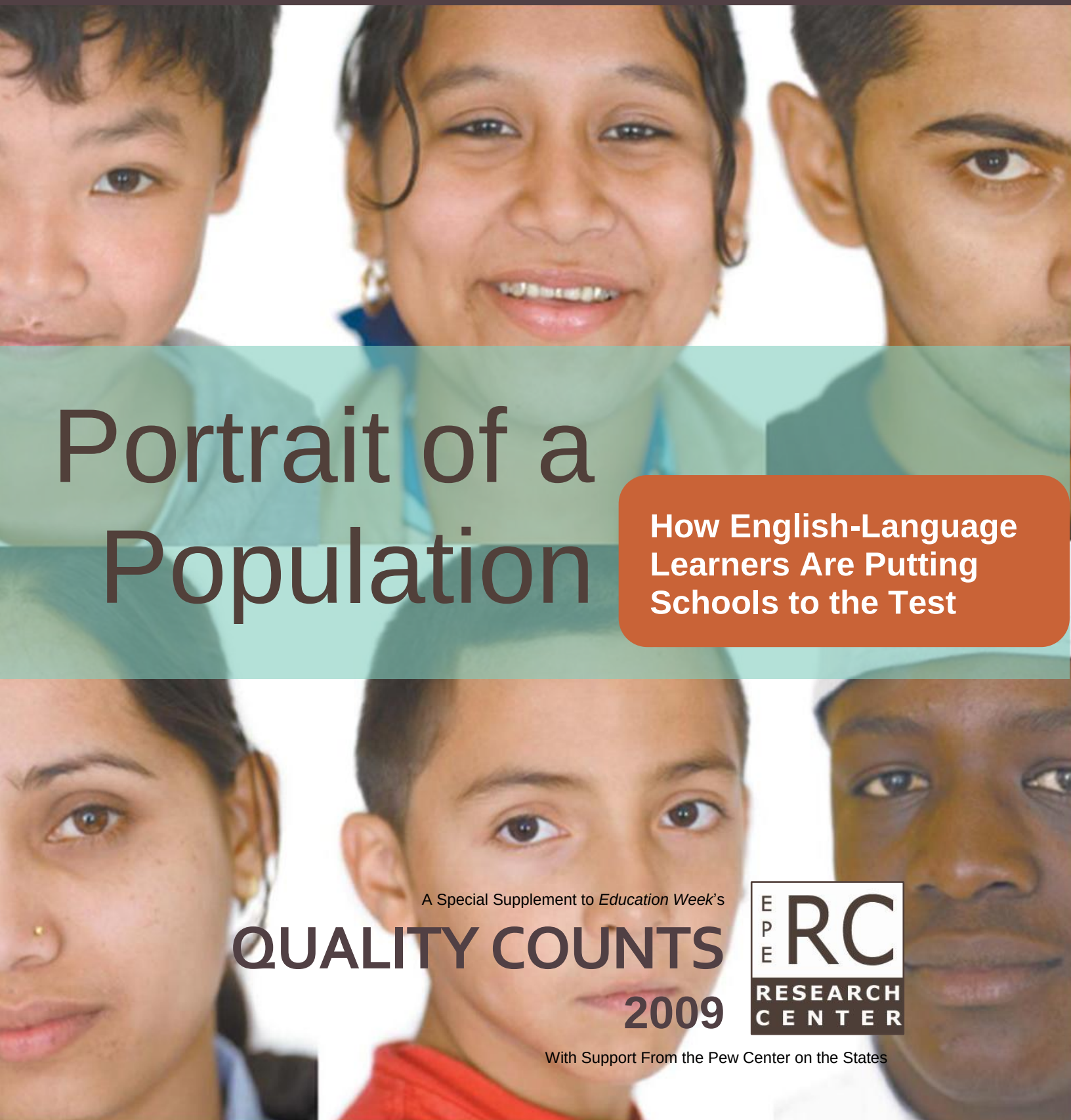
Mississippi



Portrait of a Population

How English-Language Learners Are Putting Schools to the Test

A Special Supplement to *Education Week*'s

QUALITY COUNTS 2009

EPE RC RESEARCH CENTER

With Support From the Pew Center on the States

Mississippi—State Highlights 2009
A special supplement to *Education Week*'s *Quality Counts 2009*
Portrait of a Population: How English-Language Learners Are Putting Schools to the Test

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About this Report

The 13th annual edition of *Education Week*'s *Quality Counts* continues to track state policies across key areas of education and maintains the cradle-to-career framework launched in 2007. With English-language learners as its special focus, *Quality Counts 2009* for the first time details state policies to support this diverse group of students. This year's installment also provides updated 50-state information on policies and conditions in three of the areas monitored by the report on an ongoing basis: the Chance-for-Success Index, transitions and alignment policies, and school finance. Most of the indicators that appear in *Quality Counts* are based on original analyses and state-survey data from the EPE Research Center. The report also supplements those data with information published by other organizations.

In past years, the print edition of *Quality Counts* has provided an annual update on state policy initiatives in several key areas and has also used original data analyses to track state educational progress and performance in three other areas. This year, *Quality Counts* moves to a modular research design in which the EPE Research Center will survey the states about policy issues on an every-other-year rotation. This approach is intended to lessen the burden on state respondents while still providing timely information on key educational policy developments.

In order to provide a comprehensive perspective on state policy and performance, the 2009 State Highlights Reports integrate findings across two years of indicators reported in the 2008 and 2009 editions of *Quality Counts*. States receive an overall letter grade spanning all six categories that constitute *Quality Counts*' analytic framework: Chance for Success; transitions and alignment; school finance; K-12 achievement; standards, assessments, and accountability; and the teaching profession.

Quality Counts 2009 includes a special in-depth examination of the condition of English-language learners in the nation's schools. As is customary, indicators related to the issue's special research and journalistic focus are not graded.

Overall findings from *Quality Counts* show that some states perform consistently well or poorly across the full range of graded categories. However, a closer examination of the rankings reveals that most states post a strong showing in at least one area. This suggests that while broad evaluations of state performance can be useful, a more thorough reading of the results presented in this State Highlights Report will provide a more nuanced perspective on the educational condition of the nation and of individual states.

