

# Equal Is Not Good Enough

An Analysis of School Funding Equity Across the U.S. and Within Each State

&

# The State of Funding Equity

Data Tool



**The Education Trust**

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#FundingGaps

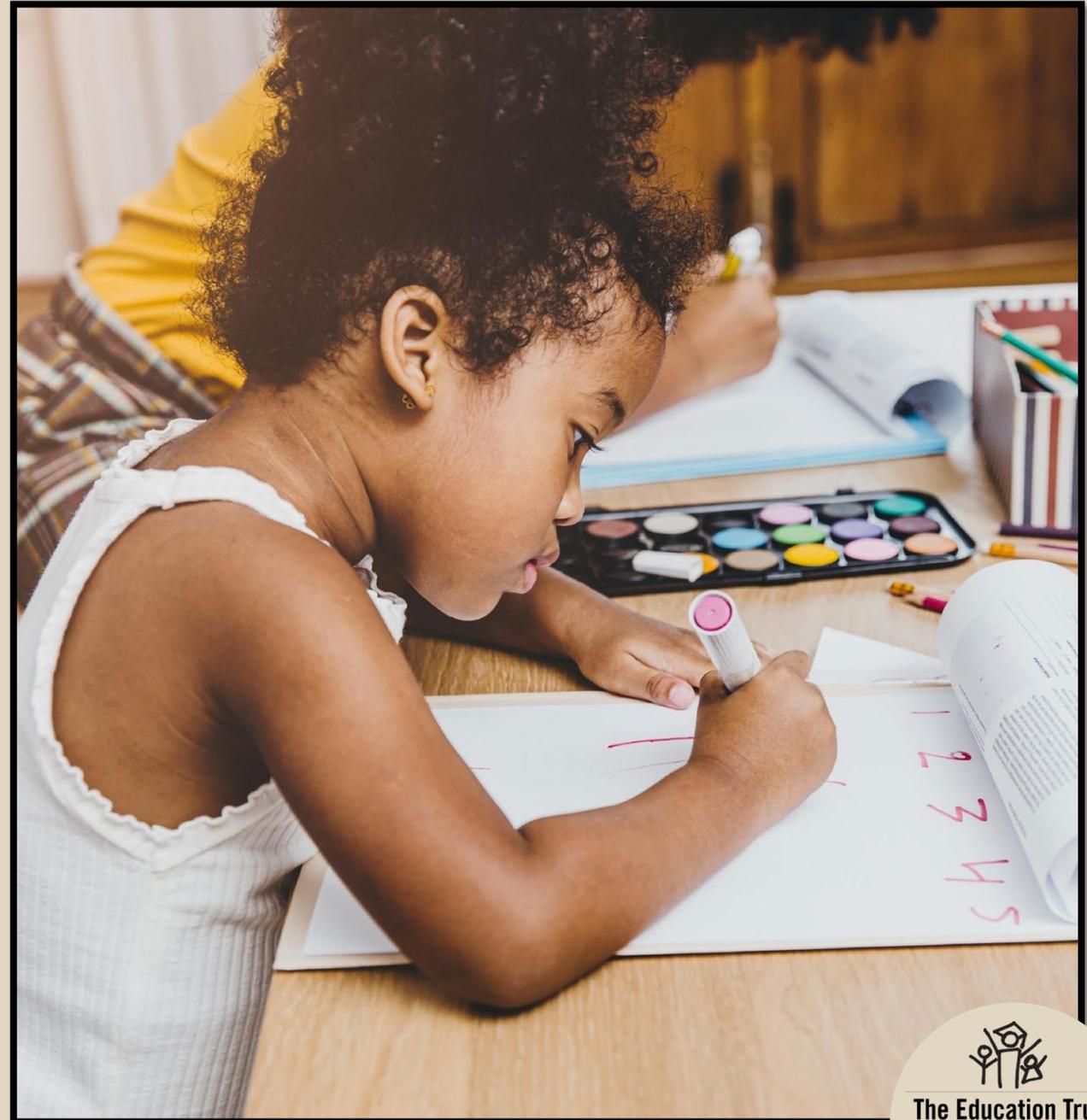


# Agenda

1. Review Analysis & Findings
2. Explore Data Tool
3. Questions

# Background

- ✓ Update to the 2018 Funding Gaps report and provides data on school funding equity between and within school districts
- ✓ Includes interactive data tool with **NEW school-by-school spending data**
- ✓ Includes context-specific policy recommendations and actions that advocates can take



## Context Setting: Why Does this Matter?

- ✓ Money Matters. Increases in spending led to improved student achievement, educational attainment, and higher wages – with greater benefits for students from low-income backgrounds.
- ✓ States' school funding formulas should provide substantial additional funding for students from low-income backgrounds and English learners AND states do have tools to put boundaries on how much local revenue school districts can raise.





# 01.

## **National and State-by-State Analysis & Findings**





# Key Questions

- + How do **state and local** revenues compare across districts in each state and across the country, for districts with high and low percentages of students in poverty, students of color, or English learners?
- + Does **state revenue** make up for inequities in local revenue?



# Data & Analysis

## Data:

- 2018 through 2020 (3-years) state and local revenues
- FY 2020 percentage of children in poverty
- SY 2020 percentage of students of color (Black, Latino, or Native)
- SY 2020 percentage of English learners

## Analysis:

- Quartile analysis: districts with high percentages of students in a student group are those that have the highest percentages of those students and enroll approximately 25% of all the state's students.
- Compare average revenue in groups with highest percentage to average revenue in groups with lowest percentage of students



# Data & Analysis

## RATINGS SCALE

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Each of the figures presented in this report uses a ratings scale to assign categorical ratings to the percent difference in revenue between the highest- and lowest-need districts.



The highest-need districts receive at least 40% more state and local funds than the lowest-need districts



The highest-need districts receive between 10% and 40% more than the lowest-need districts



The highest-need districts receive between 0 and 10% more than the lowest-need districts

