Quality Counts 2007

From Cradle To Career
Connecting American Education From Birth Through Adulthood

with support from
The 11th Year of Quality Counts

- Annual report from *Education Week* and the EPE Research Center enters a new generation
- Viewing K-12 education through a wider lens
- Tracking state efforts to align education from childhood through adulthood
Children from low-income families perform significantly worse when they enter kindergarten.

Pattern found for both literacy and mathematics skills.

SOURCE: Valerie E. Lee and David T. Burkam, "Inequality at the Starting Gate" 2002.
Preschool attendance tied to family income

- Children from low-income families are far less likely to attend center-based preschool

![Graph showing preschool attendance percent by annual family income](image)

- Median income = $54,812
- SOURCE: EPE Research Center, 2007
Achievement Gaps Persist

- Significant income-based gaps in reading achievement persist through the elementary and secondary grades.

- Poor 12th graders read on par with affluent 8th graders.

![Graph showing NAEP reading scale scores by income and grade.](chart.png)

High School Graduation Stalls

During much of the 1990s graduation rates stagnated

- Overall, 7 of every 10 students now graduate with a diploma
  - Large disparities exist among racial and ethnic groups

![Graph showing graduation rates for different racial and ethnic groups from 1994 to 2003.](image)

**SOURCE:** EPE Resarch Center, 2006
In nearly all developed countries, younger generations are attaining higher educational levels.

But in the U.S., younger adults have not surpassed the previous generation.
An Attainment Divide in the U.S.

Large disparities found in adult education levels

- Nearly three quarters of Asian Americans have some postsecondary education, more than twice the college-going rate among Hispanics.
Inside
Quality Counts 2007

- A cradle-to-career perspective
- Chance for Success Index
- State-by-state policy indicators
- Expert commentaries
- State of the States - Standards, Assessment, Accountability
- New K-12 State Achievement Index
Reframing K-12 Education

- Quality Counts reached a crossroads after its first decade

- **Our strategy**: work to better understanding the role of K-12 schooling within a broader educational, social, and economic landscape

- More emphasis on **hard outcomes**

- In a "flat world" Quality Counts cannot just be about education any more

- Retain our commitment to **state-by-state** policy and analysis
Highlights from the EPE Research Center

- Chance for Success Index
- Alignment of state policies
- K-12 State Achievement Index
Chance for Success - the Concept

- Education is a thread that weaves through our national consciousness

- Education is …
  - a leveler
  - a stepping stone
  - a barometer of social and economic health
  - a foundation of the "American Dream"

- In the 21st century, education may be the most important factor determining one's life chances
A Thought Experiment

What if …

We took a newborn child in this country and randomly placed him or her in a given state (State A). That child would grow up, go to school, and eventually enter the labor force in that state.

What if …

That child grew up in State B instead.

How much difference would that make?
<table>
<thead>
<tr>
<th>Chance for Success - the Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Childhood</strong></td>
</tr>
<tr>
<td>foundations for learning</td>
</tr>
<tr>
<td>Family Income</td>
</tr>
<tr>
<td>Parent Education</td>
</tr>
<tr>
<td>Parental Employment</td>
</tr>
<tr>
<td>Linguistic Integration</td>
</tr>
<tr>
<td>Preschool Enrollment</td>
</tr>
<tr>
<td><strong>The Schooling Years</strong></td>
</tr>
<tr>
<td>formal education kindergarten</td>
</tr>
<tr>
<td>through postsecondary</td>
</tr>
<tr>
<td>Kindergarten Enrollment</td>
</tr>
<tr>
<td>Elementary Reading</td>
</tr>
<tr>
<td>Middle School Math</td>
</tr>
<tr>
<td>High School Graduation</td>
</tr>
<tr>
<td>Postsecondary Participation</td>
</tr>
<tr>
<td><strong>Post-Schooling</strong></td>
</tr>
<tr>
<td>returns to education</td>
</tr>
<tr>
<td>Adult Education Levels</td>
</tr>
<tr>
<td>Annual Income</td>
</tr>
<tr>
<td>Steady Employment</td>
</tr>
</tbody>
</table>
The Chance-for-Success Index

