

School Finance: Chapter 70 Program

FY20 Chapter 70 Aid and Required Contribution Calculations
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FY20 Chapter 70 aid and required contribution calculations

Chapter 70 is the Commonwealth's program for ensuring adequate and equitable K–12 education funding. It determines an adequate spending level for each school district (the foundation budget). It then uses each community's property values and residents' incomes to determine how much of the foundation budget should be funded from local property taxes. Chapter 70 state aid pays for the remaining amount.

Summary of how the formula works

The first step in the formula is to calculate a **foundation budget** for each school district, which represents the minimum spending level needed to provide an adequate education. The foundation budget is adjusted each year to reflect changes in the district's enrollment; changes in student demographics (grade levels, economically disadvantaged status, and English language proficiency); inflation; and geographical differences in wage levels.

- The inflation adjustment for FY20 is set at 3.75 percent, in accordance with the Chapter 70 statute, which requires using the ratio of the current year's third-quarter inflation index (2018 = 113.534) to the prior year's third-quarter index (2017 = 109.428).
- Enrollment decreased from 941,411 in FY19 to 939,683 in FY20, a 0.18 percent decrease; 8 districts saw their foundation enrollment increase by over 5 percent.
- The total statewide foundation budget increased from \$10.778 billion in FY19 to \$11.359 billion in FY20, growing by \$581 million or 5.4 percent.

A **target local contribution** establishes an ideal goal for how much each city and town should contribute toward its foundation budget, based on the municipality's wealth. Two measures of municipal wealth are used: aggregate property values and aggregate personal income, with each given equal weight. The target is recalculated each year based on the most recent income and property valuations.

The target calculations assume that local contributions in total should cover 59 percent of the statewide foundation budget (**target local share**), with state aid covering the remaining 41 percent (**target aid share**). The target local share and target aid share for any individual city or town will vary in proportion to the municipality's wealth. The target calculation also includes a **maximum local share** of 82.5 percent, thus ensuring that all communities will get some minimum amount of state funding.

The required local contribution for each municipality is based on the previous year's required contribution, and includes some transition factors so that the shift toward the target levels occurs over a period of several years.

Municipalities whose local contribution requirements are higher than their targets will see a reduction in the requirement of 100 percent of the amount above the target. Municipalities whose local contribution requirements are lower than their targets will continue to see their requirements increase by the municipal revenue growth factor (MRGF). If they are more than 2.5

percent below their target, an increment of either 1 or 2 percent is added to their growth factor. In addition, the local contribution requirements for cities and towns with combined effort yields greater than 175 percent of foundation are set at 82.5 percent of foundation, see Appendix A for a more detailed explanation.

In FY20, the **Chapter 70 aid calculation** begins with each district's FY19 Chapter 70 amount, including transition aid for 11 districts significantly impacted by the change from free and reduced price lunch counts to the economically disadvantaged measure. If the sum of that amount and the required local contribution is less than the district's foundation budget, then foundation aid is added to cover the gap; 144 operating districts receive foundation aid in FY20. Each district is guaranteed to receive at least \$30 per pupil in additional Chapter 70 aid, and 182 operating districts receive minimum aid increases.

Each district must spend the sum of its required district contribution and its Chapter 70 aid. This sum is referred to as the district's net school spending requirement.

How foundation budgets are calculated

In Massachusetts, the definition of an adequate spending level for a school district is called its foundation budget. The goal of the Chapter 70 formula is to ensure that every district has sufficient resources to meet its foundation budget spending level, through an equitable combination of local property taxes and state aid. The foundation budget is perhaps the most important factor used in calculating a district's Chapter 70 state education aid.

The foundation budget has its origins in three milestones:

- The Massachusetts Business Alliance for Education's (MBAE) release of *Every Child a Winner*, an influential report that laid the groundwork for what would ultimately become the 1993 Education Reform Act. In the report, MBAE calls for "high standards, accountability for performance, and equitable distribution of resources among school districts."¹
- *McDuffy v. Secretary of the Executive Office of Education* (1993), where the Supreme Judicial Court held that the education clause imposes on the Commonwealth "an enforceable duty to provide an education for all students regardless of wealth through the public schools."²
- The 1993 Education Reform Act, "which for the first time, established a required 'foundation' level of spending for each district in the Commonwealth that was to be

¹ *Every Child a Winner*, Massachusetts Business Alliance for Education (MBAE), 1991.
<http://www.mbae.org/every-child-a-winner/>

² The State Constitutional Mandate for Education: The McDuffy and Hancock Decisions
http://www.doe.mass.edu/lawsregs/litigation/mcduffy_hancock.html

reached by the establishment of both a state-mandated, required local contribution and a supplemental amount of state aid.”³

Foundation budgets reflect meaningful differences in enrollment, student characteristics, and geographic differences in wages.