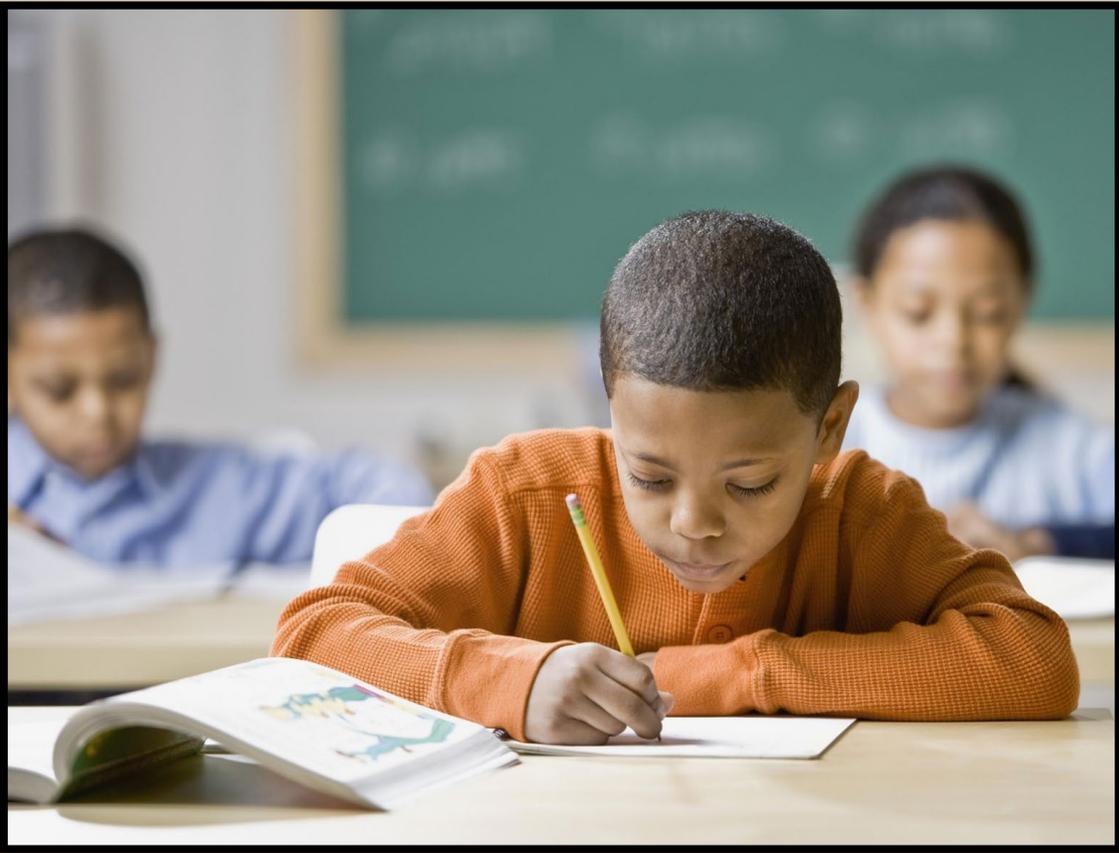


The highest-need districts receive between 0 and 10% less than the lowest-need districts



The highest-need districts receive at least 10% less state and local funds than the lowest-need districts





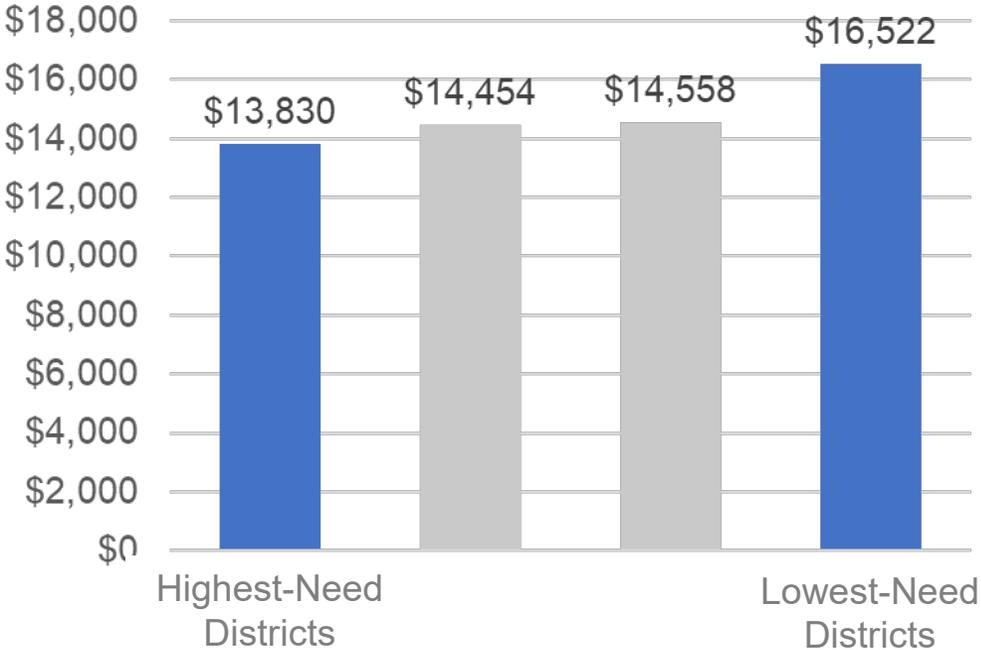
## FINDING 1

Nationwide, districts with the most students of color receive less state and local revenue than districts with the fewest students of color

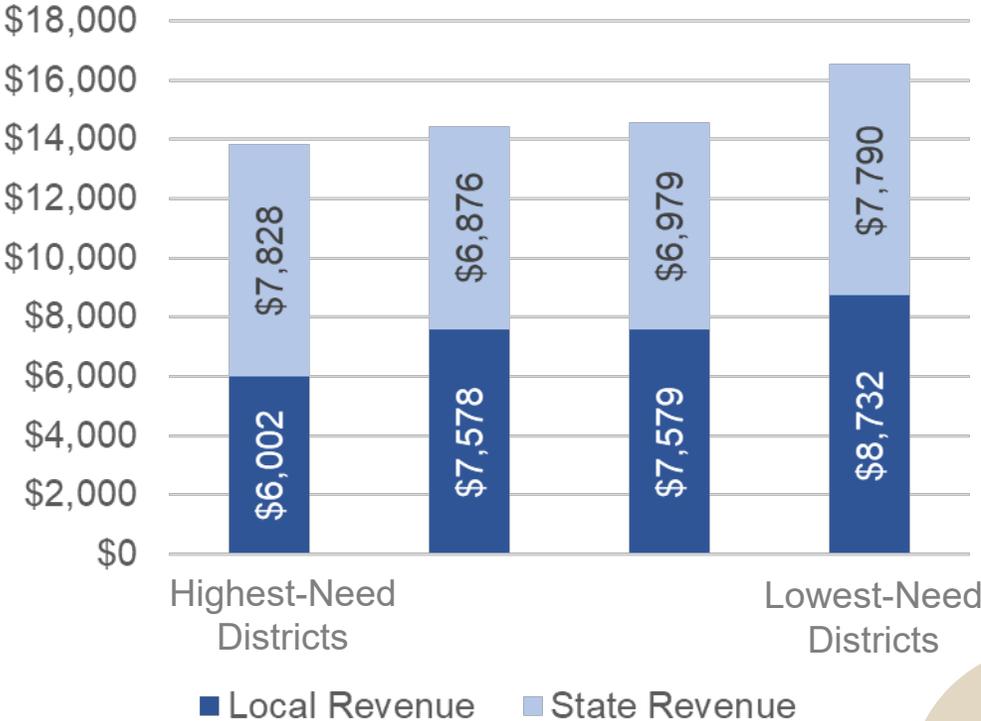


# Districts serving the most students of color receive roughly **\$2,700 (16%) less** state and local funding per student than districts serving the fewest

