

MEMORANDUM

RE: Initial Database on Puerto Rico Education
DATE: February 16, 2003

I. Evaluation of School Systems

See attachment 1 for a list of variables used in evaluating school systems.

II. Student Demographics

Factors affecting student performance. Numerous factors interact to affect student performance outside of the effectiveness and management of schools, including household income, parent education level, parent involvement, family structure, community, etc.¹ Schools with students from single parent, low-income households and other correlated factors are not fated to perform poorly, however. Many school districts have been successful in overcoming such factors to help students achieve proficiency.

Poverty. Over 495,000 students, or 80.9% of all students in the Puerto Rico schools, are eligible for free or reduced lunch, a key indicator of poverty within a school district, and the highest percentage of any state or the District of Columbia.² Puerto Rico has the 8th largest population of free and reduced lunch recipients in the country.

Migratory students / mobility.

Limited English Proficient.

Enrollment in public and private system. Puerto Ricans are almost twice as likely to enroll their students in private schools than the rest of the United States. 19% of Puerto Rican students attend private or parochial schools, 140,443, compared to 10% in the entire US.³

Education of Population. The percentage of Puerto Rican workers with no high school degree is almost double the U.S. Half of Puerto Rican workers dropped out before receiving a high school degree compared to a quarter in the U.S. as a whole. In the state with the highest proportion of dropouts, Mississippi, 35% of the workers lack a high

¹ Factors correlated with student achievement include household income;

² No other state has as high a percentage, although a district, the Cleveland Public Schools, has a higher percentage, 82.3%. NCES, Overview of Public Elementary and Secondary Schools, 2000-2001, Table 10.

³ U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Study," 1999-2000.

school degree. The share of the population with an associate's, bachelor's or advanced degree is not significantly different: 26.5% in the U.S., and 25.0% in PR.

Table. Educational Attainment in Puerto Rico and the 50 States, 1990

	Population (1990)	No high school	High school	Some college	Associate's degree	Bachelor's degree	Advanced degree
United States	158,868	24.8%	30.0%	18.7%	6.2%	13.1%	7.2%
Puerto Rico	1,952	50.3%	21.0%	8.8%	5.6%	15.8%	3.6%

Source. U.S. Bureau of the Census, 1990 Census of Population, CPH-L-96.

III. The Puerto Rico School System

Size / management / other issues.

The Puerto Rico Public School is comprised of 1,543 schools serving 613,019 students, making the system the third largest by enrollment in the country, smaller only than the New York Public School District and the Los Angeles Unified School District.

Charter Schools. Of the 1,543 schools in Puerto Rico, 8% or 119 are charter schools, a higher proportion than in any of the other largest school districts with the exception of Washington, DC, (14.3%).⁴

IV. Funding and Financing

Spending per pupil. Not surprisingly, spending per pupil in Puerto Rico is the lowest of any state or the District of Columbia, at \$3,404, less than half (49%) of funding per pupil in the US as a whole, \$6,911.

Table. Per Pupil Spending in Puerto Rico and Selected States

State	Total	Instruction	Support Services	Non- instruction	Rank
PR	\$3,404	\$2,372	\$648	\$384	52
Utah	\$4,378	\$2,858	\$1,256	\$264	51
Mississippi	\$5,014	\$3,061	\$1,628	\$325	50
US	\$6,911	\$4,267	\$2,350	\$293	
New York	\$9,846	\$6,707	\$2,874	\$265	3
District	\$10,107	\$4,201	\$5,627	\$279	2
New Jersey	\$10,337	\$6,088	\$3,930	\$320	1

Source. US Department of Education, Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1999-2000.

⁴ U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Study," 1999-2000.

Uses of funds. Non-instructional services in Puerto Rico comprise 11.3% of spending, higher than in any state or the District of Columbia.

	Instruction	Support Services	Non-instruction
Puerto Rico	69.7%	9.0%	11.3%
United States	61.7%	34.0%	4.2%

Sources of funds. Given the high value of federal Title I funding, Puerto Rico receives a higher share of its funding, 28%, from the federal government than any State or the District of Columbia, and about four times the U.S. average share. Similar to the District of Columbia, the financing of Puerto Rico is handled at the state/territory level, not locally, in contrast to most states where the level of funding is shared by the locality and the state in about equal measures.

