Throwing Money at Education Isn’t Working

Report by State Budget Solutions, a Sunshine Review Project

Author: Kristen De Peña
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About State Budget Solutions

The State Budget Solutions Project is a project of Sunshine Review, a 501(c)(3). State Budget Solutions is non-partisan, positive, pro-reform, proactive and anchored in fundamental-systemic solutions. The goal is to successfully engage political journalists/bloggers, state officials and opinion leaders in a new way of thinking about state government and budgets, fundamental reforms, transparency and accountability.

Sharing studies and articles, data sets, anecdotes, and compelling narrative about what is happening in state and local budgets, The State Budget Solutions Project presents and disseminates information about every aspect of coming fiscal and economic disasters and, more importantly, highlights fundamental reforms to avoid them.

The State Budget Solutions Project presents fundamental reforms in state government and the budget process that reject business as usual—posing solutions as simple choices between higher taxes and citizen-valued services such as education and public safety.

About the Author

Kristen De Peña is a policy analyst and author for Sunshine Review and State Budget Solutions, specializing in information laws—including Freedom of Information Act—government transparency initiatives, healthcare, pension litigation, and state budget reforms. She is a graduate of the University of Iowa College of Law, and is licensed to practice in Utah. Kristie will be pursuing an L.L.M. degree from George Washington University Law School this fall. She currently resides in Washington, D.C. and is a Texas native.
Introduction

In 1867, Congress created the Department of Education to collect information on schools and teachers in the then-thirty-five states as an effort to establish a more uniform school system, encompassing all state and local schools. Education in America changed again after WWII when the federal government expanded financial aid to include state education. Today, the Cabinet-level Department of Education oversees 14,000 school districts, 99,000 public schools, 34,000 private schools, and 56 million students.

Historically, each state controlled its respective public education system. As an incentive for the states to adopt federal standardization measurements, the government began supplementing state education funding. The increasing involvement of the federal government guaranteed additional dollars, but created more complex levels of bureaucracy, and less localized control over schools and students. Still, federalization also ensured that the states had comparable student performance measurements, applicable across state lines, which increased schools’ accountability. Currently, states continue to provide much of the funding for public education.

Education funding remains a major issue in the United States. One controversial aspect is whether increasing funding for education is sufficient to guarantee better student performance. This study is an examination of the relationship between funding for education and resulting student performance.

Below is analysis of the national trends in education from 2009 to 2011, a state-by-state analysis of education spending as a percentage of total state spending, and a comparison of average graduation rates and average ACT scores per state. Analysis of these trends leads to the conclusion that higher spending alone does not guarantee better student performance; contributing factors are discussed.

The State of State Education: National Trends

Each year, the United States spends billions of dollars on education. In 2010, total annual federal spending on education exceeded $809 billion dollars. That is amount is higher than any other industrialized nation, and more than the spending of France, Germany, Japan, Brazil, the United Kingdom, Canada, and Australia combined. From 1970 to 2012, total average per pupil expenditures in the United States more than doubled. Between 1984 and 2004, real expenditures per pupil increased by 49 percent, mimicked by federal and state spending, which increased 138 percent since 1985. At the state level, K-12 education currently accounts for nearly a third of total state spending annually (see Table 1).
Despite higher levels of funding, student test scores are substantially lower in the United States than in many other nations. On math tests, American students scored an average of 474 on a 600-point scale, performing only slightly better in science, with an average score of 489. By comparison, Canadian students scored an average of 527 and 534 on the same tests, and Finnish students scored 548 and 563, respectively.v Elevated education funding still produced mediocre performance measures, both internationally and domestically, in comparison to previous performance rates commensurate with less funding.

Compounding the problem of generally low performance on standardized tests in the U.S. are the budget shortfalls that both states and the federal government continue to face. The federal deficit for the first ten months of the 2012 fiscal year (ending Sept. 1, 2012) totaled $974 billion. The federal budget deficit increased $70 billion in July 2012 alone, and is on track to top $1 trillion for the fourth straight year.vi Likewise, a State Budget Solutions report revealed that aggregate state debt exceeded $4 trillion in 2011.vii Hundreds of thousands of students rely on education funded by states with the largest deficits, including California, New York, New Jersey, and Illinois.

Indicative of a dismal future outlook, economic indicators including real income, industrial production, employment, and real business sales indicate that the United States is still trudging through a serious economic downturnviii. In August 2012, the nonpartisan Congressional Budget Office reported that the U.S. economy would likely slide into a “significant recession” next year if Congress does not avert tax increases and spending cuts set to begin in January 2013.ix With slow growth and mounting debt, simply increasing government spending on education is not a realistic or viable solution.
Table 1 and Table 2 indicate fairly stable average state education spending trends from 2009 to 2012. Overall, average student performance levels look stable as well. However, given the significant increases in resources allocated to public education in the past ten years, demonstrable increases in academic achievement should follow if spending is the most influential factor leading to better student performance. A closer look at state-by-state spending and state-specific student performance highlights a distinct lack of correlation that is not immediately obvious over a three-year study of national trends alone. In fact, state ACT and graduation data hardly correlates at all with education spending, indicating that a number of factors other than spending must impact student success.

Performance Measures Defined

Education in America began at the local and state levels, thereby leaving the development of performance measures to each individual locality. States created certain student performance criteria to determine how education initiatives worked; examples include graduation rates and standardized tests. In 2008, the federal Department of Education implemented the No Child Left Behind Act proffering new standardized content and performance measures, including graduation rate and test formulas, and incentivized states to adopt them with the prospect of large grants.

Graduation Rates

Every state in the nation individually decides how to calculate graduation rates. With multiple standards, comparing graduation rates is inaccurate and unreliable, and holding schools accountable for graduation rates that fall below comparison schools’ rates in similar districts and states is practically impossible.
In July 2005, all 50 states signed the National Governors Association’s Graduation Counts Compact on State High School Graduation Data. In the compact, governors agreed to take steps to implement a standard cohort graduation rate formula. Although the states signed the compact to create a comparable measurement, implementation was slow, and a number of states continued to utilize alternative graduation formulas in their annual education data.

In 2008, the U.S. Department of Education mimicked NGA’s compact, incentivizing the implementation of a standardized graduation rate across the states. In order to receive No Child Left Behind (NCLB) funding from the federal government, states were required to follow a four-year adjusted cohort graduation rate by the 2010-11 school year. Specifically, the cohort formula measures the number of students who graduate in four years with a regular high school diploma, divided by the number of students who entered high school four years earlier, adjusted for transfers.

Despite the promise of additional federal education dollars tied to complying with NCLB standards, a number of states still did not implement the cohort graduation rate formula immediately, although every state complied by the 2010-11 deadline. Even as each of the states gradually adopted the four-year cohort graduation rate as a comparable measurement, a number of states continued to utilize alternative graduation formulas in their annual education data as well. Although the uniformity increases accountability, the availability and publication of numerous graduation rates complicates the comparison process.

**ACT Scores**

Founded in 1959 in Iowa City, Iowa, the American College Testing (shortened to “ACT” in 1996) is a private, nonprofit organization that offers college entrance testing. The ACT test contains five curriculum and standards-based assessments including English, mathematics, reading, science, and an optional writing test. The assessment is used as a college admission and placement test, and measures the skills and knowledge that students need for first-year college success.

Every four-year college and university in the United States accepts ACT scores. More than 1.6 million high school students in the 2011 graduating class took the ACT. The test is approved for use in state models for NCLB and Adequate Yearly Progress accountability. The Department of Education does not oversee the ACT, although nearly every public high school administers the test.
Education Spending as a Percentage of Total Spending

This study focuses on the percentage of total spending that each state allocates towards education. Education spending includes the funding that state and local governments generate, as well as additional federal contributions. A comparison of raw numbers does not accurately reflect how the state prioritizes education spending because the number of students, schools, teachers, and costs vary so widely across the nation. Percentages provide a more comparable figure and a more objective means of comparing the fifty states’ education investments.

Per pupil expenditures are also an excellent indicator of how much money states spend on education. Unfortunately, finding reliable data on per pupil expenditures is difficult, because each state records and publishes the information based on differing standards. Although the U.S. Census publishes an excellent state-specific per pupil expenditure chart, the most recent numbers are from 2008, and the Census will not have more recent figures until spring 2013. For these reasons, per pupil funding data is not analyzed here.

