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|  | School Finance: Chapter 70 Program | |
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| FY19 Chapter 70 Aid and Required Contribution Calculations  September 2018 | |
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# FY19 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 FY19 is set at 2.64 percent, in accordance with the Chapter 70 statute, which requires using the ratio of the current year's third-quarter inflation index (2017 = 117.531) to the prior year's third-quarter index (2016 = 114.507).
* Enrollment increased from 941,303 in FY18 to 941,411 in FY19, a 0.01 percent increase; 10 districts saw their foundation enrollment increase by over 5 percent.
* The total statewide foundation budget increased from $10.379 billion in FY18 to $10.778 billion in FY19, a 3.84 percent rise.

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.

Starting in FY19, 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. 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, see Appendix A for a more detailed explanation.

In FY19, the **Chapter 70 aid calculation** begins with each district's FY18 Chapter 70 amount. 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; 157 operating districts receive foundation aid in FY19. Each district is guaranteed to receive at least $30 per pupil in additional Chapter 70 aid, and 195 operating districts receive this minimum aid increase.

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]](#footnote-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 publicschools.”[[2]](#footnote-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 reached by the establishment of both a state-mandated, required local contribution and a supplemental amount of state aid.”[[3]](#footnote-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).

The FY19 foundation budget continues the [major changes to the calculations](http://www.doe.mass.edu/finance/chapter70/chapter-cal-changes.pdf) first implemented in FY07. These changes directly aligned the foundation budget categories with the chart of accounts which districts use to track how they spend their money.

It is notable that since FY05, charter school tuition rates have relied 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.

Foundation enrollment relies on a count of the students that a school district is financially responsible for on October 1st of any given year. Those who leave in September or arrive after October 1st are not counted. A student who happens to be absent on October 1st 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.

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

The FY19 statewide average is $11,448 per pupil. After excluding vocational districts, urbanized centers are higher than other types of districts by more than $1,600 per pupil, see Figure 1.

See the [key factors table by district](http://www.doe.mass.edu/finance/chapter70/keyfactors.xlsx) for each district’s foundation per pupil amount, with some of the key factors that can contribute to higher foundation budgets.

### Foundation enrollment is comprised primarily of local resident students attending their community’s local or regional school district.[[4]](#footnote-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.

### Foundation enrollment also includes students for whom the district is paying tuition.

About 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
* 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).

### Foundation enrollment does not include students tuitioned-in from other districts, because their home districts are paying for those students’ costs.

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.

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, FY19 Chapter 70 relies upon October 2nd, 2017 pupil counts, which were the latest available when the governor and legislature were making their FY19 budget proposals during the winter and spring of 2018.

### A district's foundation budget is derived by multiplying the number of pupils in seventeen enrollment categories by cost rates in eleven functional areas. In computing the foundation budget, each pupil must first be assigned to one of the following 7 discrete categories.

Based upon the pupil-specific information submitted by each school district to DESE, a student is classified as being in one of the following categories, which appear in columns 1 through 7 of a district’s foundation budget.

| Table 1: Foundation budget enrollment categories | |
| --- | --- |
| Column | Description |
| 1 | Regular or special education pre-kindergarten |
| 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]](#footnote-5) |
| 7 | Vocational education (grades 9-12)[[6]](#footnote-6) |

