

# Academic Outcomes Among Youth with Incarcerated Parents IN MINNESOTA



## Students who have experienced parental incarceration self-report . . .

**Lower attendance**<sup>1</sup>  
than their peers.



2.1x



2.9x

More unexcused absences than students who have never had an incarcerated parent

**More discipline issues**<sup>2</sup>  
than their peers.



2.6x



4.1x

More discipline issues than students who have never had an incarcerated parent

**Lower grades**<sup>3</sup>  
than their peers.



1.2x



1.7x

Fewer As and Bs than students who have never had an incarcerated parent



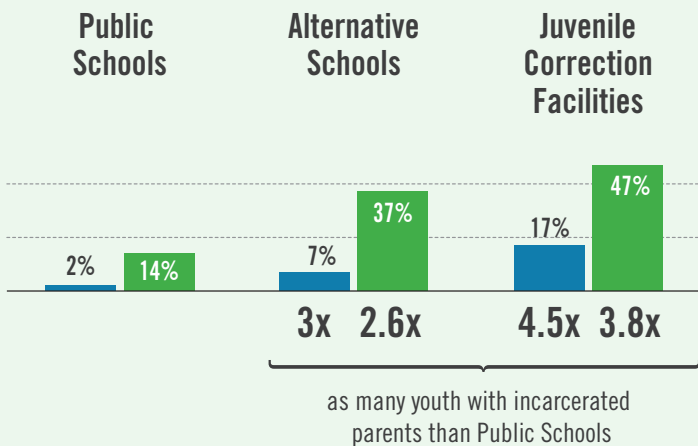
**Less school connectedness**<sup>4</sup>  
than their peers.



**Less school engagement**<sup>5</sup>  
than their peers.

- Currently has an incarcerated parent
- Has had a parent incarcerated in the past

## History of parental incarceration by school setting . . .



This infographic is brought to you by Minnesota's Strengthening Families Affected by Incarceration Collaborative's Evaluation Sub-Committee which includes representatives from Wilder Research, University of Minnesota, Council on Crime and Justice, MN Department of Corrections, MN Department of Human Services, MN Department of Education, and MN Department of Public Safety. Staff time for the production of this infographic was provided by Wilder Research. This is part 2 of a series of graphics on the impacts of having an incarcerated parent.

### For more information

Visit <http://www.wilder.org/Wilder-Research/Research-Areas/Pages/Incarceration.aspx>

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# Academic Outcomes

- Currently has an incarcerated parent
- Has had an incarcerated parent in the past
- Has never had an incarcerated parent

## Attendance



1 Unexcused absences were assessed with two items: “During the last 30 days, how many times have you skipped school or cut classes, but NOT a full day of school, without being excused?” and “During the last 30 days, how many times have you skipped or cut a FULL day of school or classes without being excused?” Youth self-reporting no unexcused absences were compared to youth self-reporting one or more unexcused absences.

## Discipline



2 Discipline was assessed with three items: 1) “During the last 30 days, how many times have you been sent to the office for discipline?” 2) “During the last 30 days, how many times have you had in-school suspension (ISS)?” and 3) “During the last 30 days, how many times have you been suspended from school (out-of-school suspension/OSS)?” Youth self-reporting no discipline were compared to youth self-reporting one or more disciplinary actions.

## Grades



3 Grades were assessed with one item: “How would you describe your grades this school year?” Youth self-reporting mostly As and Bs were compared to youth self-reporting all other responses.

