Public Abstract

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Title:THE RELATIONSHIP BETWEEN 2013-2015 MISSOURI PUBLIC SCHOOL DISTRICT STUDENT PERFORMANCE AND DISTRICT EXPENDITURES AND STATISTICS

The purpose of this quantitative study was to create a predictive model to account for the variance in student performance based upon school district categorical expenditures. The study analyzed seven independent variables, which accounted for 16.1% of the variance in student performance of Missouri schools. The study indicated total instructional resources and schools' free and reduced levels to be the significant variables in predicting student performance from the seven variables. Furthermore, the researcher determined at least a 95% chance that a true relationship exists between total instructional resources and student performance along with schools' free and reduced levels and student performance.

While Ravitch (2016) believes states are spending hundreds of millions on accountability with little to show for it, Darling-Hammond (1994) and Koedel (2011) believe accountability in itself is not enough. The study is consistent with Hanushek (1997), who believes more money for schools does not necessarily increase student performance but how the current resources are spent to have the greatest impact on student learning.

Through the lens of accountability, this study will help school leaders consider policy changes based upon the impact of school spending on student learning. Additionally, accounting for the variance in student performance will help improve school leader training programs for future leaders and future research recommendations will be considered.