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ABSTRACT

This compilation of tables and a brief text on the states' educational programs emphasizes demographic and fiscal background information. Public school system characteristics by state show the following: number of school districts, number enrolled, school age population estimates, percent of persons age 5-17 years in households below the poverty line, percent of minority enrollment, and public and private school enrollment. Population characteristics include per capita income, percent of adults with 4 years of high school, place of residence (central cities or rural areas), percent voting for President, percent voting for Congress, and resident population per square mile. State resources include gross state product, relative tax capacity, and a grouping of states in five categories of relative wealth. A glossary explains each table. States' educational policies and programs include length of school day and year, monitoring of engaged learning time, students' mandatory entrance and exit ages, instructional programs in kindergarten, graduation requirements, and graduation requirements in core subjects. Teacher preparation includes coursework and assessment requirements and alternative routes of teacher preparation. The final section summarizes effective schooling programs in each state and concludes with a note on future efforts to obtain state-level measures of student outcomes. (MLF)

STATE EDUCATION INDICATORS

1988

The Council of Chief State School Officers (CCSSO) is a nationwide nonprofit organization of the 57 public officials who head departments of public education in every state, U.S. extra-state jurisdictions, the District of Columbia, and the Department of Defense Dependents Schools. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public. Through its structure of standing and special committees, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

Because the Council represents the chief education administrator, it has access to the educational and governmental establishment in each state and the national influence that accompanies this unique position. CCSSO forms coalitions with many other education organizations, and is able to provide leadership for a variety of policy concerns that affect elementary and secondary education. Thus, CCSSO members are able to act cooperatively on matters vital to the education of America's young people.

In 1985, the Council of Chief State School Officers founded the State Education Assessment Center to provide a locus for leadership by the states to improve the monitoring and assessment of education. This is the principal report of the Assessment Center's program of indicators on education.

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Acknowledgements

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This report was prepared by Dr. Ramsay Selden, Director of the State Education Assessment Center, and Todd Landfried, Senior Project Associate for the CCSSO Education Data Improvement Project. Additional support was provided by the staff of the CCSSO State Education Assessment Center.

Contents

Introduction

The Purpose of this Report

Information is needed to monitor the dimensions of our educational system and to assess the quality of its accomplishments. This report represents an effort by chief state school officers to compile information systematically on the states' educational programs and to report that information regularly to the public and their policymakers. In the future, the report will be expanded as other information becomes available.

Setting the Context: The Background for Education in the States

This year, the report emphasizes demographic and fiscal background information bearing on the states' education systems. In monitoring education, it is important to set the context within which the schools operate:

- How large and complex are the school systems in the states?
- How urban or rural are the areas they serve?
- What are the characteristics of the populations they serve?
- What special needs do students bring to the states' schools?
- What resources can the state draw on to build its schools?

Setting the background is important so that fair and constructive comparisons can be made among the states on educational programs and accomplishments. Large gaps exist in the information base on education. These gaps will take time to fill. At present, little comparative information is available on the outcomes of education — outcomes such as student achievement or dropout rates. Meanwhile, valid and comparable information does exist describing background conditions bearing on the educational programs of the states. This information must be compiled to describe the environment in which education operates.

The CCSSO Program on Educational Indicators

Beyond Test Scores. The Council of Chief State School Officers has committed itself to state-by-state reporting of basic educational indicators. The Council is working toward reporting information on a comprehensive set of indicators designed to describe the states' educational systems. Each year, data that are available on these indicators and that meet the program's quality standards are included in these reports.

In order to provide useful information that avoids simplistic and misleading comparisons, educational indicators must address three aspects of the educational system. First, there are educational outcomes. These are the end products or accomplishments of the educational system. Ultimately, the outcomes must represent the different goals of education: student attendance; student achievement; school completion; and student status and progress after elementary and secondary schooling.

Secondly, these outcomes must be related to state-level policies of the educational program—features of the educational system that can be changed for the better: instructional time; instructional content; effective schooling; teacher quality, resource allocation, and policies on program participation.

Thirdly, any analysis of outcomes and programs must take into account each state's background characteristics. These are often beyond the control of the education system, but they determine to a certain extent the needs and accomplishments and may affect the resources of the schools. Measures in all three areas must be examined and interpreted together. It would be of little value to learn that students on average do less well in State A than in State B. But it would help both states to know if they are doing better or worse than states facing similar conditions, and whether better performing states have programs they should be considering.

The operational model for these three areas is shown below:

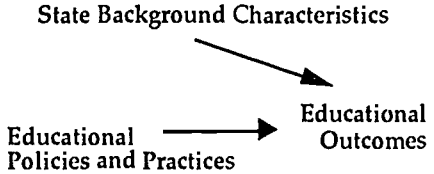


Figure 1: CCSSO Indicators Model

The Quality of Education Data

In each of these three areas—*state background characteristics, educational policies and practices,* and *educational outcomes*—indicators are being assembled or developed and reported by CCSSO and by other state, local, and national organizations.

Because educational data vary in their quality and in the appropriateness of the purposes for which they are used, CCSSO applies rigid standards to the information used to report on these indicators. First, only information is used that is important and useful for monitoring education. Data that are marginal in utility are not reported. Second, only statistics are used that meet rigorous standards of technical quality. These standards include:

* the validity or appropriateness of the information for the purpose to which it is put,
* the reliability or stability of the information,
* the consistency of the information across reporting units, such as states; and
* the accuracy and completeness of the information.

Data not meeting these minimum standards are not used in these reports, even though there may be pressures to use them. For example, statewide averages are available for college-admission tests, but this information is not a valid measure of general levels of student achievement in the states. Average attendance data are available, but they are not measured consistently across states. As a result, neither of these indicators, in their present form, is included. Efforts are underway, however, to address these needs. The states are working with the federal government to prepare for state-by-state achievement testing in 1989-90 school year, and recommendations have been prepared for standardizing attendance data in the state-federal core data on education. No data can be collected and reported until it is technically, financially, and educationally feasible and reasonable to do so. A large part of the progress that will be made in the future to collect education data will consist of attaining this feasibility.

Using Educational Data

Reporting educational data in a comprehensive manner enables useful comparisons to be made and provides clues to educational programs and policies that seem to make a difference. States can compare their status and progress with states facing similar circumstances, and policymakers can look at the programs of high-performing states in relation to their own. In and of themselves, indicators like these cannot prove that a program is effective or that a method is superior, but they can provide valuable comparative clues to consider with other data.

The Next Steps

Establishment of an adequate information base on education is a collaborative effort in which all sectors of the education community, including the public, must participate. Future reports must contain information useful to these sectors including: valid measures of teachers' professional abilities; accurate measures of who finishes school and who does not; what happens to students after they leave school; and data on the educational experiences provided to different groups, especially at-risk students. The years ahead could strain our resources as we support educational services so important to our strength as a society and invest in information that allows us to better manage our schools. It is crucial that we do both. We believe that once the investment in information is made, the return in terms of efficiency and understanding our educational system will greatly exceed the original costs.

State Background Characteristics

Photo courtesy of Ohio Department of Education, Columbus, Ohio

School System Characteristics
Table 1

STATE	FALL MEMBERSHIP PUBLIC SCHOOLS 1987	SCHOOL DISTRICTS Number 1987-88	SCHOOL DISTRICTS Membership Under 1000	SCHOOL DISTRICTS Percent Membership Under 1000	NUMBER OF PUBLIC SCHOOLS 1987-88
Alabama	729,234	129	3	2.3%	1,298
Alaska	105,678	55	42	76.4%	456
Arizona	572,421	240	123(1)	51.3%	965
Arkansas	437,036	331	223(1)	67.4%	1,112
California	4,488,398	1,024(2)	543(1)	50.1%	7,123
Colorado	560,236	176	107(1)	60.7%	1,307
Connecticut	465,465	166	55	33.1%	970
Delaware	95,659	19	2	10.5%	167
District of Columbia	86,435	1	0	0.0%	182
Florida	1,664,774	67	1	1.5%	2,379
Georgia	1,110,947	186	12	6.5%	1,724
Hawaii	165,910	1	0	0.0%	231
Idaho	212,444	115	66	57.4%	565
Illinois	1,811,446	982	602(1)	61.3%	4,220
Indiana	962,653	303	48(1)	15.8%	1,891
Iowa	480,826	436	332	76.1%	1,633
Kansas	421,112	304	218	71.7%	1,463
Kentucky	642,696	178	34	19.1%	1,399
Louisiana	793,093	66	0	0.0%	1,599
Maine	211,817	200	108(1)	54.0%	749
Maryland	683,797	24	0	0.0%	1,206
Massachusetts	825,320	396	126(1)	31.8%	1,795
Michigan	1,606,344	563	171(1)	30.4%	3,620
Minnesota	721,481	436	286(1)	65.6%	1,570
Mississippi	505,550	152	10	6.6%	983
Missouri	802,060	545	376	68.9%	2,087
Montana	152,207	550	513(1)	93.3%	775
Nebraska	268,100	891	824(1)	92.5%	1,537
Nevada	168,353	17	5	29.4%	305
New Hampshire	163,319	173	108(1)	62.4%	435
New Jersey	1,092,982	592	306(1)	51.7%	2,247
New Mexico	287,229	88	49	55.7%	648
New York	2,594,070	722	240(1)	33.2%	3,971
North Carolina	1,085,976	140	4	2.9%	1,952
North Dakota	119,004	303	289(1)	95.4%	691
Ohio	1,793,411	703	119(1)	16.9%	3,743
Oklahoma	584,212	611	499(1)	81.7%	1,889
Oregon	455,895	304	213(1)	70.1%	1,214
Pennsylvania	1,668,542	501	40	8.0%	3,313
Rhode Island	134,061	40	9	22.5%	298
South Carolina	614,921	91	6	6.6%	1,103
South Dakota	126,817	194	158(1)	81.4%	790
Tennessee	823,783	141	15(1)	10.6%	1,578
Texas	3,236,787	1,063	617	58.0%	5,787
Utah	423,386	40	7	17.5%	725
Vermont	92,755	275	231(1)	84.0%	333
Virginia	979,417	136	14(1)	10.3%	1,761
Washington	775,755	296	160	54.1%	1,852
West Virginia	344,236	55	0	0.0%	1,084
Wisconsin	772,363	431	235	54.5%	2,002
Wyoming	98,455	49	23	46.9%	389
U.S. Total	40,021,518	13,267	8,127	61.3%	83,248

Source: Common Core of Data, Public Universe, 1987-88, National Center for Education Statistics, U.S. Department of Education
Notes: Fall membership figures include Pre-kindergarten enrollment. (1)This figure may vary because some districts did not indicate the size of their enrollment. (2)Number of districts includes some county or intermediate districts that may not operate schools.

School System Characteristics
Table 2

STATE	SCHOOL AGE POPULATION ESTIMATES (Total Population Age 5 - 17 Years) 1977	1982	1987	% Change 1977-87	% Change 1982-87
Alabama	896,000	829,000	822,000	-8.3%	-0.8%
Alaska	103,000	94,000	112,000	8.7%	19.1%
Arizona	557,000	573,000	632,000	13.5%	10.3%
Arkansas	505,000	474,000	475,000	-5.9%	0.2%
California	4,864,000	4,613,000	5,000,000	2.8%	8.4%
Colorado	607,000	587,000	605,000	-0.3%	3.1%
Connecticut	700,000	592,000	543,000	-22.4%	-8.3%
Delaware	138,000	117,000	115,000	-16.7%	-1.7%
District of Columbia	126,000	96,000	90,000	-28.6%	-6.3%
Florida	1,769,000	1,779,000	1,892,000	7.0%	6.4%
Georgia	1,251,000	1,205,000	1,259,000	0.6%	4.5%
Hawaii	205,000	192,000	197,000	-3.9%	2.6%
Idaho	213,000	216,000	222,000	4.2%	2.8%
Illinois	2,590,000	2,273,000	2,174,000	-16.1%	-4.4%
Indiana	1,274,000	1,134,000	1,080,000	-15.2%	-4.8%
Iowa	667,000	569,000	536,000	-19.6%	-5.8%
Kansas	503,000	452,000	458,000	-8.9%	1.3%
Kentucky	832,000	767,000	738,000	-11.3%	-3.8%
Louisiana	1,003,000	951,000	930,000	-7.3%	-2.2%
Maine	257,000	232,000	220,000	-14.4%	-5.2%
Maryland	985,000	835,000	792,000	-19.6%	-5.1%
Massachusetts	1,274,000	1,059,000	947,000	-25.7%	-10.6%
Michigan	2,217,000	1,927,000	1,795,000	-19.0%	-6.9%
Minnesota	945,000	814,000	788,000	-16.6%	-3.2%
Mississippi	616,000	580,000	580,000	-5.8%	0.0%
Missouri	1,082,000	953,000	940,000	13.1%	-1.4%
Montana	180,000	162,000	160,000	-11.1%	-1.2%
Nebraska	331,000	309,000	302,000	-14.0%	-2.3%
Nevada	152,000	165,000	176,000	15.8%	6.7%
New Hampshire	203,000	188,000	190,000	-6.4%	1.1%
New Jersey	1,660,000	1,425,000	1,318,000	-20.6%	-7.5%
New Mexico	309,000	299,000	312,000	1.0%	4.3%
New York	3,899,000	3,334,000	3,113,000	-20.2%	-6.6%
North Carolina	1,295,000	1,207,000	1,189,000	-8.2%	-1.5%
North Dakota	149,000	132,000	132,000	-11.4%	0.0%
Ohio	2,488,000	2,170,000	2,063,000	-17.1%	-4.9%
Oklahoma	627,000	623,000	635,000	1.3%	1.9%
Oregon	534,000	509,000	496,000	-7.1%	-2.6%
Pennsylvania	2,583,000	2,227,000	2,068,000	-19.9%	-7.1%
Rhode Island	205,000	175,000	164,000	-20.0%	-6.3%
South Carolina	717,000	679,000	685,000	-4.5%	0.9%
South Dakota	159,000	138,000	138,000	-13.2%	0.0%
Tennessee	1,000,000	939,000	923,000	-7.7%	-1.7%
Texas	3,109,000	3,240,000	3,482,000	12.0%	7.5%
Utah	331,000	378,000	445,000	34.4%	17.7%
Vermont	115,000	103,000	101,000	-12.2%	-1.9%
Virginia	1,180,000	1,060,000	1,038,000	-12.0%	-2.1%
Washington	849,000	816,000	827,000	-2.6%	1.3%
West Virginia	423,000	401,000	373,000	-11.8%	-7.1%
Wisconsin	1,102,000	959,000	913,000	-17.2%	-4.8%
Wyoming	97,000	105,000	105,000	8.2%	0.0%
U.S. Total	49,897,000	45,656,000	45,290,000	-9.2%	-0.8%

Sources: U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 1024, "State Population and Household Estimates, With Age, Sex, and Components of Change: 1981-87." Data for 1977 were rated by the U.S. Bureau of the Census for CCSSO and are consistent with Current Population Reports Series P-25, No. 998.

* Data are based on "resident" population figures which include Armed Forces personnel

School System Characteristics
Table 3

STATE	SCHOOL AGE POPULATION ESTIMATES (Total Population Age 5 - 17 Years As A Percent of Total Population) 1977	1982	1987	Change 1977-87	Change 1982-87
Alabama	24.3%	21.0%	20.1%	-4.2	-0.9
Alaska	24.9%	21.1%	21.3%	-3.6	0.2
Arizona	24.2%	16.9%	21.9%	-2.3	5.0
Arkansas	23.5%	20.5%	19.9%	-3.6	-0.6
California	22.2%	16.7%	20.2%	-2.0	3.5
Colorado	23.1%	19.1%	18.4%	-4.7	-0.7
Connecticut	22.5%	18.9%	16.9%	-5.6	-2.0
Delaware	23.7%	19.5%	17.9%	-5.8	-1.6
District of Columbia	18.4%	15.3%	14.5%	-3.9	-0.8
Florida	20.9%	17.0%	15.7%	-5.2	-1.3
Georgia	24.8%	21.3%	20.2%	-4.6	-1.1
Hawaii	23.0%	17.7%	19.7%	-3.3	2.0
Idaho	24.9%	21.6%	22.7%	-2.2	1.1
Illinois	23.1%	19.3%	18.8%	-4.3	-1.0
Indiana	23.8%	20.7%	19.5%	-4.3	-1.2
Iowa	23.1%	19.6%	18.9%	-4.2	-0.7
Kansas	21.7%	18.8%	18.5%	-3.2	-0.3
Kentucky	24.0%	20.8%	19.8%	-4.2	-1.0
Louisiana	25.5%	21.7%	20.8%	-4.7	-0.9
Maine	23.7%	20.4%	18.5%	-5.2	-1.9
Maryland	23.8%	19.5%	17.5%	-6.3	-2.0
Massachusetts	22.1%	18.4%	16.2%	-5.9	-2.2
Michigan	24.2%	21.1%	19.5%	-4.7	-1.6
Minnesota	23.7%	19.7%	18.6%	-5.1	-1.1
Mississippi	25.8%	22.6%	22.1%	-3.7	-0.5
Missouri	22.4%	19.3%	18.4%	-4.0	-0.9
Montana	23.5%	20.1%	19.8%	-3.7	-0.3
Nebraska	22.6%	19.4%	18.9%	-3.7	-0.5
Nevada	23.9%	19.8%	17.5%	-6.4	-1.3
New Hampshire	23.9%	19.8%	18.0%	-5.9	-1.8
New Jersey	22.6%	19.2%	17.2%	-5.4	-2.0
New Mexico	25.8%	21.8%	20.8%	-5.0	-1.0
New York	21.7%	19.0%	17.5%	-4.2	-1.5
North Carolina	23.5%	20.1%	18.5%	-5.0	-1.6
North Dakota	22.9%	19.6%	19.6%	-3.3	0.0
Ohio	23.3%	20.1%	19.1%	-4.2	-0.9
Oklahoma	22.3%	19.3%	19.4%	-2.9	0.1
Oregon	22.4%	19.1%	18.2%	-4.2	-0.9
Pennsylvania	21.9%	18.7%	17.4%	-4.5	-1.3
Rhode Island	21.9%	18.4%	16.6%	-5.3	-1.8
South Carolina	24.9%	21.1%	20.0%	-4.9	-1.1
South Dakota	23.1%	19.9%	19.5%	-3.6	-0.4
Tennessee	23.3%	20.1%	19.0%	-4.3	-1.1
Texas	24.3%	19.3%	22.6%	-1.7	3.3
Utah	26.1%	24.2%	26.5%	0.4	2.3
Vermont	23.9%	19.8%	18.4%	-5.5	-5.5
Virginia	23.2%	19.3%	17.6%	-5.6	-1.7
Washington	23.1%	19.1%	18.2%	-4.9	-0.9
West Virginia	22.8%	20.4%	19.7%	-3.1	-0.7
Wisconsin	23.7%	20.2%	19.0%	-4.7	-1.2
Wyoming	23.9%	20.6%	21.4%	-2.5	0.8
U.S. Average	23.1%	19.7%	*8.6%	-4.5	1.1

Note: Percentages are consistent with estimates published by the U.S. Bureau of the Census Current Population Reports, Series P-25, Nos. 998 (1977) and 1024 (1982 and 1987)

Student Needs
Table 4

STATE	PERCENT PERSONS AGE 5-17 YEARS IN HOUSEHOLDS BELOW THE POVERTY LINE* 1970	1980	Change 1970-80	PERCENT MINORITY OF THOSE PERSONS AGE 5-17 YEARS: 1980** Non-White(1)	White
Alabama	14.8%	22.7%	7.9	32.2%	67.8%
Alaska	29.5%	11.0%	-18.5	7.5%	92.5%
Arizona	17.5%	15.4%	-2.1	25.4%	74.6%
Arkansas	31.6%	22.3%	-9.3	23.3%	76.7%
California	12.1%	13.8%	1.7	33.6%	66.4%
Colorado	12.3%	10.5%	-1.8	19.3%	80.7%
Connecticut	7.2%	10.2%	3.0	15.3%	84.7%
Delaware	12.0%	14.4%	2.4	23.2%	76.8%
District of Columbia	23.2%	25.6%	2.4	89.0%	11.0%
Florida	18.9%	17.2%	-1.7	28.5%	71.5%
Georgia	24.4%	20.1%	-4.3	33.4%	66.6%
Hawaii	9.7%	11.4%	1.7	28.5%	71.5%
Idaho	12.0%	13.1%	1.1	5.4%	94.6%
Illinois	10.7%	13.9%	3.2	25.7%	74.3%
Indiana	9.0%	10.8%	1.8	11.3%	88.7%
Iowa	9.8%	10.6%	0.8	3.1%	96.9%
Kansas	11.5%	10.5%	-1.0	10.5%	89.5%
Kentucky	25.1%	20.7%	-4.4	8.7%	91.3%
Louisiana	30.1%	22.6%	-7.5	37.4%	62.6%
Maine	14.2%	14.8%	0.6	0.9%	99.1%
Maryland	11.5%	11.6%	0.1	29.6%	70.4%
Massachusetts	8.4%	12.1%	3.7	8.7%	91.3%
Michigan	9.1%	12.2%	3.1	18.1%	81.9%
Minnesota	9.5%	9.3%	-0.2	2.8%	97.2%
Mississippi	41.5%	29.8%	-11.7	44.4%	55.6%
Missouri	14.8%	13.7%	-1.1	14.7%	85.3%
Montana	12.9%	12.5%	-0.4	2.2%	97.8%
Nebraska	12.0%	11.4%	-0.6	6.8%	93.2%
Nevada	8.8%	9.0%	0.2	17.6%	82.4%
New Hampshire	7.7%	8.7%	1.0	1.2%	98.8%
New Jersey	8.7%	13.2%	4.5	22.0%	78.0%
New Mexico	26.3%	21.2%	-5.1	39.8%	60.2%
New York	17.5%	12.2%	-5.3	27.9%	72.1%
North Carolina	24.0%	17.5%	-6.5	29.3%	70.7%
North Dakota	15.7%	13.7%	-2.0	1.2%	98.8%
Ohio	9.8%	12.0%	2.2	13.2%	86.8%
Oklahoma	19.5%	14.7%	-4.8	12.0%	88.0%
Oregon	10.3%	10.4%	0.1	5.4%	94.6%
Pennsylvania	10.6%	13.0%	2.4	12.8%	87.2%
Rhode Island	11.0%	12.4%	1.4	6.7%	93.3%
South Carolina	29.1%	20.3%	-8.8	38.4%	61.6%
South Dakota	18.3%	19.0%	0.7	1.2%	98.8%
Tennessee	24.8%	19.8%	-5.0	20.3%	79.7%
Texas	21.5%	18.1%	-3.4	36.2%	63.8%
Utah	10.0%	9.6%	-0.4	5.7%	94.3%
Vermont	11.4%	12.7%	1.3	0.9%	99.1%
Virginia	18.2%	14.1%	-4.1	24.2%	75.8%
Washington	9.3%	10.0%	0.7	7.3%	92.7%
West Virginia	24.3%	17.9%	-6.4	4.3%	95.7%
Wisconsin	8.7%	9.5%	0.8	7.3%	92.7%
Wyoming	11.2%	7.4%	-3.8	7.5%	92.5%
U.S. Average	25.7%	20.7%	-5.0	22.6%	77.4%

Sources. *U.S. Bureau of the Census, United States Summary, General Social and Economic Characteristics, 1980, Table 245 Data are estimates based on a sample taken during the decennial census
**U.S. Bureau of the Census, "United States Summary: General Population Characteristics, 1980," series PC80-1-B1, Table 67.
Note: (1)Non-white is the total of persons age 5-17 years who are Black or of Spanish Origin. Persons of Spanish Origin may be of any race.