## School Connectedness

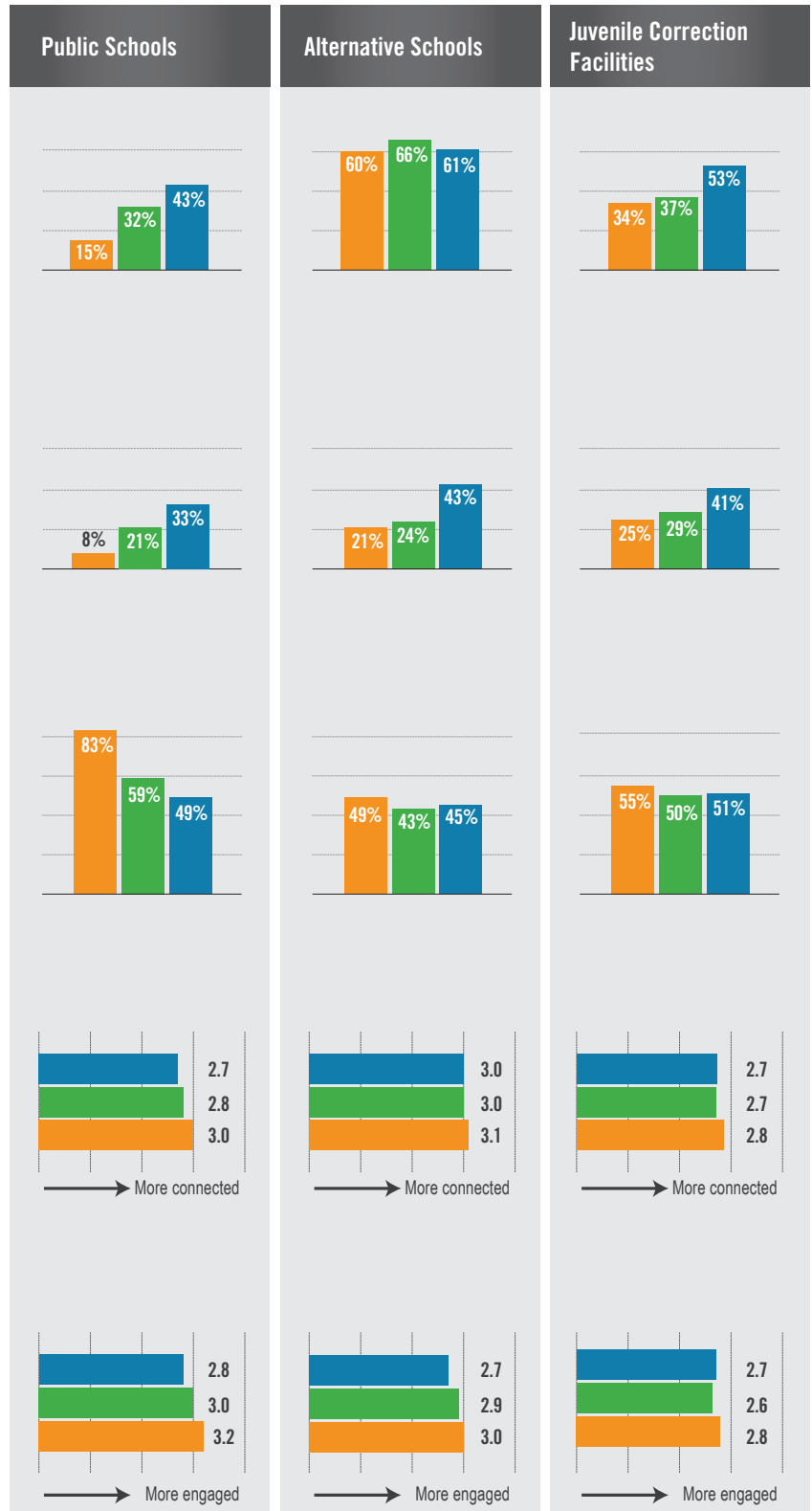


4 Five items were used to assess school connectedness. For each item, youth were asked: “How much do you agree or disagree with each of the following statements?” These five statements followed: 1) “Overall, adults at my school treat students fairly.” 2) “Adults at my school listen to the students.” 3) “The school rules are fair.” 4) “At my school, teachers care about students.” and 5) “Most teachers at my school are interested in me as a person.” Youth rated all five items on a 4-point scale. Scores were averaged and higher scores indicated more school connectedness.

## Student Engagement



5 A student engagement scale was created using two items: “How often do you care about doing well in school?” and “How often do you pay attention in class?” Youth rated both questions on a 4-point scale. Scores were averaged and higher scores indicated self-reporting of higher student engagement.



These findings were found in the analysis of 2013 Minnesota Student Survey (MSS), a reflection of the overall well-being of youth through self-reporting. The MSS is administered every three years to Minnesota students and covers a broad array of topics, including academics, school and community, substance use, mental health, and more. This MSS does not include data from the Duluth, Minneapolis, or Rochester School Districts. These data are reflective of the aggregate responses of 9th grade students, with the exception of Alternative Schools and Juvenile Correctional Facilities data which are not separated by grade.