



Testimony before the
House Committee on K-12 Education Budget
on
HB 2347 – School District Finance and Student Success Act
by
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February 20, 2017

Mr. Chairman, Members of the Committee:

Thank you for the opportunity to appear before you today. We appear as *opponents* of this bill based on the policies adopted by our members and contained in “Putting Students First,” a document we previously shared with this committee. It contains both recommendations and rationale for KASB's school finance positions as approved by the entire KASB Delegate Assembly in December and shared with Governor Brownback following his request for input.

As we have discussed with you before, these positions are the result of two years of work by KASB, based on feedback from local school districts, research on the finance formulas of the states with highest educational outcomes, and following the work of the United School Administrators.

The chart below compares our vision of a school finance system with the provisions of three major school finance bills you have heard: HB 2270, HB 2324 and HB 2347.

| A school finance system should have the following components: | HB 2270 | HB 2324 | HB 2347 |
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| <p>1. Accountability The school finance formula must support the State Board of Education’s vision that an excellent school system must focus on helping each student succeed and setting accountable outcomes to measure that goal.</p> | | | |
| <p>a. The formula must allow districts to meet or exceed the Rose capacities identified by the Kansas Supreme Court and adopted by the Kansas Legislature. To do so, it should also assist districts in improving district</p> | <p><i>Not necessary to include the bill, because adopted by the State Board. However, the committee might wish to include Kansans Can outcomes in the bill.</i></p> | <p><i>Same as comments on HB 2270</i></p> | <p>No district shall be accredited unless it demonstrates it is meeting the Rose capacities.</p> <p>Directs the State Board to develop and implement a public school grading system based on graduation rate, composite scores on the ACT and the percentage of</p> |

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| outcomes under the State Board of Education's Kansans Can vision: kindergarten readiness, higher graduation rates, more postsecondary participation, individual plans of study and social and emotional indicators. | | | students scoring at a level deemed college and career ready on the state assessments for math, reading and science. (<i>This is only partially based on the Kansans Can outcomes, and does not match the success grant criteria (see last section) but may include any other metrics selected by the State Board.</i>) KASB Opposes – see below. |
| b. The formula must be monitored regularly to ensure the state is meeting its responsibility to provide adequate and equitable funding. | <i>KASB recommends consideration of adding a permanent oversight committee to monitor the adequacy and equity of the funding system; including legislators, State Board members, local district leaders and others.</i> | <i>Same as comments on HB 2270</i> | <i>Same as comments on HB 2270</i> |

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| 2. Adequacy. The school finance formula must provide each student an equal opportunity to be college and career ready and recognize the additional needs of students who require special services. Adequacy should include the following: | | | |
| a. A foundational amount per pupil, which should be significantly higher than previous base state aid per pupil to recognize the effect of inflation and mandatory costs that have been shifted to the local option budget. | Foundation state aid per pupil (FSAPP) will increase to \$4,895 over a four-year period. Year 1-\$4,253; Year 2-\$4,467; Year 3-\$4,681; and Year 4-\$4,895 | Reinstates base state aid; increases to \$4,082 in FY 18; \$4,312 in FY 19; \$4,542 in FY 20; \$4,772 in FY 21 and \$5,000 in FY 22. | Each district receives per pupil enrollment weighting based on enrollment size: <400: \$8,490; 400-1000: \$7,269; 1000-2000: \$6,137; 2000+: \$5,763. Note: no linear transition as in current low enrollment weighting. Although higher than previous base aid, with a complete analysis of the bill KASB cannot determine the net impact. The foundation amounts are based on the relatively low standard of 70 percent of non-low-income students at grade level, not at college and career ready. |
| b. Foundational funding should include additional funding for the full cost of full time kindergarten students and expanded funding for preschool programs. It should also support | All-day kindergarten will be funded and counted in the enrollment. Expand early childhood funding by increasing state aid for four-year-old at-risk programs. | Does not fund all-day kindergarten or expand four-year-old at-risk programs | Full-time kindergarten students will be funded and counted in enrollment. Does not fund expanded preschool programs. |

