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Children's Chances for Success Vary Dramatically By State, Report Warns

***Study Examines State Efforts to Connect Education & Training From
Birth to Adulthood; Launches State Achievement Index for Grades K-12***

State Highlights Reports Include Detailed Findings for Each State

WASHINGTON – January 3, 2007 – A child born in Virginia is significantly more likely to experience success throughout life than the average child born in the United States, while a child born in New Mexico is likely to face an accumulating series of hurdles both educationally and economically, according to an analysis published by *Education Week*.

The analysis by the Editorial Projects in Education Research Center is based on the “Chance-for-Success Index,” which tracks state efforts to connect education from preschool through postsecondary education and training. The index was developed by the EPE Research Center for *Quality Counts 2007: From Cradle to Career, Connecting American Education From Birth to Adulthood*, produced by *Education Week* with support from the Pew Center on the States. The report is available online at www.edweek.org/go/qc07.

The Chance-for-Success Index provides a perspective on the importance of education throughout a person's lifetime and is based on 13 indicators that highlight whether young children get off to a good start, succeed in elementary and secondary school, and hit key educational and income benchmarks as adults.

Virginia, Connecticut, Minnesota, New Jersey, Maryland, Massachusetts, and New Hampshire rank at the top of the index, while Alabama, Mississippi, Tennessee, Texas, Arizona, Louisiana, and New Mexico lag significantly behind the national average in descending order.

“Smart states, like smart companies, try to make the most of their investments by ensuring that young people's education is connected from one stage to the next—reducing the chances that students will be lost along the way or require costly remedial programs to acquire skills or knowledge they could have learned right from the start,” said Virginia B. Edwards, the editor and publisher of *Education Week* and *Quality Counts*.

The 13 indicators that make up the index capture key performance or attainment outcomes at various stages in a person's lifetime or are correlated with later success. For example, in the early-childhood years, indicators include the percent of children living in families that earn a decent wage and the percent of children with at least one parent who has a postsecondary degree – factors that research shows have an impact on how well children perform in school.

“Overall, the Index captures the cumulative effects of education experience from birth through adulthood and pinpoints the chance for success at each stage and for each state,” said Christopher B. Swanson, the director of the EPE Research Center. “We find that a child's life prospects depend greatly on where he or she lives.”

Virginia, for example, earns the highest Chance-for-Success score. The average child in Virginia starts out ahead of the curve: less likely to live in a low-income family and more likely to have college-educated parents. Those early advantages are amplified during the elementary-through-postsecondary years, when the typical young person enjoys higher achievement and is more likely to finish high school and continue on to college than in other states. Virginia's well-educated adult population and strong economy offer ample opportunities to realize the returns to schooling as individuals enter the workforce. Similar conditions prevail in other high-ranking states, including Connecticut, Minnesota, and New Jersey.

A near-mirror image of this pattern occurs in the steadily declining trajectories of states like New Mexico. There, weak school performance is unable to overcome, and may exacerbate, the early sociodemographic disadvantages of poverty, linguistic isolation, and low parental education. Among adults in New Mexico, educational attainment, income, and rates of steady employment all fall significantly below the national average. Other low-ranking states, such as Louisiana, Arizona, and Texas, share many of the same characteristics.

"When states make smart choices about how they educate our children – from pre-K through college – they are making smart investments in the economic future of their communities," said Mary Jo Waits, center director for the Pew Center on the States. "This year's *Quality Counts* report shines the spotlight on those states that have given their children the greatest chance for success and those states that have more to do in preparing their young people for the challenges they will face as adults."

In general, the Index shows that individuals born in the South and the Southwest are least likely to experience success, while those residing in the Northeast and the North Central states are more likely to do so.

Tracking School, College, and Workforce Readiness

For the first time since its debut in 1997, *Quality Counts* tracks state efforts to create a more seamless education system, based on more than 80 indicators in five categories: childhood well-being, early-childhood education, K-12 education, postsecondary education, and economy and workforce development.

The report examines the extent to which states have defined what young people need to know and be able to do to move successfully from one stage of education to the next. In general, the report finds far more activity in the early years. For example, 42 states report having early-learning standards aligned with the academic expectations for elementary schools, and 13 states have a formal definition of school readiness.

In contrast, to date, there appears to be far more goodwill than actual policy results when it comes to aligning high school graduation standards with college- and workforce-readiness standards. Only 11 states, for example, have adopted a formal definition of college readiness.

New Achievement Index Launched

To help provide a picture of K-12 performance across states, *Quality Counts* also includes a new State Achievement Index that ranks each state based on whether its students are significantly above or below the national average or are making progress on 15 indicators. But while the Chance-for-Success Index focuses on a range of academic and other indicators throughout an individual's lifetime, the Achievement Index focuses solely on performance during the K-12 years. It is based on a combination of current performance outcomes and gains states have made over time.

Massachusetts, New Jersey, Vermont, Connecticut, Minnesota, North Dakota, South Dakota, Virginia, and Washington State are the top performers on the achievement index, while the District of Columbia, Louisiana, Alabama, Hawaii, New Mexico, West Virginia, and Mississippi perform at the bottom in descending order.

Grades Put on Hold

As *Quality Counts* moves from an exclusive focus on K-12 education to a broader perspective on the connections between K-12 education and the other systems with which it intersects, *Education Week* is taking the opportunity to rethink the report's core indicators. For that reason, the 2007 report does not grade the states, and it does not include indicators related to school climate, teacher quality, or school finance, as it has in past years. Indicators on state standards, assessments, and accountability systems in K-12 are still included.

State Highlights Reports and Online Extras

Individual findings for each state—including state performance on the Chance-for-Success and State Achievement indices—are included in state highlight reports, available online on at www.edweek.org/go/qc07/shr. There will be a series of online chats about *Quality Counts 2007* at www.edweek.org, including:

- **From Cradle to Career: Connecting American Education from Birth Through Adulthood:** Friday, January 5, 12 p.m. Eastern
- **College Readiness:** Wednesday, January 10, 3 p.m. Eastern
- **Early-Childhood Education:** Friday, January 12, 12 p.m. Eastern

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The Research Center is the research division of the Bethesda, Md.-based nonprofit Editorial Projects in Education. The Research Center conducts annual policy surveys and collects data for the Quality Counts, Diplomas Count, and Technology Counts annual reports and the Education Counts online database. It also contributes research and data to special reports in Education Week, Teacher Magazine, and edweek.org. The EPE Research Center is on the Web at www.edweek.org/rc.

