



INSTRUCTIONAL SPENDING & STUDENT PROFICIENCY

How **Proposition 320**'s 60% instructional spending requirement relates to student outcomes in Arizona's public school districts

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What Proposition 320 would do

- **Sets a floor:** each district must spend at least 60% of operational spending on direct instructional expenses, phased in by 0.5 percentage points per year.
- **Flexibility:** districts decide how to use added instruction dollars: teacher pay, smaller classes, or classroom materials.
- **Who is covered:** districts with 7,500+ students, or in Maricopa, Pima, or Pinal County. CSI estimates 94 of 207 districts are affected.
- **Enforcement:** districts below target lose Classroom Site Fund money: 25% in year 1, then 50%, 75%, and 100% in year 4+. Penalties may be waived twice every 10 years.

WHAT MOVING TO 60% COULD MEAN FOR CLASSROOMS

Nearly \$10,000

increase in the average teacher salary (to \$75,562) at the current instructional split
Statewide averages; gains vary by district.

\$13,000+

increase in the average teacher salary (to \$78,779) if all added dollars go to teacher pay

+\$992

more instructional spending per student to reach 60%, statewide average

52.1%

of district operating spending went to instruction in fiscal year 2025

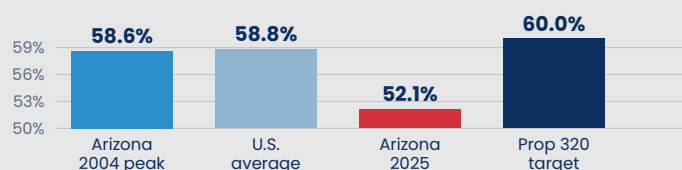
49th

Arizona's rank among states and D.C. in instruction's share of spending

94 of 207

districts CSI estimates Proposition 320 would apply to

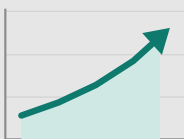
Instruction's share of operating spending



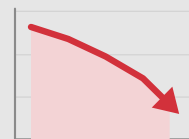
U.S. average from U.S. Census data; Arizona data from Arizona Auditor General.

WHAT DOES THE DATA SAY?

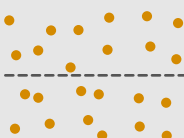
A larger share spent on **instruction** predicts **higher student proficiency**.



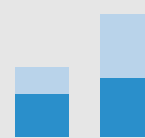
A larger share spent on **student and instructional support** predicts **lower student proficiency**.



Special education and English learner enrollment do not explain higher student support spending.



Districts with **more funding per pupil** tend to spend a **smaller share** on instruction.



BOTTOM LINE

Since 2004, instruction's share of district budgets has fallen 6.5 percentage points. CSI finds a clear, positive relationship between the share of spending a district devotes to instruction and student proficiency. At the same time, spending on student and instructional support predicts worse outcomes, even after controlling for special education and English learner enrollment. **How districts spend their money appears to matter as much as, if not more than, how much they spend.**