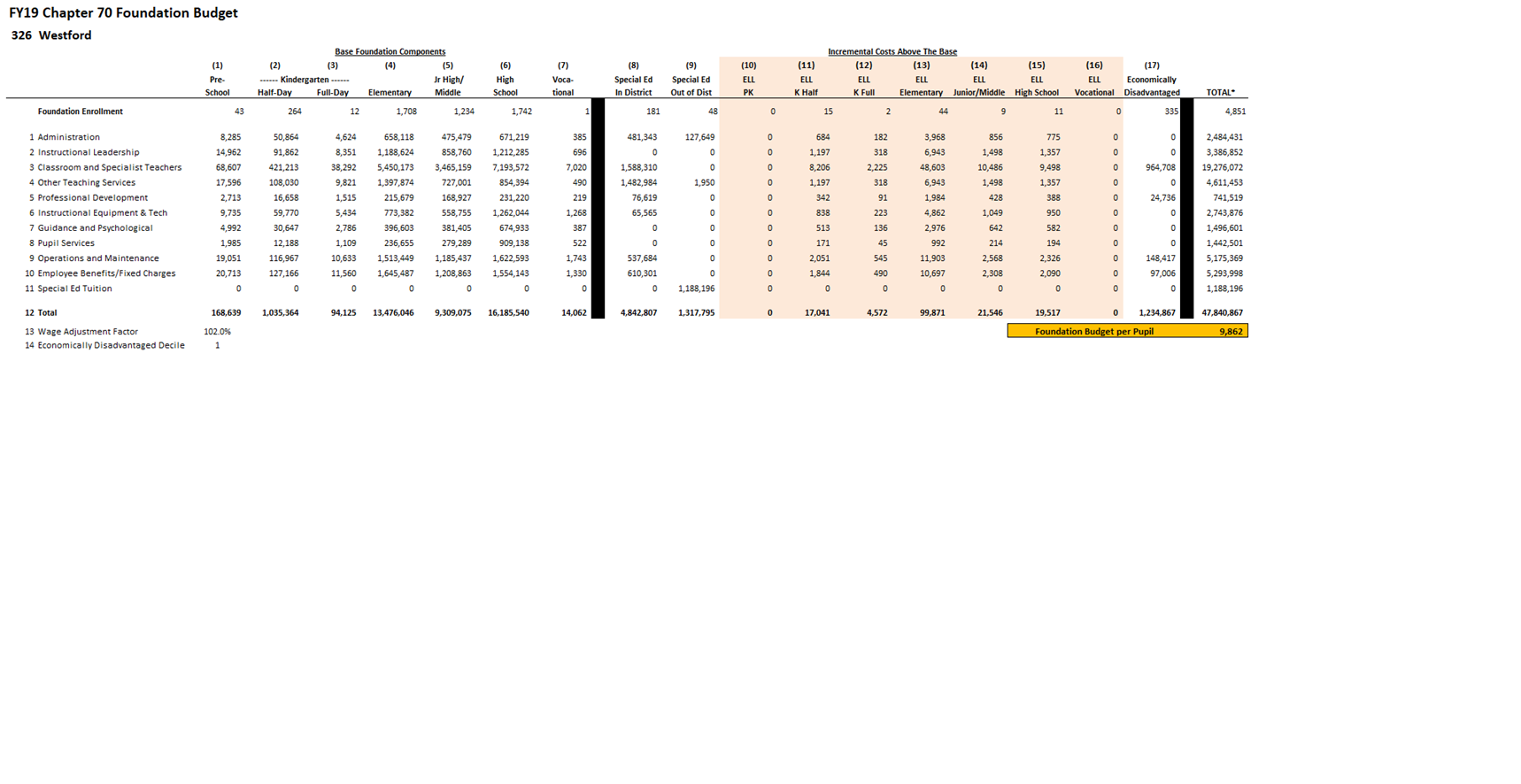
The following rules apply in cases where it may not be clear which category is appropriate, or whether a pupil should be included in foundation enrollment at all:

* 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.

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 FY19 calculations can be seen on the foundation budget report available in the [FY19 Chapter 70 formula spreadsheet](http://www.doe.mass.edu/finance/chapter70/fy2019/chapter-19.xlsm), see the example using Westford’s foundation budget below. The columns going across the page are the seventeen enrollment categories used in the foundation budget calculation.

These headcounts are used to compute total foundation enrollment at the far right of the report. Note that for computing this total, preschool and half-day kindergarten categories count as .5 full-time equivalent pupils because they typically attend for half the school day. For example, Westford’s total foundation enrollment of 4,851 (shown in the last column on the right) counts its 43 preschoolers as 22 pupils (rounded up) and its 264 half-day kindergartners count as 132 pupils.



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

There are four cost increment categories that are intended to reflect the additional resources needed to educate these populations:

* Assumed in-district special education enrollment (column 8) is set at 3.75 percent of foundation enrollment (not including pre-kindergarten and vocational pupils) and 4.75 percent of vocational enrollment. These headcounts are assumed rather than actual counts of pupils, an approach that is practiced in eight other states around the country.[[7]](#footnote-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 one percent of total foundation enrollment (again not including pre-kindergarten and vocational pupils).
* ELL status (columns 10–16) depends on a student’s home language and English language proficiency. In FY19, the Commonwealth converted the ELL rates to increments and these increments were increased to close the gap between prior rates and the new ELL targets by 65 percent.
* Economically disadvantaged status (column 17) 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 Children (TAFDC); Department of Children and Families' (DCF) foster care program; or MassHealth (Medicaid) up to 133 percent of the federal poverty level (FPL). Unlike foundation enrollment, 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.

