

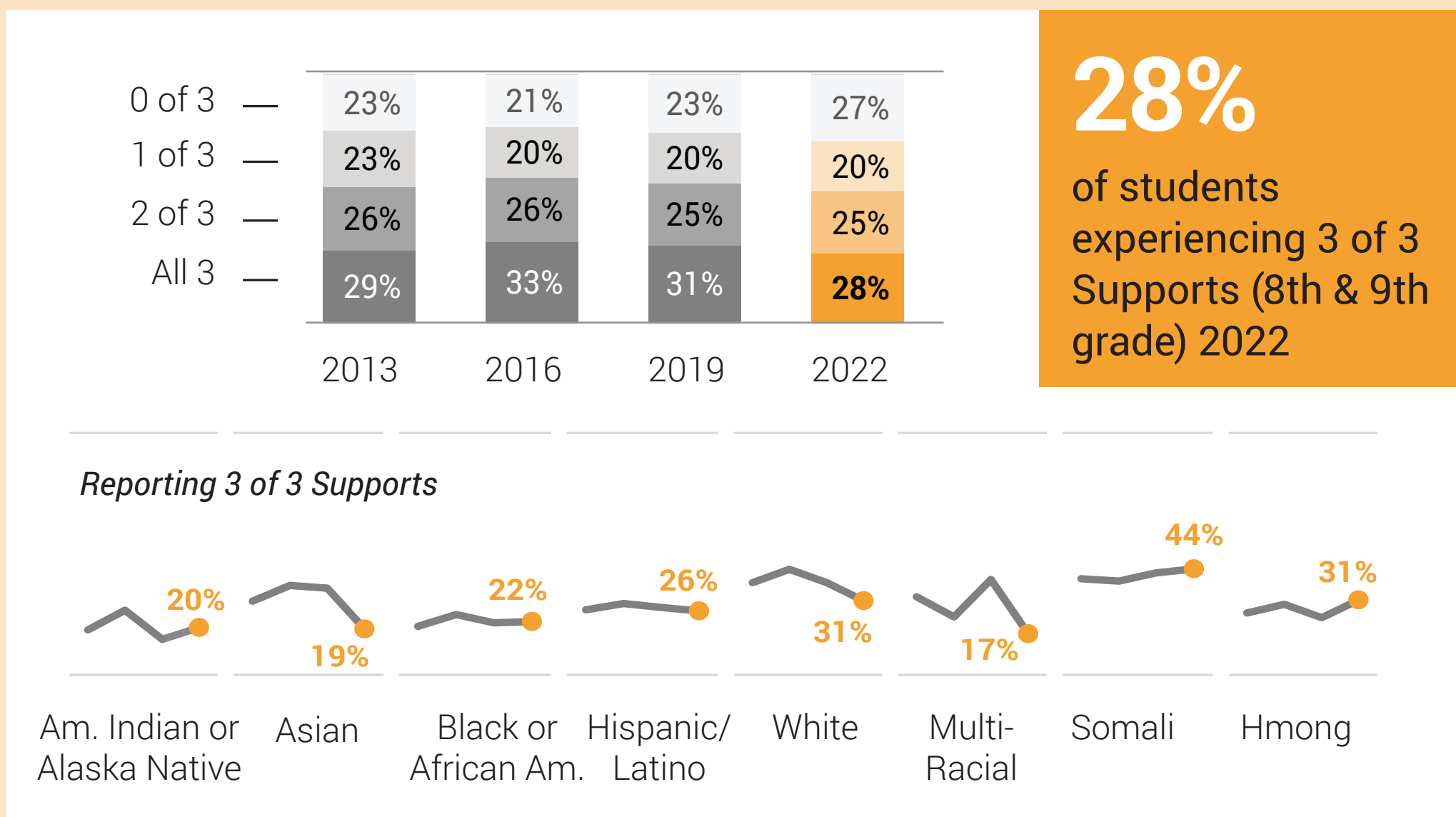


SOCIAL AND EMOTIONAL DEVELOPMENT

Generation Next strongly believes in measuring progress in academic outcomes like reading and mathematics, but we also recognize the growing body of research showing the importance of social and emotional learning (SEL) as both a means to academic success and a critical indicator in its own right. In 2015, the Leadership Council added an SEL goal: *By the end of 8th grade, every child is socially and emotionally equipped to learn.* Since then, we have used results from the Minnesota Student Survey (MSS) to better understand Minneapolis and Saint Paul youth's experience and what we will do to support their development.