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| additional staff if necessary to effectively implement individual career plans and meet the social and emotional needs of each student. | | | |
| c. The foundational amount should be adjusted annually based on changes in the consumer price index. In addition, this increase should be supplemented if necessary based on employment costs and other costs imposed by the state requirements. | Foundation state aid per pupil will increase based upon the Midwest consumer price index for the second preceding calendar year by 2021-22. | Does not provide an inflationary adjustment after FY 22. | Enrollment state aid will be increased annually based on the consumer price index for the Midwest Region. KASB supports automatic inflation adjustments, but inflation alone may not reflect actual costs. |
| d. In the transition to a new formula, no district should lose funding on a per pupil basis. Thereafter, if any district loses budget authority under the school finance system, the reduction should be phased in through some mechanism. | <i>KASB recommends a hold harmless provision for any districts losing per pupil budget authority under the newly adopted formula.</i> | <i>Same recommendations as for HB 2270.</i> | Additional state aid is provided in FY 18 and 19 for districts if receiving less under this act than they received in FY 15. KASB supports the hold harmless concept. |

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| 3. Equity. A new school finance formula must provide adequate and equitable funding as required by the Kansas Constitution. Such a formula would provide equalization to allow similar funding based on similar local effort. | | | |
| a. The foundational amount should be adjusted to address differences in district student populations, programs or other factors based on evidence that demonstrates an impact on the cost of each student reaching educational outcomes as defined by the State Board. At a minimum, these should include: | <i>See below.</i> | <i>See below.</i> | <i>See below</i> |
| <ul style="list-style-type: none"> • Full funding of the costs of special education services required by federal and state law. | Special education funding remains the same as current law (92 percent of excess cost) and fully funded (phased in over four-year period). | Same as current law. | Same as current law. |

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| <ul style="list-style-type: none"> The impact of poverty and other student risk factors, including concentration of poverty. | <p>At-risk funding is based upon prior year's actual enrollment for two years and then funded based upon twice the U.S. Bureau of Census poverty rate times .456 weighting (same as old law).</p> | <p>Previous formula; at-risk based on free lunch enrollment.</p> | <p>Based on U.S. census poverty rate for district for ages 5-17, multiplied by district enrollment, multiplied by \$3,099. KASB opposes. Census data does not reflect actual enrollment of the district.</p> |
| <ul style="list-style-type: none"> The additional costs of teaching English as a Second Language. | <p>Bilingual education weighting will remain the same as law prior to the 2014-15 school year and will be computed based upon the prior year's actual enrollment.</p> | <p>Same as previous formula.</p> | <p>Headcount enrollment of students receiving bilingual services multiplied by \$425. <i>(This would change from funding for instruction by certified bilingual teachers to by students receiving services.)</i></p> |
| <ul style="list-style-type: none"> The additional costs of student transportation. | <p>Transportation is funded as in current formula except mileage limitation is lowered as follows: 2018-19 – 2.5 to 2.0 2019-20 – 2.0 to 1.5 2020-21 – 1.5 to 1.0 The current transportation law will remain intact. The proposed change would make students who are transported more than 2.0 and less than 2.5 miles on September 20 eligible for state aid under the transportation formula during the 2018-19 school year. Those students that drive to and from school or the school district does not transport would not receive transportation aid. The mileage limitation would be lowered by .5 a mile for 2019-20 and 2020-21.</p> | <p>Same as previous formula.</p> | <p>Based on previous formula but adjusted for what LPA identified as a calculation error. KASB opposes. If changes are made due to differences in calculation, funding should be increased to reflect current transportation services.</p> |
| <ul style="list-style-type: none"> The additional costs of career and technical education programs. | <p>Career & Technical Education (vocational education) funding will be based upon .5 weighting (same as old law). The State Department of Education is required to study CTE cost by program and weighting adjusted accordingly in year two.</p> | <p>Same as previous formula.</p> | <p>Does not appear to be addressed. KASB opposes. Additional funding for CTE programs for critical to increasing student receiving national certification and other postsecondary credentials.</p> |
| <ul style="list-style-type: none"> Additional costs based on density and district size. | <p>Low and high enrollment will be reinstated as in law prior to 2014-15.</p> | <p>Same as previous formula.</p> | <p>Foundations levels are based on enrollment size, but there is not a linear transition, so districts would a significant change in funding with the change of a single students. KASB opposes. Cost changes due to enrollment size are linear.</p> |