The Pew Center on the States, a division of the Pew Charitable Trusts, identifies critical issues facing states, examines diverse policy approaches, and shines a spotlight on nonpartisan, pragmatic solutions. The Pew Center on the States is located on the Web at www.pewcenteronthestates.org

Chance for Success

	Family Income	Parent Education	Parental Employment	Linguistic Integration	Preschool Enrollment	Kindergarten Enrollment	Elementary Reading	Middle School Mathematics	
	Percent of children from families with incomes at least 200% of poverty level	Percent of children with at least one parent with a postsecondary degree	Percent of children with at least one parent working full time and year-round	Percent of children whose parents are fluent English-speakers	Percent of 3- and 4- year-olds enrolled in preschool	Percent of eligible children enrolled in kindergarten programs	Percent of 4th grade public school students "proficient" on NAEP	Percent of 8th grade public school students "proficient" on NAEP	
Virginia	69.7% ▲▲	50.6% ▲▲	76.2% ▲▲	90.5% ▲▲	46.5% =	74.3% =	36.9% ▲▲	33.4% ▲▲	
Connecticut	75.3% ▲▲	54.7% ▲▲	76.2% ▲▲	89.1% ▲▲	60.2% ▲▲	70.1% ▼	38.3% ▲▲	34.6% ▲▲	
Minnesota	72.4% ▲▲	54.7% ▲▲	76.3% ▲▲	91.0% ▲▲	47.4% =	74.9% =	38.0% ▲▲	42.7% ▲▲	
New Jersey	72.8% ▲▲	52.4% ▲▲	74.7% ▲▲	82.4% ▼▼	60.8% ▲▲	72.1% ▼	37.2% ▲▲	35.9% ▲▲	
Maryland	73.4% ▲▲	51.3% ▲▲	76.2% ▲▲	90.4% ▲▲	49.4% ▲▲	76.4% =	32.3% =	29.6% =	
Massachusetts	73.4% ▲▲	56.9% ▲▲	71.3% =	85.5% ▲▲	53.9% ▲▲	73.3% =	43.7% ▲▲	43.3% ▲▲	
New Hampshire	78.3% ▲▲	55.1% ▲▲	77.2% ▲▲	96.4% ▲▲	46.5% =	74.8% =	38.6% ▲▲	34.6% ▲▲	
Wisconsin	66.1% ▲▲	47.8% ▲▲	72.9% ▲▲	94.4% ▲▲	41.1% ▼	79.8% ▲▲	33.1% ▲	35.8% ▲▲	
Nebraska	63.4% ▲▲	50.6% ▲▲	76.6% ▲▲	90.4% ▲▲	45.3% =	78.3% =	33.5% ▲	34.9% ▲▲	
Vermont	66.9% ▲▲	50.6% ▲▲	75.3% ▲▲	98.8% ▲▲	41.0% =	74.7% =	38.5% ▲▲	37.8% ▲▲	
Iowa	63.3% ▲▲	49.1% ▲▲	76.5% ▲▲	94.8% ▲▲	46.8% =	70.6% =	33.0% ▲	33.7% ▲▲	
Illinois	63.9% ▲▲	46.0% ▲▲	71.6% ▲▲	83.1% ▼▼	49.1% ▲▲	76.2% =	29.4% =	28.6% =	
Kansas	61.0% ▲	47.6% ▲▲	76.7% ▲▲	92.5% ▲▲	44.4% =	70.0% ▼	32.5% ▲	34.2% ▲▲	
North Dakota	67.7% ▲▲	57.9% ▲▲	79.2% ▲▲	97.0% ▲▲	26.0% ▼▼	75.2% =	35.5% ▲▲	34.6% ▲▲	
Pennsylvania	63.8% ▲▲	45.2% ▲▲	72.1% ▲▲	94.0% ▲▲	41.3% ▼▼	73.1% =	35.9% ▲▲	30.9% =	
Colorado	65.3% ▲▲	51.7% ▲▲	72.5% ▲▲	85.2% ▲	40.1% ▼▼	71.7% ▼	36.6% ▲▲	32.0% ▲	
South Dakota	57.6% =	48.4% ▲▲	76.9% ▲▲	94.4% ▲▲	36.2% ▼	69.6% =	32.9% ▲	36.5% ▲▲	
Delaware	65.6% ▲▲	41.6% =	76.1% ▲▲	91.9% ▲▲	45.3% =	81.7% =	34.2% ▲▲	29.7% =	
New York	61.4% ▲▲	48.4% ▲▲	69.3% ▼▼	81.0% ▼▼	52.5% ▲▲	74.9% =	33.3% ▲▲	30.8% =	
Rhode Island	66.8% ▲▲	49.8% ▲▲	68.9% =	84.0% =	40.7% =	80.8% =	29.7% =	23.5% ▼▼	
Utah	61.8% ▲▲	51.2% ▲▲	77.3% ▲▲	89.8% ▲▲	39.8% ▼▼	77.5% =	34.1% ▲▲	29.5% =	
Washington	64.5% ▲▲	47.1% ▲▲	68.4% ▼▼	85.7% ▲▲	37.4% ▼▼	72.7% =	35.5% ▲▲	36.0% ▲▲	
Maine	64.2% ▲▲	45.8% ▲▲	70.4% =	98.3% ▲▲	43.9% =	80.2% =	35.2% ▲▲	29.9% =	
Wyoming	64.9% ▲▲	42.5% =	74.2% ▲	95.9% ▲▲	45.4% =	76.6% =	34.5% ▲▲	29.0% =	
Hawaii	68.8% ▲▲	43.9% =	72.3% ▲	82.6% ▼	50.5% ▲	71.5% =	23.4% ▼▼	18.2% ▼▼	
Michigan	63.4% ▲▲	43.4% ▲	68.5% ▼▼	93.7% ▲▲	44.6% =	76.8% =	31.7% =	29.3% =	
Montana	54.7% ▼▼	45.2% ▲	68.1% ▼	98.8% ▲▲	35.7% ▼	62.6% ▼	35.6% ▲▲	36.0% ▲▲	
Ohio	61.6% ▲▲	41.2% ▼▼	70.2% =	96.6% ▲▲	40.6% ▼▼	69.7% ▼▼	34.4% ▲	33.1% ▲▲	
Alaska	65.9% ▲▲	42.5% =	63.0% ▼▼	93.2% ▲▲	41.9% =	66.8% =	26.7% ▼	28.7% =	
Indiana	61.7% ▲▲	40.4% ▼▼	72.4% ▲▲	94.8% ▲▲	36.4% ▼▼	70.0% ▼▼	30.3% =	30.4% =	
District of Columbia	46.2% ▼▼	29.9% ▼▼	55.2% ▼▼	88.7% ▲▲	49.8% =	76.0% =	11.2% ▼▼	6.9% ▼▼	
Florida	57.7% ▼▼	43.1% ▲	72.5% ▲▲	82.1% ▼▼	49.6% ▲▲	79.0% ▲▲	30.1% =	25.6% ▼	
Missouri	58.5% ▼▼	40.4% ▼▼	71.1% =	96.1% ▲▲	41.1% ▼▼	74.0% =	32.7% ▲	26.0% =	
California	57.6% ▼▼	37.2% ▼▼	68.4% ▼▼	62.3% ▼▼	45.5% =	78.3% ▲▲	21.4% ▼▼	21.8% ▼▼	
Idaho	53.4% ▼▼	43.3% =	71.4% =	91.6% ▲▲	30.2% ▼▼	77.5% =	32.9% ▲	30.0% =	
North Carolina	55.0% ▼▼	42.1% =	69.8% ▼	91.2% ▲▲	43.4% =	74.2% =	29.3% =	31.9% ▲▲	
Oregon	58.6% ▼	41.9% =	67.8% ▼▼	86.0% ▲▲	34.7% ▼▼	77.9% =	29.4% =	33.7% ▲▲	
Georgia	57.5% ▼▼	40.7% ▼▼	70.7% =	90.9% ▲▲	49.2% ▲▲	75.1% =	26.3% ▼	23.2% ▼▼	
Arkansas	46.4% ▼▼	32.4% ▼▼	67.9% ▼▼	94.2% ▲▲	48.1% =	72.3% =	29.7% =	22.0% ▼▼	
Oklahoma	51.3% ▼▼	38.5% ▼▼	69.7% =	92.9% ▲▲	41.6% ▼	75.4% =	25.1% ▼▼	20.6% ▼▼	
Kentucky	53.7% ▼▼	37.2% ▼▼	66.5% ▼▼	97.0% ▲▲	42.2% =	75.2% =	30.8% =	22.5% ▼▼	
South Carolina	52.7% ▼▼	39.7% ▼▼	68.5% ▼▼	95.6% ▲▲	45.0% =	77.5% =	25.6% ▼▼	29.9% =	
Nevada	60.5% =	30.7% ▼▼	74.1% ▲▲	75.5% ▼▼	25.3% ▼▼	74.1% =	20.5% ▼▼	21.3% ▼▼	
West Virginia	48.5% ▼▼	32.4% ▼▼	63.7% ▼▼	99.0% ▲▲	33.7% ▼▼	77.7% =	25.6% ▼▼	17.9% ▼▼	
Alabama	50.8% ▼▼	36.8% ▼▼	67.8% ▼▼	96.8% ▲▲	42.1% =	74.1% =	22.3% ▼▼	15.2% ▼▼	
Mississippi	45.1% ▼▼	33.2% ▼▼	62.0% ▼▼	98.1% ▲▲	50.6% ▲▲	76.0% =	18.2% ▼▼	13.5% ▼▼	
Tennessee	54.2% ▼▼	36.8% ▼▼	68.5% ▼▼	95.8% ▲▲	37.4% ▼▼	72.5% =	26.7% =	20.6% ▼▼	
Texas	50.2% ▼▼	34.4% ▼▼	69.6% ▼▼	72.8% ▼▼	40.6% ▼▼	76.3% =	29.0% =	30.7% ▲	
Arizona	53.2% ▼▼	36.8% ▼▼	70.6% =	75.3% ▼▼	32.8% ▼▼	76.7% =	23.6% ▼▼	25.7% ▼	
Louisiana	51.1% ▼▼	31.4% ▼▼	62.5% ▼▼	97.1% ▲▲	48.9% ▲▲	76.5% =	20.4% ▼▼	16.1% ▼▼	
New Mexico	44.7% ▼▼	33.6% ▼▼	65.4% ▼▼	79.7% ▼▼	39.2% ▼	74.3% =	20.5% ▼▼	14.0% ▼▼	
U.S.	59.8%	42.5%	70.6%	84.3%	44.8%	75.3%	29.8%	28.5%	