A district’s foundation budget is updated each year and is influenced by three factors: Foundation enrollment, inflation, and the wage adjustment factor (WAF).

Charter school tuition rates also rely on foundation budgets calculated for each sending district’s pupils at each charter school.

Foundation enrollment is a key factor in determining a school district’s foundation budget and Chapter 70 state education aid.

The Massachusetts Department of Elementary and Secondary Education (DESE) computes foundation enrollment using student-specific data submitted by each Massachusetts school district through the Student Information Management System (SIMS). Because of the timing involved in the state budget process, foundation enrollment lags by one year. For example, FY20 Chapter 70 relies on October 1, 2018 pupil counts.

Foundation enrollment is based on a count of the students that a school district is financially responsible for on October 1 of any given year. Those who leave in September or arrive after October 1 are not counted. A student who happens to be absent on October 1 is included nonetheless; this is a measure of enrollment, not attendance. Enrollment plays an important role not just because of the total number of pupils, but also because there are differences in the costs associated with various educational programs, grade levels, and student needs. Districts differ greatly in the percentages of their student population that fall into these enrollment categories.

Foundation enrollment is comprised primarily of local resident students attending their community’s local or regional school district.⁴ While Massachusetts cities and towns serve their resident students through a number of different governance structures, the most common structure is for a community to operate its own PK–12 system and to belong to a vocational regional school district. About 93 percent of publicly funded schoolchildren enroll in the school district directly associated with their cities and towns of residence, while 7 percent of public schoolchildren attend in settings other than their home districts, including:

- Students attending charter schools;
- Students attending another public school district through interdistrict school choice;
- Special education students for whom their home district pays tuition to a private special education school or another public school district with an appropriate program; and

³ Building on 20 Years of Massachusetts Education Reform
<http://www.doe.mass.edu/commissioner/BuildingOnReform.pdf>

⁴ For foundation enrollment, resident students also include Horace Mann charter students, and foreign exchange students (who do not pay tuition).

- Vocational students attending a school where their town is not a member when the home vocational district does not offer the program they are seeking (Chapter 74 non-resident tuition program).

There are two exceptions to the general rule that home districts pay tuition for out-of-district placements.

- Students participating in the METCO racial imbalance program count in the district where they are educated. Home districts such as Boston and Springfield do not pay tuition for these pupils.
- Children of non-resident teachers, where the district’s collective bargaining agreements allow them to attend at no cost. Again, home districts do not pay tuition; the districts where the teachers work have chosen to take on the fiscal responsibility, and the Commonwealth shares in the cost.

All students counted in foundation enrollment are assigned to a base enrollment category to calculate each district’s foundation budget.

A district's foundation budget is derived by multiplying the number of pupils in 15 enrollment categories by cost rates in 11 functional areas. In computing the foundation budget, each pupil **must** first be assigned to one of the following 7 categories. Based on the pupil-specific information submitted by each school district through SIMS, a student is classified as being in one of the following base enrollment categories.

Table 1: Base foundation budget enrollment categories

Column	Description
1	Regular or special education pre-school
2	Regular or special education half-day kindergarten
3	Regular or special education full-day kindergarten
4	Regular or special education elementary (grades 1–5)
5	Regular or special education junior high/middle (grades 6–8)
6	Regular or special education senior high (grades 9–13) ⁵
7	Vocational education (grades 9–12) ⁶

The following rules apply in cases where it may not be clear which category is appropriate, or whether a pupil should be included in foundation enrollment at all:

⁵ Special education pupils in life-skills and similar programs beyond the 9–12 curriculum are listed as being in grade 13 and counted as high school students.

⁶ If a town is a member of a regional vocational district, its resident pupils at that district are not counted in local district enrollment. The vocational district reports those pupils and Chapter 70 aid goes directly to the vocational district. Post-graduate and post-secondary pupils in programs run by vocational districts may be counted if they pay less than the state-approved tuition rate.

- If parents/guardians pay tuition for kindergartners to attend the optional second half of a full-day kindergarten program, they are counted as half-day pupils.
- Students in vocational education must be in approved Chapter 74 programs, otherwise they are placed in the regular education senior high category.

Costs for special education, English language learners (ELs), and economically disadvantaged students are treated as costs above the base.

