



Is School Funding Fair? A National Report Card Fifth Edition (March 2016)

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The National Report Card (NRC) evaluates and compares the extent to which state finance systems ensure equality of educational opportunity for all children, regardless of background, family income, place of residence, or school location. It is designed to provide policymakers, educators, business leaders, parents, and the public at large with information to better understand the fairness of existing state school finance systems and how resources are allocated so problems can be identified and solutions developed.

Equal educational opportunity means that all children and all schools have access to the resources and services needed to provide them with the opportunity to learn.

The NRC is unique among comparative school funding reports because it goes beyond simple per pupil calculations. To capture the complex differences among states, the NRC constructs four interrelated fairness measures – Funding Level, Funding Distribution, Effort and Coverage — that allow for comparisons that control for regional differences.

The data for this fifth abridged edition of the NRC, published annually since 2008, comes from the 2013 U.S. Census Bureau Elementary-Secondary Education Finance Survey. This is the most recent data available.

Major Findings

- School funding levels continue to be characterized by wide disparities among states, ranging from a high of \$17,331 per pupil in Alaska to a low of \$5,746 in Idaho.
- Many of the lowest funded states, such as Arizona, California, Idaho, Nevada, North Carolina and Texas, allocate a very low percentage of their states' economic capacity to fund public education.
- Fourteen states, including Nevada, North Dakota and Illinois, are regressive, providing less funding to school districts with higher concentrations of low-income students.
- Only a handful of states Delaware, Massachusetts, Minnesota, New Jersey and Ohio - have generally high funding levels and also provide significantly more funding to districts where student poverty is highest.
- Low rankings on school funding fairness correlate to poor state performance on key resource indicators, including less access to early childhood education, noncompetitive wages for teachers, and higher teacher-to-pupil ratios.

The NRC is built on the following core fairness principles:

- 1) Varying levels of funding are required to provide equal educational opportunities to children with different needs.
- 2) The costs of education vary based on geographic location, regional differences in teacher salaries, school district size, population density, and various student characteristics.
- 3) State finance systems should provide more funding to districts serving larger shares of students in poverty.
- 4) The overall funding level in states is also a significant element in fair school funding. Without a sufficient base, even a progressively funded system will be unable to provide equitable educational opportunities.
- 5) The sufficiency of the overall level of school funding in any state can be assessed based on comparisons to other states with similar conditions and similar characteristics.

The Fairness Measures

- Funding Level This measures the overall level of state and local revenue provided to school districts, and compares each state's average per-pupil revenue with that of other states. To recognize the variety of interstate differences, each state's revenue level is adjusted to reflect differences in regional wages, poverty, economies of scale, and population density.
- Funding Distribution This measures the
 distribution of funding across local districts within a
 state, relative to student poverty. The measure
 shows whether a state provides more or less
 funding to schools based on their poverty
 concentration, using simulations ranging from 0% to
 30% child poverty.
- Effort This measures differences in state spending for education relative to state fiscal capacity.
 "Effort" is defined as the ratio of state spending to gross state product (GSP).²
- Coverage This measures the proportion of schoolaged children attending the state's public schools, as compared with those not attending the state's public schools (primarily parochial and private schools, but also home schooled). The share of the state's students in public schools and the median household income of those students is an important indicator of the distribution of funding relative to student poverty (especially where more affluent households simply opt out of public schooling), and the overall effort to provide fair school funding.

For information on data sources and a more detailed methodology, see Appendix A. Detailed, longitudinal data tables for all indicators can be found in Appendix B.

The four fairness measures are comparative in nature, demonstrating how an individual state compares to other states in the nation. States are *not* evaluated using specific thresholds of education cost and school funding that might be "adequate" or "equitable" if applied nationally or regionally. This type of

evaluation would require positing hard definitions of education cost and student need based on the complex conditions in each state. Such an exercise is beyond the scope of this report.³

States are evaluated by two methods – a grading curve and rank. Funding Distribution and Effort, the two measures over which states have direct control, are given letter grades that are based on the typical grading "curve" and range from "A" to "F." Funding Level and Coverage are ranked because these measures are influenced not only by state policy, but also by other historical and contextual factors.

When analyzing the evaluations of states in the next sections, it is important to take into consideration two points. First, because the evaluations are comparative and not benchmarked to a defined outcome, high grades or rankings are not indicative of having met some obligation or having outperformed expectations. They simply demonstrate that some states are doing better than others; it does not mean there is no room for improvement. Second, the fairness measures are interrelated and complex. It is important to consider the interplay among measures, understand how they interact, and appreciate the complex moving parts. The goal of this report is to use approachable data to encourage a more sophisticated and nuanced discussion of fair school funding.

Fairness Measure #1: Funding Level

While some analyses rely on straight per pupil funding calculations to compare spending by state, such a simple analysis disregards the complex differences among states and districts that affect education costs. In order to put states on a more equal footing, we construct a model of school funding that predicts average funding levels while controlling for the following: student poverty, regional wage variation, and school district size and density. By removing the variability in funding associated with these factors, we have a better sense of how states compare. The funding levels presented are those predicted by the model at a 20% poverty rate, close to the national average.

Without a nationwide commitment to the principles of fair school funding and the implementation of progressive finance systems, education policies that seek to improve overall achievement, while also reducing gaps between the lowest- and highestperforming students, will ultimately fail.

Similar to previous years, funding levels continue to be characterized by wide disparities among states. In 2013, funding levels ranged from a high of \$17,331 in Alaska, to a low of \$5,746 in Idaho (See Figure 1). This means that, on average, students in Idaho had access to a mere one-third of the funding available to students with similar needs and circumstances in Alaska. These disparities suggest wide variation in the degree to which states are providing the resources required to deliver equitable opportunities for all students.

Relative funding rankings have remained largely consistent over time. Despite recent fluctuations in the economy and attendant variations in spending, with only a few exceptions the lowest ranking states tend to remain in the bottom, and high spending states tend to remain at the top.

Figure 1. Predicted Funding Level, 2013

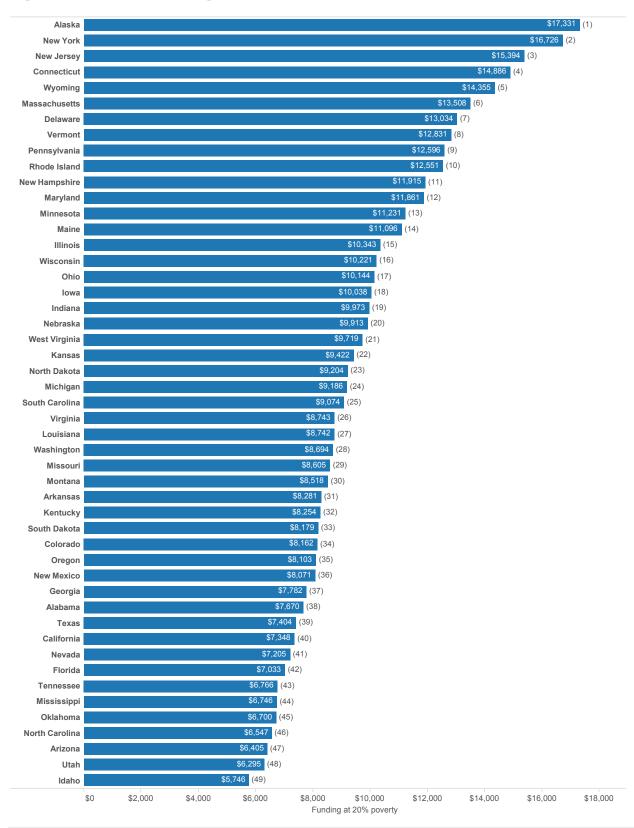
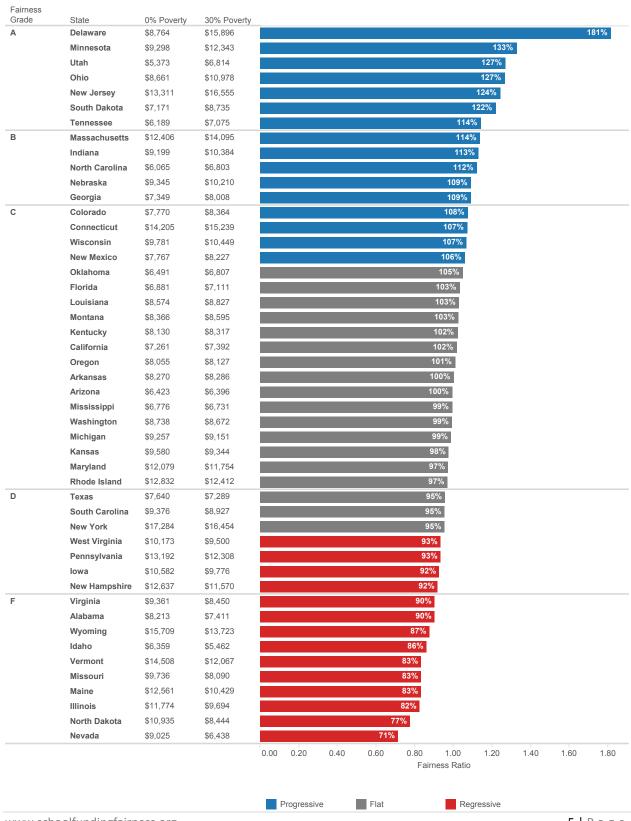


Figure 2. State Funding Distribution, 2013



Fairness Measure #2: Funding Distribution

The funding distribution measure addresses the key question of whether a state's funding system recognizes the need for additional resources for students in settings of concentrated student poverty. In 2013, sixteen states had progressive funding distributions, down from a high of twenty in 2008, and only two more than 2012. Eighteen states had no substantial variation in funding between high poverty and low poverty districts, and fourteen states had regressive funding patterns (see Figure 2).

The four most progressive states, Delaware, Minnesota, Utah and Ohio, provide their highest poverty districts, on average, with between 27% and 81% more funding per student than their lowest poverty districts. In contrast, the most regressive states provide significantly less funding to their highest poverty districts. In Illinois and North Dakota, high poverty districts get only about 80 cents for every dollar in low poverty districts, while in Nevada high poverty districts receive only 71 cents to the dollar.

To view funding profiles, which present regional comparisons of both funding level and funding distribution among a set of geographically similar states, visit www.schoolfundingfairness.org.

Fairness Measure #3: Effort

The Effort index takes into account each state's local and state spending on education in relation to the state's economic productivity, or gross state product (GSP). Combining these two elements into a ratio provides a sense of the priority education is given in state and local budgets.

