



**ARKANSAS EDUCATION REPORT**  
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**THE STATE OF EDUCATION IN ARKANSAS 2015:  
HOW MUCH ARE ARKANSAS SCHOOLS SPENDING?**

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## EXECUTIVE SUMMARY

In 2007, the Arkansas Supreme Court relinquished the oversight of the state's school funding system that had resulted from the landmark *Lake View* case. In 2008, the Office for Education Policy at the University of Arkansas examined the adequacy and equity of Arkansas' K-12 education funding. The report found that since 2001, when the *Lake View* was decided, Arkansas had substantially increased per pupil spending to provide school districts with adequate and equitable resources, regardless of the characteristics of the district. Are resources still adequate and equitable after seven years without judicial oversight? In this report, the Office for Education Policy re-examines the question of school funding adequacy and equity.

To obtain a comprehensive, long-term understanding of the trends in school funding and per pupil expenditures in Arkansas' K-12 public education system, this report begins with the 2000-01 school year. Traditional public districts and public charter districts are included in the analyses, as both receive funds from the state. Our new findings are similar to what we found in 2008: the school funding system in Arkansas continues to allocate above-average levels of overall funding to districts serving traditionally under-served students. We find that districts serving greater proportions of students eligible for free or reduced lunch, serving greater proportions of students of color, and demonstrating lower achievement on state assessments spend more per pupil than do other districts across the state. In addition, the smallest traditional districts are spending more per pupil than larger districts.

The following key findings result from this analysis:

### **Adequacy**

- Net current expenditures per pupil, which include all current expenditures other than capital, debt service, and land expenditures, have risen from \$5,531 in the 2000-01 school year to \$9,429 in the 2013-14 school year.
- In the 2000-01 school year, Arkansas spent less than all of its neighboring states except Mississippi; by the 2011-12 school year, Arkansas outspent all of its neighbors.
- Arkansas has been spending more per pupil than the regional average since the 2005-06 school year (without adjusting for cost-of-living).

- After adjusting for cost-of-living, Arkansas spends more per pupil than its neighbors. Furthermore, in recent years, Arkansas spending has caught up to the national average.

## **Equity**

- The smallest districts in the state spent roughly \$10,000 per pupil in net current expenditures in 2013-14; this was roughly \$1,000 more than was spent on the average student in Arkansas.
- Districts with the most students of color annually spend roughly \$2,000 more per pupil than the districts with the fewest students of color
- Districts with the highest poverty annually spend roughly \$2,500 more per pupil than districts with the least poverty.
- The lowest-achieving districts in literacy annually spend roughly \$2,500 more per pupil than the highest-achieving districts.
- The lowest-achieving districts in math annually spend almost \$3,000 more per pupil than the highest achieving districts.
- Districts with the highest local property values spent roughly \$1,000 more per pupil than districts with the least wealth in 2013-14.

## **Efficiency**

- Arkansas districts have consistently dedicated roughly half of all expenditures on instructional expenses; districts spend the most on instruction-related expenses, although non-instructional expenditures have been rising as well.
- Arkansas students perform below the national average on standardized assessments, and demonstrates persistent achievement gaps between student groups.
- Thus far, we can find no strong evidence that suggests achievement gaps are decreasing despite the fact that additional resources are being allocated to disadvantaged districts.

## I. INTRODUCTION

When considering the quality of an education system, it is important to understand the resources available to students. Without proper resources, schools are unable to provide a quality educational experience, and students leave school unprepared to be fulfilled, productive members of society. School funding is therefore an important, and often controversial, topic in education policy. Arkansas' public education system first ran into constitutional trouble over school funding in 1983 when the Supreme Court decided in *Dupree v. Alma* that the school funding formula was unconstitutional because it was based on valuations of the local tax base, not on the needs of the districts, thereby violating the equal protection clause of the Constitution.

In 1995 a successful ballot initiative approved the 74<sup>th</sup> Amendment to the Arkansas Constitution, which required the state to provide 25 mills of property tax for each district. The adoption of the Amendment, however, did not mark the end of Arkansas' struggle to bring its education system up to par. In 1992 Lake View School District sued the state, arguing that disparities between wealthy and poor school districts were unconstitutional; the ruling in their favor was upheld by the Arkansas Supreme Court in 1996. In 1998, the suit was again brought against the state, with the state Supreme Court ruling Arkansas' education system was unconstitutional in 2002. To respond to the call from the Supreme Court, the Arkansas General Assembly held its longest special session to date from December through March 2004. During the 61-day session, the General Assembly passed 73 bills related to education, increasing revenue through \$400 million in new taxes, writing a new funding formula, and eliminating districts with less than 350 students. In 2007, the General Assembly passed Act 1202, which requires the state to fund education before all other expenses, meaning even if revenues decrease and the state needs to lower its spending, education will be fully funded at the expense of other agencies.

From 2004 until 2007, the school finance formula and funding allocations received a great deal of attention from school leaders and the public. Indeed, very soon after the special session, when the funding levels were not increased after the first year of the new formula, several districts again brought forth a court challenge. In response, the Supreme Court appointed two retired judges to serve as "Special Masters" to ensure that the system remained in constitutional compliance. These Special Masters submitted their last report in 2007 and declared that the state's education system was constitutional.

On the heels of the Lakeview ruling, the legislative response, and the declaration by the Court that the school funding system was indeed constitutionally compliant, many analyses of the school funding levels in Arkansas were conducted by various groups. The Office for Education Policy published multiple reports on the topic during that time period.<sup>1</sup> Now that the state is under less scrutiny, the question naturally arises of whether the state is continuing to fulfill its obligation to provide an adequate and equitable education to all students, or whether the urgency of such efforts departed with the acceptance of the final ruling of the Special Masters in 2007.

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<sup>1</sup>Barnett, Joshua, Ritter, Gary, and Riffel, Brent (2008). [The State of Education in Arkansas 2008: How Much Are Arkansas Schools Spending?](#) Office for Education Policy; Barnett, Joshua (2005). [Placing Arkansas School Funding Data In the National Context](#). Office for Education Policy; and Greenwood, Reed (2012). [Educational Adequacy in Arkansas: Funding](#). Office for Education Policy.

## II. RESEARCH QUESTIONS AND STUDY DESIGN

The rest of this brief will examine each of the following questions in turn before providing an overall summary of our findings to give a clear picture of educational funding in Arkansas.

### A. Research Questions

#### 1. *Questions on Adequacy of Education Spending*

- How much is spent per pupil in Arkansas, and how has this changed since 2000?
- How much is spent on K-12 education as a percentage of the state budget?
- How much in revenue is collected from various sources?
- How does Arkansas education spending compare to that of other states?

#### 2. *Questions on Equity of Resource Distribution*

- Are resources targeted to smaller districts?
- Are resources targeted to districts with low property values?
- Are resources targeted to districts serving low-income students?
- Are resources targeted to districts serving students of color?
- Are resources targeted to districts serving low-performing students?

#### 3. *Questions on Efficiency of Education Spending*

- How do districts allocate their funds?
- Has performance changed for the better?
  - Overall in the state
  - Equitably across students

### B. Data Sources

#### 1. *Indicators of Revenue and Spending*

We focus on the following indicators of school district fiscal resources:

- Local revenue
- State revenue for the foundation program
- State revenue for categorical aid
- Unrestricted state revenue
- Federal revenue

We focus on the following indicators of school district expenditures:

- Total expenditures per pupil
- Net current expenditures (excluding expenditures for debt service and facilities)

- Expenditures by function (instruction, maintenance and operations, transportation, and other)

This report will most heavily use net current expenditures per pupil (NCPPE) to assess the adequacy and equity of resource distribution around the state. Net current expenditures per pupil is the spending most relevant to the average student's experience in schools and allows for a common comparison of spending levels within and between states.

Arkansas financial data is taken from the state Annual Statistical Reports, which detail annual district-level revenue and expenditures. For between-state and national data, figures are taken from the National Center for Education Statistics.

## 2. *Characteristics of Districts*

This analysis initially focused on statewide average revenues and expenditures. However, an important aspect of the study is the "subgroup" analysis, or the study of the overall revenues/expenditures and change in expenditures by various characteristics of districts. Characteristics examined are district size, percentage of low-income students, percentage of minority students, property wealth per pupil, and student performance on the state test. For each characteristic, districts are grouped into quintiles, where one-fifth of districts are in each category. Grouping into quintiles yearly accommodated relative fluctuations, and descriptive information regarding quintile value ranges for each year can be found in the appendix. Demographic and achievement data are from the Office for Education Policy's Arkansas School Databases.

## C. **Definitions**

Below is a list of definitions necessary for understanding the questions and results in the report.

Educational Adequacy: According to the Bureau of Legislative Research in a 2013 brief on legal adequacy in education, "educational adequacy is a dynamic, not a static concept. Recognizing this, the subcommittee previously used the following working definition of "educational adequacy" to serve as a basis for identifying the resources required for adequate funding:

1. The standards included in the state's curriculum frameworks, which define what all Arkansas students are to be taught, including specific grade-level curriculum and a mandatory thirty eight (38) Carnegie units defined by the Arkansas Standards of Accreditation to be taught at the high school level;
2. The standards included in the state's testing system. The goal is to have all, or all but the most severely disabled, students perform at or above proficiency on these tests; and
3. Sufficient funding to provide adequate resources as identified by the General Assembly."<sup>2</sup>

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<sup>2</sup>Bureau of Legislative Research (2013). [Legal Adequacy Overview](#).

Educational Equity: In this paper, educational equity refers to vertical equity in education, whereby all students, regardless of community size, race, socioeconomic status, or prior achievement, have access to the resources and opportunities necessary for them to reach the same levels of educational attainment as any other student with any other background. In simpler terms, we address the concept of equity by assessing the extent to which resource allocations vary related to district characteristics.

Foundation Amount<sup>3</sup>: Like many states, Arkansas uses a foundation formula for education funding. Foundation formulas were developed to address differences in local property wealth, and subsequent ability to generate local revenue for schools. These formulas provide the state a method for ensuring that all districts have access to the base amount needed to provide an adequate education. Using the foundation formula, Arkansas considers the funds able to be raised from local sources, then adds whatever funding is needed to make up the difference between local funds and a pre-determined minimum funding amount. This minimum amount is specified by the General Assembly each school year and generally called the *foundation amount per pupil*.

Prior to 2004-05, the foundation amount per pupil was based on whatever the state could afford. As seen in Table 1, this value was \$4,752 in 2003-04. Since the *Lake View* decision, however, school adequacy is a funding priority, and a matrix that quantifies the cost of an adequate education is used to determine the foundation amount. Based on the matrix, the foundation amount jumped to \$5,400 in 2004-05.

Since the *Lake View* decision, the term “\$5,400” was publicly discussed as a measure of how much the state allocates for the education of each Arkansas student. While this accurately reflected the foundation amount, it led to some misconceptions regarding how much money is actually spent on each pupil. Indeed, \$5,400 referred explicitly to the 2004-05 foundation formula expenditure per pupil amount; however, this amount was not the total per pupil dollar amount allocated for education in Arkansas. Rather, \$5,400 was the *minimum* amount of local and state money to be spent on each student. Students in Arkansas actually had \$8,902 provided for their education in 2004-05.

There are two main reasons why districts receive more funds than the foundation amount. Primarily, the state contributes resources above the foundation amount for categorical needs (detailed in Table 2), and the federal government contributes resources for certain needs for education. In addition, the minimum amount of funding for students is generated by the uniform rate of taxation on assessed property at the local level (25 mills), but in 2013-14 all traditional districts charge more than the minimum number of mills, with average statewide of 37.46 mills. Some portion of revenue generated over 25 mills are retained by the local district. Note that charter schools receive the foundation funding as state and federal funding, but not any resources generated by additional millage, as those funds remains with the student’s resident district.

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<sup>3</sup>Bureau of Legislative Research (2012). [The Resource Allocation of Foundation Funding For Arkansas School Districts](#). Little Rock.



From this brief millage examination we learn that districts are consistently charging more than the minimum mills this explains the discrepancy between foundation amounts and actual revenue. Yearly foundation amounts are provided in Table 1<sup>4</sup>.