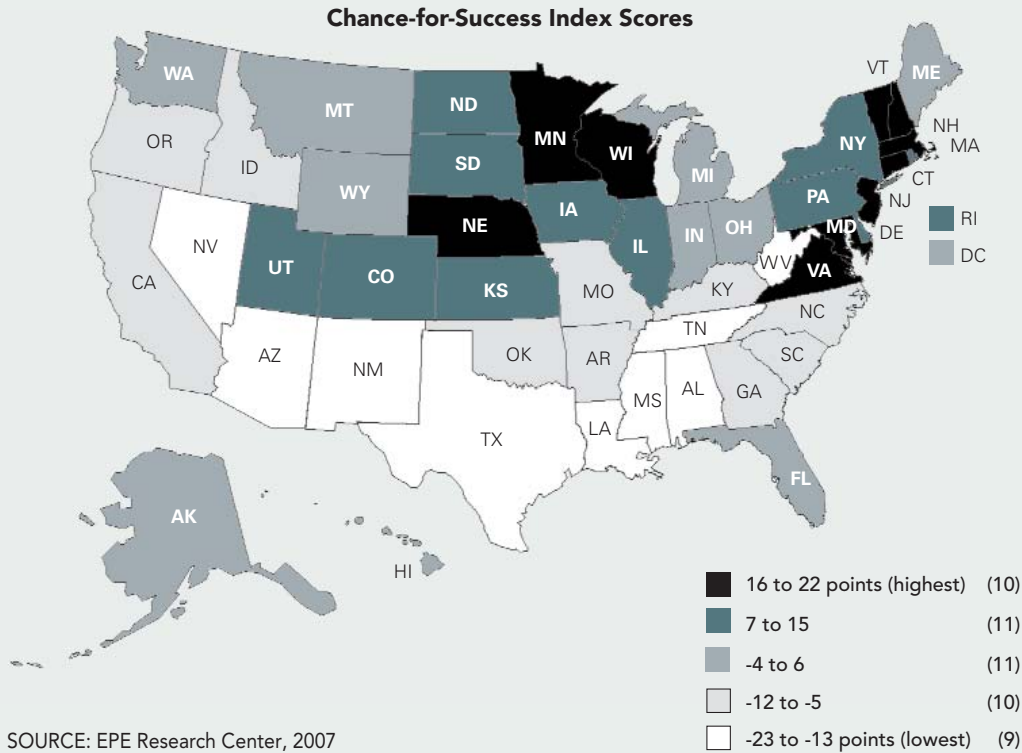
KEY:

- ▲▲ State value is higher than national average (99.5% statistical certainty)
- ▲ State value is higher than national average (95% statistical certainty)
- = State value not statistically different than national average
- ▼ State value is lower than national average (95% statistical certainty)
- ▼▼ State value is lower than national average (99.5% statistical certainty)