In 2013, the Effort index ranged from a high of 5.3% in Vermont to a low of 2.5% in Hawaii. However, effort must be understood within the context of a state's economic productivity.

One might assume that wealthy states, those with high GSP, will have low effort, and conversely states with low GSP will require higher effort. But the relationship between fiscal capacity and effort is not as strong as one might expect. Many states with low fiscal capacity also have low effort, such as Idaho, Florida and Arizona, while some states with high fiscal capacity also have high effort, such as Alaska, New Jersey, New York and Wyoming.

As has been well documented by the Center for Budget and Policy Priorities, most states are still providing less funding for K-12 education, despite the economic recovery from the Great Recession. While total GSP has rebounded to 2008 levels or higher in most states, 18 states actually spent less on K-12 education, and the Effort index remains below 2008 levels in all but four states. Short-term trends are also troubling with only eight states improving their effort index between 2012 and 2013.

Figure 3. Effort Index, 2013

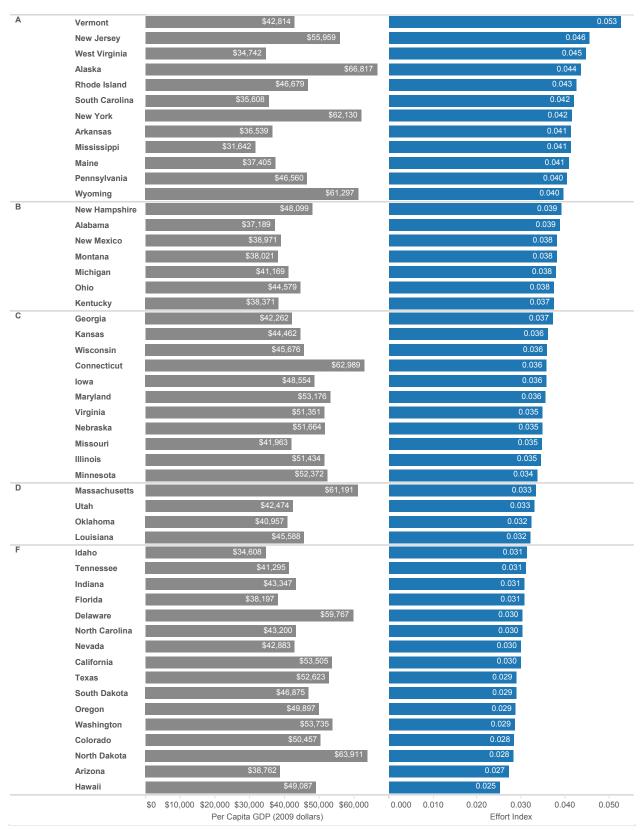
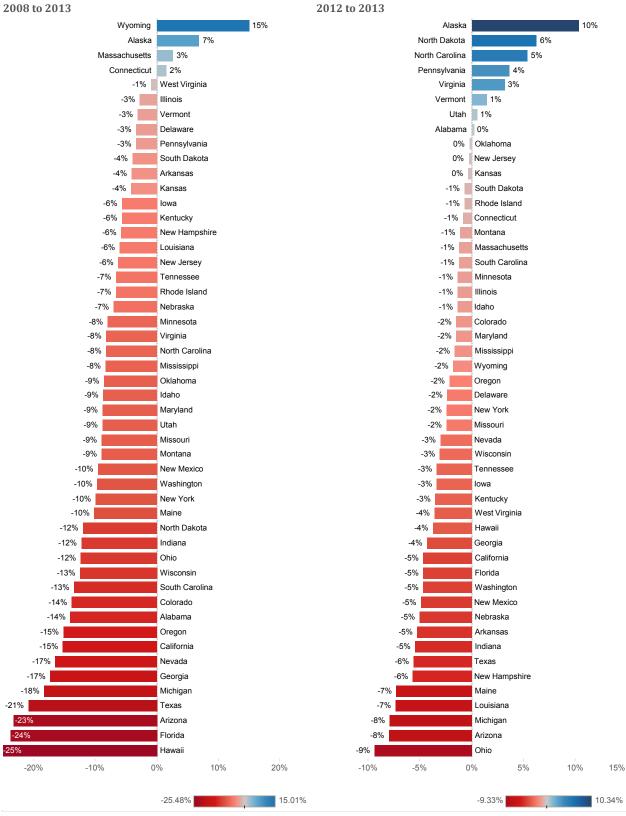


Figure 4. Percentage Change in Effort Index



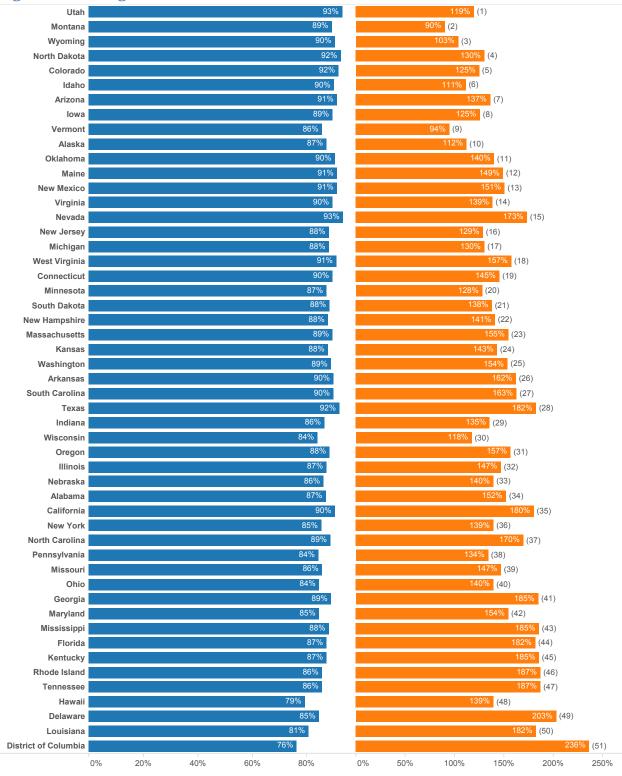
Fairness Measure #4: Coverage

The coverage indicator measures the share of school-aged children enrolled in public schools and the degree of economic disparity between households in the public and nonpublic education systems. The coverage indicator is a gauge of several important issues. First, the proportion of students enrolled in public schools affects the level of financial support necessary for public education. There are two important consequences to wealthier families opting out of public education: these opt outs further concentrate poverty and increase the need for resources in schools, and they can affect the public and political will necessary to generate fair funding through a state's school finance formula.

The percentage of school-aged children enrolled in public schools ranges from 76% in the District of Columbia to a high of 93% in Utah and Nevada. In several states, there are wide disparities in the incomes of families with children in public and nonpublic schools. Nonpublic households in the District of Columbia and Delaware have over two times the income of public school households.

States such as Utah, Montana, Wyoming and North Dakota have comparatively few students who opt out of public schools, and those who do are not very economically different from their public school peers. On the other hand, the District of Columbia, Louisiana and Delaware have a large percentage of students, whose families are significantly wealthier, who do not attend public schools.

Figure 5. Coverage



Percent in Public School

NonPublic/Public Income Ratio

Note: States ranked by the average of their standardized scores for percent in public school and the public/nonpublic household income ratio.

The Four Fairness Measures

Table 1 presents the scores of each state on the four fairness indicators. This table provides a scorecard on the strengths and weakness of a particular state's finance system and how a state's performance compares to other states in their region and across the nation.

A few major findings stand out:

- Only one state, New Jersey, is positioned relatively well on all four fairness indicators.
- Wyoming and Vermont score well on Funding Level, Effort and Coverage, but both scored an "F" on the important Funding Distribution measure. This means that even though these states are funded relatively well, with high funding levels and high effort, there is great inequity in the finance system that disadvantages poor districts.
- Texas is the only state that is very poorly positioned on all four fairness measures, receiving an "F" in Funding Effort, a "D" in Funding Distribution and scoring in the lower half of the Funding Level and Coverage rankings.
- Idaho and Nevada score poorly on all measures except Coverage.
- California, North Carolina and Tennessee score poorly in all areas except Funding Distribution.
 With a low funding level and low fiscal investment, even a progressive distribution of funds will result in an unfair system.

Table 1. The National Report Card

	Distribution	Effort	Funding Level	Coverage
Alabama	F	В	38	34
Alaska		Α	1	10
Arizona	С	F	47	7
Arkansas	С	Α	31	26
California	С	F	40	35
Colorado	С	F	34	5
Connecticut	С	С	4	19
Delaware	Α	F	7	49
District of Columbia				51
Florida	С	F	42	44
Georgia	В	С	37	41
Hawaii		F		48
Idaho	F	F	49	6
Illinois	F	С	15	32
Indiana	В	F	19	29
Iowa	D	С	18	8
Kansas	С	С	22	24
Kentucky	С	В	32	45
Louisiana	С	D	27	50
Maine	F	Α	14	12
Maryland	С	С	12	42
Massachusetts	В	D	6	23
Michigan	С	В	24	17
Minnesota	Α	С	13	20
Mississippi	С	Α	44	43
Missouri	F	С	29	39
Montana	С	В	30	2

Table 1. The National Report Card (cont.)

	Distribution	Effort	Funding Level	Coverage
Nebraska	В	С	20	33
Nevada	F	F	41	15
New Hampshire	D	В	11	22
New Jersey	Α	Α	3	16
New Mexico	С	В	36	13
New York	D	Α	2	36
North Carolina	В	F	46	37
North Dakota	F	F	23	4
Ohio	Α	В	17	40
Oklahoma	С	D	45	11
Oregon	С	F	35	31
Pennsylvania	D	Α	9	38
Rhode Island	С	Α	10	46
South Carolina	D	Α	25	27
South Dakota	Α	F	33	21
Tennessee	Α	F	43	47
Texas	D	F	39	28
Utah	Α	D	48	1
Vermont	F	Α	8	9
Virginia	F	С	26	14
Washington	С	F	28	25
West Virginia	D	А	21	18
Wisconsin	С	С	16	30
Wyoming	F	Α	5	3

Note: Funding Level and Coverage are colored by percentile rank: 1-25%, 25-50%, 50-75%, 75-100%.

Fair School Funding and Resource Allocation

In this section we explore the consequences of funding fairness, or the lack thereof, for schools and students through three resource allocation indicators. These indicators are examples of how a state's funding priorities affect the quality and breadth of educational opportunities available for students. Information on methodology and data sources can be found in Appendix A. Detailed, longitudinal data tables for these indicators can be found in Appendix C.