Columns 8 through 17 reflect these incremental costs above the base. These students have already been counted in columns 1 through 7, and are therefore not added to total enrollment.

### 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 2: 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, ELL, and low-income increments add substantial costs as well.

Appendix B includes a summary of the assumptions underlying foundation rates that describes how all eleven categories are derived. The largest dollar amount is represented by the class size and salary assumptions for teachers. The statutory class sizes of 22 for elementary, 25 for junior high/middle, and 17 for high school remain in effect. The FY94 teacher salary of $38,000 has been factored up by inflation so that in FY19 it stands at $69,677.

### Foundation budget rates are adjusted each year by a statutorily defined inflationary factor. It 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]](#footnote-8)**

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

In FY19, the benefits and fixed charges rate was raised by 14 percent toward the total recommended increase in response to the 2015 Foundation Budget Review Commission (FBRC) report.

### 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 3: 2016 labor market area average wages | | | |
| --- | --- | --- | --- |
| **Labor Market Area** | **Total Wages** | **Employment** | **Average**  **Wages** |
| Nantucket County/Town MA | $402,389,983 | 7,293 | $55,175 |
| Athol MA Micropolitan NECTA | $231,208,166 | 6,350 | $36,411 |
| Barnstable Town MA Metropolitan NECTA | $4,837,397,843 | 107,696 | $44,917 |
| Boston-Cambridge-Newton MA NECTA Division | $142,811,989,422 | 1,784,518 | $80,028 |
| Brockton-Bridgewater-Easton MA NECTA Division | $3,798,901,544 | 77,507 | $49,014 |
| Framingham MA NECTA Division | $13,239,436,176 | 172,563 | $76,722 |
| Greenfield Town MA Micropolitan NECTA | $629,156,337 | 15,405 | $40,841 |
| Haverhill-Newburyport-Amesbury Town MA-NH NECTA Division | $2,242,056,399 | 46,153 | $48,579 |
| Lawrence-Methuen Town-Salem MA-NH NECTA Division | $2,978,796,575 | 60,096 | $49,567 |
| Leominster-Gardner MA Metropolitan NECTA | $2,182,626,176 | 50,487 | $43,231 |
| Lowell-Billerica-Chelmsford MA-NH NECTA Division | $9,940,015,085 | 148,763 | $66,818 |
| Lynn-Saugus-Marblehead MA NECTA Division | $2,106,017,130 | 44,436 | $47,394 |
| Nashua NH-MA NECTA Division | $78,040,617 | 1,799 | $43,380 |
| New Bedford MA Metropolitan NECTA | $3,103,218,979 | 66,940 | $46,358 |
| North Adams MA-VT Micropolitan NECTA | $442,985,699 | 10,141 | $43,683 |
| Peabody-Salem-Beverly MA NECTA Division | $5,098,585,225 | 94,291 | $54,073 |
| Pittsfield MA Metropolitan NECTA | $1,937,114,392 | 41,658 | $46,500 |
| Providence-Warwick RI-MA Metropolitan NECTA | $4,345,640,923 | 102,918 | $42,224 |
| Springfield MA-CT Metropolitan NECTA | $13,106,686,640 | 277,895 | $47,164 |
| Taunton-Middleborough-Norton MA NECTA Division | $3,051,158,123 | 58,722 | $51,959 |
| Vineyard Haven MA Micropolitan NECTA | $434,775,791 | 8,795 | $49,434 |
| Worcester MA-CT Metropolitan NECTA | $13,180,245,780 | 249,182 | $52,894 |
| Buckland MA LMA | $51,573,543 | 1,755 | $29,387 |
| Great Barrington MA LMA | $395,647,282 | 9,867 | $40,098 |
| **State Total** | **$230,625,663,830** | **3,445,230** | **$66,941** |

A district’s wage factor is a percentage that is applied to the eight salary-related functional categories in the foundation budget.[[9]](#footnote-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.