Performance Trends by Year

Analyzing state trends from school years 2009, 2010, 2011, and 2012 better highlights the relationship between education spending and student performance. The inclusion of federal education initiatives and exceptions to general state-by-state trends demonstrates how spending impacts student performance. Interestingly, the state-based analysis also elucidates a lack of correlation between performance measures themselves; for example, a number of states report excellent graduation rates and below average ACT scores.

2009

Economic recovery took center stage in 2009. The American Recovery and Reinvestment Act (ARRA) invested hundreds of thousands of federal dollars into K-12 education in the states. In addition to funding, ARRA purported to lay the foundation for a generation of education reform by “encouraging states to adopt standards and assessments that ensure high school graduates are prepared for college or a career, to build robust data systems that allow districts to better track the growth of individual students, to turn around failing schools, and to invest in teachers and principal quality initiatives.” Direct ARRA funding for education amounted to approximately $77 billion. “Race to the Top” (RTTT) created a contest between the states as part of ARRA, adding an additional $4.35 billion in awards to states that satisfied the educational priorities set forth by the Department of Education.
In 2009, all fifty states fell within an 11-percentage point spread of education spending as a percentage of total state spending. The states spending the most on education (as a percentage) did not have the highest student performance. In 2009, none of the states spending the most on education rank in the top five states with the highest graduation rates. The same is true for ACT scores, where the highest spenders were not the highest performers. The exception was Vermont, which tied for fourth with three other states for the highest average ACT scores. Each of the states spending the most on education as a percentage did, however, rank above the national average graduation rate.

<table>
<thead>
<tr>
<th>State Education Spending As Percentage of Total Spending, 2009</th>
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<tr>
<td>States Spending the Highest Percentage of Total Funds on Education, 2009</td>
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<tr>
<td>1. Arkansas 36.0%</td>
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<td>2. Texas 35.2%</td>
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<tr>
<td>3. Vermont 34.9%</td>
</tr>
<tr>
<td>4. Virginia 34.9%</td>
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<tr>
<td>5. Georgia 34.0%</td>
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</table>

National average: 30%

Similarly, none of the states spending the least on education (as a percentage) had the lowest average graduation rates. The same is true for ACT scores. An outlier to this general trend was Florida. In 2009, Florida spent less on education than 46 other states. In fact, Florida spent five percentage points less than the national average on education. Florida also underperformed in ACT scores, ranking third for the states with the lowest average ACT scores, but did not similarly underperform based on average graduation rates.

2010

Second-round applications for federal stimulus money were due June 1, 2010, with $3.4 billion still available to the states. As most states altered performance standards to comply with No Child Left Behind achievement standards and to qualify for additional RTTT bonuses, many teachers unions and schools started pushing back against the rigorous standards and unintended consequences of performance-based funding evident in 2009 test results.

Decreasing the competition, Alaska, Texas, North Dakota, and Vermont did not apply for either first round funding or second round funding of additional RTTT bonuses, although the states
did receive ARRA funding. For those states seeking additional RTTT money, the Department of Education specified a 500-point criteria list, awarding points for improving teacher and principal effectiveness, for state success factors based on standard assessments, for ensuring successful charter schools, and for “turning around” the lowest achieving schools. In 2010, Delaware received $100 million, Florida $700 million, Georgia $400 million, Hawaii $75 million, Maryland $250 million, Massachusetts $250 million, Rhode Island $75 million, and Tennessee $500 million in additional RTTT bonuses. Nonetheless, overall education spending was lowest in 2010, as compared to spending levels in 2009, 2011, and 2012 (see Table 2).

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<td>5. Virginia</td>
<td>33.8%</td>
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</tbody>
</table>

National average 29.0%

Again in 2010, four out of the five states spending the most on education (as a percentage) did not produce correspondingly high graduation rates or ACT scores. The exception was Vermont. Despite forgoing additional RTTT federal stimulus funding, Vermont ranked third in nation for states spending the most on education. Additionally, Vermont dominated performance measures, ranking first in the nation for highest average graduation rates and tying for fifth in the nation for highest average ACT scores.

States spending the lowest percentage of total funds on education again did not fail with regard to performance measures. As expected, there was an exception to the general rule. Tennessee ranked third in nation for spending the lowest percentage of total dollars on education, and performance mirrored Tennessee’s investment with regard to ACT scores; only three other states ranked below Tennessee for the lowest average ACT scores in the nation.
2011
Despite the influx of funding in 2009 and 2010, the national average of total spending on education as a percentage of total funds still increased three-tenths of a percentage point from 2010 to 2011 (see Table 1).

In 2011, the states spending both the lowest and the highest percentage of total funds on education remained the same as in 2010, although a number of states on the list did not accept additional federal dollars as competitors in RTTT funding. Four of the five states spending the most on education (as a percentage) did not have the highest average graduation rates or the highest average ACT scores.

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National average 29.3%

Again, the exception was Vermont. Vermont ranked third in the nation for the highest percentage of funds dedicated towards education, and had the second-highest average graduation rate in the nation. In 2011, however, Vermont did not place in the top five states with the highest ACT scores. Four of the five states spending the least (as a percentage) again did not have the lowest graduation rates or the lowest ACT scores in the nation, with the exception of Tennessee, posting the second lowest ACT score in the nation.

Highlight States
Below is an analysis of the states that are outliers to the general trends examined above. The subsections highlight Arkansas, Alaska, Massachusetts, Texas, New York, California, Vermont and Nevada, and include a detailed analysis of spending and performance patterns.
Arkansas: High Spending, Split Performance

From 2009 to 2012, Arkansas remained in the top five states spending the most on education (as a percentage), although the state’s ranking is slipping. In 2009, Arkansas spent more than any other state in the nation, dedicating 36 percent of total funds to education. By 2010, Arkansas ranked third, spending 34.7 percent in 2010, falling just behind Texas (36.9 percent) and Vermont (34.8 percent). By 2011, Arkansas fell to fourth in the nation (34.7 percent), as the national average continued to rise. In 2012, Arkansas placed fifth when compared to Vermont, Texas, Michigan, and Virginia.

Despite consistently dedicating a large portion of total funds to education, the performance of Arkansas students does not mirror the fiscal priority of the state. Arkansas does not have one of the top average graduation rates, although students do consistently remain slightly above the national average. The state’s average ACT scores, however, consistently fall below the national average, and continue to decline annually (20.6 in 2009, 20.3 in 2010, and 19.9 in 2011).

Alaska & Massachusetts: Low Spending, Split Performance

In 2006, the Alaska legislature approved the Alaska School Performance Incentive Program (AKSPIP) to combat consistently low student performance in education. Proposed by the Alaska Department of Education and Early Development, the program served as an incentive for school employees to create a learning environment where student achievement substantially increased. The law established a three-year pilot program ending in 2008-2009, but was not renewed following the three-year period.

In the 2008-09 school year, the state paid $305,875 in bonuses to principals, teachers, and support staff for students’ success in eleven different schools. For the 2006-07 school year, the program paid $1,850,493 in bonuses, followed by $1,061,944 in 2007-08. According to the state, the program failed to win significant support because the targets were too challenging and teachers believed that bonuses should not be based exclusively on student performance.

Despite the initiative, Alaska consistently spent the least amount in the nation on education as a percentage of total spending. In 2009, Alaska spent 8.4 percent less on education than the national average, followed by 6.7 percent less in 2010, 6.2 percent less in 2011, and 6.9 percent less than the national average in 2012. Although Alaska spent the least on education, students consistently scored equal to or above the ACT national average. However, the state’s graduation rates were consistently below the national average. In 2009, the graduation rate was just 66.5 percent, followed by 69.1 percent in 2010, and 69.1 percent in 2011.
Similar to Alaska is Massachusetts. In 2009, 2010, and 2011, forty-five states spent more on education as a percentage of total spending than did Massachusetts, even though the state received an additional $250 million in RTTT bonus funding. Despite lower levels of spending than in other states, Massachusetts ranked first in the nation for the highest average ACT scores in 2009, 2010, and 2011. In fact, ACT scores for Massachusetts continually improved, although funding did not increase; the average ACT score rose from 23.9 in 2009 to 24.0 in 2010 to 24.2 in 2011. While Massachusetts’ students excelled in ACT performance, the state did not produce graduation rates that ranked in the top five rates across the nation in 2009, 2010, or 2011.