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| <ul style="list-style-type: none"> Other adjustments as necessary based on evidence of cost differences. | <p>The special mill levies currently in place for declining enrollment, cost of living and extraordinary growth will continue.</p> <p>Virtual based upon FTE enrollment and FSAPP of \$4,253 with part-time students funded at \$1,700 per FTE. The funding for students over 19 years of age would be \$709 times number of credits earned not to exceed six credits.</p> | <p>Same as previous formula.</p> | |
| <p>b. Funding for the foundation level and adjustments should be fully funded by the state.</p> | <p>20-mill levy will continue except the revenue raised will become a part of local effort and remain in the local school district.</p> | <p>Same as previous formula.</p> | <p>Funding of general state aid includes a 35-mill statewide levy.</p> |
| <p>c. Capital costs should continue to be the responsibility of local districts through local bond issues and capital outlay levies, provided both receive state equalization aid that meets constitutional standards of equity.</p> | <p>The computation for LOB state aid and capital outlay state aid will remain under current law for the 2017-18 school year.</p> <p>Assessed valuation per pupil for computing supplemental general (LOB) state aid and capital outlay state aid will be based upon a three-year average of the three preceding years beginning in 2018-19.</p> <p>School districts would be eligible for capital outlay state aid only if they levy at least four mills for capital outlay.</p> <p>Capital outlay levy will be excluded from tax increment financing and neighborhood revitalization.</p> <p>Bond and interest state aid will be under the old law prior to 2014-15. The approval process for the bond and interest state aid would require approval of the State Board in an amount not to exceed the six-year rolling average.</p> | <p>Assessed valuation based on prior year.</p> | <p>Instead of assessed valuation per pupil, establishes a new formula for capital outlay state aid equalization based on: (1) AVPP of the school district in the preceding school year; (2) average federal adjusted gross income per filed tax return for residents of the district in the preceding school year; and (3) average appraised value of single family residences for the preceding calendar year to establish the equalization base for each school district.</p> <p>Requires approval of the Joint Committee on State Building Construction for projects receiving state aid.</p> <p>Creates a bond and interest financing study committee to review centralization of capital improvement and capital outlay financing.</p> <p>Requires at least three sealed bids for bond issue projects.</p> |
| <p>d. An adequate foundation level should reduce the need for local funding, the cost of equalization and challenges of fluctuating local tax bases.</p> | <p><i>KASB believes the increases proposed for foundation state aid will reduce pressure on local funding requirements.</i></p> | <p><i>Same note as for HB 2270.</i></p> | <p><i>Same note as for HB 2270</i></p> |

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| <p>4. Efficiency. A new school finance formula must give local districts the responsibility to respond to unique community needs while encouraging efficiencies through cooperation among districts. Efficiency should include:</p> | | | |
| <p>a. Locally elected boards should determine the most efficient way to spend resources to meet their specific student and community needs. The state should focus on results, not process.</p> | <p><i>The bill maintains local control of school district spending.</i></p> | <p><i>Same note as on HB 2270.</i></p> | <p>Allows free transfer of funds as provided by block grants.</p> <p>Prohibits use of general state aid for extracurricular activities and food service. District may cover these costs under local property levy, if approved (without state equalization aid). <i>KASB opposes. Limits local control of funding. Activities are integral to the educational experience, especially under the Rose capacities. This change would disadvantage students in low wealth districts.</i></p> <p>Prohibits school districts from using general state aid for food service. <i>KASB opposes. Limits local control. Nutrition services are critical to student learning. The state requires breakfast programs. This change would likely raise meal prices or require higher mill levies in low wealth districts. District already have trouble collecting fees for students who do NOT qualify for assistance.</i></p> <p>Requires State Board to develop and implement a school personal evaluation system (which must be partially based on state assessment results where appropriate), be used to determine appropriate compensation for school personnel. Does not specify how this would be implemented in local districts or impact on negotiated agreements. <i>KASB opposes. Limits local control if the state restricts</i></p> |