*Table 1: Yearly Foundation Amount, 2000-2014<sup>5</sup>*

Year	Foundation Amount Per Pupil
2000-01	\$4,562
2001-02	\$4,596
2002-03	\$4,781
2003-04	\$4,752
2004-05	\$5,400
2005-06	\$5,528
2006-07	\$5,662
2007-08	\$5,770
2008-09	\$5,876
2009-10	\$5,940
2010-11	\$6,023
2011-12	\$6,144
2012-13	\$6,267
2013-14	\$6,393

Categorical Funding: Districts also receive categorical funding for students with additional needs. Specifically, districts receive categorical funding for Alternative Learning Environment (ALE), English Language Learners (ELL), National School Lunch Act (NSL), and Professional Development (PD). Per pupil categorical funding amounts for 2013-14 are presented in Table 2.

*Table 2: Categorical Funding Amount, 2013-2014<sup>6</sup>*

Special Category	Per Pupil Funding
ALE	\$4,228
ELL	\$311
<70%	\$517
NSL 70%-<90%	\$1,033
90%+	\$1,549
PD	\$44

Total Expenditures: Total expenditures include all of the same costs included in current expenditures, but also include expenditures for capital and debt service. Researchers generally

<sup>4</sup> Foundation amounts are released by the Legislature, and can be found at [arkleg.state.ar.us](http://arkleg.state.ar.us) or [here](#), [here](#), and [here](#).

<sup>5</sup> Foundation amounts reported by the Arkansas Legislature, found at [arkleg.state.ar.us](http://arkleg.state.ar.us) or [here](#), [here](#), and [here](#); net current and total expenditures taken from the state Annual Statistical Reports, found at [arkansased.gov](http://arkansased.gov) or [here](#)

<sup>6</sup> Foundation amounts reported by the Arkansas Legislature, found at [arkleg.state.ar.us](http://arkleg.state.ar.us) or [here](#), [here](#), and [here](#); net current and total expenditures taken from the state Annual Statistical Reports, found at [arkansased.gov](http://arkansased.gov) or [here](#)

use current expenditures instead of total expenditures when comparing education spending between states or across time because current expenditures exclude expenditures for capital outlay, which tend to change dramatically each year. Also, the current expenditures commonly reported are for public elementary and secondary education only. Many school districts also support community services, adult education, private education, and other programs, which are included in total expenditures. These programs and the extent to which they are funded by school districts vary greatly both across and within states.

Total Per Pupil Expenditures: Total expenditures divided by a district's ADA.

Current Expenditures: Total current expenditures represent the amount of funds spent for the day-to-day operation of schools and school districts, including instruction costs, district level support, school level support, non-instructional services, payments to other LEAs, and other non-programmed costs. In Arkansas, the majority of current expenditures are allocated for instruction (primarily for teacher salaries). Expenditures for debt service, school facility acquisition and construction, as well as other capital outlays are *not* included in this tally.

Current Per Pupil Expenditures: Current expenditures divided by a district's average daily attendance, or ADA.

Net Current Expenditures: Yearly expenses incurred by school districts excluding fixed expenses such as debt service, land expenditures, and buildings and equipment.

Net Current Expenditures Per Pupil: Per pupil measure of spending that excludes fixed expenditures such as debt service, land expenditures, and buildings and equipment.

### III. RESULTS

#### A. Adequacy of Education Funding

##### 1. How much is spent per pupil in Arkansas and how has this changed since 2000?

There are many ways to calculate the amount dedicated to education on a per pupil basis. The state foundation amount sets the ground floor of what must be available to each district to spend on a per pupil basis. The foundation amount for each year analyzed in this report is listed in the first column of Table 3. While the state only guarantees the per pupil foundation amount to all districts, the actual amount spent per pupil is greater than the foundation amount. Net current expenditures encompass the day-to-day costs of running a district and educating students. Net current expenditures do not include costs such as capital and debt service, but do give an accurate picture of the investment districts make on a per pupil basis in a given year. Net current per pupil figures are given in column 2 of Table 3. Finally, total expenditures per pupil represent all costs incurred by a district, including capital expenditures and debt service. The total expenditures per pupil for each year analyzed in this report are listed in column 3 of Table 3. All figures presented in Table 3 include expenditures in both traditional public districts and charter districts. Averages are weighted based on the average daily attendance (ADA) of each district.

Table 3: Yearly Per Pupil Expenditures, 2000-2014<sup>7</sup>

Year	Foundation Amount Per Pupil	Net Current Expenditures Per Pupil	Total Expenditures Per Pupil
2000-01	\$4,562	\$5,531	\$6,945
2001-02	\$4,596	\$5,867	\$7,311
2002-03	\$4,781	\$6,168	\$7,672
2003-04	\$4,752	\$6,474	\$8,248
2004-05	\$5,400	\$6,474	\$8,248
2005-06	\$5,528	\$7,684	\$9,978
2006-07	\$5,662	\$7,989	\$10,440
2007-08	\$5,770	\$8,247	\$10,729
2008-09	\$5,876	\$8,294	\$10,801
2009-10	\$5,940	\$9,094	\$11,660
2010-11	\$6,023	\$9,292	\$11,876
2011-12	\$6,144	\$9,356	\$11,944
2012-13	\$6,267	\$9,299	\$11,609
2013-14	\$6,393	\$9,429	\$11,598

Per pupil spending has increased over the past fourteen years on all measures described in Table 3. The foundation amount has increased from \$4,562 in the 2000-01 school year to \$6,393 in 2013-14, an increase of \$1,831. Net current expenditures per pupil (NCPP) have increased

<sup>7</sup> Foundation amounts reported by the Arkansas Legislature, found [here](#), [here](#), and [here](#); net current and total expenditures taken from the state Annual Statistical Reports, found [here](#)

\$3,898 since 2000-01, from \$5,531 in 2000-01 to \$9,429 in 2013-14. Finally, total expenditures per pupil have risen \$4,653 in the past 14 years, from \$6,945 in 2000-01 to \$11,598 in 2013-14. This report focuses on NCPP expenditures, as these represent the costs most applicable to a student’s educational experience and the day-to-day operation of a school district.

2. *How much in revenue is collected from various sources?*

It is also informative to look at per pupil revenue in the state. District revenue comes from three main sources: the local, state, and federal government. Some charter districts also raise money outside of these traditional sources of revenue, but this report will not delve into fundraising efforts by districts. Locally, districts take in revenue directly from property mills, can receive special grants, and can hold a referendum to raise additional revenue for a single year or multiple years. Arkansas’ funding formula calls for the state to equalize funding across districts, so districts first levy at least 25 mills for the uniform tax rate, then the state makes up the difference between that amount and the state-mandated minimum funding level. Table 4 presents the amount of revenue available to students in Arkansas from the 2000-01 school year to 2013-14, both from state and local sources and from federal, state, and local sources.

*Table 4: Per Pupil Revenue by Source, 2000-2014*

Year	State and Local Revenue	All Revenue
2000-01	\$5,990	\$6,642
2001-02	\$6,304	\$7,072
2002-03	\$6,453	\$7,353
2003-04	\$6,550	\$7,532
2004-05	\$8,384	\$9,420
2005-06	\$8,909	\$9,976
2006-07	\$9,261	\$10,309
2007-08	\$9,827	\$10,885
2008-09	\$9,962	\$11,128
2009-10	\$9,926	\$11,717
2010-11	\$10,324	\$12,218
2011-12	\$10,227	\$11,728
2012-13	\$10,037	\$11,327
2013-14	\$10,808	\$12,057

Although some analyses of education funding adequacy will look specifically at the funding provided by local and state sources to ask whether the state is meeting its constitutional obligations, this report is interested in whether the resources that are actually available to students are adequate. For this reason, the report looks at the total resources available to students, from federal, state, and local sources. In order to further focus on the resources being used to directly improve students’ educational experiences, this report uses NCPP figures for expenditures, rather than total expenditures per pupil. Net current per pupil expenditures more accurately reflect what is spent on the day-to-day operations of a district and of educating students.

3. *How much is spent on education as a percentage of the state budget?*

The state’s funded budget shows exactly how much was allocated to each governmental function, including education, from each source of funds in the budget. The funded budget represents the estimated expenditures for the year that have been approved by the Legislature. Table 5 presents the percent of the funded general budget dedicated to each major area of government spending: general education through the Department of Education; Higher Education through the state’s universities; Health and Human Services through the Department of Health and Human Services; Criminal Justice through the judicial offices, state police, community corrections department, department of corrections, crime information center, crime lab, law enforcement training and standards commission, parole board, and county jail aid; and remaining government functions.

Table 5 shows Arkansas’ clear commitment to education, as K-12 education spending comprises the largest percent of the state’s general funded budget. Although the share of the general budget going towards education has decreased slightly since fiscal year 2002, the state is still contributing almost half of its budget to K-12 education in the state.

*Table 5: Percent of K-12 Funding within Arkansas State Funded Budget<sup>8</sup>, Fiscal Year 2002-2015*

Fiscal Year	2002-03	2006-07	2010-11	2013-14	Diff 2002-2014
General Education	49%	44%	43%	43%	-6%
Higher Education	16%	16%	16%	15%	-1%
Health/Human Services	19%	24%	23%	25%	+6%
Criminal Justice	7%	10%	9%	10%	+3%
Remaining Government	9%	6%	9%	8%	-1%

While Table 5 looked at spending on the state level, Table 6 looks at funding sources on the district level. Table 6 explores what percentage of district funding comes from local, state, and federal sources between 2000 and 2012, the years for which national comparison data was available.

*Table 6: Total Per Pupil Revenue by Source in Arkansas and the United States, 2000-2012<sup>9</sup>*

Category	2000-01		2006-07		2009-10		2011-12	
	AR	USA	AR	USA	AR	USA	AR	USA
Per Pupil Rev	\$6,642	\$8,415	\$9,510	\$11,417	\$10,950	\$12,690	\$10,939	\$12,818
% Local	31%	43%	32%	43%	33%	42%	35%	43%
% State	59%	50%	57%	48%	52%	45%	52%	46%
% Federal	10%	8%	11%	9%	16%	13%	13%	10%

<sup>8</sup>Data retrieved from [Funded Budgets](#) archived by the Department of Finance and Administration.

<sup>9</sup> Data from [National Center for Education Statistics](#).

Table 6 illustrates how state support for school districts has remained roughly constant, providing over half of all revenue received by districts over the 12 years examined. In 2000-01, districts received 59% of their revenue from the state government; in 2011-12, they received 52% of their total revenue from the state. As expected, when districts raise more revenue locally, state contributions decrease. Local contributions to districts rose from 31% in the 2000-01 school year to 32% in the 2006-07 school year; state contributions to districts fell from 59% to 57% over the same time period. Over the 12 years examined, local contributions to education have risen from 31% to 34% of total district revenue, while state contributions have correspondingly decreased from 59% to 56%. State funding is also sensitive to federal contributions to local districts. In the 2009-10 school year, for example, revenue received by Arkansan districts from the federal government increased to 16% of their total revenue, an increase of 5% from the 2006-07 school year. Over the same period, revenue received from the state fell from 57% in 2006-07 to 52% in 2009-10. Thus, the state's commitment to education has remained constant, with the exact amount fluctuating in response to local changes. It is important to note that Table 6 displays how Arkansas contributes more to education than does the country as a whole, where districts typically draw a greater share of their revenue from local sources.

#### *4. How does education spending in Arkansas compare to that of other states?*

This section of the report aims at contextualizing Arkansas education spending by comparing levels in Arkansas to spending levels across the country and in neighboring states. This section draws data from the National Center for Education Statistics, rather than the state Annual Statistical Reports, and the numbers are slightly different. Weighted averages were computed using state level data, rather than district-level information. Net current expenditures per pupil are reported, as that measure most accurately reflects what is spent on the average student for the day-to-day operation of the school system. As seen in Table 7, Arkansas has consistently had lower levels of revenue per pupil compared to the national average. It is therefore illustrative to compare expenditures in Arkansas both to the national average and neighboring states, where costs of living and budgetary restrictions are similar. Table 7 compares net current per pupil expenditures (NCPP) in Arkansas, five contiguous neighbors, and the national average. These figures are taken from the National Center for Education Statistics, and is only available through the 2011-12 school year. Average daily attendance for each state was used to create weighted averages.