	High School Graduation	Postsecondary Participation	Adult Educational Attainment	Annual Income	Steady Employment	Chance for Success Index		
	Percent of public high school students who graduate with a diploma	Percent of young adults (18-24) enrolled in postsecondary education or with a degree	Percent of adults (25-64) with a 2- or 4-year postsecondary degree	Percent of adults (25-64) with incomes at or above national median	Percent of adults (25-64) in labor force working full time and year-round	Total points awarded	Rank	
	74.9%	50.2%	42.6%	56.6%	72.2%	+22	1	Virginia
	79.3	53.8	46.0	61.7	67.5	+21	2	Connecticut
	79.0	54.9	43.9	54.9	66.5	+20	3	Minnesota
	84.5	57.0	44.7	61.9	68.3	+19	4	New Jersey
	74.4	50.3	43.6	62.6	70.8	+18	5	Maryland
	72.1	57.8	48.4	59.9	65.7	+18	5	Massachusetts
	77.7	46.8	42.8	55.4	66.5	+18	5	New Hampshire
	80.6	51.0	38.2	49.8	66.7	+17	8	Wisconsin
	77.8	51.1	39.7	44.0	70.4	+16	9	Nebraska
	81.2	49.9	44.2	49.3	65.9	+16	9	Vermont
	82.5	54.7	37.2	45.2	68.9	+15	11	Iowa
	76.3	52.8	40.1	53.3	70.2	+14	12	Illinois
	75.0	52.0	38.5	46.2	67.4	+14	12	Kansas
	83.1	57.7	43.4	42.2	68.5	+14	12	North Dakota
	79.1	52.5	37.1	49.7	67.6	+13	15	Pennsylvania
	72.5	49.2	45.7	52.3	65.4	+10	16	Colorado
	74.5	49.8	38.2	38.2	70.6	+10	16	South Dakota
	60.7	42.0	37.4	56.6	71.4	+8	18	Delaware
	62.5	56.5	43.3	54.4	67.3	+8	18	New York
	72.3	57.4	40.8	55.1	65.6	+7	20	Rhode Island
	76.7	48.6	38.6	46.3	64.9	+7	20	Utah
	68.2	44.2	42.1	54.5	61.8	+6	22	Washington
	74.0	41.8	36.7	43.9	65.0	+3	23	Maine
	74.0	41.6	32.9	45.7	64.8	+2	24	Wyoming
	63.7	48.3	41.4	50.9	68.0	+1	25	Hawaii
	66.4	51.1	36.2	51.6	63.5	+1	25	Michigan
	75.8	43.2	37.0	38.8	61.8	-1	27	Montana
	76.5	47.6	33.4	49.2	66.9	-1	27	Ohio
	63.6	28.4	35.3	57.1	57.7	-2	29	Alaska
	73.0	45.0	30.7	47.2	67.9	-3	30	Indiana
	58.9	64.1	52.1	60.3	67.5	-4	31	District of Columbia
	57.5	45.4	36.6	45.4	69.2	-4	31	Florida
	74.7	45.1	33.2	45.3	69.0	-5	33	Missouri
	71.0	49.6	38.9	53.6	64.5	-6	34	California
	77.8	39.6	33.9	40.5	63.1	-7	35	Idaho
	66.2	45.3	36.1	43.3	67.1	-7	35	North Carolina
	69.0	43.7	37.2	46.3	60.5	-7	35	Oregon
	56.3	42.4	35.7	49.1	69.6	-9	38	Georgia
	71.8	38.2	26.1	36.8	67.8	-10	39	Arkansas
	71.0	44.0	32.1	41.3	69.2	-11	40	Oklahoma
	69.7	43.5	28.7	43.7	67.4	-12	41	Kentucky
	52.5	41.5	33.1	41.9	68.5	-12	41	South Carolina
	55.9	34.7	28.5	48.9	71.5	-13	43	Nevada
	72.8	44.5	25.8	41.0	67.5	-13	43	West Virginia
	60.7	42.2	30.2	42.6	70.5	-14	45	Alabama
	60.8	41.7	29.0	36.1	67.4	-14	45	Mississippi
	62.2	40.0	30.0	42.5	68.3	-14	45	Tennessee
	66.8	42.1	32.9	45.6	68.2	-15	48	Texas
	70.0	41.4	35.3	48.7	67.9	-16	49	Arizona
	60.6	43.1	26.8	42.8	65.4	-16	49	Louisiana
	56.7	38.9	33.5	42.5	64.6	-23	51	New Mexico
	69.6%	47.8%	37.4%	50.0%	67.2%			U.S.

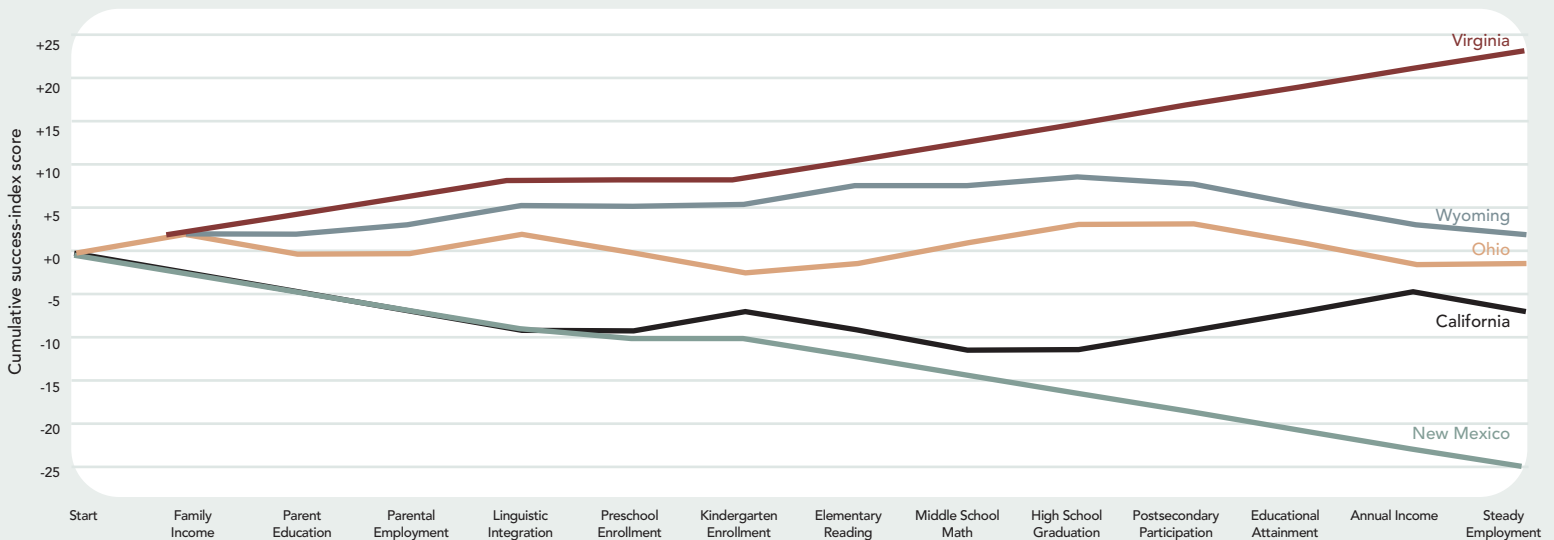
LIFE PROSPECTS

The Chance-for-Success Index combines information from 13 indicators spanning an individual's life from cradle to career. As the map illustrates, a child's chances for attaining various life outcomes, from preschool participation to high school graduation to a job, vary widely by state.



DIVERGENT PATHS

States gain or lose points on each Chance-for-Success indicator based on how they perform compared with the national average. Putting that picture together across each of the 13 indicators, selected to represent critical life junctures, reveals a state's educational trajectory from childhood through adulthood. As the graph below illustrates, where you live matters. A child born in Virginia has a better-than-average chance for success at every stage, while a child from New Mexico is likely to face a series of hurdles throughout life.



