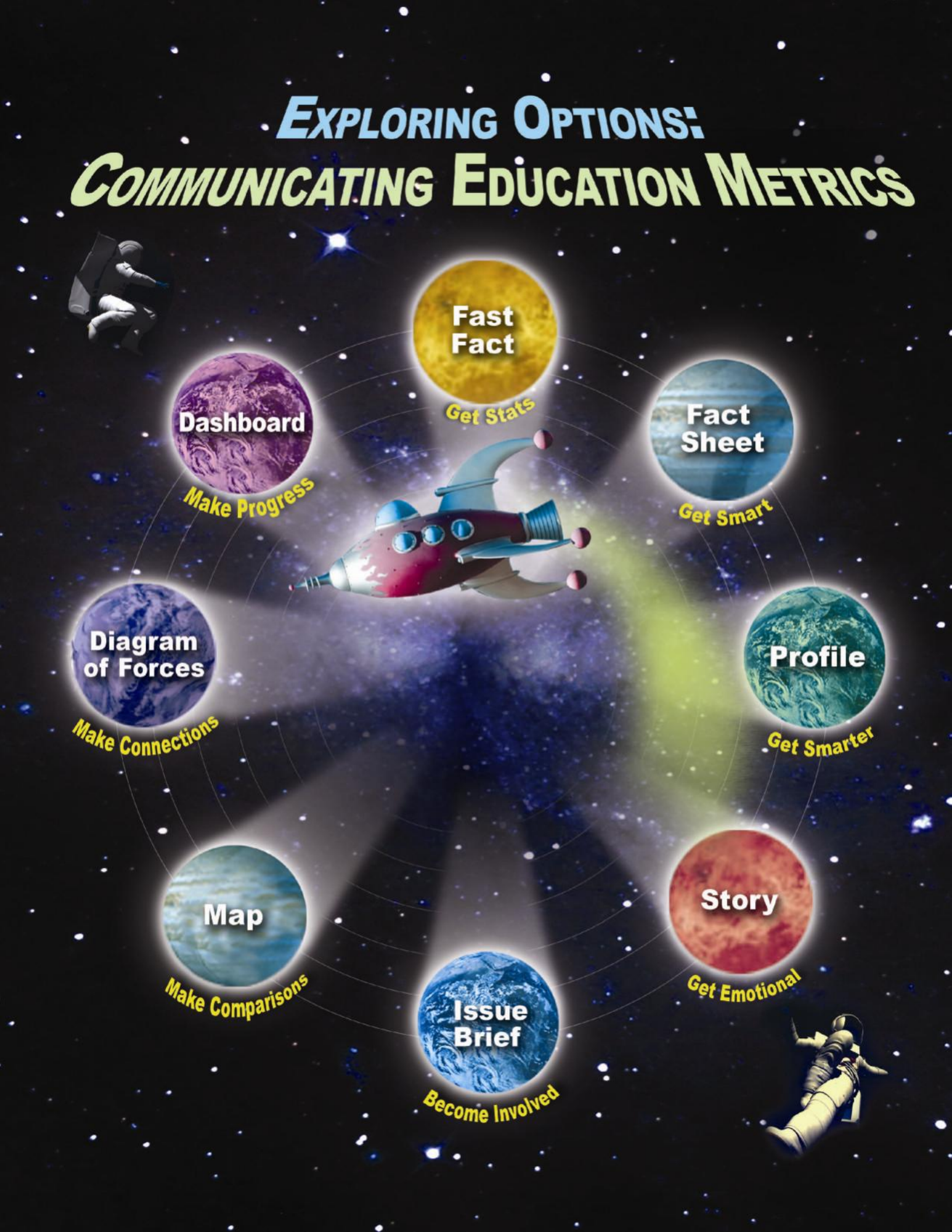
Exploring Options:
Communicating Education Metrics



About FSG Social Impact Advisors

FSG Social Impact Advisors is a nonprofit organization dedicated to accelerating social progress by advancing the practice of philanthropy and corporate social responsibility. Our services include:

- *Advice:* Advising foundations, corporations, and nonprofits on strategy development and evaluation
- *Ideas:* Publishing original research and innovative ideas
- *Action:* Incubating and launching long-term initiatives in collaboration with our clients, funders, and partners

For more information, please visit www.fsg-impact.org.

About the W.K. Kellogg Foundation

The W.K. Kellogg Foundation is a private foundation committed to supporting "children, families, and communities as they strengthen and create conditions that propel vulnerable children to achieve success as individuals and as contributors to the larger community and society." The foundation works in the US and internationally to address four dimensions of family and community life that it sees as essential for children's success:

- *Family income and assets*
- *Education and learning*
- *Food, health, and well-being*
- *Civic and philanthropic engagement*

For more information, please visit www.wkkf.org.

Acknowledgements

FSG Social Impact Advisors gratefully acknowledges the support of the W.K. Kellogg Foundation in the research, writing, and publication of this portfolio. We would like to particularly thank Huilan Yang for her vision and enthusiasm throughout the course of this project.

Authors

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Foreword

The W.K. Kellogg Foundation has long understood the need to track and communicate education metrics in a clear and compelling way. Determining how to best use and convey these metrics has become essential, especially in a world in which information has become so abundant.

With that in mind, we commissioned FSG Social Impact Advisors to scan the landscape for interesting and effective ways in which organizations use education metrics in their communications. This research has resulted in the production of this portfolio, which consists of a family of tools that demonstrate how a variety of stakeholders might communicate these metrics in their work. Our hope in publishing this portfolio is that it will help the philanthropic and social sectors communicate the outcomes of their work more effectively to a variety of audiences.

Greg B. Taylor
Vice President of Programs
W.K. Kellogg Foundation

Huilan Yang
Program Director
W.K. Kellogg Foundation

Tony Berkley
Deputy Director
W.K. Kellogg Foundation

Introduction

For each tool in this portfolio, FSG Social Impact Advisors has provided a description of its purpose along with one or two examples. This array of tools is not meant to represent an exhaustive list of options for communicating education metrics. However, those included provide viable options for anyone wishing to understand the range of choices that are available to communicate metrics about a particular educational issue. All of the examples provided within this portfolio are publicly available; there is a complete list of sources in the appendix with URLs for each of the examples so that anyone can easily find them.

The W.K. Kellogg Foundation's mission is to "support children, families, and communities as they strengthen and create conditions that propel vulnerable children to achieve success as individuals and as contributors to the larger community and society", and as such, the communication options compiled in this portfolio focus on children's outcome data, with a particular focus on education metrics. However, each of these tools can easily be used by others to communicate other types of social metrics.

There are many other tools beyond those included here which are more oriented to assist program development and monitoring, such as logic models and performance monitoring frameworks. Given that the focus of this portfolio is on communicating metrics, these other approaches are only briefly described in the appendix.

The philanthropic sector as a whole must become better at communicating social metrics. In program work, evaluations, advocacy, and strategy development, communicating outcomes is essential to effectively carrying out its aspirations for social change. Hopefully, this portfolio will help the sector improve in this area by presenting options for communicating social impact.

Organizing Framework

In conducting research for this portfolio, we at FSG Social Impact Advisors, discovered a wide variety of tools that present outcome data to various audiences for different purposes. As we investigated each option more thoroughly, we found that there were many criteria that could be used to organize them (e.g., depth of the data, target audience). However, in the end, we decided that organizing them around their primary use was the most logical and relevant.

These tools serve purposes that range from informing about an issue, to taking action on an issue. To some extent, all of the options fundamentally serve the purpose of informing an audience. Based on our experience, we have arranged the tools along a spectrum from informing to taking action, according to their primary purpose (see Figure 1).

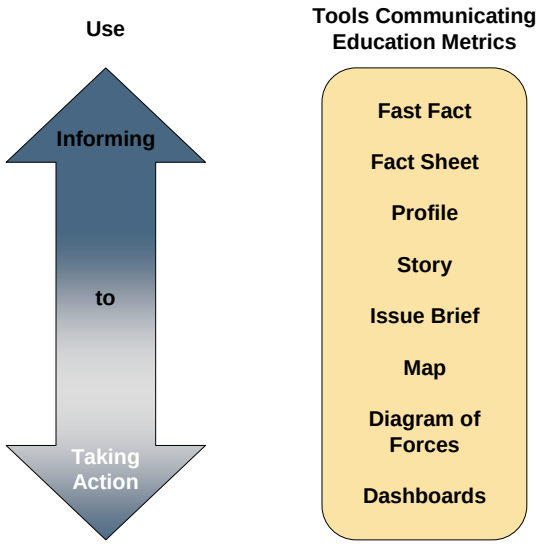
There are many things to consider when deciding how to most appropriately communicate education metrics. Different audiences have different information needs and effective communication depends on understanding these needs. When determining how to present metrics, we have found it useful to ask three questions:

1. Who is the audience?
2. What do we want them to learn from the information?
3. What do we want them to do with the information?

Answering these three questions can help determine which tool might be most appropriate given where on the spectrum from informing, to taking action, the situation falls.

Given our desire for the philanthropic sector to improve its ability to communicate outcomes, we hope this organizing framework will encourage others to think more strategically about how to communicate education metrics most effectively.

Figure 1: Organizing Framework for Tools Communicating Education Metrics



Exploring Options: Communicating Education Metrics

One of the main challenges we came across when compiling this portfolio was the myriad names for similar tools and the variety of definitions for a given tool. Often times, there was no technical definition in the field for what we were trying to describe. In order to include all of the options in this portfolio, we developed our own definitions.

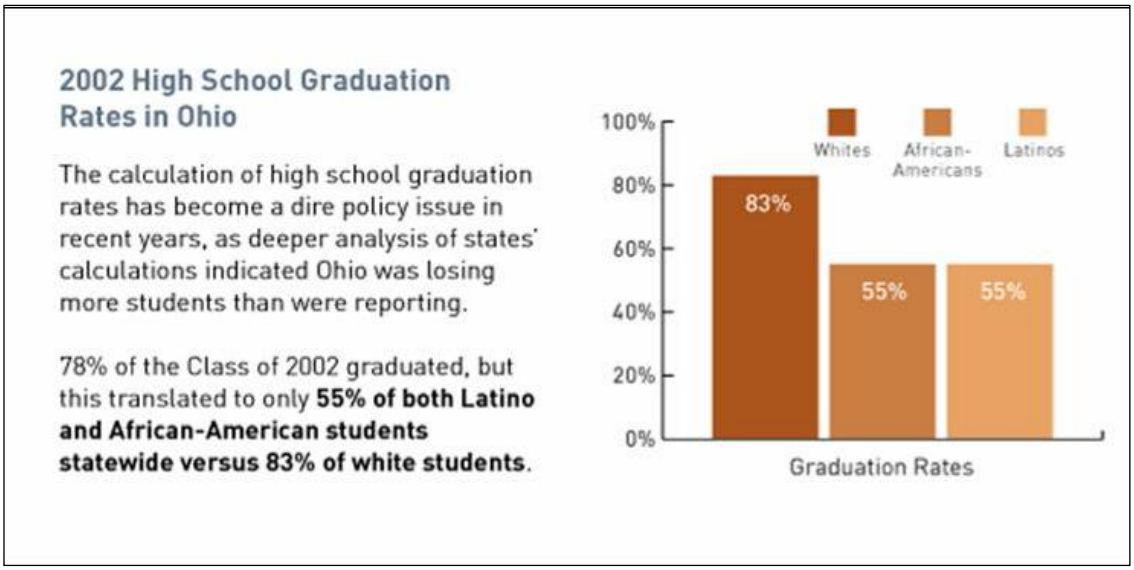
Figure 2 presents a brief overview of each tool that includes the general purpose for using the tool, a description of what is included, and the various ways data are presented. In addition, we have included a tagline for each to convey its use.

In the following sections, we provide a longer description of each of the tools, information on where to find out more about them, and examples from the field.

Figure 2: Tools that Communicate Education Metrics

Use: Informing to Taking Action

Tool	Tagline	Purpose	Description	Data Form
Fast Fact	*Get Stats*	Convey one piece of information in a simple, direct way	• Very brief • Includes one outcome metric	Text, tables, graphs
Fact Sheet	*Get Smart*	Provide a brief education or talking points about a particular issue	• 1-4 pages long • Provides a focused, high-level overview on one issue • Supporting outcome data	Text, tables, graphs
Profile	*Get Smarter*	Provide more granular detail and data about an issue in a subset of a larger group (e.g., region, program)	• 1-4 pages long • Focused on an issue in a particular subset of a larger grouping (e.g., education in a state or a district) • Often developed as a series	Text, tables, graphs
Story	*Get Emotional*	Bring the issue to life by portraying the experience behind the numbers and connecting with the audience	• Up to a few pages long (if written) • Narrative account of an experience with an issue	Text, pictures, audio, video
Issue Brief	*Become Involved*	Educate the reader about an issue and encourage them to become advocates by providing ways of getting involved	• Up to 8 pages long • Focused on one issue • Overview of topic • Encourages active engagement	Text, tables, graphs, pictures, maps
Map	*Make Comparisons*	Assess relative performance or status across geographies; indicate target areas for more focused intervention	• Comparison of geographies on one or several indicators • Color-coded regions show differences	Maps
Diagram of Forces	*Make Connections*	Make the connection between many themes and trends affecting a certain overarching issue	• 2-dimensional chart plotting a variety of outcome and trend data • All data influence one overall issue	Text, tables, graphs, pictures, maps
Dashboard	*Make Progress*	Track progress against goals and assess overall performance or improvement of selected outcomes	• Focused on one theme but can include many pieces of data • Mostly graphics, charts, and data • Includes targets and goals	Text, tables, graphs, pictures, maps



Providing statistics on graduation rates in Ohio

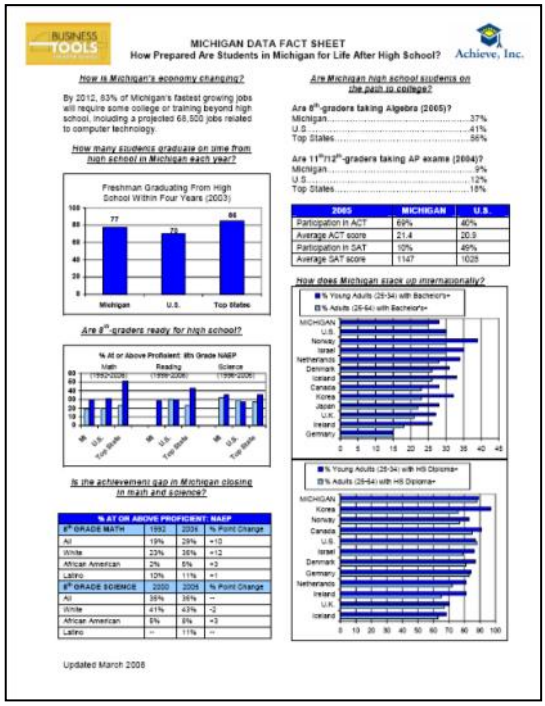
Purpose
Fast facts are used to convey a piece of information in a simple and direct way.

Description
Also called "quick facts", *fast facts* are the simplest tool to convey education metrics. They typically include one outcome metric and display that data in text, a table, or a simple graph. They are usually aimed at the public in order to raise awareness about a particular issue. The statistic provided should be compelling enough to stand on its own.

Some organizations will compile multiple *fast facts* together in one page. If these *fast facts* focus on a central theme, then they become what we call a fact sheet (see next section on fact sheets).