Early Childhood Education

Access to early childhood education is a critical component of a fair and equitable education system. Research shows that low-income children often come to school lagging behind their peers academically. High-quality preschool programs can help reduce those gaps. States vary in the degree to which early education programs are available to young children across the socioeconomic spectrum. States that recognize the need for early interventions in children's educational careers can promote and support early education programs that focus on providing opportunities for low-income families.

Not surprisingly, there is great variation in the extent to which young children are enrolled in early childhood programs in the states. Total enrollment of 3- and 4-year-olds ranges from a high of 78% in the District of Columbia to a low of 29% in Idaho. These two states also are at the extremes in terms of enrollment among low-income children, with 70% enrolled in the District of Columbia and only 25% in Idaho.

Though the importance of early childhood education for low-income children is well documented, in most states these children are actually less likely to be enrolled than their peers. Only a few states enroll proportionally more low-income students in early childhood programs. In Alaska, West Virginia and Wyoming, low-income children are more likely that their peers to be enrolled in early education, as depicted by the enrollment ratio. In Washington, South Dakota, Arizona and Utah, low-income children are much less likely to be enrolled than their peers. These states also have overall low participation rates in early education.

Wage Competitiveness

A state's ability to attract and retain high quality teachers is a fundamental component of an equitable and successful school system. Because teachers' salaries and benefits make up the bulk of school budgets, a fair school funding system is required to maintain an equitable distribution of high quality teachers in all districts. One of the most important ways that states can ensure that teaching jobs remain desirable in the job market is to provide competitive wages.

We examine wage competiveness at two-stages: early career and mid-career. This provides a more nuanced view of how states fare in both attracting workers to teaching and in providing incentives that encourage long-term commitment to the profession. We have constructed a measure of wage competiveness that compares teachers' salaries to the salaries of other professionals in the same labor

market and of similar age, degree level, and hours worked. Results are reported for 25- and 45-year-olds.

Most states' average teachers' salaries are far below the salaries of their non-teacher counterparts. Nationally, teachers beginning their careers at age 25 earn about 82% of what non-teachers earn. Only three states have average teacher wages that are comparable or greater than other similar workers – North Dakota, South Dakota and Wyoming. Wages are least competitive in Colorado, Arizona, Georgia, Virginia and Washington, where teachers earn about 30% less.

Wage competitiveness worsens as teachers advance in their careers. At age 45, teachers nationally earn only about 72% of non-teacher wages. No state provides the average teacher with a salary that is more competitive than non-teachers' salaries, though Vermont, Montana and Wyoming are the most competitive. In North Dakota, in the twenty years between ages 25 and 45, teachers slip from earning about the same as non-teachers to earning 19% less. The least competitive states become even more disadvantaged as teachers move towards mid-career, with comparable salaries dipping to 35-40% below those of non-teachers.

Teacher-to-Student Ratios

The fundamental premise of fair school funding is that additional resources are required to address the needs of students in poverty. In schools and classrooms across the country, this means that high poverty schools require more staff to address the challenges of serving low-income students, since these schools can benefit from smaller class sizes, literacy and math specialists, instructional coaches, and social services such as counselors and nurses. To examine this, we construct a measure of staffing fairness that compares the number of teachers per 100 students in high and low poverty districts.

The pupil to teacher fairness measure, or the comparison of teacher-to-student ratios in high and low poverty districts, ranges from a progressive 143% in North Dakota to a regressive 71% in Nevada. In other words, high poverty districts in North Dakota have, on average, 43% more teachers per 100 students than low poverty districts, potentially resulting in smaller class sizes, while in Nevada, the poorest districts have about 29% fewer teachers per 100 students than low poverty districts. Predicted staff ratios, at 10% poverty, range from a high of 8.3 teachers per 100 students in New Jersey to a low of 4.3 in Utah and California.

Twenty-two states have a progressive distribution of teachers, i.e., at least 5% more teachers per student in high poverty districts. Eight states are regressive and have fewer teachers per student in high poverty districts (Wisconsin, Maryland, Pennsylvania, Louisiana, Connecticut, Florida, Rhode Island and Nevada). The remaining 18 states have essentially no difference in staffing ratios between low and high poverty districts. This means that the majority of states are failing to systematically provide an equitable distribution of teachers so that high poverty schools have smaller teacher-to-student ratios than low poverty schools.

Figure 6. Early Childhood Education

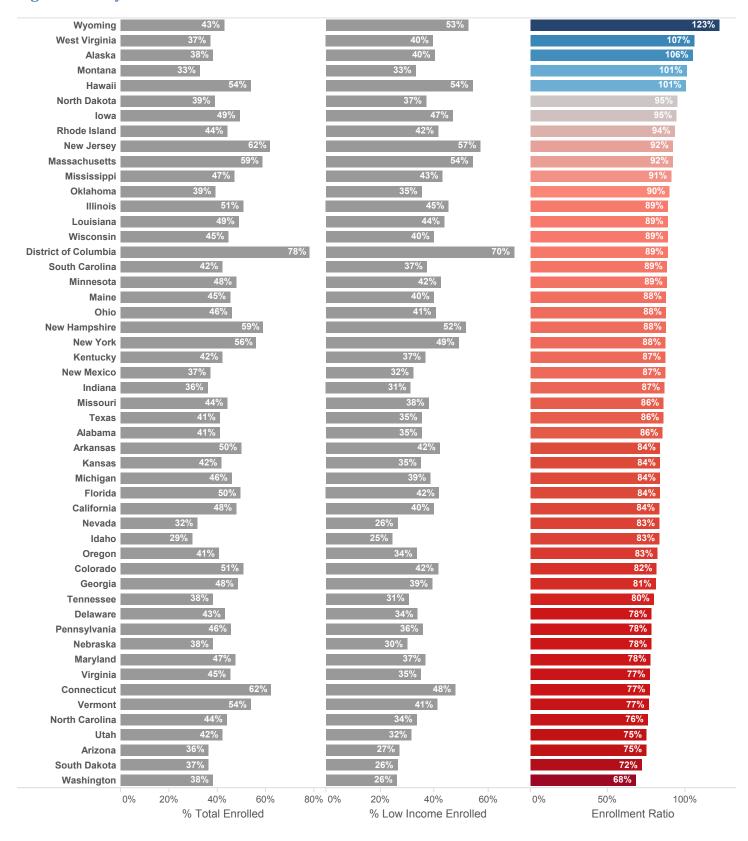


Figure 7. Wage Competitiveness

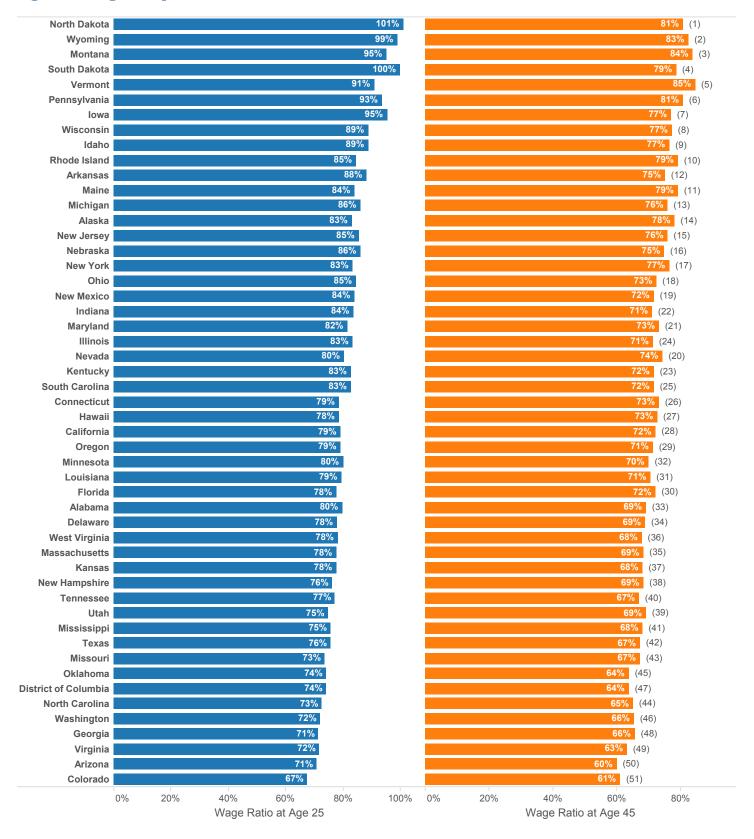
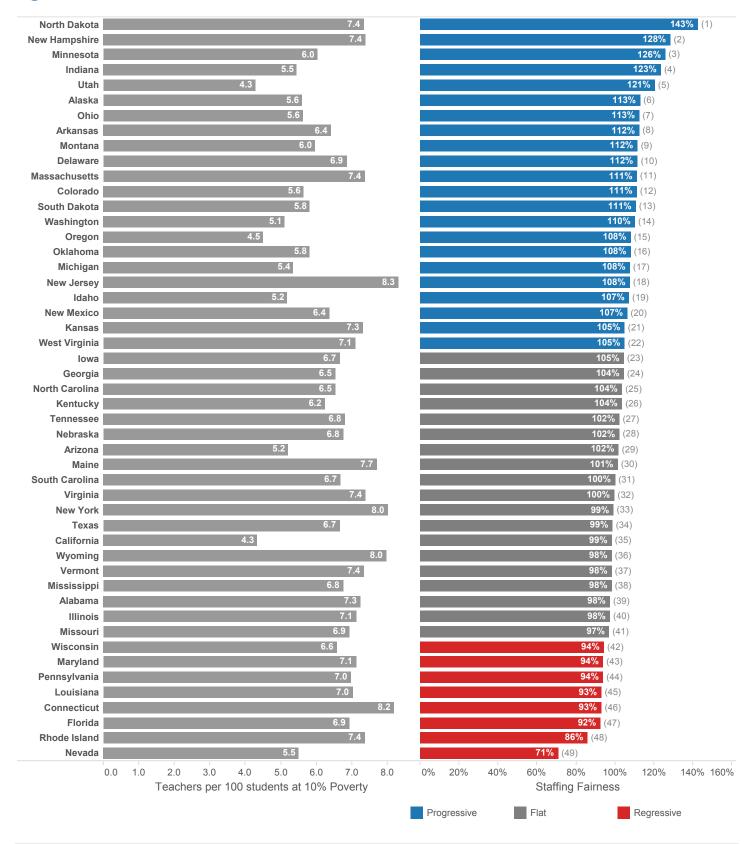


Figure 8. Teacher-to-Student Fairness Ratio



A state's performance on these three resource allocation measures can be juxtaposed against the state's ranking on the funding fairness indicators. This comparison provides clear evidence of how the fairness of a state's school funding system directly impacts the availability and distribution of essential resources to schools.

