

Comparative Analyses: Examining the Pedagogical Platforms of Rural and Urban Education (K-12) in the United States and Australia

Elijah E. Dunbar

The University of North Carolina at Charlotte

Abstract

This research examines the educational structures of rural and urban schools in the United States and Australia. It aims at determining whether there are challenges within the two school systems and what they are. The research also seeks to find out whether those challenges differ or are alike. To carry out this comparative analysis, the research was narrowed to examining a host of variables; components of the pedagogical platform used as the analytical apparatus in the study. Due to limited research on rural education, little is known about the challenges rural school districts face compared to urban in the U. S. and Australia. Data were garnered from electronic magazines, journals, articles, books, dissertations, blogs and all sources of relevance nationally and internationally to the research. Findings show patterns of similarity across platforms globally. This globalized analytical approach can holistically benefit research and the field of education.

Keywords: Pedagogy, pedagogical, platform, rural education, urban education

Perhaps, a collaborative approach to comparing and analyzing data beyond borders could defragment some of the broken or paralyzed educational systems existing in the world today.

Despite the geographic, historical, economic, or political advantages or disadvantages a country may have over another, they both can still gain from each other. This research examines the educational structures of rural and urban schools in the United States and Australia, and aims at determining whether their challenges differ or are alike. The research question is: what are the similarities and dissimilarities of the pedagogical platforms of urban and rural education k-12 in the United States and Australia? To carry out this comparative analysis, the research is narrowed to examining a host of variables of the *pedagogical platform* used as the analytical apparatus in the study. Due to the limitations of studies and research on rural education globally, little is known about some of the challenges rural district leaders face just to keep their school doors open. The limitations allow policy makers to design and direct policies mostly towards the needs of urban school districts, not rural. The literature in circulation addressing the educational needs of urbanity surpasses that of rural. Sources of relevance for data collection, interpretation and analyzing for the research were electronic magazines, journals, articles, books, dissertations, and blogs. With scant studies and data on rural education, this paper is an addition to the limited works in circulation. It brings together sparse and relevant data on rural education that may be new to some proponents of education and instrumental in policy making on a global or local scale.

The United States Census Bureau defines an urban area as a developed and densely populated residential, commercial, and non-residential area with a population of 50,000 or more people. The Bureau also places the description of the term “urban” in a subcategory that relates to clusters of areas that may not be as densely populated as most urban areas but meet the criteria of being considered as urban; these are areas with populations of less than 50,000 people. On the

other hand, the Bureau views rural areas as those territories that may have large land masses but not densely populated and developed as urban areas. Those areas, according to the Bureau are not within the urban areas and mostly may be agrarian in nature (U. S. Census Bureau, 2010). In Australia, urban is referred to as metropolitan which has a population of 1,000,000 or more people, regional areas as places with populations between 1,000 and 99,999 inhabitants, and rural and/ or remote areas as those with a population less than 1,000 (Australian Council for Educational Research, 2002).

The pedagogical platform for this research consists of but not limited to the following: policy, curriculum design, teacher training and requirements (pre-service and in-service), teacher salary, teaching strategy, method, or approach, educational leadership (principals, assistant principals, and other administrators), performance rate of students (attendance, graduation, postsecondary education), assessment result, and socioeconomic paradigm. The two areas of concentration for this research are Urban and Rural education in the United States and Australia. The purpose of this research is to compare and contrast every element and figure of the educational platforms of both the rural and urban educational sectors of the United States and Australia. This paper lays out some commonalities and non-commonalities of rural and urban education in terms of curriculum designs, pre-service and in-service teacher preparation, training, and requirements, instructional policies, strategies, methodologies, or approaches, as they relate to teachers, and students, including those with special needs. The paper also analyzes some of the general challenges both rural and urban school districts, leaders, teachers, and other staffers encounter on a daily basis.

Literature Review

Though the United States has about 302 million people more than Australia, both countries have a lot in common in terms of polity, educational structure, and policy implementation. Nevertheless, each nation has features that make them unique. This article reveals some of the elements of the pedagogical platforms of both nations that are alike and others that are not.

Homogeneity:

The United States and Australia have a federal system by which powers are shared with their respective States and territories. The federal structure of government for both countries constitutionally and historically gives their States and territories the power to make all major decisions relating to education in terms of policy, funding, and structure. State and territorial officials of both countries make policies regarding curriculum development, teacher and principal training or preparation, and certification. They also make decisions regarding the salaries of teachers, principals, and other school administrators. State and local officials also make policies pertaining to teaching strategy and assessment. The federal or national governments of the two nations assist their State Governments with funding, legislations, and other programs to make sure that their educational systems can function properly and that school officials are complying with federal mandates.

Teacher preparation, training, and requirements:

For most States in the United States, pre-service teachers must have a bachelor's degree, pass the praxis exam (s) along with basic skills, content area, and pedagogical assessments to be licensed by the State. Methods of evaluation are based on direct class observation, student outcomes, commitment to the school community, and professional growth. Pre-service teachers

in both urban and rural settings have to be cognizant of cultural diversity and learn how to develop culturally responsive teaching practices early in their careers (Journal of Early Childhood Teacher Education, 2009).

In Australia, the government framework for teachers and teaching is provided by the Australian Professional Standards for Teachers (APST) and the federal government. Prospective teachers go through a four year pre-service training plus a mandatory teaching practicum. Teachers are licensed by States and Territories. Teachers are required to take the minimum of four years of tertiary (postsecondary) study. The pathways to becoming certified are: 1. Obtaining a four-year undergraduate teacher education degree or Bachelor of Education which is mostly for primary pre-service teachers. 2. Obtaining a double; a four-year degree and two years of courses in teacher education which is mostly for secondary teachers. 3. Obtaining any four-year degree plus two years of courses in teacher education, a graduate diploma, or Master of Education degree which is for all teachers. Teachers are evaluated using the following methods: student outcomes, direct observation of teaching, student feedback, and teacher self-assessment (Australia Education Department).

Teacher Salary

In terms of salary, Kirby (2015) believes that rural teachers are paid less than their urban colleagues. Kirby states that urban districts have less teacher attrition than rural, and that more incentives and preferences salary-wise should be given to rural teachers. According to the Daily Yonder, the salary disparity between rural and urban workers have been going on for decades and has even gotten worse (Daily Yonder, 2008). College graduates in the field of education, who are products of rural areas do not return to their communities after graduation

due to wage disparity and other disadvantages compared to urban communities which hurts education in rural areas immensely (McClure, 2017). The average base salary for teachers in 2011 and 2012 in urban districts in the United States was \$57,130 and \$54,1860 in rural districts which means rural teachers received \$2,270 less than their urban colleagues (National Center for Education Statistics, 2011-12). Like the United States, the pay rate for teachers varies from State to State in Australia. In Australia, the salary for first year teacher may range from \$70,000 to \$90,000 based on the geographic location of the school district. However, teachers in rural districts still make less than metropolitan teachers (TES Global, Inc).

Educational Leaders (principal and other administrators):

According to ERIC Digest, recruiting and retaining qualified principals and superintendents is a nationwide issue for both rural and urban districts in the U. S. (ERIC Digest, 2002-04). Most States in the United States require an aspirant for a principal position to have at least a master's degree, pass basic skills assessments for educational leaders, complete an approved principal preparation program, must have taught for more than three years, and have had an administrative position in the school system. According to Halsey (2018) of Australia, the jobs of rural school leaders are complex, multifaceted, and the turnover rate is the highest, also, half of all new principals nationally quit their jobs in three years, and rural principals in one year. Australia also has programs in place to equip principles and other administrators in rural and remote school provinces (Halsey, 2018), the Australian Government offers grants to train an promote educational leadership. Formal training is carried out through the Australian Institute for Teaching and School Leadership (AITSL). Principal leadership is based on three core principles, which are vision, knowledge, understanding, personal and social qualities, and interpersonal skills. The five professional principles are: leading, teaching, and learning; developing self and

others; leading improvement, innovation, and change; leading the management of school; engaging and working with the community (Education Department of Australia).