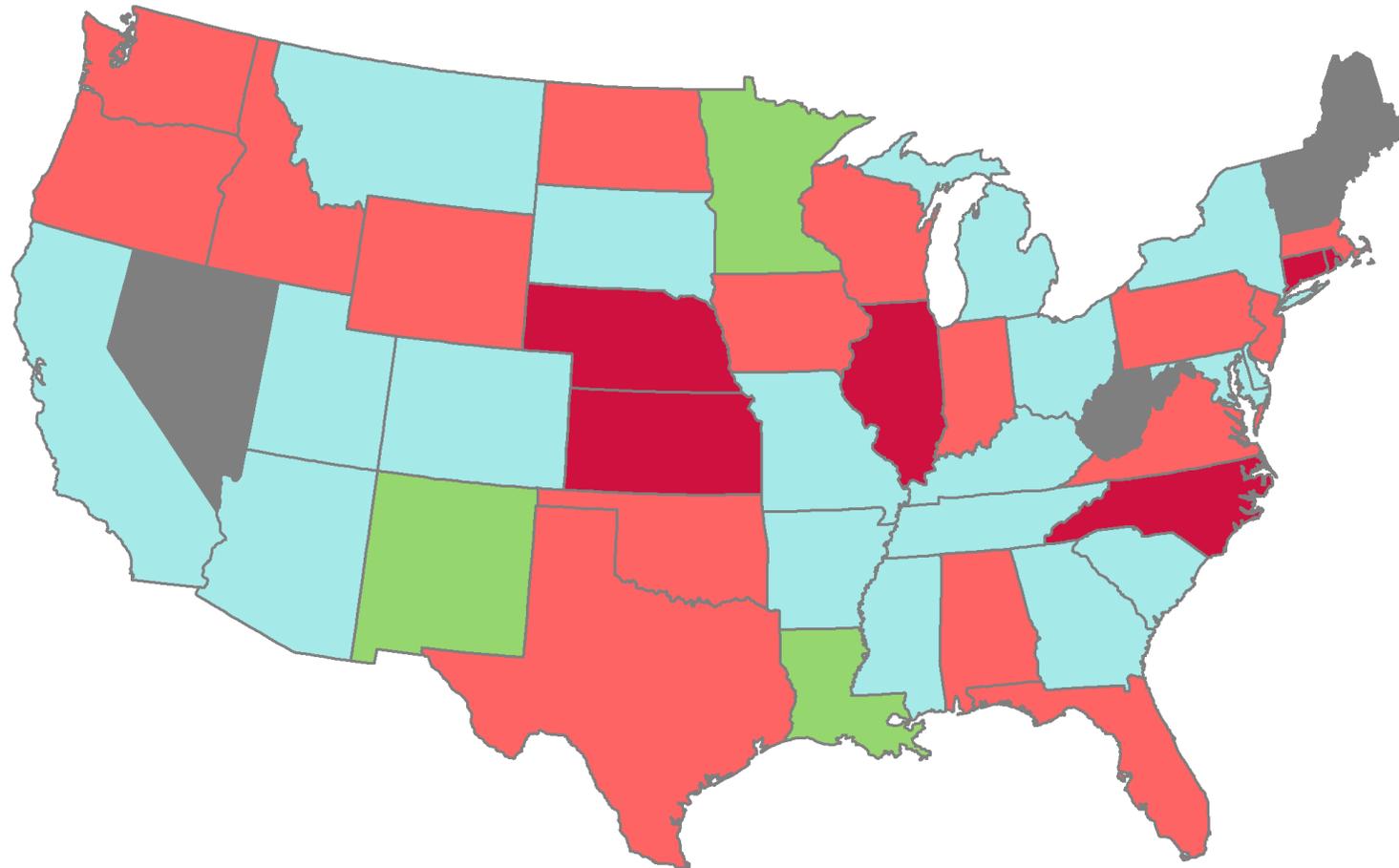
Average State and Local Revenues per Student, by Students of Color Quartile: United States

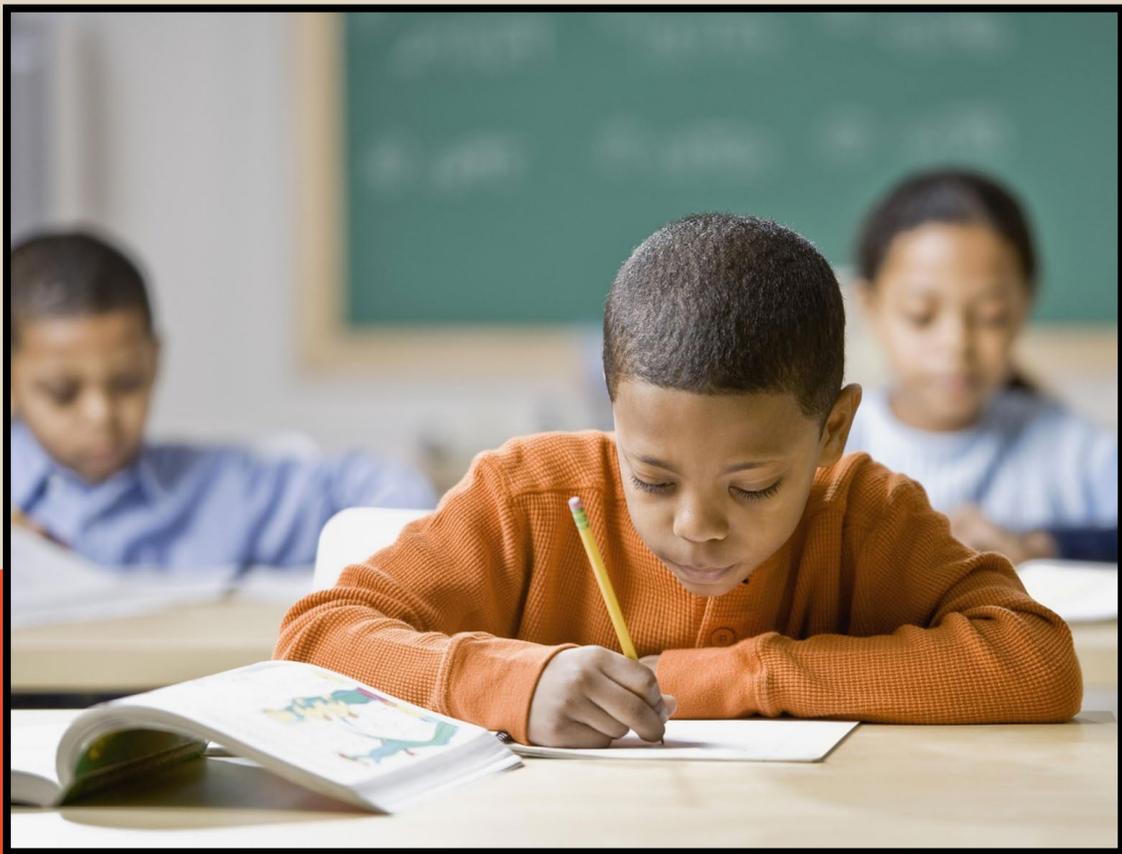


Average State and Local Revenues per Student, by Students of Color Quartile: United States



In 22 states, districts with the most students of color are receiving less funding than districts with the fewest





## FINDING 2

Districts with the most English learners also receive less state and local revenue than districts with the fewest English learners