Student Needs
Table 5

STATE	PUBLIC VS. PRIVATE SCHOOL ENROLLMENT		
	Total School Enrollment/Fall 1980	Private School Enrollment/Fall 1980	% of Total Enrollment/Fall 1980
Alabama	817,264	62,669	7.7%
Alaska	8,3836	3,800	4.5%
Arizona	522,196	40,261	7.7%
Arkansas	428,588	18,423	4.3%
California	4.468,295	513,709	11.5%
Colorado	585,702	35,250	6.0%
Connecticut	616,654	88.404	14.3%
Delaware	119,409	23,374	19.6%
District of Columbia	126,110	21.203	16.8%
Florida	1.693,332	204,988	12.1%
Georgia	1,156,420	82,505	7.1%
Hawaii	202,659	37,878	18.7%
Idaho	216,836	5,839	2.7%
Illinois	2.337,085	353,622	15.1%
Indiana	1,055,561	95,322	9.0%
Iowa	571,536	55,227	9.7%
Kansas	405,756	33,889	8.4%
Kentucky	755,680	69.723	9.2%
Louisiana	937,235	158,921	17.0%
Maine	221,600	17,540	7.9%
Maryland	878,759	127.983	14.6%
Massachusetts	1,056,460	138,333	13.1%
Michigan	1,971,313	211,871	10.7%
Minnesota	885,826	88,966	10.0%
Mississippi	497,668	50,116	10.1%
Missouri	970,967	126,319	13.0%
Montana	150,581	7,668	5.1%
Nebraska	278,800	38,574	13.8%
Nevada	154,987	6,599	4.3%
New Hampshire	186,064	20,993	11.3%
New Jersey	1,458,137	229,878	15.8%
New Mexico	288,327	18,027	6.3%
New York	3,292,595	579,670	17.6%
North Carolina	1,170,271	58,078	5.0%
North Dakota	103,891	10,659	10.3%
Ohio	2,175.660	268,357	12.3%
Oklahoma	586,983	8,085	1.4%
Oregon	489,623	27,828	5.7%
Pennsylvania	2,301,694	392,402	17.0%
Rhode Island	171,686	29,845	17.4%
South Carolina	661,772	49,619	7.5%
South Dakota	127,937	10,898	8.5%
Tennessee	921,097	71,671	7.8%
Texas	2,994,639	148,534	5.0%
Utah	349,533	5,555	1.6%
Vermont	81,991	7.555	9.2%
Virginia	1,083,922	75,069	6.9%
Washington	818,683	55,950	6.8%
West Virginia	394,578	12,608	3.2%
Wisconsin	992,204	161,957	16.3%
Wyoming	103,148	3,036	2.9%
U.S. Total/Average	44,794,237	4,961,755	11.1%

Source. U S. Department of Education. Office of Educational Research and Improvement. 'Digest of Education Statistics. 1988,' Table 49, p. 65.

Population Characteristics
Table 6

STATE	PER CAPITA INCOME* 1986	1987	% Change 1986-87	PERCENT ADULTS WITH FOUR YEARS OF HIGH SCHOOL** 1980
Alabama	$11,293	$11,940	5.7%	56.5%
Alaska	18,378	18,230	-0.8%	82.5%
Anzona	13.679	14,315	4.6%	72.4%
Arkansas	11,025	11,507	4.4%	55.5%
California	16,792	17,821	6.1%	73.5%
Colorado	15,114	15,584	3.1%	78.6%
Connecticut	19,547	21,266	8.8%	70.3%
Delaware	15,498	16,696	7.7%	68.6%
District of Columbia	18,876	20,457	8.4%	68.0%
Florida	14,622	15,584	6.6%	66.7%
Georgia	13,454	14,300	6.3%	56.4%
Hawaii	14,683	15,679	6.8%	73.3%
Idaho	11,172	11,868	6.2%	73.7%
Illinois	15,503	16,442	6.1%	66.5%
Indiana	13,124	13,914	6.0%	66.4%
Iowa	13,335	14,236	6.8%	71.5%
Kansas	14,503	15,126	4.3%	73.3%
Kentucky	11,268	12,059	7.0%	53.1%
Louisiana	11,233	11,473	2.1%	57.7%
Maine	12,846	13,954	8.6%	68.7%
Maryland	16,934	18,124	7.0%	67.4%
Massachusetts	17,635	19,142	8 5%	72.2%
Michigan	14,807	15,393	4.0%	68.0%
Minnesota	14,995	15,927	6 2%	73.1%
Mississippi	9,663	10.292	6.5%	54.8%
Missouri	13,946	14,687	5.3%	63.5%
Montana	11,726	12,347	5.3%	74.4%
Nebraska	13,572	14,328	5.6%	73.4%
Nevada	15,453	16,366	5 9%	75.5%
New Hampshire	16,396	17,529	6.9%	72.3%
New Jersey	18,793	20,352	8.3%	67.4%
New Mexico	11,459	11,875	3.6%	68.9%
New York	16,821	18,004	7.0%	66.3%
North Carolina	12,423	13,314	7.2%	54.8%
North Dakota	12,440	13,004	4.5%	66.4%
Ohio	13,857	14,612	5.4%	67.0%
Oklahoma	12,249	12,551	2.5%	66.0%
Oregon	13,239	14,041	6.1%	75.6%
Pennsylvania	14,281	15,212	6.5%	64.7%
Rhode Island	14,589	15,555	6.6%	61.6%
South Carolina	11,286	12,004	6.4%	54.0%
South Dakota	11,803	12,550	6.3%	67.9%
Tennessee	11,984	12,880	7.5%	56.2%
Texas	13,494	13,866	2.8%	62.6%
Utah	10,968	11,366	3.6%	80.0%
Vermont	13,320	14,302	7.4%	71.0%
Virginia	15,423	16,517	7.1%	62.4%
Washington	14,866	15,599	4.9%	77.6%
West Virginia	10,587	11,020	4.1%	56.0%
Wisconsin	13,923	14,742	5.9%	69.6%
Wyoming	12,723	12,709	-0.1%	77.9%
U.S. Average	$14,606	$15,481	6.0%	66.5%

Sources * U.S. Department of Commerce, Bureau of Economic Analysis, "Commerce News" August 1988. Data are estimates and are reported in current dollars. ** U.S. Bureau of the Census, "State and Metropolitan Area Data Book, 1986." Table C - Earned Degrees and Educational Attainment.

Population Characteristics
Table 7

STATE	PLACE OF RESIDENCE (In Percent) In Central Cities 1970	In Central Cities 1980	In Central Cities Change 1970-80	In Rural Areas 1970	In Rural Areas 1980	In Rural Areas Change 1970-80
Alabama	27.5%	29.1%	1.6	41.4%	40.0%	-1.4
Alaska	15.8%	42.4%	26.6	42.9%	35.7%	-7.2
Arizona	47.7%	42.8%	-4.9	20.5%	16.2%	-4.3
Arkansas	19.9%	18.9%	-1.0	50.0%	48.4%	-1.6
California	37.9%	34.3%	-3.6	9.1%	8.7%	-0.4
Colorado	40.6%	35.7%	-4.9	21.4%	19.4%	-2.0
Connecticut	36.9%	32.3%	-4.6	21.6%	21.2%	-0.4
Delaware	14.6%	11.8%	-2.8	27.9%	29.4%	1.5
District of Columbia	100.0%	100.0%	0.0	0.0%	0.0%	0.0
Florida	34.3%	25.8%	-8.5	18.3%	15.7%	-2.6
Georgia	23.3%	19.8%	-3.5	39.7%	37.6%	-2.1
Hawaii	42.2%	44.7%	2.5	16.9%	13.5%	-3.4
Idaho	10.5%	15.8%	5.3	45.9%	46.0%	0.1
Illinois	37.2%	35.6%	-1.6	16.8%	16.7%	-0.1
Indiana	37.0%	28.1%	-8.9	35.1%	35.8%	0.7
Iowa	25.1%	23.2%	-1.9	42.8%	41.4%	-1.4
Kansas	19.9%	18.9%	-1.0	33.9%	33.3%	-0.6
Kentucky	17.7%	15.7%	-2.0	47.7%	49.1%	1.4
Louisiana	32.5%	30.5%	-2.0	33.5%	31.4%	-2.1
Maine	16.4%	13.8%	-2.6	49.2%	52.5%	3.3
Maryland	24.8%	20.8%	-4.0	23.4%	19.7%	-3.7
Massachusetts	30.3%	28.5%	-1.8	15.5%	16.2%	0.7
Michigan	29.6%	23.3%	-6.3	26.0%	29.2%	3.2
Minnesota	25.4%	21.2%	-4.2	33.5%	33.1%	-0.4
Mississippi	13.1%	15.1%	2.0	55.5%	52.7%	-2.8
Missouri	30.2%	24.6%	-5.6	29.9%	31.9%	2.0
Montana	17.6%	19.9%	2.3	46.7%	47.1%	0.4
Nebraska	33.5%	31.0%	-2.5	38.5%	37.1%	-1.4
Nevada	40.7%	33.2%	-7.5	19.0%	14.7%	-4.3
New Hampshire	28.2%	24.9%	-3.3	43.6%	47.8%	4.2
New Jersey	16.0%	10.4%	-5.6	11.1%	11.0%	-0.1
New Mexico	27.7%	32.7%	5.0	30.3%	27.9%	-2.4
New York	51.8%	47.5%	-4.3	14.3%	15.4%	1.1
North Carolina	22.0%	21.2%	-0.8	54.5%	52.0%	-2.5
North Dakota	20.6%	25.3%	4.7	55.7%	51.2%	-4.5
Ohio	32.7%	28.4%	-4.3	24.7%	26.7%	2.0
Oklahoma	31.5%	29.1%	-2.4	32.0%	32.7%	0.7
Oregon	27.9%	22.8%	-5.1	32.9%	32.1%	-0.8
Pennsylvania	29.4%	25.2%	-4.2	28.5%	30.7%	2.2
Rhode Island	35.9%	36.4%	0.5	12.9%	12.9%	0.0
South Carolina	9.4%	11.7%	-2.3	51.7%	45.9%	-5.8
South Dakota	11.0%	18.5%	7.5	55.4%	53.6%	-1.8
Tennessee	37.5%	35.6%	-1.9	40.9%	39.6%	-1.3
Texas	49.8%	46.5%	-3.3	20.3%	20.4%	0.1
Utah	30.6%	24.2%	-6.4	19.6%	15.6%	-4.0
Vermont	8.8%	7.4%	-1.4	67.9%	66.2%	-1.7
Virginia	30.1%	22.2%	-7.9	36.8%	34.0%	-2.8
Washington	32.5%	27.5%	-5.0	26.6%	26.5%	-0.1
West Virginia	15.2%	12.1%	-3.1	61.0%	63.8%	2.8
Wisconsin	35.2%	31.1%	-4.1	34.1%	35.8%	1.7
Wyoming	11.7%	20.9%	9.2	39.5%	37.3%	-2.2
U.S. Average	33.4%	29.6%	-3.8	26.4%	25.2%	-1.2

Source U.S. Bureau of the Census. "Characteristics of the Population. Chapter B. General Population Characteristics. Part 2. State Volumes."No. PC80-1-B2.
Note "Central Cities" are defined as central city jurisdictions of urbanized areas. "Rural" is defined as places of 2,500 or fewer population or unincorporated rural areas.

Population Characteristics
Table 8

STATE	PERCENT VOTING FOR PRESIDENT 1980	1984	Change 1980-84	PERCENT VOTING FOR CONGRESS 1984	1986	Change 1984-86
Alabama	48.7%	49.9%	1.2	39.7%	37.9%	-1.8
Alaska	57.3%	59.3%	2.0	58.3%	49.2%	-9.6
Arizona	44.4%	45.2%	0.8	41.6%	33.0%	-8.6
Arkansas*	51.5%	51.8%	0.3	27.1%	38.5%	11.4
California	48.9%	49.6%	0.7	46.7%	36.0%	-10.7
Colorado	55.8%	55.0%	-0.8	53.0%	42.2%	-10.8
Connecticut	61.0%	61.1%	0.1	59.7%	40.2%	-19.5
Delaware	54.7%	55.5%	0.8	52.9%	33.9%	-19.0
District of Columbia	35.4%	43.1%	7.7	33.1%	26.0%	-7.1
Florida*	48.7%	48.2%	-0.5	28.1%	23.5%	-4.6
Georgia	41.3%	42.0%	0.7	35.9%	24.0%	-11.9
Hawaii	43.5%	44.3%	0.8	36.4%	42.2%	5.8
Idaho	67.7%	59.9%	-7.8	59.0%	54.3%	-4.7
Illinois	57.7%	57.1%	-0.6	54.3%	35.5%	-18.8
Indiana	57.6%	55.9%	-1.7	54.6%	38.6%	-16.0
Iowa	62.8%	62.2%	-0.6	59.8%	42.4%	-17.4
Kansas	56.6%	56.8%	0.2	55.3%	43.3%	-12.0
Kentucky	49.9%	50.8%	0.9	44.0%	23.1%	-20.9
Louisiana	53.0%	54.5%	1.5	20.5%	12.4%	-8.1
Maine	64.5%	64.7%	0.2	63.5%	48.3%	-15.2
Maryland	50.0%	51.4%	1.4	45.9%	31.5%	-14.4
Massachusetts	59.0%	57.6%	-1.4	52.8%	33.4%	-19.4
Michigan	60.0%	57.9%	-2.1	52.6%	34.8%	-17.8
Minnesota	70.0%	68.2%	-1.8	64.6%	44.8%	-19.8
Mississippi	51.8%	52.2%	0.4	48.2%	28.6%	-19.6
Missouri	58.7%	57.3%	-1.4	55.0%	38.0%	-17.0
Montana	65.0%	65.0%	0.0	62.8%	54.1%	-8.7
Nebraska	56.6%	55.6%	-1.0	55.5%	47.4%	-8.1
Nevada	41.2%	41.6%	0.4	39.3%	35.1%	-4.2
New Hampshire	57.1%	53.0%	-4.1	50.8%	31.1%	-19.7
New Jersey	54.9%	56.6%	1.7	52.6%	26.7%	-25.9
New Mexico	50.8%	51.3%	0.5	49.9%	36.9%	-13.0
New York	48.0%	51.2%	3.2	46.7%	29.1%	-17.6
North Carolina	43.4%	47.4%	4.0	47.0%	33.2%	-13.8
North Dakota	64.6%	62.7%	-1.9	62.7%	58.6%	-4.1
Ohio	55.3%	58.0%	2.7	55.2%	38.8%	-16.4
Oklahoma*	52.1%	52.2%	0.1	46.1%	30.1%	-16.0
Oregon	61.2%	61.9%	0.7	60.6%	51.1%	-9.5
Pennsylvania	51.9%	54.0%	2.1	51.9%	36.6%	-15.3
Rhode Island	58.6%	55.7%	-2.9	53.0%	40.8%	-12.2
South Carolina	40.1%	40.7%	0.6	39.0%	29.2%	-9.8
South Dakota	67.1%	62.6%	-4.5	62.2%	56.9%	-5.3
Tennessee	48.7%	49.1%	0.4	37.7%	31.0%	-6.7
Texas	44.8%	47.2%	2.4	40.9%	25.5%	-15.4
Utah	64.6%	61.6%	-3.0	58.8%	40.8%	-18.0
Vermont	57.7%	59.9%	2.2	57.6%	47.0%	-10.6
Virginia	47.5%	50.7%	3.2	43.4%	23.8%	-19.6
Washington	57.3%	58.4%	1.1	56.0%	39.0%	-17.0
West Virginia	52.7%	51.8%	-0.9	49.5%	28.0%	-21.5
Wisconsin	67.4%	63.5%	-3.9	59.5%	39.3%	-20.2
Wyoming	53.2%	53.3%	0.1	53.1%	45.4%	-7.7
U.S. Average	52.6%	53.1%	0.5	47.7%	33.4%	-14.3

Source: U.S. Bureau of the Census, "Statistical Abstract of the United States: 1988," (108th edition) Table 422.
Note: *State law does not require tabulation of votes for unopposed candidates.

Population Characteristics
Table 9

STATE	RESIDENT POPULATION PER SQUARE MILE 1980	1986	Change 1980-86
Alabama	76.7	79.8	4.0%
Alaska	0.7	0.9	28.6%
Arizona	23.9	29.2	22.2%
Arkansas	43.9	45.6	3.9%
California	151.4	172.6	14.0%
Colorado	27.9	31.5	12.9%
Connecticut	637.8	654.5	2.6%
Delaware	307.6	327.5	6.5%
District of Columbia	10,132.0	9,936.0	-1.9%
Florida	180.0	215.6	19.8%
Georgia	94.1	105.1	11.7%
Hawaii	150.1	165.3	10.1%
Idaho	11.5	12.2	6.1%
Illinois	205.3	207.6	1.1%
Indiana	152.8	153.2	0.3%
Iowa	52.1	50.9	-2.3%
Kansas	28.9	30.1	4.2%
Kentucky	92.3	94.0	1.8%
Louisiana	94.5	101.1	7.0%
Maine	36.3	37.9	4.4%
Maryland	428.7	453.7	5.8%
Massachusetts	733.3	745.4	1.7%
Michigan	162.6	160.6	-1.2%
Minnesota	51.2	53.0	3.5%
Mississippi	53.4	55.6	4.1%
Missouri	71.3	73.5	3.1%
Montana	5.4	5.6	3.7%
Nebraska	20.5	20.8	1.5%
Nevada	7.3	8.8	20.5%
New Hampshire	102.4	114.2	11.5%
New Jersey	986.2	1,020.3	3.5%
New Mexico	10.7	12.2	14.0%
New York	370.6	375.1	1.2%
North Carolina	120.4	129.7	7.7%
North Dakota	9.4	9.8	4.3%
Ohio	263.3	262.2	-0.4%
Oklahoma	44.1	48.1	9.1%
Oregon	27.4	28.0	2.2%
Pennsylvania	264.3	264.8	0.2%
Rhode Island	897.8	924.1	2.9%
South Carolina	103.4	111.8	8.1%
South Dakota	9.1	9.3	2.2%
Tennessee	111.6	116.7	4.6%
Texas	54.3	63.7	17.3%
Utah	17.8	20.3	14.0%
Vermont	55.2	58.3	5.6%
Virginia	134.7	145.8	8.2%
Washington	62.1	67.1	8.1%
West Virginia	80.8	79.5	-1.6%
Wisconsin	86.5	87.9	1.6%
Wyoming	4.8	5.2	8.3%
U.S. Average	64.0	68.1	6.4%

Source: U.S. Bureau of the Census, 'Statistical Abstract of the United States 1988' (108th edition) Washington, D.C. 1987, Table 21

