### Family and Community Support

57%

### Teacher and School Support

47%

## Afterschool Activities

Percent of SpEd students who...

Are aware their school/community offers a variety of programs

56%

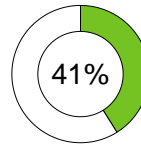
Participate at least 3 times per week

49%

Have positive out of school experiences

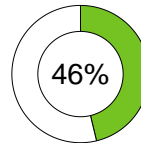
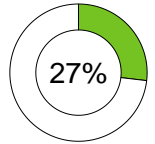
50%

## Health and Well-Being Indicators



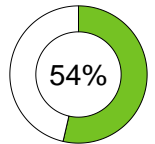
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

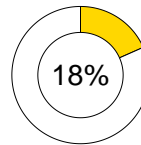


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

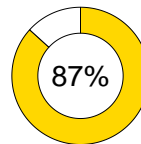
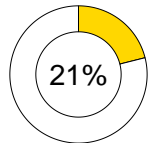


## Context Indicators



Obtained mostly As for school grades.

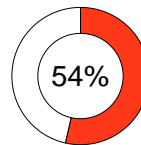
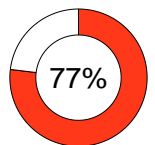
Were sent out of class for discipline.



Feel safe at school.

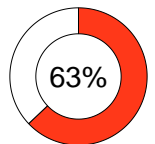
## Challenge Indicators

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.



# SpEd Students in North West for 2013



## High School Graduation and Beyond



99%

of SpEd students plan to graduate high school.

54% plan to attend a 2 or 4 year college/university.  
3% plan to obtain a license/certificate or apprenticeship.  
4% plan to obtain a GED.

## Developmental Skills & Supports

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

### Commitment to Learning

62%

### Positive Identity and Outlook

39%

### Social Competence

39%

### Empowerment

59%

### Family and Community Support

56%

### Teacher and School Support

52%

## After-school Activities

Percent of SpEd students who...

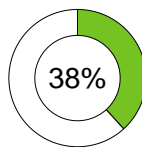
Are aware their school/community offers a variety of programs

Participate at least 3 times per week

59%

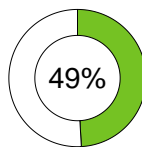
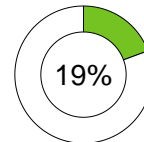
41%

## Health and Well-Being Indicators



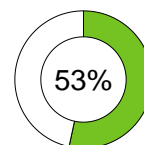
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

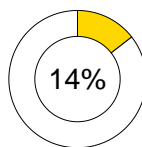


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

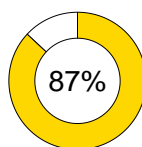
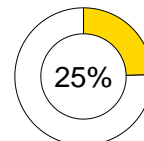


## Context Indicators



Obtained mostly As for school grades.

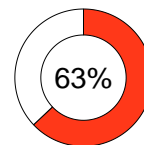
Were sent out of class for discipline.



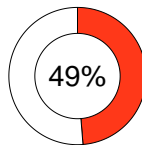
Feel safe at school.

## Challenge Indicators

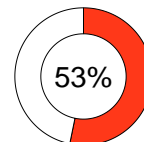
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



# SpEd Students in North West for 2016



## High School Graduation and Beyond



98%

of SpEd students plan to graduate high school.

48% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
5% plan to obtain a GED.

## Developmental Skills & Supports

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

### Commitment to Learning

64%

### Positive Identity and Outlook

39%

### Social Competence

42%

### Empowerment

60%

### Family and Community Support

57%

### Teacher and School Support

53%

## After-school Activities

Percent of SpEd students who...

Are aware their school/community offers a variety of programs

54%

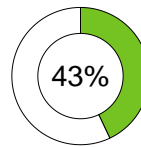
Participate at least 3 times per week

48%

Have positive out of school experiences

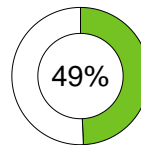
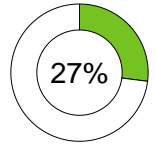
42%

## Health and Well-Being Indicators



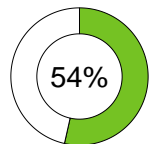
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

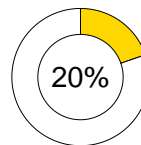


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

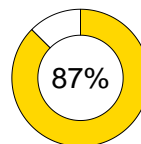
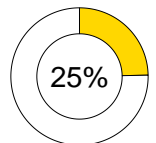


## Context Indicators



Obtained mostly As for school grades.