Editorial Projects in Education Research Center
January 2009

Cover photographs by Christopher Powers/Education Week

About Editorial Projects in Education

Editorial Projects in Education (EPE) is a nonprofit, tax-exempt organization based in Bethesda, Md. Its primary mission is to help raise the level of awareness and understanding among professionals and the public of important issues in American education. EPE covers local, state, national, and international news and issues from preschool through the 12th grade. Editorial Projects in Education Inc. publishes *Education Week*, America's newspaper of record for precollegiate education, *Teacher Magazine*, edweek.org, and the Top School Jobs employment resource. It also produces periodic special reports on issues ranging from technology to textbooks, as well as books of special interest to educators.

The ***EPE Research Center*** conducts annual policy surveys, collects data, and performs analyses that appear in the *Quality Counts*, *Technology Counts*, and *Diplomas Count* annual reports. The center also produces independent research reports and contributes original data and analysis to special coverage in *Education Week*, *Teacher Magazine*, and edweek.org.

QUALITY COUNTS 2009 GRADING SUMMARY

OVERALL GRADE

A state's overall grade is the average of the scores for the six graded categories.

Mississippi: **D+**

Nation: C

Online extra
Calculate your own *Quality Counts* grades at
www.edweek.org/go/qc09/calculator

	Mississippi	How did the average state score?
Chance for success (2009)	D+	C+
Transitions and alignment (2009)	C	C
School finance (2009)	D+	C+
K-12 achievement (2008)	F	D+
Standards, assessments, and accountability (2008)	B	B
The teaching profession (2008)	D	C

Quality Counts Grading Breakdown

This table reports the detailed scoring behind the grades for the six major topics examined in *Quality Counts*. Scores for those major categories are the average of the respective subcategory scores.

From *Quality Counts 2009*	Mississippi	U.S. Average
Chance for success		
Early foundations	73.7	81.6
School years	63.9	75.9
Adult outcomes	68.9	81.1
Transitions and alignment		
Early-childhood education	90.0	81.8
College readiness	60.0	59.8
Economy and workforce	75.0	86.3
School Finance		
Equity	82.4	87.4
Spending	53.2	67.0

From *Quality Counts 2008*	Mississippi	U.S. Average
K-12 achievement		
Status	33.6	62.4
Change	63.6	71.5
Equity	81.2	77.9
Standards, assessments, and accountability		
Standards	81.6	81.6
Assessments	81.7	83.9
School accountability	90.0	85.3
The teaching profession		
Accountability for quality	71.9	72.9
Incentives and allocation	61.8	73.0
Building and supporting capacity	61.8	73.4

Grading Curve A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), F (0-59)

ENGLISH-LANGUAGE LEARNERS (ELLs)

ELL Policy and Achievement Indicators

The national summary column indicates the number of states that have enacted a particular policy or the value for the average state.

From *Quality Counts 2009*	Mississippi	Nation
Teaching ELL Students		
Instruction of English-language learners		
Number of English-language learners receiving Title III services (2006-07)	3,299	4.3 million
Number of certified Title III teachers (2006-07)	332	142,148
Number of ELL students per certified Title III teacher (2006-07)	10	19
Needed percent increase of Title III teachers in next five years (2006-07)	25.6%	38.4%
Teacher standards for ELL instruction (2008-09)	No	33 states
Teacher license requires competence in ELL instruction (2008-09)	No	3 states
Incentives to earn ESL license and/or endorsement (2008-09)	No	11 states
Title III instruction in English only (2006-07)	Yes	46 states
Title III instructional programs in English and another language (2006-07)	Yes	36 states
Native-language instruction banned or restricted (2008-09)	No	7 states
Moving Toward Language Proficiency		
Results of English-language-proficiency (ELP) testing (2006-07) *		
ELL students tested for first time and not proficient in that administration (%)	18.2%	28.9%
ELL students not making progress (%)	5.0%	25.2%
ELL students making progress (%)	13.8%	34.4%
ELL students attaining proficiency (%)	35.0%	16.9%
Students reclassified (2006-07)		
ELL students reclassified out of ELL status (%)	10.2%	12.9%

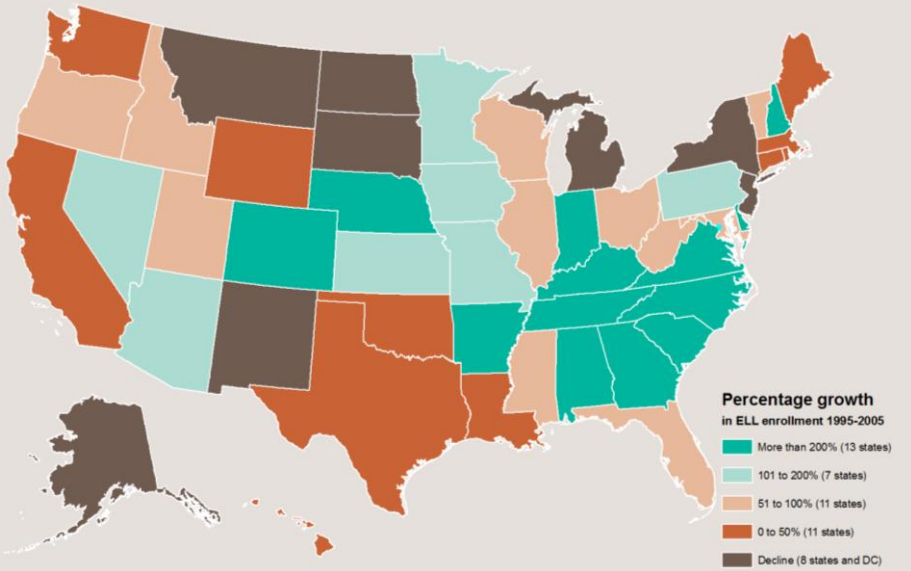
* Details may not sum to 100 percent because of overcount or undercount in outcome categories resulting from duplicated counts or incomplete state data.
— Indicates information not available or not applicable.

A Growing Population

Nationwide enrollments of English-language learners increased by 57 percent between 1995 and 2005. Public K-12 schools educated a total of 5.1 million ELL students in the 2005-06 school year.

In 20 states, the size of the ELL population has at least doubled over this time period, with the greatest percentage increases in Arkansas and South Carolina. However, the numbers of English-language learners declined in nine states.