State Resources
Table 10

STATE	GROSS STATE PRODUCT 1985 G.S.P. Per School-Age Child	1986 Total (In millions)	1986 G.S.P. Per School-Age Child	Percent Change 1985-86	RELATIVE TAX CAPACITY (U.S. = 100) 1984	1985	Change 1984-85
Alabama	$63,704	$55,007	$67,082	5.0%	73.2	75.0	1.8
Alaska	196,639	19,575	176,351	-11.5%	249.8	259.0	9.2
Arizona	80,445	53,253	84,663	5.0%	98.7	99.0	0.3
Arkansas	63,537	31,633	67,019	5.2%	75.0	74.0	-1.0
California	104,534	533,816	109,523	4.6%	119.3	120.0	0.7
Colorado	95,476	59,177	98,793	3.4%	121.3	118.0	-3.3
Connecticut	116,780	70,639	128,668	9.2%	124.3	127.0	2.7
Delaware	96,193	11,706	101,791	5.5%	122.5	123.0	0.5
District of Columbia	302,056	28,791	316,385	4.5%	119.8	123.0	3.2
Florida	91,199	177,729	96,174	5.2%	104.6	103.0	-1.6
Georgia	76,896	102,922	82,668	7.0%	89.3	90.0	0.7
Hawaii	92,277	19,320	98,571	6.4%	117.8	117.0	-0.8
Idaho	58,417	13,170	59,058	1.1%	77.9	78.0	0.1
Illinois	90,433	209,666	95,869	5.7%	96.6	96.0	-0.6
Indiana	73,500	84,922	78,341	6.2%	87.4	87.0	-0.4
Iowa	76,407	43,836	80,729	5.4%	86.5	84.0	-2.5
Kansas	89,499	42,472	93,757	4.5%	100.2	99.0	-1.2
Kentucky	68,312	53,135	71,322	4.2%	77.1	78.0	0.9
Louisiana	84,807	74,426	78,591	-7.9%	102.3	97.0	-5.3
Maine	71,604	17,326	78,755	9.1%	88.0	89.0	1.0
Maryland	89,342	76,504	97,086	8.0%	105.4	105.0	-0.4
Massachusetts	108,536	115,526	120,340	9.8%	111.0	113.0	2.0
Michigan	78,750	153,240	84,710	7.0%	92.7	94.0	1.3
Minnesota	90,334	75,626	96,216	6.1%	101.2	101.0	-0.2
Mississippi	53,045	31,830	54,597	2.8%	69.6	69.0	-0.6
Missouri	84,637	83,534	88,961	4.9%	89.3	91.0	1.7
Montana	70,384	12,163	74,620	5.7%	95.2	90.0	-5.2
Nebraska	84,617	26,521	87,818	3.6%	93.1	94.0	0.9
Nevada	107,940	19,426	116,323	7.2%	145.6	146.0	0.4
New Hampshire	90,136	18,518	99,027	9.0%	110.2	112.0	1.8
New Jersey	105,722	154,765	116,190	9.0%	114.1	117.0	2.9
New Mexico	78,835	23,603	76,385	-3.2%	103.4	99.0	-4.4
New York	105,583	362,736	115,337	8.5%	98.4	101.0	2.6
North Carolina	78,775	100,961	84,699	7.0%	86.6	86.0	-0.6
North Dakota	80,639	10,733	81,311	0.8%	105.8	102.0	-3.8
Ohio	80,098	176,102	84,868	5.6%	89.9	91.0	1.1
Oklahoma	79,815	49,814	78,820	-1.3%	113.0	105.0	-8.0
Oregon	78,000	41,278	83,559	6.7%	93.6	95.0	1.4
Pennsylvania	82,494	183,559	88,505	6.8%	88.3	89.0	0.7
Rhode Island	85,128	15,205	92,713	8.2%	86.3	88.0	1.7
South Carolina	61,882	44,727	65,582	5.6%	76.5	77.0	0.5
South Dakota	67,861	9,802	71,029	4.5%	83.1	82.0	-1.1
Tennessee	73,275	72,328	78,362	6.5%	80.5	83.0	2.5
Texas	91,525	303,510	88,358	-3.6%	117.4	111.0	-6.4
Utah	55,303	24,008	55,703	0.7%	80.5	81.0	0.5
Vermont	79,150	8,636	86,360	8.3%	95.4	97.0	1.6
Virginia	92,681	104,155	101,121	8.3%	95.8	98.0	2.2
Washington	88,261	77,683	95,083	7.2%	99.1	101.0	1.9
West Virginia	60,673	24,096	63,079	3.8%	79.3	77.0	-2.3
Wisconsin	79,298	76,922	84,160	5.8%	88.7	89.0	0.3
Wyoming	120,538	11,673	109,093	-10.5%	181.4	169.0	-12.4
U.S. Total	$88,123	$4,191,705	$92,854	5.1%	100.0	100.0	0.0

Sources: Gross State Product figures are from the U.S. Department of Commerce publication Survey of Current Business, Volume 68, No. 5, May 1988. State Tax Capacity figures are from the Advisory Commission on Intergovernmental Relations Fiscal Capacity Diskettes for 1987. School-age child figures are from the U.S. Bureau of the Census Current Population Reports, Series P-25, No. 1024

Note: Gross State Product Per School-Age Child figures are calculated using 1985-86 Census Data for resident persons age 5 - 17 years.

In the future, as outcome data become available, it will be desireable to group states on their background features as a basis for comparison Shown below is how gross state product per school age child might be used to classify states.

	STATE	1986 G.S.P. Per School-Age Child
HIGH RELATIVE WEALTH	District of Columbia	$316,385
	Alaska	176,351
	Connecticut	128,668
	Massachusetts	120,340
	Nevada	116,323
	New Jersey	116,190
	New York	115,337
	California	109,523
	Wyoming	109,093
	Delaware	101,791
MODERATELY HIGH RELATIVE WEALTH	Virginia	101,121
	New Hampshire	99,027
	Colorado	98,793
	Hawaii	98,571
	Maryland	97,086
	Minnesota	96,216
	Florida	96,174
	Illinois	95,869
	Washington	95,083
	Kansas	93,757
MODERATE RELATIVE WEALTH	Rhode Island	92,713
	Missouri	88,961
	Pennsylvania	88,505
	Texas	88,358
	Nebraska	87,818
	Vermont	86,360
	Ohio	84,868
	Michigan	84,710
	North Carolina	84,699
	Arizona	84,663
MODERATELY LOW RELATIVE WEALTH	Wisconsin	84,160
	Oregon	83,559
	Georgia	82,668
	North Dakota	81,311
	Iowa	80,729
	Oklahoma	78,820
	Maine	78,755
	Louisiana	78,591
	Tennessee	78,362
	Indiana	78,341
LOW RELATIVE WEALTH	New Mexico	76,385
	Montana	74,620
	Kentucky	71,322
	South Dakota	71,029
	Alabama	67,082
	Arkansas	67,019
	South Carolina	65,582
	West Virginia	63,079
	Idaho	59,058
	Utah	55,703
	Mississippi	54,597
	U.S. Average	$92,854

States may also be placed in regional clusters in addition to being grouped according to background characteristics. Below is a classification of regions similar to those used by the National Governors Association to report state-by-state data on education.

NEW ENGLAND	Connecticut
	Maine
	Massachusetts
	New Hampshire
	Rhode Island
	Vermont
MIDDLE ATLANTIC	Delaware
	Maryland
	New Jersey
	New York
	Pennsylvania
MIDWEST	Illinois
	Indiana
	Michigan
	Minnesota
	Ohio
	Wisconsin
WEST NORTH CENTRAL	Iowa
	Kansas
	Missouri
	Nebraska
	North Dakota
	South Dakota
EAST SOUTH CENTRAL	Alabama
	Kentucky
	Mississippi
	Tennessee
SOUTH ATLANTIC	District of Columbia
	Florida
	Georgia
	North Carolina
	South Carolina
	Virginia
	West Virginia
WEST SOUTH CENTRAL	Arkansas
	Louisiana
	Oklahoma
	Texas
MOUNTAIN	Arizona
	Colorado
	Idaho
	Montana
	Nevada
	New Mexico
	Utah
	Wyoming
PACIFIC	Alaska
	California
	Hawaii
	Oregon
	Washington
EXTRA-STATE JURISDICTIONS	American Samoa
	Guam
	Puerto Rico
	Virgin Islands

Note The District of Columbia was grouped with the South Atlantic states using the U.S. Census Bureau's regional classifications, and the extra-state jurisdictions were placed into a separate category.

Glossary

TABLE 1

Fall Membership in Public Schools 1987. the number of students listed on the current roll of a school on a given date. Membership is obtained by adding the total number of original entries and the total number of reentries and subtracting the total withdrawals, or by adding the total number students present and the total number absent.

Number of School Districts 1987-88. the number of local education agencies (LEAs) which operated public elementary and secondary schools in a given state during the 1987-88 school year.

Membership Under 1000: the number of public school districts within a state with student memberships under 1000.

Percent Membership Under 1000: the percentage of all public school districts in each state with memberships of less than 1000 students.

Number of Public Schools. the count of public elementary and secondary schools in each state during the 1987-88 school year. A school is defined by the National Center for Education Statistics as "a division of the school system consisting of students in one or more grade or other identifiable groups and organized to give instruction of a defined type. One school may share a building with another school or one school may be housed in several buildings. (Digest of Education Statistics. 1988, p. 390)

TABLE 2

School Age Population 1977, 1982, 1987: the total estimated population of persons age 5-17 years for the years 1977, 1982, and 1987. These figures are based on resident population which includes Armed Forces personnel based within the state.

The percent change figures show the increase or decrease in the estimated school-age population for the ten-year period 1977-87 and the five-year period 1982-87 expressed as a percent of the base year. A minus sign [-] indicates a decrease.

TABLE 3

School Age Population as a Percent of Total Population 1977, 1982, and 1987: the percentage of persons age 5-17 years in each state as part of the total population of the state. These figures are based on U.S. Bureau of the Census estimates and are resident counts which include families of Armed Forces personnel based within the state.

The change figures show the increase or decrease in the percent school-age population of the total population for the ten-year period 1977-87 and the five-year period 1982-87. The change is expressed in percentage points and is not the numerical increase expressed as a percent of the base year figure. A minus sign [-] indicates a decrease.

TABLE 4

Percent Persons Age 5-17 Years in Households Below the Poverty Line 1970 and 1980. the percent of persons of school age living in households with incomes at or below the official poverty line. Poverty status is based upon income earned in the preceding year. The poverty level (in current dollars) for a family of four was $3,968 in 1970 and $8,414 in 1980. These data are estimates based upon a sample of U.S. households taken during the decennial census.

The "Change 1970-80" figure reflects the difference in percentage points between 1970 and 1980 and does not reflect the change in the actual number of persons age 5-17 years in households at or below the poverty line.

Percent Minority Persons Age 5-17. the percent of the total population age 5-17 years who are black, of Spanish origin, American Indians or Alaskan Natives, or Asian or Pacific Islanders.

TABLE 5

Total School Enrollment, Fall 1980 is the sum of public and private elementary and secondary enrollments in the United States. Enrollment is a count of the number of students registered in an elementary or secondary school at a given time.

Private School Enrollment, 1980. the enrollment count in private elementary and secondary schools for Fall 1980. This count includes only schools which offer first grade or above and includes special education, vocational/technical, and alternative schools. Approximately 5 percent of private schools are not represented in this count as some schools were not included in the survey.

Percent of Total Enrollment, Fall 1980: private elementary and secondary school enrollment as a percentage of total U.S. school enrollment.

TABLE 6

Per Capita Income. the average level of money income for each member of the population in a state. Money income is actual cash receipts and includes gross wages and salaries, proprietors' income, pension and annuity payments, government transfers (such as AFDC and Social Security), alimony, cash rent, interest and dividends. Per Capita Income is reported in current dollars (not adjusted for inflation).

Percent Adults with Four Years of High School. the percentage of persons 18 years of age or older who have completed four years of high school.

TABLE 7

Residence in Central Cities: the percent of the total population (all ages) who reside in central city jurisdictions of urbanized areas. The U.S. Bureau of the Census defines central cities as the largest city, or one of the largest cities in an urbanized area. An urbanized area has a population of at least 50,000 persons with a population density of at least 1,000 persons per square mile.

The "Change 1970-80" figure reflects the difference in percentage points between 1970 and 1980 and does not reflect the change in percent in the actual central city population. A minus sign [-] indicates a decrease.

Residence in Rural Areas: defined as any area with a population of less than 2,500 inhabitants. A rural classification does not imply farm residence or a sparsely settled area, since a small city or town is rural as long as it is outside an urban area and has fewer than 2,500 inhabitants.

The "Change 1970-80" figure reflects the difference in percentage points between 1970 and 1980 and does not reflect the change in percent in the actual rural population. A minus sign [-] indicates a decrease.

TABLE 8

Percent Voting for President. the percentage of all persons of voting age (18 years and older) in a state voting for President in the 1980 and 1984 elections. The figure "Change 1980-84" reflects the change in the voting percentage for a state expressed in percentage points. It does not reflect the percentage change in actual vote totals.

Percent Voting for Congress: the percentage of all persons of voting age (18 years and older) in a state who voted in the 1984 and 1986 Congressional elections. The figure "Change 1984-86" reflects the change in the voting percentage for a state. It does not reflect the percentage change in actual vote totals.

Some states do not require the tabulation of votes for unopposed candidates. These states are denoted with an asterisk (*).

TABLE 9

Resident Population Per Square Mile. defined as the average population density of a state for a given year. It is the sum of total resident population divided by total land area of the state.

The "Change 1980-86" figure reflects the increase or decrease in a state's population density expressed as a percent of the original figure. A minus sign [-] indicates a decrease in population, not land area. In many states, population densities are low so small absolute changes result in large percentage differences.

TABLE 10 - State Resources

Gross State Product per School-Age Child. the sum of a state's GSP for a given year divided by the number of resident persons in the state between the ages of 5 and 17 years. These data are in current dollars (not adjusted for inflation).

Gross State Product - 1986 (in millions of dollars). Gross State Product (GSP) is the gross market value of the goods and services attributable to labor and property within a state. It is the state equivalent of the national gross domestic product. Current dollar GSP estimates - used in this report - reflect changes in the command over resources associated with production and are particularly useful for analyzing the differential changes in relative output prices, such as changes in energy and agricultural prices. Thus, they can be used to measure the resource base available to a state from which it can raise revenue to provide services.

The "Change 1985 86" figure reflects the percent increase or decrease in a state's Gross State Product per School-Age child. A minus sign [-] indicates a decrease.

Relative Tax Capacity: 1984 and 1985: the revenues that would be raised in each state if the state-local governments there taxed every potential tax base at the U.S. average rates. Tax bases include personal income, sales, fees, property, corporate income, etc. For example, if the U.S. average is 100, Alabama could raise 75% of the national average if it collected taxes at average rates from all these tax bases, while Alaska could raise 259%.

Included in this indicator are taxes such as the corporate income tax and severance taxes that are levied wholly or in part on businesses of various kinds. The ability of some tax payments to be "exported" to another state has been taken into account during the development of this indicator.

Photo courtesy of Arkansas Department of Education, Little Rock, Arkansas

Instructional Time
Length of School Year

STATE	Minimum Length of School Year In Days	Minimum Length of School Year In Hours	State Permits Exceptions to Minimum Time Requirements	Min. Length of School Year In Days After State Approved Exceptions (1)	Min. Length of School Year In Hours After State Approved Exceptions (1)	Sanctions for Providing Less Than State Required Min. (2)
	STATES' POLICES ON THE NUMBER OF DAYS OR HOURS SCHOOLS MUST BE IN SESSION (1987-88 School Year)					
Alabama	175	Not Applicable		Not Applicable	Not Applicable	✓
Alaska	180	Not Applicable	✓	175	Not Applicable	
American Samoa	180	Not Applicable	✓	175	Not Applicable	
Arizona	175	Not Applicable		Not Applicable	Not Applicable	✓
Arkansas	178	Not Applicable		Not Applicable	Not Applicable	✓
California	180	600 or 1,080(3)		Not Applicable	Not Applicable	✓
Colorado	Not Applicable	990 or 1,080(4)	✓	Not Applicable	968 or 1,056	
Connecticut	180	900	✓	Not Specified	Case specific	✓
Delaware	180	Not Applicable		Not Applicable	Not Applicable	
District of Columbia	180	Not Applicable		Not Applicable	Not Applicable	✓
Florida	180	Not Applicable	✓	180(1)	Not Applicable	✓
Georgia	180	Not Applicable	✓	176	Not Applicable	✓
Hawaii	180	Not Applicable		Not Applicable	Not Applicable	
Idaho	180	Not Applicable	✓	Not Specified	Not Applicable	✓
Illinois	180	Not Applicable	✓	Not Specified	Not Applicable	✓
Indiana	175	Not Applicable	✓	Not Specified	Not Applicable	✓
Iowa	180	Not Applicable		Not Applicable	Not Applicable	
Kansas	180	1,080	✓	175	1,050	✓
Kentucky	175	Not Applicable	✓	Case Specific	Not Applicable	✓
Louisiana	180	Not Applicable	✓	175	Not Applicable	✓
Maine	175	Not Applicable	✓	Not Specified	Not Applicable	✓
Maryland	180	1,080	✓	Not Specified	Not Specified	
Massachusetts	180	Not Applicable	✓	Not Specified	Not Applicable	
Michigan	180	900	✓	178	Not Specified	✓
Minnesota	175	Not Applicable	✓	170	Not Applicable	✓
Mississippi	175	Not Applicable	✓	173	Not Applicable	
Missouri	174	1,044	✓	174	1,032	✓
Montana	180	Not Applicable		Not Applicable	Not Applicable	✓
Nebraska	Not Applicable	1,030 or 1,080(5)	✓	Not Applicable	Not Specified	✓
Nevada	180	Not Applicable	✓	Not Specified	Not Applicable	✓
New Hampshire	180	945	✓	Not Specified	Not Specified	
New Jersey	180	Not Applicable		Not Applicable	Not Applicable	✓
New Mexico	180	450, 990, or 1,080(6)	✓	Case Specific	Case Specific	✓
New York	180	Not Applicable	✓	Not Specified	Not Applicable	✓
North Carolina	180	Not Applicable	✓	175	Not Applicable	✓
North Dakota	180	Not Applicable	✓	173	Not Applicable	✓
Ohio	182	940	✓	175	Not Specified	✓
Oklahoma	175	Not Applicable	✓	Not Specified	Not Applicable	✓
Oregon	175	Not Applicable		Not Applicable	Not Applicable	✓
Pennsylvania	180	Not Applicable		Not Applicable	Not Applicable	✓
Puerto Rico	184	Not Applicable		Not Applicable	Not Applicable	
Rhode Island	180	Not Applicable	✓	170	Not Applicable	✓
South Carolina	180	Not Applicable	✓	Not Specified	Not Applicable	✓
South Dakota	175	Not Applicable	✓	165	Not Applicable	
Tennessee	180	Not Applicable		Not Applicable	Not Applicable	✓
Texas	175	Not Applicable	✓	Not Specified	Not Applicable	✓
Utah	180	Not Applicable	✓	Not Specified	Not Applicable	✓
Vermont	175	Not Applicable	✓	Not Specified	Not Applicable	
Virgin Islands	180	Not Applicable	✓	175	Not Applicable	
Virginia	180	990	✓	175	Not Specified	✓
Washington	180	Not Applicable	✓	Not Specified	Not Applicable	✓
West Virginia	180	Not Applicable	✓	178	Not Applicable	✓
Wisconsin	180	Not Applicable	✓	175	Not Applicable	✓
Wyoming	175	Not Applicable	✓	Not Specified	Not Applicable	✓

Source: Council of Chief State School Officers' 1988 Policies and Practices Questionaire.

Notes (1) Exceptions are typically granted on a case by case basis. (2) Sanctions may include the loss of state financial aid or the loss of accreditation. (3) Kindergarten must be in session for 600 hours per year and grades 9-12 must be in session for 1,080 hours per year. (4) Elementary schools require 990 hours per year, upper levels require 1,080 hours per year. (5) Elementary schools require 1,030 hours per year, secondary levels require 1,080 hours per year. (6) Kindergarten requires 450 hours per year, grades 1-6 require 990 hours per year, and grades 7-12 require 1,080 hours per year.

Instructional Time
Length of School Day

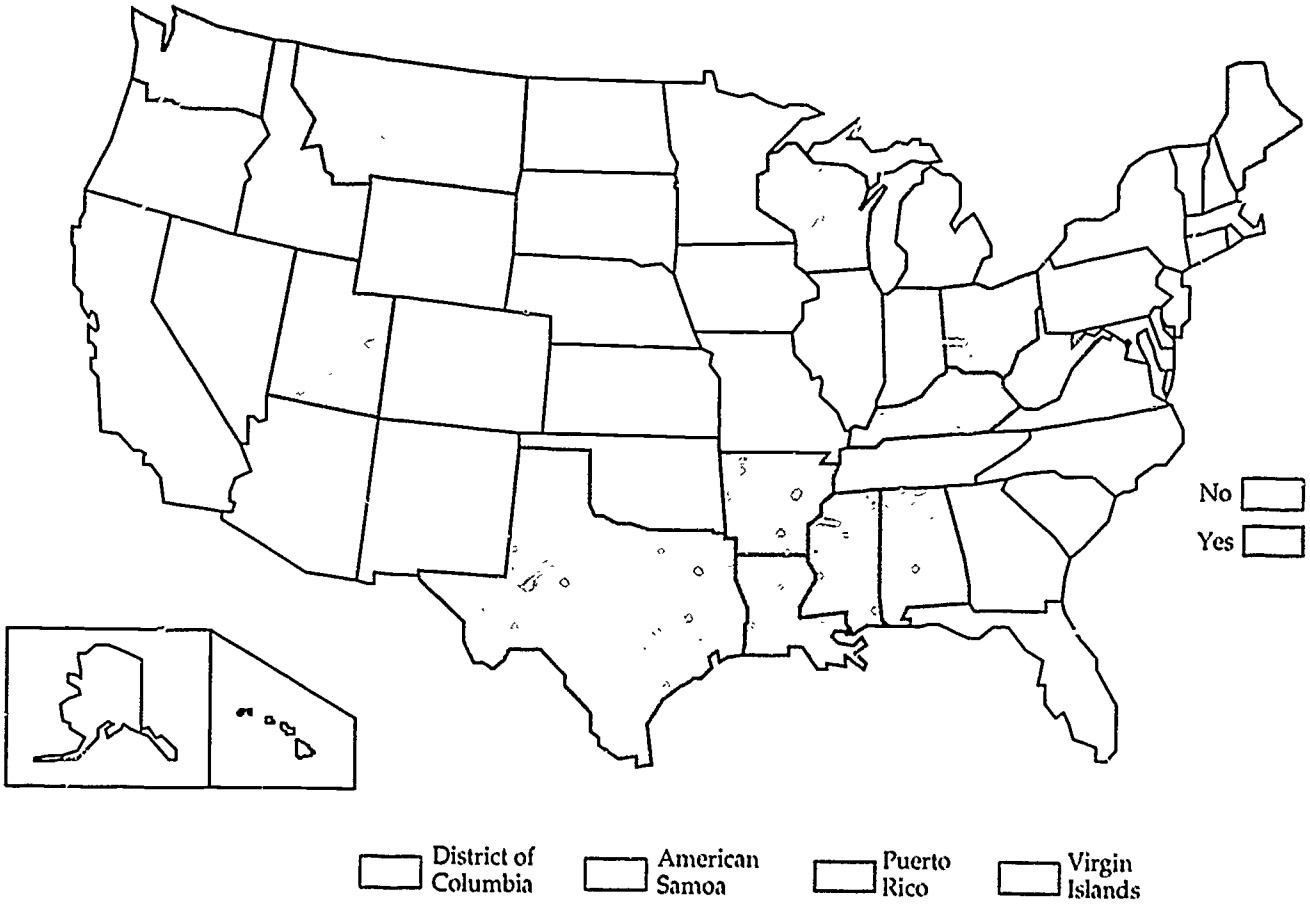
POLICY ON LENGTH OF SCHOOL DAY IN NUMBER OF HOURS
(For the 1987-88 School Year)