Socioeconomic Paradigms:

Socioeconomically, both rural and urban schools in both nations have some challenges that are similar; one of those is child poverty. Both areas have high child poverty in the United States. However, the rate is higher in rural educational districts than urban. According to Kominiak of TrustedEd k12 Insight, 2018, the rates are 64% in rural districts and 47% in urban districts. The study states that family income for most rural students is less than half the poverty line compared to urban students in the U. S. In a report, (Lavalley, 2018) for the Center for Public Education states that 13% of children under six experienced deep poverty compared to their urban counterparts who experienced only 10%. According to the report, poverty is more persistent in rural than urban counties, and has kept above 20% for the past 30 years. The challenges facing rural and urban communities in the United States and Australia are similar in many ways.

According to a report by Victoria University, the widening of the inequality gap in Australia has a lot to do with the socioeconomic background of the families of students. The socioeconomic disadvantaged have little early childhood education, lower attendance at school, more likely to drop out of school, and less likely to go to college (Victoria University, 2015; Halsey, 2018; Conco, 2005). 3.24 million or 13.6% of Australians live below the poverty line. Out of the 3.24 million, 774,000 or 17.7% of them are children who live below the poverty line (Analysis & Policy Observatory, 2020). 39% of children from single parent families and 13% from double parent families live in poverty (Australian Council of Social Services, 2020).

Challenges (policy, curriculum & funding)

Dating as far back as the 1800s in America, rural schools has always been identified as located in sparsely prairies or small towns compared to crowded schools in cities (America Pathways To The Present: Modern American History, 2005, p. 320). The Center for Public Education, 2018 records that rural students and schools have always been given little attention in policy and academia in America, even though one-half of school districts, one-third of schools, and one-fifth of students in the United States are located in rural areas.

About 10% of Australians live in rural areas. They lack quality education and students are less likely to catch up once they fall behind, rural students have limited access to education, display less positive feelings towards school, remote communities are home to 25% of indigenous people who are disproportionately impacted Victoria University, 2015.

Many scholars and proponents of education like Lavalley (2018) of the Center for Public Education believe that educational policies are disproportionally addressed and implemented in the United States between rural and urban school systems. Moreover, amidst the strain of poverty in rural and urban communities, racial inequalities exist (Response to Intervention (RTI) Action Network: A Division of the National Center for Learning Disabilities).

According to Response to Intervention (RIT), compared to rural areas the districts of urban schools operate in highly densely populated areas, they have more students, a higher concentration of poverty with most of the students receiving reduced-price lunches, greater racial and ethnic diversity, large concentration of immigrant populations and linguistic diversity, and frequent rates of student mobility (Response To Intervention Action Network: A Division of the National Center for Learning Disabilities).

The idea of carrying out school choice through the voucher and charter programs may not be feasible for rural districts, inaccessibility to advanced technology, such as high-speed internet or a reliable broadband connection. Rural districts receive less funding for education. Their states give them only 17% for education and applying for federal grants is a tedious and complex process that ends up unfavorable for rural districts most of the time (Center for Public Education, 2018). According to the study, state funding decreased from 42% to 27%. Federal funding increased from 3% to 5%, and local funding increased from 56% to 68% (The Center for Rural Pennsylvania: A Legislative Agency of the Pennsylvania General Assembly, 2015). Politics influence the operations of rural districts which, makes it difficult for schools to get the resources needed to make their students and schools succeed. They are underfunded, lack a steady revenue stream, disadvantaged by size and geography, and instructional and non-instructional staffers serve in multiple roles and multiple extracurricular activities. Instructional staffers teach multiple subjects and grade levels but suffer from professional isolation; the lack of access to professional development opportunities, and recipients of lower salaries and benefits compared to their urban counterparts (National Education Association). Rural students cannot interact or do assignments on-line because of the lack of internet access in rural districts, and that the per-student spending goes to overhead cost, such as transportation. Students spend one to two hours on the bus every day. Recruiting staff is also difficult for rural districts (EdTech Focus on K12, 2018).

It is estimated that in terms of potential earnings for the disadvantaged rural students versus urban in Australia, there is a difference of \$56 billion. It is believed that improving the educational outcomes of rural students could add about \$50 billion to the Australian Gross Domestic Product GDP (UNSW Sydney Newsroom, 2018). According to the National Assessment Program in Literacy and Numeracy (NAPLAN), Rural Australian students are

behind their metropolitan peers in literacy and numeracy, and that it is traditionally perceived that rural education in Australia is substandard compared to urban (Australian Association for Research in Education, 2017). There is an achievement gap between rural and metropolitan students, policies are ineffective for rural schools, policies create the divide, there are gaps in opportunities to prepare rural students for postsecondary life, initiate policies that can make all students, including rural successful by giving them hope and access to high quality education.

Unlike urban teachers, teachers in rural schools find it difficult to teach because of the multiple duties and responsibilities they shoulder. Rural schools may require that students from multiple grades meet in the same classroom, some schools may require teachers to move with their students, that is, to teach the same students from elementary through upper grades, and teachers may participate in activities and events outside of work hours and school duties. Cultural differences may be another pressing issue rural teachers have to deal with. Teachers who are not from the local area find it difficult to cope with the rural way of life. Some students may be absent for a long period of time because they have to work on their family farm, or some students may drop out of school to get married and start a family life. Rural teachers may be as qualified as an urban teacher but may be paid less (Yale Education Studies, 2017 & Halsey 2018). Social and collegial isolation, low salaries, multiple grade or subject teaching assignments, and lack of familiarities with rural schools and communities are some of the reasons why teachers do not accept positions in rural districts. Rural teachers who teach multiple subjects may not be highly qualified for all the subjects they teach. According to Teach.com, there are fewer highly qualified teachers in rural districts than urban (Teach.com). More research has been done on urban pre-service teacher programs than rural (Blanks, Robbins, Rose, Easley, Greene, Kile, & Broadus 2013). Technology is suggested to be a vital tool to enhance a

curriculum. However, implementation may be a challenge for rural districts (ERIC, 2017 & Monk, 1989). Also, a curriculum which is built around social-emotional learning (SEL) can help students develop the skills to help them overcome their social-emotional challenges (North Central Regional Center for Rural Development, 2018).

Heterogeneity

Students (attendance, performance, assessment, graduation, and postsecondary education):

Elementary schools in the United States operate for eight years from ages 4 through 11 (K-5). Middle School or Junior High school operates for three years from ages 12 through 14 (grades 6 – 8). Senior High or Secondary School operates for four years ages 15 through 18 (grades 9 – 12). Studies show that rural school students do better on standardized tests than most urban students because of small classes and better student-to-teacher ratios. With the classes being small and student-to-teacher ratio better, much attention and assistance can be given to students (ERIC, 2000). A study shows that rural schools perform above average on most state tests than urban but many rural students do not go to college. Brookings, 2003 & the Journal of Research in Rural Education, 2005 found that rural students performed better than their urban counterparts on Illinois' standardized tests. Reports show that the graduation rate of rural schools exceed the national average, and rural students are more likely to graduate high school and less likely to attend college compared to their urban peers (Center for Public Education, 2018). In PISA's 2012 report, the United States ranked 27 in mathematics, 17 in reading and 20 in science. Students in the U. S. had the score of 481 in mathematics below the OECD average of 494, 498 in reading above the OECD average, and 497 below the OECD average of 501. In 2018, according to the PISA results, U. S. students scored 478 in math below the OECD average of

489, 505 in reading above the OECD average of 487, and 502 in science above the OECD average of 489.

