



Oral, Proponent Testimony before the
House Committee on K-12 Education Budget
on
**SB 142 –Appropriations for the department of education for FY 2020 and FY 2021 in response to
litigation; increasing BASE aid for certain school years**
by
Mark Tallman, Associate Executive Director for Advocacy
March 19, 2019

Madam Chair and Members of the Committee:

Thank you for the opportunity to testify. To make the best use of the committee's time, I have attached the same testimony we delivered in the Senate Committee on Education Finance on this bill, and the information attached to my testimony on **HB 2395** last week on page 12.

In brief, KASB supports **SB 142**, for five reasons: (1) to address the *Gannon* adequacy decision by restoring funding to approximate 2009 inflation-adjusted levels, (2) to catch up with other states after falling behind, especially the most successful states, (3) even with this increased funding, K-12 expenditures as a share of Kansas personal income will remain lower than previous decades, (4) school districts will use additional funding to promote student success, sharing the same goals as the Legislature; and (5) we know increased funding correlates with increased student success, and we know why.

However, last week the committee had important questions for me and other conferees. I have provided answers to what I thought were the most relevant questions from the chair and others about the link between funding and student success and balancing the role between the Legislature and local school leaders. These questions are:

- Why is student performance still so low when Kansas has added so much more money?
- Kansas funding is approaching \$14,000 per pupil. Why aren't we getting better results?
- Does "how" money is spent matter more than the amount of money?
- Does the Legislature need to require schools to spend money differently to get better results?

Our answers to these questions are on the following pages. I am happy to review them as time allows.

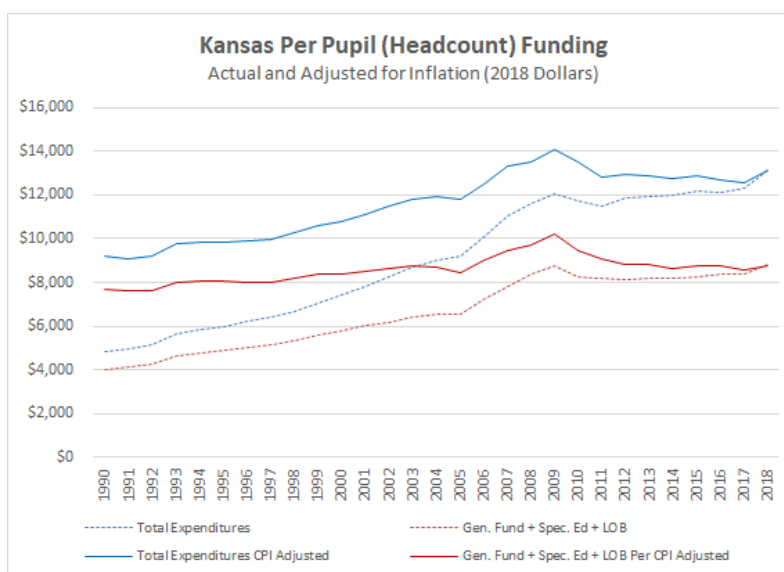
Q. 1 Why is student performance so low when Kansas has added so much more money?

A. 1a. By the state's own calculation in the Gannon case, Kansas hasn't increased funding in a decade, after adjusting for inflation. Total and per pupil funding is still far below 2009 inflation-adjusted levels.

From 1990 to 2009, total and per pupil funding did rise more than inflation. That changed from 2009 to 2017, when funding dropped when adjusted for inflation. Since 2017, school districts have had two years of higher-than-inflation increases, but we only have student performance data for last year.

Kansas Per Pupil (Headcount) Funding

	Total Expenditures	Gen. Fund + Spec. Ed + LOB	Total Expenditures CPI Adjusted	Gen. Fund + Spec. Ed + LOB Per CPI Adjusted
1990	\$4,803	\$4,021	\$9,205	\$7,707
1991	\$4,929	\$4,127	\$9,066	\$7,590
1992	\$5,165	\$4,263	\$9,222	\$7,611
1993	\$5,638	\$4,612	\$9,774	\$7,995
1994	\$5,832	\$4,777	\$9,857	\$8,074
1995	\$6,000	\$4,903	\$9,862	\$8,059
1996	\$6,210	\$5,013	\$9,915	\$8,003
1997	\$6,402	\$5,131	\$9,992	\$8,008
1998	\$6,685	\$5,318	\$10,273	\$8,173
1999	\$7,068	\$5,575	\$10,627	\$8,383
2000	\$7,426	\$5,775	\$10,802	\$8,400
2001	\$7,834	\$6,010	\$11,080	\$8,501
2002	\$8,270	\$6,178	\$11,516	\$8,602
2003	\$8,683	\$6,429	\$11,821	\$8,752
2004	\$8,997	\$6,536	\$11,930	\$8,668
2005	\$9,204	\$6,569	\$11,805	\$8,425
2006	\$10,078	\$7,235	\$12,522	\$8,989
2007	\$11,055	\$7,835	\$13,356	\$9,466
2008	\$11,620	\$8,359	\$13,520	\$9,726
2009	\$12,049	\$8,749	\$14,068	\$10,215
2010	\$11,758	\$8,251	\$13,507	\$9,478
2011	\$11,518	\$8,180	\$12,826	\$9,109
2012	\$11,851	\$8,114	\$12,930	\$8,853
2013	\$11,954	\$8,220	\$12,854	\$8,839
2014	\$12,026	\$8,180	\$12,726	\$8,657
2015	\$12,214	\$8,264	\$12,910	\$8,735
2016	\$12,137	\$8,367	\$12,668	\$8,733
2017	\$12,282	\$8,373	\$12,552	\$8,558
2018	\$13,106	\$8,821	\$13,106	\$8,771

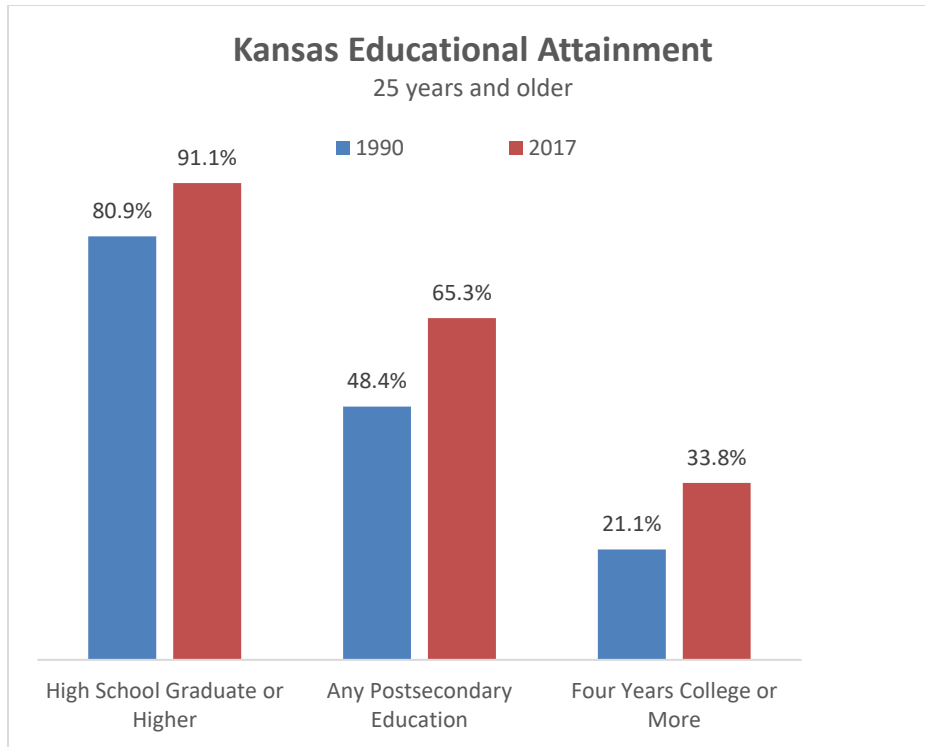


A. 1b. Long-term educational indicators show long-term improvement, but there have been short-term declines after funding began to fall behind inflation.