STATE	Pre-Kindergarten	Half-Day Kindergarten	Full-Day Kindergarten	Grades 1 - 3	Grades 4 - 6	Grades 7 - 8	Grade 9	Grades 10 - 12
Alabama	No Policy	No Policy	No Policy	6.00	6.00	6.00	6.00	6.00
Alaska	No Policy	2.50	4.00	4.00	5.00	5.00	5.00	5.00
American Samoa	No Policy	3.00	No Policy	6.00	6.00	6.00	6.00	6.00
Arizona	No Policy	2.00	No Policy	4.00	5.00	6.00	No Policy	No Policy
Arkansas	No Policy	3.50	5.50	5.50	5.50	5 50	5.50	5 50
California	No Policy	3.00	4.00	3.80	4.00	4.00	4.00	4.00
Colorado	No Policy	No Policy	No Policy	No Policy	No Policy	No Policy	No Policy	No Policy
Connecticut	No Policy	2.50	5.00	5.00	5.00	5.00	5.00	5.00
Delaware	No Policy	2.50	No Policy	6.00	6.00	6.00	6.00	6.00
District of Columbia	6.00	No Policy	6.00	6.00	6.00	6.00	6.00	6.00
Florida	No Policy	No Policy	3.00	4.00	5.00	5.00	5.00	5.00
Georgia	No Policy	No Policy	4.50	4.50	6.00	6.00	6.00	6.00
Hawaii	No Policy	No Policy	No Policy	6.00	6.00	6.00	6.00	6.00
Idaho	No Policy	3.00	No Policy	4.50	5.00	5.50	5.50	5.50
Illinois	No Policy	2.00	4.00	5.00(1)	5.00	5.00	5.00	5.00
Indiana	No Policy	No Policy	No Policy	5.00	5.00	6.00	6.00	6.00
Iowa	No Policy	No Policy	No Policy	No Policy	No Policy	No Policy	No Policy	No Policy
Kansas	No Policy	2.50	No Policy	No Policy	No Policy	No Policy	No Policy	No Policy
Kentucky	No Policy	3.00	6.00	6.00	6.00	6.00	6.00	6.00
Louisiana	No Policy	No Policy	5.50	5.50	5.50	5 50	5.50	5.50
Maine	2.50	2.50	2.50	5.00	5.00	5.00	5.00	5.00
Maryland	2.50	2.50	6.00	6.00	6.00	6.00	6 00	6.00
Massachusetts	No Policy	No Policy	No Policy	5.00	5.00	5.50	5.50	5.50
Michigan	No Policy	No Policy	No Policy	No Policy	No Policy	No Policy	No Policy	No Policy
Minnesota	No Policy	2.50	5.00	5.00	5.50	6.00	6.00	6.00
Mississippi	No Policy	No Policy	5.50	5.50	5.50	5.50	5.50	5.50
Missouri	No Policy	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Montana	No Policy	2.00	No Policy	4.00	6.00	6.00	6.00	6.00
Nebraska	No Policy	No Policy	No Policy	No Policy	No Policy	No Policy	No Policy	No Policy
Nevada	No Policy	2.00	No Policy	4.00	5.00	5.50	5.50	5.50
New Hampshire	No Policy	2.50	5.25	5.25	5.25	5.25	5 50	5.50
New Jersey	2.50	2.50	4.00	4.00	4.00	4.00	4.00	4.00
New Mexico	No Policy	2.50	No Policy	5.50	5.50	6.00	6.00	6.00
New York	2.50	2.50	5.00	5.00	5.00	5.50	5.50	5.50
North Carolina	No Policy	No Policy	No Policy	5.50	5.50	5 50	5.50	5.50
North Dakota	No Policy	2.50	5.00	5 50	5.50	6.00	6.00	6.00
Ohio	2.50	2.50	5.00	5 00	5.00	5.50	5.50	5.50
Oklahoma	No Policy	2.50	2.50	6.00	6.00	6.00	6.00	6.00
Oregon	No Policy	No Policy	No Policy	No Policy	No Policy	No Policy	No Policy	No Policy
Pennsylvania	No Policy	2.50	5.00	5.00	5 00	5.50	5.50	5.50
Puerto Rico	No Policy	3.00	No Policy	6 00	6.00	6.00	6.00	6.00
Rhode Island	No Policy	2.50	No Policy	5 00	5 00	5.50	5.50	5.50
South Carolina	2.50	2.50	No Policy	6.00	6.00	6 00	6.00	6.00
South Dakota	No Policy	2.50	5.00	5 00	5.50	5.50	5.50	5.50
Tennessee	No Policy	4.00	No Policy	7.00	7.00	7.00	7 00	7.00
Texas	3.00	3.00	7.00	7.00	7 00	7.00	7 00	7.00
Utah	No Policy	2.50	No Policy	5.50	5.50	5.50	5.50	5.50
Vermont	No Policy	2.00	No Policy	4.00	5 50	5.50	5.50	5.50
Virgin Islands	No Policy	No Policy	6.50	6.50	6.50	6.50	6.50	6.50
Virginia	No Policy	3.00	3.00	5.50	5.50	5.50	5.50	5.50
Washington	No Policy	2.50	2.50	5.00	5.50	5.50	6.00	6.00
West Virginia	No Policy	2.60	5.25	5.25	5.50(2)	5.50	5.75	5.75
Wisconsin	No Policy	2.50	5.00	6.00	6.00	6.50	6.50	6.50
Wyoming	No Policy	2.50	5.00	5.00	5.00	6.00	6.00	6.00

Source: Council of Chief State State School Officers 1988 Policies and Practices Questionnaire

Notes (1) Grade One requirement is four hours. Grades Two and Three require five hours. (2) Grade Four requirement is 5.25 hours. Several states or jurisdictions set policies on the length of the school day in periods: Am. Samoa--6 periods grades 1-8, and 7 periods grades 9-12; Ariz., Hawaii and Idaho-6 periods grades 7-12; Cal., Mich. and S. Car.-6 periods grades 9-12; Florida sets 60 min. periods or seven, 50 min. periods grades 9-12; Kent.-6 periods grades 1-12; Louis.-7 periods grades 9-12, Texas-6 per. grades 4-12, and the Virgin Is.-8 periods grades K-12. Michigan sets length requirements only in periods

States Monitoring Engaged Learning Time*



* States which actively, regularly, and systematically measure the provision by teachers of engaged, academic learning time as an element of effective teaching.

School Participation
1987-88 School Year

STATE	Age Students Must Enter School	Age Students Generally Enter School	Age To Which Students Must Remain In School	STATE EXCEPTIONS ON: Mandatory Entrance Age	Mandatory Exit Age	Mandatory Attendance
Alabama	7	5	16	Yes	No	Yes
Alaska	7	6	16	No	No	No
American Samoa	6	6	18	No	No	No
Arizona	8	5	16	No	Yes	Yes
Arkansas	7	6	17	No	No	No
California	6	5	16	Yes	Yes	Yes
Colorado	7	5	16	No	No	No
Connecticut	7	5	16	No	No	Yes
Delaware	5	5	16	Yes	No	Yes
District of Columbia	7	5	16	Yes	No	Yes
Florida	6	5	16	Yes	No	Yes
Georgia	7	5	16	Yes	No	No
Hawaii	6	5	18	Yes	Yes	Yes
Idaho	7	6	16	No	No	Yes
Illinois	7	5	16	No	No	No
Indiana	7	5	16	No	Yes	No
Iowa	7	5	16	No	Yes	No
Kansas	7	5	16	Yes	No	Yes
Kentucky	5	5	16	No	Yes	No
Louisiana	7	5	16	No	Yes	Yes
Maine	7	5	17	No	Yes	Yes
Maryland	6	5	16	Yes	No	Yes
Massachusetts	6	6	17	No	No	No
Michigan	6	5	16	No	No	No
Minnesota	7	5	16	No	No	No
Mississippi	6	5	17	Yes	No	Yes
Missouri	7	5	16	No	No	No
Montana	7	5	16	Yes	No	No
Nebraska	7	5	17	No	No	Yes
Nevada	7	5	17	No	Yes	Yes
New Hampshire	6	6	16	Yes	Yes	Yes
New Jersey	6	5	16	No	No	No
New Mexico	5	5	18	Yes	Yes	No
New York	6	5	16	Yes	Yes	Yes
North Carolina	7	5	16	Yes	No	Yes
North Dakota	7	5	16	Yes	Yes	Yes
Ohio	6	5	18	Yes	Yes	Yes
Oklahoma	7	6	18	No	Yes	Yes
Oregon	7	6	18	Yes	Yes	Yes
Pennsylvania	8	5	17	No	Yes	Yes
Puerto Rico	6	6	18	No	No	Yes
Rhode Island	7	5	16	No	No	No(1)
South Carolina	5	5	17	Yes	Yes	Yes
South Dakota	6	5	16	Yes	No	Yes
Tennessee	7	6	17	Yes	Yes	Yes
Texas	7	6	17	No	No	No
Utah	6	5	18	No	Yes	Yes
Vermont	7	5	16	No	No	No
Virgin Islands	5	5	16	No	No	Yes
Virginia	6	5	17	No	No	No
Washington	8	5	18	Yes	Yes	Yes
West Virginia	6	5	16	Yes	Yes	Yes
Wisconsin	6	5	18	Yes	Yes	Yes
Wyoming	7	5	16	No	No	No

Source: Council of Chief State School Officers' 1988 Policies and Practices Questionnaire.
Note: (1) Rhode Island requires a school approved plan for home instruction.

Instructional Program
Kindergarten

STATE	Half-Day Kindergarten Must be Offered	Full-Day Kindergarten Must be Offered	Half- or Full-Day Kindergarten Must be Offered	Student Attendance Required	Other
Alabama	No	Yes	No	No	--
Alaska	No	No	No	No	(1)
American Samoa	No	No	No	No	--
Arizona	Yes	No	No	No	--
Arkansas	No	No	Yes	Yes	--
California	Yes	No	No	No	--
Colorado	No	No	No	No	(1)
Connecticut	Yes	No	No	No	--
Delaware	Yes	No	No	Yes	--
District of Columbia	No	Yes	No	No	--
Florida	No	Yes	No	Yes	--
Georgia	No	Yes	No	No	--
Hawaii	No	Yes (2)	No	No	--
Idaho	No	No	No	No	(1)
Illinois	Yes	No	No	No	--
Indiana	Yes	No	No	No	--
Iowa	--	--	--	Yes	(3)
Kansas	No	No	No	No	--
Kentucky	No	No	Yes	Yes	--
Louisiana	Yes	No	No	Yes	--
Maine	No	No	Yes	No	--
Maryland	Yes	No	No	No	--
Massachusetts	--	--	--	No	(4)
Michigan	No	No	No	No	(1)
Minnesota	Yes	No	No	No	--
Mississippi	No	Yes	No	No	--
Missouri	Yes	No	No	No	--
Montana	No	No	No	No	--
Nebraska	--	--	--	No	(5)
Nevada	No	No	No	No	--
New Hampshire	No	No	No	No	(6)
New Jersey	No	No	Yes	No	--
New Mexico	No	No	Yes (7)	Yes	--
New York	No	No	No	No	--
North Carolina	No	Yes	No	Yes	--
North Dakota	No	No	Yes	No	--
Ohio	Yes (8)	No	No	No	--
Oklahoma	Yes	No	No	No	--
Oregon	No	No	No	No	--
Pennsylvania	No	No	No	No	(1)
Puerto Rico	No	No	No	No	(9)
Rhode Island	Yes	No	No	No	--
South Carolina	Yes	No	No	Yes	--
South Dakota	No	No	Yes	No	--
Tennessee	Yes	No	No	No	--
Texas	No	No	Yes	No	--
Utah	Yes	No	No	Yes	--
Vermont	No	No	Yes	No	--
Virgin Islands	No	Yes	No	Yes	--
Virginia	No	No	Yes	No	--
Washington	No	No	Yes (10)	No	--
West Virginia	No	No	Yes	No (11)	--
Wisconsin	Yes	No	No	No	--
Wyoming	No	No	No	No	(1)

Source: Council of Chief State School Officers' 1988 Policies and Practices Questionnaire.

Notes: (1) Not required by the state, but all (or most) LEAs offer Kindergarten (2) Schools must provide if parents desire. 98% of parents exercise this option (3) LEA Board sets required time for Kindergarten (4) Length of day not specified but 425 hours are required during the year (5) Length of day not specified, but 400 hours are required during the year (6) About 50% of LEAs voluntarily offer Kindergarten (7) Length of day not specified, but 450 hours are required during the year (8) The equivalent of half-day must be offered (9) About 51% of the eligible students attend Kindergarten (10) Either half-for a full year or full-day for a half year. (11) Students, once enrolled, must attend kindergarten in accordance with state compulsory attendance laws.

Instructional Program
Graduation Requirements

Carnegie Course Units Required for a Regular Diploma
(For the 1988 Graduating Class)

STATE	English	Social Science	Math	Science	Art / Music	Foreign Language	Vocational	Electives	Other
Alabama	4.0	3.0	2.0	1.0	--	--	--	6.5	3.5
Alaska	4.0	3.0	2.0	2.0	--	--	--	9.0	1.0
American Samoa	4.0	4.0	4.0	4.0	--	--	1.0	4.0	--
Arizona	4.0	2.5	2.0	2.0	--	--	--	--	9.5
Arkansas	4.0	3.0	2.0 (1)	2.0 (1)	1.0	1.0	--	5.0	1.0
California	3.0	3.0	2.0	2.0	(2)	(2)	--	--	2.0
Colorado	--	--	--	--	--	--	--	--	--
Connecticut	4.0	3.0	3.0	2.0	(3)	--	(3)	6.0	1.0
Delaware	4.0	3.0	2.0	2.0	--	--	--	6.5	1.5
District of Columbia	4.0	2.0	2.0	2.0	--	1.0	--	7.0	2.5
Florida	4.0	3.0	3.0	3.0	0.5	--	--	9.0	1.5
Georgia	4.0	3.0	2.0	2.0	--	--	--	8.0	2 (4)
Hawaii	4.0	4.0	2.0	2.0	--	--	--	6.0	2.0
Idaho	4.0	2.0	2.0	2.0	--	--	--	6.0	5.0
Illinois	3.0	2.0	2.0	1.0	(5)	(5)	(5)	--	0.5
Indiana	3.0	2.0	1.0	1.0	--	--	--	8.0	1.5
Iowa	--	--	--	--	--	--	--	--	--
Kansas	4.0	3.0	2.0	2.0	--	--	--	8.0	1.0
Kentucky	4.0	2.0	3.0	2.0	--	--	--	8.0	1.0
Louisiana	4.0	3.0	3.0	3.0	--	--	--	7.5	2.5
Maine	4.0	1.0	--	--	--	--	--	--	1.5
Maryland	4.0	3.0	3.0	2.0	1.0	--	--	5.0	2.0 (6)
Massachusetts	--	1.0	--	--	--	--	--	--	4.0
Michigan	--	0.5 (7)	--	--	--	--	--	--	--
Minnesota	3.0	2.0	--	--	--	--	--	9.0	1.0
Mississippi	3.0	2.5	1.0	1.0	--	--	--	8.5	--
Missouri	3.0	2.0	2.0	2.0	1.0	--	1.0	10.0	1.0
Montana	4.0	2.0	2.0	1.0	--	--	--	8.0	1.0
Nebraska	--	--	--	--	--	--	--	--	--
Nevada	3.0	2.0	2.0	1.0	--	--	--	9.5	2.5
New Hampshire	4.0	2.5	2.0	2.0	0.5	--	--	6.5	1.75
New Jersey	4.0	2.0	2.0	1.0	1.0	--	--	4.0	--
New Mexico	4.0	2.0	2.0	2.0	1.0	--	--	9.0	1.0
New York	4.0	3.0	2.0	2.0	1.0	--	5.0 (8)	--	--
North Carolina	4.0	2.0	2.0	2.0	--	--	--	9.0	1.0
North Dakota	4.0	3.0	2.0	2.0	--	--	--	5.0	1.0
Ohio	3.0	2.0	2.0	1.0	--	--	--	9.0	1.0
Oklahoma	4.0	2.0	2.0	2.0	--	--	--	10.0	--
Oregon	3.0	3.5	2.0	2.0	(5)	1.0 (5)	(5)	8.0	2.5
Pennsylvania	4.0	3.0	3.0	3.0	--	--	--	5.0	3.0
Puerto Rico	3.0	2.5	2.0	2.0	--	3.0 (9)	--	1.5	4.0
Rhode Island	4.0	2.0	2.0	2.0	--	--	--	6.0	(10)
South Carolina	4.0	3.0	3.0	2.0	--	--	--	7.0	1.0
South Dakota	4.0	3.0	2.0	2.0	0.5	--	--	--	0.5
Tennessee	4.0	1.5	2.0	2.0	--	--	--	9.0	0.5
Texas	4.0	3.0	3.0	2.0	--	--	--	7.0	2.0
Utah	3.0	3.0	2.0	2.0	1.5	--	1.0	9.0	--
Vermont	4.0	3.0	2 (1)	2 (1)	1.0	--	--	--	1.5
Virgin Islands	4.0	2.0	2.0	2.0	--	1.0	1.0	6.0	--
Virginia	4.0	3.0	2 (1)	2 (1)	--	--	--	6.0	2.0
Washington	2.0	1.7	1.0	1.7	--	--	1.0	8.7	--
West Virginia	4.0	3.0	2.0	2.0	--	--	--	8 (11)	2.0
Wisconsin	4.0	3.0	2.0	2.0	--	--	--	--	2.0
Wyoming	--	2.0	--	--	--	--	--	--	--

Source: Council of Chief State School Officers' 1988 Policies and Practices Questionnaire.

Notes. (1) Requires a total of five units in mathematics and science, with at least two units in each. (2) Requires one course in either Art/Music or Foreign Language. (3) Requires one unit in art or music, or in a vocational area. (4) Requires one unit of reading, mathematics or writing for this category. (5) Requires one unit in art/music, foreign language, or in a vocational area. (6) Requires one unit of physical ed and one of either computer studies, home ec., industrial arts/industrial tech., or vocational education. (7) Financial incentive programs for districts which meet specified graduation requirements. (8) Requires one unit sequence in any major subject except English and Social Science, a 1/2 unit of health is also required. 1/2 unit of physical education each year is also required but not counted in the 16 unit total. (9) Spanish is the language of instruction and English is taught as a foreign language. (10) Requirements for college bound students are higher. (11) Requires one unit in fine or applied arts, or in a foreign language.

Instructional Program
Graduation Requirements

STATE	DIFFERENT GRADUATION REQUIREMENTS FOR: Academic or College Bound	Vocational or Career Bound	Honors Diploma	Certificate of Attendance	Handicapped IEP* Students
Alabama	--	--	--	--	✓
Alaska	--	--	--	--	✓(1)
American Samoa	--	--	--	--	--
Arizona	--	--	--	--	✓(1)
Arkansas	--	--	--	--	--
California	✓	--	--	--	--
Colorado	--	--	--	--	✓
Connecticut	--	--	--	--	✓
Delaware	--	--	--	--	--
District of Columbia	--	✓	--	--	✓
Florida	--	--	--	--	✓
Georgia	✓	✓	--	✓	✓
Hawaii	--	--	✓	--	--
Idaho	--	--	--	--	--
Illinois	--	--	--	--	--
Indiana	--	--	✓	--	--
Iowa	--	--	--	--	✓(1)
Kansas	--	--	--	--	✓
Kentucky	--	--	--	--	✓
Louisiana	✓	--	--	--	--
Maine	--	--	--	--	✓
Maryland	--	--	--	--	--
Massachusetts	✓	✓	✓	--	✓
Michigan	--	--	--	--	--
Minnesota	--	--	--	--	✓
Mississippi	--	--	--	--	✓
Missouri	--	--	--	--	--
Montana	--	--	--	--	--
Nebraska	--	--	--	--	--
Nevada	--	--	--	--	✓
New Hampshire	--	--	--	--	--
New Jersey	--	--	--	--	✓
New Mexico	--	--	--	--	✓
New York	--	--	✓ (2)	--	✓(2)
North Carolina	--	--	✓	--	--
North Dakota	--	--	--	--	--
Ohio	--	--	--	--	--
Oklahoma	✓	--	--	--	--
Oregon	--	--	--	--	--
Pennsylvania	--	--	--	--	--
Puerto Rico	--	--	--	--	✓
Rhode Island	✓	--	--	--	--
South Carolina	--	--	--	--	✓
South Dakota	✓	--	--	--	--
Tennessee	--	✓	✓	✓	✓
Texas	✓	--	--	--	--
Utah	--	--	--	--	✓(3)
Vermont	--	--	--	--	✓
Virgin Islands	--	--	--	--	✓
Virginia	✓	--	--	--	✓
Washington	--	--	--	--	--
West Virginia	--	--	--	--	✓
Wisconsin	--	--	--	--	✓
Wyoming	--	--	--	--	✓(1)

Source Council of Chief State School Officers' 1988 Policies and Practices Questionnaire.

*Individual Education Program (1) Exception guidelines set by local education agencies. (2) Different graduation requirements are in effect for Honors Diploma and Handicapped IEP students. (3) Exceptions granted on a case-by-case basis.