The correlation between funding fairness and essential resource availability is clear and compelling. Many of the low performing states on the funding fairness indicators are also ranked at the bottom of the resource allocation indicators, and vice versa. For example, states that score well on funding distribution also tend to exhibit fair teacher distribution (e.g., Indiana, Massachusetts, Minnesota, Ohio and Utah). States with low funding levels tend to have less competitive teacher wages (e.g., Arizona, Oklahoma and North Carolina). These patterns are consistent across indicators, meaning that students in states with unfair school funding are likely to experience a deprivation of resources crucial for their success in school.⁹

Conclusion

The National Report Card provides a set of indicators that, when evaluated together, provide a robust understanding of the fairness of each state's school funding system. Each of the indicators – Level, Distribution, Effort and Coverage – are important in their own right. But the complexity of each state's school finance system is best understood by considering the interaction of all four factors.

It should be noted that each state's finance system is embedded in a complicated historical, political and economic landscape. The NRC does not address these complex factors as they play out state-by-state. Therefore, the report's results should be approached with the understanding that every state has a unique story. The findings, however, can be useful in new or ongoing efforts to improve state funding of public education through the implementation or improvement of finance systems that recognize the demographic and resource needs of all students.

End Notes

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² This report uses a slightly different measure of spending on education than that used in earlier reports. In prior editions, spending was measured as total state and local revenues for K-12 education. We now use an indicator of total direct expense for elementary and secondary education from the The Urban Institute-Brookings Institution Tax Policy Center Data Query System (SLF-DQS), available at http://slfdqs.taxpolicycenter.org.

³ The U.S. has no established outcome measures for the 50 states and no national uniform program or input standards that would allow for measuring the "cost" of providing equal educational opportunities across all states. Thus, it is not feasible at present to compare current funding levels with a research-based measure of the cost of educating all students in U.S. public schools to achieve accepted national outcomes.

 $^{^4}$ To calculate grades, a standardized score (z-score) is calculated as the state's difference from the mean, expressed in standard deviations. Grades are as follows: A = 2/3 standard deviation above the mean (z > 0.67); B = between 1/3 and 2/3 standard deviations above the mean (.33 < z < .67); C = between 1/3 standard deviation below and 1/3 standard deviation above the mean (-.33 < z < .33); D = between 1/3 and 2/3 standard deviations below the mean (z < -.67). In some cases, the tables show states that have the same numerical score but different letter grades because their unrounded scores place them on opposite sides of the grading cutoffs.

⁵ Hawaii and the District of Columbia are excluded from this analysis because they are single-district systems. Alaska is also excluded because the state's unique geography and sparse population, so highly correlated with poverty, result in inconsistent estimates of within-state resource distribution.

⁶ Year-to-year comparisons rely on updated models, and, therefore, may not align exactly with previously published results. To view longitudinal results with the updated models, visit www.schoolfundingfairness.org.

⁷ See Leachman, M., N. Albares, K. Masterson, and M. Wallace, "Most States Have Cut School Funding, and Some Continue Cutting." Center on Budget and Policy Priorities. January 25, 2016,

⁸ For a review, see Barnett, W.S. (2011), "Effectiveness of early educational intervention." *Science*, 333, 975-978.

⁹ For a deeper exploration of the consequences of school funding levels, distributions and changes in classroom resources see "The Changing Distribution of Educational Opportunities: 1993-2012" by Bruce Baker, Danielle Farrie, and David G. Sciarra in *The Dynamics of Opportunity in America: Evidence and Perspectives* edited by Irwin Kirsch and Henry Braun.

Appendix A: Data and Methodology

Fairness Measures

Funding Level: A regression model predicts an average per-pupil funding level for each state, while holding other factors constant. This eliminates the variation in funding associated with characteristics that vary between districts and across states, and determines average funding at the state level under hypothetical, yet meaningful, set of conditions. State and local funding levels are predicted with the following variables: student poverty, regional wage variation, economies of scale, population density, and the interaction between economies of scale and density. Reported funding levels are predicted using national averages for all independent variables and at a poverty rate of 20%.

The regression equation includes a panel of 21 years of data and presents estimates for the most recent five years. Models used in previous editions only included 3 year panels, with estimates reported for the most recent year. Due to this change in modeling, there will be slight differences in the results of this edition and previously published editions.

Funding Distribution: Using the above regression model, the relationship between student poverty and school funding is estimated for each state. Funding levels are predicted for poverty levels at 10% intervals from 0% to 30% under the average conditions within each state. The fairness ratio is calculated by dividing state and local funding at 30% poverty by funding at 0% poverty. A higher ratio indicates greater fairness.

Effort: The Effort index is calculated by dividing the total direct expense for elementary and secondary education by the state gross domestic product.

Coverage: The Coverage indicator includes two measures. First is the proportion of school-age children attending the state's public schools, as opposed to private schools, homeschooling, or not attending school at all. The second is the ratio of median household income of students who are enrolled in public schools to those who are not. The Coverage rankings are computed by calculating a standardized score (z-score) for each measure and then taking the average.

Resource Allocation Indicators

Early Childhood: The early childhood indicator compares school enrollment rates for 3- and 4-year olds by income level. Low-income is defined as a family income below 185% of the Federal poverty level. This is the threshold at which students qualify for free or reduced lunch. School enrollment is not limited to public school and there are no restrictions on the number of days per week or hours per day the student attends. The ratio is calculated as the percentage of enrolled low-income students over the percentage of enrolled not low-income students. States are ranked on this ratio.

Wage Competitiveness: This indicator uses a regression model predicting average wages for teachers and non-teachers while controlling for age, education, and hours/weeks worked. The ratio of wages between teachers and non-teachers is computed at age 25 and 45 and indicates whether teachers, on

average, are paid more or less than non-teachers. States are ranked by calculating a standardized score (z-score) for the ratio at age 25 and 45 and averaging those scores.

Teacher-to-Student Ratios: The teacher-to-student ratio fairness measure is calculating by generating a regression model to establish the relationship between district teacher-to-student ratios (teachers per 100 students) and student poverty. Similar to the funding fairness analysis, the model controls for size, sparsity, and poverty and then estimates teacher-to-student ratios at various poverty levels for each state. The fairness ratio is calculated by dividing predicted teacher-to-student ratio at 30% poverty by the predicted ratio at 0% poverty.

Table A-1. Data Sources Fairness Measures and Resource Allocation Indicators

Indicator	Data Element	Data Source	
Funding	Local and state	U.S. Census F-33 Public	http://www.census.gov/govs/sc
Level &	revenues per pupil	Elementary-Secondary	hool/
Funding		Education Finance Survey	
Distribution	Student poverty	U.S. Census Small Area	http://www.census.gov/did/ww
	rates	Income and Poverty	w/saipe/data/index.html
		Estimates	
	Regional wage	Taylor's Extended NCES	http://bush.tamu.edu/research/
	variation	Comparable Wage Index	faculty/Taylor_CWI
	Economies of	NCES Common Core of Data	http://nces.ed.gov/ccd/
	Scale/District Size	 Local Education Agency 	
		Universe Survey	
	Population Density	U.S. Census Population	https://www.census.gov/popest
		Estimates	<u>/index.html</u>
Effort	Gross State Product	Bureau of Economic Analysis	http://bea.gov/itable/
	Total direct expense	The Urban Institute-	http://slfdqs.taxpolicycenter.org
	for elementary and	Brookings Institution Tax	
	secondary education	Policy Center Data Query	
		System (SLF-DQS)	
Coverage	% 6-16 Year olds	U.S. Census American	Integrated Public Use Micro
	enrolled in school	Community Survey	Data System <u>www.ipums.org</u> (3-
			Year Sample)
	Median household	U.S. Census American	Integrated Public Use Micro
	income by school	Community Survey	Data System <u>www.ipums.org</u> (3-
	enrollment		Year Sample)
Early	School enrollment of	U.S. Census American	Integrated Public Use Micro
Childhood	3- and 4-year olds by	Community Survey	Data System www.ipums.org (3-
Education	household income		Year Sample)
Teacher-to-	District teachers per	NCES Common Core of Data	http://nces.ed.gov/ccd/
Student	100 students	 Local Education Agency 	
Fairness		Universe Survey	