SOURCE: EPE Research Center, 2007

K-12 Achievement

	ACHIEVEMENT LEVEL				ACHIEVEMENT GAINS			
	NAEP Mathematics 2005 Percent Proficient		NAEP Reading 2005 Percent Proficient		Math NAEP Scale Score change 2003 to 2005		Reading NAEP Scale Score change 2003 to 2005	
	4th Grade	8th Grade	4th Grade	8th Grade	4th Grade	8th Grade	4th Grade	8th Grade
Massachusetts	48.8% ▲▲	43.3% ▲▲	43.7% ▲▲	44.0% ▲▲	+5.7 ▲▲	+5.0 ▲▲	+3.7 ▲	+0.8 =
New Jersey	45.4 ▲▲	35.9 ▲▲	37.2 ▲▲	37.7 ▲▲	+5.2 ▲▲	+2.5 =	-1.8 =	+1.6 =
Vermont	43.5 ▲▲	37.8 ▲▲	38.5 ▲▲	37.4 ▲▲	+1.6 =	+1.7 =	+0.8 =	-1.7 =
Connecticut	42.5 ▲▲	34.6 ▲▲	38.3 ▲▲	33.6 ▲▲	+1.5 =	-2.7 =	-2.6 =	-3.2 =
Minnesota	47.3 ▲▲	42.7 ▲▲	38.0 ▲▲	37.2 ▲▲	+3.8 ▲▲	-0.6 =	+2.6 =	+0.6 =
North Dakota	40.4 ▲▲	34.6 ▲▲	35.5 ▲▲	36.5 ▲▲	+5.2 ▲▲	-0.2 =	+3.2 ▲▲	+0.5 =
South Dakota	40.6 ▲▲	36.5 ▲▲	32.9 ▲	35.1 ▲▲	+4.3 ▲▲	+2.4 ▲	+0.1 =	-1.4 =
Virginia	39.3 ▲	33.4 ▲▲	36.9 ▲▲	35.7 ▲▲	+1.3 =	+2.7 =	+2.5 =	-0.2 =
Washington	41.6 ▲▲	36.0 ▲▲	35.5 ▲▲	34.3 ▲▲	+3.4 ▲	+3.9 ▲	+2.4 =	+0.2 =
Montana	38.3 ▲	36.0 ▲▲	35.6 ▲▲	36.7 ▲▲	+4.8 ▲▲	+0.5 =	+1.8 =	-0.6 =
Ohio	42.5 ▲▲	33.1 ▲▲	34.4 ▲	35.5 ▲▲	+4.3 ▲▲	+1.6 =	+0.7 =	+0.2 =
Pennsylvania	41.5 ▲▲	30.9 =	35.9 ▲▲	36.0 ▲▲	+4.6 ▲▲	+2.2 =	+4.1 ▲	+2.6 =
Wisconsin	40.3 ▲▲	35.8 ▲▲	33.1 ▲	34.9 ▲▲	+3.8 ▲▲	+0.6 =	+0.3 =	-0.2 =
Idaho	40.4 ▲▲	30.0 =	32.9 ▲	32.2 ▲	+6.7 ▲▲	+1.0 =	+3.6 ▲	-0.1 =
New Hampshire	46.9 ▲▲	34.6 ▲▲	38.6 ▲▲	37.9 ▲▲	+2.5 ▲	-0.9 =	-0.4 =	-1.1 =
Colorado	38.8 ▲	32.0 ▲	36.6 ▲▲	31.9 ▲	+4.0 ▲	-2.6 =	0 =	-2.8 =
Iowa	37.3 =	33.7 ▲▲	33.0 ▲	33.8 ▲▲	+1.4 =	-0.1 =	-2.5 =	-0.5 =
Kansas	46.8 ▲▲	34.2 ▲▲	32.5 ▲	34.8 ▲▲	+4.0 ▲▲	-0.2 =	+0.3 =	+0.8 =
Texas	40.0 ▲▲	30.7 ▲	29.0 =	26.1 ▼▼	+4.7 ▲▲	+4.1 ▲▲	+3.9 ▲▲	-0.6 =
Utah	36.8 =	29.5 =	34.1 ▲▲	29.3 =	+4.0 ▲▲	-1.5 =	+2.0 =	-2.4 ▼
Maine	38.8 ▲	29.9 =	35.2 ▲▲	38.0 ▲▲	+3.1 ▲▲	-0.8 =	+0.7 =	+1.7 =
New York	36.1 =	30.8 =	33.3 ▲▲	33.5 ▲▲	+2.2 =	0 =	+0.5 =	-0.2 =
Oregon	37.0 =	33.7 ▲▲	29.4 =	32.6 ▲	+2.0 =	+1.3 =	-0.7 =	-0.9 =
Delaware	36.1 =	29.7 =	34.2 ▲▲	30.3 =	+3.9 ▲▲	+3.8 ▲▲	+1.9 =	+1.5 =
Maryland	38.0 =	29.6 =	32.3 =	29.9 =	+5.3 ▲▲	+0.2 =	+1.4 =	-0.8 =
Nebraska	36.1 =	34.9 ▲▲	33.5 ▲	34.5 ▲▲	+1.5 =	+1.8 =	+0.8 =	+1.1 =
North Carolina	39.9 ▲▲	31.9 ▲▲	29.3 =	26.9 =	-0.8 =	+0.6 =	-4.1 ▼	-3.6 ▼
Wyoming	42.6 ▲▲	29.0 =	34.5 ▲▲	35.7 ▲▲	+1.9 ▲	-1.4 =	+1.2 =	+1.1 =
Arkansas	34.0 =	22.0 ▼▼	29.7 =	25.9 ▼	+6.5 ▲▲	+5.9 ▲▲	+3.5 ▲	-0.3 =
Illinois	31.6 ▼	28.6 =	29.4 =	31.0 =	+0.2 =	+0.5 =	+0.2 =	-2.9 ▼
Florida	36.6 =	25.6 ▼	30.1 =	25.1 ▼▼	+5.2 ▲▲	+2.7 =	+1.5 =	-1.5 =
Indiana	38.2 =	30.4 =	30.3 =	28.4 =	+2.1 =	+0.5 =	-2.3 =	-3.8 ▼
Missouri	31.1 ▼▼	26.0 =	32.7 ▲	30.9 =	+0.2 =	-2.3 =	-1.1 =	-2.7 =
Alaska	33.7 =	28.7 =	26.7 ▼	26.4 =	+2.5 =	-0.1 =	-0.5 =	+2.3 =
Kentucky	26.1 ▼▼	22.5 ▼▼	30.8 =	30.6 =	+2.8 ▲	-0.3 =	+0.9 =	-2.3 =
South Carolina	35.9 =	29.9 =	25.6 ▼▼	24.7 ▼▼	+2.5 ▲	+3.9 ▲	-1.6 =	-0.9 =
California	28.0 ▼▼	21.8 ▼▼	21.4 ▼▼	20.5 ▼▼	+2.9 ▲	+1.5 =	+0.9 =	-0.6 =
Michigan	37.7 =	29.3 =	31.7 =	28.5 =	+2.0 =	+0.9 =	-0.5 =	-3.2 =
Oklahoma	28.6 ▼▼	20.6 ▼▼	25.1 ▼▼	25.3 ▼	+4.9 ▲▲	-0.5 =	+0.3 =	-2.1 =
Tennessee	27.7 ▼▼	20.6 ▼▼	26.7 =	26.2 =	+3.9 ▲	+2.3 =	+2.3 =	+1.0 =
Georgia	29.5 ▼▼	23.2 ▼▼	26.3 =	24.9 ▼	+3.4 ▲	+2.5 =	+0.8 =	-0.8 =
Rhode Island	30.5 ▼▼	23.5 ▼▼	29.7 =	29.4 =	+3.1 ▲	+0.3 =	-0.1 =	+0.1 =
Arizona	27.9 ▼▼	25.7 ▼	23.6 ▼▼	23.1 ▼▼	+0.9 =	+3.1 =	-1.7 =	-0.5 =
Nevada	26.1 ▼▼	21.3 ▼▼	20.5 ▼▼	22.4 ▼▼	+2.4 ▲	+1.9 =	+0.2 =	+0.6 =
District of Columbia	9.6 ▼▼	6.9 ▼▼	11.2 ▼▼	11.7 ▼▼	+6.2 ▲▲	+2.2 =	+2.4 =	-0.5 =
Louisiana	23.9 ▼▼	16.1 ▼▼	20.4 ▼▼	19.9 ▼▼	+4.0 ▲▲	+1.4 =	+4.4 ▲	-0.8 =
Alabama	20.9 ▼▼	15.2 ▼▼	22.3 ▼▼	21.9 ▼▼	+1.7 =	+0.3 =	+0.7 =	-1.2 =
Hawaii	26.7 ▼▼	18.2 ▼▼	23.4 ▼▼	18.3 ▼▼	+3.3 ▲	-0.1 =	+1.3 =	-2.8 ▼
New Mexico	19.0 ▼▼	14.0 ▼▼	20.5 ▼▼	19.2 ▼▼	+1.5 =	0 =	+3.6 =	-0.6 =
West Virginia	25.1 ▼▼	17.9 ▼▼	25.6 ▼▼	21.9 ▼▼	+0.1 =	-1.7 =	-4.4 ▼▼	-4.5 ▼▼
Mississippi	19.4 ▼▼	13.5 ▼▼	18.2 ▼▼	18.5 ▼▼	+3.8 ▲	+1.5 =	-1.1 =	-4.5 ▼
	35.3%	28.5%	29.8%	28.9%	+3.1	+1.4	+0.8	-0.9