Example
See the Knowledge Works Foundation website for examples: www.kwfdn.org

- 2002 High School Graduation Rates in Ohio (see pg. 15)
- Ohio's Elementary Reading and Middle School Mathematics Success Ratings (see pg. 16)


MICHIGAN DATA FACT SHEET
How Prepared Are Students in Michigan for Life After High School?
Achieve, Inc.

How is Michigan's economy changing?

By 2012, 63% of Michigan's fastest growing jobs will require some college or training beyond high school, including a projected 68,500 jobs related to computer technology.

How many students graduate on time from high school in Michigan each year?

Freshman Graduating From High School Within Four Years (2003)

Are 8th-graders ready for high school?

% At or Above Proficient: 8th Grade NAEP

Is the achievement gap in Michigan closing in math and science?

% AT OR ABOVE PROFICIENT: NAEP			
8th GRADE MATH	1992	2026	% Point Change
All	19%	29%	+10
White	23%	35%	+12
African American	2%	5%	+3
Latino	10%	11%	+1
8th GRADE SCIENCE	2000	2005	% Point Change
All	36%	36%	--
White	41%	43%	+2
African American	5%	8%	+3
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Are Michigan high school students on the path to college?

Are 8th-graders taking Algebra (2005)?
Michigan.....37%
U.S.....41%
Top States.....56%

Are 11th/12th-graders taking AP exams (2004)?
Michigan.....9%
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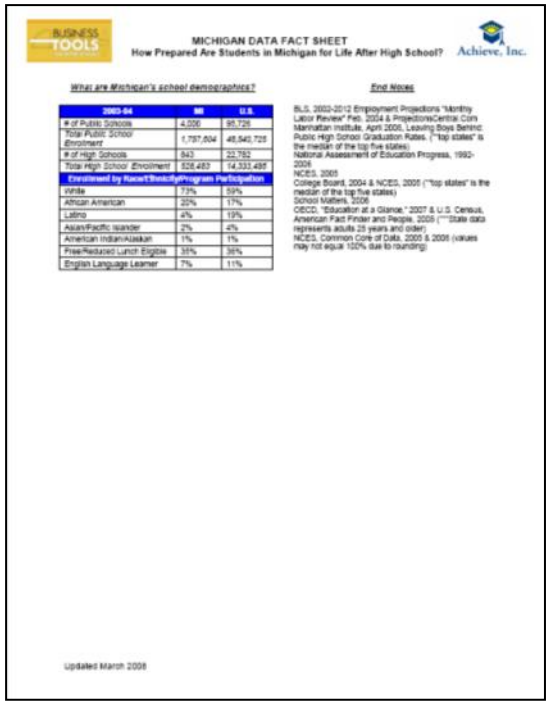
Top States.....18%

2005	MICHIGAN	U.S.
Participation in ACT	69%	40%
Average ACT score	21.4	20.9
Participation in SAT	10%	49%
Average SAT score	1147	1026

How does Michigan stack up internationally?

Updated March 2006


MICHIGAN DATA FACT SHEET
How Prepared Are Students in Michigan for Life After High School?
Achieve, Inc.

What are Michigan's school demographics?

2003-04	MI	U.S.
# of Public Schools	4,006	96,726
Total Public School Enrollment	1,787,604	48,540,725
# of High Schools	843	22,792
Total High School Enrollment	526,483	14,333,495
Enrollment by Race/Ethnicity/Program Participation		
White	73%	59%
African American	20%	17%
Latino	4%	19%
Asian/Pacific Islander	2%	4%
American Indian/Alaskan	1%	1%
Free/Reduced Lunch Eligible	35%	36%
English Language Learner	7%	11%

End Notes

Updated March 2006

Providing data on Michigan student readiness for life after high school

Purpose
Fact sheets provide a brief education or talking points about a particular issue.

Description
Fact sheets are short documents, usually one to four pages in length, which communicate basic metrics about a particular issue. Brevity is emphasized in order to focus the reader on the most relevant pieces of information. Often times, they will include several pieces of data to provide sufficient background and education for the audience to understand the issue.

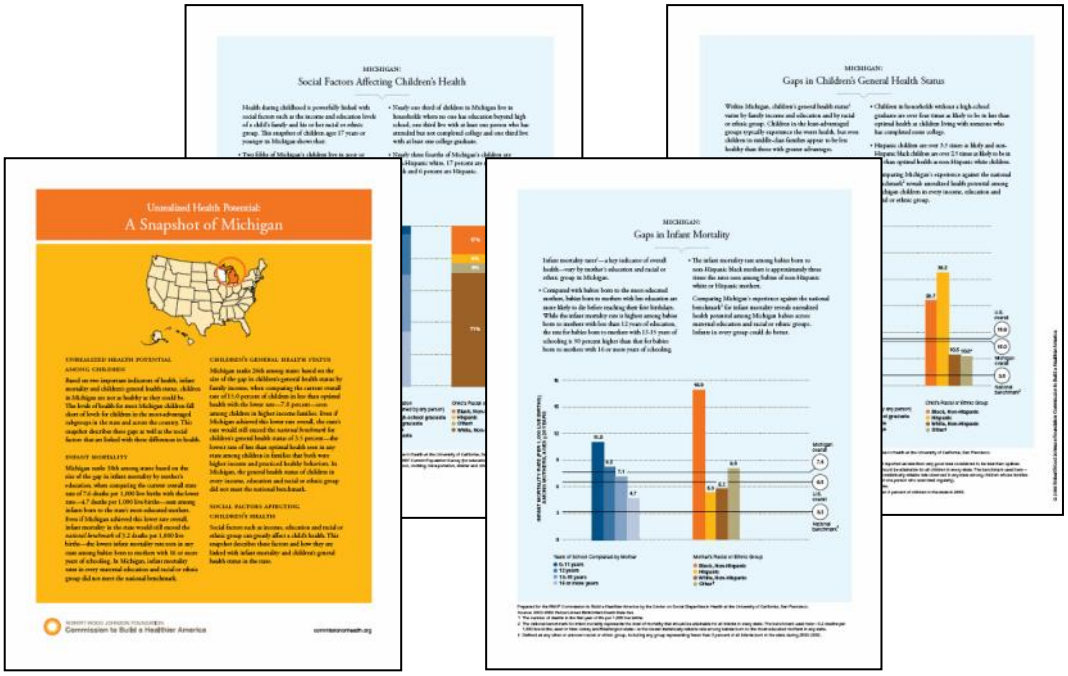
The data are usually presented simply in text or a table. *Fact sheets* can also be called “data sheets”.

Example
See Business Tools for Better Schools for examples: www.biztools4schools.org

- Michigan Data Fact Sheet (see pgs. 17-18)

See the Pennsylvania Partnership for Children for examples: www.papartnerships.org

- Life as a Teenager in Pennsylvania – Graduation Gap (see pgs. 19-22)



Providing data on social factors and disparities affecting children's health in Michigan

Purpose

Profiles provide more granular detail and data about an issue in subsets of a larger group (e.g., regions, programs).

Description

Profiles, also known as "snapshots", are short, one to four page documents which communicate detailed metrics about a particular issue. *Profiles* differ from fact sheets in that they provide a more detailed set of data because they focus on an issue in a particular subset of a larger grouping (e.g., education in a state or district). The data are usually presented in text, tables, or graphs.

Profiles are often developed as a series. Taking education in a state as an example, an organization might show education-related outcomes for each state in a set of profiles. Alternatively, a different organization might develop three different *profiles* showing outcome data for public, private, and charter schools.

Example

See Robert Wood Johnson Foundation for examples: www.rwjf.org

- Unrealized Health Potential: A Snapshot of Michigan (see pgs. 23-26)

See National Alliance for Public Charter Schools for examples: www.publiccharters.org

- Michigan State Profile (see pg. 27)

Providing a close look at the experience of a woman's struggle to get an education

Purpose
Stories bring the issue to life by portraying the experience behind the numbers and connecting with people.

Description
Stories are short narratives that provide a real life account of a person or group experiencing a particular issue. They are a powerful way to convey the reality of the metrics because they bring the data alive. In addition, they are a very accessible way to communicate the reality of social issues. As *stories* can be used to portray challenges and successes concerning a particular issue or triumphs over an issue, they are very effective at encouraging an emotional reaction which may translate into taking action on the issue.

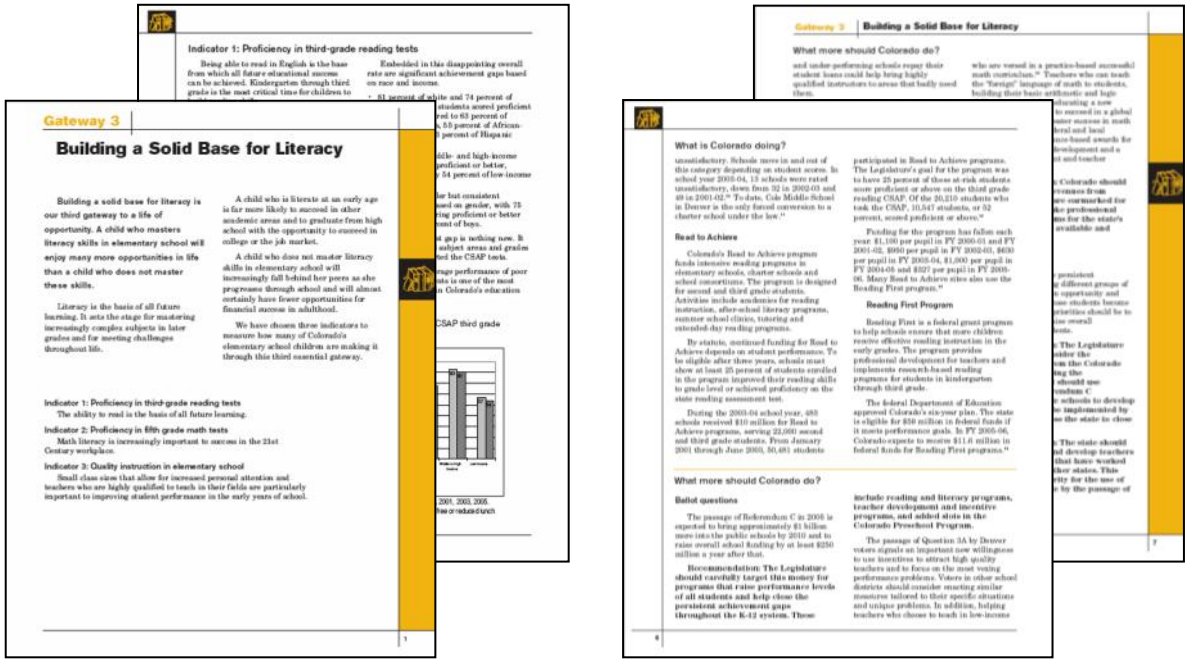
Stories can come in many forms, including written text, pictures, audio, or video. They can also be called "narratives."

Example
See Children International for examples: www.children.org

- Children Internatinal: Education Paves the Way (see pg. 28)

See YouTube for examples: www.youtube.com

- Camfed: Yacinta's Story: "The Lengths I went to Get and Education" (see pg. 29)



Providing data and a case for improving child literacy in Colorado

Purpose

Issue briefs educate people about an issue and encourage them to become advocates by providing ways of getting involved.

Description

Issue briefs are short, one to eight page documents that provide a brief overview of a particular issue using data, similar to fact sheets. Where they differ from fact sheets is their intention of encouraging active engagement on the issue. Typically, after providing data and some narrative about the issue at hand, *issue briefs* end by providing ways for the reader to get involved in the issue or suggestions on how to advocate for the issue. They communicate metrics through a number of forms including text, tables, graphs, pictures, and maps. *Issue briefs* are sometimes called “policy briefs” or “policy issue briefs” if they encourage engagement on policy issues.

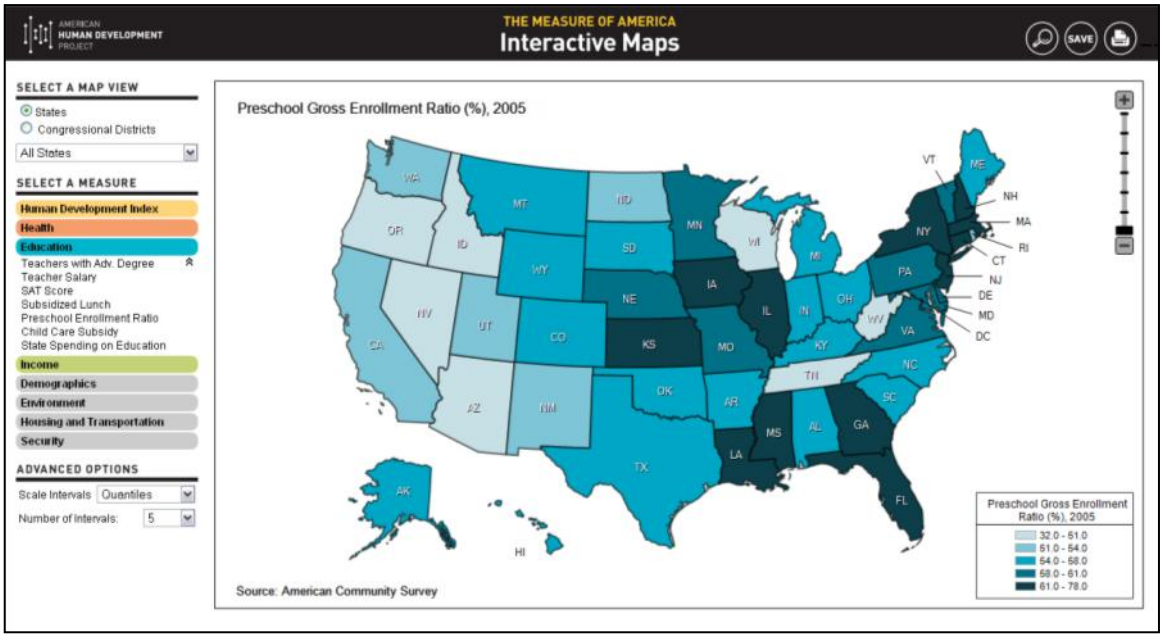
Example

See The Bell Policy Center for examples: www.thebell.org

- Building a Solid Base for Literacy (see pgs. 30-36)

See Kids Count for examples: www.kidscount.org

- Data Snapshot: One Out of Five US Children Is Living in an Immigrant Family (see pg. 37-40)



Providing a comparative view of preschool enrollment by state across the country

Purpose

Maps assess relative performance or status about an issue across geographies. They can also indicate target areas for more focused intervention.

Description

Maps provide a quick snapshot of the differences in outcomes across geographical areas. Usually, color coding is used to show different degrees to which an issue exists in a certain region (e.g., states with 50% graduation rates or higher will be blue and other states will be red). They can communicate differences on one or several indicators depending on their complexity. *Maps* allow a program to determine the areas of greatest need so that it can focus its resources where they are most needed.

Many useful and interesting *maps* can be found online in an interactive format. These online *maps* often allow the user to overlay different indicators on top of each other and some allow the user to change the ranges for each data segment (e.g., 10% intervals vs. 20% intervals) or change the geographic scope (e.g., states vs. districts).