Appendix B: Fairness Measures

Table B-1. Funding Level

	2009		2010		2011		2012		2013	
	Funding Level	Rank								
Alabama	\$7,902	41	\$7,355	41	\$7,661	38	\$7,671	38	\$7,670	38
Alaska	\$17,614	1	\$14,676	3	\$14,619	2	\$15,375	2	\$17,331	1
Arizona	\$6,895	46	\$6,438	46	\$6,459	47	\$6,233	47	\$6,405	47
Arkansas	\$7,917	40	\$7,958	33	\$8,108	30	\$8,410	29	\$8,281	31
California	\$7,931	39	\$6,907	43	\$7,384	41	\$7,226	41	\$7,348	40
Colorado	\$8,261	33	\$8,329	27	\$7,959	35	\$7,914	37	\$8,162	34
Connecticut	\$14,390	5	\$13,156	5	\$13,249	5	\$14,342	4	\$14,886	4
Delaware	\$12,076	9	\$11,049	13	\$11,037	11	\$12,015	9	\$13,034	7
Florida	\$8,045	37	\$7,272	42	\$7,240	42	\$6,873	42	\$7,033	42
Georgia	\$8,536	28	\$7,691	36	\$8,016	32	\$7,922	36	\$7,782	37
Idaho	\$6,608	49	\$5,659	49	\$6,066	48	\$5,691	49	\$5,746	49
Illinois	\$8,421	32	\$8,625	23	\$9,988	17	\$10,203	16	\$10,343	15
Indiana	\$10,245	15	\$10,792	14	\$9,651	19	\$9,939	20	\$9,973	19
Iowa	\$9,614	20	\$8,775	21	\$9,703	18	\$9,980	19	\$10,038	18
Kansas	\$10,092	16	\$8,997	20	\$9,046	23	\$9,432	22	\$9,422	22
Kentucky	\$8,131	36	\$7,651	37	\$7,953	36	\$8,120	33	\$8,254	32
Louisiana	\$9,041	22	\$8,297	28	\$8,399	25	\$8,764	25	\$8,742	27
Maine	\$10,667	14	\$11,060	12	\$10,873	14	\$10,531	15	\$11,096	14
Maryland	\$12,208	8	\$11,276	11	\$11,360	10	\$11,755	11	\$11,861	12
Massachusetts	\$12,929	7	\$12,424	6	\$12,695	6	\$13,103	6	\$13,508	6
Michigan	\$8,738	25	\$8,553	24	\$8,907	24	\$8,965	24	\$9,186	24
Minnesota	\$10,836	13	\$10,008	16	\$11,028	13	\$11,035	14	\$11,231	13
Mississippi	\$6,958	45	\$6,510	45	\$6,489	46	\$6,649	45	\$6,746	44
Missouri	\$8,172	34	\$7,552	38	\$8,072	31	\$8,532	27	\$8,605	29
Montana	\$8,557	27	\$8,169	31	\$8,132	29	\$8,307	32	\$8,518	30
Nebraska	\$9,835	18	\$9,359	18	\$9,378	20	\$9,651	21	\$9,913	20
Nevada	\$7,482	43	\$7,434	39	\$7,203	43	\$7,234	40	\$7,205	41
New Hampshire	\$11,204	12	\$11,440	8	\$11,029	12	\$11,564	12	\$11,915	11
New Jersey	\$15,699	3	\$13,541	4	\$13,386	4	\$15,278	3	\$15,394	3
New Mexico	\$8,871	23	\$7,822	35	\$7,999	33	\$8,068	34	\$8,071	36
New York	\$15,557	4	\$14,876	2	\$15,521	1	\$16,239	1	\$16,726	2
North Carolina	\$8,513	29	\$8,998	19	\$7,468	40	\$6,484	46	\$6,547	46
North Dakota	\$8,430	31	\$8,647	22	\$9,053	22	\$9,219	23	\$9,204	23
Ohio	\$10,081	17	\$9,944	17	\$10,023	16	\$10,022	18	\$10,144	17
Oklahoma	\$6,786	47	\$6,266	47	\$6,545	44	\$6,666	44	\$6,700	45
Oregon	\$8,167	35	\$7,865	34	\$7,738	37	\$8,043	35	\$8,103	35
Pennsylvania	\$11,601	11	\$11,337	10	\$11,576	9	\$12,065	8	\$12,596	9
Rhode Island	\$11,804	10	\$11,400	9	\$11,815	8	\$11,973	10	\$12,551	10
South Carolina	\$8,619	26	\$8,131	32	\$8,387	26	\$8,551	26	\$9,074	25
South Dakota	\$7,954	38	\$8,187	30	\$7,965	34	\$8,393	31	\$8,179	33
Tennessee	\$6,669	48	\$6,546	44	\$6,545	45	\$6,704	43	\$6,766	43
Texas	\$7,816	42	\$7,400	40	\$7,509	39	\$7,451	39	\$7,404	39
Utah	\$6,961	44	\$6,159	48	\$6,025	49	\$6,185	48	\$6,295	48
Vermont	\$13,153	6	\$12,136	7	\$12,140	7	\$12,523	7	\$12,831	8
Virginia	\$9,497	21	\$8,453	25	\$8,336	27	\$8,399	30	\$8,743	26
Washington	\$8,481	30	\$8,206	29	\$8,267	28	\$8,471	28	\$8,694	28
West Virginia	\$8,863	24	\$8,347	26	\$9,113	21	\$11,100	13	\$9,719	21
Wisconsin	\$9,695	19	\$10,048	15	\$10,677	15	\$10,161	17	\$10,221	16
Wyoming	\$17,173	2	\$15,762	1	\$14,501	3	\$13,931	5	\$14,355	5

Table B-2. Funding Distribution

	2009		2010		2011		2012		2013	
	Fairness Ratio	Grade								
Alabama	90%	F	92%	D	91%	D	90%	D	90%	F
Arizona		С		С	91%	D	95%	D		С
Arizona	100%		100%						100%	
Arkansas	107%	С	102%	С	98%	С	96%	С	100%	С
California	110%	В	105%	С	109%	A	105%	С	102%	С
Colorado	99%	С	100%	С	97%	С	99%	С	108%	С
Connecticut	118%	A	108%	В	100%	С	106%	С	107%	C
Delaware	122%	Α	99%	C	98%	C	139%	A	181%	A
Florida	97%	D	109%	В	104%	В	104%	С	103%	С
Georgia	107%	С	109%	В	109%	Α	102%	С	109%	В
Idaho	92%	F	79%	F	99%	С	96%	С	86%	F
Illinois	73%	F	72%	F	86%	F	90%	F	82%	F
Indiana	115%	В	117%	Α	115%	Α	115%	Α	113%	В
lowa	98%	D	89%	F	93%	D	91%	D	92%	D
Kansas	102%	С	101%	С	98%	С	97%	С	98%	С
Kentucky	108%	С	107%	В	103%	С	105%	С	102%	С
Louisiana	103%	С	114%	Α	105%	В	113%	Α	103%	С
Maine	92%	F	101%	С	95%	С	84%	F	83%	F
Maryland	108%	С	98%	С	98%	С	96%	С	97%	С
Massachusetts	122%	Α	124%	Α	116%	Α	114%	Α	114%	В
Michigan	95%	D	94%	D	95%	С	98%	С	99%	С
Minnesota	131%	Α	134%	Α	127%	Α	134%	Α	133%	Α
Mississippi	97%	D	96%	С	98%	С	102%	С	99%	С
Missouri	90%	F	87%	F	86%	F	89%	F	83%	F
Montana	117%	Α	101%	С	100%	С	100%	С	103%	С
Nebraska	115%	В	98%	С	100%	С	106%	С	109%	В
Nevada	73%	F	64%	F	58%	F	44%	F	71%	F
New Hampshire	95%	D	99%	С	76%	F	89%	F	92%	D
New Jersey	149%	Α	120%	Α	111%	Α	130%	Α	124%	Α
New Mexico	107%	С	105%	С	103%	С	102%	С	106%	С
New York	94%	D	91%	D	92%	D	96%	С	95%	D
North Carolina	64%	F	58%	F	98%	С	110%	В	112%	В
North Dakota	85%	F	85%	F	82%	F	80%	F	77%	F
Ohio	134%	A	128%	Α	129%	A	127%	A	127%	A
Oklahoma	103%	C	100%	C	106%	В	107%	В	105%	C
Oregon	103%	С	99%	С	95%	С	96%	С	103%	С
Pennsylvania	95%	D	90%	D	89%	F	91%	D	93%	D
-										
Rhode Island	102%	С	98%	С	98%	С	94%	D	97%	С
South Carolina	98%	D	97%	С	90%	F	103%	С	95%	D
South Dakota	120%	A	126%	A	125%	A	136%	A	122%	A
Tennessee	109%	C	112%	A	113%	A	112%	A	114%	A
Texas	94%	D	95%	С	93%	D	95%	D	95%	D
Utah	150%	Α	122%	A	125%	A	124%	A	127%	A
Vermont	99%	С	79%	F	78%	F	82%	F	83%	F
Virginia	99%	С	96%	С	90%	F	91%	D	90%	F
Washington	95%	D	92%	D	93%	D	96%	С	99%	С
West Virginia	96%	D	110%	В	116%	Α	95%	D	93%	D
Wisconsin	99%	С	104%	С	106%	В	105%	С	107%	С
Wyoming	123%	Α	102%	С	91%	D	81%	F	87%	F