**Texas, New York & California: High Spending, Below Average Performance**

In absolute terms, Texas, New York, and California consistently spend the most on education, well beyond the amount of any other state. In 2009, California spent $105.5 billion, Texas spent $71.1 billion, and New York spent $69.8 billion on education, respectively. The national average was $17.1 billion. This year (2012), California is spending $108.3 billion, Texas is spending $76.6 billion, and New York is spending $72.8 billion. The national average is $17.7 billion.

As a percentage of total spending, however, California and New York generally spend less on education than the national average. Texas, however, remains high both in terms of sheer dollar amounts as well as a percentage of total spending. In 2009, Texas ranked second in the nation for the highest percentage of total spending allocated towards education (35.2 percent). In 2010 and 2011, Texas ranked first in the nation, spending 36.9 percent each year, and in 2012, Texas ranked second, spending 35.9 percent.

Between 2009 and 2011, all three states fell below the national graduation rate averages every single year. Although California and New York consistently scored above the national ACT average score, Texas fell behind again, scoring below the national average for three consecutive years.

**Vermont: High Spending, Above Average Performance**

In the years studied, Vermont maintained high standards of performance and maintained consistent fiscal dedication to public education. Vermont did not pursue additional NCLB funding by adopting RTTT standards. The Vermont Department of Education focused instead on “designing a system that does not stress a single measure using a standardized test to determine students’, schools’, or state’s success in meeting standards.” These efforts included transitioning to the Common Core State Standard in math and literacy, and the Smarter Balanced Assessment System, which provide more authentic, multiple measures of student achievement by constructing better accountability systems. Vermont works with other states...
to develop rigorous assessments of Common Core Standards and regularly modifies the system
to tailor assessments to particular school and student demographics.

Perhaps resulting from more a tailored standard, Vermont consistently generates high-achieving
students. In 2009, 2010, 2011 and 2012, Vermont ranked as one of five states dedicating the
highest percentage of total spending towards education. The performance of Vermont students
coincides with state spending and the policy initiatives Vermont implements. In 2009, 2010, and
2011, Vermont ranked as one of five states with the highest average ACT scores in the nation.
With exception of 2009, Vermont also ranked as one of five states with the highest average
graduation rates in the nation.

Nevada: Average Spending, Below Average Performance
In 2011, the Nevada legislature passed three bills furthering the “Nevada State Improvement
Plan” with respect to education. As a result of these changes, the Nevada State Board of
Education, working in partnership with the Nevada Department of Education, developed more
effective education policies, primarily state-specific performance metrics, similar to those
developed in Vermont.

The initiative was likely a result of dismal graduation performance in Nevada, evidenced by the
past three years. In 2009, 2010, and 2011, Nevada consistently had the worst average graduation
rate in the nation, by a large margin. In 2009, the average graduation rate in Nevada was 17.6
percentage points below the national average and 31.7 percent below the highest average in the
nation (Wisconsin). Nevada reached its highest average graduation rate of 56.3 percent in 2011,
but strayed even further from the national average (by 18.4 percentage points). During the years
studied, Nevada’s average ACT scores hover just slightly above the national average.

Analysis & Solutions
To successfully educate students, sustainable, reliable, and adequate educational funding is
necessary. Less clear are the particulars of the spending, especially with regard to other factors
that influence student performance. “Throwing money at the problem” is a commonly
suggested solution to improving education; in fact, 60 percent of Google results for the search
“throwing money” refer to education. But despite vastly increasing levels of funding, money
alone does not change education or help to achieve our national education goals. Since
education is not an exception to general economic principles, there must be a breakdown in the
funding process; how the money is used and where it is used is more crucial to education than
is the amount of money spent.
Better Allocation of Funds

Allocation of funds most certainly plays a role in student success. According to the results of this study, however, the amount of government spending alone does not dictate student performance outcomes. One reason for this inconsistency is that federal funding is tied to federally developed performance standards, which results in two major problems.

First, as a result of centralization, states have less authority to develop state-specific metrics to accurately measure education initiatives. Localized control results in more narrowly tailored metrics (see Vermont) and a better understanding of failure and success based on those metrics. Oversight at a local level is more practical and more effective than federal oversight. Second, tying federal funding to “performance-based” standards rarely results in the allocation of funds to the students and schools with the highest needs. Instead, schools that perform well get additional funding and schools that do not perform well are financially punished, making it more difficult for underperforming schools to improve their status.

Furthermore, states, school districts, and school boards all allocate funding in different ways, making it difficult to know where the money is going and what it is funding. For example, in March 2012, the Arizona Department of Education mistakenly allocated funds to schools across Arizona after the Department interpreted a state law incorrectly. The DOE did not make the districts return the money that they incorrectly received, even though it deprived other districts from adequate funding. Increasing state and school district transparency will increase accountability and encourage responsible spending.

Avoiding Waste and Fraud

Increasing educational transparency helps ensure that funding is reaching the right hands. In 2009, the nonpartisan Government Accountability Office (GAO) issued a report concluding that the Department of Education lacks a common system to track and manage potential misuse of funds. According to the Congressional Education and Workforce Committee, the GAO report comes on the heels of documented failures by the White House to properly account for how the DOE spent ARRA funds, particularly regarding oversight of $100 billion administered by the DOE.

In addition to opaque standards and little oversight, the GAO also found that the DOE has “limited financial expertise and training, hindering effective monitoring of grantees’ compliance with financial requirements; […] the lack of staff expertise limits the ability to probe more deeply into grantees’ use of funds. [Throughout the Department, there] lacks a systematic means of sharing information on grantees and promising practices in grant monitoring.” On a federal level, this stark lack of adequate skills and oversight led the Education Inspector General
to cite a number of grantees for failing to comply with financial and programmatic requirements of the grant agreements, including NCLB and RTTT regulations.

These shortcomings ultimately result in the failure to effectively serve students. States prioritizing transparency and oversight initiatives often do better than states that fail to do so. In 2009, 2010, and 2011, Minnesota ranked in the top five states with the highest graduation rates. An evaluation of the ten largest school districts in Minnesota by Sunshine Review resulted in an overall “B” grade in transparency. Every single district published an annual budget and an annual audit, giving students, parents, teachers, and policymakers a clear idea about where and how education dollars are spent.xxviii

In comparison, Nevada had the worst average graduation rate in the nation from 2009 to 2011. Sunshine Review’s evaluation of the seventeen largest school districts in Nevada resulted in an overall “D” grade in transparency. Just nine of the seventeen school districts posted an annual budget, and only ten school districts posted an audit. More importantly, only two school districts published information informing the public about how to request public records unavailable on the schools websites.xxx The lack of transparency and internal and external oversight at the state and federal levels directly contributes to wasteful and fraudulent spending, and ultimately deprives students of an adequate education.

**Scratch Performance-Based Rewards**

In the ten years since No Child Left Behind became law, it is clear that one-size-fits-all testing, sanctioning under-performing schools and rewarding high-performing schools, undermines actual education efforts.xxx Critics of the policy, and of other performance-based policies such as the ASKPIP program (see Alaska), persuasively argue that these standards damage true education (a result of “teaching to the test”), narrowing the effects most severely on poor children in failing schools.xxxi Because so much emphasis is placed on student performance on standardized tests, teachers are forced to narrow the curriculum to focus primarily on the limited skills that these tests measure. Test-based incentives also do not increase the average academic performance of students.xxxii

Even reforms to NCLB, such as “Race to the Top” and the Obama Administration’s “waiver” program, did nothing to help reduce the number of underperforming students. RTTT reforms included firing teachers with sub-par student performance and increasing funding for private charter schools, but little data supports that these measures improved the quality of education. In fact, it may have made the situation worse; many schools closed without adequate funding and staffing, forcing overcrowding in surrounding schools.xxxiii Similarly, the waiver program announced in August 2011 also failed to improve education conditions. The program granted
certain states waivers from complying with key provisions of the NCLB law. Ironically, only a state willing to forfeit more control of education over to the federal government was granted relief from current federal government control over education (NCLB).xxxiv

The Charter School Solution?