In addition to the base enrollment categories, there are 6 incremental enrollment categories that are intended to reflect the additional resources needed to educate students with disabilities, English language learners (ELs), and economically disadvantaged students. Columns 8 through 13 reflect these incremental costs above the base. These students are already counted in columns 1 through 7, and are therefore not added to total enrollment:

Table 2: Assumed and above base foundation budget enrollment categories

Column	Description
8	Assumed in-district special education enrollment
9	Assumed out-of-district special education enrollment
10	English language learners (ELs) (grades PK–5)
11	English language learners (ELs) (grades 6–8)
12	English language learners (ELs) (grades 9–13)
13	Economically disadvantaged students

- Assumed in-district special education enrollment (column 8) is set at 3.79 percent of foundation enrollment (not including pre-kindergarten and vocational pupils) and 4.79 percent of vocational enrollment. These headcounts are assumed rather than actual student counts of pupils, an approach that is practiced in other states around the country.⁷ This method is in place to prevent over identification of special education students for the purpose of fiscal gain.
- Assumed out-of-district special education enrollment (column 9) is set at 1 percent of total foundation enrollment (again not including pre-kindergarten and vocational pupils).
- English learner (EL) status (columns 10–12) depends on a student’s home language and English language proficiency.
- Economically disadvantaged status (column 13) is based on a student’s participation in one or more of the following state-administered programs: Supplemental Nutrition Assistance Program (SNAP); Transitional Assistance for Families with Dependent

⁷ Verstegen, D. A. (2014) “Policy Brief: How Do States Pay for Schools? An Update of a 50-State Survey of Finance Policies and Programs.” Association for Education Finance and Policy Annual Conference. Retrieved 6/8/2016, from <https://schoolfinancesdav.files.wordpress.com/2014/04/aefp-50-stateaidsystems.pdf>. As of 2014, eight other states used a census-based approach similar to Massachusetts.

Children (TAFDC); Department of Children and Families' (DCF) foster care program; or MassHealth (Medicaid) up to 133 percent of the federal poverty level (FPL). Economically disadvantaged headcounts are assigned to the district where the pupils are actually enrolled and where the extra costs occur, even if they are tuitioned-in from another district. Districts are assigned to deciles based on the share of economically disadvantaged students as a percent of total enrollment, with districts in higher deciles receiving more funding than districts in lower deciles.

After a district’s foundation enrollment is calculated, it is applied to specific cost rates in eleven functional areas to arrive at the upcoming year’s foundation budget.

These cost rates are based on a model school budget developed by a group of superintendents and an economist in the early 1990s. They reflect the major cost centers of school spending:

Table 3: Foundation expenditure categories

Administration
Instructional leadership
Classroom and specialist teachers
Other teaching services
Professional development
Instructional equipment and technology
Guidance and psychological services
Pupil services
Operations and maintenance
Employee benefits and fixed charges
Special education tuition

Foundation budget rates reflect differences in the cost of educating different types of students. Each pupil generates a specific cost in each functional category. The costs are higher at the upper grades. They are also higher in vocational programs. Special education, EL, and economically disadvantaged increments add substantial costs as well.

These headcounts are applied to specific cost rates to determine foundation budgets. A district’s total foundation enrollment equals the sum the above full-day headcounts plus the students in pre-kindergarten and half-day kindergarten divided by two (to reflect their relative full-time equivalency).

Each district’s FY20 calculations can be seen on the foundation budget report available in the Chapter 70 formula spreadsheet , see the example using Westport’s foundation budget below. The columns going across the page are the 13 enrollment categories used in the foundation budget calculation.