	Local	Inter-mediate	State	Federal
PR	0.0%	0.0%	71.8%	28.2%
District of Columbia	79.6%	0.0%	0.0%	20.4%
Alaska	25.6%	0.0%	58.9%	15.4%
US average	42.9%	0.3%	49.5%	7.3%
NJ	54.9%	0.0%	41.2%	3.9%
Arizona	87.7%	0.6%	9.4%	2.3%
Washington	80.6%	0.0%	17.5%	2.0%

V. School Completion Rates

Dropout rate. More than half of all Puerto Rican workers, 50.3%, never finished high school, double the US percentage, 24.8%, and higher than in any state. In Mississippi, the lowest ranking state according to high school dropouts, a third of workers lack a high school degree.⁵ The primary US Department of Education report on dropout rates⁶ draws on data collected in the Current Population Survey, which is not administered in Puerto Rico.

Puerto Rico's dropout rate inflicts a disastrous impact on students, and Puerto Rico as a whole. Dropouts have higher unemployment rates, lower earnings, a higher likelihood of being single parents, greater reliance on public assistance, and a higher chance of being in prison. Over a lifetime, dropouts earn \$500,000 less than workers with at least a high school diploma.

Among those over 25 years old who failed to complete high school or receive a GED, 55% report no earnings in the 1999 Current Population Survey of the U.S. Census compared to 25% of those with at least a high school degree or GED. For people reporting any earnings the median income for those who left school without a high school diploma or GED is \$15,334 compared to \$29,294 for people with at least a high school

⁵ 1990 Census of Population, workers aged 18 and older.

⁶ U.S. Dept of Education, NCES, Dropout Rates in the US: 2000

degree or GED (see Figure 1).¹ Students who fail to graduate high school are also significantly more likely to become single parents and have children at young ages. And students who do not graduate high school are significantly more likely to rely upon public assistance or be in prison. Dropouts earn \$500,000 over a lifetime than those

Dropout rates for Hispanics three times the national average. In the US as a whole, 27.8% of Hispanics aged 16 to 24 were dropouts, higher than any other ethnic group, and almost three times the national average, 10%.⁷ U.S. citizens born in Puerto Rico and living in the mainland US have one of the highest dropout rates of all Hispanics, 31%, triple the national rate of 10.5%.⁸ Only 54% of Hispanics finish high school in the U.S., lower than for blacks, 56%, whites, 78%, or for population as a whole, 71%.⁹

Hispanics twice as likely to drop out at every income level. Even controlling for income, Hispanic dropout rates are about double those of other racial groups and the population as a whole. For example, 41.3% of low income Hispanics had dropped out, compared to 24% of the low-income population as a whole.¹⁰

Hispanics drop out early. In 1993, an alarming 40 percent of Hispanic dropouts had not completed the 8th grade. Another 18 percent of Latino dropouts completed 9th grade, but left before completing 10th grade, and over one-half (58 percent) of Hispanic dropouts have less than a 10th grade education. Only 29 percent of white dropouts and 25 percent of black dropouts leave as early as Hispanics.

Foreign-born Hispanics more likely to drop out. Immigration status accounts for much of the higher dropout rate among Hispanics. Hispanics born outside the U.S. had a 44.2% dropout rate, compared to 14.6% and 15.9% among first and second generation Hispanics.¹¹ High mobility rates among Hispanics is also suspected as a causal factor driving dropouts, making school ties more difficult to build.

VI. Student Achievement

Assessments. Few validated assessments are administered in Puerto Rico to enable comparison of student performance with students elsewhere in the United States or in other countries.

English proficiency. The Puerto Rico public schools have failed to develop English proficiency among the students. A 1997 study found that 90% of students graduating could not even converse in English, let alone read and write it. Only 1 in 4 Puerto Ricans is able to speak English without difficulty, half cannot speak it at all. As for the English proficiency of Puerto Rican students, the school not surprisingly reports Limited English

⁷ Ibid. "Status dropout rate" refers to the share of people in an age range out of school and who have not earned a high school diploma.