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 FY19, 133 municipalities in just three labor market areas are affected: 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, Westford’s WAF is 102 percent.

### FY19 Foundation Budget: Massachusetts State Totals

After applying the wage factor, the statewide total for all school districts in FY19 is $10,778B. Teaching makes up 45 percent. The six instructional categories (instructional leadership, teachers, other teaching services, professional development, instructional materials/technology, and guidance/psychological) account for a combined 66 percent.

| Table 4: FY19 foundation budget totals by category | | | | |
| --- | --- | --- | --- | --- |
| Categories | Foundation budget total | | % | |
| Classroom and Specialist Teachers | | $4,825,187,463 | | 45% |
| Operations and Maintenance | | $1,199,825,764 | | 11% |
| Employee Benefits and Fixed Charges | | $1,158,498,716 | | 11% |
| Other Teaching Services | | $930,181,740 | | 9% |
| Instructional Leadership | | $671,863,668 | | 6% |
| Instructional Equipment and Technology | | $557,524,552 | | 5% |
| Administration | | $490,030,399 | | 5% |
| Guidance and Psychological Services | | $288,855,561 | | 3% |
| Pupil Services | | $263,696,362 | | 2% |
| Special Education Tuition | | $217,860,658 | | 2% |
| Professional Development | | $174,063,669 | | 2% |
| **State Total** | | **$10,777,588,551** | | **100%** |

# Appendix A: How required local contributions are calculated

## Target contribution calculations

* The first step is to determine the statewide target local contribution level, which is set at 59 percent of the statewide foundation budget. For FY19, this amount equals $6.359 billion (59% of $10.778 billion statewide foundation budget).
* The formula dictates that the statewide contribution goal must be funded equally from local property wealth and aggregate local income.
* For FY19, the **property percentage** is set at 0.3676%, which is applied to each municipality's 2016 aggregate equalized property valuation. The **income percentage** is set at 1.4306%, which is applied to each municipality's aggregate total personal income, as reported to the Department of Revenue (DOR) by local residents for the 2015 calendar year.
* When these two factors are applied statewide, they yield a total local contribution of $8.137 billion with half ($4.069 billion) coming from the property percentage and the other half from the income percentage.
* Next, 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 **maximum local contribution** is set at 82.5 percent of foundation budget, which means that the formula would fund a minimum of 17.5 percent of foundation through state aid, even for the wealthiest communities.
* In FY19, 148 communities are assigned this maximum contribution. A municipality's **target local contribution** is the lesser of the combined effort yield and the maximum local contribution.
* The total target local contribution for all municipalities, after taking into account the 82.5 percent cap, equals 59 percent of statewide foundation budgets, or $6.359 billion.
* A city or town's **target local share** presents the target local contribution as a percentage of its municipal foundation budget.

## Calculation of the FY19 increments toward the targets

* First, increase (or decrease) the city or town's FY18 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 4.41 percent. The result of applying the MRGF to the FY18 required contribution is the FY19 **preliminary local contribution**.
* If the preliminary local contribution is **greater than** the target local contribution, then the difference is called **excess local effort**. In FY19, 227 or 65 percent of the 351 cities and towns have a total of $68.7 million in excess local effort. For each of these communities the preliminary local contribution is reduced by 100 percent of their excess effort to arrive at the FY19 **required local contribution**.
* If the preliminary local contribution is **less than** the city or town's target local contribution, an additional increment may augment the preliminary 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.
* In FY19, 124 cities and towns have preliminary contributions that are below target, by $117 million. Those who fall below by more than 2.5 percent are required to make additional increments totaling $5.3 million to get closer to their effort goals.
* 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: Assumptions underlying foundation budget rates