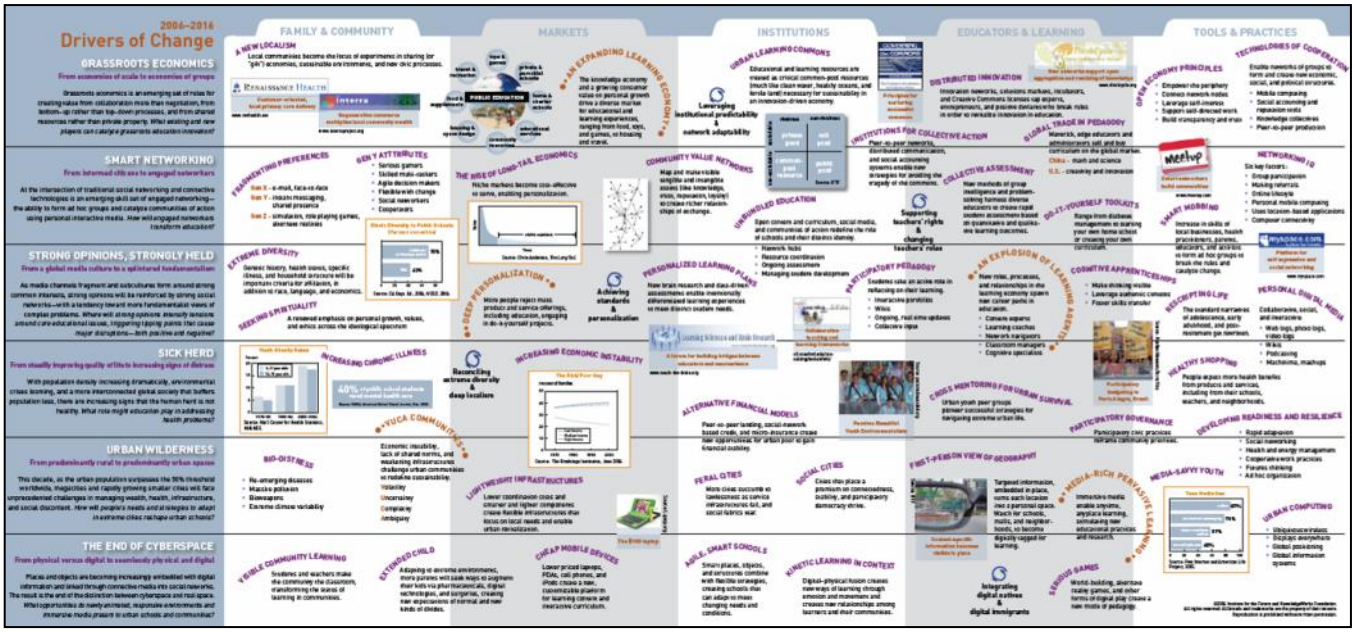
Example

See the Measure of America for examples: http://measureofamerica.org/maps

- Interactive Maps (see pg. 41)

See the MetroBoston Data Common for examples: www.metrobostondatacommon.org

- Mapping Tool (see pg. 42)



Providing a comprehensive view on the multiple trends and dilemmas facing education in the next 10 years

Purpose

Diagrams of forces make the connection between many themes and trends affecting a certain overarching issue.

Description

Diagrams of forces are two dimensional charts which plot a variety of different outcome and trend data. These different outcome and trend data are placed on the chart according to their fit along the two axes. The two axes can be defined in any way that helps organize the various outcomes and trends. In the example provided, the rows describe the different categories driving all of the trends while the columns describe the key areas of activity where major trends are revealed. The data included can be shown in a wide variety of ways, including text, tables, graphs, pictures, and maps. All of the data and trends fit together in this diagram to show a powerful picture of how many disparate themes and trends affect a particular issue.

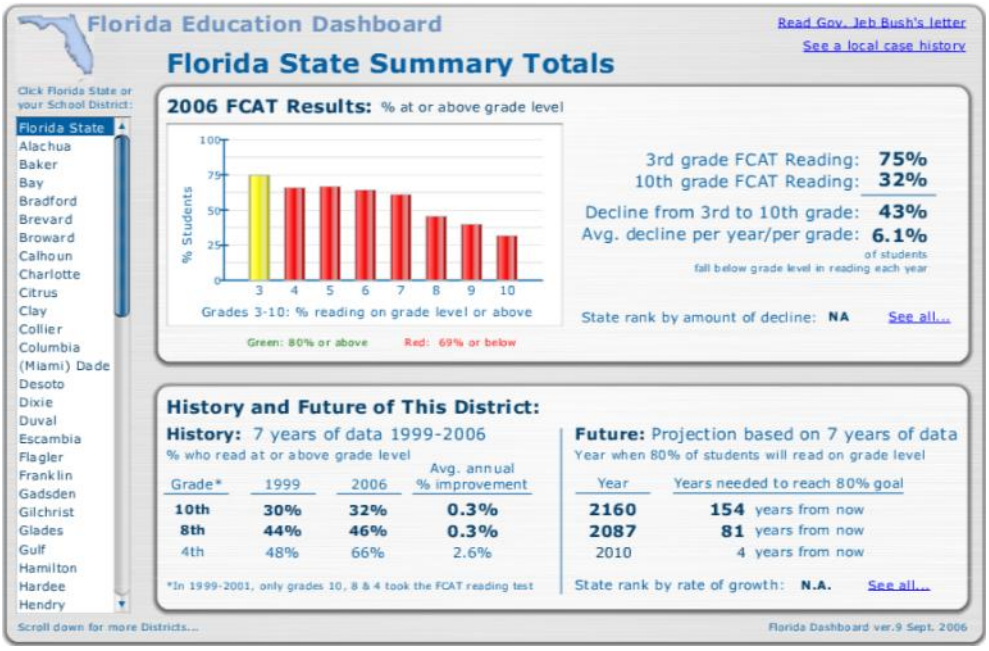
The main organization that has developed this tool calls it a “map” of forces. However, we have decided to call it a “diagram” of forces in order to avoid confusion with the map tool.

Example

See the Institute for the Future (IFTF) for examples: www.iftf.org

- “Map of Future Forces Affecting Education” (see pg. 43)

For more information on using the “Map of Future Forces Affecting Education”, visit www.kwfdn.org/map/demo.aspx.



Providing a quick view of Florida's student reading performance vs. goals and future projections given current trends

Purpose

Dashboards track progress against goals and assess overall performance or improvement of selected outcomes.

Description

Similar to those in cars, *dashboards* provide a simple display of the most important data regarding a particular issue. This information is shown on one (or a few) screens or pages in order to allow for a quick understanding of the issue. *Dashboards* show current metrics but can also include historic data in order to show progress. In addition, many *dashboards* include targets for each outcome metric in order to compare the current situation to the goals.

Dashboards can depict data in many forms: text, tables, graphs, pictures, or maps depending on what is most appropriate to convey the information simply. They are also sometimes called "scorecards", though they should not be confused with the Balanced Scorecard, which is a particular management tool which shows specific aspects of a company's current situation.

Example

See Florida Dashboard for example: www.floridadashboard.com

- Florida Education Dashboard (see pg. 44)

See US Department of Education for examples: www.ed.gov

- Mapping Michigan's Educational Progress 2008 (see pgs. 45-46)

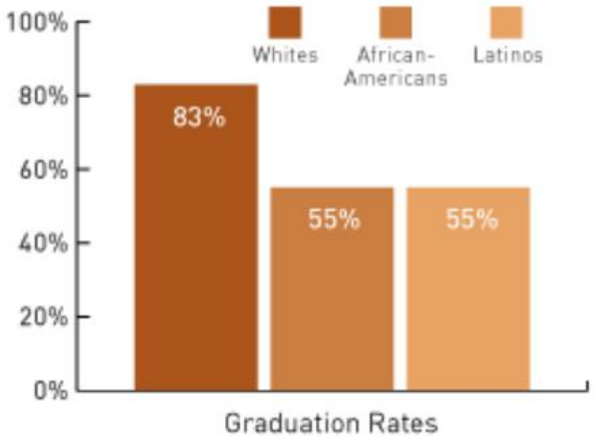
Appendix A: Tool Examples

Fast Facts Home Forward to a Colleague Print Page

2002 High School Graduation Rates in Ohio

The calculation of high school graduation rates has become a dire policy issue in recent years, as deeper analysis of states' calculations indicated Ohio was losing more students than were reporting.

78% of the Class of 2002 graduated, but this translated to only **55% of both Latino and African-American students statewide versus 83% of white students**.



Online Website

Fast Facts Home | Forward to a Colleague | Print Page

Children Success Rates in Ohio Dependent on Parental Factors

According to *Education Week's 2007 Quality Counts* report, Ohio children have higher success rates when compared to national averages if both parents speak fluent English or the family income is at least 200% of poverty level. Ohio children have lower or average success rates compared to national averages when at least one parent has a postsecondary degree or one parent works full time, year-round.

Chance for Success Indicators:	Ohio Avg.	Nat'l Avg.
Family income - Children with family incomes at least 200% of poverty level	61.6%	59.8%
Parent Education - At least one parent with a postsecondary degree	41.2%	42.5%
Parental Employment - At least one parent working full time, year-round	70.2%	70.6%
Linguistic integration - Children whose parents are fluent English speakers	96.6%	84.3%

Online Website

MICHIGAN DATA FACT SHEET

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Achieve, Inc.

How is Michigan's economy changing?

By 2012, 83% of Michigan's fastest growing jobs will require some college or training beyond high school, including a projected 68,500 jobs related to computer technology.

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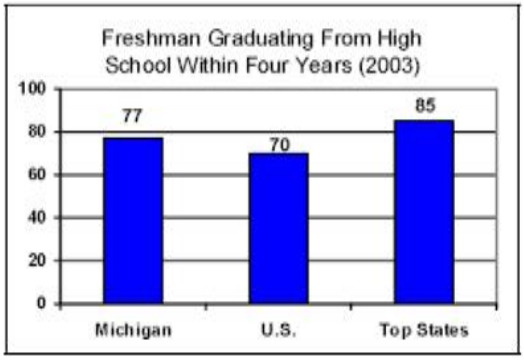
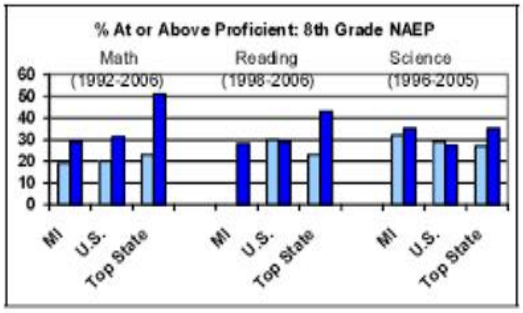


Are 8th-graders ready for high school?



Is the achievement gap in Michigan closing in math and science?

% AT OR ABOVE PROFICIENT: NAEP			
8th GRADE MATH	1992	2006	% Point Change
All	19%	29%	+10
White	23%	35%	+12
African American	2%	5%	+3
Latino	10%	11%	+1
8th GRADE SCIENCE	2000	2005	% Point Change
All	35%	35%	–
White	41%	43%	-2
African American	5%	8%	+3
Latino	--	11%	–

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Are 8th-graders taking Algebra (2005)?

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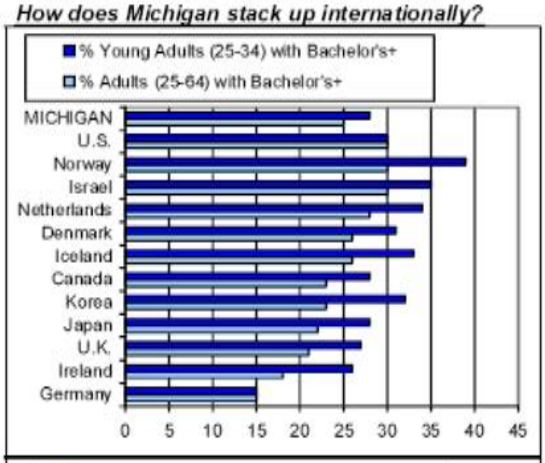
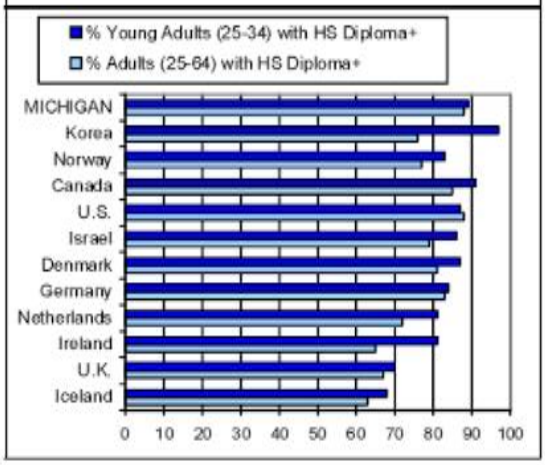
How does Michigan stack up internationally?





Updated March 2008

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What are Michigan's school demographics?

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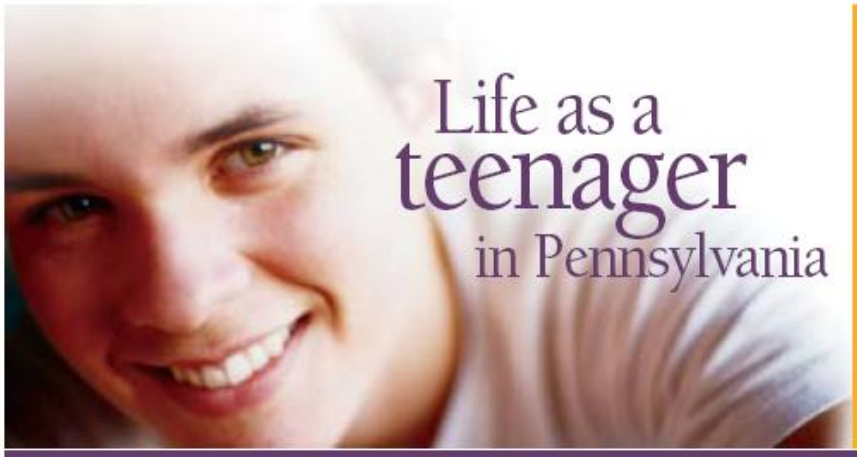
# of High Schools	843	22,782
Total High School Enrollment	*528,483*	*14,333,486*
Enrollment by Race/Ethnicity/Program Participation		
White	73%	59%
African American	20%	17%
Latino	4%	19%
Asian/Pacific Islander	2%	4%
American Indian/Alaskan	1%	1%
Free/Reduced Lunch Eligible	35%	36%
English Language Learner	7%	11%

End Notes

BLS, 2002-2012 Employment Projections "Monthly Labor Review" Feb. 2004 & ProjectionsCentral.Com
Manhattan Institute, April 2006, Leaving Boys Behind: Public High School Graduation Rates. (**"top states" is the median of the top five states)
National Assessment of Education Progress, 1992-2006
NCES, 2005
College Board, 2004 & NCES, 2005 (**"top states" is the median of the top five states)
School Matters, 2006
OECD, "Education at a Glance," 2007 & U.S. Census, American Fact Finder and People, 2005 (***State data represents adults 25 years and older)
NCES, Common Core of Data, 2005 & 2006 (values may not equal 100% due to rounding)

Updated March 2008



Life as a teenager in Pennsylvania

Pennsylvania Partnerships for Children

Graduation Gap
Youth in Transition Series

Executive Summary

Every year in Pennsylvania, one out of five high school students fails to graduate.

Of the 153,523 ninth graders who started high school in 2000-01, those not reaching graduation four years later (2003-04) totaled 33,349 or 21.7 percent – more than one in five students. Nationally, only 71 percent of ninth graders graduate four years later *(National Education Summit on High Schools, NGA and Achieve, Inc., 2005)*.

While it wouldn't surprise anyone that the graduation gap is wide in urban districts, it is clear also that this is a statewide issue. One in eight suburban ninth graders and one in six rural ninth graders in 2000-01 did not graduate from high school in the same district four years later. For example, if a ninth grade homeroom in a rural district has 24 students, just 20 students from that classroom will graduate four years later. In a suburban homeroom of 24 students, only 21 will graduate from high school in the same district four years later.