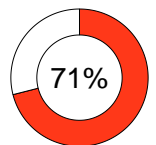
Were sent out of class for discipline.



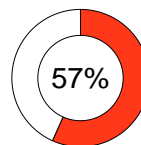
Feel safe at school.

## Challenge Indicators

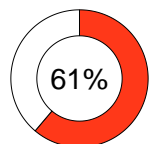
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



# SpEd Students in North West for 2019



## High School Graduation and Beyond



99%

of SpEd students plan to graduate high school.

50% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
3% plan to obtain a GED.

## Developmental Skills & Supports

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

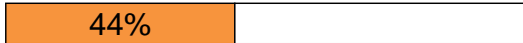
### Commitment to Learning



### Positive Identity and Outlook



### Social Competence



### Empowerment



### Family and Community Support



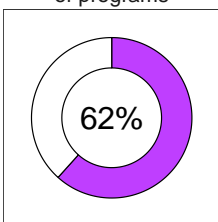
### Teacher and School Support



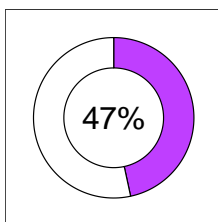
## Afterschool Activities

Percent of SpEd students who...

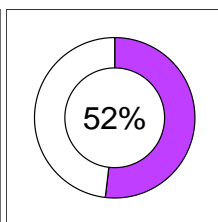
Are aware their school/community offers a variety of programs



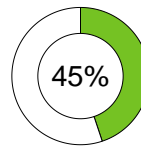
Participate at least 3 times per week



Have positive out of school experiences

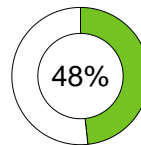
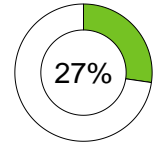


## Health and Well-Being Indicators



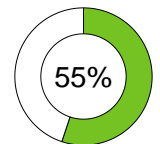
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

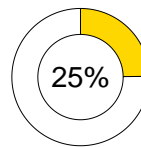


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

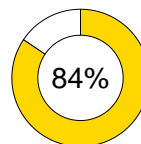
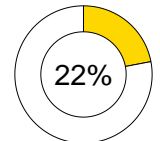


## Context Indicators



Obtained mostly As for school grades.

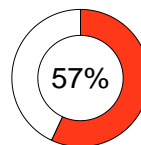
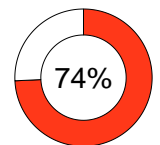
Were sent out of class for discipline.



Feel safe at school.

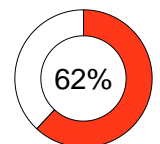
## Challenge Indicators

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.



# SpEd Students in South for 2013



## High School Graduation and Beyond



99%

of SpEd students plan to graduate high school.

57% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
3% plan to obtain a GED.

## Developmental Skills & Supports

What percentage of SpEd 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

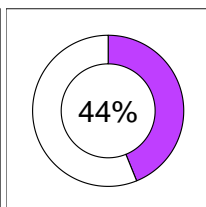
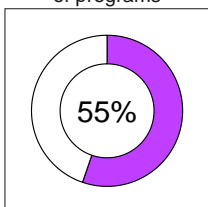


## After-school Activities

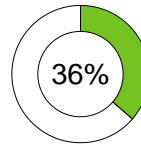
Percent of SpEd students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

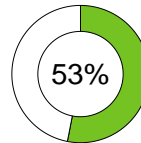
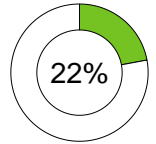


## Health and Well-Being Indicators



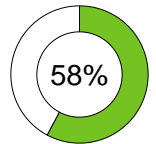
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

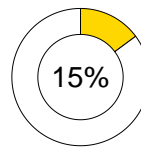


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

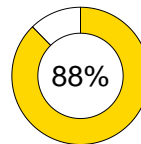
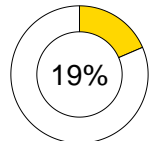


## Context Indicators



Obtained mostly As for school grades.