Table B-3. Effort

		2009		2010		2011				2012		2013			
	Per Capita GSP (2009 dollars)	Effort Index	Grade												
Alabama	\$35,597	0.047	Α	\$36,237	0.044	Α	\$36,499	0.041	В	\$36,750	0.039	В	\$37,189	0.039	В
Alaska	\$70,918	0.049	Α	\$67,761	0.046	Α	\$68,707	0.043	Α	\$70,804	0.040	В	\$66,817	0.044	Α
Arizona	\$38,296	0.037	D	\$38,299	0.034	F	\$38,595	0.031	F	\$38,895	0.030	F	\$38,762	0.027	F
Arkansas	\$34,669	0.047	Α	\$35,469	0.049	Α	\$35,947	0.048	Α	\$35,924	0.044	Α	\$36,539	0.041	Α
California	\$51,831	0.036	F	\$51,821	0.033	F	\$52,022	0.031	F	\$52,724	0.031	F	\$53,505	0.030	F
Colorado	\$50,275	0.033	F	\$50,135	0.033	F	\$50,007	0.031	F	\$50,254	0.029	F	\$50,457	0.028	F
Connecticut	\$63,612	0.038	D	\$63,955	0.037	D	\$63,311	0.036	С	\$63,363	0.036	С	\$62,989	0.036	С
Delaware	\$62,973	0.030	F	\$62,698	0.029	F	\$62,903	0.029	F	\$61,271	0.031	F	\$59,767	0.030	F
Florida	\$38,771	0.039	D	\$38,396	0.036	D	\$37,627	0.036	С	\$37,790	0.032	F	\$38,197	0.031	F
Georgia	\$42,145	0.046	Α	\$41,735	0.042	В	\$41,889	0.040	В	\$41,904	0.039	В	\$42,262	0.037	С
Hawaii	\$48,268	0.036	F	\$48,858	0.031	F	\$49,117	0.028	F	\$49,333	0.026	F	\$49,087	0.025	F
Idaho	\$34,749	0.037	D	\$34,845	0.037	D	\$34,474	0.033	F	\$34,102	0.032	F	\$34,608	0.031	F
Illinois	\$50,102	0.039	D	\$50,323	0.037	D	\$51,203	0.036	С	\$52,018	0.035	С	\$51,434	0.035	С
Indiana	\$40,694	0.038	D	\$43,004	0.036	D	\$42,962	0.033	F	\$42,903	0.033	D	\$43,347	0.031	F
Iowa	\$45,087	0.039	С	\$45,837	0.040	С	\$46,696	0.038	С	\$48,319	0.037	С	\$48,554	0.036	С
Kansas	\$43,059	0.045	В	\$44,054	0.043	В	\$45,463	0.038	С	\$45,101	0.036	С	\$44,462	0.036	С
Kentucky	\$36,115	0.040	С	\$37,467	0.040	С	\$37,986	0.039	С	\$38,125	0.039	В	\$38,371	0.037	В
Louisiana	\$46,885	0.038	D	\$48,519	0.034	F	\$46,489	0.034	D	\$46,850	0.035	С	\$45,588	0.032	D
Maine	\$37,804	0.047	Α	\$38,280	0.046	Α	\$37,860	0.047	Α	\$37,784	0.044	Α	\$37,405	0.041	Α
Maryland	\$52,901	0.039	D	\$53,715	0.039	С	\$53,940	0.037	С	\$53,704	0.036	С	\$53,176	0.036	С
Massachusetts	\$58,590	0.034	F	\$60,172	0.033	F	\$61,127	0.032	F	\$61,863	0.034	D	\$61,191	0.033	D
Michigan	\$36,882	0.049	Α	\$38,854	0.046	Α	\$39,715	0.044	Α	\$40,226	0.041	Α	\$41,169	0.038	В
Minnesota	\$49,133	0.040	С	\$50,550	0.036	D	\$51,344	0.035	D	\$51,615	0.034	D	\$52,372	0.034	С
Mississippi	\$31,173	0.048	Α	\$31,493	0.046	Α	\$31,227	0.044	Α	\$31,862	0.042	Α	\$31,642	0.041	Α
Missouri	\$41,949	0.039	С	\$42,316	0.038	С	\$41,674	0.037	С	\$41,807	0.036	С	\$41,963	0.035	С
Montana	\$35,889	0.045	Α	\$36,728	0.043	В	\$37,680	0.040	В	\$37,767	0.039	В	\$38,021	0.038	В
Nebraska	\$48,042	0.039	С	\$49,279	0.039	С	\$51,099	0.036	С	\$50,974	0.037	С	\$51,664	0.035	С
Nevada	\$44,375	0.036	F	\$43,781	0.033	F	\$43,891	0.033	F	\$43,307	0.031	F	\$42,883	0.030	F
New Hampshire	\$46,074	0.042	С	\$47,411	0.042	В	\$47,797	0.043	Α	\$48,293	0.041	Α	\$48,099	0.039	В
New Jersey	\$55,366	0.051	Α	\$55,610	0.050	Α	\$54,913	0.047	Α	\$55,978	0.046	Α	\$55,959	0.046	Α
New Mexico	\$39,697	0.048	Α	\$39,291	0.045	Α	\$39,117	0.042	Α	\$39,114	0.040	Α	\$38,971	0.038	В
New York	\$59,205	0.047	Α	\$61,415	0.047	Α	\$61,188	0.045	Α	\$62,742	0.043	Α	\$62,130	0.042	Α
North Carolina	\$43,390	0.035	F	\$43,501	0.032	F	\$43,699	0.030	F	\$43,159	0.029	F	\$43,200	0.030	F
North Dakota	\$48,134	0.033	F	\$50,934	0.034	F	\$55,387	0.030	F	\$64,618	0.027	F	\$63,911	0.028	F
Ohio	\$41,493	0.045	Α	\$42,308	0.044	Α	\$43,627	0.042	Α	\$44,425	0.041	Α	\$44,579	0.038	В
Oklahoma	\$38,562	0.041	С	\$38,768	0.039	С	\$39,577	0.033	F	\$40,664	0.032	F	\$40,957	0.032	D
Oregon	\$47,349	0.036	F	\$49,535	0.032	F	\$51,243	0.030	F	\$51,121	0.029	F	\$49,897	0.029	F
Pennsylvania	\$44,678	0.043	С	\$45,561	0.042	В	\$46,043	0.041	В	\$46,293	0.039	В	\$46,560	0.040	A
Rhode Island	\$45,420	0.045	A	\$46,278	0.044	A	\$46,220	0.044	A	\$46,604	0.043	A	\$46,679	0.043	Α
South Carolina	\$35,141	0.051	A	\$35,325	0.048	A	\$35,801	0.044	A	\$35,563	0.043	A	\$35,608	0.042	A
South Dakota	\$45,103	0.033	F	\$45,633	0.032	F	\$48,239	0.031	F	\$47,190	0.029	F	\$46,875	0.029	F
Tennessee	\$39,219	0.035	F	\$39,487	0.035	F	\$40,306	0.034	D	\$41,283	0.032	F	\$41,295	0.031	F
Texas	\$47,224	0.041	C	\$47,668	0.039	C	\$48,604	0.035	D	\$50,670	0.031	F.	\$52,623	0.029	F
Utah	\$41,810	0.038	D	\$41,702	0.034	F	\$42,229	0.033	F	\$41,890	0.033	D	\$42,474	0.033	D
Vermont	\$40,410	0.056	A	\$41,827	0.054	A	\$43,013	0.053	A	\$43,273	0.052	A	\$42,814	0.053	A
Virginia	\$51,677	0.036	F	\$52,290	0.035	F	\$52,094	0.033	D	\$51,933	0.032	D	\$51,351	0.035	C
Washington	\$51,677	0.036	F	\$52,290 \$53,075	0.035	F	\$52,094 \$52,860	0.034	F	\$51,933	0.034	F	\$51,351	0.035	F
_															
West Virginia	\$34,113	0.046	A	\$34,869	0.049	A	\$35,633	0.047	A	\$34,347	0.047	A	\$34,742	0.045	A
Wisconsin	\$43,323	0.042	С	\$44,309	0.042	В	\$45,061	0.041	В	\$45,429	0.037	C	\$45,676	0.036	C
Wyoming	\$67,542	0.043	В	\$66,134	0.042	В	\$66,080	0.038	С	\$61,477	0.040	Α	\$61,297	0.040	Α

Table B-4. Coverage

		2009		2010				2011			2012		2013		
	Coverage	Income Ratio	Rank	Coverage	Income Ratio	Rank	Coverage	Income Ratio	Rank	Coverage	Income Ratio	Rank	Coverage	Income Ratio	Rank
Alabama	87%	153%	35	89%	160%	28	88%	168%	41	88%	155%	36	87%	152%	34
Alaska	90%	106%	4	90%	109%	7	91%	112%	3	88%	125%	14	87%	112%	10
Arizona	91%	143%	7	92%	141%	9	92%	129%	5	92%	142%	6	91%	137%	7
Arkansas	90%	151%	15	92%	172%	20	90%	142%	14	90%	167%	27	90%	162%	26
California	90%	168%	32	90%	172%	29	90%	180%	33	90%	179%	34	90%	180%	35
Colorado	90%	133%	8	90%	130%	12	91%	140%	10	90%	144%	12	92%	125%	5
Connecticut	88%	151%	28	88%	158%	36	88%	152%	27	89%	143%	15	90%	145%	19
Delaware	83%	168%	48	80%	167%	48	80%	176%	49	86%	175%	48	85%	203%	49
District of Columbia	80%	290%	51	80%	405%	51	77%	297%	51	79%	280%	51	76%	236%	51
Florida	87%	173%	44	87%	177%	45	87%	181%	45	88%	173%	44	87%	182%	44
Georgia	88%	176%	40	88%	162%	35	90%	184%	40	89%	179%	38	89%	185%	41
Hawaii	76%	169%	50	78%	139%	49	79%	152%	48	80%	164%	49	79%	139%	48
Idaho	89%	105%	5	92%	124%	4	91%	123%	7	92%	116%	2	90%	111%	6
	87%	149%	31	87%	148%	34	88%	157%	34	87%	148%	33	87%	147%	32
Illinois	87%		30	87%	148%		86%	157%	39	87%	140%	32	86%		
Indiana		144%				37								135%	29
Iowa	88%	118%	12	89%	124%	15	87%	123%	16	88%	126%	13	89%	125%	8
Kansas	88%	131%	14	89%	130%	16	89%	142%	23	87%	125%	17	88%	143%	24
Kentucky	87%	178%	42	87%	174%	43	88%	179%	43	87%	173%	46	87%	185%	45
Louisiana	81%	177%	49	81%	185%	50	81%	198%	50	81%	191%	50	81%	182%	50
Maine	88%	133%	18	91%	115%	5	88%	101%	9	89%	124%	7	91%	149%	12
Maryland	83%	157%	47	85%	162%	47	85%	149%	44	86%	147%	42	85%	154%	42
Massachusetts	87%	144%	33	88%	139%	27	88%	139%	21	88%	147%	29	89%	155%	23
Michigan	88%	135%	19	88%	130%	21	89%	138%	19	87%	136%	24	88%	130%	17
Minnesota	86%	120%	21	87%	127%	25	88%	122%	11	86%	133%	30	87%	128%	20
Mississippi	87%	174%	43	86%	167%	46	88%	176%	42	88%	183%	45	88%	185%	43
Missouri	84%	136%	39	85%	140%	38	85%	161%	46	86%	148%	43	86%	147%	39
Montana	89%	99%	6	90%	117%	10	88%	104%	8	89%	100%	3	89%	90%	2
Nebraska	86%	146%	34	87%	128%	26	87%	132%	24	86%	146%	41	86%	140%	33
Nevada	93%	182%	24	93%	157%	11	92%	157%	12	92%	170%	16	93%	173%	15
New Hampshire	89%	124%	11	88%	123%	18	89%	136%	13	89%	118%	8	88%	141%	22
New Jersey	87%	126%	16	87%	124%	23	88%	128%	17	88%	133%	19	88%	129%	16
New Mexico	89%	158%	27	89%	137%	19	92%	167%	18	90%	156%	22	91%	151%	13
New York	83%	154%	46	85%	148%	44	85%	140%	38	86%	136%	35	85%	139%	36
North Carolina	88%	166%	36	89%	163%	32	89%	173%	35	89%	163%	31	89%	170%	37
North Dakota	86%	103%	10	87%	117%	22	86%	141%	36	88%	145%	26	92%	130%	4
Ohio	84%	139%	38	85%	141%	41	85%	135%	32	86%	142%	39	84%	140%	40
Oklahoma	90%	160%	26	92%	161%	14	90%	158%	22	90%	140%	10	90%	140%	11
Oregon	89%	146%	23	90%	134%	13	90%	143%	15	88%	138%	20	88%	157%	31
Pennsylvania	83%	142%	41	85%	138%	39	84%	130%	37	85%	134%	40	84%	134%	38
Rhode Island	86%	151%	37	87%	173%	42	88%	146%	25	88%	162%	37	86%	187%	46
South Carolina	89%	147%	22	90%	171%	33	91%	176%	29	90%	158%	21	90%	163%	27
South Dakota	90%	135%	9	90%	118%	8	90%	165%	28	90%	147%	11	88%	138%	21
Tennessee	86%	175%	45	87%	166%	40	87%	200%	47	87%	178%	47	86%	187%	47
Texas	92%	170%	20	92%	172%	17	92%	187%	26	92%	184%	23	92%	182%	28
Utah	94%	128%	2	93%	121%	2	94%	120%	2	94%	113%	1	93%	119%	1
Vermont	92%	114%	3	90%	103%	6	91%	111%	4	89%	125%	9	86%	94%	9
Virginia	88%	137%	17	88%	151%	30	88%	151%	30	88%	152%	28	90%	139%	14
Washington	88%	152%	29	88%	135%	24	89%	148%	20	89%	149%	25	89%	154%	25
-		149%		93%		3	92%	127%	6	91%	121%		91%		18
West Virginia	90%		13		131%							4		157%	
Wisconsin	95%	116% 100%	25 1	85% 94%	109% 127%	31	84% 92%	117% 101%	31	86% 92%	111% 138%	18 5	84% 90%	118% 103%	30

