



School Funding & Standardized Testing

Preliminary Data Analysis
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Background

- Many colleges and universities across the US are now going “test optional”
- Research indicates:
 - High correlations between race, income, and higher test scores
 - These tests are not an accurate prediction of student success in college

Problem Statement

This project seeks to understand if there is a relationship between school funding & standardized testing in order to inform the California Department of Education.

They want to understand if spending more money per pupil yields higher test scores, in order to know if they should work with the UC system to create a new standardized test for college applications or not.

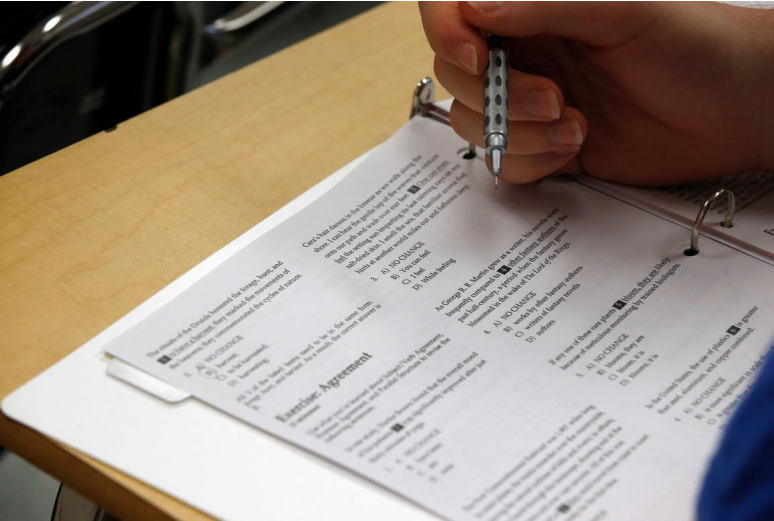
Preliminary Analysis: Data Sets

- Aggregate data, by state:
 - 2018 Average ACT composite score (highest 36), participation rate
 - 2018 Average SAT math, evidence based reading & writing, total scores, participation rate
 - 2018 Average per pupil spending

Preliminary Analysis: Patterns

- Funding ranges from \$7,600 to \$24,400 per pupil each year
- Many states had 100% participation
 - These states required that high school students take the tests to graduate
 - Scores tended to be lower on average
- Slight positive correlation between funding and ACT test scores, but not for SAT scores

Conclusion



I recommend we move forward with more research to answer the question: should California work with the UC network to create a new standardized test?

The data indicates that there is could be a relationship between school funding and standardized test scores, and creating a new test will not address the underlying barriers to higher ed among students experiencing poverty.