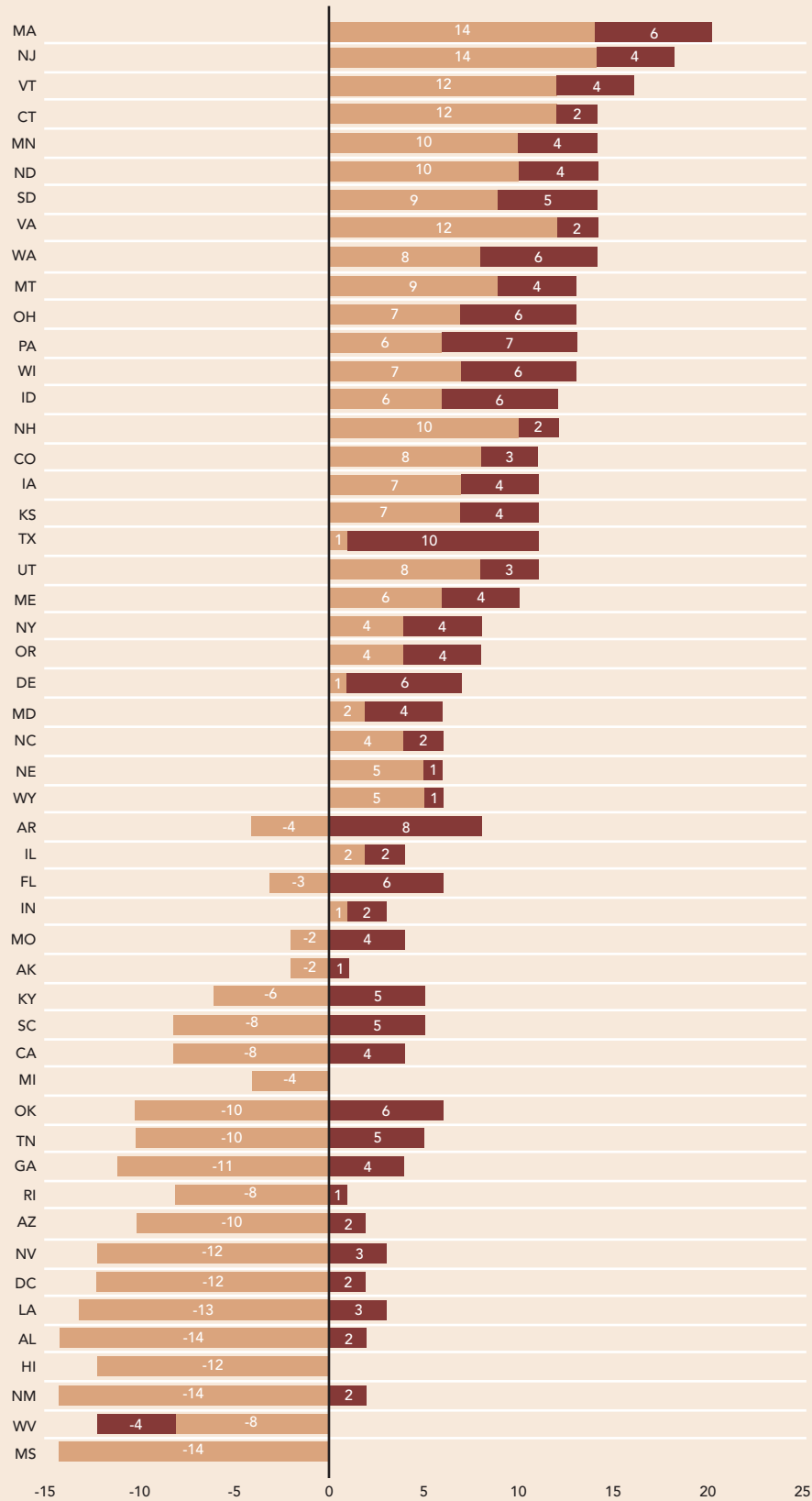
KEY:

- ▲▲ State value is higher than national average or has increased over time (99.5% statistical certainty)
- ▲ State value is higher than national average or has increased over time (95% statistical certainty)
- = State value not statistically different than national average or has not changed over time
- ▼ State value is lower than national average or has declined over time (95% statistical certainty)
- ▼▼ State value is lower than national average or has declined over time (99.5% statistical certainty)

