

Myth: We're Not Spending Enough

If We'd Just Spend More, Student Achievement Would Improve

Facts:

- Overall spending, even adjusted for inflation, has risen steadily...and large city schools are spending the most per pupil
- In the absence of genuine reform, simply increasing spending has proven to be a waste of money
- The key is to marry reform with additional resources

Overall K-12 Education Spending Has Grown Rapidly Over Time...

Per-Pupil Spending, Adjusted for Inflation, Has Doubled Over the Past 30 Years

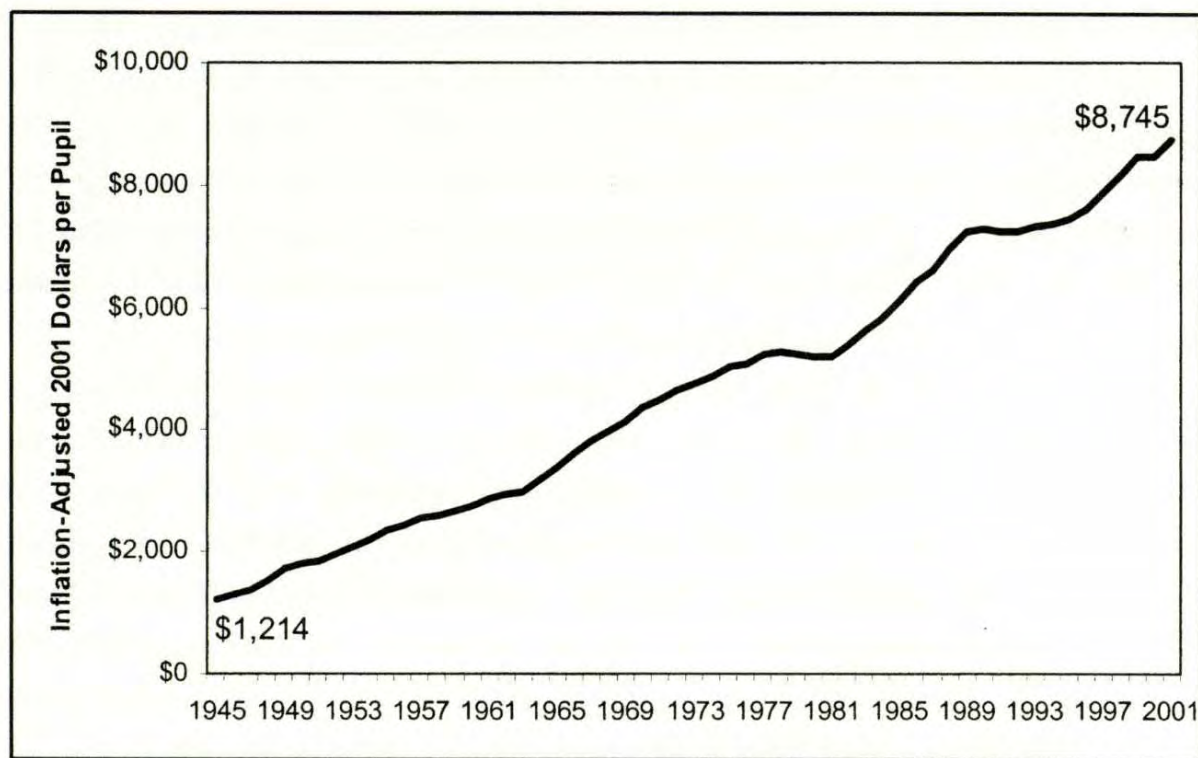


Figure 1.1. Education Spending Has Grown Rapidly

Note: Before 1970 data are only available for odd-numbered years. Data for 2000 and 2001 are estimates.

Source: *Digest of Education Statistics 2002*, U.S. Department of Education, Table 166.