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| | | | <p>employee evaluation programs and set compensation. Employee compensation is a key management function.</p> <p>Requires districts use an “opt in” system for human sexuality classes, rather than current local control of opt-in vs opt-out. KASB opposes. Policies on parental opt-in/opt-all should be made by the local board based on community interests and values.</p> <p>Requires all districts participate in a high deductible health insurance plan with a health savings account. (Legislative Post Audit has estimated such a plan would reduce employee benefits in most districts.) KASB opposes state mandates which limit local control over benefits.</p> |
| <p>b. Both school districts and the state would have greater predictability by using the previous year’s enrollment or a three-year average for determining foundation aid, with the ability to appeal to the State Board of Education for funding for extraordinary costs.</p> | <p>Enrollment will be based upon prior year.</p> <p>Military second count with net increase in enrollment between September 20 and February 20.</p> <p><i>KASB recommends consideration of an appeals process for significant growth over the prior year.</i></p> | <p>Enrollment based on prior year.</p> | <p>Enrollment is average daily attendance between Sept. 20 and March 20 of preceding year, second preceding year or three-year average.</p> |
| <p>c. Districts should be able to carry reasonable operating funds reserves for cash flow, enrollment changes, revenue shortfalls or delays and savings for large projects without incurring debt. If new limits on balances are imposed, districts should be given time to spend down to that level.</p> | <p><i>No new limit on cash reserves is included in the bill.</i></p> | <p><i>Same note as on HB 2270.</i></p> | <p><i>Same note as on HB 2270.</i></p> |
| <p>d. The system should provide incentives for sharing high cost programs on a regional basis and for voluntary</p> | <p><i>The bill restores previous financial incentives for district consolidation.</i></p> | <p><i>Same as previous formula.</i></p> | <p>States a legislative “finding” that based on (A) Total expenditures per pupil; (B) graduation rate; (C) composite scores on the</p> |

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| <p>district cooperation and consolidation.</p> | | | <p>ACT; and (D) percentage of students scoring at a level deemed college and career ready on the state assessments for math, reading and science, school districts achieve the most efficiency with an enrollment of 1,700 to 2,100 students. Directs the State Board to consider this “finding” and report any plan to reorganize school districts; and to annually report which districts are producing student outcomes using cost-effective means. <i>KASB is not aware of the basis of this “finding.” Kansas strong performance compared to other states indications efficiencies in the current system.</i></p> <p>Creates an efficiency incentive program, which provides that district employees providing plans for reducing district costs shall receive 10% of the savings if implemented.</p> |
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| <p>5. Excellence. A new school finance formula must allow flexibility for districts to go beyond state requirements, foster innovation and promote improvement. Many communities want more freedom and flexibility to enhance their public schools</p> | | | |
| <p>a. Local boards of education should be able to authorize additional funding beyond the foundation level, provided such authority includes equalization that meets constitutional standards of equity.</p> | <p>School districts may adopt up to 30 percent of their supplemental general fund (local option budget) on board action. If a district chooses to increase the LOB up to 33 percent, this would require board action and right of protest petition. Those school districts that are already at 33 percent will retain that authority.</p> <p>The computation for LOB state aid and capital outlay state aid will remain under current law for the 2017-18 school year.</p> | <p>Same as previous formula.</p> | <p>Each district may levy a property tax for up to five years, subject to election, with no equalization aid. Cannot be spent for instructional purposes, unless for curriculum, which must be shared with all other districts via district learning. <i>KASB opposes. Additional local funding should be equalized to comply the state constitution. This proposal would simply allow districts to shift funding for non-instructional functions to un-equalized local</i></p> |

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| | Assessed valuation per pupil for computing supplemental general (LOB) state aid and capital outlay state aid will be based upon a three-year average of the three preceding years beginning in 2018-19. | | <i>sources, and use state funds to increase instructional support.</i> |
| b. The system should provide incentives for accomplishment of student outcomes or other policy goals, provided that foundational aid and equalization aid are fully funded and all districts have the ability to meet such outcomes. | <i>No new incentives are included.</i> | <i>Same note as for HB 2270.</i> | The state Board shall provide for “success grants” proportional to the district’s success compared to other districts, paid to teachers and building administrators. Grants shall be based on upon the percent graduating class that (1) graduates; (2) received a nationally recognized certificate; (3) successfully enrolls for a third semester in a postsecondary program, (4) less students enrolled in remedial courses. No amount specified. <i>KASB believes criteria for recognizing success must take into account district student demographics and should use improvement as well as status. KASB opposes the use of remedial courses unless all students are required to take college preparation courses to enter college programs, and a uniform standard for determining the need for remediation is used.</i> |
| Public accountability for public funding. KASB supports voluntary efforts to experiment with public school choice plans, such as charter and magnet schools, provided those plans are approved by the local school board. However, KASB opposes legislation that would use tuition tax credits, voucher systems or choice plans to aid private elementary or secondary schools which are not subject to the same legal requirements as public school districts. | | | Creates Kansas Education Freedom Act, open to students who are or have been enrolled in a public school or who are eligible to be enrolled and under six years old. State funds would be provided for educational expenses of attending a non-public school accredited by a national accrediting agency. <i>KASB opposes. National accreditation does not require schools to meet Kansas standards or take Kansas assessments, and such schools could be selective in enrolling students.</i> |