FY20 Chapter 70 Foundation Budget

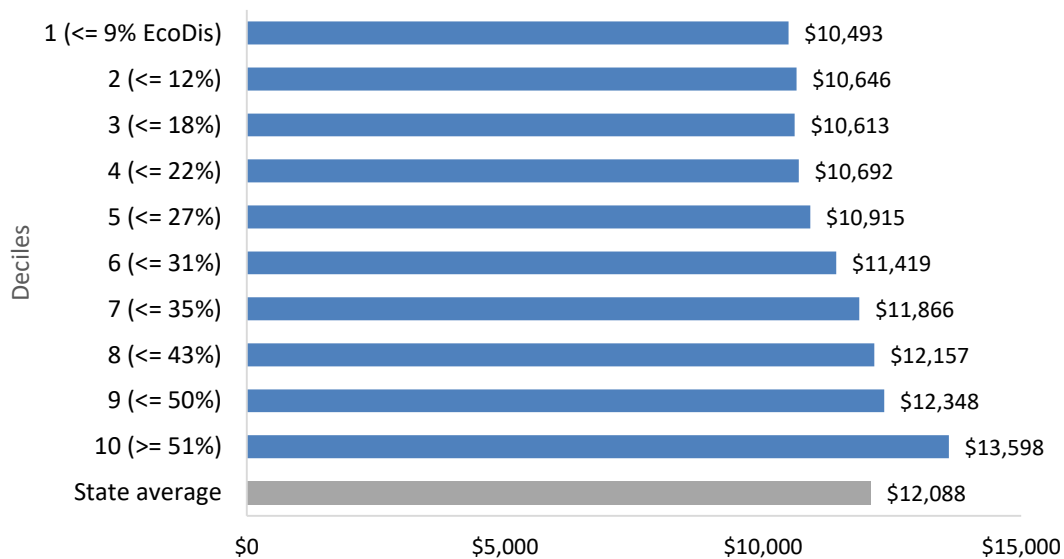
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	<u>Base Foundation Components</u>							<u>Incremental Costs Above the Base</u>						14
	1	2		3	4	5	6	7	8	9	10	11	12	
	Pre-School	----- Kindergarten ----- Half-Day	Full-Day	Elementary	Jr High/ Middle	High School	Vocational	Special Ed In District	Special Ed Out of Dist	EL PK-5	EL 6-8	EL High	EcoDis	TOTAL
Foundation Enrollment	47	0	104	585	398	382	0	56	15	12	0	0	422	1,493
1 Administration	9,211	0	40,761	229,279	155,988	149,717	0	151,479	42,044	1,082	0	0	24,008	803,568
2 Instructional Leadership	16,635	0	73,617	414,098	281,728	270,403	0	0	0	1,893	0	0	113,737	1,172,111
3 Classroom and Specialist Teachers	76,275	0	337,559	1,898,746	1,136,788	1,604,530	0	499,842	0	13,249	0	0	1,110,320	6,677,309
4 Other Teaching Services	19,562	0	86,577	486,995	238,502	190,572	0	466,696	642	1,893	0	0	0	1,491,439
5 Professional Development	3,016	0	13,356	75,137	55,418	51,574	0	24,112	0	541	0	0	53,868	277,022
6 Instructional Equipment & Tech*	11,040	0	48,857	274,821	186,972	287,130	0	21,046	0	1,352	0	0	8,259	839,477
7 Guidance and Psychological	5,550	0	24,564	138,171	125,123	150,542	0	0	0	811	0	0	44,960	489,721
8 Pupil Services	2,207	0	9,773	82,444	91,624	202,785	0	0	0	270	0	0	233,628	622,730
9 Operations and Maintenance	21,181	0	93,735	527,261	388,898	361,918	0	169,209	0	3,245	0	0	0	1,565,447
10 Employee Benefits/Fixed Charges*	24,411	0	108,030	607,689	425,775	369,720	0	188,991	0	2,974	0	0	179,603	1,907,193
11 Special Ed Tuition*	0	0	0	0	0	0	0	0	399,182	0	0	0	0	399,182
12 Total	189,088	0	836,829	4,734,642	3,086,814	3,638,891	0	1,521,374	441,868	27,310	0	0	1,768,383	16,245,199
13 Wage Adjustment Factor	100.0%													
14 Economically Disadvantaged Decile	6													
													Foundation Budget per Pupil	10,881

When districts' foundation budgets are presented in per pupil terms, there is considerable variation.

The FY20 statewide average foundation budget per pupil is \$12,088 per pupil. Foundation budgets are weighted to assume greater student needs and higher costs in districts that serve higher percentages of disadvantaged student. For example, excluding vocational districts, the foundation budget per pupil in decile 10 districts is \$3,105 higher than decile 1 districts to address the needs of students in districts with higher concentrations of poverty, see Figure 1.

Figure 1: Foundation budget per pupil by economically disadvantaged decile



Foundation budget rates are adjusted each year by a statutorily defined inflation factor that affects all districts in the same way.

Chapter 70 statute stipulates usage of the ratio of the current year's third-quarter inflation index to the prior year's third-quarter index.⁸

Some foundation budget rates are increased at a faster rate than inflation to address specific policy concerns.

The FY20 budget implements foundation budget rate increases toward multiyear goals in the four areas identified by the Foundation Budget Review Commission (FBRC). These changes include:

- Increasing the *benefits and fixed charges* rates to align with the most current Group Insurance Commission (GIC) premium rates for both active and retired municipal employees, closing one-seventh of the gap between the FY19 rates and the new goal rates.

⁸ Line 26, Table 1.1.9. Implicit Price Deflators for Gross Domestic Product, Bureau of Economic Analysis:

<https://apps.bea.gov/iTable/iTable.cfm?reqid=19&step=3&isuri=1&1921=survey&1903=13>

Chapter 70 relies on the December 2018 data release.

