

as needing substantially more funding to achieve desired outcomes, would have relatively low outcomes, and vice versa. As Dr. Levin suggests and as I had done in my 2006 article, I estimate the correlations between district adequacy ratios (Current Spending per Pupil/Adequacy Cost per Pupil) and a variety of relevant outcome measures.

Due to time constraints and data convenience, I use the federal measure (F-33 Census Fiscal Survey) of current spending per pupil (subtracting food and transportation) from 2015 as the current spending comparison basis. Table 3 correlates adequacy ratios with re-scaled outcome measures from 2015 from the Stanford Education Data Archive (combining ELA and Math into a single index). Table 4 correlates adequacy ratios with a) rates of children scoring in Category 1 on Kansas State Assessments and, b) rates of children scoring in Category 3 or 4 on Kansas State Assessments.

Note that in my previous published work, I found that the adequacy ratios using the DY cost model were correlated at .605 with state language arts results and .572 with state math results. I found that the adequacy ratios using the A&M PJ study were correlated at .445 with language arts and .372 with math.

Table 3 shows somewhat lower correlations between adequacy ratios constructed using Taylor’s Scenario A and Scenario B cost targets and ELA and Math scores from the Stanford Education Data Archive. Weighted, and for large districts only, also weighted, the correlations are between .310 and .474. In Table 4, using Kansas assessment data from 2017, correlations are even smaller.

Table 3

SEDA³ Combined Outcome Index

	<i>All</i>	<i>All (Weighted)</i>	<i>Large (Weighted)</i>
<i>Maintenance</i>	0.196	0.409	0.474
<i>Scenario A</i>	0.160	0.310	0.365
<i>Scenario B</i>	0.177	0.343	0.406

Table 4

2017 KS Proficiency Rates

	<i>ELA</i>		<i>Math</i>	
	Scenario A	Scenario B	Scenario A	Scenario B
<i>All Districts</i>				
% Level 1	-0.029	-0.019	0.040	0.000
% Level 3 or 4	-0.038	-0.013	-0.061	0.002
<i>All (Weighted)</i>				
% Level 1	-0.260	-0.282	-0.247	-0.284
% Level 3 or 4	0.131	0.169	0.113	0.162
<i>Large (Weighted)</i>				
% Level 1	-0.342	-0.377	-0.358	-0.397
% Level 3 or 4	0.274	0.321	0.276	0.325

³ Sean F. Reardon, Andrew D. Ho., Benjamin R. Shear, Erin M. Fahle, Demetra Kalogrides, & Richard DiSalvo. (2017). Stanford Education Data Archive (Version 2.0). <http://purl.stanford.edu/db586ns4974>.