SOURCE: EPE Research Center 2009. Analysis of data from the National Clearinghouse for English Language Acquisition and U.S. Department of Education's Common Core of Data.



Mississippi – State Highlights 2009

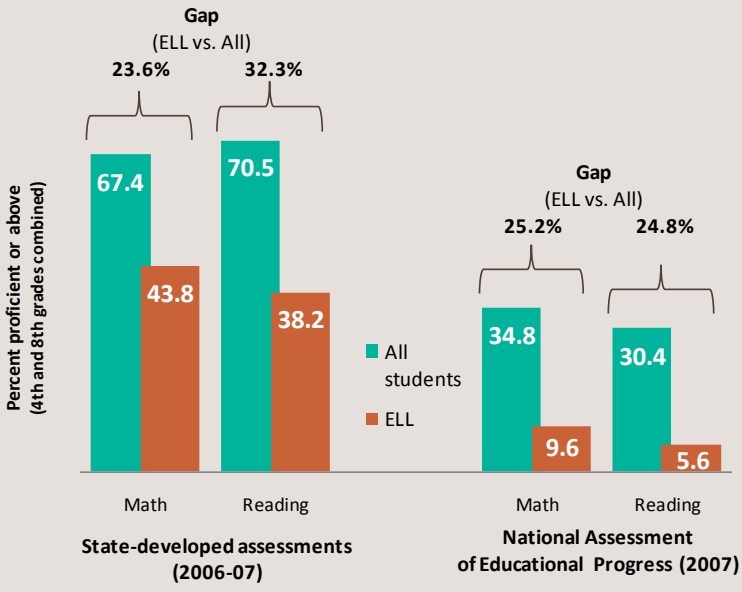
Academic Achievement of English-Language Learners (ELLs)	Mississippi	Nation
State-developed assessments, 2006-07 (4th and 8th grades combined)		
Mathematics (percent proficient)		
English-language learners	68.6%	43.8%
All students	67.3%	67.4%
Gap (ELL minus All)	1.2%	-23.6%
Reading (percent proficient)		
English-language learners	62.3%	38.2%
All students	70.5%	70.5%
Gap (ELL minus All)	-8.2%	-32.3%
National Assessment of Educational Progress , 2007 (4th and 8th grades combined)		
Mathematics (percent proficient)		
English-language learners	—	9.6%
All students	17.4%	34.8%
Gap (ELL minus All)	—	-25.2%
Reading (percent proficient)		
English-language learners	—	5.6%
All students	18.0%	30.4%
Gap (ELL minus All)	—	-24.8%
State Funding for English-Language Learners (ELLs)		
Weights or adjustments through funding formula		
Funds must be used for ELL services (2008-09)	No	8 states
Funds can be used for any educational purpose (2008-09)	No	24 states
Categorical funding		
Categorical ELL program(s) (FY 2008)	No	14 states
Total allocation for categorical ELL programs (FY 2008)	—	—

— Indicates information not available or not applicable.

ELLs Lag Behind

English-language learners fall far behind their peers on assessments of academic achievement. Large disparities are found for both mathematics and reading on tests developed by both the states and the U.S. Department of Education. Those gaps range from 24 to 32 percentage points, depending on the subject and whether state or national tests are considered. However, proficiency levels for ELL and non-ELL students alike are much higher on state assessments than on the National Assessment of Educational Progress.

SOURCE: EPE Research Center, 2009. Analysis of data from Consolidated State Performance Reports (2006-07) and National Assessment of Educational Progress (2007).



CHANCE FOR SUCCESS

The Chance-for-Success Index

To better understand the part that education plays over a lifetime, the Editorial Projects in Education Research Center has developed the Chance-for-Success Index. Based on an original state-by-state analysis, this index combines information from 13 indicators that span an individual's life from cradle to career. The Chance-for-Success framework allows states to identify strong and weak links in their residents' educational life course – their typical trajectory from childhood through adulthood. More importantly, the index also provides information that could be used to target the efforts of public education systems in ways that better serve students of all ages.