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| | | | The bill also expands eligibility under the existing tax credit for low income student scholarship program. KASB opposes. Schools eligible under the tax credit program are NOT required to be accredited by state or national programs. There are NO requirements for academic testing or other performance accountability measures. |
| Tuition for out-of-district students. KASB opposes requiring districts to pay tuition for students to attend regular public schools outside of the district, charter school not approved by the district, or private schools (except for special education services). | | | Under the Education Freedom Act, students may receive 70% of general state aid the student would receive if they were attending their resident school districts; 30% appears to remain with the school district. KASB opposes. For religious schools, this appears to violate article six of the state constitution, which prohibits public education funds going to religious entities. |

Discussion of school report card. KASB has many concerns about requiring the State Board to adopt a school grading system. First, we have seen no evidence that such a system has improved education in other states. Second, we suggest this is an effort to give a simple evaluation to a complex issue.

The data proposed for grading schools in HB 2347 is comparable at the school level to what KASB has used to develop a state report card system. However, not everyone agrees to our methodology. We suggest Kansas ranks 10th in the nation; other have said Kansas is at best around the middle of states. It depends on the methodology used.

For example, averaging six rankings on the National Assessment of Educational Progress (all students, low income students and non-low income students at the basic level in reading and math, and the same groups at the proficiency level) Kansas ranks 19th, as shown on Table 1. But only five of those 18 states rank higher than Kansas multiple graduation rates. Only one of *those* five states does better than Kansas on a ranking of ACT college readiness, adjusted for participation. Only six of the 18 states that rank higher than Kansas on NAEP also rank higher in educational attainment by young adults.

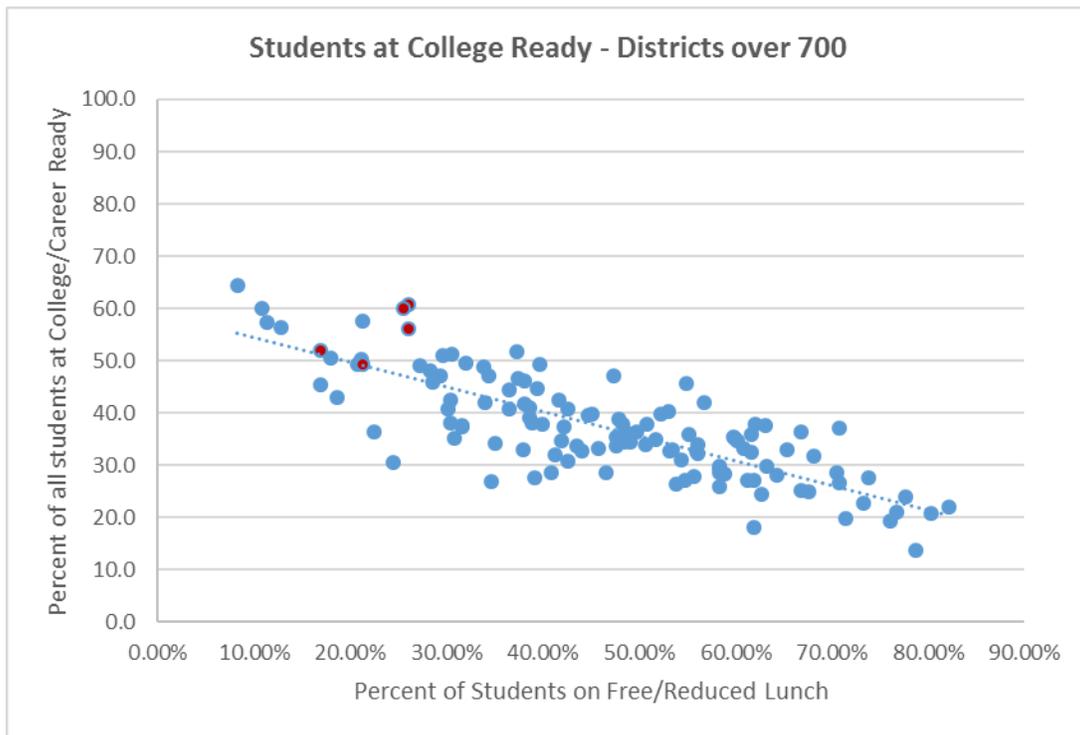
We use this method because each of these categories is important. It's not enough to have high NAEP scores at fourth and eighth grade if students don't graduate at 12th grade. It's not enough to have high graduation rates if students aren't really prepared for college. It's not enough to have high ACT scores if fewer students actually attend and complete postsecondary education. Further, each of these indicators has weaknesses: NAEP is just a sample of students; graduation standards are not the same among states; ACT and SAT participation rates vary widely; postsecondary success is also the responsibility of colleges.