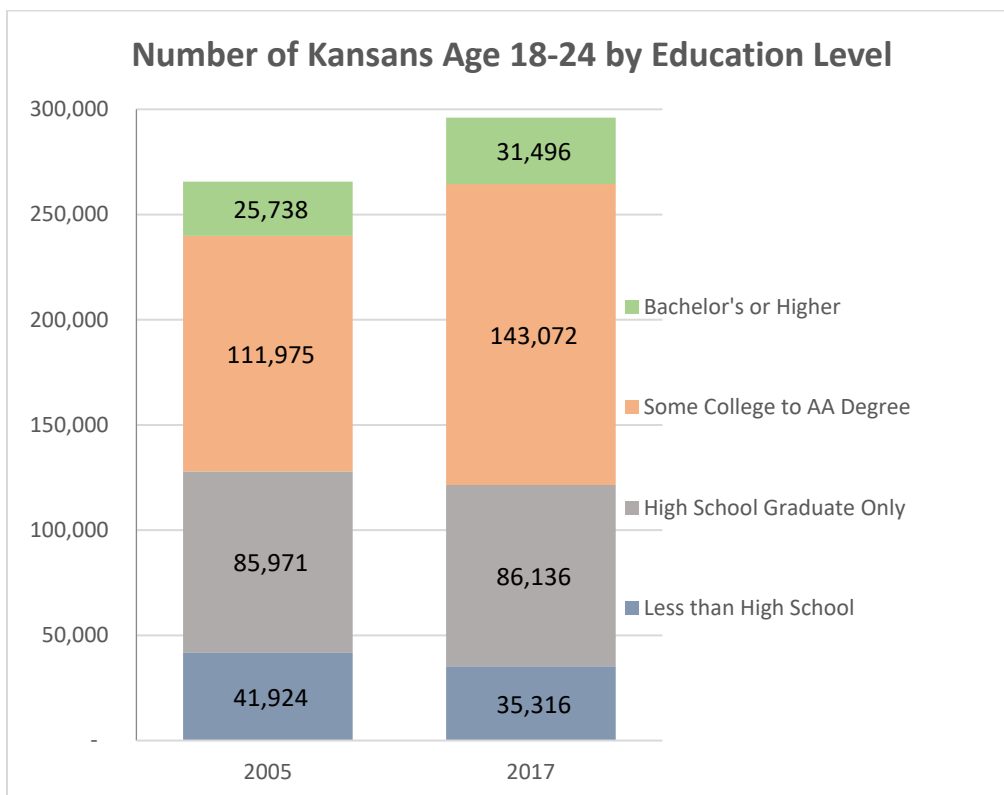
Adult Educational Attainment = employment and income.

KASB believes the most important educational results are levels of educational attainment. First, are students completing high school? Then are they prepared for and successfully completing postsecondary programs?

As KASB presented in previous testimony, Kansas has improved, and exceeds the national average in these areas. Since 1990, Kansans over 25 with a high school diploma went from 81 percent to 91 percent. Those with any postsecondary education went from less than one-half to almost two-thirds, and those with a four-year degree from one in five to one in three.



Looking only at younger adults, since 2005 the percent of 18-24-year-olds – those just out of the K-12 system – without high school completion dropped from 18 to 11 percent; those with some college or higher increased from 51.9 to 58.9 percent.

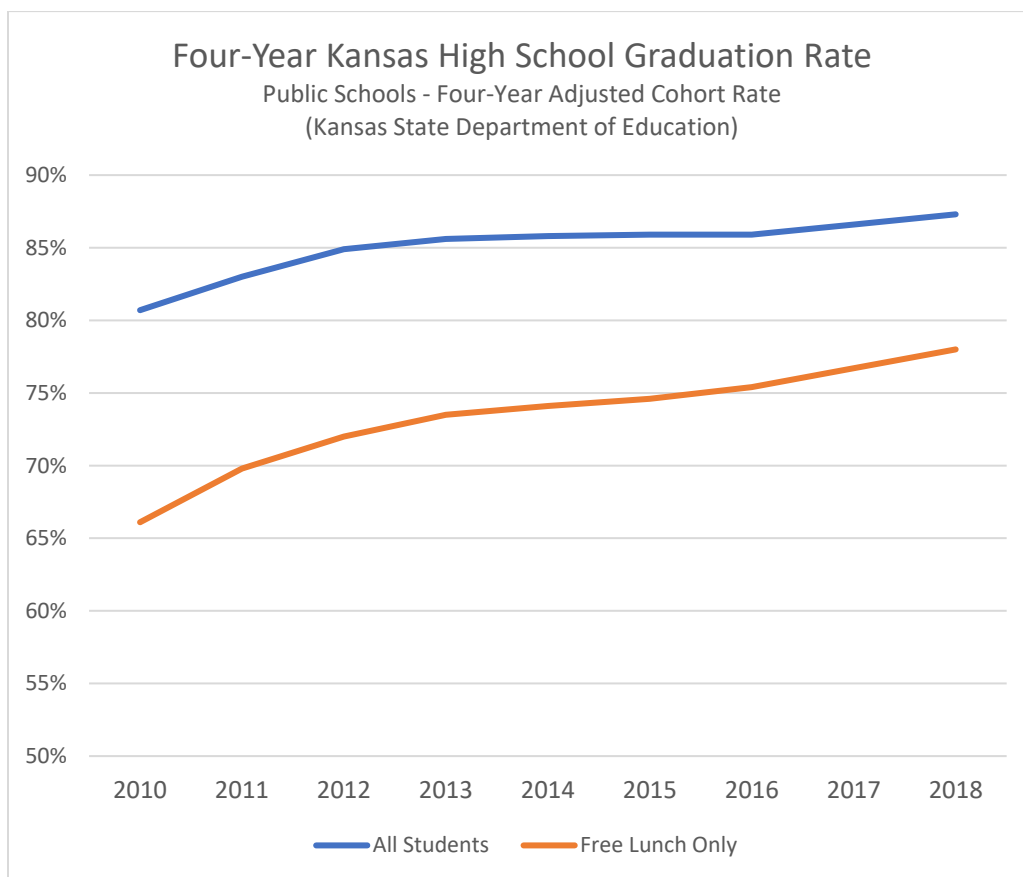


Note these increases have occurred as the Kansas student population has become more diverse, more low income and has more students with disabilities – factors which make student success more difficult.