... Yet Student Performance Hasn't Budgeted

NAEP Scores Are Flat

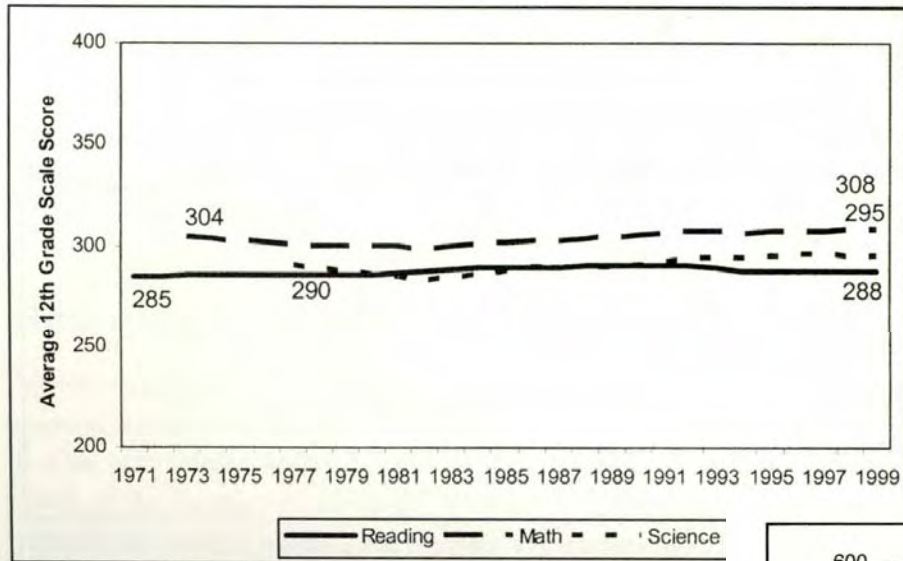


Figure 1.2. NAEP Scores Are Flat

Source: Campbell, Hombro, and Mazzeo, "NAEP 1999, Trends in Academic Progress Student Performance," U.S. Department of Education.

