

**Methodology**

**References**

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**Acknowledgements**

# Methodology



The *2008 Rhode Island Kids Count Factbook* examines 62 indicators in five areas that affect the lives of children: Family and Community, Economic Well-Being, Health, Safety and Education. The information on each indicator is organized as follows:

- ◆ **Definition:** A description of the indicator and what it measures.
- ◆ **Significance:** The relationship of the indicator to child and family well-being.
- ◆ **Sidebars:** Current state and national data and information related to the indicator.
- ◆ **National Rank and New England Rank:** For those indicators that are included in the Annie E. Casey Foundation's KIDS COUNT publications, the Factbook highlights Rhode Island's rank among the 50 states, as well as trends since 1996. The New England Rank highlights Rhode Island's rank among the 6 New England states – Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.
- ◆ **City/Town Tables:** Data presented for each of Rhode Island's cities and towns, the state as a whole and the core cities.
- ◆ **Core Cities Data:** Six core cities are identified as Rhode Island communities in which more than 15% of the children live below the poverty threshold according to the 2000

Census. They include: Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

◆ **Most Recent Available Data:** The 2008 Factbook uses the most current, reliable data available for each indicator.

## Numbers

The most direct measure of the scope of a problem is the count of the number of events of concern during a specified time period - e.g., the number of child deaths between 2002 and 2006.

Numbers are important in assessing the scope of the problem and in estimating the resources required to address a problem. Numbers are not useful to compare the severity of the problem from one geographic area to another or to compare the extent of the problem in your state with national standards. For example, a state with more children might have more low birthweight infants due to the larger number of total births, not due to an increased likelihood of being born with low birthweight.

## Rates and Percentages

A rate is a measure of the frequency of an event - e.g., out of every 1,000 live births, how many infants will be breastfed. A percentage is another measure of frequency - e.g., out of every 100 births, how many will be born low birthweight. Rates and percentages take into account the total

population of children eligible for an event. They are useful in comparing the severity of the problem from one geographic area to another, to compare with state or national standards or to look at trends over time.

## Sources of Data and Methodology for Calculating Rates and Percentages

For each indicator, the source of information for the actual number of events of interest (the “numerator”) are identified within the Source of Data/Methodology section next to the table for that indicator. For each indicator that uses a rate or a percent, the methodology used to estimate the total number of children eligible for the indicator of interest (i.e., the “denominator”) is also noted within the Source of Data/Methodology section. Rates and percentages are not calculated for cities and towns with small denominators (less than 500 for delayed prenatal care, low birthweight infants, and infant mortality rates and less than 100 for births to teens). Rates and percentages for small denominators are statistically unreliable. “NA” is noted in the indicator table when this occurs. In the indicator for child deaths and teen deaths, the indicator events are rare; in these instances, city and town rates are not calculated, as small numbers make these rates statistically unreliable.

## Census Data

There are four sources of U.S. Bureau of the Census data used in the Factbook: Census 2000, the Current Population Survey, Population Estimates and the American Community Survey. In all city/town tables that require population statistics, data is from Census 2000 as is stated in Source sections. Throughout the text portions of each indicator, all three sources are used and the relevant citations provide clarification on which source data come from. In instances where Census 2000 data is used in a denominator, caution should be taken when comparing new rates with those for past years as actual population numbers may have changed. Whenever possible, Census data are updated to 2006 using data from the American Community Survey conducted by the U.S. Bureau of the Census.

## Methodology for Children with Lead Poisoning

The number of children confirmed positive for lead levels  $\geq 10$  mcg/dL are based on venous tests and confirmed capillary tests only. The highest result (venous or capillary) is used. The number of children confirmed positive may be underestimated because the policies recommending a venous follow-up for a capillary screening test  $\geq 10$  mcg/dL were not in place until July 1, 2004. Starting July 1, 2004 if a child under age six has a capillary blood lead

level of  $\geq 10$  mcg/dL the Rhode Island Childhood Lead Poisoning Prevention Program contacts the physician to encourage a confirmatory venous test on the child.

Rhode Island law requires that all children under age six must be screened annually for lead. In October 2007, the Rhode Island Childhood Lead Poisoning Prevention Program made its screening guidelines consistent with the American Academy of Pediatrics, which recommends a blood lead screening test for every child at one and two years of age. The Guidelines indicate that if either of the blood lead tests done at one and two years of age is  $\geq 10$  mcg/dL, annual screening should continue until the age of six. If both of the blood lead tests are  $< 10$  mcg/dL, the pediatrician can use the Risk Assessment Questionnaire instead of a blood lead test until the age of six.

### State-Operated and Charter Schools

The state-operated schools and charter schools included in each table are listed in the Source/Methodology Section next to the table. Charter schools include only independently-run charter schools and not those affiliated with a district. Textron/Chamber of Commerce Academy, Times2 Academy and the New England Laborers'/Cranston Public Schools Construction Career Academy

are all district-affiliated charter schools, and consequently their data are reported within district categories instead of the charter school category.

The Urban Collaborative Accelerated Program (UCAP) is listed separately when data are available.