Urban, Rural and Suburban Graduation Gap

Urban

2 out of 5 kids fail to graduate

Rural

1 out of 6 kids fails to graduate

Suburban

1 out of 8 kids fails to graduate

Who are Youth in Transition?

They are young people who are moving from adolescence to teen years to adulthood. These transitions include middle school to high school; high school to college; high school to the military, to the workforce, or perhaps, to marriage and family. Unfortunately, some young adults don't make this shift successfully, instead drifting through their post high-school years out of school and out of a job, transitioning to no place at all.

How do young people transition successfully to adulthood?

What are the driving forces in their lives that determine whether they'll hit bumps in the road on the journey through school and beyond?

Young adults need:

- *An education that prepares them for the rigors of college or a competitive labor market; they need skills that create the potential to earn wages that will support themselves and a family someday;*
- *To avoid risky behaviors such as illegal drug use in order to become healthy, well-adjusted adults;*
- *Strong interpersonal relationships with friends and family who support their growth and achievements;*
- *Strong connections to the community that forge a sense of belonging.*

The absence of any of these key factors – such as a high school education and diploma – creates turmoil in the transition from youth to adulthood.

To view data by county or school district, go to http://www.papartnerships.org/dropouts/index.asp

Statement of the Problem

Adult life for young people without at least a high school diploma is full of economic problems and few opportunities to advance skills or boost knowledge. Dropouts earn less than their diploma-holding peers. Low wages and high job turnover lead to family instability when these young people marry and have children.

Earnings estimates from the U.S. Bureau of Census show the median Pennsylvania income by educational attainment to be:

- $7,800 for less than a high school diploma;
- $25,021 for high school diploma or GED;
- $30,000 for some college, no degree;
- $32,182 for associate's degree;
- $45,246 for bachelor's degree; and
- $62,919 for post-graduate degree

(Pennsylvania Workforce Development, 2004 Current Population Survey)

The less education a worker has, the more likely he or she is to be unemployed. In 2004, the unemployment rate was 9 percent for Pennsylvanians with less than a high school diploma versus 6 percent for high school graduates and 3 percent for college graduates. *(Pennsylvania Workforce Development)*

If every Pennsylvanian simply graduated from high school, our combined annual earnings would increase by $107.4 million more. *("States that Raise their High School Graduation Rates Could Generate Millions More in Higher Wages," Alliance for Excellent Education, 2005)*

In addition, dropouts have higher rates of teen pregnancy, substance abuse and crime. Eighty percent of those incarcerated are dropouts. *(NASSP What Counts, 2005)*

An unsettling trend growing across the country shows dropouts getting younger. In Pennsylvania, the greatest losses occur in the first two years of high school – 7.9 percent between ninth and 10th grades and 7.3 percent between 10th and 11th.

Urban, Rural and Suburban Graduation Gap

Districts	Grade 9 2000-01	Graduates 2003-04	Graduation Gap	% Gap
Urban	39,453	21,767	17,686	44.8%
Rural	40,010	33,575	6,435	16.1%
Suburban	74,060	64,832	9,228	12.5%
TOTAL	153,523	120,174	33,349	21.7%

Fact Sheet
Get Smart

What do we Know?

In 2003, 1.1 million 16-19-year-olds and 2.4 million 20- to 25-year-olds across the country did not have a high school diploma and were not enrolled in school, for a total of 3.5 million. *(U.S. Bureau of Labor Statistics, as reported in "One Third of a Nation," Educational Testing Service)*

"Disconnected young adults," according to the 2004 Kids Count Data Book, are young adults 18-24 who are not enrolled in school, not working and have no degree beyond high school. In Pennsylvania in 2002, there were 134,000 "disconnected young adults." Fourteen percent of 18-24-year-olds in Pennsylvania are disconnected; 15 percent in the United States. *(2004 Kids Count Data Book, Annie E. Casey Foundation)*

A recent study of dropouts by Johns Hopkins University shows the four strongest predictors of not graduating from high school are poor attendance, poor behavior, failing math, and failing English – all determined by the end of sixth grade *(Robert Balfanz and Liza Herzog, Keeping Middle Grades Students on Track to Graduation, 2005)*. Similarly, there is a very high correlation between the percentage of students in a district who score below proficient on eighth grade PSSA exams and the percentage who do not graduate on time.

Students who enter ninth grade reading significantly below grade level are 20 times more likely to drop out of high school than are their highest achieving classmates. *(Alliance for Excellent Education, June 2005)*

We know, too, that there are family and community factors that contribute to kids completing - or not completing - high school, including socioeconomic status, physical and mental health, vocational career experience, and civic and community engagement *(Thaddeus Ferber and Karen Pittman, State Youth Policy, The Forum for Youth Investment, 2002)*

"It is easier to build strong children than to repair broken men." - Frederick Douglass

9th-10th % Gap	10th-11th % Gap	11th-12th % Gap	12th-Grad. % Gap
20.8%	19.9%	8.9%	4.4%
4.4%	4.3%	3.4%	5.0%
2.8%	3.5%	3.1%	3.6%
7.9%	7.3%	4.3%	4.2%

Child Well-Being Indicators

The following indicators of child well-being help create a picture of what it's like to be a pre-teen or teenager in Pennsylvania and why so many young people might have a difficult time transitioning to adulthood:

Pennsylvania Youth: A Snapshot

- *One in 7 Pennsylvanians (1,688,643) is a young person, 12-21, faced with the challenges of transitioning from youth to adulthood.*

Poverty

- *One in 3 Pennsylvanians aged 12-21 lives in a low-income family, below 200 percent of federal poverty level ($37,700 for a family of four);*
- *The more concentrated the poverty in a community, the greater the likelihood that students will not complete high school on time.*

Foster Care

- *Last year in Pennsylvania, 12,166 children (eight out of 1,000) aged 12-20 were placed out of the home for a variety of reasons including family instability, poverty, and abuse and neglect. Children who endure disruptions of parenting are likelier to have poor academic performance as well as diminished physical and behavioral health.*

Juvenile Justice

- *More than 40,000 Pennsylvania youth ages 12-21 had a juvenile court disposition in 2003. Academically, incarcerated youth function at a significantly lower level than peers their age. (Connect for Kids: "Critical Connections")*

Teen Parents

- *In Pennsylvania, there are 26,047 teenage girls who are juggling the challenges of being a young mother;*
- *In 2002, 9.2 percent of babies (1 in 11) were born to mothers under age 20.*

Limited English Proficiency (LEP)

- *Statewide, 1 in 50 students has limited English proficiency, but in some districts such as Allentown, Lancaster and Lebanon, more than 1 in 10 students struggle to learn English.*

Disabilities

- *Fourteen percent (255,370) of Pennsylvania high school students have disabilities;*
- *Approximately 29,659 students (1.6 percent) have severe disabilities.*

To view data by county or school district, go to http://www.papartnerships.org/dropouts/index.asp

Pennsylvania Partnerships for Children

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Harrisburg, PA 17101-1632

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1-800-257-2030

Pennsylvania Partnerships for Children gratefully acknowledges the generous financial support for this project by The Annie E. Casey Foundation and the William Penn Foundation.

Promising Practices

Improving the graduation rate and helping youth transition successfully to adulthood are key issues in the discussion centered on high school reform – in Pennsylvania and across the country. Gov. Ed Rendell has joined the National Governors Association (NGA) in endorsing new ways to decrease the number of high school dropouts.

The NGA-Achieve National Education Summit on High Schools in February 2005 recommended several steps including aligning high school standards to college and workplace expectations; upgrading the high school curriculum; improving teacher knowledge and skills; improving principal training and recruitment; holding high schools and colleges accountable for postsecondary access and success; expanding high school options - including smaller and more personalized learning communities - to meet the needs of all youth; and providing support to low-performing students.

Pennsylvania has begun to address the graduation gap through Project 720 (focused on a more challenging high school curriculum, smaller learning communities, and increased counseling). Other promising interventions include state-funded tutoring for low-achieving students, Annenberg Foundation-funded coaches for literacy and math teachers in high-need districts, and gubernatorial proposals to expand dual enrollment (high school and postsecondary) programs and reform career and technical education.

In communities as diverse as the city of Allentown and Canton, in rural Bradford County, schools are beginning to implement a variety of promising practices, such as:

- Replacing large impersonal high schools with smaller learning communities;
- Requiring a more rigorous core curriculum for all high school students;
- Designing programs for overage ninth graders to get them on track to graduate;
- Providing alternative schools for students needing greater discipline or a different structure (e.g., pregnant or parenting high schoolers);
- Hiring career resource coaches to help students focus on their futures;
- Revising the senior year to provide students opportunities for part-time work or early graduation and college admissions;
- Providing professional development for teachers on differentiated instruction to meet individual student needs;
- Designing programs that retrieve dropouts and support their efforts to earn diplomas.

Improving the graduation rate and helping youth transition successfully to adulthood...

Unrealized Health Potential:
A Snapshot of Michigan

UNREALIZED HEALTH POTENTIAL AMONG CHILDREN

Based on two important indicators of health, infant mortality and children's general health status, children in Michigan are not as healthy as they could be. The levels of health for most Michigan children fall short of levels for children in the most-advantaged subgroups in the state and across the country. This snapshot describes these gaps as well as the social factors that are linked with these differences in health.

INFANT MORTALITY

Michigan ranks 38th among states based on the size of the gap in infant mortality by mother's education, when comparing the current overall state rate of 7.6 deaths per 1,000 live births with the lower rate—4.7 deaths per 1,000 live births—seen among infants born to the state's most-educated mothers. Even if Michigan achieved this lower rate overall, infant mortality in the state would still exceed the *national benchmark* of 3.2 deaths per 1,000 live births—the lowest infant mortality rate seen in any state among babies born to mothers with 16 or more years of schooling. In Michigan, infant mortality rates in every maternal education and racial or ethnic group did not meet the national benchmark.

CHILDREN'S GENERAL HEALTH STATUS

Michigan ranks 26th among states based on the size of the gap in children's general health status by family income, when comparing the current overall rate of 15.0 percent of children in less than optimal health with the lower rate—7.8 percent—seen among children in higher-income families. Even if Michigan achieved this lower rate overall, the state's rate would still exceed the *national benchmark* for children's general health status of 3.5 percent—the lowest rate of less than optimal health seen in any state among children in families that both were higher income and practiced healthy behaviors. In Michigan, the general health status of children in every income, education and racial or ethnic group did not meet the national benchmark.

SOCIAL FACTORS AFFECTING CHILDREN'S HEALTH

Social factors such as income, education and racial or ethnic group can greatly affect a child's health. This snapshot describes these factors and how they are linked with infant mortality and children's general health status in the state.

ROBERT WOOD JOHNSON FOUNDATION
Commission to Build a Healthier America

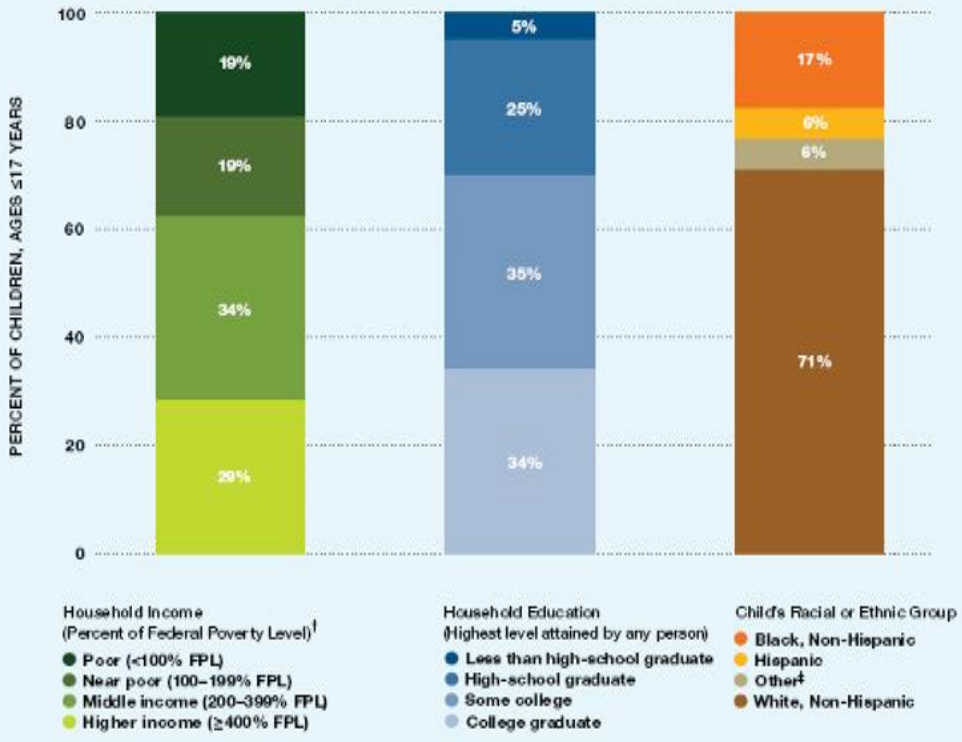
commissiononhealth.org

MICHIGAN:

Social Factors Affecting Children's Health

Health during childhood is powerfully linked with social factors such as the income and education levels of a child's family and his or her racial or ethnic group. This snapshot of children ages 17 years or younger in Michigan shows that:

- Two fifths of Michigan's children live in poor or near-poor households, one third live in middle-income households and approximately one fourth live in higher-income households.
- Nearly one third of children in Michigan live in households where no one has education beyond high school, one third live with at least one person who has attended but not completed college and one third live with at least one college graduate.
- Nearly three fourths of Michigan's children are non-Hispanic white, 17 percent are non-Hispanic black and 6 percent are Hispanic.



Prepared for the RWJF Commission to Build a Healthier America by the Center on Social Disparities in Health at the University of California, San Francisco.
Source: 2005 American Community Survey (for data on income and racial or ethnic group); 2005-2007 Current Population Survey (for education data).

† Guidelines set by the U.S. government for the amount of income providing a bare minimum of food, clothing, transportation, shelter and other necessities. In 2006, the U.S. FPL was $16,079 for a family of three and $20,614 for a family of four.

‡ "Other" includes children in any other racial or ethnic group or in more than one group.