- Updating the foundation budget assumptions for in-district and out-of-district *special education students*:
 - The *in-district* special education assumed enrollment percentages are increased toward the goal of 4 percent for non-vocational students and 5 percent for vocational students. The FY20 rates are 3.79 and 4.79 percent for non-vocational and vocational students, respectively, which closes one-seventh of the gap toward the goals.
 - The rate for *out-of-district special education tuition* is increased to narrow the gap between the foundation budget and the circuit breaker eligibility threshold, which is four times the statewide average foundation budget per pupil. The goal is set at three times the FY19 statewide average foundation budget per pupil or \$34,345 and the FY20 rate closes one-seventh of the gap toward this goal plus inflation.
- Increasing the increments for *English learners (ELs)*, including vocational students, toward a new, uniform goal rate of \$2,537 per student. The FY20 rates close one-seventh of the gap toward the goal over FY19 rates plus inflation.
- Implementing a more progressive decile rate structure for *economically disadvantaged students* that expands the foundation budget for deciles 6 to 10, setting the goal rate for decile 10 at 100 percent of the average base rate. The FY20 rates narrow one-seventh of the gap toward the goal over FY19 rates plus inflation.

The wage adjustment factor (WAF) gives a district credit for having higher school costs if it is located in a geographic area where average wages are higher than in other areas of the state.

In theory, it is more expensive for these districts to attract teachers and other staff because the cost of living is higher. Massachusetts is one of the few states in the country to use such a factor.

The wage factor is calculated using the latest available average wage data supplied by the state's Department of Employment. The factor reflects a town's own average, but is more weighted to the average of the labor market area (LMA) where the town is located. There are real differences in these averages, which represent the combined total for all industries both private and public.

Table 4: 2017 labor market area average wages

Labor Market Area	Total Wages	Employment	Average Wages
Nantucket County/Town MA	\$414,727,548	7,373	\$56,249
Athol MA Micropolitan NECTA	\$234,117,857	6,323	\$37,026
Barnstable Town MA Metropolitan NECTA	\$5,033,083,947	108,998	\$46,176
Boston-Cambridge-Newton MA NECTA Division	\$151,430,245,313	1,812,933	\$83,528
Brockton-Bridgewater-Easton MA NECTA Division	\$3,939,640,513	78,349	\$50,283
Framingham MA NECTA Division	\$13,181,881,273	172,783	\$76,292
Greenfield Town MA Micropolitan NECTA	\$657,434,819	15,732	\$41,790
Haverhill-Newburyport-Amesbury Town MA-NH NECTA Division	\$2,285,686,938	46,583	\$49,067
Lawrence-Methuen Town-Salem MA-NH NECTA Division	\$3,056,471,328	60,410	\$50,595
Leominster-Gardner MA Metropolitan NECTA	\$2,290,690,189	51,869	\$44,163
Lowell-Billerica-Chelmsford MA-NH NECTA Division	\$10,656,602,312	152,131	\$70,049
Lynn-Saugus-Marblehead MA NECTA Division	\$2,155,449,591	44,782	\$48,132
Nashua NH-MA NECTA Division	\$89,569,519	1,966	\$45,559
New Bedford MA Metropolitan NECTA	\$3,308,806,856	67,156	\$49,270
North Adams MA-VT Micropolitan NECTA	\$457,456,518	10,177	\$44,950
Peabody-Salem-Beverly MA NECTA Division	\$5,386,396,756	94,975	\$56,714
Pittsfield MA Metropolitan NECTA	\$1,962,145,218	41,759	\$46,987
Providence-Warwick RI-MA Metropolitan NECTA	\$4,601,572,600	105,793	\$43,496
Springfield MA-CT Metropolitan NECTA	\$13,533,607,829	280,228	\$48,295
Taunton-Middleborough-Norton MA NECTA Division	\$3,211,297,545	59,445	\$54,021
Vineyard Haven MA Micropolitan NECTA	\$453,699,919	8,940	\$50,749
Worcester MA-CT Metropolitan NECTA	\$13,785,745,496	252,889	\$54,513
Buckland MA LMA	\$54,898,420	1,775	\$30,929
Great Barrington MA LMA	\$405,404,131	9,764	\$41,520
State Total	\$242,586,632,435	3,493,133	\$69,447

A district's wage factor is a percentage that is applied to the eight salary-related functional categories in the foundation budget.⁹ The LMA for a district is compared to the state average and weighted at 80 percent. The town's own factor is weighted at 20 percent. The distance above or below the state average is then divided by three to determine the WAF.

⁹ The wage factor is not applied to instructional equipment, employee benefits, or special education tuition.

Prior to FY00, districts in lower-wage areas saw significant reductions in their foundation budgets, by as much as ten percent. Since then, annual budget language has cushioned districts from these reductions, to the point where beginning in FY04 only districts with above-average wages are affected by the WAF. Those below the average are set to 100 percent. In FY20, 108 municipalities in the three labor market areas with above-average wages are affected by the WAF: Boston-Cambridge-Newton, Framingham, and Lowell-Billerica-Chelmsford.

