

Education Strategy

Definitions:

Result-(or outcome or goal) is a population condition of well-being for children, adults, families and communities, stated in plain language

Indicator-(or benchmark) is a measure that helps quantify the achievement of a result

Strategy-is a coherent collection of actions that has a reasonable chance of improving results

Performance Measure-is a universal measure of how well a program, agency or service system is working. The most important performance measures tell us whether program customers are better off. There are three types of performance measures:

1. Quadrant 1 (Q1) - performance measure that answers the question “How much did we do?”
2. Quadrant 2 (Q2) - performance measure that answers the question “How well did we do it?”
3. Quadrant 3 & 4 (Q3 & Q4) – performance measure that answers the question “Is anyone better off?”

To determine if clients are better off, programs measure changes in four categories: Skills/Knowledge, Attitude/Opinion, Behavior, and Circumstance.

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RESULT: INCREASE HIGH SCHOOL GRADUATION RATE TO 90% BY 2018

Headline Indicator: Percent of high school students in north central Florida who graduate on time

Result 1: Children are born healthy and develop on track **[New]**

Indicator 1: Children are born at normal birth weight (Dept. of Health)

Indicator 2: Infant mortality rate (Dept. of Health)

Indicator 3: Immunization rate (Dept. of Health)

Strategy 1.1: Promote healthy developmental growth of children through parenting supports and education¹ (Prenatal-birth) **[New]**

Program Performance Measures:

1. *Number of women served in the program (Q1)*
2. *Number of babies born whose parent is in the program (Q1)*
3. *Percent of women who access prenatal care in the first trimester (Q2)*
4. *Number/percent of mothers receiving adequate prenatal care (Q3/Q4)*
5. *Number/percent of children born at a healthy birth weight (5.5 lbs. or more) (Q3/Q4)*
6. *Number/percent of parents² who improve literacy skills (Q3/Q4)*

¹“Parent” throughout this document references the primary caregiver for the child, which may be a relative, friend, guardian or other.

²Based on the Panel Study of Income Dynamics, Dr. Conley, a Professor at New York University states “low birth weight, defined as less than 2,500 grams, or 5.5 lbs., has predictive power to alter the chance that a newborn will graduate high school on time. Low birth weight also makes it more likely that a baby later will be held back in school, enrolled in special education or classified as “learning disabled” (Population Reference Bureau). Low birth weight also makes it more likely that a baby later will be held back in school, enrolled in special education or classified as learning disabled” (Population Reference Bureau). Low birth weight babies are highly susceptible to neuro-developmental problems, behavioral problems and attention deficit disorder that it can interfere with their learning and school success (2010 Kids Count Report; Leila Fiester et al, 2010, p15-16).

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Strategy 1.2: Strengthen parenting skills and resources to promote early learning and interaction at home³

Program Performance Measures:

Parent Education and Family Support:

1. *Number of parents who participate in a parent education program (Q1)*
2. *Number of children who participate in a parent education program (Q1)*
3. *Percent of children who had a developmental screening (Q2)*
4. *Number/percent of children who are in the normal range for their age on the ASQ (Q3/Q4)*
5. *Number/percent of children who are referred for follow-up services as a result of a developmental screening (Q3/Q4)*
6. *Number/percent of children identified who received services as a result of a developmental screening (Q3/Q4)*
7. *Number/percent of participating families that increase or maintain social supports (Q3/Q4)*
8. *Number/percent of participating families that are connected to additional concrete supports (Q3/Q4)*
9. *Number of children who were at risk for expulsion who were retained in the classroom (Q3/Q4)*
10. *Number of parents who report increased participation in child's education (Q3/Q4)*
11. *Number of caregivers/parents who report an increase in the understanding and implementation of literacy strategies in their home as a result of participating in the program (Q3/Q4)*
12. *Number of participating families that improve or maintain healthy functioning, problem solving and communication (Q3/Q4)*
13. *Number of families who report improved nurturing and attachment between the parent and the child (Q3/Q4)*
14. *Number of participating families who increase their knowledge about child development and parenting (Q3/Q4)*

Child Abuse Prevention [This is a safety issue which could also fall in health]

15. *Number of parents who participate in child abuse prevention program (Q1)*
16. *Average age of children who participate in child abuse prevention program (Q1)*
17. *Percent of direct service staff with Bachelor's level education or higher (health, human services, or education related field) (Q2)*
18. *Percent of staff with a national or state credential (Q2)*
19. *Number/percent of incidences of child abuse (includes self reports, reported, and confirmed) (Q3)*