While it is illustrative to see NCPP expenditures in raw dollars, doing so does not reveal the whole story. It does not cost the same to operate a school in Arkansas as it does in Manhattan or in Tupelo. In order to take these differences into account, it is helpful to adjust NCPP figures for cost-of-living. This allows us to see how much Arkansas, its contiguous neighbors, and the country are spending on education once the value of the dollar has been equalized for all locations. Table 8 presents adjusted net current per pupil expenditures for 2000-01 through 2011-12. All values have been adjusted for the cost-of-living in each state, using a state-level composite cost-of-living index.

Table 7: Nominal Net Current Per Pupil Expenditures by State, 2000-2012

State	2000-01	2005-06	2008-09	2011-12
<b>Arkansas</b>	\$5,615	\$8,143	\$9,006	\$9,618
Louisiana	\$6,188	\$8,115	\$10,744	\$10,741
Mississippi	\$5,046	\$6,999	\$7,867	\$7,790
Missouri	\$6,782	\$8,219	\$9,688	\$9,646
Oklahoma	\$5,929	\$6,786	\$7,771	\$7,565
Tennessee	\$5,698	\$6,754	\$7,836	\$8,447
Texas	\$6,644	\$7,554	\$8,722	\$8,341
Regional Avg	\$6,303	\$7,526	\$8,780	\$8,646
National Avg	\$7,505	\$9,239	\$10,673	\$10,772
<b>Diff AR-Nat'l</b>	<b>-\$1,890</b>	<b>-\$1,096</b>	<b>-\$1,667</b>	<b>-\$1,154</b>
<b>Diff AR-Reg</b>	<b>-\$688</b>	<b>+\$617</b>	<b>+\$226</b>	<b>+\$972</b>

Table 8: Adjusted<sup>10</sup> Net Current Per Pupil Expenditures, Arkansas and Neighboring States<sup>11</sup>, 2000-2012

Location	Cost-of-living	2000-01	2005-06	2008-09	2011-12
<b>Arkansas</b>	<b>91.1</b>	<b>\$6,164</b>	<b>\$8,939</b>	<b>\$9,886</b>	<b>\$10,558</b>
Louisiana	93.0	\$6,654	\$8,726	\$11,553	\$11,549
Mississippi	83.4	\$6,050	\$8,392	\$9,433	\$9,341
Missouri	91.2	\$7,436	\$9,012	\$10,623	\$10,577
Oklahoma	89.5	\$6,625	\$7,582	\$8,683	\$8,453
Tennessee	90.1	\$6,324	\$7,496	\$8,697	\$9,375
Texas	91.6	\$7,253	\$8,247	\$9,522	\$9,106
Regional Avg.	89.8	\$7,020	\$8,382	\$9,779	\$9,630
National Avg.	100	\$7,505	\$9,239	\$10,673	\$10,772
<b>Diff AR - National</b>	<b>-0.09</b>	<b>-\$1,341</b>	<b>-\$300</b>	<b>-\$787</b>	<b>-\$214</b>
<b>Diff AR - Region</b>	<b>0.01</b>	<b>-\$857</b>	<b>+\$556</b>	<b>+\$107</b>	<b>+\$928</b>

In the 2000-01 school year, Arkansas was outspent by both the nation and the region in nominal and adjusted dollars. According to the National Center for Education Statistics, only two states spent less than Arkansas on net current per pupil expenditures in nominal dollars in the entire country in the 2000-01 school year. Arkansas' net current per pupil spending in the 2000-01 school year was \$1,341 less than the national average and \$617 less than the regional average in adjusted dollars. In the 2005-06 school year, when the reforms caused by the *Lake View* case were implemented, Arkansas surpassed the regional average in adjusted dollars by \$556. In 2011-12 Arkansas outspent the regional average by \$928 per pupil in adjusted dollars. The national average was \$214 greater than the Arkansas average in 2011-12 in adjusted dollars,

<sup>10</sup> 2015 third quarter [cost of living index](#) for each state

<sup>11</sup> Data from the [National Center for Education Statistics](#).

reflecting an overall trend of a decrease in the gap between K-12 education spending in Arkansas and the nation. By the 2011-12 school year, only 31 states outspent Arkansas in nominal dollars, putting Arkansas in the middle of the country in terms of unadjusted net current per pupil spending. Thus, although Arkansas appears to spend less than the national average when looking at unadjusted figures, cost-of-living adjustments show that Arkansas outspends its neighbors and is fast approaching the national average. Relative to the rest of the nation, more of K-12 education funding in Arkansas comes from the state level rather than the local level, indicating that Arkansas' increasing net current per pupil expenditures come directly from the state's commitment to adequately funding public education.

Arkansas has made huge strides in ensuring adequate levels of funding for education in the state. In 2000-01, 48 states outspent Arkansas on net current per pupil expenditures for education. In 2011-12, Arkansas was about \$200 below the national average. In contrast, in 1970, Arkansas' total (not net current) per pupil expenditures was \$568, compared to the national average of \$816. By this metric, the state has truly come a long way. Arkansas has reached an adequate level of funding for K-12 education in the state.

## **B. Equity of Resource Distribution**

Beyond knowing whether Arkansas has enough resources available for education, it is also important to know whether those resources are distributed equitably throughout the state. Looking into equity means asking whether districts are getting the appropriate funds given their specific needs. Equity does not necessarily mean that every district has the same revenue or expenditures, but rather that districts are receiving resources in accordance with their needs.

### *1. Are resources targeted to smaller districts?*

Are districts able to spend comparable amounts on each student, regardless of their size? Previous research suggests that larger districts typically spend less per pupil because they enjoy economies of scale, particularly with regards to costs for facilities and specialized teachers.<sup>12</sup> The question here is whether this trend is observed in Arkansas. Table 9 and Figure 1 present per pupil net current expenditures as related to district size. Districts with the lowest average daily attendance in each year are in quintile 1, and districts with the highest average daily attendance in each year are in quintile 5. The districts in each quintile can change from year to year, to show spending patterns in each type of the district, rather than the districts that were a specific size in 2000-01. From 2000-01 to 2004-05, quintile 1 schools had roughly 200-350 students, while quintile 5 schools had roughly 1,500 to 22,000 students. In 2005-06 and after (following the push for district consolidation), quintile 1 schools had roughly 400 to 500 students, and quintile 5 districts had 2,200 to 22,000 students. For this analysis, charters are separated from the traditional public districts, as most charter districts are made up of one school with fewer students than a typical traditional district. Weighted average net current per pupil expenditure (NCPP) figures were calculated for each quintile using each district's average daily attendance

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<sup>12</sup> Stiefel et al (2009). [Mission matters: the cost of small high schools revisited](#). In *Economics of Education Review*, 28, p. 585-599.



(ADA) to obtain a clear estimate of the average amount spent per pupil in each district type. Weighted average NCPP expenditures are also shown for the state as a whole.

As expected, smaller districts spent more per pupil than larger districts. Quintile 1 districts spent more per pupil than did districts in all other quintiles in every year examined. In 2000-01, there was a \$700 gap in favor of the smaller districts between the districts with the lowest enrollment and those with the highest enrollment. The changes in education finance laws passed by the General Assembly went into effect in the 2004-05 school year. In that year, the gap between quintile 1 and quintile 5 districts dropped dramatically, from \$1,135 in 2003-04 to \$772 in 2004-05. By 2005-06, the gap had virtually disappeared, when districts with the fewest students were spending \$74 more per pupil than the districts with the most students. This virtual equality of net current per pupil expenditures lasted until the 2008-09 school year, when the difference widened to about \$500 in favor of the smaller districts. In 2013-14, that difference had grown to \$900.

*Table 9: Average Net Current Per Pupil Expenditures by District Enrollment, 2000-2014<sup>13</sup>*

Category	Description <sup>14</sup>	2000-01	2005-06	2010-11	2012-13	2013-14
Charters	All charters		\$7,167	\$7,618	\$7,862	\$8,136
Quintile 1	Fewest students	\$6,324	\$7,891	\$10,224	\$10,296	\$10,456
Quintile 2		\$5,551	\$7,625	\$9,415	\$9,434	\$9,139
Quintile 3		\$5,267	\$7,450	\$9,126	\$9,034	\$9,121
Quintile 4		\$5,182	\$7,340	\$8,907	\$8,983	\$8,920
Quintile 5	Most students	\$5,626	\$7,817	\$9,381	\$9,378	\$9,548
<i>Diff Q1-Q5</i>		+\$698	+\$74	+\$843	+\$918	+\$908
<b>Arkansas</b>	<b>All districts</b>	<b>\$5,531</b>	<b>\$7,684</b>	<b>\$9,292</b>	<b>\$9,299</b>	<b>\$9,429</b>

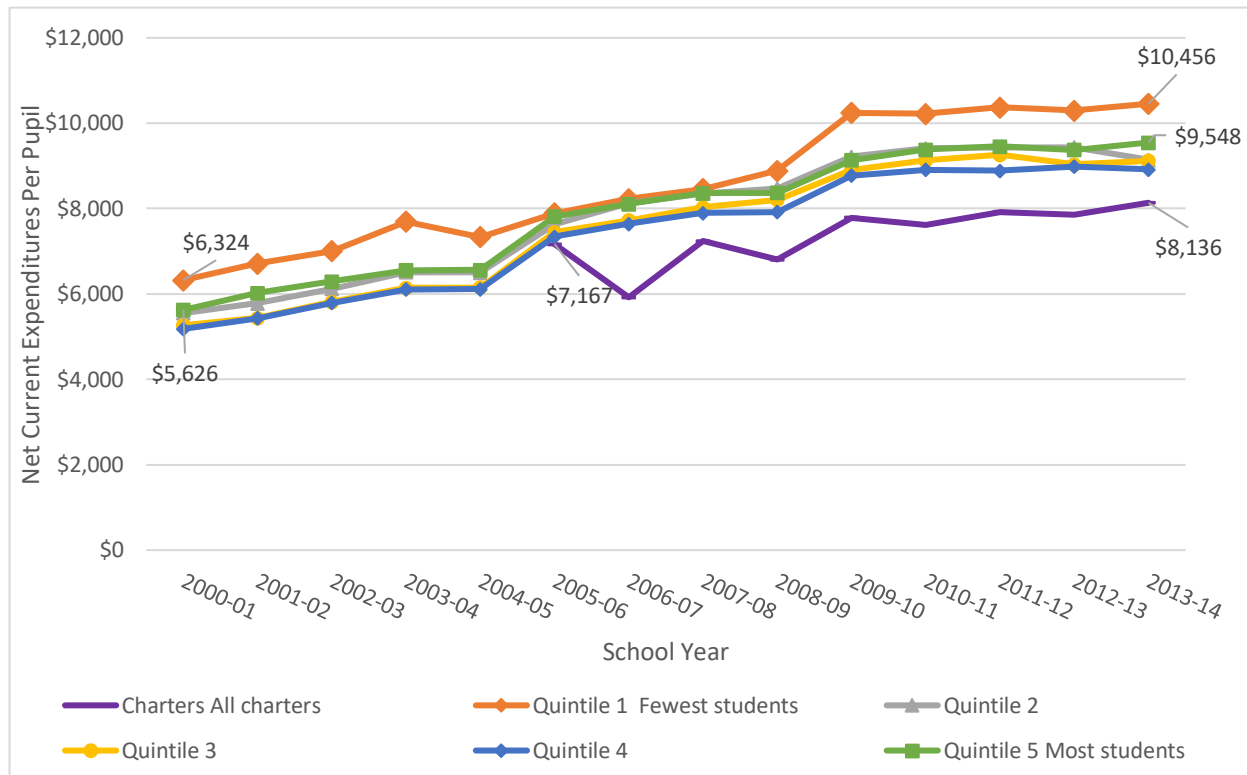
One might expect that NCPP expenditures would correlate exactly with quintile, with quintile 1 spending the most per pupil, followed by quintile 2, and so on until quintile 5 with the lowest NCPP expenditures. This is not the case. The districts with the fewest students, in quintile 1, have the highest NCPP averages, followed by the districts with the most students, in quintile 5. The districts in the middle, with neither the most nor the fewest students, typically have the lowest NCPP expenditures. In fact, in most years, the highest-spending districts are the smallest and largest districts. This is consistent with the U-shaped spending curve predicted by economic theories of economies and diseconomies of scale, and of empirical evidence that many school finance researchers have observed.<sup>15</sup>

<sup>13</sup> Data from [Annual Statistical Reports](#), 2000-2001 to 2013-2014. Weighted averages calculated using ADA.