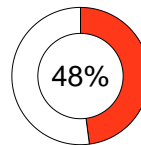
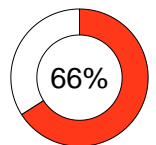
Were sent out of class for discipline.



Feel safe at school.

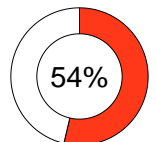
## Challenge Indicators

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.



# SpEd Students in South for 2016



## High School Graduation and Beyond



99%

of SpEd students plan to graduate high school.

56% plan to attend a 2 or 4 year college/university.  
5% plan to obtain a license/certificate or apprenticeship.  
3% plan to obtain a GED.

## Developmental Skills & Supports

What percentage of SpEd 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



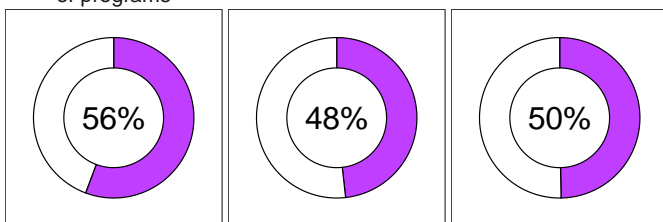
## Afterschool Activities

Percent of SpEd students who...

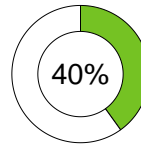
Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences

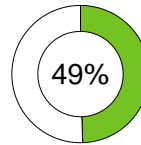
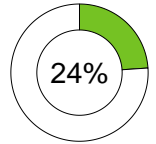


## Health and Well-Being Indicators



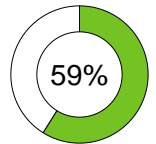
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

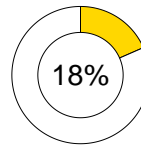


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

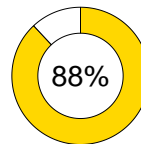
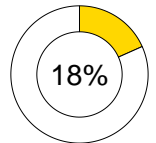


## Context Indicators



Obtained mostly As for school grades.

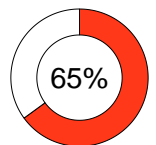
Were sent out of class for discipline.



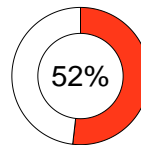
Feel safe at school.

## Challenge Indicators

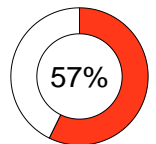
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



# SpEd Students in South for 2019



## High School Graduation and Beyond

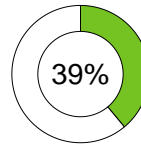


99%

of SpEd students plan to graduate high school.

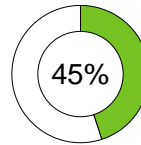
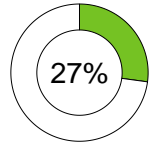
55% plan to attend a 2 or 4 year college/university.  
3% plan to obtain a license/certificate or apprenticeship.  
2% plan to obtain a GED.

## Health and Well-Being Indicators



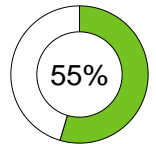
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



## Developmental Skills & Supports

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

### Commitment to Learning



### Positive Identity and Outlook



### Social Competence



### Empowerment



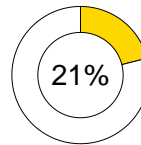
### Family and Community Support



### Teacher and School Support

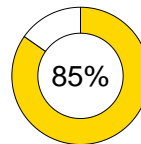
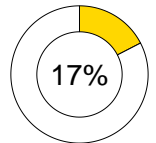


## Context Indicators



Obtained mostly As for school grades.

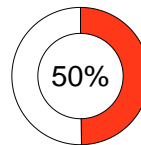
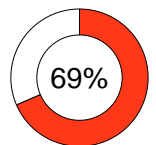
Were sent out of class for discipline.



Feel safe at school.