³ Research has shown that effective parent training and family interventions promote protective factors and lead to positive outcomes for both parents and children (Lundahl & Harris, 2006). Protective factors include nurturing and attachment, knowledge of parenting and of child and youth development, parental resilience, social connections, and concrete supports for parents (Child Welfare Information Gateway, U.S. Department of Health and Human Services Children's Bureau, & FRIENDS National Resource Center for Community-Based Child Abuse Prevention, 2008). The Baby College concept is inspired from Harlem Children's Zone Project - a community-based organization serving over 17,000 children living in a 100-city-block area in Harlem, New York City. Based on the comprehensive, data-driven approach of the HCZ Project, President Barack Obama has called for the creation of similar Promise Neighborhoods across the country. The Baby College strategy is to provide high quality early childhood intervention for high-risk pregnant mothers and new mothers. It is a nine week parenting workshop for expectant parents and those with children up to three years old.

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20. *Number/percent of participating families that improve or maintain healthy functioning, problem solving and communication (Q3/Q4)*
21. *Number/percent of participating families that increase knowledge about child development and parenting (Q3/Q4)*
22. *Number/percent of participating families that improve nurturing and attachment between parent(s) and children) (Q3/Q4)*

Result 2: School readiness

Indicator 1: Percent of children who enter school ready to learn (FLICKRS, VPK Readiness Scores)

Strategy 2.1: Provide resources and supports for families and caregivers⁴

Program Performance Measures:

1. *Number of parents who complete the program or service (Q1)*
2. *Number of books in the home of the participants in the program (Q2)*
3. *Number/percent of parents who report an increase in reading to their child each day (Q3/Q4)*
4. *Number/percent of parents who report an increase in talking with their children about new words (Q3/Q4)*
5. *Number of parents who received services based upon referrals (Q3/Q4)*
6. *Number of teachers who report they maintain or increase their understanding of and implementation of literacy strategies in their classroom (Q3/Q4)*
7. *Number/percent of parents who improve their literacy skills (Q3/Q4)*

Strategy 2.2: Improve the quality of early care to ensure school readiness⁵

Program Performance Measures:

Children and parents:

1. *Number of children in a quality early learning environment (assumption that quality early learning environment is a home-based, center or preschool participating in a quality initiative, such as QRS, QPPS, Head Start standards, NAEYC) (Q1)*
2. *Number of children who had a developmental screening (Q1)*
3. *Number/percent of children who are referred for follow-up services as a result of a developmental screening (Q3/Q4)*
4. *Number/percent of children who received services as a result of a developmental screening (Q3/Q4)*
5. *Number/percent of children demonstrating age appropriate skills as measured by a curriculum-based assessment (Q3/Q4)*

⁴ In order to foster early linguistic and vocabulary development for children, Strategy around parent-child interaction/reading, access to books in homes, and other early care settings is crucial. A parent, or primary care giver or first teacher has a significant impact on the child's ability to read. Programs such as Home Visiting Programs can be used to encourage parent-child interaction/reading.

⁵ Giving access/enrollment for high risk children to high quality pre-school programs can reduce the readiness gap to enter school (2010 Kids Count Report Leila Fiester et al 2010, p17).

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Environment (Center):

1. *Number of staff at home-based, center, or preschool (Q1)*
2. *Quality initiative (QRS, QPPS, Head Start standards, NAEYC) (Q1)*
3. *Quality rating (QRS, QPPS, Head Start standards, NAEYC) (Q2)*
4. *Number/percent of classrooms implementing an evidence-based curriculum (Q3/Q4)*
5. *Number of staff at the home-based, center, or preschool with rating, certification, credential, or renewal (Q2)*
6. *Number of preschool classrooms that have a state-licensed teacher (Q2)*
7. *Number of quality early learning environments that are maintaining or improving their rating in a quality initiative (Q3/Q4)*
8. *Number of classrooms with an increased rating upon completion of training and consultation (Q3/Q4)*
9. *Number of child care centers and homes that have developed a corrective plan of action (Q3/Q4)*

System (Collective Whole):

10. *Percent of all professional development participants who received rating, certification, credential, or renewals (Q2)*
11. *Percent of preschool classrooms that have a state-licensed teacher (Q2)*
12. *Number/percent of quality early learning environments that are improving their rating in a quality initiative (Q3/Q4)*
13. *Number/percent of early learning environments that are implementing a research-based curriculum (Q3/Q4)*
14. *Number/percent of early learning environments that improve health and safety standards (Q3/Q4)*

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Result 3: Early grade success

Indicator 1: Percent of students proficient in 3rd grade reading (FAIR, FCAT data)