<sup>14</sup> Values in each quintile varied between years; see appendix A for year-by-year descriptions.

<sup>15</sup> For a review of the literature, see for example Illinois State University, Center for the Study of Education Policy (2009). [County School Districts: Research and Policy Considerations](#). See also Bard, Gardener, and Wieland (2006). [Rural School Consolidation: History, Research Summary, Conclusions, and Recommendations](#). *The Rural Educator*, 27(2).

Figure 1: Average Net Current Expenditures Per Pupil By District Enrollment, 2000-2014



Charter districts have the lowest NCPP expenditures in all years examined. In 2005-06, charter districts on average spent \$7,167 per pupil in net current expenses. In 2013-14, that figure rose to \$8,136. NCPP expenditures varied considerably from 2005-06 to 2008-09, as more charters with different access to outside resources were authorized and began operating in the state. Beginning in the 2008-09 school year, charter spending has run roughly parallel to spending in traditional districts, increasing from 2008-09 and then staying relatively stable through 2013-14.

## 2. Are resources targeted to districts with low property values?

Do students have access to equitable educational inputs regardless of their socioeconomic backgrounds? In the original *Lake View* case, the Arkansas Supreme Court found that the answer to this question was no, in violation of the Constitution. The first step of addressing the question is determining the socioeconomic composition of the district. Two methods for gauging the socioeconomic status of students are looking at whether districts with higher proportions of students eligible for free or reduced lunch spend more or less per pupil, and whether districts in areas with higher assessed property values (and, therefore, a larger local tax base to provide funds to local districts) spend more per pupil. Table 10 and Figure 2 show trends in the relationship between net current per pupil (NCPP) expenditures and local assessed property values. Charters and traditional districts are examined together in this analysis because charters are not overly represented in any one quintile. The districts in each quintile can change from year to year, to show spending patterns in each type of the district, rather than the specific districts sorted into each quintile in 2000-01. Quintile 1 districts were in areas assessed at roughly \$0 to \$30,000,000, while districts in quintile 5 were in areas assessed at roughly \$85,000,000 to

\$3,350,000,000. Weighted average net current per pupil expenditure (NCPPE) figures were calculated using each district's average daily attendance (ADA) to obtain a clear estimate of the average amount spent per pupil in each district type. Weighted average NCPPE expenditures are also shown for the state as a whole.

As presented in Table 10 and Figure 2, districts in areas with the lowest assessed property value were spending slightly more per pupil than their wealthier counterparts in the 2000-01 school year. Districts in quintile 1 had an average NCPPE of \$6,709, while districts in quintile 5 had an average NCPPE of \$5,664. For the majority of the 14 years considered, there was no meaningful difference between NCPPE based on the wealth of the community the district was located in. Districts with the least local assessed property value actually outspent those with the greatest local assessed property value by a few hundred dollars from the 2001-02 to the 2012-13 school years. In the 2013-14 school year, however, districts with the largest local tax base outspent districts with the least local property wealth by over \$1,000. Discrepancies in NCPPE expenditures associated with district wealth warrant continued scrutiny moving forward.

*Table 10: Average Net Current Per Pupil Expenditures by Local Property Values, 2000-2014<sup>17</sup>*

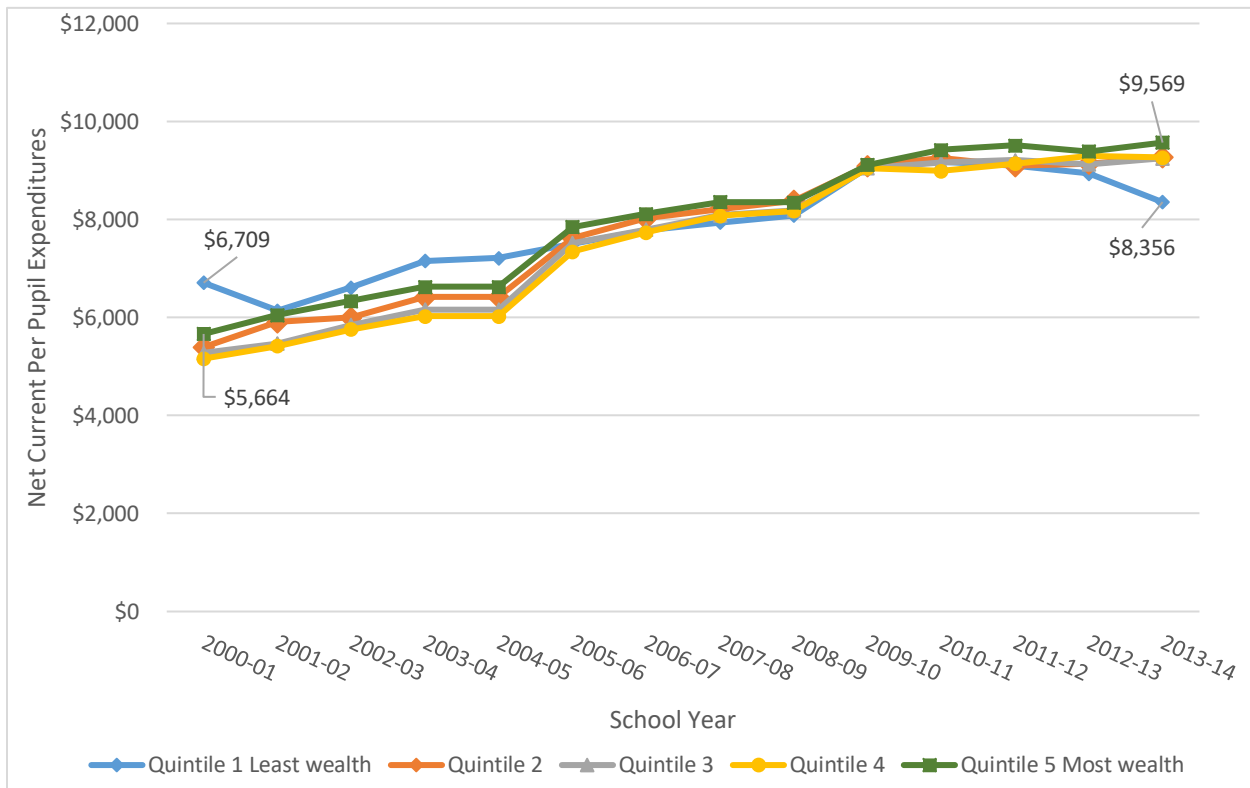
Category	Description <sup>16</sup>	2000-01	2005-06	2010-11	2012-13	2013-14
Quintile 1	Least wealth	\$6,709	\$7,502	\$9,176	\$8,936	\$8,356
Quintile 2		\$5,395	\$7,625	\$9,257	\$9,139	\$9,268
Quintile 3		\$5,279	\$7,520	\$9,161	\$9,127	\$9,250
Quintile 4		\$5,160	\$7,343	\$8,993	\$9,297	\$9,264
Quintile 5	Most wealth	\$5,664	\$7,850	\$9,424	\$9,386	\$9,569
<i>Diff Q1-Q5</i>		<i>+\$1,045</i>	<i>-\$348</i>	<i>-\$248</i>	<i>-\$450</i>	<i>-\$1,213</i>
<b>Arkansas</b>	<b>All districts</b>	<b>\$5,531</b>	<b>\$7,684</b>	<b>\$9,292</b>	<b>\$9,299</b>	<b>\$9,429</b>

In general, Arkansas districts have been equitably funded when looking at local property values over the past 14 years. Data from the 2013-14 school year caution that this equity should not be taken for granted and needs to be actively monitored and maintained.

<sup>16</sup> Values in each quintile varied year to year; see appendix for full description of each year. Charters included.

<sup>17</sup> Data from [Annual Statistical Reports](#), 2000-2001 to 2013-2014.

Figure 2: Average Net Current Per Pupil Expenditures by Local Property Values, 2000-2014



### 3. Are resources targeted to districts serving low-income students?

The second method for gauging the socioeconomic composition of a district is to consider the percent of students in the district who qualify for free or reduced lunch. Students eligible for free or reduced price lunch may come from disadvantaged backgrounds and may need greater support to excel in school. These supports, whether nutritional or instructional, require additional resources. Districts with greater proportions of economically disadvantaged students would then be expected to spend more per pupil. Table 11 and Figure 3 show average NCPP expenditures for districts based on the percent of students eligible for free or reduced lunch. Charters and traditional districts are kept together in this analysis because charters are not overly represented in any one quintile. The districts in each quintile can change from year to year; thus, our results show spending patterns in each type of the district. Zero to 50% of students enrolled in districts in quintile 1 were eligible for free or reduced lunch, while roughly 70% to 100% of students in districts in quintile 5 were eligible for free or reduced lunch. Weighted average net current per pupil expenditure (NCPP) figures were calculated using each district's average daily attendance (ADA) to obtain a clear estimate of the average amount spent per pupil in each quintile. Weighted average NCPP expenditures are also shown for the state as a whole.

*Table 11: Average Net Current Per Pupil Expenditures by Percent of FRL-Eligible Students Enrolled, 2000-2014<sup>18</sup>*

Category	Description <sup>19</sup>	2000-01	2005-06	2010-11	2012-13	2013-14
Quintile 1	Lowest % FRL	\$5,208	\$8,212	\$8,131	\$8,284	\$8,350
Quintile 2		\$5,433	\$7,468	\$9,038	\$9,036	\$9,080
Quintile 3		\$5,874	\$7,354	\$8,745	\$8,923	\$9,974
Quintile 4		\$5,482	\$7,523	\$10,354	\$10,506	\$9,598
Quintile 5	Highest % FRL	\$5,895	\$7,715	\$10,904	\$10,693	\$10,814
<i>Diff Q1-Q5</i>		-\$687	+\$497	-\$2,773	-\$2,409	-\$2,464
<b>Arkansas</b>	<b>All districts</b>	<b>\$5,531</b>	<b>\$7,684</b>	<b>\$9,292</b>	<b>\$9,299</b>	<b>\$9,429</b>

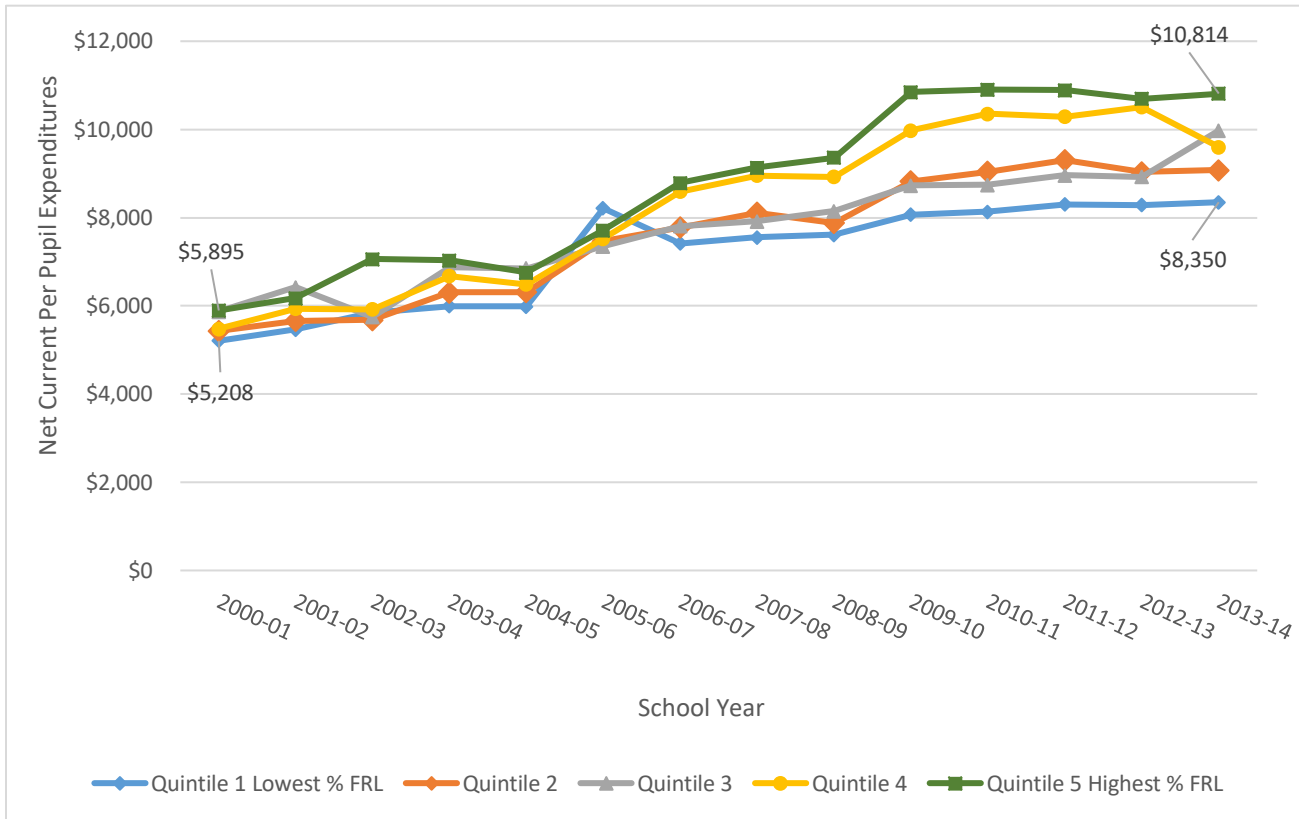
As shown in Table 11, districts with higher proportions of economically disadvantaged students have higher NCPP expenditures for all of the 14 years examined. This pattern of resource allocation is consistent with the concept of vertical equity, which assesses the extent to which students with equal needs are provided equal resources. Thus, these “inequities” that we observe in favor of the neediest students may well be equitable according to the concept of vertical equity. Most of this differential spending in the most economically disadvantaged districts is due to the categorical funding described in section II above.