A district’s wage factor appears at the bottom of its foundation budget report in row 13. In the previous example, Westport has a WAF of 100 percent. Westport is in the Providence-Warwick NECTA, which has below-average wages, so its WAF is set at 100 percent.

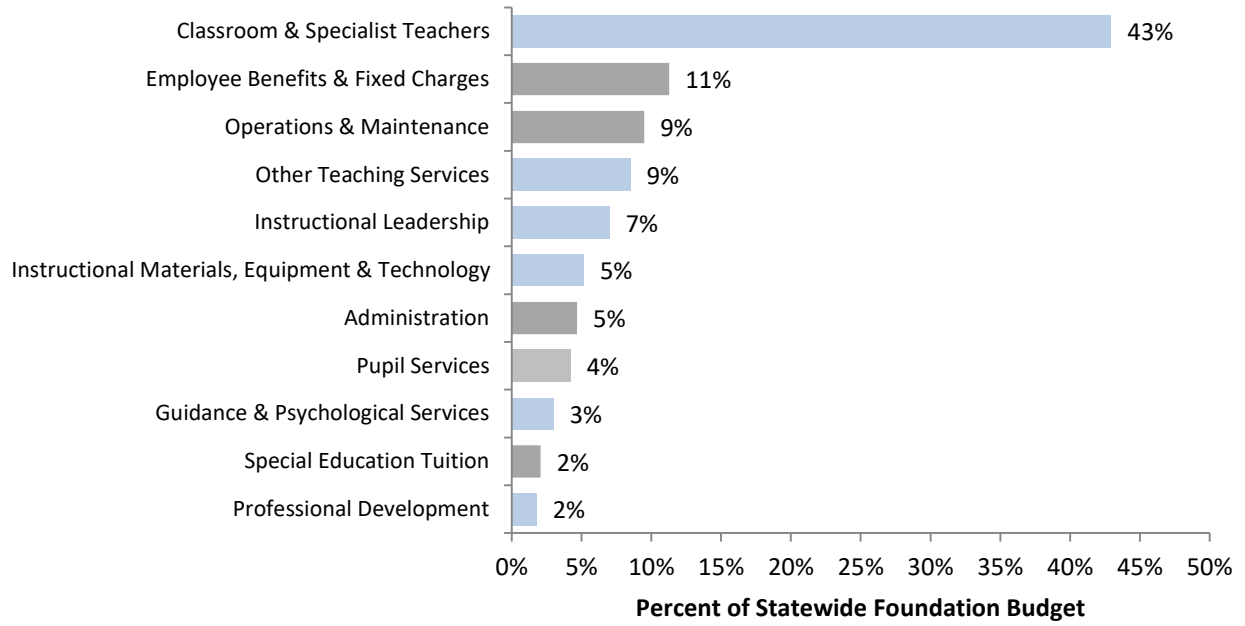
FY20 Foundation Budget: Massachusetts State Totals

After applying the wage factor, the statewide total for all school districts in FY20 is \$11,359B. Teaching makes up 43 percent. The six instructional categories (instructional leadership, teachers, other teaching services, professional development, instructional materials/technology, and guidance/psychological) account for a combined 69 percent.

Table 5: FY20 foundation budget totals by category

Categories	Foundation budget totals	%
Classroom and specialist teachers	\$4,877,517,442	43%
Employee benefits and fixed charges	\$1,280,117,046	11%
Operations and maintenance	\$1,076,910,304	9%
Other teaching services	\$965,898,185	9%
Instructional leadership	\$794,902,316	7%
Instructional equipment and technology	\$585,519,882	5%
Administration	\$530,272,107	5%
Pupil services	\$476,736,686	4%
Guidance and psychological services	\$338,578,046	3%
Special education tuition	\$233,175,395	2%
Professional development	\$199,421,103	2%
State total	\$11,359,048,512	100%

Figure 2: FY20 foundation budget categories as a percent of total statewide foundation



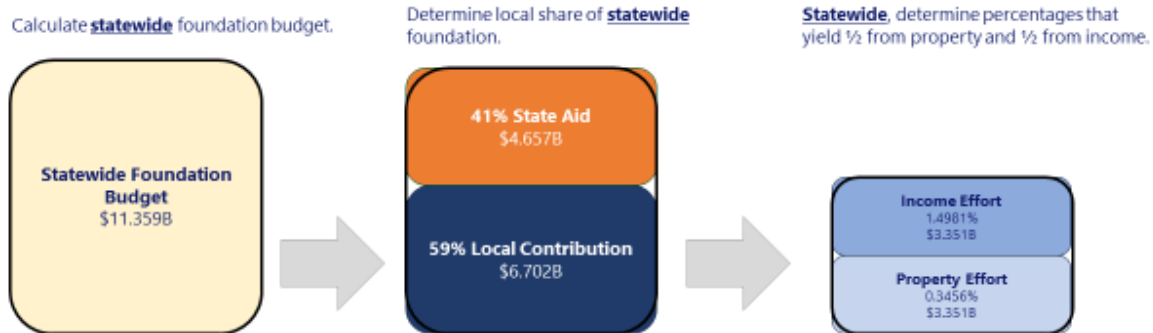
Note: The six instructional categories are shaded blue.