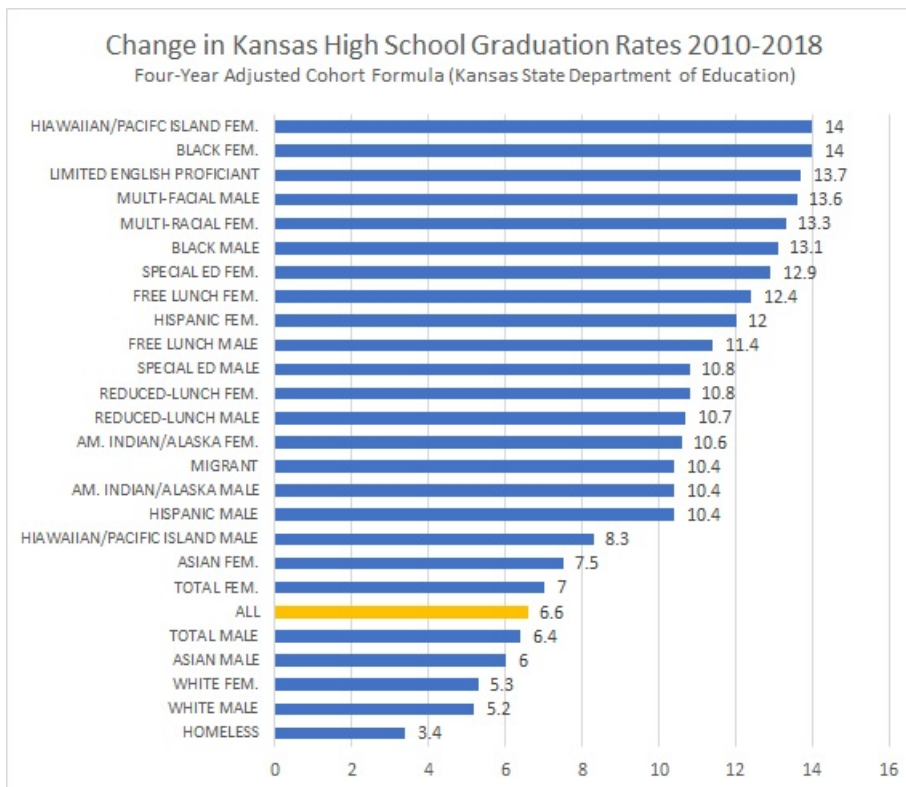
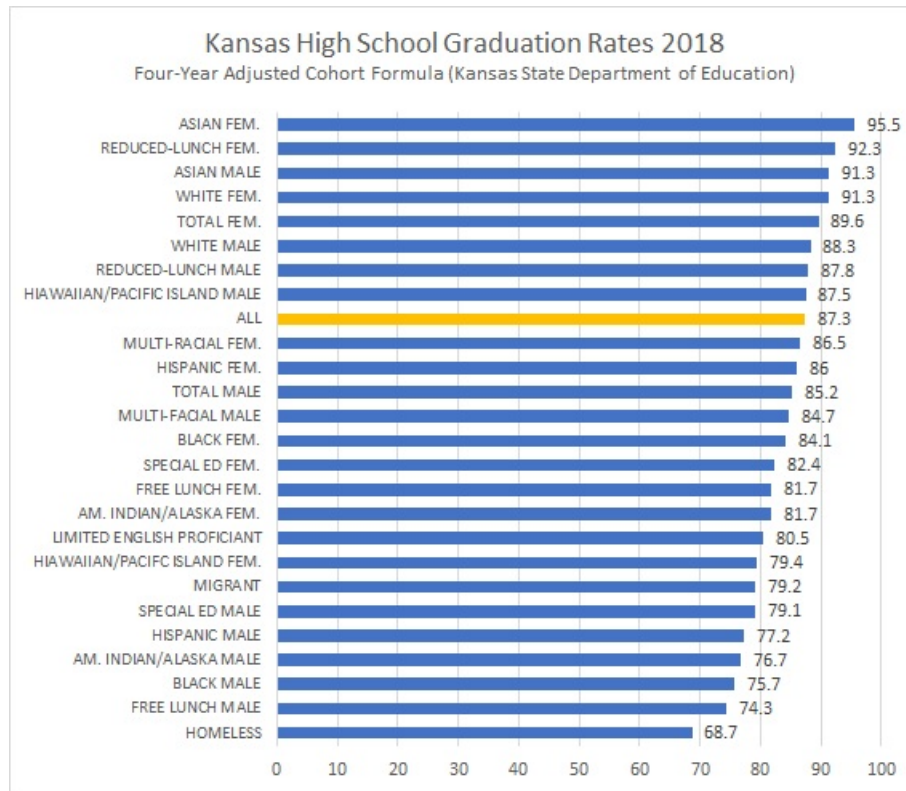
Graduation Rates

As the data shows, Kansas has clearly improved its overall graduation rate to an all-time high.

Shorter term, Kansas and other states have only been using the current “four-year adjusted cohort graduation rate,” which basically is designed to see what percentage of ninth-graders graduate “on time” in four years, since 2010. From 2010 to 2012, following a decade of increased funding and several years of funding cuts, Kansas graduation rates increased over 5 percent, then flattened out until 2017, before ticking up again in 2018 (following increased funding).



Although low income students have a significantly lower graduation rate than all students, their rate has increased more since 2010. In fact, that is true of almost all “lower performing” students, as shown on the next page.



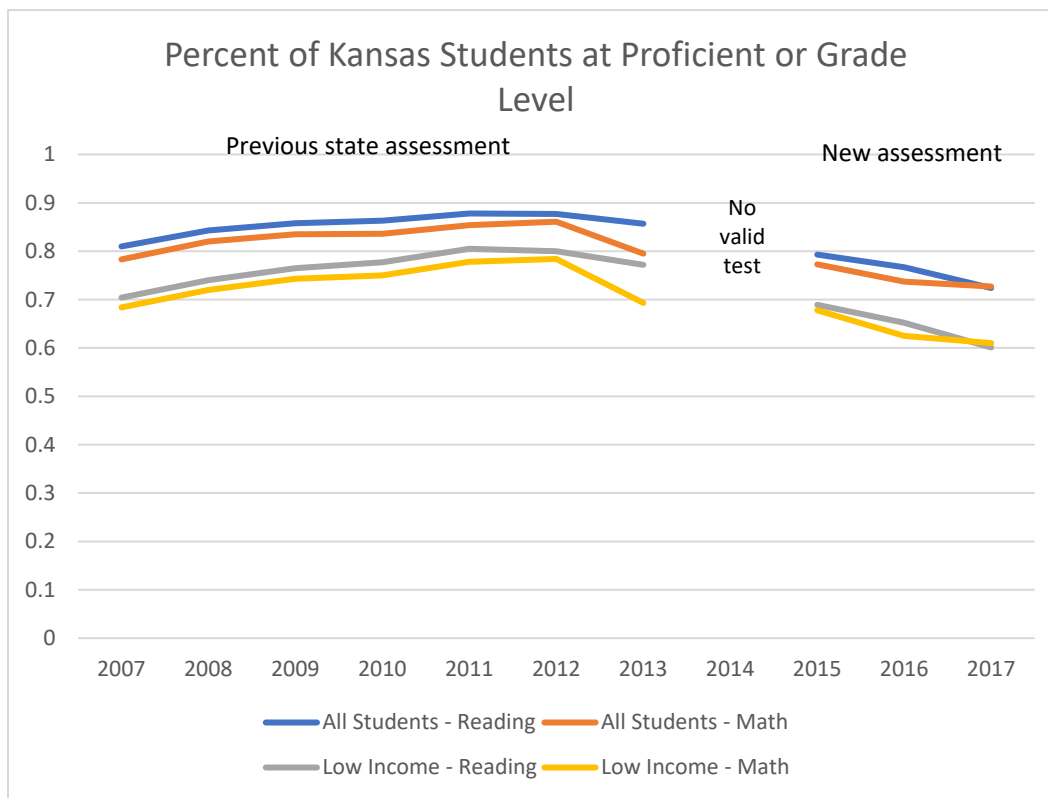
National Assessment of Educational Progress

Kansas Legislative Research Department staff presented data to the House K-12 Education Budget Committee on Kansas. (Page 11.) Looking at data from 2000 to 2017, performance generally increased as funding was increasing and for a few years after and generally fell within several years after funding began to fall.

Let's compare eight measures: fourth and eighth grade tests in both reading and math, with percent of students at basic and percent at proficient on those four tests.

On five of eight measures, the percent in 2017 was higher than in 2000 or 2002, and on six of eight, was higher in 2017 than in 2003. On six of eight measures, the percent proficient reached its highest level between 2007 and 2013. (Inflation-adjusted funding reached its peak in 2009.) On seven of eight measures, the percent proficient was lower in 2017 than its previous high, after funding had been declining since 2009.

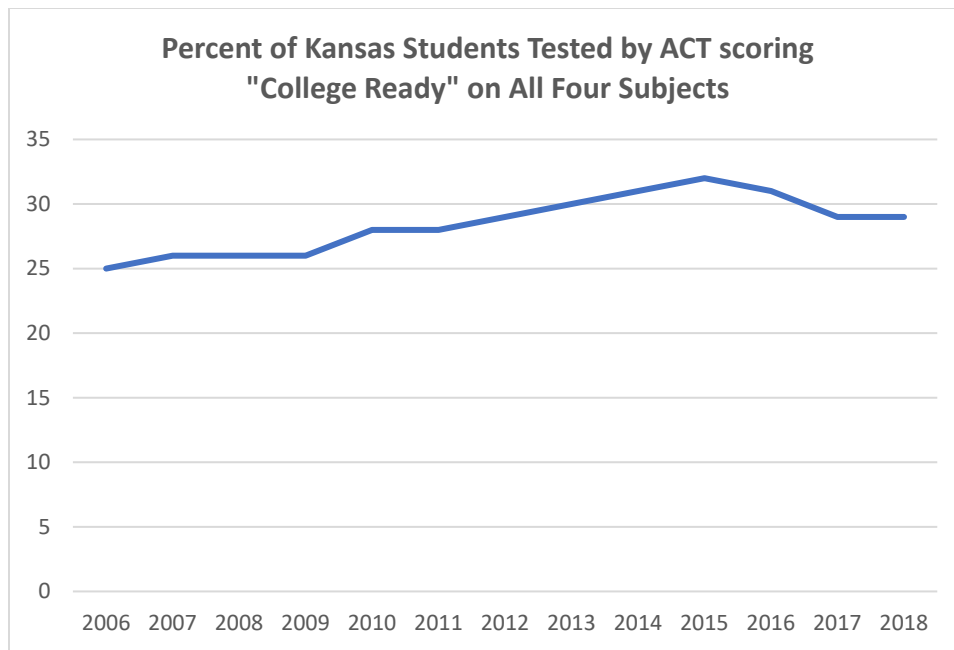
Kansas Assessments



Kansas state assessments shows a similar pattern, but it is important to understand the state tests were significantly changed after 2013. From 2007 to 2012, average reading and math scores for all grades rose from around 80 percent to nearly 90 percent, and low-income students from around 70 percent to 80 percent, but dropped noticeably in 2013. Since the new tests were introduced in 2015, average scores have been dropping. (2018 results were also lower but have not yet been added to this graph.)