Instructional Program
Graduation Requirements

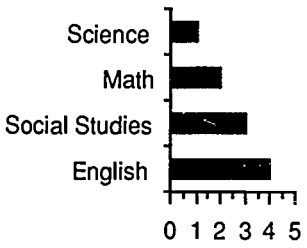
STATE	COMPETENCY TESTING: Test Required	MINIMUM G.P.A. REQUIREMENTS: Regular Diploma	Academic or College Bound	Vocational or Career Bound	Honors Diploma	Certificate of Attendance
Alabama	✓	--	--	--	--	--
Alaska	--	--	--	--	--	--
American Samoa	✓	2.0	--	--	--	--
Arizona	--	--	--	--	--	--
Arkansas	✓	--	--	--	--	--
California	✓	--	2.78	--	--	--
Colorado	--	--	--	--	--	--
Connecticut	--	--	--	--	--	--
Delaware	--	--	--	--	--	--
District of Columbia	✓	2.0	--	2.0	--	--
Florida	✓	1.5	1.5	1.5	1.5	--
Georgia	✓	70(1)	70(1)	70.0(1)	--	70.0
Hawaii	✓	--	--	--	3.0	--
Idaho	--	2.0	--	--	--	--
Illinois	--	--	--	--	--	--
Indiana	--	--	--	--	--	--
Iowa	--	--	--	--	--	--
Kansas	--	--	--	--	--	--
Kentucky	--	--	--	--	--	--
Louisiana	✓	--	--	--	--	--
Maine	--	--	--	--	--	--
Maryland	✓	--	--	--	--	--
Massachusetts	--	--	--	--	--	--
Michigan	--	--	--	--	--	--
Minnesota	--	--	--	--	--	--
Mississippi	✓	--	--	--	--	--
Missouri	--	--	--	--	--	--
Montana	--	--	--	--	--	--
Nebraska	✓	--	--	--	--	--
Nevada	--	--	--	--	--	--
New Hampshire	--	--	--	--	--	--
New Jersey	--	--	--	--	--	--
New Mexico	✓	--	--	--	--	--
New York	✓	--	--	--	--	--
North Carolina	✓	--	--	--	--	--
North Dakota	--	--	--	--	--	--
Ohio	--	--	--	--	--	--
Oklahoma	--	--	--	--	--	--
Oregon	✓	--	--	--	--	--
Pennsylvania	--	--	--	--	--	--
Puerto Rico	--	2.0	--	--	--	--
Rhode Island	--	--	--	--	--	--
South Carolina	--	--	--	--	--	--
South Dakota	--	--	--	--	--	--
Tennessee	✓	--	--	3.0	3.0	--
Texas	✓	--	--	--	--	--
Utah	--	--	--	--	--	--
Vermont	✓	--	--	--	--	--
Virgin Islands	--	1.625	--	--	--	--
Virginia	✓	--	--	--		--
Washington	--	--	--	--		--
West Virginia	--	--	--	--		--
Wisconsin	--	--	--	--		--
Wyoming	--	--	--	--		--

Source: Council of Chief State School Officers' 1988 Policies and Practices Questionnaire.
Notes: (1) Students must graduate with a "C" average - e.g., 70% of 100%.

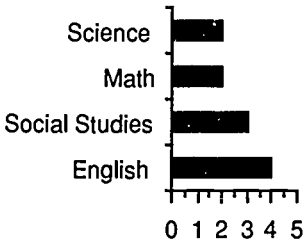
Instructional Program

Graduation Requirements in Core Subjects

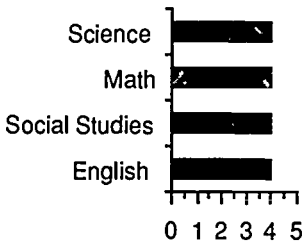
Alabama



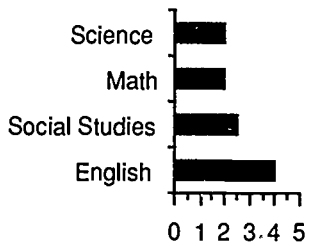
Alaska



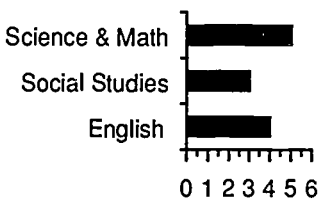
American Samoa



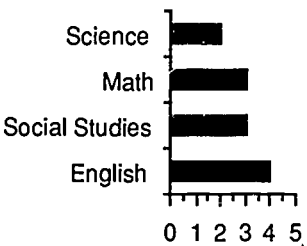
Arizona



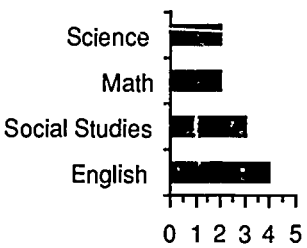
Arkansas



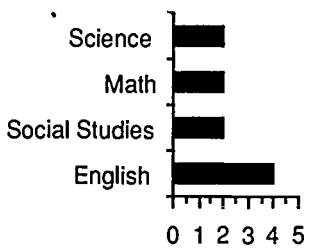
Connecticut



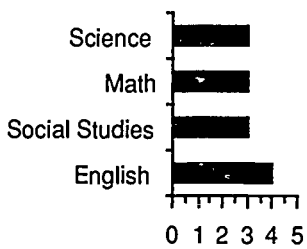
Delaware



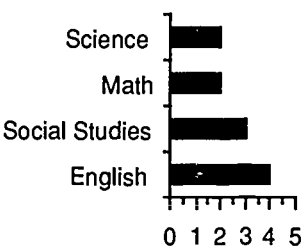
District of Columbia



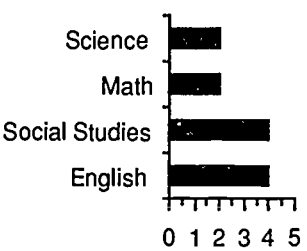
Florida



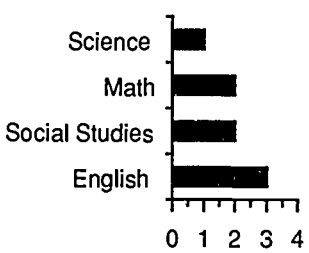
Georgia



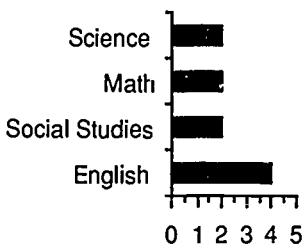
Hawaii



Illinois



Indiana



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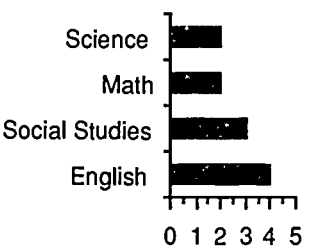

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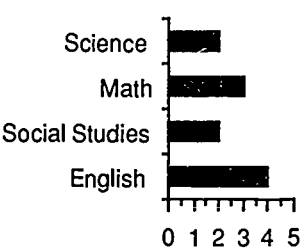

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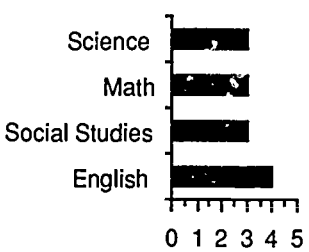

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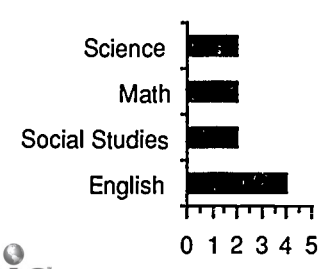

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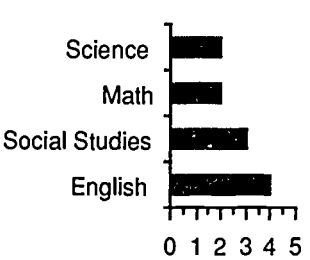

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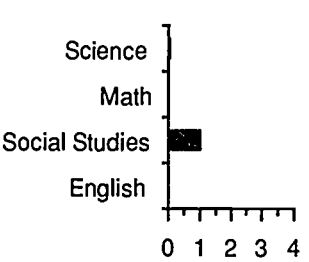

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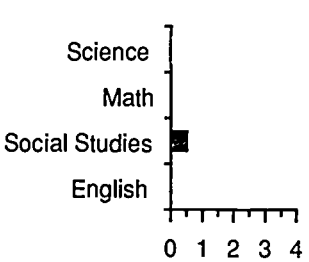

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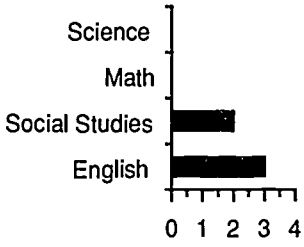

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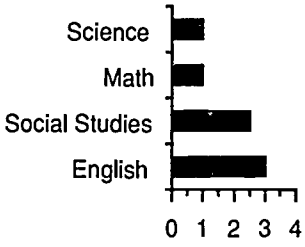

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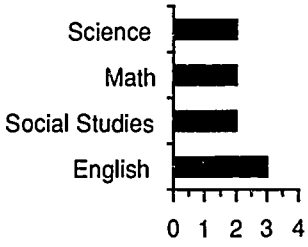

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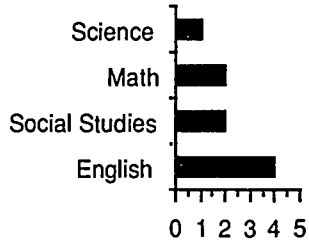

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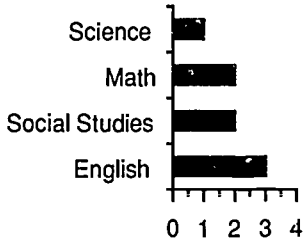

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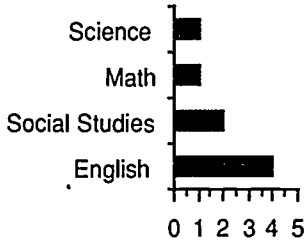

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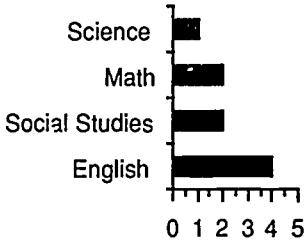

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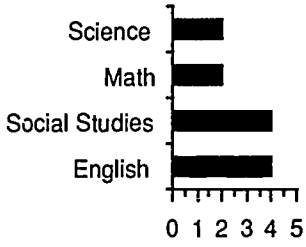

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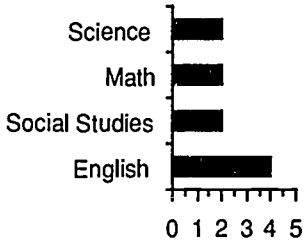

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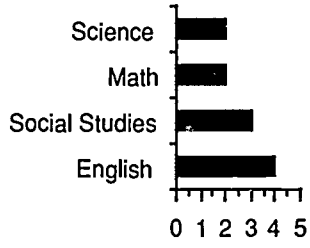

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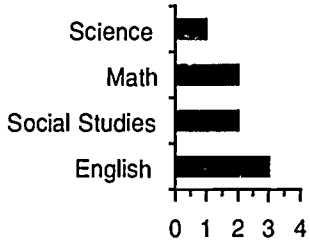

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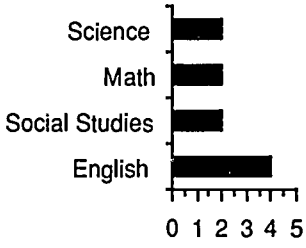
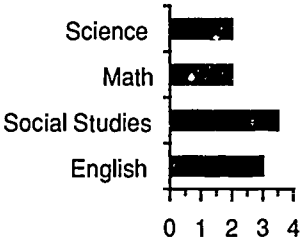


Oregon



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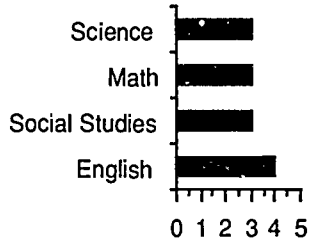
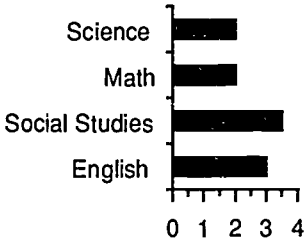
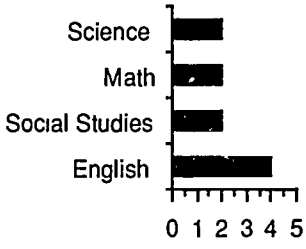


Puerto Rico



Rhode Island



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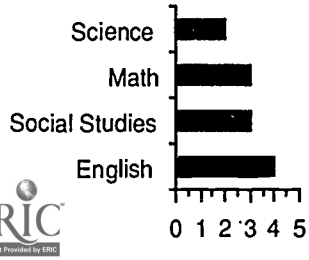

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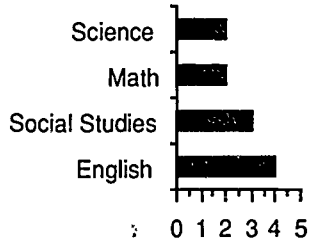

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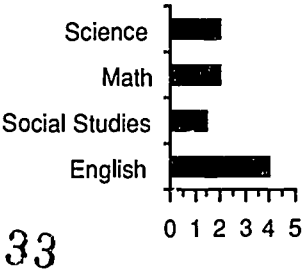

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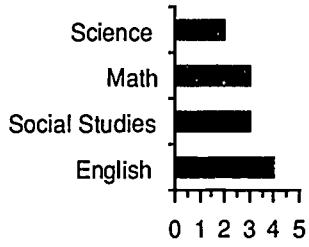
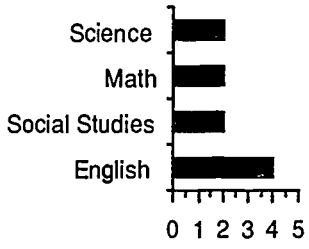
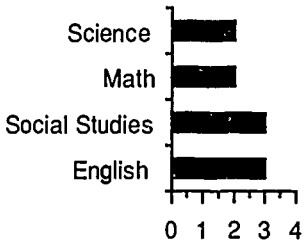


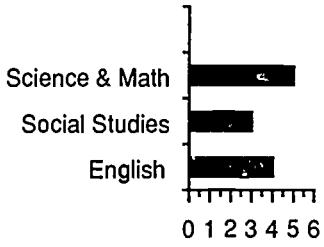
Virgin Islands



Utah



Vermont



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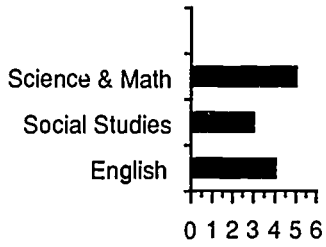
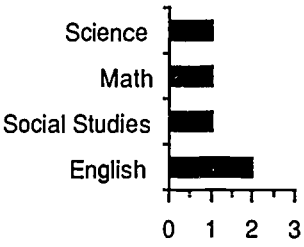
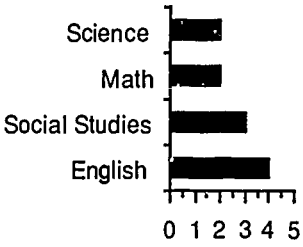


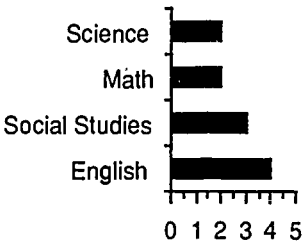
Washington



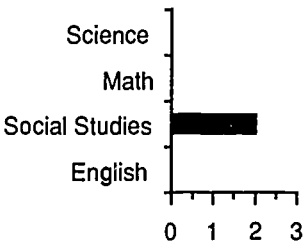
West Virginia



Wisconsin



Wyoming



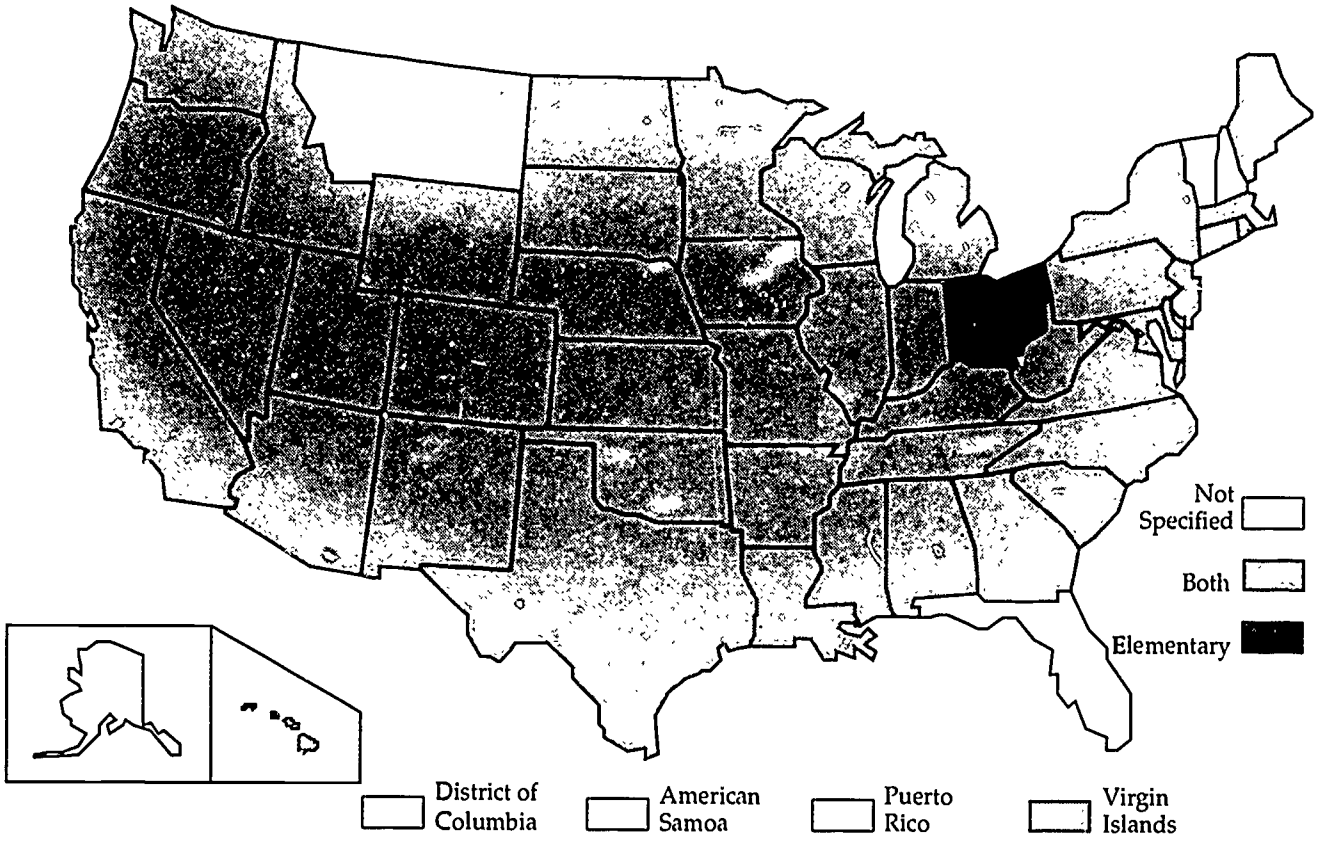
Teacher Preparation
Coursework Requirements

STATE	PROFESSIONAL EDUCATION HOURS		ACADEMIC SUBJECTS OR GENERAL EDUCATION COURSEWORK	
	Elementary	Secondary	Elementary	Secondary
Alabama	45 - 72	33	60 - 87	60 (1)
Alaska	(2)	(2)	(2)	(2)
American Samoa	(3)	(3)	(3)	(3)
Arizona	45	30	(4)	30
Arkansas	18	18	32	23 - 36
California	24	24	84 (5)	45
Colorado	No Policy	No Policy	(6)	No Policy
Connecticut	30	18	75	57 - 75
Delaware	33	15 - 18	12	30 - 45
District of Columbia	(7)	(7)	46	18 - 42
Florida	(8)	(9)	(7)	30
Georgia	24	24	27	30
Hawaii	45	29	26	42
Idaho	24	20	42	45 - 50 (10)
Illinois	16	16	78	32
Indiana	30	24	70	70 - 98
Iowa	25 - 30	25 - 30	95 - 100	95 - 100
Kansas	(11)	(11)	(11)	(11)
Kentucky	30 - 39	25	21 - 48	51
Louisiana	30	27	67	46
Maine	24	24	24	36
Maryland	26	18	80	24 - 36
Massachusetts	21	21	36	36
Michigan	20	20	90	90
Minnesota	No Policy	27	(5)	(9)
Mississippi	No Policy	No Policy	No Policy	No Policy
Missouri	60	26	21	30
Montana	16	16	(11)	20
Nebraska	30	30	95	95
Nevada	18	22	(11)	(11)
New Hampshire	(12)	(12)	(12)	(12)
New Jersey	30	30	36	36
New Mexico	30 - 36	24 - 30	24 - 36	24 - 36
New York	24	12	No Policy	24 - 36
North Carolina	(11)	(11)	(11)	(11)
North Dakota	34	26	91	99
Ohio	30	24	50	30 - 60
Oklahoma	30 - 40	30	50	40 -50
Oregon	64	40 -80	60	44 - 84
Pennsylvania	50	30 -36	30 - 33	30 - 33
Puerto Rico	90	90	42	42
Rhode Island	24	18	No Policy	30
South Carolina	24	18	18	(9)
South Dakota	26	21	32	24 - 32
Tennessee	26	24	84	40 (9)
Texas	18	18	36	36 - 48
Utah	56	35	69	45
Vermont	Not Specified	Not Specified	Not Specified	Not Specified
Virgin Islands	24	24	24	24
Virginia	18	18	60	(5)
Washington	No Policy	No Policy	No Policy	No Policy
West Virginia	(13)	(13)	(13)	(13)
Wisconsin	26	18	22	34
Wyoming	24	24	24	(9)

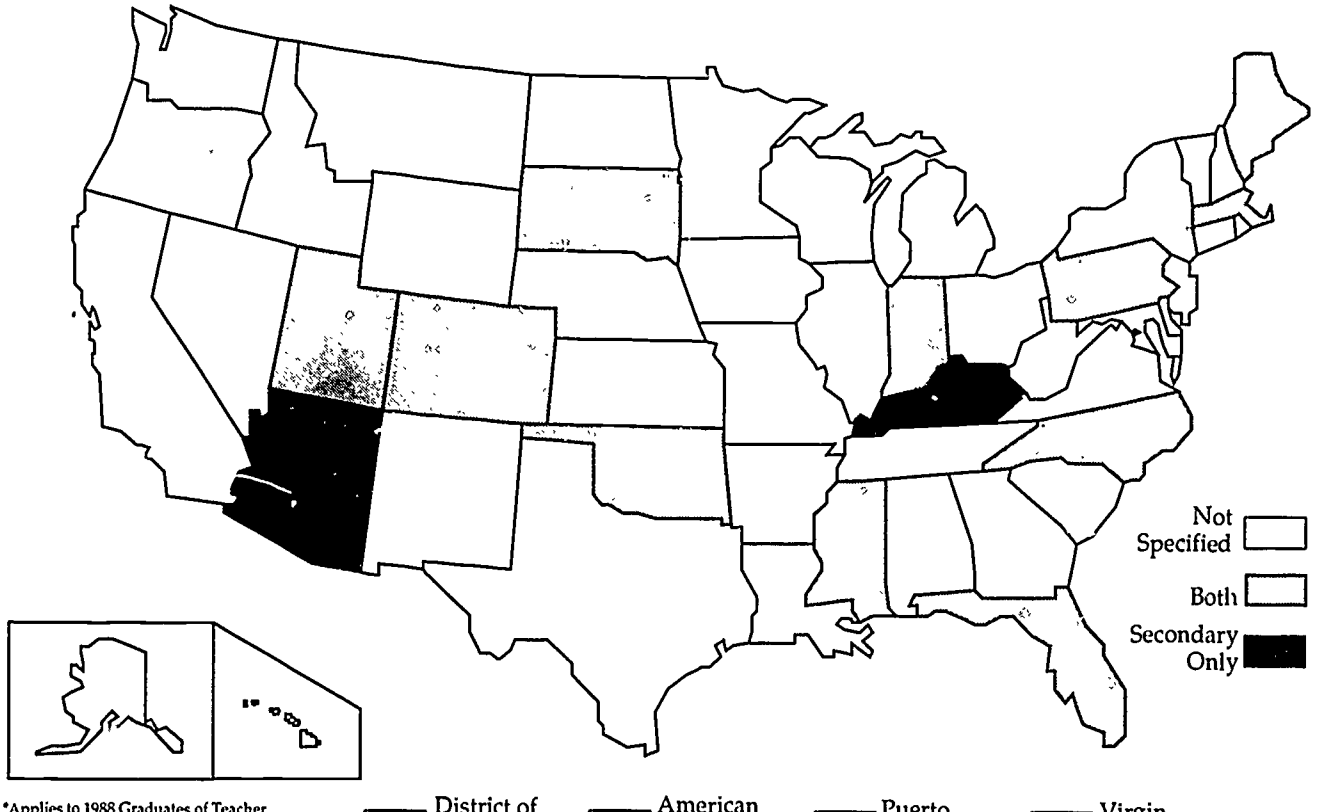
Source: Council of Chief State School Officers' 1988 Policies and Practices Questionnaire.