| Administration | 81.7% of FY04 state average expenditure per pupil for administration, factored up by inflation, for a FY19 average of $511 per pupil. |
| --- | --- |
| Instructional Leadership | 81.7% of FY04 state average expenditure per pupil for instructional leadership, factored up by inflation, for a FY19 average of $698 per pupil. |
| Classroom and Specialist Teachers | Assumed class sizes of 22 for elementary, 25 for junior high/middle, and 17 for senior high; at an average salary in FY94 of $38,000. Inflation has increased this salary by 83% through FY19, to $69,677 per teacher. In per pupil terms, the rates are $3,128 for elementary, $2,753 for junior high/middle, and $4,049 for senior high. These rates include the statutory $380 per pupil for expanded programs for low-income students, adjusted by inflation. |
| Other Teaching Services | 81.7% of the FY04 state average expenditure per pupil for other teaching services, factored up by inflation and further adjusted by the following ratios: elementary (1.25), junior high/middle (.90) and senior high (.75). FY19 per pupil rates are $802 for elementary, $578 for junior high/middle, and $481 for senior high. |
| Professional Development | 3% of the salary of teachers and support staff as described in the statutory foundation budget, factored up by inflation. FY19 per pupil rates are $124 for elementary, $134 for junior high/middle, and $130 for senior high. |
| Instructional Equipment and Technology | Statutory per pupil amounts factored up by inflation. FY19 per pupil rates are $453 for elementary and junior high/middle, and $724 for senior high. |
| Guidance and Psychological Services | 81.7% of FY04 state average expenditure per pupil for guidance and psychological services, factored up by inflation and further adjusted by the following ratios: elementary (.75), senior high (1.25). In FY19, the per pupil rates are $228 for elementary, $303 for junior high/middle, and $379 for senior high. |
| Pupil Services | Combined statutory per pupil rates for health staff ($50 elementary/junior high/middle, $38 at senior high); athletics ($50 junior high/middle, $200 senior high); and activities ($25 elementary, $35 junior high/middle, and $45 senior high). After inflation, the FY19 rates are $136 for elementary, $222 for junior high/middle, and $512 for senior high. |

| Operations and Maintenance | Combined statutory assumptions for custodial salaries (10% of the number of foundation teaching and support staff, at a custodial salary of $25,000); maintenance ($3,300 times the number of foundation teaching and support staff); and extraordinary maintenance ($2,200 times the number of foundation teaching and support staff). The combined FY19 per pupil amount after inflation equals $869 for elementary, $942 for junior high/middle, and $913 for senior high. |
| --- | --- |
| Employee Benefits and Fixed Charges | Statutory assumption for salary benefits ($4,320 times the number of foundation staff in all categories, adjusted by the WAF, plus $468 times the same number of staff and $230 times the number of foundation vocational staff, both not adjusted by the WAF), increased by inflation, plus additional amounts in FY18 and FY19 to continue implementing the 2015 recommendations of the Foundation Budget Review Commission (FBRC). In FY19, the per pupil rate equals $963 for elementary, $980 for junior high/middle, and $892 for high school. |
| Special Education Tuition | Statutory assumption for special education tuition rate of $13,500 per pupil, factored up by inflation. In FY19 the per pupil rate is $24,754. |
| Notes:   * 81.7% of the statewide average expenditure was chosen for all four of the newly created categories in FY07 because that is the factor which in combination with the other rates, yields the same statewide total foundation as would have been generated under the statutory calculations. The changes were fiscally neutral in the aggregate. * In many of the categories, there are higher rates for vocational pupils. There are also additional increments for economically disadvantaged students, ELLs, and assumed in-district special education pupils. * The WAF is applied to each foundation budget category with the except for: Instructional Materials, Equipment and Technology; Employee Benefits and Fixed Charges; and Special Education Tuition. | |

1. *Every Child a Winner,* Massachusetts Business Alliance for Education (MBAE), 1991.<http://www.mbae.org/every-child-a-winner/> [↑](#footnote-ref-1)
2. The State Constitutional Mandate for Education: The McDuffy and Hancock Decisions <http://www.doe.mass.edu/lawsregs/litigation/mcduffy_hancock.html> [↑](#footnote-ref-2)
3. Building on 20 Years of Massachusetts Education Reform <http://www.doe.mass.edu/commissioner/BuildingOnReform.pdf> [↑](#footnote-ref-3)
4. For foundation enrollment, resident students also include Horace Mann charter students, and foreign exchange students (who do not pay tuition). [↑](#footnote-ref-4)
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. [↑](#footnote-ref-5)
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. [↑](#footnote-ref-6)
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. [↑](#footnote-ref-7)
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> [↑](#footnote-ref-8)
9. The wage factor is not applied to instructional equipment, employee benefits, or special education tuition. [↑](#footnote-ref-9)