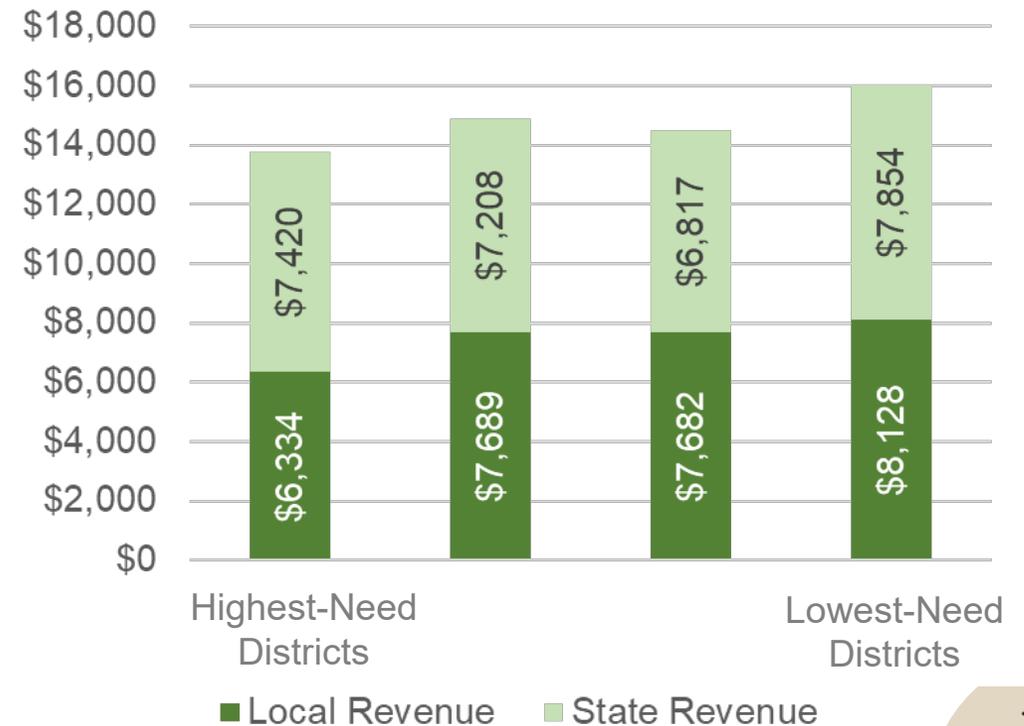


# Districts serving the most English learners receive roughly **\$2,200 (14%) less** state and local funding per student than districts serving the fewest

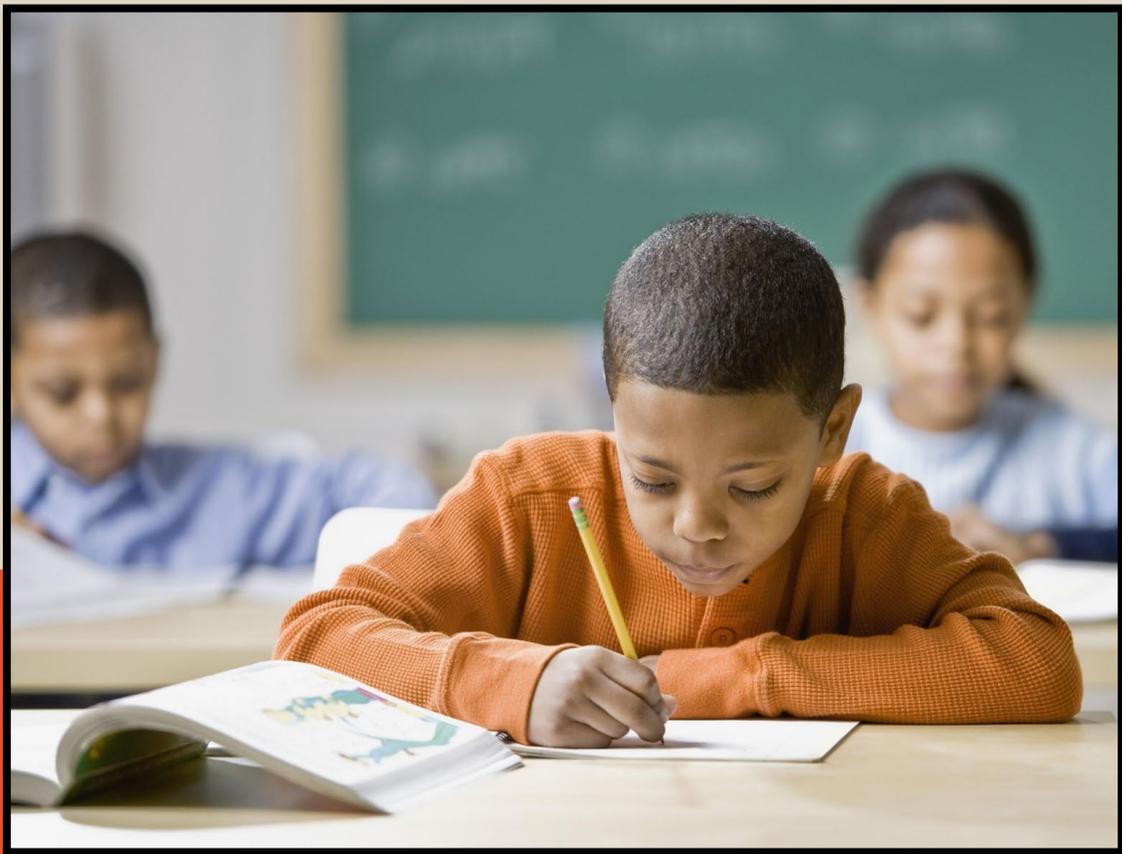
Average State and Local Revenues per Student, by English Learners Quartile: United States



Average State and Local Revenues per Student, by English Learners Quartile: United States







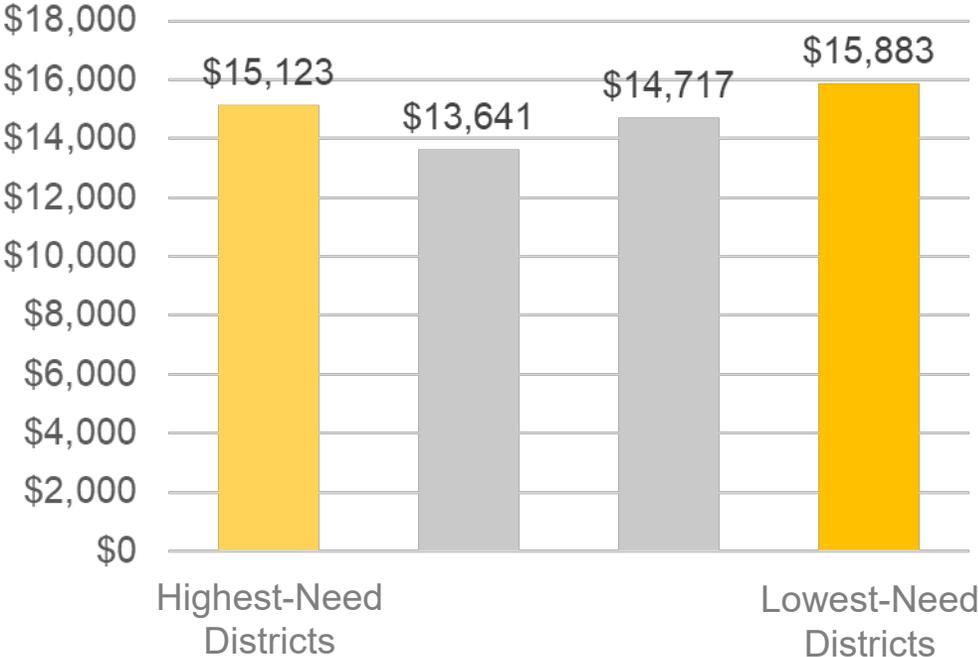
### **FINDING 3**

Despite clear evidence that students from low-income backgrounds need more resources to thrive academically, high-poverty districts receive less state and local revenue than low-poverty districts