Quintile 5 in Figure 3 represents average NCPP in districts with the highest proportion of students eligible for free or reduced lunch in any given year; it is apparent that districts with students with the greatest need have access to funding intended to equalize opportunity gaps between students with different socioeconomic backgrounds. The state is making a clear commitment to providing equitable resources to districts given the needs of their students. While financial inputs are an important part of Arkansas’ educational system, it is also important to look at the outcomes of the system. In the final section of this report, we will look at the extent to which achievement scores have changed across the state.

<sup>18</sup> Data from [Annual Statistical Reports](#), 2000-2001 to 2013-2014. Averages weighted by ADA. Charters included.

<sup>19</sup> Values in each quintile varied year to year; see appendix for full description.

Figure 3: Average Net Current Per Pupil Expenditures by Percent of FRL-Eligible Students Enrolled, 2000-2014



4. Are resources targeted to districts serving students of color?

It is also important for policymakers to consider how education funding is allocated among districts enrolling higher percentages of students of color. Table 12 and Figure 4 show average NCPP expenditures for districts with different proportions of students of color. Charters and traditional districts are kept together in this analysis because charters are not overly represented in any one quintile. The districts in each quintile can change from year to year, to show spending patterns in each type of the district, rather relying on the percent of students of color in each district in 2000-01. Districts in quintile 1 enrolled roughly 0-5% students of color, while districts in quintile 5 enrolled roughly 40%-100% students of color. Weighted average net current per pupil expenditure (NCPP) figures were calculated using each district’s average daily attendance (ADA) to obtain a clear estimate of the average amount spent per pupil in each district type. Weighted average NCPP expenditures are also shown for the state as a whole.

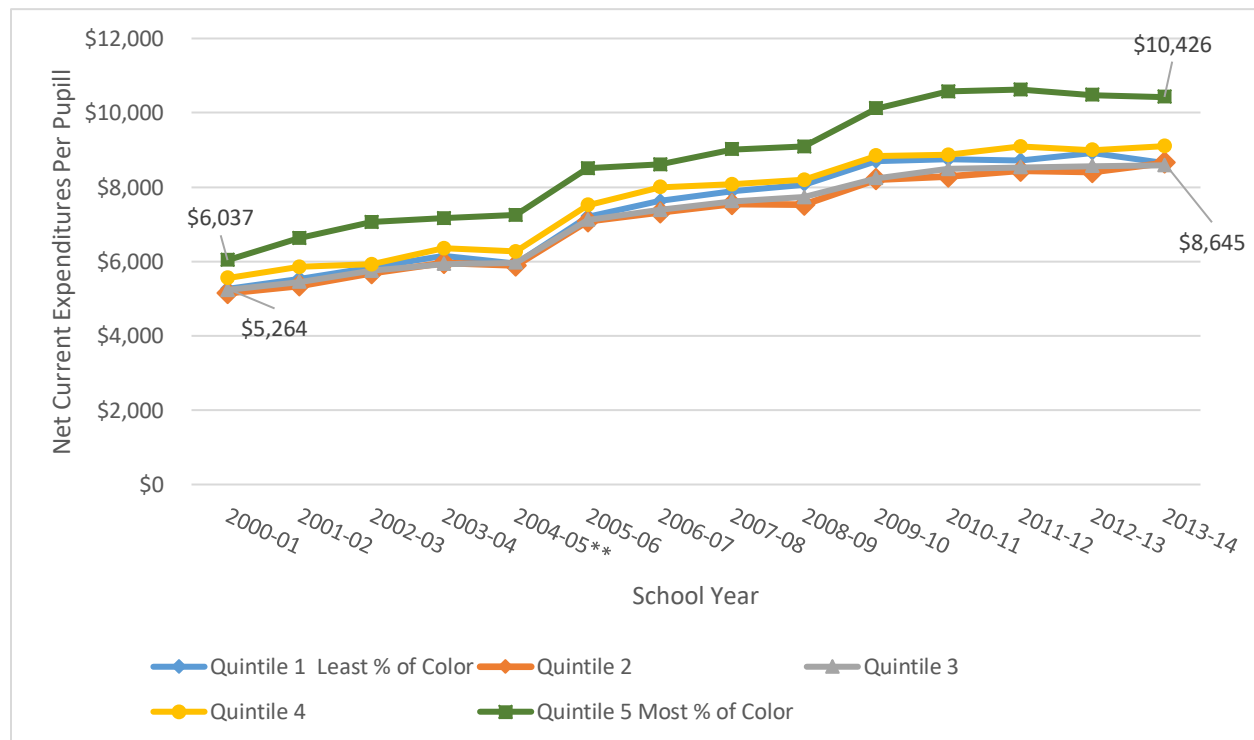
Districts with the highest percentages of students who identify as African American, Asian-Pacific Islander, Native American, multiracial, or Hispanic spend more per pupil than those who have a greater proportion of students who identify as white. This difference is most pronounced only for those districts whose enrollments of students of color are in top quintile. In 2000-01 the districts with the highest percent of students of color spent \$6,037 per pupil, while districts with the lowest percent of students of color spent \$5,264 per pupil. By 2013-14, districts serving the

greatest numbers of students of color spent \$10,426 per pupil on average, while districts serving the fewest students of color spent \$8,645 per pupil on average. All quintiles follow parallel paths of increasing NCPP expenditures throughout the 14 years analyzed here, with quintile 5 (the districts serving the greatest number of students of color) sitting well above the other four quintiles in NCPP expenditures.

Table 12: Average Net Current Per Pupil Expenditures by Percent of Students of Color, 2000-2014<sup>20</sup>

Category	Description <sup>21</sup>	2000-01	2005-06	2010-11	2012-13	2013-14
Quintile 1	Least % of color	\$5,264	\$7,205	\$8,749	\$8,919	\$8,645
Quintile 2		\$5,146	\$7,075	\$8,278	\$8,405	\$8,650
Quintile 3		\$5,236	\$7,121	\$8,493	\$8,563	\$8,588
Quintile 4		\$5,554	\$7,513	\$8,867	\$8,996	\$9,104
Quintile 5	Most % of color	\$6,037	\$8,510	\$10,571	\$10,474	\$10,426
<i>Diff Q1-Q5</i>		-\$773	-\$1,305	-\$1,822	-\$1,555	-\$1,781
<b>Arkansas</b>	<b>All districts</b>	<b>\$5,531</b>	<b>\$7,684</b>	<b>\$9,292</b>	<b>\$9,299</b>	<b>\$9,429</b>

Figure 4: Average Net Current Per Pupil Expenditures by Percent of Students of Color, 2000-2014



<sup>20</sup> Data from [Annual Statistical Reports](#), 2000-2001 to 2013-2014. Averages weighted by ADA. Charters included.

<sup>21</sup> Values in each quintile varied year to year; see appendix for full description.

In sum, we find that districts that enroll very high ratios of students of color spend significantly more per pupil than districts with high proportions of white students and districts with middling ratios of each. The end result of the Arkansas school funding formula is that educational expenditures are heavily targeted to districts serving students of color.

5. *Are resources targeted to districts serving low-performing students?*

Is funding allocated to districts with the greatest proportion of struggling students? Table 13 and Figure 5 explore how funding varies between districts based on the ratio of students scoring at least proficient on state Benchmark math exams to those not proficient. Districts in quintile 5 had the highest percent of students scoring at least proficient in each year, while those in quintile 1 had the lowest percent of students scoring at least proficient each year. Charters and traditional districts are kept together in this analysis because charters are not overly represented in any one quintile. The districts in each quintile can change from year to year, to show spending patterns in each type of the district, rather relying on the percent of students proficient or advanced on the math benchmark in 2005-06. Districts in quintile 1 typically had under 70% of students score at least proficient on the math exam, while districts in quintile 5 typically had at least 80% of students score at least proficient on the math benchmark. Weighted average net current per pupil expenditure (NCPPE) figures were calculated using each district’s average daily attendance (ADA) to obtain a clear estimate of the average amount spent per pupil in each district type. Weighted average NCPPE expenditures are also shown for the state as a whole.

Table 13: Average Net Current Per Pupil by Student Math Performance<sup>22</sup>, 2005-2014

Category	Description <sup>23</sup>	2005-06	2008-09	2010-11	2012-13	2013-14
Quintile 1	Least % P/A	\$8,778	\$9,571	\$11,366	\$11,450	\$11,249
Quintile 2		\$7,835	\$8,449	\$9,641	\$9,557	\$9,378
Quintile 3		\$7,280	\$7,981	\$8,711	\$8,835	\$9,217
Quintile 4		\$7,134	\$7,866	\$8,851	\$8,744	\$8,998
Quintile 5	Most % P/A	\$7,233	\$7,717	\$8,249	\$8,496	\$8,571
<i>Diff Q1-Q5</i>		<i>+\$1,545</i>	<i>+\$1,854</i>	<i>+\$3,117</i>	<i>+\$2,954</i>	<i>+\$2,678</i>
<b>Arkansas</b>	<b>All districts</b>	<b>\$5,531</b>	<b>\$7,684</b>	<b>\$9,292</b>	<b>\$9,299</b>	<b>\$9,429</b>

Figure 5 demonstrates that districts in which students were less likely to score proficient or advanced on state benchmark exams actually spent the most per pupil over the analyzed years. In 2005-06, the lowest performing quintile of districts spent \$8,778 per pupil, while the highest scoring districts spent \$7,233 per pupil on average. This difference was smallest in the 2008-09 school year, when quintile 1 districts spent an average of \$9,571 per pupil and quintile 5 districts spent an average of \$7,717 per pupil. Beginning in the 2009-10 school year, the difference remained relatively flat at around \$3,000. It is unclear whether districts received more money after seeing a higher percentage of students failing to achieve at least proficient on state exams,

<sup>22</sup> Data from [Annual Statistical Reports](#), 2000-2001 to 2013-2014. Averages weighted by ADA. Charters included.

<sup>23</sup> Values in each quintile varied year to year; see appendix for full description.



or whether these elevated funding levels were placed before the poor recorded performance. It is, however, more likely that the increased spending followed low performance, which could motivate districts to increase expenditures for turnaround programs, tutors, and other interventions.