State Success Indicators

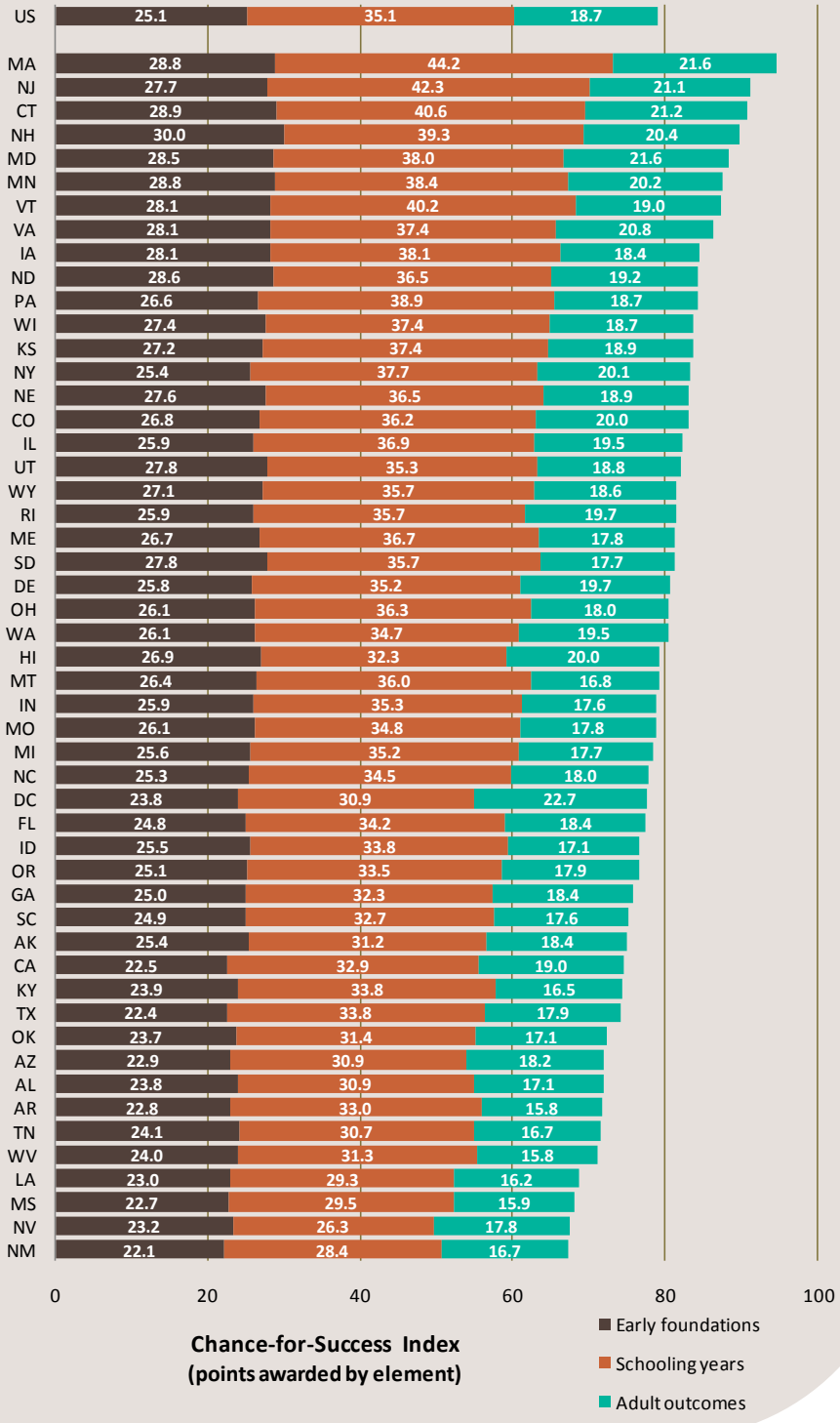
From *Quality Counts 2009*	Mississippi State Average	Mississippi Rank	National Average
Early Foundations			
Family income Children from families with incomes at least 200% of poverty level (2007)	46.1%	51	60.7%
Parent education Children with at least one parent with a postsecondary degree (2007)	34.1	49	43.9
Parental employment Children with at least one parent working full time and year-round (2007)	63.2	51	71.8
Linguistic integration Children whose parents are fluent English speakers (2007)	98.2	5	84.1
The Schooling Years			
Preschool enrollment Three- and 4-year-olds enrolled in preschool (2007)	50.6	8	46.2
Kindergarten enrollment Eligible children enrolled in kindergarten programs (2007)	77.7	13	76.4
Elementary reading Fourth grade public school students proficient on NAEP (2007)	18.7	50	31.7
Middle school mathematics Eighth grade public school students proficient on NAEP (2007)	13.6	50	31.0
High school graduation Public high school students who graduate with a diploma (class of 2005)	61.8	42	70.6
Postsecondary participation Young adults enrolled in postsecondary or with a degree (2007)	46.4	40	52.8
Adult Outcomes			
Adult educational attainment Adults with a two- or four-year postsecondary degree (2007)	28.5	48	37.7
Annual income Adults with incomes at or above national median (2007)	37.9	50	50.0
Steady employment Adults in labor force working full time and year-round (2007)	68.0	32	68.3
GRADE	**D+**	**49**	**C+**

Providing Opportunities for Success

The **Chance-for-Success Index** captures the importance of education in a person's lifetime from cradle to career. Its 13 individual indicators span a variety of factors, including preparation in early childhood, the performance of the public schools, and educational and economic outcomes in adulthood.

The states are graded using a "best-in-class" rubric, where a score of 100 points on the index would mean that a state ranked first in the nation on each and every indicator.

State scores range from 94.6 (Massachusetts, earning the only A) to 67.2 (New Mexico, with a D-plus). A closer examination of results shows that while early foundations and adult outcomes do contribute to the index, indicators related to formal education (the schooling years) are the driving force behind the state rankings.



SOURCE: EPE Research Center, 2009

TRANSITIONS AND ALIGNMENT

Education Alignment Policies

The national summary column indicates the number of states that have enacted a particular policy.

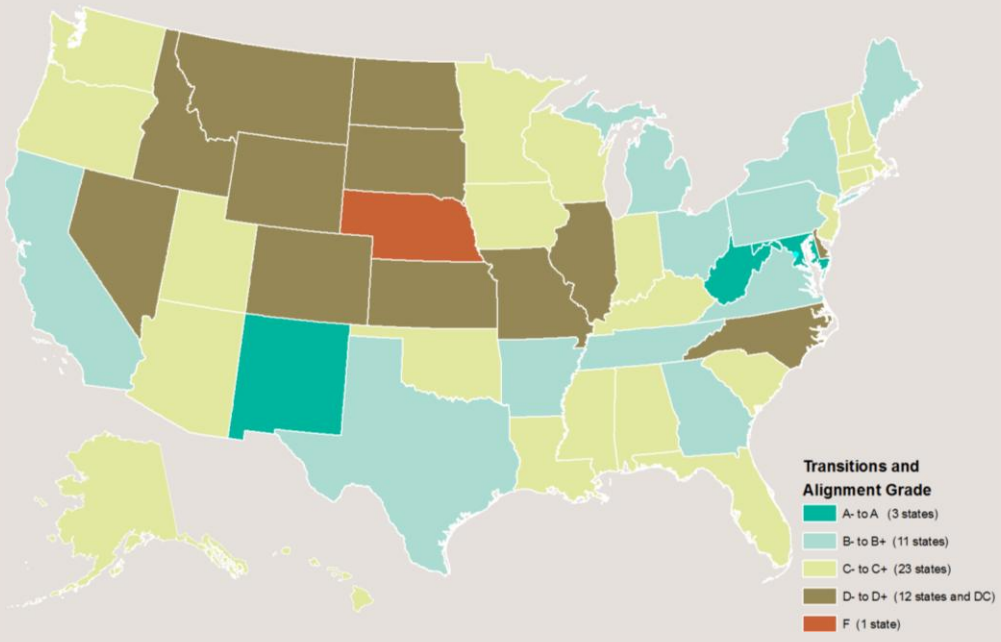
From *Quality Counts 2009*	Mississippi	Nation
Early-Childhood Education		
Early learning – State early-learning standards aligned with K-12 standards (2008-09)	Yes	50 states
School-readiness definition – State formally defines school readiness (2008-09)	Yes	19
School-readiness assessment – Readiness of entering students assessed (2008-09)	No	19
School-readiness intervention – Programs for students not deemed ready (2008-09)	Yes	23
Kindergarten standards – Learning expectations aligned with elementary (2008-09)	Yes	51
Postsecondary Education		
College readiness – State defines college readiness (2008-09)	Yes	20
College preparation – College prep required to earn a high school diploma (2008-09)	Class of 2012	3
Course alignment – Credits for high school diploma aligned with postsecondary system (2008-09)	No	7
Assessment alignment – High school assessment aligned with postsecondary system (2008-09)	No	11
Postsecondary decisions – High school assessment used for postsecondary decisions (2008-09)	No	9
Economy and Workforce		
Work readiness – State K-12 system defines work readiness (2008-09)	No	28
Career-tech diploma – State offers high school diploma with career specialization (2008-09)	No	37
Industry certification – K-12 has path for industry-recognized certificate or license (2008-09)	Yes	38
Portable credits – K-12 pathway to earn career-tech. credits for postsecondary (2008-09)	Yes	45
GRADE	**C (rank=22)**	**C**