Notes: (1) Additional Alabama requirements vary by teaching field (2) Standards set by colleges and universities. (3) Standards are currently under development. (4)Courses in reading, language, science, social science, and mathematics (5) Liberal studies. (6) Must have academic major. (7) Varies by institution. (8) Requires Bachelors degree in elementary education with credit in seven stated areas. (9) Varies certification area. (10) Forty five hours for a single area or a 30-hour major and a 20-hour minor. (11) Program approval process is used. (12) Must meet competency requirements. (13) Identified job-related content objectives must be met.

States Requiring Student Teaching for Induction--Elementary or Secondary Teacher



States Requiring Extended Internship for Induction--Elementary or Secondary Teacher*



*Applies to 1988 Graduates of Teacher Education Programs

Teacher Preparation
Assessment Requirements

TESTING USED BY STATES IN TEACHER PREPARATION AND CERTIFICATION

STATE	Admission to Teacher Education	Exit From Teacher Education	Initial or Provisional Certification	Regular or Permanent Certification	Recertification or Maintenance of Certification
Alabama	BS	(1)	--	CK	No Test
Alaska	No Test (2)	No Test (2)	No Test (2)	No Test (2)	No Test (2)
American Samoa	PS, CK	--	PS, CK	PS, CK	PS, CK
Arizona	BS, PS	No Test	BS, PS	No Test	No Test
Arkansas	BS	IO	PS, CK	PS, CK	--
California	BS	No Test	BS, CK (3)	BS, CK (3)	--
Colorado	BS	--	BS (4)	--	--
Connecticut	BS	No Test	BS, CK	BS, CK, IO	No Test
Delaware	No Test	No Test	BS	BS	No Test
District of Columbia	(2)	(2)	BS, CK	BS, CK	No Test
Florida	No Test (5)	BS, PS, IO	BS, PS	BS, PS, CK, IO	CK (6)
Georgia	No Test	No Test	CK	CK, IO	CK
Hawaii	BS	IO	BS, PS, CK, IO	IO	IO
Idaho	--	--	BS, PS, CS (7)	--	--
Illinois	No Test (8)	--	BS, CK	BS, CK	--
Indiana	No Test	No Test	BS, PS, CK	No Test	No Test
Iowa	No Test	No Test	No Test	No Test	IO
Kansas	BS	No Test	--	BS, PS , IO	No Test
Kentucky	BS	PS, CK, IO	PS, CK, IO	PS, CK, IO	No Test
Louisiana	CK	IO	--	BS, PS, CK	No Test
Maine	No Test	No Test	BS, PS, IO	No Test	No Test
Maryland	No Test	No Test	BS, PS, CK	No Test	No Test
Massachusetts	No Test	IO	--	IO	--
Michigan	BS (9)	CK (9)	CK (9)	No Test	No Test
Minnesota	BS	IO	No Test	No Test	No Test
Mississippi	BS	IO	BS, PS, CK	IO	No Test
Missouri	BS	PS, CK, IO (10)	IO	IO	IO
Montana	No Test	No Test	BS, PS	BS, PS	No Test
Nebraska	BS	No Test	No Test	BS	No Test
Nevada	BS	PS, CK	PS, CK	PS, CK	CK
New Hampshire	BS	--	--	--	IO
New Jersey	BS, IO	IO	CK, IO	CK	--
New Mexico	BS	IO	BS, PS, CK	BS, PS, CK, IO	IO
New York	No Test	No Test	BS, PS	BS, PS	BS, PS
North Carolina	BS	PS, CK	PS, CK, IO	IO	IO
North Dakota	BS	PS, CK	No Test	No Test	No Test
Ohio	BS, IO (11)	BS, PS, CK, IO (11)	BS, PS, CK	No Test	No Test
Oklahoma	BS, PS	--	CK	CK	No Test
Oregon	BS, CK	--	BS	IO	No Test
Pennsylvania	No Test (11)	No Test (11)	BS, PS, CK	--	--
Puerto Rico	BS	CK	--	IO	--
Rhode Island	No Test	IO	BS, PS, IO	No Test	No Test
South Carolina	BS	PS, CK, IO	PS, CK	PS, CK	No Test
South Dakota	BS	No Test	No Test	No Test	No Test
Tennessee	PS	--	PS, CK	No Test	No Test
Texas	BS	IO	PS, CK	IO	IO
Utah	--	No Test	IO	IO	--
Vermont	No Test	No Test	No Test	No Test	No Test
Virgin Islands	No Test	No Test	No Test	No Test	No Test
Virginia	BS, PS, CK, IO	No Test	IO	No Test	No Test
Washington	BS	No Test (12)	No Test (12)	No Test	No Test
West Virginia	BS	CK, IO	CK, IO	No Test	No Test
Wisconsin	BS (13)	CK (14)	BS, CK (14)	BS, CK (14)	--
Wyoming	BS	No Test	No Test	No Test	No Test

Key: BS = Basic Skills Test PS = Professional Skills Test CK = Content Knowledge Test IO = In-class Observation

Source: Council of Chief State School Officers 1988 Policies and Practices Questionnaire. *Notes:* (1) Requirements of tests are under development. (2) No state policy, some tests administered by universities. (3) May be waived by the state. (4) Basic Skills Test required for persons holding out-of-state certificates. (5) Provided student score is in the 40th or higher percentile on the ACT. (6) Optional in lieu of other requirements. (7) Also required for reinstatement of expired license. (8) Institutions must test for reading, language arts and mathematics; no specific test is required. (9) Required in 1990. (10) Required beginning 1992. (11) Tests are established by the college/university. (12) Professional Skills Test Planned. (13) Required Fall of 1989. (14) Required Spring of 1991.

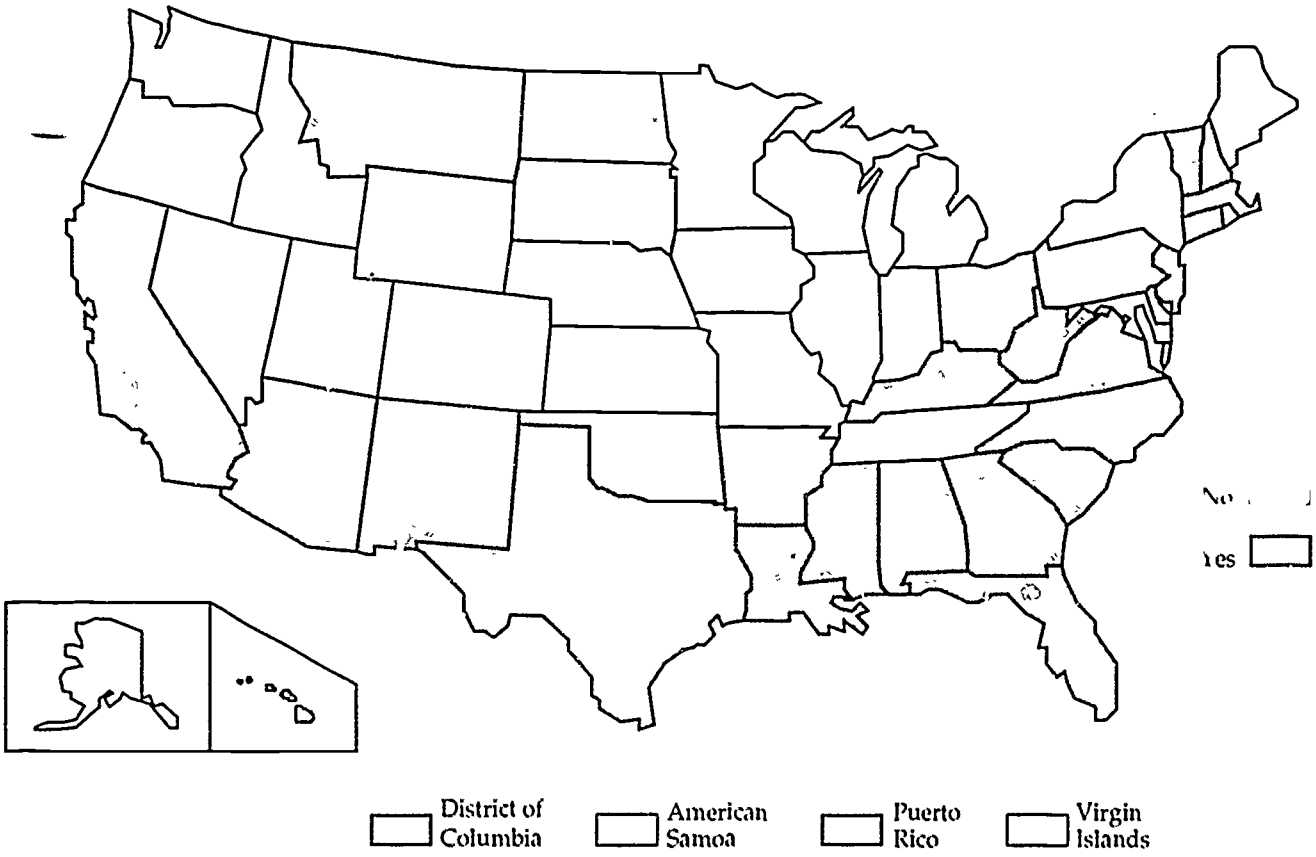
Teacher Preparation
Alternative Routes

STATE	State Has Alternative Certification Route	INDUCTION MODEL FOR ALTERNATIVE ROUTE (Elementary, Secondary or Both) Supervised Student Teaching	Extended Internship or Induction Period Required	Extended Internship or Induction Period Optional
Alabama	Yes	Both	Not Applicable	Not Applicable
Alaska	No	--	--	--
American Samoa	No	--	--	--
Arizona	Yes	Not Applicable	Secondary	Not Applicable
Arkansas	Yes	Both	Not Applicable	Not Applicable
California	Yes	Not Applicable	Both	Not Applicable
Colorado	No	--	--	--
Connecticut	Yes	Both	Both	Not Applicable
Delaware	Yes	Both	Not Applicable	Not Applicable
District of Columbia	No	--	--	--
Florida	Yes	Not Applicable	Secondary	Not Applicable
Georgia	Yes	Not Applicable	Both	Not Applicable
Hawaii	No	--	--	--
Idaho	No	--	--	--
Illinois	No	--	--	--
Indiana	No	--	--	--
Iowa	No	--	--	--
Kansas	No	--	--	--
Kentucky	Yes	Both	Not Applicable	Not Applicable
Louisiana	Yes	Secondary	Not Applicable	Not Applicable
Maine	No	--	--	--
Maryland	No	--	--	--
Massachusetts	Yes	Both	Both	Not Applicable
Michigan	Yes	Not Specified	Not Specified	Not Specified
Minnesota	No	--	--	--
Mississippi	Yes	Not Applicable	Both	Not Applicable
Missouri	No	--	--	--
Montana	Yes	Not Specified	Not Specified	Not Specified
Nebraska	No	--	--	--
Nevada	No	--	--	--
New Hampshire	Yes	Not Applicable	Both	Not Applicable
New Jersey	Yes	Both	Not Applicable	Not Applicable
New Mexico	Yes	Both (2)	Not Applicable	Both
New York	No	--	Not Specified	--
North Carolina	Yes	Both (1)	Both	Not Applicable
North Dakota	No	--	--	--
Ohio	Yes	Both	--	Not Specified
Oklahoma	Yes	Not Applicable	Both	Not Applicable
Oregon	No	--	--	--
Pennsylvania	Yes	Both	Both	Not Applicable
Puerto Rico	Yes	Secondary	Secondary	Not Applicable
Rhode Island	No	--	--	--
South Carolina	No	--	--	--
South Dakota	Yes	Both	Not Applicable	Both
Tennessee	No	--	--	--
Texas	Yes	Not Applicable	Both	Not Applicable
Utah	No	--	--	--
Vermont	Yes	Not Specified	Not Specified	Not Specified
Virgin Islands	No	--	--	--
Virginia	Yes	Both	Not Applicable	Not Applicable
Washington	No	--	--	--
West Virginia	Yes	Both	Not Applicable	Not Applicable
Wisconsin	No	--	--	--
Wyoming	No	--	--	--

Source: Council of Chief State School Officers' 1988 Policies and Practices Questionnaire

Notes: "Both" means that new teachers for elementary and secondary levels must meet these requirements. "Not Specified" indicates that a state responded affirmatively to the question on alternative routes but did not provide any details. "Not Applicable" refers to those states that do not have one of the requirements listed for teacher certification. -- denotes states which do not have alternative routes to teacher certification. (1)Either student teaching or an internship must be completed. (2) Requirements depend on the particular program.

States With Alternative Route For Teacher Licensure



States Requiring Professional Development For Teachers

Effective Schooling Programs

STATE	INSTRUCTIONAL LEADERSHIP	EFFECTIVE TEACHING	SCHOOL CLIMATE	PROFESSIONALISM/ COLLEGIALITY	REGULAR ASSESSMENT & USE OF RESULTS	COMPREHENSIVE EFFECTIVE SCHOOLS PROGRAM
Alabama	LEAD Project Administrator training in management and leadership skills (1987)	Program assessments and technical assistance for targeted school systems (1978)	State Board resolution required all LEAs to adopt policies for discipline. (1984)	Assistance to teachers w/children with specific behavioral/learning problems.	Basic Competency test for grades 3,6,9. Graduation Exam at grade 11 (1980)	No program reported
Alaska	The Principals' Leadership Academy begun in 1983. Rural Mentor Teacher Program is continuing.	The Department conducts ongoing training and technical assistance through workshops, conferences, and district training sessions. The Alaska State Writing Project continues (from 1980), a Math Consortium on that model is in its second year	Ongoing efforts and first annual Seward Wellness Conference on health of staff, students, and school. Thirty-six schools sent teams to share what they learned with their colleagues	Alaska Professional Cabinet brings together leaders of professional organizations in target curriculum areas and district office curriculum leaders. The Leadership Academy, Alaska Coalition on Education also contribute, and electronic mail links educators in all school districts and areas of the department	Last February compiled results of student achievement tests in all districts over the past 3 years. Regulations are now proposed to conduct student assessment statewide using a single test at three grade levels (1988)	Effective schooling principles are part of virtually all programs and practices supported by the department (1980)
American Samoa	Northwest Regional Lab program with principals on school management (1985)	Project IOTA: model for observation and evaluation of teachers' performance (1970)	Officer of Teacher Services worked w/ teachers & principals on improving school climate. (1985)	No program reported	Conducted workshops at school sites to discuss test results and curricular applications. (1985)	[illegible]
Arizona	Arizona Principal's Academy focuses on instructional leadership and school improvement (1984)	Research-based techniques to increase student opportunity for success. (1985)	Intro to classroom management techniques and effective attitudes of teachers/students. (1986)	No program reported	ITBS for all 1-8 graders. SAT [illegible] 12 graders. Results are monitored to adjust instruction	No program reported
Arkansas	The Arkansas Principal's Assessment Center was created in 1986 to improve the quality of leadership at the school building level through more objective selection procedures and a clinical approach to professional development.The LEAD project objectives are to improve the leadership skills of local administrators, enhance the leadership for women and minorities; and, promote a collaborative network. (1986)	The Program for Effective Teaching trains teachers how to teach more effectively and trains administrators in classroom observation and supportive supervision. Bloom's learning taxonomy and theory of mastery learning and on the research done by Madeline Hunter and others on effective teaching. (1979)	Department of Education required to develop guidelines for the development of school district discipline policies, required each school district to develop student discipline policies monitored as a part of the accreditation process. All LEA's have student discipline policies on file that meet the intent of Act 104 of 1983. (1984)	Required each school district to file a six-year plan with the Arkansas Department of Education. These plans were developed with the cooperation of school personnel, parents, students, and the community. The plans provide a step-by-step process for improving the educational system in each community (1984)	Teacher Expectations and Student Achievement (TESA) inservice training program for teachers of all subjects, grades K through the college level. Teachers are trained to use an interaction model involving specific supportive and motivating techniques with all students in a nondiscriminatory manner (1984)	No program reported
California	California School Leadership Academies train prospective administrators & superintendents (1983)	Mentor Teacher Program stipends from state to teachers for specific projects. (1983) In addition, comprehensive statewide professional development program	Providing safe schools, improving guidance and counseling	Curriculum frameworks and guides are produced in each subject area. The counties and state hold statewide awareness conferences: the counties and state hold one more in-depth conference for teachers and administrators in the particular subject area and a conference designed for administrators responsible for implementing the new curriculum is held	Assessment Program Performance Report to California schools for grades 3, 6, 8, and 12	(1983)

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Colorado	See Comprehensive effective schools program (1988)	See Comprehensive effective schools program (1988)	See Comprehensive effective schools program (1988)	See Comprehensive effective schools program (1988)	State Board established the Colorado Student Assessment Program with testing to begin in Fall 1988. Public School Finance Act of 1988 requires State Board to establish rules for reporting/measuring educational achievement by local school districts and requires school buildings to report on educational achievement annually to the public. (1988)	The Public School Finance Act of 1988 requires an accountability committee for every public school who, working with staff, will develop an annual plan to improve achievement and graduation rates for the building's students. Must report annually on how well school has met the goals and objectives set forth in the plan. Plans must be approved by Department Staff and the State Board of Education. Intent is to empower each school to identify those elements of "effective schooling" research that best fit its unique circumstances and to implement them within the building. (1988)
Connecticut	Principals' academy and summer workshops for teachers/administrators. (1985)	Summer and Institute workshops on effective teaching. (1984 and 1986)	School Climate questionnaire used to determine areas of improvement (1982)	(See School Climate)	Statewide Assessment Program. Annual workshops for teachers and curricular coordinators, principals and test directors. (1985)	Provide onentation, data management, planning and evaluation, resource coordination, and implementation services to build internal capacity for school renewal. Priority is given to schools with a substantial number of socioeconomically and/or educationally disadvantaged students. (1980)
Delaware	Delaware Principals Academy provides monthly workshops for school administrators School review process aimed at instructional leadership. School leaders responsible for the management and evaluation of instruction have been required to receive 90 hours of training over the past 3 years. Will be extended to an additional 45 hours over next 3 years. (1984)	ASCD s program "Effective Teaching Through Higher Achievement" was expanded and presented to all teachers in the State using a turnkey approach Similar programs are provided new teachers (1986)	Workshops available through DPI and the Delaware Teacher Center Program Standards for Delaware schools used in the Delaware School Improvement Review Process also focuses on school climate (1986)	Preparation for and follow-up to the Delaware School Review Process continuously address goal setting, curriculum development, classroom management, nurturing, etc	Assessment data are used as indicators for ways to improve instruction and curriculum. Both formal and informal data are used. This is part of the effectiveness training for teachers (1984)	How teachers use assessment data is a specific category on the Delaware Performance Appraisal System instrument. The Delaware Principal's Academy also holds programs for school administrators and the Teacher's Center provides courses for teachers based on their own needs assessment.
District of Columbia	The Principals' Center, organized as a school improvement project, provides opportunities to refine supervisory and management skills, explore alternative methodology, increase professional collegiality and expand professionally (1984)	Under the auspices of the Division of Staff Development,courses on effective teaching are offered to teachers during the school year and summer. The Teacher Center also offers a variety of courses aimed at enhancing teachers' skills and enriching their pedagogical repertoire. (1984)	On-site assessment process examines schools on whether there is a safe and orderly environment, maintenance of the physical plant, mutual respect in work relations, and whether high expectations are being communicated to staff, students, and parents. (1986-87)	Secondary School Improvement Process, emphasizes the need to improve staff, students, and parents in the development, implementation and evaluation of school improvement plans. Accomplished through on-going training of local school staff (1985)	The On-Site Assessment process uses Effective Schools correlates to determine strengths and weaknesses of local schools. Results of life skills, end of-course, and NRT are used for student placement and are given to school principals and Improvement Teams as part of the data base used for developing school plans. (1987)	School Improvement was begun in 1985 with emphasis on Senior High Schools, Junior High Schools were added in 1986. The initial focus was on process. Content was the focus in 1987-88. (1985)
Florida	Leadership training and competency-based certification for school principals. (1985)	Instructional strategies training for regular and exceptional education teachers based on research from University of Kansas.	(See Professionalism/ Collegiality)	School based management projects funded for 2-3 years to assist with the planning, development, and implementation of school based management.	Statewide assessment program generates both data and training materials on using test results. (1976)	In 1988 summer team training for selected elementary schools will be provided.