Federal control over state-based education has failed to produce results for a number of reasons. As a result, many cities struggling to deal with consistently failing schools began investing more state dollars into funding charter schools. Charter schools receive public money, thus restricting them from charging tuition, and private donations, but they are not subject to many of the regulations that apply to their public school counterparts. Instead, charter schools operate based on more tailored accountability measures that correlate to their funding and student make-up.

Generally, students must attend the public school in the geographical area of their home; this means that students in crowded cities often attend poorly funded, underperforming schools. Oppositely, charter schools are open to all students, no matter where they reside, as attendance is a choice. According to the U.S. Census data from 1996 to 2007 (the most recent data), the number of students attending public charter schools rose from 13.7 percent in 1996 to 15.5 percent by 2007.xxxv

Despite success seen in states like Texas, charter schools are not yet considered the solution for education. Even in Texas, where education spending is a priority and charter schools are abundant, overall student performance measures fall well below the national averages (see Texas analysis above). In a study published by the National Center for the Privatization in Education, researchers found that charter schools spend less on students than their private counterparts.xxxvi Because charter schools do not hire teachers with memberships in unions, teachers receive lower pay, which may disincentivize the best educators from teaching in charter schools. Also, charter schools regularly dismiss underperforming students, which often keeps standardized tests scores higher. Finally, charter schools (and individuals) retain the right to keep private donations secret, which arguably detracts from the educational transparency that is crucial to holding schools and educators accountable for student performance.

Conclusion

Based on the findings of this study, higher levels of funding do not ensure higher graduation rates, nor do they directly correlate to higher test scores on the ACT. Improving education requires multifaceted efforts, not solely increased funding.
President Andrew Jackson signed the Department of Education Act Stat. 434 into law on March 2, 1867. That legislation can be found here: http://research.archives.gov/description/299821. In 1980, Congress established the current U.S. Department of Education as a Cabinet level position during the Carter Administration.


Ten Things We Now Know About Education Spending, available at: http://www.onlinecolleges.net/2012/08/12/10-things-we-now-know-about-education-spending


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See additional performance measure data in the Appendix.


See data appendix for graduation rates as reported by the states to cohort graduation rates.


Mark In 2003, the Nevada Legislature passed the State Improvement Plan to be developed, revised, and implemented annually by schools and the state through the Department of Education. The NV Board of Education adopts the revised SIP the first part of December each year. The SIP provides statewide direction and leadership in state, regional, and district improvement efforts.


xxv USA Today, State may have misallocated education funds to districts, available at: http://www.usatoday.com/USCP/PNI/Valley%20State/2012-03-15-PNI0315net-westmecPNI/Brd_ST_U.htm


xxxv U.S. Census School Choice Data, Type of School Attended, available at: http://www.census.gov/compendia/statab/cats/education.html

Appendix: State Education Spending & Performance Data
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1 Note that the data above includes numbers taken only to the first decimal point (0.0). Also, none of the data is rounded in an effort to preserve objectivity.


Appendix: State Education Spending & Performance Data

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<tr>
<th>ST</th>
<th>2009 Total Spending (TS)</th>
<th>2010 Total Spending (TS)</th>
<th>2011 Total Spending (TS)</th>
<th>2012 Total Spending (TS)</th>
<th>2009 Education $</th>
<th>2009% of TS spent on education</th>
<th>2010 Education $</th>
<th>2010% of TS spent on education</th>
<th>2011 Education $</th>
<th>2011% of TS spent on education</th>
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## Appendix: State Education Spending & Performance Data

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<th>2010 Total Spending (TS)</th>
<th>2011 Total Spending (TS)</th>
<th>2012 Total Spending (TS)</th>
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<th>2009% of Total spent on education</th>
<th>2010 Education $</th>
<th>2010% of Total spent on education</th>
<th>2011 Education $</th>
<th>2011% of Total spent on education</th>
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### Appendix: State Education Spending & Performance Data

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<th>2010 Total Spending (TS)</th>
<th>2011 Total Spending (TS)</th>
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<th>2009% of TS spent on education</th>
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<th>2011% of TS spent on education</th>
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## Appendix: State Education Spending & Performance Data

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<th>2010 Total Spending (TS)</th>
<th>2011 Total Spending (TS)</th>
<th>2012 Total Spending (TS)</th>
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<th>2009% of TS spent on education</th>
<th>2010 Education $</th>
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<th>2011 Education $</th>
<th>2011% of TS spent on education</th>
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## Appendix: State Education Spending & Performance Data

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<th>2010 Total Spending (TS)</th>
<th>2011 Total Spending (TS)</th>
<th>2012 Total Spending (TS)</th>
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<th>2009% of TS on education</th>
<th>2010 Education$</th>
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<th>2011 Education$</th>
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## Appendix: State Education Spending & Performance Data

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<th>2010 Total Spending (TS)</th>
<th>2011 Total Spending (TS)</th>
<th>2012 Total Spending (TS)</th>
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<th>2011 Education $</th>
<th>2011% of TS spent on education</th>
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<th>2010 Total Spending (TS)</th>
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<th>2011% of TS spent on education</th>
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</table>


## Appendix: State Education Spending & Performance Data

<table>
<thead>
<tr>
<th>ST</th>
<th>2009 Total Spending (TS)</th>
<th>2010 Total Spending (TS)</th>
<th>2011 Total Spending (TS)</th>
<th>2012 Total Spending (TS)</th>
<th>2009 Education $</th>
<th>2009% of TS spent on education</th>
<th>2010 Education $</th>
<th>2010% of TS spent on education</th>
<th>2011 Education $</th>
<th>2011% of TS spent on education</th>
<th>2012 Education $</th>
<th>2012% of TS spent on education</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD</td>
<td>$6.4</td>
<td>$6.7</td>
<td>$6.7</td>
<td>$6.8&lt;sup&gt;82&lt;/sup&gt;</td>
<td>$1.9</td>
<td>29.6%</td>
<td>$2.0</td>
<td>29.8%</td>
<td>$2.0</td>
<td>29.8%</td>
<td>$2.0</td>
<td>29.4%</td>
</tr>
<tr>
<td>TN</td>
<td>$51.3</td>
<td>$53.5</td>
<td>$53.8</td>
<td>$54.7&lt;sup&gt;84&lt;/sup&gt;</td>
<td>$12.7</td>
<td>24.7%</td>
<td>$12.7</td>
<td>23.7%</td>
<td>$12.7</td>
<td>23.6%</td>
<td>$13.1&lt;sup&gt;83&lt;/sup&gt;</td>
<td>23.9%</td>
</tr>
<tr>
<td>TX</td>
<td>$201.5</td>
<td>$218.5</td>
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<td>$71.1</td>
<td>35.2%</td>
<td>$80.8</td>
<td>36.9%</td>
<td>$80.2</td>
<td>36.9%</td>
<td>$76.6&lt;sup&gt;87&lt;/sup&gt;</td>
<td>35.9%</td>
</tr>
<tr>
<td>UT</td>
<td>$23.9</td>
<td>$24.4</td>
<td>$23.8</td>
<td>$23.6&lt;sup&gt;88&lt;/sup&gt;</td>
<td>$7.9</td>
<td>33.0%</td>
<td>$7.7</td>
<td>31.5%</td>
<td>$7.6</td>
<td>31.9%</td>
<td>$7.6&lt;sup&gt;89&lt;/sup&gt;</td>
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<td>VT</td>
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<td>$2.3</td>
<td>34.8%</td>
<td>$2.4&lt;sup&gt;91&lt;/sup&gt;</td>
<td>36.3%</td>
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</table>