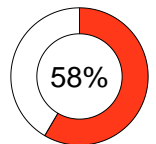
## Challenge Indicators

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.



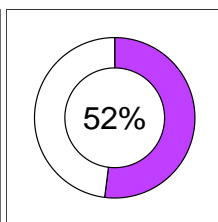
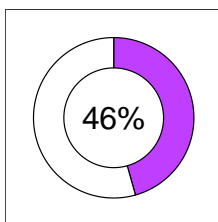
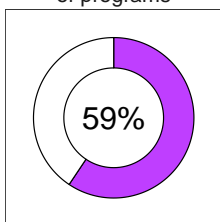
## Afterschool Activities

Percent of SpEd students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences





# SpEd Students in South West for 2013



## High School Graduation and Beyond



99%

of SpEd students plan to graduate high school.

57% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
3% plan to obtain a GED.

## Developmental Skills & Supports

What percentage of SpEd 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

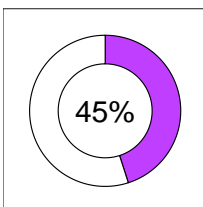
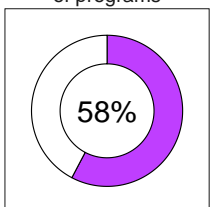


## After-school Activities

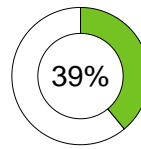
Percent of SpEd students who...

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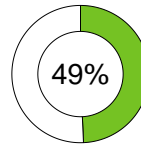
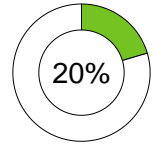


## Health and Well-Being Indicators



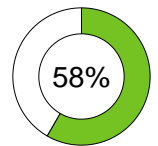
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

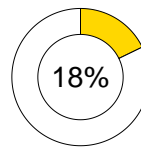


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

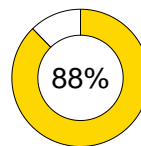
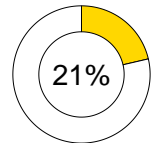


## Context Indicators



Obtained mostly As for school grades.

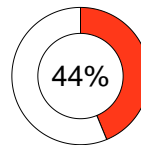
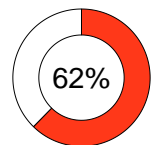
Were sent out of class for discipline.



Feel safe at school.

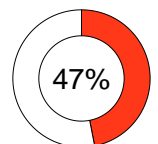
## Challenge Indicators

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.



# SpEd Students in South West for 2016



## High School Graduation and Beyond



99%

of SpEd students plan to graduate high school.

55% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
3% plan to obtain a GED.

## Developmental Skills & Supports

What percentage of SpEd 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



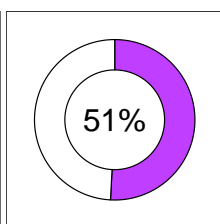
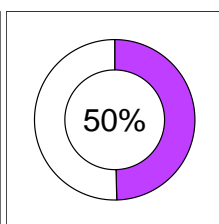
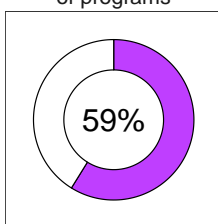
## Afterschool Activities

Percent of SpEd students who...

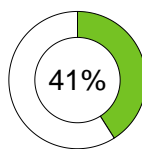
Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences

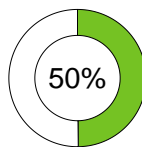
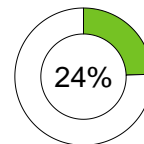


## Health and Well-Being Indicators



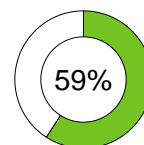
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

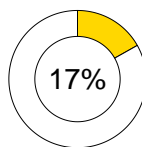


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

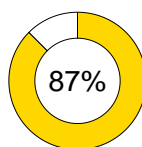
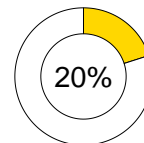


## Context Indicators



Obtained mostly As for school grades.

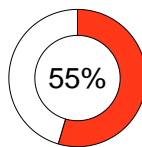
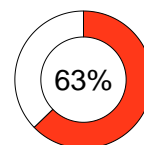
Were sent out of class for discipline.