⁸ General Accounting Office, *Hispanic Schooling: Risk Factors for Dropping Out and Barriers to Resuming Education*.

⁹ Manhattan Institute, http://www.manhattan-institute.org/html/cr_baeo.htm

¹⁰ Ibid.

¹¹ Ibid, p. 15.

Proficiency for all but 12,000 of the 612,075 in the school system, or 97%.¹² Few of these students, however, graduate with English proficiency. Of the population as a whole, only 25% can speak English without difficulty. 51% cannot speak it at all.

Research has found clear links between English proficiency and higher wages (25% more), a higher status occupation (7% more likely) and a lower chance of relying on public assistance (3% less likely).¹³ **Illustrate benefits of improving proficiency for individual, and collectively for 10% of class in earnings and reduced welfare dependence on US Treasury.**

National Assessment of Educational Progress. Puerto Rico has never participated in the National Assessment of Educational Progress (NAEP), the only nationally representative and continuing assessment of American students' proficiency in core subjects, administered in the 4th, 8th and 12th grades.¹⁴ NAEP is not reported for individual students, but for particular subject-matter achievement and other factors for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., male students or Hispanic students).

Since 1990, the NAEP has been administered annually at the state and territory, as well as the national level in grades 4 and 8 (although testing was referred to as trial until 1996). For example, the 2000 state level mathematics assessments were administered in 40 states and 6 other jurisdictions at the 4th and 8th grade level. No Child Left Behind requires that each state participate in state NAEP in reading and mathematics at grades 4 and 8 every two years.¹⁵

Puerto Rico will administer the 4th and 8th grade mathematics assessment, translated into Spanish, in 2003.¹⁶ It will likely be left out of the requirement to administer the reading portion of the NAEP, even in a Spanish language version, due to difficulties in validating the Spanish language version.¹⁷

Advanced Placement Exams. What enrollment rate in classes? What scores on exams?

SAT. The average score on the mathematics section in 1998 (447 out of 800) was 64 points lower than in the U.S. as a whole, and lower than in any state.¹⁸ The SAT is

¹² Survey of the States LEP Students and Available Educational Programs and Services, 2000-2001 Summary Report.

¹³ Godoy, 2001.

¹⁴ It should be noted that the NAEP is not universally respected among education researchers, some of whom consider its content standards to be lacking in rigor.

¹⁵ State participation in other state NAEP subjects, science and writing, remains voluntary.

¹⁶ See NAGB Resolution on the Participation of the Commonwealth of Puerto Rico in NAEP, <http://www.nagb.org/release/resolution%5Faug%5F02.doc>.

¹⁷ *Education Week*, "Technical Issues, Cost May Keep Puerto Rico Students Out of NAEP," November 22, 2002, <http://www.edweek.org/ew/ewstory.cfm?slug=13nagb.h22>

¹⁸ The College Board, 1999. <http://www.collegeboard.org/press/senior99/html/satt2.html> The College Board strongly discourages the comparing and ranking of locations by average SAT score. The percentage of high school seniors who take the test varies from state to state. If only the more academically

administered in Puerto Rico in both English and Spanish, although far more students take the test in Spanish (13,635 in 1998) than in English (1,842 in 1998).¹⁹ **More context necessary – how well did Hispanics do in the US then?**

Anecdotal. Other anecdotal evidence suggests that Puerto Rican students are not becoming proficient in the core subjects and skills: Puerto Rico placed last out of 82 countries and territories competing in the 2000 International Mathematics Olympiads, and 75th of 84 in 2002.²⁰

College remediation. Another measure of a school system is how well it prepares its graduating students to perform college-level work without need for remediation. The failure of the K-12 schools to prepare students adequately for college results in wasted higher education funding from federal government as well as from the student.

VII. Teacher Professional Development and Preparation

Teacher pay. Puerto Rico teacher salaries are about half the US average, and less than in any State or the District. For example, Puerto Rican secondary school teachers earn about \$23,000 compared to \$45,400 in the U.S. as a whole. Puerto Rican salaries overall, of course, at \$20,530 on average, are significantly lower (60%) than the US average, \$34,020.