Figure 5: Average Net Current Per Pupil Expenditures by Student Math Performance, 2005-2014

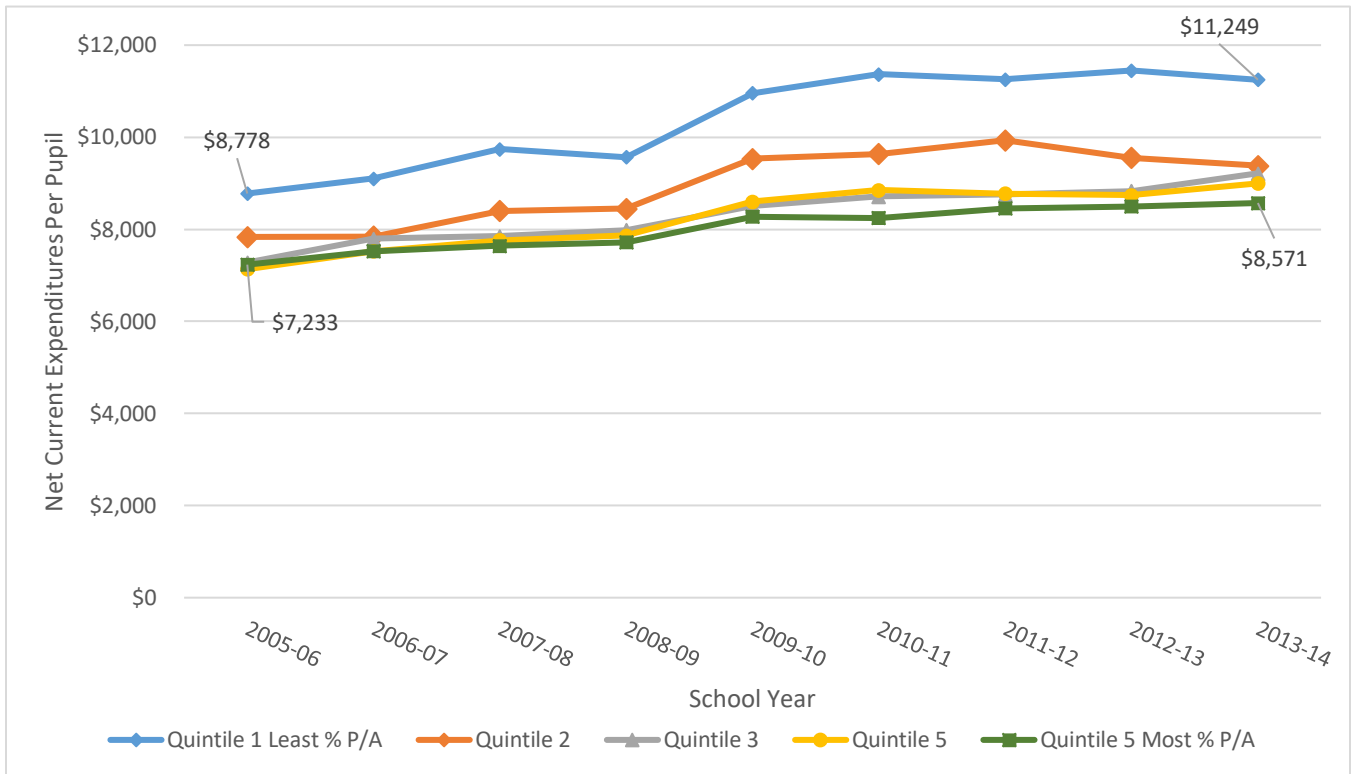
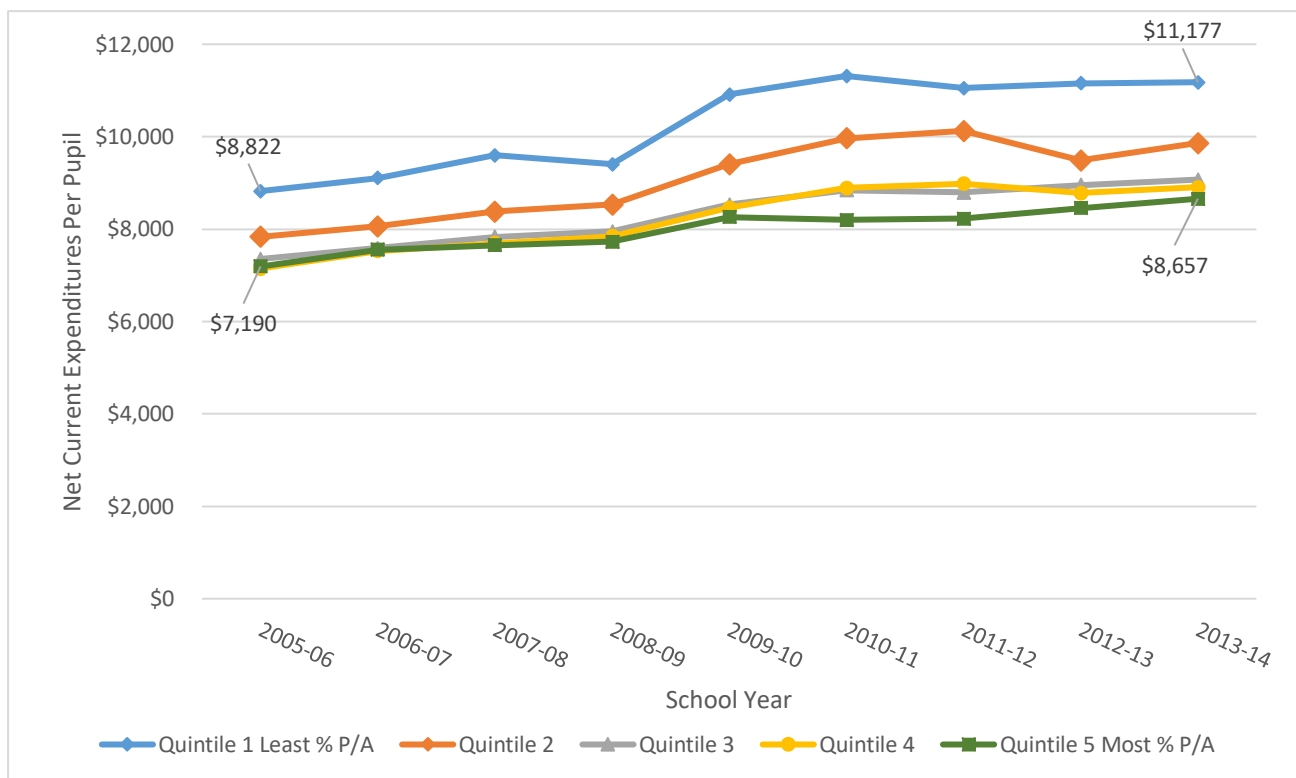


Table 14 and Figure 6 display average NCPP expenditures in districts based on the proportion of students who scored proficient or advanced on their literacy Benchmark Exam. Charters and traditional districts are again kept together in this analysis because charters are not overly represented in any one quintile. Districts in quintile 1 had the lowest percentage of students score proficient or advanced on the literacy Benchmark Exam, while districts in quintile 5 had the highest percentage of students score proficient or advanced on the literacy Benchmark Exam. The districts in each quintile can change from year to year, to show spending patterns in each type of the district, rather than relying on the percent of students proficient or advanced on the literacy benchmark in 2005-06. Districts in quintile 1 typically had under 70% of students score proficient or advanced on the literacy benchmark exam, while districts in quintile 5 typically had at least 80% of students score proficient or advanced on the literacy exam. Weighted average net current per pupil expenditure (NCPP) figures were calculated using each district’s average daily attendance (ADA) to obtain a clear estimate of the average amount spent per pupil in each district type. Weighted average NCPP expenditures are also shown for the state as a whole

Table 14: Average Net Current Per Pupil by Student Literacy Performance<sup>24</sup>, 2005-2014

Category	Description <sup>25</sup>	2005-06	2008-09	2010-11	2012-13	2013-14
Quintile 1	Least % P/A	\$8,822	\$9,399	\$11,313	\$11,154	\$11,177
Quintile 2		\$7,832	\$8,532	\$9,962	\$9,485	\$9,858
Quintile 3		\$7,353	\$7,951	\$8,839	\$8,954	\$9,071
Quintile 4		\$7,148	\$7,841	\$8,889	\$8,778	\$8,907
Quintile 5	Most % P/A	\$7,190	\$7,729	\$8,198	\$8,456	\$8,657
<i>Diff Q1-Q5</i>		+\$1,632	+\$1,670	+\$3,115	+\$2,698	+\$2,520
<b>Arkansas</b>	<b>All districts</b>	<b>\$5,531</b>	<b>\$7,684</b>	<b>\$9,292</b>	<b>\$9,299</b>	<b>\$9,429</b>

Figure 6: Average Net Current Per Pupil Expenditures by Student Literacy Performance, 2005-2014



Again, the lowest performing districts spent more per pupil than the highest-performing districts over the analyzed period. In 2005-06, quintile 1 districts outspent quintile 5 districts by \$1,632. In 2013-14 the gap had grown to \$2,520. The difference was the smallest in 2008-09, with quintile 1 districts spending \$9,399 and quintile 5 districts spending \$7,729 per pupil. Again, these data are descriptive, and do not show which is the lagging variable, but it seems likely that

<sup>24</sup> Data from [Annual Statistical Reports](#), 2000-2001 to 2013-2014. Averages weighted by ADA. Charters included.

<sup>25</sup> Values in each quintile varied year to year; see appendix for full description.

the heightened spending follows underperformance. This trend indicates that the state is again directing funds at districts and students in greatest need of assistance—in this case, students who are not being well-served by the status quo are getting new resources to better meet their needs.

After examining average NCPP expenditures for districts grouped by size, local property values, percent of students eligible for free or reduced lunch, percent of students of color, and percent of students scoring proficient or advanced on benchmark exams, it is clear that resources are distributed equitably around the state. Where average net current per pupil expenditures are not equal across districts, it is because resources are targeted at the districts and students needing the most assistance. Arkansas school funding is equitable on the measures explored in this report.

### **C. Efficiency of Education Spending**

It is important to note that ‘efficiency’ in education does not imply spending less, but rather improving outcomes. This report is not a definitive examination of the impact of increased funding, but rather a ‘quick look’ at how money is being spent and if there are trends reflected in achievement.

#### *1. How do districts allocate their funds and how has this changed since 2000?*

This section examines the categories to which districts allocate their money. Districts receive restricted and unrestricted revenue from both the state and federal government, as well as unrestricted funds from local government. Restricted funds are given to districts for a particular purpose, such as Special Education, Plant Maintenance, and Professional Development. Districts have discretion in how to spend unrestricted funds, meaning the amount spent on different areas varies between districts and over time. As charters and traditional public districts receive funding in different ways, expenditures in traditional public districts and charter districts are considered separately. In both analyses, averages are weighted by district average daily attendance, giving a more accurate picture of the average expenditure for the average student enrolled in an Arkansas school district. Table 15 examines patterns of resource allocation in traditional public districts across the state from 2005-2014, the years for which detailed enough accounts of district-level spending were available for analysis. Expenses in Table 15 are broken down into instruction, maintenance and operation of facilities (M & O), student transportation, general and school administration, and other costs. Expenses such as food service, support services, facilities construction and acquisition, debt services, and non-programmed costs are included in the other category.

Expenditures have risen in all areas over the past decade, for an overall increase in per pupil expenditures of almost \$2,000 in traditional public districts. Instructional expenditures are the largest single-line item expense incurred by districts between the 2005-06 and 2013-14 school years. In 2005-06, districts spent an average of \$5,162 per pupil on instruction. The next highest expense was maintenance and operations, on which districts spent an average of \$814 per pupil. In 2013-14, districts spent an average of \$5,708 per pupil on instruction, and \$1,030 on maintenance and operations. Although the percent of the budget that districts spend on instruction has decreased over the past decade, districts spend more dollars per pupil now than in the past. There was a large increase in per pupil expenditures in the 2009-10 school year

stemming from other costs, which decreased after 2009-10, but not to pre 2009-10 levels. There was a substantial overall increase in non-instructional expenditures over the past ten years.

*Table 15: Per Pupil Expenditures by Function in Traditional Public Districts, 2005-2014<sup>26</sup>*

Category	2005-06		2009-10		2013-14		Total Change	
	\$	%	\$	%	\$	%	\$	%
<i>Instruction</i>	\$5,162	67%	\$5,742	49%	\$5,708	60%	<b>+\$546</b>	<b>-7 pts</b>
<i>M &amp; O</i>	\$814	11%	\$949	8%	\$1,030	11%	<b>+\$216</b>	<b>0 pts</b>
<i>Transportation</i>	\$354	5%	\$417	4%	\$463	5%	<b>+\$109</b>	<b>0 pts</b>
<i>Administration</i>	\$638	8%	\$708	6%	\$491	5%	<b>-\$147</b>	<b>-3 pts</b>
<i>Other</i>	\$718	9%	\$3,875	33%	\$1,765	19%	<b>+\$1,047</b>	<b>+10 pts</b>
<i>Total</i>	\$7,686	100%	\$11,691	100%	\$9,457	100%	<b>+\$1,771</b>	

Table 16 examines per pupil expenditures in public charter districts in Arkansas over the past decade. The story is similar, but with relatively smaller changes in expenditures. Averages are weighted by district average daily attendance, so that expenditures from larger districts do not dominate the calculations, giving a more accurate picture of the average expenditure for the average student enrolled in an Arkansas school district.