A National Perspective

The EPE Research Center has examined state efforts to connect the K-12 education system with early learning, higher education, and the world of work. Fourteen key transition and alignment policies are included in *Quality Counts 2009*.

The states with the most comprehensive alignment initiatives—Maryland, New Mexico, and West Virginia—have enacted at least 12 of the 14 focal policies. At the other end of the spectrum, Idaho, Kansas, and South Dakota have enacted just three such policies, and Nebraska only two.

SOURCE: EPE Research Center, 2009



SCHOOL FINANCE

Equity and Spending Indicators

From *Quality Counts 2009*	Mississippi State Average	Mississippi Rank	National Average
Equity (2006)			
Wealth Neutrality Score – Relationship between district funding and local property wealth	0.335	48	0.097
McLoone Index – Actual spending as percent of amount needed to bring all students to median level	88.5%	39	90.7%
Coefficient of Variation – Amount of disparity in spending across districts within a state	0.180	34	0.168
Restricted Range – Difference in per-pupil spending levels at the 95th and 5th percentiles	$3,782	24	$4,387
Spending (2006)			
Adjusted per-pupil expenditures (PPE) – Analysis accounts for regional cost differences	$8,635	39	$9,963
Students funded at or above national average – Percent of students in districts with PPE at or above U.S. average	4.9%	46	42.6%
Spending Index – Per-pupil spending levels weighted by the degree to which districts meet or approach the national average for expenditures	77.3	47	90.0
Spending on education – State expenditures on K-12 schooling as a percent of state taxable resources	3.9%	21	3.7%
GRADE	**D+**	**43**	**C+**

Definitions of School-Finance Indicators

Wealth Neutrality Score: The wealth-neutrality score shows the degree to which state and local revenue are related to the property wealth of districts. A negative score means that, on average, poorer districts actually have more funding per weighted pupil than wealthy districts do. A positive score means the opposite: Wealthy districts have more funding per weighted pupil than poor districts do.

McLoone Index: The McLoone Index is based on the assumption that if all students in the state were lined up according to the amount their districts spent on them, perfect equity would be achieved if every district spent at least as much as that spent on the pupil in the middle of the distribution, or the median. The McLoone Index is the ratio of the total amount spent on pupils below the median to the amount that would be needed to raise all students to the median per-pupil expenditure in the state.

Coefficient of Variation: The coefficient of variation is a measure of the disparity in funding across school districts in a state. The value is calculated by dividing the standard deviation of adjusted spending per pupil by the state's average spending per pupil. The standard deviation is a measure of dispersion (i.e., how spread out spending levels are across a state's districts). If all districts in a state spent exactly the same amount per pupil, its coefficient of variation would be zero. As the coefficient gets higher, the variation in the amounts spent across districts also gets higher. As the coefficient gets lower, it indicates greater equity.

Restricted Range: This indicator captures the differences in funding levels found between the highest- and lowest-spending districts in a state. The index value is calculated as the difference in per-pupil spending levels at the 95th and 5th percentiles. Districts enrolling fewer than 200 students are excluded from the analysis.

Spending Index: The Spending Index takes into account both the proportion of students enrolled in districts with spending at the national average, and the degree to which spending is below that benchmark in districts where per-pupil expenditures fall below the national average. Each district in which the per-pupil-spending figure (adjusted for student needs and cost differences) reaches or exceeds the national average receives a score of 1 times the number of students in the district. A district whose adjusted spending per pupil is below the national average receives a score equal to its per-pupil spending divided by the national average and then multiplied by the number of pupils in the district. The spending index is the sum of district scores divided by the total number of students in the state. If all districts spend above the U.S. average, the state attains a perfect index score of 100 points.

Note: The District of Columbia and Hawaii are single-district jurisdictions. As a result it is not possible to calculate measures of financial equity, which capture the distribution of funding across districts within a state. The District of Columbia and Hawaii do not receive grades for school finance and are not included in the rankings reported in this table.