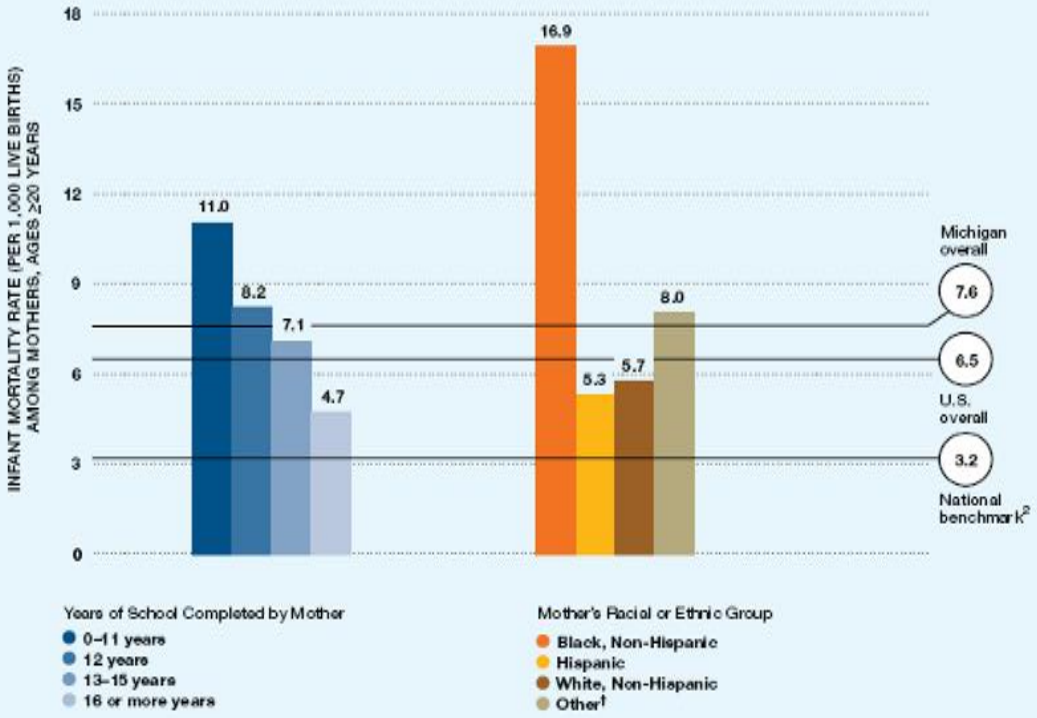
MICHIGAN:

Gaps in Infant Mortality

Infant mortality rates[1]—a key indicator of overall health—vary by mother's education and racial or ethnic group in Michigan.

- Compared with babies born to the most-educated mothers, babies born to mothers with less education are more likely to die before reaching their first birthdays. While the infant mortality rate is highest among babies born to mothers with less than 12 years of education, the rate for babies born to mothers with 13–15 years of schooling is 50 percent higher than that for babies born to mothers with 16 or more years of schooling.
- The infant mortality rate among babies born to non-Hispanic black mothers is approximately three times the rates seen among babies of non-Hispanic white or Hispanic mothers.

Comparing Michigan's experience against the national benchmark[2] for infant mortality reveals unrealized health potential among Michigan babies across maternal education and racial or ethnic groups. Infants in every group could do better.



Prepared for the RWJF Commission to Build a Healthier America by the Center on Social Disparities in Health at the University of California, San Francisco.
Source: 2000-2002 Period Linked Birth/Infant Death Data Set.
1 The number of deaths in the first year of life per 1,000 live births.
2 The national benchmark for infant mortality represents the level of mortality that should be attainable for all infants in every state. The benchmark used here—3.2 deaths per 1,000 live births, seen in New Jersey and Washington state—is the lowest statistically-reliable rate among babies born to the most-educated mothers in any state.
† Defined as any other or unknown racial or ethnic group, including any group representing fewer than 3 percent of all infants born in the state during 2000-2002.

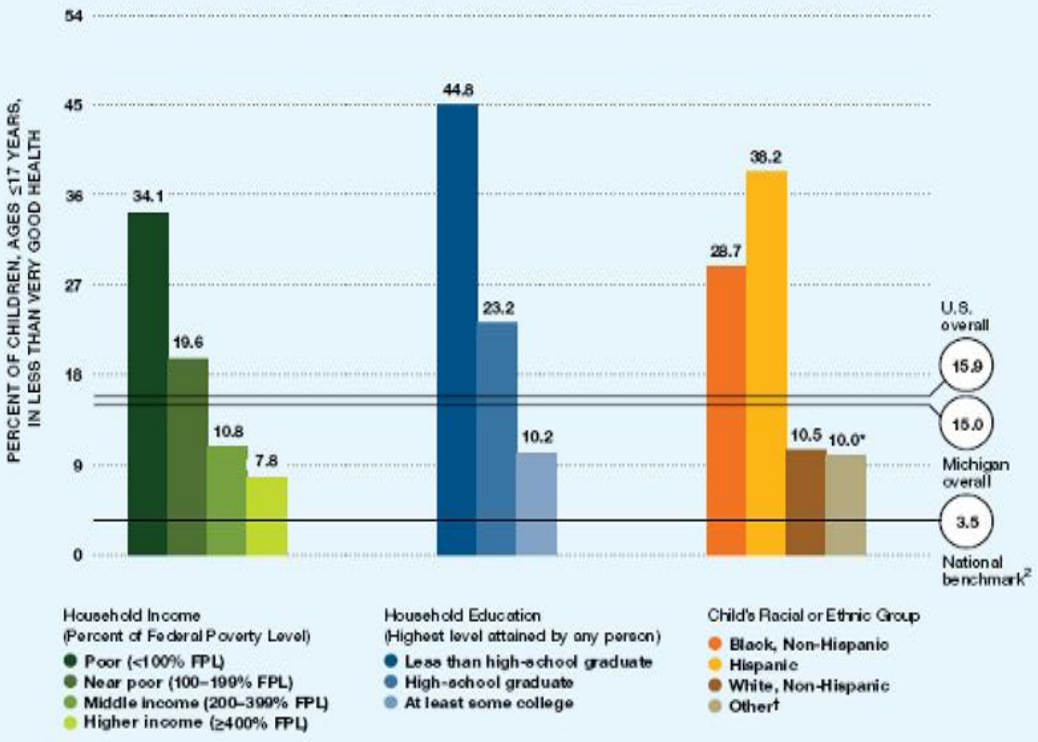
MICHIGAN:

Gaps in Children's General Health Status

Within Michigan, children's general health status[1] varies by family income and education and by racial or ethnic group. Children in the least-advantaged groups typically experience the worst health, but even children in middle-class families appear to be less healthy than those with greater advantages.

- Children in poor families are over four times as likely and children in near-poor families are more than twice as likely to be in less than optimal health as children in higher-income families.
- Children in households without a high-school graduate are over four times as likely to be in less than optimal health as children living with someone who has completed some college.
- Hispanic children are over 3.5 times as likely and non-Hispanic black children are over 2.5 times as likely to be in less than optimal health as non-Hispanic white children.

Comparing Michigan's experience against the national benchmark[2] reveals unrealized health potential among Michigan children in every income, education and racial or ethnic group.



Prepared for the RWJF Commission to Build a Healthier America by the Center on Social Disparities in Health at the University of California, San Francisco.
Source: 2003 National Survey of Children's Health.

1 Based on parental assessment and measured as poor, fair, good, very good or excellent. Health reported as less than very good was considered to be less than optimal.

2 The national benchmark for children's general health status represents the level of health that should be attainable for all children in every state. The benchmark used here – 3.5 percent of children with health that was less than very good, seen in Colorado – is the lowest statistically-reliable rate observed in any state among children whose families were not only higher income but also practiced healthy behaviors (i.e., non-smokers and at least one person who exercised regularly).

* Rate has a relative standard error greater than 30 percent and is considered statistically unreliable.

† Defined as any other or more than one racial or ethnic group, including any group with fewer than 3 percent of children in the state in 2003.

MICHIGAN

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STATISTICS AND INFORMATION

Year Charter Law Enacted: 1993
Number of Charter Schools: 230
Number of Students Enrolled: 100,310

CHOOSE ANOTHER STATE

Michigan

STORIES FROM THE FIELD

Detroit MI - Edison Public School Academy Earns Award from Michigan Department of Education

MICHIGAN CHARTER SCHOOL LOCATIONS

Online Website

Education Paves the Way

More Success Stories

Fifteen years after becoming a sponsored child, Soumen Mondal is about to step into the future he envisioned so long ago. His vision – and the means to achieve it – would not have been possible without sponsorship.

Soumen grew up in a small village in West Bengal, India. His father worked as a store clerk, earning less than $20 a month. His mother was often sick and could not work. Providing for Soumen and his three siblings on such a paltry income was practically impossible. The family was even forced to skip meals frequently. Without assistance, Soumen would likely not have been able to pursue an education and follow his dreams.

With persistence and laborious effort, Soumen took full advantage of his opportunities and excelled in his academic pursuits. As his high-school graduation approached, Soumen prepped for the Joint Entrance Exam, a highly competitive test that serves as a prerequisite for admission to India's most prestigious engineering and medical colleges. As he had done in many of his high school examinations, Soumen aced the test and was admitted to the College of Engineering and Management.
In addition to the $70 per month scholarship he received through Children International to help attend college, his community was so thrilled about his accomplishments that they united to further help cover his tuition costs.

Soumen recently graduated with a degree in computer science and already has a job with one of India's most prominent companies, earning a comfortable living as an assistant systems engineer trainee.

Back in 2001, just before Soumen entered college, his father said, "We were very fortunate to come under the sponsorship program that helped my son become what he is today. I will be ever grateful to Children International for all they have done for us." Sadly, both of Soumen's parents died last summer – within a month of each other – of unrelated health problems. However, they both lived to proudly see Soumen within reach of attaining his college degree.

Continuing the cycle of gratitude that his father expressed, today Soumen is able to assist his younger brother in earning a college degree.

Click here to help unlock the potential of youth like Soumen by donating to Children International's HOPE Fund.

Yacinta's Story: 'The lengths I went to get an education'

Online Video

Camfed: Yacinta's Story: "The Lengths I went to Get and Education"

Issue Brief
Become Involved

Gateway 3

Building a Solid Base for Literacy

Building a solid base for literacy is our third gateway to a life of opportunity. A child who masters literacy skills in elementary school will enjoy many more opportunities in life than a child who does not master these skills.

Literacy is the basis of all future learning. It sets the stage for mastering increasingly complex subjects in later grades and for meeting challenges throughout life.

A child who is literate at an early age is far more likely to succeed in other academic areas and to graduate from high school with the opportunity to succeed in college or the job market.

A child who does not master literacy skills in elementary school will increasingly fall behind her peers as she progresses through school and will almost certainly have fewer opportunities for financial success in adulthood.

We have chosen three indicators to measure how many of Colorado's elementary school children are making it through this third essential gateway.

Indicator 1: Proficiency in third-grade reading tests

The ability to read is the basis of all future learning.

Indicator 2: Proficiency in fifth grade math tests

Math literacy is increasingly important to success in the 21st Century workplace.

Indicator 3: Quality instruction in elementary school

Small class sizes that allow for increased personal attention and teachers who are highly qualified to teach in their fields are particularly important to improving student performance in the early years of school.

Indicator 1: Proficiency in third-grade reading tests

Being able to read in English is the base from which all future educational success can be achieved. Kindergarten through third grade is the most critical time for children to build reading skills.

Colorado law requires that by the end of third grade, children in public schools are to be fluent readers with a full range of reading strategies.

Of Colorado's third graders, 72 percent scored proficient or advanced on the Colorado Student Assessment Program (CSAP) reading test in 2005.

This represents a one point drop since 2001, indicating Colorado has made no progress since 2001 increasing the overall percentage of third-grade students with adequate reading skills.

Test results show 28 percent of Colorado's third graders are not able to read at the level necessary to succeed in the higher grades.

Embedded in this disappointing overall rate are significant achievement gaps based on race and income.

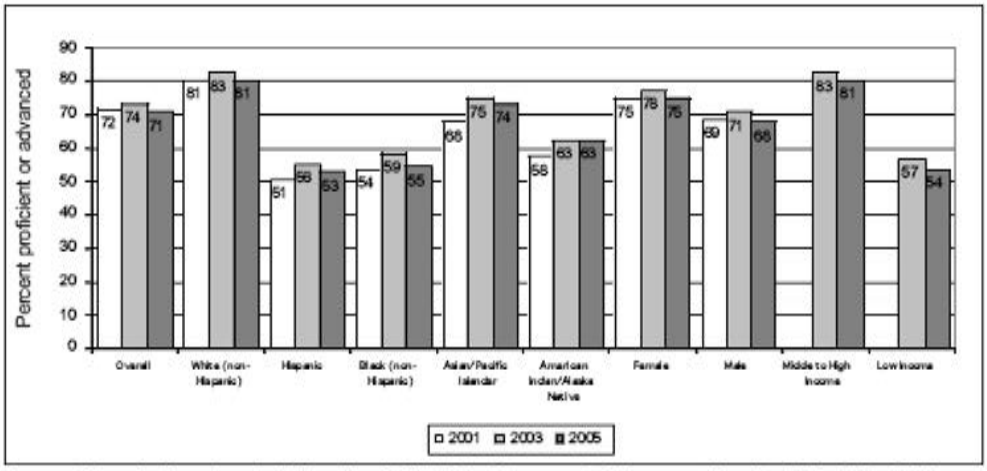
- 81 percent of white and 74 percent of Asian American students scored proficient or better, compared to 63 percent of American Indian, 55 percent of African-American and 53 percent of Hispanic students.
- 81 percent of middle- and high-income students scored proficient or better, compared to only 54 percent of low-income students.

There is a smaller but consistent achievement gap based on gender, with 75 percent of girls scoring proficient or better compared to 68 percent of boys.

The achievement gap is nothing new. It has persisted in all subject areas and grades since Colorado started the CSAP tests.

Lower than average performance of poor and minority students is one of the most pressing problems in Colorado's education system.

Figure 1. Percent of students scoring proficient or advanced on the CSAP third grade reading test, by race, income, and gender, from 2001 to 2005



Source: Colorado Department of Education. CSAP State Disaggregated Summary Results, 2001, 2003, 2005.
Note: Data for low-income and middle- to high-income is based on eligibility for Colorado's free or reduced lunch program and data is only available beginning in 2003.

Indicator 2: Proficiency in fifth grade math tests

Math skills are important for young students to be successful later in school and in our high technology world. For kids to have a chance to succeed, we must give them sufficient math skills. Whether it's for a future job, buying a house or doing taxes, math literacy is an important indicator of opportunity.

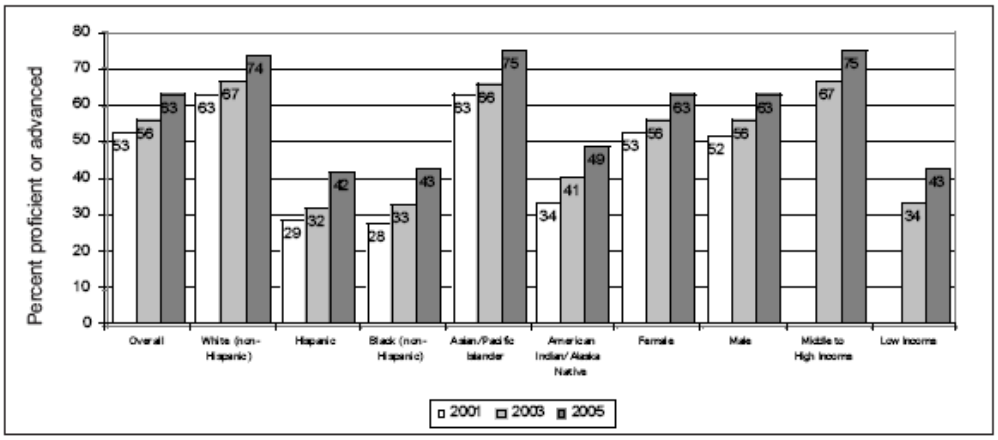
Of Colorado's fifth graders, 63 percent scored proficient or advanced on the CSAP math test in 2005. This represents an 11 point increase since 2001, indicating Colorado has made steady progress since 2001 improving the math skills of fifth-grade students. Still, 37 percent of Colorado's fifth graders have math skills that are considered only partially proficient or unsatisfactory.

Math proficiency levels improved for all races and all income levels. But, as with the CSAP reading test, the fifth-grade CSAP math test exposes significant achievement gaps based on race and income.