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Georgia	The Georgia Education Leadership Academy seminars, workshops and training activities on personnel evaluation emphasize a positive administrator-teacher relationship through recognition of effective teaching practices, conferencing skills, and the development of improvement plans and effective instructional leadership (1985)	Annual evaluation using statewide uniform instruments for leadership personnel and teachers Used as a basis for individual professional development plans The teacher evaluation program focuses on providing instructions, assessing and encouraging student progress, and managing the learning environment Initial certification based on on-the-job assessment utilizing the Teacher Performance Assessment Instrument (1986)	Statewide School Climate Management Program to provide assistance to local units in the cooperative development and management of positive climates in schools In 1988 a model was developed for local systems to use and provide technical assistance (1988)	Introductory efforts in the context of strategic planning Statewide review teams have worked during the past year and made recommendations regarding personnel development in education (1987)	Norm-referenced and criterion-referenced programs Passing the tests is a state criterion for promotion in grade 3 and obtaining a regular high school diploma Readiness assessment is part of 1st grade placement Georgia also participates in the National Assessment of Educational Progress (NAEP) Test results provided to teachers for planning and remediation (1986)	In May 1987 the State Board of Education adopted Standards as Phase I in a comprehensive evaluation system to measure the effectiveness of every educational program and service in grades K-12. Schools and systems which do not meet every standard are required to submit corrective action plans for remediating deficiencies.The Quality Core Curriculum (QCC) is a set of objectives which local Boards of Education are required by the Quality Basic Education Law to adopt. The QCC is the basis for local instructional programs. (1988)
Hawaii	Federal university funded LEAD project provides professional development for administrators (1987) Hawaii s DOE's School Administrator Training Program recruits, selects, trains prospective school administrators. (1984) Administrator Evaluation Program for all education officers emphasizes instructional leadership (1986) School Administrator Recruitment, Selection and Appointment Program highlights instructional leadership in the selection criteria (1988)	Increased State funding has expanded teacher inservice and professional development programs. (1987) The Program for the Assessment of Teaching in Hawaii (PATH) provides statewide teacher evaluation. (1983) Personnel policies include a profile of an effective teacher (1986)	Schools administer the School Climate Assessment Scale adopted from the CFK Ltd. School Climate Profile on an optional basis (1985)	All schools required to involve staff and school community in budget preparation and school improvement planning (1984) State Superintendent sets direction to expand business-education-military partnerships (1987)	Statewide Testing Program includes Stanford Achievement Tests, grades 3, 6, 8, and 10 (1963) The Hawaii State Test of Essential Competencies, a minimum competencies test and a graduation requirement. (1983) Criterion-referenced Competency Based Measures, grades 3, and 10, indexed to statewide curriculum framework, the Hawaii Foundation Program	All school administrators are required to develop and implement annual School Improvement Plans focused on research-based charactenstics of effective schools. (1984) Recent efforts in effective schooling practices include: School-Business Partnerships (1986). Parent-Community Networking Centers (1987). Learning Centers Program (1986). and Elementary/Secondary Schools Recognition Program. (1982)
Idaho	The Elementary Approval Process requires every school to conduct a thorough evaluation every seven years. The instrument was designed using effective schools criteria Secondary schools are evaluated on a ten year cycle (1980)	TESA training is available to districts upon request Full programs have been given in 2 districts, shortened workshops were given in others (1986)	Idaho schools are required to adopt rules for student discipline and communicate such rules to teachers and students each school year	The state school administrators association has an active leadership program that stresses professionalism and collegiality (1984)	Sixth and 8th grade are tested with the ITBS The 11th graders are tested with the TAP (6th grade - 1988, 8th grade - 1984, 11th grade - 1986)	The elementary approval process mandates annual district professional development plan These combine to encourage comprehensive long-range planning in each district. Secondary schools go through a similar process. (1986)
Illinois	The Illinois Administrators Academy, delivered via 18 Service Centers located throughout the State, provides comprehensive instructional leadership training through use of four progressively more intense training strands (1986)	The Administrators Academy provides over 90 training modules on effective teaching practices and/or methods of evaluating and enhancing these practices (1988)	A service of the Clinical Strand of the Administrators Academy is to provide objective analysis of school climate by a trained analyst Analysis is followed by development and implementation of a plan to improve or enhance climate (1988)	Each of the 18 Centers responsible for delivery of the Administrators Academy has collaborated with an Advisory Committee of education professionals to deliver training of leadership teams and other collegial planning techniques (1987)	Illinois School Districts are required by law to develop Learning Assessment Plans, annually assess student progress, develop School Improvement Plans, and report student progress to the public (1987)	In 1985 the Illinois legislature passed and the State Board of Education began implementing a comprehensive education reform package which created 18 Educational Service Centers which deliver a wide range of staff development and support services, including the Illinois Administrators' Academy. (1985)

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Indiana	Indiana Principal Lead ership Academy - Two year leadership program, 18 days, for practicing principals "Neophyte" programs for new principals (1985)	Teacher Quality Im provement Program - professional develc ment activities for teachers funded to schools on a competitive basis. (1985)	As part of our new performance-based accreditation program, schools will be required to complete a school improvement plan. School climate is one of ten areas to be addressed Piloted in 100 schools during the 1987-88 school year. Begins 1988-89 (1988)	Pilot programs in collaborative decision making mentoring, peer review. (1985)	Our statewide testing program (ISTEP) first implemented this year Workshops and booklets were used to assist schools in interpreting results This is also one area schools may look at in their School Improvement Plan. (1988)	Performance-based accreditation requires schools to conduct an extensive School Improvement Plan based on 10 correlate areas of Effective Schools Research. (1988-89)
Iowa	Workshop for practicing superintendents and labs for all principals. (1970)	No program reported	No program reported	See Instructional Leadership	No program reported	See Instructional Leadership
Kansas	Will be implemented this year under a LEAD grant.	Staff present or arrange for presentations regarding a variety of topics in the area of "effective teaching." Many of the presentations will be subject-area focused, though others focus on "generic" topics. (Ongoing)	Efforts tend to focus on a broader definition of school climate than that of mere discipline. Identifying gifted minority students, enhancing student self-concept, and addressing substance abuse are among topics included in workshops and conferences (Ongoing)	A number of SEA staff work with district staff to promote collaborative goal setting, especially around curricular concerns, and to plan and implement curriculum in a collaborative manner. (Ongoing)	The Kansas Minimum Competency Testing Program tests students in reading and mathematics at grades 2, 4, 6, 8, and 10. Testing and subject-area specialists work with staffs to interpret results, develop programs and techniques to improve results, and to monitor progress. (approximately 1978)	No program reported
Kentucky	Unit of certified evaluation personnel monitors and assists administrators of local districts in implementing an effective evaluation program for certified employees Provides the required training of evaluators. (1985)	The Department provides an instructional assessment service which encompasses effective teaching. Elements include teacher-directed instruction, planned and managed activities, organized learning time, variation of materials and methods, and degree of content mastery (1982)	The Department's assessment deals with learning climate in terms of the climate being safe, secure, and pleasant, having established rules that are consistently enforced, exhibiting a high staff morale, showing school pride, and displaying a well-kept facility. (1982)	No program reported	The Assessment service incorporates assessment as an area for effective schools. Factors considered include whether awards, praise, and recognition are given, accountability is linked to student achievement, progress is monitored frequently, multiple assessment methods are used, continuous feedback is provided, and assessments are reported to various publics. (1982)	The Unit for School Effectiveness offers a comprehensive effective schools assessment and provides districts with a detailed report grouped according to ten broad characteristics for effective schools. Schools utilize the report to formulate a School Improvement Plan and grants are provided to assist them in the implementation phase. (1982)
Louisiana	Three programs (1) A statewide school improvement effort; (2) the Administrative Leadership Academy, and (3) the federal/ university funded LEAD project. The programs are strengthened by the proactive support of the Louisiana Association of Principals (1979, 1987; 1987, respectively)	Training is available statewide in the following areas Hunter's Effective Teaching Model and TESA Training (since 1981) SPUR technical assistants have provided onsite coaching and follow-up to teachers involved in the school improvement effort (1977, 1981)	Since 1979, school climate as verified by a descriptive study in 1983 has been indirectly improved through participation in the school improvement process Direct training began in 1985 with the state's adoption of the "Louisiana Effective Schools Process" (1979)	As part of the school improvement effort, participating systems and schools establish Task Forces or planning groups who engage in collaborative planning, problem solving, and decision making. During 1987-88, state and regional "Teacher Talks" were held to receive teacher input for improving the improvement effort. (1979)	State testing currently includes norm-referenced testing in grades 4, 6, and 9 and criterion-referenced testing on grade level standards in grades 3, 5, 7, and 11. Plans for 1988-89 call for the use of test results as one of a number of indicators for determining school, district, and state progress. (1976)	In 1986, the Board of Elementary and Secondary Education adopted the Louisiana Effective Schools Process for Achieving and Maintaining Excellence as the 5-year plan for building effective schools. The plan is currently being reassessed to see those components that will complement the educational reform package endorsed by the new Governor and Superintendent. (1979; 1986)
Maine	Instructional leadership is one standard in the proposed alternative accreditation package Schools will follow a self-study-visit approach (1989)	No program reported	School climate is one standard in the proposed alternative accreditation package Schools will follow a self-study-visit approach (1989)	School Improvement Plans are required of all schools. Each plan must address professional development and use a collaborative process. (1986)	Assessment conducts 27 workshops annually, designed specifically toward test interpretation Student performance results are an integral part of State-mandated School Improvement Plans. School results are reported out in score bands that take	School Improvement Plans are required of all schools. Each plan must address leadership, curriculum, instruction, staff development, and facilities. In addition, a three-year Restructuring Schools Project will seek out and support ten schools that are

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Maine, cont.					into account socio-economic indicators so schools may interpret student performance and progress. Comprehensive program reports to parents; teachers; administrators; superintendents, and state level results. (1985)	willing to rethink and fundamentally transform the way they structure learning environments for their students. (1986)
Maryland	Academy for Administrators, annual program, retreat, and two follow-ups; curriculum on role as instructional leader and effective schools, teaching research, and practice. (1977)	Review of research on effective teaching; development of teachers' guides and instructional frameworks. (1981-86)	Programs to reduce disruption include. Teacher Decision Making (TDM) and the Instructional Leadership Projects (ILP). They include Instructional Leadership, Effective Teaching, School Climate, and Professionalism/Collegiality efforts. (1982)	Teacher Assistance Teams - Teachers help each other with promising practices.	Accountability testing program requires data be used to identify at-risk students and instructional support be designed. Functional testing program requires data be used diagnostically for appropriate assistance.	(1987)
Massachusetts	Commonwealth Leadership Academy offers training for supervising personnel that includes year-long leadership institutes with residential components, a leadership seminar series, fellowships and opportunities to participate in peer-assisted leadership and business-sponsored training programs. (1985)	Regulations for districts to carry out annual evaluation of non-tenured staff and biannual evaluation of tenured staff. Department of Education also conducts ongoing curriculum seminars at its 6 regional offices. Regional centers conduct ongoing conferences and seminars on effective teaching. (1985)	Require schools to submit student handbooks to monitor discipline policies, and conduct ongoing seminars at regional education centers. (1985)	Carnegie School Program: grants to schools to plan and develop innovative organizational and management systems at school building level in order to improve students' learning and empower public school professionals. (1988)	Assessment and Basic Skills Testing: Basic Skills administered annually in grades 3, 6, and 9 to identify students needing remedial instruction in math, reading, and writing. Assessment tests are administered every 2 years in grades 4, 8, and 12 to assess effectiveness of curriculum and instruction in math, science, reading, and social studies. Also conduct an annual assessment of individual school and school district policies, procedures, programs, and student demographic and attendance data.	No program reported
Michigan	LSIP Project. Leadership for School Improvement Program (1987).LSIP is a 3-year (1987-1990) school improvement project focusing on the leadership skills necessary to implement the effective schools research. 6-member teams headed by the superintendent from each participating district are trained in leadership skills necessary for district supported, building based school improvement. Skills in development, communication, implementation and sustaining the district vision are also refined. 50 districts participated in this project.	The Mission of the Michigan Coalition for Staff Development and School Improvement is to provide leadership for promoting and facilitating staff development and school improvement activities of individuals and school districts and to collaborate with organizations of similar interests.	The Michigan Accreditation Program (MAP) provides standards which assure the community that essential elements for a quality education are in place. Included are requirements for a self-study, external visitation, review of other cognitive, affective and school climate measures, determination of desired student outcomes in these areas and development of a three- to five-year school improvement plan to achieve the desired student outcomes. Since MAP is on a 6-year cycle, the plan serves as a base for improvement, is monitored at least annually and revised if necessary. This document also serves as a basis of growth for the next self-study. The process is building-based and designed to empower teachers to develop a program which better serves the students of the school.	Success training (Strategies Used to Cooperatively Create Effective Schools and Staffs) (1987) Success Leadership training is a 9-session program designed to train school district professionals in the knowledge and skills necessary to facilitate district and building level school improvement and staff development programs. Participants receive a comprehensive guidebook for facilitating the development of effective schools. Emphasis is placed on participatory learning and practice throughout each session. After the first year of training, follow-up sessions for sharing and additional training are planned. During the 1987-88 school year and summer, 5 groups participated in Success training. At least 3 groups of approximately 50 people will participate during the 1988-89 school year.	Michigan Education Assessment Program (MEAP) annually tests students on basic skills achievement. Every 4th, 7th, and 10th grade student is tested in reading and mathematics. Every pupil testing in science was conducted in the 1986 and 1988 school years at the same three grade levels. Voluntary testing was provided in the area of health, and plans are to expand this program to other grades in the areas of writing, social studies, career development, and employability skills. All tests are criterion referenced. The purpose of the testing is to provide achievement information on individual pupils to aid in instructional planning, program development, resource allocation and policy development	During the 1987-88 school year, 18 discretionary grants were awarded to local and intermediate districts. Grant awards ranged from $4,000 to $60,000 and totaled $211,739. Discretionary grants are also expected to be awarded for 1988-89. The Effective Instruction Consortium is an organization formed to provide Michigan educators with means for addressing common concerns regarding the design, implementation, and evaluation of research-based programs relating to effective instruction. The Consortium's purpose is to provide mechanisms which will encourage dialogue about any and all approaches.

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Minnesota	Minnesota Educational Effectiveness Administrative Training Program - Part of the comprehensive Minnesota Educational Effectiveness Program, this two-year, 40-day training program will promote skills in ten areas to support organizational planning, staff development, program development, and assessment of productivity. (1988)	The Minnesota Educational Effectiveness Program has identified six characteristics which describe effective instruction (1)Strategies that communicate the seriousness and purposefulness with which the school takes its task; (2) High expectations and positive interpersonal relationships for all students; (3) Flexible grouping based on student needs; (4) Instructional preparation taking into account student needs, learning styles, and available resources; (5) Effective models of teaching to increase academic learning time and student achievement; and (6) Assessment, monitoring, and appropriate feedback. (1983)	One of the fifteen characteristics identified by the Minnesota Educational Effectiveness Program as being present in effective schools, participating schools are directed to assess the extent to which the climate in their building provides both a satisfying and a productive environment for teaching and learning. (1983)	Staff in the 430 participating schools determine the extent to which collaborative planning and collegial relationships reflect the belief system within the school, to what extent it is practiced, and develop action plans to reduce the discrepancy between value and practice. (1983)	No program reported	The Minnesota Educational Effectiveness Program is funded in part by the State Legislature and supported by District funds. The program has expanded to reach a present level of involvement of 430 schools. Each project involves an entire school staff with a commitment to the long term. Innovations are therefore becoming part of established practice in the target schools. A facilitator to help schools implement change is located in each region of the state, not consultants but rather enablers and trainers. Two statewide conferences are held each year, with content based on assessed needs. (1983)
Mississippi	Statewide "Instructional Management" program which requires strong instructional leadership at both the building level and district level. Reinforced in 1985 with the establishment of the School Executive Management Institute, a program for providing management and leadership training for administrators. (1978)	Through the State Education Reform Act of 1982, major emphasis has been placed on the concepts and constructs of "Effective Teaching" through major state programs such as Performance-Based Accreditation, Staff Development, and Personnel Appraisal. (1983-84)	Two major programs focused on "School Climate" at the state level, Performance-Based Accreditation and Staff Development. (1984-85)	Collegiality is a corner stone of the statewide staff development program and has been the major emphasis of the ten-year Instructional Management program. (1978)	The Instructional Management program has been based upon the assessment of learner outcomes and using the results for instructional program improvement. Performance-Based Accreditation is based upon assessment of outcome measures and results are used for school improvement. (1978)	The entire Mississippi Education Reform Act is predicated upon encompassing the effective school correlates into all aspects of the educational environment. (1982)
Missouri	Leadership Academy has offered workshops on Effective Schools Research One of the workshops is entitled "Principal as the Instructional Leader." The topic is covered in depth and administrators make an action plan of how they will implement what they have learned. (1985)	An emphasis of learner outcome based instruction using, primarily, mastery learning and cooperative learning processes has been emphasized by the Department with unusually high achievement gains. (1985)	Another Leadership Academy workshop on Effective Schools covers "Safe, Orderly, Positive Climate." The topic is covered in depth and administrators make an action plan of how they will implement what they have learned. (1985)	Some 300+ target subject area teachers were brought together in four subject area groups to describe essential learner outcomes for higher learning levels in reading/ language arts, math, science, and social studies. After learner outcomes were identified, criterion referenced test items were developed to assess student performance. (1985)	Excellence in Education Act of 1985 requires all school districts to periodically test their students on the Missouri Key Skills They are required to use the results to monitor student progress and identify areas for instruction improvement. Both the Testing and Assessment and Curriculum Sections conduct workshops throughout Missouri yearly. (1987)	Covered in the series of workshops on Effective Schools. Each workshop covered correlates of an effective school and had follow-up activities for participants to implement what they had learned. (1985)
Montana	Sponsored by School Administration of Montana. (1987-88)	No program reported	See Instructional Leadership	See Instructional Leadership	No program reported	See Instructional Leadership
Nebraska	No program reported	Consulted with some local education agencies on effective teaching strategies.	Approval and accreditation regulations require local boards to have policies which address the activities that are considered instructional and the conditions under which students can be excused from that time. (1985)	Administrator Days - An annual conference co-sponsored by the Department, the University, and the Administrators' Council to address trends, problems, and strategies in school administration. (1975)	No program reported	No program reported

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Nevada	Nevada School Improvement Project - setting goals, developing strategies for more effective schools (1985)	Individual school districts develop and maintain Professional Development Centers (PDCs) for the express purpose of training teachers in the most effective teacher practices based on current research. Those districts without PDCs frequently contract with PDCs for services (1982)	The Nevada School Improvement Project works with teachers and school administrators, aimed at providing a school learning climate that provides optimal opportunities for all students to learn (1985)	The Nevada School Improvement Project provides the opportunities for collaborating, goal-setting, curriculum planning, and development of complementary activities by teaching staff (1985)	The Nevada School Improvement Project includes a disaggregated analysis of student achievement in order to monitor student progress in relation to expectations and to tailor instruction to student needs. (1985)	The Nevada School Improvement Project is a voluntary program for individual elementary and secondary schools that assesses needs in the areas of school learning climate, instruction leadership, expectations of students and staff, school mission, monitoring progress, and home-school relations. From the needs assessment, school goals are determined and activities addressing the goals are implemented. (1985)
New Hampshire	Principals Academy operated by Adm Assoc. (1985)	Profiling effectiveness in special education. Comprehensive literacy and dropout prevention. State task force on children at-risk. State task force on vocational education access and opportunities for all students.	No program reported	No program reported	State testing program and California Achievement Tests (1985)	Effective school projects - Governors' initiatives.
New Jersey	Explore concepts of leadership drawn from research-based, state-of-the-art executive training program and applied to the educational environment. (Leadership for Today's Schools, The Effective Principal: Creating a Vision). (1986)	Explore research-based concepts which bring to the conscious level "what" is being done in the classroom and "why" it works. Examine implications of research for reaching a wide variety of learners. (Instructional Theory into Practice, Learning Styles/Teaching Approaches). (1985)	Explore relationships between instruction and management of student behaviors. Focus on individual expectations and needs. (Classroom Management K-6 7-12). (1987)	Opportunity for professionals to learn more about their profession by working together collaboratively. (Models of Supervision, Peer Coaching, Peer Assisted Leadership, Creative Problem Solving). (1986)	No program reported	Effective Demonstration School Grants Program - The schools were selected through a competitive request for proposal. They receive an average of $29,000 to implement improvement plans developed through collaborative planning. The state provides regional training and on-site assistance. (1986)
New Mexico	Staff Accountability Project includes plans for administrative staff development. Summer Leadership Institutes are being provided by the State Department of Education for state educators. (1981)	Targets generic teaching skills to be displayed by all classroom teachers (1981)	Part of essential teaching and administrator competencies.	Covered by the essential teaching and administrator competencies.	Statewide testing system has been expanded, "customized" to access New Mexico competencies.	No program reported
New York	Twelve Principal Academies focus on instructional leadership, effective schools, and school improvement (1984)	Effective Classroom Management a ten-unit, three-day program for teachers and administrators. (1986)	Statewide conferences address topic of school climate, instrumentation, practices, and programs (1987)	Conferences on participative decision making, collaboration and collegiality operated statewide (1986)	Statewide testing program reported to districts and public each fall Statewide conferences on use of results. (1986)	Conferences, material, and technical assistance operated for all schools in the state. (1985) Conferences on Whole Language Instruction (1988). Conferences on Reading Recovery (1988)
North Carolina	North Carolina Leadership Institute for administrators (1979) Principals' Executive Program in instructional leadership Seminars (10-15 hours each) focusing on principals' role in setting instructional goals, curriculum development, feedback to staff and inservice based on staff needs. (1984)	Thirty hour 'Effective Teaching Training Program" on instructional presentation, feedback, lesson plan, and evaluation (1985-86)	Seminars for principals/assistant principals in developing discipline policies and practices as well as providing climate conducive to teaching/ learning. (1983)	Development of collegial groups based on model from IDEA (1987)	Comprehensive statewide testing program includes regional technical assistance to local test coordinators on reporting and instructional interpretation (1978)	Three and one half day seminars for school principals and assistant principals on effective school correlates developed by Ron Edmonds. (1985)