In 2012 it was reported that Australian students performed above the average of the Organization for Economic Co-operational Development (OECD) on the Program for International Student Assessment (PISA) in Reading, Mathematics, and Science. In reading, Australian students had a score of 512 above the OECD average of 496, in math the score was 504 above OECD average of 494, and in science the score of 521 above the OECD average of 501. In the 2018 PISA reports, Australian students had a score of 503 in reading above the OECD average of 487, 491 in mathematics, above the OECD average of 489, and 498 in science above the OECD score of 489. PISA and OECD also reported that the impact of students' socioeconomic background on performance for Australia was below average but rural students had lower academic performance and less access to tertiary (postsecondary) education than the national average.

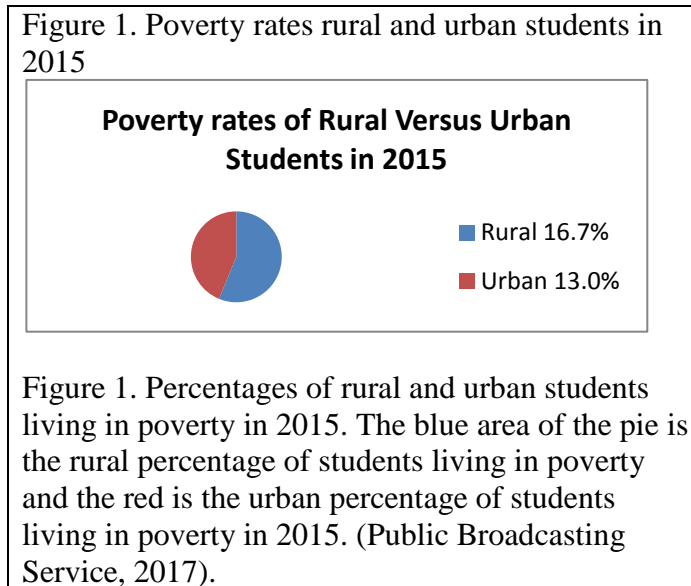
Priorities that need to be addresses by the Australian educational policy makers include equipping students for the 21st century by increasing reading, mathematical, and scientific literacy, reducing socioeconomic disparities; making sure that every student has access to excellent schooling and teaching, allowing all children to get an early start in school, and raising the performance standards of teachers and increasing the number of highly able educational leaders (AcereSearch). Australian students' engagement and performance in STEM programs are declining. STEM curriculum is unbalanced and fragmented. Australian schools are partnering with families and communities. The schools extend opportunities for young parents and their students to with on projects and research together, also network and collaborate with schools.

Methodology

Variables of my pedagogical platform were first identified, outlined, and categorized. Facts were gathered on each variable following investigations about the role each plays in education. An inquiry-based search was made comparing and contrasting the significance of each variable in both rural and urban school districts; first of the United States and then Australia. On-line sources were a significant part of data collection, analyzing, and compilation. Data were collected from electronic magazines, journals, articles, books, dissertations, and blogs. Inquiries were made concerning: the historical, geographic, social, economic, and political narratives about the meanings of rural and urban, the commonalities that exist in rural and urban education or schools, some challenges faced by rural and urban schools, differences in rural and urban education, rural and urban curricula, advantages and disadvantages of rural and urban education, schools, and/ or locations, the qualifications or requirements of rural and urban teachers, pre-service and in-service initiatives in rural and urban school districts, professional requirements for principal and assistant principals for both settings, challenges school leadership faces in both districts, challenges education district leaders face on a daily basis in both rural and urban settings, policies relating to classroom planning, teaching strategy, and assessment,. Through the inquiries, the garnered data allowed me to compare and contrast the elements or figures of my pedagogical platform (district and/ or school policies, school curricula, teacher salaries, teaching strategies, and teaching methods or approaches. Examples of essential figures are school administrators (instructional and non-instructional); state and district education leaders, principals, assistant principals, teachers, and support staffers).

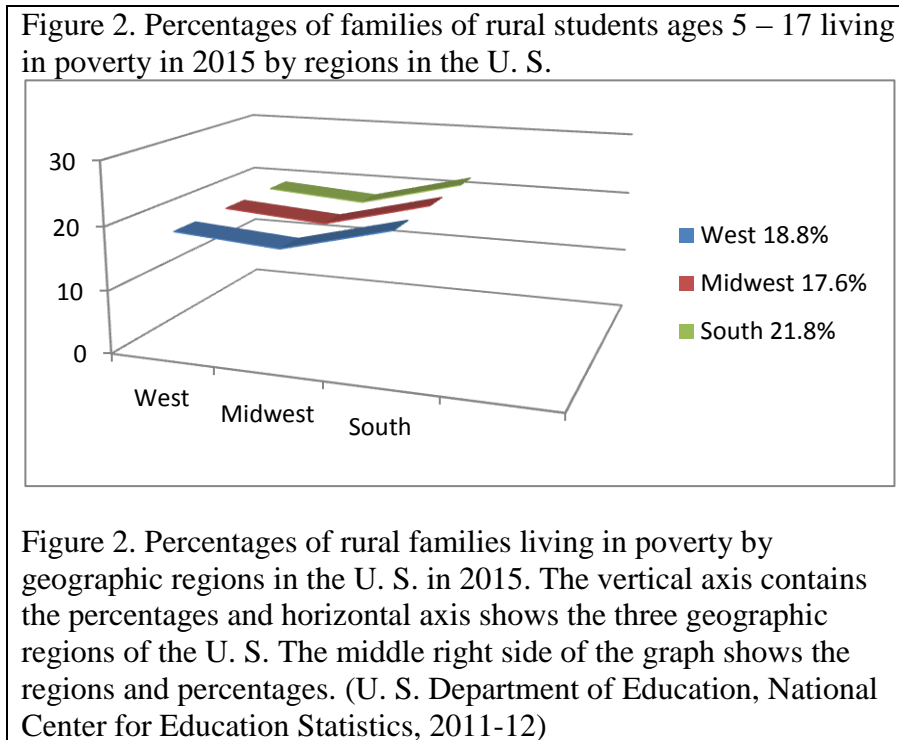
Although geographically there are clusters of rural areas in the United States, persistent concentrations are in southern states where about 84% of the counties affected with persistent poverty in the United States exist (Center for Public Education, 2018).