Feel safe at school.

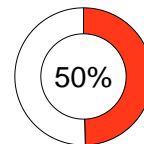
## Challenge Indicators

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.



# SpEd Students in South West for 2019



## High School Graduation and Beyond



98%

of SpEd students plan to graduate high school.

57% plan to attend a 2 or 4 year college/university.  
3% plan to obtain a license/certificate or apprenticeship.  
3% plan to obtain a GED.

## Developmental Skills & Supports

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

### Commitment to Learning

61%

### Positive Identity and Outlook

38%

### Social Competence

44%

### Empowerment

66%

### Family and Community Support

58%

### Teacher and School Support

49%

## Afterschool Activities

Percent of SpEd students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

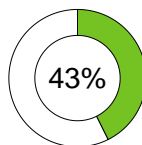
Have positive out of school experiences

59%

48%

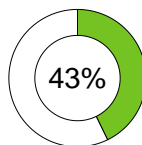
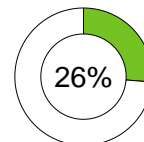
51%

## Health and Well-Being Indicators



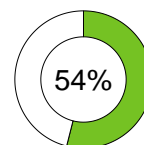
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

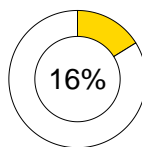


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

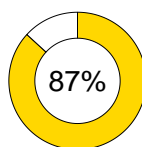
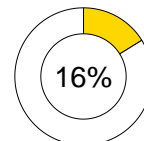


## Context Indicators



Obtained mostly As for school grades.

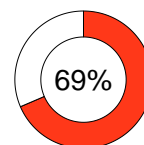
Were sent out of class for discipline.



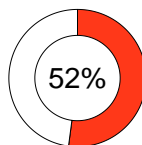
Feel safe at school.

## Challenge Indicators

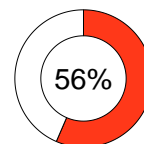
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



# SpEd Students in West Central for 2013



## High School Graduation and Beyond



99%

of SpEd students plan to graduate high school.

57% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
4% plan to obtain a GED.

## Developmental Skills & Supports

What percentage of SpEd 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

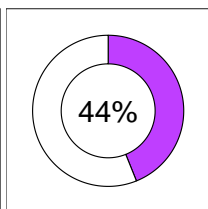
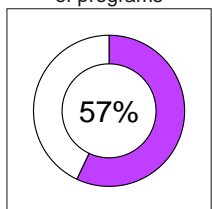


## After-school Activities

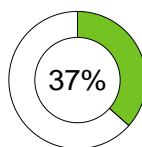
Percent of SpEd students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

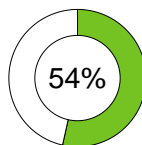
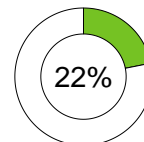


## Health and Well-Being Indicators



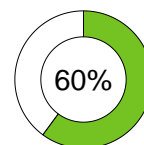
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

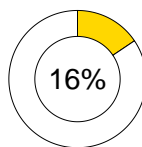


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

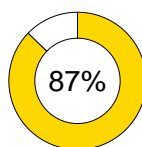
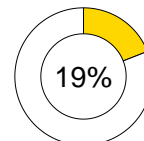


## Context Indicators



Obtained mostly As for school grades.

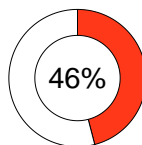
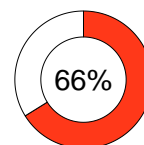
Were sent out of class for discipline.



Feel safe at school.

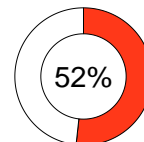
## Challenge Indicators

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.



# SpEd Students in West Central for 2016



## High School Graduation and Beyond



99%

of SpEd students plan to graduate high school.

56% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
4% plan to obtain a GED.