## Appendix: State Education Spending & Performance Data

<table>
<thead>
<tr>
<th>ST</th>
<th>2009 Total Spending (TS)</th>
<th>2010 Total Spending (TS)</th>
<th>2011 Total Spending (TS)</th>
<th>2012 Total Spending (TS)</th>
<th>2009 Education $</th>
<th>2009% of TS spent on education</th>
<th>2010 Education $</th>
<th>2010% of TS spent on education</th>
<th>2011 Education $</th>
<th>2011% of TS spent on education</th>
<th>2012 Education $</th>
<th>2012% of TS spent on education</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA</td>
<td>$64.9</td>
<td>$67.1</td>
<td>$67.8</td>
<td>$69.1</td>
<td>$22.7</td>
<td>34.9%</td>
<td>$22.7</td>
<td>33.8%</td>
<td>$23.1</td>
<td>34.0%</td>
<td>$24.1</td>
<td>34.8%</td>
</tr>
<tr>
<td>WA</td>
<td>$71.4</td>
<td>$74.4</td>
<td>$73.1</td>
<td>$72.3</td>
<td>$19.4</td>
<td>27.1%</td>
<td>$19.1</td>
<td>25.6%</td>
<td>$18.8</td>
<td>25.7%</td>
<td>$19.1</td>
<td>26.4%</td>
</tr>
<tr>
<td>WV</td>
<td>$14.4</td>
<td>$15.0</td>
<td>$15.6</td>
<td>$16.3</td>
<td>$4.9</td>
<td>34.0%</td>
<td>$4.9</td>
<td>32.6%</td>
<td>$5.1</td>
<td>32.6%</td>
<td>$5.5</td>
<td>33.7%</td>
</tr>
<tr>
<td>WI</td>
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<td>$56.0</td>
<td>$55.6</td>
<td>$55.0</td>
<td>$16.4</td>
<td>31.1%</td>
<td>$16.9</td>
<td>30.1%</td>
<td>$17.0</td>
<td>30.5%</td>
<td>$17.3</td>
<td>31.4%</td>
</tr>
<tr>
<td>WY</td>
<td>$8.3</td>
<td>$8.7</td>
<td>$8.6</td>
<td>$8.6</td>
<td>$2.5</td>
<td>30.1%</td>
<td>$2.5</td>
<td>28.7%</td>
<td>$2.4</td>
<td>27.9%</td>
<td>$2.5</td>
<td>29.0%</td>
</tr>
<tr>
<td>US</td>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>$58.9</strong></td>
<td><strong>30.0%</strong></td>
<td><strong>$17.1</strong></td>
<td><strong>29.0%</strong></td>
<td><strong>$17.5</strong></td>
<td><strong>29.3%</strong></td>
<td><strong>$17.7</strong></td>
<td><strong>29.9%</strong></td>
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</tbody>
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Appendix: State Education Spending & Performance Data

Performance Measures Data

<table>
<thead>
<tr>
<th>State</th>
<th>2009-10 Per Pupil Funding</th>
<th>2008-09 Average ACT Score</th>
<th>2009-10 Average ACT Score</th>
<th>2010-11 Average ACT Score</th>
<th>2009 Rate NCES Rate</th>
<th>2010 Rate NCES Rate</th>
<th>2011 Rate NCES Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>$511</td>
<td>20.3</td>
<td>20.3</td>
<td>20.3</td>
<td>86.7% 106</td>
<td>66.2%</td>
<td>87.6% 109</td>
</tr>
<tr>
<td>Alaska</td>
<td>$1324</td>
<td>21.0</td>
<td>21.1</td>
<td>21.2</td>
<td>55.8% 111</td>
<td>66.5%</td>
<td>55.8% 112</td>
</tr>
</tbody>
</table>

103 2009 ACT average composite scores. See “Comparing Average Scores by State.” The national average composite score is 21.1. Note that only three states tested 100 percent of the graduates, other states tested as few as 9 percent, available at: http://www.act.org/newsroom/data/2009/states.html
104 2010 ACT average composite scores. See “Comparing Average Scores by State.” The national average composite score is 21.0. Note that only six states tested 100 percent of the graduates, other states tested as few as 10 percent, available at: http://www.act.org/newsroom/data/2010/states.html
105 2011 ACT average composite scores. See “Comparing Average Scores by State.” The national average composite score is 21.1. Note that only eight states tested 100 percent of the graduates, other states tested as few as 9 percent, available at: http://www.act.org/newsroom/data/2011/states.html
106 Since July 2005, all 50 states have signed the National Governors Association’s Graduation Counts Compact on State High School Graduation Data. In the compact, governors agreed to take steps to implement a standard, four-year adjusted cohort graduation rate. The North Carolina Four-Year Cohort Graduation Rate reflects the percentage of ninth graders who graduated from high school four years later. The five-year Cohort Graduation Rate reflects the percentage of ninth graders who graduated from high school five years later. The No Child Left Behind (NCLB) for schools that contain a grade 12 that graduates seniors deems the Cohort Graduation Rate an Other Academic Indicator (OAI). At least 2-percentage points improvement on the four-year Cohort Graduation Rate or at least 3 percentage points on the five-year Cohort Graduation Rate indicate progress on the Cohort Graduation Rate. A four-year rate (or five-year rate) of at least 80 percent also meets the target for the Other Academic Indicator (OAI) at the high school level. For more information about Adequate Yearly Progress (AYP) and No Child Left Behind (NCLB), visit the NC Department of Public Instruction’s NCLB Web site, available at: http://www.ncpublicschools.org/nclb/. For more information about School Improvement status and federal sanctions, see the Data Sources & Information Guide, available at: http://www.ncreportcards.org/src/profile.jsp
107 2009-2011 State graduation rates as tracked by America’s Health Rankings, reported as a percentage of incoming ninth graders who graduate in four years from a high school with a regular degree as defined by the National Center for Education Statistics for the No Child Left Behind Act, available at: http://www.americashealthrankings.org/AL/Graduation/2011
## Appendix: State Education Spending & Performance Data

<table>
<thead>
<tr>
<th>State</th>
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<th>2009-10 Average ACT Score</th>
<th>2010-11 Average ACT Score</th>
<th>2009 Rate&lt;sup&gt;106&lt;/sup&gt; NCES Rate</th>
<th>2010 Rate NCES Rate</th>
<th>2011 Rate NCES Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona</td>
<td>$947</td>
<td>21.9</td>
<td>20.0</td>
<td>19.7</td>
<td>76%&lt;sup&gt;114&lt;/sup&gt; 70.5%</td>
<td>75.4%&lt;sup&gt;115&lt;/sup&gt; 69.6%</td>
<td>70.7%&lt;sup&gt;116&lt;/sup&gt; 70.7%</td>
</tr>
<tr>
<td>Arkansas</td>
<td>$459</td>
<td>20.6</td>
<td>20.3</td>
<td>19.9</td>
<td>68%&lt;sup&gt;117&lt;/sup&gt; 80.4%</td>
<td>80.5%&lt;sup&gt;118&lt;/sup&gt; 74.4%</td>
<td>80.7%&lt;sup&gt;119&lt;/sup&gt; 76.4%</td>
</tr>
<tr>
<td>California</td>
<td>$475</td>
<td>22.2</td>
<td>22.2</td>
<td>22.1</td>
<td>80.2%&lt;sup&gt;120&lt;/sup&gt; 69.2%</td>
<td>78.5%&lt;sup&gt;121&lt;/sup&gt; 70.7%</td>
<td>80.5%&lt;sup&gt;122&lt;/sup&gt; 71.2%</td>
</tr>
<tr>
<td>Colorado</td>
<td>$434</td>
<td>20.8</td>
<td>20.6</td>
<td>20.7</td>
<td>74.6%&lt;sup&gt;123&lt;/sup&gt; 75.5%</td>
<td>72.4%&lt;sup&gt;124&lt;/sup&gt; 76.6%</td>
<td>73.9%&lt;sup&gt;125&lt;/sup&gt; 75.4%</td>
</tr>
<tr>
<td>Connecticut</td>
<td>$937</td>
<td>23.5</td>
<td>23.7</td>
<td>23.9</td>
<td>79.3%&lt;sup&gt;126&lt;/sup&gt; 80.9%</td>
<td>92.0%&lt;sup&gt;127&lt;/sup&gt; 81.8%</td>
<td>81.8%&lt;sup&gt;128&lt;/sup&gt; 82.2%</td>
</tr>
<tr>
<td>Delaware</td>
<td>$633</td>
<td>22.6</td>
<td>23.0</td>
<td>22.4</td>
<td>85.3%&lt;sup&gt;129&lt;/sup&gt; 76.3%</td>
<td>86.6%&lt;sup&gt;130&lt;/sup&gt; 71.9%</td>
<td>78.4%&lt;sup&gt;131&lt;/sup&gt; 72.1%</td>
</tr>
</tbody>
</table>