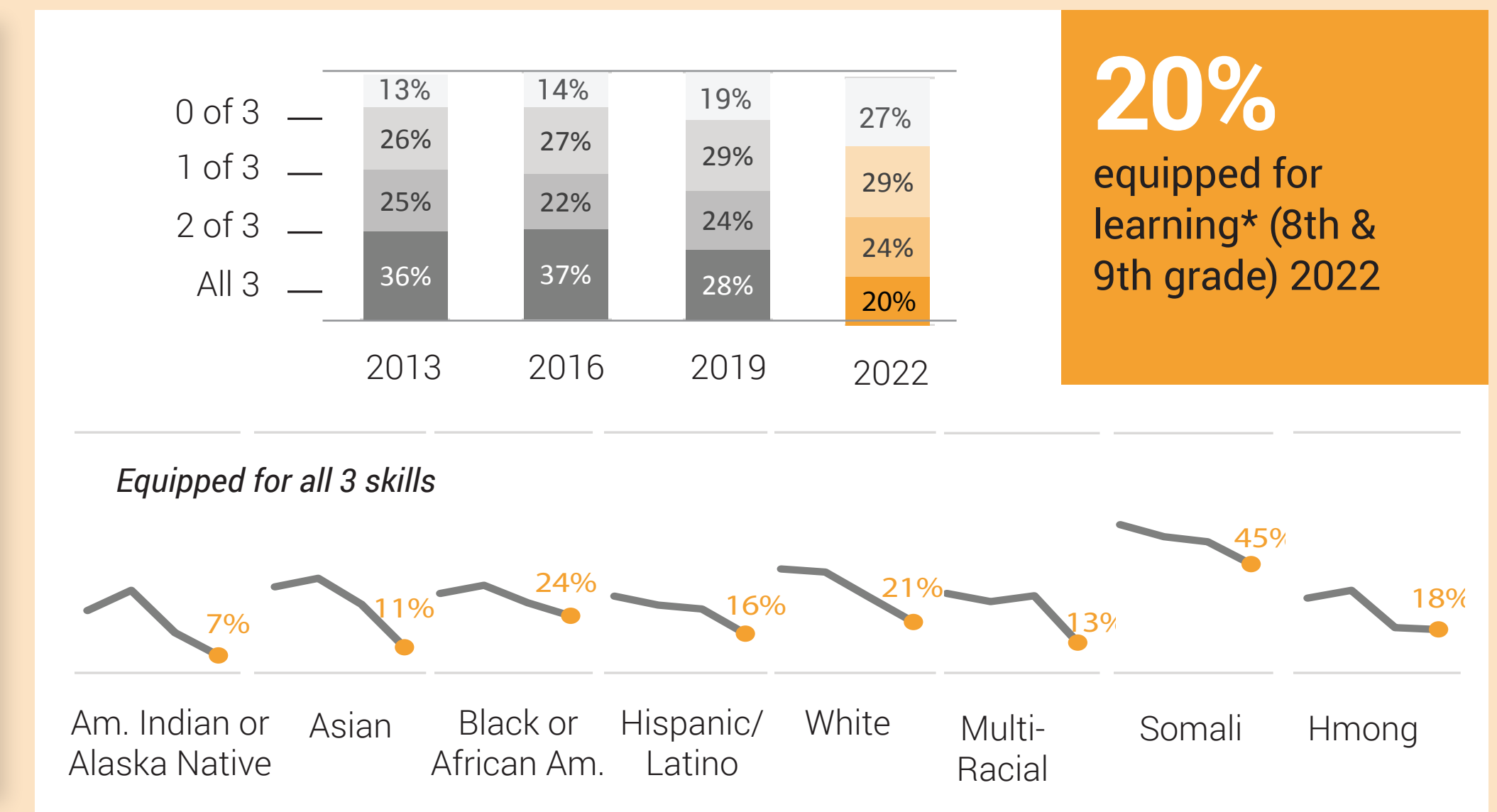
Supports reflect what adults provide for young people, emphasizing relationship-based factors: School-Community Support, Teacher-Staff Support, and Empowerment.

Students overall reported similar levels of Social Emotional Supports in 2022 compared to previous years, though levels were much lower for Asian, Hispanic/Latino, and White students than in the past.