SAT Scores Are Down

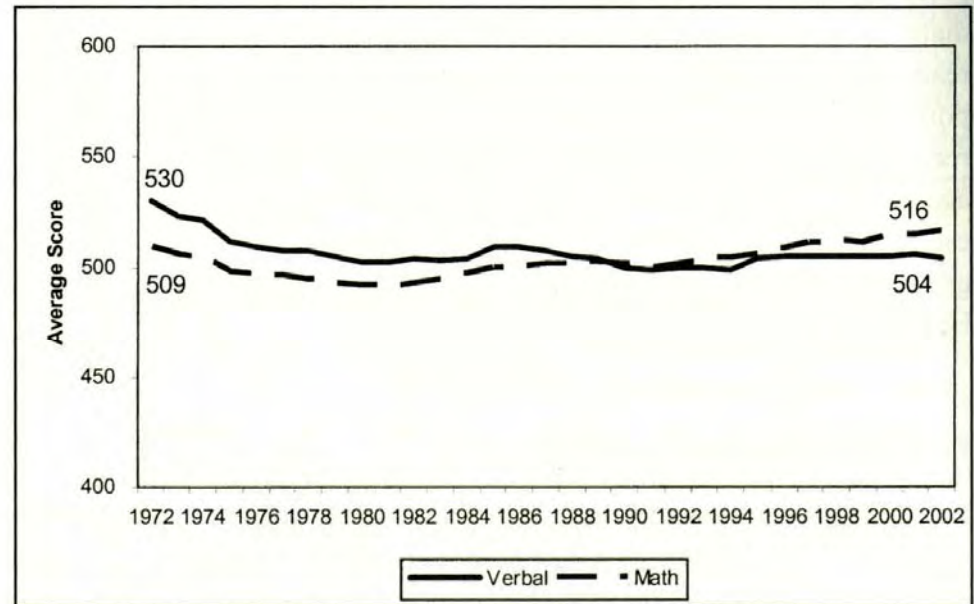


Figure 7.2. SAT Scores Have Declined Only Moderately

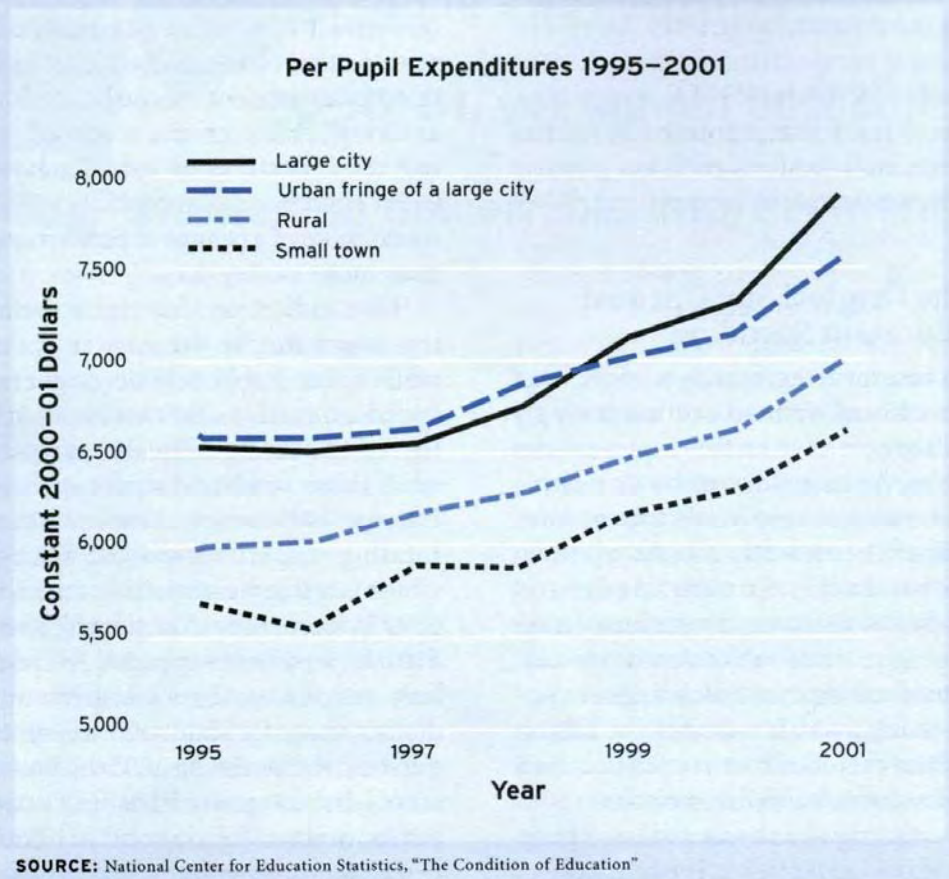
Source: Digest of Education Statistics 2002, U.S. Department of Education, Table 134.

Source: Education Myths

The Widespread Failure of Schools in Large Cities is Not Due to Less Spending

Where the Most Bucks Stop (Figure 1)

Large urban school districts now spend more per pupil than districts in other geographic locations.



Cities with some of the very worst schools such as Newark, Camden, Washington DC and Hartford spend among the *most* per pupil of any U.S. cities

	U.S.	\$8,019
1)	Newark, NJ	\$17,652
2)	Trenton, NJ	\$15,438
3)	Jersey City, NJ	\$14,820
4)	Paterson, NJ	\$14,514
5)	Camden, NJ	\$14,499
6)	Passaic, NJ	\$14,380
7)	East Orange, NJ	\$14,047
8)	Yonkers, NY	\$13,892
9)	New Rochelle, NY	\$13,803
10)	Boston, MA	\$13,730
11)	Arlington Heights, IL	\$13,643
12)	Union City, NJ	\$13,520
13)	Arlington, VA	\$13,334
14)	Washington, DC	\$13,328
15)	Hartford, CT	\$13,292

Sources: Chart 1: Savage Exaggerations, Marcus Winters, Education Next, Spring 2006

Chart 2: Top 25 school districts of over 10,000 students in per-pupil spending, 2002-03 school year, US Census Bureau, March 2005

If Spending More Money Leads to Better Student Outcomes, Then Why Do Private School Children Do Just As Well, Despite Private Schools Only Spending Roughly Half What Public Schools Do?

- “The report from the Education Department...concluded, after compensating for socioeconomic differences and other factors, that public-school students score slightly better on tests in fourth grade, while private-school students score slightly better in eighth grade.”
- “[Yet,] According to federal surveys, the typical private school’s tuition is only about half what a public school spends per pupil...General Motors would not celebrate the news that its \$40,000 Cadillac performed almost as well as a \$20,000 Honda.”