	POVERTY GAP (8TH GRADE MATH)		HIGH SCHOOL GRADUATION		ADVANCED PLACEMENT		MATH BONUS	STATE ACHIEVEMENT INDEX		
	Poverty gap 2005 NAEP Scale Score	Poverty-gap scale-score change 2003 to 2005	Graduation Rates (all students, public schools)		High test scores (3 or above) per 100 students in grades 11 and 12 (public schools)		Percent of students scoring at NAEP advanced level	Total points awarded	Rank	
	National School Lunch Program Noneligible vs. Eligible	National School Lunch Program Noneligible vs. Eligible (negative value = narrowing gap)	2003	Change 2000 to 2003	2005	Change 2000 to 2005	8th grade mathematics 2005			
	26.0 =	-7.7 ▲	72.1% ▲▲	3.5% ▼▼	20.1 ▲▲	+5.2 ▲▲	11.4% ▲▲	+20	1	Massachusetts
	30.2 =	-4.3 =	84.5 ▲▲	+2.8 =	20.0 ▲▲	+3.1 ▲▲	8.7 ▲▲	+18	2	New Jersey
	21.1 ▲▲	-1.9 =	81.2 ▲▲	+8.0 ▲▲	13.4 ▼▼	+4.1 ▲▲	8.8 ▲▲	+16	3	Vermont
	37.1 ▼▼	+5.2 =	79.3 ▲▲	+3.1 =	21.5 ▼▼	+6.5 ▲▲	7.8 ▲▲	+14	4	Connecticut
	27.0 =	+1.3 =	79.0 ▲▲	-0.6 =	12.1 ▼▼	+4.4 ▲▲	10.8 ▲▲	+14	4	Minnesota
	18.2 ▲▲	+0.8 =	83.1 ▲▲	+3.4 =	5.8 ▼▼	+2.0 =	4.7 =	+14	4	North Dakota
	17.6 ▲▲	-1.9 =	74.5 ▲▲	-3.6 =	9.8 ▼▼	+4.2 ▲▲	6.5 =	+14	4	South Dakota
	29.1 =	+1.8 =	74.9 ▲▲	-2.6 =	26.7 ▲▲	+7.3 ▲▲	7.9 ▲	+14	4	Virginia
	24.9 =	+2.2 =	68.2 =	+5.9 ▲▲	12.6 ▼▼	+5.8 ▲▲	8.7 ▲▲	+14	4	Washington
	21.1 ▲▲	+2.4 =	75.8 ▲▲	-0.7 =	8.9 ▼▼	+2.7 ▲▲	5.5 =	+13	10	Montana
	25.0 =	-0.3 =	76.5 ▲▲	+5.8 ▲▲	10.4 ▼▼	+3.4 ▲▲	6.6 =	+13	10	Ohio
	27.3 =	-3.6 =	79.1 ▲▲	+3.9 ▲▲	11.4 ▼▼	+2.9 ▲▲	5.7 =	+13	10	Pennsylvania
	28.9 =	-4.4 =	80.6 ▲▲	+4.0 ▲▲	14.6 ▼▼	+4.7 ▲▲	6.7 =	+13	10	Wisconsin
	14.6 ▲▲	-5.3 ▲	77.8 ▲▲	+3.3 =	9.2 ▼▼	+3.9 ▲▲	4.5 =	+12	14	Idaho
	16.4 ▲▲	-5.1 =	77.7 ▲▲	+4.2 ▲	8.4 ▼▼	+1.1 =	6.5 =	+12	14	New Hampshire
	28.4 =	-1.6 =	72.5 ▲	+2.2 =	18.6 ▲▲	+6.8 ▲▲	6.3 =	+11	16	Colorado
	20.4 ▲▲	-3.5 =	82.5 ▲▲	+4.8 ▲▲	7.5 ▼▼	+2.7 ▲▲	5.7 =	+11	16	Iowa
	23.1 =	+2.6 =	75.0 ▲▲	+1.6 =	7.0 ▼▼	+2.8 ▲▲	5.2 =	+11	16	Kansas
	24.8 =	+0.9 =	66.8 ▼▼	+3.9 ▲▲	17.2 ▲▲	+5.9 ▲▲	6.2 =	+11	16	Texas
	16.8 ▲▲	-3.1 =	76.7 ▲▲	-2.6 =	20.9 ▲▲	+3.4 ▲▲	4.7 =	+11	16	Utah
	17.6 ▲▲	-1.9 =	74.0 ▲▲	+1.9 =	13.0 ▼▼	+3.8 ▲▲	5.0 =	+10	21	Maine
	24.4 =	-6.6 ▲	62.5 ▼▼	+2.3 ▲	25.3 ▲▲	+4.3 ▲▲	6.3 =	+8	22	New York
	19.1 ▲▲	-0.7 =	69.0 =	+6.0 ▲▲	8.1 ▼▼	+2.6 ▲▲	7.3 ▲	+8	22	Oregon
	22.9 ▲	-1.0 =	60.7 ▼▼	-6.3 =	16.8 =	+9.0 ▲▲	5.0 =	+7	24	Delaware
	28.8 =	-1.2 =	74.4 =	+1.7 =	32.0 ▲▲	+15.2 ▲▲	6.8 =	+6	25	Maryland
	23.7 =	-1.3 =	77.8 ▲▲	-0.5 =	4.3 ▼▼	+1.7 ▲	6.0 =	+6	25	Nebraska
	27.0 =	-1.0 =	66.2 ▼▼	+5.9 ▲▲	19.6 ▲▲	+6.9 ▲▲	7.1 =	+6	25	North Carolina
	15.2 ▲▲	-2.1 =	74.0 ▲	-0.7 =	4.9 ▼▼	+1.9 =	3.5 ▼▼	+6	25	Wyoming
	22.7 ▲	+2.7 =	71.8 ▲▲	+2.6 ▲	9.9 ▼▼	+5.5 ▲▲	3.0 ▼▼	+4	29	Arkansas
	31.5 ▼	-2.5 =	76.3 ▲▲	+2.4 ▲	17.3 ▲▲	+4.9 ▲▲	5.4 =	+4	29	Illinois
	25.3 =	-3.0 =	57.5 ▼▼	+7.5 ▲▲	20.1 ▲▲	+5.8 ▲▲	4.6 =	+3	31	Florida
	22.4 ▲	+0.6 =	73.0 ▲▲	+2.2 ▲	8.8 ▼▼	+3.7 ▲▲	5.1 =	+3	31	Indiana
	23.8 =	+0.9 =	74.7 ▲▲	+3.4 ▲▲	6.9 ▼▼	+3.3 ▲▲	4.1 ▼	+2	33	Missouri
	22.1 ▲	-3.1 =	63.6 =	+4.3 =	12.6 ▼▼	+2.5 ▲	5.8 =	-1	34	Alaska
	18.4 ▲▲	-4.1 =	69.7 =	+6.1 ▲▲	8.9 ▼▼	+3.7 ▲▲	3.4 ▼▼	-1	34	Kentucky
	26.4 =	+0.4 =	52.5 ▼▼	+4.1 ▲	13.7 ▼▼	+2.6 ▲▲	6.7 =	-3	36	South Carolina
	27.6 =	-2.2 =	71.0 =	+2.7 ▲	21.2 ▲▲	+5.4 ▲▲	4.5 ▼▼	-4	37	California
	26.4 =	-1.1 =	66.4 ▼▼	-7.6 ▼▼	11.5 ▼▼	+2.6 ▲▲	5.5 =	-4	37	Michigan
	23.2 ▲	+1.4 =	71.0 =	+3.6 ▲▲	9.7 ▼▼	+3.5 ▲▲	2.4 ▼▼	-4	37	Oklahoma
	26.0 =	-2.6 =	62.2 ▼▼	+13.6 ▲▲	8.3 ▼▼	+2.5 ▲▲	2.9 ▼▼	-5	40	Tennessee
	28.4 =	-3.4 =	56.3 ▼▼	+2.9 ▲	14.9 ▼▼	+5.7 ▲▲	4.3 ▼	-7	41	Georgia
	29.8 =	-0.7 =	72.3 =	-0.3 =	7.4 ▼▼	+1.6 =	3.3 ▼▼	-7	41	Rhode Island
	24.3 =	-0.2 =	70.0 =	+2.9 =	7.9 ▼▼	+1.6 ▲▲	4.6 ▼	-8	43	Arizona
	20.9 ▲▲	+0.8 =	55.9 ▼▼	+0.8 =	13.3 ▼▼	+6.0 ▲▲	3.1 ▼▼	-9	44	Nevada
	20.1 ▲▲	+1.7 =	58.9 ▼▼	+5.4 =	8.3 ▼▼	+1.0 =	1.8 ▼▼	-10	45	District of Columbia
	21.3 ▲	-2.8 =	60.6 ▼▼	+1.1 =	2.2 ▼▼	+0.6 =	1.7 ▼▼	-10	45	Louisiana
	27.4 =	-1.9 =	60.7 ▼▼	-0.7 =	5.8 ▼▼	+1.8 ▲▲	2.3 ▼▼	-12	47	Alabama
	24.6 =	+3.7 =	63.7 =	+1.4 =	6.7 ▼▼	+1.7 =	2.5 ▼▼	-12	47	Hawaii
	24.1 =	+1.4 =	56.7 ▼▼	-4.0 =	8.3 ▼▼	+3.0 ▲▲	1.4 ▼▼	-12	47	New Mexico
	19.3 ▲▲	+0.7 =	72.8 ▲▲	+2.6 =	5.6 ▼▼	+1.1 =	1.4 ▼▼	-12	47	West Virginia
	26.5 =	+2.3 =	60.8 ▼▼	+1.6 =	2.7 ▼▼	+0.7 =	1.3 ▼▼	-14	51	Mississippi
	26.7	-1.7	69.6%	+2.9%	15.7	+4.8	5.6%			U.S.