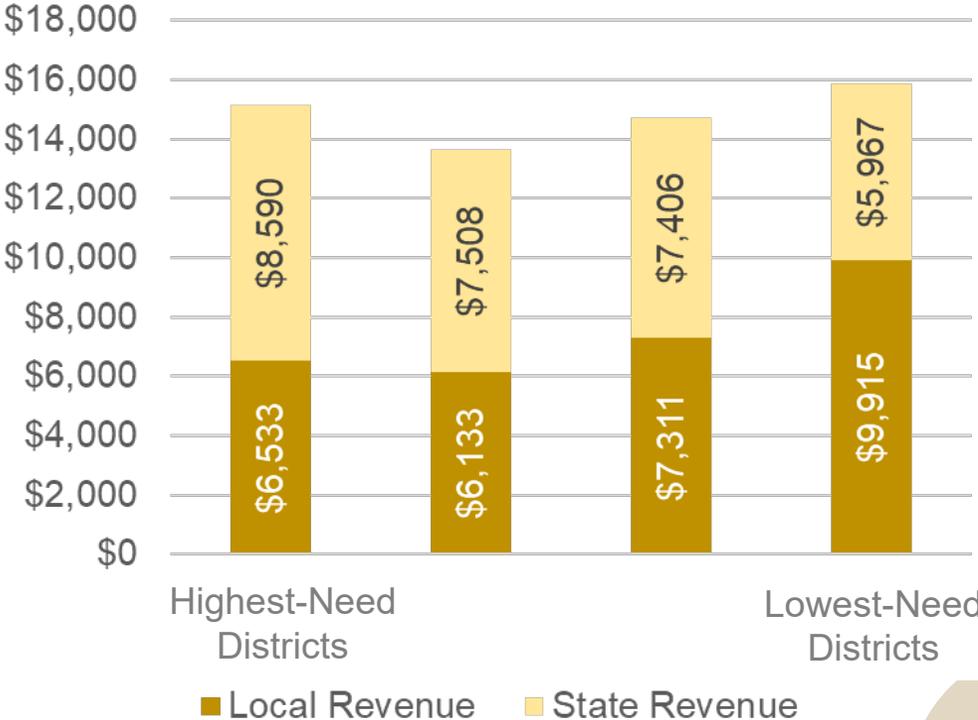


# The highest poverty districts receive about **\$800 (5%) less** state and local revenue per student than the lowest poverty districts

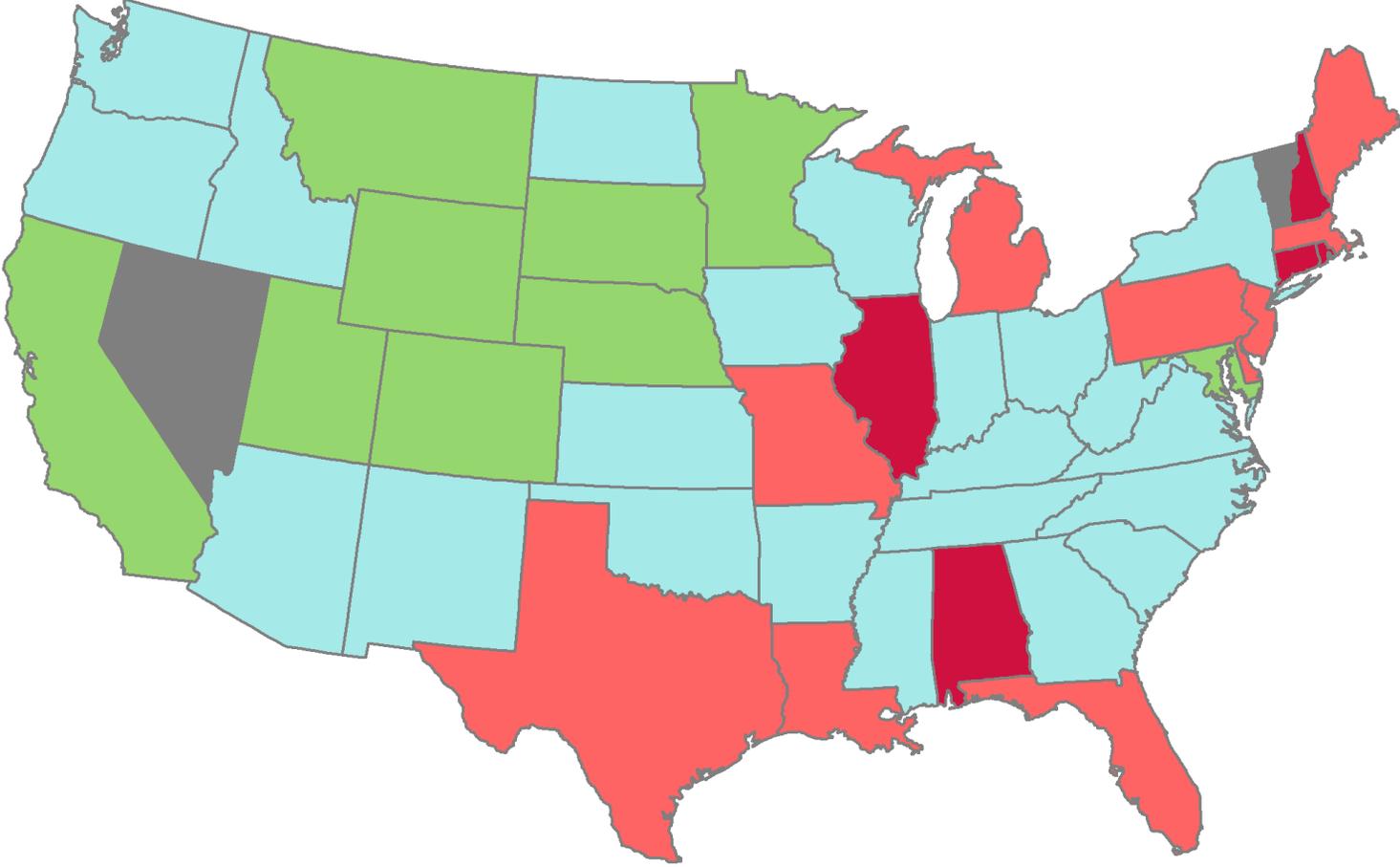
Average State and Local Revenues per Student, by Poverty Quartile: United States