Table. Average Education Salaries by Job Type

Job Type	Average Salary – US	Average Salary – PR	Puerto Rico Salary as % of US Average
Elementary School Teacher	\$ 43,320	\$ 23,090	53%
Middle School Teacher	\$ 43,570	\$ 23,090	53%
Secondary School Teacher	\$ 45,370	\$ 23,010	51%
Administrator	\$ 71,130	\$ 29,720	42%

Source. Bureau of Labor Statistics, Occupational Employment Statistics (OES) Survey, 2001.

However, it should be noted that Puerto Rico teachers and administrators make about 20% more than the average worker; in the US as a whole, the premium amounts to about 50%.

	Puerto Rico Education Salary as % of Average Salary	US Education Salary as % of Average Salary	% Difference
Elementary School Teacher	112%	127%	15%

capable students take the test, a state's average score will be higher than in another state with equally talented students where a higher proportion of students take the test.

¹⁹ The scores listed for Puerto Rico are for the Spanish language SAT.

²⁰ International Mathematics Olympiad, unofficial country results, 2000 and 2002.

<http://imo.math.ca/>

Middle School Teacher	112%	128%	16%
Secondary School Teacher	112%	133%	21%
Administrator	145%	209%	64%

Source. Bureau of Labor Statistics, Occupational Employment Statistics (OES) Survey, 2001.

VIII. School Climate

Charter schools. 81 charter schools were in operation in Puerto Rico in 2000,

IX. Federal Funding and Regulatory Requirements

Federal Funding. Puerto Rico receives \$1.37B in federal education funding, of which \$532M was funded under No Child Left Behind.

Title I – Puerto Rico's allocation under Title I, funding for disadvantaged students, is now \$333M for FY 2002, and ranks Puerto Rico 9th in the country. No Child Left Behind provides that Puerto Rico will be treated equally for Title I funding by 2007, with gradual equalization of funding until then. Puerto Rico had previously received 25% less.

Requirements.

According to insiders, the US Department of Education is well aware of Puerto Rico's failure to comply with federal regulations and general lax management of federal funds.

Puerto Rico has a 2-year waiver to indicate how the Department of Education is to comply with the requirements under NCLB to create a territory-wide assessment system.

Tables.

U.S. Department of Education Funding for Puerto Rico, FY 2002

ESEA Title I Grants to Local Educational Agencies	333,295,520
Reading First State Grants	27,305,007
Even Start	7,272,803
State Agency Program--Migrant	3,879,778
State Agency Program--Neglected and Delinquent	415,130
Comprehensive School Reform (Title I)	6,810,649
Subtotal, Education for the Disadvantaged	378,978,887
Impact Aid Basic Support Payments	1,858,978
Impact Aid Payments for Children with Disabilities	0
Impact Aid Construction	0
Impact Aid Payments for Federal Property	0
Subtotal, Impact Aid	1,858,978
Improving Teacher Quality State Grants	93,047,206
21st Century Community Learning Centers	9,310,064
Educational Technology State Grants	19,835,915
State Grants for Innovative Programs	5,503,147
State Assessments	6,107,593
Education for Homeless Children and Youth	1,625,383
Rural and Low-Income Schools Program	0
Small, Rural School Achievement Program	0
Indian Education--Grants to Local Educational Agencies	0
Fund for the Improvement of Education--Comprehensive School Reform	1,086,106
Safe and Drug-Free Schools and Communities State Grants	11,596,778
State Grants for Community Service for Expelled or Suspended Students	1,266,763
Language Acquisition State Grants	2,016,750
Subtotal, All of the Above Programs Comprising the <i>No Child Left Behind Act of 2001</i>	532,233,570
Special Education--Grants to States	67,879,755
Special Education--Preschool Grants	3,273,690
Grants for infants and Families	5,986,306
Subtotal, Special Education	77,139,751
Vocational Rehabilitation State Grants	65,596,494