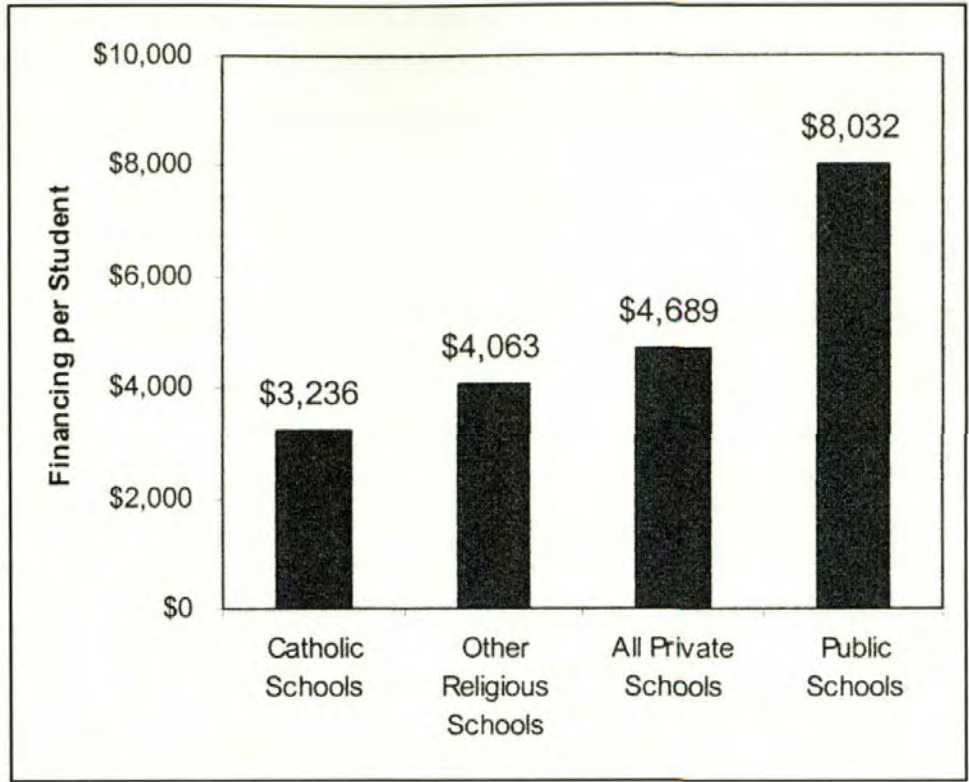


Figure 14.1. Private Schools Don't Have More Money
Source: Digest of Education Statistics 2002, U.S. Department of Education, Tables 61 and 166.

Source: www.nytimes.com/packages/pdf/national/20060715report.pdf;
Spinning a Bad Report Card, John Tierney, New York Times, 7/18/06; chart: Education Myths

Spending More Money – Even A Lot More Money – Does Not Lead to Improved Student Achievement *Unless It is Accompanied by Major Reforms* Kansas City Case Study

- "Sometimes we even crank up the intensity with which we write these checks, but because the system is built in a way that puts other needs ahead of children, our students don't benefit. In Kansas City, Missouri, where tumultuous conditions wore out 20 school superintendents in 30 years, a court ordered that an extra \$2 billion be spent over a dozen years [\$167 million/year] (between the mid-1980s and late 1990s) as a supplement to the district's \$125 million per year operating budget to improve education for minority students. School officials used the unprecedented cash infusion to boost teacher salaries and build 15 new schools [both among Kozol's big recommendations]. They included such pricey luxuries like an Olympic-size swimming pool with an underwater viewing room, television and animation studios, a robotics lab, a 25-acre wildlife sanctuary, a zoo and a model United Nations chamber with simultaneous translation capability. Unfortunately, after a dozen years very little had really changed and the district still failed to meet any of the state's performance standards. Structure matters in education, particularly when school systems are configured in ways that assure that the needs of adults are addressed first and foremost." – Cheating Our Kids
- "Fifteen years and \$2 billion later, the schools were no more racially integrated than in 1985, and despite a student-teacher ratio of thirteen to one (among the lowest in the nation), test scores were just as dismal. A local attorney who had served as a court-appointed monitor for the program summed it all up: 'The only things we have to show for \$2 billion in new educational spending in Kansas City are beautiful buildings, highly paid, grossly inadequate teachers and a huge administrative staff that I estimate has cost us \$43 million.'...Even Professor Gary Orfield of the Harvard Graduate School of Education, one of the country's staunchest proponents of court-ordered desegregation remedies, admits that 'Kansas City is a very, very sad story. They really can't show much of anything, though they spent \$2 billion.'" – No Excuses

More Money – Accompanied by Major Reforms – Made a Difference for Two Schools in Austin

“As part of a settlement in a desegregation case in the late 1980s, 16 high-minority, high-poverty elementary schools in Austin, Texas were given a very substantial increase of \$300,000 a year for five years on top of their regular budgets. Did it promote greater student learning? Five years later, it turned out, no improvement at all was visible in 14 of the sixteen schools.

These 14 schools had spent the extra money reducing class size, but the teachers were simply doing what they had always done and their students were learning no more. The other two, though, did make impressive gains, because they had innovative and dynamic principals who devoted great effort to involving parents, to reshaping the curriculum, and to training the teachers to handle their classes differently. The extra money helped make these changes possible. But more money was no magic bullet – which the record of 14 made clear.”