- Index based on an original EPE Research Center analysis of 50-state data from several sources

- Statistical tests were performed to evaluate states relative to a national norm and award points
  - 0 pts. = not statistically different than national avg.
  - +1 (-1) = statistically above (below) national avg.
  - +2 (-2) = above (below) national avg. with very high confidence

- Points tallied across the 13 indicators

- Possible range for index: -26 to +26
Life Prospects Vary Dramatically Across States

Chance for Success Index Scores
- 16 to 22 points (highest) (10)
- 7 to 15 (11)
- 4 to 6 (11)
- 12 to -5 (10)
- 23 to -13 points (lowest) (9)

SOURCE: EPE Research Center, 2007
Divergent State Paths

Where a child lives matters for his or her life prospects

Virginia (top)

Wyoming

California

New Mexico (bottom)
The Chance-for-Success Index shows great variation in educational life prospects across states.

The Index could be used to:
- Identify strong and weak points in the education pipeline
- Target state efforts accordingly

*Quality Counts* also examines state policy efforts to align elementary and secondary systems with other stages of school and work life.
## Alignment Efforts - State Policy

### Early Childhood Education
- Early learning standards aligned: 42 states
- School-readiness definition: 13 states
- School-readiness assessment: 16 states
- School-readiness intervention: 18 states
- Kindergarten standards: 45 states

### Postsecondary Education
- College-readiness definition: 11 states
- College prep required: 9 states
- HS credits aligned: 5 states
- HS assessment alignment: 6 states
- Postsecondary decisions: 9 states

### Economy and Workforce
- Work-readiness defined: 21 states
- Work-readiness is distinct: 19 states
- Career-tech diploma: 35 states
- Industry certification: 38 states
- Portable HS credits: 38 states
Policy Alignment at Different Stages across the States

Number of Policies
- 9 to 15 policies (10)
- 6 to 8 policies (23)
- 0 to 5 policies (18)

Number of Alignment Policies (0-15)

SOURCE: EPE Research Center, 2007
Assessing K-12 Achievement

- For the first time, *Quality Counts 2007* evaluates states based on the performance of their public schools.

- The **K-12 State Achievement Index**
  - 50-state data from reliable sources
  - spans the elementary and secondary grades
  - includes status and growth elements

- Important to consider achievement in light of social and demographic conditions and state policy activity
15 Indicators of State Performance

<table>
<thead>
<tr>
<th>Achievement Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4th grade math</strong> – Percent proficient on NAEP (2005)</td>
</tr>
<tr>
<td><strong>8th grade math</strong> – Percent proficient on NAEP (2005)</td>
</tr>
<tr>
<td><strong>4th grade reading</strong> – Percent proficient on NAEP (2005)</td>
</tr>
<tr>
<td><strong>8th grade reading</strong> – Percent proficient on NAEP (2005)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achievement Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4th grade math</strong> – Scale score change on NAEP (2003-2005)</td>
</tr>
<tr>
<td><strong>8th grade math</strong> – Scale score change on NAEP (2003-2005)</td>
</tr>
<tr>
<td><strong>4th grade reading</strong> – Scale score change on NAEP (2003-2005)</td>
</tr>
<tr>
<td><strong>8th grade reading</strong> – Scale score change on NAEP (2003-2005)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Poverty Gap (National School Lunch Program, noneligible vs. eligible)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Size of gap</strong> – 8th grade math scale score (2005)</td>
</tr>
<tr>
<td><strong>Change in gap</strong> – 8th grade math (2003-2005), negative value = closing gap</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High School Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation rate</strong> – Public schools (2003)</td>
</tr>
<tr>
<td><strong>Change in graduation rate</strong> – Public schools (2000-2003)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High AP test scores</strong> – Scores of 3 or above per 100 students (2005)</td>
</tr>
<tr>
<td><strong>Change in AP Scores</strong> – Change in high scores per 100 students (2000-2005)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bonus Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8th grade math excellence</strong> – Percent advanced on NAEP (2005)</td>
</tr>
</tbody>
</table>
The Achievement Index