Indicator 2: Average daily attendance in school (School board attendance data)

Strategy 3.1: Provide the resources needed to help children become strong readers⁶

Program Performance Measures:

1. *Number of students matched with a tutor (Q1)*
2. *Number of tutors matched with a student (Q1)*
3. *Number/percent of hours a quarter a tutor meets with a student on reading (Q3/Q4)*
4. *Number/percent of hours spent reading during each quarter (Q3/Q4)*
5. *Number of parents who report participation in their child's education (participation in parent/teacher conferences, grades, attendance, and discipline issues) (Q1)⁷*

Strategy 3.2: Identify early grade students who are at-risk of poor academic outcomes and refer them to supportive services

Program Performance Measures:

1. *Number of students who are referred to community resources as a result of being identified as at-risk of poor academic outcomes (Q1)*
2. *Average number of days absent from school per semester (Q3)*
3. *Number/percent of students who are absent 9 days or more per semester (Q1)*
4. *Number/percent of students who improve academic performance (3rd & 4th grade reading proficiency, FAIR/FCAT scores) (Q3/Q4)*
5. *Number of participating students who are reading at grade level when the case is closed (Q3/Q4)*
6. *Number/percent of students who improve their attendance per semester (Q3/Q4)*

⁶ Early grade reading such as 3rd grade reading levels (below or at or above proficiency) has a strong correlation with 8th grade reading proficiency. 8th grade reading level influences 9th grade course performance, and 9th grade course performance influences high school graduation rates (Lesnick, J., George, R., Smithgall, C., & Gwynne J. (2010), p3-4. Reading on Grade Level in Third Grade: How Is It Related to High School Performance and College Enrollment? Chicago: Chapin Hall at the University of Chicago).

⁷ Research from the U.S. Department of Education and others shows that the involvement of family members can have a positive influence on their child's school achievement. It can help improve their student's grades and test scores, as well as help make sure they actually attend school, complete their homework, and have a better attitude overall. (The Silent Epidemic: Perspectives on High School Dropouts 2006); Studies have also shown that students who have parents engaged in their lives – by monitoring and regulating their activities, talking with them about their problems, encouraging individual decision-making and being more involved in the school – are less likely to drop out of school (Rumberger (1995), 583-625; Rumberger et al. (1990). Family Influences on Dropout Behavior in One California High School. Sociology of Education 63: 283-299; Astone & McLanahan (1991). Family Structure, Parental Practices and High School Completion. American Sociological Review Volume 56, Number 3: 309-320).

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Strategy 3.3: Provide quality out-of-school opportunities for all Pre-K - 12 students that reinforce and enhance learning⁸

Program Performance Measures:

1. *Number of students who attend program (Q1)*
2. *Staff to student ratio at after-school/extended-day and summer school program (Q1)*
3. *Quality assessment tool rating (based upon the quality rating that is being used in the program) (Q2)*
4. *Percent of staff at the after-school/extended-day and summer school program with rating, certification, credential, or renewal (Q2)*
5. *Number/percent of students who attend the program 3 days or more per week (Q3/Q4)*
6. *Number/percent of students who are absent 9 days or more per semester (Q3/Q4)*
7. *Number/percent of students who improve or maintain acceptable attendance in school (Q1)*
8. *Number/percent of students receiving a "S" (for either satisfactory or steady progress) or a letter grade of minimum "C" in reading and/or math subjects (Q3/Q4)*
9. *Number of youth who feel connected to the community by providing service learning hours (Q3/Q4)*
10. *Average length of match in days (Q1)*
11. *Number/percent of students who have fewer incidents of discipline (Q3/Q4)*
12. *Number/percent of students who have fewer suspensions (Q3/Q4)*
13. *Number/percent of students who improve their attendance per semester (Q3/Q4)*

⁸Public Private Ventures study "Making Every Day Count: Boys and Girls Clubs' Role in Promoting Positive Outcomes for Teens" (May 2009) shows that the more time spent going to the clubs was linked to positive change in each of the three broad outcomes areas tracked by the longitudinal evaluation. The outcomes included good character and citizenship outcomes; academic success in the areas of attendance, increased effort and academic confidence; (Best Practices and Their Impacts in Out-Of-School Time: Research Findings and Implications for Youth Development Programs).