In other words, test results rose during and after increased funding. After a few years of funding decline, scores began to decline. We have had a single year of testing since “real” increased funding began.

ACT scores



ACT began reporting on students scoring at college-ready benchmarks in 2006. The percent of Kansas scoring at that level on all four subjects rose from 25 percent in 2006 to a high of 32 percent in 2015, then dropped to 29 percent in 2017 and remained at that level in 2018.

In other words, after significant funding increases from 2005 to 2009, the five graduating classes improved. Performance did not fall immediately after funding cuts (compared to inflation) but did after several years.

Q. 2: Kansas spending is approaching \$14,000 per pupil. Why aren't we getting better results?

A. 2a. *Compared to other states, Kansas spending per pupil is below the national average and regional states that do better on multiple measures (and below 2009 inflation-adjusted levels).*

Kansas spends \$1,600 less than the national average, ranks 30th in the nation (2016).

Kansas spends less than Nebraska, Iowa, North Dakota, Minnesota and slightly more than Missouri. Only Iowa, Nebraska and North Dakota do better on multiple results; Minnesota and Missouri have slightly lower results.

A. 2b. *States with better overall results provide more funding than Kansas. Even with more funding, their results are not dramatically different.*

23.6 percent of Kansans scored "below basic" based on average of the four NAEP tests. The top nine states averaged 21.8 percent, about two percentage points "better." 38.2 percent of Kansans scored proficient on NEAP. The top nine states averaged 40.7 percent, about 2.5 points better. Every state ranking higher provided more total funding per pupil than Kansas.

A. 2c. *If it was easy or cheaper to make all students successful, someone would have figured out how.*

Kansas private schools offer another comparison. On average, private schools have better state assessment results than public schools, but private school demographics are very different from public school demographics.

KASB added the percent of students with disabilities and the percent of students eligible for free or reduced meals for all districts and the five accredited private school systems: the four Catholic dioceses and Topeka Lutheran schools, then ranked from low to high. All five private systems were among the lowest 11 systems (out of nearly 300) for these students who usually score much lower due to non-school factors. We then compared the average percent of students “at grade level” and “at college and career level” for all systems with a disabilities plus free/reduced percentage of less than 32.

Number	ORGANIZATION NAME	Enrollment	PCT Students With Disabilities	PTC Free and Reduced Meals	Disabilites Plus FRL	Average at Grade Level	Average at CCR
Z0029	Kansas City Catholic Diocese	13308	2.44	12.60	15.04	88.37	57.15
D0229	Blue Valley	22,915	10.50	8.20	18.70	91.10	63.83
D0385	Andover	8,949	7.90	11.10	19.00	89.27	59.16
Z0026	Lutheran Schools (Topeka)	889	3.9	16.10	20.00	89.47	58.03
D0232	De Soto	7,476	8.10	12.60	20.70	89.08	55.22
D0207	Ft Leavenworth	1,922	12.90	9.30	22.20	91.86	64.56
Z0028	Dodge City Catholic Diocese	697	8.42	17.10	25.52	87.77	57.69
Z0030	Salina Catholic Diocese	2032	6.29	21.20	27.49	86.15	49.29
D0203	Piper-Kansas City	2,380	8.50	19.40	27.90	83.80	45.99
D0267	Renwick	1,842	10.70	17.90	28.60	87.23	52.72
Z0031	Wichita Catholic Diocese	9341	3.66	25.30	28.96	91.87	59.97
D0458	Basehor-Linwood	2,667	12.80	16.50	29.30	78.16	39.62
D0400	Smoky Valley	1,601	9.50	19.90	29.40	76.00	37.34
D0230	Spring Hill	4,025	16.20	15.00	31.20	80.08	47.41
D0372	Silver Lake	728	12.50	19.40	31.90	88.69	52.88
	Private Average					88.73	56.43
	Public Average					85.52	51.87
	Public Without High Virtual Enrollment					87.13	53.96

We found private systems – which do not have to accept all students, especially those most difficult – averaged about three percentage points higher than similar public schools at grade level, and 4.5 points higher at college and career. However, two of the public districts operate virtual school programs that draw higher numbers of students who are not doing well in traditional schools. Removing those two districts narrows the public/private gap to about 1.5 percent at grade level, and 3.5 percent college and career ready.

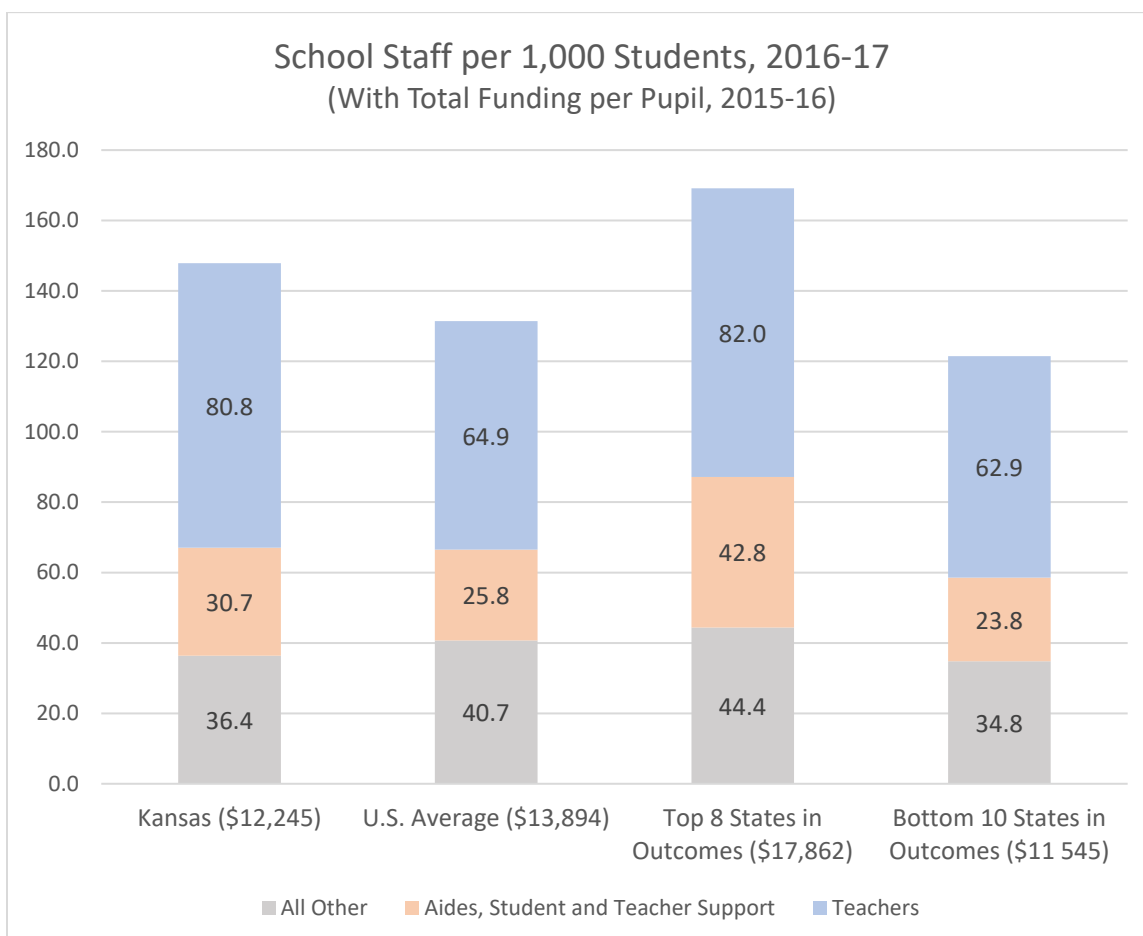
Private schools are to be commended for high results. But if the public schools’ performance rose an average of 2-4 points, would legislators be satisfied?