ELEMENTARY AND SECONDARY PERFORMANCE

The K-12 Achievement Index

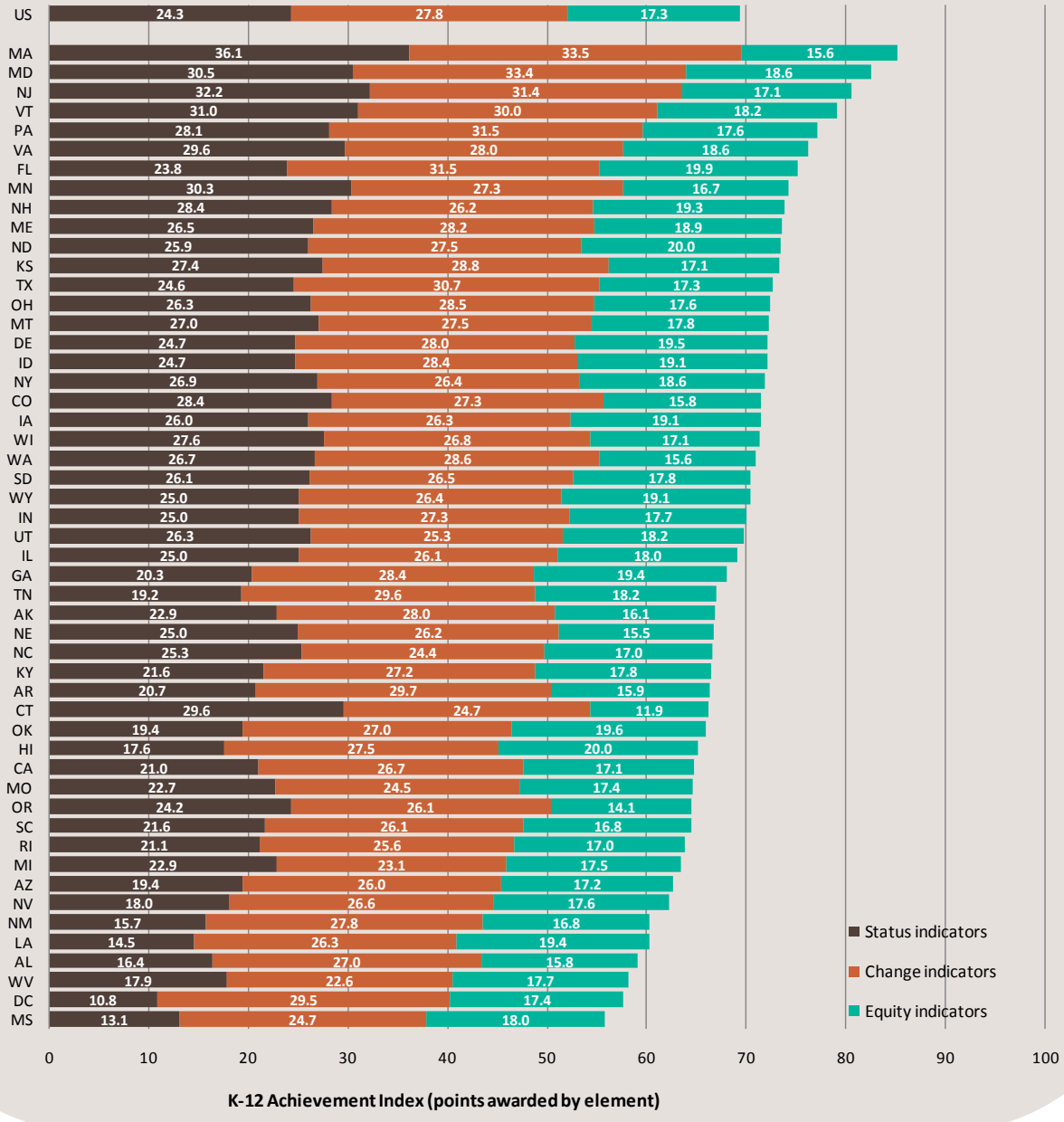
The K-12 Achievement Index examines 18 distinct state achievement measures related to reading and math performance, high school graduation rates, and the results of Advanced Placement exams. The index assigns equal weight to current levels of performance and changes over time. It also places an emphasis on equity, by examining both poverty-based achievement gaps and progress in closing those gaps.

State Achievement Indicators

From *Quality Counts 2008*	Mississippi State Average	Mississippi State Rank	National Average
Achievement Levels			
4th grade math – Percent proficient on NAEP (2007)	21.3%	50	38.6%
8th grade math – Percent proficient on NAEP (2007)	13.6%	50	31.0%
4th grade reading – Percent proficient on NAEP (2007)	18.7%	50	31.7%
8th grade reading – Percent proficient on NAEP (2007)	17.4%	49	29.2%
Achievement Gains			
4th grade math – Scale score change on NAEP (2003-2007)	+4.7	31	+5.1
8th grade math – Scale score change on NAEP (2003-2007)	+4.0	23	+4.1
4th grade reading – Scale score change on NAEP (2003-2007)	+2.3	30	+3.2
8th grade reading – Scale score change on NAEP (2003-2007)	-4.9	51	-0.3
Poverty Gap (National School Lunch Program, noneligible vs. eligible)			
Reading gap – 4th grade NAEP scale score (2007)	24.5	27	26.8
Math gap – 8th grade NAEP scale score (2007)	23.5	25	26.0
Reading-gap change – 4th grade NAEP (2003-2007), negative value = closing gap	-4.4	8	-1.1
Math-gap change – 8th grade NAEP (2003-2007), negative value = closing gap	-0.7	31	-2.4
Achieving Excellence			
Math excellence – Percent advanced on 8th grade NAEP (2007)	1.6%	50	6.6%
Change in math excellence - Percent advanced on NAEP (2003-2007)	+0.5%	44	+1.6%
High School Graduation			
Graduation rate – Public schools (class of 2004)	62.1%	42	69.9%
Change in graduation rate – Public schools (2000-2004)	+3.0%	19	+3.1%
Advanced Placement			
High AP test scores – Scores of 3 or higher per 100 students (2006)	2.9	50	16.9
Change in AP Scores – Change in high scores per 100 students (2000-2006)	+0.9	49	+6.0
GRADE	**F**	**51**	**D+**

Nation Receives Passing Grade on Achievement, But Just Barely

The EPE Research Center's K-12 Achievement Index awards states points based on three distinct aspects of student achievement: current levels of performance, improvements over time, and achievement equity between poor and nonpoor students. The nation as a whole earns 69 points, on a 100-point scale, for a grade of D-plus. The leading state, Massachusetts, earns 85 points and a B. These results suggest that no state excels across all three dimensions of achievement captured by the index. Massachusetts, for example, ranks first in the nation for current achievement levels and improvements, but 47th on equity. Despite below-average current achievement, Florida finishes seventh nationally, a result that can be attributed to very strong improvements in recent years and relatively small poverty gaps.



STANDARDS, ASSESSMENTS, AND ACCOUNTABILITY

Policy Indicators

The national summary column indicates the number of states that have enacted a particular policy or, as applicable, the number of states with the specified policy enacted for all subject areas or at all grade spans.