In Australia, data show that regional, rural, and remote schools lagged behind urban schools for decades in terms of assessment and performance academically. The National Assessment Program for literacy and numeracy (NAPLAN), Program for International Student Assessment (PISA), and Trends in International Mathematics and Sciences Study (TIMSS) consistently display a decreasing trend in the percentage of people with a bachelor degree in rural Australia than urban Australia. In terms of those with a high school diploma, it shows that 10% of rural residents between the ages of 25 and 35 who received a diploma compared to 16% in urban areas. Studies also show that the percentage of students with low socioeconomic background is higher due to inadequate funding compared to urban provinces (Halsey, 2018). According to the Australian Bureau of Statistics, there are difference between the literacy and numeracy performance of rural and metropolitan students in the middle year of their education, slight educational differences in their choice of subjects in year 12; rural students select agricultural, health, and science courses more frequently than their metropolitan counterparts, and the percentage of students in remote areas to participate in year 12 and higher education is lower (Australian Bureau of Statistics, 2008). Figure 1 the 2015 poverty rates of urban and rural students:



The literacy and numeracy ratio and mean for urban to rural students age 14 in 1975 were 67.1%:64.0% in literacy and 64.9%:61.9% in numeracy respectively (Australia Council on Educational Research, 2002). The ratio for tertiary entrance scores reported in year 12 for metropolitan and rural students in 1999 was 71.5:68.1. Enrollment ratios for metropolitan and rural students for year 12 in English and Mathematics were 18.8:18.2 and 17.9:17.6 respectively (Longitudinal Surveys of Australian Youth, 2002). In 2006 students ages 15 – 19 who participated in education had a ratio of 78:34 in favor of metropolitan students, the ratio for ages 20 – 24 was 40:8 to the disadvantage of those in rural areas, and students at age 19 who completed year 12(a) for males and females in metropolitan versus rural areas were as follows: 80:40 for males with metropolitan students at the advantage and 75:35 for females with rural students at the disadvantage. Students ages 15 – 19 who completed year 12(a) had a ratio of 63.4:57.1 at the advantage of metropolitan students. Indigenous people were at 51% (Australia Council for Educational Research, 2002). The proportion of students who met educational goals by location in early years was 79:65 in favor of metropolitan students, in middle years 74:39 to

the advantage of rural students, in senior year 78:50 in favor of metropolitan students, and 76:63 to the disadvantage of rural post-secondary students (Victoria University, 2015). Figure 2 shows the regional percentages of families living in poverty of rural students, ages 5 to 17 for 2015:



The poverty rate in rural districts in the United States is 66% compared to urban which is 47% (Kominiak, 2018). The number of states with low-income families in rural districts has increased from 16% to 23% for the last two years and 13% of children under age six in rural districts experience deep poverty compared to 10% of their urban counterparts. Also, 85.3% of rural county residents experience persistent poverty (Lavalley, 2018). Educational attainment in rural and urban areas for 2000 and 2016 were as follows: in 2000, the number of rural residents with less than high school diploma or equivalent was 24% but dropped to 14% in 2016. Compared to their counterparts in urban areas, the percentage of those with less than high school

diploma or its equivalent in 2000 was 19% and dropped to 12%. The percentage of rural residents with high school diploma or it equivalent for 2000 and 2016 was 36% respectively while their urban counterparts' percentages for 2000 and 2016 were 27% and 28% respectively. In 2000, 15% of rural residents had a bachelor's degree or high and in 2016, it increased to 19% while for urban residents, the percentages in 2000 and 2016 respectively were 26% and 33% (United States Department of Agriculture, 2017). Tables 1 – 4 of Appendices A, B, C, and D show the percentages of urban and rural population variations in the U. S. between 2000 and 2006. Refer to Appendix F for data on Australia. However, figure 4 shows the percentages of children in Australia living below the poverty threshold in Australia. The graph depicts that the percentage of children from single-parent homes is higher than those of double-parent homes.

Figure 3. Percentages of students living below poverty in Australia

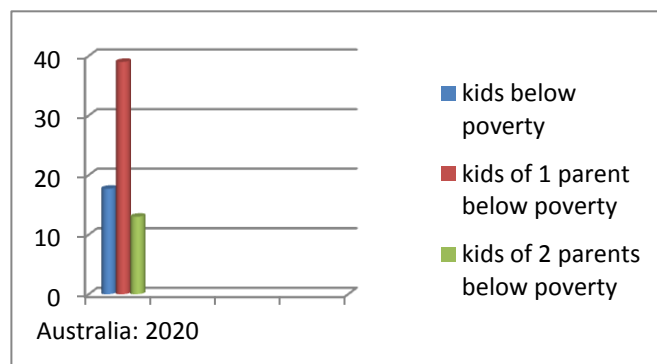


Figure 3. Current percentages of children living below poverty on general and those from single- and double-parent homes (Australian Council of Social Services, 2002).

Overall, the urban population for states for 2000 was 79.0% and 80.7% in 2010; there was an increase of 1.7%. Interestingly, while most state urban population increased, Maine, Michigan, and Rhode Island experienced the opposite. (Urban Percentage of the Population for States and Historical Iowa State University, 2010). Figure 4. Shows the percentages of increase some states experienced in their rural areas between 2000 and 2010.

Figure 4. States with a rural population surge between 2000 and 2010.

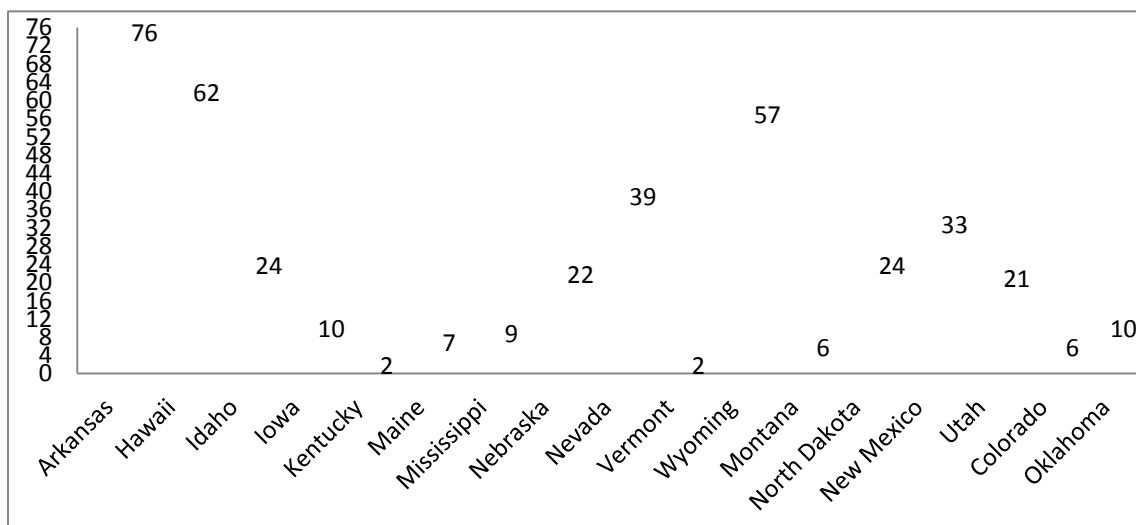


Figure 4. Shows the percentages of increase some states experienced in their rural areas between 2000 and 2010. The vertical and pilot area aligning numbers with the states are the percentages of the upward population trend experienced by the 17 states. (Demographia, United States: Rural Population & Population Density by State, 2000 & Rural Health Information Hub, 2010)

Discussion

From 1970 to 2010 the urban population in the United States increased drastically. According to Iowa State University Community Indicators Program, from 1970 to 2010 the percentages of urban areas were higher than those of rural areas; in 1970, 73.6% of the United States were considered urban compared to 26.4% or less were considered to be rural, in 1980,

73.7% were urban compared to 26.3% or less were considered rural, in 1990, 75.2% were rural compared to 24.8% or less were considered rural, 2000, 79.0 were urban and 21.0% or less were rural, and in 2010, 80.7% were urban compared to 19.3% or less considered rural Iowa State University Community Indicators Program. With regards to the geographic phenomena of *urban* and *rural*, the U. S. Census Bureau along with other entities in the study describe *urban* as densely populated areas with populations ranging from 50,000 or above. There are also *urban clusters* which are smaller cities with a population of 2,500 or less than 50,000, and those are areas not too far from rural settings. In this study, *rural* is defined as vast agrarian areas or remote towns of sparse populations near or far away from urban or urbanized areas “U. S. Census Bureau, 2010; Kominiak, 2018; Lavalley, 2018; & America Pathways To The Present: Modern American History, 2005, p. 320).