Q. 3: Does “how” money is spent matter more than the amount of money?

How you spend is always part of what you get, but even the most prudent, efficient low-income family budget won’t have the opportunities and quality of a higher income family lifestyle.

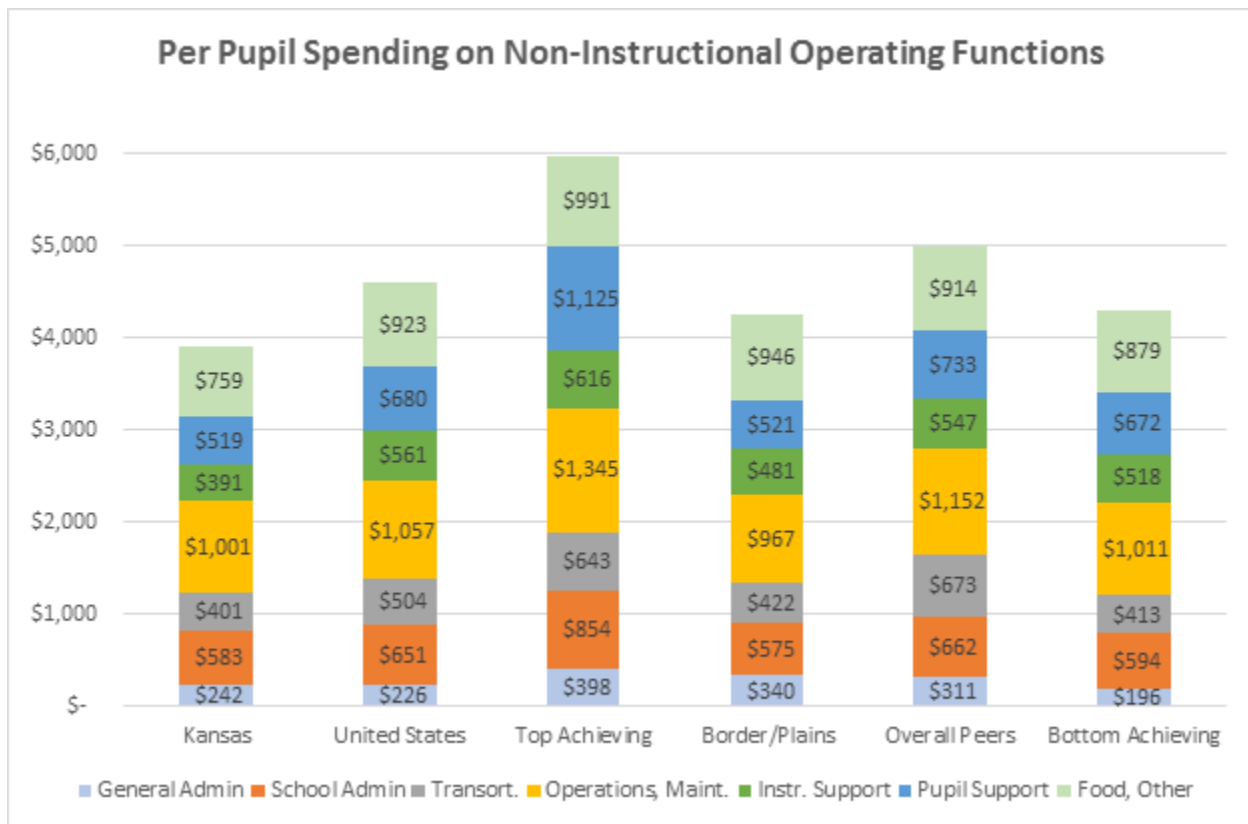
Are Kansas schools spending too little on instruction? Kansas spent 60.9 percent of current expenditures on instruction, more than the U.S. average of 59.5 percent and just below the average of 61.4 percent for the top achieving states – which not only spent more on instruction, but more on everything else.

Despite being a below-average state in spending, Kansas has a much higher number of teachers, student support and instructional support personnel than most states, and about the same number of all other states, per 1,000 students.



We suggest this is one important way Kansas gets high results while spending below average per pupil – more teachers and staff to instruct and support students.

Furthermore, Kansas already spends less per pupil than other comparison groups of states in major categories of non-instructional support.



Once again, note that the top achieving states spend the most per pupil on non-instructional (as well as on instruction).

Q. 4: Does the Legislature need to require schools to spend money differently to get better results?

Do you believe local school boards and leaders don't **care** as much as legislators about the students in their own districts or voters don't care as much about who they elect to school boards as to the legislature?

Do you believe local school official don't **know** as much about what their own communities want as the state? If distance improves decisions, shouldn't we welcome federal control?

If Kansas schools are poorly managed, why are Kansas results better than most other states, while Kansas spends less per pupil than most other states?

If Kansas schools can't be trusted to spend enough on instruction, why does the Legislature keep adding funding or requirements to spend more on non-instructional items like mental health teams, school safety grants, paying for ACT tests, dyslexia professional development, bullying investigations, policies and reporting, and more website information in **HB 2395** alone – none of which are "instructional"?

Kansas districts have spent money to raise instructional salaries, increase student and teacher support to address lower performing students, improve student health and safety, and improve graduation and postsecondary success. What should they be doing differently?

Thank you for your consideration.

Kansas NAEP Scores, 2009-2017

Mathematics - 4th Grade

	Percent Below <u>Basic</u>	Percent <u>Basic</u>	Percent <u>Proficient</u>	Percent <u>Advanced</u>
2009	11	43	40	6
2011	10	42	41	7
2013	11	41	40	8
2015	17	42	34	7
2017	18	40	35	7

Reading - 4th Grade

	Percent Below <u>Basic</u>	Percent <u>Basic</u>	Percent <u>Proficient</u>	Percent <u>Advanced</u>
2009	28	37	28	7
2011	29	35	28	8
2013	29	33	30	8
2015	32	32	26	9
2017	30	33	29	8

Mathematics - 8th Grade

	Percent Below <u>Basic</u>	Percent <u>Basic</u>	Percent <u>Proficient</u>	Percent <u>Advanced</u>
2009	21	40	31	8
2011	10	39	32	8
2013	21	39	30	10
2015	24	42	27	6
2017	26	38	26	10

Reading - 8th Grade

	Percent Below <u>Basic</u>	Percent <u>Basic</u>	Percent <u>Proficient</u>	Percent <u>Advanced</u>
2009	20	47	31	2
2011	21	43	33	3
2013	22	42	33	3
2015	21	44	32	3
2017	22	41	33	4

SOURCE: Kansas State Department of Education

Kansas NAEP Scores, 2000-2017

Mathematics - 4th Grade

	% At or Above <u>Basic</u>	% At or Above <u>Proficient</u>	% <u>Advanced</u>
2000	76	29	2
2003	85	41	6
2005	88	47	8
2007	89	51	9
2009	89	46	6
2011	90	48	7
2013	89	48	8
2015	83	41	7
2017	82	42	7

Reading - 4th Grade

	% At or Above <u>Basic</u>	% At or Above <u>Proficient</u>	% <u>Advanced</u>
2002	68	34	7
2003	66	33	7
2005	66	32	8
2007	72	36	8
2009	72	35	7
2011	71	36	8
2013	71	38	8
2015	68	35	9
2017	70	37	8

Mathematics - 8th Grade

	% At or Above <u>Basic</u>	% At or Above <u>Proficient</u>	% <u>Advanced</u>
2000	76	34	5
2003	76	34	6
2005	77	34	5
2007	81	40	9
2009	79	39	8
2011	80	41	8
2013	79	40	10
2015	76	33	6
2017	74	36	10

Reading - 8th Grade

	% At or Above <u>Basic</u>	% At or Above <u>Proficient</u>	% <u>Advanced</u>
2002	81	38	3
2003	77	35	3
2005	78	35	3
2007	81	35	2
2009	80	33	2
2011	79	35	3
2013	78	36	3
2015	79	35	3
2017	78	37	4

SOURCE: Kansas State Department of Education and The Nation's Report Card

Oral Testimony as Proponent before the
Senate Select Committee on Education Finance

on

SB 142 – Appropriations for the department of education for FY 2020 and FY 2021 in response to litigation; increasing BASE aid for certain school years

by

Mark Tallman, Associate Director for Advocacy

Kansas Association of School Boards

March 6, 2019

Madam Chairwoman, Members of the Committee:

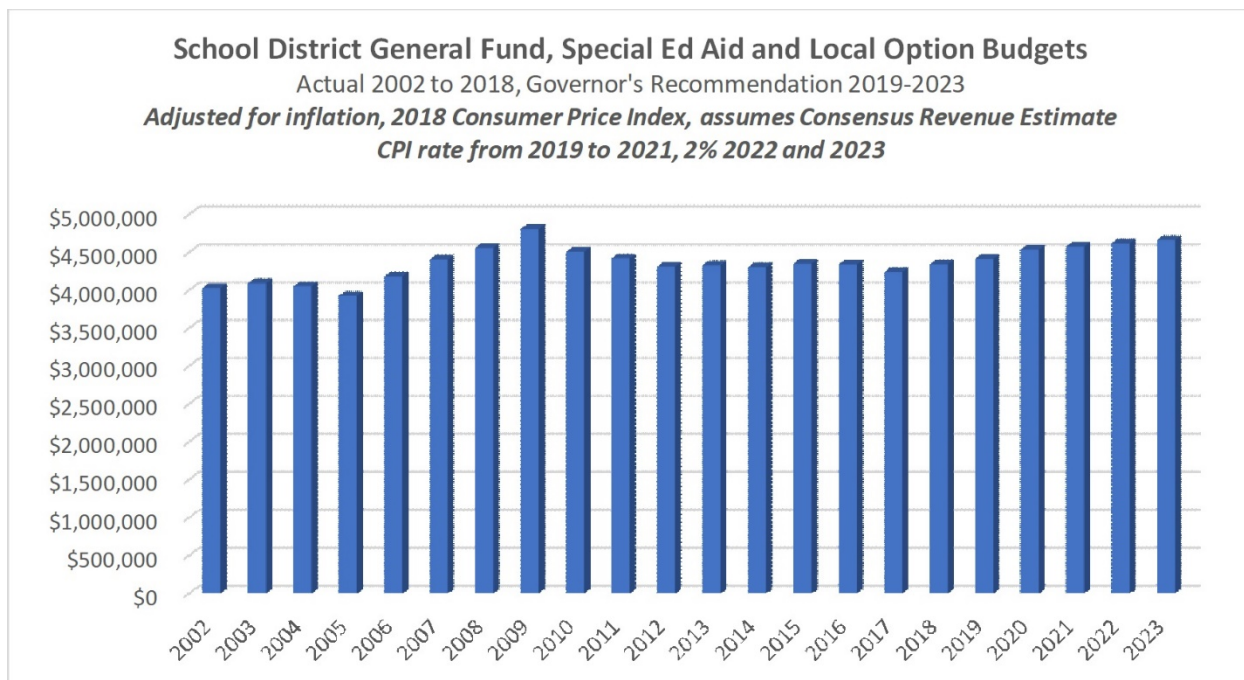
The Kansas Association of School Boards supports **SB 142** for the same reasons we supported SB 44 before this committee: because we believe it offers a real chance to finally resolve the current school finance litigation and to restore Kansas school funding to levels necessary for more students to be successful in K-12, in postsecondary education and the workforce, and help Kansas compete with other states. We believe addressing this final step should be the top priority of the 2019 Legislature.

1. Helps settle the *Gannon* school finance case by restoring funding to constitutional levels.

As we understand it, the primary difference from **SB 44** is that **SB 142** only contains the BASE increases from 2020 to 2023 proposed by the State Board of Education and recommended by the Governor to provide the inflation adjustment required by the Kansas Supreme Court, and appropriations to fund that base amount and associated KPERS increases for Fiscal Years 2020 and 2021 only. It does not appear to include the additional \$7.5 million per year special education increases contained in the state's five year and recommended by the Governor for 2020 and 2021.

It is important to stress that the Legislature's response to the Court has been to restore funding to approximately the level of 2009, the last point at which there is agreement that funding was constitutionally adequate. In other words, increased state funding over approximately \$1 billion dollars is simply the amount required to reach the same level as 10 years ago, after adjusting for inflation. (The Consumer Price Index is expected to increase nearly 30 percent between 2009 and 2023, which means \$3.5 billion in 2009 equals about \$4.5 billion in 2023.) Funding recommended by the State Board and Governor gets close to that amount, depending on actual inflation.

The chart below shows total funding for base state aid, special education state aid and local option budgets, estimated for 2019 through 2023, adjusted for inflation.



Note these are total dollars. They do not consider increased enrollment and the growing number of high-needs, more expensive students, such as low income and students with disabilities.

That is why we believe the State Board proposal is an appropriate, but modest and minimal, plan to restore funding to 2009 levels, which the state, the plaintiffs and the court have agreed to be a constitutional benchmark.

2. Helps restore Kansas school funding compared to other states.

Not only did Kansas base aid, special education aid and local option budgets fall behind inflation since 2009, Kansas has fallen significantly behind other states in **total funding per pupil**. Since 2008, the beginning of the Great Recession, Kansas has slipped from 24th in total per pupil funding from all sources to 30th in 2016.

Moreover, Kansas fell significantly behind the highest-performing states on 15 measures of student achievement, as well as those neighboring and Plains region states that do best on those same outcomes (Nebraska, Iowa, Missouri, North Dakota and Minnesota).

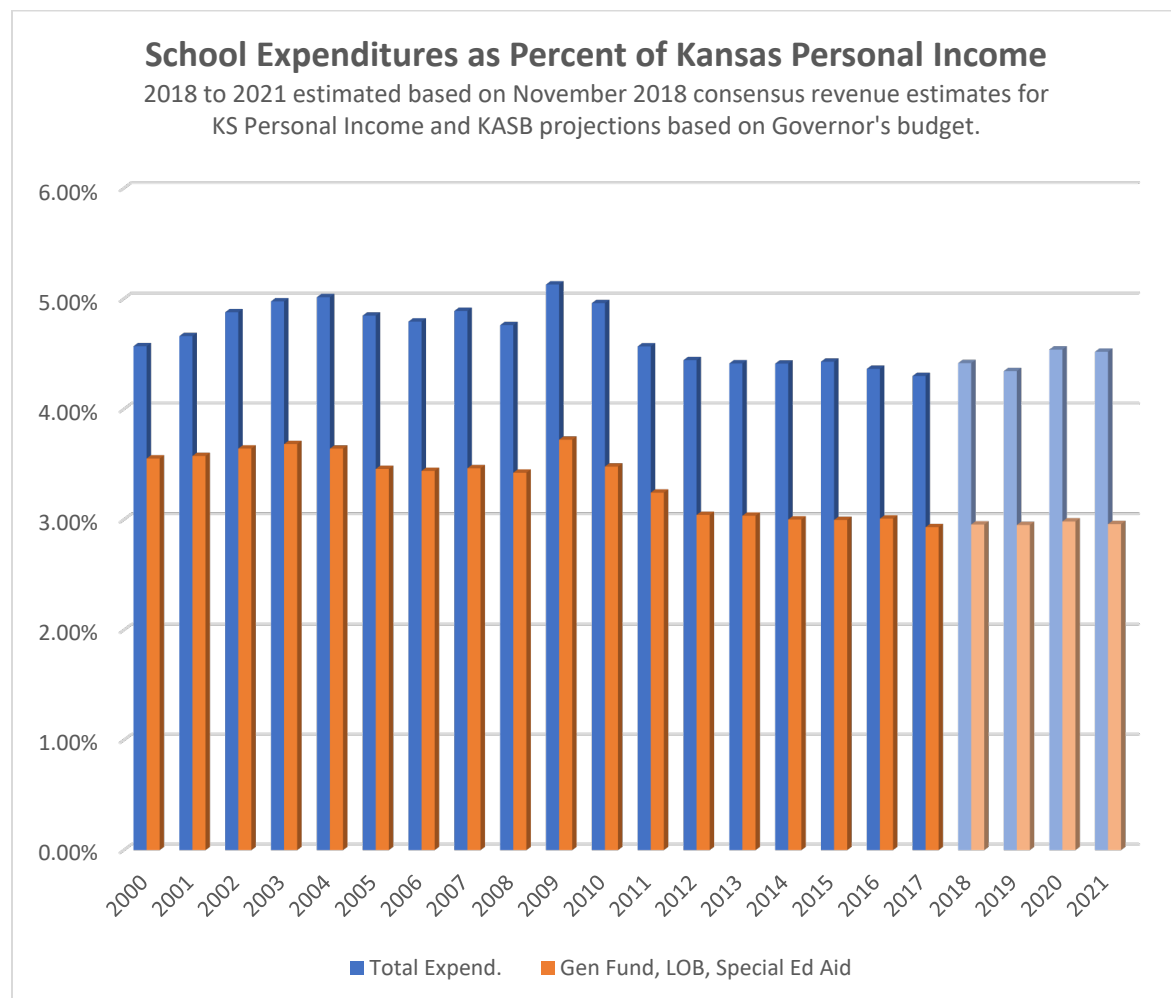
Assuming all states will increase funding by 2.5 percent from 2016 to 2021 (slightly more than projected inflation) and using KASB estimates of **total** school funding in Kansas under the Governor's plan – including KPERs, bond and interest and capital outlay costs, and federal and other local aid – Kansas would move back about to the 2009 average for all states and high-performing regional states, but still be slightly lower.

