

# Closing the Achievement Gap for Students in Foster Care



**STUDENTS WHO EXPERIENCE FOSTER CARE ARE AMONG THE MOST VULNERABLE STUDENT POPULATIONS IN THE U.S.**

## CHALLENGES FOR STUDENTS IN FOSTER CARE

**ACADEMICALLY BEHIND WHEN THEY ENTER FOSTER CARE**

**PLACEMENT CHANGES AND SCHOOL MOVES INTERFERE WITH THEIR GROWTH**

**FALL EVEN FURTHER BEHIND THEIR PEERS**

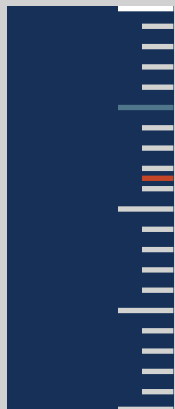


**ON AVERAGE, THE ACADEMIC ACHIEVEMENT OF STUDENTS IN FOSTER CARE IS BELOW GRADE LEVEL**

**ACADEMIC PROFICIENCY IS ON A 4-POINT SCALE**

**3+ IS AT GRADE LEVEL**

**STUDENTS IN FOSTER CARE: IN READING, WRITING AND MATH **2.3****

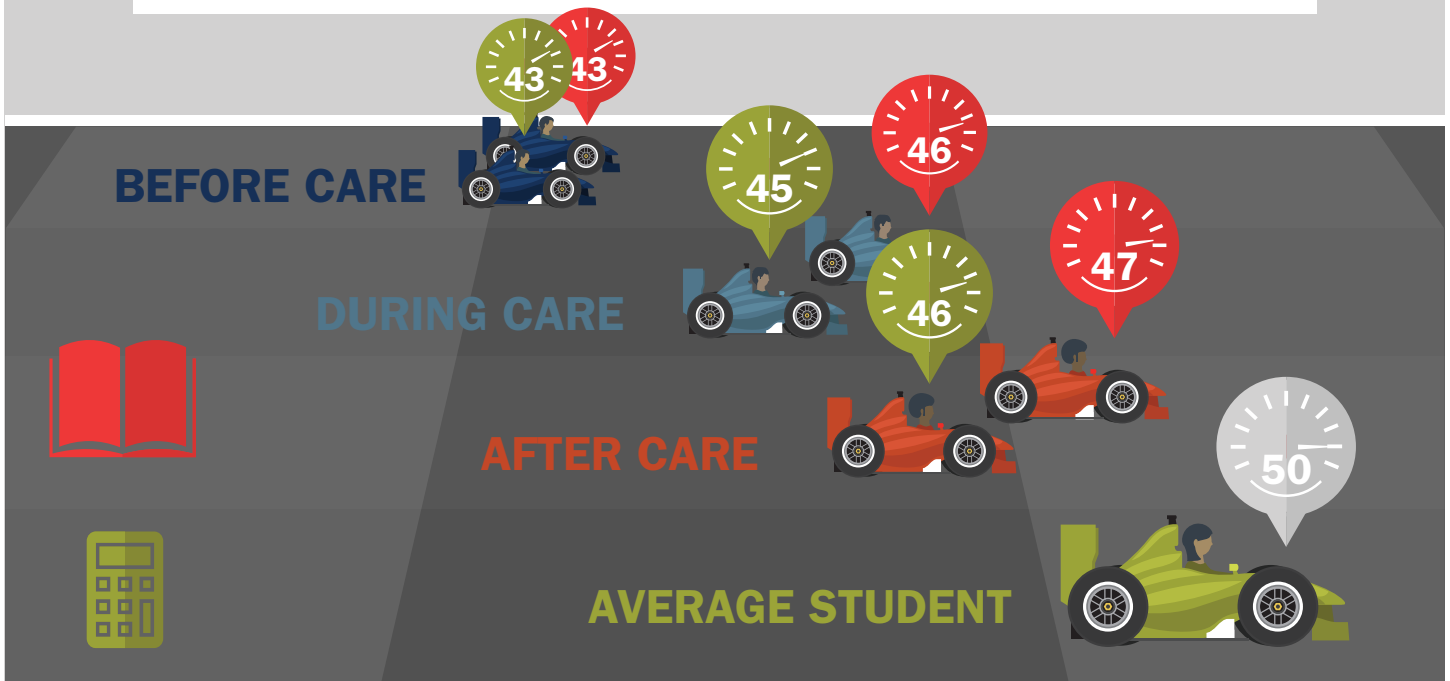




**CURRENT ACADEMIC SUPPORTS FOR THESE STUDENTS ARE NOT ENOUGH TO CLOSE THE ACHIEVEMENT GAP**

**DURING AND AFTER FOSTER CARE ACADEMIC GROWTH IMPROVES SLIGHTLY BUT NOT ENOUGH TO CATCH UP TO GRADE LEVEL**

**STUDENTS IN FOSTER CARE WOULD NEED TO BE WELL BEYOND THE 50TH PERCENTILE TO CATCH UP**



**A PLACEMENT CHANGE COUPLED WITH A SCHOOL MOVE**

TOOK THE AVERAGE FOSTER STUDENT FROM THE **43RD** TO THE **39TH** GROWTH PERCENTILE IN READING



**THE EFFECT IS SMALLER FOR WRITING AND SIMILAR FOR MATH**



# STUDENTS NEED A LONG-TERM APPROACH THAT'S FOCUSED ON GROWTH OVER TIME

## RECOMMENDATION #1

### INTERVENE EARLY

PROVIDE STUDENTS WITH ACADEMIC SUPPORT AS SOON AS THEY ENTER THE CHILD WELFARE SYSTEM BEFORE THEY ARE IN FOSTER CARE



## RECOMMENDATION #2

### PLAN FOR STABILITY



CONSIDER THE NEGATIVE EFFECTS OF PLACEMENT CHANGES AND SCHOOL MOVES EVEN STUDENTS WHO ARE ON GRADE LEVEL ARE LIKELY TO SLIP AND NEED SUPPORT

## RECOMMENDATION #3

### OFFER LONG-TERM SUPPORT

STUDENTS WHO EXIT FOSTER CARE ARE STILL AT RISK OF POOR ACADEMIC OUTCOMES THEY NEED TARGETED, LONG-TERM SUPPORT TO ENSURE THEIR FUTURE SUCCESS



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Full Report: <http://www.unco.edu/cebs/foster-care-research/reports.aspx>

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