The poverty rate is higher in rural than urban areas, the number of families with low-income is higher in rural than urban settings, children who experience deep poverty are many in rural than urban settings, and persistent poverty is dominant in rural than urban areas (Kominiak, 2018; Lavalle, 2018; The Public Broadcasting Service of South Carolina Education Television, 2017; Tutor Doctor: How Learning Hits Home, 2017; Teach-nology Incorporated; & Hefling, 2017). 3.24 million or 13.6% of Australians live below the poverty line. Out of the 3.24 million, 774,000 or 17.7% of them are children who live below the poverty line “Analysis & Policy Observatory.” 39% of children from single parent families and 13% from double parent families live in poverty (Australian Council of Social Services, 2002).

Educational disadvantages exist in rural Australia as well. There are inequalities in the outcomes and performance of rural students compared to their metropolitan counterparts. It is

reported that in 2000 the Australian Human Rights and Equal Opportunity Commission found that rural schooling was inferior on every indicator. The report also shows that Australia has one of the largest urban-rural achievement gaps among developing countries (SAGE Journal).

Some commonalities of rural and urban schools are but not limited to having students from low-income families, a large reduced-price lunch population, families with minimal post secondary education, a huge concentration of poverty, a high population of exceptional children and English Language Learners, and inadequate staffing and educational resources (Center for Public Education, 2018; Kominiak, 2018; Lavallo, 2018; The Public Broadcasting Service of South Carolina Education Television, 2017; Tutor Doctor, 2017: How Learning Hits Home, 2017; Teach-nology Incorporated; & Hefling, 2017). Unlike urban learning communities, the poverty, unemployment, diversity, and malnutrition rates are higher in rural communities (Hefling, 2017; Tutor Doctor, 2017; Center for Public Education, 2018; Urban classes have always been larger in urban schools (DeWitt 2011; Thiede, Greiman, Weiler, Beda, & Conrey, 2017).

Urban districts get more and better attention from policymakers than rural districts, education policies favor urban school districts than rural, rural districts have large concentration of immigrant and linguistic diversity populations, frequent rate of mobility of students is higher in rural districts, the persistence of low student achievement is prominent in urban districts unlike rural, a cultural dissonance in policies, practices, and beliefs exists in urban districts, more failing schools in the U. S. are in urban districts, more violence and social problems, such as illicit drug use, teenage pregnancy, and mental health issues are prominent in urban districts. Per-pupil expenditure is higher, accessibility to better healthcare, technology, and Advance Placement courses are advantages of urban districts. High transportation expenditure, less federal

funding and grants, Gerrymandering that creates area code preferences, economic divide, geographic isolation are some disadvantages of rural districts. Rural districts are single Employers of their communities and disadvantaged by size, instructional and non-instructional staff who serve in multiple roles at school facilities. Few colleges with education program, specially in rural education are in close proximity to rural districts (Response for Intervention Action Network; Dropout Nation, 2011; Center for Public Education, 2018; National Council on Disability, 2018; LegisBrief, 2017, and McGraw-Hill Education, 2017).

With regards to district policies on teachers' qualification and preparation for the classroom, studies show that both urban and rural district education officials are concerned about the qualification of their teachers and how prepared their teachers are for the classroom. Urban and rural teachers do use teaching strategies to teach their diverse population of students (Hardre, Sullivan, & Roberts, 2008-9; Study.com; Utah State University Digital Commons, 2015). However, urban districts struggle with finding the right strategies for their classrooms due to the lack of cultural responsiveness in their policies and practices (Response to Intervention Action Network).

According to research, most teachers prefer teaching in urban areas because of the incentives and amenities they offer compared to rural districts. Perhaps, if rural district leaders begin to offer some of the incentives and amenities urban districts offer, they could attract teachers to their areas, and could help retain teachers already working in those areas. Researchers recommend that Australian educational leaders have to focus more on training and research to enhance access, outcomes, and opportunities. More focus has to be placed on school leadership, teachers, curriculum, and assessment. With regards to staffing challenges, researchers

recommend the application of scalable innovations to match the uniqueness of each region in Australia (The Conversation). Child poverty is a global issue. In Australia the poverty rate for children who live with a single parent is 26 percent higher than children who are living with both parents and 18 percent higher than the national poverty (Australia Council of Social Service, 2020).

Conclusion

While both rural and urban school districts experience challenges that are mostly similar in the United States as well as Australia, some are however unique. Urban districts may have the advantage of having access to adequate funding to address most of their needs while rural lacks and lags in many areas due to inaccessibility to adequate funding and other resources. Urban as opposed to rural may have the luxury of being able to use incentives to motivate and recruit teachers and other staffers. With limited funding or cash flow, most of the overhead costs for rural districts are spent on transportation. Urban students may be able to participate in more extracurricular activities than their rural counterparts due to logistical convenience compared to the inconvenient long-travel time and isolated living conditions of rural students. An urban teacher may be responsible for teaching only one subject as opposed to a rural teacher who may have to teach more than one. The same is true for other school administrators who may play multiple roles in a rural school. Technology is an important element of the teaching-learning process but can be a challenge for rural districts due to the inconvenience of high-speed internet access and the unavailability of computers and electricity in most rural homes. Rural and urban districts may have the same curriculum but may be a challenge for rural districts due to the shortage of staffers with the right skills to implement it, such as Advanced Placement courses. Rural students and teachers may not have access to adequate health care as their urban

counterparts. A lot of this inconvenience is due to the fact that health and other professionals find it less profitable to do business in rural areas than urban. The socioeconomic status of students and families in rural areas is lower than urban students and teachers due to early dropouts, high unemployment, the lack of postsecondary skills and advanced postsecondary education. Also, the surge in rural populations over the years, especially in southern and western regions of the United States may be a factor in the unfavorable socioeconomic situations. Interestingly, despite the disparities between urban and rural schools, there appears to be a constant pattern in how policies are made and implemented.

References

Abram, R., Stenbridge, A., Fergus, E., & Noguera, P. (n. d.). Framing Urban School Challenges: The Problems to Examine When Implementing Response to Intervention. Response to Intervention (RTI) Action Network: A Program of the National Center for Learning Disability. Retrieved from <http://www.rtinetwork.org/learn/diversity/urban-school->

Challenges

Areas. LegisBrief: National Conference of State Legislatures, 25(40). Retrieved from

http://www.ncsl.org/documents/legisbriefs/2017/lb_2540.pdf

Australian Bureau of Statistics. (2008, July). Education Across Australia. Retrieved from

<https://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4102.0Chapter6002008>

Australian Council for Educational Research. (2002, January). Rural and Urban Differences in Australian Education. Longitudinal Surveys of Australian Youth. Retrieved from

https://research.acer.edu.au/cgi/viewcontent.cgi?article=1003&context=lsay_briefs

Average Base Salaries for Full-Time Teachers in Public Elementary and Secondary Schools by

Highest Degree Earned and Locale. (2011-12). NCES: Rural Education in America.