Appendix C: Resource Allocation Indicators

Table C-1. Early Childhood Education

	2009			2010				2011				2012				2013				
		me				me				me				me				me		
	Total	Low Income	Ratio by Income	Rank	Total	Low Income	Ratio by Income	Rank	Total	Low Income	Ratio by Income	Rank	Total	Low Income	Ratio by Income	Rank	Total	Low Income	Ratio by Income	Rank
Alabama	43%	33%	76%	42	46%	39%	85%	16	44%	34%	76%	43	43%	36%	82%	30	41%	35%	86%	28
Alaska	34%	30%	90%	11	41%	39%	96%	5	45%	40%	88%	18	38%	41%	108%	2	38%	40%	106%	3
Arizona	33%	23%	72%	47	34%	25%	73%	47	35%	28%	80%	37	34%	25%	74%	44	36%	27%	75%	49
Arkansas	51%	49%	96%	4	54%	51%	95%	6	47%	42%	91%	13	46%	43%	94%	8	50%	42%	84%	29
California	49%	41%	84%	25	50%	41%	83%	28	49%	39%	79%	38	50%	41%	83%	28	48%	40%	84%	33
Colorado	50%	40%	79%	34	49%	39%	81%	33	47%	35%	74%	47	48%	36%	76%	42	51%	42%	82%	37
Connecticut	61%	50%	82%	27	63%	46%	73%	46	63%	60%	96%	5	68%	61%	91%	12	62%	48%	77%	45
Delaware	51%	43%	85%	21	54%	42%	78%	38	53%	47%	88%	17	46%	42%	91%	11	43%	34%	78%	40
District of Columbia	56%	53%	95%	5	73%	57%	77%	40	73%	58%	79%	39	75%	73%	97%	6	78%	70%	89%	16
Florida	49%	39%	79%	32	51%	42%	84%	25	51%	44%	86%	22	51%	41%	82%	31	50%	42%	84%	32
Georgia	52%	42%	81%	29	49%	41%	84%	23	49%	40%	83%	31	50%	40%	80%	35	48%	39%	81%	38
Hawaii	58%	54%	94%	7	56%	45%	81%	34	48%	44%	92%	12	50%	53%	107%	3	54%	54%	101%	5
Idaho	30%	26%	87%	18	43%	36%	84%	21	33%	34%	102%	2	34%	23%	68%	48	29%	25%	83%	35
Illinois	56%	49%	88%	14	55%	46%	84%	22	54%	43%	80%	35	54%	47%	89%	14	51%	45%	89%	13
Indiana	40%	29%	71%	48	40%	32%	80%	35	43%	37%	86%	23	39%	30%	78%	37	36%	31%	87%	25
Iowa	48%	38%	79%	35	47%	36%	77%	43	49%	47%	97%	4	49%	46%	94%	7	49%	47%	95%	7
Kansas	45%	35%	77%	40	50%	45%	90%	9	44%	37%	85%	24	46%	40%	88%	16	42%	35%	84%	30
Kentucky	44%	40%	91%	10	43%	35%	83%	30	40%	32%	79%	40	47%	41%	87%	18	42%	37%	87%	23
Louisiana	56%	49%	87%	16	52%	51%	99%	3	52%	50%	95%	8	52%	44%	86%	20	49%	44%	89%	14
Maine	43%	36%	84%	24	46%	32%	70%	50	40%	34%	84%	25	47%	38%	81%	34	45%	40%	88%	19
Maryland	51%	39%	77%	39	51%	40%	78%	39	49%	41%	84%	26	47%	29%	61%	51	47%	37%	78%	43
Massachusetts	62%	47%	76%	43	58%	46%	79%	36	61%	46%	75%	46	59%	46%	78%	38	59%	54%	92%	10
Michigan	48%	39%	81%	28	46%	38%	84%	24	53%	48%	90%	14	47%	41%	88%	15	46%	39%	84%	31
Minnesota	47%	41%	87%	15	46%	38%	83%	27	48%	40%	83%	29	47%	37%	79%	36	48%	42%	89%	18
Mississippi	52%	51%	99%	3	52%	52%	99%	2	56%	53%	95%	7	52%	53%	103%	5	47%	43%	91%	11
Missouri	43%	34%	79%	33	43%	34%	79%	37	47%	38%	81%	32	41%	33%	81%	32	44%	38%	86%	26
Montana	44%	44%	101%	2	42%	47%	111%	1	42%	40%	94%	11	35%	37%	107%	4	33%	33%	101%	4
Nebraska	49%	38%	79%	36	48%	40%	83%	29	47%	38%	80%	36	52%	48%	93%	10	38%	30%	78%	42
Nevada	31%	20%	64%	50	32%	25%	77%	41	31%	25%	81%	33	32%	21%	66%	49	32%	26%	83%	34
New Hampshire	51%	28%	55%	51	51%	42%	83%	31	53%	32%	61%	51	52%	33%	64%	50	59%	52%	88%	21
New Jersey	66%	59%	89%	12	63%	57%	90%	8	62%	55%	88%	20	65%	55%	84%	24	62%	57%	92%	9
New Mexico	42%	40%	95%	6	34%	30%	87%	13	40%	38%	95%	9	40%	34%	84%	23	37%	32%	87%	24
New York	57%	49%	86%	19	58%	51%	88%	12	58%	51%	87%	21	59%	51%	86%	19	56%	49%	88%	22
North Carolina	46%	34%	74%	45	42%	29%	70%	49	43%	33%	75%	44	43%	34%	77%	39	44%	34%	76%	47
North Dakota	32%	23%	73%	46	31%	28%	93%	7	36%	42%	115%	1	41%	36%	88%	17	39%	37%	95%	6
Ohio	47%	40%	84%	22	44%	38%	85%	18	47%	39%	83%	30	46%	37%	81%	33	46%	41%	88%	20
Oklahoma	41%	37%	91%	8	46%	41%	89%	10	44%	42%	96%	6	41%	37%	90%	13	39%	35%	90%	12
Oregon	44%	36%	80%	30	41%	31%	75%	44	39%	26%	67%	49	42%	32%	76%	41	41%	34%	83%	36
Pennsylvania	49%	41%	83%	26	49%	42%	86%	15	47%	36%	76%	42	50%	37%	73%	45	46%	36%	78%	41
Rhode Island	50%	39%	78%	37	44%	38%	85%	17	53%	47%	88%	19	48%	40%	84%	25	44%	42%	94%	8
South Carolina	52%	41%	80%	31	52%	42%	82%	32	45%	38%	84%	28	43%	36%	82%	29	42%	37%	89%	17
South Dakota	36%	31%	87%	17	39%	33%	87%	14	40%	39%	99%	3	38%	44%	116%	1	37%	26%	72%	50
Tennessee	41%	35%	86%	20	41%	35%	84%	19	39%	33%	84%	27	43%	35%	83%	26	38%	31%	80%	39
Texas	44%	37%	84%	23	43%	36%	83%	26	41%	33%	80%	34	44%	36%	83%	27	41%	35%	86%	27
Utah	40%	31%	77%	41	41%	31%	75%	45	38%	26%	69%	48	39%	30%	75%	43	42%	32%	75%	48
Vermont	54%	56%	103%	1	49%	48%	98%	4	61%	39%	63%	50	43%	33%	77%	40	54%	41%	77%	46
Virginia	50%	37%	74%	44	48%	35%	72%	48	49%	39%	78%	41	48%	34%	70%	47	45%	35%	77%	44
Washington	43%	33%	78%	38	39%	24%	62%	51	44%	33%	75%	45	41%	29%	70%	46	38%	26%	68%	51
West Virginia	35%	31%	88%	13	33%	28%	84%	20	37%	33%	90%	15	36%	31%	85%	22	37%	40%	107%	2
Wisconsin	48%	43%	91%	9	42%	37%	88%	11	41%	37%	89%	16	47%	44%	93%	9	45%	40%	89%	15
	47%	33%	70%	49	34%	26%	77%	42	39%	37%	94%		60%	51%	95% 85%	21	43%	53%	123%	15
Wyoming	41 70	JJ70	10%	49	34%	20%	1170	42	J9%	31%	54%	10	00%	J1%	00%	۷1	43%	ე პ%	123%	- 1