Charter schools, state-operated schools and UCAP are not included in core city and remainder of state calculations.

### New England Common Assessment Program (NECAP)

In October 2005, Rhode Island began using a new statewide assessment system for elementary and middle school students, and Rhode Island implemented a new high school assessment beginning in October 2007. The tests were developed and administered in collaboration with New Hampshire and Vermont through the New England Common Assessment Program (NECAP), the first multi-state testing collaboration in the nation. The NECAP tests students in reading, writing and mathematics, and all test questions are directly related to specific state educational standards. Test results are available for the state, district and school levels on the Rhode Island Department of Elementary and Secondary Education website. Results from the NECAP are not comparable with statewide assessment tests from

years prior to 2005 for elementary and middle schools and 2007 for high schools.

### Methodology for High Performing Schools

Rhode Island's public school accountability plan specifies a timeline for bringing all students to proficiency by the year 2014. Students are tested in *English Language Arts* and *Mathematics* in grades 3 through 8 plus a high school grade. Schools and districts are classified based on student scores on these tests and test participation rates. The state has set five equal intermediate goals from the baseline year (2002) to the year 2014 when all schools are expected to meet the goal of 100% proficiency. The first incremental step up in target scores went into effect in 2005. The next is scheduled for 2008.

Schools are measured by the performance of all students on the *English Language Arts* and *Mathematics* tests in the aggregate and by specific disaggregated groups: race/ethnicity (Asian, Black, Hispanic, Native American, White), economic disadvantage (school-lunch status), special needs (IEP), and Limited English Proficiency. There must be at least 45 students within each disaggregated group across a 3 year span in order to use the data for school classification. Other factors which

influence school classification include test participation rate (target: 95%) and meeting target attendance (for elementary and middle schools) or graduation (for high schools) rates.

### Limitations of the Data

In any data collection process there are always concerns about the accuracy and completeness of the data that are collected. All data used in the 62 indicators were collected through routine data collection systems operated by different federal and state agencies. We do not have estimates of the completeness of reporting for these systems.

# Methodology & References

## Family Income Levels Based on the Federal Poverty Measures

The poverty thresholds are the original version of the federal poverty measure. They are updated each year by the Census Bureau. The thresholds are used mainly for statistical purposes — for instance, estimating the number of children in Rhode Island living in poor families. The poverty threshold is adjusted upward based on family size and whether or not household members are children, adults or 65 years and over. The 2007 federal poverty threshold for a family of three with two children is \$16,705 and \$21,027 for a family of four with two children.

The poverty guidelines are the other version of the federal poverty measure. They are issued each year in the Federal Register by the Department of Health and Human Services (HHS). The guidelines are a simplification of the poverty thresholds for use for administrative purposes such as determining financial eligibility for certain federal programs. Often, government assistance programs, including many of those administered by Rhode Island use the federal poverty guidelines to determine income eligibility. The figures are adjusted upward for larger family sizes.

## Family Income Levels Based on the Federal Poverty Guidelines

2008 Federal Poverty Guidelines	Annual Income Family of Three	Annual Income Family of Four
50%	\$8,800	\$10,600
100%	\$17,600	\$21,200
130%	\$22,880	\$27,560
185%	\$32,560	\$39,220
200%	\$35,200	\$42,400
225%	\$39,600	\$47,700
250%	\$44,000	\$53,000

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### References for Cost of Rent

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**Math Skills:** Kenneth Gu, Elliot Krieger, Diane Schaefer, RI Department of Elementary and Secondary Education; Marika Ripke, KIDS COUNT Hawaii, Center on the Family; Darcy Sawatzki, Hager Sharp; Julia Steiny; Linda Tilly, VOICES for Alabama's Children.

**High-Performing Schools:** David Abbott, Elliott Krieger, Kenneth Gu, George McDonough, Charlene Gilman, Mary Canole, RI Department of Elementary and Secondary Education; Steve Nardilli, RI Charter Schools Association.; Kelly Carpenter, The Education Partnership.

**School Attendance:** Kenneth Gu, Elliot Krieger, RI Department of Elementary and Secondary Education; Patrick McGuigan, The Providence Plan; Michael Jolin, East Greenwich School District; Judge Joan Byer, Linda Wilhelms, Truancy Diversion Project of Jefferson County, Kentucky; Steve Nardilli, RI Charter Schools Association; Sergeant Richard Rodriguez, New Haven Department of Police Services.

**Suspensions:** George McDonough, Kenneth Gu, Elliot Krieger, Jennifer Almeida, Sheila Galamaga, Elizabeth Landry, Benjamin Doherty, RI Department of Elementary and Secondary Education.

**High School Graduation Rate:** Cynthia Garcia Coll, Brown University; Jane Nugent, United Way of Rhode Island; Kenneth Gu, Elliot Krieger, Elizabeth Landry, Bob Mason, RI Department of Elementary and Secondary Education.

**Teens Not in School and Not Working:** Linda Soderberg, RI Department of Labor and Training; Jack Combs, Brown University.

## Poetry Credits

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# Notes





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