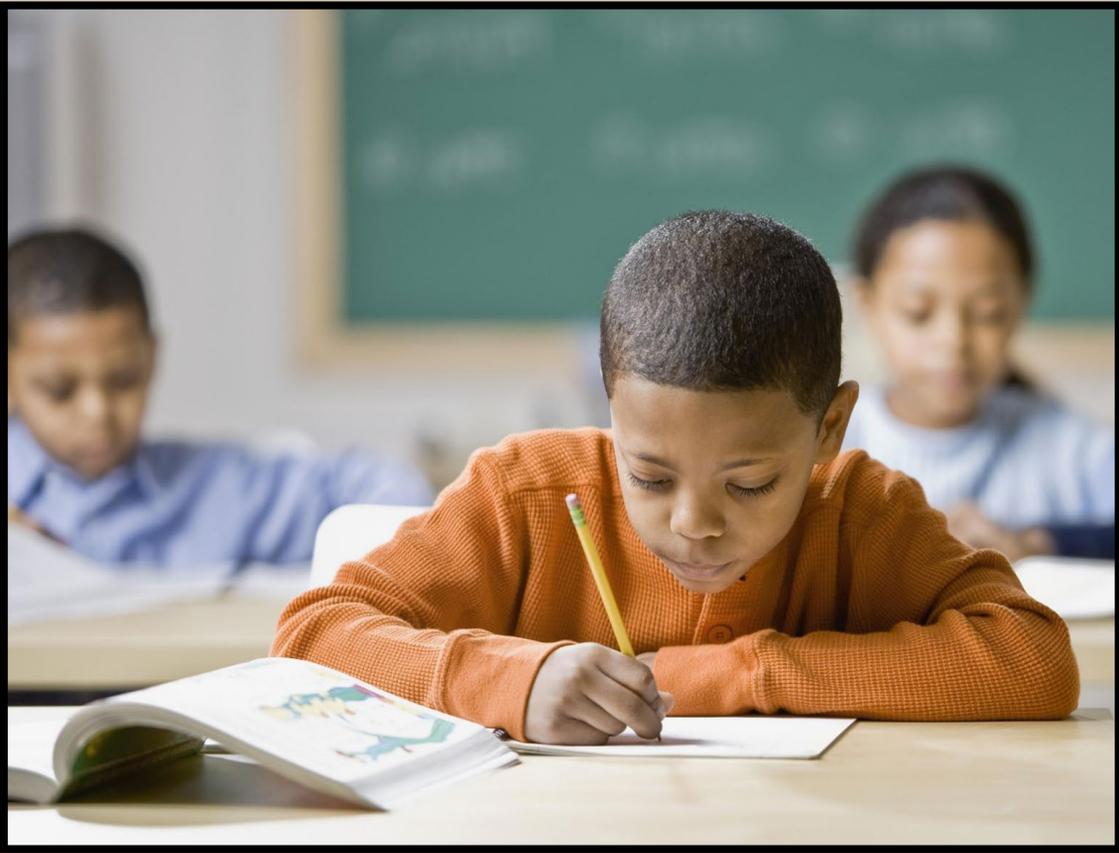


Average State and Local Revenues per Student, by Poverty Quartile: United States



# The highest poverty districts receive less state & local funding in 15 states



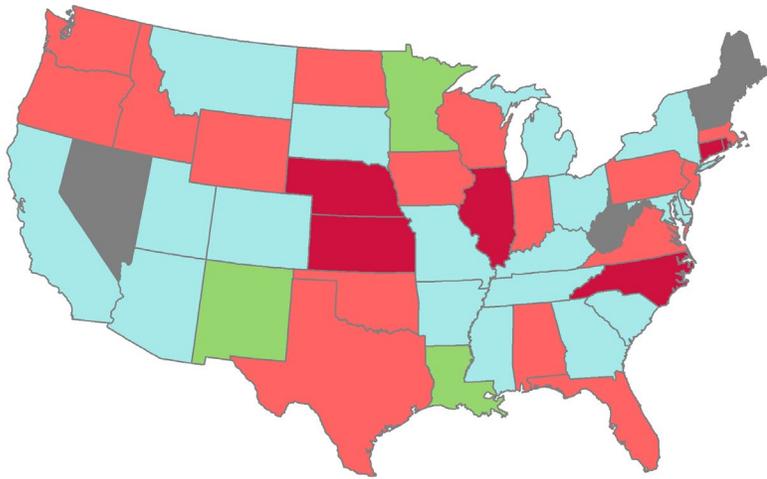


## FINDINGS 4 & 5

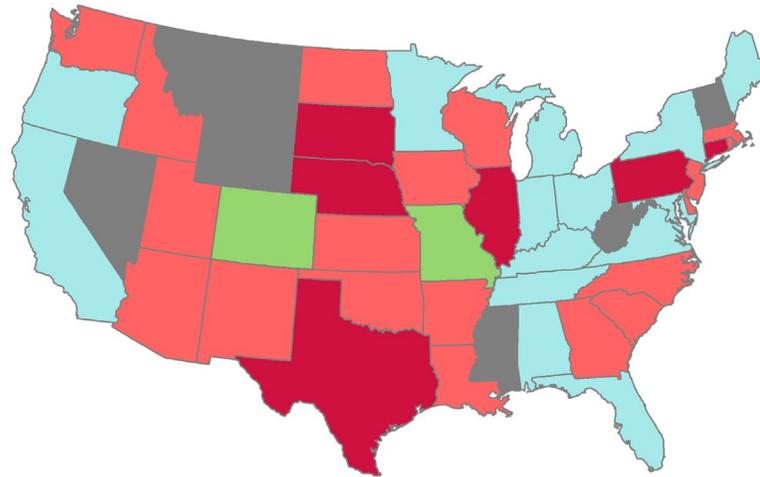


# *State and Local Revenue Gaps Between Districts with High and Low Percentages of*

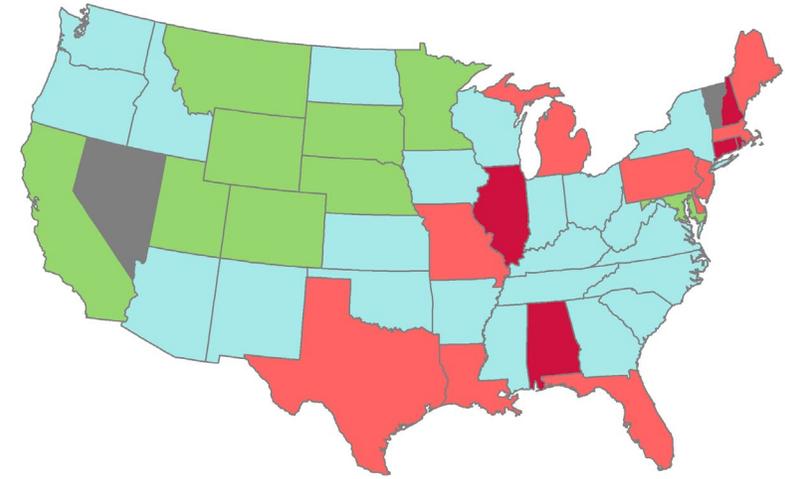
## ***Students of Color***



## ***English Learners***



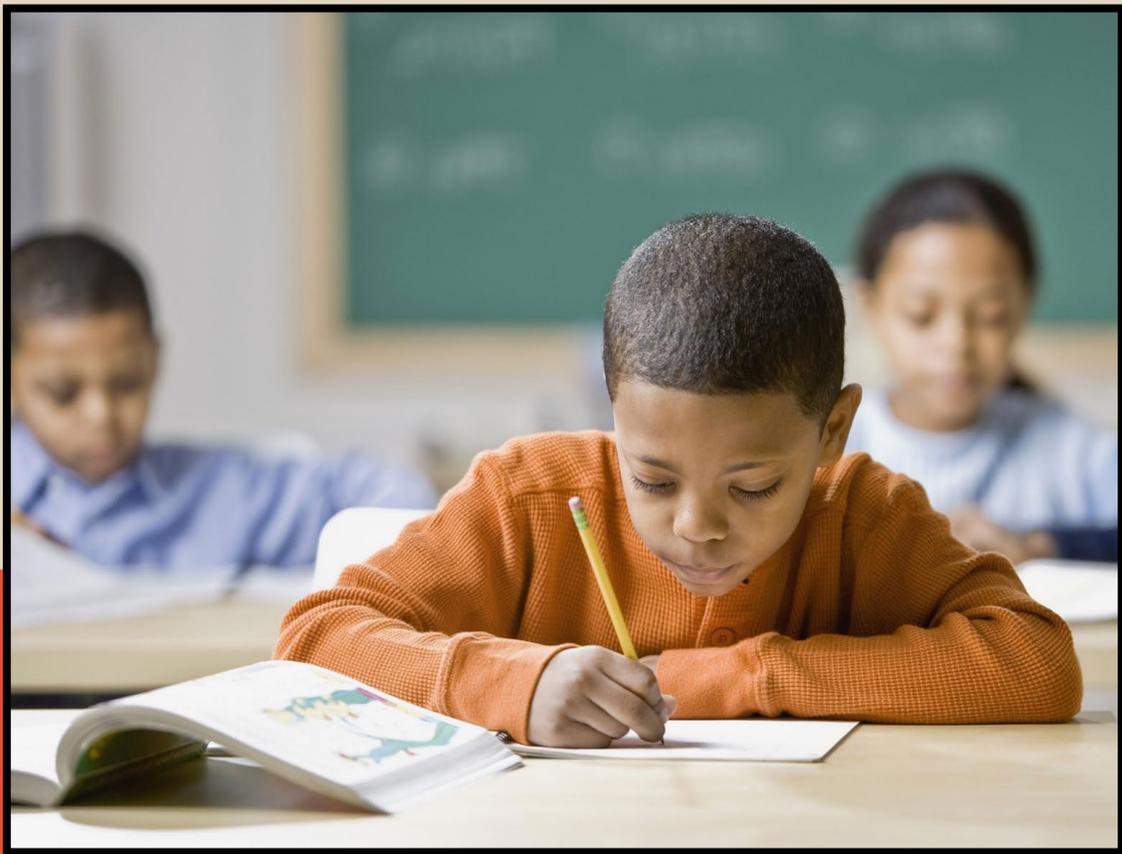
## ***Students in Poverty***



The gaps in state and local revenue between districts with the most and fewest students of color or students learning English tend to be worse than the income-based gaps.

States where state and local revenue is progressively allocated for one group of students, do not necessarily have progressive allocations for other groups of students



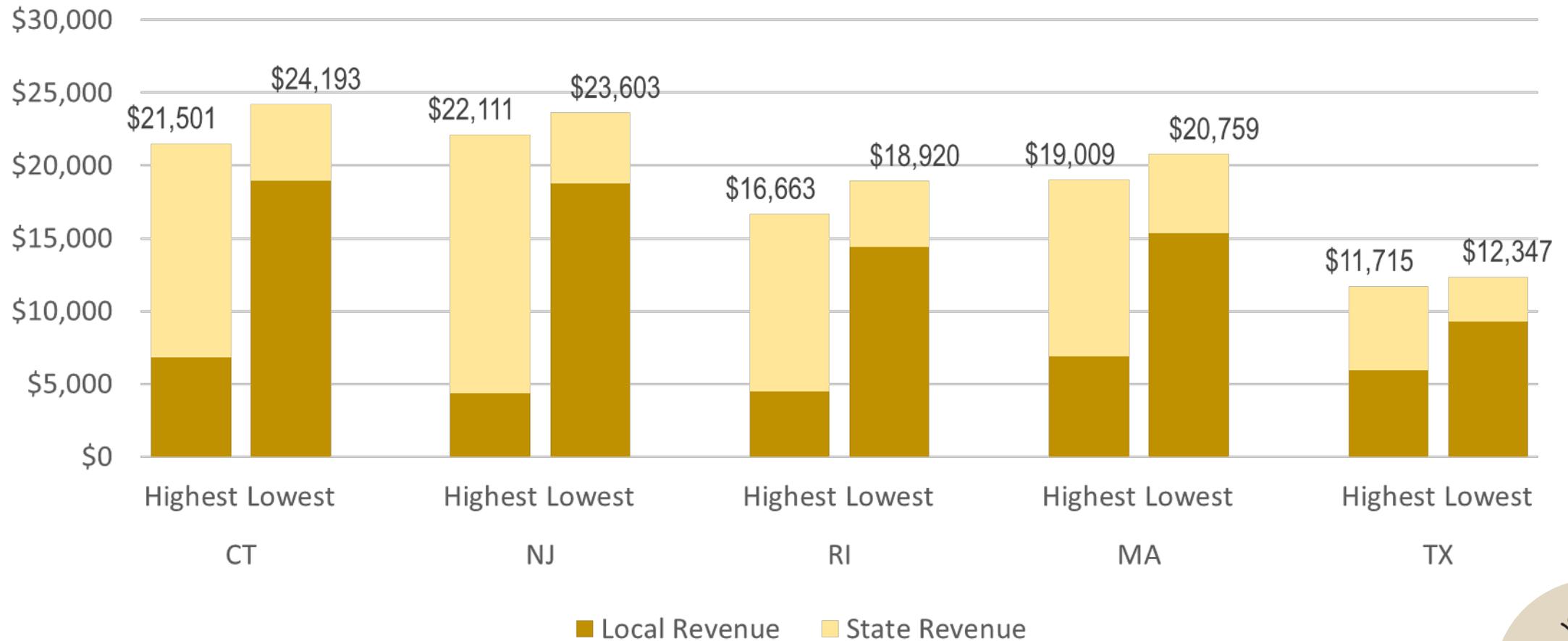


## FINDING 6

State revenue is not allocated in a way that fully counteracts inequities in local funding



# State revenue is not allocated in a way that fully counteracts inequities in local funding





# 02.

## **NEW!!** School-Level Spending Data





# Key Question

- + What are overall patterns of funding equity between schools within districts, for students from low-income backgrounds, English learners, Black students, and Latino students?



# Data & Analysis

## Data:

- School-by-school spending data from Edunomics' website (2019-20)
- NCES: percentages of students from low-income backgrounds, Black students, Latino students, and Native students (2019-20)
- CRDC: percentages of English learners, students enrolled in advanced courses, and novice teachers (2017-18)

## Analysis:

- Calculate the average spending in districts for each group of interest
- Compare to average spending for a comparison group





# What did we find?

- + There are about 2,900 districts that are large enough to conduct equity analyses.
- + In 97% of districts included in the analysis, state and local spending was flat or regressive for all student groups examined — meaning nearly all districts were not spending at least 10% more to support students with additional needs.