Client Assistance State Grants	135,800
Protection and Advocacy of Individual Rights	170,300
Supported Employment State Grants	463,871
Independent Living State Grants	297,581
Services for Older Blind Individuals	285,872
Protection and Advocacy for Assistive Technology	50,000
Subtotal, Rehabilitative Services and Disability Research	<u>66,999,918</u>
Vocational Education State Grants	20,519,543
Tech-Prep Education State Grants	1,925,255
Secondary and Technical Education State Grants	0
Adult Basic and Literacy Education State Grants	0
Adult Education State Grants	12,125,105
English Literacy and Civics Education State Grants	0
State Grants for Incarcerated Youth Offenders	230,779
Subtotal, Vocational and Adult Education	<u>34,800,682</u>
Federal Pell Grants	627,500,000
Federal Supplemental Educational Opportunity Grants	14,732,231
Federal Work-Study	17,260,370
Federal Perkins Loans--Capital Contributions	753,442
Leveraging Educational Assistance Partnership	599,243
Byrd Honors Scholarships	601,500
Total	<u>1,372,620,707</u>

Attachment 1. Evaluation of State School Systems

Several organizations assess states on the K-12 education systems, including often subjective measures of a high quality education schools. Common across assessments are measures of student achievement, completion rates, teacher preparation, and school climate.

A. National Education Goals Panel Measurements

The National Education Goals Panel had been created under the Clinton Administration to measure state progress towards agreed-upon education goals.

Ready to Learn

Children's health index
Immunization %
Low birth weight %
Early prenatal care

School completion

High school completion rate
High school dropouts

Student achievement and citizenship

Reading achievement 4th and 8th grade
Writing achievement 4th and 8th grade
Math achievement 4th and 8th grade
Science achievement 4th and 8th grade
Advanced placement performance (% receiving a 3 or above)

Teacher professional development and preparation

Mathematics and Science

Adult Literacy and Lifelong Learning

Safe, Disciplined, and Alcohol- and Drug-free Schools

Student Marijuana Use: Percentage of public high school students who reported using marijuana at least once in the past 30 days. Centers for Disease Control and Prevention, (various years). Current tobacco, alcohol, marijuana, and cocaine use among high school students. United States. Atlanta, GA

Teacher victimization: Percentage of public school teachers reporting that they were threatened or physically attacked by a student from their school during the past 12

months U.S. Department of Education, (various years), National Center for Education Statistics, Public School Teacher Survey of the Schools and Staffing Survey, unpublished tabulations prepared by Westat.

Parent Participation

Parental involvement in schools – Principals' perspective - Percentage of schools with minimal parental involvement, according to public school principals. U.S. Department of Education, (various years), National Center for Education Statistics, Public School Principal Surveys of the Schools and Staffing Survey, unpublished tabulations prepared by Westat.

Parental involvement in schools – Teachers' perspective - Percentage of schools with minimal parental involvement, according to public school teachers - U.S. Department of Education, (various years), National Center for Education Statistics, Public School Principal Surveys of the Schools and Staffing Survey, unpublished tabulations prepared by Westat.

Influence of Parent Organizations - Percentage of public school principals reporting that the parent associations in their schools have influence in one or more of three areas of school policy - U.S. Department of Education, (various years), National Center for Education Statistics, Public School Principal Surveys of the Schools and Staffing Survey, unpublished tabulations prepared by Westat.

B. Education Week's Quality Counts 2003

Education Week graded the states across one hundred indicators in five categories: student achievement, standards and accountability, improving teacher quality, school climate and resources.²¹

STUDENT ACHIEVEMENT

4th grade performance on the 2000 NAEP mathematics exam: U.S. Department of Education, National Center for Education Statistics, "The Nation's Report Card: Mathematics 2000," August 2001.

8th grade performance on the 2000 NAEP mathematics exam: Ibid.

4th grade performance on the 2000 NAEP science exam: U.S. Department of Education, National Center for Education Statistics, "The Nation's Report Card: State Science 2000 Reports," November 2001.

8th grade performance on the 2000 NAEP science exam: Ibid.

²¹ Education Week, Quality Counts 2003,
http://www.educationweek.org/sreports/qc03/templates/article.cfm?slug=17sos_sources.h22

Graduation rates: Manhattan Institute for Policy Research, "Public School Graduation Rates in the United States," November 2002.

