9.1 SCHOOL SEGREGATION AND POVERTY

Percentage of schools with majority in poverty vs. percentage of students in school who are Black or Latino.

9.2 THE PUBLIC EDUCATION DOLLAR: WHERE THE MONEY COMES FROM

Figure 9.1

Local (43.8%)

State sources (46.7%)

Federal sources (9.5%)

The Public Education Dollar: Where the Money Goes

Figure 9.2

- **Instruction** (60.2%)
- **Support services** (34.5%)
- **Other current spending** (5.2%)

DOES MONEY MATTER?

1. Horatio Alger myth
2. Genetics
3. Culture of local control
4. Poverty
5. Flawed studies
6. Previous funding increases have not resulted in achievement gains
7. Unaware of how others fund and manage schools
COMPARISON OF PER STUDENT EXPENDITURES IN THE UNITED STATES AND FINLAND

Figure 9.3

SOURCE: Adapted with permission from Annual Expenditure by Educational Institutions per Student for All Services. CIEB: Finland.
http://www.ncee.org/programs-affiliates/center-on-international-educationbenchmarking/top-performingcountries/finland-overview/finland-system-and-schoolorganization/
STATE RANKINGS OF PER-PUPIL EXPENDITURES, 2009–2010


Figure 9.4
Figure 9.5

FEDERAL BUDGET AND EDUCATION

Which do you think is the best way to finance the public schools—by means of local property taxes, state taxes, or taxes from the federal government in Washington?

<table>
<thead>
<tr>
<th></th>
<th>’08 %</th>
<th>’97 %</th>
<th>’86 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local taxes</td>
<td>20</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td>State taxes</td>
<td>35</td>
<td>34</td>
<td>33</td>
</tr>
<tr>
<td>Federal taxes</td>
<td>37</td>
<td>30</td>
<td>24</td>
</tr>
<tr>
<td>Don’t know</td>
<td>8</td>
<td>9</td>
<td>19</td>
</tr>
</tbody>
</table>

SOURCE: 40th PDK/Gallup Poll.
In your opinion, how much does the amount of money spent on a public school student’s education affect the quality of his or her education?

- A great deal: 30%
- Quite a lot: 40%
- Not too much: 25%
- Not at all: 5%
- Don't know: 0%

ENVIRONMENTAL FACTORS IMPACT THE CONDITION OF SCHOOLS

- Ventilation
- Heating
- Indoor air quality
- Acoustics or noise control
- Physical building security
- Lighting conditions

STRUCTURE OF A TYPICAL STATE SCHOOL SYSTEM

State government (courts, governor, legislature)

State board of education

Chief state school officer and state department of education

Intermediate units (regional service centers)

Local boards of education

Local superintendents and local school district central office

Principals, teachers, parents, students

Figure 9.6
State governments:

- Levy taxes
- License teachers and other educators
- Set standards for school attendance, safety, etc.
- Outline minimum curricular and graduation standards (sometimes including specific textbooks to be used and competency tests for student graduation and teacher certification)
- Regulate the nature and size of local school districts
Local school districts:

- Implement state regulations and policies
- Create and implement local policies and practices for effective school administration
- Hire school personnel
- Provide needed funds and build appropriate facilities
- Fix salaries and working conditions
- Translate community needs into educational practice
- Initiate additional curriculum, licensing, or other requirements beyond state requirements
- Create current and long-range plans for the school district
9.14 ELEMENTARY AND SECONDARY PRINCIPAL DEMOGRAPHICS

Figure 9.7

- **Elementary schools**
  - Male: 41%
  - Female: 59%

- **Secondary schools**
  - Male: 71%
  - Female: 29%

- **All schools**
  - Male: 49%
  - Female: 51%

**All schools**

- White: 82.4%
- Black: 9.8%
- <1% Asian
- <1% American Indian
- 5.9% Hispanic

EFFECTIVE PRINCIPALS

- Shape a vision of academic success for all students
- Create a climate hospitable to education
- Cultivate leadership in others
- Improve instruction
- Manage people, data, and processes to foster school improvement

RANKINGS ON INTERNATIONAL PISA TESTS

SOURCE: Programme for International Student Assessment, 2009 (most current data available).