Retrieved from <https://nces.ed.gov/surveys/ruraled/tables/c.1.b.-1.asp>

Barley, Z. A. (2008, July). Preparing Teachers to Teach in Rural Schools. REL Central, Regional

Educational Laboratory at Mid-Continent Research for Education and Learning. Retrieved

from https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2008045_sum.pdf

Beck, F. D. & Shoffstall, G. W. (2005, December). How do Rural Schools Fare Under a High

Stake

Testing Regime? Journal of Research in Rural Education. 20(14). Journal of Research in

Rural Education. Retrieved from [http://jrre.vhost.psu.edu/wp-](http://jrre.vhost.psu.edu/wp-content/uploads/2014/02/20-14.pdf)

[content/uploads/2014/02/20-14.pdf](http://jrre.vhost.psu.edu/wp-content/uploads/2014/02/20-14.pdf)

Bicknell, L. P. (2009) Curriculum Implementation: A Study of the Effect of A Specialized

Curriculum on Six Grade Mathematics Summative Test Scores in a Rural Middle School

(Doctoral dissertation). Retrieved from:

[https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=](https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1157&context=doctoral)

[1157&context=doctoral](https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1157&context=doctoral)

Biddle, R. (2011, August). The Myth of the Differences Between Urban and Rural Schools. Drop

Out Nation. Retrieved from [http://dropoutnation.net/2011/08/02/the-myth-of-](http://dropoutnation.net/2011/08/02/the-myth-of-differences-between-urban-and-rural-schools/)

[differences-between-urban-and-rural-schools/](http://dropoutnation.net/2011/08/02/the-myth-of-differences-between-urban-and-rural-schools/)

Blanks, B., Robbins, H., Rose, D., Beasley, L., Greene, M., Kile, M., & Broadus, A. (2013,

Spring). Why Rural Schools are Important for Pre-Service Teacher Preparation. ERIC,

20, 75-93. Retrieved from <https://eric.ed.gov/?id=EJ1085623>

Cayton, A., Perry, E. I., Reed, L., Winkler, & Allan M. (2005). America: Pathways to the

Present. Upper Saddle River, New Jersey: Prentice Hall.

Challenges Facing Rural Schools. (2017, June). Tutor Doctor. Retrieved from

<https://www.tutordocor.com/blog/2017/june/challenges-facing-rural-schools/>

Children in Urban Districts and Ryal Areas. (n.d.). Humanium. Rtrieved from

<https://www.humanium.org/en/children-urban-rural-areas/>

Cruzeiro, P. A. & Boone, M. (2009). Rural and Small School Principal Candidates: Perspectives of Hiring Superintendents. ERIC Digest. Retrieved from

<https://files.eric.ed.gov/fulltext/EJ876128.pdf>

DeWitt, P. (2011, September). Urban Education: Issues and the Future. Education Week.

Retrieved from http://blogs.edweek.org/edweek/finding_common_ground/2011/09/urban_education_issues_and_the_future.html

Donachie, P. (2017, June). Rural Districts face Resource Challenges and Blended Learning

Opportunities: A Report by the Rural School and Community Trust. Education Dive.

Retrieved from <https://www.educationdive.com/news/rural-districts-face-resource-challenges-and-blended-learning-opportunities/445011/>

Efflandt, L. (2017, May). The Need for Higher Teacher Pay in Rural America: What's Being

Attempted, and How Wyoming is Doing it Right. Yale Education Studies: Students'

Research on Equity, Policy, School Choice, & Desegregation. Retrieved from

<http://debsedstudies.org/higher-teacher-pay-in-rural-america/>

Eppley, K. (2009). Rural Schools and the Highly Qualified Teacher Provision of NoChild Left

Behind:: A Critical Policy Analysis. Journal of Research in Rural Education, 24(4).

Retrieved from <http://jrre.vmhost.psu.edu/wp-content/uploads/2014/02/24-4.pdf>

Explaining the Gap in Pay Between Rural and Urban Work. (2008, March). The Daily Yonder.

Retrieved from <https://www.dailyyonder.com/explaining-gap-pay-between-rural-and-urban-work/2008/03/03/1096/>

Farmer, M. (2017, May). *Challenges of Rural Schools: An Educator's Perspective*. McGraw Hill.

Retrieved from <https://medium.com/inspired-ideas-prek-12/challenges-of-rural-schools-an-educators-perspective-8e1cad48d2a3>

Hardre, P. L., Sullivan, D. W., & Roberts, N. (2008, Fall). *Rural Teachers' Best Motivating*

Strategies: A Blending of Teachers' and Students' Perspectives. Retrieved from <https://files.eric.ed.gov/fulltext/EJ869300.pdf>

Hatch, L. T. (2015) *Expert Rural School Elementary Teachers' Planning for Effective*

Instruction (Doctoral dissertation). Retrieved from

<https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=5041&context=etd>

Hefling, K. (2017, June). *Rural Schools face 'Substantial Challenges.'* Politico. Retrieved from

<https://www.politico.com/tipsheets/morning-education/2017/06/14/rural-schools-face-substantial-challenges-220829>

Howley, A. & Pendarvis, E. (2003-4). *Recruiting and Retaining Rural School Administrators*.

ERIC Digest,. Retrieved from <https://www.ericdigests.org/2003-4/rural-administrators.html>

Howrey, S. T. & Whelan-Kim, K. (2009, May). *Building Cultural Responsiveness in Rural Pre-*

- service Teachers Using a Multicultural Children's Literature Project. *Journal of Early Childhood Teacher Education*, 30(2). Retrieved from <https://tandfonline.com/doi/full/10.1080/10901020902885661>
- Issues and Actions: Rural Schools. (n.d.). National Education Association. Retrieved from <http://www.nea.org/home/16358.htm>
- Johnson, R. W. & Haaga, O. (2017, April). Insufficient: How State Pension Plans Leave Teachers with Inadequate Retirement Savings. Retrieved from <https://bellwethereducation.org/publication/insufficient-how-state-pension-plans-leave-teachers-inadequate-retirement-savings>
- Kan, L. (2014, February). Rural Teachers Retention Rates, 25 Years of Data from North Dakota. *Teacher Pensions Blog: Fixing an Unfair and Insecure System*. Retrieved from <https://www.teacherpensions.org/blog/rural-teacher-retention-rates-25-years-data-north-dakota-0>
- Kirby, N. (2015, March). Pay Rural Teachers Urbanize Salary. *The Spokesman-Review*. Retrieved from <http://www.spokesman.com/stories/2015/mar/22/neal-kirby-pay-rural-teachers-urban-size-salary/>
- Kleederman, J. R. (2009, April). Power of Place-Based Pedagogy: Theory and Practice of Place-Based Education, *WesScholar*. Retrieved from

https://wescholar.wesleyan.edu/etd_hon_theses/233/

Kominiak, T. (2018, September). Rural School Report. TrustedED k12 Insight. Retrieved from

<https://www.k12insight.com/trusted/report-rural-schools/>

Kotok, S. & Kryst, E. L. (2017, December). Digital Technology: A Double-edged Sword for a

School Principal in Pennsylvania. ERIC, 20, 3-16. Retrieved from

<https://eric.ed.gov/?q=technology+and+curriculum+for+rural+schools&id=EJ1159216>

Latterman, K. & Steffes, S. (2017, October). Tackling Teacher and Principal Shortages in Rural

Rural Schools. (n. d.) Tteach: Make a Difference. Retrieved from

<https://teach.com/become/where-can-i-teach/types-of-schools/rural/>

Lavalley, M. (2018, November). Rural School Report. Center for Public Education of the