- 74 percent of white and 75 percent of Asian American students scored proficient or better, compared to 49 percent of American Indian, 43 percent of African-American and 42 percent of Hispanic students.
- 75 percent of middle- and high-income students scored proficient or better, compared with only 43 percent of low-income students.

Colorado has had success over the past five years improving the math skills of its young students. However, so long as the achievement gap persists between races and income groups, the benefits of this improvement will not be fully shared by those most in need.

Figure 2. Percent of students scoring proficient or advanced on the CSAP fifth grade math test, by race, income and gender, from 2001 to 2005



Source: Colorado Department of Education. CSAP State Disaggregated Summary Results, 2001, 2003, 2005. Note: Data for low-income and middle- to high-income is based on eligibility for Colorado's free or reduced lunch program and data is only available beginning in 2003.
Online: www.cde.state.co.us/cdeassess/csap/as_latestCSAP.htm

Indicator 3: Quality instruction in elementary school

Elementary school class sizes

In smaller classes, teachers can respond better to student needs and students receive more individual attention, leading to higher academic achievement.

The clearest evidence of the positive effects of small class size is in the primary grades. Research shows primary grade children benefit when class size is reduced from an average of 25 to 15 students. In a four-year, large-scale study, small class sizes clearly improved the performance of all children, including low-income and minority children.[1]

Low-income and minority children are less likely to come to school with the skills to succeed. They will gain the most from the close and personal relationships with teachers that small classrooms can allow.[2]

In 1999, the average class size in Colorado elementary schools was 23 students, above the national average of 21 and well above the size research suggests can result in significant improvements in achievement.

We were unable to find more recent reliable data on class size in Colorado. We urge the Colorado Department of Education to provide more recent data in this area.

Qualified teachers

Highly trained and qualified teachers add to the potential for success for elementary school students. Recruiting and retaining good teachers gives Colorado the ability to stay competitive and creative in its education policies.

Research has shown that quality teachers are the most important tools in bridging the achievement gap. Teachers who have command of their subject matter and a broad set of teaching methods are more effective at meeting the diverse needs of students.[3]

In Colorado, 62 percent of teachers majored in the core academic subjects they teach, less than the national average of 64 percent.[4]

In the 2002-03 school year, 95 percent of elementary school teachers in Colorado were defined as highly qualified.

In 2003, 9 percent of all classes in Colorado were taught by teachers who were not considered highly qualified.[5]

While Colorado has a high number of teachers highly qualified in their subject area, that does not necessarily mean each can effectively teach in diverse classrooms.

To become highly effective in the most challenging classrooms, teachers must be trained and practiced in a variety of methods and strategies and develop skills that can help move those students most at risk toward proficiency in reading, math and other subjects.[6]

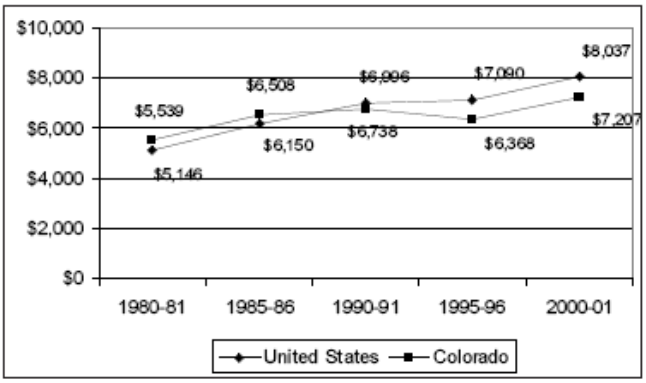
What is Colorado doing?

Funding for K-12 education

Throughout the 1980s, Colorado spending per pupil for elementary and secondary education exceeded the national average. Colorado now spends less than the national average per pupil. Colorado voters approved Amendment 23 in 2000 to guarantee K-12 spending would grow by at least 1 percent over inflation during the following decade.

By approving referenda C and D, Colorado voters have said more should be spent on K-12 education, including class room instruction and the repair of dilapidated school buildings.

Figure 3. Average per-pupil spending for public education, U.S. and Colorado



Source: U.S. Department of Education, National Center for Education Statistics, Statistics of State School NCES Common Core Data (CCD), National Public Education Financial Survey, 1985-86 through 2000-01., August 2003. Note: Dollars adjusted for inflation.

Incentives for teachers

Many states offer incentives such as loan repayment or housing assistance for teachers to work in underperforming schools.

Colorado offers the Loan Incentive for Teachers (LIFT) program for teachers who receive their education at a Colorado college or university and then teach math, science, special education, or linguistically-diverse education. Teachers may qualify for up to $2,000 in college loan forgiveness per year for up to four years.[7] The federal government has a similar program.

In 2005, Denver voters approved ballot question 3A, a $25 million professional compensation package for teachers, offering financial incentives to those who take on difficult subjects or show success in low-performing schools.

Colorado Closing the Achievement Gap Commission

In 2003, the Legislature passed SB03-254 to create the Commission on Closing the Achievement Gap. The appointed commission is to report to the state Board of Education and the Legislature with recommendations for action on program and policy changes to close the achievement gap. The commission issued an interim report in November 2004; a final report is due in December 2005.

The commission outlined key areas for action: improving teacher quality, professional development for teachers, cultural competency programs for instructors, and stronger parent and community involvement.[8]

CSAP tests and school ratings

Colorado law requires that schools rated unsatisfactory in CSAP tests for three consecutive years be converted to charter schools, allowing them to customize curriculum, and teaching methods to meet unique needs of the students. In 2002, the state set rating thresholds, with the lowest 2 percent of schools receiving an unsatisfactory rating, and the next lowest 25 percent scoring schools receiving a low rating.[9]

After 2002, there was no requirement that a certain percentage of schools be rated

What is Colorado doing?

unsatisfactory. Schools move in and out of this category depending on student scores. In school year 2003-04, 13 schools were rated unsatisfactory, down from 32 in 2002-03 and 49 in 2001-02.[10] To date, Cole Middle School in Denver is the only forced conversion to a charter school under the law.[11]

Read to Achieve

Colorado's Read to Achieve program funds intensive reading programs in elementary schools, charter schools and school consortiums. The program is designed for second and third grade students. Activities include academies for reading instruction, after-school literacy programs, summer school clinics, tutoring and extended-day reading programs.

By statute, continued funding for Read to Achieve depends on student performance. To be eligible after three years, schools must show at least 25 percent of students enrolled in the program improved their reading skills to grade level or achieved proficiency on the state reading assessment test.

During the 2003-04 school year, 483 schools received $10 million for Read to Achieve programs, serving 22,000 second and third grade students. From January 2001 through June 2003, 50,481 students participated in Read to Achieve programs. The Legislature's goal for the program was to have 25 percent of these at-risk students score proficient or above on the third grade reading CSAP. Of the 20,210 students who took the CSAP, 10,547 students, or 52 percent, scored proficient or above.[12]

Funding for the program has fallen each year: $1,100 per pupil in FY 2000-01 and FY 2001-02, $950 per pupil in FY 2002-03, $630 per pupil in FY 2003-04, $1,000 per pupil in FY 2004-05 and $327 per pupil in FY 2005-06. Many Read to Achieve sites also use the Reading First program.[13]

Reading First Program

Reading First is a federal grant program to help schools ensure that more children receive effective reading instruction in the early grades. The program provides professional development for teachers and implements research-based reading programs for students in kindergarten through third grade.

The federal Department of Education approved Colorado's six-year plan. The state is eligible for $59 million in federal funds if it meets performance goals. In FY 2005-06, Colorado expects to receive $11.6 million in federal funds for Reading First programs.[14]

What more should Colorado do?

Ballot questions

The passage of Referendum C in 2005 is expected to bring approximately $1 billion more into the public schools by 2010 and to raise overall school funding by at least $250 million a year after that.

Recommendation: The Legislature should carefully target this money for programs that raise performance levels of all students and help close the persistent achievement gaps throughout the K-12 system. These include reading and literacy programs, teacher development and incentive programs, and added slots in the Colorado Preschool Program.

The passage of Question 3A by Denver voters signals an important new willingness to use incentives to attract high quality teachers and to focus on the most vexing performance problems. Voters in other school districts should consider enacting similar measures tailored to their specific situations and unique problems. In addition, helping teachers who choose to teach in low-income

What more should Colorado do?

and under-performing schools repay their student loans could help bring highly qualified instructors to areas that badly need them.

Recommendation: The state should work with the Denver Public Schools to document the performance of its new compensation program, share lessons learned and provide technical assistance to other districts that want to try similar approaches.

Recommendation: The state should expand programs like LIFT to encourage college students to pursue education degrees and develop teaching skills in math, science and English proficiency.

Reading literacy

Proven programs exist that increase literacy skills for targeted groups of students. Training teachers on these scientifically based programs could increase reading proficiency. It is also important to train teachers to be racially and culturally competent so they can work toward closing the achievement gap for minority students.[15] Professional development must be a priority to improve overall teacher quality.

Recommendation: The state should continue to fund and track the success rates of programs such as Read to Achieve and Reading First. And, as we first recommended in our 2002 opportunity report, Colorado should integrate the two reading programs into the state's education infrastructure to provide a seamless approach to early literacy.

Math proficiency

Colorado needs to ensure that teachers are taking coherent approaches to math instruction based on current research on math cognition and learning. To do this, Colorado must recruit and develop teachers who are versed in a practice-based successful math curriculum.[16] Teachers who can teach the "foreign" language of math to students, building their basic arithmetic and logic skills, are essential to educating a new generation of students to succeed in a global economy. Achieving greater success in math proficiency requires federal and local partnerships, performance-based awards for teachers, professional development and a strong system of student and teacher evaluation.[17]

Recommendation: Colorado should invest some of the revenues from Referendum C that are earmarked for public schools to make professional development programs for the state's math teachers more available and affordable.

Achievement gap

Left unchecked, the persistent achievement gap among different groups of students will become an opportunity and prosperity gap when those students become adults. Colorado's top priorities should be to close these gaps and raise overall performance of all students.

Recommendation: The Legislature should carefully consider the recommendations from the Colorado Commission on Closing the Achievement Gap. It should use revenues from Referendum C earmarked for public schools to develop initiatives that can be implemented by school districts across the state to close the gap.

Recommendation: The state should also actively train and develop teachers in proven programs that have worked to close the gap in other states. This should be a top priority for the use of funds made available by the passage of Referendum C.

kids count
A Project of The Annie E. Casey Foundation

Improving educational and economic outcomes for children in immigrant families is part of the Casey Foundation's mission to help working families succeed.

data snapshot

Number Four, March 2007

One Out of Five U.S. Children is Living in an Immigrant Family

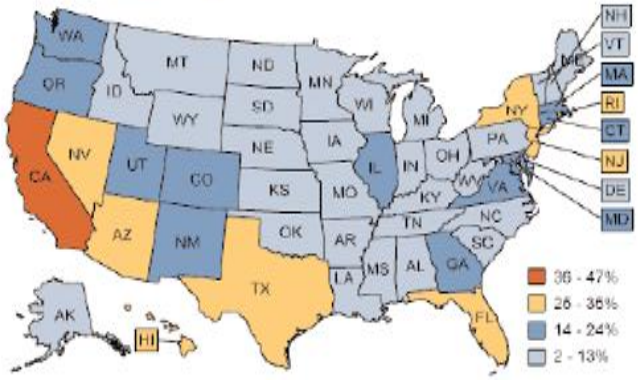
In 2005, there were 15.7 million children in immigrant families residing in the United States. These included both children who were born outside the United States and children born in the United States to at least one foreign-born parent. If current immigration levels continue, children in immigrant families will constitute 30 percent of the nation's school population in 2015.

Eighty percent of these children were born in the United States and are entitled to the same support other U.S. citizen children receive. However, linguistic isolation and lack of economic resources put children in immigrant families at greater risk of growing up without the opportunities they need to succeed. Improving access to programs that strengthen the English language skills of immigrants and providing access to services in their first language can help level the playing field for these children.

This Snapshot includes state- and national-level data about children in immigrant families, background on why it is critical to help this growing group of children and resources for improving the well-being of children living in immigrant families.

Data Highlights

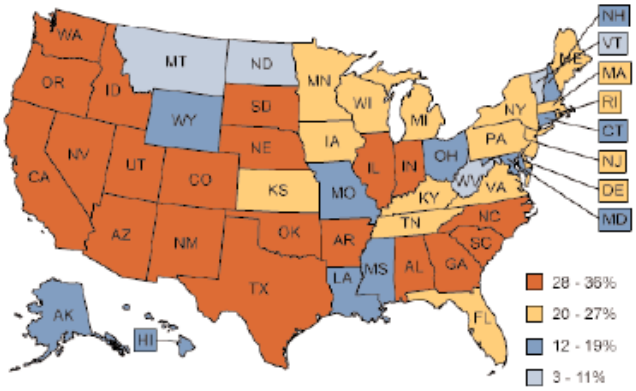
Figure 1
Percent of children in immigrant families: 2005
Source: Population Reference Bureau's analysis of the 2005 American Community Survey



- In 2005, 21 percent of all U.S. children lived in immigrant families. Among the fifty states, California (47 percent), Nevada (32 percent), New York (32 percent), Texas (30 percent), and New Jersey (30 percent) had the highest proportions of immigrant children. With the exception of Nevada, these are historically gateway states that still serve as entry points for many immigrant groups.
- Of the 15.7 million children, 3.1 million are foreign-born. The remaining 12.6 million are U.S-born but have at least one foreign-born parent. For these families, changes in

immigration law can impact both immigrant parents and their citizen children.

Figure 2
Percent of children in immigrant families who are living in linguistically isolated households: 2005
Source: Population Reference Bureau's analysis of the 2005 American Community Survey



- One in every five children in immigrant families (2.2 million) had difficulty speaking English in 2005. An even greater number, 4.3 million children, lived in linguistically isolated households in which no person 14 years of age or older speaks English very well. Nationally, 27 percent of all children in immigrant families in the United States lived in a linguistically isolated household.

Background on Children in Immigrant Families

The expansion of immigrants into new states beyond the traditional immigrant hubs over the past 10 to 15 years has brought immigrant issues onto the agenda of policy makers and child advocates across the nation. This level of growth presents challenges to systems that lack the infrastructure to support these children and their families. These families face unique challenges that vary considerably depending on their ability to speak English, education level, and immigration status.

- Most children in immigrant families (69 percent) live with at least one parent who works full-time, year-round. However, for many of these families, a job alone is not enough to provide for their family's basic needs. Nearly one in three, 32 percent, of children in immigrant families live in low-income working families (income was below about $39,600 for a family of four). This is compared with 18 percent of children living in U.S.-born families.
- In today's economy, lack of a high school diploma as well as poor English language skills are major barriers to accessing better paying jobs. A much higher proportion of immigrant children are living in families where no parent has a high school diploma (27 percent), when compared to children in U.S.-born families (8 percent).

How Your State Ranks

The table below shows the 50 states ranked by the number of children in immigrant families as a percentage of children in all families in 2005.

