

# MAINE

Faced with an unprecedented set of challenges in the wake of the COVID-19 pandemic, public education is at a crossroads. To be sure, much has changed since 2020 when the COVID-19 pandemic swept the nation, but pre-pandemic trends provide policymakers with a critical anchor for navigating post-pandemic decisions. This section provides a snapshot of Maine's K-12 public education resources and outcomes so that policymakers are better equipped to make critical choices that will shape generations to come. Looking forward, they should use this information to ask important questions like what their goals are for students and whether resources are being deployed toward those aims.

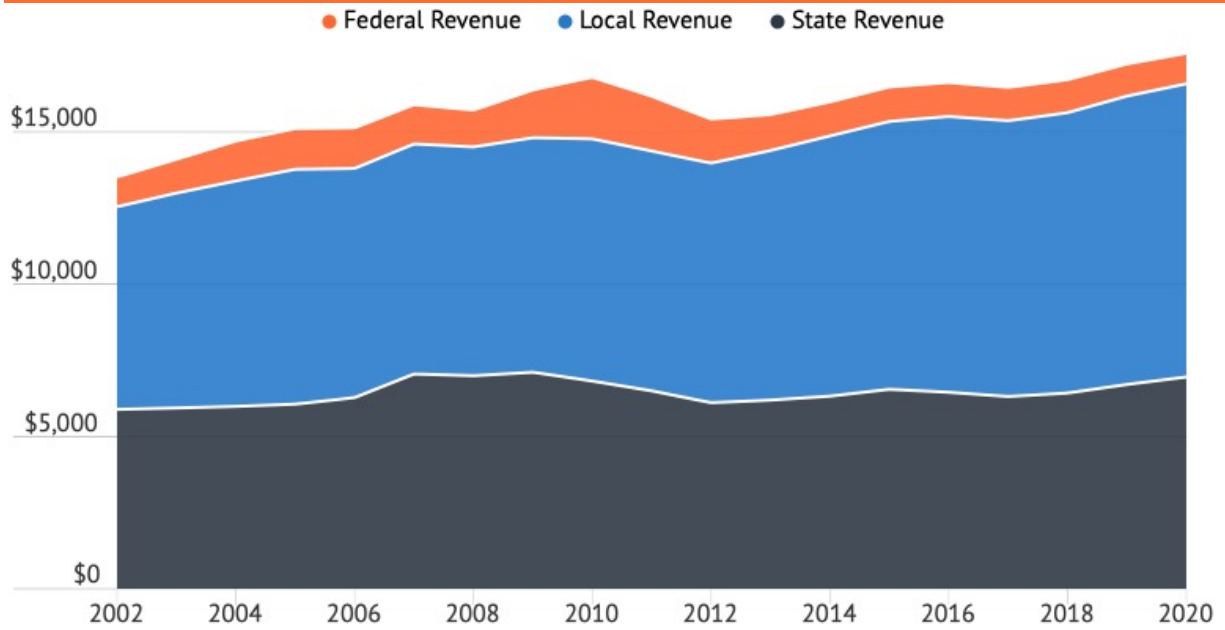
## SPENDING TRENDS

Maine's inflation-adjusted education revenue grew from \$13,521 per student in 2002 to \$17,584 per student in 2020, a 30.1% growth rate that ranked 16<sup>th</sup> highest in the U.S. During this time, real spending on employee benefits grew by 34.1%—ranking 43<sup>rd</sup> in the country—going from \$2,791 per student to \$3,743 per student. In 2020, Maine had \$1,250,959,000 in total education debt, up \$3,068 per student in real terms since 2002.