National School Board. Retrieved from <https://cdn-files.nsba.org/s3fs-public/10901->

[5071_CPE_Rural_School_Report_Web_FINAL.pdf](https://cdn-files.nsba.org/s3fs-public/10901-5071_CPE_Rural_School_Report_Web_FINAL.pdf)

Mavros, L. (2018, October). Improving Education for Non-Urban Schools could add \$56 B to

GDP: Gonski Institute Report Shows. UNSW Sydney Newsroom: Retrieved from

<https://newsroom.unsw.edu.au/news/general/improving-education-non-urban-schools->

[could-add-56b-gdp-gonski-institute-report-shows](https://newsroom.unsw.edu.au/news/general/improving-education-non-urban-schools-could-add-56b-gdp-gonski-institute-report-shows)

McArdle, E. (2019, May). The Middle of Somewhere: The Unique Strengths of Rural

Communities and Why More Teachers Should Consider in Them. Harvard Graduate

School of Education Magazine. Retrieved from

<https://www.gse.harvard.edu/news/ed/19/05/middle-somewhere>

McClure, D. (2017, January). Lack of College Education hurts Rural U S A. Stanford University.

Retrieved from [https://collegepuzzle.stanford.edu/lack-of-college-education-hurts-](https://collegepuzzle.stanford.edu/lack-of-college-education-hurts-rural-usa/)

[rural-usa/](https://collegepuzzle.stanford.edu/lack-of-college-education-hurts-rural-usa/)

McCracken, J. D. & Barcinas, J. D. T. (1991). Differences Between Rural and Urban Schools,

Student Characteristics, and Student Aspirations in Ohio. *Journal of Research in Rural*

Education, 7, 27-40. Retrieved from [http://jrre.vmhost.psu.edu/wp-](http://jrre.vmhost.psu.edu/wp-content/uploads/2014/02/7-2_3.pdf)

[content/uploads/2014/02/7-2_3.pdf](http://jrre.vmhost.psu.edu/wp-content/uploads/2014/02/7-2_3.pdf)

Mitchell, K. (2010, July). Testimony Before the Senate Health, Education, Labor, and Pensions

Committee Field Hearing on Elementary and Secondary Education Act (ESEA)

Reauthorization: Rural High School Reform. American Rural Policy Forum. Retrieved

from

[http://www.centerii.org/WhatAreDistrictsDoing/resources/WhatRuralDistrictAreDoing.](http://www.centerii.org/WhatAreDistrictsDoing/resources/WhatRuralDistrictAreDoing.pdf)

[pdf](http://www.centerii.org/WhatAreDistrictsDoing/resources/WhatRuralDistrictAreDoing.pdf)

Monk, D. H. (1989, April). Using Technology to Improve the Curriculum of Small Rural

Schools. ERICDIGEST.org. Retrieved from [https://www.ericdigests.org/pre-](https://www.ericdigests.org/pre-9211/small.htm)

[9211/small.htm](https://www.ericdigests.org/pre-9211/small.htm)

New PPC Report Finds Spending Impacts Student Performance in Rural Schools. (2017, March).

Pennsylvania Partnerships for Children: A Voice for Kids Since 1992. Retrieved from

<https://www.papartnerships.org/new-ppc-report-finds-spending-impacts-student-performance-in-rural-schools/>

Preston, J. P., Jakubiec, B. A. E. & Kooymans, R. (n. d.) Common Challenges Faced by Rural

Principals: A Review of the Literature. ERIC Digest. Retrieved from

<https://files.eric.ed.gov/fulltext/EJ1022612.pdf>

Pedagogy. (n. d.). In Collins Dictionary. Retrieved from

<https://www.collinsdictionary.com/dictionary/english/pedagogy>

Pedagogy. (2019, August). In Wikipedia. Retrieved from

<https://en.wikipedia.org/wiki/Pedagogy>

Roberts, P., Piccoli, A., & Hattie, J. (2018, April). How to Solve Australia's Rural School

Challenges: Focus on Research and Communities. The Conversation. Retrieved from

<https://theconversation.com/how-to-solve-australias-rural-school-challenge-focus-on-research-and-communities-94979>

Roberts, P. (2017, April). Is Something Going Wrong with Rural and Remote Education in

Australia? (Or is it all About Perception?). Australia Association for Research in

Education. Retrieved from <https://www.aare.edu.au/blog/?p=2128>

Rural Children, Real Challenges. (2019, May). Education World. Retrieved from

https://www.educationworld.com/a_issues/issues277.shtml

Rural Education at a Glance, 2017 Edition. (2017, April). U. S. Agriculture Economic Research

Service. Retrieved from <https://www.ers.usda.gov/webdocs/publications/83078/eib->

[171.pdf?v=0](https://www.ers.usda.gov/webdocs/publications/83078/eib-171.pdf?v=0)

Rural Schools Score Above Average in Most States, But Too Many Teens Forgo College.

(2003, October). Brookings. Retrieved from <https://www.brookings.edu/news->

[releases/rural-schools-score-above-average-in-most-states-but-too-many-rural-teens-](https://www.brookings.edu/news-releases/rural-schools-score-above-average-in-most-states-but-too-many-rural-teens-)

[forgo-college/](https://www.brookings.edu/news-releases/rural-schools-score-above-average-in-most-states-but-too-many-rural-teens-forgo-college/)

Russell, K. & Walsh, M. W. (2017, March). The State of State Teachers' Pension Plan. The New

York Times. Retrieved from

<https://www.nytimes.com/interactive/2017/03/06/business/dealbook/state-teachers->

[pensions.html](https://www.nytimes.com/interactive/2017/03/06/business/dealbook/state-teachers-pensions.html)

Six Charts that Illustrate the Divide between Rural and Urban America. (2017, March). PBS

South Carolina etv. Retrieved from <https://www.pbs.org/newshour/nation/six->

[charts-illustrate-divide-rural-urban-America](https://www.pbs.org/newshour/nation/six-charts-illustrate-divide-rural-urban-America)

Sparks, P. J. & Nunez, A. (2012). Institutional Location and College Persistence: The Role of

Urbanicity. Princeton University. Retrieved from

<https://paa2012.princeton.edu/papers/122354>

Sullivan, K., McComy, A., & Perry, L. B. (2018, October). A Comparison of Rural Education Disadvantage in Australia, Canada, and New Zealand using OECD's PISA. SAGE Journals. Retrieved from

<https://journals.sagepub.com/doi/full/10.1177/2158244018805791>

Teacher Salary and Benefits. (2019). Teach: Make a Difference. Retrieved from

<https://teach.com/careers/teaching-career/salary-and-benefits/>

Test Scores and the Rural Schools and Community Trust. (2000, December). ERIC Retrieved

from <https://eric.ed.gov/?id=ED458072>

The Challenges of Rural Education. Teachnology. Retrieved from <http://www.teach->

[nology.com/edleadership/rural_ed/](http://www.teachnology.com/edleadership/rural_ed/)

The Segregation of Students with Disabilities. (2018, February). IDEA Series: National Council on Disability. Retrieved from https://ncd.gov/sites/default/files/NCD_Segregation-

[SWD_508.pdf](https://ncd.gov/sites/default/files/NCD_Segregation-SWD_508.pdf)

Trentham, L. L. & Schaer, B. B. (1985). Rural and Urban Teachers: Differences in Attitudes and