Figure 3
States ranked by percent of children in immigrant families: 2005
Source: Population Reference Bureau's analysis of the 2005 American Community Survey

	Foreign-born children	U.S. born with at least one foreign-born parent	Total children in immigrant families	Percent children in immigrant families of all children	Rank
California	712,000	3,860,000	4,571,000	47%	1
New York	261,000	1,187,000	1,448,000	32%	2
Nevada	33,000	163,000	196,000	32%	2
Texas	361,000	1,531,000	1,892,000	30%	4
New Jersey	123,000	523,000	646,000	30%	4
Florida	253,000	907,000	1,160,000	29%	6
Arizona	99,000	346,000	445,000	28%	7
Hawaii	14,000	67,000	81,000	27%	8
Rhode Island	9,000	51,000	61,000	25%	9
Illinois	139,000	581,000	720,000	22%	10
Massachusetts	70,000	248,000	318,000	22%	10
Washington	76,000	240,000	316,000	21%	12
Colorado	51,000	186,000	237,000	20%	13
Oregon	41,000	122,000	164,000	19%	14
Maryland	59,000	203,000	262,000	19%	14
Connecticut	33,000	120,000	153,000	18%	16
New Mexico	18,000	70,000	88,000	18%	16
Virginia	64,000	230,000	294,000	16%	18
Georgia	84,000	261,000	345,000	15%	19
Utah	22,000	81,000	103,000	14%	20
Delaware	5,000	21,000	26,000	13%	21
Minnesota	45,000	109,000	153,000	12%	22
North Carolina	68,000	181,000	249,000	12%	22
Nebraska	14,000	35,000	49,000	11%	24
Kansas	18,000	56,000	74,000	11%	24
Alaska	2,000	18,000	20,000	11%	24
Idaho	10,000	30,000	40,000	11%	24
Michigan	70,000	198,000	268,000	11%	24
New Hampshire	8,000	20,000	28,000	9%	29
Oklahoma	17,000	59,000	76,000	9%	29
Pennsylvania	55,000	179,000	234,000	8%	31
Wisconsin	27,000	79,000	106,000	8%	31
Arkansas	13,000	37,000	50,000	7%	33
Iowa	13,000	35,000	48,000	7%	33
South Carolina	20,000	50,000	70,000	7%	33
Tennessee	26,000	69,000	95,000	7%	33
Indiana	27,000	79,000	106,000	7%	33
Missouri	26,000	59,000	85,000	6%	38
Maine	4,000	11,000	15,000	5%	39
Ohio	42,000	103,000	145,000	5%	39
Vermont	2,000	5,000	7,000	5%	39
South Dakota	4,000	5,000	9,000	5%	39
Alabama	17,000	34,000	51,000	5%	39
Kentucky	14,000	30,000	43,000	4%	44
North Dakota	1,000	4,000	6,000	4%	44
Louisiana	8,000	38,000	47,000	4%	44
Wyoming	1,000	4,000	4,000	4%	44
Montana	2,000	6,000	7,000	3%	48
Mississippi	4,000	14,000	18,000	2%	49
West Virginia	1,000	7,000	8,000	2%	49
District of Columbia	4,000	16,000	20,000	18%	NR
Puerto Rico	6,000	39,000	45,000	4%	NR
US	3,091,000	12,566,000	15,657,000	21%	

NR: Not Ranked

Numbers may not total due to rounding.

Definition of Children in Immigrant Families:

Children in immigrant families are those children who are foreign-born or who have at least one foreign-born parent.

Find out how your state ranks in KIDS COUNT State-Level Data Online:

- ***Children who have difficulty speaking English, by immigrant status: 2005*** (http://www.aecf.org/kidscount/sld/compare_results.jsp?i=880)
- ***Children living in linguistically isolated households, by immigrant status: 2005*** (http://www.aecf.org/kidscount/sld/compare_results.jsp?i=890)
- ***Children living below the poverty threshold, by immigrant status: 2005*** (http://www.aecf.org/kidscount/sld/compare_results.jsp?i=800)
- ***Children whose parents all have less than a high school degree, by immigrant status: 2005*** (http://www.aecf.org/kidscount/sld/compare_results.jsp?i=870)

KIDS COUNT state grantees have produced state reports on the unique issues facing children in immigrant families. ***Visit the KIDS COUNT issues library.*** (http://www.aecf.org/kidscount/kcnetwork/issues/)

What You Can Do

Policies and programs throughout the country are impacting the well-being of children living in immigrant families. The following publications and organizations address strategies to support their economic, academic, and social success:

- ***Supporting English Language Acquisition: Opportunities for Foundations to Strengthen the Social and Economic Well-Being of Immigrant Families*** (http://www.gcir.org/resources/gcir_publications/Language%20Acquisition%20Paper.pdf) Provides an overview of the limited-English proficient immigrant population in the United States and highlights language acquisition programs and strategies that help improve the well-being of immigrant families.
- ***Undercounted and Underserved: Immigrant and Refugee Children in the Child Welfare System*** (http://www.aecf.org/initiatives/familytofamily/tools/immigration.pdf) Focuses on the specific needs of immigrant and refugee children in the child welfare system and offers best practices and policy recommendations for better serving these populations.
- ***Reaching All Children? Understanding Early Care and Education Participation Among Immigrant Families*** (http://www.clasp.org/publications/child_care_immigrant.pdf) Summarizes relevant socioeconomic characteristics related to the participation of immigrant families in early care and education programs and provides recommendations for increasing participation.
- ***National Center for Family Literacy (NCFL)*** (http://www.famlit.org) This organization is committed to supporting literacy initiatives across the country through research, tools and technical assistance. The Annie E. Casey Foundation is currently collaborating with NCFL to support results-focused family literacy programs that target immigrant families living in select Casey places.

Sources

Data for this report were compiled by the Population Reference Bureau.

Donald J. Hernandez, "Demographic Change and the Life Circumstances of Immigrant Families" Children of Immigrant Families 14(2): Summer 2004.

U.S. Bureau of Census, Department of Commerce, American Community Survey 2005.

Ann Morse. A Look at Immigrant Youth: Prospects and Promising Practices, National Council of State Legislatures, March 2005.

About the KIDS COUNT Data Snapshot Series:

The Data Snapshot series highlights specific indicators of child well-being contained in the KIDS COUNT State-Level Data Online system (www.kidscount.org/sld).

KIDS COUNT, a project of the Annie E. Casey Foundation, is a national and state-by-state effort to track the status of children in the United States.

KIDS COUNT exemplifies the Foundation's commitment to using the best available data to measure the well-being of children and to enrich local, state, and national discussions concerning ways to secure better futures for all children.

AMERICAN HUMAN DEVELOPMENT PROJECT

THE MEASURE OF AMERICA
Interactive Maps

SAVE

SELECT A MAP VIEW

- (•) States
- ( ) Congressional Districts

All States

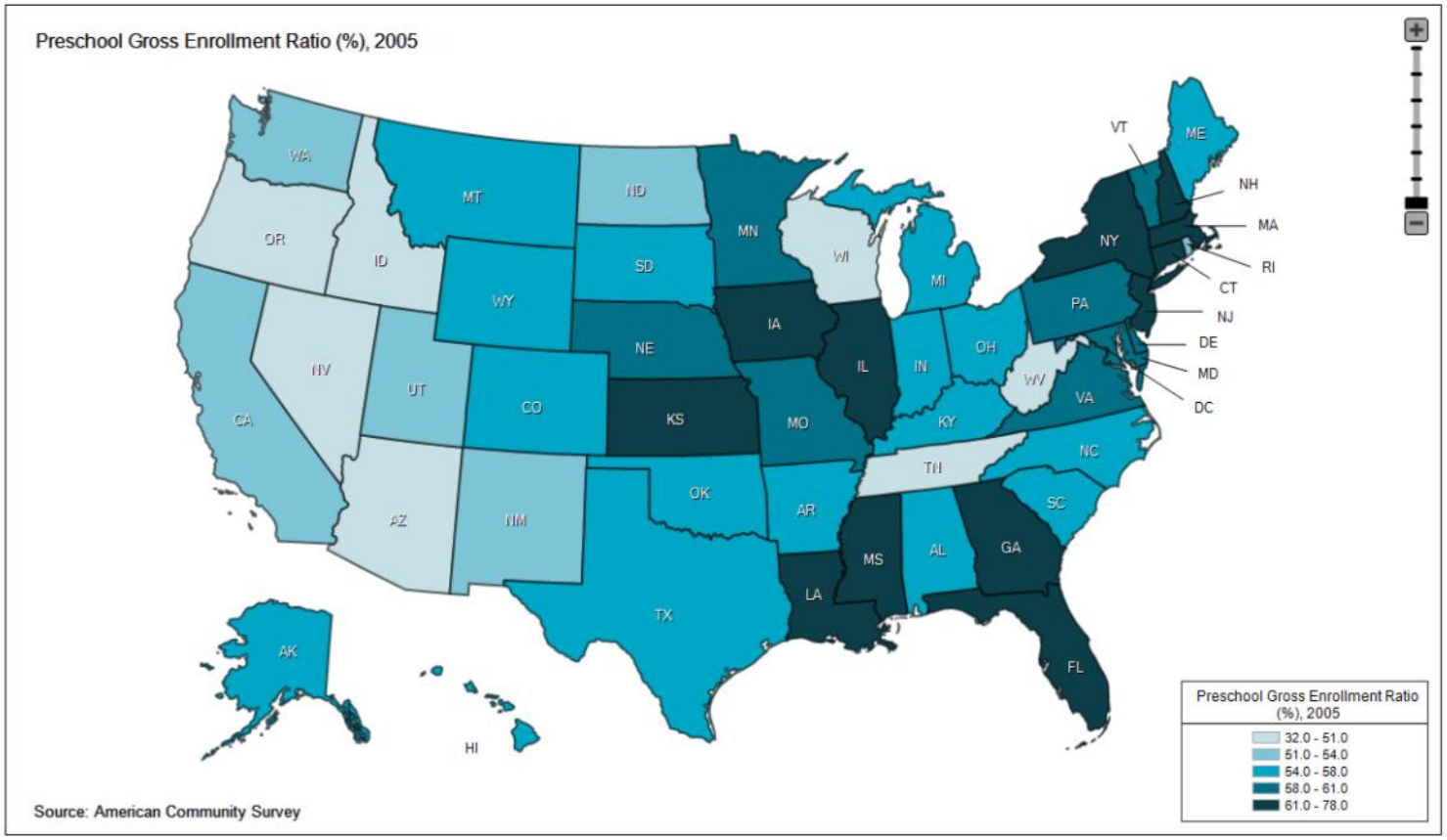
SELECT A MEASURE

- **Human Development Index**
- **Health**
- **Education**
  - Teachers with Adv. Degree
  - Teacher Salary
  - SAT Score
  - Subsidized Lunch
  - Preschool Enrollment Ratio
  - Child Care Subsidy
  - State Spending on Education
- **Income**
- **Demographics**
- **Environment**
- **Housing and Transportation**
- **Security**