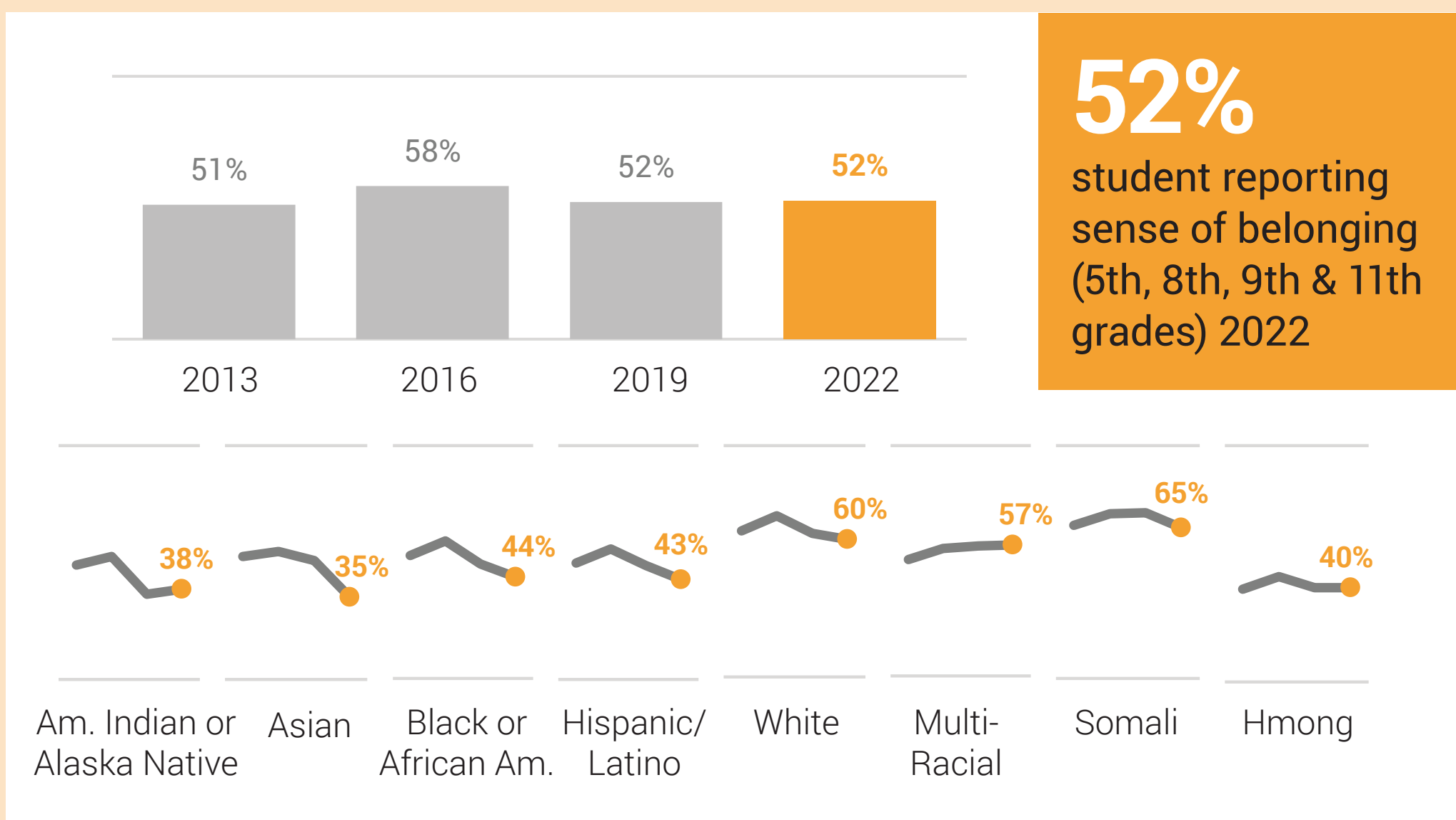
Skills, which are developed in conditions of varying Supports and Sense of Belonging, include: Commitment to Learning, Positive Identity & Outlook, and Social Competence.

Responses from the 2022 Minnesota Student Survey (MSS) indicate the lowest levels of social-emotional skills since these measures were added to MSS in 2013. These results continue trends that first showed up in 2019.