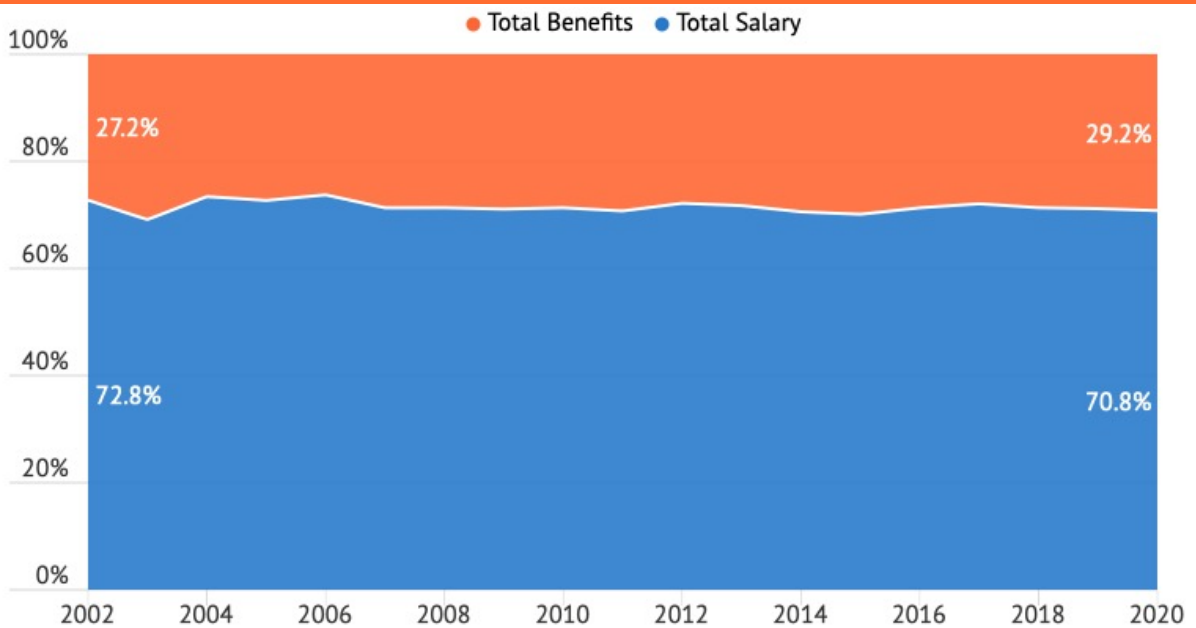
**TABLE 1: SPENDING TRENDS (2002-2020)**

Category (Per Student)	2002	2020	Growth Rate	Growth Rank	2020 Rank
Revenue	\$13,521	\$17,584	30.1%	16	16
Support Services	\$3,784	\$5,948	57.2%	6	14
Instruction	\$7,870	\$8,828	12.2%	32	16
Benefits	\$2,791	\$3,743	34.1%	43	18
Capital	\$966	\$1,277	32.2%	17	32
Total Debt	\$3,986	\$7,054	77.0%	16	28