EVALUATING K-12 ACHIEVEMENT

Quality Counts' new State Achievement Index emphasizes absolute levels of performance (status) and improvements or changes over time in nearly equal measure. The index is based on 15 individual indicators related to reading and math performance, high school graduation rates, and participation in Advanced Placement courses. States gain or lose points on each indicator based on their performance compared with the national average. State Achievement Index scores differ considerably, from a high of 20 points for Massachusetts to a low of -14 points for Mississippi. The states with the strongest showings consistently display high levels of performance relative to the nation as a whole as well as significant improvements in achievement over time.



Points added or subtracted

■ Status Indicators
■ Change Indicators

Quality Counts 2007 Index Indicator Supplement

The Chance-for-Success Index

Calculated for each state, the Chance-for-Success Index provides a state-focused perspective on the importance of education throughout a person's lifetime. The index is based on 13 indicators that highlight whether young children get off to a good start, succeed in elementary and secondary school, and hit key educational and income benchmarks as adults.

The 13 indicators, grouped by stage of life, are:

- **The early years:** Percent of children in families with annual incomes at least 200 percent above the federal poverty line; percent of children with at least one parent who has a postsecondary degree; percent of children with at least one parent working full time and year-round; percent of children whose parents are fluent English-speakers; percent of 3- and 4-year-olds enrolled in pre-school; percent of eligible children enrolled in kindergarten.
- **The school-age years:** Percent of 4th grade public school students who read at the "proficient" level or above on the National Assessment of Educational Progress; percent of 8th grade public school students who perform at the proficient level or higher in mathematics; percent of public high school students who graduate with a diploma in four years.
- **The adult years:** Percent of 18- to 24-year-olds enrolled in postsecondary education or with a degree; percent of 25- to 64-year-olds with a postsecondary degree; percent of adults with incomes at or above the national median; percent of adults with steady employment (full time and year-round).

States that do significantly better than the national average on each indicator receive a point; those that outpace the nation by a very sound margin receive two points. Conversely, states that fall significantly below the national average lose a point or two. Since all states start at zero, the index can capture the cumulative effect of education experienced by residents of a state from birth to adulthood and pinpoint the chances for success at each stage.

The Achievement Index

While the Chance-for-Success Index focuses on a range of academic and other indicators throughout an individual's lifetime, the Achievement Index focuses solely on performance during the K-12 years. It is based on a combination of current performance outcomes and gains states have made over time.

The 15 indicators are: the percent of students scoring at the "proficient" level or higher on National Assessment of Educational Progress reading and math tests in grades 4 and 8; the average change in NAEP scores in both grades and subjects from 2003 to 2005; the gap in NAEP math performance between 8th graders who are and are not eligible for subsidized school meals, and the change in that gap between 2003 and 2005; the high school graduation rate and the change in that rate between 2000 and 2003; the number of Advanced Placement scores of 3 or higher (out of a possible 5) for every 100 public high school students, and the change in that figure from 2000 to 2005; and the percent of 8th graders scoring at the "advanced" level on the NAEP math exam in 2005.

A state's final score was calculated by tallying points across the set of 15 individual achievement measures. States significantly exceeding the national average (for level indicators) or improving over time (change indicators) received a point. Two points were awarded if they excelled by a particularly large statistical margin. Conversely, low-performing states lost one or two points.



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January 4 - 18, 2007

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Short Bio for

Virginia B. Edwards

President, Editorial Projects in Education
Editor and Publisher, *Education Week*, *Teacher Magazine*, and edweek.org

Virginia B. Edwards was named president of Editorial Projects in Education in April 1997. In that role, she oversees the nearly 90-person nonprofit corporation that publishes *Education Week*, *Teacher Magazine*, edweek.org, and the annual reports *Quality Counts*, *Diplomas Count*, and *Technology Counts*.

Ms. Edwards has been the editor of *Education Week* since 1989, overseeing a staff of more than 50 editors, reporters, and graphic artists engaged in the newspaper's weekly production. The newspaper, which covers policy developments in precollegiate education and is published 45 times a year, has a paid circulation of about 52,000, and is read by more than 160,000 others.

Ms. Edwards is also the editor and publisher of *Teacher Magazine* and edweek.org. *Teacher* is distributed six times a year to more than 100,000 teacher-leaders. Readership surveys show that more than 1.3 million educators read each issue of *Teacher*. Edweek.org, meanwhile, registers more than 1.5 million "hits" each month from among more than 700,000 registered users.

Before joining EPE, Ms. Edwards worked for two years for the Carnegie Foundation for the Advancement of Teaching and, for the nearly 10 years before that, was an editor and reporter for *The Courier-Journal* in Louisville, Ky.

Short Bio for

Lynn Olson

Managing Editor for Special Projects, *Education Week*
Executive Project Editor, *Quality Counts* and *Diplomas Count*

Lynn Olson has written about public education in the United States for more than 15 years. A nationally recognized education journalist, she has won awards from the Education Writers Association, the National Association of Secondary School Principals, and the International Reading Association. She is the managing editor for special projects at *Education Week*, an independent, national newspaper that covers education in grades K-12, and the executive project editor for both *Quality Counts*, an annual report card on public education in the 50 states, published by *Education Week* with support from the Pew Charitable Trusts, and *Diplomas Count*, the first edition of an annual report on high school graduation rates and policies supported by the Bill & Melinda Gates Foundation. In 1995, she received a grant from the Alfred P. Sloan Foundation of New York to write a book about the transition from school to work for America's young people. The book, *The School to Work Revolution: How Employers and Educators Are Joining Forces To Prepare Tomorrow's Skilled Workforce*, was published by Addison-Wesley in 1997. Ms. Olson is a graduate of Yale University. She lives in Maryland with her husband, Steve, and her two children.

Short Bio for

Christopher B. Swanson

Director, Editorial Projects in Education Research Center

Christopher B. Swanson, Ph.D., was named the director of the Editorial Projects in Education Research Center in July 2005. In this capacity, he oversees a staff of full-time researchers who conduct annual policy surveys, collect data, and perform analyses that appear in the *Quality Counts* and *Technology Counts* annual reports. The center also contributes data and analysis to special coverage in *Education Week*, *Teacher Magazine*, and *edweek.org*.

The EPE Research Center is working on a four-year project to examine graduation rates and related issues facing the nation's high schools. *Diplomas Count: An Essential Guide to Graduation Policy and Rates*, released in June 2006, is the first major report from this project, which is funded by the Bill & Melinda Gates Foundation.

Prior to joining EPE, Swanson was a Senior Research Associate at the Urban Institute, where his work focused on issues of federal policy and urban high school reform involving small-school restructuring. During the past few years, much of Swanson's research has examined the implementation of the No Child Left Behind Act's accountability provisions. In particular, he has extensively investigated the persistent challenges associated with accurately measuring high school graduation rates, a required element of the performance-based accountability mandated under the federal law. A series of research reports on this topic have been widely profiled in the national and regional media and have provided policy leaders important insights into this critical issue.

Swanson's research on a variety of educational policy issues – among them standards and accountability, instructional reform, high school dropout and completion, student mobility, and public school choice – has been presented at national conferences and published in leading scholarly journals and edited volumes.