## Developmental Skills & Supports

What percentage of SpEd 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



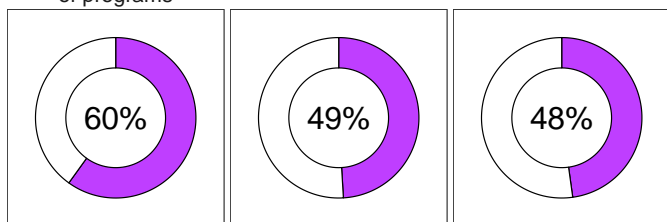
## After-school Activities

Percent of SpEd students who...

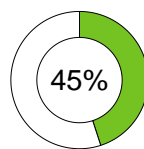
Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences

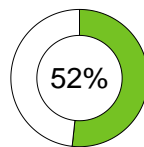
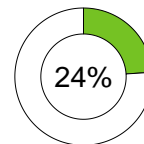


## Health and Well-Being Indicators



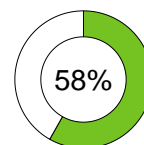
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

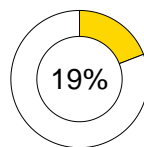


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

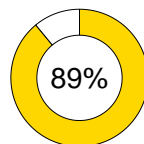
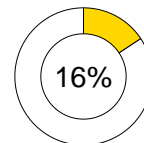


## Context Indicators



Obtained mostly As for school grades.

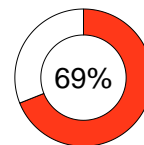
Were sent out of class for discipline.



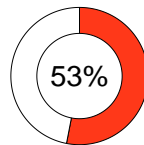
Feel safe at school.

## Challenge Indicators

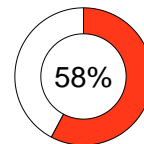
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



# SpEd Students in West Central for 2019



## High School Graduation and Beyond



98%

of SpEd students plan to graduate high school.

56% plan to attend a 2 or 4 year college/university.  
4% plan to obtain a license/certificate or apprenticeship.  
2% plan to obtain a GED.

## Developmental Skills & Supports

What percentage of SpEd 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



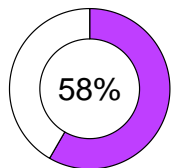
### Teacher and School Support



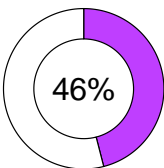
## Afterschool Activities

Percent of SpEd students who...

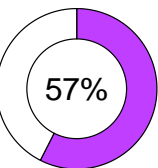
Are aware their school/community offers a variety of programs



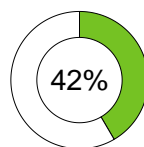
Participate at least 3 times per week



Have positive out of school experiences

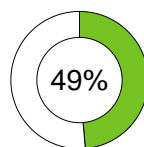
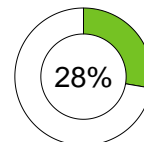


## Health and Well-Being Indicators



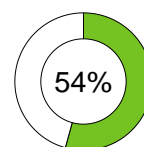
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

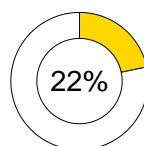


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

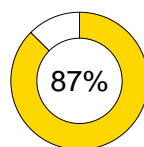
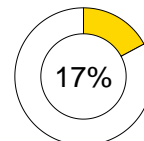


## Context Indicators



Obtained mostly As for school grades.

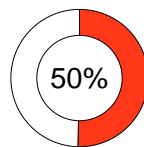
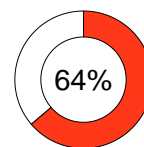
Were sent out of class for discipline.



Feel safe at school.

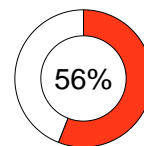
## Challenge Indicators

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.



## *Acknowledgements*

The [Minnesota Youth Development Research Group](#) is supported through the Carmen and Jim [Campbell Leadership Chair](#) in [Education & Human Development](#) at the University of Minnesota. This report, containing student-community profiles, was developed with the support of Campbell graduate research assistant, Rik Lamm, and Dr. Andrew Zieffler. We also appreciate the support of the [Educational Equity Resource Center](#) at the U of M. Finally, we acknowledge the [Search Institute](#)'s developmental assets framework and their positive youth development approach to helping youth become their *best selves*. We offer this report as a model of engaged scholarship, consistent with the research, teaching, and outreach missions of the University of Minnesota, the state's land grant research institution of higher education.