- Index based on an original EPE Research Center analysis of 50-state data from several sources

- Statistical tests were performed to evaluate states relative to a nation norm (or change benchmark) and award points
  - +1/+2 pts. = higher than national avg. (or gain over time)
  - 0 points = not different than national avg. (or no change over time)
  - -1/-2 pts. = lower than national avg. (or decline over time)

- Points tallied across the 15 indicators

- Possible range for index: -30 to +30
State scores range from -14 to +20

Top states:
- Massachusetts (20)
- New Jersey (18)
- Vermont (16)

Bottom States:
- Mississippi (-14)
- Alabama (-12)
- Hawaii (-12)
- New Mexico (-12)
- West Virginia (-12)
Achievement Status vs. Change

States gain (or lose) points for both achievement levels and gains

- Top-ranked states show both high performance and significant improvements
- Some low-ranking states lose points due to low performance and gain none or few for gains
- Several states show strong growth profiles
  - Texas, Arkansas, Florida, Delaware
State of the States 2007

- Academic Standards
- Student Assessment
- School Accountability
The 2007 Policy Survey

- Each year, the EPE Research Center surveys the 50 states and District of Columbia

- Meticulous administration and vetting of surveys
  - State respondents complete survey
    - Answers to questions about educational policies
    - Supporting documentation for each response
  - EPE Research Center evaluates responses
  - States review final answers

- States not graded this year for policy implementation

Note: When describing survey highlights, the District of Columbia will be included in state tallies.
All 50 states and District of Columbia have adopted standards in English/language arts, mathematics, and science

- Only Iowa and Rhode Island lack history standards

40 states have standards in Math and Science that are "clear, specific, and grounded in content" at all grade levels

- Only 14 states meet that mark for English/language arts.

37 states have resources to supplement standards documents

35 states have a regular timeline for revising standards
Assessments

Highlights 2007

- **Nearly all states** have assessments aligned with their academic standards at all grade levels for English/language arts (49 states) and Math (48 states)

- Far fewer states have aligned assessments for other core subjects (25 for science and 11 for history)

- Testing requirements and Adequate Yearly Progress under NCLB
  - English and Math - tested and part of AYP
  - Science - tested (by 2007-08) but not part of AYP
  - History/Social Science - testing not mandated under NCLB
School Accountability

Highlights 2007

- Many state accountability systems exceed what is required under federal law

- **29 states** rate all schools (Title 1 and non-Title 1) based on state-developed criteria

- Consequences attached to school performance
  - **35 states** - assistance to low-performing schools
  - **33 states** - sanctions for low-performing schools
  - **17 states** - rewards for high-performing or improving schools

- States are beginning to use individual student growth for accountability
  - **5 states** for AYP
  - **9 states** for state-specific ratings
Plans for the Future of Quality Counts

Seeking input on Teacher Quality and School Finance

- In the coming year we will be seeking feedback to guide future approaches to teacher quality and finance

- Upcoming convenings:
  - March - at annual meeting of the American Education Finance Association in Baltimore
  - April - prior to the American Education Research Association conference in Chicago

- Online forum:
  - Talkback features to solicit comment
  - Whitepapers and other information
  - Stay tuned to the EPE Research Center website for details

www.edweek.org/rc
Online Extras

- Quality Counts 2007:
  www.edweek.org/go/qc07

- National and State Highlights Reports:
  www.edweek.org/go/qc07/shr

- Education Counts
  www.edweek.org/rc/edcounts

- Live Online Chats
Contact the EPE Research Center

Christopher B. Swanson
Director, EPE Research Center
cswanson@epe.org

Carole Vinograd Bausell
Project Director, Quality Counts
cbausell@epe.org

By phone: 301-280-3100