ADVANCED OPTIONS

Scale Intervals: Quantiles

Number of Intervals: 5



Online Map

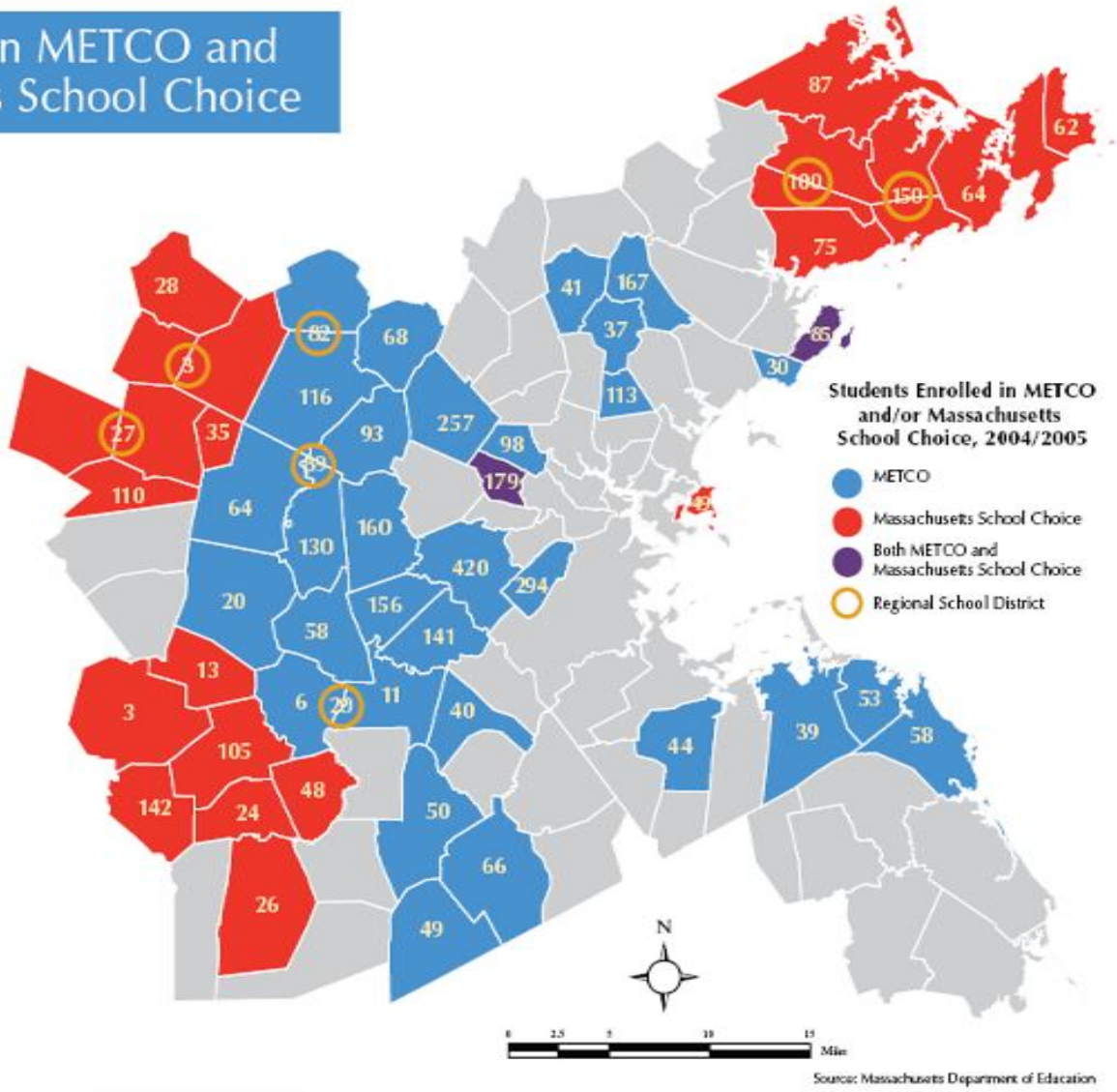
Make Comparisons

Map

Participation in METCO and Massachusetts School Choice

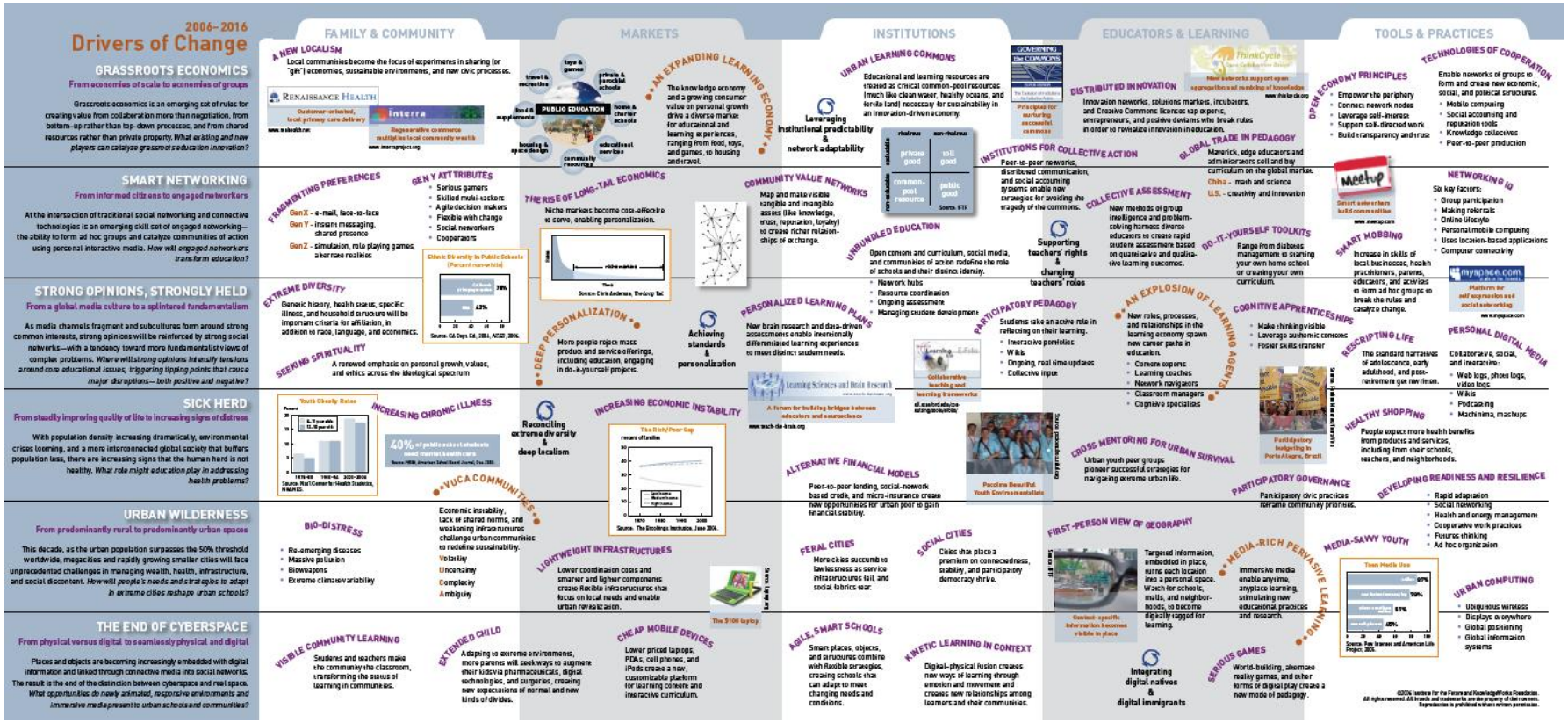
The Commonwealth has had to work to increase educational opportunities for all students.

Two voluntary public school programs, METCO and Massachusetts School Choice, provide opportunities for students to attend school in municipalities other than their own. The state-funded METCO program sends over 3,100 students of color from the Boston and Springfield districts to public schools in participating suburban districts. Currently 32 Boston metropolitan-area municipalities participate, with a waiting list of over 12,000 students. The Massachusetts School Choice Law allows parents in any community to send their children to a participating school district. The State transfers Chapter 70 aid from the "sending" to the "receiving" district in proportion to the number of students participating. The map shows that 25 cities and towns in metropolitan Boston currently accept School Choice students. Participation in METCO is more prevalent in municipalities closer to Boston, while inter-district school choice is more common in the outer parts of the region. Proponents of these programs assert that they enhance access, opportunity, and performance of participating students, while increasing diversity of receiving districts. Other education advocates are concerned that the School Choice program drains fiscal resources from the sending districts.



Metropolitan Area Planning Council

One Dataset from Online Mapping Tool



Static Version of the Online Tool

Diagram of Forces
Make Connections

Florida Education Dashboard

Read Gov. Jeb Bush's letter

See a local case history

Florida State Summary Totals

Click Florida State or your School District:

- Florida State
- Alachua
- Baker
- Bay
- Bradford
- Brevard
- Broward
- Calhoun
- Charlotte
- Citrus
- Clay
- Collier
- Columbia
- (Miami) Dade
- Desoto
- Dixie
- Duval
- Escambia
- Flagler
- Franklin
- Gadsden
- Gilchrist
- Glades
- Gulf
- Hamilton
- Hardee
- Hendry

Scroll down for more Districts...

2006 FCAT Results: % at or above grade level

Green: 80% or above Red: 69% or below

3rd grade FCAT Reading: **75%**
10th grade FCAT Reading: **32%**

Decline from 3rd to 10th grade: **43%**
Avg. decline per year/per grade: **6.1%**
of students fall below grade level in reading each year

State rank by amount of decline: **NA** See all...

History and Future of This District:

History: 7 years of data 1999-2006

% who read at or above grade level

Grade*	1999	2006	Avg. annual % improvement
10th	**30%**	**32%**	**0.3%**
8th	**44%**	**46%**	**0.3%**
4th	48%	66%	2.6%

*In 1999-2001, only grades 10, 8 & 4 took the FCAT reading test

Future: Projection based on 7 years of data

Year when 80% of students will read on grade level

Year	Years needed to reach 80% goal
2160	**154** years from now
2087	**81** years from now
2010	4 years from now

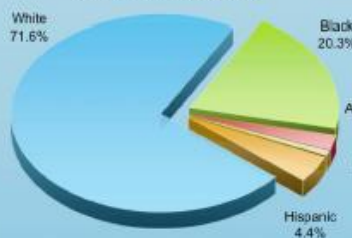
State rank by rate of growth: **N.A.** See all...

Florida Dashboard ver.9 Sept. 2006

Online Interactive Dashboard

MICHIGAN AT A GLANCE

Student Demographics



Source: National Center for Education Statistics (NCES), Common Core of Data, 2004-05 School Year

MICHIGAN STUDENTS

	Michigan	United States
Total Students	1,741,845	49,676,964
Low-Income Students	35.0%	40.9%
Limited English Proficient	3.8%	8.5%
Students with Disabilities	14.1%	13.6%

Source: National Center For Education Statistics (NCES), Common Core of Data, 2005-06 School Year

MICHIGAN SCHOOLS

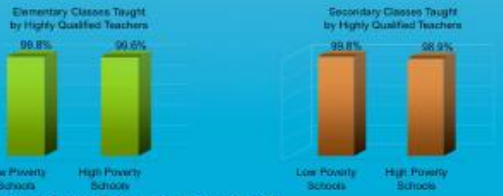
	Michigan	United States
Number of Schools	4,090	98,905
Schools Making Adequate Yearly Progress	2,975 (82.1%)	64,546 (70%)
Schools in Need of Improvement	161	10,676
Schools in Restructuring	75	2,302

Source: Consolidated State Performance Report, 2006-07 & NCES CCD, 2005-06

MICHIGAN FACTS AND FIGURES

Total NCLB Funding (2007): $712,391,122; a 35% increase over 2001 levels
Public AYP Release Date: May & September
Testing System Status:
☑ Approved ☐ Approval Expected ☐ Approval Pending

MICHIGAN TEACHERS



Source: Consolidated State Performance Reports, 2006-07

For more information visit www.ed.gov

MAPPING MICHIGAN'S EDUCATIONAL PROGRESS 2008

Every day, we learn what works so students can make greater progress. Six years after No Child Left Behind's passage – and mid-way to the nation's goal of having students on grade level or better in reading and math by 2014 – we have collected more data than ever before about the academic performance of our students and schools. This information enables all of us to chart where we are as individual states and as a nation and to map a course of action for future progress. The foundation of our success will depend on our continued commitment to the following core principles:

- High Standards
- Annual Assessments
- Accountability for Results
- Highly Qualified Teachers in Every Classroom (HQT)
- Information and Options for Parents
- All Children on Grade Level By 2014

Dashboard
Make Progress

MICHIGAN'S RECORD OF ACHIEVEMENT

Reading Achievement for 2006-2007

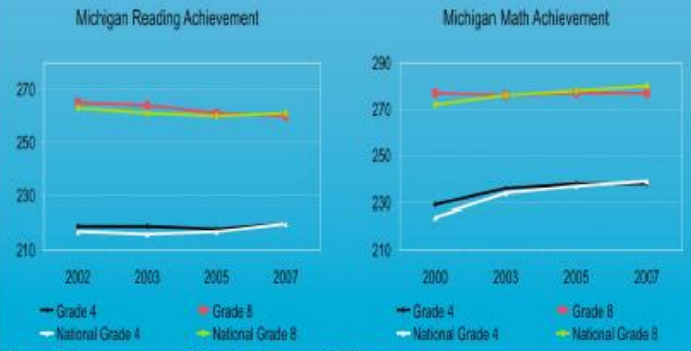
	Michigan 4th Graders			Michigan 8th Graders		
	State Data- % Proficient	NAEP Data- % Basic	NAEP Data- % Proficient	State Data- % Proficient	NAEP Data- % Basic	NAEP Data- % Proficient
All	78%	66%	32%	72%	72%	28%
White	82%	74%	39%	78%	80%	34%
Black	62%	38%	12%	51%	44%	7%
Hispanic	66%	56%	19%	58%	52%	14%
Low Income	66%	48%	16%	57%	53%	12%

Math Achievement for 2006-2007

	Michigan 4th Graders			Michigan 8th Graders		
	State Data- % Proficient	NAEP Data- % Basic	NAEP Data- % Proficient	State Data- % Proficient	NAEP Data- % Basic	NAEP Data- % Proficient
All	77%	80%	37%	71%	66%	29%
White	82%	88%	44%	78%	76%	35%
Black	61%	52%	12%	50%	28%	5%
Hispanic	65%	72%	26%	57%	44%	11%
Low Income	65%	65%	20%	56%	47%	14%

Source: Michigan Testing Data and 2007 National Assessment of Educational Progress (NAEP) Data

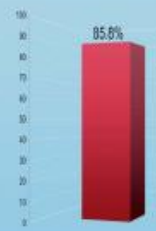
ACHIEVEMENT TRENDS



Source: National Assessment of Educational Progress (NAEP)

PREPARING MICHIGAN STUDENTS FOR SUCCESS

Michigan's High School Graduation Rate 2006



The percentage of high school students who graduate as reported by the state.

Source: Consolidated State Performance Report, 2006-07

Averaged Freshman Graduation Rate 2004

The Averaged Freshman Graduation Rate (AFGR) is a reliable definition for comparing across the states the percentage of students who graduate on time.

Source: National Center for Education Statistics (NCES)

	Michigan	Nation
High School Students Taking Advanced Placement Exams Source: College Board	20,166 (19.7%)	698,182 (24.9%)

OPTIONS FOR PARENTS

	# of Eligible Michigan Students	% of Eligible Michigan Students Participating	% of Eligible Students Participating Nationally
Tutoring	72,564	10,909 (15.0%)	529,627 (14.5%)
Choice	81,559	433 (0.5%)	119,988 (2.2%)

Source: Consolidated State Performance Report, 2006-07

FLEXIBILITY OPTIONS FOR STATES–MICHIGAN

Teacher Incentive Fund	Not Participating
Limited English Proficient Partnership	Participating
Flexibility for Students with Disabilities	Participating
Tutoring Pilot	Not Participating
Growth Model	Not Participating
Districts in Need of Improvement Pilot	Not Participating

Appendix B: Sources of the Tool Examples

Education Metric Tool Type and Name	*Source*
Fast Fact	
Knowledge Works Foundation: Graduation Rates	http://www.kwfdn.org/fast_facts/fastfact.aspx
Knowledge Works Foundation: Success Ratings	http://www.kwfdn.org/fast_facts/fastfact.aspx
Fact Sheet	
Business Tools for Better Schools: Michigan Data Fact Sheet	http://www.biztools4schools.org/files/MichiganDataFactSheet.pdf
Pennsylvania Partnership for Children: Life as a Teenager in Pennsylvania – Graduation Gap	http://www.papartnerships.org/pdfs/gap/graduation_gap_factsheet.pdf
Profile	
Robert Wood Johnson Foundation: Unrealized Health Potential – A Snapshot of Michigan	http://www.rwjf.org/files/research/commission2008michigan.pdf
National Alliance for Public Charter Schools: Michigan State Profile	http://www.publiccharters.org/states/mi
Story	
Children International: Education Paves the Way	http://www.children.org/successDetail.asp?id=6&sid=BDFA1508-B762-4094-99CC-39A0E0E089D1
Camfed: Yacinta's Story: "The Lengths I went to Get and Education"	http://www.youtube.com/watch?v=2kHrEjKPuhg
Issue Brief	
The Bell Policy Center: Building a Solid Base for Literacy Issue Brief	http://www.thebell.org/PUBS/annual/2005/G3Literacy.pdf
Kids Count: Data Snapshot – One Out of Five US Children Is Living in an Immigrant Family	http://www.aecf.org/~/media/Pubs/Initiatives/KIDS COUNT/D/DataSnapshotImmigrantChildren/snapshot_immigrant.pdf.pdf
Map	
Measure of America: Interactive Maps	http://measureofamerica.org/maps/
MetroBoston Data Common: Mapping Tool	http://www.metrobostondatacommon.org/
Diagram of Forces	
Knowledge Works Foundation & The Institute for the Future: Map of Future Forces Affecting Education	http://www.kwfdn.org/map/
Dashboard	
Florida Education Dashboard	http://www.floridadashboard.com
Department of Education: Mapping Michigan's Educational Progress 2008	http://www.ed.gov/nclb/accountability/results/progress/michigan.pdf

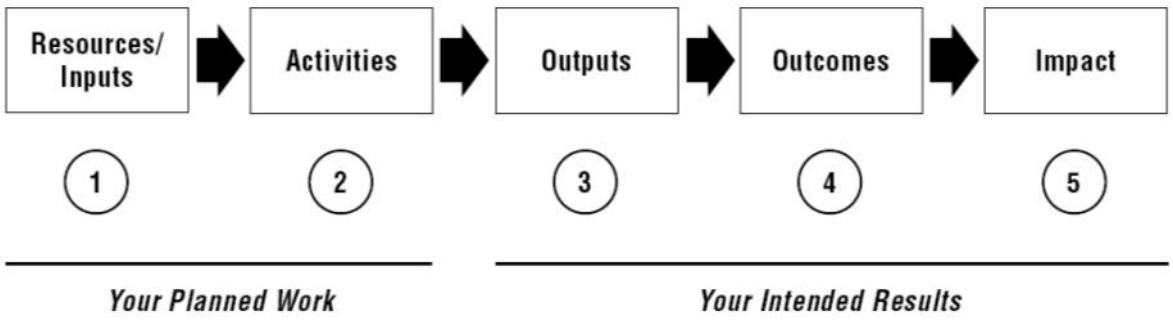
Appendix C: Program Development and Monitoring Tools

During our investigation of communications tools, we came across several other types of tools, two of which we will note here. Because they do not emphasize communication as much as program development and monitoring, we have chosen not to include them within the main body of the portfolio.

Logic Models / Theories of Change

A logic model, or theory of change, is a systematic way to present your understanding of the logical relationships between your planned work and the results you hope to achieve. Figure 3 shows the outline of a logic model.

Figure 3: A Basic Logic Model



Going through the rigorous work of articulating a logic model can be very useful for any program as it forces the stakeholders to map out how its planned activities will bring about its intended results. By depicting it this way, a program can easily define the work it must accomplish and measure its results in the field.

See the W.K. Kellogg Foundation *Logic Model Development Guide* for more information on developing a logic model

Performance Monitoring Tools

Performance monitoring tools include a broad range of tools whose purpose is to communicate a program's overall execution of its intended mission. These tools are often used by senior and program management in order to quickly assess the effectiveness of a particular program.

While the purpose of these tools is distinct from the tools in this portfolio which communicate outcome data, several of the tools in this portfolio can be used to monitor performance. For

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