Comparing Kansas to other states is important because Kansas competes in terms of teacher salaries and programs offered to help students be successful. The seventh "Rose Capacity" adopted by the Kansas Supreme Court as a test of suitable funding and the Legislature as an education goal concerns preparing Kansas students to compete with other states academically and in the job market.

3. School funding would remain low compared to total state personal income.

As the chart below shows, using the Consensus Revenue Estimate projections for Kansas personal income growth from 2019 to 2021, both total school district expenditures and school district general fund, special education state aid and local option budgets will still be a lower share of Kansas personal income than any year from 2002 to 2011.

This means Kansans are investing a lower share of their income on K-12 funding as educational needs continue to rise.



4. School districts will use additional funding to increase student success.

As we saw last year when school districts received the first significant increase in state aid in almost a decade, funding the current school finance plan and inflation will allow the following:

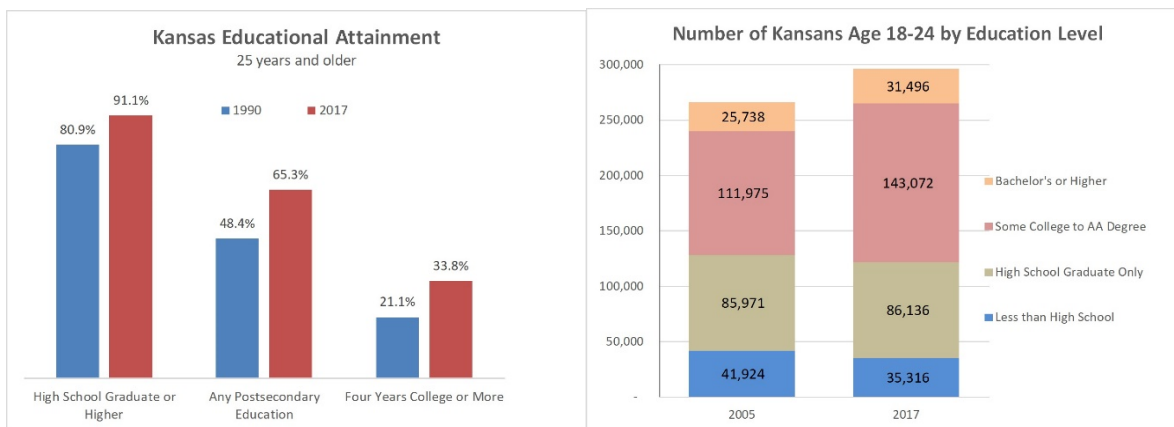
- Improving salaries to be more competitive, after falling behind other state and other employers.
- Improving programs for students with special challenges due to poverty, disability and other factors, such as early childhood, special education and at-risk programs.
- Strengthening student health and safety.
- Increase student readiness for postsecondary education and the workplace.

In a follow-up on our testimony on **SB 44** previously shared with the committee, KASB shared extensive data on how districts used additional funding, including a survey with responses from over 100 school districts, with a focus on how additional funding was used to address lower achieving student groups and promote more successful students.

5. We know increased funding improves education, and we know why.

We know increased funding improves student outcomes from five sources.

- State and U.S. history: most years schools received “real” increases (more than inflation) and education levels have risen to an all-time high.



- Much additional funding has been targeted at higher achievement: special education, early childhood, at-risk, alternative schools; or social concerns like safety, nutrition and technology.
- Three Kansas Legislative cost studies based on higher outcomes, as well as national studies.
- Comparison with other states.
- Cost of proven programs that could be expanded, such as early childhood programs, Jobs for America’s Graduates-Kansas (JAG-K) and the Reading Roadmap.

We also know why increased funding matters.

- Society expects more: higher graduation rates, more students successful in college and the workforce, more services, solving social issues.
- Achievement isn’t random: students with issues OUTSIDE the school’s control (such as poverty, disability and mental illness) have lower achievement.
- Overcoming those challenges usually takes more resources to make up for resources those students lack, or at minimum re-training staff.
- The biggest part of school budgets, employment costs (75 percent of spending) and construction costs (about 13 percent of spending), usually rise faster than inflation.

SB 142 could be the final step in resolving the current school finance lawsuit by restoring constitutionally suitable funding and help students achieve the Rose capacities.