Appendix A: How required local contributions are calculated

Target contributions

How is the required local contribution calculated?

Determining each community's target local share starts with the local share of statewide foundation.



Property and income percentages are applied uniformly across **all cities and towns** to determine the **combined effort yield** from property and income.

The first step is to determine the statewide target local contribution level:

- The formula dictates that the statewide contribution goal must be funded equally from local property wealth and aggregate local income. The **statewide target local contribution** for all municipalities equals 59 percent of statewide foundation budgets. In FY20, that total is \$6.702 billion.
- Statewide, determine uniform percentages that—if applied uniformly to each municipality's aggregate total personal income and aggregate property value (equalized property valuation)—yield half of the statewide target local contribution from property and half from income.
- For FY20, the property percentage is set at 0.3456% and is applied to each municipality's 2018 aggregate equalized property valuation. The income percentage is set at 1.4981% and is applied to each municipality's aggregate total personal income, as reported to the Department of Revenue (DOR) by local residents for the 2016 calendar year.
- When these two factors are applied statewide, they yield a total target local contribution of \$6.702 billion with half (\$3.351 billion) coming from the property percentage and the other half from the income percentage.

Next, the formula sets a target local contribution for each municipality based on its income and its property values (more specifically, its equalized property valuation).

- The formula applies the property percentage and the income percentage to each individual municipality's aggregate property valuation and income, which determines the municipality's **combined effort yield**.

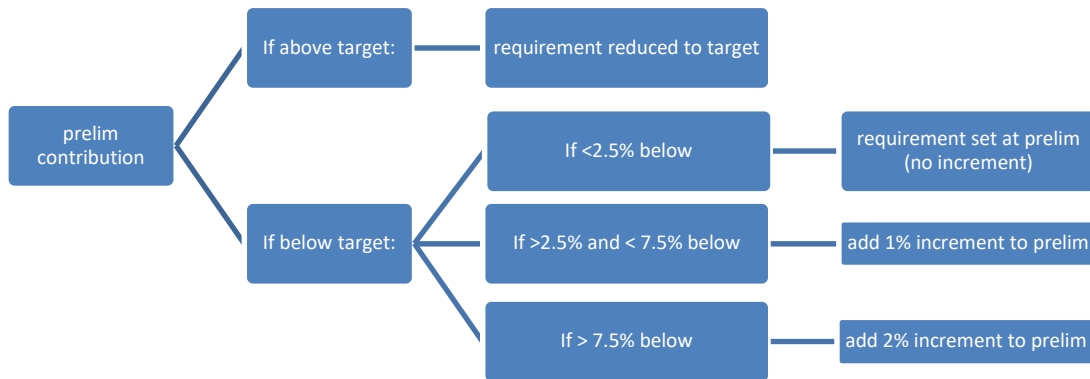
- Some municipalities have so much wealth, or a small enough student population, that their combined effort yield is excessive. The formula establishes a **maximum local contribution** of 82.5 percent of foundation budget, meaning that municipalities are not required to contribute more than 82.5 percent of their foundation budgets. In other words, the Commonwealth provides a minimum of 17.5 percent of foundation through state aid, even to the wealthiest communities.
- The **target local contribution** is equal to the combined effort yield unless the municipality's combined effort yield exceeds this maximum. In those cases, the target is set at the maximum level. In FY20, the formula assigns 145 communities their maximum local contribution (i.e., 82.5 percent of foundation).

Required contributions

Next, the formula uses these targets to determine required local contributions.

- First, increase (or decrease) the city or town's prior year (i.e, FY19) required local contribution by the **municipal revenue growth factor (MRGF)**.
 - The MRGF has been calculated each year since FY94 by DOR and quantifies the most recent annual percentage change in each community's local revenues (such as the annual increase in the Proposition 2½ levy limit) that should be available for schools. The state average MRGF is 4.38 percent.
- The result of applying the MRGF to the FY19 required contribution is the FY20 **preliminary local contribution**.
- If the preliminary local contribution is *greater than* the target local contribution, contributions are brought down to target, closing 100 percent of the gap to determine the **required local contribution**. In FY20, this impacts contributions for 119 or 34 percent of the 351 cities and towns.
- If the preliminary local contribution is *less than* the target local contribution, the formula may augment the preliminary contribution by an increment to arrive at the **required local contribution**:
 - If the community is more than 7.5 percent below its target, the increment is 2 percent of the FY19 local contribution.
 - If it is between 2.5 and 7.5 percent, the increment is 1 percent.
 - If it is less than 2.5 percent, there is no additional increment.