From *Quality Counts 2008*	Mississippi	Nation
Academic Standards		
Academic content standards – State has adopted standards in the core subjects (2007-08)	EMSH	50 states
English/language arts standards are clear, specific, and grounded in content at all levels (2007)	ES	8
Mathematics standards are clear, specific, and grounded in content at all levels (2007)	ES MS HS	24
Science standards are clear, specific, and grounded in content at all levels (2007)	ES MS HS	22
Social studies/history standards are clear, specific, and grounded in content at all levels (2007)	No	2
Revision schedule – State has regular timeline for revising standards (2007-08)	Yes	38
Supplementary resources – Materials elaborate on standards in all core subjects (2007-08)	No	43
Supplementary resources – Materials provided for particular student populations (2007-08)	No	35
Assessments		
Test items used to measure student performance		
Multiple-choice items (2007-08)	ES MS HS	50
Short-answer items (2007-08)	No	29
Extended-response items – English/language arts (2007-08)	ES MS HS	45
Extended-response items – Other subjects (2007-08)	No	24
Portfolios of student work (2007-08)	No	1
Alignment of assessments to academic standards		
English/language arts (2007-08)	ES MS HS	51
Mathematics (2007-08)	ES MS HS	50
Science (2007-08)	ES MS HS	46
Social studies/history (2007-08)	HS	12
Assessment systems		
Vertically equated scores on assessments in grades 3–8 in English (2007-08)	Yes	24
Vertically equated scores on assessments in grades 3–8 in math (2007-08)	Yes	24
Formative assessments or item banks provided to educators (2007-08)	Yes	21
School Accountability (policies must apply to Title I and non-Title I schools)		
State ratings – State assigns ratings to all schools on criteria other than AYP (2007-08)	Yes	26
Statewide student ID – State has a statewide student-identification system (2007-08)	Yes	48
Rewards – State provides rewards to high-performing or improving schools (2007-08)	No	35
Assistance – State provides assistance to low-performing schools (2007-08)	Yes	39
Sanctions – State sanctions low-performing schools (2007-08)	Yes	32
GRADE	**B** (rank=24)	**B**

Key: E= English, M= Math, S= Science, H= History/social studies
ES= Elementary school, MS= Middle school, HS= High school

THE TEACHING PROFESSION

Efforts to Improve Teaching

The national summary column indicates the number of states that have enacted a particular policy.

From *Quality Counts 2008*	Mississippi	Nation
Accountability for Quality		
Requirements for initial licensure (2007-08)		
Substantial coursework in subject area(s) taught	Yes	27 states
Test of basic skills	Yes	39
Test of subject-specific knowledge	Yes	42
Test of subject-specific pedagogy	No	6
Student-teaching during teacher training	Yes	39
Other clinical experiences during teacher training	No	13
Discouraging out-of-field teaching (2007-08)		
Parental notification of out-of-field teachers	No	5
Ban or cap on the number of out-of-field teachers	No	4
Evaluating teacher performance (2007-08)		
Formal evaluations of all teachers' performance required	No	43
Student achievement is tied to teacher evaluations	No	12
Annual basis for teacher evaluations	No	12
Evaluators of teachers receive formal training	No	26
Teacher education programs (2007-08)		
Rankings/results published for teacher-preparation institutions	No	30
Programs accountable for graduates' classroom performance	Yes	18
Data systems to monitor quality (2007)		
Unique identification number assigned to each teacher by state	Yes	46
Link teacher and student records by course/subject and state assessment results	Yes	12
Incentives and Allocation		
Reduction of entry and transfer barriers (2007-08)		
Alternative-route program for teacher preparation	Yes	47
Teacher-license reciprocity or portability arrangement with other state(s)	Yes	38
Teacher-pension portability across state lines	No	20
Salaries and incentives		
Teacher-pay parity – Teacher salaries at least equal to comparable occupations (2006)	No	10
Districts report school-level salaries for teachers (2007-08)	No	12
Pay-for-performance program rewards teachers for raising student achievement (2007-08)	No	7
Differentiated roles for teachers formally recognized by state (2007-08)	No	20
Incentives for teacher-leadership roles (2007-08)	No	17
Incentives for teachers to earn national-board certification (2007-08)	Yes	38

Incentives and Allocation (cont.)	Mississippi	Nation
Managing and allocating teaching talent (2007-08)		
Fully licensed teachers tracked by state data system, by school-poverty level	No	42 states
Highly qualified teachers tracked by state data system, by school-poverty level	No	31
First-year teachers tracked by state data system, by school-poverty level	No	35
National Board-certified teachers tracked by state data system, by school-poverty level	No	25
Incentives to teachers working in targeted schools	Yes	20
Incentives to teachers working in targeted teaching-assignment areas	No	16
Incentives to board-certified teachers working in targeted schools	No	10
Incentives to principals working in targeted schools	No	10
Building and Supporting Capacity		
Supports for beginning teachers (2007-08)		
Induction program for all new teachers funded by state	No	22
Mentoring program for all new teachers funded by state	No	25
Mentoring-program standards for selecting, training, and/or matching mentors	No	20
Reduced workload for all first-year teachers	No	2
Professional development (2007-08)		
Formal professional-development standards	Yes	41
Professional development financed by state for all districts	No	24
Districts/schools required to set aside time for professional development	No	16
Professional development aligned with local priorities	No	30
School leadership (2006)		
Standards for licensure of school administrators	Yes	48
Supervised internship for aspiring principals	No	28
Induction or mentoring program for aspiring principals	No	14
School working conditions		
Program to reduce or limit class size implemented by state (2007-08)	No	21
Student-teacher ratio median in elementary schools is 15:1 or less (2005)	No	26
State tracks condition of school facilities (2007-08)	No	22
State reports school-level information on climate and working conditions (2007-08)	No	3
State imposes penalties for school violence (2007-08)	Yes	36
State finances program to reduce school violence (2007-08)	Yes	28
GRADE	**D (rank=44)**	**C**

NOTES AND SOURCES

Quality Counts 2009

This year's 13th edition of *Quality Counts* investigates state policies, programs, and outcome data for English-language learners. *Quality Counts 2009* also provides a 50-state update on policies and conditions in three distinct areas: chance for success, transitions and alignment, and school finance.

The State Highlights Reports present state-specific summaries of key findings across six distinct areas of policy and performance. That information is drawn from the 2008 and 2009 editions of *Quality Counts*. Reports for the 50 states and the District of Columbia are available on the Web at www.edweek.org/go/qc09/shr.

Indicator Sources

Quality Counts regularly tracks and grades state progress in six categories comprising more than 150 different state-by-state indicators. The 2009 installment of the report also includes a special focus on English-language learners. Many of these 50-state indicators are based on original analyses and state-survey data from the EPE Research Center. In some cases, however, the report also draws upon published information from other organizations.