	Rank of Average Rank (Weighted)	18-24-Year-Olds Education			Adjusted Cohort Graduation Rate, 2015			National Assessment of Education % at Basic % at Proficient						ACT & SAT Adjusted		Funding		Kansas Peer States				
		High School Graduate and Higher	Some College or Higher	Bachelor's Degree or Higher	All Students	Economically Disadvantaged Student	Limited English Proficiency Student	Students with Disabilities	All Students	NSLP Eligible (Low Income)	NSLP Ineligible (Not Low Income)	All Students	NSLP Eligible (Low Income)	NSLP Ineligible (Not Low Income)	ACT Pct Meeting All Benchmarks	SAT Mean Score-Combined	Total Revenue Per Pupil	Total Revenue Per Pupil Rank	Overall	Student	Adult	Distribution
Kansas	9	87.5	58.8	10.3	85.7	77.5	77.4	77.5	76.4	64.1	86.7	38.2	22.9	51.3	22	6	\$ 12,245	30				
All States	25.5	87.0	55.2	10.3	84.0	76.6	64.5	64.8	73.1	61.4	85.0	36.0	22.2	49.9	25.4	25.5	\$ 13,894	25.5				
Top 8 States	4.5	90.0	60.5	13.7	88.6	78.9	68.9	71.1	78.2	64.3	87.3	40.7	24.5	53.5	12.1	10.6	\$ 17,826	11.1				
Bottom 10 States	45.5	84.3	51.0	7.4	77.8	72.4	53.5	54.4	68.7	59.1	84.0	32.8	20.2	47.6	41.9	37.7	\$ 11,545	35.5				
Adjacent to Kansas	22.0	86.9	55.3	9.6	84.7	77.0	60.6	69.8	74.1	62.9	86.2	36.7	22.3	50.5	16.0	20.8	\$ 11,577	34.5				
Overall Peers	23.8	87.1	56.7	10.1	82.9	73.6	64.7	64.4	73.7	61.3	85.8	36.3	22.5	50.8	23.1	18.3	\$ 13,083	26.3				
Student Peers	20.1	87.6	56.9	11.7	84.2	75.7	64.3	67.0	73.5	60.9	85.7	35.5	22.3	51.4	18.9	19.1	\$ 15,227	19.2				
Adult Peers	24.2	87.1	56.5	10.7	84.0	74.8	65.1	64.3	73.8	60.8	85.4	36.5	22.1	50.8	21.9	21.9	\$ 13,837	23.5				
Distribution Peers	25.7	86.9	56.1	9.7	82.9	73.0	66.0	65.7	73.8	62.0	85.3	36.2	22.4	48.9	24.4	21.0	\$ 12,200	31.1				
Top	7.8	89.5	60.0	10.7	89.3	79.8	68.3	71.4	75.8	63.0	86.4	37.0	23.1	50.0	16.8	6.5	\$ 13,758	23.3				
Low Bording/Plains	32.7	85.7	53.7	9.4	81.5	70.2	58.8	63.9	73.9	62.3	85.6	36.6	21.8	48.5	14.3	30.0	\$ 10,444	41.0				
Massachusetts	1	89.1	62	17.6	87.5	78.4	64.1	71.8	80.5	69.0	89.1	43.5	27.9	60.2	1	5	\$ 18,826	8		X		
New Jersey	2	88.6	60	16.3	90.1	82.7	74.7	78.8	81.1	65.4	89.6	47.3	25.4	59.6	14	31	\$ 21,189	4				
New Hampshire	3	89.6	57.9	15.5	88.2	76.4	72.0	73.0	78.1	65.6	87.4	36.6	25.3	53.1	4	7	\$ 16,976	10				
Iowa	4	88.8	61.5	10.8	91.3	83.9	81.0	70.0	77.5	61.6	86.9	40.3	22.5	50.3	23	3	\$ 13,080	24	X		X	X
Connecticut	5	90.6	61	15.5	87.4	76.7	67.0	65.2	76.3	59.1	86.7	40.7	20.9	52.5	3	8	\$ 22,364	2		X		
Vermont	6	90.6	59	11.6	87.7	80	68.0	72.0	77.4	65.2	85.7	40.6	25.8	52.4	20	12	\$ 20,342	5				
Nebraska	7	89.6	60.9	10.1	89.3	82.2	55.0	70.0	78.0	65.4	88.5	39.9	25.4	54.7	15	10	\$ 13,690	22	X	X	X	X
North Dakota	8	93.0	61.7	12.2	87.5	71	69.0	68.0	76.6	63.0	84.5	36.9	22.7	45.4	17	9	\$ 16,140	14				X
Kansas	9	87.5	58.8	10.3	85.7	77.5	77.4	77.5	76.4	64.1	86.7	38.2	22.9	51.3	22	6	\$ 12,245	30				
Wisconsin	10	89.3	57.6	11.5	88.2	77.4	66.0	68.5	72.8	58.6	85.6	32.1	20.8	49.9	8	2	\$ 13,204	23	X	X	X	X
Minnesota	11	88.1	60.9	13.4	82.2	68.2	63.2	60.8	78.5	62.2	89.0	39.3	23.8	56.4	2	1	\$ 14,838	17	X	X		X
Missouri	12	86.6	55.8	9.8	89	82.1	68.0	77.5	71.2	62.1	85.5	30.8	21.7	49.5	12	4	\$ 12,121	33	X	X		X
Virginia	13	89.3	58.7	12.9	86.7	78.1	45.4	53.9	79.9	64.6	87.4	44.3	22.9	55.0	18	13	\$ 12,448	28				
Maine	14	88.4	56.3	10.9	87	78	78.0	72.0	71.8	62.8	84.2	30.1	24.3	48.7	35	20	\$ 15,392	16				
Tennessee	15	88.4	52.8	9.9	88.5	85.5	76.0	71.8	72.2	60.1	80.6	35.7	19.9	44.4	27	16	\$ 9,566	45				
Illinois	16	88.0	59.1	13.8	85.5	76.7	71.9	70.5	72.8	59.0	84.5	37.0	20.3	50.6	5	48	\$ 15,841	15		X	X	
Rhode Island	17	88.9	59	13.6	82.8	74.8	74.0	59.0	73.1	57.4	85.7	38.9	19.7	51.7	25	22	\$ 17,760	9			X	
Kentucky	18	86.6	53	8.7	88.6	85.6	68.0	71.9	73.2	62.7	85.5	37.4	24.1	50.0	21	11	\$ 11,283	37				X
Pennsylvania	19	87.9	54.3	12.2	86.1	78	62.7	74.1	75.1	62.8	87.7	38.4	24.0	56.0	26	26	\$ 18,851	6	X		X	
Maryland	20	88.3	58.9	14.2	87.6	79.2	48.0	66.9	73.0	56.6	84.2	39.4	19.5	53.1	24	29	\$ 16,385	13				
Montana	21	88.9	53.4	8.4	85.6	76.4	59.0	78.0	76.4	67.1	85.6	36.2	26.3	48.1	16	24	\$ 12,243	31				
Indiana	22	84.1	53.4	9.8	86.8	85	71.0	72.0	77.6	68.7	88.0	39.3	27.9	54.7	34	27	\$ 12,477	27				
Utah	23	87.8	57.2	6.6	85.2	75.6	66.0	70.2	75.0	63.1	85.6	36.9	25.6	50.3	12	15	\$ 8,525	49			X	
New York	24	88.3	62.1	16.3	80.4	72.8	37.8	52.6	69.4	60.3	82.7	29.0	22.7	47.3	9	36	\$ 25,730	1				
Colorado	25	87.3	55.2	11.6	78.9	67.8	61.4	57.2	76.0	61.3	86.8	40.3	21.5	53.9	7	19	\$ 11,427	36				
West Virginia	26	87.5	52.6	8.1	89.8	85.5	93.0	77.0	71.0	65.4	81.7	37.5	26.2	44.6	46	49	\$ 12,204	32				
California	27	88.3	58.4	10	83	79	72.0	66.0	66.7	55.3	83.2	30.9	17.5	51.1	37	44	\$ 13,923	19				
Michigan	28	86.6	57.4	9.8	79.7	67.1	72.1	55.4	72.7	55.3	83.2	41.6	18.1	45.9	11	18	\$ 13,818	20	X		X	
South Dakota	29	85.8	56.8	9.8	83.9	67	57.0	60.0	74.6	62.9	86.0	33.8	23.1	48.0	6	21	\$ 10,835	40	X		X	
North Carolina	30	86.0	54.2	10.3	85.9	80.6	57.0	68.9	72.8	61.4	83.8	37.1	22.7	50.6	28	37	\$ 9,198	46				
Arkansas	31	84.4	51.3	7.6	87	83.8	86.0	84.3	67.8	59.2	82.9	29.5	20.9	45.0	30	28	\$ 11,236	38		X		
Texas	32	84.9	52.6	8.9	89.1	86	73.7	77.9	71.3	61.6	84.0	32.7	20.9	49.5	49	47	\$ 11,498	35				
Ohio	33	86.3	52.5	10.1	83.5	72	50.0	69.6	75.9	60.9	89.1	38.0	22.1	55.8	10	41	\$ 14,348	18				
Hawaii	34	92.7	51.5	9.8	82.7	77.9	69.0	59.0	70.9	58.8	79.7	34.2	20.3	42.1	38	32	\$ 16,652	11				
Wyoming	35	84.1	51.7	6.7	80	69.1	70.0	65.0	80.4	70.5	87.3	42.7	28.8	50.8	19	17	\$ 21,606	3				
Washington	36	84.8	54.4	12	79.7	70.2	57.8	58.7	75.0	62.4	86.1	39.7	23.4	54.4	41	25	\$ 13,703	21	X	X	X	X
South Carolina	37	86.4	53.5	9	82.6	87.7	76.0	52.1	67.8	56.5	82.7	32.2	18.6	46.2	36	42	\$ 12,309	29				X
Delaware	38	83.2	48.5	9.5	85.5	76	73.0	67.0	70.6	59.8	77.0	33.2	20.5	41.1	29	23	\$ 16,502	12			X	
Idaho	39	88.0	51.9	6.1	79.7	71.9	73.0	60.0	74.2	65.9	85.4	34.0	25.8	48.6	39	30	\$ 8,244	50	X			X
Alabama	40	86.3	54.2	7.1	87.1	80.9	64.0	54.1	64.6	54.2	83.5	27.8	18.2	45.3	30	40	\$ 10,205	41				
Mississippi	41	84.8	54.3	5.4	82.3	78.8	65.0	34.7	68.8	58.8	87.3	36.1	18.3	51.1	42	14	\$ 9,756	44				
Florida	42	84.5	54	9	80.7	74.4	62.0	61.6	71.0	68.9	87.5	32.3	27.2	54.0	43	35	\$ 10,126	43				
Oregon	43	87.3	56.5	10	74.8	68.1	53.0	55.5	69.9	61.0	86.0	29.7	23.3	52.0	44	34	\$ 12,838	25	X	X	X	X
Oklahoma	44	84.0	49.2	6.7	81.6	75.9	58.0	74.4	71.1	62.7	84.0	35.9	20.7	43.8	30	50	\$ 9,070	47				X
Georgia	45	83.8	51	9.2	79.4	75.3	56.5	56.6	72.1	61.1	88.0	33.7	21.1	55.0	40	38	\$ 11,233	39			X	
Arizona	46	84.5	51.5	7.7	79.5	76.7	32.0	69.0	69.8													