STATE	INSTRUCTIONAL LEADERSHIP	EFFECTIVE TEACHING	SCHOOL CLIMATE	PROFESSIONALISM/ COLLEGIALITY	REGULAR ASSESSMENT & USE OF RESULTS	COMPREHENSIVE EFFECTIVE SCHOOLS PROGRAM
North Dakota	The instructional leadership academy assesses, via surveying and self-reporting, skill areas which are addressed through formal courses, workshops, seminars, etc. Both the skills assessment center and business/industrial management are used appropriately. (1987)	The Evaluation for Growth program trains teams of administrators, teachers, and school board members who return to their respective districts to develop teacher/administrator evaluation procedures and techniques focusing upon staff and professional development. (1983)	The Education Advancement Task Force is finalizing priority recommendations among which will be the encouragement of pilot schools which model key aspects of how to effectively address climate. (1986)	In collaboration with the institutions of higher education, teacher preparation programs are jointly evaluated and approved by NCATE and the Department of Public Instruction.	Through a statewide curriculum council, the results of a voluntary statewide testing program are analyzed. This analysis produces information leading to activity and budget decisions. (1988)	The state accreditation standards and procedures are currently under revision and will include comprehensive effective schools programs (1988)
Ohio	OASIS is a 5-day training session for school administrators on school leadership. (1982)	Entry-year Programs are designed to meet the needs of first-year teachers (1987)	Part of comprehensive effective schools effort. (1981)	Teacher Development Program supporting in-service training (1979); and the Ohio Building Leadership Model designed to foster collegial decision-making at the building level. (1982)	Competency-Based Education requires pupil performance standards and intervention based on needs determined through testing. (1984-84) Graduation testing begins 1990-91.	An estimated 65 percent of school districts are developing and implementing some form of effective schools process
Oklahoma	State mandated criteria for Effective Administrative Performance with two-day training sessions were conducted in 1986 for all administrators in state. Training is on-going and is conducted at intervals throughout the year for new administrators. The Oklahoma State Board of Education has mandated 11-day training for all first-year superintendents in Oklahoma. (1985)	State mandated criteria for Effective Teaching Performance training is provided by local school administrators and by State Department of Education personnel upon request. (1985)	An assessment of all school facilities in Oklahoma was conducted and a master plan for improvement presented to Oklahoma State Board in 1987. (1982)	All state mandated performance criteria have components of training to enhance collegiality. Staff development required by state law requires mutual decisions by teachers and administrators. (1982)	The State has mandated norm referenced testing for all students grades 3,7, and 10. A writing assessment is mandated for grade 10 in 1987, grade 7, 1988, and grade 3, which began in Spring 1986. The State mandated testing in content area for all entry level teachers and administrators before certification is issued. (1985)	Oklahoma is addressing every charactenstic of Effective Schools as defined in research. All school improvement programs implemented since 1980 have used the research as a basis for development. (1981)
Oregon	Follows a process developed by NASSP for instructional leadership of school administrators. School administrators participate in eight days of professional development during the year-long program. (1983)	Beginning teacher support program provides mentor for beginning teacher during first year. Activities of mentor-protege team include observation, coaching, instructional planning, and information sharing. (1987)	No program reported	School improvement and professional development program supports school-based management of improvement guided by site committees composed of teachers, administrators, and community members. (1988)	Assessment results used to monitor curriculum goals and student instructional decisions. (1980)	Oregon Action Plan for Excellence, adopted by State Board of Education, resulted in statewide common curriculum goals, increased graduation requirements, strengthened state testing program, school profiles, and increased state monitoring of school district compliance with laws and administrative rules. (1984)
Pennsylvania	Pennsylvanian Principals' academy-staff development to improve management and instructional leadership. (1987)	Each LEA must prepare a plan for induction for new teachers and continuing education of existing teachers. (1983)	No program reported	See Comprehensive Effective Schools Program	Education Quality Assessment (EQA) evaluates extent to which schools meet 12 state goals of quality education Competencies assessed in math and reading (1970 and 1984)	The Pennsylvania Effective Schools Project is a program designed to help districts make use of effective schools research. The two goals of the program are to: (1) provide an assessment instrument that helps schools identify strengths and weaknesses by measuring teacher perceptions about six identified characteristics of effective schools; and (2) assist in identifying viable programs to maintain identified strengths and improve identified weaknesses. (1984)

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Puerto Rico	The School Directors Academy organized to improve management conditions and school effectiveness. (1987)	In-service training for new teachers at the Department training center. Mini-grants program for teachers and school directors was implemented. (1985)	School Safety Guard Corps was organized for safety and protection of life/property. (1985)	Supervisory and curriculum council advises and sets goals on basis of information about pupil performance. (1964)	Each local district has a supervisory and curriculum council that provides regular assessment in the areas of testing, pupil performance, and curriculum development. (1964)	The School Directors Academy is geared to pursue the improvement of all the elements described above. (1987)
Rhode Island	Instructional Leadership training sessions offered to principals participating in the Effective Schools Project. (1984)	Several school districts offered (with state level assistance) workshops for staff members on Hunter techniques, clinical supervision, and other techniques. (1984)	Schools continue to use school climate surveys to assess local needs (1984)	A new program in school based management has introduced participatory decision-making Three pilot sites are in operation. (1987)	Students in grades 3, 6, 8, and 10 are tested in basic skills and health and fitness. Grades 3 and 6 students are also tested in writing. Workshops on use of results for individual assessments and program development. (1986)	No program reported
South Carolina	Administrators' Leadership Academy provides training to school administrators to enhance instructional leadership and management skills. All superintendents and principals are required to attend at least one seminar every two years. Additional programs are designed to develop instructional leadership. Also required that all candidates for the principalship be evaluated by the South Carolina Assessment Center. In the 1987-88 school year, implemented a new evaluation system statewide and piloted a principal incentive program in 27 of the state's 92 school districts. (1981)	A program was begun in 1984 involving the use of instructional skills by teachers and the improvement of those skills through clinical supervision. (1981)	(See Instructional Leadership) In addition, districts are required by state law and State Board of Education regulations to develop discipline policies, minimize classroom interruptions and meet grade requirements for participation in extracurricular activities	(See Instructional Leadership) Additionally, staff development for all staff is required by law and state funds are provided	(See Instructional Leadership) In addition, each school is required to establish a school improvement council who must develop long and short range plans based on specified data sources	Effective schools training is designed to give school administrators, teachers, and district staff the knowledge and skills from the effective schools research to implement in their schools to move toward effectiveness. (1981)
South Dakota	The LEAD Project will provide skills in communication and supervision to administrators and teachers who have elected to participate. (1987-88)	No program reported	No program reported	No program reported	No program reported	No program reported
Tennessee	The Tennessee Academy for School Leaders (TASL) includes programs emphasizing the importance of and ways to offer strong instructional leadership in each of its institutes. (1985)	The TASL works with administration to help them improve evaluation skills for improving instruction (1985)	Each TASL Institute offers sessions on improving school climate (1985)	TASL Institutes offer administrators opportunities to interact with other administrators to build networks aimed at problem solving (1985)	The Tennessee Executive Development Program for Public School Leaders has brought in practitioners to share workable practices for use of test results for instructional improvement. (1986)	The TASL and Executive Development Program both work to expose Tennessee Leadership to the most current theory and practice of effective schooling through institutes offered throughout the year. (1985)
Texas	Program aimed at selected principals, who are trained in the state's performance-based accreditation process to improve student performance and learning, includes training to implement Effective School Correlates. Known as Texas School Improvement Initiative. (1988)	Publication produced to provide teachers and principals at low-performing elementary campuses with activities for immediate implementation to improve scores on statewide basic skills test (1988). Class size caps mandated for Grades K-4 (1984).	Each school district must adopt and implement a discipline management program, which must be approved by state education agency. State policy addresses conditions under which students may be removed from class, sent to alternative settings, or expelled. (1987)	No program reported	State policy requires school districts to use results of basic skills test to design and implement appropriate compensatory or remedial instruction for students who do not demonstrate mastery on statewide basic skills test. Scores also compared with national norms. (1985)	Texas School Improvement Initiative focuses on correlates of Effective Schools Research. Participants trained in materials of Academy for Effective Schools Research and strategies for implementation of research correlates. (1988)

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Utah	Approximately 50 school level administrators are selected each year and they participate in an extensive series of workshops, labs, mentorings, etc. designed to improve leadership performance. (1984)	In-service program on effective school practices. All school districts are involved in a state funded outcome based distributional model which supports and compliments the direction of the State Core Curriculum. (1983)	A program focusing on discipline and classroom instruction has been an ongoing practice since 1978. Assertive Discipline Program or similar type program have been implemented in every district.	Utah's Career Ladder System calls for and provides fiscal resources to pay for instruction/curriculum development, planning, inservice, etc. (1984)	Utah's move toward an outcome based instruction model has facilitated the shift toward more assessment followed by tailored instruction for students. A major 4-year effort is underway to develop a state assessment program which assesses outcomes outlined in the State Core Curriculum for each subject area and each grade level. (1983)	Utah has all of the program elements but they are not packaged in a single comprehensive piece of legislation or program activity. (1985)
Vermont	Leadership monitoring programs, particularly for new principals. (1988)	No program reported	Annual assessment of school climate now required in State School Approved Standards. (1984)	Part of school improvement program. (1984)	Competency assessment - locally designed, addresses 66 competency statements. (1975)	Public School Approval, school improvement program. Utilizes peer review based on state standards. (1984)
Virgin Islands	Development and dissemination of a principal's handbook of standard operating procedures for day-to-day schoolbased operations within the St. Thomas/St. John district.	No program reported	No program reported	Staff development committee composed of school administration and superintendent office staff prepare activities during monthly principals' meeting. (1985)	Monthly report of school volunteer services program (1985). Standardized testing initiated. (1987)	"Quality Indicators" - Will be used to determine effectiveness in schools. Program is not yet finalized but will be for 1988-89 school year. (1988)
Virginia	Week-long institutes in which principals are trained to develop and supervise an effective teaching model with their staff have been held during the past eight summers. Recent institutes have included teachers and supervisors as part of an instructional team. This training has reached three-fourths of the 140 divisions. (1986)	An effective teaching model which incorporates much of the Madeline Hunter model has been used for training principals and teachers in summer institutes and in staff development activities provided to local divisions. (1981)	Assistance is provided localities to improve school-based delinquency prevention strategies. The goal is for schools to realize a reduction in dropouts, suspensions, disciplinary actions, absenteeism, vandalism, etc. A three-day training session on classroom management was provided to eight school divisions for teachers in pre-school programs. (1983-84)	(1978)	No program reported	The program first started by taking existing research on effective schools and worked with some school divisions to develop plans for putting the research findings into practice. Summer institutes for teachers and principals and in-service training have addressed instructional leadership and effective teaching. (1983-84)
Washington	No program reported	The Washington State Legislature established a mandated program focusing on increasing academic learning at the school, classroom, and individual student levels (SSHB 1065). Legislation included training of school trainers in nationally established training models. Funding expired June 30, 1987. (1986-87)	No program reported	No program reported	Every student tested annually grades 4, 8, 10 in reading, math, and language	No program reported

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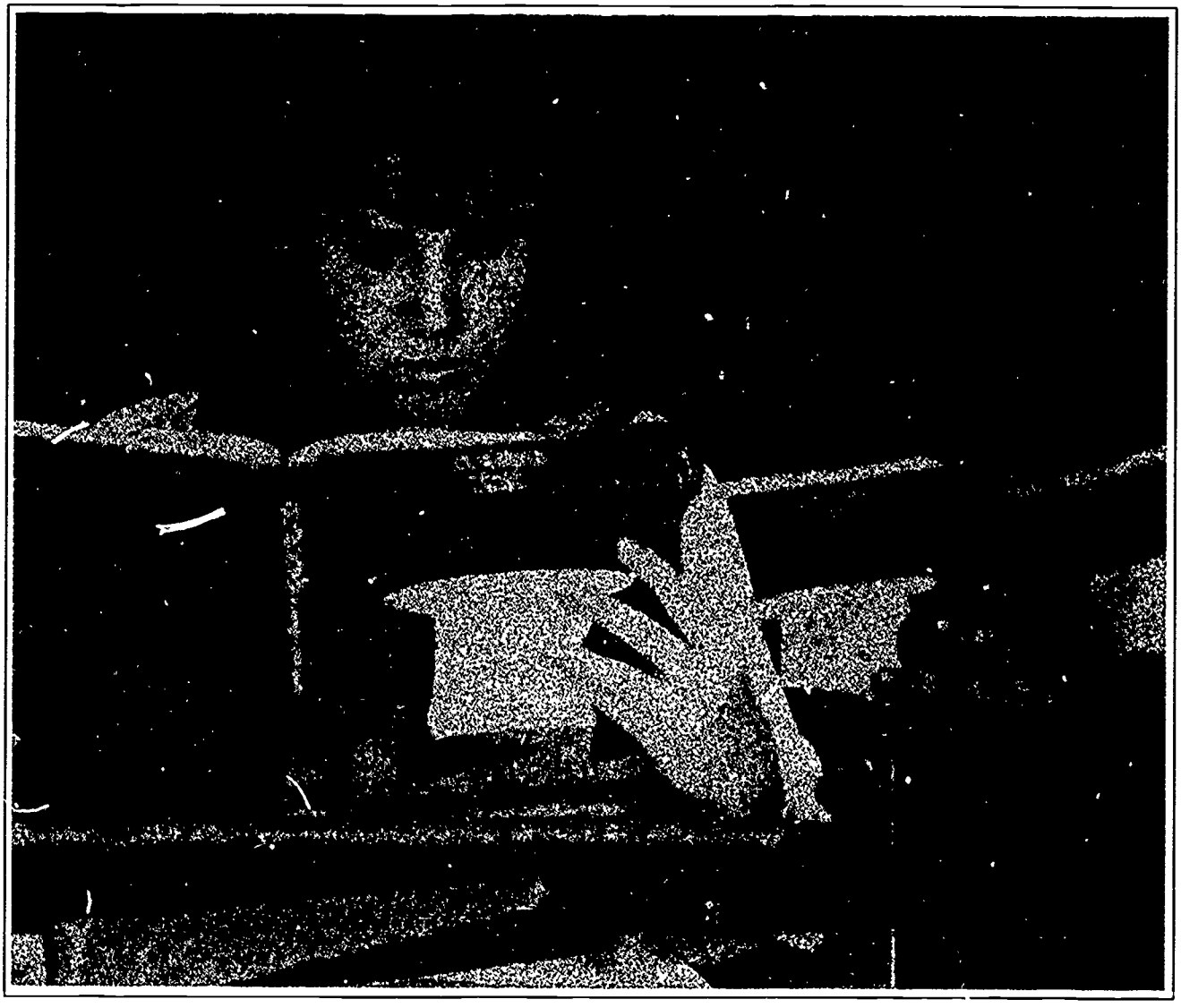
West Virginia	West Virginia Principal Academy. This 17-day residential program provides in-depth professional development on the effective schools and school improvement. The principals make a three-year commitment to develop and implement a three-year plan designed to improve the quality and equity of student achievement. Four hundred principals will have an effective schools program for local districts. This involves a year-long commitment of all principals and key teachers from each school in a district and results in a district and school level program for school improvement, based on effective schools research.	As a result of the success of the Principals' Academy, a statewide Teachers' Academy was begun in 1986. This Academy is also 17 days and focuses on the elements of effective teaching as identified by Stallings, Rosenshine, and Hunter. Each participant completes a personal improvement plan as a result of the Academy experience. (1986)	Principals Academy and Teachers' Academy	Principals Academy and Teachers' Academy	Principals' Academy and Teachers' Academy	Both the West Virginia Principals' Academy and the Effective Schools Program provide a comprehensive approach to Effective Schools implementation. Five years of work have gone into the development of the materials and training modules related to these programs. (1984)
Wisconsin	Administrator Academy—LEAD program. Assessment Center and school district standards (1983; 1987; 1988)	Characteristics of Effective Schools and the Standards of Excellence Programs. (1973)	See Effective Teaching	See Effective Teaching	Competency-based testing - The Department of Public Instruction has developed objective-referenced tests. State standards require monitoring pupil progress. (1976; 1988)	Mini-grants were given to schools to integrate the characteristics of effective schools with the state standards. Schools were encouraged to organize staff for school improvement planning in line with state standards. (1985)
Wyoming	No program reported	No program reported	No program reported	No program reported	No program reported	No program reported

Educational Outcomes

A Note on Efforts for the Future



Data Gaps

This report and others like it amass impressive numbers of state-level statistics on education. But there are major gaps. Among statistics on education, it is difficult, for example, to account for differences in cost of living when measuring per-pupil wealth, and we lack valid, direct measures of the proportion of students who are handicapped or have limited proficiency in English, to use as background factors reflecting educational need. Among features of the process of schooling, a true measure of the quality of teachers' professional performance is not available and will be difficult and expensive to obtain.

Missing entirely from this report are state-level measures of student outcomes, the ultimate accomplishments of the educational system. Even the most rudimentary accomplishment—succeeding in getting students to school—is plagued by inconsistencies in measuring student attendance. Other outcomes that should be reported to reflect the multiple goals of education—school completion rates, achievement, and how students do after leaving school—are affected by differences in how states define enrollments a dropouts, by differences in state testing programs, and by the lack of follow-up data on students after they leave high school.

Most states have comprehensive programs in place for testing student achievement. But to measure achievement, each state uses a virtually unique combination of tests and testing procedures. In addition to the tests used, the time of year when tests are administered varies as do the grade levels that are tested Standard tests used across states, such as the College Board or ACT college aptitude tests, are neither appropriate for evaluating high school achievement nor do they report on comparable samples of students among states.

Follow-up surveys of what happens to students after elementary and secondary schooling have been too expensive for most states to undertake or maintain.

While outcome data meeting rigorous technical standards are not presently available, steps are being taken to correct the problems. States are adopting new, standard definitions and procedures for counting schools and enrollments. This is the first step in working toward consistent and valid graduation-rate data. Standard definitions for counting dropouts and other categories of students who do not graduate have been developed and are being pilot tested this year by most of the states. Also this year, states will begin planning together for compilation of follow-up data, either collected anew or derived from surveys of employment and higher education.

The most exciting prospect is that state-level achievement data should be available by 1990 or 1991. In May, Congress passed legislation allowing the National Assessment of Educational Progress (NAEP) to conduct a two-year pilot program to collect state-level data in mathematics in 1990 and mathematics and reading in 1992. The states are now working with the federal government to produce state level results for mathematics achievement in eighth grade in the 1989-90 school year. This is a momentous undertaking in education, because it not only offers the prospect of valid, state-comparative data on achievement. It also entails arriving at a consensus among states on what should be measured. This is an historical development in our local-state-federal system of education.

Educators and data specialists in state and local school systems and in federal agencies are working to provide more complete and useful information on education. This summer, the National Governors' Association released its second annual report on education, *Results in Education: 1988*. The report demonstrates the governors' belief in the value of information for assessing education and guiding its improvement. But the report again this year includes blank columns. These are for important areas of education where data still are not available. Including these columns as markers presses the education system to fill the gaps, and the system is responding.

Next steps

The collection of valid, state-level indicators in education is crucial to providing information that can be used constructively to establish education policies for the future.

In order to know how well the system is doing we need sound data on educational outcomes; we need that bottom line and we need to complete that component of a full model of the education system. The outcome data will not only be available but can be interpreted in terms of demographic or regional clusters. For example, low- or high-wealth states would be able to compare themselves to see how they are doing in relation to other states facing similar circumstances, and states in a relatively homogeneous region, like the Great Lakes area might want to compare themselves. These comparisons can be made to guide short-range interpretations of relative standing without removing the principle that performance differences based on demographic factors should be reduced and utimately removed.

In addition, outcomes must be related, at least tentatively, to educational inputs, so policymakers and decision makers have some clues as to where to place their efforts. If patterns indicate that high-performing or improving states have certain program features in common, other states might want to look at those features as areas where improvements might be made.

Over the long run, a comprehensive set of state-level indicators could tell a policymaker or program manager that, under given environmental conditions, certain policies seem to be associated with certain outcomes. Such indicators should not singly, definitively, and conclusively guide policy, but they could add immensely to the information base upon which policy is made.