*Table 16: Per Pupil Expenditures by Function in Charter Districts, 2005-2014<sup>27</sup>*

Category	2005-06		2009-10		2013-14		Total Change	
	\$	%	\$	%	\$	%	\$	%
<i>Instruction</i>	\$4,301	49%	\$4,459	49%	\$4,268	53%	<b>-\$33</b>	<b>+4 pts</b>
<i>M &amp; O</i>	\$1,050	12%	\$928	10%	\$1,154	14%	<b>+\$104</b>	<b>+2 pts</b>
<i>Transportation</i>	\$123	1%	\$125	1%	\$139	2%	<b>+\$16</b>	<b>+1 pt</b>
<i>Administration</i>	\$950	11%	\$1,170	13%	\$1,067	13%	<b>+\$117</b>	<b>+2 pts</b>
<i>Other</i>	\$2,405	27%	\$2,360	26%	\$1,428	18%	<b>-\$977</b>	<b>-9 pts</b>
<i>Total</i>	\$8,829	100%	\$9,042	100%	\$8,056	100%	<b>-\$773</b>	

Charters receive less funding than traditional public districts, because they cannot access local mills dedicated to education, among other restrictions. For this reason, charters would be expected to have lower per pupil expenditures, and that is indeed the case when comparing raw numbers between charters and traditional public districts. Again, instruction is the greatest line item expense, as was the case with traditional public districts. In 2005-06, charter districts spent an average \$4,301 per pupil on instruction; that figure rose to \$4,268 in the 2013-14 school year. Charters, which like traditional public districts are not required by state law to provide student

<sup>26</sup> Data from [Annual Statistical Reports](#), 2000-2001 to 2013-2014; averages weighted by district ADA.

<sup>27</sup> Data from [Annual Statistical Reports](#), 2000-2001 to 2013-2014; averages weighted by district ADA.

transportation,<sup>28</sup> spend less than traditional districts on transportation costs. In 2013-14, charter districts spent an average of \$139 per pupil on transportation, while traditional public districts spent \$463 per pupil on transportation. Costs for administration, however, are much greater in charters than in traditional public districts. In 2013-14, charters spent an average \$1,067 per pupil on administration costs, while traditional districts spent \$491. Overall per pupil costs at charters have decreased slightly over the 10-year period considered. This could be a reflection of a greater stability of charters in 2013-14 than in 2005-06, when more charters were starting and therefore spending more on facilities construction and acquisition, which is included in the other category of expenditures.

All districts in Arkansas, charter and traditional, are prioritizing instructional spending over all other expense categories. Is the investment showing returns?

## 2. *Has performance changed for the better?*

Standardized assessment results indicate that Arkansas continues to fall behind the nation in student performance and that there are great disparities in student performance across students throughout the state. This section explores the extent of the problem and its distribution across the state.

### *Overall in the state?*

Arkansas students scored below the national average<sup>29</sup> on the 2015 National Assessment for Educational Progress (NAEP) reading and math assessments. These assessments are given every two years to 4<sup>th</sup> and 8<sup>th</sup> grade students throughout the county, and serve as a common metric for student performance. Arkansas students have scored below national average performance since the assessment was first administered in 1992, with one exception in 2005 when 4<sup>th</sup> grade reading scores matched the national average. Although 4<sup>th</sup> grade reading scores have declined some, they remain near the national average. Math scores for 4<sup>th</sup> graders had been close to the national average since 2005, but declined significantly in 2015. Unfortunately, 8<sup>th</sup> grade scores are well below the national average in both reading and math. Performance below the national average, however, is not unexpected as Arkansas enrolls a greater percentage of students who are eligible for free and reduced price lunch (a proxy for poverty) than the national average. Since poverty and academic success are related, it is meaningful to compare Arkansas' NAEP performance to states with similar

Compared to neighbor states, Arkansas students score similarly to Oklahoma, which has the same percentage of students eligible for free or reduced lunch. As shown in Table 17, Oklahoma 4<sup>th</sup> graders were more likely to score proficient in math than Arkansas students, but students from both states scored similarly on 4<sup>th</sup> grade reading. In 8<sup>th</sup> grade, Arkansas students were slightly more likely to be proficient in math, and slightly less likely to be proficient in reading. It is important to keep in mind earlier findings, however, that Arkansas is spending about \$2,000 more per pupil than Oklahoma, but getting similar academic outcomes.

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<sup>28</sup> Arkansas Code Annotated §6-19-101 et seq. gives districts the authority to provide or contract out for transportation services, and sets bus driver qualifications, safe operation of buses, and other transportation regulations, but does not mandate that any district provide student transportation, nor do districts receive categorical funding that is restricted to transportation expenses.

<sup>29</sup> National Center for Education Statistics (2015). [Summary of NAEP results for Arkansas](#). *NAEP State Profiles*.

Although Arkansas has drastically improved the amount of resources available to districts in the state, students are still not doing as well as would be hoped on standardized measures of academic achievement. Stubbornly low levels of achievement on standardized assessments should remain a major concern and point of focus for the state until all students in Arkansas are demonstrating proficiency.

*Table 17: Percent of Students Scoring Proficient or Higher on the NAEP, Arkansas and Neighboring States<sup>30</sup>, 2015*

Location	Percent Eligible FRL	4 <sup>th</sup> Grade		8 <sup>th</sup> Grade	
		Math	Reading	Math	Reading
<b>Arkansas</b>	<b>60.5</b>	<b>32%</b>	<b>32%</b>	<b>25%</b>	<b>27%</b>
Louisiana	66.2	30%	29%	18%	23%
Mississippi	70.6	30%	26%	22%	20%
Missouri	45.0	38%	36%	31%	36%
Oklahoma	60.5	37%	33%	23%	29%
Tennessee	55.0	40%	33%	29%	33%
Texas	50.3	44%	31%	32%	28%
National Avg	48.1	39%	35%	32%	33%

*Have improvements been equitable across students?*

Arkansas students are not performing as well as their out-of-state peers on nation-wide standardized assessments. The question then becomes whether different groups of students within the state are performing similarly, or if different groups are exhibiting similar growth patterns. To explore this question, Tables 18 and 19 presents the percent of students scoring proficient or advanced on the Arkansas Benchmark Exams in math and literacy, respectively. Results are presented by student eligibility for free and reduced lunch. These are the latest achievement data available, until PARCC results are released in November, 2015.

As outlined in Tables 18 and 19, there are clear and not unexpected differences in achievement between Arkansas’ students who are eligible for free/reduced lunch and those who are not. The interesting point, however, is that while resources are more equitably distributed between districts across the state now than they were in 2000-01, the state is not yet seeing continuous closure of this achievement gap. This inequity is a cause of concern in and of itself, as are the results of previous analyses in Arkansas showing that the districts with the highest proportion of students of color have the lowest achievement rates in the state.<sup>31</sup> The state cannot become complacent with the finding that inputs to the K-12 education system are seemingly adequate and equitable while discrepancies in achievement persist.

<sup>30</sup> Data from the [National Center for Education Statistics](#).

<sup>31</sup> Burks, S. and Ritter, G. (2014). [Performance of All Student Subgroups in Arkansas: Moving Beyond Achievement Gaps](#). *Arkansas Education Report*, 11(4).

*Table 18: Percent of Arkansas Students Scoring Proficient or Advanced on Benchmark Math, by Free/Reduced Lunch Eligibility, 2005-2014*

	2005-06	2008-09	2010-11	2011-12	2012-13	2013-14
Non- FRL	69%	84%	89%	89%	88%	86%
FRL	43%	64%	70%	70%	68%	65%
FRL Gap	26 pts	20 pts	19 pts	19 pts	20 pts	21 pts

*Table 19: Percent of Arkansas Students Scoring Proficient or Advanced on Benchmark Literacy, by Free/Reduced Lunch Eligibility, 2005-2014*

	2005-06	2008-09	2010-11	2011-12	2012-13	2013-14
Non- FRL	74%	81%	89%	91%	90%	90%
FRL	46%	58%	68%	74%	72%	70%
FRL Gap	28 pts	23 pts	21 pts	17 pts	18 pts	20 pts

## IV. CONCLUSIONS

### A. Adequacy

In 1979, Arkansas was spending less than \$2,000 per pupil, after adjusting for the cost-of-living. Today, that figure has more than quintupled. This represents a significant increase in the resources available for Arkansas schools and students, and the Legislature should be recognized for this considerable financial commitment to education. While Arkansas has still not achieved the Legislature's goal of having "all but the most severely disabled perform at or above proficiency on these [state standardized] tests", it has reached the Legislature's goal of "sufficient funding to provide adequate resources." The last remaining piece of the definition of adequacy is the state's curriculum standards, which are currently under review in the Legislature. An important component of ensuring an adequate education for every Arkansan student moving forward, then, is determining the fate of Common Core in Arkansas and deciding whether and how to revise the standards in a way that allows for their full implementation across the state so all students receive a rigorous educational experience. The key findings on adequacy are:

- Net current expenditures per pupil have risen from \$5,531 in the 2000-01 school year to \$9,429 in the 2013-14 school year.
- Education spending has consistently accounted for half of Arkansas' funded budget.
- In the 2000-01 school year, Arkansas spent less than all of its neighboring states except Mississippi; in 2011-12, Arkansas outspent all of its neighboring states.
- Arkansas has been spending more per pupil than the regional average since the 2005-06 school year without accounting for cost-of-living.
- After accounting for cost-of-living, Arkansas spends more per pupil than its neighbors, and in recent years has caught up to national average.

### B. Equity

Arkansas' per pupil spending has consistently increased over the past 14 years, with funds targeted towards districts with higher percentages of students from low socioeconomic backgrounds, students of color, and students who do not meet proficiency expectations on standardized assessments. These spending patterns help create vertical equity in the state. For 13 of the 14 years considered in this report, there was virtually no gap between districts based on the level of local property wealth. In the 2013-14 school year, there was a difference of over \$1,000 between the districts with the highest assessed local property wealth and the lowest. If this gap closes again, there will be an equitable distribution of resources in the state again. The key findings on equity are:

- The smallest districts in the state spent roughly \$10,000 per pupil in net current expenditures in 2013-14; this was roughly \$1,000 more than was spent on the average student in Arkansas.
- Districts with the most students of color spend roughly \$2,000 more per pupil than the districts with the fewest students of color.



- Districts with the highest poverty spend roughly \$2,500 more per pupil than districts with the least poverty.
- The lowest-achieving districts in literacy spend roughly \$2,500 more per pupil than the highest-achieving districts.
- The lowest-achieving districts in math spend almost \$3,000 more per pupil than the highest achieving districts.
- Districts with the most wealth spent roughly \$1,000 more per pupil than districts with the least wealth in 2013-14.

### **C. Efficiency**

The vast majority of education funding in Arkansas goes directly to instructional expenditures, the majority of which is teacher salaries and therefore an uncontroversial prioritization. While non-instructional costs have also risen over the past decade and a half, those expenses do not come close to matching the investment in direct instructional expenses. It is important to note that ‘efficiency’ is not considered as a goal of spending less, but rather of improving outcomes. This report is not a definitive examination of the impact of increased funding, but rather a ‘quick look’. The key findings on efficiency are:

- Districts spend the most on instruction-related expenses, although non-instructional expenditures have been rising as well.
- Arkansas students perform below the national average on standardized assessments, and demonstrates persistent achievement gaps between student groups.
- Thus far, we can find no strong evidence that suggests achievement gaps are decreasing despite the fact that additional resources are being allocated to disadvantaged districts.

This does not mean that we should no longer strive to attain vertical equity and allocate additional resources to districts with particular needs. It may mean, however, that we need to be more innovative and vigilant when using the additional resources. The resources should be used to implement strategies that begin to close achievement gaps between high and low performing districts.