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Result 4: Middle grade success

Indicator 1: Percent of students proficient in 8th grade reading (FCAT data)

Indicator 2: Average daily attendance in school (School Board attendance data)

Strategy 4.1: Identify middle grade students who are at-risk of poor academic outcomes and refer them to supportive services⁹

Program Performance Measures:

1. *Number of students identified as at-risk (Q1)*
2. *Number of referrals to community resources (Q1)*
3. *Number/percent of students who enroll in community resources as a result of the referral (Q3/Q4)*
4. *Average number of days absent from school per semester (Q3)*
5. *Number/percent of students who are absent 9 days or more per semester (Q1)*
6. *Number/percent of students who improve or maintain their attendance in school (Q3/Q4)*
7. *Number/percent of students not failing any academic course during reporting period (UWNCFL defines not failing as "C" or better) (Q3/Q4)*
8. *Number/percent of students passing 8th grade reading/math standardized tests (Q3/Q4)*
9. *Number of teen parents who remain in school and advance at time of discharge (Q3/Q4)*

Strategy 4.2: Strengthen family involvement and connections for middle grade students¹⁰

Program Performance Measures:

1. *Number of parents who report participation in their child's education (participation in parent/teacher conferences, grades, attendance, and discipline issues) (Q1)*
2. *Number/percent of parents who are referred to supportive services (job placement, financial education/coaching, credit repair, etc.) (Q3/Q4)*
3. *Number/percent of parents who received services based upon referrals for supportive services (Q3/Q4)*
4. *Average number of days absent from school per semester (Q3)*
5. *Number/percent of students who improve their attendance by (Q3/Q4)*
6. *Number/percent of students not failing any academic course during reporting period (UWNCFL defines not failing as "C" or better) (Q3/Q4)*
7. *Number of students who improve academic risk factor at exit (attendance, behavior, poor grades) (Q3/Q4)*
8. *Number/percent of parents who improve their literacy skills*

⁹At-risk is defined by high absentee rates, high rates of disciplinary issues, failure of one or more subjects, and/or low achievement scores.

¹⁰Ideally, middle grade students are strongly supported by their parents/families and their teachers, with the teachers and parents supporting each other. In practice, often as the result of miscommunication or lack of communication, one or more of these relationships breaks down or is not sufficiently strong. As the nation raises its goal to college and career readiness for all, the need for parents, teachers, and students to be on the same page increases. Teachers need to be able to expect that students will complete assignments in acceptable fashion, but parents need good information on what those assignments are and how they can help. Students may or may not convey this well on their own. Students also need to know that when they face a real impediment to completing an assignment—whether they do not understand the material or a family situation distracts them—that teachers will take them at their word and find ways to help them finish it. In these situations, teachers need to be able to double check the details with parents. Although this seems straightforward, more often than not, it does not occur without effort. Thus, active and evidence-based strategies need to be in place to increase family-student-teacher partnerships (Putting Middle Grades Students on the Graduation Path: A Policy and Practice Brief; R Belfanz, p13, June 2009, Johns Hopkins University).

Result 5: Students graduate high school on time

Indicator 1: High school graduation rate (Dept. of Ed data)

Indicator 2: High school dropout rate (Dept. of Ed data)

Strategy 5.1: Create a supportive learning environment for all high school students

Program Performance Measures:

1. *Number of students who attend program (Q1)*
2. *Number/percent of students who attend the program 3 days or more per week (Q3/Q4)*
3. *Average number of days absent from school per semester (Q3)*
4. *Number/percent of students who improve their attendance (Q3/Q4)*
5. *Number/percent of students not failing any academic course during reporting period (UWNCFL defines not failing as "C" or better) (Q3/Q4)*
6. *Number of students who return to school (Q3/Q4)*
7. *Number of students identified as having DOP indicators who are on track to graduate on time based upon credits earned (Q3/Q4)*
8. *Number of teen parents who remain in school and graduate at time of discharge (Q3/Q4)*

Strategy 5.2: Re-engage dropouts in school¹⁰

Program Performance Measures:

1. *Number of students enrolled in credit recovery programs (Q1)*
2. *Number of students identified and encouraged to reenroll/reengage in high school by October of each year (Q1)*
3. *Total number of credits earned in the Academic Support Lab (Q1)*
4. *Number/percent of students who successfully complete the credit recovery program (Q3/Q4)*
5. *Number/percent of students who remain in school through school year (Q3/Q4)*
6. *Number of students who graduate from high school (Q3/Q4)*
7. *Number of students who graduate from high school on time (Q3/Q4)*

¹⁰ Reengagement initiatives can facilitate a life-changing turnaround. Ideally, reengagement programs work by helping out-of-school youth reenroll in school, graduate, and earn a high school diploma. (Strategy for Improving Graduation Outcomes: Policy and Practice Considerations for Wisconsin 2009).