Percent of 16- to 19-year-olds not in school who had not graduated: Annie E. Casey Foundation, "Kids Count Data Book: State Profiles of Child Well-Being," 2002. Data represent three-year averages of information from the "Current Population Survey" conducted each month by the U.S. Bureau of Labor Statistics, 1999.

Percent of 9th to 12th graders who dropped out of school: U.S. Department of Education, National Center for Education Statistics, "Public High School Dropouts and Completers from the Common Core of Data: School Years 1998-99 and 1999-2000," August 2002.

Percent of public high schools offering Advanced Placement courses: Unpublished tabulations from the Educational Testing Service, 2002. Reprinted with permission of the College Entrance Examination Board. All rights reserved.

STANDARDS AND ACCOUNTABILITY

State has adopted standards in the core subjects: *Education Week* reporting. The data are current as of August 2002.

State has standards that are clear, specific, and grounded in content: Unpublished data from the American Federation of Teachers, available at www.aft.org/edissues/standards, October 2002.

State has a regular timeline for revising standards: *Education Week* annual state policy survey, 2002.

Types of test items state uses to measure student performance: Ibid. Information reflects state testing plans for the 2002-03 school year and is current as of November 2002.

Subjects in which state uses criterion-referenced assessments aligned to state standards: Ibid.

State criterion-referenced tests have undergone an external alignment review: Ibid.

State participated in the National Assessment of Educational Progress: National Center for Education Statistics, 2002.

State holds schools accountable for performance: *Education Week* annual state policy survey, 2002. Information reflects current implementation of report cards, school ratings,

assistance, rewards, and sanctions for the 2002-03 school year; state plans did not count. The information is current as of November 2002.

State has a statewide student-identification system: Just for the Kids, 2002. In addition to the 15 states identified by Just for the Kids, *Education Week* identified Nevada and Ohio as having such systems in place. California, Indiana, Maine, and North Carolina also report efforts under way.

Promotion contingent upon performance on statewide exams: Ibid.

Graduation contingent upon performance on statewide exit or end-of-course exams: Ibid.

State offers alternative route for students who fail exit or end-of-course exams: This does not include GED option, state appeals processes, or alternative routes for special education students: Ibid.

Exit or end-of-course exams are based on state 10th grade standards or higher: Ibid.

State requires remediation for students failing promotion or end-of-course exams: Ibid.

State finances remediation for students failing promotion or end-of-course exams: Ibid.

IMPROVING TEACHER QUALITY

State requires written tests for beginning-teacher license: *Education Week* annual state policy survey, 2002.

State requires performance assessment for second stage of certification: Ibid.

State requires teacher evaluations to be tied to student achievement: Ibid.

State provides incentives to earn National Board certification: *Education Week* annual state policy survey, 2002, and National Board for Professional Teaching Standards, 2002.

Number of national-board certified teachers: National Board for Professional Teaching Standards, 2002.

Percent of secondary teachers who majored in the subject they teach: Special analysis of U.S. Department of Education, National Center for Education Statistics,

Schools and Staffing Survey (1999-2000) by Richard M. Ingersoll, University of Pennsylvania, 2002.

Minimum degree/coursework required in the subject area taught: *Education Week* annual state policy survey, 2002.

State discourages out-of-field teaching: Ibid.

State requires and finances induction for all new teachers: Ibid.

State encourages or supports ongoing professional development for all teachers: Ibid.

State requires clinical experiences during teacher training: Ibid.

State holds teacher-training programs accountable: Ibid.

Number of teacher-training programs identified as low-performing: *Education Week* annual state policy survey, 2002.

Percent of graduates from NCATE-accredited teacher education programs: National Council for Accreditation of Teacher Education, 2001.

Average teacher salaries adjusted for the cost of living: American Federation of Teachers, "Survey and Analysis of Teacher Salary Trends 2001," 2002.

SCHOOL CLIMATE

Percent of 8th graders in schools where a school official reports that the following are not problems or are minor problems (absenteeism, tardiness, classroom misbehavior): Unpublished tabulations by *Education Week* of the 2000 NAEP mathematics assessment.