KASB has attempted to also adjust for differences of student characterizes by including and ranking performance among key subgroups where possible, especially low income. However, these are not available for all indicators.

Finally, KASB’s report card looks at the most recent data. The annual Education Week report card ranks Kansas much lower because it considers change over time – and we acknowledge Kansas has NOT been improving as fast as the rest of the nation.

The point is: with all of these factors, we question whether school performance can be reduced to a single “grade” to put on a school building. We would challenge this committee to agree on a formula before turning it over to the State Board. We further question why this bill only applies apply this grading system to public schools, when it creates a new program to provide public funding for private schools, and expands another. Surely families looking for “choice” should have the same information about private schools as is mandated for public schools.

The chart below shows an additional challenge. We have plotted school districts based the percent of students scoring at college/career ready on last year’s states reading and math assessments. If a “grade” was assigned *only* on test scores, the highest performing districts would all be the lowest poverty districts, and the “failing” schools would all be those with high poverty. Such grades would reflect the economic status of the students, not the quality of the school.



The red dots show similar information for the four Catholic dioceses and the Lutheran schools. Note that these systems perform very similar to public schools with similar poverty rates. However, private school systems have significantly lower percentages of students with disabilities, which tend to lower overall performance.

For these reasons, we are deeply concerned that the school grading provisions of this bill are too ambiguous to evaluate. We would also suggest this data does not support the idea that expanding public funding to private schools would result in better state performance.

Thank you for your consideration.