# 03.

## Explore the tool

[StateOfEducationFunding.org](https://StateOfEducationFunding.org)

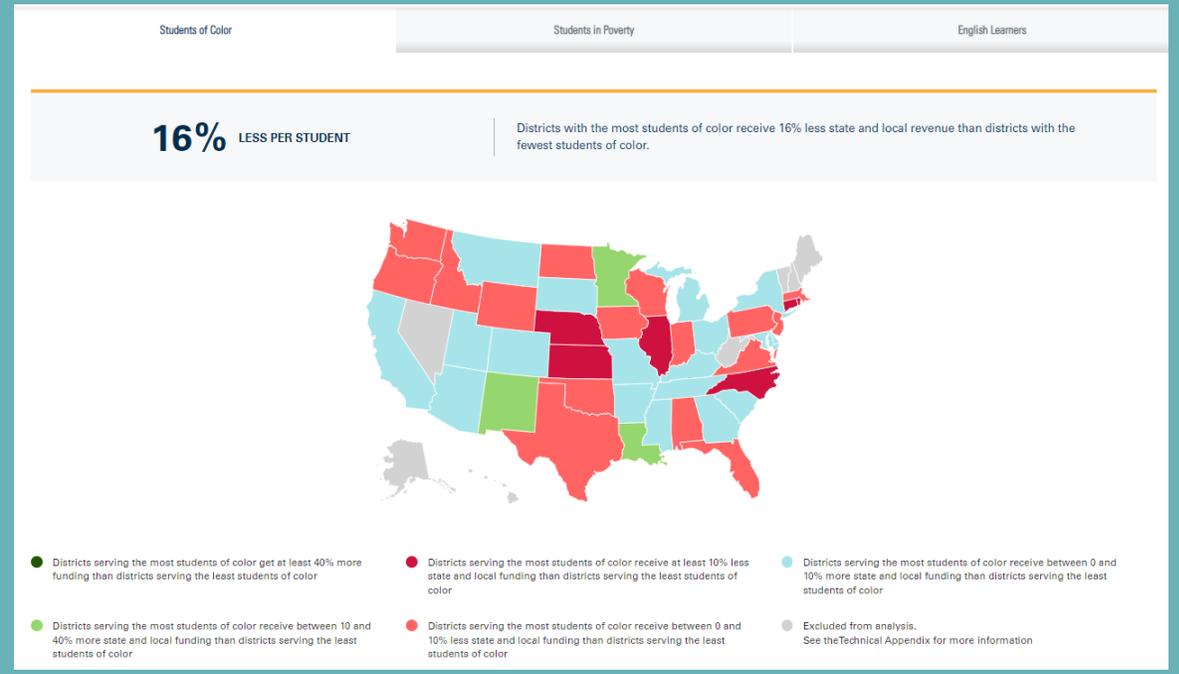
- ✓ Are high poverty districts AND districts with high percentages of students of color receiving more funding than districts with lower percentages?
- ✓ Do districts with more students from low-income backgrounds spend more than other districts?
  - Is the same true for English learners?





# 03.

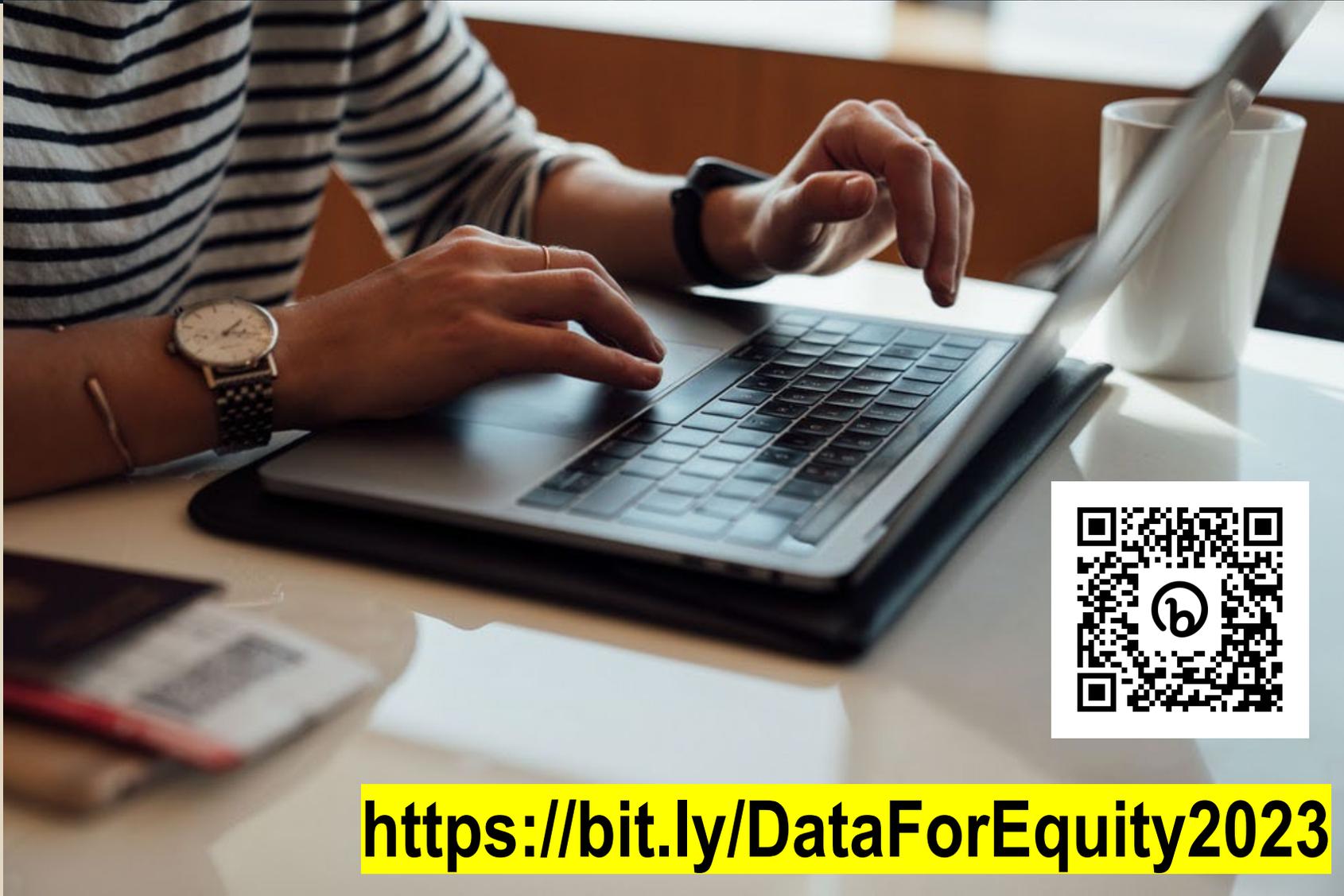
## Explore the tool



# Questions



# Please Complete This Short Feedback Survey



<https://bit.ly/DataForEquity2023>