**FIGURE 1: REVENUE PER STUDENT BY FUNDING SOURCE (2002-2020)**



**FIGURE 2: K-12 TOTAL SALARY & BENEFITS (2002-2020)**



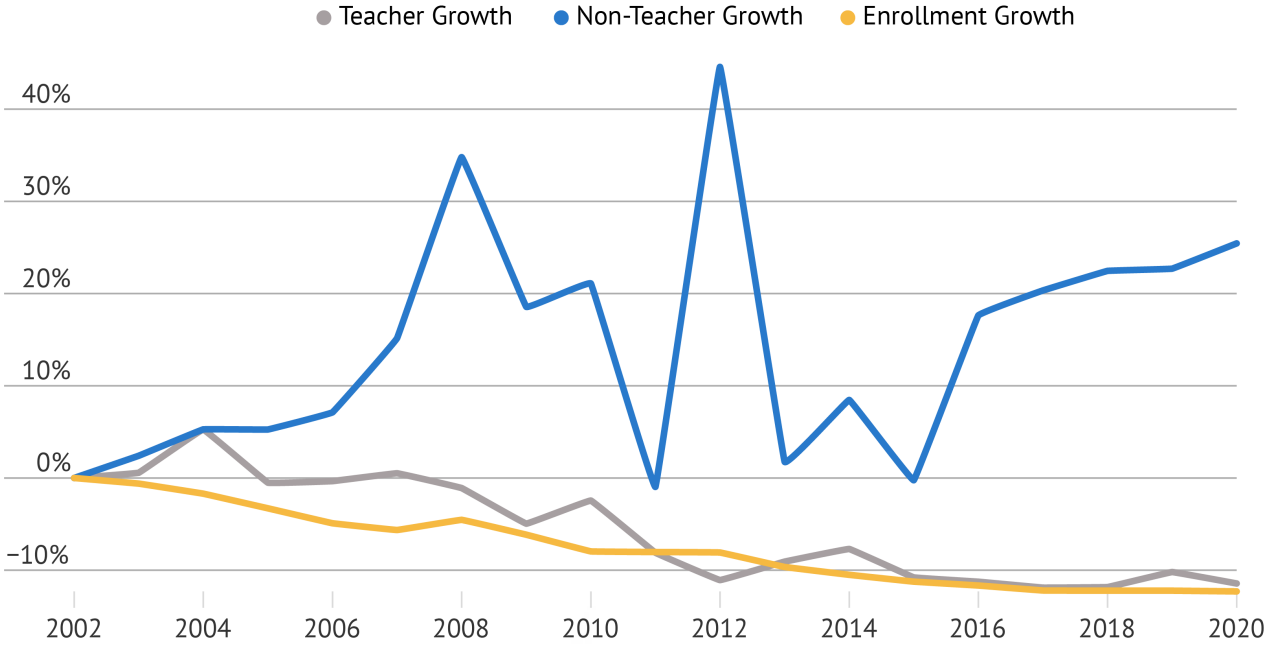
## ENROLLMENT AND STAFFING TRENDS

Between 2002 and 2020, Maine’s student population decreased by 12.3%. At the same time, the number of total public education staff grew by 7.3%, with teachers decreasing by 11.4% and non-teachers increasing by 25.4%. The average inflation-adjusted teacher salary in the state went from \$53,861 in 2002 to \$55,276 in 2020, a 2.6% growth rate that ranked 18<sup>th</sup> in the U.S.

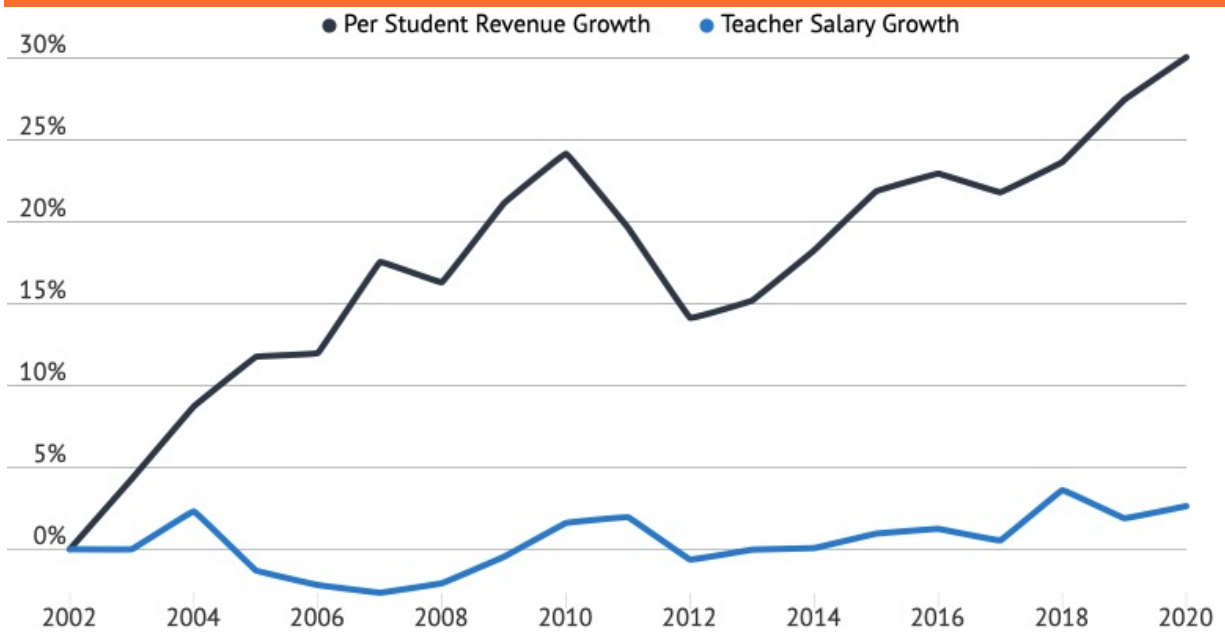
**TABLE 2: ENROLLMENT AND STAFFING TRENDS (2002-2020)**

Category	2002	2020	Growth Rate	Growth Rank	2020 Rank
Enrollment	205,586	180,291	-12.3%	47	41
Total Staff	34,072	36,567	7.3%	35	39
Teachers	16,741	14,826	-11.4%	47	40
Non-Teachers	17,331	21,740	25.4%	20	37
Average Teacher Salary	\$53,861	\$55,276	2.6%	18	28