### **D. Moving Forward**

Arkansas has made great strides in ensuring that every student has access to adequate education funding and equitable resources, but the work is not yet done. Not enough students are demonstrating proficiency on state assessments, and there are gaps between students of different socioeconomic and demographic backgrounds. The resources are in place, but districts need to continue seeking methods that effectively use the resources to ensure every student in Arkansas graduates from the K-12 education system with the knowledge and skills needed to be successful in the future. The commitment the Legislature has demonstrated to enhancing the quality of education received by all students over the past decade and a half, if maintained, will continue to benefit the students of the state.

## APPENDIX A

*Table A1: Details of District Size Quintiles: Average Daily Attendance, 2000-2014*

2000-01			2001-02		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	4195	1652-21762	5	4220	1599-21729
4	1178	866-1585	4	1183	876-1581
3	692	548-860	3	693	539-860
2	453	350-547	2	445	354-535
1	238	67-348	1	233	59-344

2002-03			2003-04		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	4170	1603-19947	5	4264	1583-22864
4	1178	862-1586	4	1173	866-1575
3	687	544-851	3	678	530-859
2	439	342-536	2	423	316-530
1	229	63-333	1	215	44-315

2004-05			2005-06 <sup>32</sup>		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	4307	1599-22864	5	5075	2100-24053
4	1184	874-1853	4	1510	1091-2085
3	683	536-866	3	904	760-1089
2	428	322-530	2	623	522-736
1	223	81-316	1	418	234-521

2006-07			2007-08		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	5263	2331-24181	5	5289	2350-23701
4	1571	1171-2219	4	1552	1163-2155
3	936	787-1164	3	928	770-1163
2	643	525-784	2	622	513-768
1	444	304-524	1	431	307-511

*Table A1 (cont) Details of District Size Quintiles: Average Daily Attendance, 2000-2014*

<sup>32</sup> 28 school districts were ordered to close or consolidate in the 2004-05 and 2005-06 school years, leading to significant change in district size in the 2005-06 school year.

2008-09			2009-10		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	5311	2295-23356	5	5352	2186-23013
4	1554	1162-2150	4	1553	1155-2155
3	921	746-1149	3	914	754-1134
2	615	502-735	2	608	498-738
1	420	220-497	1	413	243-488

2010-11			2011-12		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	5477	2265-22995	5	5483	2248-22609
4	1591	1220-2223	4	1579	1198-2179
3	946	774-1218	3	939	769-1197
2	629	518-770	2	627	524-766
1	431	314-516	1	425	303-524

2012-13			2013-14		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	5565	2272-21997	5	5671	2305-22098
4	1575	1205-2189	4	1603	1198-2271
3	930	753-1202	3	952	778-1180
2	619	525-751	2	630	527-776
1	419	315-523	1	418	303-521

Table A2: Details of Local Property Value Quintiles (tens of millions), 2000-2014

2000-01			2001-02		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	27.3	8.06-218	5	28.9	8.49-224
4	5.45	3.88-7.88	4	5.72	4.05-8.16
3	3.02	2.49-3.66	3	3.17	2.54-3.93
2	1.86	1.45-2.44	2	1.96	1.56-2.53
1	1.01	0.35-1.45	1	1.05	0.37-1.54

2002-03			2003-04		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	30.2	8.99-225	5	31.9	9.34-237
4	5.92	4.07-8.93	4	6.21	4.22-9.27
3	3.28	2.57-4.04	3	3.45	2.67-4.18
2	2.02	1.61-2.56	2	2.1	1.69-2.65
1	1.08	0.40-1.6	1	1.12	0.46-1.63

2004-05			2005-06		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	31.9	9.34-237	5	41.6	13-262
4	6.21	4.22-9.27	4	8.88	5.77-12.5
3	3.45	2.67-4.18	3	4.77	3.99-5.72
2	2.1	1.69-2.65	2	3.23	2.49-3.96
1	1.12	0.46-1.63	1	1.71	0-2.46

2006-07			2007-08		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	44.7	13.6-278	5	48.5	14.3-296
4	9.7	6.19-13.3	4	10.1	6.48-14.2
3	5.14	4.43-6.18	3	5.33	4.45-6.47
2	3.47	2.76-4.27	2	3.58	2.91-4.41
1	2.2	0.97-2.71	1	2.31	1.01-2.89

Table A2 (cont): Details of Local Property Value Quintiles (tens of millions), 2000-2014

2008-09			2009-10		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	51.7	15.4-320	5	52	15-321
4	10.5	6.93-15.3	4	10.7	7.11-15
3	5.57	4.67-6.78	3	5.68	4.77-7.1
2	3.77	3.05-4.6	2	3.9	3.13-4.75
1	2.41	1.1-3.01	1	2.52	1.11-3.12

2010-11			2011-12		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	54.9	16.5-318	5	56.3	17.7-329
4	11.7	7.83-16.4	4	12.5	8.75-17.5
3	6.13	5.11-7.66	3	6.69	5.55-8.74
2	4.17	3.31-5.06	2	4.54	3.58-5.54
1	2.74	1.14-3.29	1	2.95	1.14-3.51

2012-13			2013-14		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	57.1	17.7-335	5	57.1	17.7-335
4	12.6	8.55-17.2	4	12.6	8.55-17.2
3	6.77	5.45-8.51	3	6.77	5.45-8.51
2	4.41	3.4-5.43	2	4.41	3.4-5.43
1	1.62	0-3.37	1	1.62	0-3.37

Table A3: Details of % of FRL- eligible Quintiles, 2000-2014

2000-01			2001-02		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	76%	64-97%	5	77%	64-97%
4	57%	53-63%	4	59%	55-64%
3	50%	47-53%	3	51%	48-55%
2	42%	37-46%	2	44%	39-48%
1	30%	13-37%	1	32%	17-39%

2002-03			2003-04		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	70%	40-100%	5	85%	71-100%
4	28%	16-40%	4	66%	61-70%
3	9%	4-16%	3	58%	55-61%
2	3%	2-4%	2	50%	46-55%
1	1%	0-2%	1	36%	0-45%

2004-05			2005-06		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	94%	77-100%	5	83%	71-100%
4	69%	64-77%	4	65%	60-71%
3	60%	55-63%	3	56%	52-60%
2	51%	48-55%	2	49%	45-52%
1	37%	0-47%	1	35%	0-45%

2006-07			2007-08		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	83%	71-100%	5	83%	72-100%
4	65%	60-71%	4	66%	61-72%
3	56%	53-60%	3	57%	53-61%
2	49%	45-53%	2	49%	44-53%
1	34%	0-45%	1	33%	0-44%

Table A3 (cont): Details of % of FRL- eligible Quintiles, 2000-2014

2008-09			2009-10		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	85%	73-100%	5	87%	76-100%
4	68%	62-73%	4	70%	65-76%
3	59%	55-62%	3	62%	58-65%
2	51%	47-55%	2	54%	49-58%
1	34%	0-47%	1	38%	0-49%

2010-11			2011-12		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	89%	76-100%	5	89%	77-100%
4	71%	67-76%	4	73%	68-77%
3	63%	59-67%	3	65%	61-68%
2	55%	51-59%	2	57%	52-61%
1	38%	0-50%	1	40%	0-52%

2012-13			2013-04		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	88%	77-100%	5	87%	76-100%
4	73%	70-77%	4	73%	70-76%
3	65%	61-70%	3	65%	61-69%
2	58%	54-61%	2	57%	51-61%
1	42%	1-54%	1	40%	1-50%

Table A4: Details of % of Students of Color Quintiles, 2000-2014

2000-01			2001-02		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	69%	39-100%	5	69%	40-100%
4	26%	14-39%	4	27%	15-40%
3	7%	3-14%	3	8%	4-14%
2	2%	1-3%	2	3%	2-4%
1	1%	0-1%	1	1%	0-2%

2002-03			2003-04		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	70%	40-100%	5	70%	40-100%
4	28%	16-40%	4	28%	17-39%
3	9%	4-16%	3	9%	5-16%
2	3%	2-4%	2	3%	2-5%
1	1%	0-2%	1	1%	0-2%

2004-05			2005-06		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	70%	43-100%	5	69%	44-100%
4	31%	19-42%	4	31%	21-43%
3	11%	6-19%	3	11%	6-20%
2	4%	3-5%	2	4%	3-6%
1	1%	0-3%	1	2%	0-3%

2006-07			2007-08		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	66%	40-97%	5	67%	43-97%
4	30%	20-40%	4	30%	18-42%
3	11%	7-19%	3	11%	7-18%
2	5%	3-7%	2	5%	3-6%
1	2%	0-3%	1	2%	0-3%



Table A4 (cont): Details of % of Students of Color Quintiles, 2000-2014

2008-09			2009-10		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	70%	44-98%	5	71%	46-99%
4	32%	22-44%	4	34%	23-46%
3	12%	7-21%	3	14%	9-23%
2	5%	4-7%	2	6%	4-9%
1	2%	0-4%	1	3%	0-4%

2010-11			2011-12		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	73%	49-99%	5	74%	50-99%
4	35%	25-48%	4	36%	26-49%
3	15%	10-24%	3	16%	10-25%
2	7%	5-10%	2	7%	5-10%
1	3%	0-5%	1	4%	0-5%

2012-13			2013-14		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	71%	49-100%	5	74%	48-100%
4	35%	22-48%	4	34%	23-48%
3	14%	9-22%	3	15%	10-23%
2	6%	4-9%	2	7%	5-9%
1	3%	1-4%	1	3%	0-5%

Table A5: Details of % of Students Pro/Adv on Math Benchmarks Quintiles, 2005-2014

2005-06			2006-07		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	69%	64-78%	5	76%	71-83%
4	61%	59-64%	4	69%	66-71%
3	56%	53-58%	3	63%	61-65%
2	50%	46-53%	2	57%	53-60%
1	33%	8-45%	1	42%	8-53%

2007-08			2008-09		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	81%	76-92%	5	84%	80-90%
4	74%	72-76%	4	79%	77-80%
3	69%	66-72%	3	74%	71-77%
2	63%	59-66%	2	67%	64-71%
1	49%	21-59%	1	52%	0-63%

2009-10			2010-11		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	86%	82-91%	5	87%	84-93%
4	80%	78-82%	4	81%	80-84%
3	76%	73-78%	3	78%	75-80%
2	70%	66-73%	2	72%	69-75%
1	54%	15-66%	1	57%	9-69%

2011-12			2012-13		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	87%	84-100%	5	85%	82-100%
4	83%	81-84%	4	80%	78-82%
3	79%	76-81%	3	76%	73-78%
2	73%	69-76%	2	69%	66-73%
1	59%	24-69%	1	57%	40-65%

2013-14		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	83%	80-98%
4	77%	74-80%
3	72%	69-74%
2	66%	62-69%
1	50%	16-62%

Table A6: Details of % of Students Pro/Adv on Literacy Benchmarks Quintiles, 2005-2014

2005-06			2006-07		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	72%	67-83%	5	72%	67-86%
4	64%	62-67%	4	66%	64-67%
3	60%	57-62%	3	60%	58-64%
2	53%	49-57%	2	55%	50-58%
1	39%	1-49%	1	41%	24-50%

2007-08			2008-09		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	77%	72-86%	5	80%	76-93%
4	69%	67-72%	4	74%	72-76%
3	65%	62-67%	3	70%	67-72%
2	59%	54-62%	2	63%	58-67%
1	45%	19-54%	1	47%	0-58%

2009-10			2010-11		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	84%	80-97%	5	85%	81-98%
4	77%	76-80%	4	79%	78-81%
3	74%	72-75%	3	75%	73-77%
2	69%	65-71%	2	70%	66-73%
1	56%	32-65%	1	58%	24-66%

2011-12			2012-13		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>	<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	89%	87-100%	5	88%	85-100%
4	82%	84-87%	4	83%	82-85%
3	82%	81-84%	3	80%	78-82%
2	78%	75-81%	2	75%	72-78%
1	69%	49-75%	1	66%	51-72%

2013-14		
<i>Quintile</i>	<i>Mean</i>	<i>Range</i>
5	87%	84-100%
4	81%	80-84%
3	78%	76-79%
2	73%	68-76%
1	59%	26-68%