State surveys teachers, parents, and/or students about school conditions: *Education Week* annual state policy survey, 2002.

State requires school report cards to include school safety information: Ibid.

State has enacted a bullying/harassment-prevention program or legislation: Ibid.

State has enacted legislation to enforce specific penalties for incidents of school violence: Ibid.

Percent of students reporting that they feel very or somewhat safe in school: Unpublished tabulations by *Education Week* from the 2000 NAEP mathematics assessment.

Percent of students in schools where a school official reports that physical conflicts are not a problem or are a minor problem: Ibid.

Percent of high school students who felt too unsafe to go to school during the past 30 days: U.S. Centers for Disease Control and Prevention, "Youth Risk Behavior Surveillance— United States, 2001," June 2002.

Percent of high school students who carried a weapon on school property during the past 30 days: Ibid.

Percent of high school students who were threatened or injured with a weapon on school property in the past year: Ibid.

Percent of high school students who were in a physical fight on school property in the past year: Ibid.

State requires school report cards to include information on parent involvement: *Education Week* annual state policy survey, 2002.

Percent of students in schools where a school official reports that lack of parent involvement is not a problem or is a minor problem: Unpublished tabulations by *Education Week* from the 2000 NAEP mathematics assessment.

Percent of students in schools where a school official reports that more than half of parents participate in parent-teacher conferences: Ibid.

State has a public school open-enrollment program: Education Commission of the States, "ECS State Notes—Open Enrollment," August 2001, and updated by *Education Week* using "ECS State Notes—Open Enrollment Legislation 2002," September 2002.

State law allows charter schools: Center for Education Reform, "Charter School Laws: Scorecard and Ranking," November 2001. Updated for 2002 by *Education Week* to indicate the passage of new laws in Iowa and Tennessee.

Strength of charter school law: Ibid. Rating presented in terms of a grade point average.

Number of charter schools: Center for Education Reform, "Charter Schools in Operation, Fall 2002," September 2002.

State requires school report cards to include information on class size: *Education Week* annual state policy survey, 2002.

State has implemented a class-size-reduction program and/or limits class size by statute: Ibid.

Average class size for self-contained classes in elementary schools: U.S. Department of Education, Office of Educational Research and Improvement, "Schools and Staffing Survey, 1999-2000: Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools," 2002.

Percent of students in elementary schools with 350 or fewer students: Unpublished *Education Week* tabulations using U.S. Department of Education, National Center for Education Statistics, Common Core of Data Public Elementary and Secondary School Universe, 2000-01. Elementary schools were defined as those with a lowest grade level of prekindergarten to 3 and a highest grade level of up to 8.

Percent of students in middle schools with 800 or fewer students: Ibid. Middle schools were defined as those with a lowest grade level of 4 to 7 and a highest grade level of 4 to 9.

Percent of students in high schools with 900 or fewer students: Ibid. High schools were defined as those with a lowest grade level of 7 to 12 and a highest grade level of 12.

State tracks condition of all school facilities: *Education Week* annual state policy survey, 2002.

State provides grants/debt service for capital outlay or construction: Ibid.

State funding dedicated to capital outlay or construction for FY 2003: Ibid.

RESOURCES: ADEQUACY

Education spending per student, adjusted for regional cost differences: U.S. Department of Education, National Center for Education Statistics, "Early Estimates of Public Elementary and Secondary Education Statistics: School Year 2001-02," April 2002. Figures were adjusted using the NCES Geographic Cost of Education Index.

Percent of students in districts with per-pupil expenditures at or above the U.S. average (\$5,594) and adequacy index: *Education Week* calculated these figures using the following:

1) the U.S. Census Bureau's Public Elementary-Secondary Education Finance Data for 2000; 2) the NCES Common Core of Data Public Elementary and Secondary School Universe, 1999-2000; 3) the Geographic Variations in Public Schools' Costs, 1993-94; 4) the U.S. Census Bureau's Small-Area Income and Poverty Estimates, 1997.

Percent of total taxable resources spent on education: The state and local revenues are from the National Center for Education Statistics, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1999-2000," May 2002. The gross-state-product figures are from the U.S. Department of Commerce's Bureau of Economic Analysis.