**FIGURE 3: ENROLLMENT AND STAFFING TRENDS (2002-2020)**



**FIGURE 4: TEACHER SALARY GROWTH VS. REVENUE PER STUDENT GROWTH (2002-2020)**



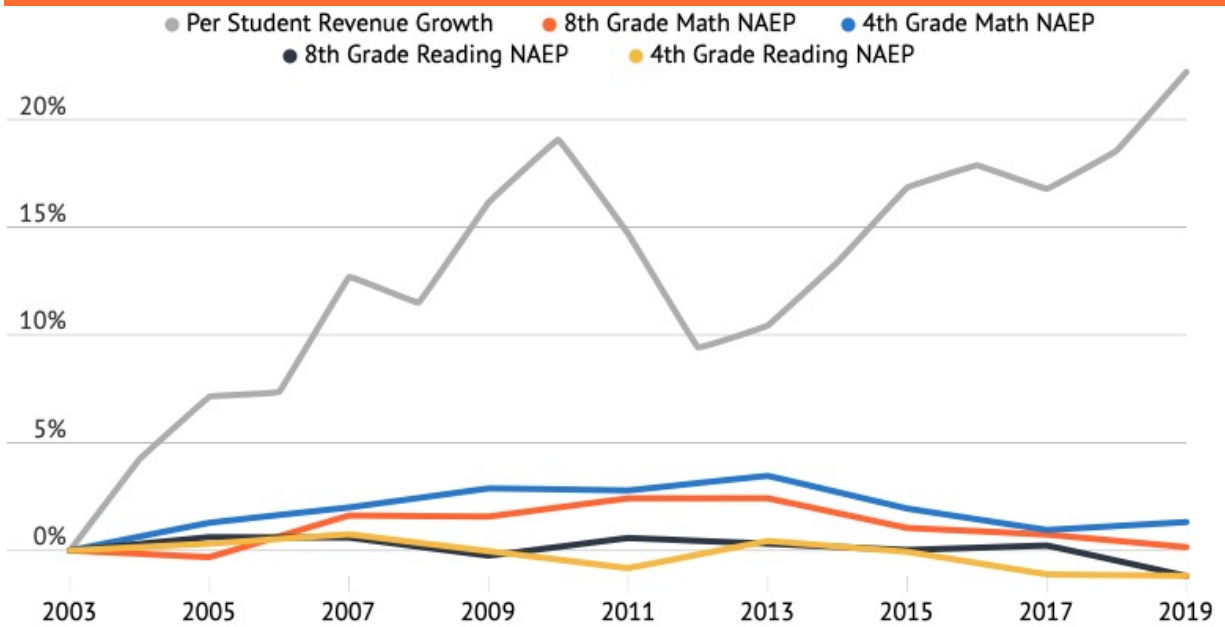
## NAEP TRENDS

Between 2003 and 2019, Maine's 4<sup>th</sup> grade NAEP reading scores decreased by three points (-1.2%), ranking 42<sup>nd</sup> in the U.S., while its 4<sup>th</sup> grade math scores grew by three points (+1.3%), ranking 37<sup>th</sup>. During this time, the state's 8<sup>th</sup> grade reading scores decreased by three points (-1.2%), ranking 36<sup>th</sup> in the U.S., while its 8<sup>th</sup> grade math scores grew by zero points (+0.2%), ranking 41<sup>st</sup>.

**TABLE 3: NAEP SCORES (2003-2019)**

Subject	4th Grade			8th Grade		
	Score Growth	Growth Rank	2019 Rank	Score Growth	Growth Rank	2019 Rank
Reading	-3	42	20	-3	36	13
Math	3	37	22	0	41	23

**FIGURE 5: NAEP SCORE GROWTH VS REVENUE PER STUDENT GROWTH<sup>1</sup>**



## LOW-INCOME NAEP TRENDS

Between 2003 and 2019, Maine's low-income 4<sup>th</sup> grade NAEP reading scores decreased by four points (-1.7%), ranking 47<sup>th</sup> in the U.S., while its 4<sup>th</sup> grade math scores grew by two points (+0.8%), ranking 39<sup>th</sup>. During this time, the state's 8<sup>th</sup> grade reading scores decreased by three points (-1.0%), ranking 39<sup>th</sup> in the U.S., while its 8<sup>th</sup> grade math scores grew by zero points (+0.0%), ranking 42<sup>nd</sup>.

**TABLE 4: LOW-INCOME NAEP SCORES (2003-2019)**

Subject	4th Grade			8th Grade		
	Score Growth	Growth Rank	2019 Rank	Growth	Growth Rank	2019 Rank
Reading	-4	47	11	-3	39	2
Math	2	39	20	0	42	20

<sup>1</sup> It should be noted that NAEP scores and revenue are inherently different in their potential for growth and shouldn't be expected to move in perfect unison (e.g. a 10% increase in funding shouldn't be expected to result in a 10% improvement in NAEP).

**FIGURE 6: NAEP SCORE GROWTH VS REVENUE PER STUDENT GROWTH (LOW-INCOME STUDENTS)<sup>1</sup>**

