

# Measures and Sources

*Education: The State We're In* brings together publicly available data for the 50 states across seven issue areas. Within each issue area, states are ranked from first to last (1=best, 50=worst) across a number of measures. The specific measures and sources for each are described below.

## 1. The Achievement Gap

- % of low-income 4<sup>th</sup> graders achieving proficiency in reading on the National Assessment of Educational Progress (NAEP), 2003
- % of non-poor 4<sup>th</sup> graders achieving proficiency in reading on the NAEP, 2003
- % of white 4<sup>th</sup> graders achieving proficiency in reading on the NAEP, 2003
- % of African-American 4<sup>th</sup> graders achieving proficiency in reading on the NAEP, 2003
- % of Latino 4<sup>th</sup> graders achieving proficiency in reading on the NAEP, 2003

**Source:** Daane, M. and P. Donahue and W. Grigg, *The Nation's Report Card: Reading Highlights 2003* (Washington, DC: National Center for Education Statistics, Nov. 2003).

## 2. Early Childhood Education

- % of 3-year-olds participating in state-sponsored pre-kindergarten programs, Head Start or special education, 2002-03

**Source:** Barnett, Steve and Jason T. Hustedt, *The State of Preschool: 2004 State Preschool Yearbook* (New Jersey: Rutgers University, 2004).

- % of 4-year-olds participating in state-sponsored pre-kindergarten programs, Head Start or special education, 2002-03

**Source:** Barnett, Steve and Jason T. Hustedt, *The State of Preschool: 2004 State Preschool Yearbook* (New Jersey: Rutgers University, 2004).

- States in which all districts are required to offer full-day kindergarten, 2005

**Source:** Education Commission of the States, "State Statutes Regarding Kindergarten," *State Notes* (Denver, CO: Education Commission of the States, Updated April 2005).

- Kindergarten attendance requirements

**Source:** Education Commission of the States, "State Statutes Regarding Kindergarten," *State Notes* (Denver, CO: Education Commission of the States, Updated April 2005).

## 3. The High-School-to-College Pipeline

- High-school graduation rates, 2002 (% of entering high-school freshman who graduate with a regular diploma – not a GED – in four years, after accounting for moves and transfers)

**Source:** Greene, Jay P. and Marcus Winters. *Public High School Graduation and College-Readiness Rates: 1991-2002*, (New York, NY: The Manhattan Institute, Feb. 2005).

- College readiness rates, 2002 (% of students in the class of 2002 who were "college ready," which is defined as having attained a regular high-school diploma, having completed a minimum set of course requirements, and being able to read at a basic level)

**Source:** Greene, Jay P. and Marcus Winters. *Public High School Graduation and College-Readiness Rates: 1991-2002*, (New York, NY: The Manhattan Institute, Feb. 2005).

- College enrollment rates, 2002 (% of high-school graduates who enroll in college the fall following graduation)

**Source:** Committee for Economic Development. *Cracks in the Education Pipeline: A Business Leader's Guide to Higher Education Reform* (Washington, DC: May 2005).

- College graduation rates, 2003 (% of entering college freshmen who graduate after six years)

**Source:** Committee for Economic Development. *Cracks in the Education Pipeline: A Business Leader's Guide to Higher Education Reform* (Washington, DC: May 2005).

#### **4. Accessibility of Higher Education**

- % of average family income required to pay for annual community college expenses minus federal, state and institutional financial aid, 2003-04

**Source:** National Center for Public Policy and Higher Education, *Measuring Up 2004*, Available at: <http://measuringup.highereducation.org/downloads.cfm>

- % of average family income required to pay for annual four-year public university expenses minus federal, state, and institutional aid, 2003-04

**Source:** National Center for Public Policy and Higher Education, *Measuring Up 2004*, Available at: <http://measuringup.highereducation.org/downloads.cfm>

- Need-based grants to college students as a % of total state-sponsored financial aid grants to college students, 2003-04

**Source:** National Association of State Student Grant Aid Programs, *35<sup>th</sup> Annual Survey Report on State Sponsored Student Financial Aid* (Washington, DC: NASSGAP, 2004).

#### **5. Participation in Afterschool Programs**

- % of youth in grades K-12 who go unsupervised during the after-school hours, 2003
- % of youth in grades K-12 who participate in after-school programs, 2003

**Source:** Afterschool Alliance, *America After 3 p.m.: A Household Survey on Afterschool in America* (Washington, DC: Afterschool Alliance, 2004).

#### **6. Standards and Student Performance Measurements**

- % of 4<sup>th</sup>-grade students achieving proficiency on state reading and math tests, 2003
- % of 4<sup>th</sup>-grade students achieving proficiency in reading and math on the National Assessment of Educational Progress (NAEP), 2003

- % of 8<sup>th</sup>-grade students achieving proficiency on state reading and math tests, 2003
- % of 8<sup>th</sup>-grade students achieving proficiency in reading and math on the NAEP, 2003

**Source:** Skinner, Ronald A., "State of the States," *Education Week*, Jan. 6, 2005.

#### **7. Teachers' Subject-Matter Qualifications**

- % of all middle- and high-school core academic classes led by a teacher without at least a college minor in the subject, 1999-2000

**Source:** Jerald, Craig D. and Richard M. Ingersoll, *All Talk, No Action: Putting an End to Out-of-Field Teaching*, (Washington, DC: The Education Trust, Aug. 2002).

- % of middle- and high-school core academic classes in high-poverty schools led by a teacher without at least a college minor in the subject, 1999-2000 (High-poverty schools are defined here as those where 50% or more of the students qualify for the federal free- and reduced-price lunch program.)

**Source:** Jerald, Craig D. and Richard M. Ingersoll, *All Talk, No Action: Putting an End to Out-of-Field Teaching*, (Washington, DC: The Education Trust, Aug. 2002).

- States with financial incentives to attract teachers to hard-to-staff schools and critical shortage subject areas

**Source:** Johnson, Jeremiah, "State Financial Incentive Policies for Recruiting and Retaining Effective New Teachers in Hard-to-Staff Schools" (Denver, CO: Education Commission of the States, May 2005).