The methodology section of *Quality Counts* provides detailed descriptions of our indicators and procedures for grading the states. That information can be accessed online at www.edweek.org/go/qc09 (2009) and www.edweek.org/go/qc08 (2008).

Between July and October of 2008, the EPE Research Center conducted an original survey of state education agencies and the District of Columbia public schools. This survey provided information for most of our state policy measures. Indicators derived from other sources are noted below.

English-Language Learners (2009)

Number of certified Title III teachers, additional teachers needed, ELL students per teacher, and types of Title III language programs provided: Consolidated State Performance Reports, U.S. Department of Education, 2006-07.

Moving Toward Language Proficiency: EPE Research Center annual state policy survey, 2008. Supplemental information from Consolidated State Performance Reports, U.S. Department of Education, 2006-07.

***Academic Achievement*:** EPE Research Center analysis of data from Consolidated State Performance Reports, U.S. Department of Education, 2006-07, and National Assessment of Educational Progress (NAEP), National Center for Education Statistics (NCES), U.S. Department of Education, 2007.

***Categorical funding*:** EPE Research Center analysis of data from state budget documents, 2008.

***Other Indicators*:** EPE Research Center annual state policy survey, 2008.

Chance for Success (2009)

***Elementary Reading and Middle School Mathematics*:** 2007 NAEP State assessment. U.S. Department of Education, 2007.

High School Graduation: Cumulative Promotion Index, calculated using the U.S. Department of Education's Common Core of Data, 2004-05. EPE Research Center, 2008.

Other Indicators: EPE Research Center analysis of data from the U.S. Census Bureau's American Community Survey, 2007.

Transitions and Alignment (2009)

***All Indicators*:** EPE Research Center annual state policy survey, 2008.

School Finance (2009)

Original EPE Research Center Analysis of Equity and Spending: Data for these analyses were obtained from a variety of sources, including: U.S. Census Bureau's Public Elementary-Secondary Education Finance Data for 2006; U.S. Department of Education's Common Core of Data 2003-04, 2005-06 (district-level data); NCES' Comparable Wage Index 2005; U.S. Census Bureau's Small-Area Income and Poverty Estimates 2005; U.S. Department of Education's School District Demographics data, based on the 2000 U.S. Census; NCES, Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2005-06 (Fiscal Year 2006), April 2008; and 2006 gross-state-product data from the U.S. Department of Commerce's Bureau of Economic Analysis.

K-12 Achievement (2008)

Reading and Mathematics Achievement: 2007 NAEP State assessment. U.S. Department of Education, 2007.

High School Graduation: Cumulative Promotion Index, calculated using the U.S. Department of Education's Common Core of Data, 2003-04. EPE Research Center, 2007.

Advanced Placement: EPE Research Center analysis of data from the College Board's AP Summary Reports and the U.S. Department of Education's Common Core of Data, 2006.

Standards, Assessments, and Accountability (2008)

State has standards that are clear, specific, and grounded in content: American Federation of Teachers, unpublished review, October-November 2007.

Assessment item types and alignment to state standards: EPE Research Center review of testing calendars and other materials from state education agency Web sites, 2007.

State has a statewide student-identification system: Data Quality Campaign, 2007.

Other Indicators: EPE Research Center annual state policy survey, 2007.

The Teaching Profession (2008)

Data Systems to Monitor Quality: Data Quality Campaign, 2007.

Teacher-Salary Parity: EPE Research Center analysis of data from the U.S. Census Bureau's American Community Survey, 2005 and 2006.

Pay for Performance: Education Commission of the States' Redesigned Teacher Compensation Database (fall 2006), updated by *Education Week* (fall 2007).

School Leadership: Council of Chief State School Officers, Key State Education Policies on K-12 Education report (2006). Results for the District of Columbia compiled by the EPE Research Center (fall 2007).

Student-Teacher Ratio: EPE Research Center analysis of U.S. Department of Education's Common Core of Data, 2005-06.

***Other Indicators*:** EPE Research Center annual state policy survey, 2007.■

Quality Counts 2009

Portrait of a Population

How English-Language Learners Are Putting Schools to The Test

The 13th edition of *Quality Counts* explores states' efforts to support the diverse and rapidly growing population of 5.1 million English-language learners. The report also provides a 50-state update on policies and conditions in three of the areas monitored by the report on an ongoing basis: the Chance-for-Success Index, transitions and alignment policies, and school finance.

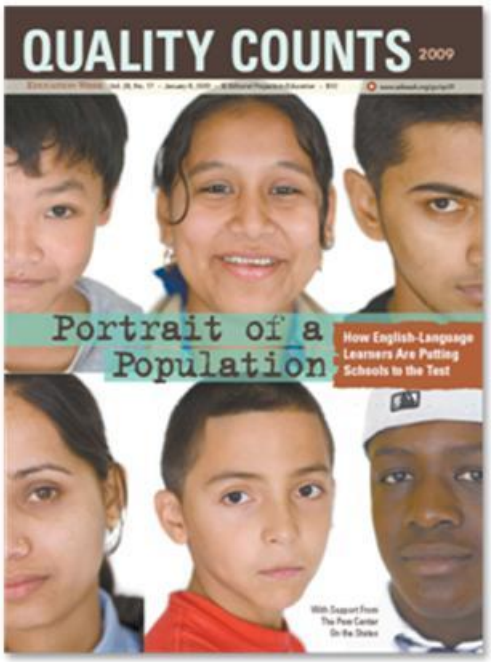
Highlights from this year's report

Challenges faced by state and local education leaders and strategies for effectively serving English-language learners or ELLs:

- **Demographic profile of ELL population**
- **Teaching and research**
- **Assessment and accountability policy**
- **English-language acquisition and academic achievement**
- **Financing ELL services**

EPE Research Center's **Chance-for-Success Index**, a cradle-to-career perspective on the importance of education throughout a person's lifetime

State-of-the-States—our comprehensive annual review of state policy, this year highlighting transitions and alignment policies and school finance



Online Extras

State Highlights Reports—download individualized reports featuring state-specific findings from *Quality Counts*

Live online chats and a Webinar—join leading national authorities and experts from *Education Week* and the EPE Research Center

Education Counts—access hundreds of education indicators from *Quality Counts* using our exclusive online database

Interactive map—explore state grades and indicators using an interactive tool that allows readers to calculate their own grades based on the indicators they feel are most important

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