<sup>117</sup> Arkansas graduation rate 2010, available at: [http://normessasweb.uark.edu/schoolperformance/beta/sta/index](http://normessasweb.uark.edu/schoolperformance/beta/sta/index)
<sup>118</sup> Arkansas graduation rate 2011, available at: [http://normessasweb.uark.edu/schoolperformance/beta/sta/index](http://normessasweb.uark.edu/schoolperformance/beta/sta/index)
<sup>119</sup> California graduation rate 2009, available at: [http://www.cde.ca.gov/ta/ac/sc/](http://www.cde.ca.gov/ta/ac/sc/)
<sup>120</sup> California graduation rate 2010, available at: [http://www.cde.ca.gov/ta/ac/sc/](http://www.cde.ca.gov/ta/ac/sc/)
<sup>121</sup> California graduation rate 2011, available at: [http://www.cde.ca.gov/ta/ac/sc/](http://www.cde.ca.gov/ta/ac/sc/)
<sup>122</sup> Colorado graduation rate 2009, available at: [http://www.cde.state.co.us/FedPrograms/danda/nclbstrptcrd.asp](http://www.cde.state.co.us/FedPrograms/danda/nclbstrptcrd.asp)
<sup>123</sup> Colorado graduation rate 2010, available at: [http://www.cde.state.co.us/cdereval/rv2010GradLinks.htm](http://www.cde.state.co.us/cdereval/rv2010GradLinks.htm)
<sup>124</sup> Colorado graduation rate 2011, available at: [http://www.cde.state.co.us/cdereval/rv2011GradLinks.htm](http://www.cde.state.co.us/cdereval/rv2011GradLinks.htm)
<sup>130</sup> Delaware graduation rate 2011, available at: [http://www.doe.k12.de.us/reports_data/gradrate/default.shtml](http://www.doe.k12.de.us/reports_data/gradrate/default.shtml). Note that Delaware changed the graduation formula for school year 2010-11 to conform to U.S. Department of Education standards, thereby slightly skewing the reported graduation trends in the state. The standards are more rigorous than those previously used by the state.
Appendix: State Education Spending & Performance Data

<table>
<thead>
<tr>
<th>State</th>
<th>2009-10 Per Pupil Funding</th>
<th>2008-09 Average ACT Score</th>
<th>2009-10 Average ACT Score</th>
<th>2010-11 Average ACT Score</th>
<th>2009 Rate&lt;sup&gt;106&lt;/sup&gt; NCES Rate&lt;sup&gt;107&lt;/sup&gt;</th>
<th>2010 Rate NCES Rate</th>
<th>2011 Rate NCES Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida</td>
<td>$400</td>
<td>19.5</td>
<td>19.5</td>
<td>19.6</td>
<td>76.3%&lt;sup&gt;131&lt;/sup&gt; 63.6%</td>
<td>79.0% 65.0%</td>
<td>80.1% 66.9%</td>
</tr>
<tr>
<td>Georgia</td>
<td>$460</td>
<td>20.6</td>
<td>20.7</td>
<td>20.6</td>
<td>58.6%&lt;sup&gt;132&lt;/sup&gt; 62.4%</td>
<td>64.0% 64.1%</td>
<td>67.4% 65.4%</td>
</tr>
<tr>
<td>Hawaii</td>
<td>$119</td>
<td>21.5</td>
<td>21.6</td>
<td>21.3</td>
<td>80.3% 75.5%</td>
<td>79.6% 75.4%</td>
<td>65.8% 76.0%</td>
</tr>
<tr>
<td>Idaho</td>
<td>$403</td>
<td>21.6</td>
<td>21.8</td>
<td>21.7</td>
<td>87.9%&lt;sup&gt;135&lt;/sup&gt; 80.5%</td>
<td>91.7% 80.4%</td>
<td>92.4% 80.1%</td>
</tr>
<tr>
<td>Illinois</td>
<td>$761</td>
<td>20.8</td>
<td>20.7</td>
<td>20.9</td>
<td>87.1%&lt;sup&gt;138&lt;/sup&gt; 79.7%</td>
<td>87.8%&lt;sup&gt;139&lt;/sup&gt; 79.5%</td>
<td>83.8%&lt;sup&gt;140&lt;/sup&gt; 80.4%</td>
</tr>
</tbody>
</table>


<sup>132</sup> Georgia graduation rates 2009-11, available at: [http://www.doe.k12.ga.us/External-Affairs-and-Policy/communications/Pages/PressReleaseDetails.aspx?PressView=default&amp;pid=33](http://www.doe.k12.ga.us/External-Affairs-and-Policy/communications/Pages/PressReleaseDetails.aspx?PressView=default&amp;pid=33). In accordance with the federal graduation rate calculations, Georgia’s graduation numbers changed radically using a new cohort rate. The primary difference in calculating the new graduation rate from the state’s current method is in the definition of the cohort. The new “four-year adjusted cohort graduation rate” defines the cohort based on when a student first becomes a freshman. The rate is calculated using the number of students who graduate within four years and includes adjustments for student transfers. Georgia’s current graduation rate calculation defines the cohort upon graduation, which may include students who take more than four years to graduate from high school.


<sup>134</sup> Hawaii graduation rate 2011, available at: [http://www.staradvertiser.com/news/20110607_hawaii_graduation_rate_poor_according_to_disputed_report.html?id=123318938](http://www.staradvertiser.com/news/20110607_hawaii_graduation_rate_poor_according_to_disputed_report.html?id=123318938). In accordance with the federal graduation rate calculations, Hawaii’s graduation numbers changed radically using a new cohort rate. The primary difference in calculating the new graduation rate from the state’s current method is in the definition of the cohort. The new “four-year adjusted cohort graduation rate” defines the cohort based on when a student first becomes a freshman. The rate is calculated using the number of students who graduate within four years and includes adjustments for student transfers.


<sup>137</sup> Idaho graduation rate 2011, available at: [http://devapps.sde.idaho.gov/ReportCard/Results?Scope=state&amp;SchoolYearId=8&amp;DistrictCode=999&amp;SDESchoolCode=999](http://devapps.sde.idaho.gov/ReportCard/Results?Scope=state&amp;SchoolYearId=8&amp;DistrictCode=999&amp;SDESchoolCode=999)


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<table>
<thead>
<tr>
<th>State</th>
<th>2009-10 Per Pupil Funding&lt;sup&gt;102&lt;/sup&gt;</th>
<th>2008-09 Average ACT Score&lt;sup&gt;103&lt;/sup&gt;</th>
<th>2009-10 Average ACT Score&lt;sup&gt;104&lt;/sup&gt;</th>
<th>2010-11 Average ACT Score&lt;sup&gt;105&lt;/sup&gt;</th>
<th>2009 Rate&lt;sup&gt;106&lt;/sup&gt; NCES Rate&lt;sup&gt;107&lt;/sup&gt;</th>
<th>2010 Rate NCES Rate</th>
<th>2011 Rate NCES Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana</td>
<td>$447</td>
<td>22.2</td>
<td>22.3</td>
<td>22.3</td>
<td>81.4%&lt;sup&gt;141&lt;/sup&gt; 73.3%</td>
<td>84.1% 73.9%</td>
<td>85.7% 74.1%</td>
</tr>
<tr>
<td>Iowa</td>
<td>$563</td>
<td>22.4</td>
<td>22.2</td>
<td>22.3</td>
<td>87.3% 86.9%</td>
<td>88.8% 86.5%</td>
<td>88.3% 86.4%</td>
</tr>
<tr>
<td>Kansas</td>
<td>$458</td>
<td>21.9</td>
<td>22.0</td>
<td>22.0</td>
<td>89.1% 77.6%</td>
<td>80.7% 78.9%</td>
<td>83.0% 79.0%</td>
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<td>Kentucky</td>
<td>$395</td>
<td>19.4</td>
<td>19.4</td>
<td>19.6</td>
<td>84.9%&lt;sup&gt;146&lt;/sup&gt; 77.2%</td>
<td>83.9% 76.4%</td>
<td>76.6% 74.4%</td>
</tr>
<tr>
<td>Louisiana</td>
<td>$516</td>
<td>20.1</td>
<td>20.1</td>
<td>20.2</td>
<td>67.3%&lt;sup&gt;147&lt;/sup&gt; 59.5%</td>
<td>67.2% 61.3%</td>
<td>70.9% 63.5%</td>
</tr>
<tr>
<td>Maine</td>
<td>$807</td>
<td>23.1</td>
<td>23.2</td>
<td>23.3</td>
<td>84.0%&lt;sup&gt;148&lt;/sup&gt; 76.3%</td>
<td>80.0% 78.5%</td>
<td>83.0% 79.1%</td>
</tr>
<tr>
<td>Maryland</td>
<td>$634</td>
<td>22.1</td>
<td>22.3</td>
<td>22.1</td>
<td>85.2%&lt;sup&gt;149&lt;/sup&gt; 79.9%</td>
<td>81.9%&lt;sup&gt;150&lt;/sup&gt; 80.0%</td>
<td>82.8% 80.4%</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>$1085</td>
<td>23.9</td>
<td>24.0</td>
<td>24.2</td>
<td>81.5%&lt;sup&gt;151&lt;/sup&gt; 79.5%</td>
<td>82.1% 80.8%</td>
<td>83.4% 81.5%</td>
</tr>
</tbody>
</table>