Average annual rate of change in expenditures per pupil, adjusted for inflation (1991-2001): The PPEs for 1990-91 through 1997-98 are from the National Center for Education Statistics, "Digest of Education Statistics, 2001." The 1998-99 and 2000-01 PPEs are from the National Center for Education Statistics, "Early Estimates of Public Elementary and Secondary Education Statistics: School Year 2001-02," April 2002. The 1999-2000 PPEs are from the National Center for Education Statistics, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1999-2000," May 2002. Expenditures were adjusted for inflation using the U.S. Department of Labor's Bureau of Labor Statistics Consumer Price Index.

Percent of students in districts with per-pupil expenditures at or above U.S. median (\$5,385), \$6,000, and \$7,000: *Education Week* calculated these figures using the following:

1) the U.S. Census Bureau's Public Elementary-Secondary Education Finance Data for 2000; 2) the NCES Common Core of Data Public Elementary and Secondary School Universe, 1999- 2000; 3) the Geographic Variations in Public Schools' Costs, 1993-94; 4) the U.S. Census Bureau's Small-Area Income and Poverty Estimates, 1997.

Unadjusted education spending per student: U.S. Department of Education, National Center for Education Statistics, "Early Estimates of Public Elementary and Secondary Education Statistics: School Year 2001-02," April 2002.

Percent of annual education expenditures devoted to instruction: U.S. Department of Education, National Center for Education Statistics, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1999-2000," May 2002.

Instructional dollars per student: Ibid.

Teachers as percentage of total staff: National Center for Education Statistics, "Public School Student, Staff, and Graduate Counts by State: School Year 2000-01," April 2002.

Percent of education expenditures devoted to teachers: American Federation of Teachers, "Survey and Analysis of Teacher Salary Trends 2001," 2002.

RESOURCES: EQUITY

State equalization effort: Unpublished *Education Week* tabulations using the following: 1) the U.S. Census Bureau's Public Elementary-Secondary Education Finance Data for 2000; 2) the NCES Common Core of Data Public Elementary and Secondary School Universe, 1999-2000; 3) the Geographic Variations in Public Schools' Costs, 1993-94 ; 4) the U.S. Census Bureau's Small-Area Income and Poverty Estimates, 1997; and 5) the School District Data Book 1990 Census School District Special Tabulation U.S. Summary (SDDDB-01), developed by the MESA Group.

Wealth-neutrality score: Ibid. **McLoone Index:** Ibid.

Coefficient of variation: Ibid.

Restricted range: Ibid.

Restricted-range ratio: Ibid.

Average state funding per pupil: Ibid.

Average state and local funding per pupil: Ibid.

Implicit foundation level: Ibid.

Research Questions: Further Study

1. Standards - How good are the content standards being developed in Puerto Rico?
Could the Fordham Foundation do a study, AccountabilityWorks, or other group review it?
2. Performance - How well do the PR schools perform in terms of dropout rates and student achievement after controlling for factors known to influence these outcomes like parent education levels, household income, parent involvement, etc.?
3. School finance – Could we commission a study
4. Missing data – Would there be room for us to collect the kind of data missing on education in Puerto Rico through school surveys?

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Demographics

U.S. Department of Education, National Center for Education Statistics, Overview of Public Elementary and Secondary Schools, 2000-2001.

Funding and Finances

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Student Achievement

General Accounting Office (GAO), U.S. 1994b. *Hispanics' Schooling: Risk Factors for Dropping Out and Barriers to Resuming Education*. GAO/PEMD-94-24. Washington, D.C.: Government Printing Office.

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Dropout Rates

U.S. Department of Education, National Center for Education Statistics, *Dropout Rates in the United States, 2000*.

Teacher Preparation

U.S. Department of Education,

U.S. Department of Labor, Bureau of Labor Statistics, Occupational Employment and Wage Estimates, 2001.

Attachment -

**U.S. Department of Education Surveys of Elementary and Secondary Education
and Puerto Rico Inclusion or Participation**

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²² See the National Center for Education Statistics website for more information on each survey. <http://nces.ed.gov/surveys/SurveyGroups.asp?Group=1>