Table 1

| NAEP: Average Rank of Percent All students, Low Income, Non-Low Income at Basic and Proficient | | Graduation: Average Rank of Cohort Graduation Rate for All Students, Low Income, English Languages Learners and Students with Disabilities | | ACT: Rank of Percent of Students Meeting All Four Benchmarks, Adjusted for Percent Participation | | SAT: Rank of Average Mean Score, Adjusted for Percent Participation | | Education Attainment: Average Rank of Percent of 18-24-Year-olds Completing High School, Some College and Bachelor's Degree | |
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| Alabama | 49 | Alabama | 18 | Alabama | 37 | Alabama | 48 | Alabama | 42 |
| Alaska | 43 | Alaska | 49 | Alaska | 47 | Alaska | 43 | Alaska | 43 |
| Arizona | 33 | Arizona | 41 | Arizona | 49 | Arizona | 44 | Arizona | 46 |
| Arkansas | 41 | Arkansas | 4 | Arkansas | 29 | Arkansas | 39 | Arkansas | 35 |
| California | 47 | California | 28 | California | 33 | California | 38 | California | 20 |
| Colorado | 21 | Colorado | 43 | Colorado | 8 | Colorado | 11 | Colorado | 15 |
| Connecticut | 26 | Connecticut | 24 | Connecticut | 2 | Connecticut | 2 | Connecticut | 11 |
| Delaware | 38 | Delaware | 10 | Delaware | 26 | Delaware | 29 | Delaware | 32 |
| Florida | 23 | Florida | 42 | Florida | 39 | Florida | 42 | Florida | 35 |
| Georgia | 32 | Georgia | 48 | Georgia | 40 | Georgia | 30 | Georgia | 40 |
| Hawaii | 42 | Hawaii | 33 | Hawaii | 42 | Hawaii | 40 | Hawaii | 23 |
| Idaho | 25 | Idaho | 31 | Idaho | 24 | Idaho | 26 | Idaho | 44 |
| Illinois | 29 | Illinois | 16 | Illinois | 8 | Illinois | 3 | Illinois | 13 |
| Indiana | 3 | Indiana | 2 | Indiana | 34 | Indiana | 27 | Indiana | 39 |
| Iowa | 19 | Iowa | 1 | Iowa | 14 | Iowa | 17 | Iowa | 10 |
| Kansas | 19 | Kansas | 13 | Kansas | 12 | Kansas | 16 | Kansas | 16 |
| Kentucky | 11 | Kentucky | 8 | Kentucky | 25 | Kentucky | 15 | Kentucky | 29 |
| Louisiana | 48 | Louisiana | 46 | Louisiana | 37 | Louisiana | 41 | Louisiana | 48 |
| Maine | 17 | Maine | 16 | Maine | 20 | Maine | 24 | Maine | 15 |
| Maryland | 35 | Maryland | 25 | Maryland | 31 | Maryland | 21 | Maryland | 17 |
| Massachusetts | 1 | Massachusetts | 23 | Massachusetts | 3 | Massachusetts | 1 | Massachusetts | 1 |
| Michigan | 45 | Michigan | 35 | Michigan | 22 | Michigan | 5 | Michigan | 21 |
| Minnesota | 5 | Minnesota | 37 | Minnesota | 1 | Minnesota | 7 | Minnesota | 10 |
| Mississippi | 44 | Mississippi | 39 | Mississippi | 43 | Mississippi | 31 | Mississippi | 47 |
| Missouri | 29 | Missouri | 13 | Missouri | 17 | Missouri | 10 | Missouri | 22 |
| Montana | 10 | Montana | 22 | Montana | 15 | Montana | 33 | Montana | 38 |
| Nebraska | 6 | Nebraska | 10 | Nebraska | 10 | Nebraska | 14 | Nebraska | 4 |
| Nevada | 46 | Nevada | 50 | Nevada | 50 | Nevada | 47 | Nevada | 50 |
| New Hampshire | 2 | New Hampshire | 6 | New Hampshire | 4 | New Hampshire | 4 | New Hampshire | 12 |
| New Jersey | 7 | New Jersey | 5 | New Jersey | 19 | New Jersey | 6 | New Jersey | 6 |
| New Mexico | 50 | New Mexico | 44 | New Mexico | 45 | New Mexico | 46 | New Mexico | 49 |
| New York | 37 | New York | 45 | New York | 6 | New York | 22 | New York | 6 |
| North Carolina | 13 | North Carolina | 28 | North Carolina | 35 | North Carolina | 37 | North Carolina | 24 |
| North Dakota | 18 | North Dakota | 21 | North Dakota | 15 | North Dakota | 8 | North Dakota | 2 |
| Ohio | 12 | Ohio | 26 | Ohio | 11 | Ohio | 36 | Ohio | 25 |
| Oklahoma | 36 | Oklahoma | 19 | Oklahoma | 36 | Oklahoma | 35 | Oklahoma | 45 |
| Oregon | 23 | Oregon | 47 | Oregon | 41 | Oregon | 34 | Oregon | 26 |
| Pennsylvania | 15 | Pennsylvania | 21 | Pennsylvania | 30 | Pennsylvania | 23 | Pennsylvania | 19 |
| Rhode Island | 31 | Rhode Island | 30 | Rhode Island | 27 | Rhode Island | 25 | Rhode Island | 8 |
| South Carolina | 38 | South Carolina | 32 | South Carolina | 44 | South Carolina | 45 | South Carolina | 30 |
| South Dakota | 28 | South Dakota | 39 | South Dakota | 7 | South Dakota | 18 | South Dakota | 36 |
| Tennessee | 34 | Tennessee | 7 | Tennessee | 28 | Tennessee | 19 | Tennessee | 31 |
| Texas | 27 | Texas | 4 | Texas | 48 | Texas | 49 | Texas | 38 |
| Utah | 16 | Utah | 30 | Utah | 18 | Utah | 28 | Utah | 33 |
| Vermont | 4 | Vermont | 14 | Vermont | 13 | Vermont | 13 | Vermont | 3 |
| Virginia | 13 | Virginia | 37 | Virginia | 21 | Virginia | 9 | Virginia | 8 |
| Washington | 8 | Washington | 40 | Washington | 31 | Washington | 32 | Washington | 28 |
| West Virginia | 40 | West Virginia | 13 | West Virginia | 46 | West Virginia | 50 | West Virginia | 41 |
| Wisconsin | 22 | Wisconsin | 17 | Wisconsin | 5 | Wisconsin | 12 | Wisconsin | 19 |
| Wyoming | 9 | Wyoming | 34 | Wyoming | 22 | Wyoming | 20 | Wyoming | 27 |