<sup>106</sup> Kansas graduation rate 2011, available at: [http://www.ksde.org/LinkClick.aspx?fileticket=RQ8H_uv6fDA%3d&amp;tabid=4606&amp;mid=10955](http://www.ksde.org/LinkClick.aspx?fileticket=RQ8H_uv6fDA%3d&amp;tabid=4606&amp;mid=10955)


<sup>108</sup> Louisiana graduation rates 2009-11, available at: [http://www.louisianaschools.net/topics/cohort_rates.html](http://www.louisianaschools.net/topics/cohort_rates.html)


<sup>112</sup> Massachusetts graduation rates 2009-11, available at: [http://www.doe.mass.edu/infoservices/reports/gradrates/](http://www.doe.mass.edu/infoservices/reports/gradrates/)
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<th>2008-09 Average ACT Score&lt;sup&gt;103&lt;/sup&gt;</th>
<th>2009-10 Average ACT Score&lt;sup&gt;104&lt;/sup&gt;</th>
<th>2010-11 Average ACT Score&lt;sup&gt;105&lt;/sup&gt;</th>
<th>2009 Rate&lt;sup&gt;106&lt;/sup&gt; NCES Rate&lt;sup&gt;107&lt;/sup&gt;</th>
<th>2010 Rate NCES Rate</th>
<th>2011 Rate NCES Rate</th>
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<tbody>
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<td>Michigan</td>
<td>$837</td>
<td>19.6</td>
<td>19.7</td>
<td>20.0</td>
<td>75.2%&lt;sup&gt;152&lt;/sup&gt; 72.2%</td>
<td>75.9%&lt;sup&gt;152&lt;/sup&gt; 77.0%</td>
<td>74.3%&lt;sup&gt;153&lt;/sup&gt; 76.3%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>$284</td>
<td>22.7</td>
<td>22.9</td>
<td>22.9</td>
<td>91.6%&lt;sup&gt;154&lt;/sup&gt; 86.2%</td>
<td>91.8%&lt;sup&gt;155&lt;/sup&gt; 86.5%</td>
<td>92.7%&lt;sup&gt;156&lt;/sup&gt; 86.4%</td>
</tr>
<tr>
<td>Mississippi</td>
<td>$390</td>
<td>18.9</td>
<td>18.8</td>
<td>18.7</td>
<td>71.3%&lt;sup&gt;157&lt;/sup&gt; 63.5%</td>
<td>72.0%&lt;sup&gt;157&lt;/sup&gt; 63.6%</td>
<td>Unknown&lt;sup&gt;158&lt;/sup&gt; 63.9%</td>
</tr>
<tr>
<td>Missouri</td>
<td>$456</td>
<td>21.6</td>
<td>21.6</td>
<td>21.6</td>
<td>94.4%&lt;sup&gt;159&lt;/sup&gt; 81.0%</td>
<td>94.2%&lt;sup&gt;159&lt;/sup&gt; 81.9%</td>
<td>94.6%&lt;sup&gt;159&lt;/sup&gt; 82.4%</td>
</tr>
<tr>
<td>Montana</td>
<td>$614</td>
<td>22.0</td>
<td>22.0</td>
<td>22.1</td>
<td>80.7%&lt;sup&gt;160&lt;/sup&gt; 81.9%</td>
<td>82.1%&lt;sup&gt;161&lt;/sup&gt; 81.5%</td>
<td>82.2%&lt;sup&gt;162&lt;/sup&gt; 82.0%</td>
</tr>
<tr>
<td>Nebraska</td>
<td>$444</td>
<td>22.1</td>
<td>22.1</td>
<td>22.1</td>
<td>89.8%&lt;sup&gt;163&lt;/sup&gt; 87.0%</td>
<td>90.0%&lt;sup&gt;163&lt;/sup&gt; 86.3%</td>
<td>85.9%&lt;sup&gt;164&lt;/sup&gt; 83.8%</td>
</tr>
</tbody>
</table>

<sup>102</sup> Michigan graduation rates 2009-10, available at: [https://www.michigan.gov/cepi/0,1607,7-113-21423_3045151357---,00.html](https://www.michigan.gov/cepi/0,1607,7-113-21423_3045151357---,00.html)
<sup>104</sup> Minnesota graduation rate 2009, available at: [http://education.state.mn.us/MDEAnalytics/Data.jsp](http://education.state.mn.us/MDEAnalytics/Data.jsp)
<sup>105</sup> Minnesota graduation rate 2010, available at: [http://education.state.mn.us/MDEAnalytics/Data.jsp](http://education.state.mn.us/MDEAnalytics/Data.jsp)
<sup>106</sup> Minnesota graduation rate 2011, available at: [http://education.state.mn.us/MDEAnalytics/Data.jsp](http://education.state.mn.us/MDEAnalytics/Data.jsp)
<sup>107</sup> Mississippi graduation rate 2009-10, MS NCLB report card, PDF available at: [www.MSReportcard.com](http://www.MSReportcard.com)
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<table>
<thead>
<tr>
<th>State</th>
<th>2009-10 Per Pupil Funding&lt;sup&gt;102&lt;/sup&gt;</th>
<th>2008-09 Average ACT Score&lt;sup&gt;103&lt;/sup&gt;</th>
<th>2009-10 Average ACT Score&lt;sup&gt;104&lt;/sup&gt;</th>
<th>2010-11 Average ACT Score&lt;sup&gt;105&lt;/sup&gt;</th>
<th>2009 Rate&lt;sup&gt;106&lt;/sup&gt; NCES Rate&lt;sup&gt;107&lt;/sup&gt;</th>
<th>2010 Rate NCES Rate</th>
<th>2011 Rate NCES Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nevada</td>
<td>$441</td>
<td>21.5</td>
<td>21.5</td>
<td>21.4</td>
<td>71.4%&lt;sup&gt;165&lt;/sup&gt; 55.8%&lt;sup&gt;166&lt;/sup&gt;</td>
<td>70.3%&lt;sup&gt;167&lt;/sup&gt; 52.0%</td>
<td>Unclear&lt;sup&gt;168&lt;/sup&gt; 56.3%</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>$931</td>
<td>23.5</td>
<td>23.7</td>
<td>23.7</td>
<td>90.2%&lt;sup&gt;169&lt;/sup&gt; 81.1%</td>
<td>85.2% 81.7%</td>
<td>86.1% 83.3%</td>
</tr>
<tr>
<td>New Jersey</td>
<td>$1648</td>
<td>23.1</td>
<td>23.2</td>
<td>23.2</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
</tr>
<tr>
<td>New Mexico</td>
<td>$966</td>
<td>20.0</td>
<td>20.1</td>
<td>19.8</td>
<td>66.1%&lt;sup&gt;170&lt;/sup&gt; 67.3%</td>
<td>67.3% 59.1%</td>
<td>63.0% 66.8%</td>
</tr>
<tr>
<td>New York</td>
<td>$557</td>
<td>23.1</td>
<td>23.3</td>
<td>23.4</td>
<td>72.0%&lt;sup&gt;171&lt;/sup&gt; 67.4%</td>
<td>71.8%&lt;sup&gt;172&lt;/sup&gt; 68.8%</td>
<td>73.4% 70.9%</td>
</tr>
<tr>
<td>North Carolina</td>
<td>$431</td>
<td>21.6</td>
<td>21.9</td>
<td>21.9</td>
<td>71.7%&lt;sup&gt;173&lt;/sup&gt; 71.8%</td>
<td>74.2%&lt;sup&gt;174&lt;/sup&gt; 68.6%</td>
<td>77.9%&lt;sup&gt;175&lt;/sup&gt; 72.8%</td>
</tr>
<tr>
<td>North Dakota</td>
<td>$461</td>
<td>21.5</td>
<td>21.5</td>
<td>20.7</td>
<td>86.9%&lt;sup&gt;176&lt;/sup&gt; 82.1%</td>
<td>86.1% 83.1%</td>
<td>86.2% 83.8%</td>
</tr>
</tbody>
</table>