Figure 3: Preliminary contributions are adjusted based on distance from target contributions



In FY20, 232 cities and towns have preliminary contributions that are below target by \$207.5 million. Those who fall below by more than 2.5 percent are required to make additional increments totaling \$12.4 million to get closer to their effort goals.

In addition, municipalities with combined effort yields equal to or greater than 175 percent of foundation cannot have local contribution requirements less than 82.5 percent of foundation. This change impacts 23 communities, adding \$6.8 million to their contribution requirements.

Most cities and towns belong to at least one regional school district. Some operate a local district and are members of as many as three regionals. A municipality's total contribution is apportioned among the various districts to which it belongs, based on each district's share of the total foundation budget for all of the municipality's students.

Appendix B: FY20 foundation budget rates

	Administration	Instructional Leadership	Classroom and Specialist Teachers	Other Teaching Services	Professional Development	Instructional Equipment & Tech	Guidance and Psychological	Pupil Services	Operations and Maintenance	Employee Benefits/Fixed Charges	Special Ed Tuition	Total, all categories
Base Rates												
Pre-school	195.97	353.93	1,622.88	416.22	64.18	234.89	118.08	46.96	450.66	519.38	0.00	4,023.15
Kindergarten(half)	195.97	353.93	1,622.88	416.22	64.18	234.89	118.08	46.96	450.66	519.38	0.00	4,023.15
Kindergarten(full)	391.93	707.86	3,245.76	832.47	128.42	469.78	236.19	93.97	901.30	1,038.75	0.00	8,046.43
Elementary	391.93	707.86	3,245.72	832.47	128.44	469.78	236.19	140.93	901.30	1,038.78	0.00	8,093.40
Junior/Middle	391.93	707.86	2,856.25	599.25	139.24	469.78	314.38	230.21	977.13	1,069.79	0.00	7,755.82
High School	391.93	707.86	4,200.34	498.88	135.01	751.65	394.09	530.85	947.43	967.85	0.00	9,525.89
Vocational	391.93	707.86	7,140.62	498.88	223.21	1,315.37	394.09	530.85	1,773.15	1,395.84	0.00	14,371.80
Special education in-school	2,704.98	0.00	8,925.75	8,333.85	430.57	375.82	0.00	0.00	3,021.59	3,374.83	0.00	27,167.39
Special education tuitioned-out	2,802.91	0.00	0.00	42.82	0.00	0.00	0.00	0.00	0.00	0.00	26,612.12	29,457.85
Incremental Rates												
English learners PK-5	90.14	157.74	1,104.11	157.74	45.06	112.66	67.60	22.54	270.40	247.86	0.00	2,275.85
English learners 6-8	94.28	164.99	1,154.90	164.99	47.13	117.84	70.71	23.57	282.83	259.26	0.00	2,380.50
English learners high school	73.59	128.79	901.48	128.79	36.79	91.98	55.19	18.40	220.77	202.37	0.00	1,858.15
Economically disadvantaged 1	50.98	241.54	2,357.86	0.00	114.39	17.54	95.48	496.13	0.00	381.40	0.00	3,755.32
Economically disadvantaged 2	51.54	244.20	2,383.92	0.00	115.66	17.73	96.53	501.61	0.00	385.62	0.00	3,796.81
Economically disadvantaged 3	52.10	246.87	2,409.97	0.00	116.92	17.92	97.59	507.09	0.00	389.83	0.00	3,838.29
Economically disadvantaged 4	52.67	249.54	2,436.03	0.00	118.18	18.12	98.64	512.57	0.00	394.05	0.00	3,879.80
Economically disadvantaged 5	53.23	252.21	2,462.09	0.00	119.45	18.31	99.70	518.06	0.00	398.26	0.00	3,921.31
Economically disadvantaged 6	56.89	269.52	2,631.09	0.00	127.65	19.57	106.54	553.62	0.00	425.60	0.00	4,190.48
Economically disadvantaged 7	58.24	275.94	2,693.72	0.00	130.69	20.03	109.08	566.80	0.00	435.73	0.00	4,290.23
Economically disadvantaged 8	59.59	282.36	2,756.36	0.00	133.72	20.50	111.61	579.97	0.00	445.86	0.00	4,389.97
Economically disadvantaged 9	60.95	288.77	2,818.99	0.00	136.76	20.96	114.15	593.15	0.00	455.99	0.00	4,489.72
Economically disadvantaged 10	62.30	295.19	2,881.62	0.00	139.80	21.43	116.69	606.33	0.00	466.13	0.00	4,589.49