Table C-2. Wage Competitiveness

	2009			2010			2011				2012	2013			
	Wage Ratio at 25	Wage Ratio at 45	Rank	Wage Ratio at 25	Wage Ratio at 45	Rank	Wage Ratio at 25	Wage Ratio at 45	Rank	Wage Ratio at 25	Wage Ratio at 45	Rank	Wage Ratio at 25	Wage Ratio at 45	Rank
Alabama	86%	75%	24	83%	72%	33	82%	71%	35	82%	71%	33	80%	69%	33
Alaska	84%	79%	20	79%	75%	35	83%	78%	17	91%	85%	3	83%	78%	14
Arizona	80%	68%	44	76%	65%	50	79%	67%	46	73%	62%	50	71%	60%	50
Arkansas	87%	75%	25	89%	76%	22	88%	75%	14	87%	74%	16	88%	75%	12
California	85%	77%	23	87%	79%	17	83%	76%	24	82%	75%	24	79%	72%	28
Colorado	74%	67%	50	75%	69%	48	75%	68%	48	75%	68%	45	67%	61%	51
Connecticut	76%	71%	45	78%	73%	40	78%	73%	37	76%	71%	39	79%	73%	26
Delaware	90%	80%	9	81%	72%	37	86%	77%	13	84%	75%	18	78%	69%	34
District of Columbia	72%	62%	51	77%	66%	49	80%	69%	44	78%	68%	42	74%	64%	47
Florida	83%	77%	26	82%	76%	30	78%	73%	36	79%	73%	32	78%	72%	30
Georgia	76%	70%	47	78%	72%	45	75%	69%	47	74%	68%	46	71%	66%	48
Hawaii	88%	81%	11	89%	82%	7	94%	87%	3	84%	77%	15	78%	73%	27
Idaho	91%	79%	10	87%	75%	27	86%	74%	21	83%	72%	28	89%	77%	9
Illinois	85%	73%	31	87%	75%	25	84%	72%	32	85%	73%	23	83%	71%	24
Indiana	88%	76%	21	89%	76%	19	87%	74%	19	82%	70%	35	84%	71%	22
Iowa	92%	75%	14	96%	78%	5	102%	83%	1	105%	85%	2	95%	77%	7
Kansas	85%	75%	28	82%	72%	34	86%	75%	18	80%	70%	37	78%	68%	37
	85%	74%	29	87%	75%	26	84%	73%	30	82%	71%	30	83%	72%	23
Kentucky Louisiana	82%	74%	34	86%	75%	24	83%	73%	29	84%	75%	22	79%	72%	31
Maine	88%	83%	8	84%	79%	23	92%	87%	4	86%	81%	8	84%	79%	11
Maryland	86%	77%	22	87%	79%	18	84%	76%	22	84%	75%	19	82%	73%	21
Massachusetts	79%	70%	41	80%	71%	42	82%	73%	33	78%	69%	40	78%	69%	35
Michigan	93%	82%	6	95%	84%	4	92%	81%	8	88%	78%	9	86%	76%	13
Minnesota	81%	71%	38	81%	71%	41	85%	75%	20	80%	71%	36	80%	70%	32
Mississippi	87%	79%	16	83%	76%	29	83%	75%	25	80%	72%	34	75%	68%	41
Missouri	78%	71%	42	80%	73%	38	78%	71%	41	74%	68%	48	73%	67%	43
Montana	94%	84%	5	90%	80%	10	85%	75%	23	84%	74%	21	95%	84%	3
Nebraska	84%	73%	33	88%	77%	20	87%	76%	12	88%	77%	11	86%	75%	16
Nevada	82%	76%	30	86%	80%	16	82%	76%	28	88%	82%	5	80%	74%	20
New Hampshire	80%	72%	39	79%	71%	43	83%	75%	27	82%	73%	29	76%	69%	38
New Jersey	88%	78%	17	91%	81%	8	86%	77%	16	85%	76%	17	85%	76%	15
New Mexico	91%	78%	12	84%	72%	32	81%	70%	38	91%	78%	7	84%	72%	19
New York	86%	79%	19	89%	82%	9	85%	78%	11	88%	81%	6	83%	77%	17
North Carolina	81%	73%	36	83%	75%	31	77%	69%	45	75%	67%	47	73%	65%	44
North Dakota	102%	82%	4	101%	81%	3	97%	78%	7	87%	70%	26	101%	81%	1
Ohio	89%	77%	15	91%	79%	11	89%	77%	10	87%	75%	14	85%	73%	18
Oklahoma	82%	71%	37	83%	72%	36	83%	72%	34	78%	67%	43	74%	64%	45
Oregon	87%	79%	18	84%	76%	28	83%	75%	26	84%	75%	20	79%	71%	29
Pennsylvania	92%	80%	7	92%	80%	6	93%	81%	6	93%	80%	4	93%	81%	6
Rhode Island	95%	89%	3	93%	88%	2	91%	85%	5	84%	78%	13	85%	79%	10
South Carolina	86%	75%	27	88%	77%	21	87%	76%	15	84%	73%	25	83%	72%	25
South Dakota	84%	67%	40	95%	75%	12	84%	66%	40	86%	68%	31	100%	79%	4
Tennessee	79%	69%	43	80%	70%	44	80%	70%	42	75%	66%	49	77%	67%	40
Texas	76%	68%	48	78%	70%	46	79%	70%	43	77%	69%	41	76%	67%	42
Utah	81%	75%	32	78%	73%	39	77%	72%	39	76%	71%	38	75%	69%	39
Vermont	95%	89%	2	86%	81%	14	80%	75%	31	80%	75%	27	91%	85%	5
Virginia	76%	67%	49	74%	65%	51	72%	63%	51	71%	63%	51	72%	63%	49
Washington	77%	70%	46	76%	70%	47	73%	66%	50	75%	69%	44	72%	66%	46
West Virginia	83%	73%	35	89%	78%	15	75%	66%	49	88%	77%	10	78%	68%	36
Wisconsin	89%	78%	13	90%	78%	13	92%	80%	9	87%	76%	12	89%	77%	8
Wyoming	111%	93%	1	101%	84%	1	100%	83%	2	114%	94%	1	99%	83%	2

Table C-3. Teacher to Student Ratios

	2009		2010			2011				2012		2013			
	Teachers per 100 students	Staffing Fairness	Rank												
Alabama	6.7	91%	47	6.6	96%	43	7.0	95%	43	6.6	98%	39	7.3	98%	39
Alaska	5.8	150%	3	6.0	90%	49	6.3	103%	32	6.0	105%	22	5.6	113%	6
Arizona	5.5	103%	32	5.4	102%	34	5.2	103%	31	5.4	100%	32	5.2	102%	29
Arkansas	6.8	119%	10	7.0	114%	10	6.5	114%	6	6.5	112%	9	6.4	112%	8
California	4.7	106%	27	4.5	106%	24	4.2	104%	29	4.4	99%	34	4.3	99%	35
Colorado	5.9	105%	29	5.8	109%	19	5.7	108%	17	5.6	107%	19	5.6	111%	12
Connecticut	8.4	104%	30	7.7	98%	39	7.8	97%	40	8.0	96%	44	8.2	93%	48
Delaware	6.5	115%	12	6.9	104%	27	6.8	101%	35	6.9	99%	36	6.9	112%	10
District of Columbia	8.6	91%	46	9.7	96%	43	9.3	95%	46	8.4	98%	40	8.0	98%	42
Florida	7.2	98%	41	7.3	91%	47	6.9	93%	47	7.0	92%	47	6.9	92%	49
Georgia	7.3	101%	40	7.0	103%	29	6.7	107%	23	6.8	103%	27	6.5	104%	24
Hawaii	6.5	91%	47	6.5	96%	45	6.6	95%	43	6.5	98%	40	6.5	98%	40
Idaho	5.3	110%	19	5.4	108%	20	5.6	107%	19	5.5	109%	15	5.2	107%	19
Illinois	6.4	84%	50	6.4	97%	42	6.4	95%	42	6.4	93%	46	7.1	98%	40
Indiana	5.6	126%	5	5.5	123%	4	5.2	120%	4	5.8	113%	8	5.5	123%	4
lowa	6.8	114%	15	6.8	106%	25	6.5	110%	11	6.6	107%	18	6.7	105%	23
Kansas	7.0	111%	18	6.9	102%	32	6.8	107%	21	7.3	100%	33	7.3	105%	21
Kentucky	6.3	110%	22	6.2	111%	13	6.0	109%	14	6.1	104%	25	6.2	104%	26
Louisiana	7.5	94%	45	7.7	84%	50	7.1	100%	37	7.1	103%	29	7.0	93%	47
Maine	7.7	103%	35	8.0	100%	37	7.6	106%	24	7.6	96%	43	7.7	101%	30
Maryland	7.2	106%	28	7.1	103%	30	7.1	103%	30	7.1	99%	38	7.1	94%	45
Massachusetts	7.2	114%	14	7.2	114%	9	7.2	111%	9	7.3	113%	7	7.4	111%	11
Michigan	5.4	108%	24	5.4	107%	21	5.3	109%	12	5.3	110%	11	5.4	108%	17
Minnesota	6.0	121%	6	5.9	121%	5	6.0	124%	2	6.0	124%	3	6.0	126%	3
Mississippi	6.7	102%	37	6.7	101%	36	6.5	103%	33	6.5	102%	30	6.8	98%	38
Missouri	6.8	112%	17	6.8	111%	14	6.8	104%	28	6.8	104%	26	6.9	97%	43
Montana	6.0	120%	7	6.2	112%	12	6.1	112%	8	6.0	110%	10	6.0	112%	9
Nebraska	6.8	120%	8	6.8	113%	11	6.9	111%	10	6.9	106%	20	6.8	102%	28
Nevada	5.6	66%	51	6.0	68%	51	6.0	65%	51	5.8	70%	51	5.5	71%	51
New Hampshire	7.4	153%	1	7.4	140%	2	7.7	108%	16	7.3	127%	2	7.4	128%	2
New Jersey	8.1	114%	13	8.1	111%	15	7.6	96%	41	8.2	108%	17	8.3	108%	18
New Mexico	6.8	103%	33	6.7	103%	31	6.5	105%	25	6.4	104%	24	6.4	107%	20
New York	7.9	104%	31	8.1	106%	26	8.0	101%	34	8.1	100%	31	8.0	99%	33
North Carolina	6.9	101%	38	6.5	107%	23	6.5	101%	13	6.5	104%	23	6.5	104%	25
North Dakota	7.2	151%	2	7.2	141%	1	7.4	140%	1	7.4	150%	1	7.4	143%	1
Ohio	5.7	113%	16	5.7	115%	8	5.7	114%	7	5.7	115%	6	5.6	113%	7
Oklahoma	6.0	109%	23	6.0	110%	18	5.8	107%	20	5.8	108%	16	5.8	108%	16
Oregon	5.2	103%	34	5.0	103%	28	4.8	107%	22	4.7	99%	35	4.5	108%	15
Pennsylvania	7.0	98%	43	7.1	101%	35	7.2	98%	38	7.1	95%	45	7.0	94%	46
Rhode Island	8.0	91%	49	8.1	90%	48	8.2	90%	49	8.5	88% 105%	50	7.4	86%	50
South Carolina	6.6	101%	39	6.6	98%	40	6.4	100%	36	6.4	105%	21	6.7	100%	31
South Dakota	6.4	116%	11	6.6	121%	6	6.6	121%	3	6.4	121%	4	5.8	111%	13
Tennessee	6.7	102%	36	6.8	102%	33	6.7	104%	27	6.7	103%	28	6.8	102%	27
Texas	7.0	98%	44	7.0	98%	41	7.0	97%	39	6.7	99%	37	6.7	99%	34
Utah	4.2	120%	9	4.3	111%	16	4.4	115%	5	4.3	118%	5	4.3	121%	5
Vermont	7.7	107%	25	7.4	98%	38	7.6	90%	50	7.5	91%	48	7.4	98%	37
Virginia	5.9	110%	21	5.8	116%	7	5.8	107%	18	7.5	97%	42	7.4	100%	32
Washington	5.2	110%	20	5.1	110%	17	5.2	109%	15	5.1	109%	13	5.1	110%	14
West Virginia	7.0	107%	26	7.0	107%	22	7.1	105%	26	7.0	109%	14	7.1	105%	22
Wisconsin	6.7	98%	42	6.6	95%	46	6.6	91%	48	6.5	90%	49	6.6	94%	44
Wyoming	7.8	134%	4	7.5	130%	3	7.0	95%	43	7.9	110%	12	8.0	98%	36