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<sup>103</sup> Nevada graduation rates 2009-11, as reported by the United Health Foundation, available at: [http://www.americashealthrankings.org/NV/graduation/2011](http://www.americashealthrankings.org/NV/graduation/2011)


<sup>105</sup> Nevada’s 2011-12 State Accountability Summary Report is unavailable. A number of conflicting reports about 2011 graduation rates exist; the consensus is that Nevada has one of the worst graduation rates in the nation.


<sup>107</sup> New Mexico graduation rates 2009-11, available at: [http://www.ped.state.nm.us/Graduation/index.html](http://www.ped.state.nm.us/Graduation/index.html)


<sup>113</sup> North Dakota graduation rates 2009-11, available at: [http://www.dpi.state.nd.us/dpi/reports/profile/index.shtm](http://www.dpi.state.nd.us/dpi/reports/profile/index.shtm)
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<tr>
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<th>2008-09 Average ACT Score</th>
<th>2009-10 Average ACT Score</th>
<th>2010-11 Average ACT Score</th>
<th>2009 Rate NCES Rate</th>
<th>2010 Rate NCES Rate</th>
<th>2011 Rate NCES Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio</td>
<td>$713</td>
<td>21.7</td>
<td>21.8</td>
<td>21.8</td>
<td>84.6% 177</td>
<td>83.0% 78.7%</td>
<td>84.3% 79.0%</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>$552</td>
<td>20.7</td>
<td>20.7</td>
<td>20.7</td>
<td>75.5% 178</td>
<td>78.5% 77.8%</td>
<td>81.6% 180</td>
</tr>
<tr>
<td>Oregon</td>
<td>$696</td>
<td>21.4</td>
<td>21.5</td>
<td>21.5</td>
<td>66.2% 136</td>
<td>Unclear</td>
<td>Unclear</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>$695</td>
<td>22.1</td>
<td>21.9</td>
<td>22.3</td>
<td>89.9% 181</td>
<td>90.0% 83.0%</td>
<td>91.0% 182</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>$1664</td>
<td>22.8</td>
<td>22.8</td>
<td>23.0</td>
<td>75.0% 183</td>
<td>76.0% 78.4%</td>
<td>77.0% 76.4%</td>
</tr>
<tr>
<td>South Carolina</td>
<td>$729</td>
<td>19.8</td>
<td>20.0</td>
<td>20.1</td>
<td>74.9% 184</td>
<td>73.7% 58.9%</td>
<td>72.1% 62.2%</td>
</tr>
<tr>
<td>South Dakota</td>
<td>$492</td>
<td>22.0</td>
<td>21.8</td>
<td>21.8</td>
<td>89.3% 185</td>
<td>89.3% 186</td>
<td>83.3% 187</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>State</th>
<th>2009-10 Per Pupil Funding&lt;sup&gt;102&lt;/sup&gt;</th>
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<th>2009-10 Average ACT Score&lt;sup&gt;104&lt;/sup&gt;</th>
<th>2010-11 Average ACT Score&lt;sup&gt;105&lt;/sup&gt;</th>
<th>2009 Rate&lt;sup&gt;106&lt;/sup&gt; NCES Rate&lt;sup&gt;107&lt;/sup&gt;</th>
<th>2010 Rate NCES Rate</th>
<th>2011 Rate NCES Rate</th>
</tr>
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<tbody>
<tr>
<td>Tennessee</td>
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<td>20.6</td>
<td>19.6</td>
<td>19.5</td>
<td>83.2%&lt;sup&gt;188&lt;/sup&gt; 70.6%</td>
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<td>85.5% 74.9%</td>
</tr>
<tr>
<td>Texas</td>
<td>$434</td>
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<td>20.8</td>
<td>20.8</td>
<td>61.3%&lt;sup&gt;189&lt;/sup&gt; 72.5%</td>
<td>84.3%&lt;sup&gt;190&lt;/sup&gt; 71.9%</td>
<td>85.9% 73.1%</td>
</tr>
<tr>
<td>Utah</td>
<td>$222</td>
<td>21.8</td>
<td>21.8</td>
<td>21.8</td>
<td>88.0%&lt;sup&gt;191&lt;/sup&gt; 78.6%</td>
<td>88.0%&lt;sup&gt;192&lt;/sup&gt; 76.6%</td>
<td>75.0%&lt;sup&gt;193&lt;/sup&gt; 74.3%</td>
</tr>
<tr>
<td>Vermont</td>
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<td>23.2</td>
<td>22.7</td>
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<td>87.4% 88.6%</td>
<td>87.4% 89.3%</td>
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<tr>
<td>Virginia</td>
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<td>22.3</td>
<td>87.4%&lt;sup&gt;195&lt;/sup&gt; 74.5%</td>
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<td>89.9% 77.0%</td>
</tr>
<tr>
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<td>23.0</td>
<td>22.8</td>
<td>77.0%&lt;sup&gt;196&lt;/sup&gt; 72.9%</td>
<td>79.2% 74.8%</td>
<td>82.7% 71.9%</td>
</tr>
</tbody>
</table>

---


<sup>110</sup> Washington graduation rates 2009-11, must change the dropdown year menu, available at: [http://reportcard.ospi.k12.wa.us/AYPParticipationDetail.aspx?groupId=District&schoolId=1&reportLevel=State&orgLinkId=1&yrs=2009-10&year=2009-10](http://reportcard.ospi.k12.wa.us/AYPParticipationDetail.aspx?groupId=District&schoolId=1&reportLevel=State&orgLinkId=1&yrs=2009-10&year=2009-10)
### Appendix: State Education Spending & Performance Data

<table>
<thead>
<tr>
<th>State</th>
<th>2009-10 Per Pupil Funding102</th>
<th>2008-09 Average ACT Score103</th>
<th>2009-10 Average ACT Score104</th>
<th>2010-11 Average ACT Score105</th>
<th>2009 Rate106 NCES Rate</th>
<th>2010 Rate NCES Rate</th>
<th>2011 Rate NCES Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Virginia</td>
<td>$504</td>
<td>20.7</td>
<td>20.7</td>
<td>20.6</td>
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<td>76.4%199 77.3%</td>
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<tr>
<td>Wisconsin</td>
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<td>22.1</td>
<td>22.2</td>
<td>89.4%200 87.5%</td>
<td>85.7%201 88.5%</td>
<td>87.0% 89.6%</td>
</tr>
<tr>
<td>Wyoming</td>
<td>$876</td>
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<td>20.0</td>
<td>20.3</td>
<td>81.3%202 76.1%</td>
<td>80.4% 75.8%</td>
<td>79.7%203 76.0%</td>
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<tr>
<td>U.S. Average</td>
<td>$641</td>
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<td>21.0</td>
<td>21.1</td>
<td>73.4%</td>
<td>73.9%</td>
<td>74.7%</td>
</tr>
</tbody>
</table>