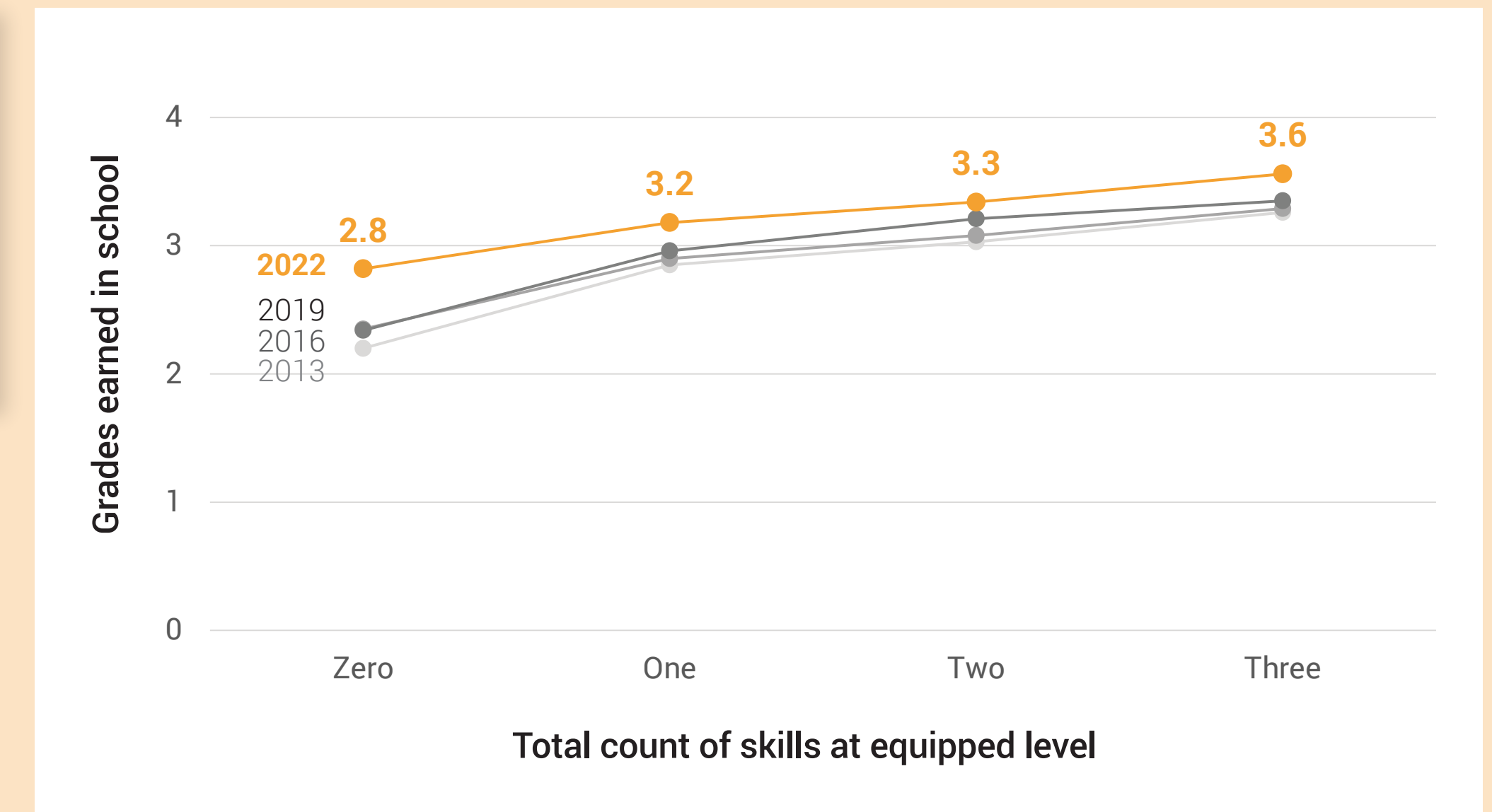
Sense of Belonging is known to facilitate engagement and academic success. It is a condition of being accepted, respected, included, and supported through positive stable relationships.

Our community of students experienced an increase in 2016, with some decline in 2019, yet stable since. There is some variation in how students in different racial/ethnic groups experience belonging, but not as great as the differences in academic outcomes.



These Social Emotional Skills are **linked to higher instances of positive indicators**, including academic success, as well as lower instances of negative conditions such as mental distress.

Grade point average is one academic indicator that is higher in students with more Social Emotional Skills.



Note: School participation in MSS has changed over the years, but analysis confirms it did not meaningfully affect variation in results.
 "Equipped to learn," as defined by Generation Next for this goal, includes three skills from the Search Institute's Developmental Assets Profile: Commitment to Learning, Social Competence, and Positive Identity
 Source: MN Student Survey, analysis by University of Minnesota