Self-Concepts. *Research in Rural Education*, 3(1). Retrieved from

http://jrre.vmhost.psu.edu/wp-content/uploads/2014/02/3-1_1.pdf

Tyler-Wood, T., Cockerham, D., & Johnson, K. R. (2018, October) Implementing New

Technologies in a Middle School Curriculum: A Rural Perspective. *Smart Learning*

Environmenrs, 5(22). Retrieved from

<https://slejournal.springeropen.com/articles/10.1186/s40561-018-0073-y>

United States Census Bureau. (2010). *Urban – Rural*. Retrieved from

<https://www.census.gov/geo/reference/ua/urban-rural-2010.html>

Urban Percentage of the Population for States Historical. (n. d.). *Iowa Community Indicators*

Progam, Iowa State University. Retrieved from

<https://www.icip.iastate.edu/tables/population/urban-pct-states>

Victoria University. (2015, November). *Young People in Rural and Remote Communities*

Frequently Mission out. Mitchell Institute. Retrieved from

[http://www.mitchellinstitute.org.au/fact-](http://www.mitchellinstitute.org.au/fact-sheets/young-people-in-rural-and-remote-communities-frequently-missing-out/)

[sheets/young-people-in-rural-and-remote-communities-frequently-missing-out/](http://www.mitchellinstitute.org.au/fact-sheets/young-people-in-rural-and-remote-communities-frequently-missing-out/)

Yettick, H., Baker, R., Wickersham, & M., Hupfeld, K. (2014). *Rural Districts Left Behind?*

Rural Districts and the Challenges of Administering the Elementary and Secondary

Education Act. [Journal of Research in Rural Education, 29. Retrieved from

<http://jrre.psu.edu/wp-content/uploads/2015/01/29-13.pdf>

APPENDIX A

Table 1.**2000 and 2010 rural population differentials of Eastern United States**

State	2000 Percentage	2010 Percentage	Percentage Differential
Maine	40.2	38.7	15.0
Vermont	38.2	38.9	0.7
New Hampshire	59.3	60.3	1
Massachusetts	91.4	92.0	0.6
Rhode Island	90.9	90.7	0.2
Connecticut	87.7	88.0	0.3
New York	87.5	87.9	0.4

Pennsylvania	77.1	78.7	1.6
New Jersey	94.4	94.7	0.3
Maryland	86.1	87.2	1.1
Delaware	80.1	83.3	3.2
West Virginia	46.1	48.7	2.6
Virginia	73.0	75.7	2.7

Note. Rhode Island was the only state in the East that did not have a population increase from 2000 to 2010. (Urban percentage of the population for states, historical, Iowas State University (percentage of the population in urban areas for 2000 and 2010).

APPENDIX B

Table 2.

2000 and 2010 rural population differentials of Midwest and the Great Lakes of the United States

State	2000 Percentage	2010 Percentage	Percentage Differential
Motana	54.1	55.9	1.8
North Dakota	55.9	59.9	4.0
Minnesota	70.9	73.3	2.4
Michigan	74.7	74.6	0.1
Wyoming	65.1	64.8	0.3
South Dakota	51.9	56.7	4.8
Nebraska	69.8	73.1	3.3

Iowa	61.1	64.0	2.9
Colorado	84.5	86.2	1.7
Kansas	71.4	74.2	2.8
Missouri	69.4	70.4	1.0
Wisconsin	68.3	70.2	1.9
Illinois	87.8	88.5	0.7
Indiana	70.8	72.4	1.9
Ohio	77.4	77.9	0.5
Kentucky	55.8	58.4	2.6

Note. Wyoming and Michigan did not have a population increase from 2000 to 2010. (Urban Percentage of the Population for States, Historical, Iowas State University (percentage of the population in urban areas for 2000 and 2010).

APPENDIX C

Table 3.**2000 and 2010 rural population differentials of Southern United States**

State	2000 Percentage	2010 Percentage	Percentage Differential
New Mexico	75.0	77.4	2.4
Oklahoma	65.3	66.2	0.9
Texas	82.5	84.7	2.2
Arkansas	52.5	56.2	3.7
Mississippi	48.8	49.4	0.6
Alabama	55.4	59.0	3.6
Louisiana	72.6	73.2	0.6
Tennessee	63.6	66.4	2.8
North Carolina	60.2	66.1	5.9
South Carolina	60.5	66.3	5.8

Georgia	71.6	75.1	3.5
Florida	89.3	91.2	1.9

Note. All the southern states experienced a population increase from 2000 to 2010. (Urban percentage of the population for states, historical, Iowas State University (percentage of the population in urban areas for 2000 and 2010)).

APPENDIX D

Table 4.

2000 and 2010 rural population differentials of Western United States

State	2000 Percentage	2010 Percentage	Percentage Differential
Washington	82.0	84.1	2.1
Oregon	78.7	81.0	2.3
Idaho	66.4	70.6	4.2
Nevada	91.5	94.2	2.7
Utah	88.2	90.6	2.4
California	94.4	95.0	0.6
Arizona	88.2	89.8	1.6

Note. All the Western states experienced a population increase from 2000 to 2010. (Urban percentage of the population for states, historical, Iowas State University (percentage of the population in urban areas for 2000 and 2010)).

APPENDIX E

Figure 4. States in the U. S. with a rural population surge between 2000 and 2010.

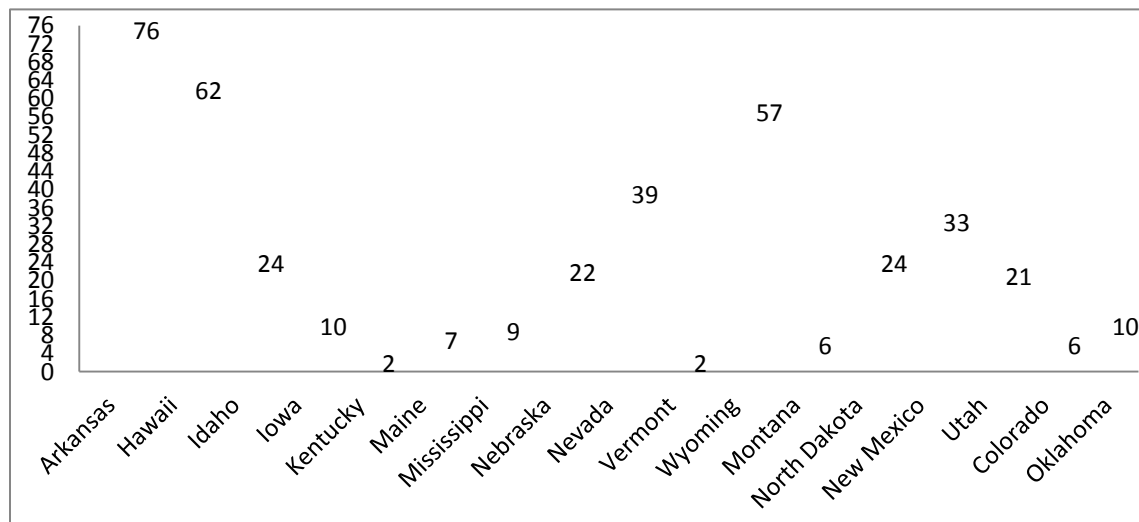


Figure 4. Shows the percentages of increase some states experienced in their rural areas between 2000 and 2010. The vertical and pilot area aligning numbers with the states are the percentages of the upward population trend experienced by the 17 states. (Demographia, United States (U S A): Rural Population & Population Density by State: 2000; Rural Health Information Hub, 2010).

APPENDIX F

Figure 5. Proportion of Students meeting educational goals in Australia

